



THE URGENCY OF MORAL VALUES IN THE FORMATION OF INTELLECTUAL CHARACTER

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Abstract

The formation of intellectual character in education plays a crucial role in producing individuals who are intellectually intelligent and possess high moral integrity. This article outlines the urgency of integrating moral values into the educational process to achieve this goal. Through literature review and theoretical analysis, the article highlights the role of moral values in shaping strong and positive character, as well as the impact of integrating moral values with intellectual learning. The findings show that schools that emphasize moral values are able to develop holistic and balanced character in students. The integration of moral values with intellectual learning through a holistic curriculum is key to creating individuals who are not only academically intelligent but also morally noble. This article also discusses the challenges in integrating moral values and intellectual character, as well as the efforts required from schools, families, and communities to overcome these challenges. Thus, the integration of moral values and intellectual character is an important step in shaping well-rounded, intelligent, and moral individuals to face future challenges effectively.

Keywords: Morals, Character Formation, Intellectual

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INTRODUCTION

مقدمة

The formation of intellectual character is one of the fundamental aspects of education that aims to produce individuals who not only possess intellectual intelligence but also high moral and ethical integrity. In this context, moral values play a very important role. Akhlak, an Arabic term referring to good and commendable behavior and attitudes, forms the foundation for the development of a holistic and balanced character.

Moral values such as honesty, responsibility, justice, and compassion are universal principles accepted across various cultures and religions. Integrating these values into the educational process aims not only to shape academically successful individuals but also those capable of making positive contributions to society. Education that focuses solely on cognitive aspects without considering moral and ethical aspects has the potential to produce intellectually intelligent individuals who may lack ethics and responsibility.

In the current era of globalization and rapid technological advancement, the challenges in forming intellectual character are increasingly complex. The rapid development of information, easy access to various forms of knowledge, and shifting societal values demand a comprehensive approach in education. Therefore, the instillation of moral values becomes increasingly urgent to ensure that intellectual development aligns with moral growth.

This article will discuss the urgency of moral values in the formation of intellectual character. Through theoretical and empirical analysis, this article will outline how moral values can be integrated into the educational system and their impact on individual character development. Thus, it is hoped to contribute to the development of a more holistic and humane educational model, which not only produces intelligent individuals but also noble in character.

METHOD

منهج

The method used in this article is a literature review, which involves collecting data by understanding and studying theories found in literature relevant to the research. There are four stages in the literature review for this research: preparation of necessary tools, compiling a bibliography, time management, and reading and noting research material. Data collection is carried out by searching for sources and constructing information from various sources such as books, journals, and previous research (Santosa, 2015). The data obtained from these various references are then critically and thoroughly analyzed to support the proposed propositions and ideas.

The data analysis method used is content analysis. Literature reading is conducted repeatedly, and cross-checking between literatures is done to ensure accurate research results and to minimize errors due to the researchers' limitations. This research is reported by organizing findings based on the principles of simplicity and ease, considering the researchers' limitations in conducting a detailed and in-depth literature review. The purpose of simplicity and ease in presenting the results is to facilitate readers' understanding of the core content regarding the urgency of moral values in shaping intellectual character.

RESULT

نتائج

The Role of Moral Values in Education: This research indicates that education emphasizing moral values helps students develop strong and positive character. This includes the development of a work ethic, self-discipline, and a sense of social responsibility.

Integration of Moral Values and Intellectualism: Findings show that moral values can be integrated with intellectual learning through a holistic curriculum. Such a curriculum not only focuses on cognitive aspects but also on the affective and moral development of students.

Case Studies and Best Practices: Several studies note the success of schools that implement character education programs based on moral values. For example, schools that integrate extracurricular activities with moral education, such as Islamic boarding schools (pondok pesantren), show improvements in students' ethical behavior and academic achievements.

DISCUSSION

مناقشة

The Concept Of Moral Values

The term "value" originates from the Latin word "valere," which means to be useful, able, powerful, and valid. Therefore, a value can be defined as something considered good, beneficial, and true according to the beliefs of an individual or group (Susiatik & Sukoco, 2022). This implies that a value is something seen as useful and good, both by individuals and groups. A value is something inherent in an entity and becomes part of its identity. Both material and abstract

forms in nature cannot be separated from values. Values provide definition, identity, and indication to everything, whether concrete or abstract.

