

Developing a Prophetic Education Programme to Prevent Violence in Early Childhood: A Study of PAUD Institutions in Indonesia

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ARTICLE INFO

Keywords:

prophetic education;
violence prevention;
early childhood education

Article history:

Received 2024-10-28

Revised 2025-06-29

Accepted 2025-09-18

ABSTRACT

Violence against children—including physical, emotional, verbal, sexual abuse, and neglect—has become a critical concern in Indonesia, including in Early Childhood Education (PAUD) settings where safety should be paramount. Alarmingly, some cases involve educators as perpetrators. This study addresses the urgent need for preventive interventions by developing a Prophetic Education programme grounded in ethical and spiritual values. This study employed a quasi-experimental design involving early childhood teachers from several Raudhatul Athfal (RA) institutions in Majalengka. An initial survey of 100 teachers was conducted to assess tendencies toward violent behavior. Based on these results, 30 teachers were selected and randomly assigned to an experimental group (n = 15) and a control group (n = 15). The experimental group received structured training based on prophetic values such as compassion, patience, and empathy, while the control group followed conventional parenting activities. Data were analyzed using Wilcoxon and independent t-tests. The post-test findings showed significant differences between the experimental and control groups across all violence dimensions—physical, verbal, emotional, and behavioral determinants. Teachers in the experimental group demonstrated reduced tendencies toward violent behavior, and children under their supervision showed improved emotional regulation and interpersonal conduct. The study concludes that Prophetic Education is effective in reducing violence in early childhood settings. The programme offers a culturally grounded, values-based framework that can inform teacher training, early childhood curricula, and educational policy reforms aimed at fostering safe, respectful, and nurturing learning environments.

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1. INTRODUCTION

The increasing prevalence of violence against children in Indonesia, particularly within Early Childhood Education (PAUD) settings, poses significant threats to the safety and well-being of young learners. Reports from the Indonesian Child Protection Commission (KPAI) highlight that incidents of violence, including physical punishment, verbal abuse, and emotional neglect, often involve teachers as perpetrators (Wahyudi, Berliani, & Amelia, 2023). A national survey indicates that nearly half of children aged 13-17 experience some form of violence, with emotional violence being the most prevalent (Amalia, Sabarinah, Siregar, & Hadi, 2025). Contributing factors include socioeconomic conditions, such as being a working child or not living with biological parents, which increase vulnerability to violence. Furthermore, societal norms that accept violence as a problem-solving method exacerbate the issue, necessitating comprehensive educational and preventive measures to protect children and promote awareness among stakeholders (Sihombing & Berlianti, 2024).

The alarming of violence in schools, as highlighted by KPAI's 2015 findings, indicates that approximately 29.9% of children experience teacher-perpetrated violence, primarily through pinching and yelling. This aligns with Saripah's (2010) study, which revealed that over 70% of educators in West Java witnessed bullying, with some viewing such behavior as acceptable for discipline. The broader implications of school violence are severe, leading to psychological trauma, poor academic outcomes, and long-term health issues for affected children (Ferrara, Franceschini, Villani, & Corsello, 2019). Furthermore, educators often feel ill-equipped to manage these situations, resulting in feelings of insecurity and helplessness. These findings underscore a critical need for value-based educational interventions to foster child-friendly pedagogical approaches and enhance teachers' understanding of nonviolent discipline methods.

Despite efforts through legislation, such as Law No. 35 of 2014 on Child Protection and subsequent policy amendments cases of child abuse continue to rise. Legal deterrents alone have proven insufficient in addressing the root causes of violence, especially within educational settings. Thus, there is a pressing need to strengthen preventive efforts through educational and cultural transformation at the institutional level.

Previous studies have explored various approaches to character education, yet there remains a lack of comprehensive, contextually grounded frameworks tailored specifically to PAUD settings. One promising alternative is the Prophetic Education approach, which draws from the ethical teachings and nurturing example of the Prophet Muhammad. This model emphasizes compassion, empathy, patience, and moral integrity core values essential to fostering non-violent, developmentally appropriate interactions between educators and children.

