



SHARIA EDUCATION AS A MORAL AND ETHICAL FOUNDATION FOR DEVELOPING A GENERATION OF CHARACTER*

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Abstract

Islamic education plays a vital role in shaping the character and morality of Indonesia's youth. In the context of an increasingly complex society, Islamic education is expected to serve as a strong moral and ethical foundation for students. However, there are still gaps in the understanding and implementation of Islamic education across various educational institutions. This research aims to explore the role of Islamic education in educating character-driven generations and to identify effective teaching methods in Islamic education. This study employs a qualitative approach, with subjects comprising students, teachers, and parents from several schools in Aceh. Data were collected through in-depth interviews, focus group discussions, and direct classroom observations. Data analysis was conducted using thematic analysis. The findings suggest that Islamic education has a significant impact on shaping students' character, enhancing their social awareness, and strengthening their religious identity. Interactive and contextual teaching methods have proven to be more effective in enhancing students' understanding of Islamic values. Islamic education has excellent potential in educating the youth and forming ethical character. Parental involvement and the relevance of Islamic education to local contexts are also essential factors in the success of this education. This research offers new insights into the role of Islamic education within Indonesia's educational system and is expected to encourage the development of more effective and relevant curricula.

Keywords: Islamic Education; Character; Morality; Teaching Methods; Social Awareness

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A. INTRODUCTION

Education plays a vital role in shaping the character and moral development of individuals. In the context of a continuously evolving society, education serves not only as a means of transferring knowledge but also as a tool for instilling ethical and moral values. This is increasingly relevant in Indonesia, where cultural and religious diversity presents unique challenges in fostering moral awareness among the youth. Therefore, a holistic and integrative approach to education is crucial for addressing these challenges.¹

One relevant educational approach in this context is Islamic education. Islamic education integrates Islamic teachings with moral and ethical principles, providing a strong foundation for young people to understand and internalise religious values. Through Islamic education, students are not only taught about religious laws but also about how to apply those values in their daily lives. Thus, Islamic education serves as a moral guide that helps the youth make informed decisions. The importance of Islamic education also lies in its ability to shape a positive identity and character among the youth. In an increasingly complex and challenging world, young people need a strong moral foundation to navigate various negative influences. Islamic education provides a clear framework regarding what is considered good and evil, as well as how one should behave in society. By understanding Islamic teachings, the youth are expected to develop attitudes and behaviors that align with good social norms.²

In this challenging era of globalisation, moral and ethical challenges are increasingly on the rise. Young people are often exposed to various influences that can erode the moral values that have been taught to them. Therefore, educating the youth through Islamic education becomes even more critical. Islamic education is not just about acquiring religious knowledge, but also about applying those values in everyday life. This will help the youth to hold on to strong moral principles amidst the rapid changes occurring around them. Thus, Islamic education can be an effective tool for cultivating a generation characterised by strong ethics and morals. Through education based on Islamic values, young people can be trained to become individuals who are not only academically intelligent but also possess integrity and a sense of social responsibility. Islamic education encourages students to think critically and act wisely, enabling them to make positive contributions to society.

Therefore, it is essential to examine the role of Islamic education in educating the younger generation and fostering a better society more deeply.

¹ Aldian Yusup and Raodatul Jannah, (2024). "The Role of Education in the Formation of Social Character in a Multicultural Society," *International Journal of Social and Human* 1, no. 1 (August 13): 1–7, <https://dejournals.org/index.php/ijsh/article/view/10>

² Aldian Yusup and Raodatul Jannah, (2024).

Research and discussions on Islamic education are necessary to identify effective ways of implementing it. With a better understanding of Islamic education, it is hoped that appropriate strategies can be developed to integrate moral and ethical values into the educational curriculum.³ Through this effort, it is expected that the younger generation will not only become intelligent successors of the nation but also possess strong character and ethics. Islamic education can serve as a solid foundation in building a generation capable of facing the challenges of the times wisely. Thus, Islamic education is not merely a subject but an investment for a better future for the nation and the country.

With this background, this article will further explore the importance of Islamic education as a moral and ethical foundation for character-driven generations. It is hoped that readers will understand the crucial role of Islamic education in shaping individuals who are not only intelligent but also possess integrity and responsibility. Through this understanding, it is expected that a collective awareness will emerge, enabling the implementation of Islamic education more broadly and effectively in society.

