
Received: 9 February 2026 | Accepted: 5 March 2026 | Published: 22 June 2026

**A STUDY OF ISLAMIC EDUCATION IN RELATION TO THE
EXEMPLARY VALUES OF THE PROPHET'S COMPANIONS IN THE
BOOK STORIES FROM THE DESERT: COMPANIONS OF THE
PROPHET BY DR NIZAR ABAZHAH**

Sinta Amalia¹, Hidayatu Munawaroh², Nugroho Prasetya Adi³

^{1,2,3} Islamic Religious Education, Faculty of Tarbiyah and Teacher Training, Al-Qur'an Sciences University of Central Java, Wonosobo

Email: nanaamaliyaa@gmail.com, hidayatmunawaroh@unsiq.ac.id,
nugroho@unsiq.ac.id

ABSTRACT

Exemplary behaviour is an important educational method in Islam as it plays a role in shaping the morals and character of learners. One source of exemplary behaviour that can be used as a reference in Islamic Religious Education is the stories of the Prophet's companions, which are documented in various Islamic texts. This study aims to analyse the values of exemplary behaviour exhibited by the Prophet's companions as found in the book **Stories from the Desert: Companions of the Prophet** by Nizar Abazhah, and to examine their relevance to Islamic Religious Education. This study employs a qualitative approach using library *research*. The primary data source is the book **Stories from the Desert: Companions of the Prophet**, whilst secondary data was obtained from various relevant books, journals and literature. Data were collected through documentation and analysed using *content analysis*. The results indicate that there are six exemplary values of the Prophet's companions in the book, namely *siddiq* (honesty), *amanah* (trustworthiness), patience, courage, responsibility, and simplicity. These values are highly relevant to Islamic Religious Education as they can support the development of students' moral character and personal qualities. The values of *siddiq* and *amanah* contribute to fostering honesty and trustworthiness; the values of patience and courage help develop steadfastness in facing challenges and upholding the truth; whilst the values of responsibility and simplicity support the development of discipline, humility, and moderation in daily life. Thus, the book **Stories from the Desert: Companions of the Prophet** can be utilised as a learning resource that supports the achievement of the objectives of Islamic Religious Education in shaping pupils of noble moral character and Islamic character.

Keywords: *exemplary values, the Prophet's companions, Islamic Religious Education, *Stories from the Desert*, character education.*

INTRODUCTION

Islamic Religious Education plays a vital role in shaping students who not only possess religious knowledge but also exhibit noble character. Islamic Religious Education aims to foster faith and piety, as well as to guide students so that they are able to implement Islamic values in their daily lives (Nata, 2016). Thus, Islamic Religious Education is not only oriented towards cognitive aspects but also towards the development of students' attitudes and character.

Character development is one of the challenges facing the world of education today. Rapid technological development and the ever-increasing flow of information provide students with various conveniences, but on the other hand, they also have the potential to influence their behaviour and morals. Various phenomena, such as a lack of honesty,

a lack of a sense of responsibility, and a decline in mutual respect, highlight the importance of instilling character values through the educational process (Widodo et al., 2025). Therefore, efforts are needed to provide real-life examples for pupils to help them understand and practise these values.

One effective method in Islamic Religious Education is the method of setting a good example. Setting a good example is an educational process carried out by providing examples of good behaviour so that they can be emulated by pupils (Rofiq, 2025). This method is considered effective because pupils tend to find it easier to understand and apply values embodied in concrete actions than through purely theoretical explanations. Through role modelling, Islamic values can be instilled more concretely in everyday life.

In Islam, sources of exemplary behaviour come not only from the Prophet Muhammad (peace be upon him), but also from the Prophet's companions. The companions were the generation who lived alongside the Prophet Muhammad (peace be upon him) and directly learnt and practised the teachings of Islam. They were known for possessing various praiseworthy qualities, such as honesty, trustworthiness, patience, responsibility, sincerity and humility, which can serve as examples in life (Sa'dillah et al., 2025). These values are relevant to the objectives of Islamic Religious Education, particularly in the character development of pupils.

The exemplary values of the Prophet's companions can be found in various works of Islamic literature, one of which is the book **Stories from the Desert: Companions of the Prophet** by Nizar Abazhah. This book presents the life stories of the Prophet's companions in simple, accessible language, making it enjoyable for a wide range of readers (Abazhah, 2021). As well as recounting historical events, the book also contains various moral messages and exemplary values reflected in the behaviour of the Prophet's companions.

