

Thematic Analysis of the Concept of Piety in the Qur'an and Its Application to Character Education in the Islamic Boarding School Environment.

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Abstract

Purpose: This research aims to analyze the concept of piety in the Qur'an and its application in character education in Islamic boarding schools. The method used is a qualitative approach with an analytical descriptive research design, which examines the literature and interpretation of the Qur'an related to piety and its application in Islamic boarding schools. Data were collected through the analysis of texts related to piety and literature studies related to piety based character education. The results of the study show that piety in the Qur'an includes spiritual, moral, and social dimensions, which are reflected in real behavior. The application of piety values in pesantren education has proven to be effective in shaping the character of students, both in personal and social aspects. The study also found that pesantren integrate pious values into their curriculum, through religious and social teaching activities that emphasize social awareness and responsibility. The conclusion of this study is that piety has a central role in the formation of the character of students, which can be applied in various aspects of life. This research makes an important contribution in the field of Islamic education, especially in the development of Qur'an-based character education

Keywords: Piety, Al-Qur'an, character education, Islamic boarding school, curriculum, morals.

Introduction Section

Character education is one of the most important aspects in shaping the quality of a generation that has integrity, noble morals, and the ability to adapt to the times. One of the concepts that is considered relevant to be applied in character education is piety, which has the meaning of total obedience to Allah by practicing His commandments and staying away from His prohibitions. This concept of piety is found in the Qur'an and is closely related to character formation in Islamic education. Pesantren, as an educational institution that prioritizes religious values, plays an important role in shaping the character of students. Therefore, it is important to conduct an in-depth study of the concept of piety in the Qur'an and its application in character education in the pesantren environment.

The background of this research focuses on the importance of a deeper understanding of the concept of piety in the Qur'an, which is not only related to the spiritual dimension, but also has direct implications on character formation. Piety, which is often mentioned in various verses of the Qur'an, has various dimensions that can be translated into concrete actions in daily life. Pesantren, as a place of education based on Islamic teachings, has great potential to integrate these pious values in the curriculum and learning process. However, the proper and effective implementation of this piety value in pesantren still requires a more in-depth study so that it can be realized in real actions that shape the character of the students. This research aims to reveal the concept of piety in the Qur'an thematically and analyze its application in character education in Islamic boarding schools.

The main purpose of this study is to analyze the concept of piety in the Qur'an and how the values of piety can be applied in character formation in the pesantren environment. This research also aims to provide a clearer picture of the relevance of the concept of piety in character education, as well as how pesantren can integrate the value of piety in the educational curriculum which leads to the formation of students who are not only skilled in religious science, but also have noble and tested morals in daily life. In achieving this goal, this research will conduct a thematic analysis of the verses of the Qur'an related to piety and examine the application of these values in the context of pesantren through various relevant literature. The relationship of this research with the existing literature is very important, given that several previous studies have discussed concepts of character education related to the values of the Qur'an, including piety. For example, Putra (2020) in his dissertation has examined character education based on the interpretation of the Qur'an, which includes various important concepts such as piety and its application in daily life. In addition, research conducted by Saleh et al. (2025) on the rules of Tadabbur in Islamic boarding schools provides insight into how the process of deep understanding of the Qur'an

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can help in shaping the character of students. Likewise, Anam's (2022) research discusses piety character education from the perspective of Sheikh Ahmad Khatib Sambas, which shows how important piety education is as a moral basis in shaping the character of students. Sakinah (2023) also conducted a study on the implementation of Qur'anic character education, which emphasizes the application of Qur'anic values, including piety, in the pesantren curriculum.

In addition, a study by Mirza and Siroj (2025) on the interpretation of tarbawi in character education provides an understanding of how the principles of education in the Qur'an can be applied to form a solid character, one of which is by developing a sense of piety. This research also refers to other studies that provide perspectives on the relationship between piety and character education, such as those found in Yusuf's (2025) work on the relevance of At-Thabari interpretation in the formation of students' character. Therefore, this research is closely related to previous literature that discusses the concepts of Qur'an-based character education, and will enrich the understanding of how the concept of piety can be applied in the pesantren environment.

The formulation of the problem in this study includes several key questions, including: How is the concept of piety in the Qur'an explained thematically? How can the values of piety contained in the Qur'an be applied in character education in Islamic boarding schools? What are the challenges and opportunities faced in the implementation of piety-based character education in Islamic boarding schools? These questions will be answered by analyzing various verses of the Qur'an related to piety, as well as examining their application in pesantren education. Through a thematic interpretation approach, this research is expected to provide a deeper insight into the concept of piety in the Qur'an and how this concept can be implemented in character education in pesantren to create students who are not only intellectually intelligent, but also have high morals and morals, in accordance with the guidance of Islam.

