

The Intersection of Islamic Religious Education and Character Formation in Indonesia: A Sociological Perspective on (SMK) *Sekolah Menengah Kejuruan* Jamiah Al-Aziziyah

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ABSTRACT

This study explores the role of Islamic Religious Education (PAI) in shaping the moral and ethical character of students at SMK Jamiah Al-Aziziyah from a sociological perspective. Using a qualitative approach, data were collected through interviews with PAI teachers and students, observations, and document analysis. The findings show that PAI significantly contributes to character formation by fostering values such as honesty, discipline, responsibility, and politeness. These values are instilled through formal lessons and internalized through social interactions at school, including peer communication, collaboration in religious activities, and role modeling by teachers. Despite these positive outcomes, challenges such as negative social media influences and limited parental engagement persist. The study highlights the need for a collaborative framework involving schools, families, and communities to address external challenges and sustain moral development. It also calls for future research to integrate family and community roles more effectively into character education initiatives.

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1. INTRODUCTION

This study aims to examine the impact of Islamic Religious Education (*Penidikan Agama Islam*/PAI) on the moral and ethical development of students at *Sekolah Menengah Kejuruan* (SMK) Jamiah Al-Aziziyah. The research will explore how PAI contributes to character development, such as values of responsibility, discipline, honesty, and respect, through both classroom learning and extracurricular religious activities. Additionally, this study will investigate how external influences such as social media and peer interactions may affect the effectiveness of PAI in shaping ethical behavior, as well as the role of teachers as moral role models in this process.

The importance of Islamic education in shaping character and morality has been widely acknowledged in existing literature (Nadiyah & Ramdhani, 2024; Halima et al., 2023). PAI is widely recognized as a fundamental tool for instilling religious values that guide students toward a moral and responsible life. While its relevance to vocational schools such as SMK is acknowledged, existing literature often lacks a detailed exploration of the unique challenges faced by vocational educational institutions within the framework of Islamic sociology in Indonesia. Vocational schools operate within a distinct educational context, balancing the demands of skill-based training with character development, which presents specific sociological and pedagogical complexities. The character approach in vocational schools addresses sociological and pedagogical complexities by cultivating essential traits such as honesty, discipline, and responsibility, essential to a student's successful transition into the workforce (Santoso et al., 2019).

The gap in the literature highlights the significance of this study, which aims to identify how PAI can contribute to character development in vocational schools. While many studies have discussed the role of religious education in moral development (Fadhilah et al., 2024; Caniyah et al., 2023), few focus on the implementation of PAI in vocational education, which emphasizes practical skills over religious instruction. This research seeks to address these gaps by providing a deeper analysis of how PAI can be effectively implemented in vocational schools to address these challenges and foster students' moral growth within this unique setting. Thus, this study seeks to offer new insights that can bridge the gap between religious education and vocational training in schools.

This research is expected to provide valuable insights into how PAI can be integrated into vocational school curricula to strengthen character education. The results of this study may also offer a deeper understanding of the challenges students face in internalizing religious values amidst the influence of social media and peer interactions. As previously discussed in research on religious education (Ruslan & Musbaing, 2023), this study aims to expand the discussion by providing concrete evidence from the vocational education sector.

This research will also contribute to the development of more effective PAI education models, especially in the context of vocational education in Indonesia. With the rapid changes in society and the challenges posed by globalization, religious education is expected to remain relevant and capable of addressing the nation's character challenges, as discussed in several studies on Islamic education in the era of globalization (Mansir et al., 2020; Setiyanto et al., 2021).

2. METHODS

This study employs a qualitative approach aimed at gaining an in-depth understanding of the impact of Islamic Religious Education (PAI) on the moral and ethical development of students at SMK Jamiah Al-Aziziyah. A qualitative approach was chosen because it allows the researcher to explore perceptions, experiences, and dynamics occurring in the field in detail (Sugiyono, 2008). Data will be collected through in-depth interviews, direct observation, and documentation related to educational activities at SMK Jamiah Al-Aziziyah. This method will provide a holistic picture of the impact of PAI on students' behavior (Sunardi et al., 2024).

The data collection techniques will involve several methods. In-depth interviews will involve PAI teachers, the school principal, and selected students, chosen purposively, to gather their views on the effectiveness of PAI in shaping students' morals and ethics (Sa'adah et al., 2023). The sampling criteria in this study employed purposive sampling, involving 5 PAI teachers, the school principal, and 5 students from SMK Jamiah Al-Aziziyah. PAI teachers were selected based on a minimum of two years of teaching experience and active involvement in character development initiatives. The school principal was included due to their strategic role in implementing PAI-related policies, while students were chosen based on recommendations from teachers or the principal, representing diverse academic and behavioral backgrounds. In-depth interviews were conducted face-to-face to explore participants' perspectives and experiences regarding the effectiveness of PAI in shaping students' morals and ethics, using open-ended questions in 30-60 minute sessions within a conducive setting.

