

THE CONCEPT OF CHILDREN'S MORAL EDUCATION IN THE PERSPECTIVE OF THE HADITH OF THE PROPHET MUHAMMAD ﷺ

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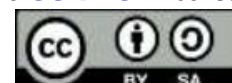
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ABSTRACT

Moral education for children is the primary foundation for character development for the Muslim generation . Amidst increasingly rapid technological developments and social change , various moral issues in children present challenges that require serious attention . Hadith of the Prophet Muhammad ﷺ As a source of Islamic teachings after the Qur'an, it provides comprehensive guidelines for educating children to have noble morals . This study aims to analyze the concept of children's moral education from the perspective of the hadith of the Prophet Muhammad ﷺ. and its relevance in modern life . The study used a library research method with a thematic hadith study approach (maudhu'i). Primary data sources came from hadith books , while secondary data sources were obtained from books , hadith commentary books , and relevant scientific articles . The results of the study show that children's moral education in the hadith is built on the principles of compassion , exemplary behavior , habituation of worship, instilling good manners, and moral responsibility . These principles complement each other in shaping children's character with noble morals and remain relevant to be applied in facing moral challenges in the digital era.

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INTRODUCTION

Education is a process aimed not only at developing a person's intellectual abilities but also at developing good character and personality. From an Islamic perspective, educational success is measured not only by mastery of knowledge but also by the quality of the students' morals. Morals are a crucial component in shaping the perfection of a Muslim's personality, thus Islamic education places significant emphasis on the development of human morals and character (Al-Syaibani, 1979; Daradjat, 2014; Nata, 2020).

Children are a trust bestowed by Allah SWT upon their parents. Parents' responsibility extends beyond fulfilling their physical needs to guiding them in aspects of faith, worship, and morals. Early childhood education significantly impacts a child's personality development, as childhood is a crucial stage in the formation of a person's moral, emotional, and social development.

Therefore, moral education must be continuously implemented through habituation, role modeling, and a supportive environment (Suyadi, 2010; Yusuf, 2019; Umar, 2017).

Modern developments present various challenges in children's moral education. Advances in digital technology provide benefits to human life, but can also have negative impacts if not accompanied by the strengthening of moral and religious values. Easy access to information can influence children's thought patterns and behavior, thus necessitating an education that instills Islamic values so that children can filter various influences from their surroundings (Abdullah, 2011; Azra, 2012; Nata, 2020).

Islam has placed great emphasis on children's education through the Qur'an and the hadith of the Prophet Muhammad (peace be upon him). The Qur'an is the primary source of Islamic teachings, providing educational principles, while the Prophet's hadith provide practical explanations on how to educate people through his words, deeds, and example. The Prophet (peace be upon him) was known as an educator who prioritized compassion, gentleness, habituation, and role modelling in shaping the character of his followers (Al-Nawawi, n.d.; Bukhari, n.d.; Muslim ibn al-Hajjaj, n.d.; Ibn Hajar al-Asqalani, n.d.).

The concept of moral education in the hadith of the Prophet Muhammad (peace be upon him) encompasses various core values such as honesty, trustworthiness, responsibility, compassion, patience, and respect for parents and teachers. Moral education governs not only the relationship between humans and Allah SWT, but also their relationships with others and the environment. These values serve as the foundation for building children's character, enabling them to face changing times while adhering to Islamic teachings (Al-Ghazali, n.d.; Tirmidhi, n.d.; Sulaiman ibn al-Ash'ath Abu Dawud, n.d.).

Although numerous studies have been conducted on moral education in Islam, research specifically examining the hadiths of the Prophet Muhammad (peace be upon him) using a thematic approach remains a need for development. A thematic approach allows researchers to compile various hadiths that are thematically related, thus yielding a more comprehensive understanding of the concept of moral education for children from a hadith perspective. This research is expected to contribute to the development of hadith studies and serve as a reference for parents and educators in implementing moral education for children (Sugiyono, 2023; Abdullah, 2011).

Based on this description, this study seeks to answer the question: what is the concept of moral education for children from the perspective of the hadith of the Prophet Muhammad ﷺ? This study aims to explain the principles of moral education contained in the hadith, analyze their meaning, and examine their relevance to the challenges of child education in the modern era.

