

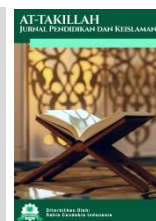


AT-TAKILLAH

Jurnal Pendidikan dan Keislaman

| e-ISSN: [3026-779X](https://doi.org/10.3026/779X) |

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



The Influence of Islamic Values on Students' Ethical Awareness

Sofiatus Zahriyah

STAI Al Falah Pamekasan, Indonesia

KEYWORDS

Islamic values, ethical awareness, students, moral education, character development.

CORRESPONDING AUTHOR(S):

E-mail: sofizahriyah28@gmail.com

A B S T R A C T

This study aims to analyze the influence of Islamic values on students' ethical awareness in schools. Ethical awareness is an important aspect of students' moral development because it helps individuals distinguish between right and wrong and encourages responsible behavior in social life. In the modern era, many students face ethical challenges caused by globalization, technological advancement, peer pressure, and social media influences. Therefore, Islamic values are considered important in guiding students to develop positive moral attitudes and ethical behavior. This research employed a quantitative approach using a survey research design. The population of the study consisted of students at a selected school, while the sample was determined using purposive sampling techniques. Data were collected through questionnaires, observations, and documentation. The questionnaire used a Likert scale to measure students' perceptions regarding Islamic values and ethical awareness. The collected data were analyzed using descriptive statistics and simple linear regression analysis. The findings revealed that Islamic values have a positive and significant influence on students' ethical awareness. Students who actively practiced Islamic values demonstrated better honesty, discipline, responsibility, empathy, and respect toward others. Teachers, school environments, and religious activities also contributed significantly to strengthening students' ethical behavior and moral understanding. However, several challenges such as negative social influences, low learning motivation, and limited innovation in teaching methods were still identified. Therefore, schools are encouraged to improve Islamic Religious Education learning through interactive teaching strategies, technology integration, and stronger collaboration among teachers, parents, and communities. Overall, this study concludes that Islamic values play an essential role in strengthening students' ethical awareness and developing responsible individuals with positive moral character in modern society.

INTRODUCTION

Ethical awareness is an essential aspect of students' personal and social development in modern education. Ethical awareness refers to the ability of individuals to understand moral values, distinguish between right and wrong, and apply ethical principles in daily behavior. In the educational context, ethical awareness helps students build responsible attitudes, respect others, and contribute positively to society (Nucci, 2014).

In recent years, moral and ethical issues among students have become a serious concern in many educational institutions. Cases of bullying, dishonesty, disrespectful behavior, intolerance, and lack of responsibility indicate that many students still experience difficulties in applying moral values in everyday life. These conditions

demonstrate the importance of strengthening ethical awareness through educational processes (Berkowitz & Bier, 2015).

Education plays a significant role in shaping students' ethical behavior and moral understanding. Schools are not only responsible for developing students' academic abilities but also for nurturing moral values and social responsibility. Ethical education therefore becomes one of the important objectives of the educational system because students are expected to become individuals who possess integrity and positive character (Ryan & Bohlin, 2013).

Islamic values provide important moral guidance that can help students strengthen their ethical awareness. Islamic teachings emphasize values such as honesty, justice, discipline, patience, responsibility, respect, and compassion. These values are essential for helping students develop ethical behavior in both personal and social life (Al-Attas, 1999).

Islamic values are derived from the teachings of the Qur'an and Hadith, which serve as the primary sources of moral guidance in Islam. Through these teachings, students are encouraged to practice good behavior, avoid harmful actions, and maintain positive relationships with others. Consequently, Islamic values play a vital role in shaping students' ethical understanding and moral responsibility (Nasr, 2002).

The implementation of Islamic values in education can be carried out through Islamic Religious Education learning activities. Islamic Religious Education aims not only to improve students' religious knowledge but also to develop their moral attitudes and ethical awareness. Through this subject, students learn to integrate Islamic principles into their daily lives and social interactions (Halim, 2018).

Teachers have an important role in introducing and reinforcing Islamic values among students. Teachers are expected to become role models who demonstrate ethical behavior, discipline, honesty, and responsibility in classroom activities. Students often imitate the behavior of their teachers, making teachers influential figures in students' moral development (Santrock, 2017).

The effectiveness of Islamic values in strengthening ethical awareness is influenced by teaching methods and learning strategies. Interactive learning approaches such as discussions, case studies, storytelling, and collaborative learning can help students understand moral issues more deeply. These methods encourage students to reflect on ethical problems and apply Islamic values in solving them (Killen & Smetana, 2015).

