



Implementation of Moral Faith Lessons for Students at Madrasah Tsanawiyah Al-Ishlah Tanjung Jabung Timur

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Abstrak

Penelitian ini bertujuan untuk mengetahui implementasi pelajaran Akidah Akhlak terhadap pembentukan akhlak murid di Madrasah Tsanawiyah Al-Ishlah serta upaya guru dalam meningkatkan akhlak peserta didik di lingkungan madrasah. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif, karena penelitian berfokus pada pemahaman mendalam mengenai proses pelaksanaan pembelajaran Akidah Akhlak dan pengaruhnya terhadap perilaku siswa. Subjek penelitian terdiri dari kepala madrasah, guru Akidah Akhlak, wali kelas, dan peserta didik yang dipilih menggunakan teknik purposive sampling. Teknik pengumpulan data dilakukan melalui observasi, wawancara mendalam, dan dokumentasi. Observasi digunakan untuk melihat secara langsung proses pembelajaran dan perilaku siswa di lingkungan sekolah, wawancara dilakukan untuk memperoleh informasi mengenai implementasi pembelajaran Akidah Akhlak, sedangkan dokumentasi digunakan untuk melengkapi data berupa arsip, foto kegiatan, dan perangkat pembelajaran. Analisis data menggunakan model interaktif Miles dan Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa implementasi pelajaran Akidah Akhlak di madrasah dilakukan secara terstruktur melalui keteladanan guru, pemberian motivasi, pembinaan perilaku, penerapan strategi pembelajaran yang efektif, serta kerja sama antara guru dan orang tua. Guru Akidah Akhlak berperan sebagai teladan dalam membentuk sikap dan perilaku siswa melalui pembiasaan akhlak yang baik dalam kehidupan sehari-hari. Selain itu, guru memberikan motivasi berupa pujian, nasihat, teguran, dan pembinaan kepada siswa agar memiliki kesadaran dalam menerapkan nilai-nilai Islam. Dalam proses pembelajaran, guru juga menggunakan strategi yang komunikatif, sabar, dan mudah dipahami oleh siswa sehingga pembelajaran menjadi lebih efektif dan menyenangkan. Upaya lain yang dilakukan adalah memaksimalkan sarana dan waktu pembelajaran untuk mendukung keberhasilan proses belajar mengajar.

Kata Kunci: Implementasi, Akidah Akhlak, Akhlak Murid, Pembelajaran Islam.

Abstract

This study aims to determine the implementation of Aqidah Akhlak lessons on the moral development of students at Al-Ishlah Islamic Junior High School (Madrasah Tsanawiyah) and the teachers' efforts to improve students' morals within the madrasah environment. This study used a qualitative approach with a descriptive approach, focusing on an in-depth understanding of the implementation process of Aqidah Akhlak learning and its influence on student behavior. The research subjects consisted of the madrasah principal, Aqidah Akhlak teachers, homeroom teachers, and students selected using a purposive sampling technique. Data collection techniques included observation, in-depth interviews, and documentation. Observations were used to directly observe the learning process and student behavior within the school environment, interviews were conducted to obtain information regarding the implementation of Aqidah Akhlak learning, while documentation was used to supplement data in the form of

archives, activity photos, and learning materials. Data analysis used the interactive model of Miles and Huberman, which includes data reduction, data presentation, and conclusion drawing. The research results show that the implementation of Aqidah Akhlak lessons in madrasas is structured through teacher role models, motivation, behavioral guidance, the application of effective learning strategies, and collaboration between teachers and parents. Aqidah Akhlak teachers act as role models in shaping students' attitudes and behaviors by instilling good moral habits in daily life. Furthermore, teachers provide motivation through praise, advice, reprimands, and guidance to students to foster awareness in applying Islamic values. During the learning process, teachers also use communicative, patient, and easily understood strategies, making learning more effective and enjoyable. Other efforts include maximizing learning resources and time to support the success of the teaching and learning process.

