

## THE IMPLEMENTATION OF ISLAMIC TEACHING VALUES IN IMPROVING STUDENTS' SOCIAL BEHAVIOR AT MADRASAH TSANAWIYAH MAURA EL MUMTAZ BINJAI

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### Abstrak

Penelitian ini dilatarbelakangi oleh pentingnya penerapan nilai-nilai ajaran Islam dalam membentuk dan meningkatkan perilaku sosial siswa di lingkungan madrasah. Permasalahan yang muncul adalah masih ditemukannya perilaku sosial siswa yang belum sepenuhnya mencerminkan nilai-nilai Islami, seperti kurangnya kepedulian sosial dan sikap saling menghormati. Penelitian ini bertujuan untuk mendeskripsikan penerapan nilai-nilai ajaran Islam serta menganalisis pengaruhnya terhadap perilaku sosial siswa di Madrasah Tsanawiyah Maura El Mumtaz Binjai. Penelitian ini menggunakan pendekatan kualitatif dengan jenis deskriptif kualitatif. Informan penelitian terdiri dari kepala madrasah, guru, dan siswa yang dipilih secara purposive. Teknik pengumpulan data meliputi observasi, wawancara mendalam, dan dokumentasi, sedangkan analisis data dilakukan melalui reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa penerapan nilai-nilai ajaran Islam melalui pembelajaran, keteladanan guru, kegiatan keagamaan, dan budaya sekolah berkontribusi positif terhadap peningkatan perilaku sosial siswa, seperti sikap sopan, tanggung jawab, dan kepedulian sosial. Novelty penelitian ini terletak pada pengungkapan model penerapan nilai-nilai ajaran Islam yang terintegrasi antara pembelajaran formal dan budaya madrasah sebagai strategi efektif dalam pembinaan perilaku sosial siswa.

**Kata Kunci:** *Nilai Ajaran Islam, Perilaku Sosial, Pendidikan Islam, Madrasah Tsanawiyah*

### Abstract

This study is motivated by the importance of implementing Islamic values in shaping and improving students' social behavior in madrasah settings. The problem addressed in this research is the persistence of students' social

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behavior that does not fully reflect Islamic values, such as low social awareness and mutual respect. This study aims to describe the implementation of Islamic values and analyze their influence on students' social behavior at Madrasah Tsanawiyah Maura El Mumtaz Binjai. This research employed a qualitative approach with a descriptive qualitative design. The research informants consisted of the principal, teachers, and students selected through purposive sampling. Data were collected through observation, in-depth interviews, and documentation, while data analysis was conducted through data reduction, data display, and conclusion drawing. The results indicate that the implementation of Islamic values through learning activities, teachers' role modeling, religious routines, and school culture has a positive impact on improving students' social behavior, including politeness, responsibility, and social care. The novelty of this study lies in identifying an integrated model of Islamic values implementation that combines formal instruction and madrasah culture as an effective approach to developing students' social behavior.

**Keywords:** Islamic Values, Social Behavior, Islamic Education, Madrasah

## INTRODUCTION

Education is the primary means of shaping the personality and social behavior of students. At the Madrasah Tsanawiyah level, students are in the early adolescent developmental stage, which is highly vulnerable to social environmental influences, both positive and negative (Hafizhah et al., 2025). Therefore, education should not only focus on academic aspects but must also emphasize the development of moral character and good social behavior. From the perspective of Islamic education, the main objective of education is to form individuals who are faithful, knowledgeable, and possess noble character (Manti Kalayah & Nurlaili Fitrianingrum, 2025). Social behaviors such as mutual respect, empathy, tolerance, cooperation, and social responsibility are manifestations of Islamic values that have been internalized within students.

Madrasah Tsanawiyah Maura El Mumtaz Binjai, as an Islamic educational institution, has a strategic role in instilling these values through the learning process, teacher role modeling, and a religious and humanistic school culture (Ayu Puspitasari et al., 2023). Literature studies show that the implementation of Islamic teaching values in education has a significant influence on the formation of students' social behavior. Values such as brotherhood (ukhuwah), justice, honesty, and social care are fundamental



principles in Islamic teachings that must be instilled from an early age. This is in line with the word of Allah SWT in the Qur'an, Surah Al-Hujurat verse 13:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَىٰكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ۝ ١٣

*"O mankind, indeed We have created you from a male and a female and made you into nations and tribes so that you may know one another. Indeed, the most noble of you in the sight of Allah is the most righteous among you."*

In the interpretation of Ibn Kathir, this verse emphasizes the importance of social relations based on noble character and piety, rather than differences in status or background (Al-Mubarakfuri & Al-Atsari, 2010). Based on this background, this study aims to examine in depth the implementation of Islamic teaching values in improving students' social behavior at Madrasah Tsanawiyah Maura El Mumtaz Binjai. The specific objectives of this research are to identify the Islamic values instilled in students, describe the strategies and methods used by teachers in implementing these values, and analyze the forms of social behavior that emerge as a result of the application of Islamic teachings (Sitepu & Salminawati, 2023).

