

The Role of Islamic Education in Improving Adolescent Social Skills

Fuad Hilmi

Universitas Islam Negeri Sunan Gunung Djati Bandung, Indonesia

fuadhilmi@uinsgd.ac.id

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Abstract

Islamic education has a strategic role in shaping adolescent social skills based on religious and moral values. This study aims to examine how Islamic education contributes to fostering adolescent social skills, especially in the aspects of communication, cooperation, tolerance, and social responsibility. Using a descriptive qualitative approach, data were collected through observation, interviews, and documentation studies. The subjects of the study included educators, education personnel, and students at the secondary level. The results of the study indicate that Islamic education, through the integration of faith, morality, and social values in the learning process, is effective in developing adolescents' abilities to interact positively in their social environment. The value education instilled in Islamic Religious Education (PAI) encourages adolescents to be empathetic, respect differences, and actively participate in social activities. In conclusion, Islamic education is an important foundation in fostering adolescent social skills, so it needs to be continuously strengthened through a contextual and applicable approach.

Keywords: Adolescents, Islamic Education, Social Skills

Abstrak

Pendidikan Islam memiliki peran strategis dalam membentuk keterampilan sosial remaja yang berlandaskan nilai-nilai keagamaan dan moral. Penelitian ini bertujuan untuk mengkaji bagaimana pendidikan Islam berkontribusi dalam membina keterampilan sosial remaja, khususnya dalam aspek komunikasi, kerja sama, toleransi, dan tanggung jawab sosial. Menggunakan pendekatan kualitatif deskriptif, data dikumpulkan melalui observasi, wawancara, dan studi dokumentasi. Subjek penelitian meliputi pendidik, tenaga kependidikan, dan siswa di tingkat menengah. Hasil penelitian menunjukkan bahwa pendidikan Islam, melalui integrasi nilai-nilai keimanan, akhlak, dan sosial dalam proses pembelajaran, efektif dalam mengembangkan kemampuan remaja untuk berinteraksi secara positif di lingkungan sosialnya. Pendidikan nilai yang ditanamkan dalam Pendidikan Agama Islam (PAI) mendorong remaja untuk bersikap empatik, menghargai perbedaan, dan berpartisipasi aktif dalam kegiatan sosial. Kesimpulannya, pendidikan Islam merupakan fondasi penting dalam membina keterampilan sosial remaja, sehingga perlu terus diperkuat melalui pendekatan yang kontekstual dan aplikatif.

Kata Kunci: Keterampilan Sosial, Pendidikan Islam, Remaja

A. Introduction

Adolescence is a very important development phase in the formation of an individual's personality and social skills. At this time, adolescents begin to actively build social relationships, develop self-identity, and learn to interact with their surroundings. However, in the current era of globalization, various social challenges such as individualism, lack of empathy, and declining social ethics are increasingly worrying. This condition requires systematic efforts to equip adolescents with strong social skills based on noble moral values. (Larasati & Marheni, 2019).

Islamic education is present as a fundamental solution in fostering adolescent social skills. Through the teachings of the Qur'an and Hadith, Islamic education instills the values of faith, noble morals, and social responsibility which are important foundations in interacting with others. The concept of *ukhuwah Islamiyah* (brotherhood among Muslims), tolerance, mutual assistance, and social etiquette are integral parts of Islamic education that are relevant in shaping adolescent social skills. (Fathoni, 2021).

In the process of learning Islamic Religious Education in schools, these values are not only taught theoretically, but must also be implemented in everyday life through habituation, teacher role models, and religious and social activities. With a contextual and applicable approach, Islamic Education is able to develop communication skills, cooperation, concern, empathy, and democratic attitudes in adolescents. (Ainiyah, 2013).

herefore, it is important to study more deeply about how Islamic Education plays a role in fostering adolescent social skills, as well as effective strategies to optimize the implementation of Islamic values in their social lives. This study is expected to contribute to strengthening the role of Islamic education in building a young generation that is not only intellectually intelligent, but also mature in social skills and has a noble character. (Nurhaliza, 2024).

