

Formation of Patience and Trust Character Through the Learning Theme of the Hijrah Story of the Prophet Muhammad SAW in Grade 4b Students of SD Negeri 22 Baubau

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ABSTRACT

This study aims to examine the process of developing the characters of patience and trustworthiness through the learning theme of the Hijrah story of Prophet Muhammad among fourth-grade students at SD Negeri 22 Baubau. This study employs a qualitative approach to understand students' character development within the context of Islamic exemplary values. The research method used is descriptive qualitative, with data collected through observation, interviews, and documentation. The findings indicate that learning activities based on the Hijrah story of Prophet Muhammad (peace be upon him) contribute to fostering the characters of patience and trustworthiness among students, although the level of understanding and application varies among them. Some students have demonstrated patient and trustworthy behavior in their daily activities, while others still require continuous habituation and guidance. This study highlights the importance of teachers' role modeling and habituation processes in strengthening the internalization of the values of patience and trustworthiness. Therefore, it can be concluded that exemplary story-based learning plays an important role in shaping the characters of patience and trustworthiness in elementary school students.

Keywords: *Character Education, Patience, Trustworthiness, Hijrah Story of Prophet Muhammad, Elementary School*

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INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills they need.

In article 3 of the National Education System Law number 20 of 2003 that National Education functions to develop abilities and shape the character and civilization of the nation in order to educate the life of the nation, it aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible society.

Character formation is an educational process that instills moral, ethical and spiritual values in individuals so that they are able to develop good personalities and behave positively in daily life. This process involves various aspects of life, including cognitive aspects related to understanding and knowledge, effective aspects related to attitudes or feelings, and psychomotor aspects related to real actions and behaviors. The interaction between these three aspects forms a person's attitudes, habits, and character as a whole. Character education is not only limited to

formal learning in schools, but also takes place in the family, community and other social interactions.

The formation of character cannot be separated from the example of the Prophet Muhammad PBUH as a perfect figure (*uswah hasanah*) as mentioned in the Qur'an surah Al-Ahzab verse 21:

The Sunnah of the Messenger of Allah (peace and blessings of Allaah be upon him)

Translation:

"The Messenger of Allah (was) a good example for you." (Q.S. Al-Ahzab [33]:21)

His personality reflects the perfection of morals which is the main guideline in the formation of the character of a Muslim. The Prophet Muhammad is known for the qualities of *shiddiq* (honest), *amanah* (trustworthy), *tabligh* (conveying the truth), and *fathana* (intelligent), from these qualities are born various noble character values such as patience, *tawakal*, humility, fairness, and compassion for others.

In the modern era, the character formation of elementary school students faces various challenges, especially in strengthening the values of patience and trust. Students show a low tendency to control emotions, are less able to wait for their turns, are easily frustrated when facing difficulties, and are less diligent in completing tasks that require a continuous process. In addition, the attitude of trust has not developed optimally, which is reflected in cheating behavior, not keeping agreements, ignoring responsibilities, and not complying with teachers' directions in learning activities. This condition has implications for low ability to work together, respect for peer opinions, and constructive resolution of social conflicts. In the framework of character education based on Islamic values, the story of the hijrah of the Prophet Muhammad SAW is seen as a learning theme that contains examples of the values of patience and trust and can be implemented in learning in grade 4b students of SD Negeri 22 Baubau.

The formation of patient and trustworthy character through the theme of learning the story of the hijrah of the Prophet Muhammad SAW is carried out with a direct learning approach that emphasizes exemplary and intensive teacher assistance. In its application, the teacher first conveys the story of the hijrah of the Prophet Muhammad SAW in a coherent and meaningful manner, then students are directed to listen carefully to the values of patience and trust contained in it as the basis for character habituation. After the initial understanding stage, the learning process continues with reinforcement through repetitive activities designed to train students' patience and responsibility, such as waiting for their turn, completing assignments gradually, and carrying out individual and group responsibilities according to the teacher's direction. These activities are carried out consistently with the level of difficulty adjusted to the students' abilities, so that the value of patience and trust can be internalized gradually. Through this continuous learning pattern, students not only understand character values conceptually, but are also accustomed to applying them in real behavior during the learning process.

