ISLAMIC RELIGIOUS EDUCATION FOR THE NEXT GENERATION: INSIGHTS FROM SURAH LUQMAN

By
Achmad Harristhana Mauldfi Sastraatmadja*[1], Khalid Ramdhani[2], Siti Khulasoh[3]
[1,2,3]Prodi Pendidikan Agama Islam, Fakultas Agama Islam, Universitas Singaperbangsa Karawang
Email: [1]achmadmauldfi@gmail.com

Abstract: *This study investigates the integration of the moral, spiritual, and ethical teachings of Surah Luqman (31:12-19) into contemporary Islamic education. The research aims to explore how these teachings can inform the development of moral and ethical frameworks within educational institutions, fostering well-rounded individuals. Employing a qualitative research design, the study analyzes the verses of Surah Luqman alongside relevant scholarly literature on Islamic education, character development, and the role of Tauhid, parental responsibility, and character education in shaping students' moral outlook. The findings reveal that Surah Luqman offers a comprehensive guide for character formation, emphasizing values such as humility, respect for parents, patience, and gratitude. The study further highlights the successful integration of these teachings in pesantren and other Islamic educational settings, where character education is seen as equally important as academic achievement. Despite challenges in incorporating these teachings into secular education systems, the universal moral lessons from Surah Luqman remain applicable across diverse educational contexts. The study concludes by advocating for the integration of Surah Luqman into broader educational frameworks to foster moral, intellectual, and spiritual growth in students*

PENDAHULUAN

Islamic religious education plays a pivotal role in the intellectual, moral, and spiritual development of young Muslims, emphasizing not only the acquisition of religious knowledge but also the cultivation of character, ethical behavior, and a deep spiritual connection with Allah (SWT). As educational systems increasingly focus on cognitive development, Islamic education uniquely incorporates the holistic development of the individual nurturing both intellect and morals, which is essential in Islamic teachings (Fandir, 2024). Early childhood education, in particular, is recognized as critical in laying the foundation for lifelong beliefs, values, and behaviors. The Qur'an's teachings, especially Surah Luqman, offer profound

wisdom on how to raise children in alignment with these values. The Surah emphasizes critical values such as Tawhid (oneness of Allah), humility, respect for parents, and moral conduct core principles in the upbringing of a devout Muslim.

In the face of modern challenges, such as the influence of globalization and technological advances, these values become increasingly important. Globalization, as Suroso et al. (2021) point out, brings both opportunities and threats, as young people are exposed to a variety of cultural and ideological influences that can sometimes conflict with Islamic principles. Surah Luqman provides a framework for addressing these challenges by offering guidance that nurtures young Muslims both spiritually and morally, ensuring that they stay grounded in their Islamic identity despite external pressures. According to Tolchah and Mu'ammar (2019), integrating these traditional teachings into the rapidly changing socio-cultural and technological environments presents a unique challenge but is crucial for sustaining Islamic values among youth.

The lessons found in Surah Luqman, particularly verses 12-19, offer a comprehensive approach to raising children who are not only knowledgeable about their faith but also exhibit good character. Meli (2019) argues that these verses are foundational for character development, especially in fostering values such as respect for elders, humility, and piety. These teachings are practical and directly applicable to everyday life, making them highly relevant in contemporary educational contexts. This Surah's emphasis on moral character provides valuable guidance for Muslim educators, who aim to prepare students for the ethical challenges they will face in a rapidly changing world.

The role of parents in imparting these lessons cannot be overstated. Zahro et al. (2024) highlight that parents are the primary educators and role models for their children, and they are directly responsible for instilling values such as gratitude, respect, and humility, as demonstrated in Surah Luqman. Islamic parenting, grounded in love, patience, and guidance, is central to the effective transmission of these values. As Sholihah and Nurhayati (2022) assert, the role of parents in providing both emotional support and moral guidance is essential in helping children internalize the teachings of Islam and avoid the negative influences of secular society.