The research results that are relevant to this research regarding the role of Islamic education in improving social skills among students are as follows:

1. Research by Mahmud Arif (2012), Islam is a universal religion, which is intended for all mankind and the whole world, because of its mission as *rahmatan li al-'alamin*. In the context of Indonesia, to realize this mission, education aims to foster multicultural

wisdom and global awareness in students. This is so that in the future they can contribute to preserving diversity and developing it to achieve a prosperous life and face globalization appropriately. Islamic education has an important role in transferring inclusive and multicultural Islamic teachings to students, so that they can appreciate global Islamic values, such as inclusivism, humanism, tolerance, and democracy (Arif, 2012).

2. Research by Esmael & Nafiah (2018): The purpose of this study was to analyze the implementation of religious character education at Khadijah Elementary School, Surabaya. The results of the study showed that the implementation was carried out through a habituation method with religious activities such as greeting while shaking hands (kissing the teacher's hand), praying together before and after learning, praying dhuha together, tartil Al-Quran, and praying dhuhur in congregation (Esmael & Nafiah, 2018).
3. Research by Abdillah & Syafe'i (2020): This study aims to determine the implementation of religious character education. The results of the study are the religious character values applied include spiritual and religious values. Implementation is carried out by integrating learning with various activities at school. The supporting factor is compliance with discipline, while the inhibiting factor is differences in the social environment and society. The results of the implementation of religious character education can be seen from the existence of self-awareness in religion and increased academic results of students. These studies show that Islamic religious education can be effective in instilling religious values through activities that are integrated with daily school activities (Abdillah & Syafe'i, 2020).
4. Research by Yudiana, (2023): Social awareness is an understanding of social situations and conditions that occur in the surrounding environment. As social beings, social awareness is important in living life because humans live side by side with others. Instilling social awareness aims to form individuals who have a high social spirit towards others. At SMPN 1 Sambit Ponorogo, there are still several students who lack social awareness towards others, so various efforts are needed from teachers to instill social awareness, one of which is through social studies subjects (Yudiana, 2023).

This study is different from previous studies because Islamic education plays a role in improving social skills that are important in forming students who are not only academically intelligent but also have high social skills. Thus, religious education can be an effective tool in creating a society that is empathetic, respects differences, and actively participates in social activities. Islamic

education helps to grow a generation that is ready to face social challenges wisely and contribute positively to mutual progress.

B. Theories

1. Islamic Education

Islamic education is a planned and continuous process to foster and develop all human potential based on Islamic teachings. The main objective of this education is to form people who are faithful, knowledgeable, have noble character, and are able to practice Islamic values in various aspects of life. In the Islamic perspective, education is not only oriented towards mastering knowledge intellectually, but also includes the development of spiritual, moral, emotional, and social aspects of students (Utari et al., 2020).

The position of education in Islam is very important, as confirmed in many verses of the Koran and hadith of the Prophet Muhammad saw. (Ariziq, 2022). Islam views knowledge as the light of life and the key to success in this world and the hereafter. The words of the Prophet Muhammad saw. stated, "Seeking knowledge is an obligation for every Muslim man and woman" (HR. Ibn Majah), which emphasizes that education is a basic need for every individual (Sumar, 2015).

The main sources of Islamic education are the Qur'an and Hadith, which provide the foundation for values, principles, and methods of education. In addition, the *ijtihad* of scholars and the historical experience of Muslims are references in developing an Islamic education system that is adaptive to the development of the times (Zain et al., 2024). In its implementation, Islamic education is based on the principle of monotheism, namely the unity of Allah in all aspects of life. Islamic education emphasizes balance between worldly and spiritual needs, between physical and spiritual aspects, as well as between religious knowledge and general knowledge. In addition, Islamic education places morals as the main goal, instilling noble moral values, such as honesty, trust, responsibility and respect for others (Gimri et al., 2023).

