

Educational Values in the Al-Qur'an: Tarbawi Interpretation's Perspective on the Formation of Students' Character

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ABSTRACT

This study examines the educational values embedded in the Qur'an through the perspective of Tafsir Tarbawi and their relevance to character formation in contemporary education. Employing a qualitative research design with a library research approach, the study analyzes selected Qur'anic verses, classical and contemporary Qur'anic commentaries, and recent scholarly works on Islamic education published between 2020 and 2025. The findings reveal that the Qur'an contains comprehensive educational principles that integrate cognitive development, moral cultivation, and spiritual awareness. Through Tafsir Tarbawi, these values are interpreted as a holistic educational framework that emphasizes knowledge acquisition grounded in divine consciousness, the internalization of moral values, and the role of educators as moral exemplars. The study also highlights the relevance of Tafsir Tarbawi in addressing the character crisis faced by modern educational systems, characterized by moral degradation and value disorientation. Despite challenges related to institutional support and teacher competence, Tafsir Tarbawi offers a normative and contextual foundation for Qur'an-based character education. This research contributes to Islamic educational discourse by positioning Tafsir Tarbawi as an integrative approach that bridges Qur'anic revelation and contemporary educational practice.

Keywords: tafsir tarbawi, qur'anic educational values, character education

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INTRODUCTION

Islamic education is fundamentally oriented toward objectives that extend far beyond academic achievement and the mere transmission of knowledge (Lahmar, 2020; Mahmudulhassan et al., 2024). Its ultimate aim is the formation of a holistic human being (*insān kāmil*), characterized by a balanced integration of faith, intellectual capacity, and noble character (Junaidin, 2024). Within this framework, educational success is not solely measured by cognitive outcomes, but also by the moral and spiritual quality reflected in learners' attitudes and behaviors. Islamic education thus functions as a comprehensive process for nurturing all dimensions of human potential, enabling individuals to fulfill their roles as servants of God and as vicegerents (*khalifah*) on earth (Nata, 2012; Yusoff et al., 2024).

In contrast, modern educational systems increasingly face a serious crisis of character. Rapid globalization, technological advancement, and shifting social norms have contributed to moral degradation and value disorientation, particularly among younger generations (Nelliraharti et al., 2023). Educational institutions often prioritize academic performance and measurable outcomes, while moral and ethical development receives less attention. This imbalance has resulted in declining discipline, responsibility, and social sensitivity among students, highlighting the urgent need to reorient education toward character formation as an integral component of learning (Faizin et al., 2023).

Character education is widely recognized as a systematic effort to instill moral values, ethical awareness, and virtuous behavior through educational processes. Scholars define character education as encompassing moral instruction, value internalization, and the cultivation of good conduct, supported by educators who serve as moral exemplars in both teaching and daily practice (Fadilah et al., 2025; Irawati et al., 2022; Jamilah et al., 2021). However, its implementation faces significant challenges, including limited teacher competence, inadequate training, and the pervasive influence of digital media that often promotes values inconsistent with moral ideals (Ardilla, 2024; Rahmat, 2025).

Within Islamic contexts, the urgency of character education is inseparable from *ilahiyyah* (divine) values that ground moral development in spiritual consciousness. *Ilahiyyah*-based character education emphasizes the integration of religious values into educational environments to foster individuals who are morally responsible, spiritually grounded, and socially aware. Studies indicate that embedding religious culture within schools and madrasahs plays a crucial role in internalizing ethical values and strengthening students' moral identity (Najib et al., 2025; Pamuji et al., 2024). Such integration is particularly important in multicultural societies, where divine values can promote tolerance, harmony, and social cohesion (Kusdarini et al., 2020).

