



Basics of Character Formation for Students in the Concept of Education

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Abstract

Character building is one of the primary objectives of Islamic education. Islamic education is not only oriented toward the development of knowledge and intellectual abilities but also emphasizes the cultivation of moral values and personality in accordance with Islamic teachings. Students' character is developed through the internalization of faith, piety, honesty, responsibility, discipline, and social awareness. The process of character formation in Islamic education is grounded in theological, philosophical, psychological, social, and pedagogical foundations, which collectively guide the development of individuals with balanced spiritual, moral, and intellectual qualities. Through the implementation of these values and principles, Islamic education is expected to nurture students who possess noble character, strong Islamic personalities, and the ability to contribute positively to society.

Keywords: Character Building, Islamic Education, Morality, Islamic Values, Islamic Personality.

INTRODUCTION

Education is a fundamental process in human life, serving as a means of developing individual potential, shaping personality, and preparing people to live meaningful and productive lives. Through education, individuals acquire not only knowledge and skills but also values and principles that guide their attitudes, decisions, and behavior. Consequently, education plays a strategic role in cultivating a generation characterized by intellectual competence, moral integrity, and social responsibility.

From an Islamic perspective, education is not limited to intellectual development alone. Rather, it encompasses the holistic development of learners, including their spiritual, moral, social, emotional, and intellectual dimensions. Islamic education seeks to nurture individuals who are able to balance the demands of worldly life and the Hereafter while fulfilling their responsibilities as servants of Allah SWT and vicegerents (*khalifah*) on earth. This comprehensive objective highlights the central importance of character formation within the framework of Islamic education.

Character is an essential aspect of human life because it influences how individuals think, behave, and interact with others in their daily activities. Strong character promotes positive qualities such as honesty, responsibility, discipline, perseverance, and social concern. In contrast, weak character can contribute to various moral and social

problems that negatively affect both individuals and society. For this reason, character development should be regarded as one of the primary priorities of the educational process (Hakim, 2014).

The rapid advancement of science and technology in the era of globalization has brought numerous benefits and conveniences to human life. However, these developments have also introduced significant challenges, particularly in relation to the moral values and character of younger generations. The widespread availability of information through digital technologies is often not accompanied by the ability to evaluate and filter information critically. As a result, various negative behaviors, including declining respect for social norms, reduced responsibility, lack of discipline, consumerism, and the misuse of technology, are increasingly observed among students. This situation underscores the urgent need for more effective and intensive character education.

Islam places great emphasis on the development of noble character. This emphasis is evident in numerous teachings found in both the Qur'an and the Hadith, which consistently highlight the importance of moral excellence. Indeed, one of the principal missions of the Prophet Muhammad SAW was the perfection of human character. The Prophet stated:

إِنَّمَا بُعِثْتُ لِأَتَمِّمَ مَكَارِمَ الْأَخْلَاقِ

“Indeed, I was sent to perfect noble character.”

(Narrated by Ahmad)

This hadith clearly demonstrates that

moral development lies at the heart of Islamic teachings. In the context of Islamic education, character is understood not merely as outwardly good behavior but also as the inner disposition and spiritual qualities that motivate and shape human actions. Consequently, noble character emerges from strong faith, sound understanding of Islamic teachings, and sincere commitment to living according to Islamic values.

Character formation in Islamic education is not an instant process but rather a continuous and lifelong endeavor. It is developed through education, habituation, exemplary role models, guidance, supervision, and a supportive environment. The family, educational institutions, and the wider community all play significant roles in shaping students' character and moral development. Through consistent exposure to positive values and practices, learners gradually internalize the virtues that form the foundation of their character.

The foundations of character formation in Islamic education are derived primarily from the Qur'an and the Sunnah, which serve as the ultimate sources of guidance for Muslims. In addition, character development is supported by various complementary foundations, including philosophical, psychological, social, and pedagogical perspectives. Understanding these foundations is essential for ensuring that character education is implemented effectively and remains aligned with the broader objectives of

Islamic education. Through a comprehensive understanding of these foundations, educational institutions can more effectively nurture students who possess noble character, strong Islamic personalities, and the ability to contribute positively to society (Virdi et al., 2023).

