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Internalizing Tarbawi Hadith Values Through Father Involvement: Strengthening Children's Character Formation and Learning Motivation in Islamic Education

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Abstract

This study examines the internalization of *tarbawi hadith* values through father involvement in strengthening children's character formation and learning motivation within Islamic education. The purpose of this study is to analyze how fathers implement prophetic educational values in family-based education through their roles as role models, motivators, spiritual guides, supervisors, and protectors. This study also seeks to explore the relevance of father involvement in addressing contemporary moral and educational challenges among children in the digital era. This research employed a qualitative approach using the library research method. Data were collected from the Qur'an, *tarbawi hadiths*, classical Islamic educational literature, scientific journal articles, books, and other relevant academic sources discussing Islamic parenting, father involvement, character education, and learning motivation. The collected data were analyzed using descriptive qualitative analysis and thematic content analysis to identify conceptual relationships between prophetic educational values and paternal educational practices. The findings reveal that father involvement has a significant influence on children's moral, spiritual, emotional, and academic development. Fathers who consistently demonstrate exemplary conduct, emotional support, spiritual guidance, and compassionate supervision contribute positively to children's character formation, self-confidence, discipline, religious awareness, and learning motivation. The study further indicates that educational methods rooted in *tarbawi hadith* values (habituation, dialogue, appreciation, and role modeling) are effective in internalizing Islamic values within children's daily lives. The novelty of this study lies in its integration of prophetic educational values derived from *tarbawi hadiths* with contemporary discussions on father engagement and Islamic parenting. This study contributes theoretically to the discourse of Islamic education by reconstructing fatherhood as a transformative educational practice grounded in spiritual, moral, and emotional dimensions within contemporary Muslim families.

Keywords: *tarbawi hadith*, father involvement, character formation, learning motivation, Islamic education.

Introduction

Education is a fundamental process for shaping human character, personality, and the quality of human resources. In the Islamic perspective, education is not solely directed toward intellectual development but also emphasizes moral cultivation, spiritual awareness, and the formation of ethical behavior. Islamic education seeks to integrate cognitive, affective, and spiritual dimensions in order to develop balanced individuals who possess both intellectual competence and moral integrity. Within this framework, the family serves as the first and primary educational institution where children initially learn values, norms, beliefs, and social behavior. The family environment therefore plays a decisive role in shaping children's moral orientation and learning attitudes from an early age. Among family members, fathers occupy a strategic position as leaders, protectors, educators, and role models responsible for guiding children's character formation and educational development in accordance with Islamic teachings (Darojat et al., 2026).

In Islamic educational thought, fathers are not merely responsible for fulfilling economic needs but are also entrusted with moral, educational, and spiritual responsibilities toward their children. Tarbawi hadiths provide a strong normative foundation concerning parental obligations in educating children through exemplary conduct, compassion, discipline, and spiritual guidance. The Prophet Muhammad ﷺ emphasized that every leader will be held accountable for those under his responsibility, including fathers as leaders within the household. This prophetic principle highlights that father involvement constitutes an essential element of Islamic parenting and educational practices. Fathers who actively participate in children's education through guidance, habituation, supervision, and emotional support significantly contribute to children's psychological, moral, and social development (Hadis et al., 2020). Previous studies further demonstrate that positive father engagement positively influences children's emotional stability, self-confidence, academic resilience, and social competence (Cabrera et al., 2018; Lamb, 2010).

Despite its importance, father involvement in children's education remains relatively limited in many contemporary Muslim families. Socio-economic pressures and modern occupational demands often position fathers primarily as financial providers, thereby reducing opportunities for meaningful interaction and educational engagement with children. As a result, many children experience emotional distance, weakened parental attachment, declining learning motivation, and insufficient moral guidance. This condition has contributed to the emergence of various psychosocial and educational challenges among children, including declining discipline, low academic motivation, emotional instability, and behavioral deviation. Research indicates that limited paternal involvement negatively affects children's emotional well-being and academic performance, whereas active father engagement strengthens children's discipline, responsibility, and educational aspirations (Risma et al., 2020). In the contemporary digital era, the weakening of parental supervision has become increasingly concerning due to children's exposure to

social media, digital culture, and external influences that may contradict Islamic moral values.

