

# Integration of Islamic Values in Basic Education from an Islamic Studies Perspective at UIN Yogyakarta

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## Abstrak

Penelitian ini bertujuan untuk mengeksplorasi integrasi nilai-nilai Islam dalam pendidikan dasar di UIN Sunan Kalijaga Yogyakarta, serta dampaknya terhadap pembentukan karakter dan moralitas siswa. Menggunakan pendekatan kualitatif dengan desain studi kasus, penelitian ini melibatkan wawancara mendalam dengan guru, siswa, dan pengelola sekolah, serta observasi langsung di kelas. Hasil penelitian menunjukkan bahwa meskipun terdapat upaya untuk mengintegrasikan nilai-nilai Islam dalam kurikulum, masih ada tantangan yang harus dihadapi, terutama terkait pemahaman dan keterampilan guru dalam mengimplementasikan nilai-nilai tersebut. Penelitian ini menemukan bahwa Kurikulum Merdeka memberikan kebebasan bagi sekolah untuk merancang kurikulum yang sesuai dengan karakteristik peserta didik, namun pengelola sekolah perlu memberikan dukungan yang memadai agar integrasi ini dapat terlaksana dengan baik. Selain itu, siswa yang terpapar pada pembelajaran yang mengintegrasikan nilai-nilai Islam cenderung menunjukkan perilaku yang lebih baik dan pemahaman yang lebih mendalam tentang ajaran agama mereka. Penelitian ini juga menekankan pentingnya revisi materi pembelajaran agar lebih relevan dengan nilai-nilai keislaman serta evaluasi berkala terhadap implementasi integrasi nilai-nilai Islam dalam kurikulum. Keterlibatan orang tua dan masyarakat juga dianggap krusial dalam mendukung pendidikan karakter anak-anak. Dengan demikian, penelitian ini merekomendasikan agar para pendidik terus berupaya mengintegrasikan nilai-nilai Islam secara efektif dalam proses pembelajaran dan melibatkan kegiatan ekstrakurikuler yang mendukung pembentukan karakter siswa. Hasil penelitian ini diharapkan dapat menjadi acuan bagi pengembangan kurikulum pendidikan dasar yang lebih baik di masa depan.

**Kata Kunci:** Integrasi Nilai-Nilai Islam, Pendidikan Dasar, dan Perspektif Studi Islam

## Abstract

This research aims to explore the integration of Islamic values in basic education at UIN Sunan Kalijaga Yogyakarta, as well as its impact on the formation of student character and morality. Using a qualitative approach with a case study design, this research involved in-depth interviews with teachers, students and school administrators, as well as direct classroom observations. The research results show that although there are efforts to integrate Islamic values in the curriculum, there are still challenges that must be faced, especially regarding teachers' understanding and skills in implementing these values. This research found that the Independent Curriculum gives schools the freedom to design a curriculum that suits the characteristics of students, but school administrators need to provide adequate support so that this integration can be carried out well. Additionally, students who are exposed to learning that integrates Islamic values tend to demonstrate better behavior and a deeper understanding of their religion's teachings. This research also emphasizes the importance of revising learning materials to make them more relevant to Islamic values as well as regular evaluation of the implementation of the integration of Islamic values in the curriculum. The involvement of parents and the community is also considered crucial in supporting children's character education. Thus, this research recommends that educators continue to strive to integrate Islamic values effectively in the learning process and

involve extracurricular activities that support student character formation. It is hoped that the results of this research can become a reference for developing a better basic education curriculum in the future.

**Keywords:** Integration Of Islamic Values, Basic Education, And Islamic Studies Perspectives.

## INTRODUCTION

Education is a conscious effort to prepare students to become pious, virtuous, skilled, knowledgeable and responsible human beings. The education carried out in the country aims to educate the nation's children and improve the quality of people who believe in being devoted to God Almighty. The definition of education can be interpreted as a conscious and systematic effort to achieve a better standard of living or progress. In simple terms, the definition of education is a learning process for students to understand, comprehend, and make people more critical in thinking. Successful education is learning that is able to move all students to be actively involved in all learning activities and continuously throughout the learning process. A teacher is a person who teaches or is called a teacher, etymologically digugu and imitated. Digugu means trusted and imitated means followed. This means that a teacher must be trusted in every word, utterance and behavior in order to become a role model and a noble example to be followed. This is also in line with the role model and role model for Muslims, namely the Prophet Muhammad SAW, a man chosen by Allah SWT who was sent to convey the true teachings of the Islamic religion.

