



## AKHLAK AS THE CROWN OF MALAY IDENTITY: THE RELEVANCE OF ISLAMIC TEACHING IN SHAPING A CHARACTER-BASED GENERATION

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Sri Maharani<sup>5</sup>, Julia Wulandari<sup>6</sup>, Adis Margareta<sup>7</sup>

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<p><b>Info Article</b></p> <p>Received : 09 Maret 2026</p> <p>Revised : 11 April 2026</p> <p>Accepted : 20 Juni 2026</p> <p>Publication : 30 Juni 2026</p>	<p><b>Abstract:</b> Penelitian ini bertujuan untuk menganalisis konsep akhlak sebagai mahkota peradaban Melayu serta menjelaskan relevansi ajaran Islam dalam membentuk generasi yang berkarakter di era modern. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan metode studi kepustakaan. Data dikumpulkan melalui teknik dokumentasi yang bersumber dari buku, jurnal ilmiah, dan berbagai literatur akademik yang membahas budaya Melayu, nilai-nilai Islam, serta pendidikan karakter. Hasil penelitian menunjukkan bahwa akhlak dalam tradisi Melayu memiliki hubungan yang erat dengan ajaran Islam dan menjadi landasan dalam pembentukan etika sosial, sikap religius, tanggung jawab, serta hubungan antarmanusia yang harmonis. Pendidikan Islam berperan penting dalam menanamkan nilai-nilai moral, toleransi, disiplin, integritas, dan tanggung jawab sosial kepada generasi muda. Oleh karena itu, integrasi nilai budaya Melayu dengan ajaran Islam tetap relevan sebagai fondasi penguatan pendidikan karakter dalam menghadapi tantangan kehidupan masyarakat modern dan era globalisasi.</p>
<p><b>Keywords:</b> Malay Morality, Islamic Education, Character Education, Malay Culture.</p> <p><b>Kata Kunci:</b> Akhlak Melayu, Pendidikan Islam, Pendidikan Karakter, Budaya Melayu.</p>	<p><b>Abstrak:</b> Penelitian ini bertujuan untuk menganalisis konsep akhlak sebagai mahkota peradaban Melayu serta menjelaskan relevansi ajaran Islam dalam membentuk generasi yang berkarakter di era modern. Penelitian menggunakan pendekatan deskriptif kualitatif dengan metode studi kepustakaan. Data diperoleh melalui teknik dokumentasi terhadap berbagai sumber ilmiah, meliputi buku, jurnal, dan literatur akademik yang membahas budaya Melayu, nilai-nilai Islam, serta pendidikan karakter. Hasil penelitian menunjukkan bahwa akhlak dalam tradisi Melayu memiliki keterkaitan yang kuat dengan ajaran Islam dan menjadi landasan pembentukan etika sosial, sikap religius, tanggung jawab, serta hubungan antarmanusia yang harmonis. Pendidikan Islam berperan penting dalam menanamkan nilai moral, toleransi, disiplin, integritas, dan tanggung jawab sosial kepada generasi muda. Integrasi nilai budaya Melayu dengan ajaran Islam terbukti tetap relevan sebagai fondasi penguatan pendidikan karakter untuk menghadapi tantangan kehidupan masyarakat modern dan era globalisasi.</p>
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## INTRODUCTION

The Malay community has long been known as a society that upholds the values of manners, manners, and morals in social life. In the Malay tradition, morality is not only understood as personal behavior, but also as a cultural identity that shapes patterns of social relationships, family life, education, and leadership. The phrase "adat bertindi syarak, syarak berjundi Kitabullah" shows that Islamic teachings are the main foundation in the formation of Malay civilization and the character of its society. Morality in the Malay perspective is seen as the crown of life that determines the dignity of the individual and the honor of a community. Therefore, the discussion of the relevance of Islamic teachings in forming a generation of character is very important in the midst of increasingly complex modern social changes.

The development of globalization, digitalization, and cultural transformation today has a significant influence on the mindset and behavior of the younger generation. Moral degradation phenomena such as increasing intolerance behavior, verbal violence on social media, low communication ethics, fading respect for parents and teachers, and increasing individualistic behavior indicate a character crisis among the younger generation. This condition not only occurs in urban environments, but also begins to affect the Malay community which has been known to strongly maintain religious and oriental cultural values. Rapid social changes have caused some of the younger generation to experience a disconnection from the roots of Islamic culture and teachings that are the identity of the Malay community.

