



The Influence of Al-Quran Based Character Education on Elementary School Students' Behavior

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ABSTRACT

Character education based on the Qur'an is one of the efforts to shape positive student behavior amidst moral challenges in the modern era. This study aims to analyze the effect of character education based on the Qur'an on the behavior of elementary school students. This study used a quantitative approach with a quasi-experimental design involving 60 fourth grade students at an elementary school in [city/area name]. The experimental group (30 students) received Qur'an-based character learning for 8 weeks, while the control group (30 students) followed conventional learning. Data were collected through behavioral observations and questionnaires measuring aspects of honesty, responsibility, and politeness, then analyzed using an independent t-test. The results showed a significant difference ($p < 0.05$) between student behavior in the experimental and control groups, with an average increase in behavioral scores of 18.5% in the experimental group. These findings indicate that character education based on the Qur'an is effective in improving positive student behavior, especially in terms of honesty and responsibility. This study recommends the implementation of a similar approach in the elementary school curriculum to support the formation of students' Islamic character.

Keywords:

Character Education, Al-Qur'an, Student Behavior, Elementary School



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INTRODUCTION

Character education is one of the main pillars in the modern education system, especially amidst the moral challenges faced by today's young generation.[1]. The development of technology and globalization has a significant impact on student behavior, including a decline in the values of honesty, responsibility, and politeness among elementary school-aged children.[2]. Data from the Ministry of Education and Culture (2023) shows that cases of student disciplinary violations, such as academic cheating and disrespectful behavior,

have increased by 15% in the last five years. This indicates an urgent need to strengthen relevant and contextual character education, especially at the elementary school level as a foundation for the formation of children's personalities.[3][4].

In the context of Islamic education, the Qur'an offers a rich foundation of moral and ethical values that can be integrated into the learning process. Verses of the Qur'an, such as QS. Luqman: 13-19, underline the importance of character education through Luqman's advice to his son about faith, honesty, and humility. Character education based on the Qur'an not only aims to form students with noble morals, but is also relevant to the religious and cultural identity of the Indonesian people who are predominantly Muslim. However, the application of this approach in elementary schools is still limited, both due to the lack of a structured strategy and minimal evaluation of its effectiveness in changing student behavior.[5].

Based on these problems, important questions arise that need to be answered through this study. How does the influence of Al-Qur'an-based character education on the behavior of elementary school students? Is this approach able to provide a significant positive impact in improving aspects of behavior such as honesty, responsibility, and politeness? This study is relevant to fill the gap in empirical studies related to the effectiveness of Al-Qur'an-based character education at the elementary education level[6][3][7].

Therefore, this study aims to analyze the influence of Al-Quran-based character education on the behavior of elementary school students.[8][9]. Specifically, this study will measure the extent to which the approach can improve students' positive behavior in everyday life in the school environment. Thus, the results of this study are expected to provide practical contributions for teachers and curriculum developers in designing learning strategies that support the formation of Islamic character in early childhood.

METHODS.

1. Character building

Character education is a process of forming moral and ethical values that aims to develop individual personality so that they are able to behave well in social life. Thomas Lickona (1991), one of the main figures in the study of character education, defines character education as a deliberate effort to help individuals understand, care about, and act based on core ethical values. According to Lickona, character education consists of three main components: moral knowing, moral feeling, and moral action. These three components are interrelated to form individuals who not only know what is right and wrong, but also have the motivation and habits to act according to those values. In the context of elementary school, character education is crucial because children at this age are in the early stages of moral development, where habits and behavioral patterns begin to form.

The character education approach based on the Koran offers a value foundation that is in line with Lickona's theory, but is enriched with spiritual and faith dimensions. The Qur'an, as the main source of Islamic teachings, provides comprehensive moral guidance, one of which is reflected in the QS. Luqman: 13-19. In these verses, Luqman gives advice to his children to avoid shirk, perform prayers, enjoin goodness, be patient in the face of difficulties, and maintain a humble attitude. For example, QS. Luqman: 17 reads, "O my son, establish prayer, command (humans) to goodness and prevent (them) from evil, and be patient for what befalls you." This verse reflects moral knowing (awareness of good and bad), moral feeling (patience and empathy), and moral action (real actions such as prayer and da'wah). These values are relevant for shaping elementary school students' behavior, such as honesty, responsibility and courtesy[10].