Observation is a data collection method conducted by systematically observing and recording events, activities, or conditions occurring in the field. This technique aims to obtain objective and relevant information related to the phenomena being studied (Movitaria et al., 2024). Observations will be conducted during the teaching process, religious activities, and social interactions at the school to observe how religious values are implemented in practice. Documentation, including school records, PAI syllabi, and activity reports, will be analyzed to strengthen the data obtained from interviews and observations (An-Najaa, 2023).

The collected data will be analyzed using thematic analysis, where patterns that emerge from the interviews, observations, and documentation will be identified and organized into specific themes. Data validity will be ensured through source triangulation, where various data obtained from interviews, observations, and documentation will be compared to ensure consistency (Sa'adah et al., 2023). Through this process, a clearer and deeper understanding will be gained of how Islamic Religious Education at SMK Jamiah Al-Aziziyah contributes to the moral and ethical development of students.

3. RESULTS AND DISCUSSION

3.1 Results

The results of this study indicate that Islamic Religious Education (PAI) has a significant impact on the development of moral and ethical behavior among students at SMK Jamiah Al-Aziziyah. Based on interviews with several PAI teachers, students, and the principal, it was found that the PAI subject not only focuses on cognitive aspects but also emphasizes character building based on Islamic teachings. PAI teachers consistently instill values such as honesty, responsibility, and respect in every lesson, both in and outside the classroom (Halima et al., 2023).

Tgk. M. Reza Syarifuddin, M.Pd, one of the PAI teachers, revealed that the main goal of PAI at SMK Jamiah Al-Aziziyah is to shape students' character to possess noble morals. He explained that, in addition to teaching religious theory, they also emphasize the importance of integrating Islamic values into daily life. For example, in religious study activities and discussions, students are taught about the importance of maintaining good manners and etiquette when communicating with others, especially with parents, teachers, and peers.

In daily observations at SMK Jamiah Al-Aziziyah, it was evident that the students generally displayed polite behavior and showed respect to their teachers. This was also acknowledged by Tgk. Aulia, S.Pd, another PAI teacher, who stated that PAI not only teaches theory but also provides role models for students through the behavior of teachers. According to her, students tend to learn more from what they see than from what they merely hear, making the role of teachers as role models crucial in shaping the students' ethics.

The interviewed students also felt the positive impact of PAI lessons. One of the students in grade XI, Tgk. Dimas Ananda, stated that PAI lessons helped him better understand how to behave as a Muslim. He explained that through this subject, he learned the importance of speaking politely and maintaining good manners in daily life, both at school and at home. This shows that PAI provides practical guidance that students can apply in real-life situations.

Based on several student interviews, it can be concluded that the impact of PAI education on students' behavior is significant.

Table 1. *Student Opinions on the influence of Islamic Education*

No.	Survey Question	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
1.	PAI helps me understand the importance of manners and politeness	80%	20%	0%	0%
2.	PAI encourages me to be more disciplined in worship time	85%	15%	0%	0%
3.	PAI influences me to behave better in social interactions with peers	85%	15%	0%	0%
4.	PAI helps me face moral challenges outside school	80%	20%	0%	0%

The study also revealed several challenges in shaping the morals and ethics of students. One of the challenges highlighted by Tgk. Reza is the influence of external environments, such as social media and interactions outside school, which sometimes conflict with the values taught at school. Nevertheless, Islamic Education (PAI) teachers at SMK Jamiah Al-Aziziyah continue to approach students in relevant ways, using examples from daily life to make religious teachings easier to understand and apply.

The principal of SMK Jamiah Al-Aziziyah, Dr. Tgk. Zulfikar, M.Ag, also emphasized the importance of collaboration between the school and families in shaping students' morals. He explained that family support is crucial in strengthening the internalization of religious values taught at school. According to him, the school has taken various measures to involve parents in the educational process, such as holding regular parent-teacher meetings and involving them in religious activities at school.

On the other hand, students also face challenges in applying religious teachings outside the school environment. A 12th-grade student, Ikhlusal Amal, admitted that it is sometimes difficult to consistently practice religious teachings, especially when surrounded by peers who are less concerned about religion. However, he stated that PAI lessons at school help him strive to uphold religious values, even though external temptations occasionally arise.

