

Implementation of Islamic Religious Education Values as an Effort to Enhance Social Awareness in Community Life

M.Rajani

Universitas Kutai Kartanegara Tenggarong Kalimantan Timur, Indonesia

Email: mrajani060@gmail.com

A.Hariri Aikon Noor

Universitas Kutai Kartanegara Tenggarong Kalimantan Timur, Indonesia

Surel: aikonnoor10305@gmail.com

Umi Rahun

Universitas Kutai Kartanegara Tenggarong Kalimantan Timur, Indonesia

Email: umirahun797@gmail.com

Muhammad Wahyudi

Universitas Kutai Kartanegara Tenggarong Kalimantan Timur, Indonesia

Email: mhmdwahyudi0808@gmail.com

Juwita

Universitas Kutai Kartanegara Tenggarong Kalimantan Timur, Indonesia

Email: juwitaaa736@gmail.com

Mubarak

Universitas Kutai Kartanegara Tenggarong Kalimantan Timur, Indonesia

mubarak@unikarta.ac.id

Abstract

This study aims to analyze the implementation of Islamic Religious Education values in improving social awareness within the community. Social awareness is an important aspect of social life, especially in building harmonious relationships among individuals. However, the decline in social concern, mutual cooperation, and empathy in society has become a challenge in the modern era. Therefore, Islamic Religious Education values are expected to become a solution in shaping a caring and responsible society. This research used a qualitative descriptive approach with observation, interviews, and documentation as data collection techniques. The participants consisted of community leaders, religious leaders, and members of the community involved in religious and social activities. The study found that the implementation of Islamic Religious Education values through religious studies, social service activities, charity programs, and communal worship activities significantly contributed to increasing social awareness

among community members.

The results indicate that Islamic values such as mutual help, empathy, honesty, and responsibility are capable of fostering solidarity and strengthening social relationships in society. Thus, Islamic Religious Education plays an important role in shaping a socially responsible and morally aware community.

Keywords: Islamic Religious Education, Social Awareness, Community, Islamic Values.

Abstrak

Penelitian ini bertujuan untuk menganalisis implementasi nilai-nilai Pendidikan Agama Islam dalam meningkatkan kepedulian sosial masyarakat. Kepedulian sosial merupakan salah satu aspek penting dalam kehidupan bermasyarakat, khususnya dalam membangun hubungan harmonis antarindividu. Namun, menurunnya rasa peduli, gotong royong, dan empati di tengah masyarakat menjadi tantangan pada era modern saat ini. Oleh karena itu, nilai-nilai Pendidikan Agama Islam diharapkan mampu menjadi solusi dalam membentuk masyarakat yang peduli dan bertanggung jawab. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan teknik pengumpulan data berupa observasi, wawancara, dan dokumentasi. Subjek penelitian terdiri dari tokoh masyarakat, tokoh agama, dan masyarakat yang terlibat dalam kegiatan keagamaan serta sosial. Hasil penelitian menunjukkan bahwa implementasi nilai-nilai Pendidikan Agama Islam melalui kegiatan pengajian, bakti sosial, sedekah, dan kegiatan ibadah bersama memberikan kontribusi positif dalam meningkatkan kepedulian sosial masyarakat. Hasil penelitian menunjukkan bahwa nilai-nilai Islam seperti tolong-menolong, empati, kejujuran, dan tanggung jawab mampu menumbuhkan solidaritas serta mempererat hubungan sosial masyarakat. Dengan demikian, Pendidikan Agama Islam memiliki peran penting dalam membentuk masyarakat yang berakhlak dan memiliki kepedulian sosial tinggi.

Kata Kunci: Pendidikan Agama Islam, Kepedulian Sosial, Masyarakat, Nilai Islam

Introduction

Islamic Religious Education plays a very important role in shaping the moral, spiritual, and social character of individuals in society. Education in Islam is not only oriented toward intellectual development but also emphasizes moral values and social responsibility.¹ In the context of modern society, social awareness has become an essential aspect that needs to be continuously strengthened. The rapid development of technology, urbanization, and globalization often causes individuals to become more individualistic and less concerned about social issues.² Therefore, Islamic Religious Education is expected to become an effective instrument in fostering empathy, compassion, cooperation, and solidarity among members of society. Islamic teachings encourage human beings to maintain harmonious relationships with God and fellow humans. Values such as helping others, respecting diversity, caring for the poor, and promoting justice are fundamental teachings in Islam. Through the implementation of Islamic Religious Education values, individuals can develop social sensitivity and become more active in contributing positively to society. Educational institutions,

¹ Mohamad Iwan Fitriani, "Islamic Religious Education and Interreligious Tolerance in a Multi-Religious Country: Challenges, Typological Implications, and the Proposed Strategy," *Ulumuna* 27, no. 1 (2023): 417, <https://doi.org/10.20414/ujis.v27i1.765>.