Spiritual and moral teaching in this context should not stop at mere worship routines and cognitive moral teaching, but should be made aware of the inner meaning of religious and moral teachings. How many people want to do good, but it is difficult to make it happen. Cultivation of the psychomotor domain is related to the development of an ethos of honesty, hard work, professionalism, politeness and philanthropic-social in the form of developing real discipline and training (called riyadhah or mujahadah in Sufism or Sufism) and not merely intellectual-academic and emotional (bagir, 2019). Early age is the right time to lay the foundations of aspects of child development. One aspect of development that must be developed in children is the aspect of religious and moral values. Teaching religion to children has a noble goal, namely forming children who are pious and pious, getting closer to Allah in order to achieve His approval and have strong faith. Only people who have strong faith will be able to survive the severity of life's various challenges (Masdalipah, 2017).

The world of teachers is one side of the world of education that cannot be ignored. Even though from the perspective of the roots of knowledge, the teacher occupies the fourth position, after the student, the object being studied and the goals to be achieved through the learning process itself, but without a teacher it seems difficult for a human being to be like that. (Ungguh Muliawan Services, 2015). Teachers have an important role in education, especially in instilling religious values. It is considered very important because teachers often have direct contact with students in the learning process. Many educational institutions offer education and character formation for students with programs available at those institutions. Character formation can be done, one of the ways, is by implementing religious education.

Basic education is an important foundation in character formation and instilling good values in children. In the Indonesian context, basic education must pay attention to religious values, especially Islam, as the majority religion in this country. The integration of Islamic values in basic education is very important to form children who have good character, faith and noble morals. This is in accordance with Law Number 20 of 2003 concerning the National Education System which states that basic education must pay attention to religious and moral values (Pasal 12 Ayat 1). In addition, the 2013 Curriculum emphasizes the importance of integrating religious and moral values in the learning process (Ministry of Education and Culture, 2013).

The integration of Islamic values in basic education is becoming increasingly relevant in the era of globalization which influences various aspects of life. Basic education not only aims to provide academic knowledge but also shapes the character and morality of students. In this context, the integration of Islamic values is important to ensure that the education received by children is not only intellectual but also spiritual. Islamic education has a strategic role in shaping

the character and morals of students. Values such as honesty, responsibility and tolerance are an integral part of Islamic teachings that should be taught from an early age. By integrating these values into the basic education curriculum, students not only learn about religion theoretically but are also able to apply these values in everyday life.

Research by Setiawati shows that the integration of Islamic values in the curriculum can improve the quality of Islamic religious education in elementary schools. This approach involves holistic teaching, including cognitive, affective and psychomotor aspects. Thus, students are expected to be able to understand, appreciate and practice Islamic values in various life situations (Setiawati, 2020). One of the main challenges in integrating Islamic values is the lack of understanding of how to implement them in daily learning practices. Many teachers do not fully understand the importance of this integration or do not have clear strategies for doing so. Research by Sitepu highlights that incorporating Islamic teachings in learning can improve Islamic mentality and student behavior, but training and professional development for teachers is very necessary to improve the quality of teaching based on Islamic values (Sitepu, 2019). Another factor that is a challenge is the lack of resources, such as relevant textbooks and support from the school. Lack of awareness of the importance of integrating Islamic values is also an obstacle to its implementation. Therefore, more systematic efforts are needed to overcome this challenge, including through teacher training and the development of a more integrated curriculum.

The Independent Curriculum introduced by the Indonesian Ministry of Education and Culture gives schools the freedom to design the curriculum according to the needs and characteristics of students. In this context, the integration of Islamic values is essential to create a learning atmosphere that supports the achievement of the goals of Islamic religious education. Research by Hidayatullah shows that the Merdeka Curriculum provides a great opportunity to integrate Islamic values in the learning process. However, there are still challenges in its implementation, such as a lack of clear guidance and limited resources in schools. Therefore, more concrete policies are needed to support the integration of Islamic values in the Independent Curriculum (Hidayatullah, 2021).

Sunan Kalijaga University Yogyakarta as one of the Islamic universities in Indonesia has an important role in developing quality Islamic studies. This university is committed to producing graduates who are not only academically intelligent but also have strong Islamic character. Through various study and research programs, Sunan Kalijaga University Yogyakarta strives to contribute to the development of a better basic education curriculum that is in line with Islamic values. In this context, research on the integration of Islamic values in basic education at Sunan Kalijaga University, Yogyakarta, can provide valuable insights. This research can help identify effective strategies for integrating Islamic values in basic education, including through teacher training, development of teaching materials, and innovative learning approaches.

