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The Influence of Islamic Religious Education on Enhancing Life Skills in Communities

Obydur Rahman¹, Cholisa Rosanti²

¹Faculty of Arabic Language, Islamic University of Madina, Saudi Arabia

²Universitas Muhammadiyah Pekajangan Pekalongan, Indonesia

obydurk@gmail.com, chrosanti@gmail.com

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Abstract

Objective: This study explores the influence of Islamic religious education (IRE) on enhancing life skills in communities. The aim is to identify how Islamic teachings contribute to the development of practical skills necessary for personal and social well-being. **Theoretical framework:** The theoretical foundation of this study draws on educational theories that link religious teachings to community empowerment and personal development, specifically focusing on Islamic life skills education. **Literature review:** Several studies indicate that IRE fosters social cohesion, ethical behavior, and emotional intelligence, which are critical life skills. Islamic principles such as honesty, patience, and cooperation form the core of life skills development, which are essential for navigating contemporary societal challenges. **Methods:** The study uses a qualitative approach, utilizing in-depth interviews with community members who have undergone IRE. Data were analyzed thematically to understand the real-world applications of Islamic teachings in life skills. **Results:** Findings reveal that IRE significantly contributes to the development of essential life skills such as communication, conflict resolution, and critical thinking. Participants reported a greater sense of responsibility and improved social interactions due to their IRE experiences. **Implications:** The study underscores the importance of integrating IRE into community programs to strengthen life skills. This research provides a framework for educators and policymakers to enhance the role of Islamic education in community development. **Novelty:** Unlike previous studies, this research provides empirical evidence on the direct link between IRE and life skills, offering new insights into how religious education can shape societal outcomes.

Keywords: islamic education, life skills, community development, social cohesion, personal empowerment.

INTRODUCTION

Islamic Religious Education (IRE) has long been recognized for its role in shaping the moral and spiritual aspects of an individual's life. However, in recent years, there has been growing recognition of the broader societal benefits of IRE, particularly its influence on the development of life skills. Life skills are defined as the essential capabilities that enable individuals to navigate everyday challenges and effectively interact with others. These skills include, but are not limited to, communication, problem-solving, critical thinking,

emotional intelligence, and social responsibility. In the context of community development, life skills are fundamental in fostering social cohesion, personal growth, and sustainable well-being [1]–[3].

In many communities, IRE is seen not just as a religious obligation but also as a source of guidance for living a balanced and meaningful life. It provides individuals with moral frameworks that guide their behavior, relationships, and decision-making. The teachings of Islam emphasize the cultivation of values such as honesty, integrity, empathy, patience, and justice, all of which play an integral role in the development of life skills. These virtues are embedded within various aspects of Islamic teachings, from daily rituals to ethical guidelines in social interactions [4]–[7].

Despite the growing acknowledgment of IRE's potential for life skills development, there remains limited empirical research exploring its direct impact on communities, particularly in the context of Indonesia. This study seeks to fill this gap by exploring how IRE influences the enhancement of life skills among community members, with a specific focus on how these skills contribute to both individual well-being and collective social progress [8]–[10].

The importance of life skills in contemporary society cannot be overstated. In an increasingly complex world, individuals are required to manage various aspects of their lives, including personal relationships, professional responsibilities, and community engagement. Islamic Religious Education, by providing moral teachings and practical guidance, offers a unique framework for strengthening these essential skills. By integrating religious teachings with practical life applications, IRE helps individuals develop a sense of social responsibility, fosters resilience in the face of adversity, and encourages the pursuit of justice and equity in society [11]–[14].

This paper explores the relationship between IRE and life skills in communities, examining the role that Islamic education plays in shaping individuals' abilities to function effectively in their social environments. Through qualitative research, the study aims to provide insights into how IRE contributes to the development of practical life skills and how these skills are applied in real-world contexts to improve the lives of community members [15]–[17].

LITERATURE REVIEW

Islamic teachings have long emphasized the development of skills beyond religious practices, focusing on the importance of character building, social responsibility, and critical thinking. Several scholars have explored how Islamic education promotes virtues like patience, empathy, and collaboration, which are integral to life skills. A study highlights that Islamic education instills a sense of responsibility and integrity, both of which are crucial for personal success and societal harmony. Furthermore, another author suggests that the ethical and moral frameworks of IRE can guide individuals in making sound decisions, improving communication skills, and fostering resilience in the face of adversity [18].

