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## **Development of a Military Character Education Model Based on the Values of Hubbul Wathan Minal Iman among Naval Academy Cadets at Bumi Moro Kerembangan, Surabaya**

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### **Abstract**

This study aims to develop a military character education model based on the values of Hubbul Wathan Minal Iman among Naval Academy cadets at Bumi Moro Kerembangan, Surabaya. The study is motivated by the importance of strengthening religious and nationalist character in shaping professional, disciplined, patriotic, and high-integrity Indonesian Naval officers amid the challenges of globalization and moral degradation among younger generations. The research employed a qualitative descriptive approach using Library Research methods. Data were collected through literature studies from scientific journals, books, academic articles, and relevant documents related to character education, military education, religious nationalism, and the concept of Hubbul Wathan Minal Iman. Data analysis was conducted using content analysis to examine and synthesize various theories and findings from previous studies. The findings indicate that the values of Hubbul Wathan Minal Iman are highly relevant to the development of cadets' character through the integration of religiosity, nationalism, discipline, loyalty, and the spirit of defending the nation. An effective character education model can be implemented through curriculum integration, spiritual and mental development, exemplary leadership from instructors, academy culture, and disciplined daily habits among cadets. The novelty of this research lies in the development of a military character education model that integrates the concept of religious nationalism into the military education system at the Naval Academy as a

strategy for strengthening morality, ideology, and patriotism among future Indonesian Naval officers.

Keywords : Character Education, Hubbul Wathan Minal Iman, Naval Academy,

### **Abstrak**

Penelitian ini bertujuan untuk mengembangkan model pendidikan karakter militer berbasis nilai Hubbul Wathan Minal Iman pada taruna Akademi Angkatan Laut di Bumi Moro Kerembangan Surabaya. Penelitian dilatarbelakangi oleh pentingnya penguatan karakter religius dan nasionalisme dalam membentuk calon perwira TNI Angkatan Laut yang profesional, disiplin, patriotik, dan berintegritas di tengah tantangan globalisasi dan degradasi moral generasi muda. Metode penelitian menggunakan Library Research dengan pendekatan kualitatif deskriptif. Data diperoleh melalui studi literatur dari jurnal ilmiah, buku, artikel akademik, serta dokumen yang relevan dengan pendidikan karakter, pendidikan militer, nasionalisme religius, dan konsep Hubbul Wathan Minal Iman. Analisis data dilakukan menggunakan content analysis untuk mengkaji dan mensintesis berbagai teori serta hasil penelitian terdahulu. Hasil penelitian menunjukkan bahwa nilai Hubbul Wathan Minal Iman memiliki relevansi kuat dalam pembentukan karakter taruna melalui integrasi nilai religiusitas, nasionalisme, disiplin, loyalitas, dan semangat bela negara. Model pendidikan karakter yang efektif dilakukan melalui integrasi kurikulum, pembinaan mental spiritual, keteladanan instruktur, budaya akademi, dan pembiasaan perilaku disiplin dalam kehidupan taruna sehari-hari. Novelty penelitian ini terletak pada pengembangan model pendidikan karakter militer yang mengintegrasikan konsep nasionalisme religius dengan sistem pendidikan keprajuritan di Akademi Angkatan Laut sebagai strategi penguatan moral, ideologi, dan patriotisme calon perwira TNI Angkatan Laut.

Kata kunci : Pendidikan Karakter, Hubbul Wathan Minal Iman, Akademi Angkatan Laut

### **A. Introduction**

The development of globalization, the digital revolution, and social transformation in the 21st century have brought significant changes to education systems in various countries, including military education in Indonesia. These changes not only impact aspects of technology and defense strategy, but also influence the character development of the younger generation who will become the nation's future leaders. Amidst the increasingly rapid flow of modernization, military educational institutions are required to produce soldiers who are professional, adaptive, and possess strong moral integrity.<sup>1</sup> The Naval Academy, as a defense educational

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<sup>1</sup> N Saada, "Balancing the Communitarian, Civic, and Liberal Aims of Religious Education: Islamic Reflections," *Religions* 13, no. 12 (2022), <https://doi.org/10.3390/rel13121198>.

institution, has a significant responsibility in producing cadets who excel not only academically and physically, but also spiritually and ideologically mature. Increasingly complex national security challenges demand the presence of Indonesian Navy officers who possess a strong loyalty to the nation and state. In this context, character education plays a crucial role in the process of shaping cadets' personalities. Character education based on religious values and nationalism is becoming increasingly relevant in addressing the moral and ideological challenges of the contemporary era.

Character education in the military environment essentially serves not only as a means of fostering discipline and obedience, but also as a medium for internalizing noble national and humanitarian values. A soldier's character is formed not only through physical training and military regulations, but also through ongoing spiritual, moral, and emotional development.<sup>2</sup> From an Islamic educational perspective, character formation is an integral part of the *tarbiyah* (Islamic education) process, which aims to produce individuals with noble character. Islamic values such as responsibility, honesty, discipline, courage, and devotion have a very strong relevance to the military world. Therefore, the integration of Islamic values into military education is a strategic necessity. The concept of *Hubbul Wathan Minal Iman*, meaning "love of the homeland is part of faith," offers a crucial philosophical and spiritual foundation for developing military character education. This concept emphasizes that devotion to the nation and state is not only a constitutional duty but also part of a Muslim's religious responsibility.