Aspects developed in Islamic education include education of faith, worship, morals, and social. Education of faith teaches belief in the pillars of faith,

while education of worship guides students in carrying out religious commands. Education of morals forms noble character, while social education teaches the values of caring, justice, and responsibility towards society (Rantio & Rahman, 2022).

Islamic education methods are very diverse and are adapted to the characteristics of the students. Some of the methods used include exemplary behavior (*uswah*), habituation (*ta'dib*), advice (*mau'izhah*), discussion (*musyawarah*), and providing direct experience through involvement in social and religious activities. This entire process aims to form a balanced, intelligent, and noble Muslim personality (Kamila, 2023). Islamic education takes place not only in formal institutions such as schools and madrasas, but also in the family and community environment. Thus, Islamic education is holistic, touching all aspects of life and lasting a lifetime (Rahman, 2018).

2. Social Skills

Social skills are an individual's ability to interact effectively with others in various social situations. These skills include how to communicate, cooperate, resolve conflicts, and display behavior that is in accordance with social norms and expectations. Social skills are very important in everyday life, because humans are essentially social creatures who cannot live without interacting with others (Nurwahidah et al., 2021).

In general, social skills involve the ability to understand the feelings, thoughts, and perspectives of others, as well as the ability to manage one's own emotions in social interactions. These skills include aspects such as empathy, cooperation, negotiation skills, polite communication, active listening, and adapting to various social and cultural backgrounds (Kusadi et al., 2020).

In the world of developmental psychology, social skills are considered an important part of the developmental tasks of adolescence. Adolescence is a challenging transition period, where individuals begin to expand their social relationships outside the family environment, such as with peers, teachers, and the community. Good social skills are the foundation for building healthy relationships, solving problems constructively, and avoiding negative behaviors such as social isolation or aggression (Sari, 2017).

Gresham and Elliott define social skills as a set of behaviors learned through social experiences and that enable individuals to respond to social situations effectively and be accepted by their environment. Well-developed social skills will help a person achieve success in academics, careers, and personal and social life (Anggraini, 2022).

Social skills are important abilities that support individuals in building healthy and productive relationships with others. Some of the main components of social skills include various complementary aspects. First, effective communication, which is the ability to convey messages clearly and understand the messages conveyed by others. Good communication is the basis for harmonious social interactions. Second, empathy, which is the ability to feel and understand the feelings of others, so that we can respond with the right attitude and understanding (Rahmadhea, 2024).

Furthermore, social skills also involve cooperation, which is the ability to work together in a team to achieve common goals. In this process, individuals are required to be able to contribute, appreciate differences, and support each other. The fourth component is self-control, which is the ability to regulate emotions and behavior, especially in challenging social situations. This is important so that individuals can respond wisely without getting carried away by emotions. Finally, social skills include the ability to resolve conflict, which is the ability to face and resolve interpersonal problems in a positive way, without making the situation worse (Alwi et al., 2024).

The importance of social skills in life requires a continuous process of education and coaching. Therefore, education, both formal and informal, plays a strategic role in developing social skills in adolescents. Through the right approach, social skills can be instilled and trained early on to form individuals who are able to interact well, are adaptive, and contribute positively in society (Alawiyah, 2024).

3. Teenagers

Adolescence is a transition period between childhood and adulthood that is marked by very rapid physical, emotional, social, and cognitive changes. According to the perspective of developmental psychology, adolescence is a

critical period in the process of forming self-identity, where individuals begin to search for their identity, develop personal values, and build broader social relationships (Khadijah, 2020).

In general, adolescents are in the age range between 12 and 21 years, although the boundaries can vary depending on cultural and social perspectives. This period is divided into three stages, namely early adolescence (12–15 years), middle adolescence (15–18 years), and late adolescence (18–21 years). Each stage has different developmental characteristics, both in terms of physical, emotional, and social (Remaja, 2023).

