




Research Article

The Role of Character Education in Building Students' Ethics and Morals Through Learning The Quran and Hadith

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Abstract. This study aims to understand the role of character education in shaping students' ethics and morals through the perspective of hadith in elementary schools, especially in the context of the times. This research uses a descriptive qualitative approach and was conducted in grade IV at a Madrasah Ibtidaiyah (MI) in Sleman during the even semester of the 2023/2024 academic year. Data were collected through observation and interviews with a teacher of Qur'an and Hadith subjects, as well as utilizing primary and secondary data. The results showed that MI in Sleman consistently

develops a strong character culture, in accordance with the school's vision and mission that emphasizes strong creed, independence, noble character, and environmental insight. Character education is applied thoroughly in various school activities, although it is not specifically integrated in every subject. Teachers use storytelling methods to convey moral values to students. However, the study also identified some challenges, especially related to student behavior that does not always conform to the values taught. Overcoming these challenges requires open communication between teachers, students, and parents, as well as the establishment of clear boundaries and consistent application of consequences. The role of teachers as role models and parental involvement in children's education is very important in shaping student character. With an integrated approach and good cooperation between all parties, character education in MI in Sleman can be effective in building students' ethics and morals despite the challenges faced

Keywords: character education; student ethics; moral development

Abstrak. Penelitian ini bertujuan untuk memahami peran pendidikan karakter dalam membentuk etika dan moral siswa melalui perspektif hadis di sekolah dasar khususnya dalam konteks perkembangan zaman. Penelitian ini menggunakan pendekatan deskriptif kualitatif dan dilakukan pada siswa kelas IV Madrasah Ibtidaiyah (MI) di Sleman pada semester genap tahun ajaran 2023/2024. Data dikumpulkan melalui observasi dan wawancara kepada guru mata pelajaran Al-Qur'an dan Hadist, serta memanfaatkan data primer dan sekunder. Hasil penelitian menunjukkan bahwa MI di Sleman secara konsisten mengembangkan budaya karakter yang kuat, sesuai dengan visi dan misi sekolah yang mengedepankan akidah yang kuat, kemandirian, akhlak mulia, dan berwawasan lingkungan. Pendidikan karakter diterapkan secara menyeluruh dalam berbagai kegiatan sekolah, meskipun tidak terintegrasi secara spesifik pada setiap mata pelajaran. Guru menggunakan metode bercerita untuk menyampaikan nilai-nilai moral kepada siswa. Namun penelitian ini juga mengidentifikasi beberapa tantangan, terutama terkait perilaku siswa yang tidak selalu sesuai dengan nilai-nilai yang diajarkan. Mengatasi tantangan ini memerlukan komunikasi terbuka antara guru, siswa, dan orang tua, serta penetapan batasan yang jelas dan penerapan konsekuensi yang konsisten. Peran guru sebagai role model dan keterlibatan orang tua dalam pendidikan anak sangat penting dalam membentuk karakter siswa. Dengan pendekatan terpadu dan kerjasama yang baik antara semua pihak, pendidikan karakter di MI di Sleman dapat efektif dalam membangun etika dan moral siswa meskipun ada tantangan yang dihadapi.

Kata Kunci: pendidikan karakter; etika mahasiswa; perkembangan moral

INTRODUCTION

The achievement of good morals taught by the Holy Prophetsa can be carried out by every human being, if he tries wholeheartedly, cultivated outwardly and mentally, then he will also achieve good morals and achieve high glory to the level of angels who can avoid stains and sins. But on the contrary, a human being who does not have a strong determination to cleanse himself, maintain his honor, indulge his passions and do not avoid being haram then that man can also be inferior to animals. Therefore, such traits and behaviors should be kept away and always try to carry out the exemplary morals of the Holy Prophetsa who will make people equal like angels¹.

