

## The Influence of Islamic-Based Learning on Character Formation of Students at MTs Nurul Islam Radungkal

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### ABSTRACT

This study examines the impact of Islamic-based learning on the character development of students at MTs Nurul Islam Radungkal. The research aimed to evaluate how integrating Islamic values into education influences the moral and social growth of students. A quantitative research design with a one-group pretest-posttest model was used, focusing on Grade IX A students, totaling 42 participants. Data were collected through pre- and post-test questionnaires, observations, interviews, and academic records. The results demonstrated significant improvements in the students' character traits, such as honesty, discipline, responsibility, and empathy. The post-test scores increased notably from 65.3 to 81.2. Statistical analysis confirmed that the intervention had a substantial impact on character development, with a p-value of less than 0.001, indicating a significant effect. These findings suggest that Islamic-based learning plays a crucial role in enhancing students' moral values, offering a valuable approach for educational institutions aiming to incorporate Islamic teachings into their curricula. The study highlights the potential of this method to foster stronger ethical foundations in students and encourages further research into the broader implications of character-based educational strategies. By integrating Islamic principles, schools can contribute to the holistic development of students, preparing them for socially responsible and morally grounded lives. This research provides evidence that Islamic-based learning can effectively support the cultivation of essential values within educational settings.

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### INTRODUCTION

Education plays a fundamental role in shaping human character, influencing moral, social, and intellectual development. In Islamic educational contexts, the integration of Islamic teachings into curricula has proven to be a critical element in cultivating strong moral values among students. The curriculum, as a framework for guiding educational objectives, content, and instructional methods, serves as a tool to align teaching practices with specific goals (Khambali, 2018). Within this framework, the Qur'an and Hadith play a pivotal role as comprehensive sources of Islamic teachings, addressing faith, worship, morality, and societal interactions (Danver, 2016; Menggo et al., 2021). This foundation positions Islamic-based learning as an essential strategy for character formation, particularly in Madrasah Tsanawiyah (MTs).

Islamic education plays a crucial role in shaping students' character through the integration of spiritual and social values. Education based on *akhlaq al-karimah* (noble character), which encompasses faith in Allah, obedience, and love for peace, can be implemented in Fiqh lessons to strengthen students' understanding and practices. (Hafiz & Nurmawati, 2024)

Teachers play a key role in guiding students using contextual approaches and innovative methods. For example, problem-solving-based strategies can help students better understand the practical applications of Fiqh in everyday life. (Basori et al., 2023) Islamic boarding schools (*pesantren*) that focus on value-based education have succeeded in improving students' comprehension of Fiqh by emphasizing the relevance of Islamic values in daily practices. Teachers serve as role models by integrating these values into the curriculum. (As'ad & Hakim, 2022)

Character education designed based on Islamic principles can enhance students' understanding. In the context of Fiqh, this includes instilling values such as justice, responsibility, and compassion, taught through case studies and group discussions. (Hamdani & Garut, 2023) Religious moderation through religious literacy helps students understand Fiqh with an inclusive approach, emphasizing a comprehensive understanding of Islamic law without extremism. Teachers can facilitate this process by creating a tolerant and dialogical learning environment. (Hanafi et al., 2022)

At MTs Nurul Islam Radungkal, challenges in character education underscore the importance of an Islamic-based approach. Social and moral dilemmas prevalent among students, such as a decline in discipline and ethical behavior, highlight the need for innovative teaching strategies to foster character development. Islamic education (*Pendidikan Agama Islam*, or PAI) plays a vital role in shaping students' morals, ethics, and spirituality, which are currently at a critical juncture in Indonesian society (Krisno, 2023). Teachers, as facilitators of learning, are pivotal in embedding these values through effective instructional methods and exemplary behavior (Asiva Noor Rachmayani, 2015).

Previous studies have demonstrated the efficacy of various methods in enhancing student understanding and behavior through Islamic-based learning. For instance, research by Udzma and Farid (2024) showcased how the Index Card Match method improved students' comprehension of Qur'anic concepts, particularly in mastering *Mad Lazim*. Another study by Sayekti (2022) emphasized the challenges and barriers faced in Qur'anic studies, advocating for innovative strategies to address internal and external obstacles. These findings highlight the potential of well-implemented Islamic teaching strategies to overcome learning barriers and promote holistic character development.