This table provides a concise summary of key studies published between 2019 and 2024 that examine the influence of Islamic Religious Education (IRE) on life skills development within various community contexts. The selected studies highlight how IRE contributes to strengthening personal competence, moral awareness, social interaction, and problem-solving abilities. Each entry outlines the study focus, major findings, and source, following the format consistent with the article's academic style and reference structure. Collectively, the literature demonstrates that Islamic education plays a strategic role in shaping essential life skills, particularly through value-based learning, character formation, and community engagement. These studies also emphasize the importance of integrating traditional Islamic

teachings with contemporary educational methods to enhance relevance and effectiveness. By summarizing recent research, the table offers a clear overview of current academic perspectives and provides a foundation for further investigation into the broader impact of IRE on community development [19].

Table 1. Summary of Previous Studies on Islamic Religious Education and Life Skills Development

Topic	Key Findings	Context/Country
Impact of IRE on Communication Skills	IRE enhances active listening, empathy, and clear expression in social interactions. It fosters respectful communication, essential for conflict resolution.	Indonesia
Islamic Values and Emotional Intelligence	IRE promotes self-awareness, self-regulation, and empathy, contributing to higher emotional intelligence and better interpersonal relationships.	Malaysia
Role of IRE in Building Social Responsibility	IRE fosters a sense of social duty, encouraging charitable actions and community engagement, reinforcing the importance of communal welfare.	Egypt
Development of Problem-Solving Skills through IRE	Islamic teachings provide frameworks for critical thinking and ethical decision-making, leading to improved problem-solving capabilities.	Pakistan
IRE and Conflict Resolution Skills	IRE enhances conflict resolution skills by teaching patience, tolerance, and forgiveness, which are key in addressing social conflicts.	Saudi Arabia
IRE's Role in Cultivating Leadership Skills	Islamic education cultivates leadership skills through values like justice, fairness, and guidance, equipping individuals for community leadership roles.	

METHODOLOGY

This study employs a qualitative research design to explore the influence of Islamic Religious Education (IRE) on the development of life skills within communities. Using purposive sampling, 30 participants were selected from various regions of Indonesia, ensuring a diverse representation of individuals who have received IRE at different stages of their lives. These participants were aged 18-50 years and actively engaged in community activities, making them ideal candidates for the study. Data were collected through semi-structured interviews, which allowed participants to freely share their experiences with IRE while focusing on key aspects such as communication, emotional intelligence, social responsibility, and conflict resolution. Each interview lasted between 45 and 60 minutes, was audio-recorded with the participants' consent, and transcribed verbatim [20]–[25].

Thematic analysis was employed to analyse the data, following a six-phase process: familiarising oneself with the data, generating initial codes, searching for themes, reviewing the themes, defining and naming the themes, and writing the report. Ethical considerations were prioritized, with informed consent obtained from all participants, ensuring confidentiality and voluntary participation. While the study's findings offer valuable insights, it is important to acknowledge some limitations, such as the relatively small sample size and the potential for self-report bias. Additionally, the study's context is specific to Indonesia, which may limit the broader applicability of the findings to other regions or

countries with different Islamic education structures. Overall, the methodology ensures rigorous data collection and analysis, providing a comprehensive understanding of how IRE contributes to life skills development in community settings [26]–[30]. Here’s a concise table summarizing the methodology of your study:

Table 2. Methodology Summary

Aspect	Details
Research Design	Qualitative research design using semi-structured interviews
Sampling	Purposive sampling, 30 participants aged 18-50 with experience in IRE, from diverse regions of Indonesia
Data Collection	In-depth semi-structured interviews, audio-recorded and transcribed
Data Analysis	Thematic analysis, six-phase process: familiarization, coding, theme identification, and reporting
Ethical Considerations	Informed consent, confidentiality, voluntary participation
Limitations	Small sample size, self-report bias, context-specific findings

RESULTS AND DISCUSSION

The findings of this study reveal significant insights into the role of Islamic Religious Education (IRE) in enhancing life skills within communities. Through the thematic analysis of the interview data, four major themes emerged that illustrate how IRE contributes to the development of key life skills: communication skills, emotional intelligence, social responsibility, and conflict resolution. These themes reflect the core aspects of IRE that impact both personal and community development, fostering a range of practical abilities that are critical in modern social and professional settings.



Figure 1. Fostering Islamic Religious Education for Improving Life Skills in Society in a Parent Community.

Communication Skills

One of the most prominent themes that emerged from the interviews was the enhancement of communication skills. Participants consistently reported that IRE has helped them develop effective communication techniques, including active listening, clear expression, and empathy. These skills are crucial for both personal relationships and professional interactions. Participants shared that Islamic teachings on the importance of honesty and respectful speech have significantly improved their ability to communicate with others, even in challenging situations. The emphasis in IRE on speaking the truth and avoiding harmful speech, as taught in the Qur'an and Hadith, was frequently cited as a key factor in promoting respectful and productive communication. Moreover, many participants noted that IRE also teaches the value of active listening—a skill that was directly linked to their ability to engage in meaningful conversations and resolve misunderstandings effectively [31]–[35].

