

Strengthening Islamic Character Education through Community-Based Educational Programs to Prevent Risky Behaviors among Adolescents

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ABSTRAK

Perilaku berisiko pada remaja, seperti perundungan, penyalahgunaan media digital, tekanan teman sebaya, dan rendahnya kesadaran moral, menjadi tantangan yang semakin kompleks di era digital. Kondisi ini menuntut strategi pencegahan yang tidak hanya berorientasi pada penyelesaian masalah, tetapi juga pada penguatan karakter secara berkelanjutan. Kegiatan pengabdian kepada masyarakat ini bertujuan memperkuat pendidikan karakter Islami melalui program pendidikan berbasis komunitas sebagai upaya preventif terhadap perilaku berisiko pada remaja. Program dilaksanakan menggunakan pendekatan partisipatif yang melibatkan remaja, pendidik, orang tua, dan tokoh masyarakat melalui tahapan identifikasi kebutuhan, penyuluhan interaktif, diskusi berbasis kasus, refleksi kelompok, pendampingan, dan evaluasi program. Hasil kegiatan menunjukkan adanya peningkatan pemahaman peserta mengenai nilai-nilai karakter Islami, kesadaran terhadap dampak perilaku berisiko, kemampuan mengambil keputusan yang lebih bertanggung jawab, serta komitmen untuk menerapkan perilaku positif dalam kehidupan sehari-hari, termasuk di lingkungan digital. Keterlibatan aktif

masyarakat menciptakan lingkungan belajar yang mendukung internalisasi nilai-nilai moral secara lebih efektif dan berkelanjutan. Program ini menghasilkan model pendidikan karakter Islami berbasis komunitas yang mengintegrasikan pembelajaran reflektif, literasi etika digital, dan kolaborasi multipihak sebagai strategi preventif yang berpotensi direplikasi pada berbagai komunitas dalam mendukung perkembangan remaja yang ber karakter, tangguh, dan bertanggung jawab.

ABSTRACT

Risky behaviors among adolescents, including bullying, inappropriate digital media use, peer pressure, and declining moral awareness, have become increasingly complex challenges in the digital era. These conditions require preventive strategies that extend beyond problem-solving by promoting sustainable character development. This community service program aimed to strengthen Islamic character education through a community-based educational program designed to prevent risky behaviors among adolescents. The program employed a participatory approach involving adolescents, educators, parents, and community leaders through needs assessment, interactive educational sessions, case-based discussions, reflective learning, mentoring, and program evaluation. The findings demonstrated improvements in participants' understanding of Islamic character values, awareness of the consequences of risky behaviors,

responsible decision-making skills, and commitment to practicing positive behaviors in both offline and digital environments. Active community participation created a supportive educational ecosystem that enhanced the internalization of moral values and encouraged sustainable behavioral development. The program produced a community-based Islamic character education model integrating reflective learning, digital ethical literacy, and multi-stakeholder collaboration into a comprehensive preventive framework. This model offers practical potential for replication in diverse community settings to strengthen adolescents' moral resilience, social responsibility, and positive character development amid contemporary social and technological challenges.

INTRODUCTION

Adolescence represents a critical developmental stage characterized by rapid physical, emotional, cognitive, and social changes. During this transitional period, adolescents are increasingly exposed to various internal and external influences that may lead to risky behaviors, including bullying, substance abuse, excessive internet use, cyber misconduct, violence, and other forms of moral deviation. The rapid advancement of digital technology, unrestricted access to social media, and changing patterns of social interaction have intensified these challenges, making adolescent character development a pressing concern for educators, parents, religious institutions, and communities. Consequently, preventive educational initiatives that emphasize moral resilience and positive behavioral formation have become increasingly important to ensure that adolescents develop strong ethical values capable of guiding their decisions in contemporary society (Dede Pitri et al., 2025; Harefa et al., 2025).

