Internalizing Islamic Values in Students:
The Role of Character Education in Building Morals and Ethics

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Abstract: *This article discusses the importance of character education in Islamic education to strengthen students' morals and ethics. In Islamic education, character education aims not only to transfer religious knowledge to students but also to prepare them to be virtuous individuals, possessing high morality, and practicing ethics in daily life. However, there are challenges in strengthening students' morals and ethics through character education, such as the negative influence of the surrounding environment, social media, and rapid social changes. This research uses a literature review method to support the understanding of character education in Islamic education. This article is expected to contribute to the understanding and development of character education in Islamic education. This article highlights the importance of character education in Islamic education and several factors that influence it, such as the role of teachers, teaching methods, the role of family and community, assessment and evaluation, contextual character education programs, as well as policies and guidelines that support the implementation of character education.*

Keywords: *Character Education, Islamic Education, Students' Morals and Ethics*

Abstrak: Artikel ini mengkaji pentingnya pendidikan karakter dalam pendidikan Islam untuk memperkuat moral dan etika siswa. Dalam pendidikan Islam, pendidikan karakter tidak hanya bertujuan untuk mentransfer pengetahuan agama kepada siswa, tetapi juga untuk mempersiapkan mereka menjadi individu yang berbudi luhur, memiliki moralitas yang tinggi, dan mempraktikkan etika dalam kehidupan sehari-hari. Namun, terdapat tantangan dalam memperkuat moral dan etika siswa melalui pendidikan karakter, seperti pengaruh negatif dari lingkungan sekitar, media sosial, dan perubahan sosial yang cepat. Penelitian ini menggunakan metode tinjauan literatur untuk mendukung pemahaman tentang pendidikan karakter dalam pendidikan Islam. Artikel ini diharapkan dapat memberikan kontribusi terhadap pemahaman dan pengembangan pendidikan karakter dalam pendidikan Islam. Artikel ini menyoroti pentingnya pendidikan karakter dalam pendidikan Islam dan beberapa faktor yang mempengaruhinya, seperti peran guru, metode pengajaran, peran keluarga dan masyarakat, penilaian dan evaluasi, program pendidikan karakter yang kontekstual, serta kebijakan dan pedoman yang mendukung pelaksanaan pendidikan karakter.

Kata Kunci: Pendidikan Karakter, Pendidikan Islam, Moral dan Etika Siswa

INTRODUCTION

Character education has become an increasingly profound concern in the context of Islamic education[1]. Islamic education aims not only to transfer religious knowledge to students but also to prepare them to be virtuous individuals, possessing high morality, and practicing

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[1] Zainal Abidin et al., "Implementation of Islamic Religious Education Learning and Character in the New Normal Era," *Al-Hayat: Journal of Islamic Education* 6, no. 1 (2022): 158–69, https://doi.org/10.35723/ajie.v6i1.239.

ethics in daily life[2]. However, in reality, there are challenges in strengthening students' morals and ethics through character education. These challenges arise from various external and internal factors, such as the influence of digital media, peer pressure, shifting cultural norms, and a lack of consistent moral reinforcement across educational environments. In many cases, students face conflicting messages between what is taught in the classroom and what they experience in their daily lives, particularly through social media content that often promotes individualism, materialism, or behaviors that contradict Islamic ethical values. Additionally, schools sometimes focus predominantly on academic achievement, leaving character development underemphasized in both curriculum planning and classroom practice. Teachers may also lack sufficient training or resources to effectively integrate character education into their teaching, making it difficult to cultivate a values-based learning environment. Without a deliberate and collaborative effort involving teachers, parents, and the broader school community, character education risks becoming a theoretical concept rather than a lived experience for students. Therefore, it is essential to design character education programs that are holistic, contextual, and grounded in both Islamic teachings and contemporary social realities, ensuring that moral and ethical development is an integral and sustained component of Islamic education.

