



Implementation of character education values in the Quran

Putra Mahendra Gunawan Nasution

Islamic Religious Education Study Program, Sekolah Tinggi Ilmu Tarbiyah Muhammadiyah Sibolga, Indonesia

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ABSTRACT

Character education has become a crucial issue in modern education due to the increasing moral degradation, intolerance, bullying, and misuse of digital technology among the younger generation. In this context, the Quran, as the primary source of Islamic teachings, contains relevant character education values for shaping individuals who are religious, honest, disciplined, responsible, and socially aware. This study aims to analyze the concept of character education from the perspective of the Quran, identify Quranic character education values, and examine the implementation and implications of Quranic interpretations for strengthening character education in the modern era. The study used a qualitative approach with a library research method. Data were obtained from Quranic verses, tafsir books, books, and relevant scientific journals, then analyzed using a descriptive-analytical method through a thematic interpretation approach (maudhu'i). The results show that character education in the Quran is based on the values of monotheism, morality, exemplary behavior, responsibility, tolerance, and spirituality, which are implemented through habituation, exemplary behavior, religious culture, and the integration of Quranic values in Islamic education. In conclusion, character education based on the interpretation of the Quran is a strategic solution in forming a generation with moral integrity, spiritual strength, and intellectual superiority in the modern era.

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Corresponding Author:

Putra Mahendra Gunawan Nasution,
Islamic Religious Education Study Program,
Sekolah Tinggi Ilmu Tarbiyah Muhammadiyah Sibolga,
Jl. D.E. Sutan Bungaran Panggabean (Damai) No. 24 A, Sibolga, 22533, Indonesia
Email: masgunword@gmail.com

INTRODUCTION

Character education is a major concern in Indonesia's current education system. Various moral issues among students, such as declining discipline, increasing intolerance, bullying, and misuse of digital technology, demonstrate that the educational process has not yet fully developed individuals with good morals. The most common forms of moral degradation among today's youth include low respect for teachers and parents, increased individualistic behavior, the prevalence of hate speech on social media, a consumer culture, and weak self-control in the use of digital technology. These conditions indicate a values crisis and a weak internalization of character education in the lives of the younger generation. Therefore, the Quran, as the primary guideline in Islamic teachings, contains crucial character education values that serve as a foundation for

character formation in students (Azizah et al., 2023). The importance of implementing character education values based on Quranic interpretation is increasingly apparent amidst the development of the digital era, which has a significant influence on the mindset and behavior of the younger generation. While technological advances facilitate access to a variety of information, they also bring challenges in the form of a weakening of ethical and spiritual values. This situation demands that educational institutions present a character education concept that extends beyond theory to practical application and internalization in everyday life. In this regard, Quranic interpretation makes a significant contribution to building a character education paradigm through a contextual and applicable interpretation of Quranic values in accordance with the needs of modern education (Fariati & Anwar, 2025).

Research on character education in the Quran has been extensively studied by previous researchers. A number of studies have discussed the values of character education contained in certain chapters, such as those contained in the Quran (QS. Al-Baqarah: 261-262). These studies generally focus on the disclosure of character values in Quranic verses and their relationship to Islamic education. However, most of the research remains conceptual and normative in nature, thus failing to thoroughly examine the application of these values in contemporary educational practices. Furthermore, the interpretive approaches used tend to be limited to textual interpretation and have not yet fully linked them to the social context of modern education. This situation indicates a research gap in the study of the implementation of character education values based on Quranic interpretation (Azizah et al., 2023).

Based on this description, the research entitled "Implementation of Character Education Values in the Quran" is important to conduct in order to strengthen the development of character education based on Quranic values. This research is expected to provide theoretical contributions to the development of Islamic educational interpretation studies while also providing practical contributions for educators, educational institutions, and the community in building an educational system oriented towards the formation of noble character. Furthermore, this research is also urgent as an effort to present a character education model that is relevant to the challenges of the times, so that Islamic education not only produces a generation that is intellectually intelligent but also possesses strong moral and spiritual integrity.