The formation of patient and trustworthy character through the theme of learning the story of the Prophet Muhammad's hijrah is carried out with a direct learning approach that emphasizes exemplary and intensive teacher mentoring. In the initial stage, the teacher conveys the story of hijrah in a coherent and meaningful manner, then students are directed to listen and understand the value of patience and trust contained in it as the basis for attitude formation. This process places teachers as the main role models in conveying values, as well as guiding students to be able to capture the moral message conveyed appropriately. The example of teachers in conveying the values of patience and trust through the story of the hijrah of the Prophet Muhammad SAW acts as a concrete model of behavior, so that students have a real reference in understanding and imitating the attitudes instilled during the learning process.

The next stage is carried out through strengthening grades with repetitive and directed habituation activities, such as training students to wait for their turn, completing assignments gradually, and carrying out individual and group responsibilities according to the teacher's direction. These activities are adjusted to the level of ability of students and are carried out consistently, so that the value of patience and trust can be internalized in daily behavior. Through a continuous learning pattern, students not only understand character values conceptually, but are also accustomed to applying them in the context of learning, because the internalization of character values is effectively carried out through consistent habituation in learning activities.

Students, especially grade 4b students of SD Negeri 22 Baubau, benefit from learning based on the story of the hijrah of the Prophet Muhammad SAW in the formation of patient and trustworthy character. This approach helps students strengthen their understanding and habituation of the values of patience and trust so that they are consistently embedded in their attitudes and behaviors. Through the repetition of examples, habituation of responsibility, and behavioral reflection after learning, students are trained to control emotions, delay instant gratification, and carry out tasks honestly and responsibly. Hijrah-based learning is an effective means to maintain and strengthen the internalization of character values, so that students not only understand values conceptually, but are also able to apply them in daily life in the school environment.

The purpose of this study is to find out the formation of patient character and the formation of trust character through learning the story of the hijrah of the Prophet Muhammad SAW in grade 4b students of SD Negeri 22 Baubau.

METHODS

This study uses a descriptive qualitative approach. The descriptive qualitative method is an approach that aims to describe social phenomena in detail, factual, and contextual without manipulating variables or testing hypotheses. The descriptive qualitative approach does not seek to find causal relationships, but rather to photograph reality as it occurs in the field in a systematic and structured manner.

Data collection was carried out on January 13-28, 2026 in stages located at SD Negeri 22 Baubau, Baubau City, Southeast Sulawesi Province. The research population includes all 4b grade students of SD Negeri 22 Baubau which totals 19 students and Islamic Religious Education (PAI) teachers of class 4b (1 person). The sampling technique used is total sampling (census), because the entire population is used as a research subject. The learning process based on the story of the hijrah of the Prophet Muhammad SAW is used to observe the formation of students' patience and trust. Data collection is carried out through observation of student behavior during learning, interviews with teachers and students, and documentation of learning activities. The researcher recorded the findings obtained systematically as part of the research data collection process.

FINDINGS AND DISCUSSIONS

Formation of Patient Character Through Learning the Story of the Hijrah of the Prophet Muhammad PBUH

Based on the results of the research, the formation of patient character in grade 4b students of SD Negeri 22 Baubau through learning the story of the hijrah of the Prophet Muhammad SAW. has not been fully formed optimally. This shows that patient character is a value that requires a continuous habituation process and consistent assistance in learning activities.

The results of observations show that there are still students who have difficulty controlling emotions, especially when facing disturbances from peers. In addition, some students

have also not shown patience in listening to the teacher's explanations, which can be seen from the behavior of lack of focus and ignoring directions during the learning process.

The findings were strengthened by the results of an interview with a 4b grade teacher, La Ode Abdul Al-Muhaimin, who said that the patient character in students is still in the process stage and has not been evenly distributed to all students.

"Patient character cannot be formed immediately. There are still students who are easily provoked by emotions and are impatient to listen to explanations, so it needs constant habituation,"

(La Ode Abdul Al-Muhaimin).

