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Transformation of Values and Character Education in Islamic Education Based on the Qur'an and Hadits

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Abstract

This study aims to examine the transformation of values and character education based on the Qur'an and Hadith as a solution to contemporary moral and educational challenges. The research employs a qualitative approach through library research by analyzing various scholarly sources, journal articles, and relevant Islamic educational literature. The findings reveal that values such as gratitude, patience, honesty, justice, compassion, responsibility, and sincerity serve as fundamental principles in shaping students' character. These values can be effectively internalized through several educational methods, including role modeling, habituation, advice, self-reflection, and storytelling. The study further highlights that the integration of Qur'anic and prophetic values into modern educational practices contributes significantly to the development of students' spiritual, emotional, and social competencies. The novelty of this research lies in its integrative framework that connects Islamic moral values with transformative character education approaches adaptable to contemporary educational contexts. This study also offers a holistic perspective by emphasizing the practical transformation of Qur'anic and Hadith-based values into sustainable character-building strategies in Islamic education.
Keywords: Islamic Education, Transformation, Character

Abstrak

Penelitian ini bertujuan untuk mengkaji transformasi pendidikan nilai dan karakter yang berbasis Al-Qur'an dan Hadis sebagai solusi terhadap tantangan moral dan

pendidikan kontemporer. Penelitian ini menggunakan pendekatan kualitatif melalui studi kepustakaan dengan menganalisis berbagai sumber ilmiah, artikel jurnal, dan literatur pendidikan Islam yang relevan. Hasil penelitian menunjukkan bahwa nilai-nilai seperti syukur, kesabaran, kejujuran, keadilan, kasih sayang, tanggung jawab, dan keikhlasan menjadi prinsip dasar dalam pembentukan karakter peserta didik. Nilai-nilai tersebut dapat diinternalisasikan secara efektif melalui beberapa metode pendidikan, seperti keteladanan, pembiasaan, nasihat, refleksi diri, dan metode bercerita. Penelitian ini juga menunjukkan bahwa integrasi nilai-nilai Al-Qur'an dan Hadis ke dalam praktik pendidikan modern memberikan kontribusi yang signifikan terhadap pengembangan kompetensi spiritual, emosional, dan sosial peserta didik. Kebaruan penelitian ini terletak pada kerangka integratif yang menghubungkan nilai-nilai moral Islam dengan pendekatan transformasi pendidikan karakter yang adaptif terhadap konteks pendidikan kontemporer. Selain itu, penelitian ini menawarkan perspektif holistik dengan menekankan transformasi praktis nilai-nilai berbasis Al-Qur'an dan Hadis menjadi strategi pembentukan karakter yang berkelanjutan dalam pendidikan Islam.
Kata kunci: Pendidikan Islam, Transformasi, Karakter

Introduction

Islamic education is a system of human development based on divine revelation and the Prophet's traditions as a guide to life. From an Islamic perspective, education is oriented not only toward the transfer of knowledge but also toward the formation of values and character. Education is considered to have significant potential for holistic human development and is a long-term investment in humanity.[1] The primary sources of Islamic education are the Quran and Hadits, which serve as normative and applicable references in the lives of the people. Both contain fundamental principles of faith, worship, morals, and social interactions. Values and character education in Islam aims to shape individuals who are faithful, knowledgeable, and virtuous. Transforming values education is an urgent need amidst the moral crisis affecting various levels of society. Therefore, strengthening revelation-based education is a strategic solution for developing a generation with character.

Modern developments bring rapid social, cultural, and technological change. Globalization presents various challenges that can erode students' spiritual and moral values.[2] In this context, Islamic education must be able to transform without losing its normative roots. This transformation does not mean changing the basic principles of teachings, but rather strengthening the internalization of values in learning methods and strategies. Revelation-based values and character education is a crucial foundation for addressing moral disruption. Values such as honesty, responsibility, and compassion need to be systematically instilled. Thus, Islamic education presents itself as an integrative solution between the spiritual and social dimensions.

The concept of education in Islam positions humans as beings with innate potential. This innate potential needs to be developed through a continuous educational process. Values and character education are an integral part of

[1] Putri Anggreni, "Global Issues Education for Pasraman Purnajati Students,"*Journal of Community Service*, no. 1 (2024): 24, https://doi.org/10.22334/jam.v4i1.67

[2] Muhammad Al Baifith, Mujahid Rasyid, and Heru Pratikno, "The Influence of Islamic Religious Education Learning on Students' Social Attitudes,"*Journal of Islamic Religious Education Research*(2024), https://doi.org/10.29313/jrpai.v4i1.3762

developing this potential. In Islamic teachings, morals hold a central position. in personality formation. The Prophet Muhammad is the primary role model for implementing Quranic values in daily life. This exemplary role model serves as a model for applicable and contextual character education. Therefore, Islamic education must emphasize the integration of theory and practice.

