

## Transformation of Islamic Character Education in Forming a Superior Generation at SMP Panglima Sudirman Surabaya

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### *Abstract*

SMP Panglima Sudirman as an educational institution that has students from various cultures and religions. One of the religions in the school is Muslim. So that Islamic character education that focuses on the teachings of Luqmanul Hakim, Prophet Ibrahim, and Prophet Musa becomes the object of study in the implementation of the transformation of Islamic character education in an effort to form a superior generation at SMP Panglima Sudirman. Through qualitative research to explore the application of these values in the policies of those responsible for the school curriculum and their impact on the formation of student personality. It can be seen that through the research that has been carried out, it shows that the transformation of the teachings of the Qur'an in the curriculum, especially through the story of Luqmanul Hakim, Prophet Ibrahim, and Prophet Musa is reflected in the implementation of the policies of those responsible for the curriculum at SMP Panglima Sudirman. This contributes positively to forming students who have noble morals, have strong monotheism, and high enthusiasm for learning. In addition, the role of those responsible for the curriculum who support also helps in the development of students who excel academically, morally, and spiritually.

**Keywords:** *Character Education; Curriculum; Al-Qur'an; Students.*

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### *Abstrak*

SMP Panglima Sudirman sebagai instansi pendidikan yang memiliki peserta didik berasal dari budaya dan Agama beragam. Salah satu Agama yang terdapat di sekolah tersebut yaitu Muslim. Sehingga pendidikan karakter Islami yang berfokus pada ajaran Luqmanul Hakim, Nabi Ibrahim, dan Nabi Musa menjadi objek kajian dalam penerapan

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transformasi pendidikan karakter Islami upaya membentuk generasi unggul di SMP Panglima Sudirman. Melalui penelitian kualitatif untuk mengeksplorasi penerapan nilai-nilai tersebut dalam kebijakan penanggungjawab kurikulum sekolah serta dampaknya terhadap pembentukan kepribadian siswa. Dapat diketahui bahwa melalui penelitian yang telah dilaksanakan menunjukkan bahwa transformasi ajaran Al-Qur'an dalam kurikulum, khususnya melalui kisah Luqmanul Hakim, Nabi Ibrahim, dan Nabi Musa tercermin dalam penerapan kebijakan penanggung jawab kurikulum di SMP Panglima Sudirman. Hal ini berkontribusi positif dalam membentuk siswa yang berakhlak mulia, memiliki ketauhidan kuat, dan semangat belajar tinggi. Selain itu, peran penanggungjawab kurikulum yang mendukung turut membantu dalam engembangan siswa yang unggul secara akademis, moral, dan spiritual.

**Kata Kunci:** Pendidikan Karakter; Kurikulum; Al-Qur'an; Peserta Didik.

## A. Introduction

Islamic education is one of the main pillars in developing a superior generation in Indonesia (Amrullah, 2023). This pillar not only focuses on the intellectual aspect, but also provides a strong moral and spiritual foundation to shape the character of students. Through the internalization of Islamic values such as honesty, responsibility, and tolerance, Islamic education is able to produce individuals with noble character who are ready to contribute positively to society. Islamic character education is one of the strategic efforts in forming a generation that is not only intellectually intelligent, but also

superior in morals and spirituality. In the midst of increasingly complex challenges of globalization, Islamic education not only teaches religious knowledge but also forms character and morals in accordance with Islamic principles. This is important in dealing with the negative influences of globalization (Ali Fikri, 2024).

Character education has become an increasingly pressing issue in the context of modern education (Kardiyem et al, 2024). In the education system, focusing on academic achievement alone is no longer sufficient to prepare individuals who are able to face the complexities of the world. Strengthening

character through instilling values such as honesty, responsibility, tolerance, and empathy are important elements that must be integrated into the learning process. Through Islamic education, individuals will learn to appreciate and respect others, and behave with integrity and high morality. (Amrullah, 2023). To build humans who have noble character values, Islamic education is needed whose main mission is to humanize humans, which makes humans able to carry out the rules of Allah and His Messenger so that perfect humans are realized (Marzuki, 2015).