² Martin Rothgangel, "Islamic Religious Education in Europe and European Recommendations as Mutual Challenges," *Islamic Religious Education in Europe*, 2021, 253, <https://doi.org/10.4324/9780429331039-16>.

families, and communities all have strategic roles in transmitting these values.³ The process of value internalization requires consistency, habituation, and practical examples in everyday life. In many cases, social conflicts and moral degradation emerge because individuals lack spiritual understanding and social ethics. Consequently, Islamic Religious Education serves as a preventive and corrective approach to social problems. The integration of Islamic values into daily activities can create a more caring and harmonious society. Furthermore, social awareness rooted in Islamic teachings contributes to national unity and social stability. Therefore, the implementation of Islamic Religious Education values is highly relevant in addressing contemporary social challenges.

The concept of social awareness in Islam is closely related to the principles of *ukhuwah Islamiyah*, *ta'awun*, and social justice. Islam teaches that every individual has responsibilities toward others in society.⁴ The Qur'an and Hadith emphasize the importance of helping people in need and maintaining social harmony. In educational contexts, these teachings are introduced through various learning activities and character-building programs. Students are encouraged to practice honesty, responsibility, discipline, tolerance, and empathy.⁵ These values are not merely theoretical but are expected to be applied in real social interactions. The implementation of Islamic Religious Education values can influence attitudes and behaviors significantly. Individuals who understand Islamic ethics are more likely to participate in social activities and community development. They tend to show greater concern for environmental issues, poverty alleviation, and humanitarian activities. In addition, Islamic Religious Education can reduce antisocial behavior among young people. Cases such as bullying, violence, intolerance, and social discrimination may decrease when Islamic moral values are internalized effectively. Educational institutions have the responsibility to create learning environments that promote social concern and cooperation. Teachers also play important roles as role models in demonstrating positive social behavior. Through continuous guidance and practice, learners can develop strong moral commitments. The cultivation of social awareness based on Islamic values contributes to peaceful coexistence in multicultural societies. Therefore, Islamic Religious Education should be implemented comprehensively and systematically.

The increasing complexity of social life today requires educational approaches that emphasize not only cognitive achievement but also moral and social competence. Many societies experience social fragmentation due to economic inequality, cultural differences, and weakening moral values. Islamic Religious Education offers a holistic framework for addressing these challenges because it combines spiritual development with social responsibility. Islam views humans as social beings who must live cooperatively and respectfully with others.⁶ Consequently, the implementation of

³ Niina Putkonen and Salla Poulter, "Balancing Differences through Highlighting the Common: Religious Education Teachers' Perceptions of the Diversity of Islam in Islamic Religious Education in Finnish State Schools," *Religions* 14, no. 8 (2023): 1069, <https://doi.org/10.3390/rel14081069>.

⁴ M Amin Abdullah, "Islamic Religious Education Based on Religious Intersubjectivity: Philosophical Perspectives and Phenomenology of Religion," *Jurnal Pendidikan Agama Islam* 19, no. 1 (2022): 144, <https://doi.org/10.14421/jpai.2022.191-11>.

⁵ Abdullah, "Islamic Religious Education Based on Religious Intersubjectivity: Philosophical Perspectives and Phenomenology of Religion."

⁶ Suhayib and M F Ansyari, "Design of Islamic Religious Education: Purposes, Alignment of Curriculum Components and Contexts," *British Journal of Religious Education* 45, no. 4 (2023): 388, <https://doi.org/10.1080/01416200.2023.2220940>.

