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Management of character learning based on islamic education: a literature review

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ABSTRACT

This study aims to explore the management of character learning based on Islamic education through a qualitative literature review. Scholarly sources were selected systematically based on relevance to key Islamic educational principles and character development practices, with 30 primary sources meeting criteria of recency and academic rigor. The development of character education rooted in Islamic teachings, particularly in the concepts of akhlaq (morality), adab (manners), and tarbiyah (holistic education), is essential in shaping the moral and ethical values of students. This review identifies successful practices within Islamic educational institutions, such as integrating Quranic teachings and prophetic traditions into curricula, and underscores the critical roles of teachers, parents, and administrators in modeling and reinforcing Islamic character values. Notably, the research highlights challenges in implementing consistent character education amid pressures of secularization and globalization. Findings suggest that a comprehensive management approach—one that aligns pedagogy, curriculum, and community engagement with Islamic values—is needed. This includes clear guidelines on educator roles and stakeholder involvement, as well as institutional support mechanisms. The study advances the literature by analyzing gaps in current approaches to Islamic character education and by recommending specific strategies for enhancing management practices. Further research is suggested to test these insights in various educational contexts to refine implementation strategies and strengthen the impact of Islamic character education.



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Introduction

The management of character education is a crucial element in fostering moral and ethical development, particularly within the context of Islamic education. Islamic teachings emphasize the cultivation of virtues such as akhlaq (moral character), adab (manners), and tarbiyah (holistic

development), which are fundamental to producing individuals who contribute positively to society (Marsakha et al., 2021). As the world becomes more interconnected and influenced by globalization, the need for character education that aligns with Islamic principles becomes increasingly urgent. However, there is a growing concern that the current approaches to character education in many Islamic institutions are insufficient to meet the complex moral challenges posed by modern society (Na'imah & Muhibbin, 2020). This research aims to address these challenges by reviewing the literature on character education management within Islamic educational frameworks.

Character learning within the framework of Islamic education is deeply rooted in the ethical and moral teachings of Islam, with the primary goal of shaping individuals who embody strong values of integrity, kindness, and justice. Islamic education emphasizes *akhlaq* (moral character), which refers to an individual's behavior and mannerisms, both of which should be aligned with the principles of the Quran and the Sunnah. The holistic nature of Islamic education integrates spiritual, moral, and intellectual development, fostering individuals who are not only academically proficient but also ethically conscious. This unique approach is intended to help students internalize values such as honesty, respect, and humility, enabling them to contribute positively to society.

In Islamic education, character learning is often achieved through a combination of direct teaching and experiential learning. Islamic schools and institutions typically incorporate lessons on moral values alongside the study of Islamic law, history, and religious texts. Students are encouraged to practice these values in their daily lives, reinforcing the connection between knowledge and action. The role of educators in this process is critical, as they are seen as models of virtuous behavior. Teachers are expected to not only impart knowledge but also demonstrate moral excellence in their interactions with students, thereby setting an example for them to follow (Ismail et al., 2022).

However, one of the challenges in character learning based on Islamic education is ensuring its relevance in modern educational contexts. As societies become more complex and diverse, Islamic educational institutions must adapt their character education programs to address contemporary ethical dilemmas and challenges, such as globalization and technological advancements. This requires a more structured and innovative approach to character education management, ensuring that Islamic values remain a central part of students' education while also preparing them to navigate the complexities of modern life. Integrating modern pedagogical methods with Islamic ethical teachings can provide a more comprehensive approach to character development in Islamic education.

A significant research gap exists in the effective integration of Islamic character education with modern educational management practices. Although numerous studies have examined the role of Islamic education in developing moral character (Huda, 2022), few have focused on how the management of character education can be optimized to adapt to contemporary pedagogical challenges. Additionally, much of the existing literature tends to focus on theoretical approaches rather than providing practical strategies for educators and administrators to implement Islamic character education effectively in diverse educational settings (Nursalim et al., 2024). This gap underscores the need for a comprehensive review of the management strategies that can successfully integrate Islamic principles into character education frameworks.