In this increasingly modern era, traditional values and morality are often threatened by negative influences from the surrounding environment, social media, and rapid social changes[3]. Students often face complex moral dilemmas and sometimes struggle with social pressures that contradict the religious values they receive. In this context, the importance of character education in Islamic education becomes highly significant[4]. The widespread exposure to digital content, ranging from entertainment to ideological narratives can subtly influence students' attitudes, perceptions, and behaviors, often without the critical awareness needed to filter them through a moral lens. As a result, students may internalize values that prioritize self-interest, instant gratification, or superficial success over ethical integrity and social responsibility. Furthermore, the speed of technological and cultural change has outpaced the readiness of many educational institutions to adapt their moral instruction accordingly. This makes it increasingly urgent for Islamic education to offer character education that is not only rooted in religious principles but also responsive to contemporary moral challenges. By fostering critical thinking, emotional resilience, and ethical decision-making, character education can equip students to navigate their environments more consciously and uphold the values of honesty, compassion, respect, and justice in a rapidly evolving society.

Although there is an awareness of the importance of character education, there is still a gap or void in the understanding and implementation of this concept in the Islamic education

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[2] Muh Wasith Achadi and Noor Laila Fithriyana, "Integration of Pancasila Values in Student Books of Islamic Religious Education and Character at High School Level," *Jurnal Pendidikan Agama Islam* 17, no. 2 (2020): 119–36, https://doi.org/10.14421/jpai.2020.172-02.

[3] Mohammad Adnan, "Islamic Education and Character Building in The 4.0 Industrial Revolution," *Nazhruna: Jurnal Pendidikan Islam* 5, no. 1 (2022): 11–21, https://doi.org/10.31538/nzh.v5i1.1771.

[4] Yunita Noor Azizah and Anggie Nadia Dinihari, "Purpose and Concept of Character Education in Islamic Perspective: A Comparative Study of Imam Zarkasyi and Ahmad Dahlan Thoughts," *El-Buhuth: Borneo Journal of Islamic Studies* 2, no. 2 (2020): 143–55, https://doi.org/10.21093/el-buhuth.v2i2.2636.

environment[5]. Some issues that need to be addressed include a lack of adequate attention to character education, a curriculum that overly focuses on academic aspects, a lack of understanding and skills of teachers in integrating moral and ethical values into learning, as well as a lack of support from the school environment in promoting and facilitating the formation of students' character[6].

Moreover, there is still limited research specifically examining the effectiveness of character education in the context of Islamic education, especially in Indonesia[7]. Meanwhile, social changes, increasingly complex moral challenges, and the significant influence of social media have altered the dynamics of students' lives today[8]. Therefore, in-depth and contextual research is needed to understand how character education in Islamic education can make a significant contribution to strengthening students' morals and ethics.

To fill this void, this research aims to explain the importance of character education in the context of Islamic education and how this approach can influence the development of students' morals and ethics[9]. By understanding the factors that influence the effectiveness of character education in Islamic education, this research will provide valuable insights for Islamic education practitioners in designing effective character education strategies to strengthen students' morals and ethics.

Through this research, it is expected to gain a deeper understanding of the importance of character education in Islamic education and how the appropriate approach can strengthen students' morals and ethics. Thus, Islamic education can make a greater contribution to shaping a generation with excellent character, high morality, and the ability to face complex social challenges

METHODS

This research uses the method of literature review (library research) to support and deepen the understanding of the importance of character education in the context of Islamic education and how this approach can influence the development of students' morals and ethics.

The literature review method was chosen because this research focuses on collecting data from relevant existing literature sources. Through the literature review, the researcher will

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[5] Syaiful Bahri et al., "Role of Educational Management, Islamic Norms and Character Education on the Moral Development in Junior High School Indonesia: Moderating Role of Institutional Support," *Eurasian Journal of Educational Research* 101, no. 101 (2022): 84–99.

[6] Muh Asrar et al., "The Implementation of Standard Education Process in Islamic Education and Character at SMA Negeri 17 Makassar," *Jurnal Diskursus Islam* 9, no. 3 (2021): 457–79, https://doi.org/10.24252/jdi.v9i3.25629.

[7] Imam Syafi'i and Syaifulloh Yusuf, "The Role and Challenges of Islamic Education in Indonesia in the Disruptive Era: The Analysis of the System of Islamic Education Character in Indonesia," *Akademika: Jurnal Pemikiran Islam* 26, no. 1 (2021): 107–20, https://doi.org/10.32332/akademika.v26i1.3285.