RESEARCH METHODOLOGY

This study uses a qualitative approach with a library research method that focuses on the study of Quranic interpretation and Islamic character education literature. The library research method was chosen because this study emphasizes the analysis of concepts, values, and thoughts sourced from Islamic texts and relevant scientific literature, making it more appropriate to examine through document review than field research. The main sources of interpretation used in this research analysis come from tafsir books that discuss educational and moral values in the Quran, both classical and contemporary interpretations, so that the interpretation of verses can be understood comprehensively within the context of Islamic education. Qualitative research is used to understand social phenomena holistically through descriptive analysis of textual and contextual data (Sugiyono, 2022). This approach is relevant for examining the values of character education in Quranic interpretation in depth and systematically. Qualitative data analysis is the process of systematically organizing data to identify patterns, relationships, and meanings relevant to the research objectives (Lexy J. Moleong, 2021). Thus, this method helps researchers understand the relevance of Quranic interpretation to strengthening character education contextually. Library research using content analysis and interpretive approaches is considered effective for examining educational concepts derived from religious texts and scientific literature. Therefore, this method is expected to produce valid, systematic, and relevant scientific studies on strengthening character education based on Quranic interpretation in the modern era (Sukmadinata, 2020).

RESULTS AND DISCUSSIONS

The Concept of Character Education from the Perspective of the Quran

The concept of character education from the perspective of the Quran is based on the primary purpose of human creation as servants of God and caliphs on earth. Character education is not only directed at developing good social behavior, but also at strengthening spirituality and devotion to God Almighty. This is as explained in the Quran:

وَمَا خَلَقْتُ الْجِنَّ وَالْإِنْسَ إِلَّا لِيَعْبُدُونِ ﴿٥٦﴾

It means: "And I did not create jinn and humans except so that they would serve Me". (QS. Adz-Dzariyat: 56) (Kementrian Agama RI, 2014)

This verse demonstrates that character education in Islam must be oriented toward developing individuals with a sense of worship and divine morality. Good character, as articulated in the Quran, is born from the integration of faith, knowledge, and good deeds, so that education produces not only intellectually intelligent individuals but also emotionally and spiritually mature individuals. Research on Quranic character education confirms that the value of monotheism is the primary foundation for the formation of human morality in both social and individual life (Rika et al., 2024).

In the Al-Quran, the concept of character education is also reflected through family education which is described in Luqman's story to his children. God's Word states:

وَإِذْ قَالَ لُقْمَانُ لِابْنِهِ وَهُوَ يَعِظُهُ يَا بُنَيَّ لَا تُشْرِكْ بِاللَّهِ إِنَّ الشِّرْكَ لَظُلْمٌ عَظِيمٌ ﴿١٣﴾

It means: "And (remember) when Luqman said to his son, when he was teaching him: "O my son, do not associate partners with Allah. Indeed, associating partners with (Allah) is truly a great injustice". (QS. Luqman: 13) (Kementrian Agama RI, 2014)

The verse above shows that character education begins with instilling the value of monotheism as the foundation of human morality. The interpretation perspective explains that the educational method used by Luqman is dialogical, persuasive, and compassionate, thus gradually shaping a child's character. This concept demonstrates that Quranic character education emphasizes a balance between the firmness of values and the gentleness of educational approaches within the family and educational institutions (Halil Khusairi, 2022).

The Quran also emphasizes that humans have the potential for good and bad character traits that must be guided through education. This is explained in the Quran:

وَنَفْسٍ وَمَا سَوَّاهَا ﴿٧﴾ فَأَلْهَمَهَا فُجُورَهَا وَتَقْوَاهَا ﴿٨﴾ قَدْ أَفْلَحَ مَن زَكَّاهَا ﴿٩﴾ وَقَدْ خَابَ مَن دَسَّاهَا ﴿١٠﴾



It means: "7. And the soul and its perfection (its creation), 8. So Allah inspired in that soul (the path) of wickedness and piety. 9. Indeed, fortunate is the one who purifies the soul, 10. And truly the loss is the one who defiles it." (QS. Asy-Syams: 7-10) (Kementrian Agama RI, 2014)

The verse above shows that character education functions as a process of tazkiyatun nafs (purification of the soul) to develop the potential for human goodness. From an Islamic educational perspective, character formation cannot be achieved simply through the transfer of knowledge, but must also be achieved through continuous habituation, supervision, and role modeling (Yanto et al., 2023). Thus, Quranic character education has a preventive orientation towards moral deviations as well as being constructive in building the personality of students with noble morals.

The concept of role models is an important aspect of character education from a Quranic perspective. Allah SWT emphasizes this in His Word:

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُوا اللَّهَ وَالْيَوْمَ الْآخِرَ وَذَكَرَ اللَّهَ كَثِيرًا ﴿٢١﴾

It means: "Indeed, in the Messenger of Allah you have a good example to follow for him who hopes for (the mercy of) Allah and the Last Day and remembers Allah much." (QS. Al-Ahzab: 21) (Kementrian Agama RI, 2014).

