



## Implementation of islamic story method in instilling akhlak values in elementary school students

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### ABSTRACT

The purpose of this study was to determine the application and impact of the Islamic story method in instilling moral values in students as well as the driving and inhibiting factors in the application of the Islamic story method in instilling moral values in students. The type of research used is qualitative research. The data sources in this study were principals and teachers. The research instruments used were observation guidelines, interview guidelines, and documentation. Documentation. The data analysis technique used is data reduction, data presentation, and verification or conclusion drawing. The results showed that the application of the Islamic story method can teach students to emulate and imitate all the praiseworthy actions possessed by Islamic figures, especially the Prophet Muhammad SAW who became a role model. The impact of the Islamic story method in instilling moral values in students at SDN 352 Tobemba Kab. Luwu, The impact of a teacher's success in instilling moral values in students is inseparable from teaching morals which is closely related to the methods or strategies used by the teacher in teaching in his class according to the material presented. This is very influential on the success of teachers in instilling moral values in students.



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## INTRODUCTION

In this challenging age of globalization, it seems that education is getting harder with the increasingly complex demands of modern society. The impact is that educators must keep up with the pace of development of an increasingly creative and dynamic era, but still maintain Islamic values (Junaedi, 2019). The cultivation of Islamic values through education is very necessary for children. Looking at the phenomenon of community life today, most parents have introduced children to a life that is not following their world. The luxurious lifestyle makes simplicity disappear. Games, gadgets, malls, and television, are the daily consumption of children (Suryati, 2017). This leads to spoiled, selfish, weak, and even disrespectful attitudes toward parents.

On the other side, it is also seen that the increasing number of juvenile delinquency, promiscuity, consumption of illicit goods, free sex, and the destruction of the nation's morals make a very deep concern. On the other hand, many students behave disrespectfully towards teachers, for example, in saying students cannot distinguish between talking to teachers and their friends when meeting on the street students do not greet their teachers, students cannot practice prayers, students who are not orderly and disciplined, and so on. Honesty, truth justice, kindness, and courage have now been covered by lies.

"Education is a basic need for humans because humans when born do not know anything" (Robikhah, 2018). Education means 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 character, and skills needed for themselves (Hendriana & Jacobus, 2017).

In both formal and informal educational institutions, the development of noble and religious morals is one of the tasks of an institution. The task of education is to develop a moral and civilized person as a member of society. Development from childhood requires encouragement and stimulation. Children's interests and aspirations need to be developed towards a better and commendable direction

through education (Sun'iyah, 2019). How to provide education and teaching must be following the psychological development of students.

The existence of educational institutions for children is needed as a means for the community to help prepare children to become knowledgeable, charitable and devoted individuals (Hakim, 2022). Seeing this phenomenon, educational institutions began to prepare with a vision and mission to produce a generation of nations that are intelligent and have akhlakul karimah. Therefore, in order not to be left behind, and deteriorated by the times, educators need to instill akhlakul karimah or noble character and Islamic religious education values in children so that children's faith becomes strong and sturdy so that they can become a generation of quality nations.

The main provision to fortify children from external influences that can damage morals is to instill moral values in children because it can strengthen the soul of children in facing all the challenges of the times. In line with this, Islamic religious education needs to be instilled in children to fortify the faith and devotion of Muslims to be strong and strong starting from the roots. Because religious education can affect children's faith when they grow up. As a servant of Allah, humans cannot be separated from His power because humans have the fitrah (potential) to be god (religion). This is because humans are creatures that have the potential for religion following their nature. Based on the words of Allah SWT QS. Ar-Ruum (30) verse 30:

فَأَقِمْ وَجْهَكَ لِلدِّينِ حَنِيفًا فِطْرَتَ اللَّهِ الَّتِي فَطَرَ النَّاسَ عَلَيْهَا لَا تَبْدِيلَ لِخَلْقِ اللَّهِ ذَلِكَ الدِّينُ الْقَيِّمُ وَلَكِنَّ أَكْثَرَ النَّاسِ لَا يَعْلَمُونَ

Translate:

"So set your faces straight to the religion (of Islam); (according to) the fitrah of Allah for He has created man according to it. There is no change in the creation of Allah. (That is the straight religion, but most people do not know".