Physical changes during adolescence, such as rapid body growth, hormonal changes, and the development of secondary sexual characteristics, often affect how adolescents view themselves. In addition, emotional changes such as increased sensitivity, the search for autonomy, and the need for peer acceptance present challenges for adolescents in adjusting to their social environment (Jannah, 2017).

In the social aspect, teenagers begin to expand interpersonal relationships outside the family environment, especially with peers. Relationships with peers become very important because they provide opportunities for teenagers to learn about cooperation, communication, empathy, and conflict resolution. Therefore, good social skills become an urgent need to help teenagers face the complexity of social relationships around them (Wardhani, 2012).

Erik Erikson, a developmental psychologist, adolescence is marked by the main developmental task of searching for identity (identity versus role confusion). Adolescents must be able to integrate various experiences and diverse social roles to form a stable identity. Failure in this developmental task can result in role confusion, uncertainty of life direction, and difficulty in social interaction (Lesmana, 2022).

Given the magnitude of changes and challenges faced by adolescents, this period is a very strategic period for the development of moral values, social skills, and healthy personalities. Education, family, and the social environment play an important role in providing direction, support, and positive role models to

adolescents so that they can grow into mature, responsible individuals who are able to contribute positively to society. (Agusniatih & Manopa, 2019).

C. Research Methods

This study aims to explore the role of Islamic Education in fostering social skills in adolescents at Syahida Vocational High School (SMK), located in Gunung Kicau Village, Sukakarsa Village, Sukarame District, Tasikmalaya Regency. In an effort to achieve this goal, the researcher adopted a qualitative approach with a descriptive method. This approach was chosen to deeply understand the phenomena that occur in the field, namely how Islamic education is implemented in fostering social skills in adolescents, as well as the dynamics that occur in the school environment (Darmalaksana, 2020).

This study collected qualitative data from various primary and secondary sources, with the aim of obtaining a more comprehensive picture of the practice of value education and the development of students' social skills. The use of primary and secondary data allows this study to obtain more accurate and representative information related to the phenomenon being studied (Semiawan, 2010).

The data collection process in this study was carried out through three main techniques, namely observation, interviews, and documentation. Observations were carried out by researchers being directly involved in the SMK Syahida environment. In this case, researchers directly observed various activities and interactions that occurred, both in the context of Islamic religious education learning, and in other social activities related to social skills development. Through this observation, researchers can record the dynamics that occur in the field, as well as monitor how students apply the values they learn in everyday social life (Ibrahim et al., 2023).

Interviews are an important data collection method in this research. Interviews were conducted with various parties directly involved in the educational process at Syahida Vocational School, such as the school principal, Islamic Religious Education teachers, as well as the students themselves. This in-depth interview aims to explore experiences, views and strategies used in

developing students' social skills through Islamic education. With these interviews, researchers obtain more personal and subjective information from informants which can enrich their understanding of the educational process that takes place at the school (Sugiyono, 2009).

Apart from that, documentation is also an important part of the data collection process. The documentation carried out includes collecting and analyzing documents that are relevant to the educational context at Syahida Vocational School, such as Islamic Religious Education lesson plans, reports on student religious and social activities, as well as various internal school policies and regulations. These documents provide additional information that enriches the results of observations and interviews, as well as providing a clearer picture of how Islamic education is integrated in developing students' social skills (Agustianti et al., 2022).

The data analysis process in this study uses an inductive approach. The inductive approach allows researchers to organize the collected data (Ramdhan, 2021), reducing irrelevant data, and presenting data in a form that is easy to understand. With this approach, researchers can draw conclusions based on the patterns found in the data collected, thereby providing a comprehensive picture of the role of Islamic education in developing social skills for teenagers at Syahida Vocational School.