Islamic character education has special significance in this regard, because it focuses not only on moral aspects but also spiritual aspects (Roychan Abdul Aziz dkk., 2023). The transformation of Islamic character education is carried out through various approaches, such as the integration of Islamic values in the curriculum, habituation of positive behavior in daily activities, and strengthening a religious school culture.

One of the approaches in providing a good understanding is through past stories. Islam recognizes

the natural human nature to enjoy the story method and realizes its great influence on feelings, therefore Islam exploits stories to be used as one of the educational techniques in the Qur'an (Rosita, 2016). Teachings based on the treatises of Luqmanul Hakim, Prophet Ibrahim, and Prophet Musa provide relevant examples of role models in shaping students' characters. One of the educational institutions in Surabaya, namely SMP Panglima Sudirman Surabaya, is an object of study for researchers in studying the character formation model of a student. However, this school does not depart from an Islamic school, but rather a school that has students with diverse ethnicities, cultures, religions and races. However, this school still provides Islamic Religious Education subjects for its Muslim students. Therefore, this is an attraction for researchers in studying how the role of the person in charge of the curriculum realizes the transformation of Islamic Character Education for Muslim students without eliminating religious values and Pancasila.

## B. Research Methods

This research method is designed to examine the importance of transforming Islamic character education in forming a superior generation, focusing on the teachings of Luqmanul Hakim, Prophet Ibrahim and Prophet Musa in the context of modern education. A qualitative approach is adopted to enable a deep understanding of the implementation of these character education concepts in the curriculum of SMP Panglima Sudirman and its influence on the formation of students' personalities.

This study relies on primary and secondary data sources. Primary data sources include in-depth interviews with curriculum managers at one of the schools that offer Islamic Religious Education subjects, namely SMP Panglima Sudirman Surabaya. This interview is designed to explore experiences, views, and challenges faced in implementing Islamic character education in the school environment. Meanwhile, secondary data is obtained from a literature review including books, academic articles, and official documents that discuss the theory of Islamic character education.

Data collection techniques consist of semi-structured interviews, participant observation, and documentation studies.

Semi-structured interviews allow researchers to explore important questions related to the application of Islamic values in the educational process. Observations are conducted in the classroom to directly witness the interaction between Islamic Religious Education teachers and students and the practices of character education that are applied. Documentation study includes the collection of syllabi, teaching materials, and evaluation reports related to character education in the schools studied. Data analysis was conducted using a descriptive approach. Data collected from interviews and observations were analyzed to identify key themes related to the implementation of Islamic character education. Researchers conducted data reduction to separate relevant information, then presented it in a structured narrative form that describes the research findings. Final conclusions were drawn based on the analysis conducted, with the aim of providing practical recommendations for educators and policy makers.

## C. Results and Discussion

In the life of a Muslim, the Qur'an acts as the main guide that covers all aspects of life, including in the process of forming students' character. The

Qur'an not only conveys teachings about faith, but also instills values that build the personality of students to have noble morals, hold on to the belief in the oneness of Allah, and strive to be obedient individuals and have integrity in living their daily lives. The teachings of the Qur'an regarding monotheism, surrender to Allah, and perseverance in seeking knowledge are the main foundations in forming a generation that is not only intellectually superior, but also has good morals and a high spirit of devotion. Several important verses from the Qur'an are often used as references to study the concepts that must be inherent in the character of students..

a. Monotheism in the Story of Luqmanul Hakim

Luqmanul Hakim is a very important figure in character education, especially in the context of educating children (Ahmad Mujib, 2024). He gave a real example of how to instill faith or monotheism and morals in the next generation. The process of educating children can be likened to caring for plants; If we use good fertilizer, the results obtained will be satisfactory. This approach reflects the importance of a

strong foundation in children's education, which must be based on Islamic values. In this context, Allah says in the Qur'an Surah Luqman verse 13:

وَإِذْ قَالَ لُقْمَانُ لِابْنِهِ وَهُوَ يَعِظُهُ يَا بُنَيَّ لَا

تُشْرِكْ بِاللَّهِ إِنَّ الشِّرْكَ لَظُلْمٌ عَظِيمٌ

*"And (remember) when Luqman said to his son, when he was giving him a lesson: 'O my son, do not associate partners with Allah, indeed to associate partners with (Allah) is truly great injustice'."*

In His word, Allah SWT conveys Luqman's advice to his son with great appreciation. Luqman was given wisdom by Allah, so that he could give the best advice to his son who he loved very much. As a parent, Luqman fulfills his obligations by giving the most correct teachings, namely reminding his son to worship only Allah and not associate anything with Him. Luqman warned that associating partners with Allah is the greatest form of injustice.

