

Exploring the Role of Fathers in the Qur'an for Management Curriculum Based on Qur'anic Values at Islamic Elementary School

Muhammad Imam Najmudin¹, Muhammad Chirzhin², Azam Syukur Rahmatullah³,
Fitriah M. Suud^{4*}

^{1,3,4} Universitas Muhammadiyah Yogyakarta, Indonesia

²Universitas Islam Negeri Sunan Kalijaga

Corresponding E-mail: fitriahmsuud@gmail.com


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ABSTRACT This study aims to investigate the role of the father in the management curriculum, grounded in the values of the Qur'an, at Amanah Ummah Islamic Elementary School, Surakarta. Focus on the main study. This is the father's contribution to implementing the core values of Islamic education, such as monotheism, morals, wisdom, and tarbiyah, which form the foundation for the development of character in students. The method used is a qualitative descriptive study, with data collection techniques including in-depth interviews, participatory observation, and documentation. The results of the study show that fathers' participation is still classified as low and not yet well organized, especially in supporting continuity education between school and home. Some factors affecting matter, among other things, are busy work, limited knowledge of literacy in Islam, and the lack of an existing system for effective communication between teachers and guardians, especially fathers. Research recommends strengthening collaboration between schools and families through fathers' forums, parenting training grounded in the values of the Qur'an, and the development of an integrated monitoring system to support and optimize the role of fathers as strategic partners in school management of the curriculum. Implications from the study. This emphasizes the importance of integrating the role of parents into planning and implementing the curriculum as part of comprehensive, value-oriented Islamic education.

Keywords: *Role of Father, Curriculum Based on Quran, Islamic Education Management, Islamic Elementary School, Parenting.*

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INTRODUCTION

Basic education is runway important in develop character and personality child. (Fatah et al., 2025; Jaedun et al., 2024; Pangastuti et al., 2025; Toyibah et al., 2024). In context Islamic education, this process No can separated from close collaboration between family and institutions education (Fitri & Afdal, 2025; Prismadianto et al., 2025). Where parents, especially fathers, have position key as the first and most important educator in life children. (Parmanti & Purnamasari, 2015; Setyorini & Kurnaedi, 2018). However, in practice moment This is the role of the father in formal education is often not integrated in a way systematic in policy school, good in planning and implementation curriculum (Andriyani & Leksono, 2024; Rachmawaty & Bahiroh, 2025; Van den akker et al., 2024).

The Qur'an as reference main in Islamic education, showing various story about the role of the father involved in a way active in care and education children. (Aslihah & Washudin, 2023; Bhat & Bisati, 2025; Rahmatullah, 2014)The figures such as Luqman, Prophet Ibrahim, and Prophet Ya'qub became good example about role active a father in build faith , morals and identity children. (Azhari & A, 2024; Khairi, 2024; Zhafirah & Zainuddin, 2022)One of the the most obvious example is Luqman 's advice to his son , who describes aspect education a functioning father as planter the value of monotheism, a guide behavior , as well as provider moral direction. (Amrillah & Nadlif, 2023; Khasanah, 2022; Mujayyanah et al., 2021) Unfortunately, the principles of this still seldom used as guidelines in management curriculum in Islamic schools, especially at the elementary school level base.

Research conducted previously about integration values Quran in curriculum generally more emphasize on aspects material only and related learning processes with religion, but No in a way special discuss the role of the father as source mark in education (Amin et al., 2025; Kh & Syafaat, 2024; Mubi et al., 2024; Mukhtar et al., 2023; Nugraha, 2024; Sari & Susilawati, 2022). In fact approach management curriculum based on mark revelation need participation active from all interested party including his family (Nugraha, 2024). With Thus, research about the function of the father in the Qur'an can be become alternative in to design curriculum based on values Quran in a way comprehensive and appropriate context.

Study This aiming for investigate How the role of the father is represented in the Qur'an and analyze possibility its implementation in management curriculum at Amanah Ummah Islamic Elementary School, Surakarta. Expected study this can give contribution in development of curriculum models that are not only based on values normative Islam but also in practice education the right family with teachings Quranic and applicable with objective strengthen collaboration between education at home and at school.

