

THE CONCEPT OF CHILDREN'S EDUCATION IN THE QUR'AN AND ITS IMPLICATIONS FOR LEARNING IN MADRASAH IBTIDAIYAH

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Abstract: *This study aims to analyze the concept of children's education in the Qur'an and its implications for learning in Madrasah Ibtidaiyah. This research uses a literature study method through the analysis of various sources, including classical and contemporary tafsir books, Islamic education books, and national and international scientific journals for the 2019–2024 period. The results of the study show that children's education in the Qur'an is holistic and comprehensive, including the cultivation of monotheism, moral development, example, dialogical approach, and habituation of discipline and responsibility, as reflected in QS. Luqman verses 12–19. The implications of this concept in learning at Madrasah Ibtidaiyah are manifested through the integration of Qur'anic values in the curriculum, the role of teachers as role models, the application of humanist and dialogical learning methods, and the habituation of religious activities and positive routines in schools. Thus, Qur'an-based children's education is relevant to answer the challenges of education in the modern era and contributes significantly to forming students who are intellectually intelligent, spiritually strong, and morally strong*

Keywords: *Children's Education, Al-Qur'an, Implications of Learning, Madrasah Ibtidaiyah*

Introduction

Children's education is the main foundation in the development of a nation's civilization. In Islam, children's education includes not only intellectual aspects, but also spiritual and moral aspects. The concept of education in Islam, especially taken from the Qur'an, has a value that can be used as a guideline to produce a generation that is not only intelligent, but also noble and responsible (Spring, 2024).

The verses of the Qur'an do not only explain the position of children as a trust (QS. Al-Anfal: 27), but also contains the basic principles of education such as monotheism, morality, example, dialogical communication, and moral habituation as reflected in QS. Luqman verses 12–19. Various studies show that the Qur'an has a comprehensive concept of children's education, covering spiritual, emotional, intellectual, social, and behavioral aspects (Razi & Nabawiyah, 2024). Along with the times, the needs of basic education, including Madrasah

Ibtidaiyah (MI), demand the application of educational concepts that are not only rational and pedagogical, but also rooted in the values of revelation.

The implementation of religious character education is carried out through learning activities, religious activities, and other coaching activities in order to realize the improvement of good behavior and character (*akhlakul karimah*) in students (Fauzieyah & Suyatno, 2024). Through the application of Qur'anic principles such as wise advice, discipline, compassion, habituation of worship, and strengthening social values, learning at MI can run not only as an academic process, but also as a process of Islamic personality development. In addition, recent studies have shown that the role of MI teachers is very important in translating Qur'anic values into contextual learning strategies. The integration of educational values is reflected in learning planning through methods that encourage student activity, consistent religious habituation, and exemplary approaches as character strengthening. (Dahirin & Rusmin, 2024)

The development of information technology and social changes in the digital era have a significant impact on the character education of students, especially through the intensity of digital media use, shifts in social values, and the reduced role of role models in the social environment (Nurhabibah et al., 2025). This phenomenon demands children's education that not only focuses on academic knowledge, but also character formation based on divine values sourced from the Qur'an. In this context, Madrasah Ibtidaiyah has a strategic role as an Islamic basic education institution in shaping the personality and spiritual foundation of students through learning that is integrated with Qur'anic values. Strengthening Qur'anic values in MI learning is increasingly important to answer modern challenges, so that students can develop as intellectually intelligent individuals as well as have moral and spiritual fortitude.

The Qur'an as a source of Islamic education provides the principles of *tarbiyah* that are able to shape children into believers, noble characters, and ready to face the changing times with strong character. At the practical level at Madrasah Ibtidaiyah, these values are implemented through a curriculum that integrates religious aspects, religious habituation activities, and teacher examples as a model for fostering students' morals (Haris, 2025). Thus, the deepening of the concept of children's education in the Qur'an is not only theoretically important, but also has practical urgency in creating a more meaningful and transformative MI learning process.

Therefore, the study of the concept of children's education in the Qur'an and its implications for learning in Madrasah Ibtidaiyah is very relevant as an effort to formulate the direction of Islamic education that is adaptive to the development of the times but still adheres to basic principles derived from revelation. This article aims to delve deeper into the concept of children's education in the Qur'an and how these concepts can be translated in the learning process at Madrasah Ibtidaiyah.

Literature Review

Children's education in the perspective of the Qur'an is understood as a comprehensive process of *tarbiyah*, including the development of spiritual, moral, social, physical, and intellectual aspects of children, which aims to maintain *fitrah*, strengthen faith, instill noble morals, and develop children's basic potential optimally (Rosidi, 2019). A study of thematic interpretations of Surah Luqman (verses 12–19) and An-Nur shows that the Qur'an emphasizes the main principles of children's education, namely instilling monotheism, habituating noble morals, fostering social responsibility, and forming life skills that are balanced between this world and the hereafter.

