

Learning Environment As A Determining Factor In Formation Of Students' Islamic Character In Islamic Religious Education

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Abstract: *The formation of students' Islamic character is one of the main goals in Islamic religious education. Islamic character, which includes values such as honesty, responsibility, tolerance, and simplicity, is greatly influenced by a supportive learning environment. This study aims to examine the role of the learning environment as a determining factor in the formation of students' Islamic character. The learning environment includes physical, psychological, social, and spiritual aspects, which are integrated into teaching and learning activities at school and in daily life. Through a literature review, this study identified that a conducive environment, such as schools that implement Islamic values, teachers who act as role models, and a curriculum that is integrated with Islamic character education, can have a significant impact on the formation of students' character. Conversely, a less supportive environment can be an obstacle in the process of internalizing Islamic values. This study also highlights the Islamic view on the importance of creating an Islamic educational environment and the relevance of social and cultural factors in supporting the development of students' Islamic character. The results of this study are expected to contribute to parents, educators, and policy makers in creating a learning environment that is in accordance with Islamic principles, so that it can support the achievement of national education goals that produce a generation of faith, piety, and noble character.*

Keywords: *Learning Environment, Islamic Education, Islamic Character,*

Abstrak: Pembentukan karakter Islami siswa merupakan salah satu tujuan utama dalam pendidikan agama Islam. Karakter Islami, yang mencakup nilai-nilai seperti kejujuran, tanggung jawab, toleransi, dan kesederhanaan, sangat dipengaruhi oleh lingkungan pembelajaran yang mendukung. Penelitian ini bertujuan untuk mengkaji peran lingkungan pembelajaran sebagai faktor penentu dalam pembentukan karakter Islami siswa. Lingkungan pembelajaran mencakup aspek fisik, psikologis, sosial, dan spiritual, yang terintegrasi dalam aktivitas belajar-mengajar di sekolah dan kehidupan sehari-hari. Melalui kajian literatur, penelitian ini mengidentifikasi bahwa lingkungan yang kondusif, seperti sekolah yang menerapkan nilai-nilai Islam, guru yang berperan sebagai teladan, serta kurikulum yang terintegrasi dengan pendidikan karakter Islami, mampu memberikan dampak signifikan terhadap pembentukan karakter siswa. Sebaliknya, lingkungan yang kurang mendukung dapat menjadi penghambat dalam proses internalisasi nilai-nilai Islami. Penelitian ini juga menyoroti pandangan Islam mengenai pentingnya menciptakan lingkungan pendidikan yang Islami dan relevansi faktor-faktor sosial dan budaya dalam mendukung pengembangan karakter Islami siswa. Hasil penelitian ini diharapkan memberikan kontribusi bagi orang tua, pendidik, dan pemangku kebijakan dalam menciptakan lingkungan pembelajaran yang sesuai dengan prinsip-prinsip Islam, sehingga dapat mendukung tercapainya tujuan pendidikan nasional yang mencetak generasi beriman, bertakwa, dan berakhlak mulia.

Kata Kunci: *Lingkungan Pembelajaran, Pendidikan Islam, Karakter Islami*

Introduction

The learning environment includes all conditions that influence the behavior of teachers and students in the educational process. A conducive, safe, and comfortable environment greatly supports the achievement of educational goals, namely to form individuals who are faithful, pious, have character, are intelligent, and are physically and spiritually healthy. In Islamic education, the learning environment needs to be designed in accordance with Islamic values in order to optimally support the learning process.

Character formation is an important goal in education, especially in Islamic education. Islamic characters, such as honesty, responsibility, tolerance, and simplicity, not only support academic success but also shape students' personalities in accordance with moral and ethical values. The learning environment plays a major role in supporting the formation of students' Islamic character, both through the physical, psychological, social, and spiritual environments. Schools that implement Islamic values, teachers who are role models, and a curriculum that integrates Islamic character education can help students understand and apply these values. In addition to the school environment, relationships in the family, peers, and community also influence the formation of students' character. A good environment can support positive development, but an unsupportive environment can be an obstacle. In a broad sense, the environment includes geographical factors, customs, education, and social influences that can shape an individual's character.

This study aims to examine the role of the educational environment in the formation of students' Islamic character from the perspective of Islamic education. This study includes types of educational environments, the purpose of character formation, factors that influence character formation, and the importance of creating an Islamic environment. This study is expected to provide benefits for educators, parents, academics, and education observers, as well as being a useful reference for the world.

Research Method

Research Approach

The approach used in this study is a qualitative approach. This approach was chosen because it aims to understand the phenomenon in depth about the role of the educational environment in the formation of students' Islamic character through the perspective of Islamic education. A qualitative approach allows researchers to collect data that is rich in meaning by exploring the views, understandings, and experiences of respondents regarding the role of the educational environment.