METHOD

This study employed a qualitative approach using a library research design. The research was conducted through a comprehensive review of various literature sources related to the foundations of student character formation within the framework of Islamic education. The data sources included the Qur'an, Hadith, books on Islamic education, scholarly journal articles, and other relevant academic references concerning character education, moral development, and Islamic values.

Data were collected through documentation techniques, involving the identification, selection, and examination of literature relevant to the research focus. The collected data were then analyzed using content analysis to explore and interpret the concepts, foundations, principles, and strategies of character formation from the perspective of Islamic education. This analytical approach enabled the researcher to develop a comprehensive understanding of how Islamic educational principles contribute to the development of students' character and moral values.

RESULTS AND DISCUSSION

Understanding Character in Islamic Education

Character refers to a set of values, attitudes, behaviors, dispositions, and habits that are deeply embedded within an individual and serve as distinguishing characteristics that differentiate one person from another. It is reflected in the way a person thinks, acts, makes decisions, and interacts with others and the surrounding environment. Character does not emerge instantly; rather, it is formed through a long and continuous process influenced by various factors, including family upbringing, educational experiences, cultural environment, personal experiences, and the values embraced by the individual. Consequently, character represents a crucial aspect of human development that determines the quality of a person's personality in both personal and social life.

In a general sense, character may be defined as the collection of moral qualities that underlie a person's actions and behavior. Positive character traits encourage individuals to demonstrate honesty, responsibility, discipline, diligence, respect, and concern for others. Conversely, poor character may lead individuals to engage in behaviors that contradict religious teachings, legal norms, and social values. Because of its significant influence on human life, education is not only responsible for developing students' intellectual capacities but also for cultivating good character so that learners may become individuals who contribute positively to

themselves, their families, their communities, and their nations.

Within the perspective of Islamic education, character is closely associated with the concept of *akhlaq* (morality). The term *akhlaq* originates from the Arabic word *al-akhlaq*, which refers to character, temperament, disposition, or habitual behavior. In Islamic thought, morality is understood as a condition of the soul that motivates a person to perform actions naturally and spontaneously without extensive deliberation. According to the renowned Muslim scholar Al-Ghazali, morality consists of deeply rooted qualities within the soul from which actions emerge easily and naturally. When these actions are good and consistent with Islamic teachings, they are referred to as *akhlaq mahmudah* (commendable character), whereas actions that contradict Islamic values are categorized as *akhlaq mazmumah* (blameworthy character) (Arsini et al., 2023).

The significance of morality in Islam is evident in the very mission of the Prophet Muhammad SAW, who was sent to perfect human character. The Prophet stated:

إِنَّمَا بُعِثْتُ لِأَتَمِّمَ مَكَارِمَ الْأَخْلَاقِ

"Indeed, I was sent to perfect noble character."

This hadith clearly demonstrates that character formation occupies a central position within Islamic education. In Islam, educational success is measured not only by the extent of a person's knowledge but also by the quality of their character and conduct in daily life. Therefore, Islamic education consistently places moral development

among its highest priorities and regards it as one of the most important indicators of educational achievement.

Character in Islamic education extends beyond human relationships with other people (*hablum minannas*). It also encompasses the relationship between human beings and Allah SWT (*hablum minallah*) as well as the relationship between human beings and their environment. A student who possesses Islamic character demonstrates obedience in fulfilling religious obligations, respects parents and teachers, acts honestly and responsibly, and maintains harmonious relationships with society and the natural environment. Thus, the concept of character in Islam is broader than conventional moral education because it integrates spiritual, moral, social, and environmental dimensions into a unified framework of human development.

Good character in Islam must be built upon a strong foundation of faith (*iman*) and piety (*taqwa*) toward Allah SWT. Genuine faith motivates individuals to engage in righteous deeds and avoid behaviors prohibited by Islamic teachings. Allah SWT states in the Qur'an:

يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ حَقَّ تُقَاتِهِ وَلَا تَمُوتُنَّ
إِلَّا وَأَنْتُمْ مُسْلِمُونَ

"O you who believe! Fear Allah as He should be feared and do not die except in a state of Islam."

