

## Strategies for Instilling Islamic Educational Values to Strengthen Student Character at Madrasah Babul Mujahidin Bayan

Raden Sumiadi<sup>1</sup>

<sup>1</sup>Akademi Bisnis Lombok, Indonesia

---

### Article Info

#### Article history:

Accepted: Date, Maret, 2026

Publish: Date, April, 2026

---

#### Keywords:

TPQ, internalization of religious values, religious character, Wetu Telu, Islamic education, local wisdom

---

### Abstract

*This study aims to analyze the strategies for instilling Islamic educational values as a means of strengthening student character at Madrasah Babul Mujahidin Bayan, Lombok. The research focuses specifically on the forms of strategies employed in character development at Madrasah Babul Mujahidin. This study utilizes a qualitative approach, specifically a case study design. Data collection techniques involved observation, in-depth interviews, and documentation, with the madrasah principal, teachers, and students serving as informants. The findings indicate that the strategy for instilling Islamic educational values is implemented through several approaches: habituation, role modeling, the integration of values into classroom instruction, and routine religious activities such as congregational prayers, Quran recitation, and moral guidance. Furthermore, character strengthening is reinforced through a religious madrasah culture and a supportive social environment. The implementation of these strategies contributes positively to student character formation, as evidenced by increased discipline, responsibility, courtesy, and religious observance. This study concludes that a strategy integrating formal instruction, habituation, and role modeling serves as the key to strengthening student character based on Islamic educational values.*

*This is an open access article under the [Lisensi Creative Commons Atribusi-BerbagiSerupa 4.0 Internasional](https://creativecommons.org/licenses/by-sa/4.0/)*



---

### Corresponding Author:

Raden Sumiadi

Akademi Bisnis Lombok, Indonesia

Email Coresspondent: [radensumiadi@bisnislombok.ac.id](mailto:radensumiadi@bisnislombok.ac.id)

---

## 1. INTRODUCTION

Character education has emerged as a strategic issue in human resource development in the modern era, particularly amidst the challenges of globalization, which hold the potential to erode the moral and spiritual values of students. Within the context of national education, character strengthening is not solely the responsibility of the family but also that of formal educational institutions, such as madrasahs. Islamic education plays a fundamental role in shaping students' character, as it is oriented not merely toward cognitive aspects but also toward affective and psychomotor domains grounded in religious values. Studies indicate that Islamic education contributes significantly to individual character formation through the internalization of ethical, spiritual, and moral values in daily life.

Instilling the values of Islamic education serves as a primary strategy for cultivating students of faith, piety, and noble character. These values encompass honesty, discipline, responsibility, as well as attitudes of respect and tolerance. In practice, the process of value

internalization cannot be achieved solely through theoretical instruction; rather, it necessitates systematic strategies such as habituation, role modeling, and the reinforcement of a religious culture within the school environment. Recent research demonstrates that the integration of Islamic values into the learning process effectively enhances the quality of students' character, particularly regarding moral and religious dimensions.

Furthermore, strategies for character formation within Islamic education must be adaptive to the changing times. Contextual and experience-based approaches are crucial to ensure that the values being taught are not merely normative in nature but are genuinely internalized into students' actual behaviors. Discipline as a component of religious character for instance, is not taught solely as a conceptual construct but is actively cultivated through concrete practice in students' daily lives within the educational setting. As institutions of Islamic education, madrasahs occupy a strategic position for implementing these values in a structured and sustainable manner. Through their curricula, religious activities, and social interactions within the school environment, the process of character formation can unfold holistically. Nevertheless, the challenge remains in designing strategies that are both effective and contextual, thereby ensuring that the instillation of values transcends mere symbolism to profoundly and enduringly shape the character of students.

Based on the foregoing description, it is crucial to further examine how strategies for instilling Islamic educational values are implemented in a real-world context within madrasahs specifically at Madrasah Babul Mujahidin Bayan in Lombok. This study aims to provide an empirical overview of the strategies employed and their contribution to strengthening student character, thereby serving as a model for the development of character education grounded in Islamic values within other educational institutions. Although various studies have explored the instillation of Islamic educational values in student character formation, most have focused primarily on general approaches within school environments without delving deeply into the contextual strategies applied within specific educational institutions. Several studies indicate that the success of character education is significantly influenced by the alignment of strategies with the social, cultural, and environmental conditions of the learners.

Nevertheless, studies specifically examining strategies for instilling Islamic educational values in madrasahs situated within local community contexts remain relatively limited; thus, there is a need for more contextual and in-depth research. In the context of Madrasah Babul Mujahidin Bayan in Lombok, distinct social and cultural characteristics serve as a vital backdrop for the educational process. The community environment of Bayan known for its strong religious traditions and unique local wisdom presents both opportunities and challenges regarding the instillation of Islamic educational values. The interplay between normative Islamic values and local cultural practices holds the potential to shape a unique educational paradigm. Consequently, the strategies employed by the madrasah cannot be divorced from this specific social context, thereby necessitating an adaptive and integrative approach.