Type of Research

This type of research is qualitative descriptive research. Qualitative descriptive research aims to provide a detailed description of the educational environment and its contribution to forming students' Islamic character. With this

method, it is hoped that the results of the study can provide a comprehensive understanding of the factors that influence the Islamic educational environment and its essence in the formation of student character.

Research Location and Subjects

The location of the research was conducted in schools that implement the Islamic education system in the specified area. The subjects of the study included teachers, students, principals, and parents of students involved in the process of forming Islamic character. These respondents were chosen because they have a significant role in supporting a conducive educational environment

Research Instruments

In addition, document studies were conducted to analyze synchronization, learning tools, and records of religious activities in schools. These documents provide supporting data on school programs and policies related to Islamic character formation. The combination of these three techniques ensures data triangulation, thus increasing validity and accuracy.

Data Collection Techniques

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Data Analysis Techniques

The results of the analysis were then tested for validity through source and method triangulation techniques. The researcher measured interview data with observation results and documents to ensure consistency of findings. Conclusions were drawn iteratively, by reflecting findings on relevant theories and literature. In this way, research can produce a comprehensive understanding of how the learning environment contributes.

Discussion

The results of the data analysis show that the learning environment has a significant contribution to the formation of students' Islamic character. Based on interviews with teachers and students, it was found that a conducive classroom atmosphere, the existence of routine religious programs, and harmonious relationships between teachers and students are the main factors that encourage the internalization of Islamic values. Participatory observation shows that schools with an integrated Islamic curriculum in various subjects are able to create a learning environment that supports the development of noble morals. Document studies reveal that learning tools based on Islamic values, such as modules and textbooks, strengthen the process of character formation of students.

These results are in line with the theory of Islamic character education which emphasizes the importance of the environment as one of the main pillars in building an Islamic personality. As explained in the literature review, an Islamic physical, social, and spiritual environment can provide real examples for students in internalizing religious values. The findings of this study also strengthen the concept that environment-based education does not only include teaching materials, but also the atmosphere and daily religious practices.

Supporting and Inhibiting Factors

Several supporting factors of the Islamic educational environment were identified through this study. One of the main factors is a curriculum based on Islamic values, which is integrated into every learning activity. In addition, teacher competence in guiding students with an Islamic approach also determines the success of the formation of Islamic character. Teachers not only act as educators, but also as moral role models who provide inspiration for students. Routine programs such as the habit of praying in congregation, reciting the Qur'an, and celebrating Islamic holidays also support the creation of a solid Islamic environment.

However, this study also found several obstacles. The lack of parental involvement in supporting Islamic education at home is a significant challenge. In addition, limited educational facilities, such as the lack of adequate prayer rooms or the lack of technology-based learning media, reduce the effectiveness of the formation of Islamic character. Another factor is the lack of special training for teachers to continue to develop their competence in implementing Islamic learning methods.

The Role of Environmental Components

The physical environment plays an important role in shaping students' Islamic character. Classroom layout that reflects Islamic values, such as the presence of Qur'anic verses or hadiths, provides an atmosphere that supports Islamic learning. In addition, the existence of adequate worship facilities, such as school mosques, allows students to perform worship comfortably. The psychological environment is also no less important, where a harmonious relationship between teachers and students creates a sense of security and comfort, thus motivating students to behave in accordance with Islamic values.

The social and spiritual environment also plays a crucial role. Interaction between students based on the principle of Islamic brotherhood creates solidarity and mutual respect. Religious activities such as religious studies, religious mentoring, and Islamic discussions strengthen students' understanding of Islamic teachings. The spiritual environment that is built through the habit of worship, such as congregational prayer and dhikr together, helps students internalize the values of faith in everyday life. All of these components complement each other in creating an effective educational environment to shape students' Islamic character.

Conclusion

The results of the study show that the learning environment has a significant role in the formation of students' Islamic character. The physical environment, such as Islamic-themed classrooms and adequate prayer facilities, provide an atmosphere that supports the internalization of religious values. In addition, a harmonious psychological and social environment between teachers and students is a key factor in creating a comfortable learning environment that strengthens the development of Islamic morals. Routine activities such as congregational prayer, Al-Quran recitation, and religious mentoring have proven effective in instilling faith values in students.

This study also emphasizes the importance of synergy between the Islamic curriculum, teacher competence, and religious practices in schools. Barriers such as lack of parental involvement and minimal educational facilities need to be overcome so that the learning environment can have a more optimal impact on shaping students' Islamic character.

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