Implementation of Islamic values in elementary schools requires an integrated and sustainable approach. Several Islamic elementary schools in Indonesia have succeeded in integrating Islamic values in their curriculum. For example, the Integrated Islamic Elementary School (SDIT) uses an approach that combines academic learning with strengthening Islamic values through activities such as congregational prayers, reading the Koran, and training in noble morals.

Research by Rizki and Nurhadi found that students who took part in Islamic-based education programs showed improvements in spiritual and social aspects. This program includes project-based learning that allows students to apply Islamic values in real-life contexts. As a result, students become more sensitive to social issues and have strong problem solving skills (Nurhadi, 2022). Research on the integration of Islamic values in basic education is expected to make a significant contribution to curriculum development. Through this research, effective approaches can be identified for integrating Islamic values in various subjects. Apart from that, this research can also help develop learning methods that are more relevant to students' needs. For example, the use of technology in religious learning can be a strategy to increase student interest. Research by Ahmad and Salim shows that technology-based applications, such as Islamic educational games, can help students understand religious concepts in a more interactive and fun way (Salim, 2021).

Previous studies have explored various approaches to integrating Islamic values into primary education. Abdullah (2015) examined the development of curricula based on Islamic values in

Indonesia, while Mulyadi (2018) highlighted the role of Islamic education in shaping students' character through value-based learning. Nasution (2020) investigated the implementation of Islamic values in integrated Islamic primary schools, focusing on strategies for embedding values into teaching and learning activities. Hidayat (2021) emphasized the importance of thematic and holistic approaches to ensure that Islamic values are an integral part of the educational process. Furthermore, Yusuf (2022) discussed the challenges of integrating Islamic values in the global era, underlining the need to balance Islamic principles with universal demands. These studies provide a foundation for understanding the significance of integrating Islamic values in primary education, particularly regarding curriculum development, implementation strategies, and the challenges faced in achieving these goals.

The purpose of this study is to analyze the integration of Islamic values in basic education from an Islamic studies perspective, focusing on its implementation at UIN Sunan Kalijaga Yogyakarta. Specifically, the study aims to identify the methods and strategies used to embed Islamic values into the curriculum, evaluate their effectiveness in shaping students' character, and examine the challenges faced in the integration process. Additionally, this research seeks to provide insights and recommendations for enhancing the incorporation of Islamic principles into primary education to promote holistic development aligned with Islamic teachings.

## RESEARCH METHOD

This research uses a qualitative approach with a case study design to explore the integration of Islamic values in basic education at UIN Sunan Kalijaga Yogyakarta. The research subjects consist of teachers, students and school administrators, who will provide insight into their experiences and views regarding the integration of these values. Data will be collected through in-depth interviews, direct observation of the learning process, and collection of documents related to the curriculum and teaching materials. Data analysis was carried out using the thematic analysis method, which includes data reduction, presentation in themes, and verification to draw conclusions. To ensure validity and reliability, this research will apply data triangulation and member checking. Ethical aspects were also considered by obtaining permission from related parties, maintaining the confidentiality of informants' identities, and explaining the purpose of the research to all participants. With this methodology, it is hoped that the research can provide a clear picture of the impact of the integration of Islamic values on the formation of student character at UIN Sunan Kalijaga Yogyakarta.

## RESULTS AND DISCUSSION

### Research Result

**Integration of Islamic Values in Basic Education: Islamic Studies Perspective at UIN Sunan Kalijaga Yogyakarta**

Basic education is an important foundation in forming students' character and morality. In the context of Islamic education, the integration of Islamic values in the basic education curriculum is a strategic effort to form individuals who are not only intellectually intelligent but also have noble character. This research examines how Islamic values are integrated into the basic education curriculum, with a focus on implementation and challenges faced in the UIN Sunan Kalijaga Yogyakarta environment.

#### 1. The importance of integrating Islamic values in the curriculum

Islamic values include aspects of faith, worship and morals which must be an integral part of education. According to Setiawati (2022), Islamic values integrated into the curriculum can shape students' character for the better and provide moral guidance in everyday life. Islamic religious education is not only theoretical but must also include the practical application of these values, such as tolerance, justice and compassion. This is relevant to efforts to create a generation that has high morality and is able to face global challenges. This research found that the Independent Curriculum gives schools the freedom to design the curriculum according to students' needs. In the context of Islamic education, this freedom can be utilized to include relevant Islamic elements. However, identifying these elements requires a deep understanding of Islamic concepts and how to apply them in learning.