The issue of character formation has consequently become one of the most urgent concerns in modern education. Cases of moral decline, disrespectful behavior, cyberbullying, academic dishonesty, and weakened social ethics increasingly reflect the crisis of moral education among younger generations. Islamic education scholars argue that character education should begin within the family through the internalization of religious values and consistent moral habituation (Sada, 2017). In this context, fathers possess strategic authority in shaping children's religious identity, discipline, honesty, independence, and sense of responsibility. The role of fathers extends beyond supervision and economic provision toward becoming transformative educators capable of integrating Islamic values into children's daily experiences. Subaidi et al. (2024) emphasized that the implementation of Islamic educational values through religious habituation and exemplary practices significantly strengthens children's character formation. Similarly, Widiyanto et al. (2023) highlighted the importance of collaboration between parents and educators in preventing negative social behavior and strengthening children's moral awareness.

In addition to character formation, children's learning motivation is strongly influenced by family interaction and parenting patterns. Children who receive emotional support, appreciation, encouragement, and educational guidance from their fathers tend to demonstrate higher academic motivation and stronger self-confidence than those who experience emotional neglect. Fathers who actively participate in learning activities create supportive educational environments that foster optimism, resilience, and psychological security in children. Such involvement also contributes to children's ability to face educational challenges and develop positive learning habits (Sausan et al., 2025). This perspective aligns with Epstein's (2011) theory of school–family partnerships, which emphasizes that educational success is closely related to active parental engagement within children's learning environments.

The internalization of tarbawi hadith values through father involvement can be implemented through various educational approaches, including exemplary behavior (*uswah hasanah*), worship habituation, constructive dialogue, emotional communication, supervision, and motivational support. These approaches reflect prophetic educational methods that emphasize consistency, affection, moral exemplification, and spiritual guidance as central elements of child development. Fathers who consistently embody Islamic teachings in their daily lives become effective role models whose actions are naturally imitated by children. Educational practices based on habituation and emotional closeness enable Islamic values to be internalized more deeply and sustainably within children's personalities. Studies on Islamic parenting further indicate that value internalization becomes more effective when children directly experience consistent moral and spiritual guidance within the family environment (Rafi et al., 2023).

Several previous studies have examined father involvement, Islamic parenting, and character education from different perspectives. Arifah et al. (2024) found that democratic and attentive paternal parenting positively influences children's discipline and responsibility. Other studies have emphasized the importance of Islamic family education in strengthening moral behavior and improving educational outcomes among children. However, most previous studies primarily discuss parenting from psychological, sociological, or general educational perspectives without specifically integrating tarbawi hadith values into the discourse of father involvement in Islamic education. Existing research also tends to emphasize maternal roles more prominently, while the spiritual and pedagogical dimensions of fatherhood within prophetic educational traditions remain insufficiently explored. Furthermore, studies discussing father involvement frequently focus on emotional and social aspects without analyzing how prophetic educational values can be systematically internalized through paternal educational practices.

This study therefore seeks to address these gaps by analyzing how tarbawi hadith values are internalized through father involvement in strengthening children's character formation and learning motivation within Islamic education. Unlike previous studies that generally focus on parenting styles or character education in broader contexts, this research specifically integrates prophetic educational values derived from tarbawi hadiths with contemporary discussions on father engagement and Islamic parenting. This study offers a conceptual contribution by reconstructing fatherhood as a transformative Islamic educational practice rooted in prophetic teachings, moral exemplification, and spiritual guidance. The study is also highly relevant to contemporary educational challenges, particularly in responding to moral crises, weakening family relationships, declining learning motivation, and the growing influence of digital culture on children's behavior and identity formation.

The urgency of this research lies in the increasing need for holistic educational approaches capable of integrating moral, emotional, spiritual, and intellectual dimensions simultaneously. Islamic education cannot rely exclusively on formal educational institutions to develop children's character and moral consciousness. Educational transformation must also begin within the family through active parental engagement, particularly from fathers as moral leaders and educational figures within the household. Fathers who successfully internalize tarbawi hadith values through exemplary conduct, emotional support, educational communication, and spiritual guidance can create harmonious educational environments that strengthen children's moral resilience and academic enthusiasm. Therefore, this study contributes theoretically to the discourse of Islamic parenting and prophetic education while also offering practical implications for strengthening father involvement in contemporary Muslim families.