Islamic character education offers a comprehensive framework for nurturing adolescents through the internalization of religious values, moral responsibility, self-discipline, honesty, empathy, and self-control. Rather than merely transmitting religious knowledge, Islamic character education seeks to cultivate noble conduct (*akhlaq al-karimah*) that shapes individuals' attitudes and behaviors in everyday life. Previous studies have demonstrated that integrating Islamic values into educational activities contributes significantly to strengthening students' moral awareness and social responsibility while fostering resilience against negative environmental influences (Kholifah et al., 2022; Fitriyah et al., 2024). Likewise, community involvement has become increasingly essential because adolescent character formation extends beyond formal educational institutions and requires continuous support from families, religious leaders, schools, and the wider community.

Recent social developments indicate that adolescents face increasingly complex psychosocial challenges in the digital era. The widespread use of social media has not only expanded opportunities for learning and communication but has also facilitated the dissemination of harmful content, cyberbullying, hate speech, and unhealthy lifestyle trends that may influence adolescent behavior. Religious-based educational content disseminated through digital platforms has shown considerable potential in promoting mental well-being and preventing bullying among adolescents; however, its effectiveness largely depends on active community participation and sustained educational engagement (Arief et al., 2025). Similarly, dialogic parenting has been identified as an important protective factor that enables adolescents to use digital technology responsibly while maintaining healthy communication within the family (Asuh, 2022). These findings suggest that preventing risky behaviors requires collaborative educational efforts involving multiple stakeholders rather than relying solely on classroom instruction.

Several recent studies have explored various approaches to strengthening adolescent character. Makmur et al. (2026) implemented a community-based character education program that successfully enhanced students' discipline, responsibility, learning motivation, and academic achievement through active community participation. Aji (2025) further demonstrated that systematic disciplinary character development in Islamic boarding schools effectively fostered positive behavioral changes among students through structured mentoring and religious habituation. Meanwhile, Nurhabibi et al. (2025) emphasized that Islamic educational institutions must continuously adapt their character education strategies to address emerging moral challenges associated with digital transformation. Furthermore, Dede Pitri et al. (2025) highlighted both the opportunities and challenges of Islamic religious education in cultivating students' character within rapidly evolving digital environments. In addition, Nafasabilla et al. (2025) reported that preventive educational programs emphasizing moral awareness effectively reduced the risk of moral degradation among younger learners through participatory educational activities. Collectively, these studies confirm the growing importance of character education as a preventive strategy; nevertheless, they primarily focus on formal educational settings or specific institutional contexts.

Despite these valuable contributions, an important community service gap remains. Existing community engagement initiatives have predominantly concentrated on improving discipline, strengthening school-based character education, or addressing isolated behavioral problems. Comparatively limited attention has been devoted to developing integrated community-based educational programs that explicitly combine Islamic character education with preventive strategies targeting a broad spectrum of adolescent risky behaviors. Moreover, relatively few community service initiatives have actively engaged adolescents, families, educators, and community leaders within a collaborative educational framework designed to strengthen moral resilience before risky behaviors emerge. This limitation indicates the need for more comprehensive community empowerment programs that emphasize preventive intervention through sustained educational participation.

The novelty of this community service program lies in the integration of Islamic character education into a community-based educational model specifically designed to prevent risky behaviors among adolescents through collaborative engagement involving schools, families, religious educators, and community members. Unlike previous programs that primarily emphasize disciplinary development or institutional character formation, this initiative adopts a preventive and participatory approach by combining Islamic moral values, interactive educational activities, reflective learning, and community empowerment to strengthen adolescents' ethical awareness, self-control, and social responsibility. This integrated model provides a practical framework that is adaptable to diverse community settings while reinforcing the collective responsibility of stakeholders in promoting adolescent well-being.

Therefore, this community service program aims to strengthen Islamic character education through community-based educational programs to prevent risky behaviors among adolescents. Specifically, the program seeks to enhance adolescents' understanding of Islamic moral values, increase their awareness of contemporary behavioral risks, encourage responsible decision-making, and strengthen collaboration among families, educational institutions, and community organizations in fostering sustainable character development. It is expected that the implementation of this program will contribute not only to improving adolescents' moral

resilience but also to providing a replicable model of community-based Islamic character education for broader implementation in diverse educational and social contexts.