This verse emphasizes that one of the main duties of parents is to instill the value of monotheism in their children.

Even though Luqman comes from Habasyah and has physical differences, this story shows that a person's worth is not measured by appearance, but by a good heart and noble morals. Sincerity and good intentions are the basis for guiding children, so that they grow into pious and faithful individuals..

Furthermore, Luqman's teachings about morals are also very relevant (Agus Mubarak, 2014). He reminded his son to stay away from bad behavior and always hold on to good values. Thus, the education provided does not only focus on the intellectual aspect, but also on character building. In the Islamic view, character education is the primary responsibility of parents. They must ensure that their children are not only intelligent, but also have high integrity and discipline.

The family is the first educational institution that plays an important role in the development of a child's character (Dicky Setiardi, 2017). This is where the character and personality of the child begin to form before they interact with the outside world. Therefore, it is important for parents, especially fathers, to be active in the process of educating

their children. In Islam, the responsibility of parents is very great, not only in physical aspects but also psychologically and spiritually. They must protect children from negative influences that can damage their character and faith. By internalizing the values of monotheism and morals taught by Luqman, it is hoped that children can grow into individuals who are useful to their families, society, and religion, in accordance with God's will.

#### b. Sincerity in the Story of the Prophet Ibrahim

The story of the Prophet Ibrahim in the Qur'an teaches the importance of the role of the family in fostering children's religiosity, which includes education in faith and morals. (Suprapt, 2019). In this context, Prophet Ibrahim is an extraordinary role model. One of the verses that describes Prophet Ibrahim's will to his children is in Surah Al-Baqarah verse 132, which reads:

وَوَصَّىٰ بِهَا إِبْرَاهِيمُ بَنِيهِ وَيَعْقُوبُ يٰبَنِيَّ إِنَّ  
اللَّهَ اصْطَفَىٰ لَكُمْ الدِّينَ فَلَا تَمُوتُنَّ إِلَّا  
وَأَنْتُمْ مُسْلِمُونَ

"And Ibrahim has passed on these words to his children. Likewise

Ya'kub. (Ibrahim said): 'O my children! Indeed, Allah has chosen this religion for you, so do not die, except in embracing Islam.'"

Tafsir Ibn Kathir interprets the verse above as saying, do good as long as you live, and hold fast to this religion so that you will be given sustenance when you die by sticking to it; because in fact humans usually die in the state of embracing the religion they practice, and will later be resurrected based on the religion that carries the mail. Indeed, Allah has imposed His custom, that whoever has a good goal, then He will guide him to the direction of goodness and facilitate the path for him towards goodness. Whoever intends to do righteousness, Allah will confirm him in that righteousness. This does not contradict an authentic hadith which says. This verse shows that from an early age, Prophet Ibrahim taught his children about the importance of embracing the true religion, namely Islam. This reflects the responsibility of parents in introducing the basics of faith and morals to their children, so that they grow up in strong faith.

This responsibility does not only cover the knowledge aspect, but also

character formation. The educational process that begins from the womb until the child grows up is very important (Burhan Nudin, t.t.). The family serves as the primary means of instilling religious understanding and experience, so that children not only recognize religious rules, but also understand their position as creatures of God. They are taught to realize the importance of serving Him and living their lives according to good moral values. By emulating the story of the Prophet Ibrahim, parents can understand that fostering children's religiosity is a noble and vital task, which will determine the child's future and their contribution to society.