From the above description it can be concluded that the fitrah of Allah: meaning the creation of Allah. Humans are created by Allah to have religious instincts, namely monotheism, so it is not natural. They are not religious tawhid it is only because of the influence of the environment. Religion in individual life functions as a value system that contains certain norms. In general, these norms become a frame of reference in behaving and acting in line with the religious beliefs they hold (Mulyadi, 2017). Religion teaches humans to always get closer to God. That is why humans need religious education to guide their worship.

Every parent has the desire that the child who has been entrusted can grow into a child who is smart, intelligent, diligent, good, has akhlakul karimah, believes and is devoted to Allah SWT. No parent expects their child to grow up to be a child who is naughty, bad, has despicable morals, and far from Islamic religious morals. Good expectations can be realized with the awareness that so important an Islamic religious education for the growth and development of children, then equip with education and teaching following Islamic law. The fact shows that humans are religious creatures. But in diversity to be able to grow and develop properly requires guidance. Therefore, in line with the developmental stages that children experience, they need guidance and guidance. So, the initial stage to foster attitudes, behavior, beliefs and religious personalities in the developmental period of children is by trying to instill morals and Islamic religious education values in children. The pattern of parenting, guidance, education and the relationship between parents and children greatly affects the child's adulthood.

After knowing the importance of education to children, especially producing Islamic children is not as easy as what we feel, because an educator is required to be able to carry out his role and function in carrying out his teaching duties. An educator must understand the child's developmental conditions, environment, and preferences to make it easier to instill moral values in the child (Suryawan, 2020). As is known in human development when children are very fond of stories, stories, fairy tales, and the like. Stories come first in teaching ethics to children. They tend to like and enjoy them, both in terms of ideas, imagination and events. If this can be done well, stories will become part of the art that children and even adults love. Storytelling has a great influence in attracting attention and increasing the intelligence of a child's thinking because the story has its own enjoyment and beauty (Bunga, 2020). Stories are the most appropriate medium for children to instill positive values that will be useful in their future lives.

When associated with the teaching and learning process, the story method is one of the delivery techniques used in the educational process at school which has advantages and disadvantages. With a

variety of techniques in the delivery of subject matter will help teachers in carrying out their duties properly. Therefore, the story method is one of providing learning experiences for elementary school children by presenting stories to children orally. The story presented by the teacher must be interesting, and invite the attention of children and not be separated from the educational objectives for elementary school children. The Qur'an as the holy book of Muslims in some of its verses uses story media, the Qur'an uses stories of the Prophets and previous people to preach divine values.

The implementation of this story method can be used as an alternative learning method used in the cultivation of Islamic religious education, especially in this discussion about the values of Islamic religious education itself, the application of this method in addition to being able to quickly touch the hearts of students, the storytelling method also makes students will not quickly feel bored in the classroom, because in the story method the students will know the description of the story of the Prophets, the characteristics of the Prophets or previous people, which can be taken lessons to be applied in daily life and which will greatly affect their psychological development. A teacher can utilize storytelling activities to instill honesty, courage, loyalty, friendliness, sincerity and other positive attitudes in the life of the family, school and community environment.

The story method is one of the methods or ways used by teachers in delivering material or messages that are tailored to the conditions of students (Masruri, 2021). The storytelling activity provides a unique and interesting learning experience, and can vibrate feelings, arouse enthusiasm, and cause its own excitement, so storytelling activities allow the development of children's emotional dimensions. Teachers who are good at telling stories will make children dissolve in the imaginative life of the story. And with this method or storytelling activity, it is hoped that the teacher can instill religious morals in students. The purpose of this study was to determine the application and impact of the Islamic story method in instilling moral values in students at SDN 352 Tobemba. As well as supporting and inhibiting factors for the Application of the Islamic Story Method in Instilling moral values in Students at SDN 352 Tobemba.