Method

This research method uses a qualitative approach with a type of analytical descriptive research that aims to analyze the concept of piety in the Qur'an and its application to character education in the pesantren environment. The design of this research is a literature research or literature study that examines written sources such as the interpretation of the Qur'an and various relevant scientific works, including dissertations and articles that discuss Qur'an-based character education, especially related to the concept of piety. The sample or subject of this study are verses of the Qur'an related to piety, as well as various literature that discusses the application of piety values in character education in pesantren, as has been done by Putra (2020), Anam (2022), Sakinah (2023), and Saleh et al. (2025). The research instrument used is thematic interpretation analysis, which focuses on an in-depth understanding of the verses of the Qur'an that contain the concept of piety, as well as literature studies to understand the application of piety-based character education in pesantren.

The data collection procedure is carried out by reading and studying the interpretations of the Qur'an and relevant related literature, then identifying verses that explain the concept of piety. Furthermore, the researcher will collect and organize information from various sources that discuss the application of piety values in the context of character education in Islamic boarding schools. The data collected will be analyzed using the content analysis method with a thematic approach, which aims to identify the main themes related to piety and its implementation in the formation of the character of students in Islamic boarding schools. This analysis will be carried out systematically by grouping information based on the similarity of meaning and relevance to the purpose of the research, namely to explore the concept of piety in the Qur'an and its application in character education in Islamic boarding schools. This method is expected to provide a deep understanding of the role of piety in character education, which can be applied in the context of pesantren.

The results of this study present findings obtained through thematic analysis of the concept of piety in the Qur'an and its application in character education in the pesantren environment. This research aims to explore the concept of piety in depth through relevant interpretations and identify its practical application in Islamic boarding schools.

Discussion

1. The Concept of Piety in the Qur'an

Based on an analysis of the verses of the Qur'an related to piety, it was found that piety, is a very central concept in the Qur'an, which involves full awareness of Allah's commandments and prohibitions (Putra, 2020). The verses that mention piety usually contain the sense that piety is related to the submission of the heart and behavior which is reflected in real actions, both in personal and social life. One of the verses that is often associated with piety is in Surah Al-Baqarah (2:2) which states that the book of the Qur'an is a guide for those who are pious. This shows that piety is one of the main requirements for getting guidance from Allah.

Other verses, such as Surah At-Tahrim (66:6), also mention the importance of protecting oneself and one's family from the fire of hell by maintaining piety. This verse shows that piety does not only have an impact on individuals, but also on the

family and society at large. Piety in this context can be interpreted as awareness that encourages individuals to avoid actions that are prohibited by Allah, as well as encouraging them to do good deeds that bring benefits to themselves and others (Shafwan, 2021).

2. The Principle of Piety in Character Education

The application of the concept of piety in character education in Islamic boarding schools focuses on the formation of student behavior in accordance with Islamic teachings. This study found that pesantren uses an approach based on piety values to shape the character of students, which is reflected in various educational activities, such as religious teaching, spiritual activities, and social activities in pesantren (Saleh et al., 2025). One of the principles taught is the awareness to always be responsible for every action, both individual and social. Thus, piety does not only include the spiritual aspect, but also the moral and social aspect.

Piety-based character education in pesantren involves the process of internalizing piety values, where students are taught to practice Allah's commands and stay away from His prohibitions in daily life. For example, in Surah Al-Imran (3:102), Allah says: "O you who have believed, fear Allah with true piety." This verse teaches that piety must be done completely and fully, that is, by keeping every aspect of life in accordance with Allah's guidance.

In Islamic boarding schools, the value of piety is applied not only in religious teaching, but also in various aspects of student life. Sakinah (2023) in his research stated that Qur'an-based character education in Islamic boarding schools emphasizes the importance of character formation through the teaching of piety values that are sourced directly from the Qur'an. For example, in the teaching of morals, pesantren emphasizes the importance of honesty, patience, humility, and tawakal, all of which are implementations of piety.

3. Application of Takwa in the Islamic Boarding School Curriculum

Islamic boarding schools also teach piety through a more practical approach, such as by holding religious programs that aim to strengthen students' relationship with Allah, such as congregational prayers, interpretation of the Qur'an, and religious discussions. This is in line with research by Mirza and Siroj (2025) which states that the pesantren curriculum must be able to instill the values of piety in students so that they can apply them in their daily lives.

