Islamic Education as a Foundation of Character: a Case Study of the Formation of Noble Morals in Students

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Article Information	**Abstract**
	This study aims to determine the important role of Islamic education at the *Islamic Institute of Mamba'ul 'Ulum Surakarta* in shaping the character of students with noble morals. This study highlights how the integration of Islamic values in the curriculum and daily activities contributes to the development of positive behaviour and harmonious social interactions among students. This study uses a qualitative method with a case study approach. The data analysis technique used is thematic analysis. The results of the study indicate that values such as honesty, responsibility, and empathy, which are instilled through Islamic education, not only strengthen religious beliefs but also shape students into moral and responsible individuals. Character education based on Islamic values has proven effective in fostering a young generation with noble morals. Thus, this study recommends that other educational institutions can adopt a similar approach in character education to create an environment that supports the formation of positive character. This shows the potential of Islamic education as a strong foundation for character education, which can be widely implemented to produce significant social impacts.

Penelitian ini bertujuan untuk mengetahui peran penting pendidikan Islam di Institut Islam *Mamba'ul 'Ulum* Surakarta dalam membentuk karakter mahasiswa yang berakhlak mulia. Penelitian ini menyoroti bagaimana integrasi nilai-nilai Islam dalam kurikulum dan aktivitas sehari-hari berkontribusi pada pengembangan perilaku positif dan interaksi sosial yang harmonis di kalangan mahasiswa. Penelitian ini menggunakan metode kualitatif dengan pendekatan studi kasus. Adapun teknik analisis data yang digunakan adalah analisis tematik. Hasil penelitian menunjukkan bahwa nilai-nilai seperti kejujuran, tanggung jawab, dan empati, yang ditanamkan melalui pendidikan Islam, tidak hanya memperkuat keyakinan

religius tetapi juga membentuk mahasiswa menjadi individu yang bermoral dan bertanggung jawab. Pendidikan karakter yang didasarkan pada nilai-nilai Islam ini terbukti efektif dalam membina generasi muda yang berakhlak mulia. Dengan demikian, penelitian ini merekomendasikan bahwa lembaga pendidikan lain dapat mengadopsi pendekatan serupa dalam pendidikan karakter untuk menciptakan lingkungan yang mendukung pembentukan karakter positif. Ini menunjukkan potensi pendidikan Islam sebagai fondasi yang kuat untuk pendidikan karakter, yang dapat diimplementasikan secara luas untuk menghasilkan dampak sosial yang signifikan.

I.   INTRODUCTION

Islamic education is education taught by Muslim teachers who apply Islamic values in the lives of students. The focus of this process is to obtain individuals who believe and fear God Almighty, are healthy, knowledgeable, capable, creative, independent, and responsible as democratic citizens. Helping students become servants of God is the goal of Islamic education (Saihu, 2020).

In general, Islamic education aims to achieve the goal of life, namely worship and obedience to Allah SWT. In other words, Islamic education aims to fulfil human needs for spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed for themselves, society, nation, and state (Muttaqin, 2021). In addition, Islamic education aims to create a conscious and planned learning environment so that students actively learn (Ahyani et al., 2021)

In accordance with the source of Islamic morality, the Qur'an functions as the main guideline for Muslims to do good at all times, and its contents cannot be separated from education, namely noble moral education. Noble moral education focusses on attitudes, actions, and behaviours that reflect noble morals that must be possessed and applied by humans in everyday life (Sugihagustina et al., 2023). Nowadays, many people have realized how important character education is, which in Islam is called Akhlaqul karimah. Intellectual intelligence is useless without morality or noble character. Morals and character need each other. People who do not have character or noble morals are considered uncivilized, worthless, and have no value. We must instill noble character or ethics. Character and religious education are needed to build noble morals or character, both at home (family), at school, and in society (Putra, 2019)

