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The role of islamic education in shaping humanity citizens : insights from educational management

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Abstract. Islamic education plays an important role in shaping humane citizens. This study aims to explore the views of educators and school principals regarding the role of Islamic education in developing students' character and morals. The method used is a qualitative method with in-depth interviews. The subjects of this research are educators and Islamic school principals in Indonesia. Data analysis used thematic analysis. The results show that Islamic education focuses not only on knowledge transfer but also on character development through teaching values such as justice, compassion, empathy and social responsibility. Humanitarian programs and collaboration with the community also contribute to the formation of students' positive attitudes and behaviors. While there are challenges in internalizing these values, support from educators, parents and the community is essential. This research confirms that Islamic education can produce a smart, caring and responsible generation, thus contributing to the development of a better and equitable society.

Keywords: Islamic education, humanity, education management

INTRODUCTION

Education plays a central role in the formation of individual character and morality, serving as the foundation for building a better society (Wabanhu, 2017). In the midst of increasingly complex global challenges, such as social conflict, injustice, and environmental crises, it is important to develop a generation that not only has academic knowledge, but also social awareness and responsibility towards others. In this context, Islamic education offers an approach that is rich in human values, including empathy, tolerance and justice (Aderibigbe et al., 2023). Islamic education does not only teach theological aspects, but also emphasizes the importance of morals and ethics in daily interactions (Riaz et al., 2023). Through religious education, children experience development in various aspects of their personality, including cognitive, affective and psychomotor aspects. Spiritual teachings should be an integral part of the child's character, so that every activity the child does reflects Islamic attitudes (Khaidir & Suud, 2020). However, many Islamic education systems face serious challenges in effectively integrating these values into the curriculum.

Although Islamic education has great potential in shaping the character of humanitarian citizens, there are a number of challenges that hinder the achievement of this goal. One of the main problems is the lack of integration of human values in the Islamic education curriculum, which often emphasizes academic and ritual aspects over moral and social development (Huda et al., 2022). This results in students may not fully understand or internalize the importance of values such as empathy, tolerance and justice in their daily lives. In addition, education management practices in many Islamic education institutions often do not support the expected character development, due to a lack of training for teachers, minimal administrative support, and limited resources (Mikraj, 2024). This limitation creates a gap between the goals of Islamic education and the reality faced by students, thus raising critical questions regarding how Islamic education can be more effective in forming individuals who are not only knowledgeable, but also have a strong social commitment.

Although there are many studies that discuss Islamic education, there is still a significant gap in the literature that connects this education with the development of human character as a whole. Many of the studies that have been conducted focus on theological aspects, curriculum, or academic outcomes, but less on how human values can be effectively integrated in educational management practices. In addition, existing research often does not consider the social and cultural contexts that influence the implementation of Islamic education in different institutions. This creates a need to explore in more depth how good education management can support the formation of moral character among students.

This research offers an innovative approach in understanding the role of Islamic education in shaping the character of humanitarian citizens, focusing on educational management practices that have not been widely explored in the existing literature. The novel aspect of this research lies in the integration of in-depth empirical analysis and holistic qualitative methodology, which allows researchers to explore the dynamics that influence the implementation of humanitarian values in Islamic education. In addition, this study seeks to identify and recommend best practices in educational management that can strengthen students' moral character development.

This research aims to explore in depth the role of Islamic education in shaping the character of humanitarian citizens through effective educational management practices. By focusing on how humanitarian values can be integrated into the curriculum and teaching methods, this research seeks to identify strategies that can strengthen students' character development. In addition, the research will also analyze various educational management practices implemented in Islamic educational institutions and evaluate their impact on the development of social and ethical skills among students. The results of this study are expected to provide new insights into the relationship between Islamic education and humanitarian character development, as well as generate practical recommendations that can be adopted by educators and educational managers to improve the effectiveness of their educational programs. Thus, this research not only contributes to the development of Islamic education theory, but also offers relevant solutions to the challenges faced by the younger generation in today's global context.

LITERATURE REVIEW

Islam, as a comprehensive religion, strongly emphasizes human values in its teachings. In the context of education, these human values serve as a foundation for shaping individual character that is not only oriented towards spiritual aspects, but also towards positive social interactions (Palahniuk & Fomin, 2023). Islamic education aims to create individuals who have an awareness of social responsibility and empathy for others, which is the core of human values (Usman, 2017). One of the human values emphasized in Islam is justice. Justice teaches the importance of treating every individual fairly and respecting their rights. In the context of education, this means teaching students to understand and respect differences, as well as strive for social justice. In this way, Islamic education not only forms intelligent individuals, but also those who care about social issues and strive to create a better environment for all.

