

Instilling Moral Values in Islamic Religious Education Learning Facing the Millennial Era at SMP Negeri 1 Sungai Limau

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Abstract

This study aims to analyze the implementation of moral values cultivation in Islamic Religious Education (IRE) learning and identify the challenges and strategies of IRE teachers in responding to the millennial era at SMP Negeri 1 Sungai Limau. The rapid development of digital technology has influenced students' behavior, requiring adaptive and character-oriented Islamic education. This research employed a qualitative descriptive approach. The research subjects consisted of Islamic Religious Education teachers, students, and school administrators. Data were collected through observation, in-depth interviews, and documentation. Data analysis was conducted using the Miles and Huberman model, including data reduction, data display, and conclusion drawing. Data validity was ensured through source and technique triangulation. The findings indicate that the cultivation of moral values in IRE learning is carried out through teacher role modeling, habituation of religious activities, integration of moral values into learning materials, and the wise use of digital media. The main challenges include the influence of social media, low self-control among students, and shifts in social interaction patterns. Teachers address these challenges through persuasive approaches, strengthening character education, and collaboration between schools and parents.

Keywords

Moral Values, Islamic Religious Education, Millennial Era, Character Education



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INTRODUCTION

Instilling moral values in Islamic Religious Education (PAI) learning is a fundamental aspect in shaping students' character. In the millennial era, marked by rapid technological developments and the rapid flow of information, students are

faced with various moral and social challenges. Therefore, schools, as formal educational institutions, have a strategic role in instilling moral values through PAI learning, enabling students to filter out negative influences and internalize Islamic values in their daily lives.

Islamic Religious Education (PAI) learning at SMP Negeri 1 Sungai Limau is not only oriented towards mastering cognitive material but also emphasizes the development of students' attitudes and behaviors. Moral values such as honesty, responsibility, discipline, courtesy, and social awareness are integrated into every learning process. Islamic Religious Education (PAI) teachers act as role models (*uswah hasanah*), providing concrete examples of attitudes and behavior, so that students can emulate these values directly. In facing the millennial era, Islamic Religious Education (PAI) learning at SMP Negeri 1 Sungai Limau utilizes various learning methods and media relevant to student characteristics. The use of digital media, interactive discussions, and project-based learning are among the strategies for instilling moral values contextually. With this approach, students not only understand moral concepts theoretically but also are able to apply them in real-life situations, both within and outside the school environment.

In addition to classroom learning activities, moral values are also instilled through religious activities and habituation. Activities such as congregational prayer, reading the Quran before class, and commemorating Islamic holidays are effective ways to shape students' religious character. This habituation of positive behavior is expected to sustainably shape the attitudes and personalities of students with noble character. The role of the school environment and collaboration between teachers, parents, and the community is also crucial in supporting the instilling of moral values. SMP Negeri 1 Sungai Limau strives to create a conducive, safe, and religious school culture, allowing moral values to grow and develop optimally. Synergy between school and family is key to successfully protecting students from the negative influences of the millennial era.

However, instilling moral values in the millennial era is not without its challenges. The influence of social media, promiscuity, and changes in students' mindsets present unique obstacles for Islamic Religious Education (PAI) teachers. Therefore, a wise, communicative, and persuasive approach is necessary to ensure that moral messages are well-received by students without inducing resistance. Thus, instilling moral values in Islamic Religious Education at SMP Negeri 1 Sungai Limau is a strategic effort to shape a faithful, pious, and noble millennial generation. Through innovative learning, teacher role models, and support from the school and

family environment, it is hoped that students will be able to face the challenges of the millennial era while adhering firmly to Islamic values in their daily lives.

METHODS

This study uses a qualitative approach with a descriptive qualitative approach. This approach aims to deeply understand the practice of instilling moral values in Islamic Religious Education learning at SMP Negeri 1 Sungai Limau. The research subjects included Islamic Religious Education teachers, students, and school management. Informants were selected using purposive sampling, taking into account direct involvement in the implementation of Islamic Religious Education (PAI) learning. Data collection techniques included learning observations, in-depth interviews, and documentation of learning materials and school religious activities. Data analysis was carried out through data reduction, data presentation, and drawing conclusions.

FINDINGS AND DISCUSSION

Instilling Moral Values in PAI Learning

Instilling moral values is the primary goal of Islamic Religious Education in developing students who are faithful and have noble character (Tafsir, 2014). At SMP Negeri 1 Sungai Limau, moral values are integrated into Islamic Religious Education learning materials through conceptual explanations and practical applications in everyday life.

