



Analysis of the role of Islamic religious education in the formation of adolescent character

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ABSTRACT

Islamic Religious Education (PAI) plays a crucial role in shaping the character of adolescents, especially amidst the moral challenges faced by the younger generation today. This study aims to explore how PAI can shape character based on Islamic values through a holistic approach in various environments, including family, school and community. A descriptive qualitative method was used to analyze the data obtained from the literature study. The results show that PAI include the integration of Islamic values in the curriculum, habituation of worship, as well as exemplary behavior from teachers and parents. This study emphasizes the importance of innovation in learning methods so that PAI remains relevant and effective in shaping adolescent character in the digital era.

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INTRODUCTION

Islamic Religious Education (PAI) has a very significant role in the formation of adolescent character. A strong character based on Islamic values is an important foundation in shaping a moral, responsible, and noble personality. In the context of growing globalization, moral and ethical challenges for adolescents are increasingly complex, so religious education is an urgent need in maintaining and shaping the morality of the younger generation (Alfi Nur Hidayati, 2021).

During adolescence, individuals experience significant changes in biological, psychological, and social aspects. Therefore, good character education is needed to help adolescents face life's challenges (Fadhla et al. 2025).

According to research conducted by Nur Utami & Raharjo (2021) the role of parents in character education is crucial, especially in instilling religious values at home. Islamic Religious Education that is taught consistently in the family environment will shape the character of adolescents who are more religious and disciplined. This is in line with the results of research by Muhammad et al (2019) who found that character building through Islamic Spiritual activities in schools can increase students' moral awareness and reduce the level of juvenile delinquency.

Youth character building through Islamic Religious Education can be done through an integrated approach in various aspects of life, both in the school environment, family, and society. Effective religious education must include cognitive (religious knowledge), affective

(internalization of values), and psychomotor (implementation in action) aspects. Through this approach, adolescents can grow into individuals who are responsible, disciplined, and have high social care (Aqilla F & Lasari, 2024). Family and community environments generally have a greater impact on adolescent character than schools. Religious education acquired at home, through parental behavioral models and contact with the community, has the potential to enhance or undermine the values taught at school. Active participation of parents and the community in religious education can produce a favorable atmosphere for good character formation, hence the need for synergy between the three environments family, school and community to get the best results.

In addition Hamdi (2025) in his research emphasized that adaptively designed Islamic religious education can help Muslim adolescents build their Islamic character in the digital era. With the increasing influence of social media on adolescent behavior, a more innovative approach to teaching Islamic Religious Education is needed to keep it relevant and effective.

According to research conducted by Sari et al. (2022), character building strategies in Islamic Religious Education can be done through internal and external approaches. The internal approach includes strengthening Islamic values in the learning curriculum, while the external approach involves the involvement of parents and communities in shaping adolescent character. Islamic Religious Education not only teaches about worship, but also forms social attitudes that reflect Islamic teachings in daily life.

The learning methods used in Islamic religious education also have a significant impact in shaping adolescent character. Fadiyatunnisa (2023) revealed that experiential learning methods, such as religious extracurricular activities, can increase students' understanding of moral values. Programs such as recitation, habituation of congregational prayer, and Islamic-based social activities can help shape better adolescent character.

In addition, the role of teachers in Islam-based character education cannot be ignored. Mahmudin & Riska Widiyawaty (2023)) emphasized that teachers of akidah akhlak have a great responsibility in guiding students to have attitudes that are in accordance with Islamic values. Teachers are not only material deliverers, but also role models who can directly influence student behavior.

In the digital era, challenges in character education are increasing. Mubarak (2023) states that technological developments have a great influence on the mindset and behavior of adolescents. Therefore, the integration of technology in Islamic Religious Education is a must so that learning methods are more interesting and relevant to the younger generation. Obstacles from the digital era, such as the influence of social media and unlimited access to information, can hinder the process of developing adolescent character through Islamic religious education. Adolescents are often exposed to beliefs and actions that are contrary to Islamic teachings, which can undermine the efficacy of religious teaching. Therefore, Islamic religious education must adapt by using technology and more interactive learning techniques to attract teenagers' attention and incorporate Islamic ideals into the digital context they face.

Islamic-based character education is also strengthened through extracurricular activities such as scouts. Hidayati (2021) examined that scouting education based on Islamic values is able to shape the character of leadership, discipline, and cooperation in students. this activity provides direct experience to students in applying Islamic values in everyday life.