METHOD

understanding contained in verses of the Koran, especially those related to the role of a father. In addition, research it also investigates context implementation verses the in management curriculum. (Yin, 2018). Selection design studies case done Because method This allow researcher For do a thorough investigation to phenomenon complex in context real , especially in relation to with management curriculum at Amanah Ummah Islamic Elementary School, Surakarta (Hancock, D. R., Algozzine, B., & Lim, 2021). Approach This give chance For in-depth data collection through various evidence, such as interview in-depth, observation participatory and analytical document (Creswell, J.W; Poth, 2016).

Research location established at Amanah Ummah Islamic Elementary School, Surakarta with consider that school This known as institution Islamic education that implements curriculum based on values Quran in a way comprehensive Good in aspect academic and formation character students. School also shows strong commitment to parent participation in the educational process child, so that create relevant context for researching the role of father in development curriculum based on revelation. Besides that, approach holistic and integrative education at Amanah Ummah Islamic Elementary School makes as ideal example in studies development curriculum based on mark The Qur'an focuses on the family , especially the role of the father as figure main in home education (Miles, (Miles, M. B.; Huberman, A. M., & Saldaña, 2014)Selection Techniques informant using purposive sampling with criteria informant key which include head school , vice principal school field curriculum , class teacher as well as active parent representative (father) support integration values Quran (Creswell, J.W; Poth, 2016)

Data collection was carried out through semi - structured interviews focused on values in Surah Luqman (tawhid, morals, wisdom, tarbiyat), one session discussion group focused group discussion (FGD) with 4–6 teachers regarding practice management curriculum Qur'an, and studies documentation that includes syllabus, plan implementation learning (RPP). Data analyzed in a way thematic with steps like identification of meaning units , coding open , grouping theme ,

and arrangement narrative meaning (Guest, G; MacQueen, K. M; & Namey, 2012). For ensure credibility and validity research, used triangulation methods and sources (Maimun, 2020). Triangulation method is done by comparing information obtained from interviews, discussion with teachers and documentation. While triangulation source involving information from various informants who have background behind diverse. In addition, it is carried out inspection repeat where the results are research and interpretation verified return with informant For ensure accuracy and reliability of data (Moeloeng, 2017) Testing process is done for produce comprehensive, in-depth research, and own accountability scientific.

RESULT AND DISCUSSION

Result

The Values of the Role of Fathers in the Qur'an: A Study of Surah Luqman Verses 13-19

Surah Luqman verses 13-19 provide a foundation solid conceptual about not quite enough answer a father in education child. In the verses the three is inspiring dialogue between Luqman as a father who is blessed wisdom by God and his son. Through study literature as well as interpretation Good from source classic and modern sources (tafsir ibn Kasir, Al Misbah, Jalalain and Tafsir Al Azhar), identified four aspects main one that shows the role of the father in relation with development values in the Qur'an in Institutions Education.

Here are four aspects main them is *first*, planting monotheism (QS Luqman: 13). Education is the most important for a father is planting of monotheism. Luqman advises his son with say: "*Ob my son, don't You associate partners with Allah. Truly polytheism is a great injustice.*" (Luqman: 13). This matter shows that a father works as an educator faith that not only conveys teachings but also shaping conscious faith. Mention polytheism as the greatest form of sin, shows importance monotheism education in context justice and spiritual integration of children. In addition, Luqman 's warning about polytheism show that Associating partners with Allah is a grave and form of sin cruelty highest Because put something outside the place. Prohibition polytheism is principle most important in religion that must taught since early, because polytheism is form cruelty to the oneness of God. While that, Al Azhar's interpretation emphasizes that monotheism education is base for formation a free and civilized individual, because with one God, someone let go from slavery to creature others. With thus planting the value of monotheism is aspect main from compulsory education given a father to his son. Luqman 's advice for No Associating partners with Allah reflects the important position of a father in building base creed for children.

Second, planting morals (QS Luqman: 14-15). Luqman doesn't only give education that focuses on aspects theological (tawhid) but also touches on very important social moral aspect. In Surah Luqman verse 14, Allah emphasizes order for do Good to parents. This confirms that family is placed in formation character, where moral values are instilled. Placement order this is in the middle of Luman's advice to his son show how important connection between parents and children in to form a moral individual noble and civilized (Pradesa, H. A., et al., 2023). Moral education begins from House especially by the father figure, to become strong foundation for values held child.

