

## MODEL IMRaD

### The Role of Islamic Education in Building Moral Character of Students

(Tulisakan judul antara 5 s.d. 12 Kata, Lugas)

Ahmad Sholeh<sup>1</sup>, M. Arief Hidayatulloh<sup>2</sup> (Without title)

Fakultas Tarbiyah, Universitas Kiai Abdullah Faqih, Gresik

Departement of Islamic Family Law, Walisembilan Islamic College, Semarang.

#### Abstract

English abstracts made between 150-200 words contain goals, problems, methods, and results. Abstracts are written using the 12-size Garamond, spaced 1, and with a text length between 150-200 words. The English version of the abstract is written using standard English with enhanced spelling, protruding left and right 1 cm.

**Keywords:** write 3-5 words concepts that are core/essential/fundamental from the article, arranged alphabetically.

#### Abstrak

Penelitian ini bertujuan mengeksplorasi peran pendidikan Islam dalam membentuk karakter moral peserta didik. Akhir-akhir ini terjadi berbagai kasus yang menunjukkan kemerosotan moral anak bangsa, kecenderungan generasi Z pada hal-hal instan menjadi salah satunya. Tentu ini membutuhkan solusi nyata. Data dikumpulkan melalui metode kualitatif yang melibatkan wawancara dan observasi. Temuan penting ini menunjukkan bahwa pendidikan agama berikan bekal yang cukup kaitan moral. Setidak-tidaknya dari analisa hasil observasi, generasi Z membutuhkan pendidikan agama yang mudah diterima oleh mereka, bukan hanya melalui bangku-bangku kelas saja, melainkan melalui media informasi atau media sosial. Dan jika dikaji lebih mendalam, pendidikan agama tidak hanya dibutuhkan untuk meningkatkan moral generasi Z, juga dibutuhkan untuk membangun peradaban dengan ilmu dan amal.

**Kata Kunci:** Maksimal lima kata, seperti: Islamic Education; Moral Character; Students; Islamic Pedagogy,

## INTRODUCTION/PENDAHULUAN

Introduction should be started without indentation using Garamond 12 bolded capital letters. Subheading is limited by two spaces within body of article. Please make the page setting of your word processor to A4 format (8.27x 11.69 inches); with the margins: bottom 3 cm (1.18 in) and top 3 cm (1.18 in), left 3 cm (1.18 in) and right 2.5 cm (1.47 in). For the body of the paper, please use Garamond 12, 1,5 spacing.

In the introduction, inform the problem of study and use theories. The contents of the paper should be in the following: (1) title of paper, (2) author names and address, (3) abstract, (4) keywords, (5) introduction, (6) discussion and analysis, (7) conclusion, (8) acknowledgement (if any), (9) bibliography.

Do not number your paper. All text, figures and tables must be in English for English article, and must be in Arabic for Arabic article. Should always be written in with the fonts Garamond 12, especially also in the figures and tables. The length of article is 4500-7000 words including all pictures, tables, nomenclature, references, etc.

**The introduction contains this important point:** (1) What is crucial about the ISU (phenomenon) that needs to be written about (needs to be published): quantitative or qualitative (or both). (2) Is the (existing) writing not enough? Explain what others have ALREADY written and what has NOT been written (hence the need for this paper). (Previous research) (Novelty). (3) What is the (specific) purpose of the paper? (is it different from others? The purpose of this paper is to COMPLETE the shortcomings of the existing paper)=> focus of the paper. (4) What do you want to test (prove) in this paper? (argument or hypothesis that you want to test)

## METHOD/METODE PENELITIAN

The method consists of a description of the research type, data collection, data source, data type, and data analysis. It is written in paragraph form.

**The method consists of 3 paragraphs** describing in focus and practically what has been done in the field. Research type and approach (see: Creswell) Research time, research place, data collection techniques (interview, observation, and documentation), informants, and data analysis techniques. Explain operationally.

## RESULTS/HASIL PENELITIAN

**Findings (can be in the form of subheading)**

Inform a number of important data (original) fields obtained from questionnaires, surveys, documents, interviews, observations, and other data collection techniques. It can be completed with a table or graphic to clarify the result.