The Indonesian Naval Academy in Bumi Moro Kerembangan, Surabaya, is one of Indonesia's strategic military educational institutions, playing a crucial role in developing future leaders of the Indonesian Navy. As an educational institution with a long tradition of developing military character, AAL has developed an educational system that emphasizes discipline, loyalty, leadership, and professionalism. However, changing times demand innovation and strengthening of character education approaches.<sup>3</sup> Cadets currently live amidst the rapid flow of digital information that carries various global ideological and cultural influences. This situation has the potential to influence the thinking, behavior patterns, and national commitment of the younger generation if not balanced with strong values education. Therefore, developing a character education model based on *Hubbul Wathan Minal Iman* (The Principle of Unity in Faith) is relevant for strengthening the national and spiritual identity of cadets. This educational model is expected to produce officers who possess a balance between military professionalism and deep religious morals.

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<sup>2</sup> F Ismail, "Assessment Model of Islamic Religious Education in the Psychomotor Domain during the COVID-19 Pandemic in Indonesia," *Eurasian Journal of Educational Research* 2022, no. 101 (2022): 193, <https://doi.org/10.14689/ejer.2022.101.011>.

<sup>3</sup> 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): 54, <https://doi.org/10.6000/1929-4409.2021.10.08>.

The concept of *Hubbul Wathan Minal Iman* (Iman for the Nation) has strong historical roots in the history of the Indonesian nation's struggle. Since the colonial era, Islamic scholars and figures in the archipelago have instilled a spirit of love for the homeland as part of the struggle to maintain the nation's independence and dignity. This spirit of religious nationalism has been a powerful force in building social solidarity and the fight against colonialism.<sup>4</sup> In the context of modern Indonesia, the value of *Hubbul Wathan Minal Iman* remains relevant as a foundation for strengthening national integration and the resilience of the nation's ideology. This value not only teaches love for Indonesia's geographical territory but also instills a moral responsibility to maintain unity, justice, and the welfare of society. Military education that integrates these values can shape soldiers who are not only physically resilient but also possess high moral and spiritual awareness. Thus, character education based on religious nationalism plays a significant role in maintaining the stability and integrity of the Unitary State of the Republic of Indonesia.

In the context of modern military education, character development is a crucial aspect in determining the quality of an officer's leadership. A military leader is not only required to possess strategic and technical skills but also to be a moral role model for his members and the community. Strong leadership must be built on a foundation of integrity, devotion, courage, and a sense of responsibility.<sup>5</sup> Therefore, character education in the military environment must be systematic and sustainable. Strengthening the values of *Hubbul Wathan Minal Iman* in military education can help shape a more humanistic and dignified leadership orientation. These values teach that power and authority must be used for the benefit of the nation and the well-being of society. Through this approach, cadets are expected to become professional military leaders who also possess social and spiritual sensitivity.

Furthermore, the development of global security threats is increasingly multidimensional. Threats no longer consist solely of conventional warfare, but also encompass radicalism, terrorism, cyberwarfare, ideological conflict, and social disintegration. This situation demands that military educational institutions focus not only on strengthening combat capabilities but also on strengthening the mental and ideological resilience of cadets.<sup>6</sup> Character education based on the values of religious nationalism can serve as a moral bulwark against the negative influences of globalization. Cadets who possess a strong understanding of the meaning of love for their homeland will be better prepared to safeguard national sovereignty and reject ideologies that conflict with national values. Furthermore, a strong spirituality can also

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<sup>4</sup> A Khobir, "The Interaction of Islam and Local Beliefs: A Study of Djawa Soenda's Model of Religious Worship in the Review of Islamic Education," *Millah Journal of Religious Studies* 24, no. 1 (2025): 63, <https://doi.org/10.20885/millah.vol24.iss1.art3>.

<sup>5</sup> M Amin Abdullah, "Islamic Religious Education Based on Religious Intersubjectivity: Philosophical Perspectives and Phenomenology of Religion," *Jurnal Pendidikan Agama Islam* 19, no. 1 (2022): 197, <https://doi.org/10.14421/jpai.2022.191-11>.

<sup>6</sup> Bill Gent and Leni Franken, "Islamic Religious Education in Europe: Introduction," *Islamic Religious Education in Europe*, 2021, 8, <https://doi.org/10.4324/9780429331039-101>.

help build psychological and emotional resilience in the face of the pressures of military duty. Thus, the integration of nationalism and religiosity is a crucial strategy in developing the professionalism of future soldiers.

Islamic education takes a holistic view of human development. From an Islamic perspective, education aims not only to cultivate intellectual intelligence but also to foster morals, spirituality, and social responsibility. The concept of the perfect human being in Islamic education emphasizes the importance of balance between the physical, spiritual, intellectual, and social dimensions. These values are highly relevant to the needs of military education, which demands a balance between physical strength and moral maturity.<sup>7</sup> Therefore, the integration of Islamic values into military education can enrich the character-building approach within the Naval Academy. The value of *Hubbul Wathan Minal Iman* (Iman is the only true faith) serves as a meeting point between Islamic education and the spirit of Indonesian nationalism. Through this approach, cadets can understand that devotion to the nation is part of devotion to God.