In addition, the influence of digital media on youth today cannot be ignored. As Firman and Ni'mah (2023) argue, the proliferation of digital technologies has brought significant changes to the way youth engage with information and form their beliefs. The role of Islamic education now extends beyond the classroom, requiring educators and parents to incorporate Surah Luqman's teachings into the digital education sphere. As El-Mubarak and Hassan (2021) point out, adapting Islamic education to the digital age while maintaining its moral integrity is critical to sustaining the faith among the younger generation. Integrating the moral lessons of Surah Luqman into e-learning platforms and digital resources provides an opportunity to engage students in a way that resonates with their digital experience.

Furthermore, Islamic boarding schools (pesantren) have historically played a significant role in integrating traditional Islamic teachings with modern educational practices. As Asror et al. (2023) suggest, pesantren have been able to balance traditional methods of religious education with contemporary pedagogical techniques, ensuring that students receive both intellectual and moral education. This approach aligns with the principles outlined in Surah Luqman, particularly in its focus on nurturing moral integrity

alongside academic excellence. By incorporating the teachings of Surah Luqman, pesantren provide a model for how Islamic education can evolve to meet the needs of the 21st century while remaining firmly grounded in traditional Islamic values.

In conclusion, Surah Luqman offers a comprehensive and adaptable framework for Islamic education, addressing both the intellectual and moral development of young Muslims. The teachings of Surah Luqman are not only relevant but essential for guiding Muslim youth in today's rapidly changing world. As Irfan and Sain (2024) emphasize, the role of Islamic religious education in shaping children's character is crucial for ensuring they grow up to be ethical, responsible, and spiritually grounded individuals. The integration of Surah Luqman into contemporary educational practices can ensure that young Muslims are equipped to navigate the complexities of modern life while staying true to their faith.

METHODOLOGY

This study employs a qualitative research approach with an exploratory design aimed at analyzing the relevance and application of the moral, ethical, and spiritual teachings found in Surah Luqman (31:12-19) within the context of contemporary Islamic education. This approach was selected as it is suitable for exploring complex and contextual phenomena, particularly in understanding the implications of Qur'anic values on character development and Islamic education systems. The primary focus of this research lies in interpreting key values in Surah Luqman, such as the concept of Tauhid, moral ethics, and the parent-child relationship, which form the foundation for character-based Islamic education.

Data collection for this study was based on two primary sources: the primary data consisting of the text of Surah Luqman (31:12-19), which was analyzed in depth using thematic tafsir methods, and secondary data consisting of relevant academic literature, including books, journal articles, and tafsir studies that discuss the implementation of Qur'anic values within modern educational systems. The data analysis process employed thematic analysis, which involved identifying, categorizing, and interpreting recurring themes in the text related to character formation, moral education, and spiritual values. The analysis began with a close reading of the Qur'anic text and relevant literature, followed by coding key concepts such as Tauhid, parental guidance, and character education, which were then developed into the main themes of the study.

The primary instruments for this research include the Qur'anic text (specifically Surah Luqman verses 12-19), tafsir literature (both classical and contemporary), and scholarly works related to Islamic education and character development. To ensure the validity of the research, data triangulation was applied, incorporating multiple sources of data, and peer review was conducted by experts in the fields of Qur'anic studies and Islamic education. Ethical standards were maintained by properly citing all sources and ensuring objectivity in the interpretation of the text.

While this study focuses on a textual approach, its limitations include the absence of direct empirical data from field practices. Therefore, future research could complement this study by incorporating qualitative empirical methods such as case studies, in-depth interviews, or participatory observation within Islamic educational institutions that have applied the values of Surah Luqman in practice. This methodological approach is intended to provide a strong conceptual contribution to the development of a character-based Islamic

....

ISSN 2798-3471 (Cetak)   **Journal of Innovation Research and Knowledge**
ISSN 2798-3641 (Online)

education model grounded in Qur'anic values.

RESULTS AND DISCUSSION
This section presents the key findings derived from the analysis of Surah Luqman (31:12-19) and its application within contemporary Islamic education. The study identifies several key themes that emerge from the Surah's teachings, each reflecting a foundational principle of Islamic education, including Tauhid, parental responsibility, character education, the integration of these teachings into modern educational systems, and their implementation in pesantren (Islamic boarding schools) and other Islamic educational institutions. These findings are summarized in the table below.