Compassion is another human value that is highly valued in Islam. In education, compassion encourages students to support and help one another (Al-Ghabban, 2018). By instilling an attitude of empathy, students become more sensitive to the needs of others (Alhamuddin & Hamdani, 2024). Compassion-focused education creates a positive and inclusive environment (Hamilton & Petty, 2023). Thus, students learn that caring for others is an integral part of their lives. Tolerance is an important value taught in Islamic education. In a multicultural society, the ability to appreciate differences is essential. Islamic education teaches students to accept diversity and understand the perspectives of others (Kolb, 2023). By instilling the value of tolerance, students can interact well in a diverse environment. It also helps prevent conflict and builds social cohesion.

In addition, Islamic education also educates students about social responsibility. Students are taught to not only focus on themselves, but also on their community. This includes involvement in social and humanitarian activities, such as fundraising and social service. In this way, students learn that they have a role to play in creating positive change in society. This social responsibility becomes an important part of the character built through education. Character development through Islamic education also includes teaching about integrity (Ilmi et al., 2023). Honesty and transparency are principles that are highly valued in Islamic teachings (Rastgar et al., 2023). Students are taught to behave with integrity in all aspects of their lives. An education that emphasizes integrity helps students understand the importance of trust in social relationships (Tschannen-Moran & Hoy, 1998). Thus, they are prepared to become reliable and recognized individuals in the society.

Islamic education also pays attention to the emotional aspects of students. Good emotional management is part of balanced character development (Andrei, 2023). Students are taught to recognize and manage their feelings in a positive way. This is essential for building healthy relationships with others. Education that touches on emotional aspects helps students become more empathetic and responsive to the needs of others.

In a global context, Islamic education that emphasizes human values helps students understand their place in the world. They are taught to be responsible global citizens who care about global issues. This awareness encourages students to get involved in humanitarian and environmental issues. Thus, Islamic education not only shapes good individuals, but also a better society. It creates a generation that is ready to face global challenges.

Overall, Islamic education that focuses on human values contributes greatly to students' character building (Idris et al., 2023). Through the teaching of justice, compassion and tolerance, students are prepared to become ethical and responsible individuals. These values become the foundation for positive and harmonious social interactions. By internalizing human values, students not only understand the importance of morality, but also how to apply it in daily life. Therefore, Islamic education plays a very important role in creating a better and civilized society.

METHOD

This research uses a qualitative approach with a case study design to explore the experiences and views of educators and school principals in the context of Islamic religious education. The research subjects consisted of three Islamic educators from the Jakarta Institute of Quranic Sciences and two principals at Islamic education institutions located in Bekasi. The selection of subjects was purposive, considering their experience and involvement in Islamic religious education, so that they are expected to provide in-depth and relevant insights. Data were collected through two main techniques. First, in-depth interviews were conducted using a semi-structured approach, which allowed the researcher to obtain first-hand information on the views, experiences and teaching practices of the educators and school principals. Second, observations were made in the classroom and school environment to observe the learning process as well as the interaction between educators and students. This technique provides a broader context of educational practices implemented in real settings.

The data collected was analyzed using thematic analysis. This analysis process involved transcribing the interviews to ensure accuracy, coding the data to identify emerging themes, and developing key themes that reflected the experiences and views of the research subjects (Naeem et al., 2023). The results of this analysis are then interpreted to provide a deeper understanding of the phenomenon under study. With this method, the research is expected to make a significant contribution to the development of Islamic religious education in Indonesia.

RESULTS AND DISCUSSIONS

Humanitarian Program at School

In an interview with the head of an Islamic high school in Bekasi, West Java, it was stated that "As educators, we design and create programs that effectively train and familiarize our students with humanitarian values and good citizenship. The implementation of Pancasila values also contributes to the formation of good citizens. Moreover, we have special programs that we conduct daily, which have become part of our school culture. This encourages strong social relationships among students, fostering sensitivity towards their peers, and reducing egocentrism in favor of a sense of togetherness and empathy. Support for educators is also a top priority, through training and socialization that involve collaboration with the National Unity and Political Agency (Kesbangpol) to educate both teachers and students about good citizenship and nationhood, with diverse themes each year, whether we visit Kesbangpol or they come to our school."