Method

This study employed a qualitative approach using the library research method to explore and analyze the internalization of tarbawi hadith values through father involvement in strengthening children's character formation and learning motivation within Islamic education. A qualitative library research design was selected because the study focuses on conceptual exploration, interpretative analysis, and theoretical synthesis derived from Islamic educational literature, prophetic traditions, and contemporary studies on parenting and character education. Library research enables researchers to critically examine textual sources, construct theoretical frameworks, and develop conceptual interpretations relevant to educational phenomena within socio-religious contexts (Zed, 2014). This approach is particularly appropriate for studies emphasizing Islamic educational philosophy and prophetic values because it facilitates in-depth interpretation of religious texts and educational theories through systematic literature analysis.

The primary data sources of this study consisted of the Qur'an, tarbawi hadiths, classical Islamic educational literature, tafsir books, and scholarly works discussing Islamic parenting, father involvement, and character education. Several tarbawi hadiths related to parental responsibility, exemplary conduct (*uswah hasanah*), children's moral education, and spiritual habituation were used as the primary conceptual foundation of the study. Secondary data sources included scientific journal articles, books, conference proceedings, and academic publications related to Islamic education, parenting, father engagement, children's character formation, and learning motivation. To ensure academic validity and relevance, the study prioritized literature published in reputable national and international journals indexed in recognized academic databases. Contemporary studies discussing father involvement, Islamic parenting, prophetic education, and character education were also incorporated to strengthen the analytical framework and contextual relevance of the research.

The data collection process was conducted using documentation techniques through systematic identification, selection, reading, classification, and organization of relevant literature sources. The researchers applied inclusion and exclusion criteria to ensure the quality and relevance of the selected references. Inclusion criteria included literature directly related to tarbawi hadith values, Islamic parenting, father involvement, character education, learning motivation, and Islamic educational perspectives. Meanwhile, literature unrelated to the central themes, lacking academic credibility, or containing repetitive discussions without conceptual relevance was excluded from the analysis. The literature selection process also considered the credibility of authors, publication quality, recency of studies, and thematic relevance to the research objectives. This systematic documentation procedure was intended to improve the rigor, transparency, and reliability of the literature analysis process (Snyder, 2019).

The analytical process in this study employed descriptive qualitative analysis combined with thematic content analysis. After the data had been collected, the researchers conducted data reduction by selecting the most relevant concepts, arguments, and findings associated with the internalization of tarbawi hadith values through father involvement. The selected data were then categorized into several thematic dimensions, including fathers as role models, motivators, spiritual guides, supervisors, and protectors within Islamic educational practices. Through thematic analysis, the study identified recurring patterns, conceptual relationships, and educational values emerging from the literature. Thematic analysis was chosen because it allows researchers to interpret textual data systematically while identifying significant themes relevant to educational and social phenomena (Braun & Clarke, 2006).

Furthermore, the study employed an interpretative approach to understand the educational meanings embedded within tarbawi hadiths and their relevance to contemporary parenting practices. The interpretation process involved connecting classical Islamic educational values with contemporary discussions on father engagement, children's character development, and learning motivation. This analytical strategy enabled the study to construct a conceptual understanding of how prophetic educational principles can be internalized through paternal involvement in modern Muslim families. The researchers also conducted comparative analysis between classical Islamic educational concepts and contemporary educational theories in order to strengthen the contextual interpretation of the findings.

To enhance the validity and trustworthiness of the study, source triangulation was applied by comparing various literature sources from Islamic studies, educational psychology, parenting studies, and character education research. The triangulation process aimed to minimize interpretative bias and strengthen the consistency of the conceptual findings derived from different academic perspectives. In addition, the researchers maintained analytical rigor by critically evaluating the credibility, relevance, and theoretical contribution of each selected source. Through this process, the study sought to generate comprehensive and academically grounded interpretations regarding the role of fathers in internalizing tarbawi hadith values within Islamic educational contexts.

This methodological approach allowed the researchers to comprehensively analyze the relationship between prophetic educational values and father involvement in shaping children's moral character and learning motivation. By integrating classical Islamic educational sources with contemporary educational scholarship, this study contributes to the development of Islamic parenting discourse and offers a conceptual framework for strengthening father engagement in contemporary Muslim families.