## 2. The Role of Teachers in the Integration of Islamic Values

Teachers have a strategic role in integrating Islamic values into learning. Interview results show that most teachers feel less confident in implementing Islamic values effectively due to limited knowledge and skills. Therefore, training and professional development is an urgent need. This training may include an understanding of Islamic values, effective teaching methods, and how to overcome challenges in the field. According to Sitepu's research (2023), the success of integrating Islamic values is very dependent on the teacher's competence in delivering the material. Teachers who are able to integrate these values effectively can help students understand and apply Islamic teachings in everyday life. For example, through contextual learning, students can be taught Islamic principles that are relevant to their situation.

## 3. School Management Support

Apart from the role of teachers, support from school administrators is also very important in creating a conducive environment for the integration of Islamic values. School administrators are responsible for ensuring that the curriculum implemented reflects Islamic values while meeting academic standards. In this research, it was found that school administrators who are proactive in supporting the integration of Islamic values can help improve the quality of Islamic religious education. Ahya Ulumuddin (2023) emphasized that revising and enriching learning content is also an important step. Learning content rich in Islamic values can help students understand principles such as justice, compassion and tolerance, which are the core of Islamic teachings.

## 4. Evaluation and Role of Parents

Evaluation of the implementation of the integration of Islamic values must be carried out periodically to identify the strengths and weaknesses of existing programs. This evaluation is important to ensure that educational goals are achieved and students get maximum benefit from the learning process. Apart from that, parental involvement is also very important in supporting their children's religious education at home. Parents can be role models in applying Islamic values, so that students have a consistent environment between home and school.

## 5. Extracurricular Activities as Support

Extracurricular activities can be an effective means of instilling Islamic values in students. Activities such as recitations, faith-based leadership training, and social activities can strengthen students' understanding of Islamic values. This research found that students who are involved in Islamic-based extracurricular activities tend to have better behavior and better understand the teachings of their religion.

## 6. Challenges in Integrating Islamic Values

Even though there is a lot of potential, the integration of Islamic values in basic education still faces various challenges. The main challenge is teachers' lack of understanding about how to integrate Islamic values in everyday learning. Apart from that, there are still learning materials that do not reflect Islamic values optimally. Another factor that is also a challenge is the limited time in implementing the Islamic values integration program. According to research conducted at UIN Sunan Kalijaga Yogyakarta, this challenge can be overcome with a more systematic and planned approach. For example, by providing special guidance for teachers on how to integrate Islamic values into the curriculum and daily learning.

## Discussion

Integration of Islamic Values in Basic Education from the Perspective of Islamic Studies at UIN Sunan Kalijaga Yogyakarta. This discussion will include analysis and interpretation of research results and their implications for educational practice:

### 1. The importance of integrating Islamic values in basic education

Basic education acts as the main foundation in forming students' character and morality. In the context of Islamic education, Islamic values such as faith, worship and morals not only function as moral guidelines but also as a basis for the formation of individuals with noble personalities. As emphasized by Setiawati, the integration of Islamic values in the basic education curriculum can provide moral guidance to students in their daily lives, thereby forming a generation of faith, knowledge and noble character (Setiawati, 2022). The Independent Curriculum gives schools the

freedom to design teaching materials according to students' needs. In this context, this freedom allows the inclusion of relevant and contextual Islamic elements. However, this research found that a deep understanding of Islamic concepts and their application in learning is still a major challenge. Islamic elements such as the principles of justice, compassion and tolerance need to be packaged in an applicable approach so that students can apply them in everyday life.

The integration of Islamic values in basic education lays a critical foundation for building students' character and morality. At UIN Sunan Kalijaga, the focus aligns with Setiawati's perspective (2022) on embedding values such as faith, worship, and morals as essential elements in shaping a noble character. The research highlights the opportunities provided by the Independent Curriculum, which grants flexibility in contextualizing Islamic values within teaching materials. However, challenges remain in translating theoretical Islamic principles, like justice, compassion, and tolerance, into practical and relatable lessons. Addressing these requires innovative methods that ensure these values are both comprehensible and applicable to students' daily lives.