In Islam, noble morals consist of noble traits and characteristics. Noble morals originate from individuals or groups who possess them, serving as a crucial indicator of a Muslim's faith. Applying moral values in everyday human life is something that is very important. Noble morals have the ability to make someone ashamed to do something reprehensible or to do things that are contrary to the rules of Allah and human relations (Sutisna, 2022). *Mahmudah* morals, which means good morals and *mazmumah* morals, which means despicable morals. We must implement *Mahmudah* morals, which are good traits and habits. It is crucial to use these commendable morals as a gauge of a Muslim's faith. One of the purposes of sending the Prophet Muhammad SAW was to teach ethics and improve morals. In most cases, every aspect of Islamic teachings emphasizes the moral development of the people (Saputra & Asmarani, 2023).

There is a close relationship between Islamic education and noble morals. Islamic education helps people form noble morals and teaches them to have noble and lofty morals and to distance themselves from lowly and bad morals. Islamic education also helps them form a perfect, progressive and dynamic outlook on life (Wiyono, 2017). Islamic moral education does not only discuss the importance of noble morals, but also how noble morals can be applied in everyday life. This requires the right educational approach and good examples or role models. Therefore, to produce individuals who are faithful and have noble morals, there needs to be a balance between Islamic education and noble morals.

At the Islamic Institute of *Mamba'ul 'Ulum* Surakarta, education is given in a different context and focusses on the formation of a noble Qur'anic generation. To support this vision, the Islamic Institute of *Mamba'ul 'Ulum* Surakarta holds various activities. For example, a competition with the theme "Forming a Generation of the Qur'an with Ta'dib and Achievement", involving 40 participants from various competitions, including the *Musabaqoh Hifdzil Qur'an (MHQ), Musabaqoh Tilawatil Qur'an (MTQ)*, and the Selection of Young Preachers *(Pildacil).* These activities aim to cater to the interests and talents of students, while also disseminating Da'wah to enhance its usefulness and public awareness. In addition, this activity is one way to

attract anyone involved so that they can produce a steadfast Qur'anic generation who are able to continue the struggle for the organization and the Islamic religion.

Overall, the goal of the Islamic Institute of *Mamba'ul 'Ulum* Surakarta is to create an educational environment that supports the formation of Islamic character and noble morals. Through various programs and activities, the Islamic Institute of *Mamba'ul 'Ulum* Surakarta also strives to build a young generation who not only memorize the Qur'an but also understand the values taught by Islam. This is in line with previous research that revealed that Islamic education contributes to the formation of noble character in students and has shown that Islamic religious education has a significant influence on the formation of noble character in students (Sholihah & Maulida, 2020). This is also supported by research at MTs Negeri 1 Makassar which found that by teaching students Islam, they can demonstrate behaviour that reflects akhlakul karimah, such as smiling, greetings, tolerance, fasting, praying, reading the Qur'an, praying in congregation, and giving alms (Amri et al., 2019).

As-Shofa Islamic High School in Pekanbaru, Riau, another study emphasized that Islamic education plays an important role in building faithful and pious individuals who can act wisely in their personal, family, and community lives. Previous studies have also shown that Islamic educational philosophy, with its emphasis on moral values, character development, self-awareness, and interpersonal skills, can suppress Islamic education (Khaidir & Suud, 2020).

This study can also explain the importance of understanding the role of Islamic religious teachers in the formation of students' character and how the school environment and community support this effort. Therefore, this study will offer fresh perspectives and useful recommendations for Islamic education in the contemporary era, a crucial step in preparing a future generation that is not only academically proficient but also morally upright.

II. METHOD

This study uses qualitative research with a case study approach that provides in-depth insight into the role of Islamic education in shaping students with noble

character. Through this method, researchers can holistically understand how Islamic values are applied and internalized in students' daily lives (Ikhwan, 2021). Islamic education also plays a very important role in shaping noble character in individuals. Through Islamic education, individuals are taught to have noble and lofty character, and are kept away from lowly and bad character. Islamic education also plays a role in shaping a perfect, progressive and dynamic outlook on life in individuals (Saihu & Aziz, 2020).

