INTEGRATION OF CHARACTER EDUCATION VALUES IN ISLAMIC RELIGIOUS EDUCATION LEARNING AT SCHOOL

INTEGRASI NILAI-NILAI PENDIDIKAN KARAKTER DALAM PEMBELAJARAN PENDIDIKAN AGAMA ISLAM DI SEKOLAH

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Abstract

Islamic values-based character education has an important role in shaping the morality and ethics of students in schools. However, the implementation of character education in Islamic Religious Education learning still faces various challenges, such as the lack of integration in the curriculum, ineffective learning methods, and the lack of parental and community involvement. This study aims to analyse the integration strategy of character education values in Islamic Religious Education learning in schools through a literature study approach. The method used is library research, by reviewing various scientific journals, academic books, and relevant policy documents. The results show that Islam-based character education can be effectively implemented through several strategies, namely affective approaches in teaching, integration of character values in the curriculum and extracurricular activities, active involvement of parents and communities, and habituation of Islamic values in school life. In addition, the role of teachers as role models and creators of a conducive learning environment determine the success of character education. The conclusion of this study confirms that effective character education requires a comprehensive and sustainable approach so that students can internalise Islamic values in their daily lives. The findings are expected to be a reference for educators and policy makers in developing more effective learning models in instilling Islamic-based character in schools.

Keywords: Value integration, character education, Islamic Religious Education.

Abstrak

Pendidikan karakter berbasis nilai-nilai Islam memiliki peran penting dalam membentuk moralitas dan etika peserta didik di sekolah. Namun, implementasi pendidikan karakter dalam pembelajaran Pendidikan Agama Islam masih menghadapi berbagai tantangan, seperti kurangnya integrasi dalam kurikulum, metode pembelajaran yang kurang efektif, serta minimnya keterlibatan orang tua dan komunitas. Penelitian ini bertujuan untuk menganalisis strategi integrasi nilai-nilai pendidikan karakter dalam pembelajaran Pendidikan Agama Islam di sekolah melalui pendekatan studi literatur. Metode yang digunakan adalah penelitian kepustakaan (library research), dengan mengkaji berbagai jurnal ilmiah, buku akademik, dan dokumen kebijakan yang relevan. Hasil penelitian menunjukkan bahwa pendidikan karakter berbasis Islam dapat diterapkan secara efektif melalui beberapa strategi, yaitu pendekatan afektif dalam pengajaran, integrasi nilai-nilai karakter dalam kurikulum dan kegiatan ekstrakurikuler, keterlibatan aktif orang tua serta komunitas, dan pembiasaan nilai-nilai Islam dalam kehidupan sekolah. Selain itu, peran guru sebagai teladan dan pencipta lingkungan belajar yang kondusif sangat menentukan keberhasilan pendidikan karakter. Kesimpulan dari penelitian ini menegaskan bahwa pendidikan karakter yang efektif memerlukan pendekatan yang komprehensif dan berkelanjutan agar peserta didik dapat menginternalisasi nilai-nilai Islam dalam kehidupan sehari-hari. Temuan ini diharapkan dapat menjadi referensi bagi pendidik dan pembuat kebijakan dalam mengembangkan model pembelajaran yang lebih efektif dalam menanamkan karakter berbasis Islam di sekolah.

Kata kunci: Integrasi nilai, pendidikan karakter, Pendidikan Agama Islam.

1. INTRODUCTION

Character education is a fundamental aspect in the education system that aims to form individuals with strong morality and noble character. In the era of globalization marked by increasingly complex technological and cultural developments, character education is becoming increasingly crucial to counteract the negative impacts of rapid social change (Juwairiyah and Fanani 2025:113). In the midst of advancing times, various challenges such as moral degradation, individualism, and lack of social concern are increasingly evident in the lives of students. Therefore, the integration of Islamic values in character education becomes an urgent need in order to form a generation that is not only intellectually superior, but also has a strong spiritual and moral awareness.

In various studies, character education based on Islamic values has proven to be a solution in shaping the morality and ethics of students. (Romzi et al. n.d.:191) revealed that strengthening character through Islamic religious education can be done by integrating Islamic values into the curriculum, learning methods, and extracurricular activities. This aims to make students not only understand Islamic teachings theoretically, but also be able to implement these values in everyday life. With a systematic and comprehensive approach, Islamic education can provide a solid foundation for the formation of a strong character, based on the values of honesty, responsibility and social care.