The Prophetic Education approach offers a comprehensive framework for character education in PAUD settings by emphasizing core values such as compassion, empathy, patience, and moral integrity, which are essential for fostering positive interactions between educators and children. This model is rooted in the ethical teachings of Prophet Muhammad, who exemplified noble character traits and effective communication skills, serving as a role model for moral development (Tabroni, Putra, & Adawiah, 2022). In practice, prophetic education involves structured learning activities and habituation processes that encourage the internalization of these values in daily life, thereby shaping character through both intervention and consistent application (Laila, Mutohar, & Mufarokah, 2022). Furthermore, the approach aligns with Islamic principles of humanization, liberation, and transcendence, promoting a holistic educational experience that transcends mere knowledge acquisition (Khawani, Lessy, Yulianti, & Sulistiawati, 2022).

In response to these gaps, this study aims to develop and evaluate a Prophetic Education programme specifically designed to prevent violence in early childhood education settings. By integrating prophetic values into teacher training and classroom practice, the programme seeks to foster a safe, respectful, and nurturing learning environment. The research investigates the effectiveness of this intervention through a quasi-experimental design, providing evidence-based insights that can inform future educational policy and teacher development initiatives.

2. METHODS

2.1 Approach and Method

The approach used in this research is a quantitative approach with a quasi-experimental method. The following steps: the first step, data is taken by involving respondents as many as 30 PAUD/RA teachers to obtain a profile of the violent behaviour of teachers in early childhood; and the second step, after the profile is found, a group of teachers who tend to perform violent behaviour on children is taken to be used as a control and experimental group with a total of 15 experimental groups and 15 control groups. Each one of the teacher of experimental group have to monitor 15 students of PAUD/RA. The experimental group received treatment in the form of a *prophetic education* programme to prevent violence in early childhood, and the control group received conventional parenting activities. The following is the description.

Table 1. Description of Test of Effectiveness of prophetic education programme to prevent violence in early childhood in Experimental and Control Groups

Group	Pre-test	Treatment	Post-test
Experimental Group	O	X	O
Control Group	O	-	O

Furthermore, the t-test technique was used to prove the research hypothesis by testing the effectiveness of the prophetic parenting programme. The statistical data analysis technique used is nonparametric statistics. Nonparametric statistics is a hypothesis testing procedure in which the normality of the distribution is not met, often referred to as the distribution-free method (Furqon, 2002).

Further data analysis in this study used the Wilcoxon Test. According to Furqon (2002), the Wilcoxon test is useful for testing behaviour because it can show, among others, (a) which member in a pair is 'greater than', that is, which states the sign of the difference in observations in each pair, and (b) makes the difference in the order by giving the absolute price. Furthermore, Furqon defines in more detail that this test can make judgements about 'greater than' between two performances in each pair, can also make judgements between two different scores arising from each two pairs, and can make judgements between two different scores arising from each two pairs by giving the rank order. Overall data analysis was conducted using *SPSS 26.0 for Windows* software. The data processing and analysis revealed the effectiveness of *prophetic education* programmes in preventing violence in early childhood.

2.2 Research Subject

A total of 100 early childhood teachers from several Raudhatul Athfal (RA) institutions in Majalengka Regency were involved in the initial phase of the study. From this sample, 30 teachers were selected for the intervention phase, 15 assigned to the experimental group and 15 to the control group. Participants were selected using purposive sampling based on the results of a preliminary survey measuring tendencies toward violent behavior. Teachers with higher scores on the violence scale were prioritized to ensure the intervention targeted those most at risk of harmful practices.

Although the sample size in the intervention stage was relatively small, the design aimed to establish the preliminary efficacy of the programme before broader application. Future research is recommended to validate these findings with a larger and more diverse sample.

Demographic data were also collected, including age, teaching experience, and educational background, to provide context for interpreting behavioral patterns. The majority of the participants were women aged between 25 and 45 years, with 3 to 15 years of teaching experience.

2.3 Research Instrument Development

The instrument used in this study is a questionnaire about violence in early childhood. This instrument is used to determine the level of violence experienced by early childhood and control groups. As for the treatment of the experimental group, a prophetic education programme was developed to prevent violence in early childhood. Violence is categorised into five categories, as described in the following table.

