

The Role Of Islamic Education In National Education

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Abstract

Islamic education has an important role in the development of national education in Indonesia. It functions not only as a medium for transferring religious knowledge but also as an instrument for developing students' character, morality, and spirituality. This study aims to analyze the role of Islamic education in national education from historical, philosophical, juridical, and practical perspectives. The method used is library research by reviewing various scientific literature, journals, and relevant educational regulations. The results indicate that Islamic education contributes significantly to character building, strengthening moral values, developing educational institutions, and supporting the achievement of national education goals as stated in Law Number 20 of 2003 concerning the National Education System. Islamic education also plays a role in addressing the challenges of globalization and technological advancement through the integration of Islamic values with modern science. Therefore, Islamic education has become an integral part of developing Indonesian human resources who are faithful, pious, noble in character, and globally competitive.

Keywords: Islamic Education, National Education, Character Building, Educational System

ARTICLE INFO

Article history:

Received

March 24, 2026

Revised

April 19, 2026

Accepted

June 30, 2026

Published by

Website

ISSN

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STAI Masjid Syuhada Yogyakarta

<https://journal.staimsyk.ac.id/index.php/almanar/index>
2615-8879

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INTRODUCTION

Education is one of the main pillars of national and state development. Through education, the quality of human resources can be improved, enabling them to face the increasingly complex challenges of life. In the Indonesian context, national education is directed at developing the potential of students to become individuals who believe in and fear God Almighty, possess noble character, are intelligent, creative, and responsible, as mandated by Law Number 20 of 2003 concerning the National Education System. (Afida, 2024)

Islamic education has a long history in the development of education in Indonesia. Before the introduction of the modern education system, Islamic educational institutions such as Islamic boarding schools (pesantren) served as centers of community learning. Pesantren functioned not only as religious educational institutions but also as a means of character formation and cultural development. Islamic education has made a significant contribution to the intellectual and moral development of the Indonesian nation. (Asyha, 2025)

Over time, Islamic education has gained strong legitimacy within the national education system. This is evident in the state's recognition of madrasahs, Islamic boarding schools, and religious education as part of the national education system. Islamic education is no longer viewed as an alternative education, but rather as a crucial component in achieving national education goals, emphasizing a balance between intellectual, spiritual, and social aspects. (Nurfadila, 2024)

In the era of globalization and the Industrial Revolution 4.0, national education faces various challenges, such as moral degradation, a character crisis, and rapid technological development. In these conditions, Islamic education plays a strategic role in building students' character through the instillation of religious, ethical, and moral values. Therefore, a study of the role of Islamic education in national education is crucial to understanding its contribution to developing a superior and character-driven generation. (Pratama R.A., 2024)

Based on this description, it can be concluded that Islamic education plays a crucial role in supporting national education in Indonesia. Islamic education not only contributes to increasing students' knowledge but also fosters strong character, morals, and religious values. Through institutions such as Islamic boarding schools (*pesantren*) and *madrasahs* (Islamic schools), Islamic education helps realize the national education goal of creating an intelligent, noble, and responsible generation. Amidst the challenges of globalization and increasingly rapid technological developments, Islamic education has become an important tool in shaping a superior and character-based generation.

METHOD

The research method used in this study on the role of Islamic education in national education is qualitative research with a descriptive approach. This approach was chosen because the study aims to understand, describe, and analyze in depth the contribution of Islamic education to the development and implementation of the national education system. Qualitative research allows researchers to gain a comprehensive understanding of the values, principles, and practices of Islamic education that influence the formation of character, morals, and competencies of students in the context of national education.

The data sources in this study consist of primary and secondary data. Primary data was obtained through interviews with academics, educators, and managers of Islamic educational institutions, while secondary data was obtained from various literature such as books, scientific journals, educational policy documents, and laws and regulations related to Islamic education and national education. Data collection techniques used documentation studies, observations, and interviews to obtain relevant and in-depth information regarding the role of Islamic education in supporting national education goals. Data analysis was carried out in stages through data reduction, data presentation, and conclusion drawing. The collected data was selected and grouped based on themes related to the contribution of Islamic education to national education, such as character formation, strengthening moral values, and human resource development. To maintain the validity of the data, the research uses triangulation techniques of sources and methods, so that the research results are expected to be able to provide an objective and accountable picture of the role of Islamic education in supporting the achievement of national education goals.