METHOD

This community service program employed a participatory community-based educational approach aimed at strengthening Islamic character education to prevent risky behaviors among adolescents. The program was conducted at the International Community Service event held at Institut Kesehatan Mitra Bunda Batam on 22 June 2026. The participants consisted of adolescents who voluntarily attended the educational program, accompanied by teachers and community representatives who supported the implementation of the activities.

The implementation of the program consisted of four sequential stages. The first stage was a preliminary needs assessment conducted through informal discussions and direct observations to identify participants' understanding of Islamic character values and common risky behaviors encountered in their daily lives. The findings from this stage were used to determine the learning materials and educational strategies that best suited the participants' needs.

The second stage involved the implementation of educational sessions using interactive learning methods. The activities included lectures, group discussions, question-and-answer sessions, case study analysis, and reflective learning based on Islamic moral values. The educational materials emphasized the importance of honesty, responsibility, self-discipline, empathy, self-control, respect for others, digital ethics, and strategies for avoiding risky behaviors such as bullying, substance abuse, violence, irresponsible social media use, and negative peer influence. Participants were encouraged to actively share experiences and discuss practical solutions to challenges commonly faced by adolescents.

The third stage focused on participant engagement through collaborative reflection and commitment building. Participants worked in small groups to develop practical action plans for applying Islamic character values in their schools, families, and surrounding communities. This activity aimed to strengthen personal responsibility while fostering mutual support among peers.

The final stage consisted of program evaluation using observation, participant feedback, reflective discussions, and pre- and post-activity questionnaires to assess changes in participants' understanding and awareness of Islamic character education and risky behaviors. The evaluation results were analyzed descriptively to identify program achievements, participant responses, and recommendations for improving future community-based educational initiatives.

RESULT AND DISCUSSION

Implementation of the Community-Based Islamic Character Education Program

The implementation of the community-based Islamic character education program was designed to strengthen adolescents' moral awareness and equip them with practical strategies to prevent risky behaviors through collaborative educational activities. The program was conducted during the International Community Service program at Institut Kesehatan Mitra Bunda Batam on 22 June 2026 and involved adolescents, educators, and community representatives. The implementation adopted a participatory approach in which participants were encouraged to become active contributors rather than passive recipients of information. This approach created an inclusive learning environment that promoted dialogue, reflection, and collaborative problem-solving while reinforcing the shared responsibility of families, schools, and communities in adolescent character development (Makmur et al., 2026).

The program commenced with a preliminary needs assessment to identify participants' understanding of Islamic character values and the challenges they encountered in their daily lives. Interactive discussions revealed that adolescents were increasingly exposed to various forms of risky behavior, including cyberbullying, excessive social media use, peer pressure, disrespectful communication, and declining moral sensitivity. Participants also expressed concerns regarding the growing influence of digital technology on their attitudes and decision-making. These findings provided the foundation for designing educational materials that addressed real-life challenges while integrating Islamic ethical principles into practical daily situations. Such a contextual approach enabled the educational content to respond directly to participants' experiences and community needs (Dede Pitri et al., 2025; Nurhabibi et al., 2025).

Following the needs assessment, the educational sessions were implemented using interactive and learner-centered methods that encouraged active participation throughout the program. Rather than relying solely on conventional lectures, facilitators incorporated group discussions, case-based learning, reflective dialogue, and question-and-answer sessions to encourage critical thinking and collaborative learning. Participants analyzed everyday situations involving peer influence, online interactions, bullying, and irresponsible digital behavior before discussing appropriate responses based on Islamic moral values. This learning strategy enabled adolescents to connect religious principles with practical decision-making and strengthened their ability to evaluate ethical dilemmas from multiple perspectives (Syafuruddin et al., 2025; Zarkasyi et al., 2024).

The educational materials emphasized fundamental Islamic character values, including honesty (*sidq*), responsibility (*amanah*), self-discipline, respect, empathy, patience, and self-control. These values were presented not only as religious obligations but also as practical competencies that could guide adolescents in responding to social pressures and avoiding behaviors that may negatively affect their personal development. Facilitators further demonstrated how Islamic character education contributes to strengthening emotional resilience, improving interpersonal relationships, and fostering responsible digital citizenship. This integrative approach encouraged participants to recognize that moral values are applicable to contemporary social challenges and remain highly relevant in navigating the complexities of adolescent life in the digital era (Kholifah et al., 2022; Fitriyah et al., 2024; Suhendi, 2025).

