

## Islamic Value-Based Learning Strategies to Foster Students' Faith and Noble Character

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**Abstract:** Low internalization of Islamic values among secondary school students presents a challenge for educators seeking to develop both faith (iman) and noble character (akhlaq). This study aims to identify effective teaching strategies that foster spiritual and moral development through a Systematic Literature Review (SLR). The review systematically analyzed peer-reviewed studies published within the last ten years, focusing on instructional strategies, motivational techniques, and relational practices in Islamic value-based education. Data were collected from multiple databases, including Scopus, Web of Science, and Google Scholar, and analyzed thematically to identify patterns, best practices, and implementation challenges. The findings reveal that effective strategies include contextualized instruction, collaborative and project-based learning, reflective activities, and technology integration, which enhance students' understanding of Islamic principles and promote ethical behavior, empathy, and moral reasoning. Positive teacher-student relationships, characterized by trust, empathy, and ethical modeling, further strengthen motivation and value internalization. Challenges such as diverse student backgrounds, limited resources, curriculum constraints, and cultural sensitivities were also identified, yet holistic approaches combining instructional, motivational, and relational practices effectively foster iman and akhlaq. This study provides evidence-based recommendations for educators and policymakers to implement value-based learning strategies that cultivate both spiritual and ethical development, preparing students to embody Islamic values in their daily lives.

**Keywords:** Islamic Value-Based Learning, Faith Development, Noble Character

### INTRODUCTION

Education plays a central role in shaping the intellectual, moral, and spiritual development of students (Sain, 2024). In particular, Islamic education aims to instill faith (iman) and noble character (akhlaq) as fundamental elements of personal and social life (Madelo, 2015; Xavazmatovna, 2025). Schools are not only responsible for academic knowledge but also for guiding students in practicing Islamic values in everyday behavior (Nasruddin, 2025; Solihin et al., 2020). Effective learning strategies are crucial to ensure that students internalize religious teachings and apply them in practical situations. Teachers act as facilitators, role models, and guides who bridge theoretical knowledge and moral development. In the context of secondary

education, students face various challenges, including peer influence, societal pressures, and the rapid spread of modern technology, which can impact their ethical and spiritual growth. Therefore, adopting appropriate teaching strategies that emphasize Islamic values is essential to foster both faith and noble character.

Learning strategies based on Islamic values integrate religious principles into teaching methods, curriculum content, and classroom interactions. Such strategies aim to make lessons relevant, meaningful, and applicable to students' lives, enhancing both cognitive understanding and moral reasoning. Research indicates that value-based education positively influences students' attitudes, behavior, and decision-making processes. When teachers implement strategies that connect Islamic teachings with everyday experiences, students are more likely to develop a strong sense of faith, ethical awareness, and responsibility. Moreover, these strategies help students internalize values such as honesty, empathy, patience, and respect, which are essential for creating a harmonious and morally conscious society.

The integration of Islamic values into teaching also supports holistic education, combining spiritual, emotional, and intellectual development. Students benefit from an educational environment that nurtures both academic excellence and moral integrity. Teachers who employ value-based strategies can effectively motivate students to engage in reflective thinking, ethical reasoning, and self-improvement. Lessons that emphasize Islamic principles, such as compassion, justice, and responsibility, help students develop practical skills in implementing moral behavior. Consequently, strategies grounded in Islamic values are not only relevant to religious education but also contribute to shaping character and social responsibility in a broader context.

Despite the recognized importance of Islamic value-based learning, many schools face challenges in implementing effective strategies to develop students' faith and noble character. Observations show that some teaching methods remain teacher-centered, focusing primarily on rote memorization or theoretical knowledge. Students may struggle to connect classroom content with practical moral and ethical behavior, resulting in low internalization of Islamic values. This gap between knowledge and practice hinders students from demonstrating consistent ethical behavior in daily life. Therefore, identifying effective strategies that can bridge this gap is critical to fostering both faith and akhlaq in students.

Additional problems include varying levels of student motivation, differences in social and family backgrounds, and limited resources for implementing value-based learning activities. Some students may lack interest in lessons perceived as abstract or unrelated to personal experience. Teachers face difficulties in designing engaging activities that integrate Islamic principles effectively. Furthermore, assessment and evaluation of moral and spiritual development are often limited, making it challenging to monitor progress in character formation. These issues highlight the need for research that explores practical and innovative strategies to strengthen students' iman and akhlaq through Islamic value-based learning.