Results and Discussion

Results

The Role of Fathers in Children's Education

1. Fathers as Role Models

Children naturally tend to imitate the behavior of their parents, particularly the attitudes and habits they observe within the family environment on a daily basis. In the context of family education, fathers occupy an important position as leaders and primary role models whose actions significantly influence children's character formation and behavioral development. Fathers' attitudes, speech, habits, and daily conduct become concrete examples that are unconsciously observed, internalized, and imitated by children in their everyday lives. Therefore, paternal exemplary behavior plays a crucial role in shaping children's personality, moral awareness, and social identity (Sit & Hasri, 2025).

The findings of this study indicate that fathers who consistently demonstrate religious commitment, honesty, discipline, responsibility, and a strong work ethic indirectly cultivate positive values within their children. Children who observe their fathers regularly performing prayers, speaking truthfully, fulfilling promises, and taking responsibility for family matters tend to develop similar behavioral patterns and moral attitudes. Educational practices based on exemplary conduct are considered more effective than verbal instruction alone because children learn directly through observation and repeated interaction with parental behavior (Nasiruddin, 2018). This demonstrates that the internalization of Islamic values within the family environment occurs not only through formal teaching but also through consistent moral exemplification in daily life.

This finding is closely related to the prophetic tradition narrated by Malik from Abdullah bin Dinar from Ibn Umar RA, in which the Prophet Muhammad ﷺ stated: "*Each of you is a shepherd, and each of you is responsible for those under your care. A leader is responsible for his people, a man is responsible for his family, a woman is responsible for her household, and a servant is responsible for his master's property.*" (Narrated by Al-Bukhari)

This hadith emphasizes that fathers possess substantial responsibility in nurturing, educating, supervising, and guiding their children. The role of fathers in education extends beyond economic provision and includes moral leadership, emotional support, and spiritual guidance. The findings further reveal that fathers' attitudes toward learning significantly influence children's academic motivation. Fathers who demonstrate enthusiasm for reading, intellectual discussion, knowledge exploration, and educational achievement encourage children to develop curiosity, critical thinking skills, and a strong interest in learning. A family environment characterized by literacy culture, positive communication, and educational appreciation contributes positively

to children's intellectual and emotional development (Rijkiyani & Mauizdati, 2022).

From the perspective of Islamic education, exemplary conduct (*uswah hasanah*) constitutes one of the most fundamental educational methods. The Prophet Muhammad ﷺ himself serves as the ultimate role model for Muslims in all dimensions of life. Consequently, fathers as family leaders are expected to embody Islamic moral values consistently in order to facilitate the effective and sustainable internalization of religious, ethical, and educational principles within children's lives. The findings demonstrate that father involvement through exemplary behavior not only strengthens children's moral character but also contributes to the development of disciplined attitudes, emotional stability, and positive learning orientation.

2. Fathers as Motivators

The findings of this study demonstrate that fathers play an essential role as motivators who provide emotional support, encouragement, appreciation, and psychological reinforcement for children's educational development. In the prophetic educational tradition, children's education is conducted through compassion, positive motivation, and constructive appreciation. The Prophet Muhammad ﷺ taught parents to educate children with gentleness and affection because compassionate treatment positively influences children's emotional and psychological growth. Fathers, as leaders within the family, are therefore responsible for creating supportive educational environments that strengthen children's self-confidence and learning motivation (Nahar, 2023).

The results reveal that motivational support from fathers significantly affects children's psychological well-being and educational enthusiasm. Children who receive attention, praise, appreciation, and emotional support from their fathers tend to feel valued, loved, and emotionally secure. Such conditions foster self-confidence, emotional resilience, optimism, and stronger academic motivation. Paternal encouragement also contributes to children's discipline and persistence when facing educational challenges and personal difficulties (Hadis et al., 2020). This indicates that father involvement in motivational support functions not only as emotional reinforcement but also as a strategic educational process that shapes children's attitudes toward learning and self-development.

