



## The Implementation of Moral and Character Values Education in the Islamic Competition in Kutoharjo Village

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**Abstract:** Education of moral values and character is very important in shaping the personality of children with noble character. The implementation of this education can be done through various activities, one of which is Islamic competitions. The purpose of this study is to explore how the implementation of Islamic competitions can be an effective means of internalizing moral and character values, as well as its impact on the social life of the Kutoharjo Village community as a whole. Researchers used qualitative methods, with data collection techniques of observation, interviews, and documentation. Then continued to analyze the data by using data reduction techniques, presenting data, and drawing conclusions. The Islamic competition in Kutoharjo Village, as part of the KKN UIN Walisongo program, plays an important role in shaping the character of the younger generation through the cultivation of moral and religious values. By involving 29 children aged 5-12 years in adhan, tartil, and short surah memorization competitions, this activity provides an opportunity for children to develop their talents, increase self-confidence, and spread the values of patience, honesty, tolerance, and peace in the community.

**Keywords:** Implementation, Moral and Character Values, Islamic competition

### 1. BACKGROUND

Education of moral values and character is very important in shaping the personality of children who have noble character. The implementation of this education can be done through various activities, one of which is an Islamic competition. Education is a conscious effort regularly and systematically carried out by educators to students in order to influence students so that they have the nature and character that are in accordance with the expectations and ideals of education. Therefore, education is one of the most important factors in the process of human life (Djuwairiyah and Nawafil 2021). There are many kinds of education that can be given to students, including religious education and character education.

Islamic education is an activity that aims to equip students to become useful people. Islamic education plays an important role including maintaining and developing the function of Islamic values derived from the Qur'an and Hadith, a tool for changing innovation and development as well as maintaining and connecting traditional, social and cultural levels (Lestari and Anshori 2021).

In addition to religious education, moral and character education is an important aspect in the formation of individual personalities with integrity. In the midst of

increasingly rapid modernization and globalization, moral and character education is becoming increasingly relevant to form a generation that is not only intellectually intelligent, but also morally strong. These values are important to be instilled early on through various channels, including through non-formal education activities such as Islamic competitions.

Kutoharjo Village is one of the villages that has great potential in implementing moral and character education activities. The village is known to have a community that upholds Islamic values in daily life. Through various religious activities, the people of Kutoharjo Village strive to maintain and preserve the Islamic values that have become part of their culture.

One of the efforts made to instill and strengthen moral and character values among the community, especially the younger generation, is by holding Islamic competitions. These competitions not only serve as a competition, but also as an effective learning medium in conveying moral and character values. Through activities such as Al-Qur'an reading competitions, Al-Qur'an memorization, and Adhan competitions, participants are not only tested for their intellectual abilities and skills, but also guided to understand and practice noble Islamic values.

Previous research, as stated by Arifin (2020) in *Character Education in Islamic Perspective*, confirms that religion-based activities, including Islamic competitions, can play a significant role in children's character building. Arifin explained that the structure of organized religious activities can support the learning of moral and ethical values more effectively. In line with this, Maulana (2021) in his article entitled *The Role of Religious Education in Children's Character Building* shows that faith-based educational activities involving elements of competition can strengthen the application of moral values in children's daily lives (Maulana 2021).

The implementation of moral value and character education through Islamic competitions in Kutoharjo Village is expected to have a positive impact on society. In addition to strengthening the identity of the younger generation as noble individuals, this activity is also expected to strengthen the relationship between residents, and increase the spirit of togetherness and mutual cooperation in community life.

Against this background, it is important to explore how the implementation of Islamic competitions can be an effective means of internalizing moral and character values, as well as its impact on the social life of the Kutoharjo Village community as a whole.

## **2. THEORETICAL STUDY**

### **Implementation**

In the Big Indonesian Dictionary (KBBI) is the implementation, application. Meanwhile, according to experts, Usman (2002) reveals that "Implementation is something that boils down to activity, action, action, or the mechanism of a system. Implementation is not just an activity, but also an activity that is planned and carried out seriously based on certain norms to achieve a goal" (Hidayat, Tanod, and Prayogi 2022). In this case, implementation in relation to character and moral education is the implementation of an activity or method carried out on a child as an effort to build children's character and morals from an early age. From these activities, the output resulting from the implementation of character and moral education is the embedding of character and moral values in children so that they are able to bring out noble attitudes and behaviour.

### **Education**

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and skills needed by themselves and society (Abd Rahman et al. 2022). Education can be interpreted simply as a human effort to grow and develop the potential that has existed since man was born, both physically and spiritually in accordance with the values that exist in society and culture. Thus education and culture often coexist and advance each other. Meanwhile, according to experts, Prof. Dr. M.J Langeveld revealed that education is the provision of guidance and spiritual assistance for those who still need it.