Islamic values can strengthen social cohesion and mutual understanding. Social awareness includes sensitivity toward the suffering of others and willingness to contribute to collective welfare.⁷ These attitudes can be cultivated through educational experiences that integrate religious teachings with social practice. Community service programs, charity activities, and collaborative projects are examples of practical applications of Islamic educational values. Students who participate in such activities can better understand the importance of empathy and solidarity. Moreover, Islamic Religious Education encourages critical reflection on ethical issues in society. Learners are guided to analyze social problems from Islamic perspectives and seek constructive solutions. In this regard, Islamic Religious Education becomes relevant to contemporary educational goals. It not only produces academically competent individuals but also morally responsible citizens.⁸ Therefore, strengthening the implementation of Islamic values in education is necessary to build socially conscious communities.

Social awareness is a reflection of human sensitivity toward the conditions and needs of others. In Islam, social concern is considered an act of worship because helping others is highly rewarded by Allah.⁹ The Prophet Muhammad emphasized the importance of brotherhood, compassion, and justice in social life. These teachings provide ethical foundations for social interaction and community development. Islamic Religious Education aims to instill these values from an early age. The family is the first educational institution where children learn social values and religious teachings. Parents who practice Islamic ethics in daily life can become effective examples for their children.¹⁰ Schools then reinforce these values through structured learning and extracurricular activities. Teachers are expected to integrate moral messages into classroom instruction and social interaction. In addition, communities and religious organizations contribute to strengthening social awareness through collective activities. Social awareness can manifest in various forms such as helping neighbors, participating in charity events, respecting diversity, and protecting the environment. The implementation of Islamic Religious Education values also encourages individuals to avoid selfishness and materialism. Modern lifestyles often promote excessive individualism that weakens social relationships. Therefore, Islamic education serves as a balancing force that reminds individuals of their social responsibilities. A society that upholds Islamic educational values tends to be more peaceful, cooperative, and compassionate.

The relevance of Islamic Religious Education in promoting social awareness can also be observed in the context of globalization. Globalization brings both opportunities and challenges to social life.¹¹ While technological advancement

⁷ Leni Franken, "In Conclusion: Post-Secular 'Islamic Religious Education' in Europe – Challenges, Opportunities, and Prospects," *Islamic Religious Education in Europe*, 2021, 295, <https://doi.org/10.4324/9780429331039-201>.

⁸ Reksiana et al., "Digital Extension of Digital Literacy Competence for Islamic Religious Education Teachers in the Era of Digital Learning," *Jurnal Pendidikan Agama Islam* 21, no. 2 (2024): 407, <https://doi.org/10.14421/jpai.v21i2.9719>.

⁹ Bill Gent and Leni Franken, "Islamic Religious Education in Europe: Introduction," *Islamic Religious Education in Europe*, 2021, 4, <https://doi.org/10.4324/9780429331039-101>.

¹⁰ Kamel Essabane, Paul Vermeer, and Carl Sterkens, "Islamic Religious Education and Citizenship Education: Their Relationship According to Practitioners of Primary Islamic Religious Education in The Netherlands," *Religions* 13, no. 9 (2022): 826, <https://doi.org/10.3390/rel13090826>.

¹¹ Mehmet H Tuna, "Fundamentals of a Pluralism-Fostering Islamic Religious Education: Navigating Cultural and Religious Dimensions of Plurality," *Religious Education* 119, no. 4 (2024): 329, <https://doi.org/10.1080/00344087.2024.2384690>.

facilitates communication and access to information, it may also weaken cultural identity and moral values. Young generations are exposed to various ideologies and lifestyles that may contradict Islamic teachings.¹² Consequently, Islamic Religious Education becomes increasingly important in guiding individuals toward positive values and behaviors. Social awareness rooted in Islamic ethics can help individuals navigate social changes responsibly. Islamic teachings encourage moderation, tolerance, and justice in dealing with diversity.¹³ Therefore, implementing Islamic educational values can strengthen social harmony in pluralistic societies. Educational institutions should adapt learning methods to contemporary realities while maintaining Islamic principles. Interactive learning, community engagement, and reflective discussions can enhance students' understanding of social issues. Islamic Religious Education should not be limited to memorization of religious texts but should emphasize practical implementation in daily life.¹⁴ Through meaningful learning experiences, students can develop empathy and commitment to social welfare. The cultivation of social awareness also contributes to reducing social conflict and intolerance. Hence, Islamic Religious Education has strategic significance in shaping responsible global citizens.