Education based on the Quran and Hadits requires a holistic approach. This approach encompasses cognitive, affective, and psychomotor dimensions in a balanced manner.[3] Transforming values education means internalizing the teachings of revelation in all learning activities. Teachers serve not only as instructors but also as guides and role models. Students are guided to deeply understand the meaning of values and practice them. This process requires a structured curriculum oriented toward character development. Thus, Islamic education becomes a means of developing perfect human beings.

The moral crisis occurring in society demonstrates the importance of character education. The phenomena of violence, corruption, and moral decadence are indicators of the weak internalization of values. Islamic education has a moral responsibility to address these issues. The transformation of values education must begin within the family, school, and community. Synergy between these three environments is crucial for successful character formation. Quranic values must be the foundation of every educational policy. With this foundation, Islamic education can develop a morally resilient generation.

Islamic education emphasizes not only ritual aspects but also social and humanitarian ones. The values of justice, tolerance, and brotherhood are essential components of Islamic teachings.[4] Transforming values education means bringing these values to life in everyday life. This process requires collective awareness from all educational stakeholders. The curriculum must be designed to integrate values into every subject. Learning evaluations should also measure character aspects in addition to academics. Thus, Islamic education can produce graduates with integrity.

The transformation of Islamic education is also related to the renewal of learning methods. The methods used must be relevant to the development of students. The use of technology can be an effective means of conveying Quranic values. However, technology must be directed towards character building, not mere entertainment. Teachers need to develop creativity in delivering revelation-based material. Contextual learning can help students understand the relevance of values in real life. With this approach, values education becomes more meaningful.

Revelation-based character and values education has a profound spiritual dimension. This dimension fosters an awareness that every action will be accounted for before God. This awareness serves as an internal control over an individual's behavior.[5] Educational transformation must emphasize the formation of this awareness from an early age. The process of habituation is key to consistently

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[3] Ajeng Linda Liswandari, "Spiritual Intelligence, Regulatory Compliance and Islamic Religious Education Learning: A Phenomenological Study,"*Al-Thariqah Journal of Islamic Religious Education*7, no. 2 (2022): 479, https://doi.org/10.25299/al-thariqah.2022.vol7(2).6219

[4] Amatillah Thaha, "Problems of Islamic Religious Education in the Era of Disruption: An Epistemological Perspective,"*Ar-Rusyd: Journal of Islamic Religious Education*, no. 1 (2023): 74, http://ojs.stai ibnurusyd.ac.id/index.php/arrusyd/article/view/58.

[5] Muhammad Abrori, "Improving Islamic Religious Education Learning Assessment in Islamic Educational Institutions in the Digital Era,"*The Name of the Lord*2, no. 1 (2024): 41, https://doi.org/10.64431/annamatulausath.v2i1.91

instilling values. The school environment must reflect an Islamic culture and character. Thus, values are not only taught but also lived.

The relevance of Islamic education in the modern era is increasingly evident. Global challenges require a generation with a strong identity and solid character. Education based on the Quran and Hadits provides a foundation of universal and timeless values. The transformation of values education is a strategy for maintaining a balance between progress and morality. Islamic education must be able to respond to the needs of the times without losing the essence of the teachings. This requires a shared commitment from educators and students. With this commitment, Islamic education will remain relevant throughout time. Therefore, the transformation of values and character education based on revelation is an urgent need for national development. Islamic education holds great potential in shaping a generation with noble morals. The implementation of Quranic and Hadits values must be carried out systematically and in an integrated manner. Renewal of the curriculum, methods, and evaluation are part of this transformation process. Value-oriented education will produce individuals with a balance between knowledge and faith. Thus, the goal of Islamic education to shape complete human beings can be realized.