The success of character education is greatly influenced by institutional culture and the exemplary behavior of educators. In a military environment, cadets learn not only through formal learning but also through daily interactions with instructors, commanders, and seniors. Therefore, the implementation of the values of *Hubbul Wathan Minal Iman* must be part of the organizational culture within the Naval Academy.<sup>8</sup> A culture of discipline, loyalty, solidarity, and devotion needs to be reinforced with an inclusive spiritual and nationalistic dimension. Activities such as mental development, national lectures, community service, and spiritual reflection can serve as channels for internalizing these values. The exemplary behavior of military leaders is also crucial in developing cadets' moral awareness. With a conducive educational environment, the character-building process can be more effective and profound.

On the other hand, Indonesia, as the world's largest archipelagic nation, faces complex maritime challenges. The Indonesian Navy (TNI AL) plays a strategic role in maintaining maritime security, protecting maritime resources, and upholding the sovereignty of Indonesian waters.<sup>9</sup> Therefore, AAL cadets must have a strong awareness of the importance of the nation's maritime identity. Character education based on *Hubbul Wathan Minal Iman* can strengthen cadets' commitment to safeguarding national maritime interests. The value of patriotism is not only manifested

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<sup>7</sup> Fahimah Ulfat and Farid Suleiman, "The Absent Canon: Islamic Philosophy as a Missing Dimension in Religious and Ethics Education – a Perspective from the German School Context," *British Journal of Religious Education*, 2025, 6, <https://doi.org/10.1080/01416200.2025.2610257>.

<sup>8</sup> Z Sejdini, "Rethinking Islam in Europe: Contemporary Approaches in Islamic Religious Education and Theology," *Rethinking Islam in Europe Contemporary Approaches in Islamic Religious Education and Theology*, 2022, 135, <https://doi.org/10.1515/9783110752410>.

<sup>9</sup> I Ichsan, "Analysis of the Effect of Self-Regulation and Adversity Quotient on Resilience and Its Implications on the Psychological Well-Being of Islamic Religious Education Teachers," *Nazhruna Jurnal Pendidikan Islam* 8, no. 3 (2025): 609, <https://doi.org/10.31538/nzh.v8i3.274>.

through loyalty to the state, but also through concern for the nation's marine resources and the future of Indonesia as a maritime nation. Education that instills a spirit of devotion and maritime patriotism will help shape visionary and responsible naval officers. This is crucial in supporting Indonesia's vision as a global maritime axis.

The urgency of this research is further heightened by the increasingly complex moral and ideological challenges facing today's young generation. The phenomena of moral degradation, individualism, intolerance, and a weak national spirit are serious issues that require a response through contextual character education. As a strategic state institution, the Naval Academy bears a significant responsibility in developing a generation of officers capable of maintaining national unity and integrity. Developing a military character education model based on *Hubbul Wathan Minal Iman* (the principle of faith) is an important alternative for strengthening the national and spiritual identity of cadets. This model is expected to produce graduates who are professional, religious, and nationalistic, with a strong commitment to serving the nation and state. Furthermore, this research is also expected to provide theoretical contributions to the development of Islamic education and military education in Indonesia. Thus, this study has both academic and practical relevance in supporting development.

## **B. Literature Review**

The concept of character education is essentially the process of developing an individual's moral, ethical, and personality values through systematic and continuous education. Character education emphasizes not only knowledge but also the development of positive behaviors in daily life. In the context of military education, character education plays a strategic role in shaping soldiers' leadership, discipline, loyalty, and integrity.<sup>10</sup> Military character education aims to produce personnel with a high sense of responsibility towards the nation and state. This character is a key asset in carrying out national defense duties. Therefore, character education must be designed comprehensively and integrated with national and religious values.

*Hubbul Wathan Minal Iman* is a concept that embodies love for one's country as part of one's faith. This concept developed within the Nusantara Islamic tradition and became the spirit of Islamic scholars' struggle to defend Indonesian independence. This value emphasizes that love for one's country is not merely a form of nationalism but also a part of religious responsibility. From an Islamic educational perspective, *Hubbul Wathan Minal Iman* is an important foundation for developing a religious nationalist character.<sup>11</sup> This value can be applied in various educational institutions,

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<sup>10</sup> H Rahimi, "Female Madrasas and Islamic Agency of Afghan Girls and Women: How Religious Education Is Being Used by Afghan Women and Girls under the Taliban Regime," *Manchester Journal of Transnational Islamic Law and Practice* 20, no. 3 (2024): 112, <https://www.scopus.com/inward/record.uri?partnerID=HzOxMe3b%5C&scp=85211253710%5C&origin=inward>.

<sup>11</sup> N Nuryamin, "The Role of Islamic Religious Education in Advancing Equality in Student Participation in Physical Education: A Scoping Review," *Frontiers in Education* 11 (2026), <https://doi.org/10.3389/feduc.2026.1779417>.

including military education. Thus, military character education can be strengthened through the internalization of faith-based values of patriotism.