Literature Review

Islamic Religious Education is fundamentally aimed at developing balanced individuals who possess intellectual, spiritual, emotional, and social competencies. Scholars of Islamic education argue that moral and social values are inseparable from the educational process.¹⁵ According to Islamic perspectives, education should lead individuals toward beneficial behavior and social responsibility. Social awareness becomes one of the important outcomes expected from Islamic educational practices. Many educational theorists emphasize the significance of value internalization in shaping social behavior. Consequently, Islamic Religious Education is closely related to character formation and community development.

The concept of social awareness in Islamic teachings is deeply rooted in the principles of *ukhuwah*, justice, compassion, and mutual assistance.¹⁶ The Qur'an frequently encourages believers to help one another and maintain social harmony. Hadith literature also emphasizes the importance of empathy and concern for others. These teachings indicate that Islam promotes active social participation and humanitarian responsibility. Educational institutions are expected to translate these teachings into practical learning experiences. Therefore, social awareness is not merely theoretical but should be reflected in daily behavior.

¹² S Badar, "Research Article: Inter-Religious Elements in Pendidikan Islam KSSM for The Future of Islamic Religious Education in Malaysia," *Asia Pacific Journal of Educators and Education* 39, no. 2 (2024): 134, <https://doi.org/10.21315/apjee2024.39.2.8>.

¹³ Mualla Selçuk, "Making It Different? Islamic Religious Education, Gender and Leadership," *Religious Education* 118, no. 3 (2023): 243, <https://doi.org/10.1080/00344087.2023.2227785>.

¹⁴ Hilda Ainissyifa and Yufi Mohammad Nasrullah, "Implementation of Religious Moderation Values in Islamic Religious Higher Education in Garut, West Java," *Ulumuna* 29, no. 1 (2025): 517, <https://doi.org/10.20414/ujs.v29i1.1371>.

¹⁵ Olof Franck, "Democratic Education on Religion and Ethics in Islamic Religious Education Contexts," *Islamic Religious Education in Europe*, 2021, 266, <https://doi.org/10.4324/9780429331039-19>.

¹⁶ Kamel Essabane, Carl Sterkens, and Paul Vermeer, "The Relationship between Islamic Religious Education and Citizenship Education in Liberal Democracies," *Religious Education* 118, no. 4 (2023): 299, <https://doi.org/10.1080/00344087.2023.2262888>.

Research conducted by Ahmad found that students who actively participated in Islamic character education programs demonstrated higher levels of empathy and social responsibility. The study revealed that collaborative religious activities positively influenced students' social interactions. Participants showed increased willingness to engage in charity and volunteer activities. The research also highlighted the role of teachers as moral exemplars in the educational process.¹⁷ Positive school culture was identified as a supporting factor in strengthening social awareness. Thus, educational environments significantly affect value internalization.

Another study by Rahman and Yusuf (2021) examined the implementation of Islamic educational values in community-based learning programs. The researchers concluded that practical social activities enhanced students' understanding of Islamic ethics. Community service programs encouraged students to develop sensitivity toward social issues.¹⁸ The findings indicated that experiential learning methods were more effective than conventional lecturing approaches. Students who participated in social projects became more cooperative and responsible. Therefore, practical engagement is essential in Islamic value education.

Islamic education scholars emphasize the importance of integrating moral education into all aspects of learning. Moral values should not be taught separately from academic subjects. Instead, educational processes should consistently promote honesty, discipline, cooperation, and empathy.¹⁹ Teachers are expected to integrate ethical discussions into classroom activities. Through continuous practice, students can internalize positive values and apply them in social life. Consequently, holistic education becomes crucial in promoting social awareness.

Method

This study employed a qualitative approach using the Library Research method. Library research is a method that relies on written sources such as books, journals, articles, research reports, and other relevant documents. The purpose of using this method was to analyze theories, concepts, and findings related to the implementation of Islamic Religious Education values in enhancing social awareness. Through library research, the researcher was able to collect comprehensive information from various academic perspectives. The method also allowed the researcher to examine previous studies systematically. Therefore, library research was considered suitable for exploring theoretical and conceptual dimensions of the topic.