Furthermore paragraph 15 provides limitations regarding obedience to parents, if they invite polytheism or disobedience, then no matter what they may obey. Even though thus, God remains to order for treat child with good. This shows the existence of principle balance between respect and firmness in creed. This verse also explains that child no may follow parents ' orders in matter disobedience but still required for interact with a good way (*makruf*) with child. Approach This shows that the role of the father is not only direct, but also as guard value, with the full way love and stay steadfast to the truth.

Third, instilling wisdom and moral awareness (QS Luqman: 16-17). In verse 16, Allah confirms Luqman 's advice to his son related with deep spiritual awareness. Luqman highlights that every human action as small as anything, even the size of seed mustard hidden in a rock crevice, well in the sky nor on earth, neither will escape from God's supervision and reward. Not this one

only expression poetic but also planting *muraqabah* value (awareness will supervision of Allah) which will help to form character introspective and responsible answer in self-child (Haryanto, S., & Sila, H. B. D. 2022). This verse also contains lesson about its vastness knowledge of Allah and its importance believe God's justice in every deeds. In addition, the verse this also explains that moral and spiritual education begins from strengthening awareness inner child that life. This supervised and has meaning.

Verse 17 continues discussion with to uphold three order main that is to establish pray, do love good oh forbearance and patience in face trials. This reflects dimensions the education of wisdom that Luqman applied, namely formation personality child in a way comprehensive. For example, spiritual (prayer), social (Amar good oh unjust), and mental (patience). Third aspect This show that education family not only nature theoretical, but also practical and contextual in accordance with development child. With this the role of the father in the Koran is not only as giver advice, but also as active mentor in strengthening mark formation character and planting not quite enough answer in life.

Fourth, Approach education with exemplary and communication (QS Luqman: 18-19). These two verses give lessons about manners and ethics high social, such as prohibition for behaving arrogantly, walking with arrogant on earth, and recommendation for behaving simple moment walk and humble voice when speaking. Values This not only is nature informative but also transformative for push formation of low character heart and modesty. Command in paragraph This aims for humans avoid from arrogance and wickedness, because God does not like people who are arrogant and proud self. In addition, the verse also explains that walking method, and tone of voice reflect attitude inner them. Therefore that, education morals must relate with habits that reflect the condition of the heart and need exemplary from a father.

Luqman's exemplary behavior as a father is very visible in methods conveying his advice. Call with the expression " *oh my child beloved*" shows love love and approach constructive communication, not just order or assessment. On the other hand, the call the not only just a call, but also a method education that reflects proximity emotional between father and son. This strengthens the role of the father as role model to be facilitator communication in education family. With Thus, education in context paragraph This No just conveys information, but also the formation attitude and personality through love love , dialogue and example.

Implementation of the Role of Fathers in Management Curriculum at Amanah Ummah Islamic Elementary School, Surakarta

The role of father in management curriculum in school the basis of Islam in general general Still classified as low and not yet organized with good. Although school has provided chance participation through forums such as committee school, deliberation guardians, and reports results Study students, involve active father in compilation and development curriculum Not yet show its existence.

Father's participation in management curriculum in school the basis of Islam is Amanah Ummah step beginning for build collaboration between party school with parents. Head school states that guardians, including fathers, began involved in various aspects of development curriculum, such as evaluation quality teachers, election teaching materials, and implementation evaluation results learning. This shows the existence of openness in the process of making decisions. Here are a number of implementations the role of father in management curriculum, namely:

First, the value of monotheism is the important basics in the learning process at school tenets of Islam, especially in build faith student to God. Based on interview with head schools and teachers, there are effort for integrating monotheism into in curriculum learning general, such as science lessons, with emphasize the oneness of God through explanation about phenomenon nature. In the module learning, values uluhiah and rububiyah are inserted in a way gradually,

including introduction draft shirk. This is reflecting awareness school will importance the value of monotheism in to form children's religious understanding.

