

Internalization of Islamic Values in Education with Strategic and Applicative Studies at MA Al-Quraniyah Manna

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Abstract: This study aims to explore strategies for internalizing Islamic values in character building at MA Al-Quraniyah Manna. Using a descriptive qualitative method, data were collected through interviews, observations, and documentation. The findings show that value-based learning, habituation, and religious extracurriculars are effectively implemented with strong support from school leaders and teachers through modeling and educational discipline. The strategy successfully fosters students' moral character, independence, and social spirit. The study concludes that collaboration with families and communities is essential, and value-based programs should adapt to current societal changes.

Keywords: Internalization of Islamic Values; Character Education; Madrasah Aliyah.

Abstrak: Penelitian ini bertujuan untuk mengkaji strategi internalisasi nilai-nilai keislaman dalam pembentukan karakter di MA Al-Quraniyah Manna. Metode yang digunakan adalah kualitatif deskriptif dengan teknik pengumpulan data melalui wawancara, observasi, dan dokumentasi. Hasil penelitian menunjukkan bahwa pembelajaran berbasis nilai, pembiasaan, dan kegiatan keagamaan ekstrakurikuler diterapkan secara efektif dengan dukungan kepala madrasah dan guru melalui keteladanan serta disiplin edukatif. Strategi ini berhasil membentuk karakter siswa yang berakhlak mulia, mandiri, dan memiliki jiwa sosial. Penelitian menyimpulkan bahwa kolaborasi dengan keluarga dan masyarakat sangat penting, serta program nilai perlu disesuaikan dengan perkembangan zaman.

Kata Kunci: Internalisasi Nilai Keislaman; Pendidikan Karakter; Madrasah Aliyah.

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A. Introduction

Education plays a strategic role in shaping the character and personality of students as the future generation of the nation. Beyond the mere transfer of knowledge,

education serves as a vital medium for instilling moral, ethical, and religious values essential for the holistic development of individuals (Muhaimin, 2011). Within the framework of Islamic education, this process is realized through the internalization of Islamic values embedded in all aspects of learning and student development. The goal is to nurture individuals who are not only intellectually capable but also grounded in faith, morality, and spirituality.

Core Islamic values such as honesty (shidq), responsibility (amanah), tolerance (tasamuh), justice ('adl), diligence (ijtihad), and devotion in worship (ta'abbudiyah) serve as the foundation for cultivating a well-rounded Muslim character (Azra, 2012; Nata, 2013). Value-based education aims not only to develop knowledgeable individuals but also to foster noble character (akhlaqul karimah), enabling them to become exemplary figures in society.

Previous studies, such as Purwanto (2023), have identified various strategies for value internalization within Islamic boarding schools, including exemplary behavior, habituation, advice, supervision, and the use of rewards and punishments. However, most of these studies have taken a general view of Islamic institutions, often overlooking the nuanced dynamics of specific schools and their localized implementation strategies.

To address this gap, the present study explores in depth the strategies for internalizing Islamic values at MA Al-Quraniyah Manna, an Islamic senior high school in South Bengkulu Regency. The institution integrates formal education, extracurricular activities, and Islamic cultural practices to holistically develop students' character. This research provides a more focused examination of value internalization within a specific educational context, contributing to a deeper understanding of effective Islamic character education.

Furthermore, active supervision of student behavior is a crucial instrument in ensuring the success of the value internalization process. Teachers function not only as educators but also as mentors who guide and monitor students in practicing Islamic values, both in the domain of worship and in daily social interactions. In addition, the

reward and punishment strategy is used as an educational tool to cultivate discipline and a sense of responsibility in students, with the core principle that punishment is intended as a means of guidance, not as a punitive measure (Ansori, 2023).

The implementation of these strategies at MA Al-Quraniyah Manna is integrated into practical programs such as religious discussion circles (*halaqah*), dawn study sessions, regular recitations of *Al-Ma'tsurat* in the morning and evening, public speaking (*muhadharah*), dormitory cleanliness routines, student organization activities, *hadrah* art performances, and celebrations of Islamic holidays. All these activities are designed to comprehensively shape students' character, covering spiritual, social, and practical skill aspects (Purwanto, 2023).

