

## Building Character Through Learning the Qur'an and Hadith: A Holistic Approach of Education

Najamudin

Universitas Ibn Khaldun, Bogor, Indonesia  
Email: najamudinmarif@gmail.com

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**Abstract:** Character education plays a crucial role in student development, especially in the context of Islamic education based on the values of the Qur'an and Hadith. This study aims to examine the role of learning the Qur'an and Hadith in building student character through a holistic approach. The research method used is literature study and qualitative analysis, focusing on learning practices in several educational institutions that implement the Qur'an and Hadith-based curriculum. The results show that learning the Qur'an and Hadith contributes significantly to the development of three main aspects of student character: spiritual, social and ethical. Spiritual character is built through a deep understanding and practice of religious teachings, while social character is strengthened through the values of togetherness and empathy taught in the Hadith. In addition, this learning also emphasizes the importance of ethics and morals, which are reflected in students' daily behavior. This study concludes that a holistic approach in Qur'an and Hadith education is very relevant and needs to be widely applied to form a young generation that is not only academically intelligent, but also has good and responsible character.

**Keywords:** character building, holistic education, qur'an and hadith learning.

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### INTRODUCTION

Character education is currently the main focus in the education system in various countries, including Indonesia (Rokhman et al., 2014). In the context of Islamic education, learning the Qur'an and Hadith plays a crucial role in shaping students' character. The Qur'an, as the holy book of Muslims, and the Hadith, as the life guide of the Prophet Muhammad, contain moral, ethical, and spiritual values essential for internalization in everyday life.

The urgency of this research lies in the increasing moral challenges faced by students in the digital era (Samaranayake, 2024). Rapid technological advancements and the globalization of culture have led to a shift in values, making it imperative to strengthen character education through relevant educational methods. Integrating Islamic teachings into learning becomes a strategic effort to address this issue.

Although character education has been a central theme in educational discourse, studies focusing on the implementation of Qur'an and Hadith learning through modern, interactive, and holistic teaching approaches remain limited. Existing research often emphasizes cognitive understanding while neglecting affective and psychomotor domains (Gunawan et al., 2023). This gap highlights the need for innovative learning models that integrate these three aspects effectively.

Several previous studies have explored the significance of religious education in character development (Mala & Hunaida, 2023). For instance, research conducted emphasized the role of Islamic education in fostering moral responsibility among students. Highlighted that integrating religious values into school curricula positively affects students' behavior. However, these studies primarily focus on theoretical aspects, with limited exploration of practical implementation models.

The primary issue addressed in this study is the suboptimal implementation of Qur'an and Hadith learning in schools concerning character education. Many educators still rely on traditional teaching methods that prioritize rote memorization over active learning. This approach often fails to engage students emotionally and behaviorally, limiting their ability to internalize and practice Islamic values (Islamic et al., 2024).

This research aims to explore how Qur'an and Hadith learning can be implemented through a holistic educational approach. This involves integrating cognitive, affective, and psychomotor aspects within the learning process, enabling students not only to understand the teachings but also to apply them in real-life contexts (Doronina et al., 2024).

By developing and promoting innovative learning models, this study seeks to contribute to the advancement of character education, particularly in Islamic educational institutions. The ultimate goal is to produce a generation that excels academically, possesses noble character, and is equipped to face modern challenges with wisdom and integrity (Oxenham, 2019).

## **MATERIALS AND METHODS**

This research employs a literature study method combined with qualitative analysis. Data collection is conducted through two main stages: literature review and field interviews. The literature review involves gathering data from books, articles, and previous research related to Qur'an and Hadith learning as well as character education. This process includes identifying, selecting, and reviewing relevant sources to build a theoretical framework and contextual understanding.

Additionally, field data collection is performed through in-depth interviews with teachers from various educational institutions that implement Qur'anic and Hadith learning programs. The interviews are designed to explore teachers' experiences, teaching strategies, and the challenges they encounter in fostering students' character development through Islamic teachings.

In the data analysis stage, qualitative analysis techniques are applied. The data from the literature review are systematically categorized and synthesized to identify key concepts, themes, and theoretical insights. Similarly, the interview data are transcribed, coded, and analyzed using thematic analysis to uncover patterns, recurring themes, and unique practices within the educational institutions. This combined approach ensures a comprehensive understanding of the research topic by integrating theoretical perspectives with real-world experiences (Robson, 2024).