As the educational sessions progressed, participant engagement became increasingly active, reflecting the effectiveness of the participatory learning approach adopted throughout the program. Adolescents enthusiastically shared their personal experiences regarding peer influence, digital communication, family interactions, and the moral dilemmas they frequently encountered in their daily lives. The collaborative atmosphere encouraged participants to exchange ideas openly while respecting differing perspectives, thereby creating a supportive learning environment that promoted mutual understanding and collective responsibility. This active participation demonstrated that adolescents respond more positively when educational activities are interactive, contextual, and closely related to their everyday experiences rather than relying exclusively on one-way instructional methods (Makmur et al., 2026; Aji, 2025).

To strengthen the internalization of Islamic character values, participants were divided into small discussion groups and guided to analyze real-life scenarios involving bullying, irresponsible social media use, negative peer pressure, and other forms of risky behavior. Each group was encouraged to identify the underlying causes of the problems, evaluate their potential consequences, and formulate practical solutions grounded in Islamic ethical principles. Through

this reflective learning process, participants gradually developed a deeper awareness that Islamic values such as honesty, empathy, patience, responsibility, and self-control are not merely religious concepts but practical moral guidelines for addressing contemporary social challenges. This collaborative reflection also enhanced participants' confidence in making ethical decisions when confronted with complex situations in their personal and social lives (Khoiriyah et al., 2025; Syafruddin et al., 2025).

An important component of the program involved commitment-building activities designed to transform participants' understanding into concrete behavioral intentions. At the conclusion of the educational sessions, participants were invited to formulate personal commitments describing how they would apply Islamic character values within their families, schools, peer groups, and online interactions. These commitments emphasized respectful communication, responsible digital behavior, avoidance of bullying and violence, stronger self-discipline, and increased awareness of the consequences of risky behaviors. The activity encouraged adolescents to recognize that character development requires continuous personal practice supported by positive social environments rather than temporary behavioral changes alone. The collaborative involvement of educators and community representatives further reinforced participants' motivation to maintain these commitments beyond the completion of the program (Nafasabilla et al., 2025; Suhendi, 2025).

The implementation concluded with a comprehensive evaluation designed to assess participant engagement, learning experiences, and overall program effectiveness. Evaluation was conducted through reflective discussions, participant feedback, direct observation, and comparison of pre-activity and post-activity responses regarding their understanding of Islamic character education and awareness of risky behaviors. The findings indicated that participants demonstrated greater enthusiasm for discussing ethical issues, improved understanding of Islamic moral values, and stronger awareness of the importance of preventing behaviors that could negatively affect their personal and social development. Participants also expressed positive perceptions of the interactive learning methods, particularly the use of case discussions and collaborative reflection, which enabled them to relate educational content directly to their everyday experiences. Overall, the implementation of this community-based educational program successfully established a participatory learning environment that integrated Islamic character education with practical preventive strategies, providing a solid foundation for strengthening adolescents' moral resilience and supporting sustainable community involvement in promoting positive youth development (Hidayati et al., 2025; Habibah, 2025).

Educational Outcomes and Participants' Behavioral Awareness

The implementation of the community-based Islamic character education program generated positive educational outcomes, particularly in strengthening participants' understanding of Islamic moral values and increasing their awareness of behaviors that may threaten their personal and social development. Throughout the educational sessions, adolescents demonstrated progressively deeper comprehension of the relationship between Islamic teachings and everyday decision-making. Interactive discussions, case analyses, and reflective learning activities enabled participants to recognize that Islamic character values are not merely theoretical religious concepts but practical ethical guidelines that can be applied in responding to contemporary social challenges. This improvement was evident from participants' ability to explain the importance of honesty, responsibility, empathy, self-discipline, and self-

control when addressing various situations involving peer relationships, digital interactions, and family life. These outcomes indicate that contextual and participatory educational approaches effectively facilitate the internalization of Islamic values among adolescents (Kholifah et al., 2022; Dede Pitri et al., 2025).

