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The Relevance of Character Education in Modern Islamic Education

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ABSTRACT

Character education is an important part of Islamic education that greatly affects how individuals develop their morals and spiritual values. This research investigates how character education is carried out within Islamic education, using a qualitative approach based on a review of existing literature. The qualitative method was selected to explore both the ideas and real-world applications of character education in Islamic education, with a detailed examination of various related sources. The discussion covers important topics like moral values in Islam, ways to teach these values effectively, and the difficulties faced when including character education in the Islamic education curriculum. The results offer valuable information on how character education can be successfully used in Islamic education and what impact it can have on shaping the character and morals of people in society.

ABSTRAK

Pendidikan karakter merupakan bagian penting dari pendidikan Islam yang sangat memengaruhi bagaimana individu mengembangkan moral dan nilai-nilai spiritualnya. Penelitian ini mengkaji bagaimana pendidikan karakter diterapkan dalam pendidikan Islam, menggunakan pendekatan kualitatif berdasarkan tinjauan literatur yang ada. Metode kualitatif dipilih untuk mengeksplorasi gagasan dan aplikasi nyata pendidikan karakter dalam pendidikan Islam, dengan pemeriksaan mendalam terhadap berbagai sumber terkait. Pembahasan mencakup topik-topik penting seperti nilai-nilai moral dalam Islam, cara-cara mengajarkan nilai-nilai tersebut secara efektif, dan kesulitan-kesulitan yang dihadapi ketika memasukkan pendidikan karakter ke dalam kurikulum pendidikan Islam. Hasil penelitian ini menawarkan informasi berharga tentang bagaimana pendidikan karakter dapat berhasil diterapkan dalam pendidikan Islam dan apa dampaknya terhadap pembentukan karakter dan moral masyarakat.

INTRODUCTION

In the 21st century, education has undergone significant transformation due to the rapid development of science, technology, and globalization. While these advancements have brought many benefits, they have also posed challenges to the moral and ethical foundations of society. In this context, the role of character education has become increasingly important, especially in Islamic education, which traditionally integrates moral and spiritual values into its teaching. According to (Lickona, 1991; Al Fatha, et.al., 2023), character education refers to the process of forming values, attitudes and behavior that lead to good and responsible personality qualities. The importance of character education in individual formation is also emphasized by (Josephson, 2009), In Islamic tradition, education has always been regarded as a means of nurturing both the intellect ('aql) and the soul (qalb). The Prophet Muhammad (peace be upon him) emphasized moral conduct as a central component of faith, stating that he was sent to perfect noble character. This prophetic mission aligns perfectly with the goals of character education, which seeks to instill virtues such as honesty, compassion, patience, and responsibility. However, in today's world, the dominance of materialism and individualism often overshadows these moral priorities. Thus, modern Islamic education must deliberately

integrate character formation into its curriculum to counter these tendencies (Iskandar, 2019).

According to (Narro, 2015), a society that is supported by individuals who have good character tends to be more stable and harmonious. Therefore, the implementation of character education not only has an impact on individuals, but also on society as a whole. Implementation of character education is carried out through routine, spontaneous and exemplary practice. (Hariandi et al., 2023). However, although the importance of character education is widely recognized, there are still challenges in its implementation. (Hughes, 2011) high lights that one of the main challenges is the lack of consistency in the approaches and strategies used in character education. Cultural differences and local values also become obstacles in implementing character education in various educational contexts. By understanding the importance of character education and the challenges it faces, this research aims to investigate various methods of implementing character education and analyze the resulting benefits. It is hoped that the results of this research can provide deeper insight into character education and its contribution to the formation of individuals and society.

Ultimately, the relevance of character education in modern Islamic education lies in its capacity to produce individuals who embody the integration of knowledge, faith, and morality. In a rapidly changing world, this integration is essential for personal fulfillment, social harmony, and the advancement of civilization. Islamic education, with its rich moral heritage, is uniquely positioned to lead this endeavor. In conclusion, character education is not an outdated or secondary concern in modern Islamic education; it is the very foundation upon which all other educational objectives rest. As the world continues to evolve, the need for morally grounded, spiritually conscious, and socially responsible individuals will only grow. By embracing and enhancing character education, modern Islamic institutions can fulfill their mission of nurturing complete human beings who serve God, society, and the greater good.

METHOD

A qualitative research approach (John W. Creswell, 2018) with the library research method was used to explore and analyze relevant literature regarding the implementation of character education in the context of Islamic education. This research aims to gain an in-depth understanding of how the concept of character education is implemented in Islamic education based on existing theoretical and practical sources. The research method used is library research (Assingily, 2021). This approach involves searching, collecting, and analyzing relevant literature related to the research topic. Following are the main steps in this method: The first step is to conduct a systematic and comprehensive search for relevant literature using various sources of information such as scientific journals, textbooks, theses and research reports. The literature search should include keywords such as "implementation of character education", "Islamic education", "Islamic education science", and other related concepts.