The school environment also contributes significantly to students' ethical development. Schools that create religious and disciplined environments provide students with opportunities to practice moral values consistently. Activities such as congregational prayer, charity programs, Qur'an recitation, and social service activities help students internalize Islamic values in practical ways (Azyumardi Azra, 2012).

Family influence is another important factor in shaping students' ethical awareness. Parents are the first educators who introduce children to moral values, discipline, and social norms. Students who receive positive guidance and supervision from parents tend to demonstrate better ethical behavior both at home and at school (Lickona, 2013).

In the modern era, technological advancement and social media have created new challenges related to ethical behavior among students. Easy access to information and digital communication can expose students to inappropriate content, cyberbullying, hate speech, and negative social influences. These conditions require students to possess strong ethical awareness and self-control (Bates, 2019).

Islamic values can provide moral guidance for students in using technology responsibly. Islamic teachings encourage individuals to communicate politely, respect others, avoid harmful behavior, and use knowledge for positive purposes. Therefore, integrating Islamic values into students' daily digital activities is highly important in modern education (Muslim, 2025).

Several previous studies have shown that Islamic values positively influence students' ethical behavior and social attitudes. Students who actively participate in religious learning activities tend to demonstrate greater honesty, discipline, empathy, and respect toward others. These findings indicate that Islamic values contribute significantly to students' moral and ethical development (Ismail et al., 2024).

However, the implementation of Islamic values in schools still faces several challenges. Some students show low motivation in religious learning activities because of monotonous teaching methods and limited practical application of moral values. In addition, peer pressure and social environments may negatively influence students' ethical behavior (Diniati & Mukhlas, 2025).

To address these challenges, schools need to develop innovative learning strategies that integrate Islamic values with students' daily experiences. Technology-based learning, interactive discussions, and contextual learning activities can make moral education more interesting and meaningful for students. Such approaches may improve students' understanding and application of ethical principles (Saepudin, 2025).

Extracurricular activities also support the development of ethical awareness among students. Leadership programs, Islamic organizations, social service activities, and teamwork projects provide opportunities for students to practice responsibility, cooperation, empathy, and honesty in real-life situations. These experiences strengthen students' moral understanding and social sensitivity (Koesoema, 2018).

The government also emphasizes the importance of character and moral education through national educational policies. Educational institutions are encouraged to integrate religious and ethical values into the curriculum and school activities. This policy reflects the belief that education should develop students holistically, including intellectual, emotional, social, and spiritual dimensions (Mulyasa, 2020).

Islamic values are highly relevant in addressing moral problems among students because they provide comprehensive guidance for ethical behavior. Through Islamic teachings, students learn the importance of justice, honesty, compassion, and responsibility in maintaining harmonious social relationships. Therefore, Islamic values can become an important foundation for strengthening ethical awareness among students.

The success of ethical education depends on collaboration among schools, teachers, parents, and communities. Students need consistent moral guidance from all environments in which they interact. Positive cooperation among these parties creates supportive conditions for students' ethical and moral growth (Hasbullah, 2015).

Based on these explanations, the influence of Islamic values on students' ethical awareness is highly important in modern education. Islamic values provide moral guidance that helps students develop ethical behavior, social responsibility, and positive attitudes in daily life. Therefore, this study aims to analyze how Islamic values contribute to strengthening students' ethical awareness in schools.

METHOD

This study employed a quantitative research approach to examine the influence of Islamic values on students' ethical awareness in schools. A quantitative approach was chosen because it allows researchers to analyze relationships between variables objectively through numerical data and statistical analysis (Creswell, 2018). The study focused on measuring the extent to which Islamic values contribute to the development of ethical awareness among students.

The research design used in this study was a survey method. Survey research enables researchers to collect data directly from respondents regarding their perceptions, experiences, and understanding of Islamic values and ethical behavior (Sugiyono, 2019). Through this method, the researcher obtained comprehensive information related to students' moral attitudes and ethical awareness in the school environment.

The research was conducted at a selected school where Islamic Religious Education and character education programs were actively implemented. The population of the study consisted of all students enrolled at the school. The sample was determined using purposive sampling techniques because respondents were selected based on specific criteria relevant to the objectives of the study. Students who actively participated in Islamic Religious Education learning activities and school religious programs were selected as research respondents (Arikunto, 2019).