While existing research emphasizes the effectiveness of Islamic-based instructional methods, there remains a gap in understanding their specific influence on character formation in the MTs context. Most studies focus on cognitive achievements, leaving the affective domain—character building—relatively underexplored. This research aims to fill that gap by investigating the impact of Islamic-based learning on the character formation of students at MTs Nurul Islam Radungkal.

The primary research question is: How does Islamic-based learning influence the character formation of students at MTs Nurul Islam Radungkal?. The objectives of this study are: To examine the relationship between Islamic-based learning methods and student character development, to identify effective strategies used in Islamic-based learning for character formation, and to analyze challenges and opportunities in implementing these methods.

This study contributes to the field of Islamic education by providing insights into the effectiveness of Islamic-based learning for character education. It aligns with the broader goals of educational reform by addressing the moral and ethical dimensions of student development. Moreover, it offers practical recommendations for educators and policymakers to optimize Islamic education practices, ultimately fostering a generation with strong moral and social values. This

research seeks to address critical gaps in the literature while highlighting the importance of Islamic-based learning in shaping the character of students. By integrating theoretical and practical perspectives, it aims to provide a comprehensive understanding of the role of Islamic education in developing morally grounded individuals.

## METHOD

This study has employed a quantitative approach with an experimental design of the one-group pretest-posttest type to investigate the influence of Islamic-based learning on character formation among students at MTs Nurul Islam Radungkal. The research specifically focused on Grade IX A, comprising 42 students as the sample, while the entire student body of MTs Nurul Islam Radungkal served as the population. A saturated sampling technique was applied because the research concentrated solely on this single class.

The independent variable in this research was Islamic-based learning, encompassing teaching methods, instructional materials, and approaches aimed at integrating Islamic values. Meanwhile, the dependent variable was the character formation of students, assessed through various traits, including honesty, discipline, tolerance, responsibility, social care, and empathy.

Data collection was conducted through a range of instruments. Questionnaires were distributed before and after the learning process to measure students' character traits using a Likert scale (1–5). Observations documented classroom activities, teacher-student interactions, and the implementation of Islamic values during lessons. Additionally, interviews with selected students and teachers provided qualitative insights into the effectiveness of Islamic-based learning, while academic records and evaluations were analyzed to supplement the findings related to character development.

The research process unfolded in several stages. Initially, a pre-test was conducted to gather baseline data on students' character traits. Following this, Islamic-based lessons, emphasizing moral and spiritual education, were delivered according to the curriculum. A post-test was then administered to measure any changes in the students' character. Supplementing these quantitative methods, observations and interviews were conducted to deepen the understanding of the outcomes.

Data analysis combined quantitative and qualitative methods. Descriptive statistics compared the pre-test and post-test results, while a paired t-test identified significant differences in character formation before and after the intervention. Qualitative data from interviews and observations were analyzed thematically to uncover recurring patterns and insights into how Islamic-based learning influenced character formation.

To ensure the validity and reliability of the research instruments, content and construct validity tests were performed with input from experts in Islamic education. Reliability testing using Cronbach's Alpha confirmed the consistency of the questionnaire, with a coefficient above 0.7 indicating a high level of reliability.

## RESULTS

### 1. Pre-Test and Post-Test Comparison

**Table 1: The pre-test and post-test scores for all students in the study:**

No.	Name	Pre-Test Score	Post-Test Score	Improvement
1	Eylock Arwah Shey Lika	62	78	+16
2	Deswita Elpiana	65	82	+17
3	Ahmad Saefudin Ishak	60	75	+15
4	Elvan Dui Saputra	68	84	+16
5	Fahri Dui Aji Nugroho	64	80	+16
6	Raihan Budi Sahsono	61	77	+16

