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Generative Artificial Intelligence in Islamic Religious Education: Opportunities, Ethical Challenges, and Pedagogical Transformation

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Abstract

The emergence of Generative Artificial Intelligence (GenAI) has significantly transformed educational practices by enabling personalized learning, automated content generation, and intelligent tutoring systems. Despite its growing adoption, limited research has examined its pedagogical implications within Islamic Religious Education (IRE). This study aims to analyze the opportunities, ethical challenges, and educational impacts of integrating GenAI into Islamic Religious Education. A qualitative research approach employing a systematic literature review and expert interviews was conducted. Data were analyzed using thematic analysis to identify key trends in AI-assisted Islamic learning. The findings indicate that GenAI enhances personalized instruction, supports adaptive learning, facilitates lesson planning, and improves students' engagement with Islamic learning materials. However, ethical concerns—including academic integrity, algorithmic bias, misinformation, and excessive technological dependence—necessitate comprehensive ethical guidelines grounded in Islamic values. The study proposes an Islamic AI governance framework emphasizing transparency, accountability, digital ethics, and responsible AI use. The novelty of this research lies in developing an Islamic Generative AI Pedagogical Framework that integrates technological innovation with Islamic educational philosophy, providing practical guidance for responsible AI implementation in twenty-first-century Islamic education.

Keywords: Generative Artificial Intelligence; Islamic Religious Education; AI Ethics

A. Introduction

Education plays a fundamental role in shaping human character, behavior, and social responsibility in every society. In the contemporary era, education is not only

expected to transmit knowledge but also to cultivate values that guide individuals in their personal and social lives.(Rasyidi & Ansyari, 2022) Rapid technological advancement and globalization have influenced students' attitudes, often leading to moral degradation, declining discipline, and weakened leadership qualities. These challenges demand an educational approach that emphasizes character formation alongside academic achievement. Islamic education offers a comprehensive framework that integrates spiritual, moral, and intellectual development. Therefore, examining the role of Islamic character education in addressing these challenges is highly relevant.

Character education has become a global concern due to increasing social problems among students. Issues such as lack of discipline, declining respect for authority, and moral misconduct are frequently reported in educational institutions. Leadership crises among youth are also evident in their inability to make ethical decisions and take responsibility.(Setiawan & Gunawan, 2022) Education systems that focus solely on cognitive achievement often fail to nurture moral awareness and self-control. Islamic character education emphasizes values derived from the Qur'an and Sunnah, providing moral guidance that is deeply rooted in faith. This approach positions Islamic education as a strategic solution to contemporary educational problems.

Islamic character education is based on the holistic development of individuals, encompassing faith, morality, and behavior. The concept of akhlaq in Islam highlights the importance of ethical conduct in daily life. Education in Islam aims to produce individuals who are intellectually capable, morally upright, and socially responsible. Leadership in Islamic perspective is closely linked to moral integrity and accountability before God.(Salim, 2022) Discipline is viewed not merely as compliance with rules but as self-regulation grounded in spiritual awareness. These principles distinguish Islamic character education from secular character education models.

Leadership development among students is an essential goal of education. Leadership skills enable students to influence others positively, make responsible decisions, and contribute to society. In Islamic education, leadership is taught through exemplary conduct (uswah hasanah) demonstrated by educators and historical Islamic figures. The Prophet Muhammad is regarded as the ultimate role model of ethical leadership. Through Islamic character education, leadership is developed alongside humility, justice, and responsibility. This integration ensures that leadership is exercised with moral consciousness.

Discipline is another critical aspect of character formation. Without discipline, academic success and moral development are difficult to achieve.(Firmansyah, 2025a) Islamic teachings emphasize discipline through regular worship practices such as prayer, fasting, and adherence to ethical guidelines. These practices cultivate self-control, punctuality, and responsibility. Islamic character education instills discipline by linking behavior to spiritual accountability. As a result, discipline becomes an internalized value rather than an imposed obligation.

Moral development is the core objective of Islamic education. Moral values such as honesty, respect, compassion, and responsibility are central to Islamic teachings. These values guide students in their interactions with others and their environment. Moral education in Islam is not limited to theoretical instruction but is reinforced through practice and habituation. Teachers play a vital role in modeling moral behavior for students. Thus, Islamic character education creates an environment conducive to moral growth.