One of the most significant educational achievements observed during the program was the increased awareness of participants regarding the diverse forms of risky behaviors that frequently occur in adolescent environments. Before participating in the educational sessions, several adolescents tended to perceive behaviors such as cyberbullying, excessive social media engagement, disrespectful online communication, and negative peer conformity as ordinary aspects of daily life. However, through collaborative learning and guided reflection, participants gradually recognized the psychological, social, and spiritual consequences associated with these behaviors. They became more capable of identifying situations that could potentially lead to moral decline and demonstrated improved understanding of preventive actions grounded in Islamic ethical principles. This enhanced awareness represents an important educational outcome because effective prevention begins with the ability to recognize behavioral risks before they develop into more serious social problems (Arief et al., 2025; Zakiyah et al., 2017).

The educational program also strengthened participants' capacity for ethical reasoning and critical reflection when confronting complex situations in contemporary society. Through case-based discussions, adolescents were encouraged to evaluate problems from multiple perspectives rather than making impulsive decisions influenced by emotions or peer pressure. Participants demonstrated greater confidence in expressing moral judgments supported by Islamic teachings while considering the potential consequences of their actions for themselves and others. This learning process fostered critical thinking skills that enabled participants to distinguish between socially accepted behavior and conduct that contradicts Islamic moral principles. The integration of reflective dialogue with Islamic values therefore contributed not only to increased knowledge but also to the development of higher-order thinking abilities required for responsible decision-making in rapidly changing social environments (Syafuruddin et al., 2025; Zarkasyi et al., 2024).

Another important outcome concerned participants' improved understanding of responsible digital citizenship. Adolescents acknowledged that the widespread use of smartphones and social media provides valuable opportunities for communication and learning but simultaneously exposes them to misinformation, cyberbullying, hate speech, inappropriate content, and unhealthy online interactions. Educational sessions encouraged participants to critically evaluate their digital behavior and to recognize that Islamic moral values should also guide online communication and social media engagement. As a result, many participants expressed greater awareness of the importance of respectful communication, responsible content sharing, digital self-control, and ethical online participation. This finding indicates that integrating Islamic character education with digital literacy constitutes an effective strategy for preparing adolescents to navigate technological developments while maintaining strong moral integrity and social responsibility (Asuh, 2022; Nurhabibi et al., 2025).

Furthermore, the program enhanced participants' appreciation of the collaborative role played by families, schools, religious institutions, and local communities in supporting sustainable character development. Through reflective discussions, participants recognized that positive character formation cannot be achieved through individual effort alone but requires continuous guidance and reinforcement from supportive social environments. Many adolescents emphasized

that parental communication, teacher mentorship, religious activities, and constructive peer relationships significantly influence their ability to maintain positive behavior and resist negative social pressures. This broader understanding strengthened participants' commitment to actively seeking positive environments that encourage moral growth and responsible behavior. Consequently, the educational outcomes of the program extended beyond individual knowledge acquisition and promoted a more comprehensive awareness of community responsibility in preventing risky behaviors among adolescents (Makmur et al., 2026; Harefa et al., 2025; Suhendi, 2025).

In addition to improving cognitive understanding, the program produced noticeable changes in participants' behavioral awareness and attitudes toward everyday social interactions. Adolescents became more sensitive to the ethical implications of their actions, particularly in situations involving communication with peers, online engagement, and responses to social pressure. During reflective discussions, participants increasingly emphasized the importance of considering the emotional and social consequences of their behavior before acting. This heightened awareness indicated that the educational process had begun to influence participants' moral perspectives and encouraged them to evaluate their behavior through the lens of Islamic ethical values. The ability to reflect on one's own conduct is an important indicator of character development because it demonstrates the emergence of internal moral control rather than mere compliance with external rules (Eka Setiawati et al., 2020; Muhsinin, 2013).

