

## Social and Cultural Context in the Formation of Student Morals in Islamic Educational Environments

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### ABSTRACT

*This study aims to analyze the role of social and cultural contexts in the formation of students' morals in Islamic education. The formation of morals is a key aspect of Islamic education, which not only provides religious knowledge but also nurtures noble character. The study employs a Systematic Literature Review (SLR) to collect and analyze data from various relevant sources on moral education within social and cultural contexts. The literature reviewed is drawn from academic databases and accredited articles discussing Islamic education, morals, and the influence of social and cultural factors on character development. The findings indicate that social and cultural environments significantly impact students' moral development. Students in positive environments, such as those raised in families that instill Islamic values and interact with supportive peers, tend to exhibit better behaviors, including honesty, responsibility, and compassion. In contrast, students exposed to negative environments, such as harmful peer groups or unhealthy media influences, are more vulnerable to deviant behavior. The study also highlights that local cultural values, such as respect for parents and politeness, strengthen moral education. This research underscores the importance of collaboration between families, schools, and communities, and suggests integrating local cultural values into Islamic moral education for a more effective and relevant approach.*

## INTRODUCTION

The formation of students' morals in an Islamic educational environment is an important aspect in achieving holistic educational goals. Islamic education not only aims to provide religious knowledge, but also to shape students' character to become individuals with noble morals. In this context, morals refer to behavior and attitudes that reflect Islamic values, such as honesty, responsibility, and compassion. The quality of students' morals is greatly influenced by the social and cultural environment in which they are raised. In a complex society, where various values and norms compete, students

often face challenges in internalizing the moral values taught in schools (Purnamasari, I et al., 2023). The formation of students' morals can be carried out through various approaches, including teaching based on the example of teachers, learning the Qur'an and Hadith that teach moral values, and habituation in daily life at school (Harmita, D et al., 2022). However, this process cannot be separated from the influence of the social and cultural environment in which students are raised. Family, peers, and mass media are important factors that can support or hinder the internalization of moral values in students. In an increasingly complex society full of competing values, students are often faced with challenges in maintaining and practicing good morals. Therefore, Islamic education not only functions to teach religious knowledge, but also guides students to be able to face social challenges with strong and noble morals (Sandria, A et al., 2022).

A positive social environment, including family, friends, and the surrounding community, can contribute greatly to the formation of students' morals (Lubis, N. S et al., 2022). For example, a family that teaches Islamic values and provides good examples will help children develop attitudes that are in accordance with religious teachings. Conversely, a negative environment, such as bad company or unhealthy social media influences, can damage students' morals and make them more susceptible to deviant behavior (Risnaedi, AS 2021). Therefore, it is important to understand how this social context can affect moral education. In addition to family, peers also influence the formation of students' morals. Friends who support each other in goodness, provide positive advice, and together carry out useful activities, such as worship or organization, can strengthen students' character and morals. On the other hand, bad relationships, where friends are more involved in negative behavior, such as bullying, lying, or other detrimental behavior, can make students more vulnerable to bad influences and lead to deviant behavior (Astuti, M. et al., 2024).

No less important is the influence of the surrounding community and social media. In a society that emphasizes religious values and goodness, students tend to find it easier to develop good morals because they live in an environment that supports positive behavior. However, on the other hand, a society that is less concerned with moral norms or that emphasizes materialistic values can be a challenge for students in maintaining their morals (Dhomiri, A et al., 2024). In addition, the development of technology and social media also influences the formation of students' morals. The unhealthy influence of social media, such as content containing violence, pornography, or unethical behavior, can damage students' views on morality and worsen their morals if not properly supervised (Maslan, D et al., 2023).

Thus, a positive social environment plays a very important role in supporting students' moral education, while a negative social environment can hinder this process (Yasin, M et al., 2024). Therefore, it is important for all parties, including families, schools, and communities, to work together to create an environment that supports the formation of good morals, so that students can develop into individuals with strong character, noble morals, and are able to face life's challenges wisely (Faizah, N et al., 2019). Local culture also plays an important role in the formation of students' morals. The values adopted in a culture can influence the way students think and act. For example, in a culture that upholds norms of politeness and respect for parents, students tend to value these values more in everyday interactions (Baroroh, H., 2019). Islamic education can utilize the richness of local culture to teach morals in a way that is more relevant and acceptable to students. Thus, the integration between moral education and local culture can create a more conducive learning environment (Rofiq, A et al., 2023).