In addition, this study also aims to reveal the supporting and inhibiting factors in the process of internalizing Islamic values within the madrasah environment. By using a qualitative approach, this research is expected to provide a comprehensive, in-depth, and contextual description of the practice of Islamic values education and its impact on students' social behavior in daily life. This research is based on the argument that students' social behavior is the result of a continuous value-education process. Islamic teaching values that are consistently applied through learning, habituation, and role modeling are believed to shape positive social character in students (Alam, 2025). The main argument in this study is that the more effective the implementation of Islamic teaching values in the madrasah environment, the better the students' social behavior, both in interactions with peers, teachers, and the community (Nazmah et al., 2025). Although this study uses a qualitative approach and does not test hypotheses statistically, there is a conceptual assumption that Islamic values such as honesty, responsibility, discipline, and social care play an important role in shaping students' social behavior characterized by noble morals (akhlaqul karimah) and in accordance with religious and social norms (Jannah & Chayati, 2024).



The implementation of Islamic teaching values in the madrasah is not only carried out through Islamic Religious Education subjects but is also integrated into all school activities. Habituation activities such as congregational prayers, recitation of the Qur'an, greeting culture, and mutual respect serve as effective means of instilling Islamic social values (Syahputra & Putra, 2025). Teachers, as educators, play a central role as role models in demonstrating good social behavior to students. Teachers' example in being fair, patient, and caring toward students becomes an important factor in the process of value internalization. Thus, the madrasah environment functions as a social laboratory where students learn to practice Islamic values in real life (Indra Satia Pohan, 2022).

A qualitative approach was chosen in this study because it allows researchers to understand the process of implementing Islamic teaching values in a deep and contextual manner. Through observation, interviews, and documentation techniques, researchers can explore the experiences, perspectives, and meanings perceived by students and teachers regarding the social behavior that is formed. This approach does not only focus on the final outcomes but also on the ongoing process of value education within the madrasah. Therefore, this study is able to describe social realities comprehensively and provide a deeper understanding of the dynamics of students' social behavior in the context of Islamic education (Putra et al., 2023). Good social behavior among students is an indicator of the success of character education in the madrasah. However, in practice, various social problems are still found, such as a lack of empathy, individualistic attitudes, and low concern for the surrounding environment. These problems indicate that the implementation of Islamic teaching values has not yet been fully optimal.

Therefore, a scientific study is needed to deeply reveal how these values are implemented and to what extent they influence students' social behavior. This research is expected to provide a clear picture of the condition of students' social behavior as well as the efforts made by the madrasah to address these issues (Jaswadi & Junaris, 2025). The results of this study are expected to contribute both theoretically and practically. Theoretically, this research can enrich the body of knowledge in the field of Islamic education and character education, particularly those related to students' social behavior. Practically, the results of this study are expected to serve as evaluation material and recommendations for the madrasah, teachers, and educational stakeholders in optimizing the implementation of Islamic teaching values. Thus, the madrasah is not only a place for the transfer of knowledge but also a means of forming a generation that is



faithful, morally upright, and possesses good social behavior in accordance with Islamic teachings.

## LITERATURE REVIEW

Studies on Islamic education emphasize that the primary goal of education is not only the mastery of knowledge but also the formation of students' moral character and social behavior. Islamic education is understood as a process of internalizing Islamic teaching values, which include aspects of faith (aqidah), worship (ibadah), and morals (akhlaq) in daily life (Mardiyah et al., 2025). These values function as guidelines in shaping attitudes and social behavior that are in harmony with religious and societal norms. Several Islamic education experts state that the success of Islamic education can be measured by the extent to which students are able to demonstrate social behavior that reflects noble character (akhlaqul karimah), such as honesty, trustworthiness, tolerance, and concern for others (Iqtianti et al., 2025). Therefore, Islamic education has a close relationship with the development of students' social behavior, especially in the context of religious-based educational institutions such as madrasahs.