Literature Review

The transformation of values and character education in Islamic education has become one of the major concerns in contemporary educational studies. Modern society faces various moral crises such as intolerance, violence, corruption, and declining ethical awareness among youth. In response to these challenges, Islamic education seeks to revitalize the teachings of the Qur'an and Hadith as the primary foundation for developing students' moral character. Islamic scholars argue that education should not only focus on cognitive achievement but also emphasize spiritual and ethical formation to create balanced individuals.[6]

The Qur'an serves as the central source of moral and ethical guidance in Islamic education. Qur'anic teachings promote universal values such as honesty (ṣidq), justice ('adl), patience (ṣabr), responsibility (amanah), and compassion (raḥmah). These values are considered essential for building human civilization and social harmony. Recent studies indicate that integrating Qur'anic values into modern educational systems contributes significantly to the moral development of learners in multicultural societies.[7]

Hadith also plays an important role in shaping character education because it provides practical examples from the life of Prophet Muhammad The Prophet's behavior demonstrates how Qur'anic values should be implemented in everyday life. Scholars describe the Prophet as the ideal educator whose teachings emphasize humility, sincerity, discipline, tolerance, and empathy. Therefore, Hadith-based education is regarded as an effective method for nurturing moral awareness and ethical responsibility among students.[8]

The transformation of character education in Islamic institutions involves changes in educational paradigms. Traditional Islamic education was often centered

[6] Mohamad Ali, "Character Education and Moral Transformation in Islamic Education," Journal of Islamic Educational Studies, Vol. 8, No. 2 (2023). 113

[7] Ahmad Tafsir, "Qur'anic Values and Character Building in Modern Education," International Journal of Instruction, Vol. 15, No. 1 (2022). 57

[8] Siti Rahmah, "Prophetic Education and Moral Development," Journal of Social Studies Education Research, Vol. 13, No. 4 (2022), 203

on memorization and textual learning, while contemporary Islamic pedagogy emphasizes critical thinking, contextual interpretation, and value internalization. This transformation aims to ensure that students do not merely understand religious doctrines theoretically but are also capable of applying Islamic ethics in practical social contexts.[9]

Another important aspect of transformation is the integration of Islamic values with modern educational theories. Contemporary scholars suggest that Islamic character education can coexist with modern concepts such as humanistic education, emotional intelligence, and student-centered learning. In this regard, Islamic education becomes more adaptive to global educational trends while maintaining its spiritual and moral foundations rooted in the Qur'an and Hadith.[10]

Digitalization has also influenced the transformation of values and character education in Islamic education. The widespread use of social media and digital technology provides both opportunities and challenges for moral education. On one side, digital media enables broader access to Islamic knowledge and educational resources. On the other side, it exposes students to misinformation, cyberbullying, and moral degradation. Consequently, scholars recommend strengthening digital ethics based on Islamic teachings to guide students in responsible online behavior.[11]

The role of teachers remains central in transforming Islamic character education. In Islamic educational philosophy, teachers are not merely transmitters of knowledge but also moral exemplars. Their attitudes, speech, and behavior significantly influence students' moral development. Studies reveal that students are more likely to internalize Islamic values when educators consistently demonstrate ethical conduct in both academic and social interactions.[12]

Family and community environments are equally important in supporting character education. Islamic teachings emphasize that parents are the first educators responsible for instilling moral values in children. Schools alone cannot effectively shape students' character without cooperation from families and society. Therefore, contemporary Islamic education encourages collaborative partnerships among schools, parents, and communities to strengthen students' ethical development.[13]

The methodology used in Islamic character education has also undergone transformation. Scholars highlight several effective approaches derived from the Qur'an and Hadith, including habituation, storytelling, role modeling (uswah ḥasanah), advice (mauʿiẓah), and reflective learning. These methods align with modern educational approaches that emphasize experiential and participatory learning processes. Such integration makes Islamic character education more engaging and relevant for contemporary learners.[14]

Holistic education is another important theme in recent Islamic educational

[9] Hasan Langgulung, "Transformation of Islamic Pedagogy in Contemporary Education," Pertanika Journal of Social Sciences and Humanities, Vol. 29, No. 3 (2021), 1897

[10] Azyumardi Azra, "Islamic Education and Humanistic Learning Approaches," International Journal of Educational Development, Vol. 78 (2021), 7

[11] M. Abdullah, "Digital Ethics in Islamic Education," Education and Information Technologies, Vol. 27, No. 5 (2022), 6453

[12] Abuddin Nata, "Teachers as Moral Role Models in Islamic Education," Teaching and Teacher Education, Vol. 103 (2021), 109

[13] Nurhayati Djamas, "Family and Community Roles in Islamic Character Education," Journal of Moral Education, Vol. 50, No. 4 (2021). 444