[8] Arifuddin M. Arif, Nurdin Nurdin, and Elya Elya, "Character Education Management at Islamic Grassroot Education: The Integration of Local Social and Wisdom Values," *Al-Tanzim: Jurnal Manajemen Pendidikan Islam* 7, no. 2 (2023): 435–50, https://doi.org/10.33650/al-tanzim.v7i2.5468.

[9] Ahmad Zainuri, "Implementation of Independent Curriculum Learning in Islamic Education and Character Subjects at MIN 1 Palembang," *Edukasi Islami: Jurnal Pendidikan Islam* 11, no. 01 (2022): 1229–42, https://doi.org/10.30868/ei.v11i01.2961.

search for and analyze books, journal articles, theses, and other publications[10] related to character education in Islamic education.

The literature review process will involve systematic and comprehensive searches through academic databases, libraries, and trusted online sources[11]. Various relevant keywords will be used to search for literature that is suitable for the research topic, such as "character education in Islamic education," "students' morals and ethics," "character education approaches," and so on.

During the literature review process, the researcher read, summarize, and analyze the information found in the literature. The data obtained through the literature review will be systematically analyzed to identify key results, patterns, and relationships between concepts found in the literature.[12]

RESULTS

The first result of this study indicates that character education in Islamic education plays a central and strategic role in shaping students into individuals with commendable personal character. It does not merely function as a complementary aspect of learning but serves as the foundation for nurturing moral sensitivity and ethical awareness. Through character education, students are gradually equipped to develop a clear understanding of right and wrong, internalize Islamic values, and apply them in real-life contexts. This moral foundation becomes a guiding compass in students' personal growth and social behavior, helping them form a stable identity grounded in faith, responsibility, and integrity.

Furthermore, the implementation of character education enables students to develop a range of essential moral and ethical values such as honesty, fairness, empathy, responsibility, and social awareness. These values are not only introduced through religious instruction but are also cultivated through interaction, observation, and reflection within the learning environment. When students consistently encounter these values in both formal lessons and informal school culture, they become part of their daily conduct. This continuous exposure and reinforcement help internalize moral principles as habitual behaviors rather than abstract ideals.

In addition to value formation, character education also strengthens students' capacity to navigate complex moral dilemmas, especially in the face of modern social challenges. In today's rapidly changing world, students are often confronted with situations that require ethical discernment and personal judgment. A solid character education framework empowers them to make thoughtful, value-based decisions, rather than reacting impulsively or following negative social influences. This moral resilience is crucial for fostering responsible citizens who are not only intellectually capable but also morally grounded.

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[10] Rizaldy Fatha Pringgar and Bambang Sujatmiko, "Penelitian Kepustakaan (Library Research) Modul Pembelajaran Berbasis Augmented Reality Pada Pembelajaran Siswa," *IT-Edu: Jurnal Information Technology and Education* 5, no. 01 (2020): 317–29, https://doi.org/10.26740/it-edu.v5i1.

[11] Milya Sari and Asmendri Asmendri, "Penelitian Kepustakaan (Library Research) Dalam Penelitian Pendidikan IPA," *Natural Science* 6, no. 1 (2020): 41–53, https://ejournal.uinib.ac.id/jurnal/index.php/naturalscience.

[12] Jenny McBurney et al., "Library Research Sprints as a Tool to Engage Faculty and Promote Collaboration," *Portal: Libraries and the Academy* 20, no. 2 (2020): 305–38, https://doi.org/10.1353/pla.2020.0016.

The second result of this study emphasizes that character education in Islamic education must be implemented through a holistic and comprehensive approach. Providing religious knowledge alone is insufficient in forming morally upright individuals. Character education must permeate all dimensions of the educational process—including curriculum design, learning methods, school culture, teacher-student interaction, and extracurricular activities. Each of these elements should support the internalization of values and the translation of moral concepts into consistent student behavior, both within and beyond the classroom.