However, the implementation the value of monotheism in the environment House Not yet get optimal support from the role of the father. Some teachers expressed that guardians, especially fathers, have not active in accompany child for understand the value of monotheism practical outside of school hours. Although there are parents who admit existence changes child behavior in worship and behave politely, support from the father is often limited to supervision general without existence spiritual strengthening. This shows that cooperation between school and home Still need reinforced specifically in accompany aspect religion.

From a parent 's perspective, some has shown initiative in get used to worship, such as invite child to pray in congregation and read the Qur'an after Maghrib. However, still more connecting media is needed effective, such as book communication between school and home, halaqah or halaqah with parents for unite vision monotheism education. With thus, strengthening the value of monotheism will more maximum If father's role is directed in a way direct and systematic as mentor creed child, not just supervisor passive.

Second, the implementation values morals in education done through teacher role model, guidance in life every day, and habituation good behavior like request permission, responsible responsibility, and discipline. The role of teachers is very important in forming character students through strengthening positive behavior. In interaction every day, children taught for respect parents, teachers and friends they. This reflects the existence of integration mark structured morals in the learning process and activities daily students at school. However, the interview results show that father's participation in formation morals child, still Not yet seen in a way significant. Father is rarely involved in a way direct in monitor development morals children at home.

At school Father's involvement is also still very limited, only at times purchase report card or meeting guardians. Some fathers just present in activity like picking up a child or present when a child has a problem only. Even though formation strong morals need example direct from father figure. Some teachers suggest that fathers should be more active involved in the discussion forum about education characters, such as parenting or training for coaching Islamic family. With approach This, it is hoped that fathers not only play a role as symbol head family, but also as actor main in planting values morals to child in a way sustainable and consistent in the environment family.

Third, the value of wisdom in education's own role is important as tool for to plant attitude wise, ability to think critically, and ability to take lessons from experience that has been passed. In the environment schoolteachers implement various methods for conveying values of wisdom, such as through stories, giving role models and giving advice that is of a nature reflective. Some educational programs also emphasize local values, for example with stage day Javanese language for building character as well as wisdom local.

However, from the aspect of father's participation, not yet there is clear role into plant value of wisdom in general direct in life children. Many parents expressed that method learning implemented by teachers is often not in line with approach applied at home, so result in lack of continuity in coaching. Even father felt No own ability adequate pedagogical for continue values so that the education process tends stopped in the environment school. For overcome problem this is important for school for create dialogue space between teachers and parents, especially fathers, so that there is harmony in approach education character. The role of the father as conveyor of wisdom in the family can be optimized through activity together with children at home, such as discussing after Maghrib prayer or reading stories of friend prophet. With this method, the value of wisdom will be more alive and functioning as former character a wise and inner tough child face challenge life.

Fourth, mark education refers to a continuous development process for to form Islamic character in students. In the environment this process school implemented through some programs, such as checklist practice daily tahfizh program, activities sacrifice, and lesson addition

for students who have not achieved the specified target. Teachers and other parties' schools provide system structured monitoring with Good For ensure progress children's character and spirituality. However, in practice, the involvement of the father in accompanying marked education is still very minimal. Several teachers reported that fathers only present in formal events such as graduation memorization or taking report cards, but no active in the process of coaching every day. Even in a homeschooling program or mentoring studying at home, father's involvement tends to be No consistent and more Lots handed over to Mother.

Overcoming this problem, it is necessary done strengthening the role of fathers through special programs, such as training family education, a forum for inspiring fathers, or involvement in supervision daily children. Schools also need to develop a system effective two - way communication for communication and encouraging the role of father in education child. With involvement active father, coaching process character will sturdier Because values taught in schools will get support full in the environment House.

Implementation of the role of father in management curriculum based on values Quran face a few challenges. The main challenge revealed from the interview is busyness father's job, time limitations for accompanying children, and low father's awareness and understanding of importance role they in education applied in schools make they feel not enough believe self for involved active.

The solution proposed by the head school, teachers and parents covering approach strategic like optimization role guardian class, implementation visit home, and organization activity study family or parenting classes. In addition, activities committee conducted in a way periodic and father's involvement in social events school such as gathering or devotion social also becomes alternative for increase participation them. Steps to suggested front covers strengthening channel communication between school and parents, improving father's capacity through educational forums, as well as creating atmosphere friendly school with family. With method this, it is expected will happen improvement quality collaboration between school and home, especially in to form generation The superior Qur'an through role active and strategic father.