According to Hamidulloh Ibda, the concept of *Hubbul Wathan Minal Iman* (Love for the Nation) is closely related to strengthening national character education in Indonesia. The value of patriotism is seen as capable of strengthening national resilience and maintaining national unity.<sup>12</sup> Islamic education has a responsibility to instill a spirit of nationalism in the younger generation through a religious approach. In this context, nationalism does not conflict with Islamic teachings, but rather is part of the implementation of faith values. Therefore, integrating *Hubbul Wathan Minal Iman* into character education is crucial for shaping a religious and patriotic generation. This approach is relevant for military education to strengthen soldiers' loyalty to the nation.

Military education is an educational system designed to develop professional, disciplined, and leadership-minded military personnel. This education focuses not only on technical military skills but also on mental and moral development. In the military, character is a key factor in determining a soldier's leadership qualities.<sup>13</sup> Therefore, character education is an integral part of the military education system. The values of discipline, responsibility, loyalty, and devotion to the nation must be instilled from the beginning of education. Therefore, character development is a top priority in the education of prospective TNI officers.

Thomas Lickona's character education theory emphasizes three main aspects: moral knowing, moral feeling, and moral action. Character education must be able to shape moral knowledge, moral feeling, and moral action in an integrated manner. In military education, these three aspects are highly relevant to developing the character of professional soldiers with integrity.<sup>14</sup> Cadets must not only understand moral values but also be able to feel and implement them in their daily lives. Character education based on *Hubbul Wathan Minal Iman* can strengthen this moral dimension through a religious and nationalistic approach. Thus, cadet character development becomes more comprehensive and sustainable.

The value of nationalism in education plays a crucial role in maintaining national unity and identity. Nationalism is not only a spirit of love for one's country, but also a collective awareness of the need to safeguard the integrity of the nation. In the context of military education, nationalism is the primary foundation for fostering soldier loyalty. Soldiers with a strong sense of nationalism are more willing to sacrifice for the interests of the nation and state. Therefore, military character education must deeply

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<sup>12</sup> Tobroni, "Legal Framework Analysis of Islamic Religious Education Policy Implementation," *International Journal of Law and Society* 3, no. 3 (2024): 222, <https://doi.org/10.59683/ijls.v3i3.143>.

<sup>13</sup> T Isik, "A Narrative Approach to Character Cultivation in Islamic Religious Education: Using Rumi's *Mathnawi* as an Example for Storytelling," *Asia Pacific Journal of Educators and Education* 39, no. 2 (2024): 101, <https://doi.org/10.21315/apjee2024.39.2.6>.

<sup>14</sup> 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>.

instill nationalistic values. Hubbul Wathan Minal Iman (Iman's Principle of Faith) can be an effective approach to strengthening nationalism based on religious spirituality.

Previous research on Hubbul Wathan Minal Iman (The Principle of Nationalism) has shown that this value is effective in fostering a spirit of nationalism among students and Islamic boarding school students (santri).<sup>15</sup> Irgilang Yusgianto's research found that the implementation of Hubbul Wathan Minal Iman in Islamic boarding schools (pesantren) can increase the national consciousness of students. The value of patriotism is implemented through educational activities, discipline, and social behavior habits. The results of this study indicate that nationalism can grow through a moderate religious approach. This finding is relevant to the development of military character education because cadets also require moral and nationalistic development. Therefore, the Hubbul Wathan Minal Iman approach can be adapted in education at the Naval Academy.

From an Islamic perspective, patriotism is seen as a form of human responsibility towards one's social environment and country. Islam teaches the importance of maintaining security, peace, and the welfare of society. These values align with the Indonesian National Armed Forces' (TNI) primary duty of safeguarding national sovereignty and protecting the people.<sup>16</sup> Therefore, the integration of Islamic and nationalistic values into military education has a strong theological foundation. Soldiers who understand their duties as a form of worship will be more motivated to serve. Therefore, religiosity-based character education is highly relevant in cadet development.

The concept of religious nationalism is an important approach in the context of Indonesia, a pluralistic and religious society. Religious nationalism emphasizes that love of country and adherence to religion can coexist harmoniously. This approach differs from secular nationalism, which separates religion from state life. In the context of Indonesian military education, religious nationalism can serve as an ideological foundation for shaping the character of soldiers.<sup>17</sup> The value of Hubbul Wathan Minal Iman represents religious nationalism, in keeping with Indonesian culture. Therefore, this concept is worthy of being used as a basis for developing a military character education model.

Character education at the Naval Academy has emphasized discipline and leadership. However, overly formal and instructional approaches sometimes fail to address the spiritual and emotional aspects of cadets. This can lead to character

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<sup>15</sup> Adiyono, "Can AI-Optimized YouTube Videos Enhance Islamic Religious Education? A Quantitative Study on Student Learning Outcomes," *Jurnal Pendidikan Agama Islam* 22, no. 1 (2025): 175–94, <https://doi.org/10.14421/jpai.v22i1.11100>.