After the search, relevant literature will be selected based on established inclusion criteria, such as relevance to the topic, methodological quality, and theoretical or practical contribution to the research. The selected literature will then be analyzed in depth. This analysis includes identification of main themes, approaches used in implementing character education in an Islamic context, and evaluation of these approaches. The results of the literature analysis will be interpreted to build a deeper understanding of how character education is implemented in Islamic education. The information found will be synthesized to form solid and supportive conclusions.

FINDINGS AND DISCUSSION

Concept of Character Education

The concept of character education includes various aspects including the definition, main principles, and objectives of character education. A deep understanding of this concept is important to understand how character education is implemented and how it impacts individuals and society. According to (Lickona, 1991), character education can be defined as the process of forming values, attitudes and behavior that lead to good and responsible personality qualities. This approach emphasizes the importance of developing strong moral character as a basis for good behavior in everyday life.

The main principles of character education include universal values such as honesty, responsibility and empathy. For example, (Josephson, 2009) identified six pillars of character which include honesty, respect, responsibility, justice, kindness and patriotism as important foundations in character education. The aim of character education is to help individuals develop strong moral character so that they are able to make appropriate and responsible decisions in various situations. (Narro, 2015) emphasizes that character education also aims to form individuals who have the ability to interact positively with other people and make positive contributions to society. Character education is able to form independence for students. (Maryono, 2018). The method of implementing character education plays an important role in realizing the goals of character education. By using the right approach, schools and educational institutions can effectively facilitate the formation of strong moral character in students.

Direct Learning

Direct learning is one method of implementing character education that is commonly used in various educational institutions. According to (Berkowitz, 2012), this approach involves teaching character values explicitly through specially designed learning materials, class discussions, and reflection activities. This approach allows students to understand moral values in depth and internalize them in everyday behavior.

Role Model

Role modeling is an effective method of implementing character education in shaping student attitudes and behavior. According to (Jones, 2019), role modeling involves using real examples of individuals who demonstrate good character as inspiration for students. Teachers and educational staff act as role models who demonstrate character values in their daily actions, thereby helping students to understand and adopt these values.

Character Integrated Curriculum

The character integrated curriculum is an approach that integrates character learning into the existing academic curriculum (Judiani, 2010). According to (Hendra SH & Sayed, 2024) this approach allows students to learn character values through the subjects they study in a structured manner. In this way, character learning becomes more contextual and relevant for students (Pambayuningsih et al., 2021).

Extracurricular activities

Extracurricular activities can also be an effective means for implementing character education (Prabandari, 2020). According to (Elias, 2015) activities such as social activities, community service, and school clubs can provide opportunities for students to develop social skills, leadership, and empathy. Through participation in this activity, students can practice and internalize character values in the context of fun and meaningful activities.

The Role of Teachers and Parents

The role of teachers and parents is very important in implementing character education. According to (Greenberg, 2018) teachers and parents have the opportunity to set an example, provide support, and provide constructive feedback to students in forming their character. Collaboration between teachers and parents is also important to create an environment that supports character learning at home and at school. By combining these various implementation methods, schools and educational institutions can create an environment that supports the formation of strong moral character in students.

Benefits of Implementing Character Education. The implementation of character education provides various significant benefits for individuals, society and the educational environment. Understanding these benefits is important to convince relevant parties of the importance of character education and motivate efforts to strengthen its implementation.

Positive Impact on Students

Implementation of character education can have a significant positive impact on students. According to (Berkowitz, 2012), students who are involved in character education programs tend to show improvements in various aspects, including social skills, obedience, and positive attitudes. Apart from that, students who have good character also tend to have better academic performance and are better prepared to face challenges in life.

Contribution to Society and Nation

Character education also has a significant contribution to society and the nation as a whole. According to (Lerner et al., 2005), individuals who have good character tend to become members of society who are productive, responsible, and care about the common welfare. This can help in building a more stable, harmonious and highly competitive society. Empirical evidence from research and case studies also supports the benefits of implementing character education. According to (Park, 2019), a meta-analysis of various studies shows that character education is effective in improving student behavior and the overall school climate. Apart from that, case studies from various educational institutions also show that character education can have a positive long-term impact on individuals and society.