RESULT AND DISCUSSION

The Concept of Islamic Education

Islamic education is a learning process aimed at developing individuals who possess faith (*iman*), piety (*taqwa*), noble character, and beneficial knowledge. In Islam, education encompasses not only religious sciences but also general knowledge that supports everyday life. Therefore, Islamic education seeks to develop the full potential of human beings, including their spiritual, intellectual, and social dimensions. The concept of Islamic education is fundamentally based on the Qur'an and the Hadith as its primary sources. It emphasizes a balanced relationship between humans and Allah (*hablum minallah*) and between humans and fellow human beings (*hablum minannas*). Through education,

learners are encouraged to understand Islamic teachings, implement them in their daily lives, and cultivate values such as tolerance, honesty, discipline, and responsibility.

In addition to shaping righteous individuals, Islamic education aims to prepare future generations capable of responding to the challenges of a rapidly changing world. Students are expected to develop practical skills, broad knowledge, and critical and creative thinking while maintaining Islamic values. Consequently, Islamic education contributes to the development of high-quality human resources characterized by strong moral integrity and a commitment to serving society, the nation, and religion.

In conclusion, Islamic education is a process of nurturing and developing human potential based on the teachings of the Qur'an and the Hadith. Its ultimate objective is to produce individuals who are faithful, pious, knowledgeable, and morally upright. In practice, Islamic education emphasizes not only cognitive development but also affective and psychomotor aspects, thereby promoting a balanced integration of intellectual and spiritual intelligence (Putri, 2024).

The Concept of National Education

National education is an educational system designed to develop learners into individuals who are faithful, morally upright, intelligent, creative, and responsible. Its primary objective is to prepare citizens who are capable of contributing positively to society and the nation by maximizing their personal potential.

Accordingly, Indonesia's national education system is founded upon Pancasila and the 1945 Constitution. Its goals are to develop learners' competencies, shape noble character, and strengthen national civilization in order to educate the nation. National education promotes the development of Indonesian citizens who are faithful, pious, healthy, competent, creative, independent, democratic, and responsible (Sari, 2023).

The Role of Islamic Education in National Education

Islamic education plays a significant role in supporting the national education system by providing not only academic knowledge but also moral, spiritual, and character education. Through Islamic education, students are encouraged to practice honesty, discipline, responsibility, and respect for others. These values contribute to the formation of individuals who are intellectually competent while possessing strong ethical principles. Thus, Islamic education supports the realization of national education goals by producing knowledgeable, morally responsible, and socially beneficial citizens.

Character Building

Character building is the process of instilling positive values that enable citizens to live harmoniously within society. Values such as honesty, responsibility, discipline, cooperation, and mutual respect should be cultivated from an early age. Individuals with strong character are more likely to behave according to social norms and contribute to national unity. Furthermore, national character education fosters peaceful, secure, and respectful communities. Through education, family, and social environments, individuals learn to love their country while appreciating Indonesia's ethnic, cultural, and religious diversity. Consequently, Islamic education contributes significantly to developing students'

character through values of honesty, responsibility, discipline, and social concern, all of which align with the objectives of national education (Sidik, 2023).

Strengthening Moral and Spiritual Values

Moral and spiritual development aims to cultivate ethical behavior grounded in religious and humanitarian values. Strong moral and spiritual foundations enable individuals to distinguish right from wrong while encouraging honesty, responsibility, and compassion. These values are nurtured through religious worship, education, and positive daily practices.