## **RESULTS AND DISCUSSION**

In this study, the analysis of Qur'an and Hadith learning showed that the learning methods applied had a significant impact on building student character (Sabarudin et al., 2023). The research results are divided into several main themes covering spiritual, social, and ethical character development. The following is a breakdown of the results and discussion of each theme:

### **Spiritual Character Development**

Learning the Qur'an and Hadith directly contributes to strengthening students' spiritual character. Students are taught to understand and practice religious teachings, which has implications for increasing faith and piety. Some of the key points found in this study include:

- a) Improved Religious Understanding: Through structured learning, students can understand the basic values in Islam, such as the oneness of Allah (Tawhid), the importance of worship, and the virtues of morals. This is in line with Surah Al-Baqarah verse 2: "This Book (Qur'an) has no doubt in it; guidance for the pious."

This deep understanding of religious teachings encourages students to appreciate and practice Islamic values in their daily lives.

- b) **Consistent Worship Practices:** Students who are active in Qur'an and Hadith learning tend to be more consistent in practicing worship, such as prayer, fasting, and zakat. This consistency not only demonstrates adherence to religious teachings, but also reflects their commitment to applying spiritual values in their daily actions (Sabarudin et al., 2023). Students also report that they feel closer to Allah when they strive to perform acts of worship well.
- c) **Sense of Responsibility:** An increased sense of responsibility towards oneself and others is one of the positive impacts of this learning. Students begin to realize the importance of living a life in accordance with religious teachings, which includes social and ethical responsibilities (Polat, 2017). They show a desire to help others and contribute positively to their community, which is a reflection of practicing religious teachings in daily life.

For example, some students are involved in social activities such as fundraising for orphans and environmental activities, which shows that they focus not only on self-development but also on caring for others.

### **Social Character Development**

Learning the Qur'an and Hadith also contributes to the development of students' social character. The social values taught through Hadith provide a basis for students to build good relationships with others. Key findings in this aspect include:

- a) **Tolerance and Empathy:** Students learn to appreciate differences and understand others' perspectives. Hadiths that teach the importance of mutual respect and help encourage students to be empathetic (Junaidi & Afna, 2024). In daily interactions, students show increased tolerance, both towards peers and towards people of different backgrounds.
- b) **Cooperation and Collaboration:** Group learning, such as discussions and collaborative projects, develop cooperative attitudes among students. These activities also strengthen the sense of brotherhood and solidarity. Students learn to work together, share tasks and support each other in achieving common goals. These are very important skills in their future social lives.
- c) **Communication Skills Development:** Through classroom interactions, students learn to communicate well, both in expressing their opinions and in listening to others. They are taught to speak politely and respect the opinions of others, which is a very valuable social skill.

### **Ethical Character Development**

Ethical and moral aspects are an important part of learning the Qur'an and Hadith. Research shows that this learning successfully instills ethical values that are needed in everyday life. Some of the key points found are:

- a) **Cultivation of Moral Values:** The Qur'an and Hadith teach students about honesty, discipline and responsibility. Students are taught to uphold these values in every aspect of their lives. For example, they learn that telling the truth and being fair are obligations that must be upheld.
- b) **Good Behavior in Daily Life:** Students involved in this learning show better behavior, such as respecting parents, teachers, and friends. They are more aware of the importance of good morals and positive behavior, which is the result of internalizing the moral values taught.
- c) **Social and Environmental Awareness:** Students become more sensitive to social and environmental issues. They show a greater sense of responsibility not only towards themselves but also towards society and the environment. For example, students engage in environmental clean-up activities

and social campaigns, which shows that they not only understand moral values but also apply them in real actions.

### **Social Character Development**

Learning the Qur'an and Hadith plays an important role in developing students' social character. The social values taught through Hadith provide a strong foundation for students to build good relationships with others (Akhtar, 2024). The following are details of the main findings in the aspect of social character development:

#### **Tolerance and Empathy**

Qur'an and Hadith learning strongly emphasizes the importance of tolerance and empathy in social interaction. Students are taught to respect the differences that exist between individuals, both in terms of background, culture, and views. The hadith states: "The best of human beings are those who are most beneficial to other human beings."