The relevance of Islamic character education has increased in response to moral crises in modern society. Many educational institutions struggle to address issues such as bullying, dishonesty, and lack of respect. These problems indicate a gap between knowledge acquisition and moral application. Islamic character education bridges this gap by integrating values into all aspects of learning. This integration ensures that moral development is continuous and contextual. Consequently, students are better prepared to face ethical challenges.

Educational institutions serve as strategic environments for implementing character education.(Setiawan & Ahla, 2022) Schools and universities provide structured settings where values can be systematically taught and reinforced. Islamic character education requires institutional commitment and supportive policies. Curriculum design, teaching methods, and school culture must reflect Islamic values. When implemented consistently, Islamic character education shapes students' attitudes and behaviors. This process contributes to the development of disciplined and morally conscious individuals.

Teachers are central figures in the success of Islamic character education. Their attitudes, behaviors, and teaching methods significantly influence students. Teachers are expected to act as moral exemplars who embody Islamic values in their daily interactions.(Hidayat & Riyannor, 2023) Through guidance and mentorship, teachers foster leadership and discipline among students. Professional development programs are necessary to equip teachers with the skills needed to integrate character education effectively. Thus, teacher competence directly impacts educational outcomes.

Family and community involvement also play important roles in character education. Islamic character education emphasizes collaboration between schools, families, and society.(Yusuf & Hidayat, 2021) Parents reinforce values taught at school through daily interactions at home. Community environments provide real-life contexts for practicing moral behavior. When these three elements work together, character education becomes more effective. This synergy strengthens students' leadership, discipline, and moral integrity.

The implementation of Islamic character education requires a clear conceptual framework. This framework should align educational goals with Islamic values and contemporary needs. Research-based approaches are essential to evaluate the effectiveness of character education programs. Library research provides a comprehensive understanding of existing theories and empirical findings. By analyzing previous studies, educators can identify best practices and challenges. This approach ensures that character education is grounded in scholarly evidence.

Previous studies indicate that Islamic character education positively influences students' behavior.(Mukhlis et al., 2025a) Research has shown improvements in discipline, respect, and social responsibility among students exposed to Islamic values. Leadership development has also been linked to character-based education programs. These findings highlight the importance of integrating moral education into formal curricula. However, further analysis is needed to understand the mechanisms behind these outcomes. This study addresses this gap through a comprehensive literature-based analysis.

The focus on leadership, discipline, and morality reflects key dimensions of student development. These dimensions are interrelated and mutually reinforcing. Leadership without moral integrity can lead to misuse of power. Discipline without ethical awareness may result in rigid behavior. Islamic character education balances these elements by grounding them in spiritual values. This balance contributes to holistic student development.

The urgency of this study lies in the need for effective educational strategies to address moral challenges. As societies become more complex, students face diverse ethical dilemmas.(Hidayat & Hairel, 2021) Education must prepare them to navigate these challenges responsibly. Islamic character education offers a value-based approach that remains relevant across contexts. Its emphasis on internal motivation distinguishes it from external control mechanisms. Therefore, evaluating its effectiveness is both timely and necessary.

Based on these considerations, this study aims to analyze the effectiveness of Islamic character education in enhancing leadership, discipline, and moral development among students. By employing a library research approach, this study synthesizes theoretical perspectives and empirical findings. The results are expected to contribute to educational theory and practice. Furthermore, the study provides insights for policymakers and educators seeking to strengthen character education programs. Ultimately, this research underscores the significance of Islamic values in shaping future generations.

B. Literature Review

Islamic character education is rooted in the Islamic worldview that emphasizes the unity of knowledge, faith, and action. Scholars argue that education in Islam is not value-neutral but is inherently moral and spiritual. The ultimate goal of Islamic education is to develop individuals who embody ethical conduct and social responsibility.(Fauziah & Rabi'ah, 2023) Character formation is viewed as a lifelong process that integrates spiritual awareness with daily behavior. This perspective positions Islamic character education as a comprehensive approach to human development. As a result, leadership, discipline, and morality are considered inseparable components of education.

Several scholars define character education as a deliberate effort to cultivate ethical values through teaching, modeling, and habituation.(Rasyidi & Hidayat, 2021) In Islamic education, character is closely associated with akhlaq, which reflects moral

excellence grounded in faith. Al-Attas emphasizes that education should instill adab, or proper conduct, as a core objective. This concept highlights the importance of internalizing values rather than merely enforcing rules. Islamic character education thus prioritizes moral consciousness and self-regulation. This approach aligns with the holistic nature of Islamic pedagogy.