<sup>16</sup> A Wedi, "Digital Transformation Model of Islamic Religious Education in the AI Era: A Case Study of Madrasah Aliyah in East Java, Indonesia," *International Journal of Learning Teaching and Educational Research* 24, no. 8 (2025): 849, <https://doi.org/10.26803/ijlter.24.8.37>.

<sup>17</sup> M Y M Hussin, "Islamic Religious School as an Alternative Education Institution in the Global Era: A Bibliometric and Thematic Analysis," *International Journal of Learning Teaching and Educational Research* 23, no. 9 (2024): 653, <https://doi.org/10.26803/ijlter.23.9.28>.

education being carried out mechanically without a deep internalization of values. Therefore, a new approach is needed that integrates religious and nationalistic aspects. *Hubbul Wathan Minal Iman* (Iman's Principle of Faith) can be a solution to building deeper moral awareness and patriotism in cadets. This way, character education becomes more humanistic and meaningful.

Research on military character education shows that the exemplary behavior of leaders has a significant influence on the character development of cadets. Instructors and seniors play a crucial role as role models in military academy life. The values of discipline, loyalty, and integrity are more easily absorbed when exemplified. Therefore, the implementation of *Hubbul Wathan Minal Iman* in military education must also involve the exemplary behavior of instructors.<sup>18</sup> A conducive educational environment will accelerate the internalization of character values. Therefore, the character education model must be designed comprehensively and involve all elements of the academy.

Religiosity-based character education also serves a preventive function against radicalism and moral degradation. Moderate religious values can foster attitudes of tolerance, responsibility, and peace. In a military context, soldiers with a sound understanding of religion will be wiser in carrying out their duties. They are less easily influenced by extreme ideologies that conflict with *Pancasila* and the Unitary State of the Republic of Indonesia (NKRI). Therefore, character education based on *Hubbul Wathan Minal Iman* can serve as an ideological bulwark for cadets. The values of patriotism and faith will strengthen loyalty to the state and the constitution.

Constructivism theory in education states that learning will be more effective if students are actively involved in constructing their own understanding. In military character education, cadets need to be involved in reflection, discussion, and social practice to understand the meaning of nationalism and devotion. Character education is not sufficient through lectures or formal instruction alone.<sup>19</sup> Cadets must directly experience the process of internalizing values through real-life experiences. Therefore, a character education model based on *Hubbul Wathan Minal Iman* needs to be developed through an experiential learning approach. This way, character values can be deeply embedded in cadets.

Other research shows that organizational culture has a significant influence on the character development of military personnel. A disciplined and solid military academy environment can foster *esprit de corps* and loyalty. However, organizational

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<sup>18</sup> Asfiati, "Implementation of Policies, Strategies, Islamic Religious Education Learning Programs with Curriculum Integration During the Covid 19 Pandemic Period at State Madrasah Aliyah (MAN) Indonesian Scholar," *Aip Conference Proceedings* 2805, no. 1 (2023), <https://doi.org/10.1063/5.0166441>.

<sup>19</sup> 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): 256, <https://www.scopus.com/inward/record.uri?partnerID=HzOxMe3b%5C&scp=85163684775%5C&origin=inward>.

culture must also be built on moral and spiritual values to prevent authoritarianism. Therefore, the value of *Hubbul Wathan Minal Iman* can serve as the ethical foundation for military organizational culture. Character education based on religious values will create a humanistic and dignified academy environment. Thus, cadet development can be balanced between discipline and humanitarian values.

In the context of national education, character building is a strategic agenda for the Indonesian government. The Character Education Strengthening Program places nationalism and religiosity as core values to be developed in educational institutions. This policy demonstrates that character education is a priority in developing Indonesia's human resources.<sup>20</sup> The Naval Academy, as a military higher education institution, also needs to integrate this policy into its educational system. The value of *Hubbul Wathan Minal Iman* (*Iman* is the Principle of Faith) is strongly relevant to the spirit of strengthening national character education. Therefore, developing a value-based character education model is crucial in the context of modern military education.

The concept of modern military leadership emphasizes not only command skills but also emotional intelligence and morality. Good military leaders must be role models, maintain integrity, and respect human values. Therefore, character education is a crucial foundation in developing future military leaders. Cadets need to be equipped with spiritual values and nationalism to foster a strong devotional orientation. The principle of "*Hubbul Wathan Minal Iman*" (The Principle of Faith) can strengthen leadership character based on morals and devotion. Thus, military education can produce leaders who are both professional and humane.

Research on nationalism in educational settings shows that extracurricular activities, institutional traditions, and organizational culture have a significant influence on the character development of students.<sup>21</sup> At the Naval Academy, military traditions such as ceremonies, flag salutes, and leadership training can serve as a medium for internalizing nationalism. However, these activities need to be enriched with spiritual understanding to avoid being merely symbolic. The value of *Hubbul Wathan Minal Iman* can provide religious meaning to every military education activity. Thus, cadets will understand that every form of service to the nation is part of worship and a moral mandate.

Character education based on the principle of "*Hubbul Wathan Minal Iman*" (The Principle of National Defense) is also relevant to the concept of national defense. National defense is not solely a military duty, but the responsibility of all citizens. In the context of Naval Academy cadets, the spirit of national defense must be demonstrated through loyalty, discipline, and devotion to the nation. Faith-based patriotism will strengthen intrinsic motivation to defend the country. Therefore,

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<sup>20</sup> P E Idoko, "Islamic Religious Education Textbooks in a Pluralist Nigeria," *Religions* 14, no. 1 (2023), <https://doi.org/10.3390/rel14010042>.