This verse emphasizes that piety is the primary foundation for shaping the personality of a Muslim. Individuals who possess true piety

consistently regulate their behavior according to divine guidance because they are aware that all actions will ultimately be accountable before Allah SWT.

In Islamic education, character formation is inseparable from the broader objectives of education itself, namely the development of individuals who are faithful, pious, knowledgeable, and morally upright. Education is not merely directed toward academic achievement but also seeks to prepare students to live responsibly and contribute positively to society. Consequently, the educational process must integrate the development of cognitive, affective, and psychomotor domains in a balanced manner. Such integration ensures that learners become not only intellectually capable but also emotionally mature, morally responsible, and spiritually grounded.

Character formation in Islamic education is achieved through various planned and continuous educational processes. Values such as honesty (*şidq*), trustworthiness (*amanah*), responsibility, discipline, perseverance, patience, justice, tolerance, and social awareness are instilled through instruction, role modeling, habituation, advice, and supervision. In this process, teachers and parents play particularly significant roles as role models whose behavior influences the character development of learners. The success of character education largely depends on the consistency of educational environments in practicing and reinforcing the values they seek to instill (Anas & Cahyani, 2019).

The importance of exemplary behavior in character formation is emphasized in the words of

Allah SWT:

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ

“Indeed, in the Messenger of Allah you have an excellent example.”

This verse highlights the Prophet Muhammad SAW as the supreme model of moral excellence. Every aspect of his life—including his worship, social interactions, leadership, compassion, honesty, and treatment of others—provides valuable guidance for Muslims seeking to develop noble character. Therefore, character education in Islam must be rooted in the values and virtues exemplified by the Prophet Muhammad SAW.

In conclusion, character in Islamic education can be understood as the integration of values, attitudes, and behaviors derived from Islamic teachings and reflected in a person's relationship with Allah, fellow human beings, and the environment. Character serves not only as an expression of Muslim identity but also as a key indicator of the success of Islamic education in developing individuals who are faithful, knowledgeable, pious, and morally upright. For this reason, character formation must remain an integral component of the entire educational process so that students can make meaningful and positive contributions to religion, society, the nation, and humanity as a whole (Septiany, 2024).

The Basics of Character Formation of Students in Islamic Education

The development of student character in

Islamic education is not carried out arbitrarily but is based on strong foundations derived from Islamic teachings and educational principles. These foundations serve as guidelines for the educational process, ensuring that the objective of nurturing individuals who possess faith, piety, and noble character can be achieved effectively. Islamic education views character as the result of a continuous developmental process through which Islamic values are internalized and practiced in everyday life. Therefore, character formation is grounded in several interrelated foundations that collectively guide the educational process and support the holistic development of students.

The theological foundation serves as the primary basis for character formation because it is derived directly from the Qur'an and the Sunnah. These two sources provide comprehensive guidance for Muslims in all aspects of life, including the cultivation of morality and personality. Through this foundation, students are introduced to essential values such as honesty, trustworthiness, responsibility, patience, justice, sincerity, and compassion. These values are not merely taught as theoretical concepts but are intended to be translated into daily behavior and become an integral part of students' personalities. Within Islamic education, the life and character of the Prophet Muhammad SAW serve as the ideal model for students to emulate. His qualities, including honesty (*ṣidq*), trustworthiness (*amanah*), wisdom (*fathanah*), and integrity in conveying truth (*tabligh*), provide practical examples of how Islamic values should be manifested in everyday life. By grounding character education in the

Qur'an and Sunnah, students are provided with a clear moral framework that guides their personal and social development.

The philosophical foundation of character formation is based on the Islamic view that every human being is created with an inherent disposition (*fitrah*) inclined toward goodness. According to Islamic thought, each individual possesses the natural potential to recognize truth, embrace positive values, and develop into a morally upright person. However, this innate potential requires proper guidance, nurturing, and education in order to flourish. From this perspective, education is responsible for preserving and developing the natural goodness within every learner. Islamic philosophy also emphasizes that human beings were created to worship Allah SWT and to fulfill their responsibilities as vicegerents (*khalifah*) on earth. Consequently, character formation aims to cultivate awareness of these responsibilities and to encourage students to live according to the ethical and spiritual values prescribed by Islam. Through this foundation, education seeks to help learners realize their purpose in life while developing a sense of accountability toward Allah, themselves, and society (Zamroni, 2017).

