

Implementation of the Values of the Qur'an and Hadith in Managing Education Oriented towards the Formation of Islamic Morality

Research Article

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Abstract. This study aims to analyze and explore the role of the Qur'an and hadith in managing education oriented towards Islamic moral development at MTsN 1 Padang Pariaman. The research method used in this research is descriptive qualitative method. This research aims to understand and describe the role of the Qur'an and hadith in managing education oriented towards Islamic moral development at MTsN 1 Padang Pariaman. The results of this study indicate that the application of the values of the Qur'an and hadith at MTsN 1 Padang Pariaman plays an important role in Islamic-based character education. By integrating religious teachings into the learning process, the school succeeds in forming students who are not only intelligent, but also have good character and noble character. The role of teachers as role models and moral coaches is crucial, as their integrity influences students in applying Islamic values. As a result, students show more disciplined, honest and tolerant behavior. This approach contributes to the birth of a younger generation who can bring Islamic values into their daily lives and become agents of positive change in society.

Keywords:

Islam Religious education
Terrorism Teacher training
Spain

Introduction

The Qur'an and Hadith play a fundamental role as guides for morality and ethics. Education in Islam not only focuses on cognitive aspects but also emphasizes the importance of forming good character and morals. This is based on the principle that the primary goal of Islamic education is to shape an *insan kamil* (perfect human being), a person with an Islamic personality and high moral integrity (Rehman et al., 2023). Therefore, Islamic education has a strong moral dimension, with the Qur'an and Hadith as the primary sources for the development of Islamic morals and behavior. The Qur'an provides various guidelines on moral behavior that a Muslim should possess, such as trustworthiness, honesty, and justice (Imamuddin et al., 2020).

Education based on the Qur'an and Hadith emphasizes the development of character rooted in values such as patience, gratitude, and compassion for others. Many verses in the Qur'an stress the importance of morals in daily life, for example, in Surah Al-Baqarah [2]:177, which describes the characteristics of true believers as those who do good, are patient, and are God-conscious (Rohaeni, 2024). Moral education in Islam, based on these principles, aims to shape individuals who not only possess knowledge but also have strong moral resilience in facing various challenges of the

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time ([Romdhoni et al., 2023](#)). Grounded in the teachings of the Qur'an and Hadith, Islamic education is expected to produce a generation that is not only intellectually intelligent but also possesses strong moral integrity.

The application of Islamic values in education aims to shape individuals who are just, honest, and responsible. One approach to this moral education is through the exemplary behavior demonstrated by the Prophet Muhammad (PBUH). The Prophet Muhammad (PBUH) is the perfect role model in demonstrating good moral behavior, and through his Hadith, we can understand effective methods of instilling moral values in students ([Sholihah & Maulida, 2020](#)). According to Liriwati and Al-Shreifeen (2024), moral education that emulates the character of the Prophet Muhammad (PBUH) can help build students' integrity and resilience in facing modern challenges.

Furthermore, the integration of Qur'anic values into the educational curriculum is essential to support the development of Islamic morality. A curriculum based on Islamic values not only provides knowledge but also strengthens students' moral foundations in every aspect of their lives ([Iqbal et al., 2024](#)). Teachers, as educators, play a central role in teaching and implementing these values in the classroom. They are not only responsible for imparting knowledge but also serve as role models in Islamic behavior and ethics ([Parawansah & Sofa, 2025](#)). According to research by Nurhartanto, teachers with good moral competence significantly contribute to shaping students' character and helping them apply Islamic values in their daily lives. Thus, the success of Islamic education heavily depends on the quality of teachers in implementing the teachings of the Qur'an and Hadith in the learning process ([Daryanto & Ernawati, 2024](#)).

Education at MTsN 1 Padang Pariaman strives to integrate Islamic values into the learning process, but the development of students' character is still suboptimal. This is evident from some students' behaviors that do not align with Islamic norms, such as a lack of respect for teachers, low awareness of the importance of honesty, and weak application of moral values in daily social interactions. These issues indicate the need to strengthen the role of the Qur'an and Hadith in managing education as the primary foundation for shaping students' moral character. Another challenge is the lack of understanding among students and some educators regarding the practical application of the Qur'an and Hadith in daily life, which hinders the optimal development of Islamic morality in the school.

