

The Effect of Hadith and Character Education Implementation on Student Discipline in Islamic Schools

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ABSTRACT

This study investigates the effect of Hadith and character education implementation on student discipline in Islamic schools. Using a quantitative approach, data were collected from 70 students through a structured questionnaire utilizing a 5-point Likert scale. The analysis, conducted with SPSS version 25, revealed significant positive relationships between Hadith education, character education, and student discipline. Regression analysis showed that both variables significantly predict student discipline, with character education demonstrating a slightly stronger effect. These findings highlight the importance of integrating religious teachings with structured character-building programs to foster disciplined behavior among students. The study provides valuable insights for educators and policymakers to enhance disciplinary practices in Islamic educational institutions.

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1. INTRODUCTION

Discipline in Islamic schools is deeply intertwined with religious teachings, particularly through the study of Hadith and character education, which are pivotal in shaping students' moral and spiritual development. This approach fosters a sense of responsibility, self-control, and adherence to Islamic principles in daily life. Islamic education systems emphasize character education as a fundamental value, integrating religious teachings to cultivate virtues such as honesty, responsibility, and compassion, which are essential for fostering a civilized

community. Islamic religious education (IRE) effectively integrates Islamic values into students' daily lives, enhancing character traits such as respect and discipline through practices like communal prayer and daily rituals [1]. Prophetic values, such as honesty and justice, are embedded in education to strengthen students' character and prepare them for moral challenges [2]. Memorization of Hadith further supports character formation in young children, instilling commendable behavior such as affection and brotherhood from an early age [2]. Additionally, character education in Islamic schools aligns with national values, promoting integrity, independence, and

mutual cooperation, which are crucial for the nation's development [3]. Islamic teachings complement character education by emphasizing virtues like integrity and accountability, which are essential for societal growth [4].

Incorporating Hadith into educational frameworks provides a valuable opportunity to instill ethical and moral values in students, aligning with the objectives of character education. As the sayings and traditions of Prophet Muhammad (PBUH), Hadith offers comprehensive guidance on virtues such as punctuality, respect, and accountability, which are essential for disciplined behavior and resonate with character education's goals of fostering integrity, empathy, and perseverance. Hadith serves as a guideline for Islamic law and education, strengthening the moral framework for Muslims and providing a foundation for human development [5]. The educational patterns of the Prophet emphasized moral perfection and transforming individuals from ignorance to belief, highlighting the importance of ethical education [6]. Hadiths also shape students' ethics and morals, promoting values like honesty, empathy, and the pursuit of knowledge, crucial for personal and academic growth [7]. Furthermore, character education and Islamic teachings are complementary, fostering societal growth and promoting a civilized community. Virtues such as integrity and accountability emphasized in character education align with Islamic doctrine [4], while the teachings of Prophet Muhammad (PBUH) address contemporary challenges like social justice and environmental protection, integral to character education [8].

Despite the emphasis on discipline in Islamic educational institutions, challenges persist in maintaining consistent behavioral standards among students. Factors such as diverse family backgrounds, peer influences, and the digital age's distractions have compounded the complexity of promoting discipline. Therefore, understanding the role of Hadith and character education in addressing these challenges is crucial for

educators and policymakers. This study aims to examine the effect of Hadith education and character education implementation on student discipline in Islamic schools

2. LITERATURE REVIEW

2.1 *Hadith Education*

The teachings of Hadith play a vital role in Islamic education, providing moral guidance that emphasizes virtues such as honesty, patience, and diligence, essential for personal growth and societal harmony. Incorporating Hadith into curricula fosters moral responsibility, improves student discipline, and aligns actions with Islamic teachings, reinforcing self-discipline and integrity. Hadith education supports moral development by promoting values like honesty, empathy, and knowledge, helping students navigate challenges and build positive relationships [9]. The teachings of Prophet Muhammad exemplify noble character, highlighting faith, honesty, and intelligence as central to Islamic education [10]. Studies show that Hadith education enhances moral understanding and addresses contemporary challenges like globalization and cultural diversity [11], [12]. Prophetic education integrates Islamic values into curricula and teacher behavior, fostering religious and social culture [13]. Islamic education, rooted in the Qur'an and Hadith, aims to develop students into disciplined, honest, and patient individuals, reflecting core Islamic principles [14].

