

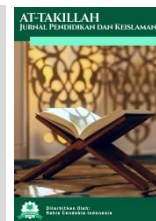


AT-TAKILLAH

Jurnal Pendidikan dan Keislaman

| e-ISSN: [3026-779X](https://doi.org/10.30605/attakillah.v3i2.12345) |

<https://jurnal.rahiscendekiaindonesia.co.id/index.php/attakillah>



The Role of Islamic Education in Building the Moral and Spiritual Values of the Younger Generation

Lina Luthfiyyah

Islamic Education Sunan Giri University, Surabaya, Indonesia

KEYWORDS

Islamic Education, Moral Values, Spiritual Development, Younger Generation

CORRESPONDING AUTHOR(S):

E-mail: llinaluthfiyyah@gmail.com

A B S T R A C T

The moral and spiritual development of the younger generation has become a major concern in the modern era, particularly in the midst of rapid globalization, technological advancement, and shifting social values. These changes have brought significant challenges to young people, including moral degradation, identity confusion, and declining spiritual awareness. Education, therefore, is expected not only to develop intellectual competence but also to shape character and inner values. In this context, Islamic education plays a crucial role in guiding the younger generation toward moral integrity and spiritual consciousness through a holistic educational framework rooted in Islamic teachings. Islamic education emphasizes the integration of faith (iman), knowledge (ilm), and practice (amal), which collectively contribute to the formation of balanced individuals who are ethically responsible and spiritually aware. This study aims to explore and analyze the role of Islamic education in building the moral and spiritual values of the younger generation by examining relevant theoretical perspectives and empirical findings from previous studies. The research employed a qualitative approach using a library research (literature review) design. Data were collected from primary and secondary sources, including classical and contemporary Islamic educational texts, peer-reviewed journal articles, research reports, and authoritative documents related to moral education, spirituality, and youth development. The collected data were analyzed using descriptive-analytical techniques by identifying key themes, concepts, and patterns related to the moral and spiritual objectives of Islamic education. The findings of the study reveal that Islamic education significantly contributes to moral development by instilling core ethical values such as honesty, discipline, responsibility, justice, respect, and compassion. These values are internalized through instructional content, teacher exemplification, and religious practices embedded in the educational process. In addition, Islamic education fosters spiritual development by strengthening learners' relationship with Allah through worship, reflection, and moral self-awareness, which in turn enhances emotional stability, self-control, and a sense of life purpose. However, the study also highlights several challenges, particularly when Islamic education is implemented in a predominantly theoretical manner with limited emphasis on experiential learning and contextual application. In conclusion, the study affirms that Islamic education plays a vital role in shaping the moral and spiritual character of the younger generation when it is implemented comprehensively and contextually. Strengthening pedagogical approaches, educator competence, and supportive learning environments is essential to maximize the transformative potential of Islamic education. By maintaining its core values while responding to contemporary challenges, Islamic education can contribute to the development of a generation that is morally grounded, spiritually resilient, and capable of contributing positively to society.

INTRODUCTION

In the contemporary era marked by rapid globalization, technological advancement, and cultural transformation, the younger generation faces complex moral and spiritual challenges. The widespread influence of digital media, shifting social norms, and increasing exposure to secular values have significantly affected the attitudes, behaviors, and worldviews of young people. While these developments offer various opportunities for intellectual growth and social connectivity, they also pose serious risks to moral integrity, spiritual awareness, and ethical responsibility. Issues such as moral degradation, identity crises, individualism, and declining religious commitment have become increasingly evident among today's youth, prompting educators and scholars to reconsider the role of education in addressing these concerns.

Education plays a crucial role in shaping not only intellectual capacity but also moral character and spiritual consciousness. In this context, Islamic education emerges as a vital instrument for nurturing balanced individuals who possess strong faith (*iman*), noble character (*akhlak*), and social responsibility. Islamic education is not limited to the transmission of religious knowledge; rather, it encompasses the holistic development of human beings by integrating cognitive, affective, and behavioral dimensions. Through the teachings of the Qur'an, Hadith, and Islamic ethical principles, Islamic education aims to guide learners toward righteous conduct, self-discipline, and a deep awareness of their relationship with Allah and fellow human beings.

The moral dimension of Islamic education emphasizes the cultivation of virtues such as honesty, responsibility, respect, compassion, and justice. These values are essential for building a morally upright generation capable of contributing positively to society. At the same time, the spiritual dimension fosters inner strength, sincerity, patience, and reliance on God, which enable young people to face life's challenges with resilience and purpose. By internalizing Islamic moral and spiritual values, the younger generation is expected to develop a strong moral compass that guides their actions and decisions in both personal and social contexts.

However, the implementation of Islamic education in contemporary educational settings faces various challenges. In many cases, religious education is perceived as merely a formal subject focused on memorization and theoretical understanding, with limited emphasis on value internalization and practical application. This condition reduces the transformative potential of Islamic education in shaping students' moral behavior and spiritual attitudes. Therefore, it is essential to strengthen the role of Islamic education through effective pedagogical approaches, relevant curricula, and exemplary educators who can serve as moral and spiritual role models for learners.

