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Internalization of Islamic Moral Values in the Formation of Student Character

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Abstract

The formation of student character is the main goal of Islamic education, which emphasizes the integration of knowledge, attitudes, and behavior based on Islamic moral values. The phenomenon of moral degradation among students due to the influence of globalization, technological advances, and the weak internalization of religious values is the reason for the importance of this research. This study aims to examine the process of internalization of Islamic moral values in the formation of student character and its implications for their attitudes and behavior in daily life. The research method used is qualitative research with a descriptive approach, through data collection techniques such as observation, interviews, and documentation studies. The results of the study indicate that the internalization of Islamic moral values can be done effectively through habituation, educators' role models, the integration of moral values in the learning process, and the creation of a religious educational environment. This process contributes significantly to forming the character of students with noble morals, such as honesty, discipline, responsibility, and mutual respect. This study confirms that the internalization of Islamic moral values has a strategic role in building student character holistically, so it needs to be implemented sustainably in the education system as an effort to produce a generation that is faithful, knowledgeable, and has noble morals.

Keywords: internalization of values; Islamic morals; character formation; students; Islamic education.

Abstract

The formation of students' character is the main goal of Islamic education, which emphasizes the integration of knowledge, attitudes, and behavior based on Islamic moral values. The phenomenon of moral degradation among students due to the influence of globalization, technological advances, and the weak internalization of religious values is the reason for the importance of this research. This study aims to examine the process of internalization of Islamic moral values in the formation of students' character and its implications for their attitudes and behavior in daily life. This research method is Library Research where the author collected data sources in the form of research results such as journals and then carried out descriptive analysis stages. The results of the study indicate that the internalization of Islamic moral values can be done effectively through habituation, teacher role models, integration of moral values in the learning process, and the creation of a religious educational environment. This process contributes significantly to forming the character of students with noble morals, such as honesty, discipline, responsibility, and mutual respect. This study confirms that the internalization of Islamic moral values has a strategic role in building students' character holistically, so it needs to be implemented sustainably in the education system as an effort to produce a generation that is faithful, knowledgeable, and has noble morals.

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Introduction

Education is essentially a process of forming a complete human being that not only emphasizes cognitive aspects, but also affective and psychomotor aspects.(Jannah, 2020)In this context, education plays a strategic role in shaping the personality and character of students, enabling them to live meaningful, moral, and responsible lives. Educational success is not solely measured by academic achievement, but also by the quality of morals and character reflected in students' behavior within the family, school, and community.(Isnaini & Fanreza, 2024).

As time goes by, the world of education faces increasingly complex challenges. Globalization, advances in information technology, and sociocultural changes have had a significant impact on the mindsets and behaviors of the younger generation.(Sartini et al., 2024)On the one hand, this progress provides easy access to knowledge, but on the other hand, it also gives rise to various moral problems, such as a decline in politeness, an increase in individualistic behavior, and a weakening of the values of honesty and responsibility among students.(Rohma & Lestari, 2025).

This phenomenon of moral degradation indicates that character education has not been fully implemented optimally. Many students possess good academic abilities but are less able to implement moral values in their daily lives.(Armini, 2024)This situation emphasizes the importance of strengthening character education that is comprehensively integrated into the learning process, so that moral values are not only understood theoretically, but also internalized and practiced in real life.

From an Islamic perspective, character education is firmly grounded in moral teachings. Islamic morality is a manifestation of faith and piety, reflected in a person's attitudes and behavior.(Soetari, 2014)Islamic education not only aims to produce intellectually intelligent individuals, but also to shape people with noble morals in accordance with the guidance of the Qur'an and the Sunnah of the Prophet

Muhammad (peace be upon him). Therefore, morality is at the core of the goal of Islamic education.(Haryono et al., 2024).

Internalization of Islamic moral values is the process of instilling moral values in students so that these values become part of their personality and character.(Surya et al., 2021)The internalization process is not simply achieved through verbal delivery; it requires ongoing strategies, such as role modeling, habituation, internalization, and fostering a conducive environment. In this way, Islamic moral values can be deeply ingrained and consistently shape students' character.(Hanif Hijbullah Karim, 2024).

Educational institutions, particularly schools, play a crucial role in the internalization of Islamic moral values. Teachers serve not only as instructors but also as mentors and role models for students.(Arsini et al., 2023)The integration of moral values into the curriculum, learning methods, and school culture is a key factor in building student character based on Islamic values. Without synergy between these components, optimal internalization of moral values will be difficult to achieve.(Umayah, 2020).

Various obstacles in the internalization of Islamic moral values indicate a gap between the normative concept of moral education and the reality of its implementation in the field.(Ghifari, 2025)The process of instilling Islamic moral values has not yet fully addressed the ongoing understanding and practice of students. As a result, the moral values taught in schools often fail to fully shape students' character to face the ever-evolving dynamics of social life.(Minarti, 2022).