Aqilla F & Lasari (2024) found that local values that are in line with Islamic teachings can be utilized as a medium in character education. An example is the malomang tradition in Minangkabau culture, which teaches the values of togetherness and social care. The integration of Islamic teachings and local wisdom can strengthen students' character building more effectively.

The role of the family in Islamic Religious Education is also very crucial Fuwa & Karisma (2024) explained that parents who are active in educating their children with Islamic values will have a positive impact on their character building. Harmonious family interactions and the

habituation of worship at home are important factors in instilling strong moral values in adolescents.

Schools as formal institutions also have a major contribution to Islamic-based character education Sutomo et al. (2024) in their research stated that madrasah ibtidaiyah has a strategic role in instilling Islamic values to students from an early age. Curriculum based on Islamic values to students from an early age. The curriculum based on Islamic values and daily worship habits help students form positive habits that are sustainable until adolescence.

Islamic character education does not only emphasize personal worship, but also social aspects. Fadil (2023) emphasized that Islamic education must instill tolerance, anti-bullying, and concern for others. Thus, Islamic Religious Education does not only produce individuals who are ritually obedient, but also have high social care.

Based on this study, it can be concluded that Islamic religious education has a central role in shaping adolescent character. By integrating various educational strategies, both through family, school and community environments, Islamic values can be well embedded in the younger generation. In facing the challenges of the modern era, Islamic Religious Education needs to continue to adapt to the times in order to remain effective in shaping superior character.

RESEARCH METHODOLOGY

This study uses a descriptive qualitative method that aims to analyze the role of Islamic Religious Education (PAI) in the formation of adolescent character. The qualitative approach was chosen because this research focuses on an in-depth understanding of the phenomenon studied, while the descriptive research type is used to systematically describe how Islamic Religious Education can shape the character of adolescents in various environments, such as family, school and society.

Descriptive qualitative techniques increase the accuracy of research findings by offering a thorough understanding of the topic being studied. Researchers can investigate many important viewpoints and experiences by conducting systematic data analysis from various literature sources.

Data collection was conducted through library research by reviewing various relevant scientific references, such as academic journals, books, and articles from mass media that discuss Islamic Religious Education and adolescent character building. The main data sources come from journals indexed in various academic databases that provide empirical and conceptual information about Islamic Religious Education and its influence on character building, which allows the findings of this study to be considered representative and valid.

The data that has been collected is then analyzed using content analysis techniques. This analysis is carried out through several stages, namely (1) data reduction, where the most relevant information to the research topic is selected and arranged systematically; (2) data categorization, which is the grouping of information based on the main themes, such as Islamic character values, Islamic learning strategies, and their impact on adolescent behavior; and (3) data interpretation, which aims to understand the relationship between data that has been categorized with the theory of Islamic education and character education.

To ensure the validity and validity of the data, this study used triangulation strategies to check the results of the analysis. By comparing and contrasting material from different academic sources, researchers can reduce bias and increase the trustworthiness of their conclusions. This triangulation involves using multiple data sources, such as academic journals, books and articles, to gain a more thorough understanding of the function of Islamic religious education in adolescent character development.

By using this research method, it is expected to gain a deeper insight into the contribution of Islamic Religious Education in shaping adolescent character. The findings of this study are expected to be a reference for educators, parents and policy makers in developing more effective religious education strategies.

RESULTS AND DISCUSSIONS

Islamic Religious Education (PAI) is an important part of the education system that aims to provide a deep understanding of Islamic teachings and form a character based on Islamic values. PAI not only focuses on cognitive aspects related to the understanding of Islamic teachings, but also on the practice of Islamic values in daily life. Through this education, students are expected to become individuals who have faith, piety, and good character in accordance with Islamic teachings (Miftakhuddin, 2020).

Research oleh Riskina (2024) shows that the Beut Ba'da Magrib program has a positive impact on increasing adolescents' awareness of religious values. This activity not only focuses on cognitive aspects but also instills good habits that strengthen their Islamic character.

Meanwhile, character refers to a set of values, attitudes, and behaviors of a person that are reflected in their daily lives. Good character includes honesty, responsibility, discipline, social care, and moral integrity. In Islam, character building is an important part of education, as the Prophet was sent to perfect human morals. Islamic character includes values such as *ṣidq* (honest), *amanah* (trustworthy), fairness, patience, and enthusiasm in studying and doing good (Somad, 2021).. Thus, forming a strong character through Islamic religious education is a must in creating a noble generation.

