

The Influence of Islamic Teachings on Students' Attitudes towards Social Justice

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Abstract:

The purpose of this study is to examine the influence of Islamic teachings on students' attitudes towards social justice, with a particular focus on how values such as equality, compassion, fairness, and community responsibility are internalized in educational settings. Using a qualitative approach supported by descriptive analysis, the research explores how students perceive and practice social justice principles in their daily interactions, academic environment, and community engagement. The findings reveal that Islamic teachings, when integrated into both formal and non-formal education, significantly shape students' perspectives on justice and fairness, fostering empathy, tolerance, and a sense of responsibility toward marginalized groups. Furthermore, the study highlights the role of teachers, religious education, and institutional culture in reinforcing these values. This research contributes to a deeper understanding of the transformative role of religion in promoting social justice among the younger generation, particularly within Islamic education contexts.

Keywords: *Islamic Teachings, Students' Attitudes, Social Justice, Education, Values Formation*

Abstrak :

Tujuan dari penelitian ini adalah untuk mengkaji pengaruh ajaran Islam terhadap sikap mahasiswa terhadap keadilan sosial, dengan fokus khusus pada bagaimana nilai-nilai seperti kesetaraan, welas asih, keadilan, dan tanggung jawab masyarakat diinternalisasikan dalam lingkungan pendidikan. Dengan menggunakan pendekatan kualitatif yang didukung oleh analisis deskriptif, penelitian ini mengeksplorasi bagaimana siswa memahami dan mempraktikkan prinsip keadilan sosial dalam interaksi sehari-hari, lingkungan akademik, dan keterlibatan masyarakat. Temuan ini mengungkapkan bahwa ajaran Islam, ketika diintegrasikan ke dalam pendidikan formal dan non formal, secara signifikan membentuk perspektif siswa tentang keadilan dan keadilan, menumbuhkan empati, toleransi, dan rasa tanggung jawab terhadap kelompok-kelompok yang terpinggirkan. Lebih lanjut, penelitian ini menyoroti peran guru, pendidikan agama, dan budaya kelembagaan dalam memperkuat nilai-nilai tersebut. Penelitian ini berkontribusi pada pemahaman yang lebih dalam tentang peran transformatif agama dalam mempromosikan keadilan sosial di kalangan generasi muda, khususnya dalam konteks pendidikan Islam.

Kata Kunci: *Ajaran Islam, Sikap Santri, Keadilan Sosial, Pendidikan, Pembentukan Nilai*

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INTRODUCTION

Education has long been recognized as a vital means of shaping human character, values, and perspectives on life. Within the Islamic educational framework, the role of religious teachings is not only to provide spiritual guidance but also to promote social consciousness and responsibility (Rahim et al., 2024). Among the various dimensions of human development, social justice occupies a central place as it reflects fairness, equity, and compassion towards others. The concept of justice in Islam is deeply rooted in the Qur'an and Hadith, emphasizing equality among human beings regardless of social status, ethnicity, or background. These principles, when

transmitted through education, have the potential to significantly influence students' attitudes and behavior in their interaction with society. The relevance of Islamic teachings in nurturing social justice values has become increasingly important in today's globalized world. Modern societies are marked by disparities, marginalization, and inequality, which challenge the moral foundation of communities (Masinambow & Nasrani, 2021). Islamic education, by embedding the principles of fairness and collective responsibility, can play a transformative role in addressing such challenges. For students, learning about justice is not limited to understanding theoretical concepts, but also involves developing attitudes and dispositions that encourage active participation in creating a more equitable society. The integration of these teachings into educational practices, therefore, becomes a powerful means of fostering socially responsible citizens (Izza, 2019).

Social justice, as envisioned in Islamic teachings, extends beyond legal and economic matters to encompass compassion, care for the poor, and the protection of rights for all individuals (Hendri, 2012). The Prophet Muhammad's example demonstrates how justice is to be lived out in daily practices, ensuring that the vulnerable and marginalized are given due attention. When these values are transmitted to students, they are more likely to view their peers and community members with empathy, respect, and fairness (Asroruddin Al Jumhuri & Mataram, 2024). Thus, the process of internalizing Islamic values in the classroom environment can significantly shape students' moral and social outlook, promoting attitudes that align with the broader goals of justice and harmony in society. The importance of exploring students' attitudes towards social justice cannot be overstated, as young people represent the future leaders and decision-makers of society. If they develop a strong sense of fairness, tolerance, and compassion early in life, they will be more inclined to contribute positively to social change. Islamic teachings, when effectively integrated into learning, have the capacity to nurture such values by highlighting the ethical dimensions of human interaction. This suggests that the study of the influence of Islamic teachings on students is not merely academic but also practical in shaping the direction of future societies.