Islamic Religious Education teachers act as role models for students through their discipline, honesty, responsibility, and politeness. Teacher role models are an effective strategy because teacher behavior directly influences the formation of student character (Nata, 2015). Furthermore, schools implement religious habits such as communal prayer, congregational prayer, and routine religious activities that serve to strengthen the internalization of moral values (Muhaimin, 2012). Conditions of Islamic Religious Education learning at SMP Negeri 1 Sungai Limau has demonstrated the active role of the school by positioning teachers as facilitators, implementing student coaching and motivator in instilling moral values in students. The role of the principal It is quite important to remind teachers and the school community to ensure that the school community also plays a role in shaping students' moral values. The participation of members has a big influence because good morals are demonstrated by teachers or teaching staff will be role models for students. The role of each participant can also be seen in the process of learning Islamic religious education.

Islamic Religious Education (IS) provides both theory and practice in shaping students' morals. Practical learning delivered to students can be practiced in worship practices such as eclipse prayers, istisqa prayers (asking for rain), funeral prayers, how to perform ablution, and the correct way to pray. Meanwhile, when implementing attitudes of honesty, discipline, respect for elders, and trustworthiness, teachers provide material for students to discuss and present in groups, then they conclude and provide examples of the material. Thus, students can distinguish between praiseworthy and dishonorable morals. In addition, teachers also provide advice and motivation at the end of the lesson.

This commendable morality is called *akhlak karimah* or noble morality. Praiseworthy morality is also a morality that eliminates all kinds of reprehensible customs, in Islam it has been explained that all kinds of actions and words of a person can increase faith and can produce rewards. The way to instill moral values in schools is by having habits as a model or example of instilling moral values because with this habit it can become an educational process that can be instilled in students. This is in line with the results of an interview with Islamic Religious Education teacher Mr. Syarifuddin in the interview results it was found that: "The instillation of moral values begins with the habit of being applied in schools, both with several methods to instill moral values by carrying out religious programs such as in terms of worship, then implementing discipline, respecting older people by doing habits, moral values can be instilled in SMP Negeri 1 Sungai Limau"

Challenges of Cultivating Morals in the Millennial Era

The millennial era is characterized by the intense use of digital technology and social media, which influences students' attitudes and behavior (Tilaar, 2016). The main challenges faced in cultivating morals are the decline in communication ethics, the rise of individualistic attitudes, and low awareness of social and religious norms. In this millennial era, technological development is so rapid that Millennials are not enough to just rely on intellectual abilities, but also must also have good moral values. Moral values must continue to be instilled in every human being, including students. Because One way to instill moral values is through educational values in schools.

Karolina (2017: 67) states that education is essentially a process of developing the human mind to think because humans are rational beings and are capable of increasing their intelligence and increasing their maturity of thought. Salim (2018: 32) also states that education is also a significant agent of change in character formation for students, and Islamic religious education is also a very important part of the

process of instilling moral values in students. Students tend to be more responsive to digital content than conventional learning. This condition requires Islamic Religious Education teachers to understand the characteristics of the millennial generation so that the process of internalizing moral values remains relevant and effective (Arifin, 2018).

According to Hamid (2016: 67), Islamic religious education is able to shape the morals of students to be better, because it can reflect the character of Islam Rahmatan lil 'alamin which highly upholds moral values. With the existence of science which is also a means of learning Islamic religious education that is able to foster and educate students because the only most appropriate way to instill moral values is by strengthening and increasing the insight of knowledge about the Islamic religion.

Moral values also teach that good attitudes and behavior, in accordance with proper norms and manners, can lead to a peaceful, balanced, and balanced life. Therefore, to instill these moral values in every school, Islamic religious education is necessary. Through Islamic religious education, students can develop the process of applying moral values. This educational process can lead to changes in students' mindsets, enabling them to distinguish between good and bad.

Supporting and Inhibiting Factors in the Instillation of ValuesMorals in Learning Islamic Religious Education Facing the Millennial Era at SMP Negeri 1 Sungai Limau

The success of moral value instillation in Islamic Religious Education (IRE) is influenced by a combination of institutional, familial, social, and personal factors. The findings indicate that moral education at SMP Negeri 1 Sungai Limau is strengthened through systematic religious activities, collaborative partnerships between schools and parents, and persuasive educational approaches. At the same time, the process encounters challenges originating from peer influence and students' individual characteristics. These findings demonstrate that moral development is a continuous educational process requiring active participation from all stakeholders within and beyond the school environment.

One of the most significant supporting factors is the implementation of structured religious programs that provide students with regular opportunities to internalize Islamic values through daily practice. Religious activities are designed not only as ritual obligations but also as educational experiences that cultivate discipline, responsibility, sincerity, and social awareness. The school organizes congregational *Dhuhr* prayers in the school prayer room every school day, while every Friday students participate in religious sermons. Male students also perform Friday prayers

at a nearby mosque under the supervision of teachers. These activities create a religious atmosphere that allows students to translate theoretical knowledge acquired in Islamic Religious Education classes into habitual practice. The continuous repetition of worship activities gradually develops positive habits, reinforces Islamic identity, and encourages students to integrate moral values into their daily behavior.

