

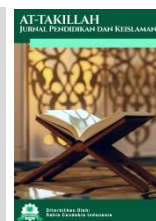


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## Islamic Religious Education and Students' Social Ethics

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KEYWORDS	A B S T R A C T
<p>Islamic Religious Education, social ethics, students, moral education, character development.</p>	<p>This study aims to analyze the relationship between Islamic Religious Education and students' social ethics in schools. Social ethics is an important aspect of students' character development because it influences how individuals interact with others respectfully, responsibly, and cooperatively in social environments. In the modern era, many students face ethical challenges such as bullying, dishonesty, intolerance, disrespectful communication, and negative social media influences. Therefore, Islamic Religious Education is considered important in strengthening students' moral awareness and social behavior through the implementation of Islamic values. 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 Religious Education and social ethics. The collected data were analyzed using descriptive statistics and simple linear regression analysis. The findings revealed that Islamic Religious Education has a positive and significant influence on students' social ethics. Students who actively participated in religious learning activities demonstrated better honesty, discipline, empathy, cooperation, tolerance, responsibility, and respect toward others. Teachers, religious activities, and supportive school environments also contributed significantly to strengthening students' ethical awareness and social behavior. However, several challenges such as peer pressure, low learning motivation, social media influences, 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 Religious Education plays an essential role in developing students with strong social ethics, positive moral character, and responsible behavior in modern society.</p>
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## INTRODUCTION

Social ethics is an important aspect of students' behavior in educational and community environments. Social ethics refers to moral principles and standards that guide individuals in interacting respectfully, responsibly, and fairly with others. In the school context, students' social ethics can be seen through attitudes such as cooperation, honesty, discipline, empathy, tolerance, and respect for teachers and classmates (Veugelers, 2011).

In modern society, ethical problems among students have become a growing concern in the field of education. Many schools face issues such as bullying, disrespectful communication, intolerance, dishonesty, and low social responsibility among students. These conditions indicate that moral and ethical education should become an essential part of the learning process in schools (Arthur, 2014).

Education is expected not only to improve students' academic achievement but also to develop their moral and social behavior. Schools therefore have a responsibility to provide students with ethical guidance that helps them become responsible individuals in society. Ethical education can support students in understanding the importance of maintaining positive relationships and respecting social norms (Carr, 2010).

Islamic Religious Education plays an important role in developing students' social ethics because it teaches moral values based on Islamic teachings. Islamic Religious Education introduces students to values such as honesty, justice, discipline, compassion, cooperation, humility, and responsibility. These values are essential for creating harmonious relationships within society (Langgulung, 2003).

Islamic teachings emphasize the importance of maintaining good relationships with others through ethical behavior and social responsibility. The Qur'an and Hadith encourage Muslims to respect others, help people in need, avoid harmful actions, and behave fairly in social interactions. Therefore, Islamic Religious Education can become an effective foundation for strengthening students' social ethics (Al-Ghazali, 2005).

The implementation of Islamic Religious Education in schools is expected to influence students' attitudes and behavior positively. Through religious learning activities, students learn to apply Islamic moral values in their daily interactions with teachers, classmates, families, and communities. Consequently, Islamic Religious Education contributes not only to spiritual development but also to students' social and ethical awareness (Nasution, 2011).

Teachers have a significant role in developing students' social ethics through Islamic Religious Education. Teachers are not only responsible for delivering learning materials but also for becoming examples of ethical behavior for students. Students often imitate teachers' attitudes, communication styles, and behavior during classroom activities. Therefore, teachers' moral conduct strongly influences students' ethical development (Ormrod, 2016).

The effectiveness of Islamic Religious Education depends on teaching strategies and learning methods applied in the classroom. Interactive learning activities such as group discussions, role-playing, storytelling, and problem-solving activities can help students understand ethical values more deeply. These methods encourage students to reflect on moral problems and practice ethical decision-making in social situations (Slavin, 2018).

School environments also influence the development of students' social ethics. Schools that create positive, disciplined, and religious atmospheres provide opportunities for students to practice ethical behavior consistently. Activities such as collective prayer, charity programs, teamwork projects, and community service activities can strengthen students' cooperation, empathy, and responsibility toward others (Zubaedi, 2012).

Parents also contribute significantly to the development of students' social ethics. Family environments are the first places where children learn manners, discipline, respect, and social interaction. Students who receive positive moral guidance from parents tend to demonstrate better ethical behavior at school and in society (Brooks, 2011).

In the digital era, students face various social and ethical challenges related to technology and social media use. Social media can influence students' communication styles, attitudes, and behavior positively or negatively. Some students become exposed to cyberbullying, hate speech, misinformation, and disrespectful online communication. Therefore, ethical awareness is highly important in helping students use technology responsibly (Livingstone, 2014).

Islamic Religious Education can provide moral guidance for students in responding to digital challenges. Islamic values encourage students to communicate politely, avoid harmful behavior, and respect others both in direct and online interactions. Through religious

education, students can develop ethical awareness that helps them behave responsibly in the digital environment (Rahman, 2020).