Research by Pewangi & Nafsiyah (2021) implementation of the Islamic story method in instilling moral values in students at SDN 352 Tobemba Kab. Luwu, with the application of the Islamic story method, can teach and accustom students to emulate and imitate all the praiseworthy actions possessed by Islamic figures, especially the Prophet Muhammad SAW who became a role model. The results of Suryati (2017) research show that the application of the storytelling method in instilling Islamic religious education values at SDN 01 Tunas Jaya is quite effective. As evidence that the process of instilling Islamic religious education values is effective, namely the application process to students, the methods, facilities and media used, as well as the attitude of students in practicing the subject matter that has been conveyed in everyday life.

## **RESEARCH METHODS**

The type of research used by the author in this research is field research. Therefore, the object of research is in the form of objects in the field that are able to provide information about research studies. This research uses a qualitative research approach. Qualitative research is research that intends to understand the phenomenon of what is experienced by the research subject, for example behavior, perception, motivation for action holistically and by means of descriptions in the form of words and language, in a special natural context and by utilizing various natural methods (Nuryana, 2021). Qualitative data analysis is an effort made by working with data, organizing data, sorting it into manageable units, synthesizing it, looking for and finding patterns, finding what is important and what is learned, and deciding what can be told to others (Angraini & Djatmiko, 2019).

## **RESULTS AND DISCUSSION**

### **Application of the Islamic Story Method in Instilling Moral Values in Students at SDN 352 Tobemba Kab. Luwu**

In accordance with the results of the research carried out, researchers obtained data on how the teacher's strategy in fostering students' akhlakul karimah at SDN 352 Tobemba Kab. Luwu. In this study, researchers used interview and documentation methods. The data that the authors obtained from SDN 352 Tobemba Kab. Luwu regarding the application of the Islamic story method in instilling moral values in students are as follows:

The method is part of the activity strategy. The method is chosen based on the activity strategy that has been chosen and determined. The method is a way, which in its work is a tool to achieve the objectives of the activity. The world of children's life is full of joy, so storytelling activities must be sought to provide a feeling of joy, funny, and exciting. The story method means a way of conveying subject matter chronologically about how things happen, whether they actually happened or were just made up. In applying this method to the teaching and learning process, the story method is one of the famous and best educational methods, because the story is able to touch the soul if it is based on deep sincerity.

In the world of education, everyone knows that the teacher's job is not only to teach and provide knowledge to students but more than that, namely to foster the morals of students so that a moral personality is created. To be able to realize morally good students, the teacher must have a strategy in fostering students' morals. Because using a strategy can produce the desired goals in education. In this study, the authors in collecting data used a research sample, namely several teachers at SDN 352 Tobemba Kab. Luwu which included:

Based on the results of an interview with Mrs. Tenri Diana, S.Pd.I, she explained that:

"When in the teaching and learning process, in every delivery of material there are always moral values, and always emphasize the moral development of students. The form of this guidance is, for example, in delivering material about praiseworthy morals, including honesty, keeping promises, fairness, courtesy in speaking and dressing, then I immediately apply it to students."

In the teaching and learning process in class, if there is one student who behaves badly and makes class noise or talks to himself, he will give him a reprimand, giving punishment also emphasizes moral development, namely in the form of education, for example reading the Qur'an and its meaning. He does this so that students always have good morals. Where by always being good is a way to shape the personality of students who have good morals.

Speaking of strategies in the teaching and learning process, he always uses several methods in delivering material, the methods he uses are intending to make it easier for students to understand the material he provides so that students can immediately apply it in their daily lives. Among the methods he usually uses are:

a. Exemplary/modeling.

That is an educational method by giving a good example to students, both in speech and action. Because of the nature of children who like to imitate the people they admire, in providing material he immediately gives examples of the praiseworthy traits possessed by the Prophets who are role models. And always give direct examples to students such as mimicry, various body movements and dramatization, voice and daily behavior. Thus students will automatically imitate the attitudes and actions of the teacher. That way, the author can conclude that with this method the teacher wants his students to be able to recognize the praiseworthy qualities possessed by the Prophet, and through the teacher's good daily attitudes and actions, students are expected to be able to imitate the teacher's behavior.

b. Lecture.