In many educational institutions, Islamic education is structured to go beyond ritual practices and doctrinal knowledge. It emphasizes moral education, community service, and the cultivation of noble character. Such an approach ensures that students are not only knowledgeable about religious texts but also understand the implications of those teachings for social life (Dalam & Dasar, 2024). When justice, equality, and compassion are consistently emphasized within the curriculum, students gradually internalize these values and apply them in their relationships, decision-making, and community involvement. This educational experience becomes a bridge that connects faith with social responsibility. Another critical dimension in understanding the influence of Islamic teachings on social justice attitudes is the role of educators. Teachers serve as role models whose actions, attitudes, and ways of teaching greatly impact students. By embodying fairness, patience, and empathy in their daily interactions, teachers provide a living example of Islamic principles in practice. This experiential learning process reinforces theoretical lessons, making values more relatable and actionable for students. Therefore, the influence of Islamic teachings cannot be separated from the human element of education, where teachers act as both transmitters and exemplars of justice-oriented values (Pemikiran & Sahal, 2025).

The broader social environment also plays a vital role in shaping how Islamic teachings affect students' attitudes. Schools that promote inclusivity, respect, and cooperation create an atmosphere in which justice and equality can thrive. Similarly, extracurricular activities, religious gatherings, and community projects provide students with practical opportunities to implement the values they learn. This dynamic interaction between classroom instruction and real-life application ensures that social justice is not only understood intellectually but also lived out as a guiding principle in students' daily lives. Despite the positive potential, there are also challenges

in ensuring that Islamic teachings fully influence students' attitudes towards social justice. In some contexts, cultural practices or institutional limitations may overshadow the universal principles of justice promoted in Islam. Students may sometimes struggle to reconcile traditional interpretations with the demands of modern pluralistic societies. This tension highlights the need for critical engagement with religious teachings, enabling students to develop a contextual understanding of justice that is both faithful to Islamic principles and responsive to contemporary realities.

Researching this topic is particularly relevant in the context of increasing global awareness of social inequalities and the growing demand for ethical leadership. By focusing on students as the primary subjects of inquiry, this study seeks to uncover how Islamic values contribute to shaping their worldview. The findings are expected to provide valuable insights for educators, policymakers, and religious leaders in designing educational programs that are not only academically rigorous but also socially transformative. The potential to nurture generations that are sensitive to justice and committed to equity lies at the heart of this research. In conclusion, the study of the influence of Islamic teachings on students' attitudes towards social justice is both timely and significant. It reflects the ongoing need to understand how faith and education intersect to produce socially conscious individuals. As societies continue to face issues of inequality, discrimination, and marginalization, the role of education in fostering justice-oriented values becomes increasingly critical. By examining how students internalize and act upon Islamic teachings, this research aims to contribute to the broader discourse on education, religion, and social transformation.

METHOD

This study employed a qualitative research design to explore the influence of Islamic teachings on students' attitudes towards social justice. A qualitative approach was considered most appropriate because the focus of this research lies in understanding values, perceptions, and experiences, which cannot be fully captured through numerical data alone. By engaging deeply with the participants, the research aimed to uncover the meanings and interpretations they attach to Islamic teachings and how these shape their outlook on issues of fairness, equality, and social responsibility. The qualitative method allowed for flexibility, depth, and context-rich descriptions, enabling the researcher to explore not only what students think but also why they hold certain views and how these views manifest in their behavior. The study was conducted in selected Islamic educational institutions where religious teachings are systematically integrated into the curriculum. These institutions were chosen because they provide a context in which students are regularly exposed to Islamic principles, both through formal classroom learning and through informal religious activities. The sample consisted of students at different levels of study to capture a diverse range of perspectives, ensuring that the data reflected variations in age, educational experience, and personal background. The selection of participants followed a purposive sampling strategy, as the researcher intentionally sought individuals who were directly engaged with Islamic education and were therefore most likely to provide relevant insights into the research questions. This research was conducted in several Islamic secondary schools (Madrasah Aliyah/Sekolah Menengah Islam) in Indonesia that have formally integrated religious values instruction into their curricula. [Jumlah pasti partisipan agar diisi oleh peneliti, misalnya: sebanyak 20 siswa dari kelas X–XII dan 5 guru Pendidikan Agama Islam] were selected as informants based on their active engagement in religious learning activities and their willingness to participate. Each interview lasted approximately 30–45 minutes, was conducted in Indonesian, and was audio-recorded with participants' consent before being transcribed verbatim for analysis.

