

ISLAMIC CHARACTERED EDUCATION FACED WITH SOCIAL BEHAVIOR IN GENERAL SCHOOLS

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Abstract

The study aims to analyze the impact of Islamic character education on social behaviour of students in public schools. With increasing attention to the importance of student moral and character development in the educational environment, Islamic character approach has become one of the methods taught in public schools. The applied Islamic character education is expected not only to enhance students' understanding of religion but also to shape positive and productive social behavior in their daily lives. The research uses a method of literary study, in which data and information are obtained through the collection of relevant sources from both books, scientific journals, articles, as well as online publications related to Islamic character education and its influence on student social behavior. Research results show that Islamic character education plays an important role in the formation and development of positive social behavior of students, which is beneficial not only to the individual students themselves but also to the environment around them, including the school community and society at large. Islamic character education not only teaches students about Islamic values but also prepares them to be responsible, empathic, and productive individuals in society.

Keywords: Impact, Education, Islamic Character, Student Social Behavior, General School.

Introduction

The world of education is undergoing major changes due to the determination and power of technological innovation. The influence of technology on education is vast, opening up new opportunities for learning and teaching. This change not only

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creates new paradigms in teaching learning but also opens up access to unlimited learning resources.

The integration of technology into education has opened new doors to more effective, efficient, and exciting teaching and learning. Although there are challenges to overcome, such as digital gaps and teacher training, the positive potential of technology in education is enormous. (Indrawati, S. M., & Kuncoro, A. 2021). The key to its success lies in how education can use technology creatively and innovatively to meet the needs of learners in this digital age. (Al Husaeni et al., 2024).

Technological development is widening as well as the growth of societies with increasingly complex and heterogeneous cultural diversity, character education is becoming an important component in the development of young individuals who are not only academically speaking, but also strong in moral and social values. (Qadeer et al., 2024).

Character education in heterogeneous societies is not an easy task. The heterogeneity of societies, which includes cultural differences, religions, social backgrounds, gender, sexual orientation, and more, requires character education to be inclusive and respect diversity. (Zuhdi et al., 2023). So, in the face of an increasingly heterogeneous society, an effective character education is one that is able to embrace and appreciate such diversity as a source of learning. (Qadeer et al., 2024). In addition, character education must be able to equip students with the moral values and skills necessary to interact and contribute positively in a heterogeneous society. Universal values such as honesty, integrity, sense of responsibility, empathy, and compassion are universal and can be taught to all students, regardless of their background. Character education must emphasize these values to shape the character of the individual and better society (Meliani et al., 2024).

Character education is not only the limit of values in general but is also taught the natural values known to Islamic character education. Islamic character education relies on values and principles that are the source of Islamic teachings (Umar et al., 2024). These principles also guide individuals in their behavior and interaction with their social environment. Important elements of the education of Islamic characters such as Majesty Akhlak, Worship and Spirituality, Values of the Qur'an and Sunnah, Tadabbur and Tafakkur, and Ummah and Social Care (Baderiah, B., & Munawir, A. 2024).

Noble morality or good morality is the core of Islamic character education. Morality includes such behaviors as honesty, simplicity, hospitality, patience, respect, and justice. In Islam, one is expected not only to practice morality towards other human beings but also towards other creatures and the environment (Pamuji, S., & Mulyadi, Y. 2024). Meanwhile, worship activities such as prayer, fasting, zakat, and Hajj are integrated into the daily life of Muslims and have an important role in character education. Worship is not only about obedience to rituals but also how one can cultivate sensitivity, control lusts, and develop discipline (Amirudin, I. 2020).

Islamic teaching is often based on the values found in the Qur'an and Sunnah. It includes such concepts as Adl (righteousness), Ihsan (doing good), Taqwa (consciousness of the presence of Allah) and Tawakkul (belief in Allah). Through this process, one is expected to better understand the meaning of life, the purpose of creation, and how to carry out the trust of life best. (Suyadi et al., 2021).