This verse positions the Prophet Muhammad (peace be upon him) as the ideal model for human character development. Prophetic values such as honesty (sidq), trustworthiness (amanah), tabligh (prophetic), and fathanah (prophetic) are the primary foundations of Islamic character education. In educational practice, teachers serve not only as transmitters of knowledge but also as role models who reflect Quranic morals in their daily behavior (Muhyidin, 2022). Therefore, the success of character education is greatly influenced by the moral integrity of educators and an educational environment that supports the real internalization of Islamic values in the lives of students. Character education in the Quran is also closely related to the formation of social values such as tolerance, peace, and polite communication. Allah states this in His Word:

فَبِمَا رَحْمَةٍ مِّنَ اللَّهِ لنت لَهُمْ ۗ وَلَوْ كُنْتَ فَظًا غَلِيظَ الْقَلْبِ لَانفَضُّوا مِن حَوْلِكَ ۗ فَاعْفُ عَنْهُمْ وَاسْتَغْفِرْ لَهُمْ وَشَاوِرْهُمْ فِي الْأَمْرِ ۗ فَإِذَا عَزَمْتَ فَتَوَكَّلْ عَلَى اللَّهِ ۗ إِنَّ اللَّهَ يُحِبُّ الْمُتَوَكِّلِينَ ﴿١٥٩﴾

It means: "So it is because of Allah's grace that you are gentle towards them. If you are tough and rude, they will certainly distance themselves from those around you. Therefore, forgive them, ask for forgiveness for them, and consult with them in this matter. Then when you have made up your mind, then put your trust in Allah. Indeed, Allah loves those who put their trust in Him." (QS. Ali 'Imran: 159) (Kementrian Agama RI, 2014).

The above verse demonstrates that gentleness, dialogue, and tolerance are essential components of a Muslim's character. In the context of modern education, these values are highly relevant for addressing various moral crises such as violence, intolerance, and the degradation of social ethics among the younger generation. Quranic character education not only teaches a vertical relationship with God but also fosters harmonious horizontal relationships with fellow human beings (Halil Khusairi, 2022). Therefore, the implementation of character education based on the Quran is a strategic solution in building a peaceful, inclusive and civilized society.

In the digital and global era, the concept of character education from a Quranic perspective has become increasingly urgent due to the emergence of moral challenges resulting from technological developments and global cultural currents. Globalization has had a positive impact in the form of easy access to information and the development of science, but on the other hand, it also has negative implications for the morals of the younger generation, such as increasing individualism, consumerism, promiscuity, declining communication ethics, and weak self-control in the use of digital media. The unfiltered flow of global culture often influences the mindset and behavior of the younger generation, triggering an identity crisis, moral degradation, and a weakening of religious values in everyday life. Allah emphasizes in the Quran:

وَلَا تَقْفُ مَا لَيْسَ لَكَ بِهِ عِلْمٌ ۗ إِنَّ السَّمْعَ وَالْبَصَرَ وَالْفُؤَادَ كُلُّ أُولَٰئِكَ كَانَ عَنْهُ مَسْئُولًا ﴿٣٦﴾

It means: "And do not follow that of which you have no knowledge. Indeed, the hearing, the sight, and the heart, all of these will be questioned about them." (QS. Al-Isra: 36) (Kementrian Agama RI, 2014).

The above verse embodies the values of caution, responsibility, and ethics in receiving and disseminating information. Quranic character education teaches the importance of self-control, honesty, and social responsibility in the use of digital technology. Thus, character education is not only relevant in the context of traditional education but also serves as an ethical foundation for

facing the challenges of the modern era (Nujumuddin et al., 2021). Through internalizing the values of the Quran, the younger generation is expected to be able to utilize developments in science and technology wisely without losing their moral and spiritual identity as believers.

Based on the discussion above, it can be concluded that the concept of character education from the perspective of the Quran is the process of forming human personality based on the values of monotheism, morality, and spirituality to create a person who is faithful, knowledgeable, and has noble character. Quranic character education does not only emphasize the intellectual aspect, but also on moral, emotional, and social development through the internalization of Quranic values in everyday life. The Quran emphasizes the importance of monotheism education, exemplary behavior, purification of the soul, tolerance, responsibility, and social ethics as the main foundation of human character formation. The implementation of character education is carried out through the example of the Prophet Muhammad, family education, the habituation of good behavior, and an educational environment that supports Islamic values. Amid the challenges of the digital era and globalization, Quranic-based character education has very important relevance as a solution to address the moral crisis and moral degradation of the younger generation. Thus, Quranic character education becomes a strategic foundation in forming a generation that is not only academically superior, but also has moral integrity, strong spirituality, and social responsibility in community life.

