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The Role of Islamic Education in Developing Students' Moral Character: A Qualitative Library Research

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Abstract: Moral character development is an essential objective of contemporary education, particularly amid challenges such as dishonesty, indiscipline, disrespect, bullying, and irresponsible student behavior. Islamic education provides a foundation for addressing these challenges by integrating religious knowledge, spiritual awareness, and moral values into students' daily lives. This study aims to analyze the role of Islamic education in developing students' moral character, identify the Islamic values being cultivated, and examine educational strategies that support moral development. The study employs a qualitative descriptive approach through library research, using the Qur'an, Hadith, academic journals, and relevant books as primary and secondary sources. Data were collected through documentation and analyzed using qualitative descriptive and thematic content analysis. The literature analysis indicates that Islamic education contributes to moral development by promoting honesty, discipline, responsibility, respect, patience, and compassion. Teachers serve as moral role models, while habituation, religious activities, and Islamic value-based learning provide important strategies for strengthening these values. Family support, positive school environments, and consistent guidance facilitate character formation, whereas negative peer influence and inappropriate digital content may hinder it. In conclusion, Islamic education plays an important role in nurturing students with noble character and social responsibility.

Research Highlights:

- Islamic education contributes to the development of students' moral character through religious knowledge, spiritual awareness, and ethical practices.
- Honesty, discipline, responsibility, respect, patience, and compassion are essential Islamic values in character formation.
- Teachers play a central role as moral role models through exemplary conduct and religious guidance.
- Habituation, religious activities, and Islamic value-based learning support students' moral development.
- Cooperation between families and schools is important for strengthening students' akhlaq al-karimah and social responsibility.

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INTRODUCTION

Moral character development is an essential component of contemporary education because the primary purpose of education is not only to improve students' intellectual abilities but also to cultivate individuals who demonstrate ethical behavior, social responsibility, and spiritual awareness. In the modern educational environment, students face various moral challenges, including dishonesty, disrespect toward teachers and parents, bullying, lack of discipline, irresponsible behavior, and declining awareness of social values. These challenges indicate that academic achievement alone is insufficient to prepare students to

become responsible members of society. Therefore, educational institutions must prioritize character development alongside intellectual and academic competence. In this context, Islamic education plays a significant role in providing moral and spiritual guidance based on the teachings of the Qur'an and Hadith. Islamic education emphasizes the integration of knowledge, faith, and practice to develop individuals who understand religious principles and consistently apply them in their daily lives.

Islamic teachings provide comprehensive moral foundations for shaping students' character through values such as honesty (ṣidq), trustworthiness (amanah), patience (sabr), responsibility, respect, discipline, and compassion. These values serve as essential principles that guide students in establishing positive relationships with God, themselves, other individuals, and their surrounding environment. The Qur'an emphasizes the importance of excellent moral character, particularly in Surah Al-Qalam (68:4), which describes Prophet Muhammad as possessing outstanding moral qualities(Al Amiri, 2019). Furthermore, Surah Al-Ahzab (33:21) presents the Prophet as an exemplary model for believers. These teachings demonstrate that moral education should involve more than the theoretical understanding of religious principles; it should also encourage students to internalize and practice Islamic values through consistent behavior. Consequently, Islamic education has an important responsibility to transform religious knowledge into practical moral conduct.

The development of students' moral character also requires the involvement of teachers, parents, and educational institutions. Islamic education teachers have an important responsibility to provide religious instruction, demonstrate exemplary behavior, offer moral guidance, and create learning environments that encourage positive attitudes(Ibrahim et al., 2024). Teachers should become role models whose actions reflect the Islamic values taught in the classroom. Similarly, parents play a fundamental role in establishing children's moral foundations through religious guidance, supervision, affection, and habituation within the family. Educational institutions must also establish supportive environments by integrating Islamic values into school regulations, classroom activities, religious programs, and interactions among members of the educational community. The cooperation between families and schools is therefore essential to ensure that moral education becomes a continuous process rather than an activity limited to religious instruction.