The cultivation of ethics is one of the foundations of humans as a process of regulating the relationship between humans to Allah SWT, and regulating the

¹ Syamsul Rizal Mz, "Akhlak Islami Perspektif Ulama Salaf," *Edukasi Islami : Jurnal Pendidikan Islam* 7, no. 01 (2018): 67, <https://doi.org/10.30868/ei.v7i01.212>.

relationship between humans and others ². The primary, strong, and strong morals, as well as a big, obsessive and ambitious soul, are needed by man. For in the face of the various demands of the new age cannot be fulfilled except with strong and sincere morals that emanate from deep conviction, great sacrifice, firm firmness, and a test-resistant mentality. The change of times will be in harmony with the change in morals and righteousness of his soul.³

Character education in elementary schools is often considered not optimal, as can be seen from the large number of students who do not show ethical and moral behavior. Although efforts to integrate character education in the curriculum have been made, there are various challenges that make the results unsatisfactory. Some of the problems that remain hidden include the lack of adaptation of teaching methods to the needs of diverse individuals, limited training for teachers to teach moral values effectively.⁴ as well as academic pressures that often override the importance of character education. In addition, the impact of social media and modern technology on student character development has not been fully understood and managed properly.⁵ Research on the long-term impact of character education is also lacking, so the sustainability and effectiveness of these programs in the future is a big question mark. Therefore, further research is needed to uncover and address these hidden challenges in order to achieve the goal of more effective and inclusive character education.

Building strong ethics and morals among students requires a comprehensive and sustainable approach. First, it is important to develop a flexible and inclusive curriculum, which can be tailored to the needs and diverse backgrounds of students. Second, teachers need to get specialized training in character education, including effective teaching strategies and how to deal with ethical issues in the classroom. In addition, the school environment should support moral values through concrete examples and fair policies. Technology integration should also be directed to support character education, such as through digital literacy programs that emphasize responsible use of social media. Lastly, periodic evaluations and long-term research should be conducted to assess the effectiveness of character education programs and adjust them based on new findings. With these strategies, it is hoped that character education can be more effective in forming a young generation with ethics and high morals.

Various previous studies, moral science is the science that determines between good and bad, between praiseworthy and despicable, about the words or deeds of

² Muhammad Syamsi Harimulyo, Benny Prasetya, and Devy Habibi Muhammad, "Nilai-Nilai Pendidikan Akhlak Dalam Kitab Risalatul Mu'awanah Dan Relevansinya," *Jurnal Penelitian IPTEKS* 6, no. 1 (2021): 72–89, <https://doi.org/10.32528/ipteks.v6i1.5253>.

³ (Awaliyah & Nurzaman, 2018)

⁴ Siti Rukhayati, *Strategi Guru Pai Dalam Mebina Karakter Peserta Didik Smk Al Falah Salatiga*, ed. M.Pd Jaka Siswanta (salatiga: LP2M Press IAIN Salatiga, 2020).

⁵ Wahid Wahyudi Adi Suprayitno, *Pendidikan Karakter Di Era Milenial*, ed. dwi novi Diantoko (Yogyakarta: deepublish, 2020), https://books.google.co.id/books?hl=id&lr=&id=tzPwDwAAQBAJ&oi=fnd&pg=PP1&dq=tekanan+aka+demik+yang+sering+kali+mengesampingkan+pentingnya+pendidikan+karakter&ots=dotBFoDM4A&sig=EtyJRZzPx4iLvbzQitYBV9Vor3M&redir_esc=y#v=onepage&q&f=false.

human beings born and mind⁶. Moral science is a science that gives an understanding of good and bad, a science that teaches human association and expresses their ultimate goal of all their efforts and work.⁷ Morals are the bonds of a belief system that is believed to be true, which is embedded in the heart, spoken orally and practiced with praiseworthy deeds in accordance with the teachings of the Qur'an and Hadith⁸. The hadith states that the best among you is the best in morals.⁹

This topic was taken because character education is a fundamental aspect in the formation of ethical and moral individuals, which will ultimately form a better society. Although many initiatives have been taken, the reality is that there are still many students in elementary schools who exhibit unethical and immoral behavior. This condition indicates a gap in the approach used today. By exploring and addressing the hidden challenges of character education, we can develop more effective and inclusive strategies. The topic is also relevant to technological developments and rapid social change, which affect how moral values are taught and internalized by students. Therefore, research and discussion on character education is essential to ensure that we can shape future generations of integrity and responsibility

METHOD

Efforts to achieve the objectives of this research on the role of character education in building students' ethics and morals through the perspective of hadith in elementary schools to find out the role of character education in building ethics and morals with the times. This research was conducted using a qualitative approach. This type of research is descriptive qualitative research, the research in question is where to collect information about a symptom that describes what the situation is.