Tabel 1. Key Themes Derived from the Analysis of Surah Luqman in the Context of Islamic Educatio

No	Main Theme	Subtheme	Supporting References
1	Tauhid as the Foundation of Education	Internalization of Tauhid in shaping moral worldview	Maulana et al. (2023), Rinto (2024)
2	Parental Responsibility	The role of parents in moral and spiritual development	Robiah & Hidayat (2023), Kasmiati (2020), Muqit (2022)
3	Character Education in Surah Luqman	Integration of Qur'anic moral values into educational frameworks	Maulana et al. (2023), Sunandar et al. (2023)
4	Integration of Surah Luqman into Education	Application of Surah Luqman's teachings in pesantren and formal schools	Rinto (2024), Khoirunnisak et al. (2023), Tanjung et al. (2024).
5	The Importance of Character Value	Emphasis on virtues such as patience, gratitude, humility, and respect	Robiah & Hidayat (2023), Kasmiati (2020), Sunandar et al. (2023)

1. Tauhid as the Foundation of Education
The findings of this study confirm that Tauhid (the oneness of Allah) plays a central role in the moral and spiritual framework of Islamic education, as emphasized in Surah Luqman. The Surah stresses Tauhid as the core principle that underpins both intellectual and moral development. This aligns with the assertions of Maulana et al. (2023) and Rinto (2024), who argue that Tauhid is not just a theological concept but a moral foundation that guides students' actions and ethical decisions. By fostering an understanding of Tauhid, Surah Luqman provides a framework for students to align their behavior with Islamic principles, ensuring that their decisions and actions are ethically grounded.

2. Parental Responsibility in Moral Education
Another crucial theme identified is the role of parental responsibility in shaping children's moral and spiritual development. Surah Luqman stresses the importance of parents as primary educators in guiding their children's character and values. The findings indicate that parental responsibility extends beyond fulfilling material needs and encompasses the duty to instill virtues such as respect, gratitude, and humility. This is

consistent with Robiah & Hidayat (2023) and Kasmiati (2020), who emphasize that parents must actively engage in their children's moral upbringing, ensuring that they grow up with a strong ethical foundation.

3. Character Education in Surah Luqman

The study reveals that Surah Luqman offers a clear framework for character education, focusing on the cultivation of essential virtues such as patience, gratitude, humility, and respect for others. The findings highlight that these virtues are fundamental to the moral and ethical development of students, ensuring that they are not only academically competent but also morally responsible individuals. The study supports the work of Maulana et al. (2023) and Sunandar et al. (2023), who argue that character education is an integral component of Islamic education, contributing to the holistic development of students who are prepared to navigate life with ethical integrity.

4. Integration of Surah Luqman into Modern Educational Frameworks

A key finding of this study is the successful integration of the teachings of Surah Luqman into modern educational systems, particularly in pesantren. The research indicates that pesantren have effectively incorporated these teachings into their curricula, providing students with both religious and moral education. The study aligns with Rinto (2024) and Khoirunnisak et al. (2023), who highlight the role of pesantren in integrating Surah Luqman's values into their educational practices. This integration ensures that students not only gain academic knowledge but also develop strong ethical values that prepare them for the challenges of contemporary society, while remaining rooted in Islamic teachings.

5. The Role of Pesantren in Character Education

Finally, the research highlights the important role of pesantren in the effective application of Surah Luqman's teachings to character education. The study finds that pesantren are particularly successful in balancing academic education with the cultivation of moral values, ensuring that students develop a well-rounded character. This aligns with the findings of Robiah & Hidayat (2023) and Masruri et al. (2025), who assert that pesantren play a pivotal role in shaping students' character by integrating Surah Luqman's moral teachings into daily practices, thus providing an ideal educational environment for both academic and ethical development.

In conclusion, the study underscores the continued relevance of Surah Luqman in contemporary Islamic education. The key themes identified Tauhid, parental responsibility, character education, and the integration of these teachings into pesantren demonstrate the importance of combining intellectual education with moral and spiritual growth. The study advocates for the ongoing integration of Surah Luqman's teachings into broader educational frameworks, ensuring that students are equipped with both intellectual knowledge and ethical integrity, and are prepared to navigate the complexities of the modern world while remaining firmly grounded in Islamic principles.