However, the process of internalizing Islamic values does not escape the challenges posed by globalization. The unbounded flow of information, hedonistic culture, and the strengthening of individualistic values can erode the noble values that form the essence of Islamic education. Therefore, the approach to Islamic value education must be designed to be more adaptive, innovative, and based on the strengthening of integral Islamic character in order to keep pace with the changing times (Tilaar, 2002; Sutrisno, 2016).

In this context, *Madrasah Aliyah* (MA), as a secondary-level Islamic educational institution, plays a vital role in systematically integrating Islamic values into formal learning, the hidden curriculum, and the pattern of social relationships within the school environment (Mulyasa, 2013; Tilaar, 2002). This internalization must occur explicitly in religious instruction and implicitly through all aspects of school culture.

MA Al-Quraniyah Manna, as one of the Islamic educational institutions in South Bengkulu Regency, has developed various innovative strategies to strengthen the internalization of Islamic values, both through curricular and extracurricular channels. These strategies aim to instill an applicable understanding of religious values so that students are able to implement Islamic principles in their daily lives (Sutrisno, 2016).

Therefore, it is important to conduct an in-depth study of the strategies for internalizing Islamic values applied at MA Al-Quraniyah Manna, with a focus on the

processes of planning, implementation, and evaluation. Moreover, identifying the supporting factors and challenges faced in this implementation is essential in order to formulate a more effective and sustainable Islamic value education strategy.

B. Methods

This study employs a descriptive qualitative approach to provide an in-depth depiction of the processes, strategies, and dynamics of Islamic value internalization implemented at *Madrasah Aliyah* (MA) Al-Quraniyah Manna. A qualitative approach was chosen as it aims to understand the meaning behind behaviors, actions, and educational policies within their natural context (Creswell & Poth, 2018).

The research was conducted at MA Al-Quraniyah Manna, located in South Bengkulu Regency. The research subjects consisted of the head of the school, Islamic Education (PAI) teachers, general subject teachers, student organization advisors, and students. Informants were selected using purposive sampling, which involves choosing individuals considered to have the most knowledge about the internalization process of values in the school (Sugiyono, 2019).

Data were collected using three primary techniques: first, in-depth interviews with the principal, teachers, and students to explore the strategies for Islamic value internalization; second, participant observation of curricular and extracurricular activities related to value development; and third, document analysis of materials such as the school's vision and mission statements, annual work programs, lesson plans, meeting minutes, and religious activity reports. Data analysis followed an interactive model, consisting of: (a) data reduction to sort and summarize relevant information, (b) data display in the form of descriptive narratives, and (c) drawing conclusions and verification to ensure the accuracy and meaning of the data (Miles, Huberman, & Saldaña, 2014).

To ensure data validity, this research employed triangulation techniques by comparing findings from interviews, observations, and documentation to confirm the consistency of information (Moleong, 2021). This triangulation is essential for

enhancing the validity and reliability of the findings, so that the results truly reflect the actual conditions in the field and minimize subjective bias. Through this approach, the study provides a comprehensive picture of the Islamic value internalization process at MA Al-Quraniyah Manna.

C. Results and Discussion

Research Findings

1. The Process of Internalizing Islamic Values at MA Al-Quraniyah Manna

Based on interviews conducted with the headmaster, teachers, and students, it was found that the internalization of Islamic values at MA Al-Quraniyah Manna is implemented through a multifaceted approach that deeply integrates Islamic principles into the educational process. The internalization is not limited to a theoretical understanding of Islamic teachings; it extends to practical application in everyday life, forming an essential part of the school's educational philosophy. According to the headmaster, the Islamic Religious Education (PAI) curriculum at the institution goes beyond the mere transmission of knowledge about Islamic principles. It is designed to emphasize the active embodiment of these teachings, ensuring that students do not only learn about Islam but also live by its values in their daily interactions and decision-making processes. This holistic approach is reflected in both the formal and informal aspects of education at MA Al-Quraniyah Manna. Curricular activities are intertwined with Islamic values, which are integrated into subjects across the curriculum, ensuring that students are exposed to moral teachings in various contexts. For instance, while academic subjects are taught, the importance of ethics, social responsibility, and a sense of justice grounded in Islamic teachings are continuously highlighted.