In addition, the findings highlight that appreciation and positive reinforcement provided by fathers represent important aspects of Islamic educational values. The Prophet Muhammad ﷺ consistently demonstrated affection and emotional closeness toward children and family members, emphasizing the importance of compassionate interaction in educational practices. Consequently, fathers are not merely financial providers but also educators who guide, motivate, and shape children's character through emotional engagement and supportive communication. Fathers who consistently encourage their children's efforts and achievements contribute significantly to the development of independent, confident, and morally

responsible individuals who possess strong enthusiasm for learning and personal growth.

3. Fathers as Spiritual Guides

This study found that fathers possess a fundamental role as spiritual guides responsible for instilling Islamic values and religious consciousness in children from an early age. In Islamic education, spiritual development is not solely the responsibility of mothers but also constitutes a primary obligation of fathers as leaders within the family. Fathers are expected to guide children in recognizing Allah SWT, understanding Islamic teachings, practicing worship, and developing noble character in everyday life. Spiritual education provided during childhood serves as an essential foundation for shaping children's moral integrity and future personality development (Hidayah, 2024).

The findings indicate that spiritual guidance can be implemented through consistent worship habituation within the family environment. Fathers may involve children in congregational prayer, Qur'anic recitation, supplication, and other forms of religious practice while simultaneously teaching kindness, discipline, and respectful behavior. Such habituation enables children to understand that religion is not merely theoretical knowledge but a practical way of life that should be consistently implemented in daily activities. Through repeated religious practice and spiritual interaction, children gradually develop awareness and commitment toward Islamic teachings (Rafi et al., 2023).

The significance of early spiritual education is also reflected in the prophetic tradition narrated by Imam Ahmad: "*Command your children to pray when they are seven years old, discipline them regarding prayer when they are ten years old, and separate their sleeping places*." (Narrated by Imam Ahmad)

This hadith demonstrates that parents bear responsibility for guiding children in worship practices and religious discipline from an early age. Continuous worship habituation contributes to the development of discipline, responsibility, and spiritual awareness within children. The findings further reveal that fathers' spiritual consistency strongly influences children's religious behavior because children naturally imitate the attitudes and habits of their parents. Fathers who consistently perform prayers, demonstrate honesty, maintain good manners, and treat others respectfully become effective moral and spiritual role models whose behaviors are more easily accepted by children than verbal instruction alone.

The study also found that effective spiritual guidance from fathers contributes positively to children's emotional stability, moral awareness, and resilience in facing contemporary social challenges. Religious education rooted in tarbawi hadith values helps children develop strong spiritual identity, ethical sensitivity, and moral responsibility within increasingly complex social environments. Therefore, father involvement in children's spiritual education constitutes an essential component in developing pious, responsible, and

morally conscious generations who maintain strong relationships with Allah SWT.

4. Fathers as Supervisors and Protectors

The findings of this study demonstrate that fathers also function as supervisors and protectors who monitor children's behavioral development, social interaction, and educational activities in everyday life. Effective supervision conducted with affection, empathy, and attentiveness helps children avoid negative environmental influences, harmful social relationships, and deviant behavior. Fathers' presence in children's lives provides emotional security, psychological comfort, and a sense of protection that positively influences children's social and emotional development (Susantin, 2015).

The findings reveal that supervision in Islamic parenting extends beyond establishing rules and restrictions. Fathers are expected to guide children in distinguishing between appropriate and inappropriate behavior through constructive communication, gentle advice, and active involvement in solving children's problems. Open communication and emotional closeness enable children to feel comfortable discussing their experiences, concerns, and challenges with their parents. Such interaction strengthens trust between fathers and children while facilitating more effective moral guidance and educational supervision.

Furthermore, the results indicate that effective parental control does not imply authoritarianism or excessive restriction of children's autonomy. Instead, constructive supervision involves establishing clear boundaries, providing positive direction, and demonstrating exemplary behavior. Fathers who combine supervision with affection and educational communication help children develop discipline, responsibility, emotional maturity, and self-confidence in both educational and social contexts. Therefore, the role of fathers as supervisors and protectors significantly contributes to strengthening children's character formation and psychological development within Islamic educational environments.