Islamic education can utilize this local cultural richness to teach morals in a way that is more relevant and easily accepted by students. In many cases, good local cultural values are often in line with Islamic teachings (Andriana, T., 2024). For example, in Javanese culture there is the concept of "rukun" or togetherness, which teaches the importance of living in harmony with others. This concept is very much in line with Islamic teachings which encourage its followers to live in peace, help each other, and maintain unity. By integrating these local cultural values into moral education, teachers can explain Islamic concepts in a way that is more contextual and easier for students to understand.

Integration between moral education and local culture can also create a more conducive learning environment. When good local cultural values are aligned with Islamic teachings, students not only feel that they are learning about morals from a religious perspective, but also understand that these values are part of their cultural identity (Elsyam, S. F et al., 2024). This will make moral education more meaningful and relevant in their daily lives. In addition, teaching morals based on local culture can increase students' sense of pride in their cultural heritage, while strengthening their sense of attachment to religious teachings (Rofiq, A et al., 2023). However, it is important to note that not all elements of local culture are always in line with Islamic teachings. Therefore, in integrating local culture into moral education, a critical assessment of these cultural values is needed. Values that conflict with Islamic principles, such as discriminatory practices or violence that are justified in some cultures, must be filtered and not used as a basis for moral education. With a careful approach, good local culture can be an effective tool in supporting the formation of good and noble student morals (Waskito, T., 2023). Overall, by utilizing the richness of local culture, moral education in Islamic schools can be more applicable and contextual, while enriching students' learning experiences. This not only strengthens students' character in religious aspects, but also helps them maintain and appreciate the cultural heritage around them.

In previous studies, there has been much discussion about the relationship between character education and the social environment. Several studies have shown that the influence of the family environment, friends, and community contributes greatly to the formation of morals. However, research on the social and cultural context in Islamic education is still relatively limited. The social and cultural context has a great influence on the formation of students' morals in Islamic education. Family, peers, the surrounding community, and social media all play an important role in shaping students' behavior and character. In addition, the integration of Islamic moral education and positive local cultural values can create a more conducive environment for the formation of good morals. Therefore, it is important to create synergy between various social and cultural elements in supporting moral education in the Islamic educational environment (Nuhdi Alwi, AF, & Hakim, SN, 2022), (Abdullah. et al., 2021), (Setiawan et al., 2021).

Therefore, this study aims to fill this gap by exploring how social and cultural contexts play a role in the formation of students' morals in Islamic schools. The importance of this research also lies in efforts to improve the quality of education in Indonesia. In the era of globalization, where foreign cultural values are increasingly dominant, Islamic education needs to adapt and integrate local values in order to remain relevant. This is expected to prepare students to face the challenges of the times while maintaining good identity and morals. This research will provide deeper insight into how educators can utilize social and cultural contexts to improve the effectiveness of moral education.

## **METHODOLOGY**

The method used in this study is Systematic Literature Review (SLR). SLR is a systematic and structured approach to collect and analyze data from various literatures relevant to the research topic. In the first stage, we conducted a literature search using several academic databases, such as Google Scholar, JSTOR, and ResearchGate. The keywords used in the search included "student morals," "Islamic education," and "social and cultural context." The inclusion criteria set included articles published in accredited journals, relevance to the topic, and the year of publication was no more than ten years.

After collecting relevant articles, we conducted a selection and analysis to identify the main themes that emerged. The data obtained were then grouped based on the social and cultural aspects that influence the formation of students' morals. In this analysis, we also considered the differences in context in various regions and how these factors interact with Islamic education. The results of this analysis will provide a clearer picture of how social and cultural contexts play a role in the process of moral education.

## **RESULTS AND DISCUSSION**

### **Understanding Morals in Islamic Education**

Morals come from the Arabic word "khuluq" which means behavior or character. Literally, morals refer to a person's nature or character, which is reflected in their attitudes and behavior in everyday life. In Islam, morals have two main dimensions:

- Morals towards Allah (hablum min Allah): This includes all attitudes and behavior that reflect a good relationship between a servant and His God, such as worshiping sincerely, being obedient, patient, trusting, and carrying out religious teachings correctly.
- Morals towards fellow human beings (hablum min an-nas): This refers to attitudes and behaviors that demonstrate good and harmonious interactions with others, such as speaking gently, respecting each other, helping, being honest, and protecting the rights of others.
- Morals towards nature (hablum min al-'alam): This includes human relations with the environment and other creatures, such as maintaining cleanliness, caring for nature, not destroying it, and behaving fairly towards other living creatures.(Ni'mah, N. J et al., 2024).