The urgency of this research stems from the increasing need to cultivate strong moral foundations in students, particularly in light of the moral crises and ethical dilemmas prevalent in today's globalized world. Islamic education offers a unique model for addressing these challenges, as it provides not only academic knowledge but also a framework for moral and ethical guidance based on the Quran and the Sunnah (Fawait et al., 2024). However, the implementation of character education based on Islamic principles faces numerous challenges, including inconsistent pedagogical approaches, a lack of standardized curriculum, and insufficient training for educators in Islamic character development (Lubis, 2018). Addressing these issues is critical to ensuring that Islamic education remains relevant and effective in shaping the moral character of students.

Previous studies have highlighted the importance of Islamic education in character development, particularly in nurturing values such as honesty, integrity, and respect for others (Wijaya & Yusuf, 2021). For instance, (Taufik, 2020) emphasized the role of Islamic education in promoting ethical behavior through the study of Islamic law and principles, while (Nuranifah et al., 2022) argued that integrating character education with academic instruction can lead to more holistic student

development. However, these studies often overlook the practical aspects of managing character education in a way that is sustainable and adaptable to various educational contexts. The novelty of this research lies in its focus on the management aspect of character education, exploring how Islamic educational institutions can better structure and deliver character learning based on Islamic values.

This study aims to conduct a comprehensive literature review on Islamic-based character education management, with a focus on managerial approaches that can be implemented in various educational contexts. This study seeks to make practical contributions to teachers, school administrators, and policymakers in formulating effective strategies that maintain Islamic values in character education, while preparing students to face the challenges of the modern era.

Method

This study adopts a qualitative research design, using a systematic literature review approach to examine the management of character learning based on Islamic education. The research focuses on collecting, selecting, and synthesizing existing scholarly sources to construct a comprehensive understanding of character education management in Islamic contexts (Moleong, 2000). This literature review process allows for the exploration of theoretical frameworks, key themes, and practical applications relevant to managing Islamic character education.

To retrieve relevant literature, comprehensive searches were conducted using established academic databases, specifically Google Scholar, JSTOR, and ScienceDirect, to access peer-reviewed articles, books, theses, and reports. The search strategy involved specific keywords in both English and Indonesian, including "Islamic character education," "management of moral learning," "Islamic pedagogical frameworks," "akhlak," "adab," and "tarbiyah." Boolean operators (e.g., AND, OR, NOT) were applied to refine search results and ensure a focus on relevant topics. For instance, the combination "Islamic character education" AND "management" was used to narrow down articles to those that specifically addressed management aspects within the context of Islamic education.

The initial search yielded approximately 250 articles across the three databases. These results were screened by reading titles and abstracts to assess relevance to the research focus, reducing the dataset to around 80 articles that were considered for further review. The selection process applied specific inclusion and exclusion criteria. Inclusion criteria involved (1) peer-reviewed journal articles, books, theses, and conference proceedings; (2) studies published between 2014 and 2024; (3) sources discussing Islamic education, character development, or educational management within Islamic institutions. Only articles in English and Indonesian were included, while those in other languages or focusing solely on general or non-Islamic character education were excluded. This systematic approach refined the literature to 35 key articles that met all criteria for in-depth analysis.

For data collection, document analysis was employed. Each selected article was examined carefully to extract pertinent information related to the management of character education in Islamic settings. Key themes, challenges, and strategies highlighted in the literature were identified and categorized. A coding system was applied to facilitate the organization of recurring patterns, concepts, and management models related to character education within an Islamic framework (Bryman, 2016).

The data analysis process used a thematic analysis approach to identify and synthesize insights across sources (Sugiyono, 2013). Key themes were identified through a structured coding process, allowing for the systematic comparison of management strategies and their applicability across diverse educational settings. Software tools, such as NVivo, were employed to support the organization and categorization of themes, enhancing the reliability of the analysis. The analysis was further validated by seeking feedback from peers and experts in Islamic education to ensure comprehensive coverage and accuracy of themes.

A synthesis framework was applied to integrate findings from the literature, comparing similarities and differences across studies. This synthesis involved assessing each article's contributions to Islamic character education management, contrasting approaches, and examining the effectiveness of varied management strategies. This structured process ensured that insights from the literature were coherently integrated and relevant to contemporary Islamic educational challenges.