In the context of education, character formation is the main goal that cannot be separated from the learning process. Islamic education views morality as the core of the formation of the whole human being. The Prophet (peace and blessings of Allaah be upon him) himself emphasized that the main mission of his mission was to perfect human morality. Therefore, moral education has a central position in the Islamic education system. Morality is not only related to human relationships with Allah SWT, but also includes social relationships, moral responsibility, honesty, discipline, tolerance, and concern for the surrounding environment.

The concept of morality in Malay society is closely related to Islamic values. Islam not only influenced the spiritual aspects of the Malay society, but also shaped the cultural system, language, customs, and social structure of its society. The research of Muhammad Torik, Muhammad Abdillah, and Fenti Febriani explains that the development of Malay civilization cannot be separated from the contribution of Islamic

thought that shaped the social and cultural identity of the Malay people. This shows that Islamic values have become an integral part of the construction of Malay civilization, including in the formation of the character of the younger generation.

In addition, the integration between the teachings of Islam and Malay civilization has shaped the pattern of life of the community which makes morality the main foundation in social life. In the Malay tradition, the measure of a person's glory is not only seen from the level of education or intellectual ability alone, but also from the behavior, ethics, and nobility of ethics that one has. Values such as good manners, respecting parents, maintaining speech, respecting others, and prioritizing deliberation are important parts of the life of the Malay community which are rooted in Islamic teachings. This culture shows that Islam not only influences aspects of worship, but also forms a harmonious and civilized social life system. Therefore, the concept of "Akhlaq as the Malay Crown" illustrates that the glory and identity of the Malay people lies in the moral, ethical, and spiritual qualities that are upheld in daily life .

The development of modernity has caused character education to often focus more on cognitive aspects and academic achievement, while the moral and spiritual dimensions receive less optimal attention. This condition has an impact on the emergence of a generation that has good intellectual abilities, but is weak in social ethics, tolerance, and attitude control in social life. Strengthening the values of religious moderation through the educational process is one of the important efforts in shaping the character of students who are more balanced between intellectual intelligence and moral maturity. Instilling the value of religious moderation is able to form an attitude of tolerance, respect for differences, be fair, and foster religious behavior that is not extreme. Thus, education based on Islamic values has a very relevant role in forming a generation with character, noble character, and able to live harmoniously in the midst of the diversity of modern society.

The tahsin Al-Qur'an program has a significant influence on students' ability to read the Qur'an. Through coaching that is carried out in a directed and continuous manner, students are able to improve the accuracy of makhraj, reading fluency, and understanding of the rules of tajweed. Tahsin activities also encourage students to be more accustomed to reading the Qur'an in daily life so that an attitude of discipline and responsibility is formed in carrying out religious activities. In addition to having an impact on improving the ability to read the Qur'an, the coaching also plays a role in shaping the spiritual character of students, such as religious attitudes, patience, and seriousness in learning.

Thus, the implementation of religious programs based on Islamic values is one of the important efforts in strengthening moral education and building the character of the younger generation in the midst of various moral challenges in the current modern era.

Studies on Malay morals and culture have actually been carried out a lot, but most of the research focuses more on the historical aspects of Malay culture or character education in general. Research that specifically examines morality as the main identity of the Malay community and its relevance in shaping a generation of character in the modern era is still relatively limited. Therefore, this article has an academic urgency to explain how Islamic teachings are the main foundation in the formation of the morals of the Malay society and how these values remain relevant in building the character of the younger generation in the midst of modernization.

This article aims to analyze the concept of morality as the Malay crown from the perspective of Islamic teachings and explain the relevance of Islamic values in forming a generation that is characterful, civilized, and has a strong moral identity in the contemporary era. The discussion in this article is focused on the relationship between Islamic teachings, Malay culture, and character education as an effort to build a generation that is able to maintain moral values in the midst of the times.