Leadership in Islamic education is conceptualized as moral stewardship rather than authority-based control. Scholars highlight that leadership (khilafah) in Islam entails responsibility, justice, and accountability. Islamic leadership education encourages students to lead by example and serve the community. Research indicates that leadership skills developed through value-based education are more sustainable. Ethical leadership fosters trust and cooperation within social groups. Therefore, Islamic character education provides a strong foundation for leadership development.

Discipline is widely discussed in educational literature as a critical factor for academic and personal success. In Islamic education, discipline is linked to obedience to divine principles and self-control. Regular religious practices reinforce punctuality, consistency, and responsibility. Studies show that students exposed to structured moral routines demonstrate higher levels of discipline. Islamic character education emphasizes intrinsic motivation rather than external punishment. This internalized discipline contributes to long-term behavioral stability.

Moral development has been extensively studied within educational psychology and moral philosophy.(Husna, 2022b) Islamic scholars argue that morality must be grounded in spiritual values to ensure consistency. Moral education in Islam focuses on developing conscience and ethical judgment. Research suggests that moral reasoning improves when values are integrated into everyday learning. Islamic character education uses stories, role models, and reflective practices to enhance moral awareness. These strategies support the development of ethical behavior.

Previous empirical studies highlight the positive impact of Islamic education on student behavior. Research conducted in Islamic schools shows improvements in discipline and respect for authority.(Tanuri, 2025a) Students demonstrate greater self-awareness and accountability. Leadership initiatives rooted in Islamic values have been linked to increased student participation. These findings suggest that Islamic character education contributes to holistic development. However, variations in implementation affect outcomes.

Comparative studies between secular and religious character education reveal significant differences. Islamic character education emphasizes transcendental values, while secular models often focus on social norms.(Hilmah et al., 2023) Scholars argue that spiritual grounding strengthens moral commitment. Research indicates that students in faith-based programs exhibit stronger ethical consistency. This consistency is attributed to internal motivation derived from belief systems. Islamic education thus offers a distinctive approach to character formation.

Teacher role modeling is a recurring theme in the literature on character education. Islamic education places high expectations on teachers as moral exemplars. Studies show that students are more influenced by teachers' behavior than verbal

instruction.(Hidayat & Adawiyah, 2023) Teachers who embody Islamic values reinforce moral lessons through daily interactions. This modeling enhances leadership and discipline among students. Effective teacher training is therefore essential.

Curriculum integration is another critical factor discussed in previous studies. Islamic character education is most effective when values are embedded across subjects.(Setiawan, 2021) Isolated moral instruction is often insufficient to change behavior. Integrated curricula create consistent moral messaging. Research supports the effectiveness of cross-curricular character education. Islamic education naturally aligns with this integrative approach.

School culture plays a significant role in reinforcing character education. A positive school environment promotes mutual respect and responsibility.(Jenal et al., 2022) Islamic schools that emphasize collective worship and ethical conduct report better student behavior. Studies highlight the importance of institutional commitment to values. School policies and routines must reflect moral principles. This alignment strengthens character education outcomes.

Family involvement is frequently identified as a determinant of character education success.(Nikmah, 2021) Islamic education emphasizes parental responsibility in moral upbringing. Research shows that consistent values between home and school enhance moral development. Parents serve as primary role models for children. Collaborative efforts reinforce discipline and leadership. This partnership is essential for sustainable character formation.

Community context also influences the effectiveness of character education. Islamic character education extends beyond school boundaries into social life.(Julianti & Setiawan, 2021) Community engagement provides opportunities for practicing leadership and service. Studies indicate that students involved in community activities develop stronger social skills. These experiences reinforce moral values. Islamic education encourages active community participation.

Library research studies emphasize the importance of synthesizing existing knowledge. Previous literature provides theoretical frameworks and empirical evidence.(Hidayat, 2022) Scholars use library research to identify patterns and gaps in educational practice. This method allows for comprehensive analysis without field constraints. It is particularly suitable for conceptual studies. Therefore, library research is widely used in educational studies.

Several studies focus on moral decline among youth in modern societies. Researchers attribute this decline to materialism and weakened value systems. Islamic character education is proposed as a solution to moral crises. Studies report positive behavioral changes following character education programs.(Rasyidi & Ramadhani, 2021) These findings underscore the relevance of value-based education. Islamic education addresses both moral and spiritual needs.