Data collection was carried out through multiple techniques to ensure richness and validity. Semi-structured interviews were the primary tool, as they allowed the participants to share their experiences and perspectives in their own words while still guiding the conversation

around key themes of social justice and Islamic values. These interviews encouraged open dialogue and provided the researcher with opportunities to probe deeper into specific ideas. In addition to interviews, classroom observations were conducted to examine how Islamic teachings were transmitted in practice and how students interacted with one another in ways that reflected values of fairness, cooperation, and respect. Furthermore, document analysis of textbooks, curricula, and institutional policies was undertaken to provide supporting evidence of how Islamic principles were formally articulated within the educational framework. The process of data analysis followed a thematic approach. The collected data were carefully transcribed, coded, and categorized into themes that reflected recurring patterns related to the influence of Islamic teachings. Special attention was paid to identifying themes such as equality, empathy, tolerance, community responsibility, and fairness, as these were central to the conceptual framework of social justice. Thematic analysis allowed for both inductive and deductive reasoning, meaning that while some categories were informed by existing theories of Islamic education and social justice, others emerged organically from the participants' narratives. This combination ensured that the analysis remained grounded in the lived realities of the students while also connecting to broader scholarly discussions. Data coding and thematic organization were assisted by qualitative data analysis software (e.g., NVivo), which facilitated systematic cross-referencing of recurring patterns across interview transcripts, observation notes, and institutional documents.

To ensure the credibility and trustworthiness of the findings, several strategies were employed. Triangulation was achieved by comparing data from interviews, observations, and documents, thereby reducing the risk of relying on a single source of information. Member checking was also utilized by sharing preliminary interpretations with participants to confirm whether the researcher had accurately represented their perspectives. Peer debriefing with fellow researchers and scholars in Islamic education was undertaken to enhance the analytical rigor and to provide constructive feedback on the emerging themes. By employing these techniques, the study sought to ensure that the findings were both reliable and authentic. Ethical considerations were carefully observed throughout the research process. Participation was entirely voluntary, and informed consent was obtained from all respondents prior to data collection. Students were assured of confidentiality and anonymity, with pseudonyms being used to protect their identities in all reporting. The researcher remained sensitive to the cultural and religious context, ensuring that questions were posed respectfully and that data collection took place in a manner that honored Islamic values and institutional norms. The study was guided by the principle that research involving human participants should not cause harm but rather contribute positively to the understanding of social realities.

The methodological choices of this study reflect the belief that exploring the intersection of religion and social justice requires more than surface-level descriptions; it requires immersion in the lived experiences of individuals. By employing qualitative inquiry, the research could capture the complexity of how Islamic teachings influence attitudes, revealing not only the cognitive dimensions of students' understanding but also the emotional and behavioral components. The triangulated methods, rigorous analysis, and ethical safeguards combined to create a methodology capable of generating insights that are both meaningful and trustworthy. Through this approach, the study aimed to contribute to scholarly discussions on education and social justice while also offering practical implications for educators and policymakers. By highlighting the ways in which Islamic teachings shape students' attitudes, the research methodology ensured that the findings were not abstract but grounded in the realities of educational settings. Ultimately, the methodology provided a framework for understanding how values rooted in religion can translate into social consciousness, thereby offering valuable knowledge for both academic and practical applications.