## **METHOD**

This research uses a library *research method* with a qualitative descriptive approach. This approach is used to examine in depth the concept of morality as the Malay crown and the relevance of Islamic teachings in forming a generation of character through the study of various scientific sources related to the theme of the research. The qualitative descriptive approach was chosen because this research focuses on the analysis of meaning, value, and interpretation of the concept of morality in the perspective of Islam and Malay culture that has developed in various academic literature.

The object of research in this article is moral values in the Malay tradition based on Islamic teachings and their relevance to the formation of the character of the younger generation in the modern era. The source of research data consists of primary data and secondary data. Primary data were obtained from articles in national scientific journals that discussed moral education, Malay culture, character education, and Islamic thought published in the last ten years. The secondary data was obtained from books, proceedings, scientific documents, and other academic sources relevant to the research topic.

The data collection technique is carried out through documentation studies by browsing various scientific articles that can be accessed through Google Scholar, Garuda, DOAJ, and accredited national journals. The data collection process is carried out by identifying, reading, recording, grouping, and selecting various sources that are related to the concept of Malay morality and character education in an Islamic perspective. The literature used is prioritized on sources that have thematic relevance, research novelty, and clear academic credibility.

The data analysis technique uses a content analysis model. The analysis is carried out through several stages, namely data reduction, data classification, data interpretation, and drawing conclusions. The data reduction stage is carried out by selecting information that is relevant to the focus of the research. The classification stage is carried out by grouping data based on certain themes such as Malay morals, Islamic education, and character formation. The interpretation stage is carried out by analyzing the relationship between Islamic teachings and Malay culture in shaping the character of the younger generation. The last stage is carried out by drawing conclusions based on the results of the analysis that has been carried out systematically.

In the process of managing data and citations, this study uses Mendeley software to help organize references and compile scientific citations in a systematic manner. The process of writing and processing the manuscript is carried out using Microsoft Word in accordance with the provisions of the scientific journal article writing format.

## **RESULTS AND DISCUSSION**

### **Research Findings**

#### **Malay Morals as the Moral Foundation of Society**

The findings of this study reveal that morality occupies a central and highly respected position within Malay society because it functions as the primary foundation for shaping social behavior and maintaining harmony among community members. In the Malay cultural tradition, morality is not merely understood as an individual ethical responsibility, but also as a collective social norm that determines personal honor, dignity, and social acceptance. Values such as politeness, respect for parents and elders, humility, responsibility, and social solidarity are deeply embedded in everyday interactions and have become inseparable from the identity of Malay society. These moral principles developed through a long historical process influenced significantly by Islamic teachings, resulting in a cultural system that emphasizes religious consciousness and

harmonious social relationships. The findings further indicate that Malay identity is strongly associated with Islam, where cultural values and religious teachings continuously interact in shaping the moral character of society.

The study also found that the principle of “adat bersendi syarak, syarak bersendi Kitabullah” reflects the inseparable relationship between Malay customs and Islamic law. Malay society organizes social life based on customs that are aligned with Islamic teachings, making morality a fundamental guideline in both personal and communal life. Honesty, trustworthiness, discipline, responsibility, and respect for others are consistently emphasized as essential values that support social stability and cultural continuity. In this context, moral behavior becomes the primary measure of an individual’s worth and social prestige. The concept of “morality as the crown of Malay identity” demonstrates that honor within Malay culture is not determined by wealth, social status, or political power, but rather by ethical conduct and noble character demonstrated in everyday life.

Furthermore, the findings indicate that globalization and digital transformation have significantly influenced the lifestyle and moral orientation of the younger Malay generation. Rapid technological development and unrestricted access to global culture have contributed to shifts in social values and behavioral patterns among adolescents. Several moral challenges identified in this study include declining communication ethics, increasing individualistic tendencies, reduced respect toward parents and teachers, and weakening social concern within society. The excessive use of digital media without adequate moral guidance has also exposed young people to foreign cultural influences that are not always compatible with Islamic values and local traditions. These conditions demonstrate that Malay moral values grounded in Islamic teachings remain highly relevant as a foundation for character education in the digital era.