Islamic education is the process of developing human potential through teaching, habituation, guidance, control and supervision to acquire various Islamic knowledge and values to realise the perfection of life, both in this world and the hereafter. The purpose of this Islamic education is to foster a sense of belief in the Lord of the universe. In addition, Islamic education also aims to guide children to become true Muslims, have firm faith, do good deeds, and have noble character (Syafirin et al. 2023a).

### **Moral Value Education**

According to the National Education System Law of 2003 article 1 paragraph (1): "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state."

Meanwhile, value is defined as a concept or idea about something that is considered important in life. Based on the Poerwadarminta dictionary, when associated with morals, it is a certain teaching of good and bad that is accepted by the general public regarding actions, attitudes, obligations, morals, character, and morals. According to Soegarda P. and Harahap, H.A.H. (1981: 434), the characteristics that indicate the existence of moral education: (1) pay enough attention to instincts and spontaneous and constructive impulses; (2) enough to open the discretion to form a good opinion; (3) enough to pay attention to the need for sensitivity to accept and responsiveness; (4) moral education allows choosing wisely what is right, what is not.

So moral value education is a conscious effort made by humans (adults) who are planned to provide opportunities for students (children, the next generation) to instil divinity, aesthetic and ethical values, good and bad values, right and wrong, regarding actions, attitudes and obligations; noble morals, noble character in order to reach maturity and responsibility (Syafirin et al. 2023b).

The scope of moral values education materials includes: divinity, honesty, ethics, noble character, care and empathy, cooperation and integrity, humour, independence and confidence, loyalty, patience, pride, resourcefulness, respect, responsibility, and tolerance (Pam Schiller and Tamera Bryant, 2002), as well as obedience, attentiveness, and gratitude.

### **Character Value Education**

Value and character education is a soft discipline, which is inter, multi and transdisciplinary in nature. A lot of expertise is needed by lecturers and teachers to instil noble values and noble character and familiarise them in daily life (Faiz 2020). Character education itself is an effort to develop character so that it can achieve the character values desired by the nation. Character education through the components of knowledge, awareness, willingness, and action to implement the character values instilled in school residents). This is in line with the opinion of (Duncan, 2007). which explains that character

education is currently moving in the right direction, meaning that character education can result in the development of useful skills, knowledge, and moral habits (Nawawi 2011).

Meanwhile, according to the Ministry of Education and Culture, there are 18 character values that must be developed at every level and unit of education in Indonesia. These values are: a.) Religious, b) Honest, c) Tolerance, d) Discipline, e) Hard Work, f) Creative, g) Independent, h) Democratic, i) Curiosity, j) Spirit of nationality or nationalism, k) Love for the country, l) Respect for achievement, m) Communicative, n) Peace-loving, o) Love to read, p) Environmental care, q) Social care, r) Responsibility (Andayani 2011).

### **3. RESEARCH METHODS**

The research method used by researchers is qualitative research methods. According to Creswell (2009) explains that qualitative research is research that goes through an investigative process in understanding human and social problems through a process of searching for data in the form of sentences or words, providing reports on how the responses of the sources in detail, and in natural circumstances (Agustianti et al. 2022). Data collection techniques carried out by researchers using observation, interview, and documentation techniques. Data analysis techniques carried out by researchers using data reduction techniques, data presentation, and conclusion making.

### **4. RESULT AND DISCUSSION**

#### **Implementation of moral values and character education in Islamic competitions in kutoharjo village**

Moral values and character education is very important in Islam because Islamic education can help young people to understand the importance of moral values and how to develop good moral values and character. In addition, moral values and character education teaches about the values of patience, honesty, and sincerity, which can help the younger generation to improve moral values education and a strong and resilient character (Astuti et al. 2023).

From research conducted by KKN MIT-18 UIN Walisongo Post 110 students, they argue that moral and character value education is very important and must be applied to every student. Which must be applied since students are at an early age or PAUD level. Because this moral and character value education has the aim of improving moral and character values education (Ika Aprilita et al. 2022).

One example to improve the implementation of moral and character values education is the Islamic competition held in Kutoharjo Village, Kaliwungu District. The Islamic competition held by KKN MIT-18 UIN Walisongo Semarang Posko 110 students. The Islamic competition held in Kutoharjo Village is very appropriate to improve the moral values and character of children. Because there are adzan competitions, tartil competitions, and qiroati competitions. From these competitions, children have many good and useful experiences which can make the contestants dare to be more confident to appear in public, can develop the talents they have, and make children form their own character.