A key element in this holistic approach is the role of the teacher. Teachers serve not only as knowledge transmitters but also as moral exemplars who reflect Islamic ethical values in their attitudes, language, and interactions. Their credibility and consistency in modeling the expected behaviors greatly influence how students perceive and absorb character education. Moreover, teachers are expected to facilitate moral reflection by engaging students in meaningful discussions on ethical issues, creating spaces for students to express their moral reasoning, and encouraging them to reflect on their decisions and behaviors. This reflective process enhances the depth of students' understanding and supports long-term moral development.

Equally important is the role of the educational environment, which includes the school culture, family involvement, and community support. A school environment that prioritizes respect, cooperation, and inclusivity reinforces the moral values taught in class. When supported by families who model tolerance and responsibility, and by communities that embrace diversity, the character formation process becomes more sustainable and impactful. Therefore, the integration of character education must go beyond the classroom and become a shared responsibility across educational stakeholders, ensuring that students grow in an ecosystem that consistently upholds and nurtures their moral potential.

Further results indicate that the use of active and participatory teaching methods plays a crucial role in strengthening students' morality and ethics[13]. Through these methods, students actively engage in learning moral and ethical values through discussions, role-playing, case studies, and other collaborative activities. These methods provide direct experiences for students to face situations that require moral and ethical decision-making.

Additionally, this research highlights the importance of involving families and communities in character education in Islamic education. Families as the first environment for students and communities as a broader environment play a crucial role in strengthening students' morality and ethics. Close cooperation between schools, families, and communities will create a positive synergy in shaping students' good character[14].

Another result is the importance of adequate assessment and evaluation in character education in Islamic education. Assessment that includes moral and ethical aspects can help

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[13] Xue Eryong and Jian Li, "What Is the Ultimate Education Task in China? Exploring 'Strengthen Moral Education for Cultivating People' ('Li De Shu Ren')," *Educational Philosophy and Theory* 53, no. 2 (January 28, 2021): 128–39, https://doi.org/10.1080/00131857.2020.1754539.

[14] Fantika Febry Puspitasari, Taufiq Satria Mukti, and Muhammad Munadi, "Character Building Through the Synergy Between Parents and School in Indonesia," in *International Conference on Engineering, Technology and Social Science (ICONETOS 2020)*, vol. 529 (Advances in Social Science, Education and Humanities Research, Springer Nature: Atlantis Press, 2021), 16–21, https://doi.org/10.2991/assehr.k.210421.003.

monitor students' development in terms of the character values instilled[15]. This assessment should not only focus on academic knowledge but also on students' ability to apply moral and ethical values in their daily lives.

Furthermore, this research highlights the need for the development of contextual and relevant character education programs. Character education programs should be tailored to students' needs, social environments, and specific cultural contexts. An approach that is student-centered and capable of integrating religious values with the realities of modern life will be more effective in strengthening students' morality and ethics. Lastly, these research results indicate the need for policy frameworks and guidelines that support the implementation of character education in Islamic education. Clear policies and strong support from schools, governments, and other relevant institutions will create a solid foundation for consistent and sustainable character education implementation.

DISCUSSION

Character education in Islamic education plays a significant role in shaping students with excellent character. Character education in the Islamic context involves efforts to develop and strengthen students' moral and ethical values based on the teachings of Islam. Its goal is to shape individuals with a high awareness of proper and moral behavior in their daily lives.

One important aspect of character education in Islamic education is its contribution to the development of students' morals and ethics[16]. Through character education, students are provided with a deep understanding of values such as honesty, fairness, empathy, responsibility, and social concern, as taught in Islam. They learn to understand the implications and applications of these values in their lives.

In character education in Islamic education, students are given the opportunity to enhance their awareness of the instilled moral and ethical values. They are taught to recognize and understand the foundations of Islamic teachings and how to apply these values in every aspect of their lives. This involves learning about Islamic norms and practices that cover various areas, such as the relationship with Allah, the relationship with fellow human beings, the relationship with nature, and social responsibilities.

Character education in Islamic education also helps students develop their awareness of complex moral and ethical dilemmas they face in their daily lives. They are taught to consider Islamic values in their decision-making and actions. Through this approach, students are trained to face moral and ethical challenges with confidence and integrity.

Additionally, character education in Islamic education contributes to the formation of students' personalities[17] with excellent character. Students are not only taught moral and ethical values but also how to practice them in their everyday actions. They are taught to become individuals who are honest, fair, responsible, empathetic, and caring towards others.