Moreover, Islamic education needs to be integrated into students' academic activities and everyday social interactions so that moral values become meaningful components of their behavior. Students should demonstrate honesty in completing academic assignments, discipline in following school regulations, respect in communicating with others, and responsibility in fulfilling their obligations. Such practices indicate that the success of Islamic education should be evaluated not merely through students' understanding of religious concepts but also through their ability to translate those concepts into ethical actions. Nevertheless, the implementation of Islamic moral education continues to face challenges, particularly when students experience negative peer influences, excessive exposure to inappropriate digital content, inconsistent parental supervision, and differences between religious teachings and behavioral practices. These circumstances highlight the need to examine how Islamic education can be implemented more effectively in developing students' moral character.

Research on the role of Islamic education in developing students' moral character has received considerable attention over the past decade. Previous studies have generally emphasized that Islamic education is not merely a process of transferring religious knowledge but also an important instrument for developing students' ethical behavior, spiritual awareness, social responsibility, and positive attitudes. Kosim, Kustati, Sabri, and Mustaqim (2019), in their study entitled Strengthening Students' Character through Tahfidz Quran in Islamic Education Curriculum, examined the integration of Qur'an memorization activities into Islamic education and character development. Their research highlighted the importance of connecting curricular and extracurricular activities to strengthen students' moral and religious character. The study suggested that Qur'anic learning should not be limited to memorization but should also encourage students to understand and practice the values contained in the Qur'an. This research demonstrates that religious learning activities can contribute to character development when they are integrated into a comprehensive educational program.

Similarly, Darlan, Pettalongi, and Rustina (2021), in their research entitled The Roles of Islamic Education in Building Students' Character within Indonesia Public Schools, investigated the implementation of Islamic education in developing students' character in a public senior high school in Palu, Indonesia. Using a qualitative case study approach, the researchers collected data through observations, interviews, and document analysis. Their findings indicated that Islamic character values

were incorporated into curriculum planning, classroom instruction, learning evaluation, and extracurricular activities. The study emphasized that Islamic education teachers play an important role in integrating moral values into students' educational experiences. This research provides evidence that character development requires systematic integration of Islamic principles into the overall school environment rather than relying exclusively on religious subject instruction.

Furthermore, Muhtarom, Priyatna, Yoseptry, and Koswara (2021), in their study entitled Islamic Religious Education Learning Management in Forming the Religious Character of Students, examined the management of Islamic religious education in developing the religious character of high school students in Bandung. Their research addressed the problem of students' weak religious character and the importance of effective educational management. The study highlighted the significance of organizing Islamic religious education through appropriate planning, implementation, and evaluation. Their findings provide an important perspective that the success of Islamic character education depends not only on the teaching materials but also on how educational activities are systematically managed and implemented.

In another study, Kosim and colleagues' work on Qur'anic memorization can be complemented by Sandria, Asy'ari, and Fatimah (2022), who examined Pembentukan Karakter Religius Melalui Pembelajaran Berpusat pada Siswa Madrasah Aliyah Negeri (Religious Character Formation through Student-Centered Learning in State Islamic Senior High Schools). Their research discussed the development of students' religious character through student-centered learning and the involvement of educational stakeholders. This perspective emphasizes that students should actively participate in the process of internalizing religious values rather than merely receiving moral instruction from teachers. Student engagement, educational interaction, and institutional support are therefore important elements in developing religious character.

Noviandari, Utami, and Wahyuningsih (2024), in their research on Integration of Islamic Education and Character Education: Strategies to Build Moral Integrity in Madrasah Institutions, explored the integration of Islamic educational principles and character education in developing students' moral integrity. Their study emphasized the importance of a holistic educational approach that connects religious values with everyday educational practices. It also identified challenges associated with maintaining consistency in the implementation of character-building strategies and obtaining adequate support from the surrounding social environment. This research reinforces the argument that Islamic character education requires cooperation between teachers, educational institutions, families, and communities to ensure the continuous internalization of moral values.