In conclusion, the challenges faced in shaping students' morals and ethics can be summarized in the following table:

Table 2. *Challenges in Shaping Students' Morals and Ethics*

No.	Type of Challenge	Description	Source of Challenge
1.	Influence of Social Media	Students are often exposed to negative content that contradicts Islamic Education teachings	External environment
2.	Family Environment	Some students come from families with limited understanding of religious education	Family
3.	Peer Influence	Students sometimes face peers and social circles that lack respect for religious values	Peer Group

In addition to formal classroom learning, religious activities outside the classroom play a significant role in shaping students' morals (Caniyah et al., 2023). Observations reveal that activities such as religious studies, congregational prayers, and discussions on religion help students deepen their understanding of religious teachings and apply them in their daily lives. These activities also strengthen social bonds among students while fostering a sense of responsibility and care for one another (Mesenu, 2022). A 10th-grade student, M. Rizki, mentioned that participating in religious activities at school has helped him appreciate the importance of good character. He explained that through Islamic Education (PAI), he not only learns about religious teachings but also how to translate them into real-life actions, such as helping friends in need and maintaining a clean environment. This indicates that PAI goes beyond

theoretical instruction by encouraging students to embody Islamic values in their actions (Habibah, 2012).

The study also found that students who actively participate in religious activities at school generally exhibit more positive behaviors compared to those who are less involved. According to Tgk. Aulia, S.Pd, engaging in religious activities enables students to internalize religious values more effectively and strengthens their social connections. Students who take part in these activities tend to be more disciplined, respectful, and responsible in their daily lives (Sari et al., 2023). However, some students struggle with maintaining consistency in applying religious values outside the school environment. This challenge is often influenced by family and peer dynamics (Hijrah, 2022). Some students come from families with limited support for religious education, making it difficult for them to implement the values taught at school (Mida Triana Zahrah et al., 2023). To address this, the school has introduced programs aimed at bridging the gap by actively involving families in the educational process.

In terms of teaching methodology, PAI teachers at SMK Jamiah Al-Aziziyah utilize a contextual and practical approach that resonates with students' daily lives. They blend theoretical lessons with practical examples drawn from real-life situations to clarify religious teachings. This approach has proven effective in helping students understand and apply religious values in their everyday lives (Muliatul et al., 2024).

Overall, the findings indicate that PAI at SMK Jamiah Al-Aziziyah has successfully established a conducive educational environment for shaping students' morals and ethics. Students who attend PAI lessons and participate in religious activities demonstrate more positive behaviors, particularly in terms of discipline, responsibility, and courtesy (Mukhlis et al., 2024). However, the success of this program is also influenced by external factors, such as family and peer environments, which can sometimes hinder students' ability to maintain moral consistency (Dewi et al., 2023). The study underscores the critical role of family support in reinforcing students' moral development. The school has made extensive efforts to involve parents in the educational process, and these initiatives have been instrumental in helping students internalize the religious values taught at school.

To explore how these values are internalized through social interactions in vocational schools, it is important to examine the dynamic relationships between students, teachers, and their peer groups. Students do not only learn Islamic values through formal lessons but also through daily interactions within the school environment. Peer communication, collaboration in religious study activities, and the role models provided by teachers play a crucial role in reinforcing these values. For example, students learn to internalize respect, honesty, and responsibility through group discussions, shared activities, and by observing how teachers embody these values in their daily behavior, as revealed in an interview with Hafsa, a PAI teacher at SMK Jamiah Al-Aziziyah. By participating in social interactions at school, students can reflect on and integrate these moral teachings into their personal behaviors. The integration of moral teachings can be embedded within individuals through interactions with their social environment, both in the context of education and the implementation of religion-based law (Munawarsyah et al., 2024).

Regarding the challenges, the influence of social media and external environments can significantly affect the effectiveness of PAI. Social media often introduces students to conflicting values, such as materialism or negative behavior, which can undermine the positive moral teachings imparted at school. To address these challenges, Ulfa, a PAI teacher at SMK Jamiah

Al-Aziziyah, stated that teachers can play a vital role by engaging students in discussions about the influence of social media and guiding them to critically evaluate content that contradicts Islamic teachings. Additionally, fostering open dialogue between students, teachers, and parents can help bridge the gap between the values taught at school and those encountered outside, ensuring that students remain grounded in Islamic moral principles despite external pressures.

In conclusion, this study provides valuable insights into how PAI at SMK Jamiah Al-Aziziyah contributes to the moral and ethical development of students. Despite some challenges, the school has effectively created a supportive environment for character building through a combination of classroom instruction and extracurricular religious activities.