Table 2. Instrument Grid on Violence in Early Childhood

Variable	Behavioural area
Early Childhood	Physical Abuse
Violence	Verbal Abuse
	Emotional Abuse
	Sexual Abuse
	Violence/Neglect

a) Validity Test

In connection with testing the instrument's validity, Arikunto (2002) explains that a test/instrument is said to be valid if the test/instrument can measure what is to be measured. A measuring instrument that is less valid means it has low validity. To test the validity of the measuring instrument, first look for the correlation price between the parts of the measuring instrument as a whole by correlating each item with the total score, which is the sum of each item's score. This study carried out the validity test in the following stages. Calculate the product-moment correlation coefficient (r) using the following formula:

$$r_{XY} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}} \quad (\text{Arikunto, 2002})$$

Description:

r_{XY} = Correlation coefficient between variable X and variable Y

X = Item question whose validity is sought

Y = Total score obtained by the sample

2) Decision-making process

Decision-making is based on hypothesis testing with the following criteria:

- If the r count is positive, and the r count ≥ 0.3 , then the item is valid
- If the r count is negative and the r count < 0.3 , the item is invalid.

Table 3. Result of Validity Test

Item	r count	r table	results
Prophetic Education	0.756	0.3	Valid

According to Masrun in Sugiyono (2008), the selected (valid) item has a correlation level of ≥ 0.3 . So, the higher the validity of a measuring instrument, the more it hits its target or shows what should be measured. In the end, the results of the validity test of the tendency of the effectiveness of the prophetic education programme in preventing violence in early childhood will be obtained.

b) Reliability Test

Arikunto (2002) states that ‘reliability is related to trust issues. A test can be said to have a high degree of confidence if the test can provide fixed results.’ Reliability refers to understanding the degree of consistency of data collection instruments. This reliability test is intended to determine the level of fixity of each item used. Reliability testing uses Cronbach's Alpha formula through the following stages.

First, calculate the reliability value or r count (r11) using the following formula.

$$r_{11} = \left(\frac{n}{n-1} \right) \left(1 - \frac{\sum \sigma_i^2}{\sigma^2} \right)$$

Description:

- r_{11} = Reliability of the test being sought
- $\sum \sigma_i^2$ = The sum of the variances of the scores of each item
- $\sum \sigma_i^2$ = Total variance
- n = Number of questions

Second, find the variance of all items using the following formula.

$$\sigma^2 = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N} \quad (\text{Arikunto, 2002})$$

Description:

- $\sum X$ = sum of scores
- $\sum X^2$ = sum of squared scores
- N = number of samples

The reliability coefficient is measured using the correlation coefficient guideline from Sugiyono (2008), presented in the following table.

Table 4. Correlation Coefficient Interpretation Guidelines

Coefficient Interval	Relationship Level
0,00 – 0,199	Very Low
0,20 – 0,399	Low
0,40 – 0,599	Medium
0,60 – 0,799	High
0,80 – 1,000	Extremely high

(Sugiyono, 2008)

Table 5. Result of Reliability Test

Cronbach's Alpha	N of Item
0.956	66

Table 5 presents the reliability coefficient of the instrument used to measure violent behavior in early childhood education settings. The reliability test was conducted using Cronbach's Alpha formula.

The result yielded a coefficient of $\alpha = 0.956$, indicating a high level of internal consistency. According to Sugiyono (2008), as shown in Table 4, a coefficient between 0.80 and 1.00 reflects an "extremely high" reliability level, confirming that the instrument is consistently reliable for assessing the targeted behavioral dimensions.

3. FINDINGS AND DISCUSSION

3.1 Behavioural Outcomes Across Key Dimensions

3.1.1 Overview of Physical Dimension

The research findings indicate that after implementing Prophetic Education, children's physically violent behaviour is categorised as follows: 2% in the "frequent" category, 7.33% in the "occasional" category, and 90.67% in the "rare" category. Table 6 below shows the frequency of violent behaviour among children in the physical dimension.

Table 6: Frequency of Violent Behaviour Among Children (Physical Dimension)

Category	Interval	Frequency	Percentage
Frequent	1.00 - 2.33	3	2.00
Occasional	2.34 - 3.67	11	7.33
Rare	3.68 - 5.00	136	90.67
Total		150	100.00

The table above outlines how physical violence among children has changed after the introduction of the Prophetic Education program. The behaviors were classified into three categories based on how often they occurred: "frequent" (1.00–2.33), "occasional" (2.34–3.67), and "rare" (3.68–5.00). The findings reveal that a large majority of children, around 90.67%, showed rare instances of physical violence, which indicates a notable decline in aggressive behaviors. In contrast, only a small number of children displayed frequent (2.00%) or occasional (7.33%) physical violence, highlighting the program's effectiveness.