More recently, Syafnan, Lubis, and Hasibuan (2025), in their study entitled Analysis of the Impact of Islamic Religious Education Learning on Student Character, investigated the impact of Islamic religious education on students' character at SMA Negeri 4 Sibolga. Using a descriptive quantitative approach involving 60 eleventh-grade students, the researchers examined the relationship between religious learning and character development. Their research focused on the importance of cultivating religious attitudes, honesty, discipline, responsibility, and cooperation through Islamic religious instruction. This study provides an empirical perspective on the contribution of Islamic education to students' character development and strengthens the relevance of examining the relationship between religious learning and students' everyday behavior.

Despite the inclusion of Islamic education in formal educational curricula, some students continue to demonstrate moral problems, including dishonesty, indiscipline, disrespect, bullying, and irresponsible behavior. This situation raises questions regarding the effectiveness of religious education in transforming students' knowledge into consistent moral practices. The research therefore addresses several fundamental problems: why some students demonstrate weak moral behavior despite receiving religious instruction; how effectively Islamic education is implemented in developing students' moral character; what supporting and inhibiting factors influence the internalization of Islamic moral values; and how Islamic education can encourage students to apply religious principles in their everyday lives. These problems require an examination of the relationship between religious knowledge, educational practices, environmental influences, and students' moral development.

This research aims to analyze the role of Islamic education in developing students' moral character by examining the relationship between religious teachings and practical moral behavior. Specifically, it seeks to identify Islamic values that contribute to students' moral development, including honesty, trustworthiness, patience, discipline, respect, responsibility, and compassion. Furthermore, this research examines the strategies employed by Islamic education teachers to cultivate positive moral behavior,

particularly through exemplary conduct, habituation, religious guidance, and the integration of Islamic principles into learning activities. It also aims to identify supporting and inhibiting factors influencing the implementation of Islamic character education. Finally, this research seeks to explain the implications of Islamic education for students' behavior within school, family, and community environments.

The significance of this research encompasses theoretical and practical contributions to the development of Islamic education(Moslimany et al., 2024). Theoretically, it is expected to enrich academic understanding of Islamic character education by explaining how religious knowledge, spiritual values, and moral practices contribute to students' character formation. It may also provide a foundation for further research concerning the relationship between Islamic educational principles and students' ethical development. Practically, this research is expected to benefit Islamic education teachers by providing insights into effective approaches for integrating moral values into classroom instruction and everyday educational activities. For parents, it emphasizes the importance of family involvement, religious guidance, and exemplary behavior in developing children's moral character. For educational institutions, it highlights the need to establish supportive school environments and sustainable character-building programs. Furthermore, students are expected to benefit from an educational process that encourages them to become honest, disciplined, responsible, compassionate, and respectful individuals. Ultimately, this research emphasizes that Islamic education should function not merely as a means of transferring religious knowledge but also as a comprehensive process of developing students who demonstrate strong moral character and consistently practice Islamic values in their personal, academic, and social lives.

METHOD

This research employs a qualitative descriptive approach using the library research method to examine the role of Islamic education in developing students' moral character(Mukhlis et al., 2025). A qualitative approach is considered appropriate because the research focuses on understanding, interpreting, and describing the educational principles, religious values, and moral dimensions associated with students' character formation rather than measuring them through statistical procedures. The library research method is used to investigate relevant Islamic educational theories, Qur'anic teachings, Hadith, and previous scholarly studies concerning moral education and character development. Through this approach, the research seeks to develop a comprehensive understanding of how Islamic education contributes to the internalization of moral values and their application in students' academic, personal, and social lives. Furthermore, the descriptive nature of the research allows the researcher to systematically explain the relationship between Islamic religious knowledge, educational practices, and the development of students' ethical behavior.

Since this research applies a library research approach, it does not involve a specific geographical research location or direct field investigation in an educational institution. Instead, the research is conducted through the examination of academic literature and Islamic religious sources relevant to the development of students' moral character. The research context focuses on Islamic education within formal and informal educational environments, particularly schools, madrasahs, families, and communities. These educational environments are considered important contexts for understanding the process of moral formation through religious instruction, teacher guidance, parental involvement, religious habituation, and institutional educational practices. The analysis also considers the challenges faced by contemporary students, including declining moral awareness, negative peer influence, inappropriate social interactions, and the influence of digital media(Muttaqin et al., 2023). By examining these contexts through relevant literature, the research aims to explain the contribution of Islamic education to developing students who demonstrate honesty, discipline, responsibility, respect, patience, and compassion.