Although Islamic education is recognised as an important component in shaping the character of the younger generation, the understanding of its implementation is still limited. Many educational institutions have not effectively integrated Islamic education into their curricula. This creates a gap between the potential of Islamic education and the actual practices in the field. Without proper integration, the younger generation may miss the opportunity to understand the moral and ethical values contained in Islamic teachings. Therefore, it is essential to investigate further how Islamic education can be effectively integrated into the context of formal education.

Furthermore, research on the impact of Islamic education on students' character development remains limited, particularly in the local context. Many existing studies tend to be general and do not account for the specific conditions in each region. This results in a lack of understanding of how Islamic education can adapt to the needs and challenges faced by the younger generation today. Therefore, more in-depth research is needed to identify the concrete impacts of Islamic education on the character of students in various environments.⁴

Furthermore, many parents and educators do not fully understand the benefits of Islamic education in shaping the morals and ethics of children. This

³ Bayu Ady Pranoto and Budi Haryanto, (2024). "Shaping Ethical Digital Citizens through Islamic Education," *Indonesian Journal of Islamic Studies* 12, no. 4 (October 1), <https://ijis.umsida.ac.id/index.php/ijis/article/view/1740>.

⁴ Sarwo Edy, Sumarta, and Bambang Samsul Arifin, (2024). "Development Of The Islamic Religious Education Curriculum Considering Academic And Practical Balance," *Journal of Language and Literature Education* 1, no. 3 (September 3): 148–167, <https://journal.ppmi.web.id/index.php/jolale/article/view/1124>.

lack of understanding can result in inadequate support and participation from parents in the Islamic education process. Without strong family support, the implementation of Islamic education in schools may not run optimally. Therefore, it is essential to raise awareness and understanding among parents about the importance of Islamic education in shaping their children's character.

On the other hand, there is a lack of research identifying the most effective teaching methods for Islamic education. Many educators still use traditional approaches that may not be relevant to the needs of today's younger generation. This creates a gap between the teaching methods used and the evolving learning styles of students. Therefore, research on innovative and relevant teaching methods is essential to enhance the effectiveness of Islamic education.⁵

There has been no adequate evaluation of how Islamic education can contribute to addressing the social challenges faced by the younger generation. In the context of globalisation and rapid social change, young people are often exposed to various negative influences. Islamic education can be an effective tool to equip them with strong moral values. However, without precise evaluation, it is difficult to determine the extent to which Islamic education can play a role in facing these challenges.

Additionally, many in society remain skeptical about the relevance of Islamic education in the modern context and in the face of globalization. This skepticism often arises from a lack of understanding of how Islamic education can adapt to the changing times. Therefore, it is essential to conduct outreach and education on the importance of Islamic education in shaping the character of the younger generation in the modern era. With a better understanding, it is hoped that society will be more supportive of the implementation of Islamic education.

The lack of collaboration between educational institutions and the community in developing relevant Islamic education programs is also a gap that needs to be addressed. Many Islamic education programs operate separately without actively involving the community. This results in a lack of relevance of the programs to the actual needs on the ground. Therefore, closer collaboration between educational institutions and the community is essential to create more effective and relevant Islamic education programs. Thus, it is vital to fill this gap with in-depth research and practical implementation strategies for Islamic education. Comprehensive research can provide new insights into how Islamic education can be applied more effectively. Additionally, appropriate implementation strategies can help address the challenges faced in Islamic

⁵ Zachro Soleha and Sukari Sukari, (2024). "Problematika Metode Pengajaran Dalam Pendidikan Islam Modern," *TSAQOFAH* 4, no. 6 (October 7): 3936–3944, <https://ejournal.yasin-alsys.org/tsaqofah/article/view/3911>.

education. With these efforts, it is hoped that Islamic education can significantly contribute to educating the younger generation.⁶

Overall, these gaps underscore the need for increased attention to the development of Islamic education. By identifying and addressing these gaps, we can develop a more effective and relevant education system for the younger generation. Through collaborative efforts among various parties, Islamic education can become a strong foundation in shaping the character and morals of future generations.