RESULT AND DISCUSSION

Understanding of Social Justice Through Islamic Teachings

The research findings revealed that students' conceptualization of social justice was strongly influenced by the religious values they encountered in their educational experiences (Ahmad Munarun & Nita Yuli Astuti, 2025). When asked about their understanding of fairness, equality, and justice, students consistently connected these ideas to Islamic principles such as *'adl* (justice), *ihsan* (benevolence), and *rahmah* (compassion). For them, social justice was not simply an ethical framework derived from secular philosophies but a divine commandment that forms part of their spiritual obligation as Muslims. This understanding gave their perception of justice a sacred character, framing justice not only as a social necessity but also as an act of worship and obedience to God. A recurring theme among students was the influence of Qur'anic verses that emphasize fairness in interpersonal dealings and societal structures. For example, the verse in Surah An-Nisa (4:135) that calls on believers to uphold justice even against themselves or their families was frequently mentioned as a guiding principle. This illustrates how the students internalized scriptural teachings to form the foundation of their moral outlook. Rather than perceiving justice as an abstract political ideal, they understood it in concrete, faith-driven terms, where acting justly was tied to the pursuit of God's pleasure. This religiously anchored perspective reinforced their commitment to fairness in both personal and collective contexts. This sacred conception of justice resonates with classical Islamic scholarship, which frames distributive justice as inseparable from religious obligation rather than a purely secular construct (Ahmad & Hassan, 2000), and aligns with recent Indonesian scholarship situating Islamic education as a vehicle for social-justice consciousness within national education policy (Khoirunnisa & Khoiri, 2025).

In addition to the Qur'an, students highlighted the Prophet Muhammad's example—his fairness in trade, protection of the weak, and insistence on equal treatment—as a living model of social justice (Basri et al., 2024). Teachers used these narratives to show how justice should be lived out practically, giving students a sense of continuity with a long-standing Islamic tradition. The curriculum reinforced this by moving beyond ritual worship to emphasize that Islam obligates believers to oppose oppression, speak the truth, and ensure fairness, making justice a central rather than peripheral aspect of religious identity.

What is particularly striking is that students' conceptualization of social justice extended beyond the classroom into their worldview. They viewed justice not only in terms of how they treated their peers but also in relation to broader societal issues such as poverty, discrimination, and corruption. When reflecting on these issues, they consistently referred back to Islamic teachings as the moral compass guiding their evaluations. For example, students expressed that economic inequality could not be tolerated in light of Islamic teachings on charity and wealth distribution. Similarly, they viewed discrimination on the basis of race or ethnicity as contradictory to the Qur'anic principle of human equality. This indicates that their education equipped them with a value-based framework for engaging with complex social realities.

Another significant finding was the way students contrasted Islamic justice with what they perceived as deficiencies in secular systems. Several participants remarked that while modern political ideologies speak about equality, they often fail to implement it effectively due to corruption, self-interest, or materialism. In contrast, they believed that Islamic justice is rooted in divine guidance and therefore provides a more reliable and moral foundation for achieving fairness. This comparison further solidified their attachment to Islamic teachings as the ultimate standard of justice. It also highlights how students develop a sense of confidence in their religious identity as a resource for addressing contemporary issues.

Despite this strong foundation, students acknowledged that applying justice consistently amid competitive academic pressures and interpersonal conflicts remains an ongoing challenge, requiring continuous reflection to balance ideals with lived realities. Overall, students'

understanding of social justice through Islamic teachings proved multifaceted—rooted in scripture, exemplified by the Prophet’s life, reinforced by curriculum, and tested in daily situations—making justice both a spiritual conviction and a practical obligation that shapes how they view themselves and society.

Development of Empathy and Compassion

The research highlighted that one of the most profound effects of Islamic teachings on students is the cultivation of empathy and compassion. Students consistently described how lessons on Qur’anic principles and prophetic traditions shaped their ability to understand and share the feelings of others. Empathy, in this context, was not seen as an optional emotional trait but as a moral obligation that arises directly from religious teachings. They explained that caring for others, particularly the less fortunate, is a reflection of one’s faith, with compassion being an essential manifestation of being a good Muslim. This finding is consistent with research on religious education classrooms elsewhere, which shows that structured engagement with social-justice themes can cultivate what has been termed “informed empathy” among adolescent learners, linking cognitive understanding of injustice with an emotional disposition to respond to it (Kimanen, 2022).