The data used in this research consist of primary religious sources and secondary academic literature(Rahman et al., 2026). The primary religious sources include the Qur'an and Hadith, which provide the fundamental theological and moral foundations of Islamic education. Relevant Qur'anic passages, particularly Surah Al-Qalam (68:4), Surah Al-Ahzab (33:21), Surah Luqman (31:17–19), and Surah An-Nahl (16:90), are examined to identify Islamic principles associated with noble character, exemplary behavior, responsibility, patience, humility, justice, and compassion. Relevant Hadith concerning good character, honesty, trustworthiness, and responsibility are also considered to strengthen the theological foundation of the analysis. Meanwhile, secondary data are obtained from Islamic education textbooks, academic journals, previous research articles, scholarly publications, and other relevant academic

references published primarily within the last ten years. These sources are selected based on their relevance to Islamic character education, moral development, religious instruction, teachers' roles, family involvement, and educational strategies. The selection of literature prioritizes academic credibility, conceptual relevance, and its contribution to understanding the relationship between Islamic education and students' moral development.

Data collection is conducted through documentation and systematic literature review(Schön et al., 2017). The researcher identifies, collects, examines, and organizes relevant information from Qur'anic interpretations, Hadith literature, Islamic education books, scientific journal articles, and previous research publications. The literature search focuses on academic discussions concerning Islamic educational principles, moral character formation, religious values, educational strategies, and the factors influencing students' ethical behavior. Relevant publications are identified through academic databases and scholarly search platforms, including Google Scholar, ScienceDirect, and other academic journal repositories. The collected literature is then screened according to its relevance to the research objectives, academic reliability, publication quality, and contribution to the research topic. Furthermore, documentation is used to classify information into several categories, including Islamic moral values, the role of Islamic education teachers, educational strategies, family and school involvement, and supporting and inhibiting factors in character development. This systematic collection process enables the researcher to establish an organized body of information for subsequent interpretation and analysis.

The collected data are analyzed using qualitative descriptive analysis and thematic content analysis. These techniques are employed to identify, classify, interpret, and synthesize information obtained from Islamic religious sources and relevant academic literature. The analysis is conducted through several interconnected stages(Schön et al., 2017). First, data reduction is performed by selecting and organizing information that directly relates to the research objectives, particularly the role of Islamic education in developing students' moral character. Irrelevant or repetitive information is excluded to maintain the focus and consistency of the analysis. Second, data presentation is conducted by organizing the selected information into thematic categories, including the concept of Islamic education and moral character, Islamic values in character development, the role of teachers, educational strategies, family and school involvement, and the supporting and inhibiting factors affecting moral formation. Third, conclusion drawing and verification are undertaken by interpreting the relationships among the identified themes and comparing the findings from different religious and academic sources. The researcher examines the consistency of arguments, identifies similarities and differences among previous studies, and develops an integrated interpretation of how Islamic educational principles contribute to students' moral development. Through these analytical procedures, the research seeks to establish a comprehensive understanding of Islamic education as a process of internalizing religious values and translating them into consistent moral behavior in everyday life.

RESULTS AND DISCUSSION

The Concept of Islamic Education and Moral Character

Islamic education is a comprehensive educational process aimed at developing individuals who possess strong faith, religious understanding, noble character, and social responsibility. Its primary objective is not limited to transferring religious knowledge but also includes guiding students toward becoming individuals who understand their responsibilities toward Allah, themselves, other people, and the surrounding environment. In this context, Islamic education integrates intellectual development with spiritual and moral formation, ensuring that educational achievements are reflected not only in academic competence but also in ethical attitudes and responsible behavior. The concept of Islamic education is closely associated with the development of tarbiyah, ta'lim, and ta'dib, which represent the processes of nurturing, teaching, and cultivating proper conduct. These dimensions demonstrate that education in Islam involves the development of knowledge, character, and the ability to apply religious principles in practical situations.