Through the stories contained in the book, readers can understand how the Companions applied Islamic values in their daily lives. Values such as honesty, trustworthiness, patience, responsibility, sincerity and humility are not merely presented as concepts, but are also embodied in the concrete actions carried out by the Companions. This makes the book **Stories from the Desert: Companions of the Prophet** a potentially relevant learning resource for Islamic Religious Education.

Research into exemplary values in various Islamic works and literature has been extensive. However, studies specifically examining the exemplary values of the Prophet's Companions in the book **Stories from the Desert: Companions of the Prophet** by Nizar Abazhah, and their relevance to Islamic Religious Education, remain limited. Therefore, this study was conducted to identify the exemplary values contained in the book and to analyse their relevance to Islamic Religious Education as a learning resource in the development of pupils' morals and character.

Theoretical Review

1. Islamic Religious Education

Etymologically, the term 'education' derives from *the* Latin word **educantum**, which is composed of two words: **E** and **duco**. The meaning of **E** refers to development from the inside out or from the few to the many, whilst **duco** means development or the process of developing (Agnes, 2020). In Roman times, education was termed **educate**, meaning to improve morals and train the intellect. There are many differing views on education. Nevertheless, education continues to progress without waiting for a consensus on its meaning (Abdul, 2021).

Islamic Religious Education is a formative process aimed at instilling Islamic teachings in learners so that they are able to understand, internalise and practise them in their daily lives. Islamic Religious Education is not only oriented towards the mastery of religious knowledge, but also towards the development of faith, piety, and noble character (Nata, 2016). Therefore, Islamic Religious Education plays a strategic role in shaping the character of learners in accordance with Islamic values.

The aim of Islamic Religious Education is not only to develop cognitive aspects but also to shape pupils' attitudes and behaviour. Through the educational process, pupils are expected to internalise Islamic values so that these are reflected in both their personal and social lives. Thus, the success of Islamic Religious Education is measured not only by pupils' understanding of religious material but also by their ability to implement these values in their daily lives.

One effective approach to achieving the objectives of Islamic Religious Education is through role modelling. Role modelling enables pupils to observe concrete examples of behaviour consistent with Islamic teachings. Through the process of observing and emulating exemplary figures, Islamic values can be instilled more effectively than through the mere theoretical presentation of material.

2. The Exemplary Values of the Prophet's Companions

Values are things that are considered good and valuable, and which serve as guidelines for determining attitudes and behaviour. In the context of education, values serve as the foundation for character building, guiding individuals to act in accordance with expected norms and objectives. Therefore, the instilling of values is an important part of the process of Islamic Religious Education, as it is directly linked to the development of pupils' moral character.

One effective method of instilling values is setting a good example (*uswah hasanah*). Setting a good example refers to behaviour that can serve as a model for others to follow. In Islamic education, setting a good example holds an important position because learners tend to find it easier to understand and imitate behaviour they witness

directly rather than simply receiving conceptual explanations. Therefore, setting a good example is one of the main methods in character and moral development.

Apart from the Prophet Muhammad (peace be upon him), the Prophet's Companions were exemplary figures who played a vital role in the history of Islam. The Companions were the generation who received their education directly from the Prophet Muhammad (peace be upon him), and so their lives reflected the practical application of Islamic teachings. The exemplary nature of the Companions was evident not only in their relationship with Allah (SWT), but also in their social interactions, leadership, self-sacrifice and commitment to Islamic values.

The exemplary values reflected in the lives of the Prophet's companions include honesty (*ṣiddiq*), trustworthiness, patience (*ṣabr*), responsibility, sincerity, and tawadhu' (humility). Honesty demonstrates consistency between words and deeds and forms the basis of trust. Trustworthiness relates to the ability to uphold trust and fulfil responsibilities consistently. Patience reflects steadfastness in the face of various trials and difficulties. Responsi shows an awareness of one's duties and an acceptance of the consequences of every action taken.

Furthermore, sincerity is a vital foundation for every good deed, as it guides a person to act solely for the sake of Allah SWT, without expecting praise or reward from other people. As for tawadhu', it is an attitude of humility reflected in a willingness to respect others and to steer clear of arrogance. These values are relevant to the objectives of Islamic Religious Education as they contribute to the character development of learners who are faithful, possess noble moral character, and are able to implement Islamic teachings in their daily lives.