2.2 *Character Education*

Character education in Islamic schools integrates religious principles with moral teachings, emphasizing virtues such as respect, responsibility, and citizenship. This approach aligns with Lickona's holistic educational philosophy, combining explicit instruction, role modeling, and reinforcement of positive behavior. Rooted in the Qur'an and Hadiths, Islamic character education fosters moral and ethical behavior. The Qur'an promotes a holistic approach, integrating intellectual, moral, and spiritual development, including self-purification (Tazkiyah) and character formation through parental guidance [15]. Islamic education aims to develop individuals who are intellectually capable and ethically grounded, contributing to societal harmony [16]. The Hadiths, particularly in Jāmi'ul Ulūm Wal Hikam, highlight values such as sincerity, patience, and honesty, which are integrated into Madrasah curricula to teach commendable morals [17], [18]. Implementation strategies in Islamic education emphasize role modeling and habituation, with teachers demonstrating exemplary behavior and families instilling Islamic values through teaching and practice from an early age [19], [20].

2.3 Student Discipline

Discipline in Islamic educational settings integrates moral integrity, obedience to divine commandments, and adherence to school rules, playing a key role in academic success and social harmony. Islamic schools emphasize

values-based education to foster moral reasoning and ethical decision-making, supported by family, peers, and educational practices. By integrating values like honesty, responsibility, and empathy into curricula, Islamic education strengthens beliefs and shapes morally responsible individuals [21]. Teachers contribute by providing guidance, motivation, and consequences for rule violations, using methods like discussions to instill discipline [22]. Positive reinforcement and clear rules further help students internalize values and develop social skills [23]. Discipline is also influenced by family and school practices, requiring collaboration between teachers, parents, and communities to overcome challenges like a lack of awareness about its benefits [22], [24].

2.4 Theoretical Framework

This study is grounded in the theory of moral development proposed by [25], which emphasizes the role of education in advancing individuals through stages of moral reasoning. Hadith education corresponds to the pre-conventional and conventional stages by instilling respect for authority and adherence to societal rules, while character education addresses higher stages of moral reasoning by promoting universal ethical principles.

While numerous studies have explored the impact of Hadith and character education individually, there is limited research examining their combined effect on student discipline in Islamic schools.

This study aims to fill this gap by providing empirical evidence on how these educational practices interact to shape student behavior.

3. METHODS

3.1 Research Design

The study employs a quantitative research design to explore the relationship between the implementation of Hadith education, character education, and student discipline. This approach allows for objective measurement and statistical analysis of the variables, providing empirical evidence to support the findings.

3.2 Population and Sample

The population of this study includes students enrolled in Islamic schools that incorporate Hadith and character education into their curriculum. A purposive sampling technique was used to select 70 students who had participated in both educational programs. The sample size was deemed sufficient for statistical analysis and generalizability within the context of this research.

3.3 Data Collection Instruments

A structured questionnaire was developed to collect data on the three main variables:

1. Hadith Education Implementation: Measured through items assessing the frequency and depth of Hadith teachings, as well as their perceived relevance to daily life.
2. Character Education Implementation: Measured through items evaluating the presence of structured character-building activities and their effectiveness in instilling moral values.
3. Student Discipline: Measured through items assessing punctuality, rule compliance, and self-control.

The questionnaire consisted of 20 items distributed across the three variables, using a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The instrument was pre-tested to ensure reliability and validity, with Cronbach's alpha values exceeding 0.7 for all constructs.

3.4 Data Collection Procedure

Data were collected through self-administered questionnaires distributed to students during school hours. Participants were briefed on the purpose of the study and assured of the confidentiality of their responses. The completed questionnaires were collected and checked for completeness before analysis.

3.5 Data Analysis

Data were analyzed using SPSS version 25, following a systematic approach that included several key steps. Descriptive statistics were employed to summarize the demographic characteristics of the sample and provide an overview of the variables. Reliability testing was conducted using Cronbach's alpha to assess the internal consistency of the questionnaire items. Correlation analysis was performed to examine the relationships between Hadith education, character education, and student discipline. Finally, multiple regression analysis was utilized to determine the extent to which Hadith education and character education implementation predict student discipline.

4. RESULTS AND DISCUSSION

4.1 Demographic Characteristics of the Sample

The demographic characteristics of the 70 students in the study reflect the diversity and background of students in Islamic schools. The sample was evenly distributed between male and female students (50% each), ensuring gender neutrality. Most students were aged 15–16 years (42.9%), representing typical high school demographics, with junior high school

students comprising 57.1% and senior high school students 42.9% of the sample. Regarding religious study duration, the majority (42.9%) had 3–5 years of experience, indicating a moderate level of familiarity with Hadith education. Parental education levels were evenly split, with 42.9% of students' parents having attained higher education, suggesting a potential influence on the students' approach to discipline and learning. These demographic details provide a comprehensive overview of the sample, supporting the interpretation of the study's findings.