3.1.2 Overview of Verbal Dimension

The research findings indicate that after implementing Prophetic Education, verbal violence in children is categorised as follows: 2% in the "frequent" category, 6.67% in the "occasional" category, and 91.33% in the "rare" category. Table 7 below displays the frequency of violent behaviour in the verbal dimension.

Table 7: Frequency of Violent Behavior Among Children (Verbal Dimension)

Category	Interval	Frequency	Percentage
Frequent	1.00 - 2.33	3	2.00
Occasional	2.34 - 3.67	10	6.67
Rare	3.68 - 5.00	137	91.33
Total		150	100.00

This table shows how verbal violent behavior among children changed after they took part in the Prophetic Education program. The behaviors are classified into three categories: "frequent" (1.00–2.33), "occasional" (2.34–3.67), and "rare" (3.68–5.00). The results are quite encouraging, revealing that 91.33% of the children displayed verbal aggression rarely. In contrast, only 6.67% demonstrated occasional verbal violence, and a mere 2.00% showed frequent behavior. These results highlight the program's success in reducing verbal aggression and encouraging respectful communication among children.

3.1.3 Overview of Emotional Dimension

The research findings indicate that after implementing Prophetic Education, emotional violence among children is categorised as follows: 4% in the "frequent" category, 21.33% in the "occasional" category, and 74.67% in the "rare" category. Table 8 below shows the frequency of violent behaviour in the emotional dimension.

Table 8: Frequency of Violent Behavior Among Children (Emotional Dimension)

Category	Interval	Frequency	Percentage
Frequent	1.00 – 2.33	6	4.00
Occasional	2.34 – 3.67	32	21.33
Rare	3.68 – 5.00	112	74.67
Total		150	100.00

This table illustrates how often children displayed emotionally violent behavior after participating in the Prophetic Education program. Emotional violence is divided into three categories: "frequent" (1.00–2.33), "occasional" (2.34–3.67), and "rare" (3.68–5.00). The results reveal that 74.67% of the children showed emotional violence rarely, while 21.33% did so occasionally, and only 4.00% displayed it frequently. These results suggest that the program effectively helped children improve their emotional regulation and reduce harmful emotional reactions.

3.1.4 Overview of Determinant Factor Dimension

The research findings show that after implementing Prophetic Education, 76% of children are in the "appropriate" category for determinant factors, 24% in the "less appropriate" category, and 0% in the "inappropriate" category. Table 9 below summarises these findings.

Table 9: Determinant Factor Dimension

Category	Interval	Frequency	Percentage
Inappropriate	1.00 - 2.33	0	0.00%
Less Appropriate	2.34 - 3.67	36	24.00%
Appropriate	3.68 - 5.00	114	76.00%
Total		150	100.00

This table shows how children's behavior was assessed after the Prophetic Education program, based on various influencing factors. The results reveal that 76% of the children were classified as "appropriate," while 24% were deemed "less appropriate," and none fell into the "inappropriate" category. These findings indicate that most children displayed attitudes and behaviors that matched the values highlighted during the program, reinforcing its success in promoting positive behavior in early childhood environments.

3.2 Independent t-Test Results

3.2.1 Statistical Assumptions Test

We first conducted normality and homogeneity tests before comparing the experimental and control groups' violent behaviour post-test scores following Prophetic Education. The Kolmogorov-Smirnov test was used for normality testing with SPSS software version 22. Hypothesis:

H₀: The sample comes from a normally distributed population.

H₁: The sample does not come from a normally distributed population.

Testing criterion: If Z's probability (Sig.) value is greater than $\alpha = 0.05$, H_0 is accepted; otherwise, H_0 is rejected. The normality test results for post-test violent behaviour in the experimental and control groups are presented in Table 10.