#### c. Perseverance in the Story of the Prophet Musa

The story of the Prophet Musa in the Qur'an, especially in Surah Al-Kahf, provides valuable lessons about the spirit of continuous learning, even for a teacher (Muchsin Abdurrahman, 2019). In Surah Al-Kahf verse 60, Allah says:

وَإِذْ قَالَ مُوسَى لِفَتَاهُ لَا أَبْرَحُ حَتَّى أَبْلُغَ  
مَجْمَعَ الْبَحْرَيْنِ أَوْ أَمْضِيَ حُقُبًا



*"And (remember) when Moses said to his disciple: 'I will not stop until I reach the meeting point of the two seas, or I will travel for years.'"*

This verse emphasizes the steadfastness and determination of Prophet Moses in seeking knowledge. Even though he already had a lot of knowledge and experience, he was still not satisfied and wanted to continue learning. This illustrates that the learning process is a journey that has no end, where each individual should be committed to always increasing their insight and knowledge.

Ibn Kathir's interpretation of this verse highlights that Prophet Moses did not only seek knowledge for his own benefit, but also for the benefit of the community. This shows that beneficial knowledge is knowledge that is used to help and empower others. In addition, Ibn Kathir explains that the journey that Prophet Moses meant was not only physical, but also reflected a spiritual journey in seeking wisdom and truth.

The ideal characteristics of a student, as illustrated in this story, include sincere intentions, high

motivation, perseverance, and an attitude of respect for the teacher. Respect for the teacher is fundamental in the educational process. In the Islamic perspective, the relationship between students and teachers is not only formal, but must also be built on mutual respect and appreciation.

Furthermore, Ibn Kathir hints at the importance of deliberation and discussion in the learning process. Prophet Moses and his students show that asking and discussing are integral parts of education. When faced with difficulties, it is important for students to share their views and find solutions together.

Without adequate education, children can fall into negative behaviors, such as a lack of recognition of God or low morals. By emulating the spirit of Prophet Moses, parents and educators can create an environment that supports the growth of knowledge and good character in children. Good education not only prepares children for life in the world, but also shapes them into individuals who are able to serve God and society.



## **Transformation of Character Education at Panglima Sudirman Middle School, Surabaya**

SMP Panglima Sudirman Surabaya is one of the educational institutions that has a curriculum manager in forming a policy in the school. This school is a school that has students from various regions and religions. However, even so, this school also has a supporting religious theory, namely the subject of Islamic Religion. Where students who are Muslim get material about Islam. In compiling the curriculum, especially the subject of Islamic Religion education in this school, the rules contained in the Al-Qur'an are applied with Pancasila education. This is the reason for the curriculum manager in maintaining religious values with Pancasila education in a school environment that has cultural, religious and racial diversity. The curriculum manager has an important role in designing the development of character values taught to students. This task includes adjusting these values to learning materials, school policies, and situations and conditions that occur during the education process.

Based on interviews with the curriculum manager at SMP Panglima Sudirman, it is known that this school has succeeded in integrating character education values taken from inspirational stories such as Lukmanul Hakim, Prophet Ibrahim, and Prophet Musa.

The curriculum manager at SMP Panglima Sudirman has set a number of policies that must be followed by all students at the school. One important policy is the instillation of the values of monotheism taken from the story of Lukmanul Hakim, especially for Muslim students. This policy includes two main aspects. First, all students at SMP Panglima Sudirman are required to perform prayers together in class according to their respective beliefs. This activity is led by the class leader before learning begins and after learning ends. Second, for Muslim students, there is an obligation to perform the dhuha prayer every Wednesday and Thursday, as well as to attend the dzuhur prayer in congregation at the school prayer room.

In addition to implementing the values of monotheism from the story of Lukmanul Hakim, the curriculum manager also introduced policies that

integrate Islamic educational values, especially through the story of Prophet Ibrahim which emphasizes the importance of sincerity in seeking knowledge. These values are actualized through morning briefing activities or daily/weekly reflections. These activities are designed to instill sincerity in learning as one aspect of character education based on spiritual values.