4.2 Descriptive Statistics

The descriptive statistics provide an overview of the participants' demographic characteristics and the distribution of responses for the key variables. The study involved 70 students from Islamic schools, with an almost equal representation of males and females. The mean scores for the variables indicated high levels of implementation and outcomes: Hadith Education Implementation (Mean = 4.15, SD = 0.45), Character Education Implementation (Mean = 4.25, SD = 0.50), and Student Discipline (Mean = 4.10, SD = 0.55). These results reflect a strong integration of Hadith and character education, alongside commendable levels of discipline among the students.

4.3 Reliability Testing

The Cronbach's alpha values for the constructs were 0.812 for Hadith Education Implementation, 0.853 for Character Education Implementation, and 0.836 for Student Discipline. All these values exceed the threshold of 0.70, indicating high internal consistency and reliability for the measurement instruments used in the study.

4.4 Correlation Analysis

The correlation matrix revealed significant positive relationships between the variables, indicating strong associations. Hadith Education and Student Discipline showed a correlation of $r=0.626, p<0.01$, while Character Education and Student Discipline

demonstrated a higher correlation of $r=0.681, p<0.01$. Additionally, Hadith Education and Character Education were positively correlated with $r=0.582, p<0.01$. These findings suggest that both Hadith education and character education are strongly linked to enhancing student discipline.

4.5 Regression Analysis

A multiple regression analysis was conducted to assess the combined effect of Hadith education and character education on student discipline. The regression model was statistically significant ($F(2,67)=28.45, p<0.001$), with an R^2 value of 0.52, indicating that the two independent variables explain 52% of the variance in student discipline. The standardized regression coefficients were $\beta=0.357, p<0.01$ for Hadith Education and $\beta=0.457, p<0.001$ for Character Education. These results demonstrate that both variables significantly predict student discipline, with character education having a slightly stronger influence.

Discussion

The findings of this study highlight the significant role of Hadith and character education in fostering discipline among students in Islamic schools. These results align with previous research by [6], [17], [26]–[28], who found that religious teachings and character-building programs are effective in shaping ethical behavior and promoting self-regulation.

Hadith education provides a spiritual and moral framework that inspires disciplined behavior among students. The positive correlation and significant regression coefficient observed in the study confirm that regular exposure to Hadith teachings enhances students' understanding of moral values. This understanding encourages responsible actions and self-control, aligning student behavior with Islamic ethical principles.

Character education was found to have a stronger impact on student discipline than Hadith education, highlighting the

importance of structured programs that translate moral teachings into practical actions. By fostering traits such as responsibility and respect, character education equips students with essential tools to navigate complex social and academic environments. The combined effect of Hadith and character education underscores the value of an integrated approach, where Hadith education provides the philosophical foundation, and character education operationalizes these principles, creating a comprehensive framework for behavioral development in Islamic schools.

Implications for Educational Practice

The findings suggest that Islamic schools should prioritize the integration of Hadith and character education into their curricula to enhance student discipline. Teachers and administrators can use this study as a basis for designing educational programs that combine religious teachings with practical character-building activities.

Limitations and Future Research

While this study provides valuable insights, it is limited by its small sample size and focus on a specific context. Future research could explore the impact of other variables, such as parental involvement and peer influence, on student discipline. Additionally, qualitative studies could

provide a deeper understanding of how students internalize Hadith and character education.

5. CONCLUSION

This study concludes that Hadith and character education significantly influence student discipline in Islamic schools, demonstrating that the integration of religious teachings with character education fosters ethical behavior, self-regulation, and adherence to rules among students. While Hadith education provides a moral foundation rooted in Islamic principles, character education operationalizes these teachings for practical application in daily life. The findings highlight the importance of a comprehensive approach that combines spiritual and moral development to enhance discipline. Islamic schools are encouraged to systematically implement both Hadith and character education in their curricula, while policymakers and educators should develop strategies to strengthen these programs and address contemporary challenges in student behavior. Future research should broaden the scope by including larger sample sizes and exploring additional factors, such as family background, peer influence, and digital distractions, to deepen the understanding of effective disciplinary practices in diverse educational contexts.

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