Furthermore, the integration of Islamic education into the broader educational framework is increasingly important in responding to modern societal demands. Islamic education must be contextualized without compromising its core values, allowing it to remain relevant and meaningful for today's youth. By addressing contemporary issues such as digital ethics, social interaction, and personal identity from an Islamic perspective, Islamic education can provide young people with ethical guidance and spiritual direction amid rapid social change.

Based on these considerations, this article aims to explore the role of Islamic education in building the moral and spiritual values of the younger generation. It discusses the conceptual foundations of Islamic education, its moral and spiritual objectives, and its significance in shaping youth character in the modern era. Through this discussion, the article seeks to highlight the importance of Islamic education as a strategic means of fostering morally grounded and spiritually aware individuals who can contribute to the development of a just and harmonious society.

METHOD

This study employed a qualitative research approach using a library research (literature review) design. The purpose of this method was to examine and analyze theoretical concepts, scholarly perspectives, and previous research related to the role of Islamic education in developing the moral and spiritual values of the younger generation. Qualitative library research was considered appropriate because the study focuses on understanding ideas, values, and educational principles rather than measuring numerical data.

The data sources consisted of primary and secondary literature, including books, peer-reviewed journal articles, research reports, and authoritative documents related to Islamic education, moral education, spirituality, and youth development. Primary sources included classical and contemporary Islamic educational texts derived from the Qur'an, Hadith, and works of prominent Islamic scholars. Secondary sources comprised academic journals, conference proceedings, and relevant educational policy documents that discuss moral and spiritual development in modern educational contexts.

Data collection was carried out through a systematic process of document identification, selection, and review. Relevant literature was collected using academic databases and institutional repositories by applying keywords such as Islamic education, moral development, spiritual values, and youth education. The selected materials were then carefully read, categorized, and organized according to their relevance to the research focus.

The data analysis technique applied in this study was descriptive-analytical analysis. The collected data were analyzed by identifying key themes, concepts, and patterns related to the moral and spiritual objectives of Islamic education. These themes were interpreted by comparing different scholarly viewpoints and synthesizing them into a coherent framework that explains how Islamic education contributes to moral and spiritual formation among the younger generation.

To ensure the credibility of the findings, source triangulation was applied by comparing information from various authors and types of literature. This process helped reduce bias and strengthen the validity of the analysis. The results of the

study are presented descriptively in the form of narrative explanations, supported by relevant theoretical references.

RESULTS AND DISCUSSION

The findings of this study indicate that Islamic education plays a significant role in shaping the moral and spiritual values of the younger generation through a holistic and value-oriented educational framework. Islamic education emphasizes the integration of faith (iman), knowledge (ilm), and practice (amal), which collectively contribute to the formation of morally upright and spiritually aware individuals. The literature reviewed demonstrates that moral and spiritual development is not treated as a separate component but is embedded in all aspects of Islamic educational teachings and practices.

One of the key results shows that Islamic education contributes to moral development by instilling core ethical values such as honesty, responsibility, discipline, respect, justice, and compassion. These values are derived from the teachings of the Qur'an and Hadith and are reinforced through learning activities, teacher modeling, and daily religious practices. When these values are consistently internalized, young people are more likely to demonstrate positive behavior in both educational and social environments. Islamic education therefore functions as a moral guide that shapes students' attitudes, decision-making processes, and interpersonal relationships.

In terms of spiritual development, the results reveal that Islamic education nurtures spiritual awareness by strengthening the relationship between learners and Allah. Practices such as prayer, recitation of the Qur'an, remembrance (dhikr), and reflection (tafakkur) help cultivate inner peace, self-control, sincerity, and patience. The literature suggests that strong spiritual foundations enable young people to cope with psychological pressures, moral dilemmas, and identity challenges in modern society. Spiritual education within Islam thus supports emotional stability and a sense of purpose in life.

The discussion also highlights the role of educators and educational environments in maximizing the impact of Islamic education. Teachers are not only transmitters of knowledge but also role models who exemplify Islamic moral and spiritual values in their daily conduct. Effective Islamic education requires educators to demonstrate consistency between what is taught and what is practiced. In addition, supportive school cultures that promote Islamic values through routines, discipline, and social interaction significantly enhance students' moral and spiritual growth.

However, the findings also indicate several challenges in the implementation of Islamic education. In some educational settings, Islamic education is still approached in a theoretical and cognitive manner, with limited emphasis on experiential learning and value internalization. This approach may reduce its effectiveness in shaping students' character and spirituality. Therefore, the discussion emphasizes the need for innovative pedagogical strategies that encourage active learning, reflection, and real-life application of Islamic values, particularly in addressing contemporary issues faced by youth.

Overall, the results and discussion suggest that Islamic education plays a crucial role in building the moral and spiritual values of the younger generation when it is implemented comprehensively and contextually. By integrating moral teachings, spiritual practices, and relevant educational strategies, Islamic education can

respond effectively to modern challenges while preserving its core principles. Strengthening the role of Islamic education is therefore essential in preparing a generation that is not only intellectually competent but also morally grounded and spiritually resilient.

