

The Contribution of Islamic Education in Instilling Noble Moral Values as a Solution to Social Problems in the Era of Globalization

Sri Mulyani

Institut 'Aisyiyah Sulawesi Selatan (INASS), Indonesia

Email: srymulyani@parahikma.ac.id

Kartini

Universitas Negeri Makassar, Indonesia

Email: kartini@unm.ac.id

Abstract

This study aims to examine the contribution of Islamic education in instilling noble moral values as a response to social problems in the era of globalization. Globalization has brought significant changes to social life, including the emergence of various social issues such as moral degradation, juvenile delinquency, violence, and social inequality. Islamic education is considered to play a strategic role in addressing these challenges through the internalization of moral and ethical values rooted in Islamic teachings, this research employs a library-based research method by analyzing various relevant sources, including books, academic journals, research reports, and other authoritative scholarly publications related to Islamic education, morality, and social issues. The data were analyzed using descriptive and analytical approaches to identify patterns, concepts, and perspectives concerning the role of Islamic education in moral development, the findings indicate that Islamic education contributes significantly to the formation of individual character by emphasizing faith, piety, moral responsibility, and social awareness. Through a systematic approach to moral education, Islamic education is able to offer both preventive and corrective solutions to social problems. The study concludes that strengthening Islamic education is essential for building a morally grounded society capable of confronting the challenges of globalization.

Keywords: Islamic Education, Moral Values, Social Diseases

Abstrak

Penelitian ini bertujuan untuk mengkaji kontribusi pendidikan Islam dalam menanamkan nilai-nilai akhlak mulia sebagai solusi terhadap penyakit sosial di era globalisasi. Globalisasi telah membawa perubahan besar dalam kehidupan sosial, termasuk munculnya berbagai permasalahan sosial seperti degradasi moral, kenakalan remaja, kekerasan, dan ketimpangan sosial. Pendidikan Islam dipandang memiliki peran strategis dalam menghadapi permasalahan tersebut melalui internalisasi nilai-nilai moral dan

etika yang bersumber dari ajaran Islam. Penelitian ini menggunakan metode library research dengan menelaah berbagai sumber pustaka yang relevan, seperti buku, jurnal ilmiah, laporan penelitian, dan publikasi akademik yang berkaitan dengan pendidikan Islam, akhlak, dan penyakit sosial. Data dianalisis secara deskriptif dan analitis untuk mengidentifikasi konsep, pola, dan pandangan mengenai peran pendidikan Islam dalam pembentukan moral. Hasil penelitian menunjukkan bahwa pendidikan Islam berkontribusi signifikan dalam membentuk karakter individu melalui penanaman nilai keimanan, ketakwaan, tanggung jawab moral, dan kepedulian sosial. Pendidikan Islam mampu menjadi solusi preventif dan kuratif dalam mengatasi penyakit sosial. Oleh karena itu, penguatan pendidikan Islam menjadi kebutuhan penting dalam membangun masyarakat berakhlak di era globalisasi.

Kata Kunci: Pendidikan Islam, Akhlak Mulia, Penyakit Sosial

Introduction

Education plays a crucial role in shaping the quality of a nation's human resources. Through education, the values of knowledge, skills, and attitudes can be systematically instilled in students. In the context of social life, education serves not only as a means of transferring knowledge but also as a medium for character and moral formation.¹ The challenges of education in the era of globalization are increasingly complex, along with the rapid development of technology and information. This situation demands that the education system be able to respond to social change adaptively and sustainably. Therefore, education must be directed not only at cognitive aspects but also at fostering moral and spiritual values.

The era of globalization has had a far-reaching impact on modern society. The rapid and limitless flow of information has transformed people's mindsets, lifestyles, and social behavior. On the one hand, globalization provides easier access to science and technology.² However, on the other hand, globalization has also given rise to increasingly complex social problems. The phenomena of moral degradation, individualism, and the erosion of social values pose serious challenges to social life. These conditions demand fundamental and sustainable solutions.

One of the negative impacts of globalization is the emergence of various forms of social ills. Social ills can be understood as deviant behavior that conflicts with moral values, religious norms, and social rules. These forms of social ills include juvenile delinquency, violence, digital media abuse, and a declining sense of social responsibility. This phenomenon occurs not only in urban areas but has also spread to rural communities. Social ills are indicators of weakening moral values in society. Therefore, an educational approach that can instill strong and sustainable moral values is needed.

¹ Syaiful Ilmi and Taufik Akbar, "The Thoughts of West Kalimantan Scholars in Islamic Law: Contribution and Relevance in Islamic Religious Education Materials," *Tafkir: Interdisciplinary Journal of Islamic Education* 6, no. 3 (2025): h.801, <https://doi.org/10.31538/tijie.v6i3.1922>.

