



Islamic Education: Foundation of Character and Morals in Modern Life

Mufasirul Bayani
Kh Mukhtar Syafaat University Of Banyuwangi
Email: . mufasirulbayani @ gmail.com

ABSTRACT

This study aims to analyze the role of Islamic education in forming holistic character, the relevance of its values to the challenges of modernity, and its contribution to creating social harmony in a multicultural society. The method used is qualitative with a descriptive-analytical approach. Data were collected through in-depth interviews with Islamic education practitioners, observations in educational institutions such as Islamic boarding schools and madrasas, and documentation studies of the curriculum and related policies. Data were analyzed thematically to identify key patterns, which were then linked to educational theories such as constructivism and social integration. The results of the study show that Islamic education plays a significant role in forming individual character through the integration of religious values, morality, and social skills. This education remains relevant in facing modern challenges, such as moral crises and the influence of digitalization, with innovations in technology-based learning methods. In addition, Islamic education contributes to creating social harmony in a multicultural society through teaching the values of tolerance and Islamic brotherhood, which reduce the potential for conflict due to differences. This study emphasizes that Islamic education not only functions as a means of learning religion, but also as a foundation in building individuals with strong character, adaptive to developments in the era, and able to strengthen social solidarity amidst the diversity of society .

Keywords: Education, Character, Modern Life .

Introduction

In today's fast-paced and challenging modern life, Islamic education plays an important role as a foundation for character and morals. Islamic education not only functions as a means of transferring knowledge, but also as a medium for forming noble morals, which are greatly needed in facing the complexity of today's world. One of the social facts that reflects the role of Islamic education is its ability to build moral values in communities that are often eroded by the current of globalization (Zubaidah, 2018). In the modern era, many societies face identity crises and moral degradation, such as increasing cases of corruption, social injustice, and lack of empathy and solidarity between individuals. Islamic education is here to answer these challenges by instilling values such as honesty, responsibility, and justice. Islamic educational institutions, ranging from Islamic boarding schools, madrasas, to religious-based schools, play an active role in instilling these values from an early age. For example, in the study of the Qur'an and Hadith, students are taught the importance of maintaining trust, doing good to others, and upholding ethics in everyday life (Abdurrahman & Munawaroh, 2020).

Not only that, Islamic education can also be a tool to unite society. The values of *ukhuwah Islamiyah* (Islamic brotherhood) taught in Islamic education encourage the creation of harmony amidst diversity. In the context of a heterogeneous society, Islamic education encourages tolerance, mutual respect, and cooperation, so that it can prevent conflicts that often arise due to differences (Ismail et al., 2021). Another social fact is the role of Islamic education in forming a young generation that is strong and has integrity. In the midst of an instant culture and materialism, Islamic education teaches the importance of effort, patience, and perseverance. This creates individuals who are not only successful in the world but also have a balanced outlook on life between the world and the hereafter (Zubaidah, 2018). With its various contributions, Islamic education is a main pillar in building a society that is moral, has character, and is competitive in the modern era. Without Islamic education, the morality and character of the nation have the potential to weaken, which will ultimately have an impact on overall social stability (Abdurrahman & Munawaroh, 2020).

The novelty of the study entitled "Islamic Education: Foundation of Character and Morals in Modern Life" can be seen from the multidimensional approach that connects Islamic values with the challenges of the modern era in a more contextual way. Unlike previous studies that focused more on the theoretical aspects of Islamic education, this study offers a new perspective on how Islamic education can adapt to social, cultural, and technological changes in the digital era. With increasing access to information and changes in people's mindsets due to globalization, strategic efforts are needed to ensure that Islamic education remains relevant in shaping individual character and morals. One aspect of the novelty that can be highlighted is the integration of digital technology in learning based on Islamic values. This study can develop an interactive learning model that utilizes digital platforms to convey Islamic teachings in an interesting way and in accordance with the learning styles of the younger generation. For example, the use of AI-based applications, interactive videos, or gamification can be used to teach values such as honesty, responsibility, and empathy. This is an innovative approach that has not been widely explored in previous research.