Internalization of Tarbawi Hadith Values

1. Exemplary Conduct (Uswah Hasanah)

The findings of this study indicate that exemplary conduct constitutes one of the most effective methods for internalizing tarbawi hadith values within family education. Fathers play an important role as role models whose attitudes, speech, and behavior are continuously observed and imitated by children throughout their developmental process. Consequently, fathers are expected to consistently demonstrate positive behavior such as honesty, discipline, responsibility, patience, and respect toward others so that children can internalize these moral values naturally within their daily lives (Sa'idah, 2020).

The study found that children tend to understand and accept educational values more effectively through direct observation of concrete

actions than through verbal instruction alone. Fathers who demonstrate consistent worship practices, polite communication, emotional patience, and respectful interaction provide practical educational experiences that children can easily imitate. Exemplary conduct therefore becomes an effective educational method because children learn primarily through interaction with their immediate social environment. Furthermore, positive paternal behavior contributes significantly to the development of disciplined attitudes, social competence, and responsible character among children.

2. Habituation

The findings reveal that habituation of positive behavior from an early age plays a significant role in shaping children's character gradually and sustainably. Positive habits consistently practiced within the family environment help children understand moral values, discipline, and responsibility in everyday life. Fathers therefore need to guide and direct children to become accustomed to positive behavior both within family interactions and broader social contexts (Hendro, 2022).

The study identified several important forms of habituation, including time discipline, regular worship practices, organized study routines, reading habits, and respectful social behavior. Consistent implementation of such habits helps children develop independence, self-regulation, responsibility, and stronger learning motivation. In addition, habituation of honesty and respect toward others contributes significantly to children's moral and social development. Through continuous repetition of positive behavior, children gradually internalize Islamic values and develop noble character rooted in discipline, integrity, and ethical awareness.

3. Advice and Dialogue

This study found that constructive communication between fathers and children represents an important mechanism for internalizing tarbawi hadith values within family education. Open, attentive, and compassionate communication enables children to understand religious teachings, moral values, and life lessons more effectively. Fathers who provide advice, guidance, and educational direction through gentle and empathetic communication create emotionally supportive environments that encourage children to listen and respond positively to parental instruction (Aurelliani & Nurhakim, 2025).

The findings further indicate that warm dialogue between fathers and children strengthens emotional attachment and mutual trust within the family. Fathers who allocate time to listen to children's experiences, concerns, and feelings help children feel appreciated, understood, and emotionally supported. Such emotional closeness encourages children to communicate openly with their parents regarding personal and educational challenges (Rizal Arizaldy Ramly, 2022). Moreover, constructive dialogue contributes positively to children's self-confidence, communication skills, and social competence. Children who are accustomed to respectful dialogue with their fathers tend to develop better interpersonal skills and greater confidence in expressing opinions and emotions appropriately.

4. Appreciation and Positive Reinforcement

The findings of this study demonstrate that appreciation for children's efforts and achievements plays an important role in strengthening learning motivation and self-confidence. Children who receive appreciation from their fathers tend to feel valued, supported, and emotionally recognized within the family environment. Such appreciation does not necessarily involve material rewards but may be expressed through praise, encouragement, emotional support, and positive acknowledgment of children's efforts and progress (Tabitha & Putri, 2024).

The study found that positive reinforcement helps children develop constructive perspectives toward learning processes and personal growth. Children gradually understand that effort, persistence, and improvement possess meaningful value, thereby motivating them to continue learning and overcoming challenges. Positive parental responses also contribute to children's confidence and emotional resilience when facing educational or social difficulties (Yunita, 2022). Furthermore, appropriate appreciation strengthens children's optimism, responsibility, and willingness to pursue future achievements. Therefore, fathers' emotional support and constructive appreciation constitute essential components in fostering children's psychological development, academic motivation, and positive character formation.

Discussion

The findings of this study demonstrate that fathers play a transformative role in children's education through four interconnected functions: role models, motivators, spiritual guides, and supervisors-protectors. These roles collectively contribute to children's moral formation, psychological development, spiritual awareness, and learning motivation within the family environment. The results reinforce the argument that father involvement in Islamic education extends far beyond economic responsibility and encompasses active participation in children's emotional, moral, intellectual, and spiritual development. This finding aligns with contemporary parenting theories emphasizing that paternal engagement significantly influences children's cognitive achievement, emotional security, and social competence (Lamb, 2010). In the context of Islamic education, father involvement also reflects the prophetic educational tradition that positions parents as primary educators responsible for cultivating faith, morality, and character through consistent guidance and exemplary conduct.