### **The Relevance of Islamic Teachings in the Formation of a Generation with Character**

The findings of this study show that Islamic education plays a strategic role in forming individuals who possess not only intellectual competence but also strong spiritual and moral character. Islamic education is understood not simply as a process of transferring knowledge, but also as a comprehensive effort to shape ethical behavior, spiritual awareness, and social responsibility. The study found that the main objective of Islamic education is to produce individuals who are faithful, knowledgeable, and morally upright. Educational success is therefore not measured solely by academic achievement,

but also by the quality of students' behavior and their ability to practice Islamic values in daily life. This perspective positions morality as the central core of the educational process.

The research further reveals that advances in information technology and digital communication have created both opportunities and challenges for the younger generation. Digital media has provided students with broad access to knowledge and communication networks, enabling them to interact beyond geographical and social boundaries. However, these developments have also contributed to several moral and social problems, including the misuse of social media, the rise of consumptive lifestyles, declining communication ethics, and reduced respect toward teachers and parents. Easy access to external cultures without sufficient moral reinforcement can potentially lead to a moral crisis among adolescents. As a result, the findings emphasize that Islamic character education is increasingly important in addressing the negative impacts of globalization and technological advancement. Islamic education is capable of integrating intellectual development with moral, emotional, and spiritual formation, thereby functioning as a moral safeguard for young people living in a rapidly changing digital environment.

In addition, the findings indicate that the implementation of religious moderation within Islamic Religious Education contributes positively to the development of tolerance, social harmony, and respect for diversity among students. Religious learning that emphasizes moderation and moral values encourages students to develop open-minded attitudes, social responsibility, and peaceful interaction within multicultural societies. The study also found that consistent moral guidance in educational institutions helps students develop disciplined behavior, honesty, empathy, and stronger social awareness. These findings confirm that Islamic education has a highly relevant and strategic role in building a morally responsible generation capable of facing complex social and cultural transformations.

The research additionally highlights the relevance of Al-Ghazali's educational philosophy, which places morality as the ultimate goal of education. According to this perspective, education should focus not only on intellectual achievement but also on the purification of the soul and the development of moral consciousness. The findings demonstrate that Islamic-based character education adopts a holistic approach by integrating spiritual, emotional, intellectual, and social dimensions within the educational

process. Such an approach is considered highly relevant for addressing contemporary moral challenges faced by younger generations in the digital age.

### **Malay Moral Values in the Life of the Younger Generation**

The findings of this study reveal that Malay culture possesses a strong tradition of character education through the continuous internalization of values such as politeness, religiosity, responsibility, discipline, and social care. These values are transmitted through family upbringing, customary traditions, and social interaction within the community. Character education in Malay society is not implemented solely through formal instruction, but also through daily habits, role modeling, and communal activities that shape behavioral patterns from an early age. As a result, Malay culture functions as an effective medium for nurturing moral awareness and social ethics among younger generations

The family environment was found to have a particularly significant influence on the moral development of Malay youth. Parents serve as the primary role models in teaching children manners, discipline, respect for elders, responsibility, and religious devotion. Family-based education grounded in Islamic teachings contributes to the formation of polite, socially responsible, and morally conscious individuals. Daily practices such as prayer, respectful communication, helping others, and honoring parents and teachers become important mechanisms for internalizing Malay moral values within the household. Through this educational process, children are not only encouraged to achieve intellectual development but are also guided to become individuals with strong religious commitment and social ethics.

The findings also show that schools play an important role in strengthening the moral character of students through Islamic Religious Education and the implementation of religious school culture. Activities such as Qur'anic recitation, congregational prayer, social service programs, and moral development initiatives serve as effective instruments for building students' character. Educational environments that promote religious moderation and moral values contribute to the creation of harmonious, tolerant, and respectful social relationships among students. In addition, the study found that character education in the digital era must be implemented adaptively by utilizing digital technology while still preserving local cultural values and Islamic principles. Malay moral values such as politeness, religiosity, responsibility, and social concern remain

highly relevant as a framework for contemporary character education aimed at addressing the moral challenges faced by today's younger generation.