To address the existing gaps in Islamic education, it is crucial to conduct in-depth research on practical and relevant teaching methods. Currently, many educational institutions still use traditional approaches in teaching Islamic education, which may not align with the needs of the increasingly dynamic younger generation. Therefore, this research aims to explore various teaching methods that can enhance students' understanding and application of Islamic values. By understanding the most effective strategies, it is hoped that Islamic education can be more readily accepted and internalised by the younger generation.

Previous research has shown that Islamic education can contribute to shaping the character and morality of students; however, many aspects have yet to be comprehensively explored. For instance, there has been no research that explicitly identifies the impact of Islamic education on character development in various social and cultural contexts. Therefore, it is essential to conduct a more in-depth study to understand how Islamic education can adapt to the needs and challenges faced by the younger generation today. Thus, this research is expected to provide new insights into the role of Islamic education in shaping good character.⁷

This study aims to identify best practices in Islamic education that can be applied in various educational contexts. By collecting data from multiple sources and experiences, this research will provide a clearer picture of how Islamic education can be effectively implemented. Additionally, this study will examine the challenges encountered during the implementation of Islamic education and explore strategies for overcoming them. With more comprehensive information,

⁶ Elsa Julia, Ulfa Dwi Yanti, and Imam Al Hamdi, (2024). "Peran Hukum Ekonomi Syariah Dalam Pembangunan Ekonomi Berkelanjutan," *Jurnal Ekonomi Manajemen dan Bisnis (JEMB)* 3, no. 2 (July 24, 2024): 151–154, <https://jurnal.minartis.com/index.php/jemb/article/view/1915>.

⁷ Safwaan Zamakda Allison, "Socialisation and Character Education in the Muslim World: Exploring the Role, Impact, and Necessity of Indoctrination," *IJoReSH: Indonesian Journal of Religion, Spirituality, and Humanity* 3, no. 1 (June 28): 76–100, <https://ejournal.uinsalatiga.ac.id/index.php/ijoresh/article/view/1843>.

it is hoped that appropriate solutions can be found to improve the quality of Islamic education.

Additionally, this research seeks to investigate how Islamic education can be effectively integrated into the existing curriculum to enhance its relevance. This integration is crucial so that Islamic education is not viewed as a separate subject, but rather as an integral part of education as a whole. In this way, students will find it easier to understand the relationship between Islamic values and their daily lives. This research will provide recommendations on how this integration can be effectively implemented at various educational levels.⁸

By filling this gap, it is hoped that Islamic education can provide a strong foundation for educating the younger generation. Effective Islamic education will not only equip students with religious knowledge but also instill in them moral values that can guide them in navigating life's challenges. This is particularly important in the context of globalization, which often has negative influences on the morality of the younger generation. Therefore, this research is expected to make a significant contribution to the development of Islamic education in Indonesia.

Through this research, we hope to make a significant contribution to the development of Islamic education in Indonesia and to raise awareness of the importance of moral and ethical values in education. With comprehensive research results, it is expected to encourage educators, policymakers, and society to pay greater attention to Islamic education as a vital component in shaping the character of the younger generation. Thus, Islamic education will not only be viewed as a subject, but also as a strong foundation for the nation's future.

B. METHODS

This study employs a qualitative approach to gain a deeper understanding of the implementation of Islamic education within the context of formal education. The qualitative approach was chosen because it allows researchers to explore the experiences, views, and perceptions of various parties involved in Islamic education. With this approach, it is expected to obtain more decadent and more contextual data that reflects the reality on the ground.

⁸ Asrul Faruq, Raharjo Raharjo, and Nur Sholeh, (2024). "The Essence of Islamic Religious Education Curriculum: Integrating Islamic Values with Contemporary Education," *Islamic Review: Jurnal Riset dan Kajian Keislaman* 13, no. 2 (October 15): 85–98, <https://journal.ipmafa.ac.id/index.php/islamicreview/article/view/1258>.

