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Implementation of Educational Song Media in Teaching the Sirah of Prophet Muhammad SAW at Al-Muhajirin Qur'anic Learning Center, Alafan District

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ABSTRACT

Qur'anic Learning Centers (*Taman Pendidikan Al-Qur'an*/TPA) play an important role in introducing Islamic values and knowledge to children. One of the essential learning materials delivered in TPA is the sirah (biography) of Prophet Muhammad SAW. However, children often encounter difficulties in understanding and memorizing historical content when it is delivered solely through verbal explanations. This article aims to describe a good practice of implementing educational song media in teaching the sirah of Prophet Muhammad SAW at Al-Muhajirin Qur'anic Learning Center in Alafan District. A descriptive practice-based approach was employed using direct observation and video documentation. The learning activity focused on introducing the names of the Prophet's children through educational songs. The findings indicate that educational songs increased children's learning interest, participation, and ability to recall learning content. The implementation also created a more enjoyable and interactive learning atmosphere. Educational song media can therefore serve as an effective alternative instructional strategy for Islamic non-formal education settings.

Keywords
Children Learning
Educational Song
Good Practice
Islamic Education
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Introduction

Islamic non-formal education institutions play a significant role in supporting children's religious development and character formation. In Indonesia, Taman Pendidikan Al-Qur'an (TPA) serves as one of the most widespread educational institutions that provide Islamic learning opportunities outside formal school settings. Through TPA programs, children learn Qur'anic recitation, Islamic values, worship practices, and Islamic history from an early age [1].

Among the various learning materials delivered in TPA, the sirah of Prophet Muhammad SAW occupies an important position because it provides moral examples, historical understanding, and role models for Muslim children. Knowledge of the Prophet's life contributes to the development of Islamic identity and character formation among learners [2]. Through stories of the Prophet's struggles, family life, and leadership, children gain valuable lessons regarding honesty, perseverance, compassion, and devotion to Allah.

Despite its importance, teaching sirah to young learners presents several pedagogical challenges. Historical information often contains many names, events, and chronological sequences that can be difficult for children to understand and remember [3]. In many TPA settings, instruction remains teacher-centered, relying heavily on lectures and verbal storytelling. Such approaches may not fully accommodate children's developmental characteristics, particularly their preference for active, enjoyable, and multisensory learning experiences [4].

Educational researchers have emphasized that children learn more effectively when instructional activities involve play, music, movement, and emotional engagement [5]. According to cognitive learning theories, information accompanied by rhythm and melody tends to be retained longer because songs stimulate multiple cognitive processes simultaneously [6]. Music can enhance attention, facilitate memory encoding, and increase learner motivation [7].

The use of songs in educational settings has been widely recognized as an effective pedagogical strategy. Educational songs help children memorize concepts, vocabulary, sequences, and factual information in a more enjoyable manner [8]. Previous studies have

shown that music-based learning contributes positively to student engagement, participation, and learning outcomes across various educational contexts [9]. In religious education, songs can transform abstract concepts into memorable learning experiences while maintaining children's enthusiasm throughout the instructional process [10].

The importance of innovative teaching approaches becomes even greater in community-based religious education institutions where resources are often limited. Teachers and facilitators need practical and low-cost instructional media that can effectively support learning objectives. Educational songs represent one such medium because they are easy to implement, adaptable to different topics, and suitable for children of various ages.

At TPA Al-Muhajirin, Alafan District, facilitators observed that many children experienced difficulties memorizing information related to the family members of Prophet Muhammad SAW. Conventional explanations often resulted in limited participation and reduced attention during learning sessions. To address this challenge, educational songs were introduced as an alternative learning medium. The song contained information about the names of the Prophet’s children and was repeatedly practiced through collective singing activities.

This article presents a good practice describing the implementation of educational song media in teaching the sirah of Prophet Muhammad SAW at TPA Al-Muhajirin. Specifically, the article aims to explore how educational songs support children's engagement, participation, and memorization of sirah content. The findings are expected to provide practical insights for educators and facilitators seeking innovative approaches to Islamic learning in non-formal educational settings.

Methods

A. Design of Good Practice Activity

This study employed a descriptive good-practice approach aimed at documenting and reflecting upon an educational innovation implemented in a real learning environment. The activity was conducted at Al-Muhajirin Qur'anic Learning Center, Alafan District. Participants consisted of children enrolled in regular TPA learning activities. The educational intervention focused on the use of a song containing information about the children of Prophet Muhammad SAW. The learning sequence included four stages: introduction of the song, guided singing practice, repeated singing sessions, and simple question-and-answer activities. The instructional process emphasized participation, repetition, and enjoyment to facilitate learning.

B. Data Collection and Analysis

Data were collected through direct observation and video documentation during the learning sessions. Observations focused on learner participation, enthusiasm, attention, and responses to the educational song activities. The collected documentation was reviewed

descriptively to identify patterns of engagement and learning behavior. Data analysis involved observing children's participation levels before, during, and after the implementation of the song-based learning activity. The results were then interpreted to describe the effectiveness of educational song media as a practical instructional strategy for sirah learning.