METHODOLOGY

This study employs a qualitative approach in the form of *library research*. Library research is a form of research that utilises various written sources as the primary data sources to obtain information relevant to the research focus (Zed, 2018). This approach was chosen because the research focuses on analysing the exemplary values of the Prophet's companions as found in the book **Stories from the Desert: Companions of the Prophet** by Nizar Abazhah, as well as their relevance to Islamic Religious Education.

The primary data source for this study is the book **Stories from the Desert: Companions of the Prophet** by Nizar Abazhah. Secondary data sources were obtained from various relevant literature, such as books, journal articles, undergraduate theses, and other academic sources relating to exemplary values, the Prophet's companions, and Islamic religious education.

Data collection was carried out through a documentary study. The documentary method was used to obtain data from various written documents relating to the research subject (Sugiyono, 2022). In this study, the researcher read,

understood, identified and recorded data relating to the exemplary values of the Prophet's companions as found in the book under investigation.

Data analysis was carried out using *content analysis*. Content analysis is a technique used to systematically understand and interpret the messages or meanings contained within a document (Krippendorff, 2018). The analysis was carried out through the stages of data reduction, data presentation, and drawing conclusions (Miles, Huberman, & Saldaña, 2014). The collected data was then classified according to categories of exemplary values, analysed, and interpreted to draw conclusions regarding the exemplary values of the Prophet's companions and their relevance to Islamic Religious Education.

RESULTS AND DISCUSSION

Exemplary Values of the Prophet's Companions in the Book **Stories from the Desert: Companions of the Prophet**

Analysis of the book **Stories from the Desert: Companions of the Prophet** by Nizar Abazhah reveals that there are six exemplary values of the Prophet's Companions, namely *siddiq* (honesty), *amanah* (trustworthiness), patience, courage, responsibility, and simplicity. These values are reflected in various stories of the Prophet's Companions, which illustrate the application of Islamic teachings in daily life. These findings indicate that the Prophet's Companions not only understood Islamic teachings conceptually but also put them into practice through their actual behaviour, thereby serving as role models in the character development of students.

a. The Value of Siddiq (Honesty)

The virtue of *siddiq* is exemplified in the story of Abu Bakr al-Siddiq, who affirmed the event of the Isra' and Mi'raj as recounted by the Prophet Muhammad (peace be upon him) when some members of the community doubted its veracity. Abu Bakr's attitude demonstrated a strong conviction in the truth conveyed by the Prophet Muhammad (peace be upon him), so that he remained steadfast in his stance. This behaviour reflects the harmony between belief, speech and action, which is the defining characteristic of the value of *siddiq*.

The value of *siddiq* holds an important place in Islamic education as it forms the foundation for the development of noble character. Honesty is not merely about speaking the truth, but also about consistency in upholding the principle of truth. These findings indicate that the exemplary character of Abu Bakr al-Siddiq can serve as a model for shaping the character of students so that they are honest, possess integrity, and are trustworthy in their daily lives.

b. The Value of Amanah

The value of trustworthiness is reflected in the story of Zaid bin Tsabit, who was entrusted with carrying out various important tasks. The trust placed in him was due to his ability, diligence and commitment to performing his duties well. This

attitude demonstrates that trustworthiness is a form of responsibility manifested through sincerity in fulfilling one's obligations.

In the context of Islamic Religious Education, trustworthiness is one of the key values to be instilled in pupils. A trustworthy attitude helps to shape individuals who are responsible in carrying out their duties, uphold the trust placed in them by others, and fulfil their obligations to the best of their ability. Therefore, the example set by Zaid bin Tsabit is particularly relevant as a model in the process of character education.

c. The Value of Patience

The virtue of patience is illustrated in the story of Bilal bin Rabah, who remained steadfast in his faith despite enduring various forms of torture. Bilal's steadfastness demonstrates that patience is not merely the ability to endure suffering, but also the ability to remain steadfast in upholding one's beliefs and principles.