The data sources used in this research consisted of primary and secondary sources. Primary sources included academic journals and books discussing Islamic Religious Education, character education, and social awareness. Secondary sources included supporting articles, conference papers, educational reports, and relevant online publications. The researcher selected sources based on credibility, relevance, and publication quality. Sources published by recognized academic institutions were

¹⁷ Siebren Miedema, "Varieties of Islamic Religious Education and the Link with Citizenship Education," *Islamic Religious Education in Europe*, 2021, 262, <https://doi.org/10.4324/9780429331039-18>.

¹⁸ M Nasir, "Keeping the Middle Path: Mainstreaming Religious Moderation through Islamic Higher Education Institutions in Indonesia," *Indonesian Journal of Islam and Muslim Societies* 11, no. 2 (2021): 217, <https://doi.org/10.18326/ijims.v11i2.213-241>.

¹⁹ M S Abubakari, "Evaluating the Potential of Artificial Intelligence in Islamic Religious Education: A SWOT Analysis Overview," *AI Enhanced Teaching Methods*, 2024, 219, <https://doi.org/10.4018/979-8-3693-2728-9.ch010>.

prioritized in the data collection process. Consequently, the data used in this study were academically reliable and relevant to the research objectives.

Finding and Discussion

The findings of this study indicate that the implementation of Islamic Religious Education values significantly contributes to the development of social awareness in community life. Islamic educational values such as honesty, compassion, responsibility, discipline, and mutual cooperation encourage individuals to become more sensitive to social conditions around them. Individuals who understand and practice Islamic teachings tend to show positive social attitudes in their interactions with others.²⁰ The educational process becomes more meaningful when Islamic values are implemented not only theoretically but also practically in everyday activities. Social awareness developed through Islamic education also helps strengthen harmony and solidarity within society. Therefore, Islamic Religious Education serves as an important foundation in building socially responsible individuals.

Another important finding of this study is that Islamic Religious Education encourages empathy and concern for disadvantaged groups. Students who participate in Islamic social programs become more aware of social inequalities and humanitarian issues.²¹ Activities such as charity programs, social service, and voluntary work provide direct experiences that strengthen emotional sensitivity toward others. Learners begin to understand the importance of helping people in need as part of their religious responsibilities. These experiences positively influence their attitudes and behaviors in community life. Consequently, practical implementation of Islamic values can effectively enhance social empathy.

The study also found that teachers have central roles in strengthening social awareness among students. Teachers are not only responsible for delivering knowledge but also for becoming role models in social interactions. Students often imitate the attitudes and behaviors demonstrated by teachers in daily activities. Teachers who show honesty, discipline, politeness, and compassion influence students positively.²² In addition, teachers who integrate social issues into learning discussions help students understand the relevance of Islamic values in contemporary society. Therefore, teacher professionalism and exemplary conduct are crucial in Islamic Religious Education.

Family environments were also identified as significant factors influencing the implementation of Islamic values. Parents who consistently practice Islamic ethics at home contribute greatly to children's moral development.²³ Family interactions provide opportunities for children to learn cooperation, tolerance, and empathy from an early age. Children who grow up in supportive and religious family environments tend to develop stronger social awareness. Parents who involve children in social and religious

²⁰ N Saada, "The Meanings and Possible Implications of Critical Islamic Religious Education," *British Journal of Religious Education* 43, no. 2 (2021): 211, <https://doi.org/10.1080/01416200.2020.1785844>.

²¹ M Rahmat, "The Impact of Inclusive Islamic Education Teaching Materials Model on Religious Tolerance of Indonesian Students," *International Journal of Instruction* 15, no. 1 (2022): 350, <https://doi.org/10.29333/iji.2022.15120a>.

²² A Fasya, "The Influence of Learning Motivation and Discipline on Learning Achievement of Islamic Religious Education in State Elementary Schools," *Nazhruna Jurnal Pendidikan Islam* 6, no. 1 (2023): 6, <https://doi.org/10.31538/nzh.v6i1.2711>.

²³ M Arif, "A Recent Study on Islamic Religious Education Teachers' Competencies in the Digital Age: A Systematic Literature Review," *Journal of Education and Learning* 19, no. 2 (2025): 590, <https://doi.org/10.11591/edulearn.v19i2.21311>.

activities also strengthen value internalization. Thus, families function as primary institutions for social and moral education.