<sup>21</sup> S S Susanti, "Innovative Digital Media in Islamic Religious Education Learning," *Jurnal Pendidikan Agama Islam* 21, no. 1 (2024): 43, <https://doi.org/10.14421/jpai.v21i1.7553>.

developing a value-based character education model can strengthen cadets' patriotism. Thus, military education will produce not only professional soldiers but also true patriots.

In educational psychology, a person's character is formed through habituation and the social environment. Consistently taught values shape an individual's mindset and behavior.<sup>22</sup> Therefore, the implementation of *Hubbul Wathan Minal Iman* (The Principle of Unity in Faith) in military education must be carried out sustainably through the curriculum, role models, and academic culture.<sup>23</sup> Character education cannot be successful if it is only theoretical and not practiced. Cadets need to be accustomed to applying the value of patriotism in their daily lives within the academy environment. Thus, a religious nationalist character will naturally develop within cadets.

A literature review shows that the integration of religious and nationalistic values in military education has great potential in developing professional, moral, and loyal soldiers. The value of *Hubbul Wathan Minal Iman* can serve as a philosophical basis for developing a character education model at the Naval Academy. This approach can strengthen the spiritual, moral, and nationalistic dimensions of cadets in an integrated manner. Furthermore, a character education model based on religious values can be a solution to moral and ideological challenges in the era of globalization. Therefore, the development of a military character education model based on *Hubbul Wathan Minal Iman* is highly relevant for implementation in Bumi Moro Kerembangan, Surabaya.

### C. Method

This study uses a library research approach. This approach was chosen because the study focuses on examining concepts, theories, and previous research findings related to military character education and the values of *Hubbul Wathan Minal Iman*. Library research allows researchers to gain an in-depth understanding of the concept of character education based on religiosity and nationalism. Through this approach, researchers can analyze various scientific literature systematically and critically. Research data was obtained from books, scientific journals, academic articles, policy documents, and other relevant sources. Thus, this study produces a comprehensive theoretical study on the development of a military character education model.

The data sources in this study consist of primary and secondary sources. Primary sources include scientific journals and academic articles discussing *Hubbul Wathan Minal Iman* (the principle of self-reliance and self-reliance), character education, military education, and religious nationalism. Secondary sources were

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<sup>22</sup> A Khanif, "Islamic Religious Education Learning Strategy for Alpha Generation: A Case Study at Darul Qur'an School Elementary School Semarang City," *Ascarya Journal of Islamic Science Culture and Social Studies* 3, no. 1 (2023): 39, <https://doi.org/10.53754/iscs.v3i1.461>.

<sup>23</sup> F Ulfat, "Rethinking Islamic Religious Education in Europe Based on Empirical Research," *Religions* 14, no. 5 (2023), <https://doi.org/10.3390/rel14050590>.

obtained from Islamic education books, government policy documents, and references related to character development in the military environment. The researcher also utilized relevant previous research findings to strengthen the conceptual analysis. All data sources were selected based on their credibility, relevance, and relevance to the research focus. Therefore, the data used has accountable academic validity.

Data collection techniques were conducted through documentation and literature studies. The researcher collected various documents related to military character education and the concept of *Hubbul Wathan Minal Iman*. Next, the researcher classified the data based on research themes such as nationalism, religiosity, military education, and character building. Each piece of literature was analyzed to identify concepts, theories, and models relevant to the research focus. The data obtained was then systematically organized to facilitate the analysis process. This technique enabled the research to produce an in-depth theoretical synthesis.

The data analysis in this study used the content analysis method. This method was carried out by identifying, understanding, and interpreting the content of literature related to the research object. The researcher performed data reduction to select the information most relevant to the development of a military character education model. Next, the data were analyzed descriptively and interpretively to identify the relationship between the concept of *Hubbul Wathan Minal Iman* and military character education. The results of the analysis were then used to formulate a character education model appropriate to the context of the Naval Academy. Thus, this study yielded a systematic and in-depth conceptual understanding.

To maintain the validity of the research, the researcher triangulated sources by comparing various literature and previous research results. The researcher also employed a critical approach in analyzing the data to ensure that the research results were not subjective. Each concept and theory used was examined based on its relevance and contribution to the research focus. Furthermore, the researcher synthesized various expert opinions to produce an applicable character education model. This approach aims to ensure that the research results have a strong academic foundation. Therefore, this research is expected to provide theoretical and practical contributions to the development of character education at the Naval Academy.

