
Strategy and Implementation of Islamic Personality Development through the Internalization of Religious Values at Madrasah Aliyah Dakka, Bangladesh

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Abstract: *This study aims to analyze the strategy and implementation of Islamic personality development through the internalization of religiosity values in Madrasah Aliyah Dakka, Bangladesh. By examining the educational approaches used, this study explores the extent to which Islamic values are internalized into students' personalities and their impact on their daily behaviour. The research method used is qualitative descriptive with a case study approach. Data were collected through in-depth interviews with teachers, students, and parents, as well as participatory observation and analysis of curriculum documents. The results of the study show that the internalization of religiosity values in Madrasah Aliyah Dakka is carried out through various strategies, including teaching that focuses on a deep understanding of Islamic teachings, extracurricular activities that reinforce Islamic values, and a school environment that supports the application of these values. The students involved showed significant improvements in aspects of Islamic personality, such as discipline, honesty, and social responsibility. The novelty of this study lies in the emphasis on a holistic approach to the development of Islamic personality that not only focuses on cognitive but also emotional and social aspects. This research has made a significant contribution to the development of an effective and relevant Islamic education model in the modern context, especially in Bangladesh. The implications of this study suggest that a comprehensive and structured coaching strategy can produce individuals with strong Islamic personalities, which in turn can contribute to the development of a more harmonious and civilized society.*

Keywords: *Islamic personality, religious values, madrasah aliyah, educational strategy, Bangladesh.*

INTRODUCTION

The formation of a strong personality based on religious values is one of the main goals of Islamic education. In the context of modern society, the challenge of fostering an Islamic personality has become increasingly complex due to the influence of globalization, changes in social values, and rapid technological development. In Bangladesh, education in madrasahs has an important role in maintaining and developing Islamic values in modernization [\[1\]–\[3\]](#).

Islamic education has a strategic role in shaping the character of the younger generation who are not only intellectually intelligent but also firm in faith and morals. In the era of globalization which is marked by rapid technological development and dynamic social changes, the challenges faced by Islamic educational institutions are becoming increasingly complex. Modern society, including in Bangladesh, is undergoing a significant shift in values, affecting the perspective and behaviour of the younger generation. In this context, the development of Islamic personality through the internalization of religious values in Islamic educational institutions, such as Madrasah Aliyah, is becoming increasingly important [\[4\]–\[6\]](#).

Indeed, the development of aqidah, morals, and worship is an effort made to internalize religious lessons to students. The stages of implementation are that teachers not only provide information and understanding about religion but also handle all students, starting from religious practices that are carried out individually to universal things. Some of the obstacles found in the field include that PAI is more focused on cognitive religious theoretical problems and less concerned with the problem of how to transform cognitive religious knowledge into "meaning" and "value" that needs to be internalized in students through various means, media, and forums [\[7\]–\[10\]](#).

Madrasah Aliyah Dakka one of the leading Islamic educational institutions in Bangladesh, has committed to forming a young generation who are not only academically intelligent but also solid in practicing the teachings of Islam. Through the internalization of religious values, this madrasah seeks to build an Islamic personality in its students, which is expected to be a strong foundation for them to face life's challenges [\[11\]–\[13\]](#).

Madrasah Aliyah Dakka, as one of the Islamic educational institutions in Bangladesh, has a great responsibility to maintain and develop Islamic values in a strong modernization current. However, the process of fostering Islamic personality is not easy, especially in the face of external challenges that come from global and internal cultural influences related to the dynamics of education in the madrasah itself. Therefore, the strategy and implementation used by Madrasah Aliyah Dakka in internalizing the values of religiosity are crucial aspects that need to be researched and understood in depth [\[14\]–\[16\]](#).

One of the main problems faced is how madrasahs can ensure that the values of religiosity are not only taught theoretically but also deeply internalized in the personality of students. The internalization of these religious values is expected to be able to form a strong Islamic personality, which will guide students in behaving and behaving according to Islamic teachings in daily life. However, the challenge of integrating these values into the formal and informal education system in madrasahs requires a comprehensive study [\[17\]–\[19\]](#).

The importance of fostering Islamic personality through the internalization of religious values encourages researchers to conduct an in-depth study of the strategies and implementation implemented at Madrasah Aliyah Dakka. This study not only aims to explore the methods and approaches used but also to understand the long-term impact of religious value-based education on the development of students' personalities [\[20\]–\[23\]](#).

Through this research, it is hoped that effective and relevant educational models can be found to be applied in various contexts of Islamic education, especially in the face of the dynamics of the changing times. This research is also expected to make a real contribution to the development of Islamic education in Bangladesh and other countries [\[24\]–\[27\]](#).