Research on the implementation of Qur'anic and Hadith values in moral education has been widely conducted, indicating the urgency and significance of this theme in the context of Islamic education. One such study was carried out by [Nurhamsalim and Sofa \(2023\)](#) at SMK Negeri 1 Probolinggo, which revealed that regular religious activities based on the values of the Qur'an and Hadith—such as congregational prayer and Islamic study sessions—can shape students' character, particularly in terms of discipline, responsibility, and honesty. However, this study mainly focused on school culture and did not delve deeply into the role of teachers in formal classroom learning ([Nurhamsalim & Sofa, 2025](#)).

Another study by Muhammad Hi. Mubarak (2024) at MTs Negeri 3 Tidore highlighted the success of integrating Qur'anic values in shaping student character through curriculum and school culture. This study also emphasized the importance of teacher and parental involvement in supporting the internalization of these values. Nevertheless, it did not specifically evaluate the actual impact of these values on students' daily behavior (Muhammad, 2024).

Furthermore, Aulia and Nafiisah (2023), in a case study at MTsN 1 Bantul, emphasized the importance of well-planned Qur'an-Hadith instruction and the availability of adequate facilities. They concluded that structured and meaningful teaching processes can help students internalize life values such as patience and honesty. However, the study did not thoroughly assess concrete changes in students' character, nor did it explore in depth the strategies used by teachers to actively instill these values in the classroom (Aulia & Nafiisah, 2023).

Based on the findings of these previous studies, the present research offers several important novelties. First, it specifically highlights the role of teachers in integrating Qur'anic and Hadith values into the learning process not merely as transmitters of knowledge, but also as moral role models for students. Second, this study directly evaluates the impact of implementing Qur'anic and Hadith values on student behavior and moral character, providing a more concrete picture of the effectiveness of Islamic moral education in schools. Third, the local context being studied MTsN 1 Padang Pariaman offers an important contribution to understanding Islamic education in a region with its own unique social and cultural characteristics. Finally, this research not only describes existing practices but also identifies challenges and offers strategic solutions for optimizing the implementation of Islamic values in managing moral education in schools.

This study aims to analyze and explore the implementation of values contained in the Qur'an and Hadith in the management of education oriented toward Islamic moral development at MTsN 1 Padang Pariaman. Specifically, it intends to: (1) identify the extent to which the Qur'an and Hadith are applied in the educational process at the school as moral and ethical guidelines for students; (2) understand the role of teachers in integrating Islamic values based on the teachings of the Qur'an and Hadith into classroom instruction; and (3) evaluate the impact of applying Qur'anic and Hadith values on students' behavior and moral character. Thus, this research is expected to provide a deeper understanding of the importance of implementing the Qur'an and Hadith in educational management, as well as to offer relevant solutions for strengthening Islamic moral education at the secondary school level.

Method

The research method used in this study is a descriptive qualitative method (Akhyar, Batubara, et al., 2024). Through a descriptive qualitative approach, this research aims to explore in depth the views, experiences, and teaching practices implemented by teachers and educational staff in integrating Islamic values based on the teachings of the Qur'an and Hadith. Data collection techniques include in-depth interviews with teachers and several students as informants, as well as direct observation in the school environment. In addition, this study also employs document

analysis, such as curriculum materials and learning modules that contain elements of Islamic moral education.

Data analysis is carried out using the interactive model of Miles, Huberman, and Saldana (2014), which consists of three main components: condensation of data, data display, and drawing and verifying conclusions. Data condensation refers to the process of selecting, focusing, simplifying, and transforming raw data derived from field notes and interview transcripts. Data display involves organizing information in the form of matrices, charts, or narratives to facilitate the understanding of patterns and relationships between categories. Conclusion drawing is conducted progressively from the beginning of data collection and is continuously verified throughout the research process to ensure consistency and accuracy of interpretation (Kusumastuti & Khoiron, 2019).

The validity of the data is strengthened through source and method triangulation, in which information from various informants and data collection techniques is compared to ensure the credibility of the findings. The results of this study are expected to provide a deep understanding of the Qur'an- and Hadith-based educational management mechanisms at MTsN 1 Padang Pariaman and their contribution to the development of students' Islamic moral character.