Values serve as guidelines for behavior, aesthetics, justice, truth, and efficiency, binding humans and should be practiced and upheld (Hamid, 2016). In other words, values should be practiced in accordance with prevailing rules. Values can be used as references to judge right or wrong. The purpose of education is to direct towards certain values, including high moral values (Aini et al., 2021). Every human action contains values. Habits of behavior in daily life need to be built and shaped to produce values that lead to goodness, as well as in the realm of education, resulting in students with good morals.

Morality refers to a person's behavior driven by the will of the soul that can result in good or bad, becoming ingrained in their soul and expressed in daily life. Morality encompasses all matters related to human behavior (Mas'ud et al., 2018). It consists of habitual behaviors performed without much reconsideration. Good or commendable morality is referred to as "akhlaq karimah" or noble morals. Commendable morality eliminates all kinds of reprehensible habits. In Islam, it is explained as all actions and words of a person that can increase faith and yield rewards (Monicha et al., 2020).

Another understanding of "akhlaq karimah" (noble morals) is morality in accordance with the Qur'an and Sunnah. Therefore, "akhlaq karimah" means praiseworthy behavior that signifies the perfection of one's faith in Allah. "Akhlaq karimah" arises from qualities manifested in actions aligned with the teachings of the Qur'an and Hadith. For example, the feeling of shame in committing evil is one aspect of good morality. "Akhlaq karimah" manifests in a person due to possessing correct beliefs and religious practices (Susiatik & Sukoco, 2022). Based on this understanding, "akhlaq karimah" refers to noble, praiseworthy, and good human behavior, originating from the human heart and expressed in daily actions.

According to Ibn Maskawaih, morality is a characteristic embedded in a person's soul, prompting them to act without the need for thought and consideration. Furthermore, Al-Ghazali explains that morality is a trait ingrained in the human soul that allows a person to act easily without requiring deep thought and consideration (Susiatik & Sukoco, 2022).

Morality is the primary foundation for Muslims, as Prophet Muhammad was appointed as the Messenger solely to perfect human morality. Therefore, instilling moral values in education is part of the excellence of education (Aini et al., 2021). This is explained by the Prophet Muhammad (SAW): (From Abu Hurairah, he said, the Prophet said: "Indeed, I was sent to perfect morals." (HR. Imam Ahmad). The position of morality in education significantly influences future life, both as individuals and as a society and nation, because the success or downfall of a nation depends on its morality.

Every human action oriented towards goodness certainly has a basis as a reference for action. The foundation of morality in Islam is the Qur'an and Sunnah, which also serve as sources for moral education. The Qur'an and Sunnah are the primary sources for moral activities and behaviors. The foundation of Islamic morality is reflected in the message brought by the Prophet Muhammad (SAW), sourced from the Qur'an and Sunnah, and manifested through the actions and lifestyle of the Prophet himself. The behavior and lifestyle of the Prophet serve as the perfect example for human life, both physically and spiritually.

Therefore, it is clear that the basis to be held in acting and behaving is the Qur'an and Sunnah or Hadith. The goal of morality itself is to create good habits or dispositions to achieve

happiness in this world and the hereafter (Mas'ud et al., 2018). Noble morality is morality that is pleasing to Allah SWT, and good morality can be realized by drawing closer to Allah through obeying all His commands and avoiding all His prohibitions, following the teachings of the Prophet's Sunnah, and preventing oneself from bad and approaching the good.

Therefore, morality can be considered good or "mahmudah" if a person in all their actions shows praiseworthy behavior. For a Muslim, the best morality is found in the person of Prophet Muhammad (SAW), as his traits and behaviors are commendable and serve as "uswah hasanah," the best example for all Muslims.

Intellectual Character

Intellectual character pertains to reinforcing character through thinking. It involves the values of intellectual virtues. Intellectual character education is a gradual process of teaching children habits so that they consistently use thoughts, attitudes, and behaviors based on the values of intellectual virtues (Rizqa, 2022). Therefore, the goal of intellectual character education is to ensure that students' attitudes and behaviors reflect intellectual character values. One important intellectual virtue is curiosity, which can shape students' intellectual character. However, this value is sometimes not fully developed within students.

Intellectual character is the disposition to act, think, and feel in the pursuit and transmission of truth, knowledge, and understanding (Baehr, 2017). Thus, intellectual character is the quality or tendency to act, think, and feel in ways that embody values in the effort to acquire knowledge, particularly evident in the context of academic learning (Rizqa, 2022). The academic learning process results from the effects of intellectual character behavior. Intellectual character is marked by traits such as curiosity, open-mindedness, intellectual courage, intellectual thoroughness, and attentiveness. These intellectual values are pillars of an individual's strength of character as a thinker or a good learner (Baehr, 2017). These values produce intellectual traits that are part of intellectual virtues, which are the main focus in education. Therefore, education plays an important role in facilitating the development of intellectual character traits.