Students' social behavior is the result of the interaction process between individuals and their social environment (Sitepu & Salminawati, 2023). Social development theory explains that social behavior is formed through continuous learning, habituation, and role modeling. In the educational context, schools play an important role as the second social environment after the family (Akmal et al., 2022). Several previous studies have shown that a school environment that consistently instills moral and religious values is capable of shaping positive social behavior in students. Social behaviors such as cooperation, empathy, mutual respect, and social responsibility do not emerge naturally but are formed through a planned educational process. Thus, the implementation of Islamic teaching values in schools becomes an effective strategy in shaping students' social behavior in accordance with religious and social norms (Burhanuddin et al., 2023).

Islamic teaching values in education include fundamental principles that regulate the relationship between humans and Allah, as well as relationships among human beings. Values such as brotherhood (ukhuwah), justice, mutual help, and social care are Islamic teachings that are highly relevant to the development of students' social behavior (Nurfirdaus & Sutisna, 2021). Islamic education literature states that the value of ukhuwah encourages students to build harmonious social relationships, while the value of justice teaches objectivity and non-discrimination. The values of mutual help and social care foster empathy and solidarity among students (Nurhayati et al., 2021). The cultivation of



these values through learning activities and school culture is believed to shape strong and sustainable social character in students. Therefore, the study of Islamic teaching values becomes an important foundation in understanding the formation of students' social behavior in madrasahs.

The role of teachers in implementing Islamic teaching values is also widely discussed in educational literature. Teachers not only function as transmitters of knowledge but also as role models in attitudes and behavior (Wahyu et al., 2023). Several studies show that teachers' example has a significant influence on students' social behavior. Teachers' attitudes – such as being patient, fair, and caring – are able to create a positive social climate in the school environment. In addition, learning strategies that integrate Islamic values into every subject are considered more effective than partial approaches. Thus, teachers hold a strategic position in the process of internalizing Islamic teaching values that directly impact the formation of students' social behavior. Madrasahs, as Islamic educational institutions, have characteristics that differ from general schools, particularly in emphasizing religious values. Literature suggests that a religious madrasah culture can serve as an effective medium for instilling Islamic social values. Habituation activities such as congregational prayers, recitation of the Qur'an, and other religious activities play an important role in shaping discipline, togetherness, and students' social responsibility.

A conducive and religiously oriented madrasah environment enables students to directly practice Islamic teaching values in their daily lives. Therefore, madrasahs are viewed as strategic social spaces for developing students' social behavior based on Islamic values. Based on the literature review presented, it can be concluded that the implementation of Islamic teaching values has a close relationship with the formation and improvement of students' social behavior. However, each educational institution has different contexts and dynamics in applying these values. Therefore, qualitative research is needed to explore in depth the practice of implementing Islamic teaching values at Madrasah Tsanawiyah Maura El Mumtaz Binjai. This study is expected to fill gaps in previous research by providing a contextual description of the processes, strategies, and impacts of implementing Islamic values on students' social behavior. Thus, the results of this research can enrich the study of Islamic education and provide a meaningful contribution to the development of character education in madrasahs.

## RESEARCH METHODS

This study employs a qualitative approach with a descriptive qualitative research design aimed at gaining an in-depth understanding of

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the implementation of Islamic teaching values in improving students' social behavior at Madrasah Tsanawiyah Maura El Mumtaz Binjai (Safrudin et al., 2023). The research informants were determined using purposive sampling by considering their involvement and understanding of the research focus (Sugiyono, 2021). The main informants in this study consisted of one head of the madrasah, three Islamic Religious Education teachers, two general subject teachers, and ten students from grades VIII and IX who were selected based on their active participation in religious and social activities within the madrasah.

Data collection techniques were carried out through participatory observation of learning activities and school culture, in-depth interviews with informants, and documentation studies in the form of the madrasah profile, schedules of religious activities, and records of student development. This approach allows the researcher to obtain rich and contextual data in accordance with field conditions. Data analysis in this study was conducted interactively and continuously by following the stages of data reduction, data display, and conclusion drawing (Putra et al., 2023). Data obtained from observations, interviews, and documentation were analyzed to identify patterns, themes, and meanings related to the implementation of Islamic teaching values and their influence on students' social behavior.

To ensure data validity, the researcher applied source and method triangulation techniques by comparing information obtained from the head of the madrasah, teachers, and students. In addition, member checking was conducted with informants to ensure the accuracy and consistency of the data with their experiences. The researcher also systematically recorded field reflections to minimize subjective bias. With these procedures, this study is expected to produce findings that are valid, credible, and scientifically accountable.