### **The Role of Morals in Islamic Education**

Islamic education does not only emphasize the teaching of religious and worldly knowledge, but also places great emphasis on the formation of noble morals. The main goal of Islamic education is to form individuals who are not only intellectually intelligent, but also have good character and morals. Some things related to the role of morals in Islamic education include:

- Building character in accordance with Islamic teachings: Islamic education aims to instill moral values contained in the Qur'an and Hadith in students, so that they become individuals with noble character, humble, honest, patient, and responsible.
- Cultivating awareness of rights and obligations: Students are taught to understand and exercise their rights as Muslims and their obligations to Allah, parents, teachers, friends, and society. This is closely related to values such as justice, compassion, and mutual assistance.

- Formation of good attitudes in everyday life: Moral education in Islam is not only limited to theory, but also to the practice of Islamic values in real life. This includes correct procedures for worship, interacting with others, as well as maintaining cleanliness and kindness towards nature (Setiawan, D et al., 2023).

The results of the study indicate that the social and cultural context has a significant impact on the formation of students' morals in Islamic educational environments. One of the main findings is that students who are in a positive social environment tend to show better moral behavior. For example, students who come from families that prioritize moral and ethical values, and have good social interactions, show higher levels of honesty and responsibility compared to students who are exposed to less supportive environments. This shows that moral education cannot be separated from the social context in which students are located.

Family, as the first environment that children encounter, has a major influence in shaping their character and morals. In families that prioritize religious and moral values, children will learn to appreciate Islamic teachings, as well as practice principles such as honesty, discipline, and compassion (Astuti, M et al., 2024). Conversely, students who come from families with a lack of attention to moral values or who do not show good examples of morals are more susceptible to being exposed to negative or deviant behavior. Social interaction also plays an important role in the development of students' morals. In this study, it was found that students who are in a healthy and supportive social environment, such as having good peers and positive behavior, will be more motivated to follow these examples. For example, friends who support each other in terms of education, share good values, and help each other, can create an atmosphere conducive to the formation of good character. Conversely, students who are exposed to bad relationships, where unhealthy social norms are more dominant, tend to imitate these negative behaviors. (Dani, H. R et al., 2023).

These findings indicate that moral education cannot be separated from the social context in which students are located. Moral education provided in schools is certainly important, but the application of these moral values is often influenced by the students' external environment, be it family, peers, or the community in which they live. In other words, a positive social environment can be a supporting factor that strengthens moral education received in schools, while a negative social environment can be a barrier that reduces the effectiveness of moral education. Therefore, it is important to create synergy between education in schools, families, and communities in the formation of students' morals. Moral education in Islamic schools must be strengthened with support from families who provide real examples and a supportive social environment, so that students can grow into individuals who are not only knowledgeable about religion, but also have noble character and are able to practice Islamic teachings in everyday life (Holilah, N., & Muhammad, DH, 2024).

Furthermore, local culture also contributes greatly to the formation of students' morals. Several studies have found that students who live in cultures that uphold ethical and moral values have stronger characters. For example, in cultures that value good traditions and norms, students tend to be better able to internalize these values in their daily behavior. Therefore, Islamic education needs to consider local cultural elements as part of the curriculum to support the formation of students' morals. Research also shows that the role of teachers in the formation of students' morals is very important. Teachers as role models and mentors have a great responsibility in teaching moral values to

students. In the context of Islamic education, teachers are expected not only to provide knowledge, but also to instill moral values that are in accordance with Islamic teachings. Therefore, improving teacher competence in character education is a must to create a conducive learning environment.

However, the challenges faced in the formation of students' morals cannot be ignored. Negative influences from the social environment, such as bad relationships and unhealthy social media, can damage students' morals. Therefore, educators and parents need to work together in providing appropriate guidance so that students can filter out negative influences that they may receive. In this case, moral education must be an integral part of education as a whole. From the results of the analysis, it can be seen that the integration of moral values in daily learning is very necessary. Islamic education needs to develop interesting and relevant learning methods so that students can more easily understand and internalize moral values. For example, by holding discussions, social activities, and projects that involve students in real contexts, they can feel the benefits of these values in their daily lives. Community involvement also plays an important role in the formation of students' morals. Communities that support moral education in schools will help create a more positive environment for students. Therefore, collaboration between schools, families, and communities needs to be improved to create synergy in moral education. In this case, community participation in educational activities can strengthen the values taught in schools.

## CONCLUSION

In this study, it can be concluded that the social and cultural context plays an important role in the formation of students' morals in the Islamic educational environment. A positive and supportive environment, both socially and culturally, can improve the development of students' character. Conversely, the negative influence of the social environment can be a challenge that must be faced. Therefore, cooperation is needed between educators, parents, and the community to create an environment that is conducive to the formation of students' morals. Thus, Islamic education can achieve its goal of forming individuals with noble morals.

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