The lecture method is usually used to provide a little explanation to students. Usually the material conveyed using this method is material whose discussion cannot be demonstrated or is difficult to discuss, for example about the material of faith, it needs detailed explanation, and also because of the age level or thinking of children who are very difficult to discuss about matters of faith, this lecture method is considered very effective. By using this method, the author can conclude that not all subject matter can use the discussion, question and answer or demonstration method, but there is also material whose delivery is more effective when using the lecture method, for example an explanation of the problem of faith. With the explanation that the teacher gives, students will better understand and understand it.

c. Questioning Method.

Usually use this method to activate students so that students are not passive in receiving the material that has been given. Through this method students will share their thoughts about the material that has been delivered by the teacher. So by using this method students are required to be active, and at the same time it can also be used in moral development which emphasizes tolerance between students.

That way this method can educate students to work together and respect each other. And from here the author also concludes that with this questioning method, students will find it easier to express their thoughts, how they capture a lesson and this method can further shape students' personalities to respect others.

d. Methods of Punishment.

Punishment is rarely given to students, only when the student does not pay attention to the teacher or talks to his friend then the new punishment is given. The type of punishment that is usually given is not from the teacher who decides but is submitted to his classmates, by submitting the type of punishment given in the hope that the children understand the offense they have committed not to repeat it for anyone and at the same time there is also an emphasis on instilling moral values, namely mutual respect for the opinions of others. In addition to the author interviewing Islamic religious education teachers, about the strategies or concepts implemented in instilling moral values in students at SDN 352 Tobemba Kab. Luwu, the author also interviewed the principal, Mrs. Nuraeni, S.Pd. about teaching strategies in instilling moral values in students.

Based on the results of an interview with the principal, namely Mrs. Nuraeni S.Pd. he explained that:

"The strategy in instilling moral values in students is done through the delivery of subject matter taught in class. It has become a concept from the principal that every teacher in delivering the material must include moral values".

In delivering the material, he usually includes and links the material with moral messages to the students. The method used is closely related to the cultivation of moral values in students, namely by using the method of stories, with stories or stories about the Prophets who have praiseworthy traits, it is hoped that students will be able to understand and understand and guide them in their daily lives.

Stories or stories as an educational method have an appeal that touches feelings. In its implementation of the cultivation of moral values, the method of stories is very effective, so that students can understand and apply it in their daily lives about the attitudes that must be emulated from the stories of the Prophets. Stories or stories can be a medium for building children's character. The same story or story, even if repeated, is not boring for children.

"To instill moral values in students in the teaching and learning process, the delivery of material by including material on morals. Here the meaning is that the delivery of material is related to moral problems. For example, in explaining the problem of prayer, the relationship between prayer and morals is a requirement for the validity of prayer is to cover the aurat, so the connection with the morals of a Muslim is required for women and men to always cover the aurat".

In addition to delivering material related to moral issues, in delivering the material he also uses several methods, including:

a. Model.

As a teacher, you must provide a good example or example to students. For example, 1) in relation to prayer material, then by giving a direct example to perform prayers properly and correctly or always pray in congregation. 2) related to the material of shadaqah. So in giving examples explained to students about infaq and shadaqah. By getting used to shadaqah, giving a little to people who are in need.

Among the Qur'anic verses that are the basis of moral education such as in QS. Luqman (31):

17

يٰۤاَيُّهَا اَبْنٰى اَقِمِ الصَّلٰوةَ وَاْمُرْ بِالْمَعْرُوفِ وَاَنْهَ عَنِ الْمُنْكَرِ وَاصْبِرْ عَلٰى مَا اَصَابَكَ اِنَّ ذٰلِكَ مِنْ عَزْمِ الْاُمُوْر

Translate:

"O my son, establish prayer and enjoin good deeds and prevent them from evil deeds and be patient with what befalls you. Surely such are among the things that are required by (Allah).

b. Recommend.

In the teaching and learning process, he always encourages students to do something good and useful. For example, it is related to saying greetings, getting used to reading prayers, making alms and giving alms and by always being filial piety to parents, submitting and obeying parents.

c. Punishment.