The function of moral and character value education for the younger generation is to provide a deep understanding of Islamic teachings through Islamic competitions held by KKN MIT-18 UIN Walisongo posko110 students in Kutoharjo Village. Forming a strong and resilient personality in facing the challenges of life to come, increasing morality and positive attitudes in children, fostering academic and social skills, instilling religious values in the younger generation.

The purpose of education of moral values and character in Islamic competitions held by KKN MIT-18 Posko 110 students in Kutoharjo Village is to increase a good and correct and complete understanding of Islamic teachings through this adhan competition, tartil competition, and qiroati competition. Forming participants and spectators into human beings who are noble, independent, and responsible. Making the community in Kutoharjo Village a prosperous, just, and prosperous community, based on Islamic teachings. Forming young people who are able to develop their potential and contribute to the surrounding community. Spreading messages of peace, tolerance and peace in the community.

In carrying out these functions and achieving these goals, moral values and character education also pays attention to diversity in society. The aim is to teach universal values that can be adopted by all levels of society without exception. Thus, education of moral values and character not only plays an important role in shaping the character of the younger generation, but also contributes to the development of society and the nation at large.

### **Implementation Strategy of Moral and Character Education in Islamic Competition**

Islamic competition activities were held on August 4, 2024 in Kutoharjo Village. This Islamic competition is one of the work programs of the education and religious division of KKN UIN Walisongo Semarang. The hope is that this Islamic competition will

become a forum for children to develop their potential, develop their interests and talents, and as a means of instilling religious values in children, especially in children aged 5 to 12 years. This Islamic competition was attended by the children of Kutoharjo Village as many as 29 registrants. The implementation strategy of moral and character value education in the Islamic competition is divided into 3 categories, namely the call to prayer competition, the tartil competition, and the short surah memorization competition. The explanation of the 3 categories of activities in the Islamic competition is as follows:

**a. Call to Prayer Competition**

The adhan competition is one of the activities to add insight and experience to children. The existence of the adhan competition aims to train self-confidence, as well as skills to call to prayer. The adhan competition is specifically for boys to familiarize and increase self-confidence in making the call to prayer. This competition was attended by 7 participants. The criteria for evaluating the adhan competition include makharijul huruf, sound, rhythm, and adab. At the end of the competition, the jury gave an assessment of how to master the correct techniques in performing the adhan, then recite the recitations of the adhan, as well as good and correct breath control. The jury will select three winners who are truly considered to have mastered the techniques of the adhan competition.



**Picture 1** Call to Prayer Competition

**b. Tartil Competition**

The tartil competition was attended by 6 children, consisting of 3 girls and 3 boys. The provisions of the tartil competition are that participants read two surahs (the mandatory surah (Ad-dhuha) and selected surahs). In this competition, the judges not only assess the fluency of reading but also pay attention to intonation, expression, and mastery of tajweed. This competition is not only a competition, but also an important momentum to increase children's love and closeness to the Qur'an.



**Picture 2** Tartil Competition

**c. Short Surah Memorization Competition**

Before the competition began, the jury gave a debriefing to the children participating in the competition regarding the provisions of the competition. In the short surah memorization competition, the assessment criteria include letter makhroj, fluency, tajweed and adab. The provisions in the short surah memorization competition are that participants will be determined one surah randomly by the jury, namely between surah An-nas to Ad-Dhuha, then continued with the continued verse. This competition was attended by 8 participants, consisting of 1 male participants and 7 women. From these 8 participants, the jury chose 3 winners who were considered to have the ability to memorize short surahs. The event went smoothly, all the children who participated had given their best efforts in their efforts to memorize short surahs.



**Picture 3** Short Surah Memorization Competition

**5. CONCLUSIONS AND SUGGESTIONS**

The implementation of moral values and character education through Islamic competitions in Kutoharjo Village plays an important role in shaping the personality of the younger generation. Islamic education, which includes the values of patience, honesty and sincerity, helps to improve the character and morality of children from an early age. Islamic competitions, such as adhan, tartil and qiroati competitions, provide opportunities for children to develop their talents, boost their confidence and shape their personalities. In



addition, these activities also aim to spread religious values, tolerance, and peace in society, as well as forming a generation that is responsible and contributes positively to the surrounding environment.

The Islamic competition held in Kutoharjo Village on August 4, 2024 is part of UIN Walisongo's KKN program that aims to develop children's potential, improve their interests and talents, and instill moral and religious values, especially for children aged 5-12 years. The competition was attended by 29 participants and consisted of three categories: adhan competition, tartil competition, and short surah memorization competition.

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