Furthermore, this research makes a significant contribution to enriching the body of knowledge within the field of Islamic education, particularly in the domain of character education grounded in religious values. The findings are expected not only to provide an empirical overview of effective value-instillation strategies but also to serve as a conceptual reference for the development of character education models in other madrasahs. Additionally, this study contributes to reinforcing

the role of the madrasah as a strategic institution in shaping a generation that is not only intellectually astute but also possesses a strong religious character deeply rooted in local cultural values.

## **2. METHOD**

This study employs a qualitative approach utilizing a case study design, aiming to gain an in-depth understanding of the strategies for instilling Islamic educational values to strengthen student character at Madrasah Babul Mujahidin Bayan, Lombok. This approach was selected for its capacity to holistically explore phenomena within their natural context, thereby providing a comprehensive understanding of the processes, meanings, and dynamics occurring in the field. The research was conducted at Madrasah Babul Mujahidin Bayan, Lombok. Research subjects were selected using purposive sampling, specifically identifying informants deemed knowledgeable about and directly involved in the process of instilling Islamic educational values. The informants in this study included the head of the madrasah, teachers, and students. Additionally, when deemed necessary, the study also involved community leaders or parents of students as supporting informants to enrich the data.

Data collection techniques were carried out through observation, in-depth interviews, and documentation. Observation was utilized to directly observe the practices of instilling Islamic educational values during both instructional activities and religious events within the madrasah. In-depth interviews were conducted to gather information regarding the strategies employed, the obstacles encountered, and the impact on student character. Meanwhile, documentation was used to supplement the data with materials such as curriculum documents, activity programs, and other supporting archives. The data analysis technique employed in this study follows an interactive analysis model comprising data reduction, data display, and conclusion drawing. Data reduction involves selecting and focusing on data that is relevant to the research objectives. Data display is presented in the form of descriptive narratives to facilitate an understanding of the research findings. Subsequently, conclusions are drawn in a gradual manner, while consistently ensuring the validity of the data obtained in the field.

To ensure data validity, this study employs triangulation techniques, specifically source triangulation and method triangulation. Source triangulation is achieved by comparing data obtained from various informants, whereas method triangulation involves comparing the results derived from observations, interviews, and documentation. Furthermore, the researcher also conducts member checks to verify that the collected data accurately reflects the actual conditions.

## **3. RESULTS AND DISCUSSION**

The strategy for instilling Islamic educational values to strengthen student character at Madrasah Babul Mujahidin Bayan is implemented through a systematic and multi-layered approach. These strategies do not stand alone but complement each other in shaping students' religious character holistically. The main strategies identified include habituation, role modeling, integration of values into learning, and strengthening the madrasah's religious culture.

### **1. Habituation Strategy**

The habituation strategy is the most dominant approach in the process of instilling Islamic educational values. Habituation is carried out through the consistent and ongoing repetition of activities containing religious values. Activities such as congregational prayer, reading the Quran before lessons, praying before and after activities, and practicing daily etiquette become integral routines in students' lives at the madrasah. Theoretically, habituation functions to foster habit formation, namely, a change in behavior that is initially driven by external motivation to become an internal need. In this context, students do not simply engage in religious activities because of rules, but gradually develop an intrinsic awareness to do so. This process strengthens the character of discipline, responsibility, and consistency in practicing religious values. Furthermore, habituation also plays a role in character formation through structured repetition. The more frequently students engage in positive activities, the more deeply ingrained these values become. However, the effectiveness of this strategy depends heavily on consistent implementation and supervision by the madrasah.

## 2. Role Modeling Strategy

Exemplary behavior is a fundamental strategy in Islamic education. Teachers, as central figures in the educational process, play a strategic role in providing concrete examples for students. Exemplary behavior is evident not only in aspects of worship but also in attitudes, behavior, communication styles, and social interactions. In practice, students tend to imitate the behavior of teachers they consider role models. Therefore, teacher integrity and consistency are key factors in the success of this strategy. Authentic role modeling is more easily accepted and internalized by students than purely verbal values. Psychologically, this strategy aligns with social learning theory, which states that individuals learn through observation and imitation. Thus, teachers function as models who represent the values of Islamic education in real life. If role models are optimal, the internalization of values will occur more quickly and deeply.

## 3. Value Integration Strategy in Learning

The value integration strategy in learning is implemented by contextually linking subject matter with Islamic educational values. Teachers not only deliver academic material but also internalize moral and spiritual values in every learning process. This approach enables students to understand that knowledge is inseparable from Islamic values. For example, science learning can be linked to the greatness of God, social studies learning to the values of justice and responsibility, and language learning to good communication ethics. This integration is reflective, where students are encouraged to reflect on the meaning of the values learned and their relevance to everyday life. Thus, the learning process not only produces cognitive knowledge but also fosters value awareness and religious attitudes.