Based on the results of the interview, it was found that the efforts to design and implement educational programs in this school aim to train and familiarize students with humanitarian attitudes and to become good citizens. The integration of Pancasila values into daily activities fosters a social culture among students that supports each other and is sensitive to their surroundings. By reducing egocentric traits, students are taught the importance of togetherness and social sensitivity. Support for educators is also prioritized through training and socialization, which involve collaboration with Kesbangpol. These socialization activities are not only held at school but also include visits to Kesbangpol, with various themes each year.

Collaboration with Communities

In an interview with the head of a high school in Bekasi, West Java, it was stated that "Community involvement here includes parents, who are often invited as speakers to share their experiences and provide insights into what their children have felt or experienced at home. Any changes in the attitudes of the students serve as material for socialization, and we are always happy to receive suggestions from parents that can enhance activities or programs at the school."

In addition, cooperation with communities outside the school, such as Kesbangpol with different themes also strengthens students' sense of humanity, as in the interview, which said "The school actively participates in social services to victims of natural disasters that occur both on a national and international scale."

The interviews found that parents' involvement in the school community is very important, where they are often invited as resource persons to share their experiences and views on their children's development at home. Through these sharing sessions, parents can provide feedback on changes in students' attitudes, which are socialized to improve the quality of education. Schools are also open to suggestions and ideas from parents that can enrich existing programs and activities. In addition, cooperation with outside communities, such as the National Unity and Politics Agency (Kesbangpol), also plays an important role in shaping students' sense of humanity.

Curriculum Implementation

In an interview regarding curriculum implementation with one of the principals of an Islamic junior high school in Bekasi, West Java, said that "The curriculum related to human values that is emphasized in our school is that we instill that every child likes and loves to read the Qur'an. We have a special program that is implemented to form that character is the existence of "My IQ", which is one of them to make that character applicable in our school and another one is a program called "Odol" (one day one sheet) so the hope is that all children can memorize the Qur'an in one school year that is prone to being late but for the right one we motivate children so then they can memorize reading the Qur'an in one school year. The hope is that all children can recite the Qur'an in one school year in terms that are prone to being late but for the right one we motivate children so that they can recite the

Qur'an until the specified time can be a month or two months and they are serious with awards for those who recite in one month or two months."

The understanding of Islamic education

In an interview with an educator, specifically one of the lecturers of Institut Ilmu Al Quran Jakarta, she stated, "Islamic education, from my perspective as a lecturer in shaping humanitarian citizens, is not only oriented toward the transfer of knowledge but also toward the formation of character and morals in accordance with Islamic principles. This education instills fundamental humanitarian values such as justice, compassion, empathy, and social responsibility, which are essential for creating individuals who care for others. Thus, the goal of Islamic education is to produce citizens who are not only intelligent but also possess good character and are concerned about their social environment. Islamic education also aims at the development of a balanced personality, encompassing spiritual, intellectual, and social aspects. A citizen shaped by this education is expected to have a high awareness of their role in society and to be able to implement religious values in daily life. Furthermore, Islamic education emphasizes the importance of togetherness and mutual assistance, based on *ukhuwah Islamiyah*, which strengthens relationships among people."

Based on the interview results, it was found that Islamic education not only focuses on academic aspects but also on character formation. This reflects the understanding that holistic education must encompass moral and ethical development. By instilling values such as justice, compassion, and empathy, Islamic education aims to produce individuals who are not only intelligent but also possess integrity and concern for others. Islamic education has a broader purpose than merely achieving academic success. The focus on developing good citizens includes social responsibility and awareness of the environment. Individuals educated in this context are expected to contribute positively to society, creating significant change through concrete actions.

The Values in Islamic Education

In an interview with an educator about the values in Islamic education, specifically one of the lecturers of Islamic Education at the Al-Quran Science Institute in Jakarta, he stated, "In Islamic education, the key values considered essential for creating good citizens are justice, social responsibility, empathy, and a sense of brotherhood. Justice serves as a fundamental foundation in all aspects of life, where every individual is taught to act fairly regardless of background or other differences. Additionally, social responsibility teaches each individual to care for the condition of society, especially for those in need. Empathy is another value emphasized in Islamic education, where individuals are trained to understand and feel what others feel, as well as to strive to help one another. The sense of brotherhood reflected in the concept of *ukhuwah Islamiyah* strengthens relationships among humanity, encouraging mutual respect and cooperation in building a better society."