Leadership education literature emphasizes the role of ethics in leadership effectiveness. Ethical leadership promotes trust, fairness, and cooperation. Islamic leadership models emphasize servant leadership and accountability. Research supports the effectiveness of ethical leadership training. Students trained in ethical leadership

show higher social responsibility. Islamic character education aligns with these principles.

Discipline research highlights the limitations of punitive approaches. Scholars advocate for value-based discipline strategies.(Mukhlis et al., 2023) Islamic education emphasizes self-discipline through moral awareness. Studies indicate that internal discipline is more sustainable than external control. Students develop self-regulation skills through moral education. This approach reduces behavioral problems.

Overall, the literature supports the effectiveness of Islamic character education. Studies consistently report improvements in leadership, discipline, and moral behavior. However, challenges remain in implementation consistency.(Dewi & Mukhlis, 2022) Further synthesis is needed to understand best practices. This study contributes by integrating findings from diverse sources. The literature review establishes a strong foundation for analysis.

C. Method

This study employs a library research method to examine the effectiveness of Islamic character education in enhancing leadership, discipline, and moral development among students. Library research is a systematic approach that involves collecting and analyzing data from existing literature. The method allows researchers to synthesize theoretical perspectives and empirical findings from previous studies. It is particularly suitable for studies focusing on conceptual frameworks and educational theories. By using library research, this study avoids limitations associated with field data collection. The method ensures a comprehensive understanding of the research topic.

The primary sources of data in this study include books, peer-reviewed journal articles, and academic publications related to Islamic education and character development. Secondary sources such as conference proceedings and policy documents are also utilized. These sources provide diverse perspectives on Islamic character education. The selection of literature is based on relevance, credibility, and academic rigor. Only sources published by reputable institutions are included. This selection process ensures the validity of the analysis.

The data collection process involves identifying keywords related to Islamic character education, leadership, discipline, and morality. Academic databases and libraries are used to locate relevant literature. The collected materials are then categorized according to thematic relevance. This categorization facilitates systematic analysis. The process also includes reviewing abstracts and conclusions to assess relevance. Through this approach, the study ensures comprehensive coverage of existing research.

Data analysis is conducted using content analysis techniques. Content analysis allows researchers to identify patterns, themes, and relationships within the literature. The study focuses on recurring concepts related to leadership, discipline, and moral development. These themes are examined within the context of Islamic educational

principles. The analysis also compares findings across different studies. This comparison highlights similarities and differences in research outcomes.

The analytical framework is based on Islamic educational philosophy and contemporary character education theory. This framework integrates spiritual, moral, and behavioral dimensions. Leadership is analyzed as an ethical and social responsibility. Discipline is examined as self-regulation rooted in moral awareness. Moral development is analyzed as the internalization of ethical values. This framework provides a holistic lens for analysis.

To ensure credibility, the study applies triangulation of sources. Findings from different authors and contexts are compared to validate conclusions. Consistency across studies strengthens the reliability of results. Discrepancies are critically analyzed to understand contextual influences. This approach enhances the depth of analysis. It also reduces potential bias.

Ethical considerations in library research involve proper citation and acknowledgment of sources. This study adheres to academic integrity standards. All ideas and findings are appropriately referenced. Plagiarism is strictly avoided through careful documentation. Ethical research practices enhance the credibility of the study. This commitment ensures scholarly responsibility.

The limitations of library research are also acknowledged. The study relies on existing literature and does not include primary data. Therefore, findings are limited to available sources. Contextual variations may affect generalizability. However, the method allows for broad conceptual insights. These insights are valuable for theoretical development. The method is appropriate for the study's objectives, overall, the library research method provides a robust foundation for analyzing Islamic character education. It allows for comprehensive synthesis of existing knowledge. The method supports theoretical exploration of leadership, discipline, and morality. By integrating diverse sources, the study offers a nuanced understanding. This approach contributes to academic discourse. The method aligns with the study's analytical goals..[1]

D. Results and Discussion

The results of this library research indicate that Islamic character education has a significant influence on students' leadership development. Leadership in the Islamic educational context is consistently framed as a moral responsibility rather than a position of power.(Harlina & Firantinur, 2023) Studies reviewed emphasize that leadership qualities emerge through value internalization and ethical role modeling. Students exposed to Islamic character education demonstrate greater confidence, accountability, and social awareness. These attributes are cultivated through continuous moral guidance and reflective practices. As a result, leadership is understood as service-oriented and ethically grounded.