The psychological foundation focuses on the mental, emotional, and behavioral development of students. Every learner possesses unique characteristics, abilities, interests, and developmental needs. Therefore, effective character education must consider the psychological conditions and developmental stages of students to ensure that the values being

taught can be understood and internalized successfully. In Islamic education, character formation is implemented gradually and in accordance with the developmental level of learners. Children often learn through observation, imitation, habituation, direct experience, and interaction with their environment. As a result, the behavior of parents, teachers, and other significant role models has a profound influence on the formation of students' character. A supportive and positive environment facilitates the internalization of desirable values, whereas a negative environment may hinder character development. Furthermore, the psychological foundation emphasizes the importance of addressing students' emotional needs through approaches characterized by compassion, respect, encouragement, and understanding. Such an approach enables students to develop positive attitudes and strengthens their willingness to embrace and practice moral values in their daily lives.

The social foundation recognizes that human beings are inherently social creatures who depend upon interaction and cooperation with others. Consequently, character formation is not limited to individual development but also involves preparing students to function effectively within society. Islamic education seeks to cultivate social values that promote harmonious relationships among individuals and communities. These values include cooperation, mutual assistance, tolerance, justice, brotherhood, empathy, and concern for others. Through the development of these qualities, students learn to appreciate diversity, respect the rights of others, and contribute positively to the

welfare of society. The family, school, and community environments all play essential roles in shaping students' social character. Through social interaction and participation in communal activities, learners develop a sense of responsibility, learn to work collaboratively with others, and cultivate attitudes that support social harmony and collective well-being. Therefore, the social foundation of character education aims to produce individuals who are not only morally upright but also socially responsible and committed to serving their communities.

The pedagogical foundation relates to the educational methods, strategies, and learning experiences used to develop students' character. Islamic education does not focus solely on the transmission of knowledge but also seeks to shape attitudes, values, and behaviors that reflect Islamic teachings. Therefore, the educational process must integrate cognitive, affective, and psychomotor dimensions in a balanced manner. Students should not only understand moral values intellectually but also internalize and practice them in their daily lives. Within this framework, teachers play a central role as educators, mentors, motivators, and role models. Through exemplary conduct, guidance, encouragement, habituation, and supervision, teachers help students translate moral principles into consistent behavior. Character education is therefore not confined to specific subjects but should permeate all educational activities, both inside and outside the classroom. Learning experiences such as collaborative projects, discussions, religious activities, community service, and extracurricular

programs can all serve as effective means of fostering character development and reinforcing positive values among students.

These theological, philosophical, psychological, social, and pedagogical foundations are closely interconnected and complement one another in the process of character formation. Together, they provide a comprehensive framework for nurturing students who possess faith, piety, noble character, and a strong sense of responsibility toward Allah SWT and society. By understanding and applying these foundations effectively, educators can design and implement character education programs that contribute to the holistic development of learners and support the broader objectives of Islamic education. Ultimately, these foundations enable Islamic education to produce individuals who are morally upright, spiritually grounded, intellectually capable, and socially responsible, thereby contributing positively to their communities and the wider world (Candra et al., 2024).

Character Values in Islamic Education

Islamic education not only emphasizes the importance of character formation but also provides clear guidance regarding the values that should be instilled in students. These values are derived from the Qur'an and the Sunnah and serve as the foundation for developing Muslim individuals who are faithful, pious, and morally upright. The cultivation of character values aims to produce students who excel not only in academic achievement but also in ethical conduct and moral responsibility. Consequently, Islamic education

seeks to establish a balance between intellectual, emotional, social, and spiritual development, ensuring that learners grow into well-rounded individuals capable of contributing positively to society.