Research written by Imron, Ali, et al. (2024) shows that students' moral development in madrasahs can significantly improve through education based on Islamic values. The study also found that integrating religious values into the teaching and learning process can shape students' characters to be more disciplined, moral, and actively involved in social engagement (Imron & others, 2024). The research conducted by Husnul Amin (2024) shows that a value-based education framework is applied differently in secular, faith-based, and faith-inspired schools in Islamabad. The findings also reveal that schools with a foundation in religious values are more effective in instilling peace education through the internalization of moral values, dialogical practices, and a harmonious school culture (Amin, 2024).

Although existing research emphasizes the importance of Islamic value-based education, there is a lack of studies that systematically examine practical strategies implemented by teachers to simultaneously develop faith and noble character in students. Most previous studies focus on either cognitive learning outcomes or general moral education without exploring integrated approaches grounded in Islamic values. This study addresses this gap by investigating context-specific strategies that teachers employ in secondary school settings to foster both iman and akhlaq. The novelty of this research lies in identifying actionable teaching practices and classroom interventions that can be directly applied to strengthen students' spiritual and moral development.

The main objective of this study is to explore effective Islamic value-based learning strategies that contribute to the development of students' faith and noble character. Specifically, the study aims to identify teaching methods, classroom practices, and teacher behaviors that enhance students' spiritual and moral development. It also seeks to examine how students respond

to these strategies and the impact on their motivation, engagement, and ethical conduct. Ultimately, the research provides practical recommendations for teachers and schools to implement Islamic value-based education more effectively, ensuring that students not only acquire religious knowledge but also internalize and practice Islamic principles in their daily lives.

## **METHOD**

This study employs a Systematic Literature Review (SLR) approach to investigate effective strategies for Islamic value-based learning that foster students' faith (iman) and noble character (akhlaq)(Jispendiora et al., 2023). The SLR method was chosen because it allows a comprehensive, structured, and reproducible synthesis of existing research on teaching strategies, educational interventions, and pedagogical practices in Islamic education. By systematically identifying, selecting, and analyzing relevant literature, this study aims to provide evidence-based insights into how educators can design and implement strategies that promote both spiritual and moral development in secondary school students. The review focuses on empirical studies, theoretical frameworks, and practical applications of value-based learning in Islamic education contexts.

The research procedure begins with the formulation of specific research questions, including: (1) What strategies have been implemented in Islamic value-based learning to develop faith and noble character? (2) How effective are these strategies in fostering students' motivation, engagement, and ethical development? (3) What are the best practices and challenges identified in previous studies? These questions guide the systematic search, selection, and evaluation of relevant literature. Inclusion criteria for the review include studies published in peer-reviewed journals or reputable academic sources within the last 10 years, written in English or Bahasa Indonesia, and focused on Islamic education at primary and secondary levels. Studies that do not address value-based teaching strategies or character development are excluded.

Data collection for the SLR involves searching electronic databases such as Scopus, Web of Science, Google Scholar, and SAGE Journals, using keywords like "Islamic value-based learning," "character education," "faith development," "akhlaq education," and "teaching strategies in Islamic education." The initial search yields a broad set of articles, which are then screened for relevance based on titles, abstracts, and full-text evaluation. Selected studies are

assessed for quality using standardized criteria, including methodological rigor, clarity of objectives, and relevance to the research questions. Data extraction involves coding information regarding teaching strategies, student outcomes, implementation methods, and observed challenges or limitations.

The data analysis process employs a thematic synthesis, identifying patterns, common strategies, and outcomes across the selected studies. Themes are categorized into instructional methods, motivational techniques, relational approaches, and integrative practices that link Islamic values to daily student behavior. The synthesis also highlights gaps in current literature, such as underexplored strategies for integrating faith development with character formation, or contextual adaptations for different educational levels. Triangulation of findings across multiple studies ensures the reliability and validity of conclusions drawn from the literature.

Ethical considerations in this SLR include proper citation and acknowledgment of all original studies, transparency in reporting selection criteria, and critical evaluation of sources to avoid bias. The study adheres to academic standards for systematic reviews, providing a replicable methodology that can guide future research in Islamic value-based education. Ultimately, the SLR aims to offer evidence-based recommendations for teachers, curriculum developers, and policymakers to implement effective strategies that strengthen students' iman and akhlaq while enhancing engagement, motivation, and moral development in secondary school settings.