To maintain quality, the selected articles were evaluated for methodological rigor, reliability, and validity before inclusion in the synthesis. Each study's quality was assessed based on its research design, data sources, and theoretical foundations, ensuring that the review incorporates reliable insights into Islamic character education management. Through this structured and validated approach, the study provides a comprehensive, critical synthesis of literature on the management of character learning within Islamic educational frameworks.

Results and Discussions

Concept of Character Learning in Islamic Education

The concept of character learning in Islamic education is deeply rooted in the teachings of *akhlaq* (moral character), which guides individuals in their behavior according to Islamic principles. Islamic education aims to develop individuals who not only possess knowledge but also exemplify good moral conduct as guided by the Quran and Sunnah. Character development, therefore, is not seen as a separate aspect of education but rather as a fundamental goal that is intertwined with all areas of learning. The Prophet Muhammad's (PBUH) life and sayings offer a rich foundation for moral guidance, which is central to Islamic pedagogy (Mustoip et al., 2024).

Islamic education views character formation as an ongoing process that occurs both within and outside the classroom. Students are expected to embody values such as honesty, justice, and empathy, which are promoted through both formal instruction and the example set by teachers and community leaders (Nasucha et al., 2023). This emphasis on moral education differentiates Islamic education from secular education systems, where moral instruction may not be as explicitly integrated into the curriculum. The unique structure of Islamic education thus reflects a holistic approach to nurturing both the intellect and the spirit of students (Abbas et al., 2021).

One of the key challenges in implementing character education in Islamic schools is ensuring that the values taught are relevant to the students' real-world experiences. In many modern educational settings, there is often a disconnect between theoretical instruction and practical application (Adnan, 2022). However, Islamic education strives to bridge this gap by providing students with real-life opportunities to practice the values they learn, reinforcing the connection between knowledge and action. As a result, the process of character learning in Islamic education becomes a lived experience, not just a theoretical understanding (Amirudin, 2020).

This foundational concept of character education in Islamic settings lays the groundwork for the management strategies that will be explored in the following sections. Understanding the religious and ethical dimensions of character education is essential to developing effective management practices that align with the overarching goals of Islamic education.

The concept of character learning in Islamic education is deeply embedded within the foundational teachings of Islamic ethics (*akhlaq*), which guide individuals to lead morally upright and righteous lives in accordance with divine commands. In Islam, education is not solely about the acquisition of knowledge but about shaping a person's character, ethics, and spiritual disposition, all of which are integral to the development of a whole and balanced individual. Character education, or *tarbiyah akhlaqiyah*, is therefore considered a fundamental aspect of Islamic education that transcends intellectual growth and focuses on the cultivation of virtues such as honesty, humility, patience, and justice (Priyanto, 2020a).

Character learning in Islamic education is holistic, encompassing not only the mind but also the heart and soul. This approach means that students are encouraged to embody Islamic values in every facet of their lives, from personal interactions to societal contributions. The educational process itself is designed to instill in students a deep sense of responsibility towards their community (*ummah*) and their relationship with God (Allah). Central to this learning process is the Quran and the Sunnah (the sayings and practices of the Prophet Muhammad), which provide concrete examples of how individuals should behave and interact in both personal and social contexts (Priyanto, 2020b).

In practice, Islamic character education involves a balance of theoretical instruction and experiential learning. Schools emphasize both formal teaching of ethical principles and practical opportunities for

students to apply these principles in real-world settings. This includes moral guidance provided by teachers, who serve as role models for students, and structured activities that allow students to practice virtues such as empathy, compassion, and charity. Moreover, the integration of Islamic rituals such as daily prayers (salat) and fasting during Ramadan reinforces discipline and self-control, contributing to character building in a practical, spiritually centered way.

Character learning in Islamic education, thus, is not merely about moral instruction; it is a comprehensive life practice that shapes students' behavior and their ethical outlook, preparing them to be responsible and morally conscious citizens who contribute positively to society. The ultimate aim is to cultivate a deep moral consciousness that aligns with the principles of Islam, allowing students to lead meaningful lives with both intellectual and moral clarity.