Discussion

Participation of parents, especially fathers, in formal education of children is very influential to success implementation curriculum based on Islamic values. In the realm of management curriculum, the presence of the father can increase relevance as well as the effectiveness of the learning process, when values taught sourced from the Qur'an and applied in a way consistent good at home and school. Involvement family in education can repair results academic as well as strengthen character child (Deslandes & Bertrand, 2020). Findings in study This show that the role of father in management curriculum at Amanah Ummah Islamic Elementary School, Surakarta Not yet walk optimally and more Lots Of nature symbolic. Even though in Islamic teachings, the figure of the father has a very important role as qawwam (leader) in family including in educate children about faith and morals.

The value of monotheism becomes base main in Islamic education, as taught by Luqman to his son in QS. Luqman verse 13. School has tried for integrate the value of monotheism in learning general with an integrative approach. This is in line with approach integration Islamic values in curriculum revealed by (Yusof et al., 2021), which emphasizes importance development curriculum based spiritual values . However, the involvement of the father in strengthening the value of monotheism at home Not yet walk optimally. Based on approach ecology development children as proposed by (Tudge et al., 2019), system microsystem like family own an important role in to form beliefs and values children . Lack of father's involvement in accompany child for understand the aspect of monotheism shows existence disharmony between education provided at home and at school.

Whereas formation noble morals is one of objective main in Islamic education. Moral education not only functions as guide behavior, but also as moral foundation that forms character

individual. In the context of this, education morals must start since early age, where children are very susceptible to being affected by the environment around them. According to research conducted by (Mohd Salleh (Mohd Salleh et al., 2020), education morals should start with a good role model, get used to behavior good, and strengthen values in a sustainable way. For example, if a child sees his parents behave honestly and responsibly, they will tend to copy their behavior. Therefore, it's important for parents, especially fathers, to become a good example in applying noble morals.

Although school has applied habituation morals through interaction between teachers and activities every day, the role of the father as the main example in the environment at home is still very limited. This can be seen from the fact that many fathers focus more on aspects of materials and formal education, while moral and ethical aspects are often overlooked. In many cases, children spend more time at school than at home, so it's important for parents to create a supportive environment for education morals. For example, a father can involve himself in activities with children, such as reading a book containing moral values, discussing behavior, or even doing social activities together. This method will give children the presence and attention of parents in forming their character.

In perspective theory of social learning developed by Bandura and studied repeatedly by (Daniels, 2020), the internalization process of moral values is greatly influenced by intense social interaction. This covers verbal and nonverbal communication that occurs between individuals. The absence of a father in discussion and guidance related to morals at home can weaken the continuity of education character between school and home. Children who don't get guidance from fathers in aspects of morals tend to have trouble in applying the moral values that they learn in school. For example, if a child studies about honesty in school, but doesn't get support and explanation from father at home, they will have difficulty understanding the importance of honesty in life every day. Therefore, it's very important to involve fathers in Islamic parenting practices and discussion forums about morals for children.

Effective moral education needs cooperation between school and parents. School can hold a program that invites parents, especially fathers, to participate in related activities with educational character (Ar et al., 2025; Budiyo et al., 2024; Ikhwan et al., 2025; Turrohma et al., 2025). For example, schools can hold a seminar or workshop discussing ways to educate children in aspects of morals. In this forum, fathers can teach each other various experiences and strategies that have been applied at home. In addition, schools can also give guides to parents about the necessary values to be implanted in children. Thus, there is synergy between education received at school and education given at home, so that children can grow up to become individuals who have noble morals.

The value of wisdom contained in the Qur'an, emphasizes the importance of being able to think wisely and reflectively (Effendi et al., 2025). Allah gives wisdom to whoever He wants, hints that wisdom is not just knowledge but also involves in-depth understanding and application of knowledge in life every day (Azizah et al., 2024; Syaifulloh, 2024). In the context of education, these values of wisdom can be integrated through various learning methods that are not only focused on aspects of academics, but also on the development of character and local wisdom. For example, in storytelling activities that raise traditional stories, students not only study about moral values contained in the story but also understand the context of culture and history behind it. This creates room for students to think critically and reflectively about themselves and how they apply values in their lives.

