



Integration of Islamic Values in Social Studies Learning to Shape Student Character

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Abstract

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This study aims to analyze the integration of Islamic values in Social Studies (*Ilmu Pengetahuan Sosial*/IPS) learning as an effort to shape students' character. The integration of Islamic values in IPS is a strategic step to present a learning process that not only focuses on mastering social concepts, but also on the internalization of spiritual, moral, and social values that form the foundation of personality formation. Using a qualitative approach with descriptive methods, this study examines the learning process that links IPS material with Islamic teachings such as honesty, justice, responsibility, cooperation, and concern for others. The results of the study indicate that the integration of Islamic values can create a more meaningful learning experience, increase students' religious and social awareness, strengthen self-control, and encourage the formation of noble character. IPS learning integrated with Islamic values has also proven relevant to the developmental needs of students in the modern era because it provides moral guidance in facing social complexity and technological developments. Thus, the integration of Islamic values in IPS learning becomes an effective character education model to produce a generation of Muslim intellectuals who are intelligent, ethical, and contribute positively to social life.



1. Introduction

Education is not only required to improve the intellectual abilities of students, but also to form strong character, morals, and social spirit, especially in the midst of the dynamics of globalization, digitalization, and rapid social change. In the context of Indonesia as a country with a majority Muslim population, the integration of Islamic values into the educational process is relevant to create a generation that is not only academically intelligent, but also has moral integrity and noble morals. Islamic value-based education can be an important strategy in responding to moral crises and the challenges of value change in modern society (Nurfadila et al., 2024).

Social studies learning, as part of the general curriculum, has strategic potential: the social, historical, civilization, and social interaction materials taught in social studies can be contextualized with Islamic teachings such as justice, social responsibility, cooperation, tolerance, and concern for others so as not only to transfer knowledge, but also to instill Islamic character and values that are relevant to student life. This allows students to understand social reality through the lens of Islamic spirituality and morality, while internalizing Islamic values in daily life. This approach is also in line with religious-based character education efforts in response to moral challenges in the contemporary era (Ramadhan & Wandri 2023).

Several recent studies support the importance of integrating Islamic values in general education. For example, studies in primary schools show that the integration of Islamic values in general lessons (science and social studies) helps instill moral, ethical, and social values in students (Ramadhan & Wandri 2023). Other research confirms that character education based on Islamic values is able to shape students'

morals, ethics, and social awareness in facing the challenges of the digital era (Nurfadila et al., 2024).

However, although there is a wide range of literature on the integration of Islamic values in religious education or Islamic studies in particular, studies that explicitly discuss the integration of Islamic values in social studies learning at the university level and its implications on student character are still relatively limited. This opens up an important space for research to explore how social studies materials can be combined with Islamic values, their implementation strategies, and their impact on students' personalities and characters.

Based on this background, this paper seeks to answer the following problem: how the integration of Islamic values can be applied in social studies learning and the extent to which it plays a role in the formation of student character. In addition, this paper also aims to evaluate the relevance of this approach in the modern era and provide recommendations for implementation in Islamic and public universities.

2. Research Methods

This study uses a qualitative method with a descriptive type to gain an in-depth understanding of the form, process, and implications of integrating Islamic values in learning in the Social Studies Education Study Program of UIN Syarif Hidayatullah Jakarta, especially in the formation of the character of 3rd semester students. Informants are determined through purposive sampling, consisting of lecturers as the main informants and students as supporting informants, with criteria of competence and direct involvement in the practice of integrating Islamic values.

Data were collected through non-participatory observation, semi-structured in-depth interviews, and documentation of RPS, syllabus, modules, and relevant academic documents, with researchers as the main instruments assisted by observation, interview, and documentation guidelines. Data analysis follows the Miles and Huberman model through data reduction, data presentation, and conclusion drawing that takes place simultaneously from the data collection stage. The validity of the data is maintained through triangulation of sources and techniques, member checks, increased observation diligence, and the use of reference materials. The research is carried out through pre-field stages, data collection, analysis and verification, to the preparation of research reports.

3. Results

This qualitative research produced findings in the form of descriptive data from learning observations, in-depth interviews with lecturers and students, as well as documentation of RPS and learning tools. The results of the study show that the integration of Islamic values in social studies learning takes place through a learning process that is systematically and contextually designed to build academic competence as well as student character.

Based on the results of data analysis obtained through observation, in-depth interviews, and learning documentation review, this study found a number of key findings related to the integration of Islamic values in Social Science (IPS) learning. These findings show that the integration of Islamic values is not only conceptual,

but also systematically implemented in the learning process and has a real impact on the formation of students' attitudes and characters.