Among the most fundamental character values in Islamic education are faith (*iman*) and piety (*taqwa*) toward Allah SWT. These values serve as the cornerstone of all human behavior because they foster an awareness of Allah's presence and guidance in every aspect of life. Students who possess strong faith are motivated to fulfill religious obligations, avoid actions that contradict Islamic teachings, and make moral decisions based on their commitment to Islamic principles. Piety further strengthens a student's sense of responsibility, self-discipline, and moral consciousness, enabling them to regulate their behavior according to the values prescribed by Islam. As a result, faith and piety become the driving forces behind the development of other positive character traits.

Another essential value emphasized in Islamic education is honesty (*sidq*). Honesty is regarded as a fundamental virtue because it forms the basis of trust in personal and social relationships. Students are encouraged to practice honesty in all aspects of life, including speaking truthfully, completing academic tasks with integrity, and interacting sincerely with others. By developing the habit of honesty, learners are less likely to engage in negative behaviors such as lying, cheating, deception, or academic dishonesty. Honesty was also one of the most prominent characteristics of the Prophet

Muhammad SAW, who was widely recognized for his trustworthiness and integrity. Therefore, cultivating honesty is considered a crucial step in developing students who possess strong moral character and credibility.

Islamic education also places significant emphasis on the values of trustworthiness (*amanah*) and responsibility. Trustworthiness refers to an individual's ability to fulfill obligations faithfully, maintain the confidence placed in them, and carry out assigned duties conscientiously. Students are encouraged to develop a strong sense of accountability in fulfilling their responsibilities as learners, family members, and members of society. Responsibility motivates students to complete tasks diligently, make thoughtful decisions, and accept the consequences of their actions. Through the cultivation of trustworthiness and responsibility, students learn the importance of commitment, reliability, and ethical conduct in both personal and social contexts (Rosyid, 2022).

Discipline and hard work are additional character values that occupy an important place within Islamic education. Discipline teaches students to respect time, follow established rules, and perform their duties consistently and systematically. It encourages the development of self-control and perseverance in pursuing goals. Similarly, hard work fosters determination, resilience, and a willingness to strive continuously despite obstacles and challenges. These values help students become independent, productive, and capable of facing difficulties with confidence and optimism. By integrating discipline and hard work into daily routines, Islamic education seeks to

cultivate individuals who are committed to personal excellence and continuous self-improvement.

Respect and courtesy are also essential elements of Islamic character education. Students are taught to demonstrate respect toward parents, teachers, elders, peers, and all members of society. Courtesy is reflected in polite speech, respectful behavior, humility, and consideration for the feelings and rights of others. These values contribute to the development of harmonious interpersonal relationships and create a positive social environment within families, schools, and communities. By practicing respect and courtesy, students learn to appreciate the dignity of others and develop attitudes that promote social harmony and mutual understanding.

In addition, Islamic education emphasizes social awareness and tolerance as important values for living within a diverse society. Social awareness encourages students to care about the well-being of others, assist those in need, participate in community activities, and contribute positively to society. It nurtures empathy, compassion, and a sense of collective responsibility. Tolerance, meanwhile, teaches students to respect differences in opinions, backgrounds, and perspectives while maintaining peaceful and constructive relationships with others. These values are particularly important in fostering unity, cooperation, and social cohesion within increasingly diverse communities.

The development of these character values does not occur instantly but requires a continuous and systematic educational process. Character

formation is achieved through role modeling, habituation, guidance, counseling, supervision, and consistent reinforcement of positive behavior. For this reason, the family, school, and community must work collaboratively to create environments that support the internalization of Islamic values. Parents, teachers, and community leaders all serve as important role models whose actions significantly influence students' character development. When these educational environments operate in harmony, the process of character formation becomes more effective and sustainable.

Ultimately, the character values promoted in Islamic education—including faith, piety, honesty, trustworthiness, responsibility, discipline, hard work, respect, courtesy, social awareness, and tolerance—collectively contribute to the formation of individuals with strong moral integrity and a distinct Islamic personality. These values not only guide students in their personal lives but also prepare them to become responsible citizens and constructive members of society. Through the consistent cultivation of these virtues, Islamic education fulfills its mission of developing individuals who are intellectually capable, spiritually grounded, morally upright, and socially responsible (Furqon, 2024).