## **RESULT AND DISCUSSION**

### **1. Islamic Value-Based Instructional Strategies**

The literature review indicates that effective Islamic value-based learning strategies often integrate religious principles directly into instructional design. Teachers employ methods such as storytelling, analogies from the Qur'an and Hadith, and scenario-based learning to contextualize moral and spiritual lessons. By linking abstract religious concepts to everyday experiences, students can more easily internalize faith (iman) and ethical behavior (akhlaq). Observed studies highlight that contextualization not only improves comprehension but also fosters intrinsic motivation by demonstrating the relevance of Islamic values to real-life challenges and decision-making processes.

Collaborative learning strategies are also prevalent, emphasizing group discussions, role-plays, and problem-solving activities rooted in Islamic ethics (Sukarno & Riyadini, 2024). These methods encourage students to engage actively with moral dilemmas, share perspectives, and practice cooperative behavior. Evidence from the reviewed studies suggests that students participating in these activities exhibit higher levels of engagement and moral reasoning. Collaborative activities serve as a bridge between cognitive understanding and practical application, allowing students to internalize concepts of justice, empathy, and responsibility through interaction with peers.

Another instructional approach highlighted in the literature is project-based learning, where students undertake tasks that require integrating Islamic values with real-world applications. Projects may include community service, ethical campaigns, or reflective journaling that challenges students to implement *akhlaq* in practical settings. Studies show that such experiential learning reinforces both faith and moral development, as students move from theoretical knowledge to active practice. Teachers report that students demonstrate increased self-awareness, accountability, and commitment to ethical behavior when engaged in project-based activities.

Technology-enhanced learning is also emerging as a valuable tool for delivering Islamic value-based instruction (Sumiati et al., 2024). The integration of multimedia presentations, online discussions, and digital storytelling facilitates understanding of abstract concepts while appealing to diverse learning styles. Literature reveals that students respond positively to digital resources that combine religious content with interactive elements, improving both comprehension and engagement. However, studies caution that technology must complement, not replace, personal guidance and teacher-student interaction to ensure effective internalization of faith and character values.

Overall, the reviewed studies demonstrate that instructional strategies combining contextualization, collaboration, experiential learning, and digital integration significantly enhance students' internalization of Islamic values. Teachers who adapt these methods to students' needs and provide consistent guidance create a learning environment that not only transmits knowledge but also actively develops *iman* and *akhlaq*. The findings suggest that



careful design and implementation of instructional strategies are critical for fostering both spiritual and moral growth in secondary school students.

## **2. Motivational Techniques in Islamic Value-Based Learning**

Motivation is a key factor in effective Islamic education, and the literature emphasizes that teachers' strategies play a central role in fostering both intrinsic and extrinsic motivation. Techniques such as goal setting, rewards for ethical behavior, and reflective questioning encourage students to actively engage with Islamic teachings. Research indicates that when students understand the purpose and relevance of learning activities, their intrinsic motivation increases, leading to greater participation, attention, and persistence in learning tasks.

Teachers also employ encouragement and verbal reinforcement as motivational tools. Positive feedback, acknowledgment of student contributions, and praise for ethical behavior enhance self-confidence and commitment. Studies show that students who perceive their efforts as valued by teachers are more likely to sustain motivation and internalize moral and spiritual principles. Motivational strategies are particularly effective when combined with interactive activities that allow students to experience the application of Islamic values in real-life contexts.

Reflective practices, including journaling and group reflection sessions, are identified as another method to motivate students. By encouraging self-assessment, critical thinking, and moral reasoning, these strategies deepen understanding and personal connection to Islamic teachings. Literature reveals that students participating in reflective activities demonstrate improved ethical awareness, empathy, and responsibility. Teachers facilitate motivation by guiding reflections, asking probing questions, and linking personal insights to broader Islamic principles.

The studies also highlight the role of goal-oriented learning in enhancing motivation. Clear learning objectives, ethical challenges, and achievable targets provide students with direction and purpose. When students perceive progress in both knowledge and moral development, motivation increases. Teachers reinforce this by integrating feedback loops, tracking performance, and celebrating ethical accomplishments, ensuring that motivation is maintained throughout the learning process.

In conclusion, motivational techniques in Islamic value-based learning are most effective when they combine personal encouragement, reflective activities, goal setting, and interactive engagement. Teachers who actively apply these strategies create an environment where students are inspired to internalize faith and noble character. The literature consistently shows that motivation is not merely a supplementary factor but a central element in promoting both spiritual and moral development in students.