The data collection techniques used are observation, interviews, and documentation. In-depth interviews and participant observation are important tools in this study to collect rich and multifaceted data. The researcher will also analyse public and private documents such as official records, diaries, or other archives in order to support the results of observation and interview findings (Creswell, 2021). Participatory observation allows researchers to get closer to events and understand their context. By conducting in-depth interviews, researchers can obtain more in-depth information about participants to understand the situations and phenomena that occur (Sugiyono, 2019). Interviews in this study used primary data sources (students and lecturers) and secondary data sources in the form of important documents that can support the validity of the data. Researchers use data analysis techniques with careful thematic analysis, where researchers can find the main topics and understand the complex dynamics between Islamic education and student character formation.

III. FINDINGS AND DISCUSSION

Implementation of Islamic Education

The implementation of Islamic education at the Islamic Institute of _Mamba'ul 'Ulum_ Surakarta, is a manifestation of efforts to integrate religious values with everyday life. There, education is not only focused on student teaching and learning activities but also on understanding and practicing the values contained therein. This includes the development of students' morals and intellectual, emotional, and spiritual intelligence.

The main objective of the Islamic Institute of _Mamba'ul 'Ulum_ Surakarta curriculum, is to focus on forming the character of students with noble morals in

accordance with Islamic values. Some curricula include classical Islamic studies such as fiqh, tafsir, hadith, and Islamic history, which are important foundations in religious education. In addition, the curriculum also includes general study programs that are in accordance with national curriculum standards, allowing students to compete in a wider academic environment (Dermawan et al., 2023).

To meet the different learning needs of each student, creative lecturers provide learning methodologies using various approaches. Group discussions encourage students to actively participate and improve their critical thinking skills, while lecture methods provide basic knowledge. Hands-on practice, such as simulations and projects, ensures that students can apply their knowledge to real-world situations. Memorization also plays an important role in sharpening memory and strengthening students' understanding of religious texts.

This curriculum and methodology aim to shape students' character in addition to providing knowledge. This is in accordance with the vision of the Islamic Institute of *Mamba'ul 'Ulum* Surakarta which aims to develop students who are not only cognitively intelligent but also have noble morals by incorporating Islamic values into every aspect of learning. Thus, we anticipate producing individuals who are faithful, knowledgeable, and charitable (Karyanto, 2017). This creates an environment that supports personal and spiritual growth, preparing students to become responsible individuals and useful to society (Salim, 2019).

The learning environment at the Islamic Institute of *Mamba'ul 'Ulum* Surakarta also provides dormitories for students who are interested in studying there. The holding of the dormitory aims to support the development of character and morals of students with strong Islamic values. The dormitories provided are not just places to live, they are places to learn and grow spiritually. The Islamic Institute of *Mamba'ul 'Ulum* Surakarta dormitory designs its daily activities to ensure students not only learn about Islam but also practice it. Congregational prayer is a daily habit that can enhance social ties and spiritual discipline. Students have the opportunity to expand their religious knowledge and improve their understanding of Islamic texts through religious studies and book study. Social and community activities, such as community service and social service, can also teach students about the

importance of giving back to the community and instill a sense of empathy and social responsibility. Therefore, the Islamic Institute of *Mamba'ul 'Ulum* Surakarta does not only concentrate on formal education, but also on character building and spirituality. Students can grow into educated and moral people in this good environment. The Islamic Institute of *Mamba'ul 'Ulum* Surakarta seeks to create a generation of future leaders who are knowledgeable, have high moral integrity, and are ready to make positive contributions to society and the world as a whole through this holistic approach.

One of the visions and missions of the Islamic Institute of *Mamba'ul 'Ulum* Surakarta is to produce individuals who are faithful, knowledgeable, and charitable. developing scientific and Islamic values in education, research, and service, and forming students with solid aqidah, deep spirituality, and broad knowledge. Several student activities, including social projects, community service programs, and leadership programs, reinforce this concept. Students have the opportunity to demonstrate an attitude of honesty through fair academic activities, responsibility in assignments, group projects, and collaboration. This method allows students not only to learn these principles, but also to experience and understand the importance of applying these principles (Rahman et al., 2019).