Individuals with strong spiritual character are better equipped to face life's challenges wisely and patiently. Moreover, moral and spiritual development promotes harmonious social relationships by encouraging mutual respect, cooperation, and peaceful coexistence. Islamic education therefore provides students with a strong moral and spiritual foundation, helping address contemporary social challenges while reinforcing religious awareness and ethical conduct consistent with both religious and societal norms (2023).

Contribution to the National Education System

The success of the national education system depends on the contributions of multiple stakeholders, including the government, schools, teachers, parents, and society. Teachers provide quality instruction, parents support learning at home, and communities create environments conducive to educational development. Effective collaboration among these stakeholders enhances the quality of education in Indonesia.

Through active participation, the national education system can produce intelligent, ethical, and competitive future generations. Beyond transmitting knowledge, education develops learners' attitudes, skills, and values. Islamic education has become an integral component of Indonesia's national education system through the existence of *madrasahs*, *pesantren* (Islamic boarding schools), integrated Islamic schools, and religious education in public schools, demonstrating its strategic contribution to national educational development (Indonesia, 2023).

Human Resource Development

From the perspective of Islamic education, human resource development extends beyond intellectual achievement and technical skills to include moral character, spirituality, and Islamic values. Its objective is to produce faithful individuals with noble character who contribute positively to society.

Islamic education therefore develops graduates who excel academically while maintaining moral integrity. The integration of scientific knowledge with Islamic values represents one of the major strengths of Islamic education in addressing the challenges of globalization (Indonesia, 2020).

Promoting Religious Moderation

Islamic education also plays a vital role in fostering tolerance, religious moderation, and harmonious social interaction. These values are essential for maintaining national unity

within Indonesia's diverse multicultural society. Religious moderation can be strengthened through curriculum integration, teachers' exemplary behavior, habituation of tolerant attitudes, inclusive religious activities, and digital literacy initiatives.

The core values of religious moderation include *tawassuth* (moderation), *tasamuh* (tolerance), *i'tidal* (justice), *musawah* (equality), and *shura* (consultation through dialogue and deliberation).

Challenges and Solutions for Islamic Education within the National Education System

Islamic education plays a strategic role in supporting national education, particularly in character formation and moral and spiritual development. Nevertheless, several challenges remain, including limited human resource quality, inadequate educational facilities and infrastructure, and the gap between technological advancement and instructional practices in Islamic educational institutions. Furthermore, globalization and digital transformation require Islamic education to adapt without compromising its Islamic identity and values. These challenges hinder some Islamic institutions from producing graduates who are both academically competitive and religiously grounded (Ariyani, 2025).

To address these challenges, several strategic measures are required, including continuous professional development for teachers, curriculum integration that combines science, technology, and Islamic values, and the effective utilization of digital technologies in teaching and learning. Strengthening the integration of Islamic education within the national education system is also necessary to ensure that Islamic values remain aligned with national educational goals of producing faithful, ethical, creative, and globally competitive citizens. Achieving these objectives requires close collaboration among the government, educational institutions, and society to continuously improve the quality of Islamic education (Irawan, 2022).

Another challenge is the widespread perception that Islamic education focuses solely on religious instruction and is therefore less relevant to the demands of the modern world. In reality, Islamic education possesses significant potential to promote a balanced development of learners' intellectual, emotional, and spiritual capacities. Consequently, innovative learning approaches are needed to integrate Islamic values with contemporary societal needs, including technological literacy and twenty-first-century competencies. In this way, Islamic education serves not only as a means of transmitting religious values but also as a strategic force in developing high-quality human resources and achieving the broader goals of national education (Pratama R. A., 2025).

CONCLUSION

Islamic education plays a crucial role in Indonesia's national education system. Its contribution is evident in the formation of national character, strengthening moral and spiritual values, developing human resources, and fostering religious moderation. The existence of Islamic educational institutions such as madrasas and Islamic boarding schools (pesantren) has significantly contributed to the development of national education. In the era of globalization, Islamic education is required to continuously adapt to technological and scientific developments without abandoning its foundational Islamic values. Therefore, Islamic education will continue to be a crucial part of achieving the national goal of quality and character-based education.

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