Moral character formation is an essential component of Islamic education because morality determines how individuals behave and interact within their social environments(Ridwan, 2025). In Islamic terminology, akhlaq refers to deeply established qualities and dispositions that influence a person's actions, attitudes, and decisions. Good character (akhlaq al-karimah) includes honesty, patience, humility, responsibility, justice, compassion, and respect for others. These qualities are fundamental to the Islamic

understanding of human development because religious knowledge should produce positive behavioral consequences. Therefore, students should not only memorize religious teachings but also understand their meanings and demonstrate them through daily activities. Islamic education consequently serves as a foundation for developing individuals whose religious understanding is reflected in their personal conduct and social relationships.

Furthermore, Islamic education emphasizes the balanced development of students' spiritual, emotional, intellectual, and social dimensions. Spiritual development strengthens students' awareness of their relationship with Allah and encourages them to observe religious obligations(Syafii & Azhari, 2025). Emotional development helps students control their feelings, demonstrate patience, and respond appropriately to difficult situations. Intellectual development enables students to distinguish between appropriate and inappropriate actions through religious understanding and critical thinking. Meanwhile, social development encourages students to respect differences, cooperate with others, and contribute positively to their communities. These dimensions are interconnected and should be developed through an educational process that integrates religious instruction with practical moral experiences.

The Qur'an provides a strong theological foundation for this understanding. Surah Al-Qalam (68:4) states that Prophet Muhammad possesses an excellent standard of character, establishing noble morality as an important quality of Islamic life. Similarly, Surah Al-Ahzab (33:21) identifies the Prophet as an exemplary model for believers(Amiruddin et al., 2025). These verses demonstrate that Islamic moral education should be based on prophetic values, including honesty, compassion, patience, justice, humility, and responsibility. Consequently, the development of students' moral character requires educational practices that connect religious teachings with exemplary conduct and consistent behavioral habituation.

Islamic Values in Students' Moral Character Development

Islamic education contributes to students' moral character development by introducing and strengthening fundamental Islamic values that guide individual behavior and social relationships. One of the most important values is honesty (ṣidq), which encourages students to speak truthfully, avoid cheating, acknowledge mistakes, and maintain integrity in academic and personal activities. Honesty is essential because it develops trust between students, teachers, parents, and other members of society. Through religious instruction and consistent practice, students can understand that honesty is not merely a school rule but also a religious and moral responsibility.

Another important value is trustworthiness (amanah), which teaches students to fulfill their obligations and maintain responsibility for the tasks entrusted to them. In educational environments, this value can be demonstrated through completing assignments independently, respecting other people's belongings, following classroom agreements, and fulfilling academic responsibilities. Closely related to this principle is responsibility (mas'uliyyah), which encourages students to recognize the consequences of their decisions and accept accountability for their actions(Setiawan, 2024). These values contribute to the development of independent and reliable individuals who understand that their behavior affects other people.

Discipline (indhibath) is another essential Islamic moral value because it encourages students to manage their time, respect educational regulations, maintain punctuality, and fulfill their responsibilities consistently. Religious practices, particularly regular prayer, can provide opportunities for students to develop consistency, self-control, and awareness of their obligations. Similarly, respect (ihtiram) teaches students to appreciate teachers, parents, classmates, and other individuals regardless of differences in background or social position. Respectful behavior can be expressed through polite communication, listening to others, avoiding insults, and appreciating different opinions.

Patience (sabr) also plays a significant role in moral character development because it helps students control their emotions, overcome difficulties, and respond constructively to challenging situations(Nasrin, 2025). Students who develop patience are better prepared to manage academic pressure, interpersonal disagreements, and personal disappointment without engaging in harmful behavior. Meanwhile, compassion (rahmah) encourages students to demonstrate empathy, kindness, generosity, and concern for individuals experiencing difficulties. Compassion is particularly important in preventing bullying, discrimination, and social exclusion because it teaches students to recognize the dignity and feelings of others. Collectively, these Islamic values provide a moral framework that guides students toward developing positive attitudes, responsible decisions, and respectful social relationships.