² Ahmad Amir Aziz and Miftahul Huda, "Contribution of Islamic University to Development of Mosque-Based Non-Formal Islamic Education in Lombok Indonesia," *Al-Hayat: Journal of Islamic Education* 8, no. 3 (2024): h.988, <https://doi.org/10.35723/ajie.v8i3.677>.

Islamic education plays a strategic role in developing individual morals and character. Islamic education is not only oriented towards mastering knowledge but also emphasizes the development of noble character. Islamic moral values are derived from the Quran and Hadith, which serve as the primary guidelines for the lives of Muslims.³ Islamic education teaches a balance between the relationship between humans and God and their relationships with others. Thus, Islamic education has great potential to shape individuals who are faithful, moral, and socially responsible. This potential is crucial in facing the challenges of social ills in the era of globalization.

Noble morals are the core of Islamic teachings and must be instilled from an early age. Morals are not only related to individual behavior but also reflect the quality of one's personality in social life. Islamic education views morals as the result of a continuous process of habituation and role modeling. Instilling moral values cannot be done instantly, but rather through a planned educational process. Therefore, Islamic educational institutions have a significant responsibility in shaping the character of students. Moral development is an integral part of the goals of Islamic education.

In the context of modern society, the challenges of moral development are increasingly challenging. The influence of global culture, which is not always aligned with Islamic values, often influences the behavior of the younger generation. Social media and digital technology are powerful tools in shaping adolescents' mindsets and attitudes. Without adequate supervision and moral education, young people are vulnerable to deviant behavior. This situation demonstrates that moral education cannot be neglected in the education system. Islamic education must play an active role in protecting the younger generation from the negative influences of globalization.

Islamic education is not only implemented in formal institutions such as schools and madrasas. It also takes place within the family and community.⁴ The family is the primary educational institution in shaping a child's character. Moral values instilled in the family serve as the foundation for a child's moral development. Meanwhile, society plays a role as a social environment that strengthens or weakens these values. Synergy between formal education, the family, and the community is essential in instilling noble morals.

Social ills cannot be resolved solely through legal approaches or social sanctions. These approaches are often repressive and fail to address the root causes. Social ills are fundamentally rooted in weak individual moral and spiritual values. Therefore, solutions must be both preventative and educational. Islamic education, with its values-based approach and moral habits, holds great potential as a long-term solution. This approach emphasizes change within the individual.

³ Lina Agustina, "The Contribution of Islamic University Malang as Islamic Private Higher Education in Developing Islamic Civilization," *Didaktika Religia* 7, no. 1 (2019): h.30, <https://doi.org/10.30762/didaktika.v7i1.1462>.

⁴ A A D Arfani et al., "Implementation of the Incentive Grant Policy by the Central Java Provincial Government for Non-Formal Religious Education Teachers at BADKO LPQ in Belik Subdistrict," *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam*, 2025, https://jurnal.staialjamibjm.ac.id/index.php/AL_GHAZALI/article/view/448.

Extensive research has been conducted on Islamic education and moral development. However, studies specifically addressing the contribution of Islamic education to addressing social ills in the era of globalization are still needed. Each era presents different social challenges, requiring educational approaches to be adapted.⁵ Globalization presents new challenges that require contextual educational strategies. Therefore, this research is crucial for enriching the study of Islamic education. The results are expected to provide both theoretical and practical contributions.

This study focuses on the role of Islamic education in instilling noble moral values. Instilling these values is seen as a strategic effort to prevent and address social ills. Islamic education not only shapes individuals who are ritually devout but also who possess moral character in social life. Noble morals are an indicator of the success of Islamic education. With good morals, individuals are expected to be able to play a positive role in society. This is the basis for this research.

The research method used in this study is library research. This method was chosen to explore various relevant concepts, theories, and previous research findings. Through the literature review, researchers can obtain a comprehensive overview of Islamic education and social issues. Analysis of scientific sources was conducted systematically and critically. This approach enabled researchers to formulate conclusions based on academic studies. Therefore, this research has a strong theoretical foundation.

This research is expected to benefit various parties. For academics, it can serve as a reference for developing Islamic education studies. For educational practitioners, the results can serve as a basis for designing moral development programs. For the public, this research is expected to raise awareness of the importance of Islamic education in social life. Furthermore, this research is also expected to contribute to efforts to prevent social ills. Thus, Islamic education can play an optimal role in building a moral society in the era of globalization.