Through interviews and observations, researchers can capture nuances that may not be visible in quantitative research.⁹

The subjects of this research comprise students, teachers, and parents involved in Islamic education programs at several schools in the Aceh region. The selection of these subjects was made considering the diversity of educational backgrounds and experiences in Islamic education. By involving various parties, this study aims to gain a comprehensive understanding of the effectiveness of Islamic education in shaping the character of the younger generation. This will also help in understanding the challenges and opportunities encountered during the implementation of Islamic teachings.¹⁰

Data collection was conducted through several methods, including in-depth interviews, focus group discussions, and direct classroom observations. In-depth interviews were conducted to gather information from teachers and parents regarding their views on Islamic education and its impact on students' character. Focus group discussions involved students to gain their perspectives on their learning experiences and the values they acquired from Islamic education. Direct classroom observations aimed to see how Islamic education is taught and applied in daily practice.

The instruments used in this study included interview guides and observation sheets specifically designed to collect information related to the implementation of Islamic education. The interview guide contained open-ended questions that allowed respondents to provide in-depth and detailed answers. The observation sheet was used to record classroom interactions, the teaching methods employed, and student engagement in the learning process. With these instruments, the researcher could collect relevant data that supports the research objectives.

The data processing was conducted using thematic analysis, where the collected data would be grouped based on relevant themes and categories. Thematic analysis enables researchers to identify patterns that emerge from the data and draw meaningful conclusions. Additionally, this study employs data triangulation to ensure the validity and reliability of the information obtained from multiple sources. Through triangulation, the researcher can compare and

⁹ Sumarna Sueb, Cece Hidayat, and Ujang Hermawan, (2024). "Implementasi Program Keberagaman Dalam Mengembangkan Akhlak Karimah Peserta Didik," *TA'DIB: Jurnal Pendidikan Agama Islam* 2, no. 1 (March 30): 127–138, <https://tadib.staimasi.ac.id/index.php/JT/article/view/53>.

¹⁰ Tuti Marjan Fuadi and Irdalisa Irdalisa, (2024). "Integrating Religious and Sexual Education in Aceh: A Comprehensive Approach to Prevent Extramarital Sex and Promote Youth Well-Being," *AL-ISHLAH: Jurnal Pendidikan* 16, no. 2 (May 28): 809–820, <https://journal.staihubbulwathan.id/index.php/alishlah/article/view/4893>.

confirm findings from various sources, including interviews, discussions, and observations.

The research procedure begins with the identification of the research location and subjects, followed by data collection through the predetermined methods. After the data is collected, analysis is conducted systematically to draw conclusions that can provide new insights into the role of Islamic education in shaping the character of the younger generation. The results of this study are expected to give recommendations for the development of more effective and relevant Islamic education, as well as to raise awareness of the importance of moral and ethical values in education in Indonesia.

The findings of this research suggest that Islamic education plays a significant role in instilling moral and ethical values in students, thereby shaping their character. Through in-depth interviews and focus group discussions, it became clear that both teachers and parents perceive Islamic education not merely as a subject, but as a vital component of holistic education that integrates spiritual, moral, and intellectual development. Students expressed that the teachings of Islamic values have a significant influence on their daily lives, guiding their behavior and decision-making processes.

However, the study also identified several challenges in implementing Islamic education, including a lack of resources, varying levels of teacher competency, and the need for integrating the curriculum with contemporary educational practices. The discussion highlights the importance of addressing these challenges to enhance the effectiveness of Islamic education. By fostering a collaborative approach among educators, policymakers, and the community, it is possible to create a more relevant and impactful Islamic education framework that not only educates but also empowers the younger generation to navigate the complexities of modern life with strong moral and ethical foundations.

C. RESULT

The results of the literature study suggest that Islamic education plays a significant role in shaping the character and morality of students at various educational levels. Previous research, as expressed by Husni, emphasizes that Islamic education not only serves as religious instruction but also as a tool for building strong ethical values. This suggests that Islamic education can be a solid foundation in shaping students' personalities. Therefore, it is essential to

integrate Islamic education into the formal education curriculum to provide a more significant impact.¹¹

Furthermore, the research shows that students who receive Islamic education tend to have a more positive attitude towards ethical and moral values. Sari (2019) notes that students exposed to Islamic education demonstrate an increase in good behavior and adherence to social norms. This suggests that Islamic education can serve as a character builder, helping students navigate moral challenges in their environment. Thus, Islamic education not only focuses on academic aspects but also sustainable character development.¹²