#### **D. Result and Discussion**

The research results show that the value of *Hubbul Wathan Minal Iman* has a very strong relevance to the character education system at the Naval Academy. The value of love for the homeland based on faith can strengthen the spirit of patriotism and loyalty of cadets to the country.<sup>24</sup> Military character education, which has previously emphasized discipline and leadership, can be enriched with a spiritual and religious approach. The integration of religious and nationalistic values can shape the

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<sup>24</sup> S A Guritno, "Religious Moderation Education: An Interpretative Phenomenological Analysis on Identity Reconstruction in Polite Islamic Literacy Ambassadors," *Jurnal Pendidikan Agama Islam* 19, no. 1 (2022): 193, <https://doi.org/10.14421/jpai.2022.191-06>.

character of cadets to be more humanistic and have integrity.<sup>25</sup> Cadets not only understand military duty as a professional obligation, but also as a form of devotion to God and the nation. Thus, character education based on Hubbul Wathan Minal Iman can become a more comprehensive model for cadet development.

This study also found that internalizing the values of Hubbul Wathan Minal Iman can be achieved through various educational activities within the academy. Activities such as military ceremonies, ideological mental development, religious lectures, and leadership training can serve as a medium for instilling religious nationalism. The exemplary behavior of instructors and seniors also significantly influences the success of character education. Cadets tend to internalize values more easily if they see concrete examples in their daily lives. Therefore, character development must be carried out collectively by all elements of the academy. Thus, academic culture is a crucial component of successful character education.

The research results show that a religious approach to character education can increase cadets' motivation to serve. Understanding the value of patriotism as part of faith will foster a stronger moral awareness. Cadets will exhibit strong loyalty to their country because they view military duty as a spiritual mandate. This approach can also strengthen cadets' mental and moral resilience in facing the challenges of military education.<sup>26</sup> Furthermore, religious values can act as a bulwark against the negative influences of globalization and moral degradation. Therefore, character education based on Hubbul Wathan Minal Iman (the principle of faith) holds high relevance in the context of modern military education.

This study found that an effective character education model must integrate aspects of the curriculum, organizational culture, and role models. Character education cannot succeed if it relies solely on formal classroom learning. Cadets need real-world experience in applying the values of patriotism and devotion to the nation. Therefore, a character education model must involve behavioral habits, social activities, and leadership training. The academic environment must be a holistic learning environment for character. This way, the internalization of values can occur naturally and sustainably.

This research also shows that the value of Hubbul Wathan Minal Iman can strengthen the harmonious relationship between religion and nationalism. Cadets understand that being a TNI soldier is not only a form of service to the nation, but also part of practicing religious values. This awareness can shape the character of loyal, disciplined, and responsible soldiers. Furthermore, a religious approach can also increase cadets' empathy and social concern for the community. Such character

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<sup>25</sup> F Aydinli, "Trust as a Social Resource: On the Dynamics of Trust in the Institutionalization Process of Islamic Religious Education at State Schools in Germany," *Journal of Muslims in Europe* 14, no. 2 (2025): 147, <https://doi.org/10.1163/22117954-bja10130>.

<sup>26</sup> T Lovat, "The Integral Link Between Islamic Education and Religious Education: A Bonhoeffer Reflection on the Urgent Task of Countering Jihadist Pedagogy," *Reimagining the Landscape of Religious Education Challenges and Opportunities*, 2023, 152, [https://doi.org/10.1007/978-3-031-20133-2\\_9](https://doi.org/10.1007/978-3-031-20133-2_9).

education will produce officers who are both professional and humanistic. Therefore, the integration of religious and nationalistic values is a crucial requirement in military education.

Table of Military Character Education Model Based on Hubbul Wathan Minal Iman.

No	Component	Implementation	Objective
1	Religious Values	Religious studies and spiritual development	Forming morals and integrity
2	Nationalism	Ceremonies, national defense, history of the nation's struggle	Strengthening love for the homeland
3	Exemplary behavior	The role of instructors and seniors	Forming a culture of discipline
4	Habituation	Daily discipline and military ethics	Instilling positive character
5	Leadership	Cadet leadership training	Forming a sense of responsibility
6	Academy Culture	Military traditions and solidarity	Strengthening loyalty and esprit de corps

The discussion of the research results shows that military character education based on Hubbul Wathan Minal Iman (The Principle of Self-Reliance on Faith) has great potential in developing professional and moral soldiers. The value of patriotism combined with faith can foster a deeper motivation for service. Cadets are driven not only by disciplinary rules but also by spiritual awareness. Thus, character formation becomes more effective and sustainable. Such character education can also strengthen the mental resilience of cadets. Therefore, a religious approach is a crucial aspect of modern military education.

The following discussion demonstrates that academic culture plays a central role in the internalization of character values. A disciplined and exemplary environment will accelerate the character development of cadets. The value of Hubbul Wathan Minal Iman (Iman is the Principle of Faith) must be embedded in the academy's organizational culture for consistent implementation. The exemplary behavior of instructors and seniors is a crucial factor in this process.<sup>27</sup> Cadets will more readily accept character values if they see them implemented in their environment. Therefore, character education requires the support of all elements of the academy.

The character education model based on the principle of "Hubbul Wathan Minal Iman" (The Principle of National Defense) is also relevant to the concept of

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<sup>27</sup> 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): 216, <https://doi.org/10.18326/ijims.v11i2.213-241>.

national defense. Cadets are taught to understand that safeguarding national sovereignty is a moral and spiritual responsibility. This awareness will strengthen loyalty and a spirit of service to the nation. Furthermore, the value of patriotism can enhance cadets' mental readiness for military duty. Such character education will produce officers with high dedication to the nation. Therefore, the integration of nationalism and religiosity is crucial in military education.