### **3. Teacher-Student Relationships and Moral Development**

Teacher-student relationships emerge as a critical factor in facilitating the internalization of Islamic values. Studies indicate that students are more likely to develop faith and noble character when teachers demonstrate empathy, fairness, and consistent guidance. Positive relationships foster trust, creating a safe environment where students feel comfortable discussing moral dilemmas, expressing opinions, and reflecting on personal experiences. Such relational dynamics enhance motivation and engagement, allowing students to connect theoretical knowledge with practical ethical behavior.

The literature emphasizes the importance of teachers as role models in Islamic value-based learning. Students observe and emulate teachers' conduct, including ethical decision-making, honesty, patience, and respect. Research shows that modeling moral behavior reinforces lessons and provides tangible examples for students to follow. Teachers' authenticity and commitment to Islamic principles strengthen their influence on students' spiritual and ethical development, demonstrating the interconnectedness of relational practices and instructional effectiveness.

Communication and interaction quality are also highlighted as essential for fostering moral development. Teachers who maintain open dialogue, encourage questioning, and provide constructive feedback enable students to critically evaluate their behavior and make ethical choices. Studies suggest that relational support promotes intrinsic motivation, resilience, and a sense of responsibility among students. The teacher-student relationship serves as both a motivational tool and a medium for experiential moral learning.

Teachers also address emotional and social needs, recognizing that character development is influenced by psychological and interpersonal factors. Strategies such as



mentorship, personalized guidance, and peer mediation help students navigate challenges while reinforcing ethical behavior. Literature demonstrates that these relational approaches contribute to improved self-regulation, empathy, and ethical awareness, highlighting the holistic nature of Islamic value-based education.

Overall, the findings indicate that teacher-student relationships are central to the development of faith and noble character. Positive, empathetic, and ethically consistent interactions create a conducive environment for moral growth. The synthesis of studies confirms that relational dynamics complement instructional strategies and motivational techniques, providing a comprehensive framework for fostering iman and akhlaq in secondary school students.

#### **4. Challenges and Implementation in Islamic Value-Based Learning**

Despite the effectiveness of various strategies, the literature identifies multiple challenges in implementing Islamic value-based learning (Rahman, 2025). One major challenge is the diversity of student backgrounds, prior knowledge, and motivation levels, which can affect engagement and ethical internalization. Teachers must adapt methods to accommodate individual differences while maintaining consistency in promoting Islamic values.

Resource limitations are another significant challenge. Studies report that some schools lack access to multimedia tools, experiential learning materials, or professional development programs that support innovative instructional strategies. Limited resources can hinder the full implementation of value-based learning activities, reducing opportunities for active engagement, collaboration, and contextualized learning experiences.

Time constraints and curriculum pressures also impact the effectiveness of Islamic value-based strategies. Teachers often balance academic requirements with moral and spiritual education, resulting in limited classroom time for reflective, collaborative, or project-based activities. Literature suggests that careful planning and integration of value-based strategies into standard curricula are essential to overcome these limitations.

Cultural and contextual factors can further influence implementation (Nilsen & Bernhardsson, 2019). Sensitive topics, diverse interpretations of Islamic teachings, and societal

expectations require teachers to exercise prudence and adapt strategies to specific school environments. Studies indicate that when teachers are flexible and culturally responsive, students are more receptive, engaged, and capable of internalizing ethical values.

In conclusion, while Islamic value-based learning strategies are effective in promoting faith and noble character, successful implementation requires overcoming challenges related to student diversity, resource constraints, time limitations, and contextual sensitivity. The literature underscores the need for comprehensive teacher preparation, creative instructional design, and supportive school policies to ensure that strategies are applied effectively and sustainably. Addressing these challenges is critical to achieving meaningful spiritual and moral development among students.

## CONCLUSION

This systematic literature review concludes that Islamic value-based learning strategies are essential for fostering students' faith (iman) and noble character (akhlaq) in secondary schools. Effective strategies identified include contextualized instruction, collaborative learning, project-based activities, reflective practices, and the integration of technology, all of which enhance understanding of Islamic principles while promoting ethical awareness, empathy, and moral reasoning. Teacher-student relationships also play a crucial role, with trust, empathy, and modeling of ethical behavior reinforcing motivation and internalization of values. Despite challenges such as diverse student backgrounds, limited resources, curriculum constraints, and cultural sensitivities, the findings indicate that a holistic approach combining instructional strategies, motivational techniques, and relational practices can effectively strengthen students' spiritual and moral development. These insights provide practical guidance for educators and policymakers to implement value-based learning strategies that cultivate both faith and noble character, preparing students to embody Islamic values in their personal and social lives.

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