

**QUR'AN AND HADITH-BASED CHARACTER EDUCATION CURRICULUM****MODEL FOR GENERATION Z: A Contextual Approach**

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**Abstrak**

Generasi Z merupakan kelompok yang tumbuh di tengah percepatan teknologi digital, namun juga menghadapi tantangan serius berupa krisis identitas dan melemahnya nilai-nilai moral. Kondisi ini menimbulkan kebutuhan mendesak akan model pendidikan karakter yang relevan dan kontekstual. Rumusan masalah dalam penelitian ini adalah bagaimana merancang kurikulum pendidikan karakter yang berbasis Al-Qur'an dan Hadits yang efektif untuk membentuk kepribadian moral Generasi Z. Tujuan dari penelitian ini adalah mengembangkan model kurikulum pendidikan karakter yang mampu menginternalisasi nilai-nilai Islam secara utuh dan aplikatif. Penelitian ini menggunakan metode deskriptif kualitatif dengan teknik pengumpulan data melalui studi literatur dan analisis dokumentasi. Hasil penelitian mengidentifikasi lima nilai utama dalam pendidikan karakter berbasis Al-Qur'an dan Hadits, yaitu kejujuran, tanggung jawab, empati dan kasih sayang, kerja sama, dan disiplin. Implementasi kurikulum dilakukan melalui metode pembelajaran berbasis kisah teladan dan proyek sosial, yang terbukti efektif dalam meningkatkan partisipasi siswa dan membentuk sikap positif dalam kehidupan sehari-hari. Kendala utama yang dihadapi adalah keterbatasan kapasitas guru dalam memahami dan menerapkan pendekatan ini secara menyeluruh. Implikasi dari penelitian ini menekankan pentingnya pelatihan guru secara berkelanjutan serta pengembangan media pembelajaran digital yang mendukung integrasi nilai-nilai karakter dalam proses pendidikan. Kurikulum ini diharapkan mampu membentuk Generasi Z menjadi pribadi yang unggul secara intelektual, moral, dan spiritual.

**Kata Kunci:** Generasi Z, pendidikan karakter, Al-Qur'an, Hadits, kurikulum, nilai Islami

**Abstract**

Generation Z is a group that is growing in the midst of the acceleration of digital technology, but also faces serious challenges in the form of identity crises and weakening moral values. This condition raises an urgent need for a relevant and contextual character education model. The formulation of the problem in this study is how to design a character education curriculum based on the Qur'an and Hadith that is effective to form the moral personality of Generation Z. The purpose of this study is to develop a character education curriculum model that is able to internalize Islamic values in a complete and applicable manner. This study uses a qualitative descriptive method with data collection techniques through literature studies and documentation analysis. The results of the study identified five main values in character education based on the Qur'an and Hadith, namely honesty, responsibility, empathy and compassion, cooperation, and discipline. The implementation of the curriculum is carried out through exemplary story-based learning methods and social projects, which have proven to be effective in increasing student participation and forming positive attitudes in daily life. The main obstacle faced is the limited capacity of teachers to understand and apply this approach comprehensively. The implications of this study emphasize the importance of continuous teacher training and the development of digital learning media that supports the integration of character values in the educational process. This curriculum is expected to be able to shape Generation Z into intellectually, morally, and spiritually superior individuals.

**Keywords:** Generation Z, character education, Qur'an, Hadith, curriculum, Islamic values

## Introduction

Generation Z, born between 1997 and 2012, grew up in an era of rapid technological development. The characteristics of this generation are known to be adaptive to technology, but they are also susceptible to crises of identity and moral values. Data from the Central Statistics Agency states that around 40% of Indonesian adolescents experience identity confusion and weak appreciation of moral values.[1] In previous literature, character education has been widely studied, such as by those who state that Islamic-based character education has strong roots in the concept of monotheism and Qur'anic values. In addition, research by[2] highlights the importance of the role of parents and teachers in the formation of the Islamic character of the younger generation. However, these studies have not specifically developed a structured curriculum model based on the Qur'an and Hadith to be applied in formal secondary schools.