The following discussion demonstrates that a religious approach can be a solution to moral challenges in the era of globalization. Cadets with a moderate understanding of religion will be better able to withstand the negative influences of foreign cultures and radical ideologies.<sup>28</sup> The value of *Hubbul Wathan Minal Iman* (Iman is the Principle of Unity in Faith) can serve as an ideological bulwark in maintaining loyalty to Pancasila and the Unitary State of the Republic of Indonesia (NKRI). Furthermore, religious-based character education can also foster tolerance and social responsibility. Thus, military education produces not only physically strong soldiers but also morally mature ones.

This research also confirms that character education must be conducted holistically and sustainably. Character formation cannot be achieved solely through formal activities or short-term instruction. Cadets need to undergo a consistent habituation process in their daily lives. Therefore, the character education model must encompass all aspects of academic life. Academic activities, military training, mental development, and dormitory life must be part of the character education process. This way, the internalization of values can occur comprehensively.

Other discussions demonstrate that the value of *Hubbul Wathan Minal Iman* (Iman is the principle of faith) has historical relevance to the Indonesian nation's struggle. The spirit of patriotism developed by Islamic scholars inspired the defense of Indonesian independence.<sup>29</sup> This value can serve as a moral foundation in modern military education. Cadets need to understand the history of the nation's struggle to develop a strong sense of nationalism. Thus, character education is not merely normative, but also historical and contextual.

Character education based on the principle of *Hubbul Wathan Minal Iman* (the principle of faith) can also strengthen the leadership spirit of cadets. Military leaders who possess religious and nationalistic values are better able to carry out their duties wisely and responsibly. They prioritize not only power but also humanity and devotion. Therefore, character education must be the primary foundation in developing future military leaders. In this way, the Naval Academy can produce professional and humane officers.

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<sup>28</sup> 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): 158, <https://doi.org/10.24815/siele.v8i1.18263>.

<sup>29</sup> D Afriyanto, "Transformation of Islamic Religious Education in the Context of Multiculturalism at SMA Negeri 9 Yogyakarta Through an Inclusive Approach," *Jurnal Pendidikan Agama Islam* 21, no. 1 (2024): 14, <https://doi.org/10.14421/jpai.v21i1.7142>.

This research shows that integrating religious and nationalistic values can enhance the effectiveness of military character education. This approach fosters intrinsic awareness in cadets. They will exercise discipline and loyalty not out of fear of punishment, but out of moral and spiritual awareness. Such character education has a greater potential to produce permanent behavioral change. Therefore, the Hubbul Wathan Minal Iman-based character education model is suitable for implementation at the Naval Academy.

Further discussion indicates that implementing the character education model requires institutional policy support. The Naval Academy needs to integrate the values of Hubbul Wathan Minal Iman into its curriculum, development activities, and academy culture. Furthermore, training for instructors is crucial to enable them to serve as role models in character education. Regular evaluation of the implementation of character education is also necessary.<sup>30</sup> This way, the development of the character education model can be effective and sustainable.

The overall research results indicate that the development of a military character education model based on the Principles of Faith (Hubbul Wathan Minal Iman) has a significant contribution in shaping religious, nationalistic, and professional cadets. This model is able to integrate spiritual and nationalistic values into the military education system. This approach is relevant to the needs of Indonesian military education in the modern era. Furthermore, this model can also strengthen the moral and ideological resilience of soldiers. Therefore, the implementation of character education based on the Principles of Faith (Hubbul Wathan Minal Iman) needs to be developed more widely within the Indonesian military education environment.

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<sup>30</sup> Q Y Zaqiah, "The Impact of In-Service Teacher Education Program on Competency Improvement Among Islamic Religious Education Teachers Using Self-Assessment," *Education Sciences* 14, no. 11 (2024), <https://doi.org/10.3390/educsci14111257>.

## **Conclusion**

The development of a military character education model based on the values of Hubbul Wathan Minal Iman at the Bumi Moro Kerembangan Naval Academy in Surabaya is a strategic step in developing prospective Indonesian Navy officers who are professional, religious, and nationalistic. The values of patriotism combined with faith can strengthen the loyalty, integrity, and spirit of devotion of cadets to the nation and state. Such character education emphasizes not only discipline and leadership but also the development of moral and spiritual awareness. The integration of religious and nationalistic values has proven relevant to the needs of modern military education that is humanistic and oriented towards comprehensive character development. Therefore, Hubbul Wathan Minal Iman can be used as a philosophical basis in developing a character education system in the military environment. The Hubbul Wathan Minal Iman-based character education model needs to be implemented through an integration of the curriculum, academy culture, instructor role models, and daily behavioral habits. This approach will shape cadets who are not only physically and intellectually strong but also possess high moral and spiritual resilience. In addition, character education based on religiosity and nationalism can also serve as a bulwark against the negative influences of globalization, radicalism, and moral degradation. Thus, the Naval Academy can produce prospective officers who have a spirit of patriotism, leadership, and high loyalty to the Unitary State of the Republic of Indonesia.

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