During the teaching and learning process, if the teacher encounters several students who are not listening, the first action taken is to reprimand them. If even with a reprimand the student is still stubborn, then next the teacher will appoint him to come to the front of the class facing his friends and the teacher will tell him to recite a prayer or tell him to sing. The type of punishment given is not physical violence but is more emphasized on instilling moral values and giving assignments. An example of instilling moral values is in the form of giving advice on good attitudes when learning.

"During the teaching and learning process in class, every delivery of material always connects the material with the cultivation of moral values in students, because it has become the principal's concept to always include moral messages in class teaching and learning activities".

Before the lesson begins, a teacher reads verses about the material to be conveyed, for example, a verse explaining morals towards mothers, fathers and fellow humans after reading it the teacher interprets it and explains the content of the verse. After that the students mention the praiseworthy morals towards mothers, fathers and others that they have been carrying out. From there we can see how much they understand and practice the material about morals. And at the end of the lesson the teacher usually adds and comments and encourages students to always practice good morals.

In addition, Mrs. Tenri Diana, S.Pd.I, also uses the method of lecturing and giving assignments as described above, usually she also uses the method of stories. as she explained below:

"Because there are many verses of the Qur'an that explain about exemplary stories, for example about Surah Al-Luqman which explains good manners to both parents, from there students are encouraged to be able to take examples and imitate them in their lives to always respect parents and be kind to others". (Interview with Mrs. Tenri Diana, S.Pd.I, May 25, 2021).

Metode kisah atau cerita di isyaratkan dalam QS. Yusuf (12): 111

لَقَدْ كَانَ فِي قَصَصِهِمْ عِبْرَةً لِأُولِي الْأَلْبَابِ مَا كَانَ حَدِيثًا يُفْتَرَى وَلَكِنْ تَصَدِّقُ الَّذِي بَيْنَ يَدَيْهِ وَتَفْصِيلَ كُلِّ شَيْءٍ وَهُدًى وَرَحْمَةً لِّقَوْمٍ يُؤْمِنُونَ

Translation:

"Surely in their stories there is a teaching for those who have sense. The Qur'an is not a fabricated story, but it confirms what came before it, and explains everything, and is a guide and a mercy for the believers".

From the results of the interview above, here the author can conclude that the method used by Mrs. Tenri Diana, S.Pd.I, in delivering subject matter uses several methods in a meeting. What can be seen from the results of the interview above is the method of stories, suggestions and assignments. From the results of interviews with several teachers about their strategies used in instilling moral values in students, the authors conclude that each teacher in delivering material uses different methods. Because the method used must be appropriate so that the scope and objectives can be achieved optimally.

### **The Impact of the Application of the Islamic Story Method in Instilling Moral Values in Students at SDN 352 Tobemba Kab. luwu**

In accordance with the results of the research carried out, researchers obtained data on how the teacher's strategy in fostering students' akhlakul karimah at SDN 352 Tobemba Kab. Luwu. In this study, researchers used interview and documentation methods. The method is part of the activity strategy. The method is chosen based on the activity strategy that has been selected and determined. The method is a way, which in its work is a tool to achieve the objectives of the activity. The world of children's life is full of joy, so storytelling activities must be sought to provide a feeling of joy, funny, and exciting.

The story method means a way of conveying subject matter chronologically about how things happen, whether they actually happened or were just made up. In applying this method to the teaching and learning process, the story method is one of the famous and best educational methods, because the story is able to touch the soul if it is based on deep sincerity. In the world of education, everyone knows that the teacher's job is not only to teach and provide knowledge to students, but more than that, namely to foster the morals of students so as to create a personality that is moral. Because using a strategy can produce the desired goals in education.

In this study, the authors in collecting data used a research sample, namely several teachers at SDN 352 Tobemba Kab. Luwu which included:

Based on the results of an interview with Mrs. Tenri Diana, S.Pd.I, she explained that:

"When in the teaching and learning process, in every delivery of material there are always moral values, and always emphasize the moral development of students. The form of this guidance is, for example, in delivering material about praiseworthy morals, including honesty, keeping promises, fairness, courtesy in speaking and dressing, then I immediately apply it to students."