Through this systematic method and in-depth data collection techniques, the research is expected to provide broader insights into how Islamic education contributes to the formation of students' social skills, as well as how the implementation of religious values in daily life can shape the character and social behavior of adolescents.

D. Results and Discussion Results

1. Research Results

a. Islamic Education Program in Improving Social Skills of Adolescents

Interview Results with the Principal of SMK Syahida Tasikmalaya, that in improving skills, it is necessary to include them in intracurricular, extracurricular, and daily activities in the educational environment. Social and religious values are instilled through Islamic Religious Education subjects, which not only teach

the cognitive aspects of Islam, but also form positive social attitudes and behaviors, such as tolerance, cooperation, responsibility, and empathy. That improving social skills is also carried out through various extracurricular activities that are collaborative and foster a spirit of togetherness. Activities such as Scouts, Marawis, Paskibra, pencak silat, and sports such as soccer and volleyball are a place for students to learn to interact, work in teams, obey the rules, and respect differences. Religious activities such as religious studies, book studies, or da'wah training also play a role in fostering social skills based on spiritual values. Social skills are also formed through daily activities that are routinely carried out at school. Activities such as congregational dhuha prayers, morning sermons, flag ceremonies, commemoration of Islamic holidays, and other religious activities provide space for students to practice discipline, responsibility, and active involvement in the school community. Through these activities, students are invited to practice Islamic values in real life, which in turn can strengthen their social skills (Aufa, 2025).

Interview Results with Islamic Religious Teachers at SMK Syahida Tasikmalaya, That social values first start from formal learning, such as in Islamic Religious Education subjects. There, students not only learn theory, but also how to apply it in everyday life, such as tolerance, mutual cooperation, and responsibility. In addition, there are also extracurricular activities that we consider very effective. For example, scouts, marawis, paskibra, silat, soccer, and volleyball. Through these activities, students learn to work together in teams, respect differences, obey the rules, and support each other. No less important are religious activities such as religious studies or da'wah training, which also instill values of togetherness and social concern. Daily activities such as congregational Duha prayers, morning sermons, flag ceremonies, and commemorations of Islamic holidays (PHBI) are an important part of the process of internalizing social skills. Through these activities, students learn about discipline, togetherness, and active involvement in the school community. They are not only participants, but also learn to become leaders and movers of activities. So, they practice public speaking, take responsibility for tasks, and learn to respect differences of opinion (Eulis Habibah, 2025).

Based on the results of observations conducted at SMK Syahida Tasikmalaya, it appears that efforts to improve students' social skills require a comprehensive and integrated approach. Therefore, it is very important for schools to implement value education through three main spaces: intracurricular activities, extracurricular activities, and daily school activities. The three complement each other in shaping students' character and social skills. In the intracurricular aspect, social and religious values are instilled directly through Islamic Religious Education (PAI) subjects. PAI learning not only emphasizes the cognitive aspect or Islamic knowledge, but also instills positive attitudes and behaviors that reflect Islamic teachings, such as tolerance, empathy, cooperation, and social responsibility. PAI teachers actively encourage students to understand and practice these values in everyday life, both inside and outside the classroom.

In addition, extracurricular activities have proven to be an effective medium for improving students' social skills directly and practically. Activities such as Scouts, Marawis, Paskibra, pencak silat, soccer, and volleyball provide space for students to learn to collaborate, work in teams, obey common rules, and respect each other. The interactions that occur in these activities encourage the growth of a spirit of togetherness and concern among group members. In fact, religious activities such as religious studies, book studies, and da'wah training strengthen the formation of social character based on Islamic spiritual and moral values.

No less important, daily activities in the school environment also contribute significantly to the formation of students' social skills. Through routine activities such as congregational dhuha prayers, morning sermons, flag ceremonies, commemoration of Islamic holidays (PHBI), and other religious activities, students are trained to be disciplined, responsible, and active in their social environment. These activities not only strengthen the habituation of values, but also provide students with direct experience to be involved in the school community in a positive and productive manner.