The study found that fathers' exemplary behavior (*uswah hasanah*) constitutes one of the most effective mechanisms for internalizing Islamic educational values within children's daily lives. Children tend to imitate behaviors they repeatedly observe within their immediate environment, particularly from parental figures. Consequently, fathers who consistently demonstrate honesty, discipline, responsibility, emotional control, and commitment to worship indirectly shape children's moral orientation and

behavioral habits. This finding supports Bandura's social learning theory, which explains that observational learning plays a central role in children's behavioral development because children acquire values and social behavior through imitation of significant role models (Bandura, 1977). Within Islamic educational discourse, exemplary conduct is considered more effective than verbal instruction alone because values become internalized through lived experiences and repeated observation. Therefore, fathers who consistently embody Islamic moral principles function not only as caregivers but also as living representations of prophetic educational values within the family environment.

Furthermore, the findings reveal that father involvement as a motivator significantly strengthens children's psychological resilience and academic enthusiasm. Emotional support, appreciation, encouragement, and constructive communication from fathers positively influence children's self-confidence, optimism, and persistence in learning. Children who receive emotional validation and recognition from their fathers tend to develop stronger motivation to achieve educational success and overcome academic challenges. This finding is consistent with self-determination theory, which emphasizes that emotional support and positive social interaction contribute significantly to intrinsic motivation and psychological well-being (Ryan & Deci, 2020). In the Islamic educational perspective, motivational support provided by fathers reflects prophetic educational ethics grounded in compassion (*rahmah*), gentleness, and emotional closeness. The Prophet Muhammad ﷺ consistently demonstrated affectionate interaction toward children, illustrating that emotional warmth represents an essential component of effective education and character formation.

The role of fathers as spiritual guides also emerged as a significant finding in this study. Fathers are responsible for introducing children to Islamic teachings, worship practices, and moral consciousness from an early age. The findings indicate that spiritual education implemented through worship habituation, Qur'anic recitation, prayer practices, and moral instruction contributes substantially to the development of children's religious identity and ethical awareness. This supports the concept of holistic Islamic education, which integrates spiritual, emotional, intellectual, and moral dimensions into the educational process. Spiritual guidance within the family environment enables children to perceive religion not merely as theoretical knowledge but as a practical ethical framework governing everyday life. Such findings correspond with previous studies emphasizing that religious habituation and spiritual practices within families strengthen children's moral stability and emotional resilience in facing contemporary social challenges (King & Boyatzis, 2015).

The findings further demonstrate that fathers' consistency in practicing worship and displaying moral integrity strongly influences children's religious behavior and ethical sensitivity. Children who grow up in families characterized by strong spiritual interaction and consistent religious practices tend to possess greater emotional control, moral awareness, and social

responsibility. This indicates that spiritual education within Islamic parenting functions not only as religious transmission but also as moral and psychological reinforcement. In contemporary contexts marked by moral crises, consumerism, digital dependency, and weakening social ethics, fathers' spiritual guidance becomes increasingly important for developing children's resilience against negative external influences. Thus, the internalization of tarbawi hadith values through spiritual education contributes significantly to strengthening children's faith, moral consciousness, and psychological stability.

Another important finding of this study concerns fathers' role as supervisors and protectors. The results indicate that effective supervision involves not only behavioral control but also emotional guidance, constructive communication, and compassionate monitoring of children's social and educational experiences. Fathers who maintain open communication and emotional closeness with their children are more capable of guiding them through social challenges, peer influence, and educational difficulties. This finding corresponds with ecological systems theory, which argues that children's development is strongly influenced by interactions within family and social environments (Bronfenbrenner, 1979). Within Islamic educational philosophy, parental supervision is understood as a form of moral responsibility aimed at protecting children from harmful influences while simultaneously fostering independence, responsibility, and ethical awareness.

Importantly, the study also found that effective supervision should not be authoritarian or excessively restrictive. Fathers who apply supervision through empathy, dialogue, and emotional support create healthier psychological environments for children's development. Excessive control and harsh parenting practices may weaken children's emotional security and reduce openness within family relationships. Therefore, Islamic parenting based on tarbawi hadith values emphasizes balanced supervision that combines discipline with compassion, moral guidance with emotional support, and authority with constructive communication. Such educational approaches strengthen trust between fathers and children while facilitating more effective character formation processes.