Keywords: *Implementation, Aqidah Akhlak, Student Morals, Islamic Learning.*

Introduction

Education has a fundamental role in shaping the character and personality of the younger generation. This is in line with the view of experts who state that education not only transfers knowledge, but also instills moral and ethical values. In addition to the transfer of knowledge and skills, education also carries an important mandate to instill moral and ethical values known as morals. (Sunarso, 2020) Noble morals are the foundation for individuals to interact positively in society, contribute to the progress of the nation, and achieve true happiness both in this world and in the hereafter. (Rahayu, 2019) Schools as one of the formal educational institutions play a central role in shaping students' morals. In this context, teachers are the frontline who interact directly with students every day. The teacher not only serves as a subject teacher, but also as an example (*Uswah Hasanah*), a mentor, motivator, and facilitator in the process of character building. Therefore, the success of moral education is highly dependent on the efforts and strategies implemented by teachers in the school environment. (Abd. Ghani & Moh Ali, 2022)

The role of the subject of moral aqidah in Islamic education contains several constructions of thought that aim to provide religious knowledge for students. This

religious knowledge is related to the formation of student morals. (Abdullah, 2022) Al-Ghazali in his book *Ihya' Ulumuddin* explained that the main goal in the educational process is the formation of a relationship between religion and science is the main basis in education. The understanding related to the content of material in the subject of moral creed until now still dwells on a normative theological understanding. This means that the content of the material in this lesson has stagnated and has not been able to get out of the realm. This means that the method of learning moral beliefs is only limited to understanding that leads to an identification of Islamic values. (Herudin, 2016)

Various literature and practical experience show that teachers' efforts in improving students' morals can be realized through various approaches, both through integration in subjects, habituation in daily activities, special coaching, and consistent examples. However, there has not been much research that specifically explores the effectiveness and challenges faced by teachers in carrying out this crucial role. (Ainin et al., 2021) Aqidah Akhlak teachers have an important role in improving Islamic education. To realize this goal, teachers must apply the habituation of students to practice the behavior of Akhlakul

Karimah that has been taught, because teachers are the second parents after the family, for their students. Teachers are a very important and more dominating factor in the formal education process.(Umar et al., 2021)

For students, teachers are figures who have an important position in their educational lives and the formation of their personalities. Teachers are not only seen as transmitters of knowledge in the classroom, but also as exemplary figures whose behavior and personality are always the concern of students. The presence of teachers in the school environment is often the center of student observation, both in the way they speak, behave, interact with others, and in carrying out their responsibilities as educators. Therefore, every action of the teacher has a great influence on the development of students' attitudes and mindsets. The teacher's ability to transfer subject matter is indeed one of the main aspects in the learning process. Teachers who are able to explain the material well, interestingly, and easily understand will more easily get attention and appreciation from students. However, the influence of teachers does not only lie in the academic aspect. Behavior, speech, discipline, patience, and the way teachers deal with various problems are also part of what students observe and emulate in their daily lives. Even under certain conditions, the teacher's personal life or household condition sometimes becomes a concern for students, especially when it is seen in the attitude and behavior of teachers at school.(Jannah, 2020)

Based on this description, it can be understood that the teaching profession has a very important position in the world of education, because teachers are not only in charge of delivering learning materials, but also play a role as a guide, educator, as well

as a role model for students. In the educational process, the success of the formation of students' character is not only determined by intellectual ability, but also influenced by the example given by teachers in daily life. Attitudes, behaviors, speech, discipline, responsibility, and the way teachers interact with the school environment will be a concern and example for students in shaping their mindset and behavior. Students' trust and respect for teachers are also greatly influenced by the moral quality and integrity of the teacher. Teachers who are able to show consistency between words and actions, be fair to all students, and have good morals will find it easier to find a place in students' hearts. The example shown by teachers can create a positive emotional relationship between teachers and students so that the learning process becomes more effective, harmonious, and meaningful. On the other hand, teacher behavior that does not reflect moral and ethical values can affect the decline of teachers' authority and have an impact on students' low respect and trust in the educational process.

Research Methods

The research on the implementation of Akidah Akhlak lessons on the morals of students at Madrasah Tsanawiyah Al-Ishlah Tanjung Jabung Timur uses a qualitative approach with a descriptive research type.(Abd. Ghani & Moh Ali, 2022) This approach is used because the research aims to deeply understand the process of implementing the learning of Akidah Akhlak and its influence on the formation of students' morals in daily life. Through a qualitative approach, researchers can dig up information directly about behaviors, attitudes, habits, and moral values instilled in students through learning activities in madrasahs.(Afif Gita Fauzi, 2023) The location of the research was

carried out at Madrasah Tsanawiyah Al-Ishlah Tanjung Jabung Timur. The subjects of the research include the head of the madrasah, teachers of the Moral Faith subject, homeroom teachers, and students who are considered able to provide information related to the implementation of Moral Faith learning to the formation of students' morals. The determination of informants is carried out using the purposive sampling technique, which is to select informants based on certain considerations that are considered to know and understand the focus of the research.