## 2. Teacher's Role in Implementation

Teachers are the main actors in the successful integration of Islamic values in elementary schools. The results of the interviews showed that the majority of teachers felt they were not confident in implementing Islamic values due to limited knowledge and skills. This is reinforced by Sitepu's findings which emphasize that teacher competence is a key factor in conveying Islamic values to students (Sitepu, 2021). Training and professional development for teachers is a strategic solution. This training should include:

- a. Understanding the concept of Islamic values: Teachers need to have deep insight into Islamic values, such as honesty, responsibility and tolerance, and how these values are relevant to students' lives.
- b. Innovative learning methods: The use of contextual learning methods, group discussions and simulations can help students understand and internalize Islamic values.
- c. Solving implementation challenges: Teachers need strategies to face obstacles in integrating Islamic values, such as limited time or lack of support from the school environment.

For example, teachers can use project-based learning to teach the principles of justice through conflict resolution simulations that reflect Islamic values. With this approach, students not only understand theory but are also able to apply it in everyday life.

Teachers play a pivotal role in realizing the integration of Islamic values, but this research at UIN Sunan Kalijaga reveals that many feel unprepared due to limited training. Building on Sitepu's findings (2021), the study underscores the importance of professional development programs that enhance teachers' understanding of Islamic concepts and equip them with innovative teaching strategies. For instance, project-based learning focusing on real-life scenarios, like simulating conflict resolution, can help students internalize values such as justice and tolerance. By addressing teachers' knowledge gaps and offering practical tools, their confidence and effectiveness in teaching Islamic values can be significantly improved.

## 3. School Management Support

In addition to the role of teachers, school administrators have an important responsibility in creating an environment conducive to the integration of Islamic values. This research found that the support of school administrators, such as principals and curriculum coordinators, plays a role in:

- a. Designing an Islamic-based curriculum: The curriculum must reflect Islamic values without compromising the achievement of academic standards. School administrators must direct teachers to combine these values in each subject.
- b. Provide resources: Textbooks, modules and teaching materials that reflect Islamic values must be available and easily accessible to teachers and students.
- c. Improving teacher competency: School administrators can organize regular training, group discussions, or seminars that discuss the integration of Islamic values.

According to Ahya Ulumuddin (2023), good management can help students understand Islamic values that are relevant to their lives. For example, learning content that includes the

principles of justice and compassion can be linked to social science lessons to build students' awareness of the importance of respecting differences.

The study identifies school administrators as key facilitators in creating an environment conducive to integrating Islamic values. At UIN Sunan Kalijaga, administrators are encouraged to design curricula that blend Islamic values with academic standards, ensure the availability of value-based resources, and support teacher training initiatives. Drawing from Ahya Ulumuddin's insights (2023), effective management strategies, such as linking Islamic principles like compassion and justice to social science lessons, can help students relate religious values to broader societal contexts. This support system fosters a holistic approach to embedding Islamic values in the educational framework.

#### 4. Evaluation of Implementation and Parental Role

Evaluation is an important step to ensure the successful integration of Islamic values in the curriculum. This research recommends regular evaluation of curriculum implementation to identify the strengths and weaknesses of existing programs. This evaluation may include:

- a. Measuring goal achievement: Measuring the extent to which students understand and apply Islamic values in their lives.
- b. Feedback from teachers and students: This feedback can help identify gaps in curriculum implementation.

Apart from that, parental involvement is also very important in supporting their children's religious education. Parents who are actively involved in school activities can strengthen students' understanding of Islamic values. For example, by being a role model in implementing Islamic principles at home, parents can create consistency between education at school and at home.

Evaluation is crucial for ensuring the success of value integration. The research emphasizes regular assessments to measure student understanding and the alignment of teaching practices with Islamic principles. Feedback mechanisms involving teachers, students, and parents are instrumental in identifying gaps and refining strategies. Parental involvement emerges as a critical factor; by modeling Islamic values at home and participating in school activities, parents can reinforce lessons learned at school. The synergy between home and school environments creates a consistent framework for instilling Islamic values in students' lives.

#### 5. Extracurricular Activities as Support

Extracurricular activities provide additional opportunities for students to internalize Islamic values. Activities such as recitations, religious discussions, and Islamic-based leadership training can strengthen students' understanding of religious teachings. This research found that students who were involved in Islamic-based extracurricular activities had better behavior and better understood the teachings of their religion. For example, social activities such as sharing food with underprivileged communities can teach students about the importance of the values of compassion and solidarity. In this activity, students not only learn theory but also directly practice Islamic values in real life.