RESEARCH METHODS

This study employed a qualitative method with library research. Library research is conducted by reviewing various relevant written sources to obtain data and information relevant to the study's focus. This method was chosen because the study focuses on analyzing the hadiths of the Prophet Muhammad (peace be upon him) and various literature related to the concept of children's moral education from an Islamic perspective (Sugiyono, 2023).

The approach used in this research is the thematic (maudhu'i) hadith study approach. The thematic approach is carried out by collecting hadiths that have a specific thematic relationship,

then analyzing them thoroughly to gain a comprehensive understanding. In this study, hadiths related to children's moral education are examined based on their meaning, the context in which they are conveyed, and their relevance to the development of Islamic education today (Al-Nawawi, n.d.; Ibn Hajar al-Asqalani, n.d.).

The primary data sources in this study come from the main hadith books, namely Sahih al-Bukhari, Sahih Muslim, Sunan Abi Dawud, and Jami' al-Tirmidzi. These books were chosen because they have an important position in the study of hadith and are the main references in understanding the hadith of the Prophet Muhammad ﷺ. The secondary data sources include hadith commentary books, Islamic education books, moral books, and scientific literature related to the theme of children's moral education (Bukhari, n.d.; Muslim ibn al-Hajjaj, n.d.; Sulaiman ibn al-Ash'ats Abu Dawud, n.d.; Tirmidzi, n.d.).

The data collection technique was carried out through documentation, namely by identifying, collecting, classifying, and reviewing various literature sources related to the research object. The collected data were then analyzed using content analysis to identify the main themes related to children's moral education in the hadith of the Prophet Muhammad ﷺ. The results of the analysis are presented descriptively and analytically to obtain a systematic overview of the concept of children's moral education from the perspective of the hadith and its relevance to modern life (Sugiyono, 2023).

RESULTS AND DISCUSSION

The Concept of Children's Moral Education from an Islamic Perspective

Moral education is a key aspect of the Islamic education system, aiming to shape human beings not only intellectually but also morally and spiritually. From an Islamic perspective, knowledge must go hand in hand with character development, as educational success is measured not only by a person's ability to understand knowledge but also by their behavior and morals. Morals reflect a person's faith in everyday life, thus moral education plays a crucial role in shaping a Muslim's personality (Al-Syaibani, 1979; Daradjat, 2014; Nata, 2020).

Linguistically, morality comes from the word "al-akhlaq," the plural form of "khuluq," meaning disposition, nature, or character. Scholars view morality as a trait embedded in a person's soul, leading to actions easily and without coercion. If this ingrained trait is good, it will result in good behavior, and vice versa. Therefore, moral education serves not only to teach correct behavior but also to form good habits that are inherent in children (Al-Ghazali, n.d.; Nata, 2020).

Moral education for children in Islam begins at an early age because childhood is a crucial period in personality formation. Children are a trust from Allah SWT given to their parents, and therefore, parents have a responsibility to provide an education that encompasses aspects of faith, worship, and morals. The family is the first educational environment that has a significant influence on a child's character development through role models, habits, and affection (Ramayulis, 2015; Umar, 2017).

Based on a study of the hadiths of the Prophet Muhammad (peace be upon him), it was found that children's moral education has several main principles: compassion, role modeling, habituation, and self-control. The Prophet (peace be upon him) did not use a harsh approach in educating children, but prioritized gentleness and attention. This demonstrates that moral

education in Islam places the emotional aspect and the relationship between educator and child as a crucial part of the character-building process (Al-Nawawi, n.d.; Ibn Hajar al-Asqalani, n.d.).

One hadith that demonstrates the importance of compassion in education is the saying of the Prophet Muhammad (peace be upon him): "Whoever does not show compassion will not be shown compassion" (Narrated by al-Bukhari and Muslim). This hadith demonstrates that compassion is fundamental to building effective educational relationships. Children who receive compassion are more receptive to advice and guidance, as education requires not only the imparting of knowledge but also emotional closeness between educator and learner (Bukhari, n.d.; Muslim ibn al-Hajjaj, n.d.).

In addition to compassion, the Prophet Muhammad (peace be upon him) also set an example of education through role modeling. Children tend to imitate the behavior of those around them, especially their parents and educators. Therefore, moral education is not sufficient through mere advice but must be realized in real-life behavior. The Prophet Muhammad's exemplary behavior is proof that the best educational method is direct example in everyday life (Al-Nawawi, nd).