This research focuses on the analysis of strategies and implementations implemented by Madrasah Aliyah Dakka to foster students' Islamic personalities through the internalization of religious values. By understanding the approach used, as well as identifying the supporting and inhibiting factors, it is hoped that this research can contribute to the development of a more effective and relevant Islamic education model in this modern era [\[28\]–\[30\]](#).

LITERATURE REVIEW

The development of Islamic personality through the internalization of religious values has become an important topic in Islamic education, especially in institutions such as madrasas. Islamic personality refers to a person's character and behaviour that is in line with Islamic teachings, encompassing aspects such as morality, ethics, spirituality, and social responsibility. Research related to Islamic personality emphasizes the importance of the role of education in shaping individuals who are not only intellectually intelligent but also spiritually and emotionally mature [\[31\]–\[33\]](#).

Islamic Personality Concept

Islamic personality is formed through education that emphasizes the values of the Qur'an and Hadith. Azra stated that Islamic education has a central role in shaping the character of students, where the values of religiosity are the main basis for personality development. According to Rahman's (2018) research, Islamic personality is not only limited to a deep understanding of religion, but also to the implementation of Islamic values in daily life, such as honesty, discipline, and social responsibility [\[34\]–\[37\]](#).

Internalization of Religious Values

The internalization of religious values in madrasas involves a teaching and learning process that focuses on understanding and practising Islamic teachings. According to Mulyono, the internalization of these values requires a comprehensive approach, including formal teaching, extracurricular activities, and fostering a conducive environment. This strategy aims to ensure that Islamic values are firmly embedded in students and reflected in their behaviour [\[38\]–\[40\]](#).

Research by Yusuf shows that the success of internalizing religious values is greatly influenced by the active involvement of teachers, appropriate curriculum, and support from families and communities. Furthermore, Azmi (2020) emphasized that this internalization must be supported by interactive and contextual teaching methods so that students can relate these values to their daily lives [\[41\]–\[43\]](#).

Strategy and Implementation in Madrasah

Madrasah Aliyah Dakka, like many other madrasas in Bangladesh, plays an important role in shaping students' Islamic personalities through education based on religious values. Research by Hasan identifies several strategies implemented in these madrasas, including a curriculum approach that integrates religious education with general education, as well as extracurricular programs that strengthen the practice of Islamic values [\[44\]–\[46\]](#).



Figure 1. Madrasah Aliyah in Dakka, Bangladesh

Another strategy identified in this study is the development of a madrasah environment that supports the internalization of religious values. According to Karim (2022), a religious environment, including Islamic school culture and social interaction based on religious values, is very influential in shaping students' personalities [\[47\]–\[52\]](#).

Implications and Challenges

The study of fostering Islamic personality through the internalization of religious values in Madrasah Aliyah Dakka provides insight into the importance of holistic and contextual education. However, the study also highlights the challenges faced in its implementation, such as a lack of resources, conflicting external influences, and resistance to changes in traditional teaching approaches.

According to Saeed (2023), to overcome this challenge, greater support from the government, teacher capacity building, and the development of a more adaptive curriculum are needed. This research also underscores the importance of collaboration between madrasas, families, and communities in creating an environment that supports the development of Islamic personalities.

The existing literature shows that the development of Islamic personality through the internalization of religious values in madrassas is a complex and multidimensional process. The success of the strategy and implementation at Madrasah Aliyah Dakka can be a model for other Islamic educational institutions. However, further research is needed to explore new and innovative approaches that can increase the effectiveness of fostering Islamic personality in the context of modern education [\[53\]–\[56\]](#).

Table 1. Literature Review on The Development of Islamic Personality Through The Internalization of Religious Values

No	Research Title	Writer	Research Objectives	Research Methods	Key Result	Debilitation
1	Islamic Education Strategies in Fostering Islamic Character of Students in Madrasah Aliyah	Ahmad, M.	Explain educational strategies for shaping the Islamic character of students in madrassas	Qualitative Descriptive	The teaching of Islamic values through an integrated curriculum shows an improvement in students' Islamic character	Focus only on the cognitive aspect

2	Internalization of Islamic Values in Education in Madrasas: A Case Study in Bangladesh	Rahman, S	Examining the process of internalizing Islamic values in madrasah education in Bangladesh	Case Studies	Islamic values are internalized through curriculum and extracurricular activities	Less discussion of long-term impacts
3	The Role of Islamic Education in Character Building: A Case Study of Madrasah Aliyah in Dhaka	Karim, A.	Analyzing the role of Islamic education in the formation of student character in madrassas	Mixed Methods (Qualitative & Quantitative)	Islamic education plays an important role in character building, especially through an integrative approach to the curriculum	Quantitative analysis is limited to small sample
4	Islamic Values and Personality Development: The Impact of Religious Education in Madrasahs of Bangladesh	Islam, F.	Assessing the impact of religious education on personality development in madrassas	Quantitative (Survey)	Religious education in madrassas has a significant effect on the development of students' Islamic personalities	There is no in-depth analysis of educational strategies
5	The Implementation of Religious Values in Character Formation in Madrasas: A Case Study	Noor, H.	Describe the implementation of religious values in the formation of student character	Qualitative (Case Study)	The implementation of religious values through practice-based teaching shows effective results in character formation	Does not cover variations in inter-madrassa approaches in Bangladesh

Based on the table above, provides an overview of some of the research that is relevant to the topic of fostering Islamic personality through the internalization of religiosity values in madrasas [\[57\]–\[59\]](#).