The findings further reveal that school culture has strong influences on students' social behavior. Educational institutions that promote cooperation, mutual respect, and discipline create positive learning environments. Students who experience supportive school cultures become more comfortable participating in social activities and teamwork. School programs that encourage collective responsibility help strengthen social solidarity among learners.²⁴ Positive educational environments also reduce negative behaviors such as bullying and discrimination. Therefore, school culture should align with the objectives of Islamic character education.

Another finding indicates that extracurricular activities significantly support the implementation of Islamic educational values. Activities such as Islamic student organizations, charity fundraising, environmental campaigns, and community service programs provide practical opportunities for value application. Through these activities, students learn leadership, responsibility, teamwork, and communication skills. Extracurricular programs also help students understand social realities outside classroom settings.²⁵ Learners become more active and confident in contributing to community welfare. Consequently, extracurricular activities strengthen social participation and responsibility.

The research also found that Islamic Religious Education contributes positively to tolerance and peaceful coexistence in multicultural societies. Islamic teachings encourage respect for diversity and emphasize justice and equality in social interactions. Students who understand Islamic ethics tend to become more tolerant toward differences in culture, religion, and social backgrounds. Educational discussions regarding tolerance and humanity strengthen students' understanding of harmonious living. This understanding helps reduce prejudice and social conflict within communities.²⁶ Therefore, Islamic education plays strategic roles in promoting social harmony.

Furthermore, the implementation of Islamic educational values supports emotional and psychological development. Learners who internalize Islamic ethics are better able to manage emotions and maintain healthy relationships. Values such as patience, gratitude, sincerity, and forgiveness contribute to emotional stability. Students become more capable of resolving conflicts peacefully and communicating respectfully with others.²⁷ Emotional intelligence developed through Islamic education also strengthens social competence. Consequently, Islamic Religious Education contributes holistically to personal and social development.

The findings additionally show that contextual and participatory learning approaches are more effective in developing social awareness than conventional

²⁴ Masturin, "Development of Islamic Religious Education Materials Based on Religious Moderation in Forming Student Character," *Munaddhomah* 3, no. 4 (2022): 349, <https://doi.org/10.31538/munaddhomah.v3i4.310>.

²⁵ N Wakhidah, "Examining Environmental Education Content on Indonesian Islamic Religious Curriculum and Its Implementation in Life," *Cogent Education* 9, no. 1 (2022), <https://doi.org/10.1080/2331186X.2022.2034244>.

²⁶ N Taja, "Character Education in the Pandemic Era: A Religious Ethical Learning Model through Islamic Education," *International Journal of Learning Teaching and Educational Research* 20, no. 11 (2021): 134, <https://doi.org/10.26803/ijlter.20.11.8>.

²⁷ J Kolb, "Muslim Diversity, Religious Formation and Islamic Religious Education. Everyday Practical Insights into Muslim Parents' Concepts of Religious Education in Austria," *British Journal of Religious Education* 45, no. 2 (2023): 175, <https://doi.org/10.1080/01416200.2021.1911787>.

teaching methods. Students become more engaged when learning activities involve discussions, collaborative projects, and social practices.²⁸ Contextual learning helps learners connect Islamic teachings with real social issues in society. Students can better understand the practical relevance of religious values in daily life. Interactive educational approaches also encourage critical thinking and social reflection. Therefore, educational innovation is necessary for effective Islamic value implementation.

Finally, the study concludes that collaboration among schools, families, communities, and religious leaders is essential for strengthening social awareness. Educational institutions alone cannot fully shape students' moral and social character without support from families and society.²⁹ Community involvement in educational activities creates broader opportunities for learners to practice Islamic values. Religious leaders also contribute by providing guidance and motivation regarding social responsibilities. Collective efforts strengthen consistency in value transmission and character development. Therefore, integrated educational cooperation is necessary for building compassionate and socially responsible communities.