Results and Discussion

Application of the Values of the Qur'an and Hadith in the Educational Process at MTsN 1 Padang Pariaman as Moral and Ethical Guidelines for Students

The application of the Qur'an and Hadith as moral and ethical guidelines in education at MTsN 1 Padang Pariaman is an important effort in shaping students' Islamic character. The school has undertaken various initiatives to instill the values of the Qur'an and Hadith as the basis for students' behavior in their daily lives, both within and outside the school environment (Akhyar & Zukdi, 2025). The religious education curriculum at this school integrates relevant verses from the Qur'an and Hadith of the Prophet Muhammad (PBUH) related to character building, such as honesty, responsibility, and compassion. For example, verses on morals and the command to do good to others, as found in Surah Al-Baqarah verse 177, are used as the foundation for teaching values of patience and self-control to students (Wasilah et al., 2023).

In the teaching and learning process, religious education teachers actively connect lesson materials with the teachings of the Qur'an and Hadith so that students can understand the relevance of these values in their daily lives. Teachers teach honesty and emphasize the importance of being honest in students' social interactions (Mukti et al., 2023). Students are encouraged to internalize this message through simple actions, such as not cheating, not taking things that do not belong to them, and always speaking truthfully to friends and teachers. This approach not only enhances their understanding of Islamic values but also fosters moral awareness within them.

In addition to formal learning processes, the application of the Qur'an and Hadith is also evident in various learning activities at the school. The school holds routine activities such as reciting Qur'anic verses every morning before the start of classes, aiming to instill a love for the holy book among students while also serving as a means of self-reflection (Zain et al., 2024). The Qur'an recitation is led alternately by students, aiming to hone their Qur'anic reading skills while building their self-confidence. Through such activities, the school hopes that students can carry

Qur'anic values into their daily lives, allowing Islamic morals and ethics to take deeper root.

In addition to Qur'an recitation, other programs such as congregational prayers and group dhikr (remembrance of Allah) are concrete manifestations of the application of Qur'anic and Hadith values at the school. Congregational prayers held at the school serve as a form of character education, where students are encouraged to regularly perform obligatory prayers with discipline. Furthermore, group dhikr sessions conducted after prayers provide students with space to reflect on their actions and improve their daily morals. According to research by Qutni (2021), such religious programs have proven effective in shaping students' character, particularly in terms of politeness, care, and obedience.

Teachers at MTsN 1 Padang Pariaman also play a crucial role in modeling Islamic behavior guided by the Qur'an and Hadith. They not only deliver lesson materials but also serve as role models in being honest, patient, and having integrity. As stated by Hassan (2010), teachers in Islamic education are "murabbi," tasked with educating and instilling noble moral values in students through personal example. Thus, teachers at this school not only teach theory but also demonstrate the practical application of Islamic values, such as maintaining ethical speech, respecting students, and showing patience in facing various challenges during the learning process. This exemplary behavior significantly impacts students' character development, as they learn directly from their teachers' actions.

Assessment of students' character development is also aligned with Islamic moral standards based on the Qur'an and Hadith. MTsN 1 Padang Pariaman has designed an evaluation system that not only considers academic achievement but also pays attention to students' character aspects. For example, in assessing honesty and discipline, teachers refer to Islamic teachings on the importance of maintaining trust and discipline in fulfilling obligations. This character assessment, as stated by Priyadi (2014), is an appropriate approach to ensure that the moral education students receive aligns with Islamic principles and can be implemented in their lives.

In terms of Islamic-based character education, this approach is crucial in shaping a younger generation that is not only intellectually intelligent but also possesses strong character and good morals. MTsN 1 Padang Pariaman strives to apply a comprehensive Islamic education concept, where the Qur'an and Hadith serve as the primary guides in every aspect of education. Through this approach, the school hopes to produce a generation capable of carrying Islamic values into their daily lives, thereby becoming positive role models for society. The overall application of these values not only impacts students' character but also enhances the Islamic environment of the school, creating a conducive atmosphere for strong moral development.

The Role of Teachers in Integrating Islamic Values Based on the Teachings of the Qur'an and Hadith in Learning Activities at MTsN 1 Padang Pariaman

The role of teachers in integrating Islamic values based on the Qur'an and Hadith, particularly religious education teachers, plays a significant role in shaping students' character. This integration is achieved by embedding Islamic moral values in every teaching and learning activity, ensuring that students not only gain knowledge but also receive strong character education. As the primary role models in the classroom, teachers must utilize the teachings of the Qur'an and Hadith as the

foundation for students' moral development, particularly in terms of honesty, discipline, and responsibility (Septianti et al., 2021). By adhering to this principle, teachers at this school become the main drivers in creating an educational environment conducive to students' moral development.