METHODOLOGY

This research includes qualitative research (field research), which is research that aims to collect data and information based on phenomena that occur in real life where researchers get it from research objects and subjects in real and direct terms. This research uses a natural setting to interpret the phenomena that occur and is carried out by involving various existing methods. In this study, data and information were obtained from educational institutions, namely Madrasah Aliyah Dakkah Bangladesh [\[60\]–\[62\]](#).

The type of research in this study is descriptive, namely describing in detail the reality or phenomena by providing criticism or assessment of the phenomenon according to the viewpoint or approach used.

Table 2. Research Methods and Approaches Used in The Research

Aspects	Description
Type of Research	Qualitative Descriptive
Pendekatan	Case Studies
Research Location	Madrasah Aliyah Dakka, Bangladesh
Research Subject	Teachers, students, and parents at Madrasah Aliyah Dakka
Data Collection Techniques	1. In-depth interviews with teachers, students, and parents
	2. Participatory observation in learning activities and extracurricular activities
	3. Analysis of curriculum documents, learning records, and religious education materials
Research Instrument	1. Interview guide
	2. Field notes for observation
	3. Document analysis sheet
Data Analysis Techniques	1. Thematic analysis to identify patterns and themes from the collected data
	2. Triangulation of data to ensure the validity of research results
Research Steps	1. Preparation: Identify the research focus, select the subject, and develop the instrument
	2. Data Collection: Interviews, observations, and document collection
	3. Data Analysis: Data coding, theme identification, and triangulation
	4. Preparation of Report: Preparation of research results and recommendations
Data Validity Criteria	Credibility, transferability, dependability, and confirmability
Research Output	Strategy model and implementation of Islamic personality development through internalization of religious values in Madrasah Aliyah Dakka

Based on the table above, it can be seen that the research method is comprehensive and systematic, covering various aspects relevant to the topic being researched [63]–[65].

RESULTS AND DISCUSSION

The discussion in this issue shows that the Islamic personality development strategy applied at Madrasah Aliyah Dakka is effective in shaping the character of students through Islamic teachings. The integration of religious values in the general curriculum shows that Islamic education can be adapted to the needs of modern education without losing its essence. This approach is in line with the concept of holistic Islamic education, in which the intellectual, spiritual, and moral aspects of students are developed simultaneously [66]–[68].

A supportive school environment plays an important role in the internalization of religious values. Extracurricular activities that focus on religious practices not only strengthen students' understanding of Islamic teachings but also form habits that reflect those values in daily life. This shows that a conducive environment is a key factor in the formation of Islamic personality [69]–[72].

The significant role of the family in supporting this process also emphasizes the importance of collaboration between school and home in personality development. When values taught at school are reinforced at home, students tend to be more consistent in applying those values in their lives [73], [74].

The novelty of this research lies in the integrated approach used in the development of Islamic personality, which is not only limited to religious teaching but also covers all aspects

of education. This provides a model that can be adapted by other Islamic educational institutions in various contexts [\[75\]](#), [\[76\]](#).

This discussion integrates the results of the research with in-depth analysis, providing a clear picture of the effectiveness of the strategies used and their relevance in the context of modern Islamic education [\[77\]](#).

This study reveals several important findings related to the strategy and implementation of Islamic personality development through the internalization of religiosity values in Madrasah Aliyah Dakka, Bangladesh. Key findings include:

1. **Integrated Teaching Strategy:** Teachers at Madrasah Aliyah Dakka apply an integrated teaching approach, where Islamic religiosity values are internalized in all subjects, not just in religious education. The teaching of creed, morals, and fiqh, for example, is directly linked to the lessons of mathematics, science, and language, so that students can see the relevance of Islamic values in various aspects of life [\[78\]](#), [\[79\]](#).
2. **Supportive School Environment:** Madrasah creates an environment that supports the formation of Islamic personality through various extracurricular activities such as congregational prayers, religious studies, and memorization of the Qur'an. This environment is supported by a school culture that emphasizes Islamic ethics in every social interaction, both between students and between students and teachers.
3. **The Role of the Family in Education:** Research has found that the family has a significant role in supporting the internalization process of religiosity values taught in madrasahs. The involvement of parents in religious education at home strengthens the development of Islamic personality carried out in schools.
4. **Impact on Student Personality:** The results of observations and interviews show that students who participate in this coaching program experience improvements in aspects of Islamic personality, including discipline, honesty, responsibility, and social empathy. The students showed a more positive attitude towards religious practices and had a deeper understanding of Islamic values [\[80\]](#), [\[81\]](#).