This research was conducted in Class IV in one of the MIs in the Sleman area in the Even semester of the 2023/2024 academic year by involving one teacher of Quran and Hadith subjects as a resource person. The data sources used are primary and secondary. Primary data is obtained by researchers directly while secondary data is obtained by researchers from existing sources and references.

Data collection techniques are the most strategic step in research, because the main purpose of this research is to obtain data. In this study, the data produced is qualitative, so the data collection technique used in this study is through observation and interview methods. Researchers act as participant observers, directly involved in

⁶ Syahraini Tambak, "Metode Drill Dalam Pembelajaran Pendidikan Agama Islam," *Al-Hikmah: Jurnal Agama Dan Ilmu Pengetahuan* 13, no. 2 (2016): 110–27, [https://doi.org/10.25299/al-hikmah:jaip.2016.vol13\(2\).1517](https://doi.org/10.25299/al-hikmah:jaip.2016.vol13(2).1517).

⁷ Akhtim Wahyuni, *Pendidikan Karakter Membentuk Pribadi Positif Dan Unggul Di Sekolah*, Umsida Press, 2021.

⁸ Fitri Fatimatuzahroh, Lilis Nurteti, and S. Koswara, "Upaya Meningkatkan Hasil Belajar Peserta Didik Pada Mata Pelajaran Akidah Akhlak Melalui Metode Lectures Vary," *Jurnal Penelitian Pendidikan Islam* 7, no. 1 (2019): 35, <https://doi.org/10.36667/jppi.v7i1.362>.

⁹ Muhammad Jauhar Kholish, "Etika Dan Moral Dalam Pandangan Hadis Nabi Saw," *Jurnal Riset Agama* 1, no. 1 (2021): 83–96, <https://doi.org/10.15575/jra.viii.14259>.

learning situations. While this interview was conducted with teachers (resource persons) to get deeper and relevant information about this research.

The data analysis techniques used in this study are data condensation, presenting data (display data), and drawing conclusions. Data condensation refers to the process of selecting data, focusing the data obtained, simplifying data, presenting data, and transposing data that is close to all parts of the document and empirical materials¹⁰.

RESULTS AND DISCUSSION

Result

One of the MI schools located in the Sleman area is one of the schools that is consistent in building a culture of character. This can be clearly seen from the vision and mission of the school, which is used to emphasize more aspects of attitudes to students, as well as the facilities provided by the school. Although the cultivation and development of character values in the school seems consistent and the facilities provided are quite supportive in its application, the application of character education in the school does not seem to be specific to certain activities or subjects, but only applied on the sidelines of activities, both activities in the school environment and in learning activities.

Integrated Character Education Approach

Based on the results of interviews and observations that have been conducted, it can be concluded that the application of character education in the school plays an important role.

"Character education is very important for children's growth and development which is formed from now until the future is seen. Actually, this character education has long been given, one of which is in their respective home environments. Since childhood, we have actually been directed and guided by how our parents affect the character of children. This important aspect of character education is the first to instill confidence, grow the character of discipline, responsibility and it is very important that it has always been embedded. I happen to be a teacher of the Qur'an and Hadith, yes, usually at the time of learning I give this character education role by inserting with good habituation. And if at the time of learning I usually use the story method. incidentally I also collect many books related to character education ranging from honesty, discipline, how to seek knowledge formed in honesty, and responsibility. So I packed the study with stories".

¹⁰ and Johny Saldana. Miles, Matthew B., A. Michael Huberman, *Qualitative Data Analysis*. (America: SAGE, 2014).

Challenges in the application of character education

The teacher revealed that:

"One of the challenges faced in implementing character education is dealing with students who are unruly and behave inappropriately to teachers. There are some students who have behavior that is not in accordance with the values taught, such as disobedience or even rude behavior. This can be an obstacle in the process of building student character because this behavior can interfere with the learning process and create an environment that is not conducive. I realized that dealing with students with inappropriate behavior requires a more in-depth approach and strong support from the school and parents. I also recognize that setting clear boundaries and providing consistent consequences is also an important part of addressing this challenge.