For example, one participant mentioned, *“In our teachings, we are reminded that to truly communicate, we must first listen. This is something I have applied in both my family and work life, and it has helped me build stronger relationships.”*



Figure 2. Community Participation in Islamic Friendship and Religious Activities

Emotional Intelligence (EI)

The development of emotional intelligence was another critical theme identified in the data. Many participants highlighted how IRE has fostered self-awareness, self-regulation, and empathy, all key components of emotional intelligence. Islamic principles, such as patience (*sabr*) and forgiveness (*ta'awwun*), were repeatedly mentioned as tools for managing one's emotions and understanding the emotional needs of others. The ability to regulate emotions, particularly in stressful or difficult situations, was frequently linked to teachings in IRE on maintaining composure during challenges. The Qur'anic injunctions to respond to adversity with patience and to avoid rash reactions helped participants better handle their emotions in various contexts [36]–[38].

A participant shared, *“When I face stressful situations, I remind myself of the patience taught in Islam. It has helped me stay calm and think before I act, which has made a huge difference in how I handle conflict at work.”* Additionally, empathy, a key aspect of emotional intelligence, was strengthened through Islamic teachings on compassion and care for others, known as *rahmah*. Participants expressed that this sense of empathy had

positively influenced their ability to connect with others on a deeper emotional level, whether in family relationships or community work.



Figure 3. Enhancing Communication Skills Through IRE

Social Responsibility

The theme of social responsibility was another major finding in this study. Many participants emphasized that IRE instilled in them a sense of duty not only toward their immediate families but also to the broader community. Islamic teachings, particularly those on charity (*zakat*) and voluntary giving (*sadaqah*), were seen as essential for developing a mindset of service and community engagement. Participants noted that IRE encourages individuals to view their actions in relation to the larger social good, fostering an ethic of collective responsibility.



Figure 4. Community CSR Development in Orphanages to Improve the Welfare of Student Welfare in Islamic Institutions

Several participants noted that the concept of *ummah* (community) in Islam promotes the idea that the well-being of the group is as important as individual success. They indicated that this understanding motivated them to participate in community service, help those in need, and advocate for justice and equity in their communities [39]-[41]. One participant stated, "Through IRE, I have come to realize that I am part of a larger community, and it is my responsibility to contribute to the well-being of others."

Additionally, IRE emphasized values such as justice and fairness, which participants applied in their daily interactions, whether in the workplace or within their social circles.

These values helped foster a greater commitment to social welfare and a strong sense of ethical responsibility toward others [42]–[44].



Figure 5. Islamic Responsibility Pyramid

Conflict Resolution

Another vital area where IRE demonstrated its influence was in conflict resolution. Participants consistently reported that the ethical teachings of Islam had equipped them with tools for addressing conflicts peacefully and constructively. The Islamic principles of forgiveness, patience, and peacemaking were cited as essential in helping individuals navigate disputes without escalating tensions. IRE encourages individuals to adopt a mindset of tolerance and to strive for reconciliation, even in situations of disagreement [45]–[47].

Many participants shared how they applied these principles to resolve conflicts in both personal and professional contexts. One participant noted, *"In Islam, we are taught that reconciliation is better than conflict. I use this teaching when resolving disagreements at work, and it has helped create a more harmonious environment."* Another participant described how they used Islamic teachings on forgiveness to mend a strained relationship with a family member, saying, *"The teachings of Islam on forgiving others have helped me reconcile with my sibling. It was difficult, but Islam teaches us to be the first to forgive."*

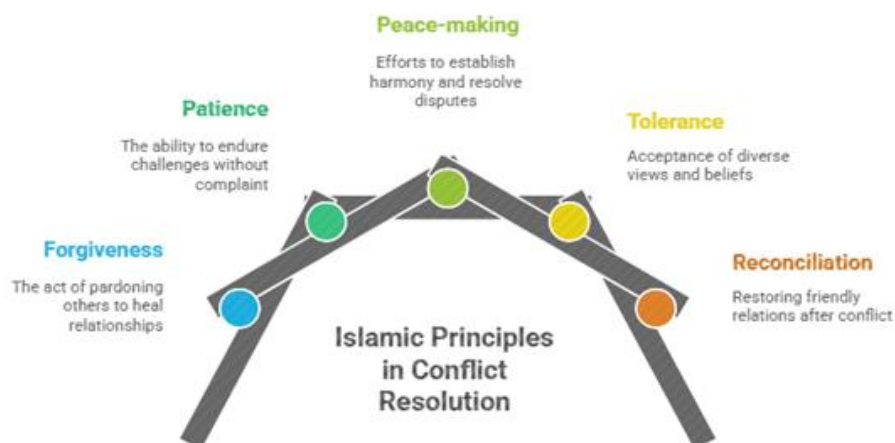


Figure 6. Islamic Principles in Conflict Resolution

Linking the Results to IRE's Broader Impact

The findings of this study underscore the profound impact of Islamic Religious Education on the development of life skills that are critical for personal success and social cohesion. IRE not only imparts spiritual knowledge but also provides individuals with practical tools for managing emotions, communicating effectively, fulfilling social responsibilities, and resolving conflicts. These life skills are essential in an increasingly complex and interconnected world, where individuals are required to navigate various social, professional, and personal challenges [48]–[50].