The findings additionally reveal that the internalization of tarbawi hadith values occurs through several interconnected educational methods, including exemplary conduct, habituation, dialogue, supervision, and appreciation. These methods collectively form a prophetic educational framework centered on consistency, emotional attachment, moral modeling, and spiritual guidance. The study therefore contributes conceptually to contemporary Islamic parenting discourse by reconstructing fatherhood not merely as a biological or economic role but as a transformative educational responsibility rooted in prophetic values. This conceptual contribution distinguishes the study from previous research that primarily examined parenting from psychological or sociological perspectives without specifically integrating tarbawi hadith values into discussions of father involvement in Islamic education.

The relevance of these findings becomes increasingly significant within contemporary educational contexts characterized by rapid technological development, weakening family interaction, and declining moral awareness among younger generations. Digital culture, social media exposure, and global cultural influences increasingly shape children's identities and behavioral patterns, often reducing opportunities for meaningful family interaction and moral guidance. In such circumstances, fathers' active involvement in education becomes essential for strengthening children's moral resilience, emotional stability, and spiritual consciousness. Fathers who successfully internalize prophetic educational values through daily interaction and consistent moral guidance can create harmonious educational environments capable of balancing intellectual growth with ethical and spiritual development.

This study therefore emphasizes that father involvement within Islamic education should be understood as a holistic educational process integrating emotional, moral, spiritual, and intellectual dimensions simultaneously. The findings indicate that children's character formation and learning motivation are strongly influenced by the quality of paternal interaction within the family environment. Consequently, strengthening father involvement through prophetic educational values may serve as an effective strategy for addressing contemporary moral crises and improving the quality of Islamic family education. The study also offers practical implications for Muslim families, educators, and Islamic educational institutions by highlighting the importance of developing parenting models rooted in tarbawi hadith values and compassionate educational practices.

Conclusion

This study found that the internalization of tarbawi hadith values through father involvement has a greater influence on children's character formation, spiritual development, and learning motivation than is often assumed in contemporary educational discourse. The findings demonstrate that fathers play transformative educational roles not only as economic providers but also as role models, motivators, spiritual guides, supervisors, and protectors within the family environment. These interconnected roles significantly contribute to the development of children's moral awareness, emotional stability, discipline, self-confidence, and religious consciousness. The study also reveals that educational methods rooted in prophetic values—such as exemplary conduct, habituation, dialogue, emotional support, and compassionate supervision—constitute effective strategies for strengthening children's character and academic motivation. These findings challenge the conventional assumption that mothers are the primary educational figures within family-based character education and open new discussions regarding the strategic role of fathers in Islamic educational practices.

Scientifically, this study strengthens previous findings concerning the importance of parental involvement in children's educational development while simultaneously expanding the discourse on Islamic parenting through the integration of tarbawi hadith values and prophetic educational principles. The study contributes conceptually by reconstructing fatherhood as a transformative Islamic educational practice grounded in moral exemplification, spiritual guidance, and emotional engagement. Furthermore, this research enriches contemporary discussions on Islamic education by emphasizing that father involvement should not be viewed merely from psychological or sociological perspectives but also from prophetic and spiritual dimensions rooted in Islamic teachings. Thus, the study offers a more holistic framework for understanding father engagement within contemporary Muslim families.

Nevertheless, this study has several limitations. As a qualitative library research study, the analysis is limited to conceptual interpretation and literature-based examination without direct empirical investigation in specific family settings. In addition, the study focuses on particular educational themes and selected literature sources, which may limit the generalizability of the findings across broader socio-cultural contexts. Therefore, further research involving larger samples, empirical field studies, and comparative approaches across different family and educational environments is necessary to provide more comprehensive insights into the implementation of tarbawi hadith values in contemporary parenting practices. Future studies are also recommended to explore the relationship between father involvement, digital-era parenting challenges, children's psychological resilience, and character education within diverse Muslim communities. Furthermore, Islamic educational institutions and family education programs should strengthen initiatives that encourage active father engagement in children's moral, spiritual, and academic development through parenting education based on prophetic values and compassionate educational approaches.

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