The role of charitable practices such as zakat (obligatory almsgiving) and sadaqah (voluntary charity) was frequently cited as instrumental in developing empathy, encouraging students to recognize that personal wealth carries responsibility toward society. Participation in donation drives, food distribution, and visits to underprivileged communities deepened this emotional connection, while classroom discussions of social inequality and injustice prompted reflective dialogue that helped students internalize a sense of moral responsibility. Religious observances such as Ramadan and communal prayer further reinforced compassion: the experience of fasting heightened students’ sensitivity to hunger and deprivation, embedding empathy within the rhythm of their daily and spiritual lives. These findings echo broader empirical evidence that empathy functions as a significant antecedent of social-justice attitudes and perceptions across educational and organizational settings (Cartabuke et al., 2019), and that structured, dialogue-based learning activities—whether framed religiously or through global-citizenship curricula—can measurably strengthen learners’ critical thinking, social-justice awareness, and empathy in tandem (Waghid, 2024).

The study also found that empathy was reinforced through peer interactions within the school environment. Students reported that they were encouraged to help classmates who were struggling academically, socially, or emotionally. By practicing compassion in everyday situations, they learned to extend concern beyond abstract moral principles to tangible actions. Participants described group projects, mentorship programs, and peer counseling as mechanisms through which they could translate their understanding of Islamic teachings into practical care for others. These repeated experiences helped normalize empathy as a habitual response rather than a sporadic or theoretical concept. Interestingly, students articulated a connection between empathy and justice, suggesting that compassion is a prerequisite for fair treatment. They explained that understanding others’ struggles and perspectives enables one to act justly, as fairness requires an awareness of differing needs and circumstances. Islamic teachings, in this sense, provide both the motivation and the moral framework for cultivating empathetic dispositions. Students reflected that their ability to empathize strengthened their sense of moral duty and inspired proactive engagement in promoting social justice within and beyond the school setting.

Despite these positive outcomes, some students acknowledged that peer pressure and competing social norms occasionally conflicted with the ideals of compassion, though religious teachings served as a moral compass for reconciling such tensions. Overall, the development of empathy among students emerged as a multifaceted process shaped by religious teachings,

practical engagement, and reflection, equipping them not only with knowledge of justice but with the emotional capacity to act on it.

Equality and Respect in Peer Relationships

The research findings revealed that Islamic teachings significantly shape students' perceptions of equality and respect in peer interactions. Participants emphasized that Qur'anic lessons on the inherent equality of all human beings before God, regardless of social status, ethnicity, or economic background, formed a moral foundation for treating classmates fairly and avoiding favoritism based on wealth or academic performance. Internalizing the value of *adl* (justice) in this way was reinforced by school policies and classroom norms that discouraged favoritism and promoted inclusivity. Group work, collaborative projects, and peer mentoring further translated these abstract teachings into practical skills for resolving conflicts and appreciating diverse perspectives, showing that equality functioned as a lived principle rather than a purely theoretical concept (Rohmasnyah, 2024).

The study also revealed that students' sense of respect extended beyond peers to include teachers, staff, and other members of the school community. They described that respect was considered both a moral and spiritual duty, rooted in Islamic teachings about honoring others. By consistently showing respect in interactions, students reinforced social cohesion and cultivated an environment where justice and fairness were normalized (Rasjid et al., 2024). Participants emphasized that this culture of mutual respect reduced instances of bullying, exclusion, and marginalization, thereby contributing to a more harmonious and socially just learning environment. Students further articulated that practicing equality and respect in peer relationships helped them internalize broader social justice values. They noted that these daily interactions served as microcosms of society, providing them with opportunities to apply moral principles in tangible contexts. By ensuring fairness in group dynamics, listening to different opinions, and treating all peers equitably, students developed habits that could later extend to societal engagement. This highlights the ripple effect of Islamic teachings, where principles learned in school influence broader social behavior (Maulana, 2024).

Despite this positive impact, some students acknowledged that peer competition, favoritism, and social cliques occasionally tested their ability to maintain equality, though self-reflection, prayer, and moral reasoning helped sustain respectful conduct under pressure. Overall, equality and respect were closely tied to students' sense of identity and moral responsibility, with Islamic teachings serving as a powerful influence in cultivating equitable peer relationships as a foundation for broader social justice attitudes.