In addition, this study also highlights the importance of Islamic education in countering the negative impacts of modernization, such as disinformation, consumer culture, and individualism. This is done by designing an Islamic education curriculum that not only contains religious teachings, but also trains critical thinking skills, digital literacy, and social awareness. Thus, Islamic education not only forms moral individuals, but is also able to contribute actively in modern society. Furthermore, this study can develop an inclusive approach in Islamic education, which emphasizes tolerance and respect for diversity in a multicultural society. This approach is relevant to strengthening social harmony in the global era, where cross-cultural interactions are increasingly intense. By emphasizing these aspects, this study not only updates the idea of the role of Islamic education, but also makes it more relevant and applicable in the current context.

The main objective of the study entitled "Islamic Education: Foundation of Character and Morals in Modern Life" is to formulate an effective strategy in making Islamic education the main instrument in the formation of character and morals of society that are relevant to the challenges of the modern era. Islamic education has great potential to create individuals who are not only knowledgeable, but also have high morals, integrity, and are able to face the complexity of a changing world. In the context of modernization and globalization, society is faced with various social problems, such as moral crises, individualism, materialism, and integrity challenges in various sectors of life. Islamic education can be a comprehensive solution that instills basic values such as honesty, responsibility, tolerance, and social awareness that are increasingly needed in the midst of changing times. Therefore, the objective of this study is to make a real contribution in building a society that is not only intellectually intelligent, but also has high morality rooted in Islamic teachings.

The argument underlying this goal is the urgency to maintain a balance between worldly and spiritual needs in modern life. Technology and scientific advances have provided many conveniences, but often result in society forgetting fundamental aspects such as ethics, empathy, and awareness of social responsibility. Islamic education, with its holistic approach, offers a solution by aligning worldly and hereafter aspects through learning that includes religious, moral, and social knowledge. Furthermore, this goal is also based on the importance of making Islamic education relevant to the modern era. Conventional approaches need to be updated with the integration of digital technology and interactive learning methods, so that Islamic education can be accepted and applied effectively by the younger generation. Thus, this goal not only aims to strengthen the role of Islamic education in forming moral individuals, but also ensures the sustainability of Islamic values in increasingly complex and dynamic modern life.

Research Methods

The research method used is a qualitative method with a descriptive-analytical approach. This study aims to describe the role of Islamic education in shaping character and morals, and to analyze its relevance to the challenges of modern life.

Table 1 . bibliography

No	penulis	jurnal	sinta	tahun
1	Abdurrahman, A., & Munawaroh, L.	Jurnal Pendidikan Islam	Sinta 2	2020
2	Ismail, M., et al.	Al-Tarbiyah: Jurnal Pendidikan Islam	Sinta 3	2021
3	Zubaidah, A.	Jurnal Studi Islam dan Pendidikan	Sinta 2	2018
4	Fatimah, H.	Jurnal Teknologi dan Pendidikan Islam	Sinta 3	2020

This approach was chosen because it is able to explore a deep understanding of social and educational phenomena related to Islamic values (Abdurrahman & Munawaroh, 2020). Data collection in this study was carried out through three main techniques: in-depth interviews, observation, and documentation studies. Interviews will involve Islamic education practitioners, teachers, religious figures, and students in Islamic educational institutions such as Islamic boarding schools, madrasas, and Islamic-based schools. The questions asked focus on character formation strategies, challenges faced in Islamic education, and how Islamic values are applied in the modern era (Ismail et al., 2021). Observations were conducted at several Islamic educational institutions to understand real practices in the learning process that instills character and morals. Documentation studies are used to analyze the curriculum, textbooks, and Islamic education policies related to moral formation (Zubaidah, 2018).

Data analysis was conducted thematically to identify the main patterns and themes that emerged from the results of interviews, observations, and documents. The results of this analysis were linked to theories of Islamic education, morality, and character, as well as the challenges of modern life such as globalization and technological developments (Abdurrahman & Munawaroh, 2020). To ensure data validity, this study used triangulation techniques, namely comparing data from various sources and methods. This approach ensures that the research findings have high credibility and can be used as a reference in the development of Islamic education (Ismail et al., 2021). This method is expected to provide a comprehensive picture of how Islamic education functions as a foundation for character and morals amidst the dynamics of modern life, as well as offering practical solutions to increase its effectiveness in the future (Zubaidah, 2018).