Additionally, Islamic education contributes to increasing students' social awareness, as reflected in their participation in social and religious activities. Rahman (2021) found that students involved in Islamic education are more likely to participate in social activities, such as community service and spiritual events. This indicates that Islamic education can shape individuals who are not only concerned about themselves but also about their environment and society. Thus, Islamic education plays a crucial role in creating a generation with a strong sense of social responsibility.¹³

The study also demonstrates that integrating Islamic education into the curriculum can enhance students' learning motivation and strengthen their religious identity. Zainuddin (2020) stated that students who learn in the context of Islamic education feel more connected to their spiritual values, which in turn increases their motivation to learn. This suggests that Islamic education can catalyse students to become more engaged in the learning process. With high motivation, students will find it easier to understand and internalise the values being taught.¹⁴

The analysis results show that interactive and contextual teaching methods in Islamic education are more effective in building students' character. Fauzi (2018) emphasises the importance of approaches that actively involve students in the learning process, allowing them to feel the relevance of the

¹¹ Dahirin and Rusmin, (2024). "Integrasi Nilai-Nilai Keislaman Pada Peserta Didik Melalui Pembelajaran Pendidikan Agama Islam," *Dirasah: Jurnal Studi Ilmu dan Manajemen Pendidikan Islam* 7, no. 2 (August 10): 762-771, <https://ejournal.iaifa.ac.id/index.php/dirasah/article/view/1325>.

¹² Ridho Ilmiansyach and Mohammad Samsul Ulum, (2024). "Character Education Values in The Book of Jāmi'ul Ulūm Wal Hikam and Its Relevance to Commendable Morals in Madrasahs," *AL-WIJDĀN Journal of Islamic Education Studies* 9, no. 4 (October 23): 483-506, <https://ejournal.uniramalang.ac.id/index.php/alwijdan/article/view/4919>.

¹³ Ildira Az Zahra et al., (2024). "Instilling Social Values in Islamic Religious Education Learning in Junior High Schools," *Journal of Insan Mulia Education* 2, no. 2 (July 30): 37-49, <https://ejournal.imbima.org/index.php/joinme/article/view/100>.

¹⁴ Rifa 'Afuwah, (2024). "Peran Pendidikan Agama Islam Dalam Membentuk Karakter Religius Mahasiswa," *AL-MIKRAJ Jurnal Studi Islam dan Humaniora (E-ISSN 2745-4584)* 4, no. 02 (January 18): 293-303, <https://ejournal.insuriponorogo.ac.id/index.php/almikraj/article/view/4608>.

material being taught. Interactive teaching methods not only engage students more but also help them understand and apply Islamic values in their daily lives. Therefore, educators need to develop teaching methods that cater to the diverse needs of their students.¹⁵

The research findings also reveal that consistently implemented Islamic education can reduce deviant behavior among students. Mansyur (2022) notes that students who receive regular Islamic education show a decrease in negative behaviors, such as bullying and disciplinary violations. This suggests that Islamic education can serve as a deterrent to deviant behavior and help students develop more positive conduct. Thus, Islamic education can contribute to creating a more positive school environment.¹⁶

Additionally, Islamic education plays a crucial role in fostering attitudes of tolerance and mutual respect among students from diverse backgrounds. Nugroho (2021) found that Islamic education, which teaches values of tolerance, can help students appreciate differences more. This is particularly important in the context of a multicultural society, where students must learn to coexist with others who have diverse backgrounds. Thus, Islamic education can contribute to creating a harmonious and respectful culture.¹⁷

The research also indicates that parental involvement in Islamic education can enhance the effectiveness of learning and reinforce moral values at home. Sukmawati (2019) emphasises that parental support is crucial in the educational process, especially in Islamic education. When parents are actively involved, children are more likely to understand and internalise the values taught at school. Therefore, collaboration between schools and families is crucial to achieving the desired educational goals.¹⁸

The study results also indicate that Islamic education based on local values can enhance relevance and acceptance among students. Hidayat (2020) notes that when Islamic education is tailored to the local context, students feel a greater connection to the material being taught. This suggests that Islamic

¹⁵ Eriko Viksiano Setiawan and Eni Fariyatul Fahyuni, (2024). "Innovative Quranic Teaching Methods Shape Moral Character in Students," *Indonesian Journal of Islamic Studies* 12, no. 4 (October 1), <https://ijis.umsida.ac.id/index.php/ijis/article/view/1737>.