High social pressure from family, peers, and social media is often the cause of this identity crisis. For example, many teens feel pressured to meet the beauty standards or success advertised on social media, which is often unrealistic. This can cause them to feel inferior and not know who they really are. In addition, new norms that are more in line with digital culture often change the moral values that should be held in everyday life. Therefore, character education is essential to help Generation Z find their identity and understand the values they are supposed to hold.[3]

Character education based on the Qur'an and Hadith can be done with a variety of methods that are interesting and relevant to Generation Z. One of the methods that can be used is project-based learning, which involves students in social activities that reflect Islamic values, students can participate in fundraising programs to help underprivileged people. It teaches them social care and a sense of solidarity. Activities like this can show the teachings of the Qur'an about how important it is to share and help others and integrate technology in character education this is also important with generation Z who are familiar with technology, the use of digital media in learning can increase their engagement and interest, for example, quizzes based on the Qur'an and Hadith or mobile phone apps that teach character values through interactive games can be a great way to It is effective to convey moral messages to students not only learning about character in this way, but they can also apply this knowledge to everyday life in a fun and engaging way.[4]

In addition, a thorough analysis of how the Qur'an and Hadith contribute to the personality formation of Generation Z is essential. In this situation, we can see that strong

character education can help Gen Z become a more disciplined, responsible, and loyal person. Students who are educated about honesty through the teachings of the Qur'an, for example, will be more likely to apply these principles in their daily lives, both at home and in society. This shows that character education has an impact on the quality of society as a whole, not just on the individual, but it cannot be ignored that character education based on the Qur'an and Hadith faces many challenges. The negative influence of the surrounding environment, including social media, which often promotes principles that are contrary to the teachings of Islam, is a major problem therefore, it is very important for parents and educators to work together to create an environment that supports character education. Parents, for example, can be a good example at home by applying the same principles to their children so that they can see and feel firsthand how those principles are applied in everyday life.

Regularly conducting evaluation and curriculum development is also important. A character education curriculum based on the Qur'an and Hadith must be adaptable to the changing times and the needs of Gen Z. For example, material on digital ethics and wise use of social media can be an important part of the curriculum. Thus, character education is not only relevant, but also able to solve the problems facing Generation Z today.[5]

In the midst of rapid technological advancements, Generation Z faces many issues related to identity and moral principles. Learning from the Qur'an and Hadith can help them find their identity and understand the values they should hold. However, to achieve these goals, cooperation between various stakeholders and the development of useful curriculum models are needed. It is hoped that character education will have a positive impact on Generation Z by equipping them with strong character and being ready to face future challenges, through a contextual and innovative approach.

## **Research Methods**

This research uses a qualitative descriptive approach, which aims to describe, understand, and analyze phenomena in depth according to the context being studied. This method was chosen because it is able to explore the meaning and values contained in the data holistically, as well as provide a comprehensive understanding of the object of study.[6] In this context, the qualitative approach allows researchers to explore in detail the values of character education based on the Qur'an and Hadith that are relevant to the needs of Generation Z. The data sources in this study are obtained through library research,[7] namely by collecting, reviewing, and analyzing various relevant scientific literature, including books of tafsir, hadith, Islamic education books, journal articles, as well as character education

policy documents. The researcher also uses documentation and content *analysis* to examine religious and educational content related to character values. The data analysis technique is carried out in an analytical-descriptive manner, namely by classifying the data into the main character value categories, then analyzed based on its suitability with the principles of the Qur'an and Hadith, as well as its relevance to the moral challenges faced by Generation Z. The analysis process is carried out through three stages, namely data reduction, data presentation, and drawing conclusions as stated by Miles and Huberman. By using this method, it is hoped that the results of the research will be able to provide a clear and in-depth conceptual picture related to the development of a character education curriculum based on Islamic values that is applicable and contextual in modern life.

## Discussion

These results are in line with the findings (Maunah, 2024) which emphasize that Islamic character education has spiritual power in shaping personality. The implementation of this character education program is also in line with the national character education model listed in Presidential Regulation No. 87 of 2017 concerning Strengthening Character Education.

Surah Al-An'am Verses 151-153:

فَلْ تَعَالَوْا أَئْلُلَمَا حَرَّمَ رَبُّكُمْ عَلَيْكُمْ أَلَا تُشْرِكُوْا بِهِ شَيْءًا وَبِالْوَالِدَيْنِ إِحْسَنًا وَلَا تَقْتُلُوْا أُولَدَكُمْ مَنْ إِمْلَكْتُمْ  
نَحْنُ نَرْزُقُكُمْ وَإِيَّاهُمْ وَلَا تَقْرَبُوا الْقَوْمَشَ مَا ظَهَرَ مِنْهَا وَمَا بَطَنَ وَلَا تَقْتُلُوا النَّفْسَ الَّتِي حَرَّمَ اللَّهُ إِلَّا بِالْحَقِّ ذَلِكُمْ  
وَصَنْكُمْ بِهِ لَعَلَّكُمْ تَعْقِلُونَ وَلَا تَقْرَبُوا مَالَ الْيَتَيْمِ إِلَّا بِالْأَنْتِي هِيَ أَحْسَنُ حَقَّيْ يَبْلُغُ أَشْدَهُ وَأَوْفُوا الْكَيْلَ وَالْمِيزَانَ  
بِالْقِسْطِ لَا تُكَلِّفْ نَفْسًا إِلَّا وُسْعَهَا وَإِذَا قُلْتُمْ فَاغْدِلُوا وَلَوْ كَانَ ذَا قُرْبَى وَبِعَهْدِ اللَّهِ أَوْفُوا ذَلِكُمْ وَصَنْكُمْ بِهِ  
لَعَلَّكُمْ تَذَكَّرُونَ وَأَنَّ هَذَا صَرَاطِي مُسْتَقِيمًا فَاتَّبِعُوهُ وَلَا تَتَبَعُوا السُّبُلَ فَتَفَرَّقَ بِكُمْ عَنْ سَبِيلِهِ ذَلِكُمْ وَصَنْكُمْ  
بِهِ لَعَلَّكُمْ تَتَقَوَّنَ