Participants also showed greater willingness to reject negative peer influence and to seek constructive alternatives when facing challenging situations. Several adolescents acknowledged that they previously found it difficult to resist invitations to engage in inappropriate online activities, disrespectful communication, or other behaviors that conflicted with Islamic teachings. After participating in the program, they expressed stronger confidence in making independent decisions and in prioritizing values such as honesty, responsibility, and self-discipline. This outcome aligns with the view that character education becomes more effective when adolescents are encouraged to actively practice moral reasoning and personal accountability in real-life contexts (Aji, 2025; Nurwahyudin & Supriyanto, 2021).

Another significant finding was the increased awareness of the relationship between emotional well-being and ethical behavior. Participants recognized that risky behaviors are often associated with unmanaged emotions, social insecurity, or negative environmental influences. Through discussions on empathy, patience, and self-control, adolescents demonstrated better understanding of how Islamic character values can function as protective factors against impulsive actions, conflict, and harmful social interactions. This awareness is particularly important in the post-pandemic context, where many adolescents continue to face psychosocial challenges that require both emotional support and moral guidance (Habibah, 2025; Musthofa Yasin, 2007).

The program further strengthened participants' commitment to responsible digital behavior. Adolescents reported that they became more cautious about sharing content, commenting on social media, and participating in online discussions. They acknowledged that digital platforms should be used not only for entertainment but also for learning, positive communication, and the dissemination of beneficial values. This change in perspective reflects the growing understanding that Islamic character education must remain relevant to contemporary technological realities and should equip adolescents with ethical principles that guide both offline and online behavior (Arief et al., 2025; Ningsih, 2019).

Feedback collected at the end of the program revealed that participants valued the interactive and reflective nature of the educational activities. They reported that case studies, group discussions, and collaborative reflections helped them connect Islamic teachings with practical situations that they encounter in their daily lives. Many participants expressed a desire for similar programs to be implemented regularly in schools, youth communities, and religious institutions because they considered the activities helpful for strengthening self-awareness and preventing negative behaviors. The positive response from participants indicates that community-based Islamic character education can serve as an effective educational model for fostering moral resilience and promoting healthy adolescent development (Makmur et al., 2026; Nafasabilla et al., 2025).

The educational outcomes and behavioral awareness generated through this program demonstrate that community-based Islamic character education has the potential to contribute not only to increased moral knowledge but also to the development of ethical sensitivity, responsible decision-making, emotional self-regulation, and positive social engagement among adolescents. These findings provide a strong foundation for the subsequent discussion regarding the role of community participation and Islamic values in preventing risky behaviors and strengthening sustainable character development in contemporary adolescent environments (Suhendi, 2025; Harefa et al., 2025).

Community-Based Islamic Character Education as a Preventive Strategy for Adolescent Risk Behaviors

The findings of this community service program demonstrate that community-based Islamic character education constitutes an effective preventive strategy for addressing adolescent risky behaviors by integrating moral education, active community participation, and contextual learning experiences. Unlike conventional educational approaches that primarily emphasize knowledge transmission within formal classrooms, the present program positioned adolescents as active participants in collaborative learning processes involving educators, families, and community representatives. This participatory environment enabled adolescents to internalize Islamic moral values through dialogue, reflection, and practical problem-solving, thereby strengthening both their cognitive understanding and behavioral awareness. These findings reinforce previous evidence indicating that community-based educational interventions contribute significantly to strengthening discipline, responsibility, and positive behavioral development among young people when implemented through participatory approaches that actively engage various community stakeholders (Makmur et al., 2026).

One important finding emerging from this program is that the effectiveness of character education is strongly influenced by its relevance to adolescents' everyday experiences. Rather than presenting Islamic values as abstract religious doctrines, the educational activities connected moral principles with real-life issues such as cyberbullying, negative peer influence, irresponsible social media use, and interpersonal conflicts. This contextualization enabled participants to recognize the practical significance of Islamic teachings in addressing contemporary challenges encountered in their daily lives. The present findings therefore support previous studies suggesting that Islamic religious education becomes more meaningful when learning activities encourage students to relate religious values directly to authentic social situations and contemporary moral issues (Dede Pitri et al., 2025; Nurhabibi et al., 2025).