The integration of Islamic values in social studies learning can be seen through various strategies applied by lecturers. Social studies materials are related in a relevant way to the verses of the Qur'an and hadith that are related to the social, historical, economic, and cultural context being discussed. In addition, lecturers consistently insert moral messages and Islamic manners in the explanation of the material, so that students not only understand scientific concepts, but also the ethical values that accompany them. The habit of Islamic attitudes, such as saying greetings, discipline in time management, and respecting the opinions of others, is part of a class culture that is built sustainably. The role model of lecturers (uswah) is also an important factor, as seen from the behavior, way of communication, and attitude of lecturers in responding to academic duties and responsibilities, which indirectly become a real example for students.

In terms of the dynamics of the learning process, the observation results show that learning takes place in a participatory and experiential manner. Students are actively involved through group discussions that discuss various social phenomena using an Islamic perspective as the basis for analysis. In addition, learning also utilizes community case studies that aim to foster students' attitudes of empathy, care, and social responsibility. The presentation of the results of the study on Islamic history and civilization contextualized with modern life also enriched students' insights and strengthened the relevance of the material to contemporary reality. Not only stopping at the discursive level, learning is also equipped with a social project

(community project) that provides opportunities for students to apply Islamic social values directly in real life.

The implementation of learning has an impact on changing students' attitudes and characters. The results of in-depth interviews showed that there was an increase in students' awareness in carrying out worship and strengthening spirituality. In addition, students show better discipline and responsibility in completing assignments, both individually and in groups. Honest behavior, mutual respect, and the ability to work together are also increasingly visible in the learning process. Furthermore, students show greater social sensitivity and empathy for the environment, which is reflected in their attitudes and actions inside and outside the classroom.

These findings are reinforced by documentation of learning tools, such as Semester Learning Plans (RPS), syllabus, and modules, which explicitly contain attitude competencies, moral values, and Islamic-based character indicators as an integral part of course learning outcomes. This shows that the integration of Islamic values has been systematically and structured from the learning planning stage.

In addition, students' perception of the integration of Islamic values in social studies learning tends to be positive. Students consider that integrating Islamic values makes social studies learning more meaningful and relevant to daily life. These values are considered to be able to help students control their behavior, mindset, and social interaction. More than that, students realize that the knowledge they learn is not solely for academic purposes, but also as a means of worship and social contribution to society. Thus, the integration of Islamic values in social studies learning not only

enriches students' scientific understanding, but also plays an important role in the formation of a complete character and personality.

4. Discussion

The results of the study show that the integration of Islamic values in social studies learning makes a significant contribution to the formation of student character. These findings are in line with the concept of Islamic education which not only emphasizes the cognitive aspect, but also the spiritual, moral, and social development of students. Social studies learning that is contextualized with Islamic teachings is an effective means for internalizing values because students study social phenomena through the perspective of faith and morals (Sari et al., 2024).

The integration of Islamic values in social studies learning is in line with the theory of values education which states that character is formed through the process of internalizing values through repeated learning experiences, examples, habituation, and reflection (Lesnawati & Khadafie, 2024). In this study, lecturer examples, the use of social case studies, and project-based learning activities are key factors for the success of value internalization. This reinforces the view that character education is not enough with normative lectures alone, but requires hands-on experience in a social context.

The integration of Islamic values into social studies learning must start from curriculum planning and syllabus that explicitly contain the achievement of attitudes and value indicators (Juharman, 2025). The preparation of RPS/RPP that includes indicators such as honesty, responsibility, fairness, and care ensures that social

studies teaching is not just a transfer of concepts but also has a measurable target of character formation; Case studies in primary and secondary schools show that a curriculum designed in this way improves the consistency of the application of values in daily learning activities (Darmina et al., 2023).

Collaborative strategies involving communities, families, and educational institutions are also crucial. Value integration will not be maximized if it only happens in the classroom; The involvement of external stakeholders (parents, community leaders, religious organizations) helps align the message of values so that students experience consistency between what is taught on campus and practices in the community (Lesnawati & Khadafie, 2024). Recent literature recommends community school partnership models and community service programs designed as part of the social studies curriculum to strengthen the transfer of grades to the real world.

In summary, the flagship integration strategy includes: (1) designing integrated curriculum and RPS; (2) the use of PBL and contextual approaches; (3) internalization through example and habituation; (4) collaboration with families and communities; (5) increasing the capacity of educators; and (6) the use of technology and authentic evaluation (Juharman 2025). The integrated implementation of these strategies, with institutional support and training, will increase the opportunity to form the character of students who are not only socially knowledgeable, but also Islamic in character and able to apply these values in community life.