Literature Review

Islamic education is conceptually understood as a holistic human development process encompassing physical, spiritual, intellectual, and spiritual aspects. Islamic education experts emphasize that the primary goal of Islamic education is to develop individuals who are faithful, pious, and possess noble morals. Islamic education is not solely oriented toward academic achievement but also toward character development.⁶ This concept demonstrates that Islamic education has a strong moral

⁵ Sarwo Edy, "Contribution of Islamic Worldview to Leadership and Student Learning Outcomes," *Al-Hayat: Journal of Islamic Education* 6, no. 2 (2022): 1, <https://doi.org/10.35723/ajie.v6i2.244>.

⁶ Afif Alfiyanto et al., "The Contribution of Aqidah Education to the Prevention of Juvenile Delinquency in Islamic Schools," *ISLAMIC PEDAGOGY: Journal of Islamic Education* 2, no. 1 (2024): 1–13, <https://doi.org/10.52029/ipjie.v2i1.211>.

dimension. Moral values are an integral part of the entire educational process. Thus, Islamic education is highly relevant in addressing social issues.

Noble morals are a central concept in Islamic teachings, relating to human behavior in everyday life. Morals encompass human relationships with God, fellow human beings, and the environment.⁷ Scholars state that morals are a manifestation of one's faith.⁸ Moral education in Islam aims to develop a personality that balances spiritual and social aspects. Noble morals are not only normative but also applicable in social life. Therefore, Islamic education places morals as the primary goal of education.

Social ills are social phenomena that arise from individual or group behavior deviating from established norms. In sociological studies, social ills are often associated with weak social control and moral values.⁹ Globalization accelerates the spread of new values that do not always align with local religious and cultural norms. This condition triggers the emergence of various forms of social ills, such as juvenile delinquency, violence, and the misuse of technology. Social ills are indicators of a moral crisis in society. Therefore, a values-based educational approach is crucial.

Globalization brings significant changes to society's value systems. These changes often result in shifts in social morals and ethics. Several studies have shown that globalization can weaken traditional values if not balanced by strong moral education.¹⁰ Islamic education is seen as a moral bulwark in the face of globalization. Universal Islamic values can serve as a guideline for responding to social change. Thus, Islamic education plays a strategic role in maintaining value balance in the global era.

Previous research conducted by Islamic education experts has shown a strong relationship between moral education and social behavior.¹¹ These studies confirm that students who receive intensive moral education tend to have better social behavior. Islamic education plays a role in instilling the values of honesty, responsibility, and social awareness. These values serve as the foundation for preventing deviant behavior. This research strengthens the argument that Islamic education contributes

⁷ Siti Wahyuni and Tri Handriani, "Teaching Arabic Pegon through the AIR (Auditory Intellectually Repetition) Learning Model for New Female Students at the Tahfizh Al-Qur'an Islamic Boarding School, Lirboyo," *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam* 5, no. 2 (2025): h.270.

⁸ Fahim Albariki, M Ali Misbakhul Anwar, and Maskuri Abdul Rohman, "The Contribution Of Pesantren Culture To The Development Of Islamic Education Management System In The Modern Era," *Transformation of Islamic Management and Education* 1, no. 1 (2024): h.45, <https://doi.org/10.65663/timejournal.v1i1.16>.

⁹ Albariki, Anwar, and Rohman, "The Contribution Of Pesantren Culture To The Development Of Islamic Education Management System In The Modern Era."

¹⁰ Munawir and Almi Novita, "A Century of Nadhlatul Ulama's Contribution to Modernizing Islamic Education in Indonesia," *Jurnal Pendidikan Agama Islam (Journal of Islamic Education Studies)* 11, no. 1 (2023): h.20, <https://doi.org/10.15642/jpai.2023.11.1.17-26>.

¹¹ Ecep Ishak Fariduddin, "Fiqh Education in the Age of Digital Clicks and Social Conflict : Preserving Islam Nusantara Amidst Social Fragmentation," *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam* 5, no. 1 (2025): h.131, https://jurnal.staialjamibjm.ac.id/index.php/AL_GHAZALI/article/view/449.

to addressing social ills. Therefore, the study of Islamic education is becoming increasingly relevant.

Research conducted by several academics in the field of education shows that adolescent moral degradation is closely related to a lack of values education. Weak family and school environments in fostering moral development contribute to the emergence of deviant behavior. Islamic education integrated with character education has been shown to increase students' moral awareness. This demonstrates that Islamic education has significant potential in shaping character. This research provides an empirical basis for the importance of Islamic education. Thus, Islamic education can be a preventative solution to social ills.

The concept of character education in Islam is similar to the concept of noble morals. Character education emphasizes the development of positive values within individuals.¹² From an Islamic perspective, good character is a reflection of noble morals. Several studies have shown that character education based on religious values is more effective than secular approaches. Islamic education harmoniously integrates spiritual and moral values. This integration is the hallmark of Islamic education in character development.