Interviews with 19 students, namely Muhammad Azka Al-Ghazali, Al-Ziqra Nur Iskal, Kemal Ahmad Abdullah, Yusuf Anugrah, Iman Jaya, Abdul Fatan Putra Sawali, Muhammad Azlan Muamad, Ernalina Putri Rahayu, Mur Safirah, Salsabila Azzahrah, Nur Hafiza Riyanto, Al-Kautsar Mustaqim, Muhammad Ikhlas Asrun, La Ode Rafa Azakputra, Mutmainnah Syarif, Rafardhan Attalah, Razqa Faiq Ayyasy, Tri Agustina Rahayu, and Rizky Ramadhan Mukadar, showed that some students still have difficulty controlling their emotions and being patient during the learning process.

Some students revealed that they still find it difficult to hold back when the classroom atmosphere becomes noisy or when they are disturbed by friends.

"If you are bullied by friends, sometimes it is still difficult to hold back your anger,"

(Muhammad Azka Al-Ghazali).

"I still have to learn so that I can be more patient and focused when the teacher explains," (Al-Ziqra Nur Iskal).

Nevertheless, learning the story of hijrah still makes a positive contribution to instilling the value of patience. Some students, such as Salsabila Azzahrah, Mur Safirah, and Ernalina Putri Rahayu, said that they began to understand the importance of waiting for their turn to speak and respecting friends during learning.

"Now I try to wait for my turn and not get angry in class," (Salsabila Azzahrah).

These findings show that learning the hijrah story is able to foster students' initial awareness of the importance of patience, although its formation still requires further strengthening and habituation.

Formation of Amanah Character Through Learning the Story of the Hijrah of the Prophet Muhammad PBUH

In contrast to the patient character, the formation of trust character in grade 4b students showed relatively better results. Learning the story of the hijrah of the Prophet Muhammad SAW which emphasizes examples in maintaining trust and carrying out responsibilities is a strong foundation in internalizing the value of trust in students.

The results of the observation show that most of the students have been able to carry out their assignments with full responsibility, obey the class rules, and maintain the trust given by the teacher. This attitude of trust seems more consistent during the learning process.

Grade 4b teacher, La Ode Abdul Al-Muhaimin, emphasized that the character of trust is easier to form because it is directly related to students' daily activities at school.

"If it is trusted, children understand faster because it is directly related to their responsibilities, such as doing tasks and obeying the rules," (La Ode Abdul Al-Muhaimin).

The results of interviews with students also show that most students have understood and tried to apply a trustworthy attitude. Several students, such as Abdul Fatan Putra Sawali,

Muhammad Azlan Muamad, and Rizky Ramadhan Mukadar, stated that they tried to complete their assignments on time and follow the rules as a form of carrying out their mandate.

"If I have been given a task, I try to work until it is finished because it is my responsibility," (Abdul Fatan Putra Sawali).

These findings show that the value of trust is more concrete and easier to apply by elementary school students, so that learning the story of hijrah has a more real impact on the formation of trust character than patient character.

Implications of Learning Hijrah Stories on Character Education

Based on this discussion, learning the story of the hijrah of the Prophet Muhammad SAW has an important role in the formation of students' character, especially the character of patience and trust. However, the effectiveness of character formation is greatly influenced by the type of character values instilled and the intensity of habituation in the learning process.

Patient character requires more intensive reinforcement, continuous mentoring, and consistency in habituating attitudes during the learning process. On the other hand, the character of trust shows more stable and observable results because it is directly related to students' responsibilities in daily life.

Therefore, learning the story of hijrah needs to be combined with the example of teachers and the habituation of a positive attitude on a continuous basis so that the value of patience and trust can be embedded more deeply in students. This is in line with the view of character education which emphasizes that character is formed through repeated habituation of values in the school/pesantren ecosystem – including exemplary curriculum, governance, and interaction culture. (Lickona, 1991: Berkowitz and Bier, 2005, in Madi, 2025)

CONCLUSION

Based on the results of research on the formation of patient and trustworthy character through the theme of learning the story of the hijrah of the Prophet Muhammad SAW in grade 4b students of SD Negeri 22 Baubau, story-based learning contributes to the cultivation of students' character values. The patient's character in students has not been optimally formed, which is reflected in the still difficulties in controlling emotions and the lack of consistency in listening and appreciating the learning process. On the contrary, the character of trust has been well formed, shown through the attitude of responsibility and the ability of students to maintain trust, both in the school environment and at home. These findings show that learning hijrah stories is effective in instilling trust values, while the formation of patient character still requires continuous habituation and strengthening.

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