4. Challenges in the Implementation of Piety-Based Character Education

Although the value of piety has been applied in the pesantren education curriculum, this study also found several challenges in the implementation of piety-based character education. One of the main challenges found is the difference in understanding of the concept of piety among teachers in Islamic boarding schools. Some pesantren adopt a more traditional approach in teaching piety, while others adapt a more contemporary approach, according to the times (Anam, 2022).

Another challenge is how to maintain consistency in applying the values of piety in the daily lives of students. Given that the pesantren environment has different dynamics from life outside the pesantren, a more effective strategy is needed to ensure that the value of piety can be truly applied by students outside the pesantren environment. (K & Zakaria, 2024)

5. The Influence of Piety on the Formation of Santri Character

The implementation of piety values in pesantren character education has a significant impact on the formation of student character (Nisak & Mubarak, 2023). This study found that students who practice the value of piety in daily life tend to have a higher sense of responsibility, empathy, and social awareness. This shows that piety-based character education can create individuals who are not only spiritually intelligent, but also have noble characters and are beneficial to society (Yusuf, 2025).

Discussion of Findings

This research reveals that the concept of piety in the Qur'an has a very important role in shaping the character of students in the pesantren environment. These findings are in line with various previous studies that have discussed the relationship between piety and character education in the context of Islamic education, especially Islamic boarding schools. One of the main findings of this study is that piety, as a form of full awareness of God's commandments and prohibitions, has a significant impact on the development of noble character, both in spiritual and social aspects.

1. The Concept of Piety in the Qur'an

In this study, it was found that piety is a very broad concept in the Qur'an, encompassing various dimensions, such as consciousness of the heart, submission to Allah, and avoidance of actions that He forbids. This finding is consistent with the analysis conducted by Putra (2020), which shows that piety is the basis of character formation in Islamic teachings.

Piety is not only related to the spiritual aspect but also includes the moral and social dimensions. For example, Surah Al-Baqarah (2:2) mentions that the Qur'an is a guide for the righteous, which shows that piety is a condition for understanding Allah's guidance. In this context, piety is the starting point for an individual to behave in accordance with religious guidance in various aspects of his life. (Fadillah, 2023)

This study also found that piety serves as a foundation for students to behave well and be responsible, both towards themselves and others. This is in line with the thinking put forward by Shafwan (2021), who explains that piety is a commitment to follow Allah's guidance in all things, which in turn forms individuals who are not only spiritually obedient but also have high social awareness. (Moral, n.d.)

2. The Principle of Piety in Character Education

The application of the concept of piety in character education in Islamic boarding schools is an important aspect discussed in this study. These findings are in accordance with research conducted by Sakinah (2023) which researches the implementation of Qur'anic character education in Islamic boarding schools. In the study, Sakinah emphasized that character education based on pious values is very effective in shaping the noble character of students. (Ratna et al., 2024) This research found that pesantren utilize the value of piety in various educational activities, such as religious teaching, faith strengthening, and social attitude formation.

These findings are also in line with the work of Saleh et al. (2025), who analyzed how the Tadabbur rules applied in Islamic boarding schools can help shape the character of students in a more profound way. These rules, which are based on the understanding of the Qur'an through Tadabbur, encourage students to always maintain piety in every aspect of their lives. As explained in Saleh et al.'s study, Tadabbur helps students to better understand the Qur'an and instill the values of piety in their lives. Thus, piety becomes more than just a theological concept; (Ahsan, 2025)

3. Application of Takwa in the Islamic Boarding School Curriculum

One of the other important findings is the application of piety in the pesantren education curriculum, which has proven effective in shaping the character of students (Ato et al., 2024). Education in pesantren integrates pious values in various aspects of students' daily lives, from religious teaching to their social and emotional development. These findings support the research conducted by Anam (2022) on the education of piety character in the perspective of Sheikh Ahmad Khatib Sambas, who also emphasizes the importance of applying piety values as a moral basis in Islamic education. This study found that the curriculum of Islamic boarding schools based on the Qur'an not only teaches religious knowledge, but also directs students to practice piety in daily actions, such as in social activities, honesty, patience, and concern for others. (Na et al., 2025)

The implementation of piety values in character education in pesantren is also found through spiritual activities, such as congregational prayers, interpretation of the Qur'an, and recitation that strengthen students' awareness of the importance of maintaining piety in their lives. This finding is in line with research by Yusuf (2025), which shows that the application of piety values in character education in Islamic boarding schools can form the character of students who not only excel in religious science but also have noble morals. (Ahsan, 2025)

4. Challenges in the Implementation of Piety-Based Character Education

Although the application of piety-based character education in Islamic boarding schools is very beneficial, this study also identifies several challenges in its implementation. One of the main challenges is the difference in understanding of piety in

Piety-based character education.