Table 10: Normality Test Results for Post-Test Violent Behaviour in Experimental and Control Groups

Group	Dimension	N	Mean	KS-Z	Sig. (2-tailed)	H_0
Experimental	Physical	15	4.7420	0.215	0.060	Accepted
	Verbal	15	4.7827	0.204	0.100	Accepted
	Emotional	15	4.4667	0.127	0.200	Accepted
	Determinant Factor	15	4.4400	0.155	0.200	Accepted
Control	Physical	15	3.0393	0.145	0.200	Accepted
	Verbal	15	3.0780	0.137	0.200	Accepted
	Emotional	15	3.0200	0.140	0.200	Accepted
	Determinant Factor	15	3.5247	0.201	0.102	Accepted

Table 10 shows that both data have all sig. (2-tailed) values greater than 0.05, so H_0 is accepted. The population is normally distributed based on the post-test data on violent behaviour in the experimental and control groups. After knowing that the data is normally distributed, the data homogeneity test of the two groups is carried out with the following hypothesis.

H_0 : There is no difference in the variance of the experimental and control groups' post-test scores of violent behaviour.

H_1 : There is a difference in the variance of the experimental and control groups' post-test scores of violent behaviour.

Testing criteria: If the probability value (sig.) is greater than $\alpha = 0.05$, then H_0 is accepted, and in the opposite case, H_0 is rejected. Levene's Test for Equality of Variances was used to test the hypothesis. The results of the homogeneity test calculation are presented in Table 11 below.

Table 11: Homogeneity Test Results for Post-Test Violent Behaviour in Experimental and Control Groups

Dimension	Levene Statistic	df1	df2	Sig.
Physical	1.234	1	28	0.276
Verbal	2.442	1	28	0.129
Emotional	2.780	1	28	0.107
Determinant Factor	1.790	1	28	0.192

Table 11 shows that all Sig. Values are greater than 0.05, indicating homogeneous variances in both groups. Therefore, an independent t-test with assumed equal variances was used to test for differences.

3.2.2 Difference Test

Hypothesis testing was conducted to test the differences in violent behaviour of the experimental and control groups. The formulation of the statistical hypothesis tested:

H₀ : $\mu_{eksperimen} = \mu_{kontrol}$

There is no difference in violent behaviour between students who get Prophetic Education Implementation and students who get conventional learning.

H₁: $\mu_{eksperimen} > \mu_{kontrol}$

The violent behaviour of students who get Prophetic Education Implementation is less frequent than students who get conventional learning.

Testing criteria: If the probability value (sig.) is greater than $\alpha = 0.05$, H₀ is accepted; in other cases, H₀ is rejected. The results of the significance test of differences in violent behaviour of experimental and control group students using the independent t-test equal variances assumed are presented in Table 12.

Table 12: Independent t-test Results for Violent Behaviour in Experimental and Control Groups

Dimension	Group	Mean	Std. Deviation	Mean Difference	t-Test	Sig.	H ₀																												
Physical	Experimental	4.7420	0.28758	1.70267	18.380	0,000	Rejected																												
	Control	3.0393	0.21452					Verbal	Experimental	4.7827	0.27249	1.70467	20.015	0,000	Rejected	Control	3.0780	0.18590	Emotional	Experimental	4.4667	0.40649	1.44667	11.053	0,000	Rejected	Control	3.0200	0.30284	Determinant Facto	Experimental	4.4400	0.25865	.91533	10.735
Verbal	Experimental	4.7827	0.27249	1.70467	20.015	0,000	Rejected																												
	Control	3.0780	0.18590					Emotional	Experimental	4.4667	0.40649	1.44667	11.053	0,000	Rejected	Control	3.0200	0.30284	Determinant Facto	Experimental	4.4400	0.25865	.91533	10.735	0,000	Rejected	Control	3.5247	0.20532						
Emotional	Experimental	4.4667	0.40649	1.44667	11.053	0,000	Rejected																												
	Control	3.0200	0.30284					Determinant Facto	Experimental	4.4400	0.25865	.91533	10.735	0,000	Rejected	Control	3.5247	0.20532																	
Determinant Facto	Experimental	4.4400	0.25865	.91533	10.735	0,000	Rejected																												
	Control	3.5247	0.20532																																

Table 12 shows that the probability value or sig. (2-tailed) of 0.000, smaller than $\alpha = 0.05$, so H₀ is rejected. Thus, there is a statistical difference in violent behaviour between the experimental and control groups. When viewed from the average, it was found that the average post-test of the experimental group was always greater than the control group. This means that the implementation of Prophetic Education is more effective in reducing violent behaviour in children, or in other words, the implementation of Prophetic Education can increase the frequency of students committing violent behaviour.