Overall, the observation results show that the integration of Islamic values in various lines of educational activities is able to improve students' social skills in real terms. When these values are not only taught but also practiced through

real activities, students will find it easier to internalize and apply them in their daily lives. Islamic education that is implemented holistically has proven to be able to form a generation that is not only spiritually pious, but also superior in social and leadership aspects.

b. The Role of Islamic Education in Improving Social Skills of Adolescents

Results of interviews with Islamic students at Syahida Tasikmalaya Vocational School, every activity carried out at school gives students the ability to have social skills, especially among students who are in the phase of searching for their identity. At Syahida Tasikmalaya Vocational School, Islamic values are not only taught in a theoretical context through Islamic Religious Education subjects, but are also applied practically in various school activities which include social skills in students (Sahal, 2025).

Interview Results with Islamic Religious Teachers at SMK Syahida Tasikmalaya, Islamic Religious Education learning does not only discuss fiqh or aqidah alone, but we also emphasize how students can become responsible, honest, polite individuals, and can work together with others. These are all parts of the social skills needed in life. In addition to classroom learning, the school also integrates Islamic values into extracurricular activities. Some activities that actively support the formation of social skills include Scouts, Marawis, Paskibra, Pencak Silat, and sports such as soccer and volleyball. Through these activities, students are trained to work in teams, develop empathy, leadership, and communication skills. When they practice marawis or become members of the Paskibra, they learn discipline, learn to listen, and learn to be responsible for their respective tasks. All of these are very important in building social skills. Daily religious activities are also an inseparable part of Islamic education at SMK Syahida. Every morning before starting lessons, students participate in a religious lecture and pray Duha together. The school also routinely holds Islamic holy days (PHBI), spiritual training, and other socio-religious activities. Congregational prayers, religious lectures, and PHBI activities train children to respect each other, advise each other, and care about the surrounding environment. This is a form of social education based on Islamic values. (Eulis Habibah, 2025).

The results of observations conducted at SMK Syahida Tasikmalaya show that the implementation of Islamic Religious Education (PAI) in this school is not limited to teaching normative aspects such as fiqh and aqidah, but is also directed at the formation of students' character and social skills. In the learning process, PAI teachers explicitly emphasize the importance of values such as responsibility, honesty, politeness, and the ability to work together, all of which are important parts of the social skills needed in community life.

Furthermore, observations show that these Islamic values are not only taught in the context of intracurricular activities, but are also integrated in real terms through various collaborative extracurricular activities. Activities such as Scouts, Marawis, Paskibra, Pencak Silat, and sports such as soccer and volleyball, are effective means for students to hone their social skills. In these activities, students are guided to build teamwork, train empathy, discipline, leadership, and the ability to communicate effectively.

For example, when students are involved in Marawis training or become members of Paskibra, they not only practice technically, but also learn to listen to instructions, respect differences of opinion, be responsible for their respective roles, and maintain team cohesion. This experience is a very valuable direct learning in forming a strong and Islamic social character.

In addition, daily religious activities are also an integral part of Islamic education in this school. Every morning, before the learning process begins, students routinely perform Dhuha prayers in congregation and morning sermons. These activities not only foster the habit of worship, but also form a religious atmosphere and togetherness in the school environment. In addition, the school routinely holds activities to Commemorate Islamic Holidays, spiritual training, and other religious-based social activities.

Through these activities, students are invited to respect, advise, and care for each other's social environment, both within the school and the community. Thus, social education based on Islamic values truly becomes part of the school culture that encourages the formation of individuals who are not only faithful and pious, but also able to establish healthy, constructive, and ethical social relationships.