CONCLUSION

This study concludes that Islamic education plays a vital and strategic role in building the moral and spiritual values of the younger generation. Through its holistic approach, Islamic education integrates faith, knowledge, and practice to guide learners toward becoming morally responsible and spiritually conscious individuals. The teachings derived from the Qur'an and Hadith provide a strong ethical foundation that shapes attitudes, behaviors, and character development among young people. Islamic education contributes significantly to moral formation by instilling essential values such as honesty, discipline, respect, justice, and compassion. At the same time, it fosters spiritual growth by strengthening the learners' relationship with Allah through religious practices and reflective activities. These moral and spiritual dimensions enable the younger generation to face contemporary challenges with resilience, self-control, and a clear sense of purpose.

However, the effectiveness of Islamic education depends largely on how it is implemented. When Islamic education is limited to theoretical instruction, its impact on character formation becomes less optimal. Therefore, it is necessary to apply contextual, experiential, and value-based learning strategies supported by exemplary educators and conducive educational environments. In conclusion, strengthening the role of Islamic education is essential for developing a generation that is not only intellectually capable but also morally upright and spiritually grounded. By adapting to modern contexts without compromising its core principles, Islamic education can serve as a powerful means of nurturing ethical, responsible, and spiritually resilient individuals who contribute positively to society.

REFERENCES

- Afriandi, A., Riswandi, R., Mardiah, A., et al. (n.d.). Peran teknologi dalam Pendidikan Agama Islam. *TEKNOS: Jurnal Pendidikan dan Teknologi*.
- Al-Banjari, F., Wahab, W., & Mujahidah, N. (2024). The contemporary Islamic Religious Education (PAI) curriculum: Synergy between religious values and technology. *Majority Science Journal*.
- Bates, A. W. (2019). *Teaching in a digital age: Guidelines for designing teaching and learning*. BCcampus.
- Chapelle, C. A., & Sauro, S. (Eds.). (2017). *The handbook of technology and second language teaching and learning*. Wiley.
- Desti, D. D. (n.d.). Perkembangan teknologi informasi dan komunikasi dalam pembelajaran Pendidikan Agama Islam. *Arus Jurnal Psikologi dan Pendidikan*.
- Diniati, R., & Mukhlas. (2025). The role of technology in innovation in Islamic Religious Education learning. *Widya Balina*.
- Ismail, I., Mustopa, M., Ilyas, I., Imran, I., & Muhsinin, U. (2024). The role of technology in improving the quality of Islamic Religious Education in schools and madrasas. *JOIN: Journal of Social Science*.
- Muslim, M. (2025). Internalizing digital technology in Islamic education. *Scaffolding: Jurnal Pendidikan Islam dan Multikulturalisme*.
- Neni, N., Handayani, S., & Basori, B. (2025). Integration of technology and Islamic values in Islamic Religious Education (PAI) learning strategies in the disruption era. *Edukasi Islami: Jurnal Pendidikan Islam*.

- Pasaribu, G. (2021). Implementing Google Classroom in English learning at STIT Al-Ittihadiyah Labuhanbatu Utara. *E-Link Journal*, 8(2), 99–107.
- Pasaribu, G. (2023a). Receptive oral language skills.
- Pasaribu, G. (2023b). Malay interrogative sentences: X-bar analysis. *RETORIKA: Jurnal Ilmu Bahasa*, 9(1), 43–53.
- Pasaribu, G., & Arfianty, R. (2025). *Filsafat Linguistik*.
- Pasaribu, G., Arfianty, R., & Januarini, E. (2024). *Mulia di Linguistik*.
- Pasaribu, G., & Salmiah, M. (2024). Linguistic landscape in Kualanamu International Airport. *LingPoet: Journal of Linguistics and Literary Research*, 5(1), 1–6.
- Pasaribu, G. R., Daulay, S. H., & Nasution, P. T. (2022). Pragmatics principles of English teachers in Islamic elementary school. *Journal of Pragmatics Research*, 4(1), 29–40.
- Pasaribu, G. R., Daulay, S. H., & Saragih, Z. (2023). The implementation of ICT in teaching English by the teacher of MTS Swasta Al-Amin. *English Language and Education Spectrum*, 3(2), 47–60.
- Pasaribu, G. R., Widayati, D., Mbeté, A. M., & Dardanila, D. (2023). The fauna lexicon in Aceh proverb: Ecolinguistic study. *Jurnal Arbitrer*, 10(2), 149–159.
- Saepudin, A. (2025). Integrating technology in Islamic Religious Education: Evaluating the effectiveness of e-learning platforms. *AKSELERASI: Jurnal Ilmiah Nasional*.
- Ubaedullah, D., Rokimin, R., & Suryono, F. (2025). Technology in Islamic education curriculum: Challenges and opportunities. *Jurnal Al Burhan*.
- Zalik, N. (n.d.). Pemanfaatan teknologi informasi dalam Pendidikan Agama Islam. *Tamaddun*.