The application of Islamic educational values inspired by the story of the Prophet Moses, especially perseverance in seeking knowledge, is realized through a number of policies at SMP Panglima Sudirman. First, students are required to be present at school on time, namely at 06.45 WIB. For Muslim students who are late, sanctions will be given in the form of reading verses of the Qur'an as a form of guidance. Second, all students are required to follow the learning process until it is finished. If there are students who are absent, the school will call their parents as a step to enforce discipline. Third, Muslim students are required to attend Islamic religious learning. If absent without a clear reason, sanctions will be given according to school policy. This

policy not only disciplines students, but also instills the value of perseverance as part of Islamic character.

The transformation of Islamic Character Education in the formation of a superior generation at SMP Panglima Sudirman has been going well. Through the presentation from the person in charge of the curriculum as explained above, it provides an illustration that schools with various cultures, regions and religions are able to transform Islamic educational values in the formation of school policies.

### **The Impact of Islamic Character Education Transformation on the Superior Generation**

Developing students who excel academically, morally, and spiritually is the main goal in a comprehensive education system. Through the formation of policies that have been implemented to date, the person in charge of the curriculum of SMP Panglima Sudirman hopes that there will be a significant impact in academics, morals and spirituality through the transformation of values contained in the story of Lukmanul Hakim, Prophet Ibrahim and Prophet Musa.

The impact that has been felt by the school from the existing policy is an increase in morals and spirituality and this can be seen from the attitude of students when meeting teachers and attitudes when studying in class. In the spiritual sector, it has resulted in an increase in the ability to read the Qur'an and awareness to worship (Andika Ihwan Syaifullah, 2024).

Students' contribution to creating a harmonious social environment depends largely on the application of Islamic values in their interactions with others. (Andika Ihwan Syaifullah, 2024). Students' contribution to creating a harmonious social environment depends largely on the application of Islamic values in their interactions with others. (Andika Ihwan Syaifullah, 2024). Through these activities, students learn that their contribution to social welfare is a form of practicing Islamic teachings that they should live in their daily lives.

In the process of transforming Islamic character education, there are challenges that must be faced. One of them is the influence of global culture which often conflicts with Islamic values, which can make students

influenced by lifestyles that are not in accordance with religious principles. (Andika Ihwan Syaifullah, 2024). To overcome these challenges, schools must develop strategies that involve various parties, such as intensive training for teachers, the use of technology for more interesting learning, and the involvement of parents and the community in supporting the implementation of Islamic character education. With a holistic and collaborative approach, the transformation of Islamic character education can be carried out more effectively, producing a generation that is not only academically intelligent, but also has a strong character and deep spirituality.

#### **D. Conclusion**

Islamic character education in the context of the Qur'an has a very important role in the transformation of individuals who are not only superior in academic aspects, but also in morals and spirituality. Through exemplary stories such as Luqmanul Hakim, Prophet Ibrahim, and Prophet Musa, the Qur'an teaches the values of monotheism, sincerity, and perseverance in seeking

knowledge. This education not only aims to create an intelligent generation, but also to form a noble character and high integrity. With great responsibility from parents and educators, the teachings of the Qur'an can guide children to contribute positively to society, maintain social harmony, and always serve Allah in everyday life.

SMP Panglima Sudirman Surabaya has succeeded in integrating Islamic education values into the school curriculum policy despite having students with diverse cultural, religious, and racial backgrounds. By instilling the values of monotheism, sincerity, and perseverance through exemplary stories of the Qur'an, this school has succeeded in forming Islamic character among students. The person in charge of the curriculum plays an important role in designing policies that not only discipline but also shape students into individuals who are religious, have noble character, and have high integrity. With this approach, SMP Panglima Sudirman creates a harmonious, inclusive, and Islamic-based educational environment, supporting the transformation of the formation of a

superior generation. Through policies that integrate Islamic values, SMP Panglima Sudirman has achieved the goal of transforming the development of students who excel academically, morally, and spiritually. The application of values in the stories of Luqmanul Hakim, Prophet Ibrahim, and Prophet Musa has had a positive impact on students' attitudes, seen in their interactions with teachers and fellow friends. In addition, Islamic values applied in students' social relationships have created an environment full of tolerance, mutual respect, and cooperation. Despite being faced with the challenge of global cultural influences that conflict with religious principles, this school has succeeded in overcoming these challenges through a holistic approach and involving various parties, producing a generation that is intelligent, has noble character, and has deep spirituality.

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