

# Influence Islamic Curriculum Family and School to Character Student with Soft Skills Moderation

Nina Fitriyah

Master of Management IPWJIA University

Email [fitriyahnina22@gmail.com](mailto:fitriyahnina22@gmail.com)

## Article Info

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## Abstract

Education is a major pillar in national development, with schools playing a central role in shaping the nation's next generation through the provision of knowledge, skills, and values. The intense competition between private schools in Indonesia encourages them to improve their quality through effective management of Islamic education curriculum. This study examines the influence of Islamic education curriculum, family environment, and school environment on students' character, moderated by soft skills activities at SMA Labs School Kaizen Bogor. Using a descriptive quantitative approach, this study involved 65 randomly selected students. Data were collected through validated and reliable questionnaires and analyzed using SEM-PLS with Smart PLS 4 software. The findings of the study revealed that the Islamic education curriculum has a significant impact on students' character development, with the materials and values contained therein contributing positively to their growth. The family environment also plays an important role, where the support and values instilled at home significantly shape students' character. In addition, the school environment, which is characterized by a conducive learning atmosphere and positive interactions between students, teachers, and peers, significantly influences character formation. Soft skills activities further moderate the relationship between the Islamic education curriculum, family environment, and school environment, thereby increasing their influence on character development. This study underlines the importance of a holistic strategy involving curriculum, family, school, and soft skills in developing students' holistic character.

## 1. Introduction

Education is the main pillar in national development, with schools serving as providers of knowledge, skills, and values (Law No. 20 of 2003; Ministry of Education, Culture, Research, and Technology, 2022). Private schools in Indonesia face intense competition, pushing them to improve education quality through effective management and adaptive curricula (Hasibuan, 2014). However, formal education alone is not sufficient to shape good character, especially for Muslims. In this context, Islamic religious education teachers play a crucial role in instilling moral values.

The success of learning is significantly influenced by the strategies implemented by teachers. However, many students today have lost their sense of manners and etiquette, resulting in impolite and disrespectful behavior. Modern life, which is often hedonistic and materialistic, has influenced young generations,

leading them to disregard respect for parents, teachers, and society while neglecting the noble values of the nation and Islamic teachings. This is evident in the rise of juvenile delinquency, such as brawls, smoking, promiscuity, premarital sex, theft, and drug abuse. The decline in morality, discipline, and responsibility is largely influenced by the lack of Islamic values instilled in students.

Based on the issues mentioned above, the challenges in instilling Islamic values among students involve a lack of supportive environments, minimal parental attention, and ineffective school and teacher strategies. The impact of globalization further exacerbates the erosion of moral values, such as the diminishing politeness in student-teacher interactions. Education, particularly the Islamic education curriculum, plays a crucial role in shaping students' character. However, the influence of the school environment and the development of

soft skills also play significant roles. Indonesian teenagers face challenges related to juvenile delinquency, negative social influences, and academic and social pressures. Despite high school participation rates, issues of discipline and negative behavior are still prevalent, especially in regions like Bogor Regency, which faces challenges related to free social interactions and unwise use of technology (BPS, 2021; Bogor Regency Office, 2022).

SMA Lab School Kaizen, located in Bogor Regency, implements a comprehensive Islamic education curriculum that focuses on character development. The school offers soft skill development activities such as interpersonal skills training, communication, leadership, motivational seminars, and mentoring programs to prepare students for the modern world. However, challenges remain in ensuring program consistency and gaining support from all stakeholders.

Previous studies have shown diverse findings regarding the influence of the Islamic education curriculum, school environment, and soft skills development on students' character. Muhaimin and Zubaidi (2019) found that the Islamic education curriculum positively contributes to character formation. Meanwhile, Hartini and Suryani (2020) indicated that a conducive school environment plays a significant role in this matter. Sutrisno and Yuliani (2021) further suggested that soft skill activities enhance the positive influence of both curriculum and school environment. However, Rahman and Setiawan (2017) found that the Islamic education curriculum does not have a significant impact in urban schools, whereas Suryadi and Wibowo (2018) stated that the school environment does not significantly influence character development unless moderated by soft skill activities. Lestari and Nugraha (2020) also found that soft skills do not significantly moderate the influence of the school environment on students' character.