In the teaching and learning process in class, if there is one student who behaves badly and makes class noise or talks to himself, he will give him a reprimand, giving punishment also emphasizes moral development, namely in the form of education, for example reading the Qur'an and its meaning. He does this so that students always have good morals. Where by always being good is a way to shape the personality of students who have good morals.

Speaking of strategies in the teaching and learning process, he always uses several methods in delivering material, the methods he uses are with the aim of making it easier for students to understand the material he provides so that students can immediately apply it in their daily lives. Among the methods he usually uses are:

a. Exemplary/Modeling.

Exemplary is an educational method by giving a good example to students, both in speech and action. Because of the nature of children who like to imitate the people they admire, in providing material he immediately gives examples of the praiseworthy traits possessed by the Prophets who are role models. And always give direct examples to students such as mimicry, various body movements and dramatization, voice and daily behavior. Thus students will automatically imitate the attitudes and actions of the teacher. That way, the author can conclude that with this method the teacher wants his students to be able to recognize the praiseworthy qualities possessed by the Prophet, and through the teacher's good daily attitudes and actions, students are expected to be able to imitate the teacher's behavior.

b. Lecture.

The lecture method is usually used to provide a little explanation to students. Usually the material conveyed using this method is material whose discussion cannot be demonstrated or is difficult to discuss, for example about the material of faith, it needs detailed explanation, and also because of the age level or thinking of children who are very difficult to discuss about matters of faith, this lecture method is considered very effective. By using this method, the author can conclude that not all subject matter can use the discussion, question and answer or demonstration method, but there is also material whose delivery is more effective when using the lecture method, for example an explanation of the problem of faith. With the explanation that the teacher gives, students will better understand and understand it.

c. Questioning Method.

Usually use this method to activate students so that students are not passive in receiving the material that has been given. Through this method students will share their thoughts about the material that has been delivered by the teacher. So by using this method students are required to be active, and at the same time it can also be used in moral development which emphasizes tolerance between students. That way this method can educate students to work together and respect each other. And from here the author also concludes that with this questioning method, students will find it easier to express their thoughts, how they capture a lesson and this method can further shape students' personalities to respect others.

d. Methods of Punishment.

Punishment is rarely given to students, only when the student does not pay attention to the teacher or talks to his friend then the new punishment is given. The type of punishment that is usually given is not from the teacher who decides but is submitted to his classmates, by submitting the type of punishment given in the hope that the children understand the offense they have committed and not repeat it for anyone at the same time there is also an emphasis on instilling moral values, namely mutual respect for the opinions of others. In addition, the author interviewed Islamic religious education teachers, about the strategies or concepts implemented in instilling moral values in students at SDN 352 Tobemba Kab. Luwu, the author also interviewed the principal, Mrs. Nuraeni, S.Pd. about teaching strategies for instilling moral values in students.

Based on the results of an interview with the principal, Mrs. Nuraeni S.Pd. she explained that:

"The strategy in instilling moral values in students is through the delivery of subject matter taught in class. It is the concept of the principal that every teacher in delivering the material must include moral values".

In delivering the material, he usually includes and links the material with moral messages to the students. The method used is closely related to the cultivation of moral values in students, namely by using the method of stories, with stories or stories about the Prophets who have praiseworthy traits, it is hoped that students will be able to understand and understand and guide them in their daily lives. Stories or stories as an educational method have an appeal that touches feelings. In its implementation of the cultivation of moral values, the method of stories is very effective, so that students can understand and apply it in their daily lives about the attitudes that must be emulated from the stories of the Prophets.

Stories or stories can be a medium for building children's character. The same story or story, even if repeated, is not boring for children.

"To instill moral values in students in the teaching and learning process, the delivery of material by including material on morals. Here the meaning is that the delivery of material is related to moral problems. For example, explaining about the problem of prayer, the relationship between prayer and morals is a requirement for the validity of prayer is to cover the aurat, so the connection with the morals of a Muslim is required for women and men to always cover the aurat."

In addition to delivering material related to moral issues, in delivering the material he also uses several methods, including:

e. Model.