Furthermore, the values in Islamic education can be implemented in daily life. He stated, "In everyday life, these values can be manifested in various actions. For instance, in the context of justice, someone educated in Islamic education will always strive to act fairly in all situations, whether at home, in the workplace, or in the community. This can be seen when someone makes an effort to provide equal opportunities for every family member or coworker without discrimination. Social responsibility can be applied by actively participating in social activities, such as helping those in need or engaging in charitable work. Empathy is reflected when we respond with care to the feelings and needs of others, such as assisting a sick neighbor or offering support to a friend facing problems. Meanwhile, the sense of brotherhood can be observed in the habit of respecting one another and helping each other, for example, by collaborating in community efforts or maintaining good relationships among community members, regardless of social status differences."

Based on the interview results, it was found that Islamic education emphasizes key values such as justice, social responsibility, empathy, and a sense of brotherhood in creating good citizens. Justice serves as an important foundation that teaches individuals to act fairly regardless of background, while social responsibility encourages them to care for the condition of society and engage in charitable activities. Empathy is nurtured so that individuals can understand and feel the suffering of others, which is reflected in tangible actions to help those in need. The sense of brotherhood, based on *ukhuwah Islamiyah*, strengthens relationships among individuals, fostering mutual respect and cooperation regardless of differences. Thus, Islamic education not only produces intelligent individuals but also cultivates strong character and concern for the social environment, contributing to the formation of a better society.

Implementation of Humanitarian Values in Teaching

In an interview with one of the lecturers of Islamic Education at the Al-Quran Science Institute in Jakarta regarding the implementation of humanitarian values in classroom teaching, he stated, "In my teaching, I always strive to implement the humanitarian values contained in Islamic teachings, such as justice, empathy, and social responsibility, through a contextual and interactive approach. For example, when teaching about human rights from an Islamic perspective, I encourage students to discuss social issues relevant to their lives, such as injustices or discrimination that often occur in society. I ask them to share personal experiences or concrete examples they encounter in their daily lives that reflect or contradict these values. Additionally, in every interaction in the classroom, I always emphasize the importance of respecting differing opinions and backgrounds, keeping in mind that every individual has the right to be heard and valued. In this way, I hope that students can internalize the

humanitarian values they learn and apply them not only in academic contexts but also in their everyday lives as good citizens.”

Based on the interview results, it was found that the teaching methods employed reflect a genuine effort to internalize humanitarian values in Islamic teachings, such as justice, empathy, and social responsibility, through a contextual and interactive approach. By encouraging students to discuss relevant social issues, such as injustice and discrimination, the instructor not only conveys theory but also connects it to the real experiences students encounter in their daily lives. This creates a space for in-depth discussion and personal reflection, allowing students to see the relevance of these values in the context of their own lives. Additionally, the emphasis on respecting differing opinions in classroom interactions fosters an inclusive atmosphere that encourages every individual to feel valued.

Methods in Teaching

In an interview with one of the lecturers of Islamic Education at the Al-Quran Science Institute in Jakarta regarding methods in classroom teaching, he stated, “In my teaching, I use discussion-based approaches and case studies, as well as Small Group Discussions, to encourage students to understand their responsibilities as citizens. I often invite students to analyze various situations that involve social, political, and economic issues, and how Islamic values can be applied to address these problems. For example, in the topic of leadership and social responsibility, I ask students to discuss their roles in building a just and prosperous society, as well as how their actions as individuals can impact the common good. I also provide real-life examples, such as the importance of participation in elections or social activities, teaching them to be not only wise voters but also active citizens in the democratic process. To deepen this understanding, I encourage students to get involved in volunteer activities; for instance, during disasters, I motivate them to donate items such as clothing, money, or anything else they can offer to help.”

Based on the interview results, it was found that the teaching approach used reflects a commitment to shaping students into responsible citizens through discussion-based methods, case studies, and Small Group Discussions. By inviting students to analyze social, political, and economic issues, the instructor not only instills theoretical understanding but also connects it to relevant Islamic values for solving those problems. Involvement in volunteer activities, such as donating during disasters, further deepens their understanding of social responsibility, thus fostering a caring character.

The Influence of Islamic Education on Students' Attitudes and Behavior

In an interview with one of the lecturers of Islamic Education at the Al-Quran Science Institute in Jakarta regarding the influence of Islamic education on students' attitudes and behavior, he stated, “Islamic education has a significant impact on students' attitudes and behavior outside the classroom, as the values taught in Islamic education extend beyond academic aspects and shape good character and ethics. In my teaching, I emphasize the importance of applying values such as honesty, justice, empathy, and social responsibility that are taught in Islam as foundations for daily life. For concrete examples, I always encourage students to care for their neighbors, respect their peers, and honor their parents or elders by greeting them, bowing their heads when meeting older individuals, and so on. In this way, I hope that students not only understand Islamic teachings in the classroom but also implement attitudes and behaviors that align with these teachings in their lives outside the classroom, making them more caring and responsible individuals.”