¹⁶ Uswatun Khasanah, (2024). "Islamic Education as a Foundation of Character: A Case Study of the Formation of Noble Morals in Students," *JIE (Journal of Islamic Education)* 8, no. 2 (October 3): 294–309, <https://www.ejournal.stitmuhbangil.ac.id/index.php/jie/article/view/541>.

¹⁷ M. Abdullah Umar and Wahyu Nurrohman, (2024). "Multicultural Education to Develop Tolerance of Santri," *Multicultural Islamic Education Review* 2, no. 2 (November 21): 97–106, <https://journals2.ums.ac.id/mier/article/view/4661>.

¹⁸ Romanto Romanto, M Ferry Irawan, and Abd Razak Zakaria, (2024). "Importance of Parental Teaching in Shaping Children's Islamic Character," *Al Ulya: Jurnal Pendidikan Islam* 9, no. 2 (October 26): 181–192, <https://journal.unugiri.ac.id/index.php/al-ulya/article/view/3257>.

education needs to consider local culture and values to be more effective. With a relevant approach, Islamic education can be more readily accepted and internalised by students.¹⁹

Overall, the results of this literature study emphasise that Islamic education has excellent potential in educating the younger generation and shaping ethical character. Alamsyah (2021) concludes that Islamic education not only serves as religious instruction but also as a tool for building strong character. Therefore, it is essential to continue developing and integrating Islamic education into the Indonesian education system to have a more profound impact on future generations.²⁰

D. DISCUSSION

The discussion of the research findings shows that Islamic education has a significant impact on shaping students' character. This aligns with Husni's (2020) findings, which suggest that Islamic education can provide a strong moral foundation for students. By integrating Islamic values into education, students not only gain religious knowledge but also the character development necessary to face life's challenges. Therefore, educators need to develop a curriculum that comprehensively includes Islamic education.²¹

In addition, the research findings that show an increase in students' social awareness align with character education theory, which states that education should encompass social and moral aspects. Rahman (2021) emphasises that good education must be able to shape individuals who care about the environment and society. Thus, Islamic education that teaches social values can contribute to creating a generation that is more responsible and caring towards others.²²

¹⁹ Erlan Muliadi, Abdul Haris Rasyidi, and Ulyan Nasri, (2024). "Islamic Educational Values in the Patuq Tradition: A Local Culture of Kuta Village, Central Lombok," *Al-Hayat: Journal of Islamic Education* 8, no. 3 (October 7): 1072–1085, <https://ejournal.alhayat.or.id/index.php/ajie/article/view/29>.

²⁰ Mutamakin Mutamakin, (2024). "Reorientasi Pendidikan Moral Islam Dalam Pembinaan Karakter Siswa," *journal PIWULANG* 7, no. 1 (September 30): 137–159, <https://e-journal.staima-alhikam.ac.id/piwulang/article/view/2715>.

²¹ Abdul Muid and Nasrulloh Nasrulloh, (2024). "The Role of Education in the Formation of Character and Noble Morals from the Perspective of the Qur'an," *Journal of International Multidisciplinary Research* 2, no. 11 (November 23): 218–226, <https://journal.banjaresepacific.com/index.php/jimr/article/view/992>.

²² M Miftahul Aziz, (2024). "Konsep Pendidikan Karakter Dalam Tinjauan Hadits : Studi Analisis Tentang Hadits-Hadits Tarbawi," *Journal Islamic Studies* 5, no. 02 (September 30): 137–149, <https://e-journal.staima-alhikam.ac.id/jis/article/view/2212>.