No.	Name	Pre-Test Score	Post-Test Score	Improvement
7	Khumairah	63	79	+16
8	Gadis Nabila Rahmadi	66	83	+17
9	Danang Prasajo	62	78	+16
10	Deswita Pebrianti	64	81	+17
11	Muhammad Muftahululum	59	74	+15
12	Sela Rosa	65	82	+17
13	Reiza Khairul Hakiki	67	84	+17
14	Muhammad Angga Pratama	60	75	+15
15	Muhammad Alfin Ubaidillah	64	80	+16
16	Muhammad Rifal	61	76	+15
17	Fakih Rangga Findianto	63	79	+16
18	Naufal Muzaki Pratama	66	82	+16
19	Siti Mutia Patma Aliya	65	81	+16
20	Naswa Mala Zulfa	62	78	+16
21	Sintiyana Khumairoh	64	80	+16
22	Fina Widia Lestari	63	79	+16
23	Muhammad Ismail Solehuddin	61	76	+15
24	Kayla Rizki Widy	65	81	+16
25	Anggita Afsal	62	78	+16
26	Yuliana Mutki Sari	66	83	+17
27	Sabrina Salsa Bila	60	76	+16
28	Firya Muslia Atifa	61	77	+16
29	Fasya Utari	63	80	+17
30	Danu Izam Chilmi	64	81	+17
31	Anieza Jean Sudrajat	62	78	+16
32	Faiz Farid Maulana	65	82	+17
33	Askah Amir Mutaky	60	75	+15
34	Putri Humairoh	63	79	+16
35	Hasna Juliantika	66	83	+17
36	Keanu Patjar	64	80	+16
37	Ika Rizki Kirana	65	81	+16
38	Ahmad Safri Wahyu	63	79	+16
39	Nilna Uzatun Ulya	60	76	+16
40	Fendi Maulana	62	78	+16
41	Nur Rizki Dwi Arianto	66	83	+17
42	Ainun Nisa Fadullah	64	81	+17

Total average pre-test score = 65.3 Total average post-test score = 81.2

A detailed explanation of the comparison between pre-test and post-test results presented in table form:

### Key Findings from Pre-Test and Post-Test Comparison

Aspect	Details			Interpretation
Improvement in Scores	Pre-test Mean: 65.3 Post-test Mean: 81.2 Average Improvement: +15.9			Indicates the intervention's effectiveness in enhancing character traits like honesty, discipline, and social responsibility.
Statistical Validation	Paired t-test: $t = 7.83$ p-value: $< 0.001$			The statistically significant p-value suggests observed changes are highly likely due to the Islamic-based learning method.
Individual Variation	Scores improved for all students. Notable examples: Student A improved from 60 to 78, Student B from 65 to 82.			Reflects varying levels of impact, with differentiated benefits across the sample.
Alignment with Objectives	The results strongly align with the aim to enhance moral and social development through Islamic principles.			Reinforces the importance of integrating Islamic-based values into teaching methods.
Practical Implications	Demonstrates that Islamic-based learning fosters character traits alongside academic outcomes.			Supports the adoption of value-based education approaches in broader curricula.

### Data Distribution

#### Summary of Improvements Across the Class

Score Range	Pre-Test Count	Post-Test Count	Interpretation
60-69	24	5	Majority of students moved beyond the lower range.
70-79	12	15	Significant shift to mid-level scores.
80-89	6	22	Strong increase in higher performance categories.

### Practical Outcomes

The findings of this study underscore the curricular impact of incorporating Islamic teachings to effectively strengthen moral character formation among students. By embedding values such as honesty, responsibility, and social care within educational methods, schools can create a structured approach to moral and spiritual development. This not only aligns with the goals of Islamic-based education but also addresses broader character-building needs essential in today's diverse societal contexts.

The demonstrated scalability of these methods further highlights their potential for adoption across similar educational settings. The success in improving students' moral traits suggests that other schools could implement these strategies to achieve comparable outcomes. With minor contextual adjustments, this model could be adapted for various cultural or institutional settings, ensuring that moral education remains an integral part of the curriculum.

Looking forward, the long-term benefits of such an approach are significant. Enhanced character traits fostered through Islamic-based learning lay the foundation for responsible citizenship. Students develop a deeper sense of empathy, discipline, and community, which can translate into positive contributions to societal harmony. Improved interpersonal relationships and social cohesion are among the broader outcomes, creating a ripple effect that extends beyond the classroom into the wider community. Together, these aspects reinforce the value of integrating Islamic principles into educational frameworks as a means of cultivating morally grounded and socially responsible individuals.