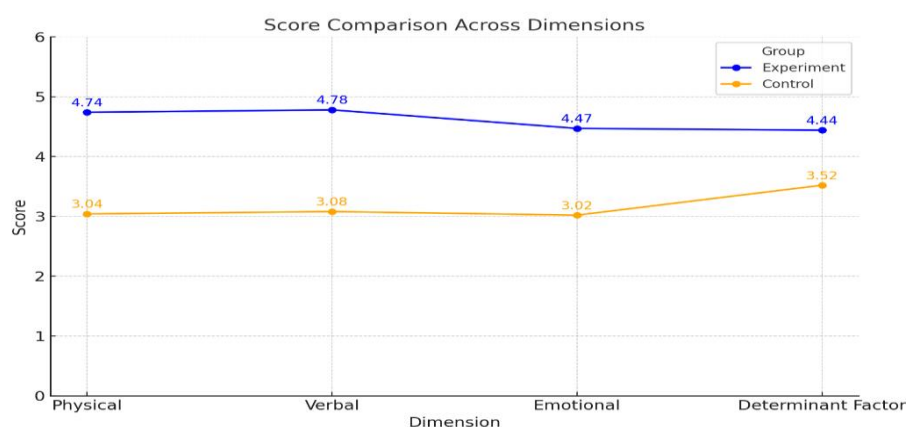


Figure 1: Average Post-Test Violent Behaviours of Students Between Experiment and Control Groups.

The implementation of prophetic education programs in classroom settings has garnered attention for its potential to significantly reduce violent behavior among young children. Prophetic education, rooted in the teachings and values espoused by the Prophet Muhammad, emphasizes moral and ethical development, which is crucial in shaping children's behavior. Recent experimental studies have demonstrated that integrating these values into educational curricula can lead to a marked decrease in aggressive behaviors among students, thereby fostering a more peaceful learning environment.

One of the key findings from the research indicates that children exposed to prophetic education exhibit enhanced emotional regulation and empathy. These attributes are essential in mitigating violent tendencies, as children learn to understand and manage their emotions effectively. A study highlighted that when children are taught to internalize values such as compassion, patience, and respect for others, they are less likely to engage in aggressive behaviors (Afkarina et al., 2022; Zaitun, 2023). This aligns with broader educational theories that suggest that character education plays a pivotal role in shaping students' social interactions and conflict-resolution skills (VanderWeele, 2021).

The Prophetic Education program has had a remarkable impact on children's emotional regulation and empathy skills. After the program, the results showed a significant drop in emotional outbursts; 74.67% of kids in the program had "rare" emotional outbursts, while only 40% of those in the control group could say the same. The average score for emotional violence among the kids in the program was 4.47, which is notably higher than the control group's score of 3.02 ($p < 0.05$). These results indicate that embracing values like patience, compassion, and respect —key elements of the prophetic approach —helps children better regulate their emotions. This aligns with earlier research (like Afkarina et al., 2022; Zaitun, 2023) that showed teaching values can reduce aggression and promote positive social behaviors.

Moreover, the classroom environment plays a significant role in the effectiveness of prophetic education. Research indicates that a supportive and inclusive classroom atmosphere, where prophetic values are actively modeled by educators, can substantially reduce instances of violence (Singh & Steyn, 2014). Teachers who embody these values serve as role models and create a safe space for children to express themselves and resolve conflicts amicably. This approach is particularly effective in early childhood education, where foundational social skills are developed (Munter et al., 2015).

Prophetic Education had a significant impact on how teachers behaved, as they became key examples of peaceful interaction. In the group that participated in the program, there was a notable drop in both verbal and physical abuse, with only "rare" incidents reported at rates of 91.33% and 90.67%, respectively. A t-test further highlighted the meaningful differences in physical ($t = 18.380$) and verbal ($t = 20.015$) abuse between the experimental group and the control group ($p < 0.05$). When classrooms embrace prophetic values like honesty, gentleness, and humility, they create a safe, organized, and supportive environment. Teachers who took part in this program adopted more respectful ways of communicating and resolving conflicts, which led to fewer disciplinary actions and helped build greater trust among students.