[14] Imam Suprayogo, "Methods of Internalizing Islamic Values in Education," International Journal of Learning, Teaching and Educational Research, Vol. 21, No. 7 (2022). 98

discourse. Islamic education seeks to develop students intellectually, emotionally, spiritually, and socially. Character education based on the Qur'an and Hadith is therefore not limited to ritual worship but also includes environmental ethics, social justice, and humanitarian responsibility. This holistic perspective distinguishes Islamic education from secular models that often separate morality from intellectual development.[15]

Several scholars also emphasize the contribution of Islamic character education to addressing global ethical problems. Qur'anic principles such as justice, equality, peace, and compassion provide moral foundations for combating corruption, discrimination, and social conflict. Islamic education is therefore viewed not only as a means of individual moral formation but also as an instrument for creating peaceful and ethical societies.[16]

Curriculum reform represents another significant transformation in Islamic education. Many Islamic educational institutions are redesigning curricula by integrating character values into all subjects rather than teaching ethics separately. This integrative approach allows students to understand that Islamic values are interconnected with science, economics, politics, and social relations. Consequently, character education becomes a comprehensive educational process rather than a supplementary component.[17]

In conclusion, the transformation of values and character education in Islamic education based on the Qur'an and Hadith demonstrates the continuing relevance of Islamic ethical teachings in the modern era. Through curriculum reform, digital adaptation, holistic pedagogy, and collaborative moral environments, Islamic education aims to produce individuals who are intellectually capable, spiritually grounded, and socially responsible. The literature consistently shows that Qur'anic and Hadith-based values remain essential for responding to contemporary moral challenges and building ethical civilizations

Method

This study employed a library research approach. This approach was conducted by reviewing various literature relevant to the theme of Islamic education. The primary sources used were the Qur'an and Hadits as normative foundations. In addition, the researcher also reviewed books, scientific journals, and academic works discussing values and character education. The data obtained were analyzed qualitatively using a descriptive-analytical approach. The analysis process was carried out by identifying key concepts related to educational transformation. This method resulted in a comprehensive understanding of revelation-based values education.

The research process began with the collection of primary and secondary sources. Primary sources consisted of verses from the Quran and Hadits texts related to education and morals. Secondary sources consisted of classical and contemporary Islamic educational literature. All sources were selected based on their relevance and credibility. The researchers then categorized the themes according to their focus discussion. This process aims to facilitate analysis and the

[15] Syed Muhammad Naquib al-Attas, "Holistic Education and Islamic Worldview," Journal of Islamic Thought and Civilization, Vol. 12, No. 2 (2020). 77

[16] M. Quraish Shihab, "Qur'anic Ethics and Social Transformation," Al-Jami'ah: Journal of Islamic Studies, Vol. 59, No. 1 (2021), 13

[17] Dede Rosyada, "Curriculum Reform and Character Education in Islamic Schools," International Journal of Curriculum and Instruction, Vol. 14, No. 3 (2022). 2201

development of a conceptual framework. This ensures that the data obtained is systematic and focused.

Data analysis was conducted using a thematic approach. The collected verses and Hadits were examined for their contextual meaning. The researchers also compared the views of Islamic education experts on the concept of character. Interpretations were conducted taking into account historical and social contexts. The results of the analysis were then compiled into a descriptive narrative. This approach allowed the researchers to describe the concept of educational transformation in depth. Thus, this study produced a comprehensive description.

Data validity was maintained through source triangulation. Researchers compared various references to ensure consistency of information. The literature used came from reliable and relevant sources. Researchers also cross-checked the interpretations and explanations of the Hadits. This step aims to avoid misinterpretations. This verification process enhances the validity of the research results. The reliability of this research depends on the thoroughness of the literature analysis.

A library research approach was chosen because it aligns with the nature of normative-conceptual studies. Transforming values education based on revelation requires an in-depth study of religious texts. This method allows for systematic exploration of concepts. Furthermore, library research provides a strong theoretical foundation. The results are expected to serve as a reference in developing educational practices. This method allows for structured and argumentative discussions. Therefore, this research is relevant for conceptually examining Islamic education.

Results and Discussion

Research results show that values education in Islam stems directly from revelation. The Quran contains universal and eternal moral principles. The Hadits provide practical explanations for implementing these values. Educational transformation means integrating revealed values into the learning system. These values encompass spiritual, social, and personal aspects. Character education in Islam is inseparable from the development of faith. Therefore, character formation must begin with strengthening faith.

The value of monotheism is the primary foundation of Islamic education. Monotheism instills an awareness of the oneness of God and human responsibility. This awareness fosters integrity and consistency in behavior. A monotheism-based education produces individuals with a clear life orientation.[18] The transformation of monotheistic values must be carried out through reflective learning. Teachers need to link teaching materials with faith values. With this approach, students understand the relationship between knowledge and faith.