The concept of Ummah in Islam emphasizes the importance of solidarity and solidarity in society. Islamic character education teaches about the importance of empathy, sharing with the less capable, and improving the quality of life of fellow members of society. (Meliani et al., 2024).

Islamic character education aims to form an individual who is not only superior in personal worship and morality, but also proactive in building a society of high human values. It is expected to be realized through the internalization of deep Islamic values and a good practical understanding of morality in everyday life. (Adiyono et al., 2024).

Education of Islamic character, in particular, gets great attention in the context of education in public schools. In public schools, the approach taken to Islamic character education should be inclusive, taking into account the diversity of students who may have different religious backgrounds and beliefs. This means that the values taught can be universal and accepted across religions, focusing on the ethical and moral teachings promoted by Islam but also widely respected, such as honesty, patience, and justice. (Aisyah, I. S., & Rahmatullah, I. 2024).

With a wise approach and respect for pluralism, public schools can be a place where Islamic values are harmoniously integrated, benefiting all students as well as equipping them with strong ethical foundations for their future (Winarti, E., BSA, F. Z., & Mandasari, S. 2024). Awareness to integrate Islamic character education into the public school curriculum is growing, with the aim of educating students to be good citizens and contribute positively to society (Rochim, A. A., & Khayati, A. 2022).

In an era of globalization and rapid social change, the challenges faced by students in public schools are no longer limited to merely academic achievement. Their social behavior, as well as their ability to interact positively in a pluralistic society, became equally important (Edmunds, J., & Turner, B. S. (2005; Narayanti et al., 2024). There is therefore a need to evaluate how character education, especially those based on Islam, can influence and shape their social behavior.

Islamic character education, which emphasizes the teaching of values such as honesty, patience, justice, and solidarity, can play a pivotal role in preparing students to engage in their social lives in a responsive and ethical way. However, the question is, are these principles successfully implemented in public schools, and how the cultivation of such values affects student social interactions in fast-paced environments that often prioritize individual excellence?

Research Method

The methodology used in this research is the study of literature, where studies of research topics and questions are carried out through in-depth analysis of existing literature.

This process includes the following steps: 1) Identification of sources: The research will explore academic databases, online libraries, journals, and publications related to Islamic character education and its impact on student social behavior. 2) Literature selection: The inclusion criteria will be applied to select studies that are relevant, state-of-the-art, and have a strong methodology. Essentially would limit the observed literature to the current time frame to ensure the relevance of the issues discussed in the current context. 3) Thematic analysis: Selected literature will be analyzed to draw key themes, patterns, and findings in the context of Islamic character education and its impact on student social behavior. The use of content analysis will help in shaping a comprehensive understanding of the subject. 4) Results synthesis: findings from various literature will be synthesized to produce a holistic and integrated understanding of the impact of Islamic character education on social behaviour of students in public schools (Antin et al., 2015; Marshall et al., 2013; Punch, 2013; Adhabi & Anozie, 2017).

Through this approach, the research aims to provide a comprehensive and analytical overview of the applications and outcomes of Islamic character education, as well as providing recommendations that can be used to inform future educational practices and policies.

Result and Discussion

Character education and Islamic character education

Education is a demand in life for the growing development of children. It suggests that education should aim at the development of the child's full potential. From a modern perspective, it is also known the theory of technological education, which prioritizes the formation and mastery of practical competences. This theory sees the importance of education in communicating information as well as equipping students with practical skills that are relevant to the needs of the time.

Education is a lifelong learning process that plays an important role in the development of individuals and societies. Other theories also say that education is a process that facilitates learning, or the acquisition of knowledge, skills, values, morals, beliefs, and habits. The educational process can take place in a variety of settings, such as in formal schools, non-formal educational institutions, or through informal teaching at home and in our surroundings. The purpose of education depends on the philosophical, economic, and socio-cultural perspectives of a society. In general, the objective of education includes the development of the intellectual, social, emotional, and physical potential of individuals, as well as their preparation to be productive and responsible members of society.