The characteristic of curiosity or the drive to know is one attribute that marks the formation of intellectual character in students. Education plays a crucial role in facilitating the development of these traits in intellectual character. An attitude of open-mindedness is key in expanding knowledge through a consistent and productive thinking process, which in turn shapes cognitive behavior patterns. Open-mindedness has two main aspects: self-awareness and the ability to self-assess.

Intellectual courage is a characteristic of intellectual character that enables individuals to accomplish intellectual tasks by seeking new information, understanding, and recognition. It involves the courage to overcome fear in performing intellectual tasks and to think carefully without being influenced by reasonable fears.

Intellectual thoroughness is one of the prominent intellectual virtues in individuals. Intellectual thoroughness is reflected in a strong desire to achieve truth. This is a habit often possessed by genius scientists involved in intellectual activities. This virtue also depends on an individual's level of attention. Students who are attentive in class not only follow the teacher's instructions but also carefully observe their surroundings and relate them to a broader context.

Attentiveness or vigilance is defined as a deeper intellectual virtue. Attentive students are able to critically capture the situations around them. They delve into the lesson material and

connect it with other concepts carefully. Attentive students focus on what they hear, ask questions, and consider these ideas within the framework of the epistemology of virtue (Rizqa, 2022).

Regarding the development of intellectual character, Islam is based on the belief that deep understanding and broad insight will enable a person to better comprehend religious teachings. Conversely, those who lack knowledge tend to struggle to become strong Muslims. In terms of belief, Islam emphasizes the importance of having strong arguments and reasons, even those that are rational and universal, to justify beliefs. One undeniable proof is when Prophet Muhammad first received revelation, the main message of which was a call to learn (Saifullah, 2020).

Integration of Moral Values and Intellectual Character

The integration of moral values and intellectual character is an essential aspect in shaping an individual's personality, encompassing the moral principles underlying human actions and the mental qualities that support critical, creative, and reflective thinking abilities. Education is not only about the transfer of knowledge but also about fostering good character. Therefore, integrating moral values in education helps create individuals who are both intelligent and morally upright (Bialik et al., 2015). Intellectual character traits such as honesty in thinking, openness to other opinions, and perseverance in seeking truth support moral values. For example, intellectual integrity prevents individuals from being influenced by misinformation and encourages the pursuit of truth.

School curricula that combine moral and ethical education with academic subjects, such as teaching history from both factual and moral perspectives of historical figures' actions, are one way to integrate these values. Teachers play a key role in this process as role models who reflect moral values and intellectual character through their attitudes, words, and actions. A supportive school environment, which encourages students to be honest, appreciate differences, and think critically, as well as programs like group discussions, debates, and extracurricular activities, help students develop both aspects. Families also play a crucial role, with parents as the primary educators needing to set a good example in moral and intellectual matters, creating a loving and supportive environment to help children develop good character and critical thinking skills.

Despite its importance, the integration of moral values and intellectual character faces challenges such as the negative influence of media and social environments that can undermine children's moral and intellectual development, as well as a lack of understanding and commitment from schools and families. To address these challenges, cooperation between schools, families, and communities is needed. Schools should provide training for teachers on the importance of moral values and intellectual character, while families should be made aware of and supported in implementing these values at home. Additionally, public policies supporting character education are crucial. Integrating moral values and intellectual character is a critical step in shaping well-rounded and quality individuals, influencing academic success and behavior in society. Thus, with good cooperation between schools, families, and communities, we can create a generation that is intelligent, moral, and capable of facing future challenges effectively (Baehr, 2017).

CONCLUSION

خاتمة

Research on the urgency of moral values in shaping intellectual character emphasizes the

importance of integration between morality and knowledge in education. Strong moral values play a central role in shaping noble personalities and supporting responsible intellectual development. The positive correlation between good morals and intellectual abilities underscores the need for holistic education, which focuses not only on cognitive aspects but also on moral and ethical ones. The implementation of moral values in the educational curriculum can prevent negative behavior and create a learning environment that is honest and integral. Moral education should be an integral part of the curriculum to ensure that students develop not only intellectually but also morally and ethically. Educators and leaders in educational institutions need to be role models in applying moral values to provide a positive influence on students' character development. The long-term influence of consistently applied moral values from an early age indicates that the integration of morals in education is an urgency that cannot be ignored in shaping individuals ready to face life's challenges and contribute positively to society.

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