Strategies for Character Formation in Islamic Education and the Role of Teachers and Parents

Character formation in Islamic education requires appropriate and well-planned strategies to ensure that the values being taught are not merely understood at a theoretical level but are also

internalized and practiced in daily life. Islamic education emphasizes that character is developed gradually through a continuous process involving multiple educational environments, including the family, school, and community. Therefore, effective educational strategies are necessary to help students develop personalities that reflect Islamic teachings and values.

One of the most important and effective strategies in character formation is exemplary behavior (*uswah hasanah*). In Islam, the Prophet Muhammad SAW is regarded as the ultimate role model whose conduct provides guidance in every aspect of life. Through observation of positive examples, students learn how Islamic values can be translated into practical behavior. Teachers and parents play a central role in this process because their actions, attitudes, and interactions serve as living examples for learners. Qualities such as honesty, discipline, responsibility, respect, kindness, and compassion demonstrated by educators and parents provide concrete models for students to emulate. Conversely, when role models fail to practice the values they teach, character education becomes less effective. Therefore, exemplary conduct must remain at the heart of all educational efforts.

Another essential strategy is habituation (*ta'wid*), which involves the continuous repetition of positive behaviors until they become part of a student's character. Islamic education places great importance on developing good habits from an early age so that desirable values become deeply rooted in an individual's personality. Habituation may include practices such as performing

congregational prayers, reading the Qur'an regularly, greeting others politely, maintaining cleanliness, arriving on time, and demonstrating honesty in everyday situations. Through consistent repetition and reinforcement, students gradually become accustomed to performing positive actions naturally and willingly rather than out of obligation or external pressure. This process helps transform moral values into enduring personal habits (Endah et al., 2023).

Advice and moral guidance (*mau'izah hasanah*) also constitute an important strategy in character education. Throughout Islamic teachings, advice is frequently used to provide direction, motivation, and understanding regarding moral conduct and ethical behavior. Effective advice helps students distinguish between right and wrong and encourages them to make decisions based on Islamic principles. For advice to be effective, it should be delivered with wisdom, compassion, respect, and sensitivity to the individual circumstances of the learner. Through meaningful guidance and constructive communication, students gain a deeper appreciation of moral values and become more motivated to implement them in their daily lives.

Supervision and mentoring represent another significant component of character formation. The purpose of supervision is not merely to monitor behavior but also to provide support, guidance, and correction when necessary. In Islamic education, supervision is conducted in a caring and educational manner that encourages students to reflect upon their actions and improve themselves. Teachers and parents must continuously accompany students

throughout their developmental journey, helping them recognize mistakes, learn from experiences, and strengthen positive behaviors. Consistent mentoring fosters self-awareness and accountability, thereby contributing to sustainable character development (Rizkiani, 1907).

The use of rewards and educational sanctions can also support the character-building process. Positive behavior should be acknowledged and appreciated as a means of encouraging students to maintain and strengthen desirable habits. Recognition may take various forms, including praise, encouragement, certificates, or other educational incentives that reinforce positive conduct. At the same time, corrective measures may be applied when students engage in behavior that violates established values or expectations. In Islamic education, sanctions should always be fair, proportional, educational, and aimed at improvement rather than punishment for its own sake. When implemented appropriately, rewards and corrective measures help students understand the consequences of their actions and encourage them to develop greater responsibility for their behavior (Ristiyani & Asmawan, 2023).

A conducive educational environment is equally important in fostering character development. The environment significantly influences the attitudes, habits, and behaviors of students. Consequently, Islamic education emphasizes the creation of environments that consistently promote positive values and moral development. Within schools, this may include establishing a culture of discipline, cleanliness, mutual respect,

cooperation, and regular religious activities. Within families, parents are encouraged to create an atmosphere characterized by affection, effective communication, mutual respect, and consistent adherence to Islamic principles. When students are surrounded by environments that consistently reinforce positive values, they are more likely to internalize and practice those values in their daily lives. Therefore, character education must be supported not only through formal instruction but also through a culture that reflects the values being taught (Bafadhol, 2017).

