

THE ROLE OF SOCIAL VALUES OF ISLAMIC EDUCATION IN SHAPING THE RELIGIOUS CHARACTER OF ADOLESCENTS

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Abstract

This study aims to examine the role of social values of Islamic education in shaping the religious character of adolescents. The research method used is qualitative, with a literature study approach and content analysis of various relevant literature. Data and data sources in this study come from journal articles, books, and related documents published between 2020 and 2024. Data collection techniques are carried out through systematic literature searches using academic databases and digital libraries. Data analysis techniques use content analysis, where data is analyzed in depth to identify main patterns and themes related to the social values of Islamic education and the formation of adolescent religious characters. The findings of the study indicate that social values such as justice, equality, and social concern applied in Islamic education have a significant contribution to strengthening religious identity and increasing positive social behavior in adolescents. The conclusion of this study confirms that the integration of Islamic social values in the curriculum and school activities is very effective in shaping the religious character of adolescents. The implications of this study show the importance of implementing social values in education to produce a young generation that is ethical and has integrity. Recommendations for further research are to develop more innovative strategies to address challenges in implementing these values, as well as explore the impact of external environmental influences such as social media on Islamic social values education.

Keywords

Social; Islamic Education; Character.



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INTRODUCTION

Islamic education plays an important role in shaping the character and personality of adolescents (Astuti et al., 2023). In the midst of globalization and modernization, adolescents are often faced with various challenges that can affect their values and character. Social values in Islamic education, such as justice, tolerance, and equality, can be a strong foundation in shaping the character of adolescents who are religious and have high integrity (Awalita, 2024). Therefore, this study is important to explore how the social values of Islamic education can contribute to the formation of adolescent character in this digital era.

Although many studies have been conducted on character education and Islamic values, there is still a gap in understanding how the social values of Islamic education, in particular, can shape the character of adolescents. Most studies focus more on the pedagogical or methodological aspects of Islamic education without elaborating in depth on the role of social values in the context of adolescent education. Thus, this study aims to fill this gap by providing a comprehensive analysis of the contribution of the social values of Islamic education in shaping the character of adolescents.

Several previous studies have shown the importance of character education in the Islamic education curriculum. For example, a study by (Jannah, 2023) stated that the integration of Islamic values in the school curriculum can improve students' morality and ethics. In addition, a study by (Absori et al., 2024) found that education based on Islamic religious values can reduce deviant behavior among adolescents. These findings indicate that Islamic education plays a significant role in character formation but does not specifically examine the role of social values.

Most previous studies have focused less on the social aspects of Islamic education and more on teaching methods and academic outcomes. For example, research by (Sriyanto et al., 2024) discusses more about the effectiveness of learning methods in Islamic education without linking them to social values. In addition, other studies, such as by (Laksana, 2021), [Click or tap here to enter text.](#) It only mentions, in general, the importance of character education without providing an in-depth analysis of how Islamic social values influence the formation of adolescent character.

This study offers innovation with a more specific focus on the role of social values in Islamic education to shape adolescent character. Unlike previous studies that discussed more methodological and pedagogical aspects, this study will examine in depth how values such as justice, equality, and tolerance taught in Islamic education can shape religious character and integrity in adolescents. This study will also use a qualitative approach to provide a more

comprehensive and in-depth picture.

The purpose of this study is to identify and analyze the role of social values of Islamic education in shaping the character of adolescents. Specifically, this study aims to Identify social values in Islamic education that are relevant to the formation of adolescent character, Analyze the influence of social values of Islamic education on the formation of an adolescent religious character, provide recommendations for education practitioners and policymakers regarding the implementation of social values in the Islamic education curriculum to shape the character of adolescents who are religious and have integrity.