As a teacher, you must provide a good example or example to students. For example, 1) concerning prayer material, then by giving a direct example to perform prayers properly and correctly or always pray in congregation. 2) related to the material of shadaqah. So in giving examples explained to students about infaq and shadaqah. By getting used to shadaqah, giving a little to people who are in need.

Among the Qur'anic verses that are the basis of moral education such as in QS. Luqman (31):

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Translation:

"O my son, establish prayer and enjoin (people) to do what is good and prevent (them) from doing what is evil and be patient with what befalls you. Indeed, such are among the things that are required by (Allah).

f. Recommended.

In the teaching and learning process, he always encourages students to do something good and useful. For example, it is related to saying greetings, getting used to reading prayers, making alms and giving alms and by always being filial piety to parents, submitting and obeying parents.



g. Punishment.

During the teaching and learning process, if the teacher encounters several students who are not listening, the first action taken is to reprimand them. If even with a reprimand the student is still stubborn, then next the teacher will appoint him to come to the front of the class facing his friends and the teacher will tell him to recite a prayer or tell him to sing. The type of punishment given is not physical violence but is more emphasized on instilling moral values and giving assignments. An example of instilling moral values is in the form of advising on good attitudes when learning.

"During the teaching and learning process in class, every delivery of material always connects the material with the cultivation of moral values in students, because it has become the principal's concept to always include moral messages in class teaching and learning activities".

Before the lesson begins, a teacher reads verses about the material to be conveyed, for example, a verse explaining morals towards mothers, fathers and fellow humans after reading it the teacher interprets it and explains the content of the verse. After that the students mention the praiseworthy morals towards mothers, fathers and others that they have been carrying out. From there we can see how much they understand and practice the material about morals. And at the end of the lesson the teacher usually adds and gives comments and encourages students to always carry out good morals.

In addition, Mrs. Tenri Diana, S.Pd.I, also uses the lecture method and assignments as described above, usually she also uses the story method. as she explained below:

"Because there are many verses of the Qur'an that explain about exemplary stories, for example about Surah Al-Luqman which explains good manners to both parents, from there students are encouraged to be able to take examples and imitate them in their lives to always respect parents and be kind to others". (Interview with Mrs. Tenri Diana, S.Pd.I, May 25, 2021).

The story or story method is hinted at in QS. Yusuf (12): 111  
لَقَدْ كَانَ فِي قَصَصِهِمْ عِبْرَةً لِأُولِي الْأَلْبَابِ مَا كَانَ حَدِيثًا يُفْتَرَى وَلَكِنْ تَصَدِّقُ الَّذِي بَيْنَ يَدَيْهِ وَتَفْصِيلَ كُلِّ شَيْءٍ وَهُدًى وَرَحْمَةً لِّقَوْمٍ يُؤْمِنُونَ

Translation:

"Surely in their stories there is teaching for those who have understanding. The Qur'an is not a fabricated story, but it confirms what came before it, and explains all things, and is a guide and a mercy for the believers."

From the results of the interview above, here the author can conclude that the method used by Mrs. Tenri Diana, S.Pd.I, in delivering subject matter uses several methods in a meeting. What can be seen from the results of the interview above is the method of stories, suggestions and assignments. From the results of interviews with several teachers about their strategies used in instilling moral values in students, the authors conclude that each teacher in delivering material uses different methods. Because the method used must be appropriate so that the scope and objectives can be achieved optimally.

### **Supporting and inhibiting factors of the Islamic story method in instilling moral values in students at SDN 352 Tobemba Kab. Luwu.**

The success of SDN 352 Tobemba Kab. Luwu in fostering the cultivation of moral values in students is inseparable from the existence of supporting and inhibiting factors in the implementation of fostering the cultivation of moral values in students.

#### **Supporting Factors**

Supporting factors are the most important thing in order to succeed in the implementation of fostering the cultivation of moral values in students at SDN 352 Tobemba Kab. Luwu. The supporting factors are as follows:

a. Habits or traditions that exist at SDN 352 Tobemba, Luwu Kab.