[1]Sugiyono. (2018). Evaluation Research Methods (Quantitative, Qualitative, and Combination Approaches) (1st ed.). Alfabeta, CV.

The literature reveals that leadership development is closely linked to moral education. Islamic character education integrates leadership training with moral instruction, ensuring ethical decision-making.(Fitrianto, 2023) Research findings indicate that students learn leadership through observing teachers and peers who embody Islamic values. Leadership activities such as group discussions and community service reinforce these values. The internalization of moral principles strengthens leadership consistency. Thus, leadership becomes a natural extension of character formation.

Discipline emerges as a central outcome of Islamic character education. The findings suggest that discipline is effectively cultivated through habituation and spiritual awareness. Regular religious practices instill punctuality, consistency, and self-control among students.(Nabriz et al., 2023) Unlike punitive discipline models, Islamic education emphasizes internal motivation. This approach fosters long-term behavioral stability. Consequently, discipline becomes an intrinsic personal value.

Several studies highlight the role of discipline in academic and social success. Students who practice self-discipline demonstrate better learning outcomes and social behavior.(Setiawan et al., 2021) Islamic character education reinforces discipline through moral accountability. Students are encouraged to reflect on their actions and intentions. This reflective process enhances self-regulation. Discipline thus supports holistic development.

Moral development is identified as the core strength of Islamic character education. The reviewed literature consistently reports improvements in ethical behavior among students.(Dzaky et al., 2023) Values such as honesty, respect, and compassion are emphasized. Moral instruction is reinforced through daily practice and role modeling. Students develop moral sensitivity and ethical reasoning. This moral foundation supports leadership and discipline.

The integration of leadership, discipline, and morality reflects the holistic nature of Islamic education. These elements are interdependent and mutually reinforcing.(Mabruri et al., 2025) Leadership without morality is considered incomplete in Islamic teachings. Discipline supports moral consistency and responsible leadership. Islamic character education balances these dimensions effectively. This balance contributes to sustainable character development.

Teachers play a pivotal role in implementing Islamic character education. The findings emphasize that teacher behavior significantly influences student outcomes. Teachers who exemplify Islamic values reinforce moral lessons implicitly.(Rijani & Hidayat, 2024) Their leadership style impacts student discipline and behavior. Professional development enhances teachers' capacity to integrate values. Teacher commitment is therefore essential.

Curriculum integration also influences effectiveness. Islamic character education is most impactful when values are embedded across subjects.(Kuswianto & Ariyanti, 2025) Isolated moral lessons are less effective. Integrated curricula create consistent moral reinforcement. Research supports cross-curricular value integration. This approach aligns with Islamic educational philosophy.

School culture further reinforces character education outcomes. Institutions that prioritize Islamic values create supportive environments. Collective worship and ethical routines strengthen discipline. Positive peer interactions promote moral behavior. School policies aligned with values enhance consistency. Culture acts as a living curriculum.

Family involvement strengthens the impact of Islamic character education. Studies indicate that consistent values between home and school enhance outcomes. Parents reinforce discipline and moral behavior.(Firmansyah, 2025b) Family role modeling supports leadership development. Collaboration creates continuity in value education. This synergy enhances effectiveness.

Community engagement provides practical contexts for leadership and morality. Students apply values through social activities.(Mukhlis et al., 2025b) Community service fosters responsibility and empathy. Islamic education encourages societal contribution. These experiences reinforce leadership skills. Moral values are tested and strengthened, The results indicate that Islamic character education addresses moral challenges in modern society.(Tanuri, 2025b) Moral decline among youth is linked to weakened value systems. Islamic education provides spiritual grounding. This grounding supports ethical resilience. Students are better prepared for ethical dilemmas. Education thus becomes transformative.

Library research findings demonstrate consistent positive outcomes across contexts.(Rusydi et al., 2025) Despite cultural variations, core principles remain effective. Implementation quality influences results. Institutional commitment enhances success. Challenges include consistency and teacher training. Addressing these challenges improves outcomes.

The findings also highlight limitations. Library research relies on existing studies. Contextual differences may affect applicability. Empirical validation is needed. However, conceptual insights are valuable.(Nadrah et al., 2025) They guide future research and practice, overall, Islamic character education is effective in enhancing leadership, discipline, and morality. Its holistic approach integrates spiritual and social dimensions. This integration distinguishes it from secular models. Internal motivation drives behavioral change. Education becomes value-centered.