Character Education Values in the Quran

The values of character education in the Quran are essentially a system for developing human personality oriented toward strengthening noble morals, spirituality, and social responsibility. The Quran views character education as a gradual process of internalizing divine values through habituation, role modeling, and appreciating religious teachings. In Surah Luqman, verses 12-19, for example, there is a concept of character education that encompasses the values of monotheism, respect for parents, patience, humility, and social responsibility. These values demonstrate that Quranic character education emphasizes not only individual moral aspects but also the formation of harmonious relationships between humans, God, and others. Character education in the Quran has textual and contextual dimensions that can be applied in modern life by strengthening social and spiritual ethics in a balanced manner (Arcanita & Febriyarni, 2023).

One of the main values of character education in the Quran is religiosity, which serves as the foundation for all human behavior. Religiosity, from a Quranic perspective, is not only manifested through rituals of worship but is also reflected in honesty, trustworthiness, and piety in daily life. This concept positions humans as moral beings who must maintain a vertical relationship with God and horizontal relationships with other human beings. Character education from the perspective of the Quran and Hadith aims to shape individuals who are balanced between knowledge, faith, morals, and good deeds. Thus, Quranic character education serves as a means of developing individuals with integrity who are able to face the moral challenges of the modern era. Religious values in the Quran also serve as the foundation for developing ethical awareness, so that humans are oriented not only toward intellectual intelligence but also toward spiritual and emotional maturity (Solihin et al., 2023).

The Quran also contains character education values in the form of justice, tolerance, and social awareness, which are highly relevant in a multicultural society. Character education, from a Quranic perspective, teaches that humans must respect differences, uphold peace, and avoid discriminatory actions. These values are reflected in various verses that emphasize the importance of deliberation, compassion, and mutual respect. The principles of character education in the Quran are built on the foundation of monotheism, noble morals, and righteous deeds as an inseparable whole. This principle emphasizes that character education is not merely a process of transferring knowledge, but also a transformation of values that shape human behavior as a whole (Rika et al., 2024). In the context of modern education, the values of tolerance and justice are very

important for building a harmonious and inclusive social culture amidst the development of globalization and the plurality of society.

The values of character education in the Quran are also related to the development of a scientific ethos and intellectual responsibility. The Quran encourages people to think critically, seek knowledge, and integrate knowledge with moral and spiritual values. In this context, character education is not only directed at the formation of morals, but also the development of an ethical scientific culture. The integration of character education with science, from a Quranic perspective, can produce individuals who excel not only academically but also possess a moral responsibility towards the use of knowledge. Values such as discipline, hard work, academic honesty, and social responsibility are essential components of Quranic character education (Lestari et al., 2024). Thus, the Quran provides a holistic educational paradigm, because it combines intellectual, spiritual and moral dimensions in one integral educational system.

Implementing the character education values in the Quran requires the involvement of the entire educational environment, including family, school, and community. The family is the primary setting for character formation through parental example, while schools reinforce Quranic values through the learning process and academic culture. On the other hand, society plays a role in creating a social environment that supports the development of positive character traits. Quran-based character education plays a crucial role in developing a generation with noble character by strengthening the values of piety, honesty, trustworthiness, patience, and humility. The implementation of these values is highly relevant in facing the challenges of the digital era, which is characterized by moral crisis, individualism, and ethical degradation in the younger generation (Parpatih, 2025). Therefore, Quranic character education must be integrated systematically in all aspects of life in order to produce a generation that is not only intellectually intelligent, but also spiritually and socially strong.

Referring to the discussion above, it can be concluded that the character education values in the Quran are the foundation for developing individuals with noble morals, religious beliefs, responsibility, and social awareness. Quranic character education emphasizes a balance between intellectual, spiritual, and moral intelligence through the values of monotheism, honesty, tolerance, discipline, and responsibility. Its implementation requires the involvement of families, schools, and communities to foster a generation with integrity and preparedness to face the moral challenges of the modern era.