METHOD

This study uses a qualitative method with a library research and content analysis approach. The qualitative method was chosen because it allows researchers to explore and understand the meaning behind social phenomena in depth (Nartin et al., 2024). Library research was conducted to collect secondary data from various relevant literature (Subagiya, 2023), such as books, scientific journals, articles, and other documents that discuss the social values of Islamic education and the formation of adolescent character. The main data sources come from various literature, such as books, journals, and articles published between 2020 and 2024, to ensure the relevance and novelty of the information. The data collection technique in this study involves searching literature from academic databases such as Google Scholar, National Journal Portal, and other Scientific Publication Media. The data collected includes theories, concepts, and research findings related to social values in Islamic education, as well as studies on adolescent character. The data collection process in library research is carried out by reading, selecting, and recording relevant information that supports the research objectives (Jaya et al., 2023). The collected data were then analyzed using content analysis techniques. Content analysis is a systematic method for identifying, analyzing, and interpreting patterns or themes in textual data (Saefullah, 2024). The analysis was carried out by categorizing relevant information into main themes related to the social values of Islamic education, the religious character of adolescents, and the role of these values in the formation of adolescent character. The results of the analysis were then interpreted to provide in-depth insights into the research topic (Sulistiyono, 2023).

FINDINGS AND DISCUSSION

Findings

Islamic education plays a vital role in shaping the religious character of adolescents by instilling a set of social values that are grounded in Islamic principles. These values help adolescents develop into responsible, compassionate, and spiritually grounded individuals who are prepared to contribute positively to their communities.

Table 1. Social Values of Islamic Education

No.	Aspect	Explanation
1.	Justice (Adil)	Justice is a fundamental value in Islam that applies to all aspects of life, including education. QS. An-Nisa' [4]: 135 emphasizes the importance of being just.
2.	Equality (Musawah)	Equality emphasizes that all humans have equal rights before Allah. QS. Al-Hujurat [49]: 13 teaches about the equality of all people.
3.	Brotherhood (Ukhuwwah)	Brotherhood encompasses solidarity and cooperation, with the Hadith of Prophet Muhammad SAW stating that "A Muslim is a brother to another Muslim."
4.	Social Care (Ijtima'i)	Social care involves the responsibility to help others and participate in beneficial social activities, such as zakat and charity (QS. Al-Baqarah [2]: 267).

Social Values of Islamic Education

Social values in Islamic education play an important role in shaping students' character and behavior. Concepts such as justice, equality, brotherhood, and social care are not only religious teachings but also important guidelines in everyday life (Tahir & Iqbal Shah, 2023). Islamic education aims to integrate these values into the learning process so that students not only understand religious teachings but can also apply them in their social interactions (Helandri & Supriadi, 2024).

Social values in Islamic education include basic principles taken from the teachings of the Quran and Hadith. These principles include:

1. **Justice (Fair):** Justice is one of the main values in Islamic education. The Qur'an clearly states the importance of justice in various aspects of life, both in personal and social matters (Mainiyo & Mega Sule, 2024). Verses such as QS. An-Nisa' [4]: 135, which commands Muslims to testify fairly, emphasizes that justice must be upheld in all actions. Islamic education teaches students to understand and apply the principles of justice in their social interactions, such as treating everyone fairly regardless of their background.

2. Equality (Musawah): The concept of equality in Islam emphasizes that all humans have equal rights before Allah, regardless of differences in race, ethnicity, or social status (Pratama Putra et al., 2023). Islamic education teaches students about equal rights and obligations and the importance of treating everyone with respect and not looking down on others. This is reflected in teachings such as QS. Al-Hujurat [49]: 13, which emphasizes the importance of equality before Allah.
3. Brotherhood (Ukhuwwah): Brotherhood is a highly valued value in Islam, which includes solidarity and cooperation among individuals (Hadi et al., 2023). This principle is inspired by the Hadith of the Prophet Muhammad SAW, which says that "A Muslim is a brother to another Muslim" (HR. Muslim). Islamic education emphasizes the importance of building harmonious relationships among students, encouraging cooperation and mutual support in various activities.
4. Social Concern (Ijtima'i): Social concern in Islam involves the responsibility to help others and participate in beneficial social activities (Dayusman et al., 2023). Islamic education teaches students to be actively involved in social activities, such as zakat, infak, and charity, which reflect concern for the welfare of society. This principle is reflected in the teachings of the Quran, such as QS. Al-Baqarah [2]: 267, which encourages Muslims to provide assistance to those in need.