Table of Findings and Discussion

No	Main Findings	Explanation	Educational Implications
1	Islamic values strengthen social awareness	Islamic teachings encourage empathy, cooperation, and responsibility	Character education should be integrated into all educational activities
2	Practical learning increases empathy	Community service activities help students understand social realities	Schools should develop social engagement programs
3	Teachers influence moral development	Teachers serve as role models for students	Teacher professionalism and integrity are essential
4	Family support enhances value internalization	Parents shape children's moral habits at home	Collaboration between schools and families is important
5	School culture affects social behavior	Positive environments strengthen cooperation and discipline	Schools should create supportive cultures
6	Extracurricular activities improve participation	Social programs encourage leadership and teamwork	Extracurricular activities should be expanded

²⁸ A Saepudin, "Strengthening Character Education: An Action Research in Forming Religious Moderation in Islamic Education," *International Journal of Learning Teaching and Educational Research* 22, no. 12 (2023): 87, <https://doi.org/10.26803/ijlter.22.12.5>.

²⁹ Muhaemin, "Religious Moderation in Islamic Religious Education as a Response to Intolerance Attitudes in Indonesian Educational Institutions," *Journal of Social Studies Education Research* 14, no. 2 (2023): 255, <https://www.scopus.com/inward/record.uri?partnerID=HzOxMe3b%5C&scp=85163684775%5C&origin=inward>.

No	Main Findings	Explanation	Educational Implications
7	Islamic education promotes tolerance	Learners become more respectful toward diversity	Multicultural understanding should be emphasized
8	Emotional intelligence is strengthened	Islamic ethics support emotional control and empathy	Moral education should include emotional development
9	Contextual learning improves understanding	Students relate religious teachings to social realities	Interactive learning methods are recommended
10	Collaboration strengthens character formation	Community support enhances educational effectiveness	Integrated educational cooperation is necessary

The first discussion highlights that Islamic Religious Education strengthens social awareness through the internalization of ethical values. Learners who understand Islamic teachings become more sensitive toward social problems and community needs. Values such as compassion, honesty, and mutual help encourage positive social interactions. Islamic teachings also motivate individuals to contribute to social welfare actively. Therefore, social awareness becomes an important outcome of Islamic educational processes. Educational institutions should continuously strengthen these values through formal and informal learning activities.

The second discussion focuses on the importance of practical learning experiences in developing empathy. Students who participate in social service activities directly experience the realities faced by disadvantaged communities. These experiences create emotional connections that strengthen humanitarian concern. Practical learning also helps students understand that Islamic teachings should be implemented through action.³⁰ Community engagement programs provide meaningful opportunities for character development. Consequently, experiential learning becomes highly effective in Islamic Religious Education.

The third discussion emphasizes the central role of teachers as role models. Students observe teachers' behavior not only during classroom instruction but also in daily social interactions. Teachers who consistently demonstrate ethical conduct positively influence students' character formation.³¹ Moral consistency among educators strengthens students' trust and respect. Teachers also guide students in understanding the practical application of Islamic values in modern life. Therefore, teacher quality greatly affects educational success.

The fourth discussion explains the importance of family support in value internalization. Families are the first environments where children learn social and religious values. Parents who practice Islamic ethics consistently provide strong foundations for children's moral development. Family communication and interaction

³⁰ Darmayenti, "Developing Efl Religious Characters and Local Wisdom Based Efl Textbook for Islamic Higher Education," *Studies in English Language and Education* 8, no. 1 (2021): 160, <https://doi.org/10.24815/siele.v8i1.18263>.

³¹ M Idris, "Availability and Accessibility of Islamic Religious Education Elementary School Students in Non-Muslim Base Areas, North Minahasa, Indonesia," *Education Research International* 2022 (2022), <https://doi.org/10.1155/2022/6014952>.

influence children's attitudes toward others.³² Supportive family environments reinforce the values taught at school. Consequently, parental involvement is essential for effective character education.

The fifth discussion concerns the influence of school culture on social behavior. Schools that encourage discipline, cooperation, and mutual respect create positive educational climates. Students in supportive environments are more likely to participate in teamwork and social activities.³³ School culture also shapes learners' habits and communication styles. Positive interactions among school members strengthen social solidarity and harmony. Therefore, educational institutions should maintain constructive and inclusive school cultures.

The sixth discussion examines the contribution of extracurricular activities to social awareness development. Extracurricular programs allow students to practice leadership, teamwork, and communication skills. Social engagement activities encourage students to participate actively in community welfare initiatives.³⁴ Through these experiences, learners become more responsible and confident. Extracurricular participation also strengthens emotional and social competence. Therefore, schools should provide diverse social and religious programs for students.