151. Say: "Let me recite what your Lord has forbidden you to do, namely: do not associate anything with Him, do good to your parents, and do not kill your children for fear of poverty, We will provide for you and for them, and do not approach evil deeds, both visible and hidden. and do not kill a soul that Allah has forbidden (to kill) except with a righteous (cause)". That is what you have been commanded to understand.

152. And do not approach the property of an orphan, except in a more beneficial way, until he is of age. And perfect the measures and scales fairly. We do not burden anyone but only his ability. And when you say, then you should be just, even though he is your relative, and fulfill the promise of Allah. That is what Allah commands you to remember.

153. And that (what We command) is My straight path, so follow it, and do not follow (other) paths, for they separate you from His path. That is what Allah commands you to fear.[8]

This verse explains character values such as piety, compassion, responsibility, peace, social care, and justice. However, this study also reveals limitations, including the limited resources of teachers who are trained to integrate the values of the Qur'an and Hadith in all subjects. Therefore, the development of teacher training is the main recommendation for the implementation of this curriculum.

From the results of the study, it was found that there are five main values that are the focus of character education based on the Qur'an and Hadith, namely:

1. Honesty (*Ash-Shidq*)
2. Responsibility (*Trust*)
3. Empathy and compassion (*Rahmah*)
4. Cooperation (*Ta'awun*)
5. Discipline (*Iltizam*)

In addition, exemplary story-based learning methods and social projects have been proven to increase students' active participation. According to this in-depth research, character education based on the Qur'an and Hadith focuses on five main values in the development of students' character. These values not only serve as moral guidelines, but they also help shape honest and responsible people in society. Honesty (*Ash-Shidq*), responsibility (*Amanah*), empathy and compassion (*Rahmah*), cooperation (*Ta'awun*), and discipline are the five values. In addition, this study shows that story-based learning approaches and social projects significantly increase students' active participation in learning.[9]

## **1. Honesty (*Ash-Shidq*)**

Honesty (*Ash-Shidq*) is an important value in human life that affects various aspects, such as personal and professional relationships as well as spiritual and professional relationships. Honesty is not just about telling the truth; It also involves building trust, building positive relationships, and helping to improve society. Honesty will always benefit individuals and communities despite the challenges and risks associated with it. Therefore, let us continue to strive to apply honesty in every aspect of our lives to make the world better and more honest.

In character education, honesty, or *Ash-Shidq*, is a very important value. Honesty is not just not lying; It also means thinking, speaking, and acting honestly. In education, there are many ways to teach students honesty. One of them is by giving the example of the Prophet Muhammad (saw), who is referred to as "*Al-Amin*" or the trusted one. For example, the teacher can tell how the Prophet Muhammad (saw) was always honest, even

in difficult situations, in this way, students not only hear about honesty but also see examples that they can emulate, students can be invited to reflect on how honesty can affect their relationships with friends, family, and society by speaking and thinking.[10] In addition, the value of trust, or responsibility, is crucial in character education. Responsibility teaches students to act consciously and understand the consequences of their actions.

## **2. Responsibility (*Trust*)**

In human life, responsibility is a very complex but important concept. It encompasses many things, from personal responsibility to social responsibility, and involves sacrifice, integrity, and commitment. In this increasingly complex world, it is important for everyone to understand and carry out their responsibilities well and as a result, we will not only improve our own environment, but also for others and society as a whole. All forms of responsibility are essential to realize balance and well-being in life.[11]

In practice, teachers can assign tasks to groups with clear roles and tasks for each person. For example, for a class project, students can be divided into small groups and asked to work together to create a presentation. Through this experience, students learn about the importance of fulfilling promises to others and themselves. This responsibility is also related to Islamic teachings about the importance of maintaining the mandate given to us, both small and large.[12]