As for the implementation of social values in Islamic education, this can be done in various ways, including the following:

1. Social Value-Based Curriculum: The Islamic education curriculum is designed to integrate social values into every subject (Helandri & Supriadi, 2024). For example, in moral lessons, students are taught about the principles of justice and equality and how to apply them in everyday life. Fiqh lessons also cover aspects of social concern, such as the obligation to pay zakat and do charity, which helps students understand their social responsibilities.
2. Extracurricular Activities: Extracurricular activities such as religious study groups, community service programs, and collective religious activities provide opportunities for students to practice social values in a broader context (Nasruddin, n.d.). These activities not only help students understand theory but also apply social values in real practice, such as through donation activities or community service (Bisri, 2024).

3. **Role Modeling from Educators:** Educators have a very important role in the implementation of social values. Through role modeling, teachers not only teach social values theoretically but also practice them in daily interactions with students (Munawir et al., 2024). This role modeling includes demonstrating fairness, empathy, and social concern in their actions, which can positively influence students.

The implementation of social values in Islamic education is very effective. (Shofiyyah et al., 2023) Stated that the integration of social values in Islamic education can improve students' understanding of the importance of contributing to society. Therefore, students who are involved in activities based on social values have an attitude of tolerance and empathy, as well as greater involvement in social activities. This is in line with what was stated by (Rozi & Hasanah, 2021), that social values applied through the curriculum and extracurricular activities help students develop attitudes of mutual respect and cooperation. Therefore, it is very important to ensure that social values are applied consistently and effectively through a holistic approach to education.

In addition, (Sapdi, 2023) revealed that the role model of educators also plays a significant role in the implementation of social values. According to him, teachers who demonstrate fairness and empathy can positively influence students' attitudes, increase their involvement in social activities, and practice social values in everyday life. In contrast, (Apriana, 2023) identified several challenges in the implementation of social values, including the lack of teachers' understanding of how to integrate these values into the curriculum. Therefore, training and support are needed for teachers to ensure that they can teach social values effectively.

Some challenges in the implementation of social values of Islamic education. Some of the main challenges include:

1. **Lack of Teacher Understanding:** Many teachers may not fully understand how to integrate social values into their learning. (Rahmawati, 2024) revealed that the lack of training and support for teachers can hinder the effectiveness of implementing social values in Islamic education.
2. **Influence of the Out-of-School Environment:** The out-of-school environment, including social media and peer influence, can influence the values taught in schools. (Mat Daud et al., 2023) Explained that uncontrolled social media can reduce the effectiveness of social value education in schools.

3. **Inconsistent School Policies:** Inconsistent school policies that support social values can hinder effective implementation. (Mugambi, 2022) states that social value-based programs are often unsustainable without consistent policy support.

Therefore, the social values of Islamic education have an important role in shaping the character of students who are not only religious but also have high integrity. The implementation of social values through the curriculum, extracurricular activities, and role models from educators can improve students' social attitudes and concern for others.

Table 2. Religious Character of Adolescents

No	Aspect	Explanation
1.	High Morality	Religious character is often marked by high morality, reflecting behavior that aligns with religious teachings and ethical norms. Adolescents with religious character tend to be honest, just, and respectful of others' rights (QS. Al-Isra [17]: 37).
2.	Integrity	Integrity is the consistency between believed values and actions. Adolescents with religious character usually demonstrate high integrity, acting according to what they believe is right, even without supervision (HR. At-Tirmidzi).
3.	Social Concern	Concern for others is a significant aspect of religious character. Religious adolescents tend to show empathy and care for others' needs, encouraged by Islamic teachings on zakat and charity.
4.	Self-Resilience	Self-resilience, or the ability to resist temptations and negative pressures, is a key feature of religious character (QS. Al-Ankabut [29]: 69). Religious adolescents have the strength to face difficult situations while adhering to religious values.