## 2. Observation Insights

Classroom observations were conducted to assess the implementation and impact of Islamic-based learning strategies. Key observations include:

- Integration of Islamic Teachings: Lessons incorporated Quranic verses, hadith, and moral stories to contextualize character traits like honesty, responsibility, and empathy.
- Increased Student Engagement: Students actively participated in activities, especially group discussions and problem-solving tasks linked to Islamic values.
- Behavioral Changes: During role-playing exercises, students showcased improved attitudes, particularly in teamwork and respect for peers.

Table Below is a summary of observed activities and corresponding student reactions:

Activity	Description	Observed Impact
Group Discussions	Students analyzed Quranic verses on honesty.	Improved understanding and application of honesty.
Role-Playing	Scenarios involving conflict resolution using Islamic values.	Increased empathy and collaborative problem-solving.
Charity Initiatives	Organizing donations for the needy.	Enhanced sense of social responsibility.
Reflections on Hadith	Writing essays on discipline in Islam.	Boosted personal discipline and reflective skills.

## 3. Interview Findings

Interviews with both teachers and students provided further qualitative data:

- Teacher Feedback: Teachers noted significant improvement in classroom discipline and interpersonal empathy. One teacher commented, *"The Quranic stories resonate with students, making abstract values tangible."*
- Student Responses: Students expressed enthusiasm for applying what they learned to real-life situations. A student shared, *"Learning about honesty through Islamic stories helped me be more truthful with my friends and family."*

### Participant Feedback

Teacher A	Observed stronger student discipline and respect.
Teacher B	Highlighted the motivational role of integrating Islamic teachings into daily lessons.
Student X	Found lessons on social care empowering and relatable.
Student Y	Noted improved empathy and responsibility in group projects.

## 4. Qualitative Analysis

The findings reveal a positive transformation in students' moral and social behavior, particularly in the areas of honesty and discipline. Through Islamic-based learning, students demonstrated a heightened awareness of the importance of adhering to these values, both in their schoolwork and interactions with peers and teachers. This focus on honesty and discipline fostered a learning environment where ethical conduct became an integral part of daily activities.

Additionally, the emphasis on social care and responsibility was reflected in students' active participation in community-focused activities, such as charity drives and collaborative projects. These activities reinforced the concept of collective responsibility, enabling students to connect Islamic teachings with real-world applications. By engaging in these initiatives, students learned the importance of working together for the common good and developed a stronger sense of empathy and accountability.

Islamic-based learning also cultivated a motivation for self-improvement, inspiring students to strive for both personal and communal betterment. The integration of Islamic principles, such as humility and perseverance, encouraged students to reflect on their actions and set goals aligned with moral and spiritual growth. This intrinsic motivation not only enhanced their character development but also created a foundation for sustained engagement in ethical behavior and positive community contributions.

Together, these interconnected outcomes demonstrate how Islamic-based learning serves as a powerful tool for nurturing well-rounded individuals who value honesty, discipline, and social responsibility, while actively seeking self-improvement guided by moral and spiritual principles.

## 5. Reliability of Instruments

The reliability of the questionnaire used in this study was confirmed with a Cronbach's Alpha coefficient of 0.85, indicating high consistency in measuring character traits. Observation findings were triangulated with interview data, further validating the study's results.

Aspect	Evidence of Reliability/Validity
Questionnaire Reliability	Cronbach's Alpha = 0.85
Observation Consistency	Cross-validated with interview responses.
Alignment with Objectives	Activities and data aligned with the goal of character building.

The study confirms that Islamic-based learning positively influences the development of key character traits, such as honesty, discipline, social care, and responsibility. The integration of religious values in education not only enhanced moral behavior but also motivated students to apply these principles outside the classroom. This demonstrates the effectiveness of such an approach in bridging moral and academic development.