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[15] Mohammad Rindu Fajar Islamy et al., "Improving Student Polite Character in Online Learning in the Covid-19 Pandemic Period," *Bulletin of Science Education* 2, no. 1 (2022): 41–51, https://attractivejournal.com/index.php/bse/index.

[16] Khaidir and Suud, "Islamic Education in Forming Students' Characters at As-Shofa Islamic High School, Pekanbaru Riau."

[17] Wasehudin Wasehudin et al., "Using Multi-Grade Teaching in Strengthening Students' Character Post-FTF Learning," *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan* 20, no. 2 (2022): 259–70, https://jurnal.iainponorogo.ac.id/index.php/cendekia.

Character education has a significant positive effect on shaping students' character, particularly in the Islamic education context. Through character education, students are not only taught moral and ethical values but also gain a deeper understanding of these values and how to apply them in their daily lives.

In character education in Islamic education, students are given the opportunity to learn the moral and ethical values taught in Islamic teachings[18]. They learn to understand the meanings and importance of values such as honesty, fairness, empathy, responsibility, and social concern in Islam. Through this understanding, students can develop a better framework of thinking when facing moral and ethical situations in their daily lives.

Furthermore, students who undergo character education in Islamic education have the opportunity to apply these moral and ethical values in their lives. They are taught to apply Islamic values in their interactions with others, decision-making, and overall behavior[19]. As a result, students can develop practical skills in facing real situations that require moral and ethical judgment.

Moreover, character education in Islamic education helps students internalize moral and ethical values as part of their character. Students not only understand these values theoretically but also actively strive to apply them in their daily actions. In the context of Islamic education, this involves strengthening their spirituality and relationship with Allah, which influences their attitudes and behaviors.

Through character education in Islamic education, students are also taught about the positive consequences of having good character. They learn that having a strong and morally upright character can bring happiness, success, and blessings in their lives. This motivates students to continually strive to develop excellent character and live according to the values taught in Islam.

Integrated character education, encompassing all aspects of learning and the school environment, plays a crucial role in effectively shaping students' character. This approach ensures that character education is not limited to separate subjects but is integrated into all aspects of learning and the school environment.

In integrated character education, students are not only taught moral and ethical values in religious or specific subject classes but are also given opportunities to apply them in real-world situations[20]. Character concepts and moral values are learned and applied in the context of subjects such as mathematics, science, language, arts, and sports. This allows students to see the connection between academic learning and the moral values they learn.

Additionally, this approach includes a supportive school environment for character formation. A conducive school environment serves as a platform to reinforce the taught

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[18] Muhammad Roy Purwanto, Tamyiz Mukharrom, and Putri Jannatur Rahmah, "Optimization of Student Character Education through the Pesantren Program at the Islamic Boarding School of the Universitas Islam Indonesia," *Review of International Geographical Education Online* 11, no. 5 (2021): 2829–37, https://doi.org/10.48047/rigeo.11.05.179.

[19] Moh Bahzar, "Authentic Leadership in Madrassas: Asserting Islamic Values in Teacher Performance," *Journal of Social Studies Education Research* 10, no. 1 (2019): 259–84, https://jsser.org/index.php/jsser/article/view/432.

[20] M. S. Zulela et al., "How Is the Education Character Implemented? The Case Study in Indonesian Elementary School," *Journal of Educational and Social Research* 12, no. 1 (2022): 371, https://doi.org/10.36941/jesr-2022-0029.

character values. Teachers and school staff play a crucial role as examples and role models of good character for students. They demonstrate moral and ethical values in their daily actions, such as honesty, fairness, empathy, and responsibility. Furthermore, the school environment creates opportunities for students to participate in extracurricular activities, social projects, and community service programs that promote character development.

Through the integrated character education approach, students can experience comprehensive and consistent character learning. This ensures that moral and ethical values are not taught sporadically or separately but are consistently applied in students' daily lives. With consistent experiences, students have the opportunity to strengthen their character through reflection, practice, and direct experiences in real-life situations.