Religious Character of Adolescents

The religious character of adolescents refers to the internalization of religious values that influence their daily behavior, attitudes, and decisions. According to (Muslich, 2022), the formation of religious character is a complex and multidimensional process that involves education from various sources, including family, school, and social environment. This is in line with the opinion of (Kasingku & Sanger, 2023), who said that a strong religious character can help adolescents face life's challenges with high morality, integrity, and concern for others. Therefore, religious character not only influences individual behavior but also plays an important role in shaping healthy personality and social relationships.

Religious character involves several main components that reflect the internalization of religious values, at least the following components:

1. **High Morality:** Religious character is often characterized by high morality, namely behavior that is in accordance with religious teachings and ethical norms. Adolescents with religious character tend to be more honest and fair and respect the rights of others (Siswantara &

Supriyadi, 2024). The Quran has taught the importance of honesty and justice in various verses, such as QS. Al-Isra [17]: 37, which reminds Muslims not to follow unfair paths.

2. **Integrity:** Integrity is the consistency between the values believed and the actions taken. Adolescents with religious character usually show high integrity, namely doing what they think is right even without supervision (Hiebert et al., 2021). The hadith of the Prophet Muhammad SAW, which states, "Leave what doubts you and do what does not doubt you" (HR. At-Tirmidzi), emphasizes the importance of consistency in behavior.
3. **Social Concern:** Concern for others is an important aspect of religious character. Religious adolescents usually show empathy and concern for the needs of others (Judrah et al., 2024). Islamic teachings on zakat and infaq, as well as the command to help others, encourage the development of this social concern.
4. **Resilience:** Resilience, or the ability to resist temptation and negative pressure, is an important characteristic of a religious character (Saputra et al., 2023). Religious adolescents who receive consistent and integrated religious education in their daily lives have the strength to face difficult situations with a positive attitude and adhere to religious values. QS. Al-Ankabut [29]: 69 states that Allah will provide guidance to those who strive in His path.

The process of forming religious character in adolescents involves at least three important instruments that interact with each other:

1. **Family Education:** Family education is the initial stage in the formation of religious character. The family is the first environment where religious values are introduced and practiced. According to research by (Yasin et al., 2024), the role of parents in providing religious examples and guidance greatly influences the development of children's religious character. Families who are active in religious activities, such as congregational prayer and reading the Quran, can instill religious values from an early age.
2. **Formal Education in Schools:** Schools have an important role in strengthening religious values that have been instilled at home. Religious education in schools, including moral and fiqh lessons, contributes to the formation of religious character. A study by (Sitika et al., 2023) shows that integrating religious values into the curriculum can improve the understanding and application of religious values among students and apply them in everyday life.

3. **Social Environment:** The social environment, including peers, community, and social media, also influences the formation of religious character. A supportive and conducive environment can strengthen the religious values that have been taught, while a negative environment can pose challenges for adolescents in maintaining their religious character. Research by (Shen et al., 2023) shows that support from religious communities and peers can strengthen adolescents' commitment to religious values.

However, the process of forming a religious character for teenagers does not always run effectively and perfectly, and there are several challenges faced:

1. **Negative Environmental Influence:** A negative social environment, including the influence of peers who do not support religious values, can affect the formation of a religious character. Research by (Wirawan et al., 2023) shows that adolescents who are exposed to an unsupportive social environment tend to have difficulty maintaining their religious character.
2. **Lack of Support from Schools:** Schools that do not provide sufficient support for religious education or do not integrate religious values into the curriculum can hinder the formation of religious character. Research (Pridayani & Rivauzi, 2022) shows that the lack of effective religious education programs in schools can reduce students' understanding of religious values.
3. **Social Media Pressure:** Social media can influence adolescents' attitudes and behaviors, sometimes in ways that conflict with religious values. Research by (Wibowo et al., 2024) shows that exposure to social media content that is inconsistent with religious values can influence adolescents' religious behavior.