Furthermore, the headmaster emphasized that extracurricular activities play a pivotal role in reinforcing these values. Religious study groups, congregational prayers, and various student leadership programs are essential components of the extracurricular curriculum that contribute significantly to the moral and spiritual development of the students. These activities create an environment where students can practice what they

learn in the classroom in real-world settings. By engaging in regular religious activities and leadership roles, students not only deepen their understanding of Islamic teachings but also develop a strong sense of community, solidarity, and responsibility towards others. Based on observations, these extracurricular activities foster a sense of collective identity and mutual respect among students. Religious study groups provide opportunities for students to discuss and reflect on their faith, deepening their understanding of Islamic values. Congregational prayers and other spiritual practices create a routine where students can strengthen their connection with God while promoting discipline, unity, and respect for one another. Moreover, student leadership programs encourage students to take initiative, solve problems, and demonstrate responsibility, all while upholding Islamic principles.

2. Strategies for Internalizing Islamic Values at MA Al-Quraniyah Manna

This study identified several key strategies used by MA Al-Quraniyah Manna to effectively internalize Islamic values among its students. One of the primary strategies is value-based learning, which integrates religious teachings into the broader educational experience. This approach not only focuses on imparting knowledge about Islamic principles but also emphasizes the practical application of these teachings in everyday life. By incorporating values such as honesty, integrity, and respect into both the academic curriculum and day-to-day interactions, the school ensures that students not only learn about Islamic teachings in theory but are also equipped to live by them in their personal and social lives. This value-based learning is designed to foster moral awareness and ethical decision-making, guiding students to become individuals who embody Islamic principles in all areas of their lives, both inside and outside the classroom.

Another key strategy identified is the strengthening of character through extracurricular activities, which provide students with opportunities to develop essential values such as leadership, discipline, and responsibility. Activities like student leadership programs, community service, and religious study groups encourage students

to take active roles within the school and the wider community, helping them to cultivate a sense of responsibility and develop leadership skills grounded in Islamic values. Furthermore, the school's environment-based strategy plays a crucial role in reinforcing these teachings by encouraging students to engage in social activities that promote values like togetherness, solidarity, and compassion. Through participation in community outreach programs, religious events, and collaborative projects, students learn the importance of caring for others and fostering a sense of unity. This combination of value-based learning, character development through extracurricular activities, and an environment that emphasizes social engagement helps to ensure that the internalization of Islamic values is not just an academic exercise but a lived experience that shapes students' character and worldview.

3. The Role of the Headmaster and Teachers in the Internalization of Islamic Values

The headmaster and teachers at MA Al-Quraniyah Manna play a crucial role in the internalization of Islamic values within the school community. The headmaster, with a clear vision and policies emphasizing the importance of religious education, sets a strong example for both staff and students. His leadership is characterized by a commitment to reinforcing Islamic values in all aspects of school life, and he provides consistent support for religious education activities. This leadership ensures that Islamic values are not only taught but also modeled, creating an environment where students see these values being lived out in the actions of their educators. By setting clear expectations and prioritizing the development of religious and moral character, the headmaster helps cultivate a culture where the internalization of Islamic values becomes a shared responsibility among all members of the school.