In Islam, character education is based on several main principles obtained from the Al-Qur'an, Hadith (traditions of the Prophet Muhammad), as well as the thoughts of Islamic scholars. The Qur'an as the Main Source: The Qur'an is the main source in Islam that teaches moral and ethical values. Verses in the Qur'an provide guidance on how a Muslim should behave, including in terms of honesty (al-'Adl), truth (al-Haqq), and compassion (ar-Rahmah). Sunnah of the Prophet Muhammad SAW: The hadith or sunnah of the Prophet Muhammad is another important source in Islam that clarifies the behavior that Muslims should emulate. The Prophet Muhammad is considered the main role model in all aspects of life, including morals and ethics. Thoughts of Islamic Scholars: Islamic scholars make valuable contributions in developing understanding of character education in Islam. They analyze and interpret Islamic teachings in depth to apply them in everyday life.

Character education in Islam is a fundamental aspect in the development of Muslim individuals. Moral values such as honesty, truth, patience and compassion (al-'Adl, al-Haqq, as-Sabr, ar-Rahmah) are an integral part of Islamic teachings (Asy-Syathibi, 2017). The Prophet Muhammad SAW was the main role model in character education, by upholding traits such as honesty and compassion (Quraish Shihab, 2006). Character education in Islam does not only focus on moral values, but also on developing good morals in daily interactions (Husni, 2018). According to Sri Sumarni, in developing the character education model, he explains that the model being developed refers to the verses of the Qur'an and hadith as well as the concept of social capital which is attached to personal characteristics. (Sumarni, 2015).

Within the family, parents have the responsibility to teach and exemplify Islamic values to their children (Azra, 2017). Schools and communities also have an important role in strengthening character education, by providing an environment that supports moral and spiritual growth (Amin Abdullah, 2011). The main aim of character education in Islam is to create individuals who are devout and have high morals, able to make positive contributions to society (Hasan Langgulung, 2015).

The implementation of character education at the Khadijah Elementary School in Surabaya is based on the Qur'an and hadith. Activities carried out through the method of habituation to religious activities. The habits carried out at the school include saying greetings, getting used to praying every time you start an activity, praying Duha, getting students used to reading the Qur'an with tartil and praying Duhur together in congregation (Ansulat Esmael, 2018). Integrating character education into subjects is one of the strategies implemented through curriculum implementation in elementary schools (Judiani, 2010). In her research, Sri Sumarni developed a character education model, there are five aspects of values recommended by Schwartz. These five dimensions of social values derive their spirit from the values of the Qur'an and hadith. (Sri Sumarni, Achmad Dardiri, 2015).

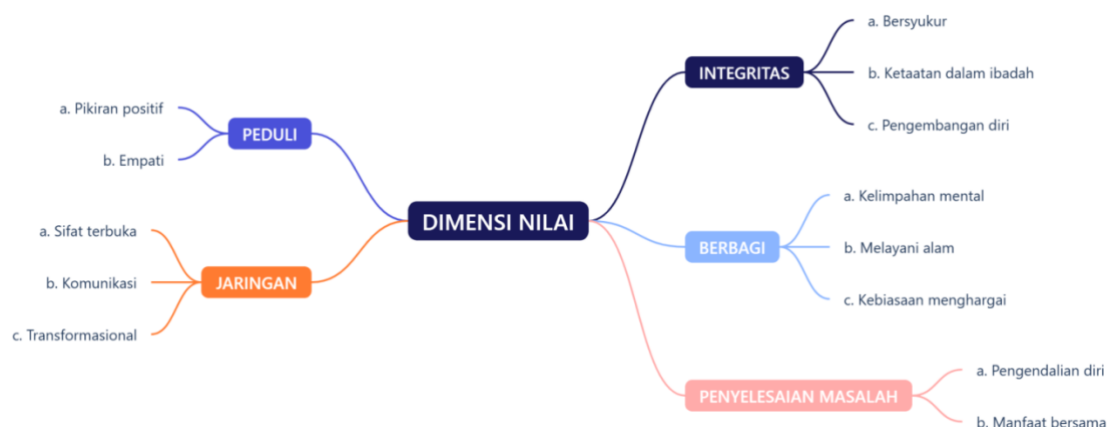


Figure 1. Dimensions and indicators of Social Capital.

By combining religious values, the example of the Prophet Muhammad, and implementation in everyday life, character education in Islam provides a solid foundation for the development of Muslim individuals who have strong morality and ethics.

CONCLUSION

Overall, this research has explored the implementation of character education within the framework of Islamic Education through a qualitative literature review. This research highlights the importance of character education in shaping individual moral and spiritual values in the Islamic context. By focusing on key concepts such as fundamental moral values in Islam and effective teaching strategies, this research underscores the importance of integrating character education in the Islamic education curriculum. The challenges identified, including cultural adaptation and pedagogical approaches, demonstrate the complexity of this integration. The research findings emphasize the need for a holistic approach in character education that not only transfers knowledge but also develops moral development and ethical behavior among students. In the future, further research and practical applications are needed to increase the effectiveness of character education initiatives in Islamic education settings, ensuring that these initiatives are in line with broader goals in moral and spiritual formation in contemporary Islamic societies.

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