In addition, an Islamic moderation-based approach is also an important element in character education. (Riswadi Riswadi et al. 2024:2738) emphasize that character education that prioritizes Islamic moderation can form individuals who have a tolerant, inclusive attitude, and are able to coexist with various community groups. In the context of Islamic religious education, this approach can be applied through learning models that emphasize mutual

respect, diversity, and social justice values. Through teaching methods that prioritize wisdom, teachers have a central role in guiding students to understand that Islam is a religion that instills a balance between spiritual beliefs and social relations.

In practice, the integration of Islamic values in character education in schools requires a systematic and sustainable approach. (Herman et al. 2024:1) emphasized that the implementation of character education in Islamic religious learning must involve various educational components, such as a curriculum based on Islamic values, applicable learning methods, and a conducive school environment. Teachers as the main facilitators in Islamic religious education need to develop learning strategies that are not only based on teaching materials, but also able to provide moral and ethical examples to students. This approach includes various methods, such as experiential learning, role modeling, and strengthening Islamic values through social interaction in the school environment.

Based on this background, this study aims to analyze the integration of character education values in Islamic Religious Education learning in schools through a literature study approach. This study is expected to provide a deeper understanding of the importance of character education based on Islamic values in shaping students' morality. In addition, the results of this study are also expected to be a reference for educators and policy makers in designing learning strategies that are effective and relevant to the challenges of education in the modern era.

2. RESEARCH METHOD

This research uses a library research approach to analyze the integration of character education values in Islamic Religious Education learning at school. This method is conducted by collecting, reviewing, and analyzing references from scientific journals, academic books, and education policy documents that discuss the integration of Islamic values in character education.

This research was conducted to answer the challenges in implementing Islam-based character education in schools. Although Islamic values have become part of the Islamic Religious Education curriculum, there are still obstacles in its implementation, such as the lack of integration with effective learning methods and the non-optimal role of educators. Therefore, this study examines how the concept of Islam-based character education can be applied more effectively in learning.

Data collection was conducted through a systematic search of relevant literature, which included identification, selection and analysis of sources based on academic credibility and relevance. Data were analyzed using the content analysis method, by grouping information based on main themes such as the concept of Islamic character education, teaching strategies, and implementation challenges and solutions. Furthermore, findings from various sources were linked to Islamic education theory to draw conclusions that provide recommendations for the development of Islamic-based character education in schools. With this approach, the research is expected to make a significant contribution in strengthening the character of students through learning Islamic Religious Education.

3. RESULTS AND DISCUSSION

In this chapter, researchers present the data from the research that has been conducted. This research uses the literature research method (library research), so the data used comes from various previous studies that are relevant to the topic of integrating character education in Islamic Religious Education learning. Data were collected through a review of journal

articles, books, and policy documents that discuss methods and strategies in the application of Islamic-based character education values.

The analysis was conducted by comparing the results of previous studies to find the main patterns in the integration of Islamic values in character education. The research instrument in this study includes content analysis of various scientific sources, with a comparative approach to see the similarities and differences in the methods used and their effectiveness in building students' character. The main findings of the reviewed research can be seen in the following table:

Comparison Table of Research Results on the Integration of Character Education in Islamic Religious Education

No	Title	Author	Method	Key Findings
1	Implementation of Islamic Education Values in Building Students' Religious Character through an Affective Approach Based on the Qur'an	Lili Sholehuddin Badri, Ahmed Abdul Malik	Literature research with critical text analysis	Affective approaches in Islamic education (gentleness, attention, compassion) are able to shape students' religious character.
2	Strengthening Madrasah Organizational Culture: Integration of Religious Values in Character Education in Madrasah	Khusnul Kholifah, Ahmad Aziz Fanani, Fathi Hidayah, Bannaga Taha Elzubair Hussen, Hasan Baharun	Qualitative study with case studies	Character education in madrasah is successful through curriculum integration, extracurricular programs, and parental and community involvement.
3	Implementation of Character Education In Integrated Islamic Elementary School	Neliwati Neliwati, Muhammad Kabir Isa	Descriptive qualitative study	Character education in integrated Islamic schools is carried out through character curriculum design, learning environment management, and cooperation with parents.
4	Character Education, Concepts and Applications in Islamic Religious-Based Schools	M. Yusuf	Conceptual study	Islamic character education emphasizes sustainability, value development through all subjects, and the role of the school and community in its formation.
5	Character Building with Habituation, Exemplary, and	Ainul Yaqin	Literature review	Character education is effective if it is carried

Teaching Approaches: A Literature Review	out through habituation, role modeling, and teaching methods that are in accordance with Islamic values.

Based on the research results summarized in the table above, there are several main patterns in the integration of character education values in Islamic Religious Education learning.