Morality is the core of character education in Islam. The Prophet Muhammad was sent to perfect human morality. Islamic education places morality as the primary goal of learning. Transforming moral values requires exemplary behavior from educators. Students learn through concrete examples in everyday life. The school environment should reflect a culture of noble morality. Thus, moral values are naturally internalized.

[18] Jesika Gracia Putri, Ardianto Aziz, and Awardin Awardin, "Implementation of the Independent Curriculum in Islamic Religious Education Subjects,"*RELIGI: Journal of Islamic Religious Education*2, no. 1 (2024), https://doi.org/10.51454/religi.v2i1.637.

The value of honesty is a key focus in character education. Honesty is the foundation of trust in social life. Revelation-based education emphasizes the importance of speaking and acting honestly. This value transformation is achieved through habituation and behavioral evaluation. Teachers must reward honest behavior. Students are encouraged to take responsibility for their actions. Through this process, a trustworthy character is formed.

The value of responsibility is also an important pillar of Islamic education. Every individual is responsible for their actions. Education must instill an awareness of moral consequences.[19] The transformation of the value of responsibility is carried out through duties and responsibilities. Students are given the opportunity to learn to make decisions. This process fosters independence and maturity. Thus, Islamic education shapes responsible individuals.

The value of discipline in Islam is related to adherence to rules. Worship practices such as prayer teach punctuality and consistency. Education can utilize religious practices as a means of fostering discipline. Transforming disciplinary values requires supervision and habituation. Teachers must be consistent in enforcing school rules. Students are trained to value time and commitment. Thus, discipline becomes an integral part of character.

The value of compassion is a hallmark of Islamic teachings. Education must foster an atmosphere of empathy and caring. This transformation of values is achieved through positive social interactions. Teachers must demonstrate a friendly attitude and respect for differences. Students are taught to help and respect one another. The school environment becomes a harmonious social learning space. This fosters a culture of compassion.

The value of justice is also a key principle in Islamic education. Justice demands balanced and proportional treatment. This transformation of values is achieved through non-discriminatory policies. Teachers must be fair to all students. Learning evaluations are conducted objectively. Students learn to respect rights and obligations. Thus, education instills a sense of justice.

Islamic education also emphasizes the value of hard work. Islam encourages its followers to strive for maximum effort. This transformation of values is achieved through motivation and achievement coaching. Teachers must instill a strong passion for learning. Students are encouraged to persevere. The learning process must be challenging and inspiring. This fosters a persistent and productive character.

The value of simplicity is an integral part of Islamic teachings. Education should teach a simple life and moderation. This transformation of values is achieved through the instilling of a moderate lifestyle. Teachers can provide examples in everyday life. Students are taught to be grateful for the blessings they have. The school environment should avoid a culture of consumerism. This fosters a humble character.

The value of tolerance is essential in a pluralistic society. Islamic education teaches respect for differences. This transformation of values is achieved through dialogue and cooperation.[20] Teachers need to instill an open and inclusive attitude.

[19] Muhammad Gafarurrozi, "Problem Finding in Islamic Religious Education Learning in the Digital Era," *Ta'limDiniyah: Journal of Islamic Education Studies*3, no. 2 (2023): 70, https://doi.org/10.53515/tdjpai.v3i2.64.

[20] Muhammad Iqbal Jamaludin, Hafidz Imaduddin, and Mohammad Asrori, "Implementation

Students learn to live peacefully side by side. School activities can be designed to strengthen brotherhood. This creates social harmony.

The value of trustworthiness forms the foundation of social trust. Education must train students to maintain trust. This transformation is achieved through the provision of real responsibility. Teachers need to assign assignments that demand integrity. Students learn to keep promises and commitments. Evaluation assesses not only the outcome but also the process. Thus, a trustworthy character is formed.

The values of patience and gratitude are also important in character education. Patience teaches resilience in the face of trials. Gratitude fosters a positive and optimistic attitude. The transformation of these values is achieved through spiritual reflection. Teachers can connect learning experiences with the wisdom of life. Students are encouraged to reflect on the meaning of each event. This fosters the development of a mature personality.

Integrating values into the curriculum is a strategic step. Every subject must include a character dimension. The transformation of values education is not limited to religious subjects. Math, science, and language teachers can also instill values. This approach creates a holistic education. Evaluation must encompass both attitudes and behaviors. This ensures effective character education.