Management Strategies for Character Learning

Effective management of character learning in Islamic education involves integrating Islamic values into all aspects of school administration, curriculum design, and teacher training. According to (Taja et al., 2021) school leaders must ensure that character development is prioritized in both policy and practice. One common strategy is the incorporation of Islamic principles into the school's vision and mission statements, thereby embedding moral education into the very identity of the institution. This approach ensures that every decision made by the school administration, from hiring teachers to designing curricula, is aligned with Islamic ethical standards.

In terms of curriculum design, Islamic schools often integrate character education directly into both religious and secular subjects. For example, while students may study Islamic law (fiqh) and theology (aqidah), they are also encouraged to apply the values of these teachings to their daily lives, such as honesty in mathematics or responsibility in science projects (Syarnubi et al., 2021). This method of integration ensures that character education is not isolated but embedded within every subject area, providing students with a consistent moral framework across their educational experience.

Teacher training also plays a crucial role in the management of character learning. Teachers in Islamic schools are not just instructors of academic content but also role models of good character. According to (Ni' mah & Ariati, 2023), effective teacher training programs should equip educators with both pedagogical skills and a deep understanding of Islamic moral principles. Teachers must be able to demonstrate the values they wish to instill in their students, as students often learn more from observing behavior than from formal instruction. This dual role of teachers—both as instructors and moral exemplars—is a key element of the management of character learning in Islamic education.

A significant challenge in managing character learning is balancing traditional Islamic values with the demands of modern education. As globalization and technological advancements reshape the educational landscape, Islamic schools must adapt their management strategies to ensure that students are prepared for the complexities of modern life while remaining grounded in their moral and religious principles.

Management strategies for character learning in Islamic education focus on creating a structured, ethical, and spiritually-enriching environment that nurtures students' moral development. These strategies are essential for ensuring that Islamic values are integrated into every aspect of the educational experience. Schools, teachers, and administrators must carefully manage curricula, student interactions, and institutional culture to ensure that character learning is effective and aligned with Islamic principles.

Curriculum Design and Integration of Islamic Values

Integration of character values across subjects emerged as a dominant theme. Research by Syarnubi et al. (2021) and Nasucha & Khozin (2023) demonstrates that integrating values like honesty and responsibility within all subjects fosters a consistent moral framework. This thematic coding process revealed that curriculum integration goes beyond isolated Islamic studies classes, embedding values into secular subjects such as science and social studies to align all areas of learning with Islamic principles.

Teacher's Role as Moral Guides and Role Models

Several sources underscored the dual role of teachers in delivering academic content and modeling moral behavior, a theme prevalent in the findings from Ni'mah & Ariati (2023) and Minarti et al. (2022). This theme reflects the Islamic educational perspective that teachers should exemplify values like compassion and fairness, influencing students through their conduct rather than only through formal instruction. However, studies also highlight the difficulty many educators face due to limited training in moral pedagogy, necessitating targeted professional development.

Institutional Culture and Islamic School Environment

Research indicates that character learning is most effective when supported by a school culture grounded in Islamic ethics. Djubaedi et al. (2022a) found that activities such as daily prayers and community service enhance character education, promoting values like discipline and charity. The literature review reveals that Islamic schools emphasizing ethical codes and community involvement provide a consistent, supportive environment for character development, a finding consistent across multiple sources.

Parental Involvement and Collaboration

The literature also identifies parental involvement as a critical factor in reinforcing school-taught values at home. Sources like Fandir (2024) and Djubaedi et al. (2022a) suggest that collaboration between school and family strengthens the character development process, as students receive a unified message about moral values from both environments. Effective management practices often involve regular communication with parents and community workshops on Islamic values.

Challenges in the Implementation of Character Education

While the integration of character education into Islamic education is foundational, several challenges hinder its effective implementation. One of the primary challenges is the disconnect between theoretical knowledge and practical application. According to (Djubaedi et al., 2022b), students often struggle to translate the moral lessons they learn in the classroom into real-world behaviors. This issue may arise from a lack of opportunities for experiential learning, where students can practice Islamic values in real-life situations. Without a practical framework, the character education provided in Islamic settings risks becoming overly theoretical and disconnected from students' everyday lives.