In addition, Islamic Institute of *Mamba'ul 'Ulum* Surakarta emphasizes the importance of spiritual development and self-reflection as part of character development. Thus encourages students to contemplate their actions and evaluate their alignment with Islamic values. So it is expected that the final result of the character education of the Islamic Institute of *Mamba'ul 'Ulum* Surakarta is graduates who not only have extensive knowledge but also have noble morals and who are ready to become productive and ethical members of society. The implementation of Islamic education is an example of an effort to create a young generation that is not only labelled as Islam but also understands and practices the values taught by the Islamic religion. Through a holistic and adaptive approach, the Islamic Institute of *Mamba'ul 'Ulum* Surakarta strives to form individuals who have noble morals and are able to contribute positively to society and the nation.

The Impact of Islamic Education on Students' Morals

Islamic education plays an important role in shaping students' morals. Morals, which means morals or ethics in Arabic, are a key aspect of Islamic education because they focus not only on theoretical knowledge but also on developing individual character. The impact of Islamic education on students' morals can be seen in several dimensions, including daily behavior, social interactions, and moral decision-making (Suhada et al., 2018).

Islamic education not only discusses religious knowledge but also builds good behavior, which is the result of strong faith. Students' daily behavior shows this, such as being honest, respecting and appreciating others, and maintaining cleanliness and order. The improvement of students' morals is significantly influenced by the management of Islamic religious education learning. This can be achieved through interactive and participatory learning methods.

Islamic values are incorporated into the character learning and education programs of the Islamic Institute of *Mamba'ul 'Ulum* Surakarta. This creates a positive learning atmosphere and encourages good values. Students are not only taught about good values but also taught to apply them in their daily lives to ensure that their behavior is in accordance with Islamic values. By using a holistic approach, students are taught to interact well through social skills and be responsible in various situations (Suhada et al., 2018).

On the other hand, the Islamic Institute of *Mamba'ul 'Ulum* Surakarta emphasizes that self-reflection and moral awareness are very important in Islamic education. Students are asked to consider the actions they take and assess how they reflect the values they have learned. Through this process, they become more aware and knowledgeable about what they are doing and how they can help society in a good way. Therefore, Islamic education not only teaches knowledge, but also teaches students to behave well and have high integrity.

Islamic education greatly influences the social interactions that occur between students. Islamic principles such as justice, empathy, and friendliness are taught to students to interact with others in a healthy and constructive manner. Islamic religious education helps students understand the importance of good behavior and

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ethics when interacting with lecturers, peers, or the community they meet. This education builds students into responsible citizens who respect differences and interact politely with others (Arsyad & Rama, 2019). In addition, Islamic religious education emphasizes the importance of doing something good for society. Students are encouraged to participate in charitable and social activities, which not only help those in need but also strengthen students' character and teach the importance of cooperation and social solidarity. They also learn that good behavior and positive social interactions are important parts of a faithful and meaningful life.

Students who focus on Islamic education at the Islamic Institute of *Mamba'ul 'Ulum* Surakarta receive a strong framework for making moral decisions and facing moral challenges. One important component of the lesson is a deep understanding of the terms halal and haram, which helps students understand what is permissible and what is forbidden in Islam. In addition, this lesson emphasizes the importance of the intentions and consequences of students' actions, which are important components of Islamic behavior (Sukmawati & Arifudin, 2022).

Students are taught to use these principles as a guide in their daily lives, both in academic and social contexts, throughout the learning process. In difficult situations, they are trained to use critical and reflective thinking, which allows them to consider various options and their consequences. This helps them learn not only to follow rules, but also to understand the reasons behind them and how they can help the greater good. In addition, the Islamic Institute of *Mamba'ul 'Ulum* Surakarta encourages students to participate in healthy discussions and debates on ethical issues. This gives them the opportunity to hear different perspectives and enhance their ability to argue. This method teaches them to appreciate diversity of opinions and make fair and inclusive decisions.