3.2 Discussion

Based on the findings of the study, it was revealed that Islamic Education (PAI) plays a crucial role in shaping students' character. However, various external factors influence the effectiveness of this learning process. Firstly, the importance of PAI as a moral foundation for students is strongly recognized by teachers. Interviews indicate that nearly all teachers agree that PAI significantly contributes to instilling strong moral values such as honesty, responsibility, and respect. This aligns with the primary goal of Islamic education, which is to develop individuals who are not only knowledgeable in religion but also exhibit behavior consistent with Islamic teachings (Rovikoh, 2021). At SMK Jamiah Al-Aziziyah, PAI is not limited to theoretical instruction but strives to connect religious teachings with the students' daily lives (Khairiah et al, 2024).

Furthermore, observations show that the implementation of PAI at this school is effective in creating an educational environment conducive to students' character development. Religious activities such as congregational prayers, religious studies, and discussions on Islamic topics are integral to the moral development of students (Mesenu, 2022). These activities not only deepen students' understanding of religious teachings but also strengthen social bonds among them. Ultimately, this fosters a supportive community that encourages the practice of moral values (Bintang et al., 2023). This aligns with studies highlighting the role of Islamic education in integrating traditional community values, as seen in the Mlangi community, where a blend of pesantren and formal education strengthens religious character (Sasadara et al, 2022).

Research highlights that successful Islamic education integrates theoretical teachings with practical applications, ensuring that students not only understand religious values but also apply them in their daily lives. This balanced approach has been shown to improve moral behavior and strengthen students' ability to navigate external challenges effectively (Khairiah et al, 2024; (Sasadara et al, 2022).

In conclusion, the findings of this study underscore the central role of PAI in shaping students' character while also highlighting the influence of external factors. The integration of theoretical lessons and practical religious activities at SMK Jamiah Al-Aziziyah serves as a model for how Islamic education can effectively develop morally grounded and socially responsible individuals. Here is a suggested explanation Table 3:

Table 3. Participation in Religious Activities Among Students

No.	Type of Religious Activity	Participation (%)		
		Active	Less Active	Non-Participation
1.	Congregational prayers at school	85%	15%	0%
2.	Religious discussions (<i>halaqah</i>)	75%	25%	0%
3.	Regular study circles in pesantren	90%	10%	0%
4.	Participation in religious competitions	75%	25%	0%

However, it cannot be denied that external factors, particularly the influence of social media and peer interactions outside of school, present significant challenges in maintaining the moral consistency of the students. According to an interview with Tgk. Aulia, the influence of the external environment often conflicts with the values taught in school, meaning that students require more intensive guidance to cope with these challenges. This indicates that while Islamic Education (PAI) at school is progressing well, support from the external environment, particularly from families and the community, is essential (Aini Syahrir, 2023).

Additionally, interviews with students revealed that they find PAI lessons helpful in facing various life situations. For example, Dimas and Ikhlasul Amal stated that they have become more aware of the importance of politeness and responsibility after receiving religious education. They also feel that PAI helps them become more disciplined, especially in performing religious duties such as the five daily prayers. However, maintaining this discipline remains a challenge, particularly when they are outside of school supervision. Here is a suggested explanation Table 4:

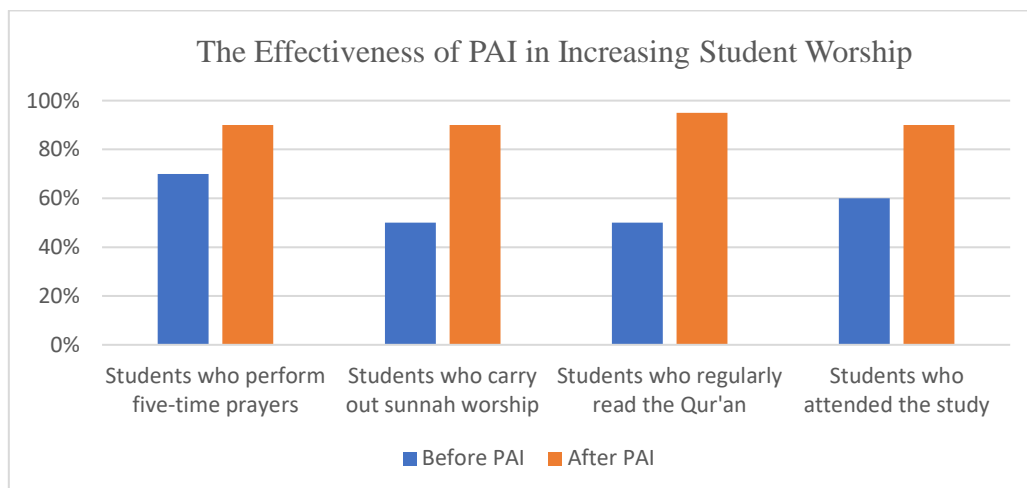


Figure 1. PAI's Effectiveness in Enhancing Students' Worship

The role of teachers as role models is also an important factor in the successful character development of students (Hijrah, 2022). Islamic Education (PAI) teachers at SMK Jamiah Al-Aziziyah strive to not only teach religious theory but also to provide real-life examples of how religious values are applied in daily life. This aligns with the concept of education in Islam, which emphasizes that teachers should be *qudwah hasanah* (good role models) for their students (Eka Fitria Ningsih et al., 2023). Tgk. Reza emphasized that students are more influenced by actions than by mere words, making it essential for teachers to consistently demonstrate behavior in line with religious teachings. The school principal also highlighted the importance of family involvement in the character education process. He revealed that the school has made efforts to engage parents in various religious and educational activities. This is crucial because the religious education students receive at school needs to be reinforced by the family environment so that students can consistently apply these values (Aini Syahrir, 2023). Without family support, students are likely to struggle in maintaining good moral conduct outside the school environment.

This study also found that students who are more active in religious activities tend to exhibit better moral and ethical behavior. Students who frequently participate in activities such as religious study sessions and discussions show more positive behavior than those who are less active. This suggests that participation in religious activities not only deepens students' understanding of Islamic teachings but also strengthens the internalization of moral values in daily life (Mesenu, 2022).

However, there are still significant challenges in consistently applying religious teachings. One such challenge is the influence of peers who may not share the same awareness of the importance of religious values. M. Rizki admitted that he is sometimes influenced by associations that do not support the application of religious values, even though he continues to try to remain consistent with the teachings he has received at school. This highlights that peer influence can be a significant factor in shaping students' character (Sinaga, 2020).

On the other hand, PAI instruction using a contextual approach that is relevant to students' lives is considered very effective (Romlah & Rusdi, 2023). PAI teachers strive to deliver religious material using examples from daily life that are familiar to students. This approach helps students understand and internalize religious teachings, as well as see their relevance to situations they encounter outside of school (Dewi et al., 2023).

Despite the success of PAI at SMK Jamiah Al-Aziziyah in creating a supportive environment for students' moral development, there is still room for improvement. One area that needs attention is the strengthening of religious values outside the school environment, particularly in addressing challenges posed by social media and free association (Rovikoh, 2021). This can be achieved through character-building programs that involve a broader community, including families and society.

In terms of teaching methods, the PAI teachers at this school have applied a variety of approaches, ranging from lectures to discussions and question-and-answer methods. However, there is a need to strengthen more interactive approaches that involve students actively in the learning process, so they are not merely passive recipients but active participants in their own character development (Mesenu, 2022). This will help students better understand and internalize religious values more deeply.

Overall, this study affirms that PAI has a significant positive impact on the development of students' morals and ethics. While there are various challenges, especially from external factors, PAI continues to play a crucial role in shaping individuals who are not only knowledgeable about religion but also exhibit behavior that aligns with religious values. Strengthening family involvement and employing more interactive teaching methods could be solutions to further enhance the effectiveness of PAI in shaping students' character in the future.

Thus, Islamic Religious Education at SMK Jamiah Al-Aziziyah has demonstrated success in forming students' morals and ethics, though greater efforts are still needed to address the challenges outside the school environment. The stronger application of religious values in the family environment and among students' peer groups will help reinforce the influence of PAI in shaping a generation of morally upright individuals.

CONCLUSION

Islamic Religious Education (PAI) at SMK Jamiah Al-Aziziyah has proven to play a vital role in shaping the moral and ethical development of students. The education focuses not only on religious knowledge but also on instilling important values such as honesty, responsibility, discipline, and respect. Through active participation in religious activities, such as congregational prayers and religious discussions, students internalize these values, leading to positive behavioral changes and stronger social bonds. Teachers observe that students who engage more in these activities show improvement in discipline, responsibility, and respect, reflecting the impact of PAI on their daily lives.

However, external factors like social media, peer influence, and lack of family support can hinder the consistency of students' moral development. The study highlights the importance of family and community involvement in reinforcing the moral lessons taught in school. To address these challenges, a more collaborative approach involving both the school and the students' external environment is necessary. While PAI at SMK Jamiah Al-Aziziyah has succeeded in instilling positive values, further improvements in teaching methods and stronger partnerships with families and communities will help overcome external obstacles and strengthen the students' character development.

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