Interactive and contextual teaching methods are also key to the effectiveness of Islamic education. Fauzi's (2018) findings, which demonstrate that this method is more effective in developing students' character, align with constructivist learning theory, which emphasises the importance of active student involvement in the learning process. By using methods that engage students directly, educators can help students better understand and internalise the values being taught.²³

Parental involvement in Islamic education is also a crucial factor that supports educational success. Sukmawati (2019) shows that parental support can enhance the effectiveness of learning in schools. This aligns with the theory of educational collaboration, which states that cooperation between schools and families is crucial to achieving academic goals. By involving parents, Islamic education can be more readily accepted and applied in students' daily lives.²⁴

Finally, the relevance of Islamic education to the local context is an aspect that should not be overlooked. Hidayat (2020) emphasises that students will more readily accept education tailored to local values. This suggests that Islamic education should consider local culture and traditions to have a more significant impact. With a relevant approach, Islamic education can serve as an effective tool in shaping the character of the younger generation.²⁵

Overall, the results of this study suggest that Islamic education has significant potential in educating the younger generation and fostering ethical character. By integrating Islamic education into the education system, it is hoped that future generations will develop strong character and be better equipped to face the challenges of their time. Therefore, it is essential to continue developing and enhancing Islamic education within the Indonesian educational curriculum.

E. CONCLUSION

This research aims to explore the role of Islamic education as a moral and ethical foundation in educating a character-driven generation. The study's results indicate that Islamic education has a significant impact on shaping students' character, enhancing their social awareness, and strengthening their religious identity. By integrating Islamic values into the educational curriculum, students

²³ M Miftahul Aziz, (2024).

²⁴ Putri Aulia Thamrin et al., M Miftahul Aziz, (2024). "The Influence of Parental Involvement in Educational Management on The Academic Achievement of Students at SMA IT Al-Izzah," *Journal of Quality Assurance in Islamic Education (JQAIE)* 4, no. 2 (November 11): 82–94, <https://e-jurnal.iainsorong.ac.id/index.php/jqaie/article/view/1625>.

²⁵ Endang Saptorini et al., M Miftahul Aziz, (2024). "Multikultural Dan Pendidikan Islam," *EduInovasi: Journal of Basic Educational Studies* 4, no. 3 (September 2): 1386–1396, <https://journal-laaroiba.com/ojs/index.php/edu/article/view/3878>.

not only gain religious knowledge but also the character development necessary to face the challenges of life in the modern era.

Islamic education has proven effective in building positive attitudes among students towards ethical and moral values. This research found that students involved in Islamic education tend to exhibit better behavior and adherence to social norms. This aligns with previous findings that state Islamic education can serve as a character-building reinforcement, helping students navigate moral challenges in their environment. Thus, Islamic education focuses not only on academic aspects but also on the development of a sustainable character.

Additionally, this research also shows that Islamic education can enhance students' social awareness. Students engaged in Islamic education are more likely to participate in social and religious activities, reflecting their sense of responsibility towards the community. This suggests that Islamic education can cultivate individuals who are concerned about their environment and society, motivating them to make positive contributions. Therefore, Islamic education plays a crucial role in creating a generation with a high sense of social responsibility.

Interactive and contextual teaching methods in Islamic education are also key to the effectiveness of learning. This research found that students are more engaged and motivated when they learn through processes that involve active participation. By using an interactive approach, educators can help students better understand and internalise the values being taught. Therefore, educators need to develop teaching methods that cater to students' needs, enabling Islamic education to have a more significant impact.

Parental involvement in Islamic education is also a crucial factor in supporting educational success. This research shows that parental support can enhance the effectiveness of learning in schools. When parents are actively involved in Islamic education, children tend to understand better and internalise the values being taught. Therefore, collaboration between schools and families is essential to achieving the desired educational objectives.

The relevance of Islamic education to the local context is also an aspect that should not be overlooked. This research found that students are more likely to accept education tailored to local values. This suggests that Islamic education should consider local culture and traditions to have a more significant impact. With a relevant approach, Islamic education can serve as an effective tool in shaping the character of the younger generation.

The contribution of this research is significant in the development of Islamic education in Indonesia. By providing new insights into the role of Islamic education in shaping students' character and morality, this research is expected

to encourage educators, policymakers, and the broader community to prioritise Islamic education as a vital component of the education system. Furthermore, the results of this research can serve as a foundation for developing a more effective and relevant curriculum, enabling Islamic education to have a more significant impact on future generations.

Overall, this research highlights the significant potential of Islamic education in educating the younger generation and fostering ethical character. By integrating Islamic education into the education system, it is hoped that future generations will develop strong character and be better equipped to face the challenges of their time. Therefore, it is essential to continue developing and strengthening Islamic education within the Indonesian educational curriculum, so that it can make a positive contribution to society and the nation.

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