The education system consists of several components, including educational institutions (such as schools, universities, and training institutions), curricula, educators, students, and supporting infrastructure. The system is also governed by educational policies and laws enforced by governments and associated institutions.

Thus, education is the foundation for the development of individuals and societies. With the right approach, education can produce individuals who are knowledgeable, skilled, and have a good character to improve themselves as well as make a positive contribution to society. One of the developing ones today that can contribute to society is character education. Character education is an approach in education that focuses on the development of values and good moral attitudes in pupils. This approach focuses not only on academic achievement, but also on building strong personalities and character, such as integrity, responsibility, empathy, and respect for others. Character education aims to form individuals who are not only intellectually intelligent but also have high emotional and social intelligence (Japar, M., & Sumantri, M. S. 2024).

Character Education Component includes; 1) Values: Defining key values to be embedded, such as honesty, patience, hard work, collaboration, and so on. 2) Curriculum: Integrating these values into the school curriculum, both in academic lessons and extracurricular activities. 3) Learning methods: Using a variety of learning methods that support the internalization of values, like project-based learning, classroom discussions, and community service. 4) Role-Modeling: Teachers and school staff act as models of good character behavior. 5) School Environment: Create a school environment that supports character development, such as discipline, hygiene, and order (Nugraha et al., 2024; Muchlinarwati, M. 2024).

The purposes of character education include: Development of individual moral strength, Formation of a responsible social attitude, Strengthening of self-identity and appreciation of diversity and Preparation of pupils to become good citizens. (Ardi, R., & Saputra, E. E. 2024).

Strategies in the implementation of character education may include: 1) Value integration in lessons: Including discussion of character values in general lesson content, such as in history, literature, and science lessons. 2) Extra-curricular activities: Promoting activities outside the classroom that reinforce certain values, like rivalry, sports, or debate clubs. 3) Acceptance and Application of Rules: Having clear and consistent rules in their application in schools, as well as ensuring that such rules teach specific characters values. 4) Teacher training: Providing training to teachers to teach and demonstrate the values of character in all aspects of school life. (Pattiran et al., 2024; Nuraeni et al., 2024).

Character education is an important aspect of an educational system that focuses on the formation of basic capital for success in group and social life. It requires not only the breadth of the material but also the depth in shaping personal attitudes

and values in human beings. Meanwhile, Islamic character education refers to the learning process that integrates the basic values advocated in Islam to shape individual personality and behavior. (Muslihah et al., 2024). This approach focuses not only on the understanding of intellectual or academic concepts but also on the internalization and practice of values such as honesty, patience, empathy, discipline, and responsibility in everyday life. Islamic character education aims to produce individuals who not only succeed academically but also have high moral and ethical standards in accordance with Islamic teachings (Fatimatuzzahro et al., 2024). Components of Islamic Character Education, include; 1) Islamic Values: Teaching and cultivating values like faith in Allah SWT, justice, integrity, tolerance, compassion, and got royong based on the Quran and Hadiths. 2) Curriculum: Integrating Islamic values in all aspects of learning, including general lessons and extracurricular activities. 3) Learning methods: Use methods that involve the active participation of learners in the learning process, such as lectures, discussions, case studies, and simulations, by associating them with Islamic teachings. 4) Learning environments: Create environments that are conducive to the development of Islamic character, like environments which promote worship practices, Islamic ethics, and healthy social interactions. 5) Teacher as a Model: Teacher acts as a model that depicts Islamic character in everyday behavior (Umar et al., 2024; Pamuji, S., & Mulyadi, Y. 2024).