The data collection techniques in this study were carried out through observation, interviews, and documentation. (Khasanah & Ichsan, 2019) Observation is used to see firsthand the learning process of Akidah Akhlak, the interaction of teachers and students, and student behavior in the madrasah environment. Interviews were conducted in depth with madrasah heads, teachers, and students to obtain information about learning strategies, forms of moral development, supporting factors, and obstacles in the implementation of Akidah Akhlak lessons. Meanwhile, documentation is used to complete research data in the form of syllabus, lesson plans, school disciplines, character development programs, photos of activities, and other documents related to research. The data analysis technique in this study uses the Miles and Huberman interactive analysis model which includes three stages, namely data reduction, data presentation, and conclusion drawn. Data reduction is carried out by selecting and focusing data that is relevant to the research. (Anaya et al., 2023)

Furthermore, the data is presented in the form of a narrative description so that it is easy to understand, then conclusions are drawn based on the results of the research. To

ensure the validity of the data, the researcher uses source triangulation techniques and triangulation techniques, which are comparing data from observations, interviews, and documentation so that valid and reliable data are obtained. Through this research method, it is hoped that a clear picture can be obtained of the implementation of Akidah Akhlak lessons in shaping students' morals, as well as knowing the various efforts made by madrasahs in instilling moral and Islamic values to students in the madrasah environment.

Results and discussion

A. Implementation

Implementation is a process of implementing or implementing plans, policies, strategies, or programs that have been prepared in advance so that they can be realized in real life practices. Implementation is an important stage because a concept or plan will not provide maximum results if it is not implemented properly and in a targeted manner. In its implementation, implementation is not only about carrying out activities, but also includes the process of organizing, directing, supervising, and evaluating to achieve the goals that have been set. In the world of education, implementation has a meaning as the process of implementing learning activities carried out by teachers to students in accordance with educational goals. Learning implementation involves various components such as teachers, students, methods, media, strategies, and learning environments that support each other. (Purwanti, 2021)

Teachers as the main implementers of learning have a great responsibility in determining the success of the implementation, because teachers not only deliver material, but also guide, direct, and shape the character of students. Good

implementation must be carried out systematically and continuously so that learning goals can be achieved optimally. In the process, teachers are required to be able to choose methods and strategies that suit the needs of students so that learning becomes effective, interesting, and easy to understand. In addition, implementation must also pay attention to aspects of shaping students' attitudes and character, not only oriented towards academic achievement. Therefore, the implementation of learning not only emphasizes the transfer of knowledge, but also the inculcation of moral, ethical, and disciplinary values to students. (Rahmadayanti & Hartoyo, 2022)

Thus, implementation has a very important role in the education process because it is a real stage in realizing the educational goals that have been planned beforehand. Good learning planning will not provide optimal results if it is not accompanied by appropriate, directed, and sustainable implementation. Therefore, implementation is a link between the concept of education and the practice of its implementation in the school environment and in the daily lives of students. Through good implementation, all components of education such as teachers, students, learning methods, media, and learning environment can run harmoniously to achieve the expected learning goals. In the implementation of learning, effective implementation is able to create an active, conducive, and fun learning atmosphere so that students can more easily understand the material delivered by the teacher. Not only focusing on academic achievements, the implementation of education also plays an important role in shaping the character and personality of students.

Teachers not only teach science, but also instill moral values, discipline, responsibility, honesty, and mutual respect to students through habituation and example in daily life. In addition, good implementation can help students develop their potential as a whole, both in cognitive, affective, and psychomotor aspects. Students are not only directed to become intellectually intelligent individuals, but also have good morals, social skills, and positive personalities in community life. (Judrah et al., 2024) Thus, the implementation of education that is carried out optimally will have a positive impact on the development of students and become one of the important factors in creating a generation with knowledge, character, and noble character.

B. Moral Faith Lesson

Moral Faith is one of the important subjects in Islamic education that aims to shape the faith, character, and personality of students to be in accordance with Islamic teachings. This subject not only emphasizes on understanding the theory of faith in Allah SWT., but also teaches how students can apply noble moral values in daily life. Faith is related to the belief or belief of a Muslim in Allah, angels, books, messengers, the last days, as well as qada and qadar, while morality is related to behavior, attitudes, and procedures in interacting with fellow humans and the surrounding environment. Moral Faith lessons have a very important role in shaping the character of students, especially in the midst of the development of an increasingly modern era and full of moral challenges. (Ningsih, 2019)