The Qur'an, as the primary source of Islamic teachings, provides a comprehensive foundation for character education. Beyond its function as a spiritual guide, the Qur'an contains educational principles that address intellectual development, moral refinement, and social responsibility. Qur'anic teachings emphasize values such as honesty, responsibility, tolerance, discipline, and justice, all of which are essential for forming balanced and ethical individuals (Damayanti et al., 2024; Rahmat & Karomah, 2020; Zannah, 2020). Empirical studies further demonstrate that the internalization of Qur'anic values—whether in family education, early childhood education, or formal schooling—significantly contributes to the formation of positive character traits (Herlina et al., 2023; Noviyanti et al., 2024).

To systematically uncover the educational messages embedded within the Qur'an, an interpretative approach that is not merely textual but also contextual and pedagogical is required. *Tafsir Tarbawi* emerges as a relevant framework in this regard, focusing explicitly on the educational dimensions of Qur'anic verses. This approach interprets the Qur'an through pedagogical lenses, emphasizing educational objectives, learning methods, moral values, and processes of value internalization applicable to contemporary educational settings (Alifah et al., 2023; F. Huda et al., 2024). Through *Tafsir Tarbawi*, Qur'anic teachings can be translated into practical educational guidance that addresses current challenges.

In the context of modern education marked by moral crises and value disorientation, *Tafsir Tarbawi* offers an integrative model that bridges Qur'anic principles with contemporary educational needs. By grounding character education in Qur'anic values, this approach aspires to produce learners who excel intellectually while maintaining strong spiritual foundations and noble character. Consequently, examining the educational values of the Qur'an through the perspective of *Tafsir Tarbawi* is both timely and essential for strengthening character education and contributing to the development of ethically grounded and socially responsible generations.

METHOD

This study employs a qualitative research design using a library research approach. The qualitative method is considered appropriate as it allows for an in-depth exploration of educational values embedded within Qur'anic texts and their interpretations. Library research enables the researcher to critically examine authoritative written sources to construct a comprehensive understanding of educational concepts derived from Islamic primary texts.

The primary data sources consist of Qur'anic verses that contain educational dimensions, particularly those related to character formation, moral development, and pedagogical guidance. These verses are analyzed alongside classical and contemporary Qur'anic commentaries, as well as scholarly literature addressing *Tafsir Tarbawi* and Islamic education. Secondary sources include academic books, peer-reviewed journal articles, and relevant studies published between 2020 and 2025, ensuring the contextual relevance and scholarly validity of the data.

Data analysis is conducted through a descriptive-analytical technique, involving three main stages: data reduction, data display, and conclusion drawing. Relevant data are systematically selected, categorized, and organized based on thematic relevance to educational values and character formation. The findings are then interpreted analytically to reveal patterns and meanings within the data, leading to well-grounded conclusions regarding the contribution of Qur'anic educational values, as interpreted through the Tafsir Tarbawi perspective, to the formation of students' character.

RESULTS AND DISCUSSION

Tafsir *Tarbawi* as an Educational Interpretative Framework

Tafsir Tarbawi represents a Qur'anic interpretative approach that is explicitly oriented toward educational purposes. This approach seeks to examine Qur'anic verses that contain pedagogical dimensions by emphasizing their educational meanings and values. Through Tafsir Tarbawi, the Qur'an is understood not only as a source of theological doctrine and legal norms, but also as a conceptual foundation for developing Islamic educational paradigms. As a result, Qur'anic interpretation becomes directly connected to the formulation of educational goals, learning methods, and character development strategies.

From the Tafsir Tarbawi perspective, the Qur'an encompasses fundamental principles of education, including educational objectives, the roles and competencies of educators, the characteristics and responsibilities of learners, and effective pedagogical methods. These principles are reflected in Qur'anic verses that emphasize the pursuit of knowledge, intellectual development, moral refinement, and the balance between spiritual and rational dimensions. Education in Islam is therefore viewed as a holistic and continuous process aimed at shaping the entire human personality. This understanding is consistent with classical interpretations that regard moral formation as the core objective of education (Al-Maraghi, 1993), while also aligning with contemporary Islamic educational thought (D. N. Huda et al., 2024).