Furthermore, there have been changes observed in the students. He stated, “I have noticed a significant change in behavior among students after implementing the values of Islamic education in the learning process. One of the most noticeable changes is their increased awareness of their responsibilities regarding tasks, picking up litter in the classroom, and showing social concern for others. For example, in class discussions, students have become more open to accepting others' opinions and more wise in expressing their own views, maintaining a conducive discussion atmosphere. I have also observed that students are starting to value time more and are making an effort to be more disciplined in fulfilling their academic duties and responsibilities. This shows that Islamic education not only imparts knowledge but also shapes their character to become more responsible individuals who care about their surroundings.”

Based on the interview results, it was found that Islamic education has a significant influence on students' attitudes and behavior outside the classroom, as the values taught focus not only on academic aspects but also on character formation and good ethics. Teaching that emphasizes the application of values such as honesty, justice, empathy, and social responsibility as foundations for daily life demonstrates a commitment to internalizing Islamic teachings in every aspect of students' lives.

Challenges in Implementing Humanitarian Values

In an interview with one of the lecturers of Islamic Education at the Al-Quran Science Institute in Jakarta regarding the challenges in implementing humanitarian values, he stated, “One of the main challenges I face in teaching humanitarian values through Islamic education is how to ensure that students truly understand and internalize these values in their daily lives, given the diverse social and cultural contexts, and not all students can immediately absorb the material or concepts I explain. Another challenge is helping students maintain consistency

in applying these Islamic educational values, as the process of change can take a considerable amount of time and is not instant.”

Based on the interview results, it was found that the main challenge faced in teaching humanitarian values through Islamic education is ensuring that students truly understand and internalize these values in their daily lives, especially considering the diverse social and cultural contexts. Not all students can easily absorb the material presented, which requires educators to seek more effective methods to reach all levels of students.

The Role of Islamic Education in Building a Just Society

In an interview with one of the lecturers of Islamic Education at the Al-Quran Science Institute in Jakarta regarding the role of Islamic education in building a just society, he stated, “Islamic education plays a very vital role in building a more inclusive and just society in Indonesia, as the teachings of Islam profoundly emphasize values of equality, brotherhood, and social justice. There are numerous verses and evidence that speak to inclusive and just education in Islam. It is simply a matter of how we interpret and practice these teachings. For example, in class discussions, I also encourage students to think critically about social issues such as gender inequality or the marginalization of minority groups, inviting them to find solutions based on Islamic teachings that support the creation of a more just society that embraces diversity.”

Based on the interview results, it was found that Islamic education plays a vital role in building a more inclusive and just society in Indonesia, as its teachings emphasize values of equality, brotherhood, and social justice. With the abundance of verses and evidence supporting the concepts of inclusive education and justice in Islam, the challenge lies in how we interpret and practice these values in real life. An example provided is how educators encourage students to think critically about social issues such as gender inequality and the marginalization of minority groups.

The Contribution of Islamic Education

In an interview with one of the lecturers of Islamic Education at the Al-Quran Science Institute in Jakarta regarding hopes for the contribution of Islamic education in fostering care, he stated, “My hope regarding the contribution of Islamic education in creating caring and responsible citizens is that every student not only understands religious teachings theoretically but also truly embodies its values in their daily lives and makes a positive impact on society. Through Islamic education, I hope to shape students' character so that they not only pursue personal interests but also become sensitive to the needs of others and actively work to improve the social conditions around them.”

Based on the interview results, it was found that with an emphasis on character formation, students are expected to become individuals who not only focus on personal interests but also are sensitive to the needs of others and actively participate in improving the social conditions around them. Islamic education is hoped to cultivate a generation that is not only intellectually capable but also possesses a high level of social awareness, enabling them to make a positive impact on society.

CONCLUSIONS

Based on the research conducted, it can be concluded that Islamic education has a significant role in shaping students' character and morals, which are crucial aspects in creating humane citizens. Through a teaching process that emphasizes values such as honesty, tolerance and empathy, Islamic education focuses not only on transferring religious knowledge, but also on developing positive social attitudes. The active involvement of educators, parents and the community is crucial in supporting the implementation of these values, thus creating an environment conducive to students' character building. However, this study identified challenges in the integration of human values into the Islamic education curriculum. Such challenges include students' lack of understanding of the values in the context of daily life and consistency in their application. Therefore, it is important for educational institutions to develop effective strategies in teaching and educational management, in order to better support the expected character building goals and increase social awareness among students.

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