Discussion

1. Islamic Education as a Holistic Character Formation Mechanism

The role of Islamic education is its ability to form a holistic character in individuals. Islamic education is not only oriented towards instilling religious values, but also towards the formation of a holistic personality that includes moral, spiritual, intellectual, and social dimensions. Values such as honesty, responsibility, and empathy are the main foundations in building people who are not only faithful, but also able to apply Islamic teachings in everyday life. Through integrative learning methods, Islamic education combines theories from the Qur'an and Hadith with real practices such as daily worship and social activities. This aims to produce individuals with strong character and are able to face modern challenges with Islamic principles as a guide to life. In an interview with an educator at one of the Islamic boarding schools, Ustaz Ahmad Fauzi, he explained,

"Islamic education in our Islamic boarding school emphasizes the habituation of moral values in everyday life. We not only teach students to understand the Quran textually, but also how its values can be applied in their behavior, such as maintaining honesty, responsibility, and respect for others. For example, through mutual cooperation activities and community service programs, students are trained to care about the environment and others."

The interview results show that Islamic education plays an important role in forming a holistic character in individuals, with a focus on the integration of religious values, morality, and social skills. In the Islamic boarding school mentioned by Ustaz Ahmad Fauzi, education is not only limited to religious knowledge, but also to the formation of attitudes and behaviors that reflect Islamic teachings in everyday life (Abdurrahman & Munawaroh, 2020). The habituation of moral values such as honesty, responsibility, and empathy is carried out through various activities, both academic and social, which provide space for students to develop their character as a whole. Ali, as a student, emphasized that the learning he received not only taught theory, but also encouraged the application of these values in real situations, such as not cheating on exams. This reflects that Islamic education prioritizes the formation of individuals who are honest, responsible, and have social awareness (Ismail et al., 2021).

The theory relevant to this finding is the constructivism learning theory, proposed by Jean Piaget and Lev Vygotsky. In the constructivist view, effective learning occurs when students can relate knowledge to direct experience. As stated by Ustaz Ahmad Fauzi, education in Islamic boarding schools emphasizes the application of religious values in real life, which creates experiences that shape students' character (Zubaidah, 2018). Vygotsky also emphasized the importance of social interaction in individual development, which is reflected in mutual cooperation activities and community service programs carried out in

Islamic boarding schools.

2. The Relevance of Islamic Educational Values to the Challenges of Modernity

Amidst the challenges of modern life such as moral crisis, materialism, and instant culture, Islamic education is present as a relevant solution to maintain balance between worldly and hereafter needs. Islamic education offers spiritual and ethical values that can be a support in facing the complexity of the modern era. By instilling awareness of the importance of noble morals and social responsibility, Islamic education becomes the answer to various problems such as individualism, social disintegration, and weak integrity. However, the adaptation of teaching methods to the development of the times, including the use of digital technology, is a challenge that needs to be overcome so that Islamic education remains relevant and effective for the young generation born in the digital era. In an interview with Dr. Fatimah Hanifa, an expert in Islamic education, she stated,

"Islamic education is still very relevant in shaping morality in the modern era. However, our current challenge is how Islamic values can be conveyed in a way that suits the needs of the digital generation. The use of technology such as learning applications or social media can be an effective medium to convey Islamic teachings in an interesting and easily accessible way."

The findings from the interviews show that Islamic education is still very relevant in facing the moral and social challenges posed by modernity, such as the crisis of integrity and the culture of materialism. Dr. Fatimah Hanifa highlighted that although Islamic values remain essential for shaping the morality of the younger generation, the big challenge today is to convey these teachings with methods that are in accordance with the times, especially amidst the widespread use of digital technology (Fatimah, 2020). A relevant theory to explain this finding is the social constructivism theory developed by Lev Vygotsky. In this theory, Vygotsky emphasizes the importance of social interaction and the use of tools or technology in learning to accommodate students' cognitive development (Vygotsky, 1978). By using digital technology, such as learning applications or social media, Islamic education can be delivered in a more interesting way and in accordance with the interests and needs of today's students.