Through this lesson, students are directed to have strong faith and be able to distinguish good and bad behavior in accordance with Islamic values. In addition, learning Akidah Akhlak also aims to instill

honesty, discipline, responsibility, good manners, respect for parents and teachers, and tolerance in community life. In the learning process, the Akidah Akhlak teacher not only plays the role of delivering the material, but also as a guide and role model for students. Teachers are required to be able to provide examples of good behavior so that the values taught can be applied by students in daily life. Therefore, it is not enough to learn Akidah Akhlak only through theoretical explanations in the classroom, but must also be realized through habituation, example, advice, and supervision of student behavior. (Marzukah, 2025)

Moral Faith lessons are also an important means in forming a generation that is not only intellectually intelligent, but also has noble morals and good spirituality. (Fatimatuzahroh et al., 2019) With the learning of Akidah Akhlak, students are expected to be able to develop Islamic personalities, have awareness in carrying out religious teachings, and be able to face the negative influence of the development of the times while still adhering to Islamic values. Therefore, the lesson of Moral Faith has a great contribution in creating a religious, harmonious, and characterful educational environment.

D. Implementation of Moral Creed Lessons for Students at Madrasah Tsanawiyah Al-Ishlah Tanjung Jabung Timur

Akhlak comes from the Arabic word "khalqun or khaluqun which means behavior, character, temperament, character, habit, temperament, propriety, danal-din. According to Imam Al-Ghazali, morality is an instilled quality in a person that gives birth to the habits of doing things easily without the need for thought or judgment. (Mu'minah, 2016) Meanwhile, Ibn Miskawih defines morality as a movement that pushes towards

doing an act without the need for consideration. If aqidah is a belief that must be believed and believed by the human heart or Muslims, then akhlak is an inherent behavior in a person, where the aqidah has a system that cannot be separated from aqidah, what is believed and then implemented in daily life or becomes a characteristic of a person. Own, morals attached to a person then reflect a personality known to others, and make others think that a person's character depends on the morals that exist in a person, because basically these morals have two types, namely commendable morals and reprehensible morals madzmumah. (Mu'minah, 2016)

Moral faith education is one way to instill good and religious values in students, and can become the character of these students. (Nurjanah et al., 2020) The purpose of this moral faith education is so that students can have good character according to Islam, be it attitude towards Allah SWT., to themselves, to others and to nature and the environment, even to the nation and homeland. Morals A person is divided into two types, namely commendable morals and reprehensible morals. Commendable morality is an attitude in a person that is good. (Mujayyanah et al., 2021) Reprehensible morals are bad attitudes towards a person. From some of the above understandings, it can be concluded that a teacher of moral beliefs is an educator or teacher who teaches, educates and instilling good and religious values in students so that students can have good character or moral character according to Islam. Previous research, more specifically, examines the Role of Moral Faith Learning in Fostering Polite Behavior of Class V Students at MI NU Nawaqi'ul Ulum Mendini Undaan Kudus.

This research is very relevant because it directly discusses the learning of Moral Faith and the methods they use in learning to develop students' morals. The findings of this study will be a comparison and reference in analyzing the strategies applied to the location of this study. The approach of this research is a descriptive qualitative research, namely describing the findings. In the field of research or research results in the form of sentence descriptions, qualitative research does not test hypotheses but describes all social phenomena encountered in the field of research in the form of sentences based on theories presented on the theoretical basis. (Nurrohmah, 2022)

Based on the results of interviews conducted by researchers at MTs Al-Ishlah, information was obtained that the implementation of Akidah Akhlak lessons in improving students' morals was carried out through teacher examples, providing motivation, behavioral coaching, and implementing learning strategies that are in accordance with the needs of students. Teachers of Moral Faith emphasized that a teacher must be able to be an example for students because teachers are figures who are "admired and imitated". Therefore, teachers are required to always maintain behavior, speech, and attitudes in daily life in order to set a good example for students. According to him, if teachers show good behavior, students will more easily imitate these positive values, while bad behavior from teachers also has the potential to be imitated by students. Moreover, as a teacher of Moral Faith who teaches morals and ethics, the responsibility to maintain morals and behavior becomes greater. (Elvianda & Holid, 2025)

This is strengthened by the statement of the head of the madrasah who explained

that efforts to improve students' morals are carried out through continuous coaching and example from teachers. Teachers are not only in charge of teaching in the classroom, but also have to care about student behavior in the school and dormitory environment. When there are students who make mistakes, teachers are expected to immediately pay attention by calling the student, looking for the cause of the problem, and then providing direction and guidance. The head of the madrasah also emphasized that the development of technology in the modern era is a challenge for the world of education because various negative influences are very easily accessible to students. Therefore, teachers of Akidah Akhlak are required to be more active in monitoring student behavior, providing advice, motivation, and instilling religious values so that students have the awareness to improve their morals and increase piety to Allah SWT. In addition, cooperation between teachers and parents is also considered an important factor in shaping students' morals in a sustainable manner. (Harahap et al., 2023)