The purpose of Islamic Character Education consists of forming students who have a strong belief in Allah, educating students to have a noble moral in accordance with the Qur'an and Sunnah, preparing individuals who are able to contribute positively to the community and the surrounding environment based on the principles of Islam and training students to possess good life skills and be able to face the challenges of the times. (Meliani et al., 2024; Muhibah, S., AS, A. H., & Sudi, M. 2024).

In the Bible, the Prophet (peace and blessings of Allah be upon him) is a prophet of the prophet Muhammad (salla Allahu alihi wa sallam). (Baharuddin et al., 2024; Sarah, S., & Darraz, M. A. 2024).

However, there are challenges in Islamic character education, such as; difficulties in integrating Islamic values into existing curricula, the need for teachers who not only understand the teachings of Islam in depth but also able to be examples of Islamic behavior and facing a community whose diversity of values and practices may differ from Islamic teachings. (Baharuddin et al., 2024).

Thus, Islamic character education plays a crucial role in shaping individuals who are not only superior in academic achievement but also in morality and daily behaviour in accordance with Islamic teachings. This effort requires collaboration between schools, families, and communities to create an environment that supports the development of a comprehensive Islamic character.

Student Social Behavior

Social behavior is the reaction or response of an individual to his or her social environment, which can be demonstrated through feelings, actions, attitudes, and respect for others. Social behaviour also describes an individual's ability to interact and function in a society, reflecting how the individual adapts and contributes in their social context (Tan et al., 2024). Student social behaviors refer to the way students interact with others in the school environment, including teachers, classmates, and other school staff. It covers a variety of actions, attitudes, and reactions that demonstrate their ability to communicate, collaborate, and participate in the social context of the school. Student social behavior is not only important in an academic context but also in the development of interpersonal skills that will benefit a lifetime (Khan et al., 2024; Asyari et al., 2024).

Social Behavior Aspects Students comprise of; 1) Communication: The ability of students to communicate thoughts, feelings, and information effectively to others. 2) Cooperation: Ability to work together with classmates and teachers in group tasks or joint projects. 3) Empathy: Able to feel and understand the feelings of others, and show sensitivity to their emotions. 4) Conflict resolution: Ability to manage and resolve disputes in a constructive and peaceful way. 5) Social norms: Awareness and adherence to social rules and behaviour accepted in the school environment. 5) Appreciation and Tolerance: Respecting diversity and being tolerant of individual differences in school society. (Dart et al., 2024; Jolink, T. A., & Algoe, S. B. 2024).

Strategies to Improve Social Behavior Students include; 1) Character Education: Integrating values such as empathy, respect, and cooperation into the school curriculum. 2) Behavioural modeling: Teachers and parents acting as models of positive social behavior. 3) Group activities: Facilitating activities that promote cooperation, communication, and social interaction. 4) Social Skills Training: A special program designed to teach effective social strategies to students. 5) Emotional support: Building a support system that values the emotional well-being of students and encourages emotional expression and conflict management. (Jensen et al., 2024; Chen et al., 2024).

Developing student social behavior is an effort involving schools, parents, and the community, ensuring that students get the support and guidance they need to become responsible and empathic members of the community.

Implementation of Islamic Character Education in Public Schools

Implementation is the process of implementing a plan, policy, or idea in practice to a specific goal. In the context of program development, project management, or information technology, implementation involves a set of planned steps or actions to ensure that a new system, policy or product runs effectively in accordance with a specified specification or requirement.

Islamic Character Education is an educational approach aimed at shaping and developing the moral and spiritual character of students based on Islamic values and

teachings (Amirudin, I. 2020). (Riinawati, N. 2022). Islamic character education is not just about teaching Islamic values and teachings, but more importantly is to ensure that students understand and are able to internalize and apply these values in their daily lives. (Priyanto, A. 2020).

Islamic character is not only taught in Islamic schools but also in public schools so that students in general do not differ from Islamic school in terms of their values and accuracy.