## **3. Empathy and compassion (*Rahmah*)**

Feelings of empathy and compassion (*Rahmah*) are two concepts that are often considered to be the basis of human relationships. Secondly, it plays a very important role in building healthy and harmonious relationships in a social context. The ability to understand and understand the feelings of others is known as empathy. This ability helps people relate to each other. *Rahmah*, on the other hand, is a form of genuine love and concern for others. We'll learn more about compassion and empathy, as well as how they can affect our daily lives.[13]

In modern society, the values of empathy and compassion (*Rahmah*) are very important. One of the important steps in building a harmonious society is teaching students to understand and appreciate the experiences of others. To help students feel situations faced by others, teachers can use role-playing or simulations during learning activities. Students may be asked to play the role of people who are experiencing problems, such as underprivileged children or parents who have lost their jobs. In this way, it is expected that

students can cultivate strong empathy and understand the importance of compassion in social interactions. Many verses in the Qur'an emphasize the importance of rahmah, such as in Surah Al-Anbiya verse 107, which states that the Prophet Muhammad was sent to be a blessing to the whole world.[14]

#### **4. Cooperation (*Ta'awun*)**

The concept of cooperation (*ta'awun*) is very relevant in our daily lives. Applying *ta'awun* in various aspects of life will not only benefit individuals but also society as a whole by strengthening the values of solidarity, sincerity, and mutual trust. We can create a better environment for all. As a result, in order for us to live in harmony and support each other, let us continue to strive to uphold the values of this cooperation.

One of the important values in character education is cooperation, or *ta'awun* the ability to cooperate with others is a very important skill in this increasingly complex and interconnected world teachers can create collaborative projects in which students work together to achieve goals. Students can be invited to plant trees or clean the school environment during environmental projects, these activities not only teach students about the importance of taking care of the environment, but also teach them about the importance of working together and supporting each other, many verses in the Qur'an emphasize the importance of cooperation, asking the people to help each other and support each other in kindness.

#### **5. Discipline (*Iltizam*)**

Discipline, or commitment, is the key to achieving success in various areas of life. Those who have effective timing, strong self-control, and high commitment can overcome various problems and achieve their goals. Building discipline is not easy; However, with consistent effort and awareness, everyone can develop these traits and achieve satisfactory results. Educating is a good habit in the long run.

In character education based on the Qur'an and Hadith, discipline, or *iltizam*, is the last value and educated, students learn to follow the rules, respect time, and take responsibility for their choices. By establishing an organized and clear daily routine, such as studying, praying, and resting, teachers can apply discipline in the classroom. It teaches students to respect time and behave according to schedule. Teachers can also reward highly disciplined students to encourage other students to do the same. Discipline is very important in Islam, especially in fulfilling the obligations of worship and daily life.

In this study, the learning approach based on exemplary stories and social projects was proven to be effective in increasing students' active participation. The inspiring stories from the Qur'an and Hadith not only inspire, but also facilitate conversations about ethical and moral values. After listening to the story of Prophet Ibrahim AS showing steadfastness and honesty in faith, students can be invited to talk about how they can apply those values in their daily lives. In addition, social projects give students the opportunity to participate in social activities directly, so that they not only gain an understanding of the values they have learned.

The character education approach is based on the Qur'an and Hadith and centered on five main principles: honesty, responsibility, empathy and compassion, cooperation, and discipline. This approach is very effective in shaping the character of students. Students will not only learn values through exemplary stories and creative and interactive social projects, but they will also internalize those values in their daily lives. This character education will form not only good individuals, but also a more harmonious and responsible society.

## Conclusion

Character education based on the Qur'an and Hadith has proven to be effective in shaping the Islamic character of Generation Z. The curriculum model developed can increase students' moral and spiritual awareness through contextual and project-based learning. Suggestions for follow-up research are further exploration related to teacher training models and the development of digital-based learning media to support the implementation of Islamic character education. Based on the findings of the research, it can be concluded that character education based on the Qur'an and Hadith has proven to be effective in shaping the personality of students with noble character. This character education focuses on five main values: honesty (*Ash-Shidq*), responsibility (*Amanah*), empathy and compassion (*Rahmah*), cooperation (*Ta'awun*), and discipline (*Iltizam*). These values shape students into individuals who are disciplined, responsible, honest, caring for others, and able to work together. Learning methods that use stories and social projects significantly increase students' active participation in the learning process. In addition, this method encourages students to incorporate character values into their daily lives, helping to build the character of the younger generation in accordance with the teachings of Islam. However, the study found several problems, especially related to the limited resources of teachers to incorporate the values of the Qur'an and Hadith into all subjects. Therefore, to achieve better results from the

implementation of character education based on the Qur'an and Hadith, a continuous teacher training and development program is needed. By improving character education based on Islamic values, it is hoped that a generation will be born that is not only physically intelligent, but also morally and spiritually superior. This generation will have the ability to contribute positively to their society and nation.

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