Several previous studies have shown that Islamic Religious Education contributes positively to students' social behavior and ethical awareness. Students who actively participate in religious learning activities tend to demonstrate better cooperation, honesty, tolerance, and empathy toward others. These findings indicate that Islamic values influence students' social interactions and moral development positively (Aziz, 2019).

However, the implementation of Islamic Religious Education still faces several obstacles in schools. Some students show low interest in religious learning activities because of monotonous teaching methods and limited practical application of moral values. In addition, peer pressure and social environments sometimes negatively influence students' ethical behavior (Hidayat, 2021).

To improve students' social ethics, schools need to implement innovative and contextual learning strategies. Teachers should integrate moral discussions, real-life social issues, and collaborative learning activities into Islamic Religious Education lessons. These approaches can help students understand ethical values more meaningfully and apply them in everyday situations (Sanjaya, 2015).

Extracurricular activities can also support the development of students' social ethics. Activities such as student organizations, religious clubs, leadership programs, and social service projects provide students with opportunities to practice cooperation, leadership, empathy, and responsibility. Through these activities, students gain practical experiences in applying ethical values within society (Tilaar, 2012).

Government educational policies also emphasize the importance of character and moral education in schools. Educational institutions are encouraged to integrate ethical and religious values into the curriculum and school culture. This policy reflects the awareness that education should support students' intellectual, emotional, social, and spiritual development comprehensively (Suyanto, 2010).

Islamic Religious Education is highly relevant in strengthening students' social ethics because it provides comprehensive moral guidance for social life. Islamic teachings encourage students to become individuals who are respectful, cooperative, responsible, and beneficial to others. Therefore, Islamic values can become an important foundation for developing ethical behavior among students.

The success of ethical education depends on cooperation among schools, teachers, parents, and communities. Students need consistent guidance and support from all social environments in which they interact. Positive cooperation among these parties creates supportive conditions for students' ethical growth and social development (Megawangi, 2014).

Based on these explanations, Islamic Religious Education has an important influence on students' social ethics in schools. Islamic values provide moral guidance that helps students develop positive social attitudes, ethical awareness, and responsible behavior in their interactions with others. Therefore, this study aims to analyze the relationship between Islamic Religious Education and students' social ethics in the educational

## **METHOD**

This study employed a quantitative research approach to examine the relationship between Islamic Religious Education and students' social ethics in schools. A quantitative approach was chosen because it allows researchers to measure relationships between variables objectively through statistical analysis and numerical data (Cohen, Manion, & Morrison, 2018). The study focused on identifying

how Islamic Religious Education influences students' ethical attitudes and social behavior in the school environment.

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 attitudes toward Islamic Religious Education and social ethics. Through this method, the researcher obtained comprehensive information related to students' ethical behavior, discipline, cooperation, empathy, and respect toward others (Fraenkel, Wallen, & Hyun, 2012).

The research was conducted at a selected school where Islamic Religious Education was actively implemented as part of the formal curriculum. The population of this study consisted of all students enrolled at the school. The sample was selected using purposive sampling techniques because respondents were chosen based on specific criteria relevant to the objectives of the study. Students who actively participated in Islamic Religious Education classes and school religious programs were selected as research respondents (Neuman, 2014).

The primary instrument used in this study was a questionnaire. The questionnaire was designed to measure two variables, namely Islamic Religious Education as the independent variable and students' social ethics as the dependent variable. The questionnaire used a Likert scale consisting of strongly agree, agree, neutral, disagree, and strongly disagree categories. Indicators of Islamic Religious Education included learning activities, teacher competence, religious understanding, and implementation of Islamic values, while indicators of social ethics included honesty, cooperation, tolerance, empathy, discipline, and responsibility (Gay, Mills, & Airasian, 2012).

In addition to questionnaires, observation and documentation techniques were also used to support the research data. Observation was conducted to examine students' social interactions and ethical behavior during classroom learning activities and school programs. Documentation techniques included collecting school profiles, photographs of activities, lesson plans, and records related to character education implementation. Before the data collection process, the questionnaire was tested for validity and reliability to ensure the accuracy and consistency of the research instrument (Best & Kahn, 2016).

The collected data were analyzed using descriptive and inferential statistical analysis. Descriptive statistics were used to describe the implementation of Islamic Religious Education and the level of students' social ethics in general. Inferential statistical analysis, particularly simple linear regression analysis, was conducted to determine the influence of Islamic Religious Education on students' social ethics (Field, 2017). The results of the analysis were interpreted and discussed based on relevant theories and previous studies related to Islamic education, social ethics, and character development.