3. Islamic Education as a Solution for Social Harmony in a Multicultural Society

In a multicultural society filled with cultural, religious, and social background diversity, Islamic education plays a very important role in building tolerance and social harmony. The values of Islamic brotherhood, which emphasize brotherhood and solidarity among fellow human beings, are the main foundation of Islamic education. Through Islamic teachings that prioritize respect for differences, Islamic education is able to reduce the potential for conflict

that arises due to intolerance. This proves that Islamic education is not only limited to the formation of personal character, but also has a role in strengthening relationships between individuals from various backgrounds. By teaching the values of mutual respect and peaceful coexistence, Islamic education can be a solution to creating a harmonious society, despite the differences that exist. In an interview with Dr. Arifin Hadi, a lecturer in social sciences and religion, he explained,

"Islamic education has great potential in creating social tolerance. In Islamic teachings, we are taught that differences are part of God's destiny that must be accepted with an open heart. Through education based on the principle of Islamic brotherhood, students are taught to appreciate differences and work together without prioritizing those differences as a source of hostility. In a multicultural society, this is very important to create harmony."

The results of interviews with Dr. Arifin Hadi and Ustazah Laila show that Islamic education has a very strategic role in creating social harmony in a multicultural society full of diversity. The values of Islamic brotherhood that emphasize brotherhood, solidarity, and respect for differences are the main foundations in Islamic education that can reduce the potential for conflict between different groups (Ismail et al., 2021). Dr. Arifin Hadi emphasized that Islamic teachings teach acceptance of differences as part of God's destiny, which makes differences a wealth, not a source of hostility. Ustazah Laila added that social activities involving all religious and cultural groups are important to strengthen a sense of togetherness and respect for differences. The theory that is relevant to this finding is the Social Integration Theory put forward by Emile Durkheim. According to Durkheim, social solidarity is very important in maintaining cohesion in a pluralistic society. In this context, Islamic education plays a role in building solidarity in a multicultural society by instilling the values of mutual respect and peaceful coexistence (Durkheim, 1893).

Conclusion

Conclusion from discussion above is that Islamic education has a very important role in to form holistic character in individuals , as well as in create harmony social in society multicultural . First , Islamic education focuses on No only on planting religious values , but also on the development moral, spiritual, intellectual and social dimensions individual . Through method learning that combines theory from the Qur'an and Hadith with practice real such as daily worship and activities social , Islamic education is able to form strong character and can face challenges of the modern world. Habituation moral values such as honesty , responsibility responsibility and empathy are carried out in various activity

academic and social , is effort real in build individual of character Good .

Second , Islamic education remains relevant For overcome challenges faced in modern life , such as moral crisis , materialism , and individualism . Although so , the challenge big for Islamic education is How adapt method teaching to be appropriate with developments of the times, especially with utilise digital technology for reach generation young . Islamic values that teach morality and responsibility answer social can become solution in overcome problems posed by progress technology and change social .

Third , in context public multicultural full with diversity , Islamic education plays a role important in build tolerance and harmony social . Teachings about Islamic brotherhood comes first brotherhood , solidarity and appreciation to difference , can become strong foundation For reduce potential conflict between different groups . Islamic education, with values each other appreciate and live side by side in a way peace , have potential big For create a more society harmonious , even though in the differences that exist .

In general Overall , Islamic education is not only functioning as tool For transfer religious knowledge , but also as mechanisms that can to form holistic and strengthening character cohesion social in plural society .

Suggestion:

1. Development of Learning Methods : Islamic Education needs Keep going develop method appropriate learning with needs of the times, including utilise digital technology . Applications learning , social media , and other digital platforms Can become an effective medium For convey Islamic teachings with an interesting and relevant way for generation young .
2. Strengthening Formation Character : For ensure Islamic education can to form character holistic , important For emphasize habituation moral values in life everyday , both in the environment schools , Islamic boarding schools , and community . Activities social such as mutual cooperation and community service programs public must more encouraged For teach a sense of responsibility answer social .

3. Education for Tolerance and Social Harmony: In an increasingly pluralistic society , Islamic education must more focus on formation attitude each other appreciate and understand differences . Activities that involve various religious and cultural groups need more multiplied For strengthening the sense of togetherness and solidarity social .
4. Improvement Quality Educators : Islamic educators need to trained to have deep understanding about method convey Islamic teachings in general relevant and interesting in the midst development technology and challenges social that continues developing . This is very important so that Islamic education remains effective in prepare ready generation face global challenges .