Hadiths about Moral Education of Children

The hadith of the Prophet Muhammad (peace be upon him) demonstrates that children's moral education is carried out through various methods appropriate to human development. The Prophet (peace be upon him) not only provided theoretical teachings but also provided concrete examples in educating children. Some of the main principles found in the hadith regarding moral education are compassion, role modeling, cultivating habits of worship, and fostering ethical behavior in interacting with others.

The principle of compassion is one of the main foundations of Islamic education. The Prophet Muhammad (peace be upon him) demonstrated a gentle attitude toward children, both through words and actions. This attitude demonstrates that education cannot be effective without a good emotional connection between educator and child. Compassion does not mean leaving children without rules, but rather providing guidance in a gentle and caring manner. From an Islamic educational perspective, a compassionate approach can create an environment that supports the moral and personality development of children (Al-Ghazali, n.d.; Al-Nawawi, n.d.).

In addition to compassion, role modeling is an important method taught by the Prophet Muhammad (peace be upon him) in the educational process. Children naturally have a tendency to imitate the behavior of those closest to them, especially family and educators. Therefore, parents and teachers have a great responsibility to demonstrate behavior in accordance with Islamic values. The Prophet Muhammad (peace be upon him) is a prime example in implementing noble morals, such as honesty, patience, gentleness, and concern for others. This shows that the formation of children's morals is more effective through real examples than just through giving advice (Ibn Hajar al-Asqalani, n.d.; Daradjat, 2014).

Another method found in the hadith is the habituation of practicing religious values. The Prophet Muhammad (peace be upon him) taught that children should be guided in performing religious acts from an early age, one of which is through the habit of prayer. This habituation aims to develop discipline and responsibility in children. Education through habituation applies not only to worship but also to various daily behaviors such as telling the truth, saying hello, respecting parents, maintaining cleanliness, and helping others. Good habits that are carried

out continuously will form an inherent character in children (Sulaiman ibn al- Ash'ats Abu Dawud, n.d.; Ramayulis , 2015).

The Prophet's hadiths also emphasize communication ethics , particularly in maintaining verbal control . The Prophet taught that a Muslim should speak well or remain silent. This principle demonstrates that the ability to control one 's speech is essential to moral perfection . In the context of children's education , fostering ethical speech is crucial because communication skills will influence a child's social relationships with family , friends , and society (Bukhari, n.d.; Muslim ibn al-Hajjaj, n.d.) .

Based on this study , it can be understood that the concept of children's moral education in the hadith of the Prophet Muhammad ﷺ is comprehensive . Moral education focuses not only on aspects of worship but also encompasses the development of children 's social and emotional character . The Prophet ﷺ taught that good education must combine the values of faith , the instilling of good behavior , exemplary behavior , and a compassionate approach . This concept makes moral education from the perspective of the hadith relevant for application in facing the challenges of children's education in the modern era (Nata, 2020 ; Umar, 2017) .

Hadith Analysis of Children's Moral Education in the Scholar's Perspective

The hadiths of the Prophet Muhammad (peace be upon him) concerning children 's moral education demonstrate that the Prophet (peace be upon him) employed a comprehensive educational approach . Education is not solely focused on religious knowledge , but also encompasses personality development , emotional control , and the child 's ability to build positive social relationships . Therefore , understanding the hadiths on moral education requires more than just a superficial examination of the text . It is also necessary to consider the explanations of scholars in books on hadith discourses to gain a deeper understanding (Al-Nawawi, n.d.; Ibn Hajar al-Asqalani, n.d.).

In a hadith about compassion for children , the Prophet Muhammad (peace be upon him) taught that gentleness is an essential part of the educational process . Scholars explain that compassion is a form of attention that encourages someone to show kindness to others. In the context of children's education , compassion is a means of building emotional closeness , making it easier for children to accept direction and guidance . Education conducted with gentleness creates a comfortable atmosphere , unlike educational patterns that rely solely on punishment or pressure (Al - Nawawi, nd).

Compassion in Islamic education does not eliminate discipline . Parents still have an obligation to set boundaries and provide guidance to their children , but do so wisely . The principle of balance between compassion and character development is one of the hallmarks of education taught by the Prophet Muhammad (peace be upon him). This demonstrates that moral education aims to shape children into good individuals through a process that is attentive and respectful of their development (Al -Ghazali, n.d.; Daradjat , 2014).