The role of teachers and parents in character formation is indispensable because they are the individuals who interact most closely with students throughout the educational process. Character development is a shared responsibility between families and schools, and its success depends not only on what is taught but also on the quality of guidance, interaction, and role modeling provided by adults. Parents serve as the first and most influential educators in a child's life. From early childhood, children acquire fundamental values, habits, and attitudes through family experiences. Parents are therefore responsible for instilling faith, moral values, discipline, responsibility, and positive behaviors through affection, guidance, supervision, and consistent role modeling. In addition, parents play an important role in monitoring their children's social interactions, technology use, and moral development to protect them from negative influences and support healthy personal growth (Rifa'i, 2016).

Teachers, meanwhile, function as educators, mentors, facilitators, motivators, and role models

within the school environment. Their responsibilities extend beyond the transmission of academic knowledge to include the cultivation of character and moral values. Teachers influence students not only through classroom instruction but also through their daily interactions, attitudes, and professional conduct. Honest, disciplined, responsible, patient, and fair teachers provide powerful examples that students often seek to emulate. Furthermore, teachers contribute to character formation by creating learning environments that encourage positive behavior, implementing value-based activities, and integrating moral education into all aspects of the educational process. Through these efforts, students gain opportunities not only to learn about moral values but also to practice them in meaningful and authentic situations.

The effectiveness of character formation is significantly enhanced when strong collaboration exists between teachers and parents. Continuous communication and cooperation between home and school enable both parties to monitor student development, address challenges, and ensure consistency in the values being taught. When students receive the same moral messages and expectations from both educational environments, character development becomes more coherent and effective. Such collaboration creates a unified support system that reinforces positive behavior and strengthens the internalization of Islamic values.

In conclusion, character formation in Islamic education is achieved through a combination of complementary strategies, including exemplary

behavior, habituation, advice, supervision, educational reinforcement, and the creation of supportive environments. The successful implementation of these strategies depends greatly on the active involvement of both teachers and parents, whose roles are interconnected and mutually reinforcing. Through consistent guidance, positive role modeling, effective cooperation, and continuous support, Islamic education can successfully nurture students who possess noble character, strong moral integrity, responsibility, and a well-developed Islamic personality capable of contributing positively to society (Salsabila & Husni, 2018).

CONCLUSION

Character building is one of the primary objectives of Islamic education, which emphasizes not only intellectual development but also the cultivation of moral, spiritual, social, and ethical values. From the perspective of Islamic education, character is closely associated with the concept of *akhlaq* (moral conduct), which refers to behavior that emerges from deeply rooted values of faith (*iman*) and piety (*taqwa*). Consequently, the success of education is measured not merely by the extent of students' knowledge acquisition but also by the quality of their character, morality, and overall personality development.

The formation of student character in Islamic education is grounded in several interconnected foundations, namely theological, philosophical, psychological, social, and pedagogical

foundations. These foundations collectively provide a comprehensive framework for nurturing individuals who are faithful, pious, morally upright, and capable of fulfilling their responsibilities as servants of Allah SWT and as constructive members of society. In addition, Islamic education promotes a range of essential character values, including faith, piety, honesty, trustworthiness, responsibility, discipline, perseverance, respect, courtesy, and social awareness. These values serve as guiding principles that help students navigate personal, social, and professional challenges throughout their lives.

Character development can be effectively implemented through various educational strategies, including role modeling, habituation, moral guidance, supervision, the use of rewards and corrective measures, and the creation of a supportive learning environment. The success of these strategies largely depends on the active involvement of teachers and parents, who serve as primary educators, mentors, and role models in students' lives. Through continuous guidance, consistent supervision, and positive examples, teachers and parents play a crucial role in reinforcing character values. Furthermore, strong collaboration among families, schools, and the wider community is essential for ensuring the effectiveness of character education. Through such collaborative efforts, Islamic education can successfully nurture a generation characterized by strong Islamic personalities, noble morals, responsibility, and the ability to contribute

positively to religion, society, the nation, and humanity as a whole.

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