The family plays a crucial role in supporting values education. Parents are a child's first educators. Value transformation must begin at home. Schools and families need to work closely together. Good communication will strengthen character development. A consistent environment accelerates the internalization of values. Thus, education becomes a shared responsibility.

Society also plays a strategic role in character formation. The social environment influences students' behavior. Value transformation requires positive cultural support. Community leaders can serve as moral role models, and social activities can be a vehicle for value learning. Synergy between schools and the community is essential. Thus, character education becomes a collective movement.

Technology can be utilized in values education. Digital media can disseminate moral messages widely. Transforming values through technology requires content selection. Teachers must guide the wise use of technology. Students are taught digital ethics. Supervision and guidance are essential. Thus, technology supports character formation.

Evaluation of values education must be comprehensive. Assessment should not be solely cognitive-based. Educational transformation requires character assessment instruments. Behavioral observation is part of the assessment. Teachers need to provide constructive feedback. Students are encouraged to engage in self-reflection. Thus, evaluation becomes a tool for development.

School leadership determines the success of transformation. The principal must have a vision for character education. School policies must support the internalization of values.[21] Transformation requires the commitment of all educators. School programs must align with Quranic values. Monitoring is carried out regularly

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Strategy for Religious Moderation of Islamic Religious Education Students in the Digital Era," *SALIHA Journal of Islamic Religious Education*8, no. 1 (2025): 221, https://doi.org/10.54396/saliha.v8i1.1746.

[21] Muhammad Iman Putra, "Politics and Policy of Multicultural-Based Islamic Religious Education Towards Ideal Islamic Religious Education in Indonesia,"El-Ghiroh21, no. 2 (2023): 171, https://doi.org/10.37092/el-ghiroh.v21i2.628

and consistently. This way, a strong school culture is formed. Overall, the transformation of revelation-based values education is an ongoing process. This process demands consistency and exemplary behavior. Islamic education must be adaptive without losing its principles. Quranic and Hadits values are the main foundation. Integrating values into all aspects of education is crucial. With a systematic approach, character development can be achieved. Islamic education ultimately becomes the solution to the modern moral crisis.

The discussion table regarding "Islamic Education: Transformation of Values and Character Education Based on the Qur'an and Hadits" which summarizes the results and discussion systematically is as follows.

Discussion Table of Transformation of Values and Character Education

No.	Aspects/ Values	Foundation in the Qur'an and Hadith	Form of Transformation in Education	Practical Implementation in Schools	Impact on Students' Character
1	Monotheism (Tawhid)	Cultivating belief in the oneness of Allah and awareness of responsibility toward Him	Integration of faith-based values into all subjects	Praying before lessons and conducting spiritual reflection activities	Developing integrity and a clear life orientation
2	Noble Morals (Akhlaq)	The Prophet Muhammad as the ideal moral role model	Teachers demonstrating exemplary behavior	Creating a culture of greetings, politeness, and respect	Forming polite and ethical individuals
3	Honesty	Prohibition of lying and encouragement to speak the truth	Habituation of honest behavior in learning and assessment	Conducting examinations without cheating	Building trustworthy and reliable character
4	Responsibility	Every action will be held accountable before Allah	Providing meaningful tasks and responsibilities	Assigning individual and group projects	Developing independence and discipline
5	Discipline	Regular worship practices such as daily prayers	Encouraging punctuality and time management	Implementing structured study schedules	Forming consistent and orderly behavior
6	Compassion and Care	Islam as a mercy for all creation (*rahmatan lil 'alamin*)	Education focused on empathy and social concern	Organizing social service and charity programs	Developing caring and empathetic attitudes
7	Justice	The command to act fairly and avoid discrimination	Objective and non-discriminatory evaluation systems	Applying transparent grading and assessment	Encouraging respect for rights and responsibilities