Furthermore , the hadiths about role models show that the Prophet ﷺ made behavior the main part of education . The scholars explained that an educator should be an example before giving orders to others. Children will understand moral values more easily when they see their application directly in everyday life . For this reason , parents and teachers have an important role as figures who provide a real picture of the value of honesty , patience , responsibility , and politeness (Ibn Hajar al-Asqalani, nd; Nata, 2020).

The exemplary method employed by the Prophet Muhammad (peace be upon him) demonstrates that moral education is not merely a process of imparting theory, but also a process of forming habits through experience. Children learn from their environment, so family and school conditions significantly influence their character development. If the environment provides good examples, these values will be more easily ingrained in the child. Besides role models, habituation is also an important method in moral education. The hadith about the command to teach prayer to children from the age of seven shows that the Prophet Muhammad (peace be upon him) implemented a gradual education. Habituating worship from an early age aims to train discipline, responsibility, and build spiritual awareness in children. This principle of habituation can also be applied in the formation of social morals, such as practicing honesty, respecting others, maintaining cleanliness, and helping others (Sulaiman ibn al-Ash'ats Abu Dawud, n.d.; Ramayulis, 2015).

Based on this analysis, it can be understood that children's moral education from the perspective of the hadith has a strong foundation in Islamic teachings. The Prophet Muhammad (peace be upon him) provided an educational method that combines compassion, role models, and habituation. This concept demonstrates that character formation in children requires a continuous process and involves the active participation of the family and educational environment. Thus, the hadith of the Prophet Muhammad (peace be upon him) are not only a source of religious teachings but also provide practical guidance in developing a generation with noble morals (Umar, 2017; Nata, 2020).

CONCLUSION

Based on the results of research on the concept of children's moral education from the perspective of the hadith of the Prophet Muhammad ﷺ, it can be concluded that the hadiths of the Prophet Muhammad ﷺ provides a comprehensive foundation for shaping children's character from an early age. Moral education in Islam is not solely oriented toward imparting knowledge, but rather emphasizes the process of personality formation through role models, habituation, compassion, supervision, and the continuous instilling of moral values.

The results of the study show that there are several main principles of moral education taught by the Prophet Muhammad ﷺ, namely affection for children, exemplary behavior from parents and educators, habituation of worship from an early age, instilling good manners in daily life, guarding the tongue, and developing a sense of responsibility. These principles are interrelated and form a holistic education system because it pays attention to the spiritual, emotional, intellectual, social, and moral development of children in a balanced manner.

Analysis of the hadiths studied also shows that the educational methods of the Prophet Muhammad ﷺ preferring a persuasive approach over a repressive approach. The Prophet Muhammad (peace be upon him) educate children with gentleness, love, appreciation for children's psychological development, as well as providing good examples in every aspect of life. The method proves that the success of moral education is not only determined by the material taught, but also by the quality of the relationship between educators and students as well as consistency in providing examples of good behavior.

In the context of modern life, the values of moral education contained in the hadith still have a very strong relevance. Various challenges such as the development of digital technology, the increase in the use of social media, changes in social interaction patterns, as well as the decline

in the quality of ethics in community life demand the strengthening of character education based on Islamic teachings . Hadiths of the Prophet Muhammad ﷺ provide guidelines so that children are able to utilize technological developments wisely without abandoning the values of honesty , responsibility , politeness , social concern and self - control .

This research also shows that the success of moral education requires synergy between family , school , and society . Parents have a role as the first and main educators , the school functions to strengthen the formation of character through the learning process , while the community becomes a social environment that supports the application of moral values in everyday life . The three elements must work together so that the education process continues in a sustainable manner and produces a generation of believers , knowledge , and noble character .

Thus , it can be emphasized that the concept of children's moral education in the perspective of the hadith of the Prophet Muhammad ﷺ It is an educational concept that is universal, comprehensive , and relevant for application in every era. The values taught by the Prophet Muhammad (peace be upon him) not only serves as a guideline for Muslim families , but also contributes to the development of character education in the education system in general . Therefore , the implementation of hadith -based moral education needs to be continuously developed as an effort to shape a generation with a balance between intellectual , spiritual, emotional , and social intelligence , enabling them to face the challenges of life in the global era while adhering to Islamic values .

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