All figures and tables should be centered and numbered consecutively. Tables (refer with: Table 1, Table 2,...) should be presented above the table contain in center alignment. A descriptive title should be placed after table title (refer with: Table 1, table 2,...) above each table. The source of the table should be placed below the table in right alignment. Example:

Table 1. Summary of Islamic Education Student

| No | Name   | Male/Female | Rate     |
|----|--------|-------------|----------|
| 1. | Aisyah | Female      | Beginner |
| 2  | Ahmad  | Male        | Advance  |

Source: Islamic Students Book of MTS Al-Durasah

## DISCUSSION/PEMBAHASAN

Presenting the data that has been interpreted and analyzed by a specific technique and has been processed by the specific theory (also from the researcher's idea).

Your discussion is the most anticipated part of the journal because you will discuss and elaborate on previous research and theory so that your research has implications and recommendations for future research.

**Citations in the Text should follow the A.P.A., 6th edition, using manager references (Mendeley/Zotero/endnote).**

## CONCLUSION/KESIMPULAN

Summarize the findings and implications for Islamic education. **The conclusion contains the following important points:** The most important finding of the research (something surprising, shocking): something that was ONLY known after the research was conducted. Limitations of the research: limited sample, limited cases (only 3 cases), limited variation (not seen at different levels), limited locations, limited gender/age, limited methods (so that further research is needed that accommodates ... more varied cases ... larger samples ... for a deeper and more comprehensive understanding. With more in-depth and comprehensive results, more appropriate policies can be formulated.

## REFERENCES/DAFTAR PUSTAKA

Write a number of references that are cited and really written/quoted in the text from primary sources **(80% taken from scholarly journals, 20% from other supporting sources)**. Please use the **American Psychological Association 6th edition (In-Note)**, for example:

Bidang pendidikan merupakan kunci utama dalam pembentukan karakter suatu bangsa (Lickona, 2009). Dapat dilihat bangsa dan negara yang memiliki kualitas sumber daya manusia yang baik itu lebih unggul dari yang lain (Annisa, Akrim, & Manurung, 2020). Karena mereka mampu mengelola negara dan mengolah kekayaan alam yang dimilikinya (Baidhaw, 2005; Banks & Banks, 2019). Tujuan pendidikan nasional pada dasarnya diarahkan pada pengembangan berbagai nilai-nilai karakter yang sesuai dengan Negara Indonesia, walaupun pada kenyataannya dalam proses penyelenggaraan pendidikan masih jauh dengan apa yang dimaksudkan dalam Undang-Undang (Muhammad, 2016). Pendidikan secara nasional seharusnya berisi pendidikan nilai-nilai karakter pula, bukan hanya semata-mata untuk pendidikan akademik saja (Ma'arif, Rofiq, & Sirojuddin, 2022; Rokhman, Usman, Usman, Kassim, & Muslihun, 2023).

- Annisa, N., Akrim, A., & Manurung, A. A. (2020). Development Of Teacher's Professional Competency In Realizing Quality Of Human Resources In The Basic School. *IJEMS:Indonesian Journal of Education and Mathematical Science*, 1(2), 156–160. <https://doi.org/10.30596/ijems.v1i2.4590>
- Baidhawiy, Z. (2005). *Pendidikan Agama Berwawasan Multikultural*. Jakarta: Erlangga.
- Banks, J. A., & Banks, C. A. M. (2019). *Multicultural education: Issues and perspectives*. John Wiley & Sons.
- Lickona, T. (2009). *Educating for Character: How Our Schools Can Teach Respect and Responsibility*. Random House Publishing Group.
- Ma'arif, M. A., Rofiq, M. H., & Sirojuddin, A. (2022). Implementing Learning Strategies for Moderate Islamic Religious Education in Islamic Higher Education. *Jurnal Pendidikan Islam*, 8(1), 75–86. <https://doi.org/10.15575/jpi.v8i1.19037>
- Muhammad, M. H. (2016). Manajemen Kurikulum Kecakapan Hidup di Pondok Pesantren (Studi Multi Situs di PPAI Ketapang Kepanjen, Pondok Al – Qur'an Al – Munawariyah Bululawang, dan Pondok Pesantren Modern Al-Rifa'i, Kabupaten Malang). *DISERTASI dan TESIS Program Pascasarjana UM*, 0(0). Diambil dari <http://karya-ilmiah.um.ac.id/index.php/disertasi/article/view/45598>
- Rokhman, M., Usman, F., Usman, F., Kassim, A. B. H., & Muslihun, M. (2023). Consideration of Parents in Choosing Islamic Schools in the Digital Era. *Nazḥruna: Jurnal Pendidikan Islam*, 6(3), 403–419. <https://doi.org/10.31538/nzh.v6i3.4026>