

RELIGION BASED CHARACTER EDUCATION TOWARDS A MENTAL REVOLUTION**NADWA FARHATI¹, AHMAD FAROJI², H.M. LUTHFI³,**¹ Al-Azhar University, Egypt^{2,3} UIN Sultan Maulana Hasanuddin Banten, Indonesia

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education**Abstract**

Character education is a process of guiding students to become whole individuals with character encompassing the dimensions of heart, mind, body, feelings, and intentions. It can be understood as value education, moral education, and character formation aimed at enabling individuals to distinguish between right and wrong, maintain goodness, and practice it sincerely in daily life. Thus, character education is viewed as a system of norms and values manifested in various forms of personal qualities. Personal character is grounded in noble values that are ultimately reflected in behavior. Therefore, education that develops character plays a crucial role in fostering ethical attitudes, morality, and responsibility. The method used in this study is library research, in which the authors utilize books and academic journals as references. The literature is selected based on its relevance to the topic and supported by existing empirical studies related to religion-based character education. Character values such as honesty, justice, trustworthiness, wisdom, modesty, responsibility, courage, discipline, independence, compassion, tolerance, patriotism, and other noble moral values are derived from religious teachings. Furthermore, religion holds a fundamental position in the life of the Indonesian nation. The implementation of religion-based character education in schools is highly effective in shaping students' character as future generations.

INTRODUCTION

The mental revolution is a movement aimed at addressing various problems faced by the Indonesian nation through fundamental change. This idea became a key initiative of the President of the Republic of Indonesia, Joko Widodo, in designing strategies to overcome increasingly widespread societal issues. Various cases reported in both electronic and print media, such as corruption committed by high-ranking officials in legislative, executive, and judicial institutions, illustrate these challenges. President Joko Widodo emphasized the need for a mental revolution to transform the mindset and behavior of all components of society, especially those prone to corrupt practices. In the short term, this initiative seeks to minimize corruption, collusion, and nepotism. In the long term, the government, through the Ministry of Education, promotes

character-based education at all levels, recognizing that the younger generation plays a crucial role in the future development of the nation.

Character education is a crucial aspect of education, aiming to develop individuals with noble character, responsibility, discipline, honesty, and concern for others. Amidst the rapid development of science and technology, character education is a key foundation for developing a generation that is not only intellectually intelligent but also possesses sound morals and ethics.

RESEARCH METHODS

The method used in this research is library research with a qualitative approach. Library research is a method conducted through the collection, review, and analysis of various literature sources related to the research topic. The literature used includes books, scientific journals, articles, previous research results, official documents, and various other credible and accountable academic sources. The qualitative approach was chosen because this research aims to gain a deep understanding of the concepts, theories, and phenomena that are the focus of the study through literature analysis, without directly collecting data in the field.

The data used in this study consists of primary and secondary data. Primary data is the primary source that serves as the basis for the research. This data is obtained from various references, such as books, scientific journals, and documents that specifically address the topic under study.

Secondary data functions as supporting data obtained from various sources, including scientific articles, research reports, seminar proceedings, theses, dissertations, laws and regulations, and other sources relevant to the research object.

The data collection process in this research was conducted through documentation or library research. The stages involved include: Identifying and selecting literature

Data Collection Techniques

Relevant to the research topic, Collecting various references from books, journals, scientific articles, and other related documents, Reading and reviewing the literature in depth, Noting important information related to the research focus, and Classifying data based on predetermined themes and categories.

Data Analysis Techniques

The data analysis in this study used the content analysis method. The analysis process was carried out through the following stages:

Data Reduction

The data obtained is selected and focused on information relevant to the research objectives.

Data Presentation

The reduced data is then systematically arranged in the form of a narrative description to make it easier to understand.

Data Analysis and Interpretation

Data is analyzed by reviewing, comparing, and connecting various theories, concepts, and previous research findings to gain a comprehensive understanding of the study object.

Drawing Conclusions

Conclusions are drawn based on the results of the analysis conducted to provide answers to the research problem formulation.

Data Validity

To ensure the validity and reliability of the data, this study employed source triangulation techniques. This technique involves comparing information obtained from various literature sources to ensure more accurate and reliable research results.

RESULTS AND DISCUSSION.