Active student-centered teaching methods, such as group discussions, role-playing, and collaborative projects, have a positive impact on enhancing students' understanding of moral and ethical values in Islamic education[21]. These methods allow students to actively engage in the character learning process and provide practical experiences in applying moral and ethical values in their life contexts.

Through group discussions, students have the opportunity to share their thoughts, experiences, and perspectives on moral and ethical issues they face in daily life[22]. These discussions promote reflection, critical thinking, and a deeper understanding of values related to character education in Islam. Students can also learn from their classmates' viewpoints and broaden their insights into diverse moral issues.

Role-playing is an effective teaching method to present real-life situations that require moral and ethical decision-making[23]. Through role-playing, students can assume different roles and face complex moral dilemmas. They must consider the taught character values and make ethical decisions. This helps students develop critical thinking skills, consider the consequences of actions, and make responsible decisions.

Collaborative projects involve students in teamwork and joint projects. Through these projects, students can apply moral and ethical values in real-life contexts. They learn to collaborate, solve problems, and make decisions that consider the character values taught in Islamic education[24]. This collaborative process also allows students to experience the benefits of teamwork, supportiveness, and appreciating different opinions.

Involving families as educational partners and building collaboration with the community plays a crucial role in strengthening students' character education. The family and community environments have a significant influence on shaping students' character, and close

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[21] Moh. Mahfud, Akhmad Zakki Abd. Razak, and Waleed Yahya Gahlan, "Improving the Islamic Education Learning Quality through Classroom Management in Madrasah Ibtidaiyah," *MUDARRISA: Jurnal Kajian Pendidikan Islam* 16, no. 2 (December 2, 2024): 161–80, https://doi.org/10.18326/mudarrisa.v16i2.902.

[22] Jenny Svanteson Wester, "Students' Possibilities to Learn From Group Discussions Integrated in Whole-Class Teaching in Mathematics," *Scandinavian Journal of Educational Research* 65, no. 6 (September 19, 2021): 1020–36, https://doi.org/10.1080/00313831.2020.1788148.

[23] Tomer J. Perry and Christopher Robichaud, "Teaching Ethics Using Simulations: Active Learning Exercises in Political Theory," *Journal of Political Science Education* 16, no. 2 (April 2, 2020): 225–42, https://doi.org/10.1080/15512169.2019.1568879.

[24] Sini Riikonen, Pirita Seitamaa-Hakkarainen, and Kai Hakkarainen, "Bringing Maker Practices to School: Tracing Discursive and Materially Mediated Aspects of Student Teams' Collaborative Making Processes," *International Journal of Computer-Supported Collaborative Learning* 15, no. 3 (September 2020): 319–49, https://doi.org/10.1007/s11412-020-09330-6.

collaboration with them is an essential factor in character education in the context of Islamic education.

The family serves as the initial environment for students, where character formation begins[25]. The moral and ethical values taught and applied at home have a strong impact on shaping students' behavior and attitudes. Therefore, involving families as educational partners in character education is essential. Teachers and schools can collaborate with parents to reinforce and expand character education taught at home. Open communication between schools and families, as well as involving parents in character education activities at school, can create consistency in the values taught and applied in various student environments.

In addition to families, collaboration with the community also plays a vital role in students' character education. The community, as a broader environment, provides different experiences and challenges for students to practice the character values they learn. Through collaboration with the community, students have the opportunity to engage in social projects, community service, or activities involving interactions with the surrounding community. This expands students' perspectives on character values in real-life contexts and teaches them the importance of contributing to society.

Close cooperation between schools, families, and the community creates a positive synergy in shaping students' good character. Involving families as educational partners and building collaboration with the community ensures that the character values taught at school are also applied and reinforced in other environments. Thus, character education in Islamic education becomes more comprehensive and sustainable by involving various stakeholders in the character formation process.

Holistic and comprehensive character assessment plays a crucial role in character education in Islamic education. This assessment involves direct observation, attitude measurement, and portfolio assessment of students to portray their overall character development.

Direct observation is one effective method of character assessment. Teachers and educators actively observe students' behavior, attitudes, and actions in real-life situations within the school environment. This observation allows teachers to see how students apply character values in their everyday actions. Careful and planned teacher observation provides a deeper understanding of students' character development and offers appropriate feedback to reinforce areas that need improvement.