The main instrument used in this study was a questionnaire. The questionnaire was designed to measure two variables, namely Islamic values as the independent variable and students' ethical awareness as the dependent variable. The questionnaire used a Likert scale consisting of strongly agree, agree, neutral, disagree, and strongly disagree categories. Indicators of Islamic values included honesty, discipline, responsibility, justice, tolerance, and compassion, while indicators of ethical awareness included respectful behavior, social responsibility, honesty, empathy, and moral decision-making (Lickona, 2013).

In addition to questionnaires, observation and documentation techniques were also used to support the research data. Observation was conducted to examine students' behavior during learning activities and school religious programs. Documentation techniques included collecting school profiles, photographs of activities, lesson plans, and records related to character education implementation. Before data collection, the questionnaire was tested for validity and reliability to ensure the accuracy and consistency of the research instrument (Moleong, 2017).

The collected data were analyzed using descriptive and inferential statistical analysis. Descriptive statistics were used to describe the implementation of Islamic values and students' ethical awareness in general, while inferential statistical analysis, particularly simple linear regression analysis, was used to determine the influence of Islamic values on students' ethical awareness (Creswell, 2018). The results of the analysis were interpreted and discussed based on relevant theories and previous studies related to Islamic education and ethical development.

RESULTS AND DISCUSSION

The findings of this study revealed that Islamic values have a significant influence on students' ethical awareness in schools. Based on the questionnaire

results, most students showed positive responses toward the implementation of Islamic values in educational activities. Students stated that Islamic values such as honesty, discipline, responsibility, justice, and compassion helped them understand the importance of ethical behavior in daily life. These findings indicate that Islamic values contribute positively to the development of students' moral awareness and social attitudes.

The descriptive statistical analysis showed that the implementation of Islamic values in schools was categorized as good. Teachers consistently integrated Islamic teachings into classroom learning activities and encouraged students to apply moral values in their interactions with teachers, classmates, and the community. Religious activities such as congregational prayer, Qur'an recitation, and charity programs also supported the strengthening of students' ethical awareness. Students who actively participated in these activities demonstrated more positive behavior and greater social responsibility.

The study also found that honesty was one of the most dominant ethical values demonstrated by students. Many students stated that Islamic teachings encouraged them to avoid cheating, lying, and dishonest behavior both inside and outside the classroom. Students became more aware that honesty is an important aspect of moral responsibility and social trust. These findings indicate that Islamic values play an important role in shaping students' integrity and ethical decision-making.

Discipline was another ethical value that showed positive improvement among students. Students who regularly participated in religious learning activities and school programs tended to demonstrate better punctuality, obedience to school rules, and responsibility in completing academic tasks. Islamic values taught students the importance of self-control, commitment, and consistency in performing positive actions. As a result, students became more disciplined in both academic and social activities.

The findings also showed that Islamic values strengthened students' empathy and social awareness. Students became more willing to help others, respect differences, and cooperate with classmates in various school activities. Religious programs such as charity events and social service activities encouraged students to develop compassion and concern for people in need. These activities helped students apply ethical principles directly in real-life situations and improved their social sensitivity.

Teachers were found to have an important role in strengthening students' ethical awareness. Teachers who demonstrated positive behavior, fairness, discipline, and responsibility became role models for students. Students tended to imitate the ethical attitudes demonstrated by teachers during classroom interactions and school activities. Therefore, teacher behavior significantly influenced the success of ethical education and moral development among students.

The regression analysis indicated that Islamic values had a positive and significant influence on students' ethical awareness. Students who possessed a stronger understanding of Islamic values tended to demonstrate better ethical behavior, including honesty, discipline, responsibility, empathy, and respect for others. This finding supports previous studies stating that Islamic education contributes significantly to students' moral and character development.

However, the study also identified several challenges in implementing Islamic values effectively. Some students still showed inconsistent ethical behavior due to peer pressure, social media influences, and lack of parental supervision. In addition,

some learning activities were considered monotonous, reducing students' motivation to engage deeply in moral and religious discussions. These challenges indicate the need for more innovative and interactive learning approaches in ethical education.

Technology and digital media were also found to influence students' ethical awareness both positively and negatively. On one hand, technology provided students with access to educational resources and religious information. On the other hand, uncontrolled use of social media sometimes exposed students to inappropriate behavior and negative influences. Therefore, students need strong moral guidance and ethical awareness to use technology responsibly and wisely.

To address these challenges, schools are encouraged to integrate innovative learning strategies into Islamic Religious Education. Interactive discussions, case studies, collaborative learning, and technology-based learning activities can help students understand ethical concepts more effectively. Schools should also strengthen cooperation between teachers, parents, and communities to provide consistent moral guidance for students. Overall, the study concludes that Islamic values play an essential role in strengthening students' ethical awareness and promoting positive behavior in modern educational environments.