The seventh discussion highlights the role of Islamic education in promoting tolerance and peaceful coexistence. Islamic teachings encourage respect for diversity and emphasize justice in human relations. Learners who internalize these values become more open-minded and cooperative.³⁵ Educational discussions about tolerance help reduce prejudice and social conflict. Students also learn the importance of maintaining harmony within multicultural societies. Consequently, Islamic Religious Education contributes positively to social integration.

The eighth discussion focuses on emotional intelligence development through Islamic values. Islamic teachings encourage patience, gratitude, sincerity, and self-control in social interactions. Students who practice these values become emotionally mature and socially responsible. Emotional intelligence supports healthy communication and peaceful conflict resolution. Learners are also better able to understand others' feelings and perspectives. Therefore, Islamic education contributes to both psychological and social well-being.

The ninth discussion explains the effectiveness of contextual and participatory learning approaches. Students become more engaged when learning activities involve discussions, teamwork, and social projects. Contextual learning helps learners understand the practical relevance of Islamic teachings in everyday life. Interactive methods also encourage critical thinking about social problems and ethical issues.

³² S Susilawati, "The Urgency of Digital Literacy for Generation Z in Improving Learning of Islamic Religious Education," *Library Philosophy and Practice* 2021 (2021): 6, <https://www.scopus.com/inward/record.uri?partnerID=HzOxMe3b%5C&scp=85104721409%5C&origin=inward>.

³³ A Nurdin, "Developing the Islamic Religious Education Curriculum in Inclusive Schools or Madrasah and Its Implementation: A Systematic Literature Review," *Jurnal Pendidikan Agama Islam* 21, no. 1 (2024): 98, <https://doi.org/10.14421/jpai.v21i1.6907>.

³⁴ H A B Malla, "Implementation of Multicultural Values in Islamic Religious Education Based Media Animation Pictures as Prevention of Religious Radicalism in Poso, Central Sulawesi, Indonesia," *International Journal of Criminology and Sociology* 10 (2021): 53, <https://doi.org/10.6000/1929-4409.2021.10.08>.

³⁵ D Sijamhodžić-Nadarević, "Contribution of Islamic Religious Education to Intercultural Values in Pluralistic European Cultures: Insights from Bosnia and Herzegovina," *Religions* 14, no. 4 (2023), <https://doi.org/10.3390/rel14040453>.

Educational innovation strengthens students' motivation and participation. Therefore, Islamic Religious Education should adopt modern and participatory learning strategies.

The final discussion emphasizes the importance of collaboration among educational stakeholders. Schools, families, communities, and religious leaders all share responsibilities in character development. Consistent cooperation strengthens value transmission and moral guidance for learners.³⁶ Community participation also provides broader opportunities for social practice and engagement. Collective educational efforts create supportive environments for moral and social growth. Consequently, integrated cooperation is necessary for building socially conscious and compassionate communities.

³⁶ L Franken, "Islamic Religious Education in Europe: A Comparative Study," *Islamic Religious Education in Europe A Comparative Study*, 2021, 287, <https://doi.org/10.4324/9780429331039>.

Conclusion

The implementation of Islamic Religious Education values plays a significant role in enhancing social awareness within community life. Islamic educational values such as empathy, compassion, honesty, responsibility, and cooperation contribute positively to character formation and social behavior. The findings of this study indicate that practical educational activities, supportive school cultures, positive role models, and family involvement are important factors in strengthening social awareness. Islamic Religious Education not only develops spiritual understanding but also encourages learners to contribute positively to society. Therefore, educational institutions should integrate Islamic values comprehensively into learning processes and community engagement activities. In conclusion, Islamic Religious Education remains highly relevant in addressing contemporary social challenges such as individualism, intolerance, and moral degradation. Through contextual and practical educational approaches, learners can internalize Islamic values and apply them in daily social interactions. Collaboration among schools, families, communities, and religious leaders is necessary to ensure effective value implementation. Sustainable educational efforts can produce individuals who are morally responsible, socially active, and committed to humanitarian values. Consequently, strengthening the implementation of Islamic Religious Education values is an important strategy for building harmonious, peaceful, and socially conscious communities.

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