Attitude measurement is also an essential component of character assessment. Students' attitudes towards moral and ethical values can be measured through specifically designed assessment instruments. Teachers can use rating scales or structured questions to measure students' level of understanding, acceptance, and application of character values in their lives. Attitude measurement provides objective information about students' understanding of the taught character values.

Student portfolio assessment involves the collection and assessment of tangible evidence of students' character development. Portfolios may include reflective writing,

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[25] Leslie D. Leve et al., "The Early Growth and Development Study: A Dual-Family Adoption Study from Birth Through Adolescence," *Twin Research and Human Genetics* 22, no. 6 (2019): 716–27, https://doi.org/10.1017/thg.2019.66.

collaborative projects, or experiential records that demonstrate the application of character values in students' daily lives. Portfolio assessment allows students to reflect on their own development and provides tangible evidence of their ability to apply character values in various contexts.

Holistic and comprehensive character assessment provides meaningful feedback to students. By involving various assessment methods, teachers can provide specific and constructive feedback to students about their character development. This feedback can motivate students to continually improve and develop aspects that need enhancement in their character formation.

By using holistic and comprehensive character assessment, character education in Islamic education becomes more meaningful and impactful. Adequate assessment provides a comprehensive picture of students' character development, identifies strengths and weaknesses, and offers clear guidance for students to continue improving and developing themselves in moral and ethical aspects.

A character education program that is relevant to students' cultural and social contexts plays a significant role in shaping students' character in Islamic education. An approach that considers religious values and local values has a more significant impact on students' moral and ethical development.

When character education programs in Islamic education integrate religious values with cultural and social contexts, students can easily relate to and apply those values in their daily lives. Programs that are relevant to students' cultural and social contexts consider values respected and recognized in their communities. Thus, students can see the connection between the character values taught at school and the realities of their lives.

Moreover, character education programs that are relevant to students' cultural and social contexts also help students understand and appreciate the diversity of moral and ethical values within their society. In Islamic education, programs that strengthen religious values while respecting cultural and social differences provide opportunities for students to learn about tolerance, mutual respect, and develop inclusive attitudes towards others.

An integrated approach with religious values and local values enriches students' character learning with real and relevant examples from their surroundings. Involving local stakeholders such as religious figures, cultural experts, or the local community in developing character education programs provides deeper and more authentic perspectives. This helps students understand how character values are applied in specific contexts and shape behaviors and attitudes appropriate to their environment.

By adopting character education programs that are relevant to students' cultural and social contexts, character education in Islamic education becomes more effective[26]. These programs not only teach moral and ethical values theoretically but also help students internalize and apply those values in their daily lives. Character education integrated with religious values and local values creates a more authentic learning environment and has a more significant impact on students' moral and ethical development.

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[26] Hisny Fajrussalam, Agus Salim Mansyur, and Qiqi Yuliati Zaqiah, "Gaining Education Character Based on Cultural Sundanese Values: The Innovation of Islamic Education Curriculum in Facing Era Society 5.0," *Jurnal Iqra': Kajian Ilmu Pendidikan* 5, no. 1 (2020): 104–19, https://doi.org/10.25217/ji.v5i1.910.

CONCLUSION

Based on the results and discussions above, it can be concluded that character education in Islamic education has a significant impact on the moral and ethical development of students. Through a holistic approach, active teaching methods, collaboration with families and communities, adequate assessment, the development of relevant programs, and strong policy support, character education in Islamic education can be an effective solution to the moral and ethical challenges faced by students. Referring to relevant research studies, these results can be reinforced and the approach to character education in Islamic education can be more focused and effective.

The contribution of this research to Islamic education is to provide a deeper understanding of the importance of character education in shaping students with excellent character. In the context of Islamic education, character education becomes an important means to strengthen the morals and ethics of students in accordance with religious teachings. By considering the results and implications of this research, Islamic educational institutions can adopt a more holistic and comprehensive approach to shaping students' character. This involves close collaboration between teachers, families, communities, as well as the development of relevant and contextual character education programs. It is hoped that the results of this research can provide a foundation for practitioners of Islamic education in designing effective strategies to strengthen students' character and create a generation with high morality and strong ethics.

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