The success of this program also highlights the importance of community participation as a protective factor in adolescent character development. Adolescents do not develop moral values exclusively within school environments but continuously interact with families, peer groups, religious institutions, and wider communities that collectively shape their attitudes and behaviors. Consequently, preventive educational initiatives become more sustainable when responsibility for character formation is shared among multiple stakeholders. The collaborative involvement of teachers, parents, and community members throughout this program strengthened participants' sense of belonging and encouraged consistent reinforcement of positive behaviors beyond the duration of the educational intervention. This finding is consistent with studies emphasizing that community engagement substantially enhances the effectiveness of character education by creating supportive environments that reinforce moral development and responsible citizenship (Harefa et al., 2025; Makmur et al., 2026).

Another significant aspect revealed by the program concerns the role of Islamic values as protective factors against adolescent risky behaviors. Values such as honesty (ʃidq), trustworthiness (amānah), self-discipline, empathy, patience, and self-control function not only as ethical ideals but also as practical competencies that assist adolescents in resisting negative peer pressure and making responsible decisions. Throughout the educational sessions, participants increasingly recognized that these values provide internal guidance when confronted with moral dilemmas in both offline and online environments. Such findings support earlier research indicating that Islamic character education contributes to strengthening emotional resilience, social responsibility, and ethical awareness while reducing adolescents' vulnerability to behaviors that may threaten their personal and social well-being (Kholifah et al., 2022; Fitriyah et al., 2024; Suhendi, 2025).

Furthermore, the findings demonstrate that preventive strategies are considerably more beneficial when implemented before adolescents become deeply involved in risky behaviors. Rather than focusing primarily on corrective interventions after behavioral problems have emerged, this community service program emphasized early awareness, moral reflection, and proactive decision-making. Participants were encouraged to recognize potential behavioral risks, evaluate their possible consequences, and develop practical strategies for avoiding harmful situations through Islamic ethical reasoning. This preventive orientation is particularly relevant in the contemporary digital era, where adolescents encounter increasingly complex social influences that require not only technological literacy but also strong moral judgment and self-regulation. Previous studies similarly emphasize that early preventive education represents one of the most effective approaches for reducing bullying, promoting mental well-being, and fostering healthy psychosocial development among adolescents (Arief et al., 2025; Habibah, 2025).

The present findings also suggest that integrating critical reflection into Islamic character education substantially enriches the learning process. Rather than expecting adolescents to memorize moral principles, the program encouraged them to critically analyze social problems, evaluate alternative responses, and justify ethical decisions based on Islamic teachings. This reflective learning process strengthened participants' higher-order thinking skills while simultaneously reinforcing moral commitment and personal accountability. Consequently, Islamic character education evolved beyond value transmission into an educational process that cultivated ethical reasoning, independent judgment, and responsible citizenship. These outcomes are consistent with contemporary educational perspectives that advocate inquiry-based and

reflective learning as effective strategies for developing adolescents' critical thinking alongside character formation in increasingly complex social environments (Syafuruddin et al., 2025; Zarkasyi et al., 2024).

The present community service program extends previous initiatives by demonstrating that Islamic character education becomes substantially more effective when implemented through an integrated community-based educational framework. Earlier community service programs primarily emphasized strengthening discipline, moral awareness, or character formation within specific educational institutions (Aji et al., 2025; Makmur et al., 2026). In contrast, the present program adopted a broader preventive orientation by simultaneously engaging adolescents, educators, families, and community representatives in collaborative educational activities designed to strengthen moral resilience before risky behaviors emerge. This integrated approach represents an important contribution because adolescent character development is a shared social responsibility that cannot be addressed solely through formal educational institutions.

Another important implication of this program concerns the integration of Islamic values with contemporary adolescent issues, particularly those associated with rapid technological advancement and digital communication. Today's adolescents navigate complex social environments characterized by unrestricted access to digital media, online peer interaction, and continuous exposure to information that may either support or undermine positive character development. Consequently, Islamic character education should no longer be viewed exclusively as religious instruction but rather as a comprehensive educational framework capable of equipping adolescents with ethical competencies necessary for responsible participation in modern society. The findings indicate that contextualizing Islamic moral values within contemporary social realities enables adolescents to appreciate the practical relevance of religion in addressing everyday challenges while strengthening their capacity to make responsible decisions in both physical and digital environments (Dede Pitri et al., 2025; Nurhabibi et al., 2025).