### **Discussion**

The findings of this study confirm that Malay morality and Islamic teachings are deeply interconnected in shaping the social identity and cultural character of Malay society. The integration between local customs and Islamic values demonstrates that morality functions not only as an individual ethical principle but also as a social system that regulates relationships within the community. The principle of “adat bersendi syarak, syarak bersendi Kitabullah” illustrates that Malay customs derive legitimacy and moral direction from Islamic teachings. This condition explains why moral behavior is highly valued within Malay society and why individuals are judged more by their character and conduct than by their material wealth or social position. The findings therefore support the argument that Malay civilization was historically built upon a strong moral and spiritual foundation rooted in Islamic values.

The study also highlights the serious moral challenges emerging from globalization and digital transformation. Technological development has altered patterns of communication, social interaction, and cultural orientation among younger generations. The decline in communication ethics, increasing individualism, and weakening respect toward parents and teachers indicate a gradual shift away from traditional moral values. These findings demonstrate that modernization and technological advancement can potentially weaken local cultural identity when not accompanied by strong moral education. Therefore, strengthening character education based on Islamic teachings and Malay cultural values becomes increasingly important in maintaining moral stability within society.

Furthermore, the findings reinforce the strategic role of Islamic education in addressing contemporary moral issues. Islamic education is shown to provide a comprehensive framework for developing intellectual competence alongside spiritual and ethical awareness. The emphasis on moderation, tolerance, discipline, and social responsibility within Islamic Religious Education contributes significantly to shaping students' character in multicultural societies. This finding is particularly relevant in the context of the digital era, where young people are exposed to diverse ideological and cultural influences through digital media platforms. Islamic education therefore functions

not only as a religious learning process but also as a moral defense mechanism that helps students navigate social and technological changes responsibly.

The findings are also closely aligned with Al-Ghazali's educational philosophy, which views morality as the ultimate objective of education. The integration of intellectual, emotional, spiritual, and social dimensions within the educational process reflects a holistic approach to character formation. This perspective is highly relevant in contemporary society because moral crises among younger generations cannot be addressed solely through cognitive or academic instruction. Instead, education must focus on developing ethical awareness, spiritual maturity, and responsible social behavior. In this regard, the integration of Islamic teachings and Malay moral values offers an effective framework for contemporary character education.

Finally, the study demonstrates that families and schools remain the most influential institutions in the internalization of moral values among younger generations. Parents and teachers function as primary role models whose behavior directly influences children's moral development. Religious practices, respectful communication, and social responsibility cultivated within family and school environments contribute significantly to strengthening students' character. Consequently, sustainable collaboration between families, educational institutions, and communities is necessary to preserve Malay moral values and ensure their continued relevance in responding to the moral challenges of globalization and the digital age.

## **CONCLUSION**

Morality in the Malay tradition has a very important position because it is the main foundation in building the social life of the community. The integration between Malay culture and Islamic teachings gave birth to a value system that placed morality as a symbol of honour, glory, and identity of the Malay community. Values such as good manners, responsibility, respect for parents, religiosity, and social concern are important parts in the formation of the character of a civilized society. The concept of "Akhlaq as the Malay Crown" shows that a person's glory from the perspective of Malay culture is not measured by wealth or social position, but by moral qualities and social behavior.

Islamic teachings have a very strong relevance in shaping a generation of character in the modern era. Islamic education is not only oriented towards intellectual development, but also emphasizes the formation of spiritual, moral, and social responsibility of students. Strengthening moral education based on Islamic values is very

important in facing the challenges of globalization and the development of digital culture that cause moral crises among the younger generation. Habituation of worship, teacher example, religious culture of schools, and family education based on Islamic values are important means in building the character of the younger generation who are religious, disciplined, tolerant, and responsible.

Malay moral values based on Islamic teachings have made a great contribution to the development of contemporary character education in Indonesia. The integration of local culture and religious values is able to strengthen the moral identity of the younger generation so that they are not easily influenced by the negative culture that develops in the digital era. The concept of character education based on Malay morals can be used as a contextual educational model because it integrates cultural, spiritual, and social aspects in human formation. The contribution of this study shows that strengthening Malay moral values based on Islamic teachings is not only relevant as cultural heritage, but also has a strategic role in the development of character education that is oriented towards the formation of a civilized, harmonious, and moral integrity generation in the life of modern society.

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