I realized that the difference in a child's mentality between past and present times was an additional factor that complicated the situation.

Once in cases when students exaggerate teacher behavior to their parents, this can prolong the problem. Parents often respond disgruntled or even angry, without investigating further. This can create tension between schools and parents, and hinder joint efforts to shape student character.

So to meet this challenge requires a more careful approach and more careful strategies in dealing with inappropriate student behavior. The importance of open communication between teachers, students, and parents to address misperceptions and prevent unwanted prolongation of problems."

The role of the teacher in the character building model

"The response of children when I deliver material in class is not all children immediately apply it. It is a bit difficult, when we deliver material in class it is not immediately accepted by students, and even then it depends on the influence of the surrounding environment regarding morals and ethics, in addition to parents, the role of schools and teachers is also very influential on the formation of student character, everything is done by teachers first as role models for children in school such as duha prayer habits, maintaining honesty, It is evident that when we teachers model good behavior, students will follow along with time. There are also those who just realized that in the next 5 years I have met alumni who are now in high school, he greeted me saying that Mr. Inget did not at that time the father had heard in the class the child still wanted the words of his teacher. "

MI schools in the Sleman region stand out in their efforts to build student character. They emphasize not only on formal learning, but also on moral values applied in daily activities. One striking example is the way Qur'an and Hadith teachers integrate

character education into learning, often through stories and relevant reading materials. Although, as the teacher revealed, not all students immediately respond well to character education materials. Environmental influences, including parents and teachers, play an important role in the formation of students' attitudes and values. However, stories of alumni who still remember their teachers' advice years after they graduated, show that teachers' influence can last far into students' futures.

DISCUSSION

The interview results showed that MI schools in the Sleman area showed perseverance in building a culture of character, which was reflected in the school's vision and mission that emphasized the character of "I want to be with the guardian" (strong creed, superior independence, noble character, and environmental insight). Although the character education approach is thoroughly integrated in school activities, including in the classroom and challenges remain.

Integrated Character Education Approach

In an interview, a teacher of the Qur'an and Hadith affirmed the importance of character education in shaping children's future. He noted that character education has been applied early on, especially in the home environment. According to him, an important aspect of character education is to instill values such as confidence, discipline, and responsibility. To apply character education in learning, she uses the story method and utilizes various books on character education, which include values such as honesty, discipline, and the importance of seeking knowledge in an honest and responsible way. This approach is considered effective for strengthening the character building of students. This is in line with Sofianti's words that Islamic education often relies on stories from Islamic history, the Qur'an (Islamic holy book), and Hadith (the words and actions of the Prophet Muhammad) to convey moral lessons. These narratives engage students' imaginations and facilitate their understanding of complex ethical concepts. The act of storytelling has played a fundamental role in human culture and education for centuries. Various previous studies have emphasized the importance of character education in the formation of ethical and moral individuals. Moral science is a field of study that determines the difference between good and bad, praiseworthy and despicable, in human words or deeds.¹¹

In the realm of Islamic education, narrative occupies its own position because it takes inspiration from Islamic historical events, the Qur'an, and Hadith to convey important moral teachings to students.¹²

¹¹ A. R Sofianti, "Pembelajaran Kooperatif Berbantuan Media," *Vidya Karya* 35, no. 1 (2020): 12, <http://repository.uinjambi.ac.id/3791/>.

¹² Nurmadiyah Nurmadiyah, "Kurikulum Pendidikan Agama Islam," *Al-Afkar : Jurnal Keislaman & Peradaban* 2, no. 2 (2016), <https://doi.org/10.28944/afkar.v2i2.93>.