This situation demonstrates a gap between the ideal concept of Islamic moral education and its practical implementation in educational institutions. The process of internalizing Islamic moral values has not yet fully developed students' character consistently and sustainably, especially in the face of increasingly dynamic social and cultural influences.(MAW Saputra et al., 2025)Therefore, a more in-depth study is needed regarding how the process of internalizing Islamic moral values is implemented, the strategies used, and the factors that influence its success in forming students' characters holistically.(Amin et al., 2025).



However, the reality on the ground shows that the internalization of Islamic moral values still faces various obstacles. Moral values are often taught only normatively and theoretically, without being accompanied by real-life practices in students' lives. Furthermore, the influence of less-than-conducive environments outside of school also poses a challenge in shaping students' character.(Alfiyah & Hariyadi, 2022).

Based on the above description, this research focuses on the internalization of Islamic moral values in character formation of students. This research is expected to provide a comprehensive understanding of the concept, process, and implications of internalizing Islamic moral values in the context of education. Furthermore, the results of this study are expected to provide theoretical and practical contributions for educators and educational institutions in developing character education models based on Islamic values that are effective, contextual, and relevant to the challenges of modern education.

Research methods

The library research method used in this study aims to examine and analyze various written sources relevant to the theme of internalizing Islamic moral values in character building for students. Data were obtained through literature searches in the form of reference books, scientific journal articles, previous research results, and official documents related to Islamic education, character education, and the concept of morality in Islam. These sources were analyzed systematically by classifying, comparing, and synthesizing expert ideas to obtain a comprehensive and in-depth understanding. Data analysis was conducted descriptively and analytically with an emphasis on drawing relevant conceptual conclusions, so that the results of this literature review can be used as a theoretical basis in understanding the process and strategies of internalizing Islamic moral values in character building for students.



Results and Discussion

The Concept of Islamic Moral Values in Education

Islamic moral values are the main foundation in the Islamic education system which aims to form a complete human being, both from a spiritual, intellectual and social aspect.(Kusmardiningsih, 2023)Morality in Islam is not only understood as outward behavior, but also reflects an inner state rooted in faith and devotion to Allah SWT. Therefore, moral education in Islam occupies a central position because it serves as a benchmark for the quality of one's personality and an indicator of the success of education itself.(Pardede, 2022).

Conceptually, Islamic morals originate from the Al-Qur'an and Sunnah of the Prophet Muhammad SAW as the main guideline in determining good and bad values.(Rahmah, 2019)These values include morals towards Allah SWT, such as sincerity, obedience, and trust; morals towards fellow human beings, such as honesty, trustworthiness, justice, and compassion; and morals towards the environment, such as maintaining cleanliness and preserving nature.(Siregar, 2018). All these values form a comprehensive and applicable moral framework in the lives of students.

In the educational context, Islamic moral values function as a normative foundation that directs the goals, content and learning process(Siregar, 2018)Education is not only directed at achieving academic competence but also at developing noble character. Therefore, Islamic moral values must be integrated into all components of education, from the curriculum and learning methods to the evaluation system. This integration aims to ensure that students not only understand moral values cognitively but also internalize and practice them in their daily lives.(Qutni, 2018).

Moral education in Islam emphasizes the importance of a balance between knowledge and practice. Understanding moral values must be accompanied by habituation and role models so that these values are deeply ingrained in students.(Siroz, 2020)The role model of educators is a key factor in instilling moral values, as students tend to imitate the behavior they observe directly. Thus,

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educators serve not only as teachers but also as moral models who reflect Islamic values in their daily attitudes and behavior.

In addition to role models, a conducive educational environment also plays a crucial role in strengthening Islamic moral values. A school culture that is religious, disciplined, and oriented toward moral values will help students internalize moral values consistently.(Aslan et al., 2025)Religious activities, the practice of worship, and social interactions based on Islamic values are effective ways to shape the character of students with noble morals.

Thus, the concept of Islamic moral values in education emphasizes that morality is not an additional aspect, but rather the core goal of education itself. Education based on Islamic moral values is expected to produce students who are not only intellectually intelligent but also possess noble, responsible personalities and are able to contribute positively to society. Therefore, strengthening Islamic moral values in education needs to be carried out in a planned, systematic, and sustainable manner to meet the moral challenges of the modern era.(AMA Saputra et al., 2023).

Process and Strategy for Internalizing Islamic Moral Values in Students

Internalization of Islamic moral values is a gradual process that aims to instill moral values in students until they become part of their personality and are reflected in their daily behavior.(Rifai et al., 2024)This process cannot be done instantly; it requires planning, consistency, and the involvement of all educational components. Internalizing Islamic moral values requires an approach that addresses the cognitive, affective, and psychomotor aspects of students in a balanced manner.

Conceptually, the process of internalizing Islamic moral values can be achieved through three main stages. First, the value transformation stage, which is the process of conveying Islamic moral values to students through learning activities.(Widiastuti, 2023)At this stage, educators provide an understanding of the meaning, purpose, and urgency of Islamic moral values through lesson materials, discussions, and normative explanations based on the Quran and Hadith. This stage



emphasizes the knowledge aspect so that students know and understand the moral values being taught.