Extracurricular programs offer valuable opportunities for students to internalize and practice Islamic values. At UIN Sunan Kalijaga, activities such as recitations, discussions, and community service projects foster deeper engagement with religious teachings. For example, social initiatives like distributing food to underprivileged communities teach students compassion and solidarity while allowing them to experience the practical application of Islamic values. These activities complement formal education, providing students with holistic learning experiences that reinforce their moral and spiritual development.

#### 6. Challenges and Solutions

Even though there is a lot of potential, the integration of Islamic values in basic education faces various challenges. Key challenges include:

- a. Lack of teacher understanding: Many teachers find it difficult to integrate Islamic values due to lack of training.
- b. Learning materials that do not yet reflect Islamic values: Some textbooks and modules are still oriented towards theoretical knowledge without emphasizing the application of these values.
- c. Time limitations: Busy schedules often make it difficult to integrate Islamic values optimally.

To overcome this challenge, a more systematic and planned approach is needed, such as:

1. Guide to integration of Islamic values: This guide should be provided by the government or educational institutions to assist teachers in implementing Islamic values.
2. Revision of learning materials: Learning materials must be designed to be relevant to Islamic values while attracting students' interest.
3. Strengthening collaboration: Collaboration between teachers, school administrators and parents can create synergy in supporting education based on Islamic values.

Despite its potential, integrating Islamic values in basic education faces several obstacles.

The research identifies key issues, such as insufficient teacher training, inadequate learning materials, and time constraints in crowded curricula. Proposed solutions include developing comprehensive guides for value integration, revising textbooks to reflect practical Islamic teachings, and fostering collaboration among educators, administrators, and parents. By addressing these challenges systematically, the research suggests that schools can overcome barriers and establish a robust framework for Islamic value-based education.

#### 7. Sustainability Potential

This research shows that the integration of Islamic values in basic education at UIN Sunan Kalijaga Yogyakarta has great potential to improve the quality of Islamic religious education in Indonesia. With a systematic and collaborative approach, existing challenges can be overcome so that the goals of Islamic education are achieved optimally. Through the application of Islamic values in the curriculum, students are expected to not only become academically intelligent individuals but also have noble morals. This research makes a significant contribution to the development of a basic education model based on Islamic values that is relevant to the challenges of the modern era.

The findings from UIN Sunan Kalijaga highlight significant potential for sustainable integration of Islamic values in basic education. By adopting collaborative and innovative strategies, the research underscores the feasibility of addressing current challenges to achieve the goals of Islamic education. The study's contributions offer a model for integrating Islamic principles in modern educational contexts, ensuring students develop both intellectual and moral excellence. This approach positions Islamic education as a vital force in shaping future generations equipped to navigate contemporary challenges with integrity and wisdom.

## CONCLUSION

Integration of Islamic Values in Basic Education from the Perspective of Islamic Studies at UIN Sunan Kalijaga Yogyakarta shows that the integration of Islamic values in basic education is very important to shape students' character and morality. Even though the Independent Curriculum gives schools the freedom to design a curriculum that suits students' needs, challenges in implementation still exist, especially regarding teachers' understanding and skills in integrating these values. This research reveals that support from school administrators, revision of learning materials, and regular evaluation of the integration of Islamic values are very necessary to achieve holistic educational goals. Apart from that, the involvement of parents and the community in supporting children's religious education is also an important factor in the success of this integration. Students who are exposed to learning that integrates Islamic values show better behavior and have a deeper understanding of their religion's teachings. Therefore, the recommendation for educators is to continue to strive to integrate Islamic values effectively in the learning process, as well as involving extracurricular activities that support the formation of student character. With a systematic and planned approach, it is hoped that Islamic religious education can adapt to current developments while still adhering to Islamic principles, thereby producing a young generation who is not only academically intelligent but also has noble morals and is ready to face the challenges of globalization. It is hoped that this research can become a reference for developing a better basic education curriculum in the future. The study on the integration of Islamic values in basic education is limited by its focus on specific locations, varying implementation approaches, and a theoretical emphasis that often lacks comprehensive empirical data. Additionally, it rarely evaluates long-term impacts on students' character development and lacks a multidisciplinary

perspective, which could provide broader insights into practical applications and challenges. These limitations highlight the need for further in-depth and empirical research.

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