The research gap in this study lies in the lack of comprehensive analysis regarding the interaction between the Islamic education curriculum, the school environment, and the

moderation of soft skill activities in shaping students' character at SMA Lab School Kaizen. Previous research has not yet thoroughly examined the combined role of these three factors. Therefore, this study aims to address this gap by adopting a holistic and contextual approach at SMA Lab School Kaizen, which has unique characteristics, and to provide significant contributions to character education development in schools and in Indonesia in general.

## 2. Research Methods

### 2.1 Research Design

This study investigates the influence of the Islamic education curriculum, family environment, and school environment on student character, with soft skill activities as a moderating variable at SMA Lab School Kaizen, Bogor. The research design employs a **quantitative correlational approach** using a **survey method** to examine the relationships among variables and to test the moderating effect of soft skill activities. The study was conducted at the Kaizen Education Foundation, SMA Lab School Kaizen, located in Perum Mutiara Land Block JB, Bojong Kulur, Gunung Putri, Bogor, from May 2024 to January 2025.

The research model consists of three independent variables (X1: Islamic Education Curriculum, X2: Family Islamic Environment, X3: School Environment), one moderating variable (Z: Soft Skill Activities), and one dependent variable (Y: Student Character). The survey method was chosen to allow data collection from multiple respondents simultaneously, providing a comprehensive view of the factors influencing student character.

### 2.2 Population and Sampling

The **population** includes all students of SMA Lab School Kaizen from grades X, XI, and XII, totaling 65 students. Because the population size is relatively small, a **non-probability sampling technique** with **saturated sampling** was used, meaning all members of the

population were included as research respondents (Sugiyono, 2016).

The **sample composition** consists of 20 students from grade X, 20 students from grade XI, and 25 students from grade XII. The sampling process also applied **purposive criteria** to ensure respondents represented relevant characteristics aligned with the research objectives (Pongrangga & Saifi, 2015).

### 2.3 Data Collection Methods

The data were collected through **three complementary techniques**:

1. **Questionnaires** – The primary instrument used to measure all research variables, including the Islamic education curriculum, family environment, school environment, soft skill activities, and student character.
2. **In-depth Interviews** – Conducted with the principal, teachers, and students to gain deeper understanding and validation of questionnaire results.
3. **Direct Observations** – Implemented at SMA Lab School Kaizen to analyze real interactions and behavioral patterns related to the study variables.

All questionnaire items used a **five-point Likert scale (1–5)** to measure attitudes, perceptions, and opinions of respondents regarding the observed phenomena (Sugiyono, 2016).

### 2.4 Research Instruments and Data Types

This study uses **primary data**, collected directly from respondents through questionnaires and interviews (Sugiyono, 2017). The questionnaire items were developed based on relevant theoretical indicators to ensure validity and reliability. The Likert scale responses were later converted into numerical scores to facilitate statistical analysis.

The data collected describe respondents' perceptions of the implementation of Islamic educational values, environmental influences, and soft skill activities that contribute to character formation at SMA Lab School Kaizen.

### 2.5 Data Analysis Techniques

Data analysis was performed using **Smart PLS version 4**. The analytical procedures included:

1. **Descriptive Analysis** – Used to summarize respondents' characteristics and responses, presented through frequency distributions, mean, median, mode, and standard deviation (Ghozali, 2016).
2. **Structural Equation Modeling (SEM)** – Applied to assess the relationships between constructs and test the hypothesized model.
3. **Multiple Linear Regression Analysis** – Used to evaluate the influence of independent variables (X1, X2, X3) on the dependent variable (Y) (Ghozali, 2021).
4. **Panel Data Regression** – Implemented to integrate both cross-sectional and time-series aspects of the data (Hidayat, 2014).

### 2.6 Hypothesis Testing

The hypotheses were tested through the following procedures:

1. **Coefficient of Determination ( $R^2$ )** – Measures the extent to which independent variables explain the variation in the dependent variable.
2. **F-test** – Determines the simultaneous influence of all independent variables on the dependent variable.
3. **t-test** – Examines the partial effects of each independent variable (X1, X2, X3) on the dependent variable (Y).

### 2.7 Moderation Testing

The moderating effect of **soft skill activities (Z)** was analyzed using **Moderated Regression Analysis (MRA)**, incorporating interaction terms between the moderating and independent variables. This method evaluates whether soft skill activities strengthen or weaken the relationships between the Islamic education curriculum, family environment, and school environment on student character (Zach, 2021; Rianti & Farid, 2021).