Studies on the role of teachers in Islamic education have also received attention in the literature. Teachers serve not only as instructors but also as moral role models for students.¹³ Teachers' exemplary behavior significantly influences the formation of students' morals. Previous research has shown that teachers with high moral integrity can have a significant positive impact. This underscores the importance of educator quality in Islamic education. Therefore, the success of moral education depends heavily on the role of teachers.

The educational environment also influences the effectiveness of Islamic education. Schools with a religious culture tend to be better at instilling moral values. A conducive school culture supports the internalization of Islamic values. Previous research has shown that a positive environment can reduce deviant behavior in students. This demonstrates that Islamic education cannot be separated from the environmental context. Therefore, a holistic approach is essential.

The role of the family in Islamic education is also widely discussed in the literature. The family is the primary environment in which children develop their morals. Research shows that religious education within the family significantly influences children's social behavior. Parents who provide good moral examples tend to have children with positive behaviors. Islamic education within the family serves as

¹² Iddo Felsenthal and Ayman Agbaria, "The Contraction and Expansion of Islamic Education: The Possible Contribution to Humanistic Islamic Religious Education in the Work of Abdolkarim Soroush," *Journal of Religious Education* 73, no. 2 (2025): h.251, <https://doi.org/10.1007/s40839-025-00253-8>.

¹³ Maryamah et al., "The Contribution of Ulama and Umara in the Development of Islamic Education in the Sultanate of Palembang Darussalam," *Tafkir: Interdisciplinary Journal of Islamic Education* 6, no. 2 (2025): h.283, <https://doi.org/10.31538/tijie.v6i2.1126>.

the foundation for formal education. Therefore, synergy between the family and the school is crucial.

Several studies have highlighted the challenges of Islamic education in the digital age. Digital technology presents both opportunities and threats to moral development. Broad access to information can enrich knowledge, but it can also influence morals if not filtered. Islamic education must be able to utilize technology wisely.¹⁴ Previous research has demonstrated the need for a contextual approach in Islamic education. This presents both a challenge and an opportunity for the development of Islamic education.

Studies on moral values in the Quran and Hadith are also widely found in the literature. Values such as honesty, trustworthiness, and justice are key principles in social life.¹⁵ Islamic education is tasked with transforming these values into concrete behavior. Research shows that the internalization of religious values influences social behavior. This strengthens the theological foundation of Islamic education. Thus, Islamic education has strong normative legitimacy.

Research on preventing social ills through education shows that preventive approaches are more effective than repressive ones. Moral and religious education are key instruments in this prevention. Islamic education offers an approach that addresses the inner aspects of the individual. Several studies have shown that internal behavioral changes are more lasting. This demonstrates the superiority of Islamic education in moral development. Therefore, Islamic education is relevant as a long-term solution.

The literature also discusses the relationship between moral crisis and weak values education. Moral crisis is often caused by a lack of internalization of values from an early age. Islamic education emphasizes the importance of cultivating moral habits in daily life. Previous research shows that habituation has a significant impact on character. Therefore, Islamic education must be implemented consistently and sustainably. Consistency is key to the success of moral education.

Several comparative studies have shown that societies with strong religious education tend to have lower levels of social ills. This suggests a correlation between religious education and social stability. Islamic education contributes to building collective moral awareness.¹⁶ This awareness serves as important social capital in society. This research provides empirical evidence for the role of Islamic education. Therefore, strengthening Islamic education is a social necessity.

¹⁴ Casudi Casudi et al., "Integration of Character Education in Aqidah Akhlaq Learning for Fourth Grade Students at Madrasah Diniyah Baabussalam, Kemukten Village," *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam* 5, no. 2 (2025): h.299.

¹⁵ Firmansyah Firmansyah, "The Purpose of Education from the Perspective of Hadith in Instilling Islamic Values Dynamically in Daily Life," *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam* 5, no. 2 (2025): h.345.

¹⁶ Tari Rahmatilla et al., "The Contribution of Islamic Religious Education Empowered Teachers in Enhancing Students' Academic and Character Development Through Islamic Education," *Abjadia : International Journal of Education* 10, no. 3 (2025): h.690, <https://doi.org/10.18860/abj.v10i3.32893>.

The theoretical and empirical studies discussed above demonstrate that Islamic education plays a crucial role in moral formation and the prevention of social ills. Previous research provides a strong foundation for this study. However, each social context has distinct characteristics. Therefore, this study seeks to re-examine the contribution of Islamic education in the context of the globalization era. By referencing existing literature, this research is expected to provide a new perspective. This literature review serves as the basis for the analysis in the following section.