The results showed that Islamic religious education has a crucial role in shaping the character of adolescents amid the challenges of the globalization era. With the increasingly strong flow of foreign culture and rapid social change, Islamic religious education becomes a moral fortress in maintaining the character of adolescents to stick to Islamic values. Islamic religious education not only aims to increase understanding of Islamic teachings, but also to instill habits that can form religious character, discipline, responsibility, and social care (Darni et al., 2024)

According to research by Hidayat et al (2023), the lack of youth participation in religious activities can have an impact on their weak religious character. Therefore, schools and families have an important role in encouraging adolescents' involvement in religious activities to build a stronger Islamic character.

Data obtained from various literatures show that adolescents who receive religious education consistently tend to have better self-control and avoid deviant behavior. Religious education that is implemented through experiential learning methods, teacher exemplification, and direct worship practices has proven to be more effective than lecture methods that are only theoretical (Judrah et al., 2024).

Various strategies in Islamic Religious Education have been developed to shape the character of adolescents. Some of the main strategies include: (1) Integration of Islamic Values in Learning: Islamic values are not only taught in religious subjects, but also integrated into various other subjects. This approach helps students to see the relevance of Islamic teachings to their lives and enhances their understanding of Islamic values (Ariyo Pratama & Rohili, 2025) (2) Habituation of Worship and Religious Activities: Religious activities such as congregational prayers, recitation, Qur'anic tadarus, and Islamic-based social activities are effective tools in shaping adolescent character. Nasution et al (2025) found that adolescents who are active in religious activities have higher levels of discipline and responsibility than those who are less involved in such activities. (3) The role of teachers and parents as role models: Teenagers tend to imitate the behavior of people they consider as role models. Therefore, teachers and parents have an important role in providing real examples of how Islamic values are applied in daily life. Miftakhuddin (2020) asserts that exemplary behavior from parents and teachers is more effective in shaping character than just giving verbal advice.

Islamic character education does not only emphasize personal worship, but also social aspects. Hidayat et al (2023) emphasized that Islamic education must instill tolerance, anti-bullying, and concern for others. Thus, Islamic Religious Education does not only produce individuals who are ritually obedient, but also have high social concern.

In addition, PAI also plays a role in increasing adolescents' moral awareness, forming an attitude of responsibility, and preventing deviant behavior. Systematically implemented religious education can be a strong filter in fortifying adolescents from negative influences, such as promiscuity, drug abuse, and criminal acts (Somad, 2021).

However, in the growing digital era, PAI needs to adapt to a more innovative approach to remain relevant to the younger generation. Raihan (2025) in his research stated that the use of technology in religious learning can help increase students' interest in understanding Islamic values in a more interactive and interesting way.

With the right strategy, it is hoped that PAI can continue to contribute in creating a young generation that is not only academically intelligent, but also has a strong personality based on Islamic values.

CONCLUSION

Based on the results of the study, it can be concluded that Islamic Religious Education (PAI) has a very important role in shaping adolescent character. PAI not only serves as a means of transferring knowledge about Islamic teachings, but also as a tool to instill moral, social, and spiritual values in daily life. With religious education effectively implemented in schools, families, and communities, adolescents can internalize Islamic values that include honesty, discipline, responsibility, and social care.

Strategies used in religious education, such as integrating Islamic values in the curriculum, habituation of worship, as well as exemplary teachers and parents, have proven effective in shaping the character of adolescents who have good morals and high social awareness. In addition, religious education also plays a role in increasing adolescents' moral awareness, instilling an attitude of responsibility, and preventing deviant behavior. However, in facing the challenges of globalization and the digital era, innovation is needed in PAI learning methods to make it more adaptive and attractive to the younger generation. Therefore, the utilization of technology in learning, an experience-based approach, as well as strengthening the role of family and school are important steps in increasing the effectiveness of religious education in shaping adolescent character based on Islamic values.

The results of this study can be used as a basis for formulating more effective Islamic education policies by integrating Islamic values into the curriculum, strengthening the role of parents and communities, and adopting innovative learning methods relevant to the needs of today's youth. Policies that encourage teacher training in character values and the use of technology in religious education can help improve the effectiveness of Islamic education. It is therefore important to create Islamic religious education curricula that are more relevant to today's needs, including the use of technology and social media, encourage parental and community involvement in the education process by involving them in religious education initiatives, provide training and professional development opportunities to teachers to strengthen interactive and experiential teaching approaches, and implement a more comprehensive approach to character education that includes not only the cognitive, but also the social and emotional components of youth. In addition, collaboration among educational institutions, government agencies and community organizations is also necessary to promote positive character development.

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