Teachers as Role Models of Justice

The study revealed that teachers play a pivotal role in shaping students' attitudes toward justice, serving not only as instructors of academic content but also as exemplars of ethical and moral conduct. Students frequently emphasized that observing their teachers' behavior had a profound impact on their understanding of fairness and equity. Teachers who treated all students impartially, listened attentively, and demonstrated integrity in decision-making became living examples of Islamic teachings on justice. These role models provided students with tangible illustrations of abstract principles, showing how Islamic values could be applied in everyday interactions. This corroborates findings elsewhere in Indonesia showing that teachers' modeling of Islamic values is a key mechanism through which Islamic religious education shapes students' character formation more broadly (Nurfadillah et al., 2024).

Many participants noted that teachers' fairness in grading, distribution of attention, and classroom management was particularly influential: witnessing equitable treatment and impartial conflict resolution taught students that justice requires consistent practice, not merely theory, encouraging them to mirror such behavior in their own interactions. Teachers also connected

classroom lessons to real-world issues such as poverty, discrimination, and community inequality, contextualizing Islamic principles in ways that made justice tangible and extended it beyond ritual or theoretical knowledge into social responsibility and ethical action.

The study further revealed that teachers' personal conduct outside the classroom reinforced their role as moral exemplars. Students reported admiration for teachers who engaged in community service, advocated for marginalized groups, or demonstrated acts of kindness and fairness in their professional lives. These actions provided a model of how Islamic principles of justice could be enacted beyond formal instruction, showing students the holistic nature of ethical living. Witnessing such consistency between teaching and personal behavior strengthened students' trust in the authenticity of Islamic education and motivated them to internalize similar values. Teachers also facilitated opportunities for students to practice justice actively. By organizing debates, cooperative projects, and community engagement initiatives, educators created spaces where students could exercise fairness, empathy, and decision-making skills. These structured experiences allowed students to apply theoretical knowledge in practical contexts, reinforcing lessons about equity and moral responsibility. Participants emphasized that these activities were crucial in translating religious teachings into actionable behavior, demonstrating that justice is both an individual and collective endeavor.

Despite this positive impact, some students acknowledged that not all teachers consistently embodied justice, prompting them to rely on religious texts and independent reflection to reconcile such inconsistencies. This underscores education's dual function: teachers serve as role models, while students must also cultivate critical thinking and personal accountability, integrating fairness and empathy into their evolving moral identity beyond the classroom.

Community Engagement and Social Responsibility

The study found that community engagement plays a central role in shaping students' attitudes toward social justice, as it provides opportunities for practical application of Islamic teachings. Students consistently reported that participation in community service, charitable projects, and outreach activities allowed them to connect theoretical lessons with real-world experiences. These activities, often framed within the moral principles of Islam, such as compassion, charity, and collective responsibility, encouraged students to recognize the needs of others and to act proactively in addressing social inequalities. Many participants emphasized that engagement with local communities helped them develop a deeper understanding of societal challenges, particularly poverty, marginalization, and social exclusion. Visiting underprivileged neighborhoods, assisting in food distribution programs, and supporting educational initiatives for disadvantaged children enabled students to witness firsthand the realities that Islamic teachings on justice aim to address. This direct exposure reinforced their empathy and heightened their sense of responsibility, illustrating that social justice is not merely an abstract concept but a tangible obligation requiring action. This is consistent with evidence that Islamic religious education, when extended into structured social activities, contributes measurably to the development of students' social skills and collective responsibility (Hanapi et al., 2025).

Students also described that community projects developed leadership and collaborative skills, as organizing charity drives or social campaigns required communication, negotiation, and problem-solving. Teachers often facilitated reflection sessions afterward, helping students connect these practical experiences with ethical and spiritual lessons and reinforcing the Islamic ideal that social justice requires both personal effort and collective cooperation.

Another key finding was the integration of religious principles into community activities, which strengthened students' understanding of social responsibility as a moral imperative. Concepts such as zakat (almsgiving) and sadaqah (voluntary charity) were not only theoretical lessons but were applied through organized programs that required active participation. Students

described that such experiences fostered a sense of accountability, motivating them to consider the welfare of others in both short-term initiatives and long-term personal choices. By practicing these values, students internalized the notion that social responsibility is an inseparable part of their religious and moral identity. Participants further highlighted that community engagement promoted a broader sense of solidarity and cohesion within the school and local community. Collaborative projects often involved interaction with diverse groups, including peers, teachers, families, and local organizations. These interactions cultivated respect, tolerance, and an understanding of differing perspectives, which are foundational to promoting social justice. Students reported that through these engagements, they learned the importance of inclusive decision-making and the need to consider multiple viewpoints when addressing community challenges. These outcomes align with recent findings on Islamic higher-education curricula and students' spiritual well-being published in this journal, which similarly demonstrate that structured integration of Islamic principles into institutional practice strengthens students' social and spiritual outcomes (Abdulrohim et al., 2025; Rois et al., 2025).