From the perspective of Islamic Religious Education, patience is an important character trait when facing life's various challenges. This value helps pupils develop self-control, resist giving up easily, and continue striving to achieve their goals despite facing difficulties. Thus, the example set by Bilal bin Rabah is highly relevant to the development of pupils' character, fostering resilience and a strong fighting spirit.

d. The Value of Courage

The value of courage is evident in the story of Hassan ibn Tsabit and Umar ibn al-Khattab, who demonstrated resolve in defending and championing the teachings of Islam. The courage displayed by Hassan and Umar was not based on recklessness, but stemmed from a strong conviction in the truth. This demonstrates that courage in Islam is closely linked to a commitment to upholding the values one believes to be true.

The value of courage is relevant to Islamic Religious Education as it can encourage pupils to have the courage to speak the truth, uphold sound principles, and not be easily swayed by external pressures. The character trait of courage also plays a role in fostering self-confidence and steadfastness in facing life's various challenges.

e. The Value of Responsibility

The value of responsibility is reflected in Abu Bakr's leadership, which consistently prioritised the interests of the community and carried out his duties with the utmost sincerity. As a leader, Abu Bakr demonstrated a high level of awareness of the tasks and obligations that must be fulfilled for the welfare of society.

In Islamic Religious Education, responsibility is one of the key values in the character development of pupils. By instilling the value of responsibility, pupils are expected to develop the awareness to carry out their duties and obligations properly, whether within the family, at school, or in the wider community. Abu Bakr's

example demonstrates that responsibility is a character trait that must be manifested in concrete actions.

f. The Value of Simplicity

The value of simplicity was exemplified by Abu Bakr al-Siddiq, who continued to lead a simple life despite his position as leader of the Muslim community. This attitude reflects humility and the ability to refrain from overindulgence in the use of one's resources and power.

Simplicity is a value that is relevant to the aims of Islamic Religious Education in shaping the character of pupils to be humble, non-consumerist, ' ' and capable of being grateful for the blessings they possess. Amidst the changing times, which tend to encourage a materialistic lifestyle, the value of simplicity is important to instil so that pupils maintain a balance between their material and spiritual needs.

The Relevance of the Exemplary Values of the Prophet's Companions to Islamic Religious Education

The exemplary values of *the Prophet's* companions, as found in the book **Stories from the Desert: Companions of the Prophet**, are highly relevant to the objectives of Islamic Religious Education. The six values identified—*siddiq*, amanah, sabar, courage, responsibility and simplicity—are values that support the development of noble morals and character in pupils. These values are not only relevant in the context of the lives of the Prophet's companions but can also be applied in modern society. The values of *siddiq* and amanah contribute to the development of an honest, responsible and trustworthy character. Both values are an important part of the noble moral character that is the aim of Islamic Religious Education. Meanwhile, the values of sabar and keberanian play a role in building students' resilience in facing life's various challenges. Patience helps students to remain steadfast in the face of difficulties, whilst courage encourages them to speak the truth and uphold principles in accordance with Islamic teachings.

Furthermore, the values of responsibility and simplicity are relevant to the development of pupils' social character. Responsibility fosters an awareness of the duties and obligations that must be fulfilled, whether within the family, at school, or in the wider community. Simplicity, on the other hand, teaches a way of life that is free from excess, characterised by humility, and an ability to be grateful for the blessings one possesses. It is vital to instil these values in pupils amidst the changing times, which are characterised by various moral and social challenges.

The stories of the Prophet's companions, which embody these exemplary values, can also be utilised as a learning resource in Islamic Religious Education. Conveying values through stories provides concrete examples of how Islamic teachings are applied in real life, making them easier for pupils to understand and internalise. Thus, the exemplary values of *the Prophet's* companions found in the book **Stories from the*

*Desert: Companions of the Prophet** are not only relevant to the objectives of Islamic Religious Education, but can also serve as a means of shaping pupils who are faithful, possess noble character, and are able to practise Islamic teachings in their daily lives.

CONCLUSION

Based on the research findings, six exemplary values of the Prophet's companions were identified in the book **Stories from the Desert: Companions of the Prophet** by Nizar Abazhah, namely *siddiq* (honesty), *amanah* (trustworthiness), patience, courage, responsibility, and simplicity. These values are reflected in various stories of the Prophet's companions, which illustrate the application of Islamic teachings in daily life. These findings demonstrate that the Prophet's companions were not only significant figures in Islamic history but also role models in the development of character in accordance with Islamic values.