This book seeks to explain how narratives derived from Islamic sources contribute to an enriched learning environment, facilitate moral growth, and foster deep spiritual ties to faith.¹³

Storytelling is an approach to learning that transcends cultural and religious boundaries. Islamic education plays an important role in the dissemination of the basic principles and doctrines of Islam. Narratives derived from Islamic history, the Qur'an, and Hadith go beyond mere anecdotes, and serve as powerful channels for spreading knowledge and wisdom. These narratives offer educators a method to interest their students while spreading the principles of faith. The use of storytelling as a pedagogical tool facilitates understanding and connection to complex ideas and concepts, thus causing a long-lasting influence on the recipient of knowledge.¹⁴

The utilization of Quranic narratives by educators serves to instill a sense of divine authority in their lectures, thus underlining the importance of moral principles prescribed by God. The hadith, which covers the sayings and behavior of the Prophet Muhammad, offers a valuable storehouse of wisdom and moral direction. By engaging with the narrative of the Hadith, students gain significant knowledge regarding the extraordinary behavior of the Prophet and the teachings he conveyed. Hadith narratives not only serve as a repository of religious information, but also as an effective means of exemplifying virtuous behavior and ethical behavior. These educational resources assist students in understanding the pragmatic implementation of Islamic ideas in their daily routines.¹⁵

Challenges in the application of character education

Despite the great efforts made in building a culture of character, schools also face challenges. One of them is student behavior that is unruly and not in accordance with the values taught. Disobedience and rude behavior of some students become obstacles in the character building process. The importance of open communication between teachers, students, and parents is key in overcoming this challenge. In addition, setting clear boundaries and providing consistent consequences is also necessary in dealing with inappropriate student behavior.

Purwanti, et al said that the cultivation of character values during the learning process is a challenge for educators.¹⁶ There are several character values that need to be instilled in students as an effort to build character. The Ministry of National Education formulates several character values that need to be instilled in students

¹³ M Tolchah, "Implikasi Filsafat Pendidikan Dalam Pengembangan Kurikulum Pendidikan Agama Islam Perspektif Kuntowijoyo," *Jurnal Pendidikan Dan Manajemen Islam*, 2020, <http://repository.uinsby.ac.id/id/eprint/1799>.

¹⁴ Muhamad Ghazali Abdah, "Ragam Pendekatan Dalam Pengembangan Kurikulum Pendidikan Agama Islam (PAI)," *Fondatia* 3, no. 1 (2019): 27–41, <https://doi.org/10.36088/fondatia.v3i1.158>.

¹⁵ Dahlan Muchtar and Aisyah Suryani, "Pendidikan Karakter Menurut Kemendikbud," *Edumaspul: Jurnal Pendidikan* 3, no. 2 (2019): 50–57, <https://doi.org/10.33487/edumaspul.v3i2.142>.

¹⁶ Nining Purwati et al., "Increasing Islamic Junior High School Students Learning Outcomes through Integration of Science Learning and Islamic Values," *International Journal of Instruction* 11, no. 4 (2018): 841–54, <https://doi.org/10.12973/iji.2018.11453a>.

including honesty, tolerance, discipline, hard work, love of peace, care for the environment, social care, gratitude, confidence and responsibility.

According to Zannah and fathul Character in each individual cannot be formed by itself, many parties play a role in the formation of a person's character. First, the second school, parents.¹⁷

as stated in the hadith of the Prophet (peace be upon him) narrated by Imam Bukhari:

"Every child is born on fitrah. It was his parents who made him Jewish, Christian, or Magi."

This hadith shows how important the role of parents is in the formation of their child's faith and explicitly also plays a role in the formation of children's character.

One factor that supports children's success in education is the role of parents and family. Several studies show that parental involvement in children's education has an impact on a child's academic achievement ¹⁸ This is in line with research conducted by Ma, Shen, et al ¹⁹ which states that parental involvement affects children's learning outcomes. In addition, parental involvement also affects the academic ability and social-emotional condition of children²⁰.

This research is reinforced by the results of Lv, Lv, Yan, & Luo research which states that parental involvement also has an impact on children's social emotional.²¹ On the other hand, the longitudinal research conducted by Orth It turns out to provide one finding that the family environment has an impact on children's self-confidence in the child's future after adulthood.²²

The conclusion of this discussion is that despite great efforts made in building a culture of character in schools, challenges still remain, especially related to student behavior that is unruly and incompatible with the values taught. Disobedience and rude behavior of students become obstacles in the process of character building. To overcome this challenge, open communication between teachers, students, and parents is essential, as is setting clear boundaries and providing consistent consequences for inappropriate behavior.