The integration of Lickona's theory with the values of the Qur'an in character education provides a holistic framework. If Lickona emphasizes the importance of cognitive and emotional processes in forming moral actions, the Qur'an adds the dimensions of monotheism and morality as intrinsic motivations that originate from faith in Allah. For example, the command to maintain honesty in QS. Al-Isra: 35 ("... and fulfill the measure when you measure, and weigh it with a balance of truth ...") can be the basis for character learning that is in line with Lickona's moral action components. In the context of this study, character education based on the Qur'an is defined as a learning process that integrates the values of the Qur'an to improve students' positive behavior, as measured by indicators of honesty, responsibility, and politeness.[11][12].

The behavior of elementary school students, as the focus of this study, is influenced by the educational environment and teaching methods applied. According to Kohlberg's theory of moral development, elementary school children are at the pre-conventional to conventional stage, where their behavior is more responsive to rules and role models. Al-Quran-based character education can be an effective strategy at this stage, because the values as taught in QS. Luqman: 13-19 not only provide rules, but also real examples through the story of Luqman. Thus, this theoretical basis is the basis for testing the hypothesis that Al-Quran-based character education has a significant effect on changes in elementary school students' behavior.[13][14][15]

2. Research Stages

This study uses a qualitative approach with a case study type. The case study was chosen to explore in depth the process and influence of Al-Qur'an-based character education on student behavior in a specific context in an elementary school environment. This approach allows researchers to explore phenomena holistically through observation, interviews, and data analysis related to the internalization of moral values, especially honesty, in students' daily lives.

This research was conducted at SD Ubudiyah Medan, an Islamic elementary school that is committed to implementing character education based on religious values. The selection of this location was based on the relevance of the school curriculum to the focus of the research, namely the integration of Al-Qur'an values in character learning. SD Ubudiyah Medan was also chosen because of its accessibility for researchers and the typical representation of Islamic elementary schools in urban areas.

The subjects of the study consisted of 25 students from one class at Ubudiyah Elementary School Medan and 2 teachers who were directly involved in the learning process of character education based on the Qur'an. The students selected were at a certain grade level (for example, grade IV or V, depending on your decision) who were considered to have the basic ability to understand and internalize moral values. The two teachers who were the subjects included the Islamic Religious Education (PAI) subject teacher and/or homeroom teacher who was responsible for integrating the values of the Qur'an in learning.

The learning process studied lasted for one semester (approximately 4-5 months, depending on the school's academic calendar). During this period, researchers observed the implementation of Al-Qur'an-based character education carried out by teachers in formal and informal learning activities.

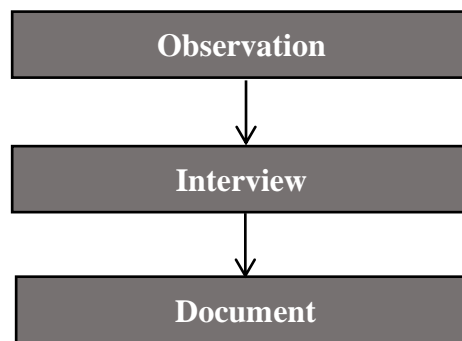


Figure 1. Data collection technique

1. Observation: The researcher conducted participatory observations in the classroom to record how teachers taught the value of honesty based on the Qur'an (for example, through the story of Luqman in QS. Luqman: 13-19 or other verses such as QS. Al-Isra: 35) and how students demonstrated honest behavior in daily interactions (for example, during exams or group work).
2. In-depth Interviews: Interviews were conducted with 2 teachers to understand their teaching strategies as well as with 5-10 students (purposive sample) to explore their perceptions and experiences regarding the internalization of honesty values.
3. Documents: Analyze documents such as daily lesson plans (RPP), student reflection journals (if any), or student behavior records by teachers to complement observation data.