1. Character Education

Theodore Roosevelt once said, "To educate a person in mind and not in morals is to educate a menace to society." This statement highlights the importance of balancing intellectual and moral education. In reality, many educational institutions have focused more on cognitive development while neglecting moral aspects, contributing to moral degradation in society. Character education is the process of guiding individuals to develop fully integrated personalities involving emotional, intellectual, and behavioral dimensions. It includes value education, moral education, and ethical training that aim to help individuals make sound moral decisions and consistently practice goodness. Core values such as honesty, politeness, courage, perseverance, loyalty, self-control, empathy, tolerance, justice, respect for human dignity, and social responsibility should be integrated into the school curriculum and supported by the broader community as role models.

rendering noble values and life wisdom in limbo. Children today readily use spoken and body language that tends to be diminished by a crude and vulgar style of expression. Ethical and

aesthetic values have been stunted and stunted by an instant and constant lifestyle (Purwanto, 2011:2). Character-based education in this country has long been lost. School subjects, such as civics and religious education, which should act as a filter to stem the tide of a spreading culture of violence, are considered to have transformed into indoctrination-based subjects that solely teach and instill good and bad values, without being balanced by intensive habituation patterns that could encourage students to behave and pose in accordance with these noble values. The long-standing pattern of indoctrination in education, whether consciously or not, has changed children's behavior, leading them to become selfish, both towards themselves and others. They no longer have sensitivity to others, have lost the value of compassion, and are preoccupied with their own worlds, tending towards aggression, with a level of moral degradation that has reached an unacceptable threshold (Purwanto, 2011:3)

2. Religion-Based Character Education

Religion serves as a fundamental guide in human life, shaping individuals' worldview and moral direction. Religion-based education plays a crucial role in character formation, as it fosters spiritual awareness and strengthens faith, which in turn influences daily behavior. Character education rooted in religion is essential for several reasons. First, Indonesian society is inherently religious, making religious values highly relevant in shaping character. Second, religion holds a central role in national life, ensuring that moral values remain deeply embedded in social and educational systems. Values such as honesty, justice, trustworthiness, wisdom, modesty, responsibility, courage, discipline, independence, compassion, tolerance, and patriotism align with universal religious teachings. Religion-based character education helps maintain moral balance and prevents the rise of excessive secularism in society.

Character education from an Islamic perspective is based on the Quran and Sunnah. According to Marzuki, "character education from an Islamic perspective is education that guides students to behave and act in accordance with Islamic character values." Therefore, the essence of Islamic education is education that strives to foster students with noble character. (Marzuki : 2015)

According to Zuchdi Darmiyati, "character education materials can be grouped into three moral values: first, morality toward God Almighty, recognizing God as the creator and His attributes, and asking for help from Him. Second, morality toward oneself, parents, elders, younger people, and peers. Third, morality toward the environment (nature, both flora and fauna), and social society (2015)

3. The Objectives of Character Education

Character education aims to address various social problems, including corruption. It must be implemented comprehensively through formal, informal, and non-formal education. Responsibility for character development lies not only with schools but also with families, communities, and the government. Leaders must serve as role models by demonstrating ethical behavior. Children's character formation is strongly influenced by their environment, particularly within the family. Therefore, values such as honesty, responsibility, and good communication should be instilled from an early age. The current challenges in Islamic education encourage schools to integrate general knowledge with religious teachings to achieve a balance between intellectual and spiritual development. This approach is based on the Islamic principles of faith (iman), knowledge (ilmu), and practice (amal), as well as the core components of Islamic teachings: aqidah (belief), sharia (law), and akhlaq (morality). The implementation of religion-based character education has proven effective in shaping students' attitudes and behaviors. However, challenges remain, including the lack of commitment from some educators. Therefore, teachers must continuously improve their strategies to ensure the successful development of students' character in accordance with Islamic teachings.

CONCLUSION

Character values such as honesty, justice, trustworthiness, wisdom, modesty, responsibility, courage, discipline, independence, compassion, tolerance, and patriotism are deeply rooted in religious teachings and form the foundation of human behavior. Religion plays a fundamental role in the life of the Indonesian people and serves as a strong basis for character development. The implementation of religion-based character education in schools is highly effective in shaping students as future generations with strong moral integrity. Therefore, educators must continuously enhance their approaches to ensure the successful development of students' character in accordance with religious values.

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