Character education is not only seen as a theoretical process of value transfer, but further concerned with the habituation of positive attitudes through concrete actions, examples from the surrounding environment (especially teachers and parents), and a continuous process of

internalizing values (Fitriawan & Pane, 2025). The contextual learning approach allows students to apply Qur'anic values in their daily lives, thereby strengthening the understanding and acceptance of these values (Arisinah et al., 2025). This learning approach is in line with the Qur'anic principle that children's education is a continuous process that involves the family, community, and school environment in a synergistic manner.

In addition, the literature also highlights the importance of developing curricula and learning methods that are contextual, relevant to the times, and technology-based. This allows Madrasah Ibtidaiyah students to stay connected to Qur'anic values while being able to face modern challenges, including the influence of globalization and the digital era. Empirical research also shows that children's education that combines interactive teaching methods, educational games, and habituation of Islamic values significantly increases students' motivation to learn, moral appreciation, and social skills.

Thus, children's education according to the Qur'an not only equips students with religious knowledge, but also forms Islamic character, strong morals, and social readiness. Qur'an-based children's education at Madrasah Ibtidaiyah not only emphasizes the cognitive aspect or mastery of religious knowledge, but is also oriented towards the formation of morals, moral strengthening, and the development of students' social responsibility. The application of Qur'anic values has been proven to be able to increase intellectual intelligence while strengthening the moral and social dimensions of students, thus giving birth to a generation with noble character, committed to goodness, and able to contribute positively to community life. (Kurniasih et al., 2024)

In addition, the integration of Qur'an values in learning at MI has implications for teachers to optimize learning methods that combine cognitive, affective, and psychomotor aspects. Teachers are not only in charge of delivering subject matter, but also role models in behavior, speech, patience, and discipline. Theoretically, character formation in Madrasah Ibtidaiyah is closely related to character education which emphasizes the development of moral, social, and spiritual aspects of students. In the learning process, students are seen as active subjects who build understanding and moral values through learning experiences and interactions with the surrounding environment.

Learning the Qur'an carried out with a holistic approach not only develops cognitive abilities, but also the affective aspects of students, so that they are able to form positive attitudes and behaviors. Character values such as integrity, responsibility, discipline, empathy, and mutual respect are instilled through the learning process, which ultimately helps students understand and internalize the principles of life that originate from Islamic teachings. (Ulfa, 2023)

The implementation of Qur'ani education has implications for the habituation of religious activities and the formation of positive routines in schools, such as reading prayers, tadarus, worship practices, and daily moral activities. The habituation of Islamic activities and positive routines at school, including daily prayers, tadarus, the implementation of worship, and moral development, make a real contribution to the formation of students' morals. (Mudzakkir & Khurniawati, 2024)

In addition to these findings, the latest literature also shows that early childhood character education from an Islamic perspective places spiritual competence as the main foundation, especially the cultivation of the values of monotheism, worship, morals, and gratitude. The foundation of monotheistic education is affirmed in QS. Luqman verse 13 which prohibits shirk and emphasizes the importance of strengthening faith in Allah from an early age. In practice, strengthening the value of monotheism can be done by introducing the name and attributes of Allah through a contextual approach, such as stories about the universe that reflect His power,

oneness, and love, so that children can more easily understand and believe in the oneness of Allah naturally and completely. (Suwanto & Zainuddin, 2025)

Furthermore, regarding the personality of the Qur'ani, students refer to the character and attitude that is reflected in the understanding, application, and practice of Islamic teachings in daily life. This includes various aspects, such as morality, patience, steadfastness, honesty, concern for others, and obedience to religious teachings (Rahmi et al., 2024). In addition, learning the Qur'an that is applied consistently from an early age plays a role in shaping students' self-control skills, both in terms of emotional management, learning independence, and the ability to make the right decisions in daily life. (Salmitha et al., 2022)

Thus, it can strengthen that children's education according to the Qur'an offers a comprehensive, adaptive, and relevant pedagogical model to be applied in learning at Madrasah Ibtidaiyah, especially in forming a generation that has Islamic character, is academically capable, and is able to face social and technological challenges in the modern era. Therefore, it can be concluded that children's education in the Qur'an makes a great contribution in creating a holistic, integrative, and oriented learning system that is oriented towards the formation of students' character comprehensively at Madrasah Ibtidaiyah.

Method

This study uses a qualitative approach with the library *research method* to analyze the concept of children's education in the Qur'an and its implications for learning in Madrasah Ibtidaiyah. This approach was chosen because the study of children's education in the perspective of the Qur'an has been widely discussed in books of tafsir, Islamic educational literature, and modern scientific publications, so that a comprehensive literature review is very relevant to explore the principles of the Qur'an and its relevance to the context of Islamic basic education.

Data collection is carried out by examining various scientific sources, such as classical and contemporary tafsir books, Islamic education books, Sinta-accredited national journals for the 2019–2024 period, reputable international journals, and educational policy documents related to learning at Madrasah Ibtidaiyah. Literature searches were conducted through Google Scholar, ScienceDirect, SpringerLink, Garuda Portal, and ResearchGate databases using the keywords "children's education in the Qur'an", "tarbiyah Islamiyah", "basic Islamic education", "the value of Qur'anic education", and "Madrasah Ibtidaiyah", in line with the recommendations (Snyder, 2019) about the importance of using diverse databases to obtain comprehensive literature.