Habits in daily behavior in schools can also affect the cultivation of moral values in students. So that without any coercion students are used to doing it. For example, the tradition at SDN 352

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Tobemba, Luwu Regency is to say greetings, when leaving the classroom students are prohibited from preceding the teacher and must obey the teacher. From saying greetings, students will get used to getting used to saying greetings both at school and at home so that students themselves will realize without being forced to say greetings. Meanwhile, the habituation of students not to precede the teacher out of class is aimed at making students respect their elders.

b. Students' awareness.

The most important and main thing from the supporting factors is the students' awareness that grows from within students to always carry out commendable actions in their lives. This factor has made a very strong influence in the implementation of fostering the cultivation of moral values in students at SDN 352 Tobemba Kab. Luwu.

c. The existence of togetherness in each teacher in instilling moral values in students.

Togetherness in schools is needed so that between one teacher and another there is cooperation in implementing efforts to foster the cultivation of moral values in students indiscriminately. The form of this cooperation is the existence of a program of activities to instill moral values in students made by the teachers.

d. Motivation and support from both parents.

Motivation for a moral lifestyle is not only given by the madrasah but also from parents. Because after arriving at home, students are coached by their respective parents in morals. The guidance of parents and the whole family will greatly affect the development of moral values in students.

### **Inhibiting Factors.**

Inhibiting factors are something that cannot be separated in a program or activity, but in this case the inhibiting factors of the Islamic story method in instilling moral values in students can at least be overcome and overcome properly and seriously. These inhibiting factors include:

a. Students' unfavorable backgrounds.

Because students come from different backgrounds, the level of religion and faith is also different. The family environment is something that is very influential on the moral education process that students have received so far. In other words, if the child comes from a religious family background, the child's personality or morals will be good, but it is different if the child's background is bad, the child's personality or morals will also be bad. Many of the parents of students whose livelihoods are as hawkers or peddlers so that they rarely attach importance to education for their own children, especially religious education is very lacking.

b. Community environment (association)

The association of students outside of school is also very influential on student morals, because the influence of association is very fast, so if there is a bad influence it will also have a bad impact on children. The magnitude of the influence of association in society cannot be separated from the existing norms and habits. If the existing habits in the environment are positive, it will also have a positive effect, and negative habits in the community environment will also adversely affect the development of the child's religious soul. The magnitude of the influence caused is also inseparable from the absence of supervision from the school. The surrounding environment is adjacent to the transit center of several cities or terminals whose lives are hard and very often found some speech or behavior that should not be imitated especially by a child who is very easy to influence.

c. Lack of facilities and infrastructure.

To support the success of the teacher's strategy in instilling moral values in students, namely with the existence of activities specifically programmed for moral development. These activities can run effectively if the facilities and infrastructure are sufficient. However, if the facilities and infrastructure are lacking then the activity will not run optimally. Support and motivation from various parties, especially the principal, is very important, this is because the principal has the authority in every decision.

d. The influence of television.

Television shows that are not educational will also have an unfavorable influence on student morals. Moreover, television shows now have a lot of less educational programs, for example, soap operas that tell about free teenage relationships, these shows will most likely have a bad influence on students. That way as parents should provide supervision and guidance on television programs that will be watched by children.

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## CONCLUSION

Based on the results of the study, it can be concluded that the story method is very effective for conveying teachings about moral values and faith. The Islamic story method is very useful for providing advice or invitations to do good. The moral development of students cannot be separated from the teaching of morals itself by using methods that are in accordance with the subject matter to be conveyed. If moral coaching is carried out properly in accordance with the predetermined objectives, then the purpose of the coaching itself can be achieved to the maximum and the material presented can be applied by students in everyday life. The impact of the story method is to provide benefits for students, one of which can shape the child's personality. Supporting Factors for the Islamic Storytelling Method in Instilling Moral Values in Learners, namely the existence of habits or traditions that exist at SDN 352 Tobemba Kab Luwu, a supportive school environment, the togetherness of each teacher in fostering the morals of students and motivation and support from parents. While the inhibiting factors are the background of less supportive students, the community environment (association), lack of facilities and infrastructure and the influence of television shows.

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