REFERENCE

- Abdurrahman, M., & Munawaroh, L. (2020). The Role of Islamic Education in Shaping the Character of the Young Generation in the Era of Globalization. *Journal of Islamic Education* , 12(2), 25-40.
- Durkheim, E. (1893). *The Division of Labor in Society* . Free Press.
- Fatimah, H. (2020). *Islamic Education and the Challenges of the Times: The Relevance of Learning Methods in the Digital Era* . Journal of Islamic Education, 14(1), 101-115.
- Ismail, A., Zulkarnain, S., & Rahman, T. (2021). Islamic Education and Character Building in Multicultural Society. *Journal of Social and Religion* , 9(3), 80-92.
- Piaget, J., & Vygotsky, L. (1978). *Mind in Society: The Development of Higher Psychological Processes* . Harvard University Press.
- Vygotsky, L. S. (1978). *Interaction between Learning and Development* . In *Mind in Society: The Development of Higher Psychological Processes* . Harvard University Press.
- Zubaidah, F. (2018). Integration of Islamic Education Values in the National Education System. *Journal of Islamic Education* , 10(1), 15-29.
- Fauzi, A. (2022). Islamic Education in Islamic Boarding Schools: Character Formation and Its Role in the Modern Era. *Journal of Islamic Education* (international publication).
- Hadi, A. (2022). The Role of Islamic Education in Strengthening Social Harmony in Multicultural Societies. *Journal of Social Sciences and Religion* , 14(1), 35-45.
- Piaget, J. (1952). *The Origins of Intelligence in Children* . WW Norton & Company.
- Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes* . Harvard University Press.
- Hasan, M. (2019). *Islamic Education and the Challenges of Globalization: Character Building Strategies in the Modern Era* . Journal of Islamic Education, 14(2), 201-213.

- Rahman, F., & Hidayat, A. (2021). *The Role of Islamic Education in Shaping Moral Character in the Digital Era* . Journal of Character Education, 8(3), 145-156.
- Mulyani, S. (2020). *The Influence of Islamic Education in the Formation of the Morals of the Young Generation in the Midst of Globalization* . Al-Fikra: Journal of Islamic Education, 15(1), 88-99.
- Munir, S. (2022). *Integration of Islamic Values in Formal Education in Indonesia* . Yogyakarta: Publisher of Yogyakarta State University.
- Subki, A. (2019). *Character Education in Islamic Perspective: Formation of Morals and Social Ethics* . Bandung: Rosdakarya Publisher.
- Maulidiyah, R. (2020). *Islamic Education in Addressing Social Problems in Multicultural Society* . Journal of Social Sciences and Education, 6(2), 55-67.
- Suryadi, R. (2021). *Islamic Education Strategy in Increasing Social Tolerance in Indonesia* . Journal of Social and Multicultural Education, 5(4), 234-249.
- Zahra, M. (2021). *The Relevance of Islamic Education in Overcoming the Identity Crisis Among the Young Generation* . Journal of Islamic Religious Education, 9(2), 120-135.
- Arif, S. (2020). *Islamic Education and Character Formation in the Digital Era* . Journal of Education and Technology, 13(1), 34-50.
- Yusuf, S. & Huda, M. (2018). *Islamic Education and Tolerance in Multicultural Society* . Journal of Social Science Integration, 4(1), 45-59.
- Mardani, S., & Hamzah, R. (2022). *Islamic Education as a Pillar of Strengthening Morality in the Digital Era* . Journal of Islamic Education and Globalization, 2(3), 301-315.
- Ali, M. & Fadli, H. (2019). *Transformation of Islamic Education in the Modern Era: Formation of Character and Morality* . Indonesian Journal of Islamic Education, 17(2), 178-190.
- Lestari, W. & Putra, H. (2021). *Facing Moral Crisis with Islamic Education: A Social and Educational Analysis* . Journal of Islamic and Social Studies, 8(2), 112-125.
- Hidayati, S. (2020). *Islamic Education in the Context of Globalization and Digital Technology* . Jakarta: Al-Madina Publisher.
- Satria, T. (2022). *Islamic Education and Its Contribution to the Formation of National Character in the Global Era* . Journal of Multicultural Education, 11(1), 102-115.