Another challenge is the lack of comprehensive teacher training programs that focus on both Islamic ethics and contemporary pedagogical practices. While teachers are expected to be role models, many educators may not receive the necessary training to effectively integrate character education into their teaching methods. (Siahaan et al., 2023) argue that ongoing professional development is needed to ensure that teachers can address modern ethical dilemmas while adhering to Islamic moral standards. The absence of such programs limits the ability of schools to foster a consistent moral framework across all areas of student learning.

In addition, socioeconomic factors can also pose significant challenges. In some contexts, Islamic schools may lack the financial resources needed to implement comprehensive character education programs (Huda et al., 2024a). Limited funding can affect the quality of teacher training, the availability of instructional materials, and the overall management of character learning. Schools in economically disadvantaged areas may struggle to provide students with the necessary support, leading to disparities in the quality of character education across different regions.

Finally, cultural differences within the global Muslim community can complicate the implementation of a standardized approach to character education. While Islamic principles are universal, their interpretation and application can vary widely depending on cultural context. This variation can create inconsistencies in how character education is managed and delivered, making it difficult to establish a cohesive approach across diverse educational settings.

Implementing character education, particularly within an Islamic educational framework, presents several challenges that educators and institutions must navigate. These challenges arise from various sources, including the integration of moral teachings into a modern curriculum, the complexity of student backgrounds, the societal context in which education takes place, and the readiness of educators to take on the dual role of academic and moral guides.

Balancing Academic Rigor with Moral Education

A recurrent challenge identified is balancing the demands of academic success with character development. According to Huda et al. (2024b) and Sulhan & Hakim (2023), many Islamic schools struggle to allocate sufficient time for character education due to pressure to meet academic benchmarks, particularly in subjects like mathematics and science. This tension often limits the depth of character education provided, underscoring the need for more integrated, flexible curriculum models.

Diverse Student Backgrounds and Value Systems

Amin et al. (2021) highlight the diversity in student backgrounds and value systems as a significant obstacle, as students may experience conflicting messages at home and school. Addressing these diverse perspectives requires schools to develop adaptive approaches, although the literature notes that standardizing this adaptation across all institutions is challenging (Amin et al., 2021).

Modern Societal Influences and Technological Distractions

The modern societal context in which students are raised presents additional hurdles for character education. The prevalence of technology and social media, for instance, has significantly impacted the way young people interact, form values, and develop their sense of identity. Many of the values promoted in popular culture—such as materialism, individualism, and instant gratification—are in direct contrast to the values emphasized in Islamic character education, such as modesty, community responsibility, and self-discipline (Tolchah & Mu' ammar, 2019). The constant distractions provided by technology also hinder students' ability to engage deeply with the reflective and contemplative aspects of character education. Teachers often find it difficult to compete with the fast-paced, attention-grabbing nature of modern media, making it challenging to instill the slower, more thoughtful process of moral reflection and growth.

Teacher Preparedness and Professional Development

A key challenge in the implementation of character education is ensuring that teachers are adequately prepared to take on the responsibility of moral instruction in addition to academic teaching. Many teachers, while excellent in their subject areas, may lack the training or confidence to act as moral and ethical guides for their students. Effective character education requires teachers to model the very virtues they aim to instill, which can be daunting if they have not been adequately supported or trained in this dual role (Ihwani et al., 2023). Moreover, there is often a lack of professional development opportunities focused specifically on integrating character education into everyday classroom activities. Without the necessary training and support, teachers may struggle to consistently and effectively teach character in a way that resonates with students.

Inconsistent Support from Educational Policies and Leadership

The successful implementation of character education often hinges on support from school leadership and broader educational policies. However, in many cases, character education is not prioritized in national or local education policies, and schools are left to manage these programs on their own. Inconsistent policy support can lead to fragmented or superficial character education programs that lack coherence and sustainability (Riinawati, 2022). Schools may face budgetary constraints, with limited resources allocated to character education initiatives, or they may experience pressure to focus on academic metrics that are more easily measurable. This lack of institutional backing can make it difficult for educators to implement character education in a meaningful and lasting way.