The Role of Islamic Education Teachers in Character Formation

Islamic education teachers have a strategic responsibility in developing students' moral character because they function not only as providers of religious knowledge but also as moral educators and behavioral role models. Their influence extends beyond classroom instruction to include personal interactions, educational guidance, and the establishment of a positive learning environment. Students frequently observe and imitate the attitudes demonstrated by their teachers; therefore, teachers' consistency between religious teachings and personal behavior is particularly important. A teacher who demonstrates honesty, patience, discipline, fairness, and respect provides practical examples through which students can understand how Islamic values should be applied in everyday situations.

In addition to serving as role models, Islamic education teachers contribute to character development by integrating moral values into classroom instruction. Religious lessons should be connected to real-life situations so that students can understand the practical significance of Islamic teachings(Parhan et al., 2024). For example, discussions about honesty can be related to academic integrity, while lessons about compassion can be connected to preventing bullying and helping classmates. This approach enables students to recognize that Islamic values are relevant to every aspect of their lives rather than being limited to religious ceremonies or specific educational subjects.

Teachers also have an important responsibility to provide religious guidance and moral advice when students encounter behavioral difficulties. Through constructive communication, personal guidance, and appropriate correction, teachers can help students understand the consequences of their actions and recognize opportunities for improvement. Such guidance should emphasize understanding, encouragement, and moral reflection rather than humiliation or punishment alone(Kohn, 2006). Furthermore, teachers should encourage students to practice positive behavior consistently by establishing clear expectations, providing constructive feedback, and appreciating improvements in students' attitudes. By creating a classroom environment based on mutual respect, cooperation, honesty, and responsibility, Islamic education teachers can strengthen the relationship between religious understanding and practical moral development.

Islamic Educational Strategies for Developing Students' Moral Character

The effectiveness of Islamic education in developing students' moral character depends significantly on the educational strategies employed to transform religious knowledge into consistent moral behavior(Jamil, 2024). One important strategy is exemplary behavior (uswah hasanah), which emphasizes the importance of teachers and other educational figures demonstrating Islamic values through their daily actions. Students are more likely to understand and practice moral principles when they observe positive examples in their surrounding environments. Teachers who consistently demonstrate honesty, discipline, patience, fairness, and compassion can establish behavioral standards that students may imitate. This approach is consistent with the prophetic model of moral education, in which Prophet Muhammad serves as an example of noble character for Muslims.

Another important strategy is habituation (pembiasaan), which involves encouraging students to practice positive behavior repeatedly until it becomes part of their daily habits. Islamic educational institutions can implement habituation through activities such as performing congregational prayers, reciting the Qur'an, greeting teachers and classmates, maintaining classroom cleanliness, arriving punctually, and demonstrating mutual respect. These activities provide practical opportunities for students to internalize religious values through repeated experiences. Habituation is particularly important because moral character cannot be developed solely through theoretical explanations; it requires continuous practice and reinforcement in different situations(Isna et al., 2026).

Furthermore, moral and spiritual guidance through mau'izhah hasanah represents another significant educational strategy. Teachers can provide meaningful advice through religious discussions, classroom conversations, personal counseling, and reflections on the consequences of human behavior. Such guidance helps students understand the relationship between Islamic teachings and the moral decisions they make in everyday life. Religious activities also contribute to character development by creating opportunities for students to strengthen their spirituality and social awareness. Activities such as Qur'an recitation, Islamic discussions, charitable programs, religious celebrations, and community service can cultivate cooperation, generosity, empathy, and responsibility.

In addition, character-based learning should be integrated into classroom instruction and the broader school culture. Islamic moral values can be incorporated into various subjects and educational activities so that students recognize their relevance beyond religious lessons. For example, honesty can be reinforced through academic integrity, responsibility through group assignments, discipline through

classroom regulations, and compassion through collaborative activities. The integration of these strategies demonstrates that Islamic character education requires a continuous and comprehensive approach involving knowledge, exemplary conduct, habituation, religious guidance, and practical experiences. Through these methods, students can gradually develop the awareness and motivation necessary to apply Islamic moral principles in their daily behavior.