Results and Discussion

A. Increased Learning Engagement Through Educational Songs

The implementation of educational song media produced visible changes in learner participation. Before the intervention, learning activities primarily relied on verbal explanations and questioning. During these sessions, several children demonstrated limited attention and passive participation. Similar challenges have been reported in religious education contexts where lecture-based methods dominate instructional practice [3], [11].

Following the introduction of the song, children became noticeably more active and enthusiastic. Video documentation showed learners singing together, responding to prompts, and participating voluntarily throughout the activity. Educational songs created a supportive learning atmosphere in which children felt comfortable expressing themselves and engaging with the lesson content.

Table 1. Comparison of Learning Conditions Before and After the Implementation of Educational Song Media

Aspect	Before Song Media	After Song Media	Evidence
Attention to the lesson	Moderate	High	Children maintained focus longer, followed lyrics attentively, and responded promptly to teacher instructions during singing activities.
Participation	Limited	Active	More children volunteered to sing, answer questions, and engage in group learning activities throughout the session.
Enthusiasm	Moderate	Very high	Learners showed excitement through smiling, energetic singing, and willingness to repeat the song several times.
Interaction with peers	Limited	Frequent	Children sang together, encouraged classmates, and participated collaboratively during question-and-answer and singing exercises.
Learning atmosphere	Teacher-centered	Interactive	Learning shifted from lecture-based instruction to collaborative activities involving singing, discussion, and active learner engagement.

The observed outcomes align with previous studies emphasizing the motivational value of music in educational settings [5], [7], [12]. Music enhances emotional engagement, enjoyment, and attention, creating a positive learning environment that supports active participation. The incorporation of rhythm and melody helps maintain learners' interest while reducing boredom during instructional activities. Furthermore, collective singing encourages social interaction,

peer collaboration, and shared learning experiences. These factors contribute to increased classroom engagement and support more meaningful and memorable learning among children.



Fig. 1. Learning Activity Using Educational Song Media
[Video: link]

Fig. 1 illustrates a group-learning environment in which children actively participate in singing activities. The arrangement encourages peer interaction, collective learning, and repeated exposure to learning content.

B. Educational Songs as a Memory Enhancement Tool

Another significant outcome was the improvement in children's ability to recall information related to the Prophet's family. Memorizing historical names can be challenging for young learners because the information is often presented as isolated facts. Educational songs transformed this content into rhythmic and meaningful sequences that were easier to remember.

Repeated singing enabled learners to internalize the names of Prophet Muhammad SAW's children more effectively. During question-and-answer sessions, many children were able to recall information without substantial prompting from facilitators. This finding supports previous research suggesting that rhythm, repetition, and melody strengthen memory retention and retrieval processes [6], [8], [13].

Table 2. Observed Educational Benefits of Song Media

Learning Indicator	Observed Outcome	Description
Recall of names	Improved	Most children could correctly recall the names of Prophet Muhammad SAW's children after repeated singing and reinforcement activities.
Learning motivation	Increased	Children showed greater enthusiasm, curiosity, and willingness to participate throughout the learning sessions compared to previous lessons.
Participation	Increased	Learners actively joined singing activities, answered questions, and interacted more frequently with teachers and peers.
Confidence in answering	Increased	Children responded more confidently during questioning sessions and demonstrated less hesitation when recalling learning materials.

Enjoyment of learning	Increased	The learning environment became more enjoyable, encouraging positive emotions and sustained attention during instructional activities.

From a pedagogical perspective, educational songs combine auditory learning, repetition, and emotional engagement. These elements support cognitive processing and long-term memory formation. The approach is particularly suitable for children because it corresponds to their developmental characteristics and natural preference for playful learning experiences [4]–[5].

The findings also resonate with constructivist perspectives that emphasize active participation in knowledge construction. Through singing, children are not merely receiving information but actively engaging with learning content. This engagement promotes deeper understanding and facilitates retention [12].

In Islamic educational settings, educational songs offer additional advantages. They require minimal resources, can be adapted to various topics, and can be implemented by teachers with limited technological support. Consequently, song-based learning represents an accessible innovation for TPA institutions, especially in rural and remote areas.

Overall, the implementation at TPA Al-Muhajirin demonstrates how simple pedagogical innovations can significantly enhance learning experiences. The positive responses observed among learners indicate that educational songs can complement traditional teaching methods while making Islamic historical content more accessible and enjoyable for children.

Conclusion

The implementation of educational song media in teaching the sirah of Prophet Muhammad SAW at TPA Al-Muhajirin demonstrated positive outcomes in terms of learner engagement, participation, and memorization. Children showed greater enthusiasm and involvement during learning activities compared to conventional lecture-based instruction. Repetition through singing facilitated the recall of historical information, particularly the names of the Prophet's children. Educational songs therefore represent a practical, low-cost, and effective instructional innovation that can support Islamic learning in non-formal educational environments. Future implementations may explore the integration of educational songs into broader sirah topics and other areas of Islamic education.

Conflict of Interest

The authors declare no conflict of interest.

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