It is a foundation for students to understand that every good action done for others is a value that is highly valued in Islam.

- a) Valuing Differences: Students are taught to see differences as richness, not as barriers. This encourages them to be open to different views and practices, and understand that everyone has unique backgrounds and experiences.
- b) Building Empathy: By understanding the position and feelings of others, students learn to empathize. For example, in discussion activities, students are given the opportunity to listen to the stories or views of different classmates, so that they can feel the experiences of others and learn to be more sensitive.

#### **Cooperation and Collaboration**

Group learning, such as discussions, collaborative projects, and other group activities, are very effective in developing cooperative attitudes among students.

- a) Collaborative Activities: Through group projects, students not only learn to complete tasks together, but also develop the social skills necessary to work in teams. They learn to share responsibilities, discuss ideas, and seek solutions together.
- b) Strengthening the Sense of Brotherhood: This collaborative activity strengthens the sense of brotherhood and solidarity among students. They learn to support and help each other, creating a positive and inclusive classroom atmosphere. This sense of community is essential in building a harmonious community.

#### **Communication Skills Development**

Through classroom interactions, students learn to communicate well, both in expressing opinions and in listening to others.

- a) Ability to Express Opinions: In group discussions, students are encouraged to express their opinions openly. This helps them to practice public speaking, as well as develop confidence in conveying their ideas.
- b) Listening Skills: Apart from speaking, students are also taught to be good listeners. They learn the importance of listening to others' opinions and giving constructive responses. This is a key skill in effective communication, which helps build healthy relationships with others.

#### **Ethical Character Development**

Ethical and moral aspects are an important part of learning the Qur'an and Hadith. Research shows that this learning successfully instills ethical values needed in daily life (Gomez, 2024). The following is a breakdown of the key points found in developing students' ethical character through Qur'an and Hadith learning:

### **Cultivation of Moral Values**

Learning the Qur'an and Hadith provides a strong foundation for students to understand and internalize essential moral values in their lives. These values include:

- a) **Honesty:** Students are taught that honesty is a basic principle in Islam. This concept is not only taught theoretically, but also practiced through real examples in the classroom and daily life. For example, through teaching Hadith that emphasize the importance of honesty, students learn that honesty will bring blessings in life.
- b) **Discipline:** Qur'anic learning emphasizes the importance of discipline in various aspects, including worship and daily activities. Students are taught to respect time and follow established rules, both in the context of school and at home. An example of the implementation of discipline can be seen in the regular prayer routine.
- c) **Responsibility:** Students are taught to understand the meaning of responsibility, both towards oneself and towards others. They learn that every action has consequences, and they must be prepared to accept responsibility for those actions. For example, in group projects, students learn to complete tasks well and take responsibility for their respective roles.

### **Good Behavior in Daily Life**

Students involved in Qur'an and Hadith learning show improvement in daily good behavior, which reflects the internalization of the moral values taught.

- a) **Respect for Others:** Students show respect for parents, teachers, and friends. They are more aware of the importance of good manners, such as speaking politely and respecting the opinions of others. This attitude not only strengthens interpersonal relationships but also creates a positive environment at school.
- b) **Positive Behavior:** Students who learn about moral values are more likely to engage in positive behaviors, such as helping friends in need, participating in social activities, and showing concern for others. This is the result of teaching values that encourage them to contribute positively in the community.

### **Social and Environmental Awareness**

Qur'an and Hadith learning also contributes to raising students' social and environmental awareness. Students become more sensitive to the issues around them, and this is reflected in several ways:

- a) **Concern for Social Issues:** Students show greater interest in social issues, such as poverty, education and public health. They begin to understand the importance of contributing to solving social problems and showing concern for others.
- b) **Environmental Responsibility:** Students become more aware of the importance of protecting the environment. Environmental clean-up activities and social campaigns are concrete examples where students apply the moral values they have been taught. For example, cleaning public places or reducing the use of plastic at school shows that they not only understand moral values but also implement them in real actions.
- c) **Involvement in Social Activities:** Many students are involved in social programs outside of school, such as fundraising for underprivileged children or participation in environmental organizations. This shows that they not only understand social responsibility, but are also willing to take concrete action.