Implementation of Islamic Character Education in public schools is a process that involves a variety of activities, such as integrating Islamic values into the curriculum, creating a school environment that supports Islamic character development, and teaching Islamic attitudes and behaviour to students. (Rahmah, S., & Fadhli, M. 2021).

Steps for its implementation in public schools: 1) Integration of Islamic values into the curriculum: Islamist values such as honesty, compassion, mutual respect, and responsibility can be integrated into all subjects. This way can help students to recognize and understand these values more deeply. 2) Teacher training: Teachers are the primary role models for students. Therefore, they must be equipped with the knowledge and skills to teach and practice Islamic values in schools. 3) Creating a Supportive School Environment: Schools should create an environment conducive to the development of Islamic character, for example by enforcing rules and norms that are consistent with Islamic principles. 4) Relevant Extra-curricular activities: Extracurricular activity such as studies, social activities and volunteering can be used as a medium to teach and practice Islamic values. 5) Parental involvement: Parents also play an important role in the education of Islamic character. Schools can involve parents in the educational process, for example through parents and teachers' meetings (PTMs) or family activities in schools. (Taja et al., 2021; Hidayat, N., & Bujuri, D. A. 2020).

Implementation of Islamic Character Education in public schools of course requires consistency and joint efforts between schools, teachers, parents, and society. Thus, Islamic character education is not just a concept or theory, but can actually be applied and have a positive impact on student character formation. (Abbas et al., 2021).

Impact of Islamic Character Education on Student Social Behavior

Islamic character education applied in schools can have a significant positive impact on student social behavior. This impact can be seen in many aspects, ranging from everyday interactions with peers, teachers, even in community environments.

Impact of Islamic character education on student social behavior: 1) Moral improvement. Students learn to develop and show good morals in accordance with Islamic teachings, such as honesty, patience, humility, and being civilized in speaking and acting. 2) Respect and Empathy. Islamic character education implements the importance of respect for others, no matter what their background. Students also become more empathic and sensitive to the needs and feelings of others. 3)

Constructive conflict resolution. Students learn peaceful ways of resolving conflicts, prioritizing mediation and dialogue over violence or adverse arguments. 4) Social Responsibility. Islamic character education teaches children the importance of social responsibility, which includes sharing with the less capable, preserving the environment, and making a positive contribution to society. 5) Attitudes of Tolerance and Cooperation. Students learn to appreciate differences and collaborate with others, even though they may have different beliefs or backgrounds. Islamic character education promotes self-discipline, in which students learn to control negative impulses and strengthen the determination to act according to the values held. 7) Improved Academic Performance. Because good character education often correlates with discipline in learning, students with strong character tend to have better academic performance. 8) Behavior that Supports a Positive Learning Environment. Students who are accustomed to Islamic values tend to be more cooperative and their contributions help create a positive and supportive learning environment. 9) Resistance to negative influences. Strong character education makes students more resistant to negative external influences such as drugs, bullying, and other deviant behavior. 10) Preparedness to face a diversified world. Students learn to adapt and operate in an increasingly global and diverse world, by strengthening their own identities while respecting others (Purnomo et al., 2020; Halawati, F. 2020; Romdoni, L. N., & Malihah, E. 2020).

Through Islamic character education, students gain not only intellectual intelligence, but also moral and social development that forms them into balanced, open-minded individuals, and able to contribute positively to society.

Conclusion

Islamic character education has a significant impact on the social behavior of students in public schools. Islamic personality education helps in the formation of students who are not only academically intelligent but also have a noble morality and positive social behaviour. This education also teaches students to apply Islamic values in their daily lives, which indirectly enhances their social morale and ethics towards others and the environment.

Thus, the implementation of Islamic character education in public schools contributes greatly to the formation of better student character. Through this education, students are invited to understand and apply Islamic values in various aspects of life, including social interaction. It indicates the importance of integrating Islamic character education into the general school curriculum, as an attempt to impress a young generation that is not only superior in academic achievement but also of a noble character and capable of good social behavior.

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