Implementation of Character Education Values in Islamic Education Life

Implementasi nilai pendidikan karakter dalam kehidupan pendidikan Islam merupakan proses Systematic instilling noble moral values derived from the Quran and Hadith into all educational activities. Islamic education views character not merely as outward behavior, but as a manifestation of faith and spiritual awareness embedded within students. Therefore, the implementation of character education is carried out through the integration of religious values, honesty, discipline, responsibility, and social concern into the learning process and school culture. In practice, character education in Islamic educational institutions is realized through the habituation of worship, teacher role models, and the strengthening of Islamic culture in the educational environment. The implementation of character education in Islamic boarding schools must be integrated through the curriculum, learning methods, and daily activities of students to be able to shape morality comprehensively and sustainably (Islamy, 2022). This educational model shows that the success of character education is greatly influenced by the continuity between theoretical learning and daily life practice.

The implementation of character education values in Islamic education is also reflected through the process of exemplary behavior (*uswah hasanah*) carried out by teachers and the educational environment. From an Islamic perspective, teachers function not only as transmitters of knowledge but also as moral figures who serve as role models for students. Exemplary behavior has a significant influence on character formation, as students tend to imitate the behavior they

observe directly. Therefore, attitudes such as trustworthiness, humility, discipline, and responsibility must be demonstrated by educators in daily interactions. In addition to exemplary behavior, cultivating positive behaviors such as congregational prayer, greetings, reading the Quran, and social and religious activities are important strategies for internalizing Islamic character values (Sauqy, 2022). Character education from an Islamic perspective must be built through consistent habituation so that moral values do not stop at the cognitive level, but develop into real awareness and behavior in the lives of students.

In modern Islamic education, the implementation of character education values is also carried out through curriculum integration with students' spiritual and social development. Islamic education emphasizes not only the mastery of knowledge but also the formation of individuals capable of applying that knowledge ethically and responsibly. Therefore, each subject is directed to incorporate moral values, such as hard work, academic honesty, tolerance, and concern for the social environment. This integration is crucial amidst the development of globalization and digitalization, which often give rise to moral crises among the younger generation. The movement to strengthen character education must be implemented comprehensively through school policies, learning implementation, and educational evaluation so that character values can be effectively embedded in students' lives (Aulia et al., 2022). Thus, character education in Islam functions as a moral foundation in facing social challenges and modern technological developments

The implementation of character education values in Islamic education is also closely related to the formation of a religious culture within the educational environment. Religious culture is an educational atmosphere built on Islamic spiritual values, thereby creating an environment that supports the development of students' morals. This culture can be realized through routine religious activities, strengthening ethical communication, respecting teachers and parents, and fostering tolerance and social awareness. A religious educational environment will help students develop moral awareness naturally through the social and spiritual experiences they experience every day. The values of character education in the Quran have religious, personal, and social dimensions that can be applied in educational life to shape individuals with noble and responsible personalities (Azizah et al., 2023). This shows that Quranic character education has strong relevance in building a humanistic and morally oriented Islamic education culture.

Ultimately, the implementation of character education values in Islamic education requires synergy between families, schools, and communities to ensure optimal character formation in students. The family is the primary environment for instilling moral and religious values, while schools reinforce them through Islamic learning and academic culture. The community also plays a crucial role in creating a social environment that supports the development of positive behaviors. In today's digital age, this collaboration is increasingly crucial as students face various negative influences that can weaken their morality and Islamic identity. Therefore, character education based on Islamic values must be implemented consistently and sustainably to produce a generation that excels not only intellectually but also possesses moral integrity, strong spirituality, and a strong sense of social responsibility (Ramdani et al., 2023). The implementation of holistic character education will make Islamic education a strategic tool in building a civilized, harmonious civilization based on Quranic values.

From the above descriptions, it can be concluded that the implementation of character education values in Islamic education is a strategic effort to shape students with noble, religious, disciplined, and responsible morals through the integration of Quranic values in learning, role models, habits, and religious culture in the educational environment. The success of character education does not only depend on schools, but also requires synergy between families and communities to form a generation that is intellectually superior, spiritually strong, and able to face the moral challenges of the modern era while adhering to Islamic values.