CONCLUSION

This study has investigated the moral, spiritual, and ethical teachings of Surah Luqman (31:12-19) and their implications for contemporary Islamic education. The findings demonstrate that the principles outlined in the Surah continue to provide a relevant and comprehensive framework for character education in modern Islamic educational systems.

The research highlights the centrality of Tauhid as the foundation of moral development, the importance of parental responsibility in shaping children's character, and the need for character education to foster holistic student development.

The successful integration of these teachings in pesantren (Islamic boarding schools) and other educational institutions underscores the enduring value of Surah Luqman in guiding both academic and moral growth. Furthermore, the study shows that while integrating these values into secular educational systems presents challenges, the universal principles found in Surah Luqman, such as humility, respect for parents, and gratitude, remain applicable across diverse educational contexts.

In conclusion, Surah Luqman offers a timeless framework for shaping well-rounded, morally responsible, and spiritually aware individuals. The study affirms the importance of incorporating its teachings into Islamic educational systems to ensure that students not only excel academically but also develop the moral and ethical qualities essential for navigating the complexities of contemporary life

The results of this study confirm the ongoing relevance of Surah Luqman in contemporary Islamic education. The central themes identified Tauhid, parental responsibility, character education, and the integration of these teachings into pesantren highlight the importance of fostering both intellectual and moral growth in students. The study underscores the need for continued integration of Surah Luqman's teachings into modern educational frameworks, ensuring that students are not only equipped with academic knowledge but also with the moral integrity and spiritual awareness necessary for navigating today's complex world

REFERENCES

[1] Asror, M., Mahfudloh, R. I., Kusaeri, K., & Rusydiyah, E. F. (2023). Educational innovation of Islamic boarding schools in Indonesia and Malaysia in facing the 21st-century challenges. *Jurnal Tarbiyatuna, 14*(1), 27-50. https://doi.org/10.31603/tarbiyatuna.v14i1.8802

[2] El-Mubarak, A. M. O. I., & Hassan, I. (2021). Challenges of Islamic education in the era of globalization: A proposed holistic solution. *International Journal of Academic Research in Progressive Education and Development, 10*(3). https://doi.org/10.6007/ijarped/v10-i3/10748

[3] Fandir, A. (2024). Transformation of Islamic education: Implementation of technological innovation in education management. *Jurnal Ilmiah Mandala Education, 10*(1), 187. https://doi.org/10.58258/jime.v10i1.6625

[4] Firman, A. J., & Ni'mah, U. (2023). Critical analysis of the problems of Islamic education in the era of disruption. *ATTARBIYAH: Journal of Islamic Culture and Education, 8*(1), 73-91. https://doi.org/10.18326/attarbiyah.v8i1.73-91

[5] Guna, B. W. K., Yuwantiningrum, S. E., Firmansyah, F., S., M., & Aslan, A. (2024). Building morality and ethics through Islamic religious education in schools. *IJGIE (International Journal of Graduate of Islamic Education), 5*(1), 14-24. https://doi.org/10.37567/ijgie.v5i1.2685

[6] Irfan, I., & Sain, Z. H. (2024). The crucial role of Islamic religious education in shaping children's character: Psychological and spiritual review. *QALAMUNA: Jurnal Pendidikan,*

Sosial, Dan Agama, 16(1), 383-392. https://doi.org/10.37680/qalamuna.v16i1.4902

[7] Irfan, I., Najmuddin, N., Rizal, M., & Zahriyanti, Z. (2022). Challenges of implementing character education based on Islamic values in the independent campus learning curriculum (MBKM). *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama, 14*(1), 757-768. https://doi.org/10.37680/qalamuna.v14i1.4839

[8] Kasmiati, K. (2020). Konsep pendidikan anak dalam surat Luqman. *Musawa: Journal for Gender Studies, 10*(2), 355-384. https://doi.org/10.24239/msw.v10i2.529

[9] Khoirunnisak, K., Abdullah, A., Mudarris, B., & Pochiseng, M. (2023). The learning behaviour based on Islamic value; strategy improvement for pesantren sustainability. *Journal of Educational Management Research, 2*(1), 41-52. https://doi.org/10.61987/jemr.v2i1.249