PAI (Islamic Religious Education) teachers are also pivotal in guiding students to understand and embody religious teachings in ways that resonate with their daily experiences. These educators employ an approach that connects Islamic principles to the real-life challenges and situations students encounter. By making religious teachings

relevant to students' lives, PAI teachers ensure that these values are not seen as abstract concepts but as practical tools for personal growth and moral development. Additionally, mentors in student organizations contribute significantly to character development by organizing activities that foster discipline, responsibility, and leadership skills, all grounded in Islamic teachings. These activities provide students with the opportunity to practice and internalize values such as responsibility, teamwork, and ethical leadership, reinforcing the school's overall mission of character-building through a religious framework. Together, the headmaster, PAI teachers, and student organization mentors form a cohesive team dedicated to shaping students' moral and spiritual development.

Discussion

The internalization of Islamic values at MA Al-Quraniyah Manna is implemented through a comprehensive approach that spans across all educational aspects at the school, incorporating both formal and non-formal elements. This strategy recognizes the importance of not only delivering knowledge but also fostering practical applications of Islamic values in the students' daily lives. According to interviews with the headmaster, teachers, and students, Islamic values are not taught in isolation or purely as theoretical concepts. Rather, they are woven into the fabric of everyday activities, ensuring that students learn to apply these values in real-world contexts. The Islamic Education (PAI) curriculum at MA Al-Quraniyah Manna is structured in such a way that it does not focus merely on rote memorization or theoretical understanding. Instead, it emphasizes the development of Islamic character in students, targeting not only their cognitive growth but also their moral, spiritual, and social aspects. This approach is crucial because, as Mahmudah and Shafrizal (2020) highlight, many parents are more concerned with meeting their children's material needs than with their moral upbringing. Consequently, the responsibility of shaping students' moral and religious character is increasingly falling on the school, making it central in building holistic religious

awareness. This is not limited to intellectual understanding but extends to the formation of a well-rounded, ethical, and spiritually aware individual.

At MA Al-Quraniyah Manna, the internalization of Islamic values is achieved through a blend of structured and integrated methods that ensure these values are deeply embedded in students' daily experiences. The first key strategy is value-based learning, which encourages students to not only comprehend religious teachings on a theoretical level but also to actively apply them in their everyday lives. This approach ensures that Islamic teachings are not abstract but are closely linked to the realities that students face, making them more relatable and practical. By contextualizing religious education in real-life scenarios, students are better equipped to navigate challenges while remaining grounded in Islamic principles. This approach is consistent with the findings of Naima et al. (2024), which highlight that stages of PAI learning—including initial activities, core content, and concluding discussions—play an essential role in nurturing positive social attitudes, such as discipline, responsibility, empathy, and cooperation. The second method of internalization is character strengthening through extracurricular activities. These activities, which include regular religious study groups, congregational prayers, student organizations, leadership training, and community service, provide students with practical opportunities to practice the values they learn in the classroom. Such activities not only reinforce the theoretical lessons of Islamic education but also allow students to embody those values in their actions. Finally, environment-based strategies are implemented by involving students in various social activities such as communal work, charity events, and community outreach programs. These activities promote values of solidarity, mutual cooperation, and care for others, creating a culture of compassion and social responsibility. This multifaceted approach ensures that Islamic values are not only learned but are consistently practiced, helping to shape students into individuals who contribute positively to both their local communities and the wider society.

The internalization of Islamic values at MA Al-Quraniyah Manna places a strong emphasis on modeling, recognizing its pivotal role in shaping the character and

behaviors of students. The head of the madrasah and the teachers serve not only as educators but also as role models for their students. Their actions, words, and decision-making are aligned with Islamic principles, providing students with concrete examples of how to live according to these values. Research by Engelen et al. (2018) supports this approach, highlighting the effectiveness of moral exemplars in character education. When students observe their role models embodying positive values, it instills admiration, which, in turn, fosters intrinsic motivation to emulate those behaviors. In addition, the use of storytelling about the lives of the Prophet Muhammad, his companions, and other revered Islamic figures further enriches the value education process. By combining these narratives with “nudge” techniques, which gently encourage positive behaviors without coercion, the madrasah creates an environment that optimizes the internalization of Islamic moral values, all while maintaining students’ autonomy in choosing to act in a moral manner.