The exemplary values identified have strong relevance to Islamic Religious Education, particularly in the development of students' moral conduct and character. The values of *siddiq* and *amanah* contribute to the development of an honest and trustworthy character; the values of patience and courage help foster steadfastness in the face of challenges and in upholding the truth; whilst the values of responsibility and simplicity support the development of discipline, humility and moderation in living one's life. Therefore, the stories of *the Prophet's* companions contained in the book **Stories from the Desert: Companions of the Prophet** are worthy of being used as an alternative learning resource in Islamic Religious Education, as they not only convey Islamic knowledge but also contain exemplary values relevant to the needs of character education in the modern era.

Recommendations

Based on the research findings, this study is limited to an analysis of the exemplary values of the Prophet's companions in the book **Stories from the Desert: Companions of the Prophet** by Nizar Abazhah, as well as their relevance to Islamic Religious Education through a literature review approach. Therefore, it is hoped that future research will expand the scope of study to include other works of Islamic literature that contain exemplary values, thereby providing a more comprehensive picture of character development from the perspective of Islamic Religious Education.

Furthermore, further research should also focus on an empirical study of the implementation of the values of *siddiq*, *amanah*, *sabar*, courage, responsibility and simplicity in the Islamic Religious Education learning process. Such a study is important to determine the extent to which the exemplary values of the Prophet's

companions can be internalised by pupils and contribute to the development of Islamic morals and character within the educational environment.

REFERENCES

- Abazhah, Nizar. 2021. *Stories from the Desert: Companions of the Prophet*. Damascus: Dar al-Fikr.
- Adisusilo, Sutarjo. 2014. *Character Values Education*. Jakarta: RajaGrafindo Persada.
- Ainiyah, Nur. 2014. "Character Building through Islamic Religious Education." *Jurnal Al-Ulum*, Vol. 14, No. 1.
- Arif, Armai. 2002. *An Introduction to Islamic Education Science and Methodology*. Jakarta: Ciputat Press.
- Az-Za'bawi, M. Sayyid Muhammad. 2007. *Adolescent Education: Between Islam and Psychology*. Depok: Gemma Insani.
- Daradjat, Zakiah. 2014. *The Science of Islamic Education*. Jakarta: Bumi Aksara.
- Hasbi. 2019. *Islamic Religious Education in the Modern Era*. Yogyakarta: Leutikaprio.
- Hidayah, Nur. 2019. "The Application of Values in Islamic Education." *Jurnal Muftadiin*, Vol. 2, No. 02.
- Husaini, H. 2021. "The Essence of the Aims of Islamic Religious Education from Various Perspectives." *Journal of Cross-Border Studies, Diplomacy and International Relations*, Vol. 4, No. 1.
- Ismail, Asep Usman. 2023. *Lectures on Sufi Ethics*. Jakarta: Bumi Aksara.
- Kanafi, Imam. 2020. *The Science of Sufism*. Central Java: NEM Publishers.
- Ministry of Religious Affairs of the Republic of Indonesia. *The Qur'an and its Translation*.
- Langgulong, Hasan. 2003. *Principles of Islamic Education*. Jakarta: Al-Husna.
- Ma'arif, Minhatul., Kevin Andrea Tamaela, et al. 2024. *Introduction to Education: Theory, Methods and Practice*. West Java: Widina.

Maemunah, Siti. 2017. 'Exemplary Conduct as a Method of Islamic Education.' *Tarbawi Journal*, Vol. 4, No. 2.

Marzuki. 2015. *Islamic Character Education*. Jakarta: Amzah.

Moleong, Lexy J. *Qualitative Research Methodology*. Bandung: Remaja Rosdakarya. *(check the year corresponding to the edition used in your thesis)*

Muhaimin. *Paradigms of Islamic Education*. Bandung: Remaja Rosdakarya. *(check the year corresponding to the one used in your thesis)*

Nata, Abuddin. 2016. *The Science of Islamic Education*. Jakarta: Kencana.

Ramayulis. 2015. *Islamic Education*. Jakarta: Kalam Mulia.

Sugiyono. 2019. *Educational Research Methods (Quantitative, Qualitative, and R&D)*. Bandung: Alfabeta.

Tafsir, Ahmad. 2014. *Educational Science from an Islamic Perspective*. Bandung: Remaja Rosdakarya.