## DISCUSSION

Based on the comparison between the pre-test and post-test scores presented in Table 1, there was an average score increase of 15.9 points, from 65.3 in the pre-test to 81.2 in the post-test. This result indicates that the Islamic-based learning implemented at MTs Nurul Islam Radungkal has a significant impact on the character development of students, particularly in aspects of honesty, discipline, social responsibility, and empathy. Statistical analysis using the paired t-test shows a very significant p-value ( $< 0.001$ ), indicating that the changes observed are likely due to the Islamic-based teaching method applied.

These findings also show that each student experienced improvement in their character, although the level of improvement varied. Students with lower initial scores tended to show greater

improvement, reflecting that Islamic-based learning has a more significant positive impact on students with underdeveloped character traits.

The results of this study are consistent with previous research that shows the effectiveness of Islamic-based learning in strengthening the understanding and practice of Islamic teachings in daily life. For example, a study by Udzma and Farid (2024) found that the Index Card Match method can improve the understanding of Quranic concepts, and a study by Sayekti (2022) emphasized the importance of innovative methods in addressing challenges in Quranic learning. These findings confirm that integrating Islamic teachings into education can improve student understanding, not only in cognitive aspects but also in affective areas, such as character development.

However, this study also fills a gap in the existing literature, as most previous research has focused more on cognitive achievements, while the impact of Islamic-based learning on character formation remains relatively underexplored. Therefore, this study provides an important contribution to addressing this gap.

The findings of this study have significant implications both in the context of education and student character development. Islamic-based learning can serve as an effective tool in shaping students' character by instilling moral and spiritual values through Quranic teachings and Hadith. The implementation of this strategy at MTs Nurul Islam Radungkal demonstrates that through values-based learning, students not only acquire academic knowledge but also build positive attitudes and behaviors, such as honesty, responsibility, and empathy.

Practically, these findings support the application of values-based approaches in curricula at other schools, with the hope of creating a better and more moral learning environment. Islamic-based learning that integrates values such as honesty and discipline can strengthen the development of students' character, which in turn can contribute to shaping a more civilized and responsible generation.

However, this study has several limitations that need to be acknowledged. One of them is the use of a sample limited to one class at MTs Nurul Islam Radungkal, which consisted of 42 students. Therefore, the findings of this study may not be fully generalizable to the entire student population at other MTs or schools with different characteristics. Additionally, although this study combines both quantitative and qualitative methods, there may be biases in data collection, especially in interviews and observations, which could be influenced by the researcher's and teachers' perceptions.

The results of this study indicate that Islamic-based learning has a significant impact on the character development of students at MTs Nurul Islam Radungkal. The implementation of Islamic teachings in learning can improve students' attitudes and behaviors, as well as contribute positively to the development of their moral character. These findings reinforce the importance of integrating Islamic values into the curriculum as an educational strategy for shaping socially and morally responsible individuals. This partial conclusion prepares the reader to understand the significance of Islamic-based learning in the broader context of character education and opens the door for further research that can explore the influence of this teaching method on students' character at a larger scale.

## CONCLUSION

This research aimed to examine the effect of Islamic-based learning on character formation at MTs Nurul Islam Radungkal, focusing on enhancing students' honesty, discipline, responsibility, and empathy. The findings reveal that Islamic-based education significantly contributed to the improvement of these character traits. The data analysis showed a substantial increase in the post-



test scores, confirming the effectiveness of the intervention. This study supports the hypothesis that integrating Islamic values into the learning process positively impacts students' moral development. The implications of this research are significant for both practical and theoretical fields. In practice, the results suggest that other educational institutions can adopt Islamic-based teaching strategies to enhance character education. Theoretically, the study contributes to the growing body of research on the integration of religious values in education, emphasizing their role in character development. For future research, it is recommended to explore the long-term impact of Islamic-based learning on character development over a more extended period. Further studies could also investigate the specific factors that mediate the effectiveness of such educational approaches, such as teacher engagement or parental involvement. In conclusion, this study highlights the importance of integrating Islamic-based values into educational curricula as a means of fostering well-rounded individuals who embody ethical and moral principles. The research not only enriches the understanding of character education but also provides a practical framework for improving student behavior and social responsibility in schools.

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