No.	Aspects/ Values	Foundation in the Qur'an and Hadith	Form of Transformation in Education	Practical Implementation in Schools	Impact on Students' Character
8	Hard Work	Encouragement to strive and work diligently	Motivating students to achieve their best performance	Conducting healthy academic competitions	Developing persistent and productive learners
9	Simplicity	Prohibition of excessive and wasteful behavior	Promoting a moderate lifestyle	Organizing simple and meaningful school activities	Forming humble and non-consumerist attitudes
10	Tolerance	Respect for differences among people	Encouraging dialogue and cooperation	Conducting cross-group discussions and collaborative learning	Appreciating diversity and mutual respect
11	Trustworthiness (Amanah)	The obligation to maintain trust and responsibility	Providing real responsibilities to students	Assigning students as class administrators or committee members	Developing responsible and trustworthy individuals
12	Patience	Perseverance and endurance in facing trials	Mental and emotional development through reflection	Counseling and guidance programs	Building emotional resilience and stability
13	Gratitude	Appreciating Allah's blessings	Encouraging positive reflection habits	Writing gratitude journals and reflection notes	Developing optimistic and positive attitudes
14	Curriculum Integration	Values integrated into all learning subjects	Contextual and value-based learning approaches	Preparing character-based lesson plans	Building comprehensive character development
15	Role of the Family	Parents as the primary educators	Collaboration between schools and families	Parent-teacher meetings and student mentoring	Creating consistency in character formation
16	Role of Society	Social environments influence moral development	Synergy between schools and communities	Organizing social and community activities	Developing strong social character
17	Digital Ethics	Principles of responsibility and morality in technology use	Islamic digital literacy education	Monitoring and guiding responsible device usage	Encouraging wise and ethical use of technology

No.	Aspects/ Values	Foundation in the Qur'an and Hadith	Form of Transformation in Education	Practical Implementation in Schools	Impact on Students' Character
18	Character Evaluation	Assessment should include affective and behavioral aspects	Observation of students' attitudes and behavior	Attitude-based assessment reports	Making character development measurable
19	School Leadership	Qur'anic values reflected in school policies	Development of an Islamic school culture	Daily habituation and religious programs	Creating a conducive moral environment
20	School Culture	Collective internalization of values	Sustainable habituation of positive values	Routine religious and character-building activities	Forming consistent and deeply rooted character

The transformation of values and character education in Islam is firmly rooted in the teachings of the Quran and Hadits, the primary sources for shaping the Muslim personality. These two sources provide not only guidelines for worship but also comprehensive moral and social principles. In the educational context, these values must be integrated into the entire learning system. Educational transformation means moving values from the conceptual realm to concrete practices in students' lives. This process requires a systematic and sustainable strategy. Schools, as formal institutions, have a significant responsibility in internalizing these values. Thus, Islamic education becomes a means of developing a holistic character.

The value of monotheism is the primary foundation of Islamic-based character education. Monotheism instills the belief that all human activity is under God's control. This awareness fosters strong internal integrity in students. The transformation of monotheism values is achieved by linking each subject to God's greatness and power. Teachers can instill spiritual reflection in daily learning. This approach helps students understand the relationship between knowledge and faith. The result is the formation of individuals with a clear and meaningful life orientation.

Noble morals are the core of true Islamic education. Education aims not only to cultivate intelligence but also to ennoble behavior. Transforming moral values requires real role models from educators.[22] Teachers serve as role models in their attitudes and actions. A culture of greeting, politeness, and respect for others is an essential part of instilling good habits. A school environment that reflects noble character will accelerate the internalization of values. Thus, students grow into polite and ethical individuals.

Honesty is a fundamental value in character development. Revelation-based education emphasizes the importance of telling the truth and avoiding lies. The transformation of honesty values is carried out through habituation in both

[22] Siti Nursyamsiyah, "Conceptual Motivation for Work in Islamic Educational Institutions," *TARLIM: JOURNAL OF ISLAMIC RELIGIOUS EDUCATION*3, no. 1 (2020), https://doi.org/10.32528/tarlim.v3i1.3301

academic and non-academic activities. Implementing exams that uphold integrity provides a concrete example. Teachers need to reward honest behavior. Students are encouraged to take responsibility for their own learning outcomes. This process fosters a trustworthy and reliable character.

The value of responsibility is a crucial pillar of the Islamic education system. Every individual is taught that they will be held accountable for all their actions. This transformation of values is achieved through the assignment of clear tasks and responsibilities. Students are trained to complete their obligations independently. Teachers provide guidance and trust. These experiences foster maturity and commitment. Thus, the character of responsibility develops naturally.

Discipline is also an integral part of character education. Islamic worship teaches order and punctuality. Transforming the value of discipline can be achieved through the practice of a structured schedule. Schools need to enforce rules consistently and fairly. Students are guided to value time and commitment. These habits foster order in daily life. Ingrained discipline will support academic and social success.

Compassion is a crucial value in building a humanistic educational environment. Islam teaches mercy and empathy for others. The transformation of compassion is achieved through respectful interactions. Teachers demonstrate attention to students' emotional needs. Social programs such as community service can strengthen the value of caring. Students learn to understand the suffering of others, this fosters caring and empathetic character.