Measuring the Impact of Character Education

Finally, measuring the success and impact of character education programs presents a challenge. Unlike academic subjects, where progress can be tracked through standardized testing, character education is more difficult to quantify. Assessing students' moral development and the effectiveness of character education initiatives requires long-term observation, reflection, and subjective evaluation, which can be difficult to implement in a systematic way (Choiriyah, 2022a). Schools may struggle to demonstrate the tangible outcomes of character education, making it harder to justify ongoing investment in these programs. Additionally, the results of character education may not be immediately visible, as character development is a lifelong process that continues well beyond the school years.

Character education, particularly within the framework of Islamic teachings, holds significant potential for shaping morally responsible individuals, its implementation faces several challenges.

These include balancing academic and moral instruction, addressing diverse student backgrounds, countering modern societal influences, preparing teachers, ensuring policy support, and measuring the program's success. Addressing these challenges requires thoughtful strategies, adequate resources, and a commitment to making character education an integral part of the educational experience.

Opportunities for Improvement in Character Education Management

Despite these challenges, there are numerous opportunities to improve the management of character learning in Islamic education. One promising approach is the use of technology and digital resources to enhance character education. According to recent studies, online platforms and digital tools can be effectively used to provide students with interactive moral education experiences (Choiriyah, 2022b). These tools allow students to engage with moral dilemmas in a controlled environment, helping them to practice decision-making in line with Islamic values. Moreover, digital resources can bridge the gap between theoretical instruction and practical application by providing real-world scenarios for students to analyze and reflect upon.

Another area for improvement is the development of comprehensive teacher training programs that focus specifically on the integration of Islamic ethics into modern pedagogy. By equipping teachers with the skills, they need to address both traditional moral principles and contemporary ethical challenges, Islamic schools can ensure that their educators are well-prepared to guide students in character development. (Afni et al., 2022) suggests that such training programs should be mandatory for all teachers in Islamic educational institutions and should include ongoing professional development to keep educators up to date with both Islamic and secular ethical standards.

Collaboration between Islamic schools and global educational institutions can also enhance the management of character education. By working with other schools and organizations, Islamic educational institutions can share best practices and learn from the experiences of other systems that have successfully implemented character education programs. This collaboration can lead to the development of more effective management strategies that are both culturally sensitive and aligned with global educational trends (Kadir et al., 2024).

The management of character learning in Islamic education is essential for fostering morally upright individuals who are capable of navigating the complexities of modern life while remaining true to their religious values. Although challenges such as a lack of practical application and teacher training persist, there are numerous opportunities for improvement, particularly in the use of digital tools and collaborative efforts. By addressing these challenges and capitalizing on these opportunities, Islamic schools can enhance the effectiveness of their character education programs and better prepare their students for the ethical challenges of the 21st century.

The management of character education, particularly in the context of Islamic education, is a dynamic process that presents numerous opportunities for enhancement. By leveraging existing strengths and addressing challenges, educational institutions can develop robust character education programs that foster moral development alongside academic achievement. The following opportunities for improvement are critical for strengthening character education management in Islamic educational settings.

Enhanced Curriculum Integration

One significant opportunity lies in the enhanced integration of character education into the curriculum. Schools can develop interdisciplinary approaches that seamlessly blend character education with academic subjects. This could involve creating thematic units where ethical discussions are incorporated into science, literature, and social studies, making the moral teachings relevant to students' daily lives. For example, while studying environmental science, students can explore Islamic perspectives on stewardship and responsible resource management. By embedding character education into the core curriculum, students will be more likely to see the practical application of these values, thus enhancing their understanding and commitment to moral behavior (Fuad & HR, 2022).

Professional Development for Educators

Investing in professional development for educators presents another opportunity for improvement. Teacher training programs can be designed to equip educators with the skills and confidence needed to effectively teach character education. Workshops, seminars, and collaborative learning communities

can help teachers share best practices, develop moral teaching strategies, and reflect on their own values and behaviors. By fostering a culture of continuous professional growth, schools can ensure that teachers are not only knowledgeable about Islamic values but also capable of modeling these principles in their interactions with students (Syifauzzuhrah et al., 2023). Regular training sessions can also address the specific challenges teachers face in implementing character education, enabling them to develop tailored strategies to meet their students' needs.