Schools that integrate the value of this wisdom in their curriculum show positive results. A reflective approach is a very effective experience in forming critical thinking in students (Asrori et al., 2025; Kuncorowati et al., 2025). Through activities like discussion groups, collaborative projects, and learning based on problems, students are not only absorbing information, but also questioning, analyzing and connecting the knowledge they have with their life experiences. For example, when a student is invited to ponder the impact of their actions on the environment, they not only study about the importance of nature, but also develop empathy and social responsibility. With

Thus, the learning process becomes more meaningful and relevant, all at once to plant values of wisdom that can bring children to life daily.

However, the challenge appears related role of parents in the educational process. This, especially fathers who often feel not enough own competence pedagogical for continue values of wisdom at home. Uncertainty This can hinder the development of the characters child, because home education is a very important foundation in to form attitudes and behavior child. Therefore that, is needed education - focused training family (Muthohar et al., 2025). Training This can give dads the necessary tools and strategies for playing a role as facilitator main in education children. For example, with give understanding about How method teach moral values through activity every day, such as discuss about events that occur around child or invite child for involved in activity social. With this method, fathers not only become teachers, but also role models guide children to develop thinking critical and values of wisdom.

Furthermore, is mark tarbiyah. This values deep meaning in context education, especially in development character and spirituality of children. The process of *tarbiyah* Not only just formal education in schools but also includes development other aspects that contribute to the formation personality child in a way intact (Desmiati et al., 2023). In the context of Islamic education, education covers dimensions physical, spiritual, and intellectual that are interconnected related and interrelated influence One each other (Rahman et al., 2022). For example, education good physical can help child own optimal health, which in turn support the learning process children in the field academic. Likewise, the spiritual development that I can Motivate child for behave good and disciplined in undergo activity every day. Therefore, education must be seen as a holistic and ongoing process, in which each aspect crosses completely.

However, even though school has designed a systematic coaching program, father involvement in support activity the still very minimal. Even though father's participation in spiritual development can strengthen connection emotional and enhance discipline child (Putra & Mahfud, 2020). Absence father figure in the tarbiyah process can cause children to feel not enough get support important emotions. For example, when a father involved in activity religious together his son, like prayer congregation or reading the Qur'an, children not only Study about spiritual values, but also feel presence and support from his father. This can create a sense of security and comfort for children, so that they are more open to learning and developing. On the other hand, when the father is not involved, the child loses one source of motivation and support that can help in the learning process.

The lack of the role of fathers in the tarbiyah program daily resulting in the coaching process becoming No comprehensive. Without involvement active from father to son only get formal education in schools without existence strengthening values at home. Father's involvement in education child not only functioning as supporters, but also as role models. In many cultures, fathers are often considered as the figure who gives examples and role models. This is in harmony with theory moral development that emphasizes importance habits and examples in to form attitudes and behavior (Kohlberg, L., & Hersh, 1977) Therefore, that's important for school for strengthen collaboration with father through training forum family and spiritual guidance programs for child. With stage training involving fathers and children, schools can create chance for they For Study together, share experience, and build more bond strong. For example, a training program Can includes workshops on method educate child in spiritual values and character, which are not only give information, but also encourage interaction between father and son.

CONCLUSION

Father's involvement in management curriculum based on values The Qur'ani at Amanah Ummah Islamic Elementary School, Surakarta is still there not optimal. Even at school has apply integrative approach with merge the values of monotheism, morals, wisdom and tarbiyah in curriculum, the role of fathers in strengthen values said at home Not yet show significant impact. This reflects the existence of mismatch between education provided at school and coaching carried

out in family. Within the framework management Islamic education, fathers should play a role as partner strategic for school in planning, implementing and evaluating curriculum. Some factors that become constraint main is limitations time, low understanding about education Qur'an, and lack of communication between party school and father. Therefore that, a systematic strategy is needed for involving fathers, such as through training Islamic family, two- way communication forum, and strengthening community of fathers as part from management Islamic education based on values and participatory. Findings This confirm that success in management curriculum based on The Qur'an is highly dependent on strong synergy between institution education and involvement active parents, especially fathers, in support spiritual and moral development of children in a way sustainable.

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