Method

This research employs a qualitative approach using library research. This method was chosen because the research focuses on examining existing concepts, theories, and scientific findings related to Islamic education, noble character, and social ills. Library research allows researchers to obtain in-depth conceptual and theoretical data. This approach is suitable for examining expert thinking and previous research findings. Furthermore, this method is also relevant for analyzing social phenomena from an Islamic education perspective. Therefore, this research relies on a systematic literature review.

The data sources in this study consist of primary and secondary sources. Primary sources include classical and contemporary books on Islamic education, morality, and ethics in Islam. Furthermore, the Qur'an and Hadith serve as normative references in understanding the concept of noble morality. Secondary sources include scientific journals, research articles, seminar proceedings, and other relevant scholarly works. Sources were selected selectively to ensure the validity and credibility of the data. By utilizing diverse sources, this research is expected to have a strong scientific foundation.

Data collection techniques were conducted through documentation of various relevant literature. Researchers identified, collected, and classified library materials based on the research theme. This process was carried out systematically to facilitate data analysis. Each source used was carefully and critically read. The data obtained was then recorded and organized according to the focus of the study. This documentation technique enabled researchers to obtain comprehensive data without conducting field research.

Data analysis in this study was conducted using descriptive and analytical methods. Descriptive analysis was used to systematically explain the concepts of Islamic education, noble morals, and social ills. Meanwhile, analytical analysis was used to examine the relationship between Islamic education and efforts to address social ills. The researcher linked various concepts and previous research findings to gain a deeper understanding. The analysis process was conducted in stages and continuously. This approach allows for comprehensive interpretation of the data obtained.

A thematic approach was used to group the collected data. Data was classified based on key themes, such as the concept of Islamic education, noble moral values, and forms of social ills. This approach facilitated researchers in identifying the

interrelationships between concepts. Furthermore, the thematic approach facilitated systematic discussion. Each theme was analyzed in depth with reference to relevant literature. This allowed the research results to be presented in a structured and logical manner.

The validity of the data in this study was ensured through source triangulation. Researchers compared various literature sources to ensure consistency and appropriateness of information. The opinions of various experts were used to enrich the analytical perspective. Furthermore, researchers reviewed literature from various backgrounds and time periods. This step was taken to avoid bias and strengthen the validity of the findings. With source triangulation, research results are expected to be more objective and scientifically accountable.

The research procedure begins with determining the focus of the study and formulating the problem. Next, the researcher conducts a literature search relevant to the research topic. After data collection, an in-depth analysis and interpretation process is conducted. The results of the analysis are then compiled in a descriptive-analytical format in accordance with scientific writing procedures. The final stage of the research is drawing conclusions based on the literature review. With this procedure, the research is expected to provide a clear picture of the contribution of Islamic education in instilling noble morals as a solution to social ills.

Results and Discussion

Research results show that Islamic education plays a significant role in instilling noble moral values in individuals. Islamic education emphasizes not only cognitive aspects but also affective and psychomotor aspects. The instillation of moral values is carried out through a learning process integrated with religious values. This process fosters a strong moral awareness in students. This moral awareness serves as a foundation for avoiding deviant behavior. Thus, Islamic education serves as a foundation for character formation.

The noble moral values taught in Islamic education include honesty, responsibility, discipline, and social awareness. These values are relevant to the needs of modern society facing various social challenges. Islamic education instills these values through habituation and role models.¹⁷ The habituation process is carried out consistently in learning activities. The role model of educators is a crucial factor in the success of instilling these values. This demonstrates the applicability and contextual nature of Islamic education.

Social ills that develop in the era of globalization are often rooted in weak individual moral values. Globalization brings rapid changes in values that are often not accompanied by adequate moral education. Literature reviews indicate that individuals with weak religious understanding are more susceptible to deviant behavior. Islamic

¹⁷ Muhammad Aldi, "The Contribution of Islamic Education in Shaping the Social Awareness of the Digital Literate Community," *Faiyadhah | Journal of Islamic Education Management* 1, no. 1 (2025): h.19, <https://doi.org/10.64344/fydh.v1i1.8>.

education offers a solution by instilling moral values based on Islamic teachings. These values serve as an internal control within individuals. With strong internal control, individuals are able to filter out the negative influences of globalization.

Research also shows that Islamic education plays a preventive role against social ills. Islamic education does not wait for deviations to occur, but rather seeks to prevent them early. Moral values are instilled continuously from childhood. This process shapes positive thought patterns and behaviors. Islamic education teaches the moral consequences of every action. Thus, individuals develop an awareness of the need to act in accordance with religious and social norms.