## **RESULTS AND DISCUSSION**

The findings of this study showed that Islamic Religious Education has a positive influence on students' social ethics in schools. Based on the questionnaire results, most students demonstrated positive perceptions regarding the implementation of Islamic Religious Education learning activities. Students stated that Islamic teachings helped them understand the importance of ethical behavior, cooperation, respect, honesty, discipline, and responsibility in their daily

interactions. These findings indicate that Islamic Religious Education contributes significantly to strengthening students' social ethics and moral awareness.

The descriptive statistical analysis revealed that the implementation of Islamic Religious Education in schools was categorized as effective. Teachers consistently integrated Islamic moral values into classroom learning activities and encouraged students to apply ethical principles in social interactions. Religious learning activities such as discussions about moral values, Qur'an recitation, congregational prayer, and charity programs helped students understand the practical application of Islamic ethics in everyday life. As a result, students became more aware of the importance of maintaining positive relationships with others.

The study also found that honesty was one of the dominant ethical values demonstrated by students. Students who actively participated in Islamic Religious Education learning activities tended to avoid dishonest behavior such as cheating, lying, and breaking school rules. Islamic teachings encouraged students to maintain integrity and responsibility in both academic and social activities. These findings indicate that Islamic Religious Education positively influences students' moral decision-making and ethical behavior.

Discipline was another important aspect of students' social ethics identified in this study. Students who regularly attended religious learning activities showed better punctuality, obedience to school regulations, and responsibility in completing assignments. Islamic values taught students the importance of self-control, commitment, and consistency in performing positive actions. Therefore, religious education contributed significantly to improving students' discipline in both school and social environments.

The findings further revealed that Islamic Religious Education strengthened students' empathy and cooperation. Students became more willing to help classmates, respect differences, and participate in teamwork activities. Religious programs such as social service activities, charity events, and group learning activities encouraged students to develop compassion and social responsibility toward others. These activities provided opportunities for students to apply ethical values directly in real-life situations and improved their social awareness.

Teachers were also found to have a significant role in developing students' social ethics. Teachers who demonstrated ethical behavior, fairness, patience, and respect toward students became positive role models in the learning process. Students tended to imitate the behavior and communication styles demonstrated by teachers during classroom interactions. Therefore, teachers' attitudes and moral conduct greatly influenced students' ethical and social development.

The regression analysis showed that Islamic Religious Education had a positive and significant influence on students' social ethics. Students with stronger understanding and implementation of Islamic values demonstrated better ethical behavior, including honesty, tolerance, empathy, discipline, and cooperation. This finding supports previous studies stating that religious education contributes significantly to students' character development and moral behavior in educational settings.

However, several challenges in implementing Islamic Religious Education effectively were also identified in this study. Some students showed inconsistent ethical behavior due to peer pressure, social media influences, and negative environmental factors. In addition, monotonous teaching methods sometimes reduced students' interest and participation in religious learning activities. These

conditions indicate the need for more innovative and interactive teaching strategies in Islamic Religious Education.

Technology and digital media also influenced students' social ethics in both positive and negative ways. Technology provided students with access to educational resources and Islamic learning materials, but uncontrolled use of social media sometimes exposed students to inappropriate behavior and unethical communication. Therefore, students need strong moral guidance to use digital technology responsibly and ethically in their social interactions.

To improve students' social ethics, schools are encouraged to strengthen Islamic Religious Education through innovative teaching methods, technology integration, and contextual learning activities. Interactive discussions, collaborative learning, case studies, and social projects can help students understand ethical values more meaningfully. In addition, cooperation among teachers, parents, schools, and communities is necessary to provide consistent moral guidance for students. Overall, the study concludes that Islamic Religious Education plays an essential role in strengthening students' social ethics and promoting positive social behavior in modern educational environments.

## CONCLUSION

Based on the findings of this study, it can be concluded that Islamic Religious Education has a positive and significant influence on students' social ethics in schools. Islamic Religious Education helps students understand and apply moral values such as honesty, discipline, responsibility, empathy, cooperation, tolerance, and respect toward others. Students who actively participate in religious learning activities tend to demonstrate better ethical behavior and more positive social interactions in both academic and social environments.

The study also revealed that teachers, school environments, and religious activities contribute significantly to strengthening students' social ethics. Teachers who become positive role models encourage students to imitate ethical attitudes and responsible behavior. Religious activities such as congregational prayer, charity programs, Qur'an recitation, and social service activities help students practice Islamic moral values directly in daily life. In addition, supportive school environments create positive conditions for students to develop ethical awareness and social responsibility.

However, several challenges were identified in the implementation of Islamic Religious Education, including peer pressure, negative social influences, low learning motivation, and the impact of digital media on students' behavior. Some students still demonstrated inconsistent ethical attitudes because of external environmental factors and limited innovation in teaching methods. Therefore, schools are encouraged to improve Islamic Religious Education through interactive teaching strategies, technology integration, and stronger collaboration among teachers, parents, and communities. Overall, this study concludes that Islamic Religious Education plays an essential role in developing students with strong social ethics, positive moral character, and responsible behavior in modern society.

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