First, the affective approach studied by (Badri and Malik 2024) emphasizes the importance of using affectionate methods in shaping students' religious character. This shows that the interaction between teachers and students based on gentleness and attention has a significant impact on the character building of students. This approach is in line with the concept of Islamic education which prioritizes rahmatan lil 'alamin, an approach based on compassion and social care that can build students' emotional and spiritual intelligence.

Second, research by (Kholifah et al. 2024) found that Islamic-based character education can be successful when conducted through curriculum integration, school programs and community involvement. Their case study in a madrasah showed that strengthening character values is not only done in the classroom, but also in extracurricular activities such as Tahfidz Qur'an, social programs, and cooperation with parents and the community. The results of this study confirm that Islamic value-based character education will be more effective if it is not only taught in theory, but also practiced in various aspects of school and community life. In addition, the role of the community in supporting the application of character values is also an important factor. The concept of "community-based education" that they put forward is in line with the principles of Islamic education which emphasize that character building is not only the responsibility of schools, but also of parents and the surrounding social environment. This reinforces the theory that character education should involve synergy between school, family and community so that Islamic values can be applied consistently in learners' daily lives.

Third, (Neliwati and Isa 2022) examined how character education is implemented in integrated Islamic elementary schools. The study found that character education in integrated Islamic schools is not only instilled through teaching materials, but also through character-based curriculum design, learning environment management, and cooperation with parents. They emphasize that character education should be part of a wider system within the school, taking into account both physical and non-physical aspects. One of the strategies used is to create a school environment that supports students' character development, such as discipline in daily activities, the implementation of collective prayers, and the application of Islamic values in social interactions at school. In addition, they emphasize the importance of parental involvement in supporting children's character building, which is done through co-parenting programs or collaboration between schools and families. The results of this study reinforce the findings of previous studies which state that character education cannot run alone without synergy between the school and family.

Fourth, (Yusuf 2017) emphasizes that Islam-based character education must be sustainable and not only taught as a separate subject, but integrated in all aspects of education, from teaching materials to school culture. Effective character education must be carried out through various channels, including formal learning in the classroom, student self-development, and through habits applied in the school environment. He emphasized that

character education is not just a theory that is taught, but must be part of the school culture, where every activity carried out reflects the Islamic values that want to be instilled in students.

Fifth, (Yaqin 2023) revealed that character education is most effective if done through habituation, exemplary, and contextual teaching methods. This means that in addition to the curriculum and affective methods, the success of character education is largely determined by the role of teachers as role models and the school environment that familiarizes Islamic values-based behavior. Habituation-based character education is carried out through repetitive routines, such as praying together before learning, habituating mutual respect, and applying discipline in daily life. In addition, the exemplary method is very important, where the teacher must be a real example in the application of the character values taught.

From this comparison, it can be concluded that the integration of character education in Islamic Religious Education learning at school must be done comprehensively. The use of affective methods in teacher and student interactions can be an effective strategy in shaping students' religious character. However, the success of character education is also strongly influenced by curriculum integration, the role of schools in creating a supportive environment, and the involvement of parents and communities. In addition, the aspects of habituation and exemplification are also key elements in ensuring that character values can be applied sustainably in students' daily lives.

By understanding the various approaches that have been reviewed in this study, educators and policy makers are expected to design more effective learning strategies in instilling Islam-based character values in schools.

4. CONCLUSION

Based on the results of the research and discussion that has been carried out, it can be concluded that the integration of character education values in Islamic Religious Education learning at school has a significant role in shaping students' morality and ethics. This research shows that the success of Islamic-based character education depends not only on the teaching materials, but also on the affective approach in teaching, the integration of character values in the curriculum, and the involvement of parents and communities. In addition, a supportive school environment, habituation of positive behaviours, and role models from educators are key factors in internalizing Islamic values in learners' daily lives.

The purpose of this research is to analyze the integration strategy of character education in Islamic Religious Education learning has been achieved through a literature review of various previous studies. The main findings show that Islamic value-based character education can be effectively implemented through synergy between school, family and social environment. Therefore, comprehensive character education must cover various aspects, including value-based learning methods, strengthening school culture, and educational policies that support the sustainable development of students' character.

As recommendations for further research, more in-depth studies are needed on the effectiveness of the implementation of Islamic-based character education strategies in various levels of education, as well as empirical analysis that can measure the impact of various learning methods on students' character development. In addition, further research can explore how the development of digital technology can be utilized in supporting the strengthening of Islamic-based character education values in the modern era.

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