[10] Masruri, M. S. I., Kawakip, A. N., & Yahya, M. (2025). Optimization of al-Qur'an learning in Gen Z (case study of Bittuqo method at BPUI Minhajut Thulab Banyuwangi). *JIIP - Jurnal Ilmiah Ilmu Pendidikan, 8*(4), 3775-3781. https://doi.org/10.54371/jiip.v8i4.7596

[11] Maulana, T., Ulpah, G., Afifah, N., Permana, G. S., Rif'atunnabilah, K., & Pakarti, M. H. A. (2023). Pemahaman tentang pendidikan anak dalam lingkungan keluarga berdasarkan surat Luqman ayat 12-19 Al-Qur'an (studi kritis tafsir Al-Maraghi). *IMTIYAZ: Jurnal Ilmu Keislaman, 7*(2), 86-107. https://doi.org/10.46773/imtiyaz.v7i2.742

[12] Meli, M. (2019). Nilai-nilai pendidikan karakter dalam Al-Qur'an Surah Luqman ayat 12-19 (Studi tafsir Al-Misbah). *Scolae: Journal of Pedagogy, 2*(2), 280-292. https://doi.org/10.56488/scolae.v2i2.68

[13] Muqit, A. (2022). Pendidikan anak dalam Surah Luqman (kajian tafsir tematik). *Al-Misykah: Jurnal Studi Al-Qur'an Dan Tafsir, 3*(1), 107-122. https://doi.org/10.19109/almisykah.v3i1.13013

[14] Nisak, N. M., Astuti, R., & Supriyanto, E. (2024). Implementation of the use of thematic-based al-Qur'an learning media in elementary schools. *eL Bidayah: Journal of Islamic Elementary Education, 6*(1), 27-38. https://doi.org/10.33367/jiee.v6i1.5274

[15] Rinto, R. (2024). The concept of child education in perspective Al-Quran Surah Luqman verses 13-19 according to tafsir Al-Misbah M. Quraish Shihab. *Archipelago Journal of Southeast Asia Islamic Studies, 2*(1), 64-74. https://doi.org/10.37567/archipelago.v2i1.2753

[16] Robiah, S., & Hidayat, N. (2023). The role of mothers in building children's character according to an Islamic perspective. *An-Nisa Jurnal Kajian Perempuan Dan Keislaman, 16*(1), 1-10. https://doi.org/10.35719/annisa.v16i1.123

[17] Sholihah, H., & Nurhayati, S. (2022). Prevention of violence against children in school through Islamic parenting styles. *Society, 10*(2), 627-638. https://doi.org/10.33019/society.v10i2.255

[18] Sunandar, D., Syafe'i, Z., & Muhajir, M. (2023). Critical analysis of Shalih Ibn Fauzan's Tauhid materials on three modern Islamic boarding schools in Banten. *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme, 5*(3), 774-793. https://doi.org/10.37680/scaffolding.v5i3.3880

[19] Suroso, A., Hendriarto, P., MR, G. N. K., Pattiasina, P. J., & Aslan, A. (2021). Challenges and opportunities towards Islamic cultured generation: Socio-cultural analysis. *Linguistics

and Culture Review, 5(1), 180-194. https://doi.org/10.21744/lingcure.v5n1.1203

[20] Tanjung, Y. F., Gea, Y., & OK, A. H. (2024). Relevansi pemikiran pendidikan Abdullah Nashih Ulwan dalam pendidikan Islam kontemporer. *Tarbiatuna: Journal of Islamic Education Studies, 4*(2), 723-735. https://doi.org/10.47467/tarbiatuna.v4i2.6932.

[21] Tolchah, M., & Mu'ammar, M. A. (2019). Islamic education in the globalization era: Challenges, opportunities, and contributions of Islamic education in Indonesia. *Humanities & Social Sciences Reviews, 7*(4), 1031-1037. https://doi.org/10.18510/hssr.2019.74141

[22] Zahro, F. A., Rohmaniah, A. A., & Faruq, U. A. (2024). Maximizing the role of parents as a container for forming children of the Qur'anic generation from the perspective of Surah Al-Luqman. *MAQOLAT: Journal of Islamic Studies, 2*(4), 331-336. https://doi.org/10.58355/maqolat.v2i4.80