In addition to its preventive purpose, Islamic education also has a curative function. Islamic education provides moral guidance for individuals who have engaged in deviant behavior.¹⁸ The values of repentance, introspection, and self-improvement are integral to Islamic education. This process helps individuals return to behavior consistent with moral values. Islamic education is not punitive, but rather guiding. This approach is more effective in the long term.

The role of educators in Islamic education is crucial to the success of instilling noble morals. Educators serve not only as transmitters of material but also as role models.¹⁹ Research shows that educators' exemplary behavior has a significant influence on student behavior. Educators' attitudes and behavior serve as concrete examples for students. Therefore, the moral quality of educators must be a primary concern. Islamic education demands educators with integrity and noble morals.

The educational environment also influences the effectiveness of Islamic education in instilling moral values. A religious and conducive school environment supports the internalization of values. A school culture that upholds moral values strengthens moral development. Research shows that a positive environment can suppress the emergence of deviant behavior. Islamic education cannot function optimally without environmental support. Therefore, creating a religious culture is crucial.

Effective Islamic education requires synergy between schools, families, and communities. The family is the primary environment in which children develop their morals.²⁰ Values instilled in schools need to be reinforced within the family. The community acts as a social environment that provides reinforcement and challenge. Research shows that this synergy enhances the effectiveness of moral education. Therefore, Islamic education must be understood as a shared responsibility.

¹⁸ M Mukhlis, "The Effectiveness of the Lok-R Model in Enhancing Academic Achievement in the Islamic Religious Education Study Program," *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam*, 2025, https://jurnal.staialjamibjm.ac.id/index.php/AL_GHAZALI/article/view/417.

¹⁹ Masturin Masturin, "Contribution of Vocational Madrasah Aliyah in the Growth of Indonesia's Demographic Bonus," *Al-Hayat: Journal of Islamic Education* 6, no. 2 (2022): h.151, <https://doi.org/10.35723/ajie.v6i2.314>.

²⁰ Yunia Dwi Latifah, "Challenges and Strategies in Strengthening the Implementation of the Independent Curriculum in Islamic Religious Education Learning," *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam* 5, no. 2 (2025): h.282.

In the context of globalization, Islamic education faces increasingly complex challenges. The free flow of information influences the mindsets and behaviors of the younger generation. Islamic education must adapt to changing times without losing its core values. Studies have shown that a contextual approach is necessary in Islamic education. This approach allows for the relevant delivery of moral values. Thus, Islamic education remains effective in the global era.

Research results show that internalizing moral values through Islamic education contributes to building social awareness. Individuals are not only responsible for themselves but also for society. Social awareness and empathy are integral to noble character. Islamic education encourages individuals to play an active role in social life. This role is crucial in preventing social ills. With a heightened social awareness, society becomes more harmonious.

Islamic education also plays a role in shaping ethical technology use. Globalization is inseparable from the development of digital technology. Islamic education teaches ethics and responsibility in the use of technology. These values are crucial for preventing the misuse of digital media. Research shows that digital moral education is an urgent need. Therefore, Islamic education is relevant in addressing technological challenges.

The results of a literature review indicate that Islamic education integrated with character education is more effective. This integration allows for comprehensive value instillation. Islamic education does not stand alone but is part of the national education system. Moral values serve as the foundation for developing national character. With this approach, Islamic education contributes to social development. This contribution is becoming increasingly important in the era of globalization.

Islamic education also plays a role in developing individual self-control. Self-control is the ability to control impulses and behavior.²¹ Research shows that individuals with good self-control are better able to avoid deviant behavior. Islamic education instills the values of patience and self-control. These values serve as a bulwark against social temptations. Thus, Islamic education contributes to the prevention of social ills.

The values of justice and honesty taught in Islamic education are also relevant in social life.²² These values foster harmonious social relationships. Islamic education teaches the importance of justice in every aspect of life. Research shows that the value of justice reduces social conflict. Thus, Islamic education contributes to social stability. This stability is crucial in facing global dynamics.

²¹ Dwi Mariyono and Maskuri Bakri, "Entrepreneurial Basic Capital and Its Contribution to Developing Multicultural Islamic Education," *SSRN Electronic Journal*, 2025, <https://doi.org/10.2139/ssrn.5093742>.

²² Abdul Khamid et al., "Islamic Boarding School, the Transformation of Islamic Education Institution and Its Strategic Role in Global Era," *ATTARBIYAH: Journal of Islamic Culture and Education* 7, no. 2 (2023): 125–38, <https://doi.org/10.18326/attarbiyah.v7i2.125-138>.