Therefore, the adolescent religious character is the result of the internalization of religious values reflected in their daily behaviour and attitudes. The formation of religious character involves family education, school, and a supportive social environment. Research shows that adolescents with religious character tend to demonstrate high morality, integrity, and concern for others and have a strong resilience to negative pressure. However, challenges such as negative environmental influences and social media need to be addressed to ensure effective religious character formation. This study provides an important contribution to understanding the process and factors that influence the formation of adolescent religious character.

Discussion

The Role of Islamic Social Education Values in Forming the Religious Character of Adolescents

The social values of Islamic education play an important role in the formation of adolescents' religious character. These values include principles such as justice, equality, and social concern that directly influence the development of adolescents' attitudes and behaviours. Recent research shows that the integration of Islamic social values in education not only strengthens adolescents' religious identity but also influences the way they face social and moral challenges. The application of these values in Islamic education helps adolescents build characters that are not only strong religiously but also socially.

The social values of Islamic education have a significant role in shaping the character of adolescents. This study found that the application of values such as justice, equality, and social concern in Islamic education can effectively shape the character of adolescents who are religious and have integrity. The results of a study by (Subaidi et al., 2024) showed that adolescents who are involved in educational activities that focus on Islamic social values tend to have a better understanding of social responsibility and exhibit more positive behavior in their social interactions. In addition, these values help adolescents develop the ability to better face moral and social challenges, strengthen their religious identity, and encourage them to actively participate in beneficial social activities.

The findings of this study are in line with the sociology of education theory, which emphasizes the importance of education in shaping social values and norms. In (Harahap et al., 2024), Emile Durkheim stated that education functions to transmit social and cultural values to the younger generation, which is relevant to the finding that the values of Islamic sociology of education help shape the character of adolescents. Research by (Mahmudin et al., 2021) also supports that value-based education can strengthen social cohesion and build harmonious communities. However, this study also criticizes previous research that focuses too much on pedagogical aspects without considering the social dimension in depth. For example, research by (Dalimunthe, 2023) which discusses more about learning methods in Islamic education without linking it to social values. This study offers novelty by exploring how the values of Islamic sociology of education directly influence the formation of adolescent character.

The findings of this study are also in line with theories of character education that emphasize the integration of social values in learning. For example, the theory of character education by Thomas Lickona, which emphasizes the importance of value and moral education in character formation, is also relevant in the context of Islamic education (Saiful et al., 2022). Research (Eryandi, 2023) strengthens the view that the integration of social values in education can improve the quality of students' character and strengthen their religious identity. However, this study also criticizes some previous research that may not emphasize the importance of social and environmental support and school policies in implementing social values. The study by (Azizah, 2023) shows that without consistent policy support and training for teachers, educators, and parents, the implementation of social values may be less effective.

The novelty of this research lies in a more comprehensive and holistic approach to studying the role of social values in Islamic education. This research not only looks at the theoretical aspect but also examines the practical implementation and challenges faced in the process. Thus, this research makes a significant contribution to the development of character education based on the social values of Islamic education.

CONCLUSION

This study revealed that social values in Islamic education, such as justice, equality, and social concern, play an important role in shaping the religious character of adolescents. The implementation of these values through the curriculum, extracurricular activities, and role models from educators has proven effective in strengthening religious identity and increasing positive social behavior in adolescents. The implications of this study emphasize the importance of integrating Islamic social values into the education system to produce a young generation that is not only strong in faith but also in social ethics. Recommendations for further research are to develop further strategies to overcome challenges in implementing these values, such as the influence of social media and consistency of school policies, as well as exploring more innovative educational approaches to strengthen the teaching of Islamic social values.

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