The findings support the view that character education becomes more effective when moral instruction is embedded within students' daily experiences rather than being limited to classroom explanations. Religious routines serve as practical media through which values such as honesty, discipline, mutual respect, responsibility, and obedience to Allah are repeatedly reinforced. This approach corresponds with Islamic educational principles emphasizing that moral character (*akhlaq*) develops through consistent practice and habituation. Continuous exposure to positive religious activities also strengthens students' emotional attachment to Islamic teachings and promotes self-discipline in both academic and social contexts.

Another important supporting factor is the close cooperation established between educators and parents. Moral education is viewed as a shared responsibility that extends beyond school boundaries. Teachers regularly communicate students' academic progress, behavioral development, and moral conduct to parents at the end of each semester through formal meetings. These interactions enable parents to understand their children's overall development while encouraging continuous collaboration in guiding students at home. Such cooperation creates consistency between educational values promoted at school and those reinforced within the family environment.

Parental involvement becomes increasingly important in the millennial era because children are exposed to various forms of digital technology and social media that may influence their moral development. Parents are expected to supervise technology use, monitor online activities, provide guidance regarding appropriate digital behavior, and protect children from harmful online content. Teachers complement parental supervision by continuously providing advice, counseling, and moral guidance during school activities. This collaborative relationship establishes a comprehensive support system that enables students to receive consistent moral reinforcement across different environments. Persuasive and dialogical approaches adopted by teachers further strengthen students' awareness by encouraging reflection, open communication, and personal responsibility rather than relying solely on punishment. These findings are consistent with Mulyasa (2019), who

emphasizes that sustainable character education depends on strong synergy between schools, families, and communities.

Despite these supporting conditions, several inhibiting factors continue to affect the effectiveness of moral value instillation. One major obstacle arises from peer interaction. During adolescence, students spend considerable time with classmates and friends, making peer groups one of the strongest influences on attitudes, language, and behavior. Students frequently imitate the habits, communication styles, and lifestyles of their peers because friendships provide acceptance, emotional support, and social identity. Consequently, association with peers who demonstrate inappropriate behavior may weaken the moral values promoted through formal education.

The findings reveal that several students continue to display inappropriate behavior influenced by their social environment. Teachers, together with guidance and counseling personnel, respond through continuous mentoring, counseling sessions, and moral advice aimed at gradually improving students' attitudes and behavior. Rather than applying purely punitive measures, educators prioritize guidance, persuasion, and character formation to help students understand the consequences of their actions. Positive peer relationships are encouraged through cooperative learning, religious activities, and school programs that strengthen mutual respect and responsibility. This approach reflects the understanding that moral development occurs through continuous social interaction and positive role modeling.

The influence of peer groups also highlights the importance of parental monitoring beyond the school environment. Parents are encouraged to become familiar with their children's friendships, provide appropriate supervision, and encourage interaction with peers who demonstrate positive moral character. A supportive social environment contributes significantly to students' moral growth because adolescents tend to adopt values that are consistently practiced within their friendship networks. Positive friendships reinforce desirable behaviors, whereas negative associations increase the likelihood of behavioral problems.

A second inhibiting factor originates from students' individual characteristics. Every student possesses unique personality traits, emotional maturity, family experiences, and personal dispositions that influence the process of moral internalization. Some students naturally demonstrate positive behavior because they have received strong moral guidance since childhood, while others require more intensive assistance due to differences in personality, previous experiences, or

limited exposure to positive moral education. These differences indicate that moral education cannot rely on uniform instructional strategies but requires individualized guidance that considers each student's developmental needs.

Teachers therefore adopt continuous mentoring, counseling, and personal approaches to support students experiencing difficulties in moral development. Character formation is understood as a gradual process requiring patience, consistency, and sustained educational interaction. The findings suggest that successful moral education emerges through the integration of structured religious activities, effective school–family partnerships, positive peer environments, and individualized educational guidance. Collectively, these factors demonstrate that the instillation of moral values in Islamic Religious Education represents a holistic process that involves cognitive understanding, emotional commitment, spiritual cultivation, and consistent behavioral practice within supportive educational and social environments.

CONCLUSION

Based on the research results and the discussion described above, it can be concluded that: Instilling moral values in facing this millennial era is very important with the aim of ensuring that students have good morals, attitudes, and behavior. Therefore, the role of educators, parents and schools is very important in instilling good moral values. By carrying out habits, coaching, role models, and religious programs in order to shape the moral values of students. The instillation of moral values in Islamic Religious Education learning at SMP Negeri 1 Sungai Limau has been implemented through teacher role models, religious habits, integration of moral values in learning, and wise use of digital media. The main challenge comes from the influence of the millennial era which influences student behavior. Therefore, innovative and collaborative learning strategies are needed so that the formation of noble morals can be achieved optimally.

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