Instilling character values such as honesty, tolerance, discipline, hard work, peace-loving, caring for the environment, social care, gratitude, confidence, and responsibility is a challenge for educators. The involvement of parents and families greatly supports the success of children's education. Research shows that parental

¹⁷ Fathul Zannah, "Integrasi Nilai-Nilai Pendidikan Karakter Berbasis Al Qur'an," *Tunas: Jurnal Pendidikan Guru Sekolah Dasar* 5, no. 2 (2020): 1-8, <https://doi.org/10.33084/tunas.v5i2.1233>.

¹⁸ (Boonk, L.,ett, 2018; Gubbins, ett, 2020; Wilder, 2014)

¹⁹ (2016)

²⁰ J. L. Niehaus, K., & Adelson, "School Support, Parental Involvement, and Academic and Social Emotional Outcomes for English Language Learners," *American Educational Research Journal* 51, no. 4 (2014): 810-844, <https://doi.org/https://doi.org/10.3102/0002831214531323>.

²¹ L. Lv, B., Lv, L., Yan, Z., & Luo, "The Relationship between Parental Involvement in Education and Children's Academic/Emotion Profiles: A Person-Centered Approach," *Children and Youth Services Review*, 2018, 175-182, <https://doi.org/https://doi.org/10.1016/j.chilyouth.2019.03.003>.

²² U Orth, "The Family Environment in Early Childhood Has a Long-Term Effect on Self-Esteem: A Longitudinal Study from Birth to Age 27 Year," *Journal of Personality an Social Psychology*, 114, no. 9 (2018): 637-655.

involvement positively impacts a child's academic achievement, social-emotional abilities, and self-confidence in the future. The family environment plays a significant role in shaping children's character and self-confidence, which affects them until adulthood.

The role of the teacher in the character building model

The role of the teacher is very important in the formation of student character. They are not only teachers, but also as examples and role models for students. Teachers who model good behavior will affect students positively in the long run. Such stories about alumni who still remember their teacher's advice years after graduation are living proof of how much influence a teacher can have goes far into a student's future. This is in line with the words of Bialik, et al that Character education is useful when in the future when the skills possessed cannot be applied, character education can play an important role.²³ Meanwhile, according to the research of Bakken, et al Produced one finding that states that quality early childhood education has a positive impact on a child's development in the long run, especially in terms of behavior, social interaction and emotional maturity.²⁴

Thus, MI schools in the Sleman region have shown their commitment in building student character through an integrated approach, despite being faced with several challenges. The role of teachers as models and facilitators of character building is the key to success in creating an educational environment conducive to students' moral and ethical growth.

CONCLUSION

MI schools in the Sleman region have shown strong dedication in building a culture of character, which can be seen from their vision and mission which emphasizes the values of "strong creed, superior independence, noble character, and environmental insight." Character education is integrated throughout school activities, using methods such as storytelling to convey moral values. However, schools face challenges such as student behavior that is difficult to control and does not conform to the values taught.

To overcome these challenges, it is important to maintain open communication between teachers, students, and parents, as well as set clear boundaries and provide consistent consequences. The role of the teacher as an example is very important in shaping the character of students. In addition, parental involvement in children's education has a positive impact on children's academic achievement, social-emotional abilities, and self-confidence in the future. Thus, although challenges remain, an integrated approach and good cooperation between all parties are the keys to success in building student character in MI schools in the Sleman region.

²³ M Bialik, M., Bogan, M., Fadel, C., & Horvathova, "Character Education for the 21st Century," 2015.

²⁴ Linda Bakken, Nola Brown, and Barry Downing, "Early Childhood Education: The Long-Term Benefits," *Journal of Research in Childhood Education* 31, no. 2 (2017): 255-69, <https://doi.org/10.1080/02568543.2016.1273285>.

Further Research Recommendations Based on the findings of this study, several recommendations for further research can be made:

1. Exploring the long-term impact of character education programs in schools, including their sustainability and effectiveness.
2. Investigating the specific challenges faced by teachers in implementing character education and effective strategies to address them.
3. Examining the role of parental involvement and the family environment in shaping students' character and self-confidence.
4. Developing and evaluating innovative teaching methods and curriculum that can effectively integrate character education in diverse educational settings.

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