This study has shown that Islamic religious education has a significant influence on the formation of students' morals and discipline. With a high level of influence on the formation of morals towards discipline, it is clear that this education has a significant influence on the formation of moral and responsible individuals. However, it is important to remember that others are influenced by other variables; these include the home environment, peer influence, and the media (Faizah, 2022).

Overall, Islamic education plays an important role in shaping students' morals. With an integrated curriculum, effective teaching methods, and a supportive learning environment, Islamic education teaches students to develop good morals and become responsible and moral people. Therefore, Islamic education not only educates students to achieve academic success, but also to become good citizens and contribute to the development of the country.

The Role of Islamic Education in Character Formation

Islamic education has an important role in character formation, which means that character is not only good behaviour but also the formation of a strong personality, which includes spiritual, intellectual, emotional, and social aspects. Islamic education plays a significant role in shaping students' character, as it imparts knowledge about faith. From this faith, noble morals can be instilled, which can make individuals who are religious. Islamic education serves as a moral and ethical foundation, providing students with clear guidance on how to live and act in accordance with Islamic values. The teaching of values such as compassion, honesty, patience, and justice is not only in theory but also in real life. Each individual is taught to internalize these values and apply them in their lives, both inside and outside of school (Sholihah & Maulida, 2020).

Social projects, group activities, and community service programs are examples of student activities that encourage cooperation and concern for others. This allows individuals to apply the principles they learn in real-world situations, strengthening their understanding of the importance of being useful to society. Through active participation in these activities, they develop a greater sense of empathy and social responsibility, which are important aspects of good Muslim character.

In addition, Islamic education emphasizes the development of personal ethics and reflection. Students are prompted to contemplate their actions and evaluate if they align with Islamic values. They gain better critical thinking skills, learn to make moral choices in difficult situations, and become more aware of how their actions impact others. This education shapes individuals into future leaders who have broad knowledge and high morals (Mahmudi & Solehuddin, 2023). Next, spiritual development in activities held by students themselves involves meditation and self-

reflection, which allows students to understand their role in the larger society. They are asked to consider their life goals, their principles, and how they can have a positive impact on their environment. This helps them develop a greater sense of social responsibility and self-awareness, which are essential to becoming strong and honest people. Here students also learn to appreciate diversity and harmony between religious communities in spiritual education. Through this education, they learn that even though they differ in beliefs, all humans are part of Allah SWT's creation and must respect and work together to achieve the common good. They also learn how to interact and empathize in a harmonious and respectful way, even though they are in an environment of people from various cultural and religious backgrounds.

Islamic education also emphasizes the cognitive and intellectual development of students. Islamic education encourages students to study a variety of fields and trains them to think critically and reflectively. This includes all fields, including mathematics, science, and the humanities, in addition to Islamic studies. This method ensures that students not only gain a deep understanding of their religion but also gain broad knowledge, which prepares them to contribute in various aspects of life (Hidayat et al., 2022).

Individuals involved in an institution will undoubtedly acquire new knowledge that they were not previously familiar with. This helps them become independent thinkers by encouraging them to learn in various fields. Students gain the ability to analyze information, question ideas, and learn new concepts with new people. This can enhance their ability to solve or resolve problems and make wise decisions. In addition, this comprehensive education prepares students to face cognitive challenges in the future and opens the door to more academic and professional opportunities. In addition, Islamic spiritual and moral values are incorporated into cognitive and intellectual education, resulting in a broad approach to learning. Students not only gain knowledge of theory and data, but they also learn how to apply that knowledge in a responsible and moral manner. This helps them develop a balance between knowledge and wisdom, which is essential to becoming wise and insightful leaders in the future.