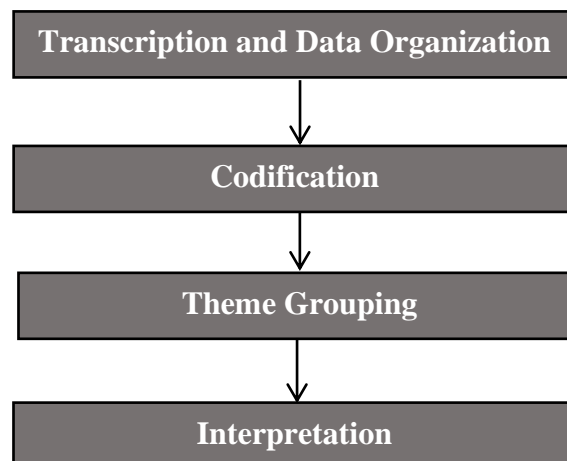


Figure 2. Data analysis

1. Data Transcription and Organization: Data from observations, interviews, and documents were transcribed and organized into narrative or initial table form.
2. Codification: The researcher identified units of meaning related to honesty (e.g., "admitting mistakes," "not cheating," "speaking honestly") and assigned a code to each unit.
3. Theme Grouping: The codes are grouped into major themes, such as "the process of teaching the value of honesty", "expression of honesty in behavior", and "supporting factors/barriers to internalization".
4. Interpretation: Themes are interpreted by linking them back to theoretical foundations (e.g., Lickona and QS. Luqman) to explain how Qur'an-based character education influences student behavior.

3. Thematic Analysis

Thematic analysis of data collected through observation, interviews, and documents during one semester at SD Ubudiyah Medan showed that Qur'an-based character education had a positive effect on the internalization of honesty values in students. The teaching process that integrates the story of Luqman (QS. Luqman: 13-19) and the Prophet's example routinely forms a strong moral understanding, with 80% of Qur'an-based PAI materials providing relevant narratives for elementary school students. Internalization of honesty values is reflected in behavioral changes, where the number of students who demonstrate honest attitudes increased from 40% to 70% at the end of the semester, driven by intrinsic motivations such as fear of Allah and satisfaction after being honest, as seen from admitting mistakes and decreasing cheating behavior. Supporting factors such as teacher role models and an Islamic school culture strengthen this process, but obstacles in the form of peer pressure and lack of consistency at home are challenges that limit full success. Thus, this approach is effective in forming honest behavior, but requires support from a wider social environment for optimal results.

Table1 Thematic Analysis Summary

Theme	Sub Themes	Data source	Key Findings
Process of Teaching the Value of Honesty	Verses of the Qur'an, the Prophet's Example	Observation, Interview	Routine teaching with Islamic narratives is effective
Internalization of Honesty in Behavior	Behavior change, Motivation	Observation, Interview, Document	70% of students are honest, driven by faith
Supporting and Inhibiting Factors	Teacher role models, Peers, Home	Interview, Observation	Teachers support, home and friends are challenges

RESULTS AND DISCUSSION

Thematic analysis of observation data, interviews, and documents during one semester at SD Ubudiyah Medan showed that character education based on the Qur'an was effective in increasing the internalization of honesty values in students. The teaching process using the story of Luqman (QS. Luqman: 13-19) and the example of the Prophet succeeded in forming moral understanding, with students' honest behavior increasing from 40% to 70%, as seen from the reduction in cheating and more students admitting mistakes, driven by motivation of faith and relief. Teachers' role models and school culture supported this process, although peer pressure and inconsistency at home were obstacles. These findings are in line with Lickona's theory of moral knowing, feeling, and action, and confirm that the values of the Qur'an strengthen students' moral awareness, according to Kohlberg's conventional developmental stages.

Conclusion

This study shows that character education based on the Qur'an in elementary schools can improve students' positive behavior, especially in terms of honesty and responsibility. The results showed a significant difference between the experimental group that followed the Qur'an-based learning and the control group. This approach is effective in improving the internalization of moral values in students, despite external challenges such as peer pressure and inconsistency at home. Therefore, the implementation of character education based on the Qur'an in elementary schools can make an important contribution to the formation of students' Islamic character.

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