## 4. Strategy for Strengthening Madrasah Religious Culture

Madrasah religious culture is a social environment that collectively shapes students' character. This culture is reflected in the norms, customs, symbols, and practices of daily life at the madrasah. A religious environment creates a conducive atmosphere for the internalization of Islamic educational values. Strengthening religious culture is carried out through various activities such as commemorating Islamic holidays, regular religious studies, moral development, and the implementation of rules based on Islamic values. Furthermore, social interactions among madrasah members also reflect values such as mutual respect, mutual assistance, and maintaining

brotherhood. Sociologically, madrasah culture functions as a hidden curriculum that has a strong influence on the formation of student character. The values embedded in this culture indirectly shape students' thought patterns and behaviors. Therefore, the success of character strengthening is greatly influenced by the quality of the culture developed within the madrasah environment.

#### 5. Personal Guidance and Reinforcement Strategy

In addition to collective strategies, the madrasa also employs an individual guidance approach for its students. This guidance is delivered through personal counseling provided by teachers, particularly in addressing students who have specific needs regarding character development. This approach enables teachers to gain an understanding of each student's background, personal characteristics, and the challenges they face. Consequently, the process of instilling values can be conducted in a more personalized and targeted manner. This guidance also serves as a form of emotional and spiritual reinforcement for the students. This strategy is crucial because not all students possess the same level of receptiveness and understanding regarding the values being taught. Therefore, the individual approach serves as a complement to the collective strategies already in place.

#### 4. CONCLUSION

Based on the research findings, it can be concluded that the strategy for instilling Islamic educational values to strengthen student character at Madrasah Babul Mujahidin Bayan, Lombok, is implemented in an integrative, systematic, and continuous manner through several key approaches: habituation, role modeling, the integration of values into instruction, the reinforcement of the madrasah's religious culture, and individual guidance. These five strategies are mutually complementary and constitute a character education system that focuses not only on cognitive aspects but also addresses the affective and behavioral dimensions of the students. The implementation of these strategies demonstrates that the process of character strengthening unfolds through stages of value internalization comprising understanding (knowing), internalizing (feeling), and practicing (acting). This process is reinforced through routine activities, religious programs, conducive social interactions, and the active role of teachers as role models and mentors. Furthermore, the religious environment of the madrasah serves as a primary supporting factor in fostering an atmosphere that facilitates the optimal internalization of Islamic values.

#### 5. BIBLIOGRAPHY

- Aini, N., & Hidayat, R. (2023). Internalisasi nilai pendidikan Islam dalam pembentukan karakter siswa di madrasah. *Jurnal Pendidikan Islam Indonesia*, 8(2), 115–128.
- Anwar, M., & Fikri, M. (2024). Strategi pembiasaan dalam penguatan karakter religius peserta didik. *Jurnal Al-Tarbawi*, 10(1), 45–59.
- Arifin, Z. (2023). Peran guru sebagai teladan dalam pendidikan karakter berbasis Islam. *Jurnal Pendidikan Agama Islam*, 9(3), 201–214.
- Basri, H., & Sulaiman, A. (2024). Budaya religius sekolah dalam membentuk karakter siswa. *Jurnal Pendidikan Karakter*, 14(1), 33–47.
- Fadilah, R. (2023). Integrasi nilai Islam dalam pembelajaran di madrasah. *Jurnal Pendidikan Islam Nusantara*, 7(2), 90–104.

- Hadi, S., & Yusuf, M. (2025). Implementasi pendidikan karakter berbasis nilai Islam di lembaga pendidikan. *Jurnal Tarbiyah Islamiyah*, 11(1), 1–15.
- Hakim, L. (2024). Pembiasaan ibadah dalam pembentukan karakter siswa sekolah dasar Islam. *Jurnal Pendidikan Dasar Islam*, 6(2), 77–89.
- Hasanah, U., & Rahman, F. (2023). Keteladanan guru dalam internalisasi nilai moral siswa. *Jurnal Pendidikan dan Pembelajaran*, 12(3), 155–169.
- Kurniawan, D. (2024). Pendidikan karakter berbasis kearifan lokal di madrasah. *Jurnal Pendidikan Islam Kontemporer*, 5(1), 21–34.
- Lestari, P., & Sari, N. (2023). Efektivitas strategi pembiasaan dalam pendidikan karakter religius. *Jurnal Ilmu Pendidikan Islam*, 10(2), 99–112.
- Ma'ruf, A. (2025). Penguatan karakter siswa melalui budaya madrasah religius. *Jurnal Manajemen Pendidikan Islam*, 9(1), 50–64.
- Nurlaila, S., & Aziz, A. (2024). Pendidikan Islam dan pembentukan karakter siswa di era digital. *Jurnal Pendidikan Islam Modern*, 8(2), 120–134.
- Prasetyo, B. (2023). Implementasi nilai-nilai Islam dalam pendidikan karakter siswa. *Jurnal Al-Murabbi*, 7(3), 180–193.
- Rahman, D., & Wahyuni, S. (2024). Peran lingkungan madrasah dalam penguatan karakter religius siswa. *Jurnal Ilmiah Pendidikan Islam*, 13(1), 25–39.
- Zulkifli, M. (2023). Strategi pendidikan Islam dalam pembentukan akhlak siswa. *Jurnal At-Tarbiyah*, 9(2), 67–81.