Unlike traditional character education that tends to focus on logical reasoning or simply following rules, Prophetic Education combines ethical role models, spiritual teachings, and social-emotional learning. This unique blend is especially effective in early childhood education settings, where experiences and emotions play a significant role in learning. By incorporating Prophetic Education into current national character education frameworks, we can make the curriculum more relevant and foster more meaningful changes in behavior.

The experimental studies also emphasize the importance of community involvement in the success of prophetic education programs. Engaging parents and community members in the educational process reinforces the values taught in the classroom and creates a consistent message regarding acceptable behavior. When families and educators collaborate to promote prophetic values, children are more likely to adopt these principles daily, reducing violent behavior (Risner, 2012). This

community-centric approach is supported by findings that suggest a strong correlation between community engagement and positive behavioral outcomes in children (Botha & Zwane, 2021).

Additionally, the curriculum designed around prophetic education often includes activities promoting student teamwork and cooperation. These activities are instrumental in teaching children how to work together, share, and resolve conflicts without resorting to violence. Studies have shown that children who participate in collaborative learning experiences are less likely to exhibit aggressive behaviors, as they learn the importance of communication and compromise (Shiraz, 2016). This experiential learning aspect of prophetic education is vital in developing social skills essential for peaceful coexistence.

Furthermore, the long-term impact of prophetic education on reducing violent behavior is noteworthy. Research indicates that children who undergo prophetic education not only show immediate improvements in behavior but also carry these lessons into adolescence and adulthood. This suggests that the values instilled during early childhood can lead to a lifetime of positive social interactions and reduced aggression (Suparman, 2023). By instilling values like empathy, justice, and discipline early on, children are more likely to adopt non-violent behaviors that carry into their teenage years and adulthood (Suparman, 2023). This program focuses on building a strong moral foundation instead of just enforcing rules, creating a character-building approach that resonates with both Islamic teachings and modern educational objectives.

The implications of these findings are profound, as they highlight the potential of prophetic education to contribute to a more peaceful society by addressing the roots of violence early in a child's development. This study adds to our understanding of violence prevention, character education, and early childhood teaching by presenting a model that is both evidence-based and culturally relevant. It shows that we can successfully foster ethical and emotional skills in young children by using curricula focused on values. On a practical level, this program provides a model that can be easily replicated for training teachers, enhancing curricula, and shaping policies, particularly in Islamic educational settings that aim to weave moral values into their teaching practices.

While the results were promising, it's important to recognize some limitations. First, the study involved a small group of participants (N = 30 during the intervention phase), which affects how widely these findings can be applied. Additionally, the success of the implementation relied significantly on the dedication and comprehension of the teachers, which varied from one individual to another. Many educators struggled to apply the abstract concepts of prophetic values in their everyday teaching, indicating a need for more thorough training. Furthermore, without long-term follow-up, we can't determine whether the behavioral changes will. Lastly, challenges related to institutional support and collaboration between parents schools are crucial obstacles that need to be addressed in order to expand the program effectively.

4. CONCLUSION

Based on the results of the study, the tendency of violent behaviour has appeared since early childhood, although it is still relatively low. However, violent behaviour that includes physical violence, verbal violence, emotional violence, and determinant factors that arise cannot be ignored. It can develop into dangerous behaviour that can hurt others both physically and psychologically. Therefore, it is recommended that early childhood education institutions develop their learning activities to foster positive attitudes and behaviours, emphasizing habituation, character values, and positive adaptation based on prophetic education. This study also shows that the prophetic education programme effectively addresses violence in early childhood, with significant results. This means that the prophetic education programme can be used as one of the methods for violence in early childhood. Meanwhile, this finding also indicates that the role of teachers through prophetic education learning design inserted in the teaching and learning process in the classroom and outside the classroom in early childhood education institutions is needed.

Acknowledgements: The author would like to thank Universitas Pendidikan Indonesia for providing the resources and support necessary for conducting this research. Special thanks are extended to the early childhood educators and parents who participated in this study, offering valuable insights and experiences that greatly contributed to the findings. The author also appreciates the feedback and guidance from colleagues and peer reviewers, which significantly enhanced the quality of this manuscript.

Conflicts of Interest: The author declares that there is no conflict of interest regarding the publication of this article. The research was conducted independently, and no financial or personal relationships have influenced the outcomes of this study.

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