The data analysis in this study uses content *analysis* which includes the process of deep reading, coding, identification of core concepts, categorization of findings, theoretical comparison, and integrative synthesis to formulate the implications of Qur'anic educational values on learning in Madrasah Ibtidaiyah. The analysis is carried out through a deductive approach based on concepts in the Qur'an and an inductive approach through the processing of empirical findings from various educational literature.

The validity of the research is maintained through the source triangulation technique, which is comparing the interpretations of various books of interpretation, the views of Islamic education experts, and the results of empirical research. Thus, this research is expected to be able to provide a deep and structured understanding of how the concept of children's education in the Qur'an can be applied effectively in learning at Madrasah Ibtidaiyah.

Results and Discussion

The results of literature studies show that children's education in the Qur'an emphasizes the formation of holistic character. The concept of children's education in the Qur'an includes

monotheistic education, morals, example, dialogue, as well as discipline and responsibility. The education of monotheism is the main foundation, as explained in QS. Luqman verse 13, which emphasizes the cultivation of the right faith from an early age. Moral values, such as respect for parents, humility, patience, and courtesy, are also the main focus of Qur'anic education (QS. Luqman 14–19), so that the formation of children's character is oriented towards good and moral behavior.

This discussion also shows that the dialogical approach as exemplified by Luqman to his children is relevant to the principles of student-centered learning. Through dialogue, children are given space to think, question, and understand values consciously, not through coercion. This approach supports the development of students' critical thinking skills, empathy, and moral responsibility, which are important competencies in modern education. However, the implementation of Qur'anic education in MI also faces challenges, such as limited learning time, teachers' consistency in setting examples, and the influence of the environment and digital media on children's behavior.

Therefore, synergy is needed between schools, families, and the community so that the Qur'anic values taught in schools can be strengthened and practiced sustainably in the daily lives of students. In addition, the Qur'an emphasizes the importance of education through example, which affirms that the behavior of parents or teachers is an effective educational medium. The dialogical and persuasive approach that Luqman used to his son showed that Qur'anic education was humanist, communicative, and non-authoritarian. Discipline and responsibility education is also reflected, where children are directed to carry out worship obligations, develop moral discipline, and be responsible in social life.

The implications of this concept of Qur'anic education on learning at Madrasah Ibtidaiyah can be seen in several aspects. First, Qur'anic values such as monotheism, morals, and discipline need to be integrated into all subjects, so that character education becomes comprehensive and not only limited to PAI subjects. Second, teachers as exemplary figures have a central role, where the teacher's honest, patient, and polite behavior becomes a model for students in character formation.

Third, dialogical and humanist learning methods are in accordance with the principles of the Qur'an, so teachers at MI are encouraged to use discussions, questions and answers, and two-way communication. Fourth, the habit of good behavior such as dhuha prayer, reading the Qur'an, greetings, discipline, and maintaining cleanliness are part of the implementation of Qur'anic education. Finally, discipline at MI is applied through an educational and non-violent approach, in line with the principles of the Qur'an that emphasize guidance and example rather than physical punishment.

Overall, the results of the study show that the concept of children's education in the Qur'an is very relevant to the development of children of MI age. The exemplary, dialogical, and habitual approaches are not only in accordance with the psychological characteristics of children, but also support modern *student-centered learning*). The integration of spiritual and pedagogical values makes learning more meaningful, shaping children's moral, social, and emotional competencies. Thus, Qur'anic education is not only religious, but also contributes to the development of the character and competencies of students at Madrasah Ibtidaiyah comprehensively.

Conclusion

Based on the results of the study and discussion, it can be concluded that the concept of children's education in the Qur'an is a holistic and comprehensive educational model, including the development of children's spiritual, moral, intellectual, social, and emotional aspects. The

Qur'an places monotheistic education as the main foundation, which is complemented by the cultivation of noble morals, example, dialogical communication, and habituation of discipline and responsibility as reflected in QS. Luqman verses 12–19. This concept shows that children's education is not only oriented to the mastery of knowledge, but also to the formation of Islamic personality and character as a whole.

The implications of the concept of Qur'anic education on learning at Madrasah Ibtidaiyah are very significant. Qur'anic values need to be integrated into the entire learning process and curriculum, not limited to religious subjects. Teachers have a strategic role as the main role model in instilling moral and spiritual values through humanist and dialogical attitudes, behaviors, and learning approaches. In addition, the habituation of religious activities and positive routines in the madrasah environment has been proven to be effective in shaping students' morals, discipline, and social responsibility.

Thus, Qur'an-based children's education is relevant to answer educational challenges in the modern era, including the influence of technological developments and social changes. The application of Qur'anic education at Madrasah Ibtidaiyah is able to create a meaningful, student-oriented learning process, and produce a generation that is intellectually intelligent, spiritually strong, and morally strong. Therefore, strengthening the concept of children's education in the Qur'an is a strategic step in realizing adaptive, integrative, and sustainable Islamic basic education.

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