CONCLUSION

Based on the findings of this study, it can be concluded that Islamic values have a positive and significant influence on students' ethical awareness in schools. Islamic values such as honesty, discipline, responsibility, justice, compassion, and respect help students develop positive moral attitudes and ethical behavior in their daily lives. Students who actively participate in religious learning activities and school programs tend to demonstrate better ethical awareness, social responsibility, and respectful behavior toward others. These findings indicate that Islamic values play an important role in shaping students' moral character and ethical decision-making.

The study also revealed that teachers, school environments, and religious activities contribute significantly to strengthening students' ethical awareness. Teachers who become positive role models encourage students to imitate ethical behavior and apply Islamic values consistently. Religious activities such as congregational prayer, charity programs, Qur'an recitation, and social service activities provide students with opportunities to practice moral values directly in real-life situations. In addition, supportive school environments help students internalize ethical principles more effectively.

However, several challenges were identified in the implementation of Islamic values in schools. External influences such as social media, peer pressure, and lack of parental supervision may negatively affect students' ethical behavior. Some students also showed low motivation during religious learning activities because of monotonous teaching methods. Therefore, schools are encouraged to improve the quality of Islamic Religious Education through innovative teaching strategies, technology integration, and stronger collaboration among teachers, parents, and communities. Overall, this study concludes that Islamic values are highly important in strengthening students' ethical awareness and developing responsible individuals with positive moral character in modern society.

REFERENCES

- Al-Attas, S. M. N. (1999). *The concept of education in Islam*. International Institute of Islamic Thought and Civilization.
- Arikunto, S. (2019). *Prosedur penelitian: Suatu pendekatan praktik*. Rineka Cipta.
- Azyumardi Azra. (2012). *Pendidikan Islam: Tradisi dan modernisasi di tengah tantangan milenium III*. Kencana.
- Bates, A. W. (2019). *Teaching in a digital age: Guidelines for designing teaching and learning*. BCcampus.
- Berkowitz, M. W., & Bier, M. C. (2015). *Research-based character education*. University of Missouri.
- Bungin, B. (2017). *Metodologi penelitian kuantitatif*. Kencana.
- Creswell, J. W. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches*. SAGE Publications.
- Diniati, R., & Mukhlas. (2025). *The role of technology in innovation in Islamic Religious Education learning*. Widya Balina.
- Djamarah, S. B. (2016). *Strategi belajar mengajar*. Rineka Cipta.
- Halim, A. (2018). *Pendidikan Islam dan pembentukan karakter*. Prenadamedia Group.
- Hasbullah. (2015). *Dasar-dasar ilmu pendidikan*. Rajawali Pers.
- 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.
- Killen, M., & Smetana, J. G. (2015). *Handbook of moral development*. Psychology Press.
- Koesoema, D. (2018). *Pendidikan karakter: Strategi mendidik anak di zaman global*. Grasindo.
- Lickona, T. (2013). *Educating for character: How our schools can teach respect and responsibility*. Bantam Books.
- Moleong, L. J. (2017). *Metodologi penelitian kualitatif*. PT Remaja Rosdakarya.
- Mulyasa. (2020). *Menjadi guru profesional*. PT Remaja Rosdakarya.
- Muslim, M. (2025). *Internalizing digital technology in Islamic education*. Scaffolding: Jurnal Pendidikan Islam dan Multikulturalisme.
- Nasr, S. H. (2002). *Islamic life and thought*. ABC International Group.
- Nucci, L. (2014). *Education in the moral domain*. Cambridge University Press.
- Pasaribu, G. (2021). *Implementing Google Classroom in English learning at STIT Al-Ittihadiyah Labuhanbatu Utara*. E-Link Journal, 8(2), 99–107.
- 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.
- Ramayulis. (2015). *Metodologi pendidikan agama Islam*. Kalam Mulia.
- Ryan, K., & Bohlin, K. E. (2013). *Building character in schools*. Jossey-Bass.

- Saepudin, A. (2025). *Integrating technology in Islamic Religious Education: Evaluating the effectiveness of e-learning platforms*. AKSELERASI: Jurnal Ilmiah Nasional.
- Santrock, J. W. (2017). *Educational psychology*. McGraw-Hill Education.
- Sugiyono. (2019). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Tafsir, A. (2016). *Ilmu pendidikan dalam perspektif Islam*. PT Remaja Rosdakarya.