### 3. Research Result

Research result This obtained from analysis of collected questionnaire data of 65 high school students from Labs School Kaizen, consisting of from 50 students male (60%) and 15 students women (40%). Respondents originate from class X (20 students , 30.77%), class XI (20 students , 30.77%), and class XII (25 students, 38.46%), with range aged 15–18 years and an average age of 16.5 years. The questionnaire distributed direct covers question about Influence Independent Curriculum towards Islamic Education

Curriculum in Schools to Character Student with Moderation Soft Skill Activities . Data obtained used For analysis descriptive and inferential , as well as For test hypothesis . Survey done without to list identity Respondent For avoid conflict interests , and amount sample in accordance with formula Slovin ( Mantik & Aqsa, 2021).

Measurement results variable Character student based on questionnaire distributed can seen in Table 1, with the average respondents and the calculation of the Achievement Level Respondent (TCR) as following :

Table 1. Description Answer Respondents To Variables Character Student

No.	Indicator	Average	TCR	Criteria
1.	I always try behave Honest in every situation life .	4,445	88.9	Very good
2.	I feel can trusted by people around I in various situation	4,291	85.82	Very good
3.	I always show respect to parents , teachers , and friends I	4,036	80.72	Good
4.	I try behave fair to everyone , without look at background behind .	4,155	83.1	Very good
5.	I remain patient and calm in face challenge or problem whatever	4,218	84.36	Very good
Average		4,229	84.58	Very good

Source : research data processed back , 2023

Assessment results to variable motivation showed an average of 4,229, which included "Very Good" category with percentage of 84.58%. KS1 indicator with mark highest is "I always try behave Honest in every situation life "that obtains value 4.445, indicating importance honesty in behavior student as strength character they .

With same way , measurement to variable satisfaction Work done through questionnaire distributed to respondents . The results of the calculation of the average respondents and the level of achievement Respondents (TCR) for variable This can seen in Table 2.

Table 2. Description Answer Respondents To Variables Soft skill activities

No.	Indicator	Average	TCR	Criteria
1.	Soft skill activities help I understand importance Work The same team in reach objective together .	4,318	86.36	Very good
2.	Activity leadership develop ability I in lead and manage team.	4,545	90.9	Very good
3.	I am learning communicate with more effective through soft skill activities at school .	4,409	88.18	Very good
4.	Soft skill activities create I more believe self speaking in front of general ..	4,036	80.72	Good
5.	Soft skill activities help I understand importance management time in life daily .	4,264	85.28	Very good
Average		4,314	86,28 8	Very good

Source : research data processed back , 2023

Assessment results to variable soft skill activities showed an average of 4,314, which included "Very Good" category with percentage 86.288%. Indicator highest is "Activity leadership develop ability I in lead and manage team " with value 4,545 (90.9%), indicating that training Leadership has a big influence on character student .

Measurement to variable environment work is also done through questionnaire distributed to respondents . The results of the calculation of the average respondents and the level of achievement Respondents (TCR) for variable This can seen in Table 3.

Table 3. Description Answer Respondents To Variables Influence Islamic Education Curriculum

No.	Indicator	Average	TCR	Criteria
1.	Islamic Education Materials helps I understand religious values in general deep .	4.427	88.54	Very good
2.	Islamic Education Lessons Motivate I For more diligent perform worship.	4.218	84.36	Very good
3.	Islamic Education Curriculum teaches importance morals glorious in life daily .	4.027	80.54	Good
4.	Islamic Education learning helps I interact with more Good with other people	4.145	82.90	Very good
5.	Islamic education instills values honesty and responsibility answer in life I	4.218	84.36	Very good
	Average	4.207	84.14	Very good

Source : research data processed back , 2023

Assessment results variable environment Work showed an average of 4.207, being in "Good" category with percentage 84.14%. Indicator highest is " Islamic Education Material helps I understand religious values in general deep " with value 4.207 (94.14%), confirmed importance Islamic religious education in to form character student .

With same way , measurement to variable influence environment family done through questionnaire distributed to respondents . The results of the calculation of the average respondents and the level of achievement Respondents (TCR) for variable This can seen in Table 4.

Table 4. Description Answer Respondents To Variables Influence Islamic Education Curriculum

No.	Indicator	Average	TCR	Criteria
1.	Parent I always give religious guidance according to with Islamic teachings .	4,591	91.82	Very good
2.	Family I support I For operate moral and religious values with Good .	4,509	90.18	Very good
3.	Environment family emphasize attitude each other respect and appreciate between member family .	3.900	78.00	Good
4.	Parent give good example in behave and act in life daily .	4.455	89.10	Very good
5.	Family I often discuss about importance values honesty and responsibility answer .	4,300	86.00	Very good
	Average	4.351	87.02	Very good

Source : research data processed back , 2023



Assessment results variable Influence Environment Family showed an average of 4.351, which is in the "Very Good" category with percentage 87.05%. Indicator highest is " Parents" I always give religious guidance according to Islamic teachings " with value

4.351 (87.02%), confirmed importance role of parents in students' religious education .