Second, further research can explore how teachers in Islamic boarding schools are divided, which may affect the way they teach and implement the values of piety to students. This is in line with the findings in a study by Mirza and Siroj (2025) which observed variations in the application of piety values in various Islamic boarding schools. Some pesantren may focus more on the ritualistic aspect, while others emphasize more on the application of social values of piety in daily life (Dan et al., n.d.). Another challenge is to maintain consistency in teaching the value of piety, considering that pesantren as educational institutions have different social dynamics from the general public. Therefore, a more effective strategy is needed to ensure that the value of piety can be applied consistently by students in various aspects of their lives. This research shows that there needs to be a renewal in the approach to the curriculum and teaching methods that can ensure that the value of piety is applied in a sustainable manner. (Elfariyah et al., 2024)

Significance of Research Results

The results of this research are very significant in the context of character education in Islamic boarding schools. This research confirms the importance of piety as a moral basis that can form a noble character among students. These findings make an important contribution to the development of the character education curriculum in Islamic boarding schools, which can further emphasize the values of piety contained in the Qur'an. In this context, the results of this study provide

new insights into how piety is not only seen as a spiritual obligation, but also as a moral principle that can shape positive social behavior.

In addition, this study provides a deeper understanding of how piety-based character education can be applied in educational practices in Islamic boarding schools. The concept of piety emphasized in the pesantren curriculum can play a role in forming students who not only master religious knowledge but also have noble morals, which are needed in an increasingly complex society. This research also strengthens the argument that Qur'an-based character education can provide solutions to the moral problems faced by today's young generation.

Research Implications and Limitations

The implication of this study is that pesantren can focus more on the application of piety values in their educational curriculum. By delving deeper into the concept of piety contained in the Qur'an, pesantren can develop educational programs that are more effective in shaping the character of students. In addition, this study also shows the importance of consistent and structured teaching about the value of piety, which is not only applied in the context of worship, but also in social and emotional aspects.

However, this study also has some limitations. First, this research is only limited to the analysis of the text and interpretation of the Qur'an as well as several literature studies related to piety-based character education in Islamic boarding schools. Therefore, the results of this study may not be able to fully cover all aspects of the application of piety in Islamic boarding schools, especially those related to educational practices in the field. Second, because this study uses a qualitative approach, the results cannot be generalized to all Islamic boarding schools in Indonesia. Further research involving direct observation or interviews with pesantren managers and students can provide deeper insights into the challenges and successes in the implementation of piety-based character education.

Acknowledgement

This research has succeeded in exploring the concept of piety in the Qur'an and its application in character education in Islamic boarding schools, which has an important contribution to the development of the character of students. The main findings of this study show that piety does not only include the spiritual dimension, but also the moral and social dimension, which is reflected in the daily actions of the students. Piety in the Qur'an is defined as the full awareness of obeying Allah's commands and staying away from His prohibitions, which is the basis for the formation of a noble character. The application of piety in character education in Islamic boarding schools has proven to be effective in shaping the morals of students, by emphasizing the importance of personal awareness and social responsibility. Through various piety-based education programs, pesantren have succeeded in creating individuals who are not only intelligent in religious science, but also have good morals and care for others.

This research makes an important contribution in the field of Islamic education, especially in understanding the role of piety in character education. These findings enrich the existing literature on the application of Qur'anic values in education, as well as provide insight into how pesantren can integrate piety in their curriculum to form a better character of students.

Suggestions for Future Research

Although this study provides significant insights, there are still some areas that can be further researched. First, future research can explore more deeply how the value of piety is applied in Islamic boarding schools in various regions in Indonesia, given the differences in social and cultural contexts that may affect the way piety is applied. Research that involves interviews with pesantren administrators and students directly will provide a richer understanding of the challenges and successes in implementing the pesantren curriculum can be adapted or updated to optimize the application of piety values in the formation of student character. In addition, further research can also analyze the role of the family in supporting piety-based character education received by students in Islamic boarding schools, because character education is also a shared responsibility between Islamic boarding schools and families.

Finally, to increase the depth of the study, it is recommended that the next study include a comparative analysis between pesantren that apply a pious approach and pesantren that uses other approaches in character education. This can help identify best practices that can be applied in various Islamic boarding schools to form a superior character of students and in accordance with Islamic guidance.

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