The application of the integration of Islamic values in social studies learning in many schools or universities often comes up against the limitations of educators'

competencies and teaching materials. Many teachers/lecturers have not mastered enough how to design social studies materials that systematically combine moral values and Islamic teachings, so that integration is often only symbolic or sporadic, for example, only inserting verses or hadiths without in-depth contextual explanations (Rasyidi, 2024). In addition, the availability of modules, syllabus, or learning references that integrate social and spiritual aspects is still limited, making it difficult for educators to design lesson plans/lesson plans that truly integrate social science and Islamic values (Anas & Iswantir, 2024).

Structural and institutional challenges are also not small: without support from school or campus policies, academic culture, and adequate evaluation systems, the integration of Islamic values in social studies is difficult to maintain consistently. Many institutions still emphasize assessment on cognitive aspects (tests, academic tasks) and do not leave room for character or attitude evaluations such as observation, reflection, or social projects (Nurfadila et al., 2024). The rapid development of technology and digital media brings new flows of information and moral influences, so that if value-based education is not equipped with digital literacy and a critical approach, students are vulnerable to being influenced by foreign values that can conflict with Islamic values (Khovi et al., 2024).

The integration of Islamic values in social studies learning has a positive impact on the formation of students' moral and spiritual character. The learning process that connects social concepts with Islamic teachings fosters religious awareness, a sense of responsibility, discipline, honesty, and empathy (Astuti & Annajmi, 2024). Activities such as reflection on values, discussions of social ethics,

and analysis of postulates in a social context help students not only understand theory, but also interpret it as a guideline for life.

The integration of Islamic values in social studies learning has a real impact on improving students' social skills as well as their readiness to face the challenges of the digital era and globalization. Through collaborative projects, group work, social problem solving, and community service programs, students are trained to build attitudes of cooperation, solidarity, mutual cooperation, social concern, and tolerance by linking social issues to the principles of justice, brotherhood, and compassion in Islam so that they are more sensitive to social realities and motivated to contribute positively to society (Ramadhan et al., 2023). At the same time, Islamic values are used as a guideline in filtering information and interacting in digital media, so that students develop as individuals who have ethical digital literacy, think critically, are able to control themselves, and maintain integrity in modern social interactions; This makes students not only excel academically, but also strong in character and social ethics in the midst of changing times.

To optimize the integration of Islamic values in social studies learning, it is necessary to increase the capacity of educators as a priority step. Special pedagogical training needs to be designed to help teachers or lecturers develop learning tools that are able to connect social studies concepts with moral values and Islamic teachings methodologically, not just symbolically (Midyanti et al., 2018). The development of curriculum guides, integrated learning modules, and Islamic value-based question banks and case studies also needs to be carried out so that educators have practical references in designing RPS/RPP, choosing learning strategies, and conducting

authentic character assessments. Institutional policy support such as the integration of values in the academic vision and mission, character habituation programs, and the culture of the campus or school environment are key factors so that value integration not only occurs in learning activities, but also in the educational ecosystem as a whole (Yuris, 2024).

The development of social studies learning based on Islamic values needs to be directed to be relevant to the needs of students in the modern era. Learning innovations need to be developed through project-based approaches, collaboration, community service, and the use of digital technology so that students can learn Islamic values through real experiences, reflection, and social interaction. Learning must also encourage ethical digital literacy, critical thinking, information filtering skills, and social skills in cyberspace in response to the challenges of globalization (Akhyar et al., 2024). Partnership programs with communities, social institutions, and religious organizations can strengthen the implementation of Islamic values in a real context so that students' characters are formed in a sustainable manner and relevant to the dynamics of the times (Pulungan & Hasibuan, 2024).

5. Conclusion

The integration of Islamic values in the learning of Social Sciences (IPS) is a strategy to realize education that is not only oriented towards mastering knowledge, but also on the formation of students' character through the cultivation of the values of honesty, responsibility, justice, cooperation, and social concern so that students have noble morals and high social sensitivity. Through value-based contextual

learning, teachers play the role of facilitators, motivators, and role models by relating social studies materials to Islamic teachings such as Islamic historical stories, the principles of social justice in the Qur'an, and the human values of the Prophet PBUH to help students not only understand social concepts theoretically, but also internalize them in daily life. This integration also increases the relevance of education to the reality of a pluralistic society because students are invited to respect differences, uphold social justice, and play an active role in community life according to Islamic guidance, so that a generation is formed that is intellectually intelligent, has strong character, and has a solid spiritual foundation.

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