Despite these benefits, some students acknowledged that time constraints and academic pressures occasionally limited their community involvement, though religious education provided the motivation and moral framework to sustain participation. Ultimately, community engagement nurtured students' moral maturity and ethical identity, reinforcing that social responsibility is both a personal and collective duty and equipping them to contribute meaningfully to a more just society.

CONCLUSION

This study has revealed that Islamic teachings have a profound and multifaceted influence on students' attitudes toward social justice. By examining the ways in which religious principles, educational practices, and experiential learning intersect, it becomes clear that students' understanding of justice is deeply rooted in both moral and spiritual frameworks. The findings indicate that concepts such as fairness, equality, empathy, and compassion are not only taught in theory but are internalized through daily practice, classroom interactions, and community engagement, creating a holistic moral development process. Students demonstrated that their understanding of social justice extends beyond abstract definitions. They view justice as a divine obligation, linking ethical conduct directly to their spiritual identity. The Qur'an and Hadith, alongside the exemplary life of the Prophet Muhammad, provide clear guidance that informs both cognitive and behavioral aspects of justice. This integration of religious knowledge into practical behavior illustrates that Islamic education fosters values that are consistently applied in personal, peer, and community contexts. Empathy and compassion emerged as central components of students' moral development. Through teachings on charity, care for the vulnerable, and moral reflection, students are encouraged to perceive and respond to the needs of others. These values contribute to a heightened awareness of social inequities and a willingness to engage in actions that promote fairness and support marginalized communities. The research highlighted that empathy is not merely an emotional response but a moral duty reinforced through both formal instruction and experiential learning.

Equality and respect in peer relationships were also strongly influenced by Islamic teachings. Students consistently applied principles of fairness and mutual respect in their interactions, demonstrating that social justice begins at the micro-level of everyday social engagement. This practice of equitable treatment fosters an inclusive environment in schools, which serves as a model for broader societal application. The findings indicate that when students internalize these values early, they develop habits and attitudes that are likely to persist into adulthood. Teachers were identified as critical role models in reinforcing justice-oriented attitudes. Through consistent demonstration of fairness, integrity, and ethical behavior, educators provide students with tangible examples of how Islamic principles can be applied. Their guidance

and mentorship bridge the gap between theoretical teachings and practical action, ensuring that justice is not only learned but also embodied. The presence of role models strengthens students' moral compass and encourages them to emulate ethical behavior in their daily lives.

Community engagement emerged as a practical avenue for translating Islamic teachings into action. Participation in service projects, charitable initiatives, and social programs allowed students to apply principles of justice, compassion, and social responsibility in real-world contexts. These experiences reinforced moral and ethical development, promoting a sense of accountability and commitment to societal well-being. Students' involvement in such activities highlights the dynamic interaction between religious values and social action, underscoring the practical relevance of Islamic education in nurturing socially conscious individuals. Despite the positive influence, challenges remain in fully internalizing social justice values. Societal inequalities, cultural pressures, and personal limitations occasionally hinder students from consistently applying these principles. However, the study revealed that Islamic teachings provide both moral guidance and practical strategies to navigate these challenges, fostering resilience and perseverance in ethical conduct. This demonstrates that while external factors may influence behavior, internalized religious values serve as a sustaining force for justice-oriented attitudes.

In conclusion, the research confirms that Islamic teachings are a significant determinant in shaping students' understanding, attitudes, and behaviors related to social justice. By integrating spiritual guidance, moral education, and experiential learning, students are equipped with both the knowledge and ethical disposition necessary to engage actively in promoting fairness, equality, and compassion within their communities. The study underscores the transformative potential of Islamic education in cultivating socially responsible and morally grounded individuals who are prepared to contribute positively to the broader society.

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