## RESULTS AND DISCUSSION

### Results

The results of the study show that the implementation of Islamic teaching values at Madrasah Tsanawiyah Maura El Mumtaz Binjai has become an integral part of the school culture. These values are not only taught theoretically in Islamic Religious Education subjects but are also implemented in various daily student activities. Based on observations, students are accustomed to practicing Islamic manners such as greeting others, being polite to teachers, and maintaining good social relationships with peers. The madrasah consistently instills religious values through routine activities and school regulations with an Islamic orientation



(Syahputra, 2025). This indicates that the implementation of Islamic teaching values is carried out in a planned and continuous manner. The religious environment of the madrasah contributes to shaping positive habits in students' social interactions, both inside and outside the classroom.

The dominant Islamic teaching values applied in the madrasah include honesty, discipline, responsibility, mutual assistance, and respect for others. Based on interviews with teachers, the value of honesty is instilled through habituation in speaking truthfully during the learning and evaluation processes (Siti & Nurizzati, 2018). Meanwhile, discipline is reflected in students' compliance with school rules, such as arriving on time and participating regularly in religious activities. Responsibility is shown through students' awareness in completing school assignments and maintaining school facilities. The values of mutual assistance and respect are evident in students' social interactions, such as helping peers who face difficulties and maintaining proper etiquette in communication. The consistent implementation of these values involves all members of the madrasah community (Latifah et al., 2024).

Observations also show that teachers play an important role in implementing Islamic teaching values. Teachers act not only as instructors but also as role models for students in social behavior. They actively demonstrate politeness, patience, and fairness in dealing with students. During the learning process, teachers often relate lesson materials to Islamic values relevant to social life. Based on interviews, students acknowledge that teachers' attitudes and behavior significantly influence how they interact with peers and the school environment. Teacher role modeling becomes a key factor in strengthening the internalization of Islamic values among students. This highlights the strategic role of teachers in shaping students' social behavior in the madrasah.

Routine religious activities serve as one of the main means of instilling Islamic teaching values. Based on documentation and observations, activities such as congregational prayers, Qur'an recitation before lessons, and the commemoration of Islamic holidays are carried out consistently. These activities not only aim to enhance students' religious understanding but also foster togetherness and social solidarity. Students learn to cooperate, respect one another, and maintain order during these activities. Teachers and school administrators utilize religious activities as a medium for character and social behavior development. Through these routine practices, students become more accustomed to applying Islamic values in their daily social interactions.



The study also shows positive changes in students' social behavior following the consistent implementation of Islamic teaching values. Students demonstrate more polite attitudes when interacting with teachers and peers. In addition, the level of conflict among students is relatively low, as they are accustomed to resolving issues through deliberation and mutual respect. Based on student interviews, they feel more comfortable and secure in the madrasah environment due to the atmosphere of togetherness and social care. These behavioral changes are evident both inside and outside the classroom, such as during breaks and extracurricular activities. Students' social awareness has also significantly improved. Observations show that students demonstrate concern for peers experiencing learning difficulties or personal problems. They are accustomed to helping one another without coercion from teachers.

Furthermore, the madrasah organizes social activities such as fundraising and community service involving students directly. These activities aim to instill empathy and social responsibility. Interviews indicate that students understand the importance of helping others as part of Islamic teachings. Thus, the implementation of Islamic values contributes to the development of caring and empathetic social behavior. The results also indicate that the main supporting factors in implementing Islamic teaching values are the commitment of the madrasah and the active role of teachers. Support from the head of the madrasah in creating policies based on Islamic values greatly influences the success of implementation.

In addition, cooperation between teachers and parents is an important supporting factor. Parents who support madrasah programs help reinforce the habituation of Islamic values at home. A conducive and religious school environment also accelerates the internalization of values among students. These factors are interrelated and contribute to the improvement of students' social behavior. On the other hand, the study also identifies several inhibiting factors in implementing Islamic teaching values. One of the main obstacles is the diversity of students' family backgrounds, which affects their understanding and practice of Islamic values. Not all students receive the same value reinforcement at home. Additionally, external environmental influences and social media present challenges in shaping students' social behavior. Teachers acknowledge that extra effort is required to guide students who receive less attention and guidance at home. These challenges indicate that the implementation of Islamic teaching values requires continuous cooperation between the madrasah, family, and society. Overall, the study concludes that the implementation of Islamic teaching values at Madrasah Tsanawiyah Maura



El Mumtaz Binjai has a positive impact on improving students' social behavior. Students demonstrate more polite, caring, and responsible attitudes in their daily lives. Although some obstacles exist, the consistent and integrated application of Islamic values has proven effective in shaping better social behavior among students. These findings indicate that madrasahs play a strategic role in fostering students' social behavior through value-based Islamic education.