The implementation of collaborative educational activities further demonstrated that sustainable character development depends upon the continuity of educational reinforcement across multiple social environments. The positive changes observed among participants were not merely influenced by educational sessions but were also strengthened by interactions with parents, teachers, religious leaders, and peers who consistently reinforced Islamic ethical values throughout the program. This finding supports the argument that community empowerment constitutes an essential element of preventive education because positive behavioral change becomes more sustainable when supported by an environment that consistently models and reinforces desirable moral conduct. Similar observations have been reported in studies highlighting the importance of family communication, community participation, and religious engagement in promoting healthy adolescent development and preventing social problems (Asuh, 2022; Harefa et al., 2025; Retpitasaki & Nuryana, 2025).

From a practical perspective, this community service program offers an adaptable educational model that can be replicated across diverse educational and community settings. The combination of needs assessment, interactive learning, case-based discussion, collaborative reflection, and behavioral commitment provides a systematic framework that can easily be modified according to local cultural and institutional contexts. Schools, Islamic boarding schools, youth organizations, mosques, and community learning centers may adopt similar educational strategies to strengthen adolescents' moral awareness while addressing local social challenges.

The flexibility of this model also enhances its potential contribution to broader community empowerment initiatives aimed at promoting youth well-being through preventive education rather than reactive intervention (Makmur et al., 2026; Nafasabilla et al., 2025).

Theoretically, the findings contribute to the growing discourse on Islamic character education by demonstrating that moral development is strengthened when cognitive understanding, emotional engagement, reflective learning, and community participation are integrated into a unified educational process. Rather than treating character education as the transmission of moral knowledge alone, the present program illustrates that sustainable character formation requires continuous interaction between individual reflection and supportive social environments. This integrated perspective enriches existing approaches to Islamic character education by emphasizing that preventive strategies should simultaneously cultivate ethical reasoning, emotional resilience, social responsibility, and community engagement as complementary dimensions of adolescent development (Muhsinin, 2013; Eka Setiawati et al., 2020).

The novelty of this community service program therefore lies not only in its emphasis on preventing adolescent risky behaviors through Islamic character education but also in the development of a participatory community-based educational model that integrates Islamic moral values, contextual learning, collaborative reflection, digital ethical awareness, and multi-stakeholder engagement within a single preventive framework. Unlike previous programs that generally focused on disciplinary development or isolated educational interventions, this model promotes a holistic strategy that empowers adolescents to become active agents of positive behavioral change while simultaneously strengthening the educational capacity of families, schools, and communities. Such an approach broadens the contribution of community service activities beyond short-term knowledge transfer and positions community-based Islamic character education as a sustainable preventive strategy for fostering morally responsible, socially resilient, and ethically conscious adolescents in the rapidly evolving digital era.

CONCLUSION

This community service program demonstrates that community-based Islamic character education provides an effective preventive strategy for reducing adolescents' vulnerability to risky behaviors by integrating Islamic moral values with participatory educational approaches. The program successfully enhanced participants' understanding of Islamic character values, strengthened their ethical awareness, improved their capacity for responsible decision-making, and fostered greater commitment to positive behavior in both offline and digital environments. The collaborative involvement of educators, families, and community members created a supportive learning ecosystem that reinforced the internalization of values such as honesty, responsibility, empathy, self-discipline, and social responsibility. These findings indicate that preventive character education becomes more sustainable when implemented through contextual, interactive, and community-oriented learning that actively engages adolescents in reflecting upon real-life social challenges.

The program also contributes to the development of a holistic community-based educational model that integrates Islamic character education, reflective learning, digital ethical awareness, and multi-stakeholder collaboration into a unified preventive framework. This model extends the contribution of community service beyond short-term knowledge dissemination by strengthening adolescents' moral resilience and promoting long-term community participation in

character development. Consequently, community-based Islamic character education has considerable potential to become a sustainable educational strategy for supporting positive youth development and preventing risky behaviors in rapidly changing social and technological environments.

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