The role of the head of the madrasah in internalizing Islamic values is crucial, and at MA Al-Quraniyah Manna, the headmaster actively shapes the school’s culture by implementing clear, consistent policies aimed at fostering Islamic values across the school community. The headmaster’s vision and mission are designed to seamlessly integrate religious values into all aspects of students' lives, ensuring that these values are not confined to religious studies alone but also guide students in their daily interactions and decision-making. This approach aligns with the findings of Handoko and Sakti (2023), who assert that the success of character education relies heavily on well-planned, comprehensive programs that are fully supported by the institution's leadership and consistently implemented across all levels. In addition to the headmaster’s efforts, the PAI teachers play a critical role in helping students understand and apply Islamic values in a practical and relevant manner. Rather than simply presenting theoretical knowledge, teachers encourage students to connect Islamic teachings with contemporary social issues, prompting them to think critically and reflectively about how these values apply to their lives. Furthermore, the involvement of student organization mentors adds another layer of value-based education by fostering

qualities such as discipline, responsibility, and independence among students, all rooted in Islamic principles.

The internalization of Islamic values at MA Al-Quraniyah Manna is not limited to academic activities alone but is also reinforced through a variety of structured non-academic activities designed to cultivate moral values in a more engaging and practical way. These activities include Quran memorization programs, congregational Dhuha prayers, regular study groups, scouting activities based on Islamic values, Islamic outbound programs, and community gardening projects. According to Nurhayati (2022), such activities have a profound impact on shaping students' moral character, offering them opportunities to learn and practice Islamic values in real-life contexts. By engaging in these activities, students are not only exposed to the theoretical aspects of Islamic teachings but also experience the lived realities of these values in their everyday social interactions. For instance, the practice of congregational prayers helps students develop a sense of discipline and unity, while community gardening programs encourage them to care for the environment and work together for the common good. These hands-on activities provide students with a supportive, immersive environment where they can practice Islamic values, build social skills, and enhance their awareness of their responsibilities toward others and the community.

Therefore, value education at MA Al-Quraniyah Manna is both holistic and contextual. It integrates academic and non-academic efforts, ensuring that the internalization of Islamic values extends beyond classroom teachings and becomes part of students' lived experiences. Rather than being confined to theoretical instruction, Islamic values are woven into the fabric of everyday school life, influencing students' actions, relationships, and attitudes toward the world around them. This approach recognizes that true moral and character development comes not only through formal education but through active engagement in community-oriented, value-driven activities. By fostering such an environment, MA Al-Quraniyah Manna provides students with a well-rounded education that not only strengthens their knowledge of Islam but also shapes them into morally responsible and socially conscious individuals.

Overall, this research shows that the holistic and systematic approach to internalizing Islamic values at MA Al-Quraniyah Manna has very positive implications for character development. It not only shapes students who comply with religious teachings ritualistically but also builds strong personalities, noble morals, independence, and high social awareness. This approach is crucial, especially amidst the challenges of globalization and technological development, which have the potential to negatively impact the morality of the younger generation. By integrating role modeling methods, value-based learning strategies, reinforcement through extracurricular activities, and the management of an Islamic school environment, MA Al-Quraniyah Manna has provided a best practice model that can serve as a reference for other Islamic educational institutions in Indonesia.

D. Conclusion

The internalization of Islamic values at MA Al-Quraniyah Manna is implemented through a comprehensive approach by integrating value-based learning, extracurricular activities, and the cultivation of an Islamic school culture. This process not only emphasizes the mastery of cognitive aspects of Islamic teachings but also prioritizes the practice of values such as honesty, responsibility, tolerance, and social solidarity in students' daily lives. The success of this internalization is inseparable from the strategic role of the head of the madrasah, Islamic Education (PAI) teachers, and student organization mentors, who consistently apply methods of role modeling, positive habituation, advice, supervision, as well as providing rewards and educational sanctions. The strategies implemented have proven effective in shaping students' character to be virtuous, independent, and socially conscious, while also equipping them to face the challenges of the globalization era.

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