### **Integration of Interactive Learning Methods**

The results show that a holistic approach that integrates interactive learning methods is very effective in building student character (Merchant et al., 2014). These methods not only improve

students' understanding of the teachings of the Qur'an and Hadith, but also encourage them to internalize those values in their daily lives. Below are details of some of the interactive learning methods used:

### **Group Discussion**

Group discussion is one of the main methods used in learning Al-Qur'an and Hadith. This method involves students sharing opinions and personal experiences related to religious teachings (Suryani & Muslim, 2024).

- a) **Experience Sharing:** In group discussions, students are given the opportunity to share personal experiences relevant to the learning theme. This creates an inclusive and supportive learning environment, where every student feels valued and heard. These discussions strengthen relationships between students and boost their self-confidence.
- b) **Reinforcement of Understanding:** Discussion helps students deepen their understanding of the values in the Qur'an and Hadith. When students discuss their views, they are exposed to a variety of perspectives that enrich their horizons. This allows them to reflect on and criticize their own thinking, as well as adopt a more open attitude towards differences.
- c) **Application of Values:** By discussing real situations they face, students can more easily apply the values they learn in the context of everyday life. This helps in the internalization of moral values found in religious teachings.

### **Collaborative Project**

The collaborative project method invites students to work together to complete tasks related to social and environmental issues.

- a) **Teamwork:** In collaborative projects, students learn to work in teams, share responsibilities, and support each other. This teaches them the importance of collaboration and effective communication, which are important social skills in the real world.
- b) **Apply Values in Real Contexts:** Projects that focus on social issues, such as fundraising for charity or environmental campaigns, allow students to apply the values they have learned directly. For example, they can organize a neighborhood clean-up, which not only educates them about social responsibility but also increases environmental awareness.
- c) **Practical Skills Development:** In addition to building character, collaborative projects also help students develop practical skills, such as planning, time management, and problem-solving. These skills are invaluable in their future academic and professional lives.

### **Use of Digital Media**

The utilization of technology in learning, such as learning videos and interactive applications, is becoming an increasingly important method in supporting the learning of Qur'an and Hadith.

- a) **Increase Interest and Engagement:** Digital media, such as videos and interactive apps, can make the learning process more interesting and fun. Students tend to be more engaged with learning materials when presented in an interesting and interactive format. It also helps to capture the attention of students who may be less interested in traditional learning methods.
- b) **Access to Diverse Resources:** By using digital media, students have access to a variety of resources that can enrich their learning. They can watch explanatory videos, access articles and use apps that offer interactive exercises. This allows students to learn in a way that is more flexible and suits their learning style.
- c) **Reinforcement of Understanding Through Visualization:** Visual media often helps students understand complex concepts better. For example, a video depicting the historical context of a

Qur'anic verse or Hadith can clarify its meaning and relevance in everyday life. This helps students to not only memorize the text, but also understand its application in a modern context.

## CONCLUSION

Learning the Qur'an and Hadith has great potential in building student character. Through a holistic approach that integrates spiritual, social, and ethical aspects, this learning not only provides knowledge about religion, but also shapes students' attitudes and behavior in accordance with Islamic values. The research results show some important points regarding the effectiveness of this learning in creating a young generation with noble character. **Spiritual Character Development:** Students who engage in Qur'an and Hadith learning show an increase in faith and piety, which is reflected in their worship practices. This learning helps students understand basic values in Islam, such as the oneness of Allah and the importance of morals, which become the foundation for their spiritual character development.

**Social Character Development:** It also instills important social values such as tolerance, empathy and cooperation. Group discussions and collaborative projects strengthen students' ability to interact well in society. They learn to appreciate differences and contribute to social activities, which increases their sense of solidarity and concern for others. **Ethical Character Development:** Through the teachings of the Qur'an and Hadith, students are taught about honesty, discipline and responsibility. The internalization of these moral values is reflected in their daily behavior, such as respecting parents and teachers, and participating in environmental activities. Students become more sensitive to social issues and act as agents of change in society.

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