Moreover, Tafsir Tarbawi positions educators as central figures in the educational process, not merely as transmitters of knowledge but as moral exemplars (*uswah hasanah*). Learners are perceived as active subjects endowed with innate potential (*fitrah*) that must be nurtured through value-oriented learning experiences. Educational methods emphasized in Tafsir Tarbawi include role modeling, habituation, dialogue, advice, and motivation, as illustrated in Qur'anic narratives and prophetic educational practices. This pedagogical orientation reinforces findings from contemporary studies which emphasize the effectiveness of exemplary behavior and habituation in character formation (Fadilah et al., 2025; Nelliraharti et al., 2023).

Educational Values in the Qur'an from a Tafsir *Tarbawi* Perspective

The Qur'an contains rich and comprehensive educational values that serve as the foundation of Islamic education. One of the most significant passages with strong educational implications is Surah Al-'Alaq (1–5), the first revelation received by the Prophet Muhammad. The command *iqra'* (read) highlights the centrality of literacy, learning, and intellectual inquiry in Islam. This emphasis indicates that knowledge is the cornerstone of human development and civilizational advancement. Importantly, the act of learning is consistently associated with divine consciousness, suggesting that education must be grounded in spiritual awareness (Zain & Nasrulloh, 2024).

In addition, Surah Luqman (12–19) provides a clear illustration of educational processes within the family context. These verses portray an educational dialogue between Luqman and his son, emphasizing *tauhid* as the foundation of moral and spiritual education. Instructions regarding devotion to parents, the establishment of prayer, humility, and social responsibility demonstrate that Islamic education integrates faith, ethics, and social conduct. This aligns with studies emphasizing the family's vital role in internalizing Qur'anic values and shaping children's character from an early age (Herlina et al., 2023; Wibowo & Hidayat, 2022).

The educational values found in Surah Al-'Alaq and Surah Luqman demonstrate that Islamic education integrates cognitive, affective, and spiritual dimensions in a balanced manner. Cognitive development is reflected in encouragement to read, reflect, and seek knowledge, while affective and spiritual development is emphasized through moral discipline and faith-based values. This holistic

framework challenges modern educational models that often prioritize academic achievement over moral formation. Similar conclusions are drawn by (Damayanti et al., 2024; Zannah, 2020), who argue that Qur'an-based education promotes comprehensive character development rather than fragmented learning outcomes.

Table 1. Core Educational Values in Selected Qur'anic Verses

Qur'anic Passage	Educational Value	Educational Implication
Al-'Alaq (1–5)	Knowledge, literacy, divine awareness	Integration of intellectual growth and spirituality
Luqman (12–19)	Tauhid, moral discipline, social ethics	Family-based character education
Al-Baqarah (selected verses)	Responsibility, ethical conduct	Moral reasoning and communal values

Implications of Tafsir *Tarbawi* for Character Education

Through the Tafsir *Tarbawi* approach, education is understood as a continuous process of internalizing Islamic values within learners. Education is not limited to knowledge transmission but is directed toward shaping awareness, attitudes, and behavior aligned with Islamic teachings. Core values such as faith, honesty, discipline, responsibility, and social concern are integrated into the learning process and reinforced through consistent practice. This perspective is supported by Qur'anic exegesis emphasizing moral transformation as the essence of education.

Islamic character education prioritizes the cultivation of noble character (*akhlak karimah*) derived from the Qur'an and the Sunnah of the Prophet Muhammad. While the Qur'an provides universal moral principles, the Sunnah offers practical examples for their application in daily life. Consequently, character education in Islam emphasizes habituation and exemplary conduct rather than purely normative instruction. This approach is consistent with contemporary research highlighting the importance of modeling and moral practice in effective character education (Irsyad & Salim, 2025).