Second, the value transaction stage, which is the stage of active interaction between educators and students in internalizing moral values. At this stage, dialogue, questions and answers, reflection, and practice of values occur in various learning activities.(AFNI. S, 2024)Students no longer passively receive values, but are actively involved in assessing, considering, and relating moral values to their life experiences. This interaction helps students develop moral awareness and a positive attitude toward Islamic moral values.(Nurjadid et al., 2025).

Third, the trans-internalization stage of values, which involves deepening and internalizing values until they become part of the student's personality. At this stage, Islamic moral values are no longer understood as external rules but are embedded within the student and spontaneously manifested in their daily behavior.(Amiruddin, 2021). Cultivating honesty, discipline, responsibility, and mutual respect are indicators of success at this stage. A consistent and supportive educational environment is highly influential in strengthening the process of trans-internalizing values.(Sari et al., 2024).

In addition to these stages, internalizing Islamic moral values also requires appropriate strategies to ensure effective instillation. One key strategy is role modeling (*uswah hasanah*), where educators and the entire school community serve as concrete examples of Islamic moral values. Role modeling has a powerful influence because students tend to imitate the behavior they directly observe in their daily lives.(Wardati & Ridha, 2024).

Another important strategy is habituation, which involves developing moral behavior through routine and repetitive activities. This can be achieved through religious activities, time discipline, greetings, mutual respect, and the implementation of school rules based on Islamic values. Furthermore, integrating moral values into all subjects is an effective strategy to ensure that these values are not only taught in specific subjects but also become part of the entire educational process.(Nurjanah & Sholeh, 2020).

Thus, the process and strategy for internalizing Islamic moral values in students must be implemented comprehensively and sustainably. The synergy between the internalization stages, educators' role models, habituation, and the support of the educational environment are key to shaping students' noble character. Through the implementation of appropriate strategies, it is hoped that Islamic moral values will be deeply ingrained and have a positive impact on students' lives both at school and in the community.

Implications of Internalizing Islamic Moral Values on the Formation of Students' Character

Internalizing Islamic moral values has significant implications for the development of students' character, including attitudes, behavior, and mindsets. When Islamic moral values are deeply ingrained, students not only understand moral concepts theoretically but are also able to implement them in their daily lives.(Alhamid et al., 2024)This shows that moral education plays an important role in shaping students' holistic and balanced personalities.

One of the main implications of internalizing Islamic moral values is the formation of religious character in students. Values such as sincerity, responsibility, and obedience to Allah SWT encourage students to develop a strong spiritual awareness.(Alhamid et al., 2024)This awareness is reflected in the habit of performing religious duties, maintaining good manners in behavior, and using religious values as a guide in decision-making. This religious character serves as the foundation for the development of other character traits.

Furthermore, internalizing Islamic moral values also strengthens students' social character. Values such as honesty, trustworthiness, tolerance, empathy, and social awareness shape students into individuals capable of living harmoniously with others.(Amanah et al., 2025)Students who have internalized Islamic moral values tend to demonstrate mutual respect, are able to cooperate, and are responsible in social interactions within the school and community.

The next implication is seen in the development of a disciplined and responsible character. Islamic moral values teach the importance of consistency between words and actions and an awareness of the trust entrusted to them.(Umam, 2021)Students who habitually apply these values will demonstrate discipline in their studies, comply with school rules, and be responsible for assigned tasks and obligations. This attitude not only impacts academic achievement but also prepares them to face the challenges of life in the future.(Handoko, 2023).

Internalizing Islamic moral values also contributes to developing an independent and integrated character. Students are trained to be honest, make sound decisions, and control themselves from negative behavior.(Khotimah et al., 2023)Integrity formed through Islamic moral values enables students to possess strong moral principles and not be easily influenced by environments that conflict with good values.

Thus, the implications of internalizing Islamic moral values for the formation of students' character are comprehensive and sustainable. Islamic moral values not only shape outward behavior but also build an inner awareness that forms the basis for attitudes and actions. Therefore, the internalization of Islamic moral values needs to be continuously strengthened in the educational process to produce students with noble character, faith, knowledge, and the ability to make positive contributions to society and the nation.(Shahara & Masyithoh, 2025).

Conclusion

The concept of internalizing Islamic moral values in education plays a strategic role in shaping the character of students who are faithful, noble, and responsible. Conceptually, the internalization of Islamic moral values can provide a holistic framework for character education through the integration of values in learning, educator role models, habituation, and support from the family and school environment. The advantage of this concept lies in its comprehensive and sustainable nature, as it emphasizes not only the cognitive aspects but also the affective and behavioral aspects of students. However, this concept still has limitations, particularly in terms of implementation, which often depends on the



readiness of educators, the consistency of the educational environment, and external influences that are difficult to control. Therefore, further development needs to be directed at formulating a more applicable and contextual model of internalizing Islamic moral values, as well as strengthening collaboration between schools, families, and the community so that this concept can be implemented effectively and relevant to the challenges of education in the modern era.

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