Islamic education not only shapes individuals who are ritually devout but also who possess moral character in social life. Noble morals are an indicator of the success of Islamic education. Research shows that individuals with noble morals tend to have positive social behavior. Islamic education emphasizes consistency between faith and good deeds. This consistency forms the foundation for character building. Thus, Islamic education contributes to the formation of a moral society.

The research also shows that Islamic education plays a role in developing legal awareness and social norms. The value of compliance with regulations is part of noble morals. Islamic education teaches the importance of obeying rules as long as they do not conflict with religious teachings. This awareness prevents social violations. Thus, Islamic education contributes to creating social order, a vital aspect of modern society.

Islamic education also plays a role in fostering tolerance and mutual respect.²³ Tolerance is crucial in a pluralistic society.²⁴ Islamic education teaches respect for differences. Research shows that tolerance reduces social conflict. Thus, Islamic education contributes to creating social harmony, a necessity in the era of globalization.

Islamic education plays a strategic role in developing a competitive and moral generation.²⁵ Globalization demands competent and moral individuals. Islamic education balances the acquisition of knowledge with the development of morals. Research shows that this balance improves the quality of human resources. Thus, Islamic education contributes to national development. This contribution is increasingly relevant in the global era.

Research results show that Islamic education contributes significantly to instilling noble moral values as a solution to social ills. Islamic education offers a holistic and sustainable approach. Moral values are at the core of the educational process. Therefore, Islamic education has great potential in addressing social challenges. This potential needs to be continuously developed and strengthened. Islamic education is a strategic solution in the era of globalization.

Discussion Table of Contribution of Islamic Education to Social Illnesses

²³ Eka Yanuarti and Devi Purnama Sari HS, "Strategy for Improving the Competence of Islamic Religious Education Teachers in Implementing the Islamic Religious Education Curriculum at SD N 10 Lebong," *Indonesian Journal for Islamic Studies* 3, no. 2 (2025): h.79, <https://doi.org/10.58723/ijfis.v3i2.481>.

²⁴ Syamsul Rijal and Syatria Adymas Pranajaya, "The Contribution of Islamic Philosophy and the Implementation of Islamic Education in Realizing Democratic Elections in Indonesia," *Jurnal Pemikiran Islam* 5, no. 1 (2025): h.120, <https://doi.org/10.22373/jpi.v5i1.30798>.

²⁵ Muh. Dzihab Aminudin S, "The Contribution of Islamic Boarding Schools to the Development of Indonesia's Youth's Islamic Identity," *International Journal of Advance Social Sciences and Education (IJASSE)* 3, no. 2 (2025): h.91, <https://doi.org/10.59890/ijasse.v3i2.2>.

Aspects of Islamic Education	Noble Moral Values	Forms of Social Disease	Contribution of Islamic Education
Faith Education	Faith, Piety	Moral degradation	Forming self-control and moral awareness
Moral Education	Honesty, Trust	Juvenile delinquency	Instilling positive behavior and responsibility
Exemplary Educators	Integrity	Behavioral deviation	Provide real examples of moral behavior
Religious Environment	Discipline, Caring	Social conflict	Creating a positive culture
Islamic Social Education	Tolerance, Empathy	social intolerance	Building social harmony

The table above shows that Islamic education has diverse contributions to addressing social ills. Each aspect of Islamic education plays a complementary role. Faith education forms a strong spiritual foundation. This foundation serves as the basis for controlling behavior. With strong faith, individuals have internal control. This control prevents deviant behavior.

Moral education is central to character development.²⁶ The values of honesty and trustworthiness are highly relevant in social life.²⁷ Social ills such as juvenile delinquency are often caused by a lack of these values. Islamic education instills values through habituation. This habituation is carried out consistently. Thus, moral education is effective in preventing social ills.

The exemplary behavior of educators is a crucial factor in the success of Islamic education. Educators with integrity serve as concrete examples for students. This example is more effective than verbal advice. Research shows that exemplary behavior accelerates the internalization of values. Therefore, educator quality is a priority. Islamic education demands educators with noble morals.

A religious environment supports optimal moral development. A religious school culture creates a conducive atmosphere.²⁸ This atmosphere reinforces the values of discipline and caring. Social ills such as conflict can be minimized. Thus, the

²⁶ Muhammad Ihsan Fauzi, Fahrudin Fahrudin, and Aam Abdussalam, "Pesantren and Islamic Religious Education (IRE): The Role and Implication of Islamic Boarding School for IRE in Schools," *TARBAWY: Indonesian Journal of Islamic Education* 9, no. 2 (2022): h.145, <https://doi.org/10.17509/t.v9i2.45839>.