The Role of Family and School Environment

The development of students' moral character cannot be separated from the influence of family and school environments because both institutions provide essential contexts for religious learning, behavioral development, and social interaction. The family represents the first educational environment in which children begin to understand moral values and develop their initial attitudes toward religious practices and social relationships. Parents have an important responsibility to introduce Islamic teachings, encourage religious activities, demonstrate good behavior, and provide emotional support(Habib & Nadira, 2024). Through consistent supervision, communication, affection, and exemplary conduct, parents can establish a strong moral foundation that influences children's behavior as they enter formal education.

Schools subsequently reinforce these values through structured educational activities, classroom instruction, religious programs, and institutional regulations. Islamic education teachers provide religious knowledge and moral guidance, while school administrators establish policies and environments that support positive character development(Hadi & Prayogi, 2025). A school environment that promotes honesty, discipline, mutual respect, responsibility, and cooperation can help students practice Islamic values in their interactions with teachers and classmates. Therefore, educational institutions should ensure that character education is reflected not only in curriculum content but also in institutional culture, interpersonal relationships, and everyday school practices.

Cooperation between families and schools is particularly important because inconsistencies between home and school environments may create difficulties in the internalization of moral values. For instance, students may receive instruction about honesty and discipline at school but encounter contradictory behavioral examples in their surrounding environments. Such inconsistencies can weaken the effectiveness of character education because students may struggle to recognize the practical importance of the values being taught. Consequently, parents and teachers should maintain communication, share information concerning students' behavioral development, and establish consistent expectations regarding moral conduct.

Furthermore, the broader community also contributes to students' moral development by providing opportunities to practice Islamic values through social relationships and community participation. Religious organizations, local communities, and social institutions can encourage students to participate in charitable activities, environmental care, social assistance, and religious gatherings(Thalgi, 2024). These experiences enable students to develop empathy, cooperation, generosity, and social responsibility. Thus, effective Islamic character education requires a collaborative educational environment in which families, schools, and communities work together to ensure the consistent application of Islamic values in students' everyday lives.

Supporting and Inhibiting Factors

The implementation of Islamic education in developing students' moral character is influenced by several supporting and inhibiting factors. Understanding these factors is important because the effectiveness of moral education depends not only on the quality of religious instruction but also on the environmental conditions that influence students' attitudes and behavior. One of the most significant supporting factors is a positive family environment(Torres-Soto et al., 2022). Parents who demonstrate religious commitment, provide moral guidance, supervise children's activities, and establish positive communication can strengthen the internalization of Islamic values. Consistent parental involvement enables students to receive continuous moral reinforcement beyond the school environment.

Another supporting factor is the presence of teachers who demonstrate exemplary moral behavior. Teachers who consistently practice the values they teach can strengthen students' understanding of Islamic principles through direct observation and interaction. Strong school religious programs also contribute to character development by providing structured opportunities for students to practice religious obligations and positive social behavior(Haerudin, 2025). Furthermore, positive peer relationships can encourage students to develop honesty, cooperation, mutual respect, and responsibility. Institutional support, including clear educational policies, adequate learning resources, supportive leadership, and consistent character-building programs, is also essential for maintaining the effectiveness of Islamic education.

However, several challenges may hinder the successful implementation of Islamic character education. Negative peer influence represents one significant obstacle because students may adopt inappropriate attitudes and behaviors through social interactions(Perkins, 1997). Limited parental supervision can also reduce the continuity of moral education, particularly when students experience behavioral influences outside the home. Additionally, excessive exposure to inappropriate digital content and negative social media interactions may introduce behavioral patterns that conflict with Islamic values. Although digital technology can provide educational benefits, its uncontrolled use may expose students to dishonesty, verbal aggression, bullying, disrespect, and other forms of harmful social behavior.

Another important challenge is the inconsistency between religious instruction and actual behavioral practices. Students may understand Islamic teachings theoretically but fail to apply them when teachers, parents, or other influential individuals demonstrate contradictory behavior(Chotimah et al., 2025). This inconsistency can weaken students' trust in the educational process and reduce the effectiveness of moral guidance. Limited cooperation between schools and families may further complicate the development of consistent character-building strategies. Therefore, addressing these challenges requires stronger communication between educational stakeholders, appropriate digital supervision, positive peer environments, and consistency between religious instruction and everyday conduct.