The synthesis of findings supports the theoretical framework. Islamic values provide ethical guidance.(Sari & Mulyani, 2024) Leadership is morally anchored. Discipline is self-regulated. Moral development is continuous. This framework supports sustainable character education, the results align with previous research. Studies consistently report positive behavioral changes. Leadership and discipline improve alongside morality. Islamic education addresses cognitive and affective domains. This comprehensive approach strengthens education. Findings reinforce its relevance, the discussion emphasizes the importance of systematic implementation. Policy support enhances effectiveness. Curriculum design must reflect values. Teacher training is essential. Evaluation mechanisms ensure consistency. Continuous improvement is required.

The findings contribute to educational discourse. They highlight the relevance of faith-based education. Islamic character education offers a viable model. It addresses contemporary challenges. Education becomes transformative. This contribution is significant, the overall discussion underscores the strategic role of Islamic character education. It shapes future leaders. It fosters disciplined individuals. It nurtures moral citizens. Education becomes holistic. This impact is sustainable.

Table 1. Summary of Findings on Islamic Character Education Outcomes

Aspect	Key Findings	Educational Implications
Leadership	Ethical leadership, responsibility, service orientation	Leadership training should integrate moral values
Discipline	Self-regulation, consistency, internal motivation	Discipline should be value-based rather than punitive
Morality	Honesty, respect, compassion, ethical reasoning	Moral education must be continuous and practical

The table illustrates the relationship between Islamic character education and student development outcomes. Leadership is consistently associated with ethical responsibility and service.(Husna, 2022) This finding suggests that leadership education must prioritize moral integrity. Discipline is linked to self-regulation and intrinsic motivation. Educational strategies should therefore emphasize internal discipline rather than external enforcement.

Moral development is shown to be the foundation of leadership and discipline. Without moral values, leadership lacks ethical direction. Discipline without morality may become rigid and ineffective. Islamic character education integrates these elements harmoniously. This integration supports holistic growth.

The findings indicate that value-based education fosters sustainable behavior change. Students internalize values through consistent practice. Moral awareness guides decision-making. Leadership becomes ethical action. Discipline becomes self-control, the discussion highlights the importance of role modeling. Teachers and leaders shape student behavior. Their conduct reinforces values. Institutional culture amplifies impact. Consistency strengthens outcomes.

The table also reflects the need for curriculum integration. Leadership, discipline, and morality should not be taught separately. Integrated approaches reinforce learning. Islamic education naturally supports this integration. Curriculum design is critical.

Policy implications emerge from the findings. Educational institutions should adopt value-based frameworks. Islamic character education provides a model. Institutional support enhances effectiveness. Policies should align with values.

The findings also emphasize collaboration. Schools, families, and communities must work together. Shared values reinforce education. Leadership opportunities arise in community contexts. Collaboration strengthens outcomes, Challenges remain in implementation. Teacher training and consistency are critical. Evaluation mechanisms

are needed. Continuous improvement enhances effectiveness. Addressing challenges sustains impact.

The discussion confirms that Islamic character education addresses moral crises. It provides spiritual grounding. Ethical resilience is strengthened. Students navigate challenges responsibly. Education becomes meaningful, in conclusion, the table and discussion reinforce the effectiveness of Islamic character education. Leadership, discipline, and morality are enhanced. The holistic approach is sustainable. This model offers valuable insights. Education fulfills its transformative role.

CONCLUSION

This study concludes that Islamic character education is an effective educational approach for enhancing leadership, discipline, and moral development among students. Through a comprehensive library research method, the study demonstrates that Islamic character education integrates spiritual, moral, and behavioral dimensions in a holistic manner. Leadership is developed as an ethical responsibility rooted in service, justice, and accountability. Discipline is internalized through self-regulation and spiritual awareness rather than external enforcement. Moral development becomes the foundation that supports both leadership and discipline in a sustainable way, Furthermore, the findings highlight that the effectiveness of Islamic character education depends on systematic implementation, teacher role modeling, curriculum integration, and institutional commitment. Collaboration between schools, families, and communities strengthens value internalization and behavioral consistency. Despite limitations associated with library research, the synthesized literature provides strong conceptual evidence of positive outcomes. This study contributes to educational discourse by reinforcing the relevance of value-based education in addressing contemporary moral challenges. Islamic character education thus emerges as a strategic framework for shaping disciplined, ethical, and responsible future leaders.

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