2. Analysis and Discussion

a. Islamic Education Program in Improving Social Skills of Adolescents

The learning process does not only take place in the classroom during formal lesson hours. Education also includes various activities that shape the character, skills, and personality of students as a whole. Two important components in this process are intracurricular and extracurricular activities, both of which have a strategic role in supporting the achievement of educational goals (Shilviana & Hamami, 2020).

Intracurricular activities refer to learning activities that are directly integrated into the school curriculum structure and take place during official school hours. These activities are mandatory and are part of the student's academic evaluation process. Through intracurricular activities, students are equipped with the basic knowledge and skills needed according to the subjects taught, such as Mathematics, Indonesian, Natural Sciences, and Islamic Religious Education. In the context of Islamic education, intracurricular learning includes teaching about faith, morals, fiqh, Islamic history, as well as reading and memorizing verses of the Qur'an. These activities serve as the main foundation in forming students' religious mindset and character (Hakim & Herlina, 2018).

Extracurricular activities are educational activities carried out outside of mandatory school hours. These activities are voluntary but highly recommended because they can be a medium for developing students' interests, talents, and social and leadership skills. In many schools, including Islamic schools, extracurricular activities include Scouts, Marawis, Paskibra, Pencak Silat, and sports such as soccer and volleyball. Spiritual activities such as Rohis, da'wah training, or weekly Islamic studies are also included in the form of extracurricular activities that directly strengthen students' Islamic values (Fatimatus, 2021).

Through extracurricular activities, students learn to work together, be disciplined, respect others, and be part of a wider community. This is in line with the goals of Islamic education, which is to form people who are not only academically intelligent, but also have noble morals and are able to interact positively in society (Alivia & Sudadi, 2023).

In the implementation of Islamic education, the development of students' social skills is one of the important goals to be achieved. This is not only done through teaching religious material alone, but also through a comprehensive and integrative approach, including in intracurricular and extracurricular activities at school. These two types of activities complement each other in instilling Islamic values that encourage the formation of good social attitudes, such as responsibility, care, tolerance, cooperation, and leadership (Maryani & Syamsudin, 2009).

Through intracurricular activities, especially in Islamic Religious Education (PAI) subjects, students are taught the basic principles of Islamic teachings that are directly related to social life. For example, the value of *ukhuwah* (brotherhood), manners in social interactions, the importance of deliberation, and teachings about helping and respecting others. These lessons are not only theoretical, but are also linked to daily life practices so that students are able to internalize these values in real attitudes and behaviors (Haj & Rossidy, 2024).

Meanwhile, extracurricular activities become a space for direct expression and practice of social skills. Activities such as Scouts, Marawis, Paskibra, team sports (football, volleyball), and pencak silat require students to work in groups, establish effective communication, obey common rules, and respect differences in character. Likewise with religious activities such as Rohis, da'wah training, or Islamic studies, which become a medium for moral development as well as a place for leadership and social communication training (Barokah et al., 2024).

The integration between intracurricular and extracurricular activities reflects how Islamic education does not only focus on the cognitive aspects of religion, but also on the formation of students' personalities as a whole. Islamic education provides a framework of values, while school activities, both formal and non-formal, become a means of implementing these values. The result is students who not only understand religious teachings, but are also able to apply them in social interactions actively, positively, and responsibly (Widodo, 2021).

3. The Role of Islamic Education in Improving Social Skills of Adolescents

Social skills are an integral part of the learning process. One of the main goals of education is to form students who are not only academically intelligent,

but also have social sensitivity and noble morals. Three important attitudes that are the foundation of social skills in an Islamic perspective are being empathetic, respecting differences, and actively participating in social activities (Armini, 2024).

Empathy is the ability to feel and understand the conditions or feelings of others. Islam strongly emphasizes the importance of empathy as a form of love and concern for others. In school life, empathy can be seen from the attitude of students who help each other, listen to their friends' complaints, or show concern for those who are experiencing difficulties. When empathy is instilled from an early age, students will grow into individuals who are sensitive, not selfish, and able to build harmonious social relationships (Albab & Rohmah, 2023).