Emotional education is an important component in building balanced and mature students, and Islamic education places special emphasis on this. Students are taught to recognize and manage their emotions in a healthy way, which includes learning about empathy, controlling anger, and developing mental resilience. The course also helps students gain an understanding and skills to empathize with others (Fithriani, 2016). Students can share experiences and learn from each other through reflective activities, group discussions, and counselling sessions designed to support emotional education. The campus also teaches students the importance of controlling anger and transforming it into positive energy for productive purposes. There are many programs and activities provided by the campus to develop mental resilience, which helps them become calmer and more in control when facing challenges and pressures in their lives.

At the Islamic Institute of *Mamba'ul 'Ulum* Surakarta, emotional education also emphasizes the importance of mental health and well-being. The Islamic Institute of *Mamba'ul 'Ulum* Surakarta encourages students to meditate and reflect, a practice that can help them calm down and reduce stress. Through this training, students gain an understanding that managing emotions is an effort to maintain internal balance and face external challenges. This improves their relationships with others and helps them become more resilient to life and more flexible. Islamic education includes social and religious aspects. Teachers educate students on the significance of positively contributing to society, fostering tolerance, and embracing diversity. They learn how to live side by side with others, both from Muslim and non-Muslim communities, by respecting differences, and working together for the common good. This social education is actually realized through various activities, such as cultural exchange programs, community service projects, and social activities. Students have the opportunity to interact with various groups and learn from these experiences. These opportunities help them learn to communicate and work together well, as well as understand and appreciate different perspectives. This education also emphasizes the importance of being a good citizen who cares about the interests of society as a whole and not just personal interests (Purnamasari et al., 2023).

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In addition, institutions teach students to be agents of positive change and strive to solve social problems. Institutions encourage students to think creatively about new ways to improve their environment, then act to make these ideas a reality. Through this social education, students are prepared to contribute and adapt to various social situations in an increasingly global world. In Islamic education, teaching character through example is a very effective and successful approach. Teachers and parents have an important role as role models for students. They not only teach Islamic values from a theoretical perspective but also show how they can be applied in everyday life through their attitudes and behaviors. This conveys the message that Islamic values are not just to be learnt but also to be lived by providing real examples that students can follow.

Thus, a lecturer and other academics try to be good examples in various ways, such as being honest in speaking and patient when facing challenges. They show empathy and concern for their students and respect each individual. They also teach students about the importance of acting fairly and respecting differences. Parents also help build this character by teaching children how Islamic values are applied in the family, such as helping each other or making decisions together (Prasetyo et al., 2019). Additionally, the character education provided by role models encompasses aspects of the wider community. Community figures with integrity and strong leadership serve as role models for students to observe and learn from. By participating in community projects and visiting social institutions, students can witness the application of Islamic principles in various social contexts. This teaches them that being a good Muslim encompasses not only their actions in the mosque or at school, but also their ability to interact with the wider world in a moral and responsible manner (Arifin et al., 2022). Islamic education has a very broad and profound role in shaping students' character. Through a holistic approach encompassing moral, spiritual, intellectual, emotional, and social aspects, Islamic education helps students grow into people who are not only knowledgeable but also have strong and noble characters. This is essential for their success as individuals, but also for their contribution to society and the world.

IV. CONCLUSION

At the Islamic Institute of *Mamba'ul 'Ulum* Surakarta, research on the role of Islamic education in building students with noble character has produced significant results. Overall, the results show that incorporating Islamic values into the curriculum and daily activities helps build students' character. Islamic education not only teaches religion but also teaches discipline, responsibility, and good social relationships. It is proven that values such as empathy, cooperation, and integrity can be well instilled through activities such as congregational prayer, lectures, and social projects. In terms of educational practice, a holistic approach to education is considered important, where mental, emotional, and spiritual development are considered as important as academics. The results suggest that other schools can use a similar approach to improve students' character. The study also emphasizes that teachers and parents must serve as good role models, and that a supportive learning environment is essential to foster students' personal and moral growth. Overall, this study shows that Islamic education has great potential in forming a young generation that is not only intelligent but also has noble character, who is ready to become responsible and moral leaders in the future.

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