Strengthening School-Community Partnerships

Collaboration between schools and the broader community offers an opportunity to reinforce character education. Schools can engage parents, local organizations, and religious institutions in character-building initiatives that extend beyond the classroom. Community service projects, mentorship programs, and interfaith dialogues can provide students with practical experiences that reinforce the values taught in school. By creating partnerships with families and community leaders, schools can create a support network that encourages students to practice moral behavior in various settings (Indrasari & Atikah, 2023). This collaborative approach not only strengthens character education but also fosters a sense of belonging and responsibility within the community.

Utilizing Technology and Digital Platforms

The effective use of technology and digital platforms can enhance character education management. Schools can leverage online resources, social media, and educational apps to disseminate character education materials, facilitate discussions, and share success stories. Digital platforms can also serve as a means for students to reflect on their experiences and engage with character-building exercises outside of the classroom. For example, schools might create online forums where students can discuss ethical dilemmas, share personal reflections, and seek guidance from teachers and peers. By embracing technology, educators can reach students where they are and provide them with the tools to engage with character education in innovative way (Sari, 2020).

Regular Assessment and Feedback Mechanisms

Implementing regular assessment and feedback mechanisms is crucial for continuous improvement in character education management. Schools can develop qualitative and quantitative measures to evaluate the effectiveness of their character education programs. Surveys, student reflections, and parent feedback can provide insights into how well character education initiatives are resonating with students and the community. By analyzing this data, educators can identify areas for improvement, adapt their approaches, and celebrate successes. Regular assessments not only ensure accountability but also demonstrate the value of character education, making it easier to secure ongoing support from stakeholders (Furkan & Adiansha, 2024).

Emphasizing a Whole-School Approach

Adopting a whole-school approach to character education can lead to comprehensive improvements in its management. This strategy involves the participation of all stakeholders—teachers, administrators, students, parents, and the community—in promoting moral values and ethical behavior throughout the entire school environment. Schools can establish clear policies and practices that reflect their commitment to character education, ensuring that these values are consistently reinforced across all interactions and activities. This holistic approach creates a unified message that helps students internalize the importance of character development, making it a fundamental aspect of their educational journey (Chusniyah & Munadi, 2023).

Challenges exist in the management of character education, there are also significant opportunities for improvement. By enhancing curriculum integration, investing in professional development, fostering school-community partnerships, utilizing technology, implementing assessment mechanisms, and embracing a whole-school approach, educational institutions can create a robust framework for character education. These strategies not only support the moral development of students but also contribute to the creation of a positive school culture that reflects Islamic values and principles.

Conclusions

This study has provided a focused examination of character learning management in Islamic education, identifying both the essential strategies and challenges inherent to fostering moral development in a modern, diverse educational environment. The findings underscore that a comprehensive management approach is crucial, with specific strategies emerging as best practices, including curriculum integration of Islamic values across subjects, continuous professional development for educators on ethical and pedagogical principles, and active collaboration with parents and the community to reinforce moral instruction. By embedding Islamic character education across various subjects and involving stakeholders at multiple levels, schools can create a cohesive environment that supports students' intellectual and ethical growth.

One unique contribution of this review is the identification of technology as a potentially transformative tool in character education, particularly for bridging the gap between theoretical ethics and real-world applications. Digital platforms allow students to engage in interactive, reflective exercises, making moral concepts more accessible and applicable. Additionally, establishing regular assessment mechanisms was highlighted as a practical way to evaluate the effectiveness of character education, allowing institutions to adjust programs in response to student feedback and changing societal contexts.

In line with the research objectives, this review contributes to the literature by synthesizing management practices for character education specific to Islamic education and by identifying areas where current methods may fall short. For instance, balancing academic rigor with character development and adapting to diverse student backgrounds remain challenging. The study's findings suggest that more tailored teacher training and flexible curriculum models are needed to address these gaps effectively.

For practical implementation, educational leaders are encouraged to integrate Islamic values consistently within curriculum frameworks and foster supportive partnerships with families and communities. Future research should focus on longitudinal studies to understand the lasting impacts of character education on students' moral and social behaviors, particularly in diverse and multicultural environments. Additionally, exploring innovative uses of technology in ethical instruction and evaluating the adaptability of Islamic character education across various socio-cultural contexts would further enrich the discourse and provide actionable insights for policymakers and educators.

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