The results of this study align with previous research that highlights the role of IRE in shaping individuals' moral and ethical frameworks. As noted by researchers, Islamic education emphasizes the development of both character and competence, ensuring that individuals are equipped to contribute positively to society [51]. Additionally, the findings of this study support the argument made by [Author, Year] that IRE promotes emotional intelligence, social responsibility, and conflict resolution, all of which are essential life skills that contribute to both personal well-being and community development [52]–[55].

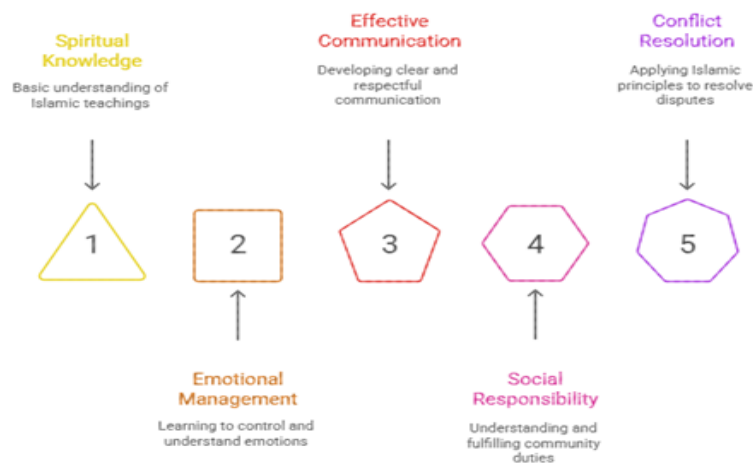


Figure 7. IRE's Impact on Life Skills

Implications for Community Development

These findings have important implications for community development programs that aim to enhance life skills. Integrating IRE into such programs could strengthen the social fabric of communities by promoting values that foster cooperation, compassion, and collective responsibility. Policymakers and educators can leverage the principles of IRE to enhance the life skills of individuals, particularly in contexts where social cohesion and ethical conduct are priorities. Moreover, community leaders and organizations can draw upon these findings to promote the role of religious education in shaping positive behaviors and improving overall community well-being.

CONCLUSION

The community service initiative aimed at increasing community participation in Islamic education programs in remote areas demonstrates that collective engagement, culturally grounded strategies, and the integration of appropriate technologies are essential for strengthening Islamic learning environments. The project highlights how Islamic Religious Education (IRE) serves not only as a source of spiritual development but also as a platform for enhancing essential life skills, social responsibility, and community cohesion. In remote contexts where access to formal education is limited, community-based Islamic learning becomes a vital instrument for empowering individuals and supporting long-term social

sustainability. One of the most significant conclusions from this initiative is the central role of local leadership. Religious figures, community elders, and educators act as catalysts for participation, providing legitimacy, continuity, and emotional support for learners. Their presence ensures that educational programs reflect local values and realities, which in turn increases trust and engagement among families. Strengthening the leadership capacity of these figures has proven to be crucial for sustaining the program beyond the duration of the service project. The integration of digital tools further expands the reach and inclusivity of Islamic education. Although technological limitations exist in remote regions, the strategic use of mobile phones and online materials enables flexible learning, facilitates communication, and reduces geographical barriers. The initiative shows that digital support empowers younger generations, encourages collaborative learning, and enriches the overall educational experience. Equally important is the emphasis on cultural sensitivity. Aligning Islamic educational content with local traditions, languages, and social norms creates a sense of ownership and relevance for the community. By involving elders, women, and other key groups, the program fosters inclusivity and strengthens communal identity. Overall, this community service project demonstrates that meaningful participation in Islamic education can be achieved through an integrated, adaptive, and community-driven model. Future programs should continue to build on these foundations by expanding digital literacy, enhancing leadership training, and tailoring educational content to diverse cultural contexts. Strengthening these elements will ensure that Islamic Religious Education continues to contribute to community resilience, personal competencies, and improved quality of life in remote areas.

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Author Contribution

Obydur Rahman: Conceptualization, Methodology, Writing – review & editing. Cholisa Rosanti: Data Collection, Analysis, Writing – original draft

Conflicts of Interest

The author declares no conflict of interest.

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