Educators play a strategic role as moral agents whose integrity and behavior significantly influence students' character formation. Moral values are more effectively transmitted through lived examples than through verbal instruction alone. This finding aligns with prophetic educational methods that emphasize dialogue, persuasion, and exemplary conduct (Zuhairini, 2011). However, several studies note that institutional constraints, limited teacher training, and curriculum overload often hinder educators from fulfilling this moral role effectively (Faizin et al., 2023; Rahmat, 2025).

Integration with Previous Studies: Supporting and Contrasting Perspectives

Previous studies strongly support the argument that modern education faces a severe character crisis. (Ardilla, 2024; Nelliraharti et al., 2023) identify globalization, technological advancement, and moral disorientation as major contributors to declining ethical behavior among students. These findings reinforce the present study's claim that education must rebalance academic achievement with moral and spiritual development. Similarly, (Jamilah et al., 2021) and (Irawati et al., 2022) emphasize that character education should be systematically integrated into educational frameworks rather than treated as an auxiliary component.

Research on *ilalahiyah*-based character education further validates the relevance of Tafsir *Tarbawi*. (Pamuji et al., 2024) demonstrate that embedding religious culture in educational institutions strengthens moral foundations, particularly in early childhood education. (Najib et al., 2025) also show that integrating religious and cultural values into curricula promotes inclusivity and tolerance in multicultural settings. These findings support this study's assertion that Qur'anic values are compatible with contemporary and pluralistic educational environments.

Nevertheless, some studies present challenges that partially contrast with the normative ideals of Tafsir *Tarbawi*. (Noh et al., 2024) and (Nugraha et al., 2025) argue that insufficient institutional support and limited teacher competence hinder the effective implementation of character education. Additionally, (Amin, 2025) highlights the disruptive influence of digital media on students' moral development. These findings suggest that while Tafsir *Tarbawi* offers a strong conceptual foundation, its implementation requires systemic reinforcement and contextual adaptation.

Studies focusing specifically on Tafsir Tarbawi confirm its contribution to holistic education. (Alifah et al., 2023; F. Huda et al., 2024) emphasize that pedagogical interpretations of the Qur'an enable educators to translate religious texts into applicable educational strategies. (Aisy et al., 2024; Ulhaq et al., 2025) further demonstrate that Qur'anic values such as patience, justice, and social responsibility significantly influence character development. These studies collectively support the present research's conclusion that Tafsir Tarbawi functions as an integrative bridge between revelation and educational practice.

Synthesis of Findings

Overall, the findings of this study, supported by previous research, indicate that Tafsir Tarbawi offers a comprehensive and integrative framework for Qur'an-based character education. By synthesizing Qur'anic teachings, prophetic practices, and educational theory, Tafsir Tarbawi addresses both the moral crisis of modern education and the need for holistic human development. While challenges remain in its practical implementation, this approach provides a strategic and normative foundation for producing learners who are intellectually capable, morally grounded, and spiritually mature.

CONCLUSION

This study concludes that Tafsir Tarbawi provides a comprehensive and integrative framework for understanding the educational values embedded within the Qur'an, particularly in relation to character formation. Through this interpretative approach, the Qur'an is positioned not only as a source of theological guidance but also as a foundational reference for Islamic education that emphasizes the balanced development of intellectual, moral, and spiritual dimensions. The analysis of selected Qur'anic passages demonstrates that Islamic education, as derived from Tafsir Tarbawi, prioritizes holistic human development by integrating cognitive growth, moral discipline, and spiritual awareness within a unified educational paradigm.

Furthermore, the findings indicate that the application of Tafsir Tarbawi in character education is highly relevant to addressing contemporary educational challenges, including moral degradation and value disorientation. By emphasizing internalization of values, exemplary conduct, and contextualized pedagogical strategies, Tafsir Tarbawi offers a viable response to the character crisis in modern education. Although practical challenges such as institutional constraints and teacher readiness remain, this study affirms that Qur'an-based character education grounded in Tafsir Tarbawi holds significant potential for cultivating learners who are not only academically competent but also ethically grounded and spiritually mature.

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