Implications of Quranic Interpretation for Strengthening Character Education in the Modern Era

The implications of Quranic interpretation for strengthening character education in the modern era are evident in its ability to present Quranic values as a moral foundation in addressing the ethical crisis caused by technological developments and globalization. Quranic interpretation is not only understood as an explanation of religious texts, but also as a practical guideline for shaping the character of students who are religious, honest, disciplined, and responsible. Thematic interpretation of moral verses demonstrates that character education in Islam has both a spiritual and social orientation, thus being able to address the problem of moral decadence among the modern young generation (Sulfaningsih et al., 2026). Values such as trustworthiness, patience and compassion are positioned as the basis for forming a complete personality in the world of contemporary education. Another implication of Al-Quran interpretation for character education is seen in strengthening the dimension of monotheism in the educational process. The interpretation of Surah Al-Fatihah, for example, emphasizes the concepts of uluhiyah and rububiyah as the basis for forming the character of students. The value of dependence on Allah gives birth to an attitude of humility, discipline and social responsibility. In the context of the modern era, this approach is important to overcome the increasing tendency of materialism and individualism among students (Syarifuddin et al., 2021). Thus, Al-Quran interpretation functions as an instrument for value transformation in the national education system.

Quranic interpretation also has implications for strengthening character education methods through exemplary and habituation approaches. The interpretation of educational verses demonstrates that moral formation cannot be simply theoretical but must be realized through school culture and daily life practices. In a digital era full of moral distractions, the Quranic habituation method is highly relevant for building consistent positive behavior in students (Nujumuddin et al., 2021). Interpretation-based character education encourages integration between knowledge, attitudes, and actions so that character does not stop at the cognitive level alone. Furthermore, Quranic interpretation has important implications for strengthening students' social character, such as tolerance, empathy, and social awareness. Thematic interpretation studies emphasize that the values of mercy and goodness in the Quran must be translated into harmonious social behavior in a multicultural society. This is especially crucial in the modern era, when social media often triggers polarization, hate speech, and empathy crises (Alfani et al., 2024). Quranic interpretation also contributes to fostering a humanistic and inclusive education by instilling the values of compassion, respect for differences, dialogue, justice, and tolerance in the educational process. These values encourage the creation of an educational environment that respects diversity and fosters harmonious social relationships among students regardless of cultural background, ethnicity, or social perspective. Therefore, Quranic interpretation contributes to creating character education that is not only religious, but also humanistic and inclusive.

The next implication is seen in the integration of Quranic values into the modern Islamic education curriculum. Quranic interpretation allows for the development of a curriculum that is not merely academically oriented but also focuses on the moral development of students. Integrating Quranic values into the subjects and culture of educational institutions can create a balance between intellectual, emotional, and spiritual intelligence (Sugari et al., 2025). In the context of educational modernization, this approach is a solution to the tendency of education to overemphasize cognitive aspects and ignore the formation of morals.

Furthermore, the implications of Quranic interpretation for strengthening character education are evident in the development of Muslim personalities oriented toward a balance of faith, knowledge, and good deeds. Educational interpretation emphasizes that the ultimate goal of education is to shape individuals with noble character and responsibility toward themselves, society, and God. In the modern era marked by global competition and an identity crisis, character education based on Quranic interpretation is a strategic tool for developing a generation with

moral integrity and spiritual resilience (Hafidhuddin et al., 2022). Thus, Al-Quran interpretation is not only relevant as a religious study, but also as an educational solution in facing the challenges of modern civilization.

Based on the above study, it can be concluded that the implications of Quranic interpretation for strengthening character education in the modern era lie in its ability to instill moral, spiritual, and social values in the lives of students through a contextual understanding of Quranic verses. Quranic interpretation plays a role in shaping religious, disciplined, tolerant, responsible, and noble character amidst the challenges of modernization, globalization, and the development of digital technology. Through the integration of Quranic values in the curriculum, school culture, and learning process, character education is not only oriented towards intellectual intelligence, but also on the formation of a humanistic, spiritual, and adaptive personality to the changing times, thereby producing a generation with integrity and competitiveness.

CONCLUSION

Based on the discussion in the previous study, it can be concluded that Al-Quran-based character education is a personality formation process that balances spiritual, moral, intellectual, and social aspects through the internalization of Quranic values such as monotheism, honesty, discipline, responsibility, tolerance, and social concern. Its implementation is carried out through role models, habits, religious culture, and the integration of Al-Quranic values in learning. In the modern era, Al-Quran interpretation plays an important role in strengthening character education as a solution to the moral crisis of the younger generation and encourages education that is not only academically oriented, but also the formation of holistic morals. This research also contributes to the development of contemporary Islamic education by strengthening the study of educational interpretation that is contextual, humanistic, and relevant to the challenges of modern society.

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