The Implications of Islamic Education for Students' Daily Behavior

The implementation of Islamic education has important implications for students' everyday behavior because its fundamental objective is to transform religious understanding into positive moral actions. One of the most significant implications is the development of honesty in academic activities(Stephens, 2016). Students who internalize the Islamic value of ṣidq are encouraged to complete assignments independently, avoid cheating during examinations, acknowledge mistakes, and communicate truthfully with teachers and classmates. These practices demonstrate that religious values can contribute directly to academic integrity and personal responsibility.

Islamic education also encourages students to demonstrate respect toward teachers, parents, peers, and other members of society. The internalization of ihtiram can be reflected in polite communication, appreciation of different opinions, willingness to listen to others, and avoidance of disrespectful behavior(Nurdianna et al., 2025). Similarly, the development of discipline and responsibility encourages students to manage their time appropriately, fulfill academic obligations, follow school regulations, and accept the consequences of their decisions. These behavioral qualities are important for developing independent individuals who understand their responsibilities within educational and social environments.

Another important implication concerns the prevention of bullying, discrimination, and harmful social behavior. Islamic values such as compassion (rahmah), patience (sabr), and respect encourage students to recognize the dignity of other individuals and avoid actions that cause physical or emotional harm(Fahm, 2025). Students who develop empathy are more likely to demonstrate concern for classmates experiencing difficulties, support individuals who are socially excluded, and participate in activities that promote cooperation and mutual assistance. In this regard, Islamic education can contribute to creating more inclusive, peaceful, and supportive educational environments.

Furthermore, the practical application of Islamic teachings can strengthen students' social awareness and participation in community activities. Religious education encourages students to understand that moral responsibility extends beyond individual conduct and includes their relationships with society and the surrounding environment. Activities involving charitable assistance, environmental cleanliness, community service, and social cooperation provide opportunities to practice generosity, justice, and responsibility. Therefore, the success of Islamic education should be understood through its contribution to developing students who consistently demonstrate ethical behavior, spiritual awareness, and positive social relationships in their everyday lives.

CONCLUSION

This research concludes that Islamic education plays an essential role in developing students' moral character by integrating religious knowledge, spiritual awareness, and ethical values into everyday behavior. Islamic teachings provide fundamental guidance for cultivating honesty, discipline, responsibility, respect, patience, and compassion, which are important foundations for developing individuals with noble character (akhlaq al-karimah). The development of these values requires the active

contribution of Islamic education teachers through exemplary behavior, habituation, religious guidance, and character-based learning. Furthermore, cooperation between parents, teachers, educational institutions, and communities is necessary to establish consistent environments that support students' moral development. However, negative peer influence, inadequate parental supervision, inappropriate social media exposure, and inconsistencies between religious instruction and actual behavior may hinder the effectiveness of Islamic character education. Therefore, Islamic education should be strengthened through continuous religious activities, supportive school cultures, and practical opportunities for students to implement Islamic values in their daily lives.Schools are encouraged to develop consistent Islamic character-building programs, while teachers should demonstrate exemplary moral conduct and provide meaningful religious guidance. Parents should reinforce Islamic values through supervision and positive examples within the family. Future researchers are recommended to investigate the effectiveness of specific Islamic educational strategies across different educational contexts. Ultimately, Islamic education should nurture students who possess strong spiritual awareness, noble character, and social responsibility.

AUTHORS' DECLARATION

Authors' Contributions and Responsibilities

The author was responsible for conceptualizing the research, formulating the research objectives, conducting the literature review, collecting and analyzing relevant literature, interpreting the findings, and preparing the manuscript.

Competing Interests

The author declares that there are no competing interests related to the research, authorship, or publication of this manuscript. The research was conducted independently, without any financial, personal, or institutional relationships that could have influenced the interpretation of the literature or the preparation of the manuscript.

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