Based on the results of the interview, it is known that the character of students in madrasahs has diverse backgrounds and behaviors. Some students have shown good morals, but there are still some students who need further coaching. This condition is influenced by the process of finding the identity of students, especially for students who have just entered the madrasah environment and live in the dormitory so that they are still at the stage of self-adjustment. Therefore, teachers have an important role in guiding and directing students to be able to adapt to an educational environment based on Islamic values. In its implementation, Akidah Akhlak teachers make various efforts to improve students' morals. One of the

efforts made is through motivation. Motivation is seen as having a great influence on the development of students' behavior and enthusiasm for learning, both inside and outside the classroom. The Akidah Akhlak teacher revealed that motivation is given through various ways, such as giving rewards, praise, inspirational stories, and efforts to foster students' interest in learning Akidah Akhlak. According to him, this method is able to arouse the enthusiasm of students to understand and practice Islamic values in daily life. (Syaifin, 2022)

The head of the madrasah also said that the school always encourages teachers of Akidah Akhlak to continue to motivate students to instill religious values and good behavior. The motivation given can be in the form of praise for student achievements or moral encouragement so that students are more enthusiastic in learning and behaving well. Psychologically, giving awards is able to increase students' confidence and foster enthusiasm to do positive things. In addition, teachers also apply forms of coaching in the form of advice, reprimands, and warnings to students who violate school rules such as arriving late or skipping school. If the coaching has not provided changes, the school will cooperate with parents through the summoning of students' guardians so that students can get a more serious deterrent and attention effect.

In addition to providing motivation, teachers also try to improve their mastery of learning strategies so that students can more easily understand the material of Akidah Akhlak. Teachers emphasize the importance of good communication between teachers and students and the need for patience in guiding students. In the learning process, teachers try to present the material in an interesting and easy-to-understand way so that students do not feel bored. The learning

strategies applied are adjusted to the conditions and abilities of students so that they can help the intellectual development and religious understanding of students. The teacher also emphasized that the learning of Akidah Akhlak is not enough only to be conveyed in theory, but must be guided and practiced in daily life so that moral values are truly embedded in students. (Marzukah, 2025)

Another effort made is to collaborate with the head of the madrasah in completing learning facilities and tools. Based on the results of observations, the limitation of learning facilities is one of the obstacles in the teaching and learning process. Therefore, Akidah Akhlak teachers strive to maximize the available facilities and propose the addition of supporting facilities such as markers, infocus, and other learning media to the madrasah. Teachers argue that the availability of adequate facilities can increase students' enthusiasm for learning and help achieve learning goals optimally. In addition, teachers also try to maximize learning time so that the teaching and learning process runs effectively. In a limited time, teachers must be able to manage learning well so that all material can be conveyed and understood by students. (Maghfirotnun & April, 2022)

The Akidah Akhlak teacher explained that learning requires patience, especially in guiding grade VII students who some still have difficulty writing and memorizing Arabic. Therefore, teachers try to pay special attention to students who are having difficulties by providing additional time outside of class hours so that students better understand the material being taught and be able to practice it in daily life. Based on the results of these observations and interviews, it can be concluded that the implementation of Akidah Akhlak lessons in improving students' morals is carried out

through various efforts, namely providing motivation, teacher examples, implementing appropriate learning strategies, cooperation with the head of the madrasah in completing learning facilities, and maximizing learning time. (Ramadhani, 2020) All of these efforts are made to form students who not only have a good religious understanding, but also have noble morals, discipline, and are able to practice Islamic values in daily life.

Conclusion

Based on the results of research at MTs Al-Ishlah, it can be concluded that the efforts of Akidah Akhlak teachers in improving students' morals are carried out comprehensively through example, motivation, guidance, and the application of effective learning strategies. Teachers try to be good role models for students through attitudes, speech, and daily behavior because teachers are "admired and imitated" figures. In addition, teachers also provide motivation in the form of praise, advice, reprimands, and coaching to students to have a spirit of learning and awareness in applying Islamic values. In the learning process, teachers use easy-to-understand strategies, guide students patiently, and emphasize not only theory but also religious practice in daily life. Teachers also work with madrasah heads to complete learning facilities and maximize learning time, including providing additional guidance for students who experience difficulties. With these various efforts, the implementation of Akidah Akhlak learning is expected to be able to form students who are disciplined, have character, and have noble morals in accordance with Islamic teachings.

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