### **Discussions**

The results of the study indicate that the implementation of Islamic teaching values at Madrasah Tsanawiyah Maura El Mumtaz Binjai is carried out in an integrated manner through learning processes, habituation, and school culture. This finding is in line with the perspective of Islamic education, which emphasizes that value internalization is not sufficient if conducted only cognitively, but must be manifested in real and repeated practices. Values such as honesty, discipline, responsibility, and social care, when consistently applied, have been proven to shape students' social behavior. This strengthens the theory of value education, which states that habituation and a conducive environment are the main factors in character formation. Thus, the madrasah serves as an effective social environment for instilling Islamic values that directly influence students' social behavior.

The role of teachers as role models in implementing Islamic teaching values is an important finding in this study. Teachers not only transfer knowledge but also function as models of social behavior for students. This finding supports the theory of role modeling in education, which states that educators' behavior has a significant influence on students' attitudes and behavior. Teachers' example in demonstrating fairness, patience, and politeness makes it easier for students to imitate and internalize these values. The results of this study are also consistent with previous research showing that positive interpersonal relationships between teachers and students contribute to the development of good social behavior. Therefore, teacher role modeling is an effective strategy in character education based on Islamic values.

Routine religious activities carried out in the madrasah have proven to be an effective medium for instilling Islamic social values. Habituation practices such as congregational prayers, Qur'an recitation, and religious social activities not only enhance students' religiosity but also foster a sense of togetherness and social concern. This finding is in line with the theory of habituation, which states that behavior is formed through continuous practice and repetition. Through religious activities, students



learn discipline, cooperation, and mutual respect in real-life contexts. Thus, religious activities function as a means of developing social character in accordance with the goals of Islamic education.

The positive changes in students' social behavior found in this study indicate the success of implementing Islamic teaching values. Students become more polite, more caring toward others, and more capable of resolving conflicts peacefully. This finding supports the concept of character education, which places moral and social values as the main outcomes of the educational process. Good social behavior not only benefits individual students but also creates a harmonious social climate within the madrasah environment. This shows that value-based Islamic education makes a real contribution to forming a generation with noble character (*akhlaqul karimah*) who are able to interact positively in social life. Supporting factors identified in this study – such as the commitment of the madrasah, the active role of teachers, and parental support – reinforce the view that character education is a shared responsibility. This finding aligns with the ecological approach in education, which emphasizes the importance of synergy between schools, families, and communities.

When Islamic teaching values are consistently applied across different environments, the process of value internalization in students becomes more effective. On the other hand, inhibiting factors such as differences in family backgrounds and external environmental influences indicate that value education faces complex challenges and requires a sustained approach. Overall, the discussion of the research findings confirms that the implementation of Islamic teaching values plays a strategic role in improving students' social behavior in madrasahs. These findings strengthen theories and previous research stating that integrated Islamic education based on role modeling is capable of shaping positive social behavior. Therefore, madrasahs need to continuously develop systematic and sustainable strategies for implementing Islamic teaching values. The results of this study can also serve as a basis for developing policies and practices of character education in madrasahs to create an educational environment that is religious, humanistic, and oriented toward the development of good social behavior.

## CONCLUSION

This study concludes that the implementation of Islamic teaching values at Madrasah Tsanawiyah Maura El Mumtaz Binjai plays an important role in improving students' social behavior. Values such as honesty, discipline, responsibility, social care, and mutual respect are implemented in an integrated manner through learning activities, teacher



role modeling, religious activities, and school culture. These findings answer the research question, showing that the consistent and continuous application of Islamic teaching values is able to shape students' social behavior to become more polite, caring, and responsible in their daily lives. Thus, the madrasah has proven to be an effective environment for internalizing Islamic values oriented toward the formation of noble character (akhlaqul karimah) and harmonious social interactions. The main findings of this study indicate that the success of implementing Islamic teaching values is strongly influenced by the role of teachers as role models, policy support from the head of the madrasah, and students' involvement in religious and social activities. The strength of this study lies in its qualitative approach, which allows the researcher to explore the experiences and perspectives of informants in depth, resulting in a contextual and comprehensive understanding of the practice of implementing Islamic values in the madrasah.

However, this study has several limitations, including the research scope being limited to only one madrasah and a relatively small number of informants, so the findings cannot yet be generalized broadly. In addition, this study has not examined in depth the influence of family and community environments on students' social behavior. Based on these conclusions, this study recommends that madrasahs continue to develop strategies for implementing Islamic teaching values in a more systematic and sustainable manner by involving all educational stakeholders. Future research is expected to expand the research locations and subjects and combine qualitative and quantitative approaches to obtain more comprehensive results. Thus, studies on the implementation of Islamic teaching values in education can continue to be developed as an effort to form a generation that is faithful, possesses noble character, and demonstrates good social behavior.

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