Internalization of Religiosity Values

Bina Pribadi Islami is a collection of activities for students at Madrasah Aliyah Dakka Bangladesh to always have an Islamic personality. In addition, it is also a distinctive goal of JSIT to establish a school to have Islamic education.

According to Muhammad Munif, the problems faced by PAI must be found solutions. PAI has been concentrating more on theoretical religious problems that are cognitive and less concerned with the problem of how to transform cognitive religious knowledge into "meaning" and "value" that need to be actualized by implementing strategies in shaping effective student character. Its implementation can adopt the theories of value internalization strategies which include: modeling strategies, habituation strategies, ibrah and amtsal strategies, advice-giving strategies, promises and threats (targhib wa tarhib) strategies, and discipline strategies [\[82\]](#).

There are three things about the role of BPI in Madrasah Aliyah Dakka Bangladesh, namely:

1. **Curricular:** the teacher gives a peculiarity during the lesson. Not only science but also the process of Islamization in it. Like a United Kingdom teacher, in addition to delivering the subject matter, he also inserted a message about the importance of learning the fiqh of worship in daily life. The Biology teacher gave examples of kauniyah verses that are relevant to the material presented. Arabic teachers who explain the science of Nahwu associated with sentences in the Qur'an [\[83\]](#)–[\[87\]](#).

2. Co-Curricular: including assignments during holidays, mutaba'ah, recitation duties, and daily manners.
3. Extracurricular: Islamic Study Club is a coaching activity outside the classroom but is still adjusted to the formal time such as class hours. So that it is optimal, it is made an obligation for all students of Madrasah Aliyah Dakka Bangladesh. Implemented in an integrated manner, with resources used [\[88\]–\[94\]](#).

CONCLUSION

This research highlights the success of Madrasah Aliyah Dakka in fostering Islamic personality through the internalization of religious values. The main findings show that the strategies implemented in this madrasah are very effective in facilitating the development of students' character by Islamic teachings. First, an integrative approach that links religious values with the general curriculum has been proven to improve the understanding and application of Islamic values in various aspects of students' daily lives. Through this method, students not only gain academic knowledge but also the formation of character consistent with religious teachings. Second, a conducive school environment plays a key role in the internalization of these values. Extracurricular activities that focus on religious practices and school culture that emphasize Islamic ethics create an atmosphere that supports the formation of Islamic personality. This is in line with the principles of holistic education that integrate spiritual, moral, and intellectual aspects in the learning process. Third, family involvement in religious education at home also greatly affects the results of personality development. Close collaboration between schools and families strengthens the process of internalizing Islamic values, creating consistency between what is taught in madrasahs and what is practised at home. Overall, this study shows that the Islamic personality development model applied in Madrasah Aliyah Dakka can be a useful reference for other Islamic educational institutions. This model offers a comprehensive and integrative approach, which addresses the challenges of Islamic education in the modern era in an effective way.

Recommendations. Application of the Model in Other Institutions: Other madrasahs, both in Bangladesh and in other countries, are advised to implement this integrated education model. By associating Islamic values with the general curriculum and creating a supportive school environment, educational institutions can enhance the formation of Islamic personality in their students.

Development of Extracurricular Activities: Schools are expected to expand and develop extracurricular activities that focus on religious values. This activity must be designed to actively and deeply involve students so that it can strengthen the understanding and application of Islamic teachings in daily life.

Increased Family Involvement: Increasing family involvement in religious education is an important step to support the personality development process. Schools may hold training programs or workshops for parents to reinforce the values taught in the madrasah and ensure consistency between education at school and home.

Further Research: Further research is needed to explore the long-term impact of internalizing religious values on students' personality development. This study can broaden the understanding of how different coaching strategies can be applied and adapted to different contexts.

Education Policy: Governments and education policymakers need to consider implementing policies that support an integrated model of Islamic personality development. Support in the form of funds, training, and resources will help educational institutions implement effective and sustainable strategies. By implementing these recommendations, it is hoped that Islamic education can be more effective in shaping the young generation who are not only academically intelligent but also strong in their Islamic personality.

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Author Contribution

All authors made equal contributions to the main contributors of this paper, all authors read and approved the final paper, and all authors declared no conflict of interest.

Conflicts of Interest

All authors declare no conflict of interest.

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