Justice is an inseparable principle from Islamic education. Every student has the right to receive fair treatment. The transformation of justice values is carried out through objective and transparent policies. Teachers must avoid discrimination in assessments. Evaluations are based on actual ability and effort. Students learn to respect rights and obligations in a balanced manner. This value fosters a just attitude in social life.

Hard work and a spirit of enterprise are values emphasized in Islamic teachings. Education should motivate students to continuously strive for excellence.[23] The transformation of the value of hard work is carried out through coaching and positive reinforcement. Teachers provide challenges that encourage creativity and innovation. Students learn that success requires dedicated effort. This process fosters resilience and a strong sense of fighting spirit. Thus, a productive character is formed.

Simplicity is a relevant value in addressing modern consumer culture. Islam teaches moderation and moderation. This transformation of values can be achieved through fostering a simple lifestyle in schools. Teachers model the use of facilities and resources. Students are taught to be grateful for what they have. A school environment that is not focused on luxury supports the development of humility. Thus, simplicity becomes an integral part of one's personality.

Tolerance is an important value in a pluralistic society. Islamic education teaches respect for differences. The transformation of tolerance values is carried out through dialogue and cooperation among students. Teachers guide discussions that respect differing opinions. Heterogeneous group activities strengthen Inclusive

[23] Mohammad Jailani and Suyadi Suyadi, "Islamic Religious Education Based on Neuroscience and Ibn Sina's Multilevel Reasoning Perspective in Schools: Implications for Islamic Religious Education Learning in the Era of the Covid-19 Pandemic,"*Edusaintech Research and Development Journal*2, no. 2 (2021): 132, https://doi.org/10.51402/jle.v2i2.55

attitudes. Students learn to live together peacefully. This value strengthens social harmony.

Trustworthiness, as a form of maintaining trust, is also a focus of character education. Students need to be trained to assume responsibility honestly. The transformation of trustworthiness is achieved through the assignment of concrete roles and tasks. Teachers supervise and instill trust in students. This experience fosters strong integrity. Students learn to keep promises and commitments. Thus, trustworthy character is consistently formed.

The values of patience and gratitude have profound spiritual dimensions. Patience fosters resilience in the face of learning difficulties. Gratitude fosters a positive attitude toward achievement. The transformation of these two values is achieved through reflection and spiritual development. Teachers help students understand the wisdom behind every event. Students are encouraged to view challenges as opportunities for growth. This fosters the development of emotionally mature individuals.

Integrating values into the curriculum is a key strategy for educational transformation. Values are not only taught in religious subjects.[24] All subjects should incorporate a character dimension. Math, science, and language teachers can instill the values of honesty and thoroughness. Learning evaluations should encompass aspects of attitudes and behavior. This approach creates a comprehensive and balanced education. This integration makes character formation more effective.

The role of family and community is crucial to the success of values education transformation. Parents are children's first role models in everyday life. Schools need to establish intensive communication with families. The community must also support a positive and religious culture. Synergy between these three environments strengthens the internalization of values. Character education cannot succeed if it relies solely on schools. With harmonious collaboration, Quranic values can be realized in students' real lives.

[24] Gunarti Sukriyatun, Sofyan Sauri, and Sutarman Sutarman, "Evaluation and Development of Islamic Religious Education (PAI) Policy,"Campus Pulpit: Journal of Islamic Education and Religion22, no. 1 (2022): 99, https://doi.org/10.47467/mk.v22i1.1927

Conclusion

The transformation of values and character education based on the Qur'an and Hadits is an urgent need in the modern era. Islamic education has a strong normative foundation in shaping noble morals. The values of monotheism, morality, and responsibility are at the heart of character formation. The transformation process must be carried out systematically and integrated. Teachers, families, and communities play a crucial role in the success of values education. Curriculum integration and habituation are key strategies. Thus, Islamic education can produce a generation of integrity. The Qur'an and Hadits provide comprehensive guidelines for character formation. Educational transformation requires a holistic approach encompassing cognitive, affective, and psychomotor skills. Character evaluation must be an integral part of the education system. The role model of educators is a determining factor in the success of value internalization. Synergy between the family and school environments is essential. With this approach, character education can be effective. Therefore, Islamic education must continue to adapt to current developments without abandoning the principles of revelation. The transformation of values and character is key to facing global moral challenges. Education based on the Qur'an and Hadits provides a comprehensive and sustainable solution. The implementation of values must be carried out through learning, habituation, and role modeling. Collective commitment is the main requirement for successful transformation.

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