One concrete example of teachers' role in integrating Islamic values is by turning every lesson into an opportunity to teach religious values. For instance, in the subject of Aqidah Akhlak (Islamic creed and ethics), teachers emphasize the importance of honesty and ethical communication. By linking lesson materials to relevant Hadith, students are encouraged to understand the importance of honesty in speech and actions. This applies not only to religious matters but also to social interactions within the school and the broader community. Additionally, teachers employ a deeper approach by directly reinforcing Islamic character in daily learning activities. Teachers at MTsN 1 Padang Pariaman, for example, implement discipline based on Islamic teachings. Teachers demonstrate the importance of punctuality and fulfilling responsibilities with full accountability, referring to Qur'anic verses that command humans to keep promises and fulfill trusts. One example often taught is Surah Al-Mu'minun verse 8, which states that believers are those who fulfill their trusts and promises. This helps students understand that discipline is not merely a school rule but a religious obligation that must be applied in every aspect of life.

In addition to discipline, teachers also emphasize the importance of respecting peers and teachers as part of Islamic ethics. Teachers at MTsN 1 Padang Pariaman teach the concept of respecting others. This is used as a guideline for building harmonious relationships among students at school, where each student is encouraged to respect and care for one another. Thus, values of compassion and respect for others can naturally grow within students. Furthermore, teachers at MTsN 1 Padang Pariaman strive to teach Islamic values creatively, one of which is through storytelling. Using this method, teachers narrate inspirational stories from the life of the Prophet Muhammad (PBUH) and his companions, which are rich in moral values that can be emulated. These stories are delivered in an engaging manner, allowing students to understand Islamic moral concepts without feeling bored. For example, stories about the Prophet Muhammad's patience in facing various trials or the generosity and humility of his companions are used as examples for students in facing challenges and treating others well (Priyadi, 2014). These stories help students see real-life examples of Islamic values in action, enabling them to apply these values in their daily lives.

Moreover, teachers also use habituation as a method to instill Islamic values. At MTsN 1 Padang Pariaman, activities such as congregational prayers, reciting prayers before and after lessons, and reading the Qur'an every morning before classes are mandatory routines for all students. These habits aim to cultivate students' love for Islamic teachings while familiarizing them with behavior that aligns with religious guidance. Hafidz (2022) notes that habituation is an effective way to instill moral values, as repeating positive behaviors helps students develop strong character. Teachers also serve as mentors who guide students in solving daily problems in accordance with the teachings of the Qur'an and Hadith. In every problem or conflict that may arise at school, teachers strive to provide guidance based on Islamic principles. For example, when conflicts occur between students, teachers guide them to resolve the issue peacefully by emphasizing forgiveness (Zafi, 2020). In this way, teachers teach students how to handle conflicts in an Islamic manner while instilling values of brotherhood and peace.

Teachers at MTsN 1 Padang Pariaman do not only act as instructors but also as educators and moral mentors. They understand that every action and word they say has a significant impact on shaping students' character. Teachers with high moral integrity can serve as good role models for students, making it easier for students to follow the teachings and advice given. In this way, teachers become the key to implementing the teachings of the Qur'an and Hadith in students' daily lives, while shaping a generation with noble morals and positive contributions to society.

The Impact of Applying the Values of the Qur'an and Hadith on Students' Behavior and Moral Character at MTsN 1 Padang Pariaman

The application of the values of the Qur'an and Hadith in the educational process at MTsN 1 Padang Pariaman has a significant impact on students' behavior and moral character. In Islamic education, the Qur'an and Hadith are not only sources of values to be studied but also the foundation for shaping students' character and daily behavior (Lubis et al., 2023). Students at this school are taught that moral values such as honesty, responsibility, and respect for others have strong foundations in religious teachings. The positive impact of this application is evident in students' increasingly praiseworthy behavior, such as mutual respect, self-respect, and empathy towards others.

One of the main impacts of applying Islamic values based on the Qur'an and Hadith is the increase in disciplined behavior among students (Quraish, 2002). The value of discipline is taught through various habituation activities, such as performing congregational prayers and reading the Qur'an before starting lessons. This habituation aligns with Surah Al-Mu'minun verse 9, which states that one of the characteristics of believers is maintaining their prayers. Through this habituation, students not only learn the importance of time discipline but also understand that discipline is part of faith that must be applied in daily life. This disciplined behavior then becomes a habit that carries over outside of school, shaping students' responsible personalities and their ability to value time.