²⁷ M Abd Faiz et al., "Enhancing Qur'anic Memorization through the Yanbu'a Method: The Role of Tahfidz Teachers at SD Takhassus Al-Qur'an Walisanga Tanjung," *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam*, 2025, https://jurnal.staialjamibjm.ac.id/index.php/AL_GHAZALI/article/view/475.

²⁸ Wildatun Rizka Khoiriyati, Hasda Nami Harahap, and Rizky Awaliyah Sinaga, "The Using of the Comic Application as Learning Medium for Islamic Study in Elementary School," *Khalifa: Journal of Islamic Education* 5, no. 2 (2021): 104, <https://doi.org/10.24036/kjie.v5i2.126>.

environment is a crucial supporting factor. Islamic education must take environmental aspects into account.

Islamic social education emphasizes the values of tolerance and empathy. These values are crucial in a pluralistic society. Social ills such as intolerance can be addressed through values education. Islamic education teaches mutual respect. This attitude fosters social harmony, which is key to societal stability.

The contribution of Islamic education is not instantaneous, but continuous. The educational process requires time and consistency. Moral values are instilled gradually, with the results visible in the long term. Thus, Islamic education is a social investment, crucial for the future.

Islamic education also needs to adapt to global developments. Moral values must be conveyed contextually. This approach makes Islamic education relevant. Relevance increases educational effectiveness. Thus, Islamic education remains viable, a crucial existence in the era of globalization.

Strengthening Islamic education is an urgent need. Increasingly complex social ills require fundamental solutions. Islamic education offers values-based solutions. These values are universal and applicable. Thus, Islamic education is globally relevant. This relevance is a key advantage.

Islamic education also plays a role in building collective awareness. This awareness fosters social responsibility. Individuals do not only consider their own interests. Islamic education instills the value of togetherness. This value reduces social conflict. Thus, Islamic education strengthens social cohesion.

Integrating Islamic education with national education policy is essential. This integration broadens the reach of moral education. Moral values become part of the education system. Thus, Islamic education is not marginalized. It becomes mainstream. This strengthens the role of Islamic education.

Islamic education also plays a role in shaping public ethics. These ethics are crucial in social life. Social ills often arise from a lack of public ethics. Islamic education instills ethics based on religious values. These values are universal. Therefore, Islamic education is relevant to all.

Islamic education must be supported by supportive policies. Educational policies that support moral development are essential. Without policy support, Islamic education will struggle to develop.²⁹ Research shows the importance of structural support. Therefore, the government's role is crucial. This synergy strengthens Islamic education.

Islamic education also plays a role in developing the moral identity of the younger generation. This identity serves as a foundation for facing globalization. Islamic education instills the values of identity. These values prevent identity crises. Thus,

²⁹ T Tanuri, "Exploring the Roles and Challenges of the Sandwich Generation in the Context of Islamic Education and Family Ethics," *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam*, 2025, https://jurnal.staialjamibjm.ac.id/index.php/AL_GHAZALI/article/view/451.

Islamic education is relevant for the younger generation. This relevance is a key strength.

The role of Islamic education in addressing social ills is multidimensional. Islamic education addresses spiritual, moral, and social aspects. This approach is more comprehensive. Thus, Islamic education is effective. This effectiveness is evident in character formation. Character is key to solving social ills.

Based on the discussion, Islamic education has a real contribution to instilling noble morals. This contribution is a strategic solution to social ills. The era of globalization demands meaningful education. Islamic education addresses this demand. Thus, Islamic education plays an irreplaceable role. This role needs to be continuously strengthened.

Conclusion

Based on the results of the study and discussion, it can be concluded that Islamic education has a very significant contribution in instilling noble moral values as a solution to social ills in the era of globalization. Islamic education serves not only as a means of transferring religious knowledge, but also as a medium for shaping individual character and morals. Moral values such as honesty, responsibility, discipline, social awareness, and tolerance are the main foundations of Islamic education. These values are instilled through an integrated learning process, exemplary educators, and habituation in educational and social environments. With a holistic and sustainable approach, Islamic education can foster self-control and individual moral awareness. This moral awareness serves as a primary bulwark in preventing and addressing various forms of social ills that arise from the negative influences of globalization.

Islamic education also plays a strategic role as a preventive and curative solution to address social problems. Through the internalization of noble moral values, Islamic education can foster social awareness, public ethics, and collective responsibility within society. Synergy between educational institutions, families, communities, and government policies is a key factor in the success of Islamic education. Therefore, continuous strengthening of Islamic education is essential to addressing the challenges of the times without losing its fundamental values. Adaptive, contextual, and morally nurturing Islamic education is a pressing need in the era of globalization. Thus, Islamic education can contribute optimally to building a moral, harmonious, and civilized society.

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