The next important social attitude to be instilled is respecting differences. Islam views differences as part of Allah's decree that must be addressed wisely. In a heterogeneous school environment, students are faced with various differences in background, opinion, and character. Therefore, respecting differences is an important skill so that students are able to be tolerant, open, and not easily judgmental. This attitude trains students to live in peace in diversity and avoid discriminatory attitudes (Jamaludin et al., 2022).

No less important is active participation in social activities, which is a real manifestation of the practice of Islamic values in everyday life. Through involvement in activities such as community service, religious activities, social fundraising, and humanitarian actions, students learn to be part of a caring society. Islam encourages its followers to be people who are useful to others, and active participation in social activities is one form of real contribution (Helandri & Supriadi, 2024).

Empathy, tolerance for differences, and social awareness are important pillars in the formation of students' characters with noble morals. Islamic education not only teaches these values theoretically in the classroom, but also encourages their implementation in real life through habituation, role models, and active participation in various school and community activities (Nurhaliza, 2024).

Islamic education has a very important role in shaping the social character of students. The values taught in Islam are not only oriented towards the

relationship between humans and Allah (habluminallah), but also towards relationships between humans (habluminannas). Therefore, attitudes such as empathy, respecting differences, and actively participating in social activities are an inseparable part of the implementation of Islamic education in the school environment (Achmad, 2024).

Empathetic attitudes in Islamic education are taught through various teachings about compassion, helping each other, and caring for others. The Prophet Muhammad himself is the main example in showing empathy, both to friends, family, and the weak. Through religious education in schools, students are directed to understand the importance of helping friends who are in trouble, encouraging those who are sad, and not being indifferent to the suffering of others. This forms a person who is socially sensitive and able to establish good interpersonal relationships (Suryadilaga, 2021).

Furthermore, respecting differences is a highly respected value in Islam. The Qur'an emphasizes that humans were created into nations and tribes so that they can get to know each other (QS. Al-Hujurat: 13). In the practice of Islamic education, students are taught not to be narrowly fanatical, but rather to be open to diversity of opinions, backgrounds, and cultures. Thus, they learn to live in harmony, avoid conflict, and build healthy dialogue in a pluralistic community (Hasanudin, 2023).

Active participation in social activities is a concrete form of practicing Islamic teachings that emphasize the importance of contributing to society. Islamic education instills the value of social responsibility through encouragement to do good deeds, charity, mutual cooperation, and other community activities. Student involvement in activities such as community service, social assistance, and religious activities at school is not just a routine activity, but also a form of Islamic character training that develops a sense of caring, leadership, and a spirit of togetherness (Nurrisa & Sabda, 2025).

Islamic education plays a strategic role in instilling and developing empathy, tolerance, and participation. These three values are the foundation of social skills that are very important for students' lives in the present and the future. Through integrated learning, teacher role models, and supportive activities,

Islamic education not only forms students who are ritually obedient, but also resilient in complex social life (Ansyori, 2024).

E. CONCLUSION

The role of Islamic education implements a comprehensive and sustainable approach. Social values that are in line with Islamic teachings are internalized into various forms of activities that include intracurricular, extracurricular, and daily activities in the school environment. Islamic education programs not only produce students who excel in spiritual aspects, but also equip them with relevant and applicable social skills. Through the synergy between the curriculum, school activities, and daily habits, Islamic education is present as a holistic system in fostering a young generation that is moral, adaptive, and ready to be part of a civilized and harmonious society. Islamic education has a very important role in shaping students' social skills. The values taught in Islam are not only oriented towards the relationship between humans and Allah Swt. (*habluminallah*), but also towards relationships between humans (*habluminannas*). Therefore, attitudes such as empathy, respecting differences, and actively participating in social activities are an inseparable part of the implementation of Islamic education in the school environment.

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