In addition to discipline, the application of Qur'anic and Hadith values also influences the development of honesty in students. Teachers at MTsN 1 Padang Pariaman often remind students of the Hadith of the Prophet Muhammad (PBUH), which states, "Honesty leads to goodness, and goodness leads to Paradise." This is instilled in students' minds, helping them understand the importance of honesty not only in academic matters, such as avoiding cheating, but also in every social interaction. Students are taught to always speak and act honestly, even in difficult situations. As a result, the value of honesty becomes deeply ingrained in students' character, shaping a generation with high integrity in various aspects of life.

The integration of empathy and care for others is another positive impact of applying Qur'anic and Hadith values at this school. Islamic education teaches the importance of helping others and respecting people (Siregar, 2023). Students at MTsN 1 Padang Pariaman are taught to help one another and maintain polite behavior towards peers, teachers, and school staff. This value is applied through social activities, such as community service, donations for needy peers, and sharing activities during Ramadan. These activities not only strengthen social bonds among students but also foster deep empathy and a sense of togetherness.

Furthermore, the impact of applying Islamic values is also reflected in students' increasing appreciation for diversity and tolerance. Although MTsN 1 Padang

Pariaman is a school with students from diverse family backgrounds and varying levels of understanding of Islamic teachings, the values applied also emphasize the importance of respecting diversity. This is based on Islamic teachings that view all humans as created with differences as a form of Allah's mercy, as stated in Surah Al-Hujurat verse 13: "O mankind! Indeed, We have created you from male and female and made you peoples and tribes that you may know one another" (Al Hikam et al., 2022). As a result, students become more open and able to cooperate in the existing diversity, both within the school environment and outside.

The strengthening of students' character at MTsN 1 Padang Pariaman is also influenced by the emphasis on responsibility and trustworthiness derived from the teachings of the Qur'an and Hadith. Students are taught to uphold trust and be responsible for every task given, whether academic or otherwise. In this regard, teachers often remind students of Surah Al-Anfal verse 27, which warns Muslims not to betray the trust given to them. Based on this, students at this school are expected to uphold trust and demonstrate responsible behavior towards tasks and responsibilities entrusted to them. This value of responsibility positively impacts students' behavior, as they increasingly show consistent, honest, and responsible attitudes in their daily lives (Hafidz et al., 2022).

Another positive impact of applying Qur'anic and Hadith values in shaping students' character is the emergence of patience and steadfastness. This attitude is essential, especially in facing various challenges and pressures that students may encounter, whether in academics or daily life (Akhyar, Zukdi, et al., 2024). Teachers at MTsN 1 Padang Pariaman sometimes remind students of the importance of patience by quoting Surah Al-Baqarah verse 153, which states that Allah is with those who are patient. This provides students with the understanding that patience is a strength that will help them face challenges calmly and steadfastly. Thus, students are able to handle conflicts maturely and develop tolerant attitudes in interacting with others.

The application of Qur'anic and Hadith values at MTsN 1 Padang Pariaman has successfully shaped students' behavior and moral character in accordance with Islamic teachings. This not only impacts their behavior at school but also carries over into their daily lives outside of school. Students become more disciplined, honest, responsible, empathetic, and highly tolerant individuals. Character education based on the Qur'an and Hadith at this school is a crucial step in creating a young generation with noble morals, Islamic behavior, and the ability to become agents of positive change in society.

Conclusion

The application of the values of the Qur'an and Hadith at MTsN 1 Padang Pariaman serves as an essential foundation for Islamic-based character education. This approach aims not only to create intellectually intelligent students but also to shape a young generation with strong character and good morals. By integrating religious teachings into every aspect of education, the school successfully creates an environment that supports students' moral and spiritual development. The role of teachers at MTsN 1 Padang Pariaman is crucial, as they not only function as instructors but also as role models and moral mentors. The moral integrity of teachers serves as an example for students, making it easier for them to absorb and apply Islamic values in their daily lives. The results of applying these values are evident in students' more disciplined, honest, responsible, empathetic, and tolerant behavior. Character education based on the Qur'an and Hadith at MTsN 1 Padang Pariaman plays a strategic role in shaping a young generation that is not only morally upright but also

contributes positively to society. Through this approach, the school hopes to produce individuals who can bring Islamic values into their daily lives, thereby creating positive change in their social environment.

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