Answer results questionnaire on variables Influence Environment School can seen in Table 5.

Table 5. Description Answer Respondents To Variables Influence Environment school

No.	Indicator	Average	TCR	Criteria
1.	Environment school support I For learn and live in accordance with Islamic values .	4.627	92.54	Very good
2.	The teachers give example real in apply religious and moral values in life daily .	3.973	79.46	Very good
3.	Friends at school always show attitude each other respect and support One each other.	4.255	85.1	Good
4.	Activity school contain values relevant Islam with life I daily .	4.627	92.54	Very good
5.	School create a safe , comfortable and supportive atmosphere for student .	4.327	86.54	Very good
Average		4.362	87,236	Very good

Source : research data processed back , 2023

Assessment results variable Influence Environment School shows an average of 4.362, entering "Very Good" category with percentage 87.24%. Indicator highest is " Environment school support I Study in accordance "Islamic values " and " Activities school contain mark Islam relevant " to value 4.627 (92.54%), confirmed impact positive environment and activities Islamic school .

Analysis equality mediating and moderating regression with SEM-PLS method begins with testing condition analysis . Author make construct in SmartPLS 4 with six variable : Influence Islamic Education Curriculum (PKPI), Influence Environment Family (PLK), Influence Environment School (PLS), Soft Skill

Activities (MKS) as variable Moderation , and Character Students (KS) as variable dependent. After that, testing condition analysis done through validity testing convergence, reliability, multicollinearit, and discriminant .

### Validity Test Convergent

Validity test convergent aiming For measure how far the questionnaire can measure what do you want measured . Validity considered fulfilled If indicator loading value variable more big from 0.7 ( Ghazali & Latan , 2015) or 0.4 (F. Hair Jr et al., 2014; Sarstedt et al., 2017) with condition certain . This test done with inspect Final Results from Outer Loadings – List.

**Table 6. Validity Test Convergent**

Variables	Question Items	Outer loading	Information
Influence Islamic Education Curriculum (PKPI)	PKPI1	0.864	Valid
	PKPI2	0.799	Valid
	PKPI3	0.825	Valid
	PKPI4	0.924	Valid
	PKPI5	0.871	Valid
Influence Environment Family (PLK)	PLK1	0.905	Valid
	PLK2	0.898	Valid
	PLK3	0.850	Valid
	PLK4	0.905	Valid
	PLK5	0.840	Valid
Influence Environment School (PLS)	PLS1	0.849	Valid
	PLS2	0.815	Valid
	PLS3	0.887	Valid
	PLS4	0.885	Valid
	PLS5	0.779	Valid
Influence Character Students (KS)	KS 1	0.806	Valid
	KS 2	0.850	Valid
	KS 3	0.855	Valid
	KS 4	0.828	Valid
	KS 5	0.724	Valid
Influence Moderation Soft Skill Activities (MKSS)	MKSS 1	0.703	Valid
	MKSS 2	0.720	Valid
	MKSS 3	0.775	Valid
	MKSS 4	0.708	Valid
	MKSS 5	0.739	Valid

Source : research data processed back , 2023

Validity test results show all indicator valid variables with loading value > 0.4, meets the requirements condition Bootstrapping analysis for test correlation between variables

(Hair et al., 2019; Sarstedt et al., 2017). Indicator with outer loading > 0.7 can used If AVE value > 0.5, supported HTMT value < 0.85. With Thus , all questionnaire items declared

valid and can reliable For measure variable in a way accurate , so that analysis can to be continued to stage testing next .

Reliability test measure how far the tool gauge can trusted . Reliability fulfilled If Cronbach's Alpha value , composite reliability, rho\_A , or rho\_C > 0.7 and AVE > 0.5.

### Reliability Test Variables

Table 7. Reliability test

	Crombah	rho_c	rho_a	AVE
<b>KS</b>	0.888	0.919	0.901	0.696
<b>MKS</b>	0.927	0.945	0.933	0.775
<b>PKPI</b>	0.861	0.901	0.863	0.628
<b>PLK</b>	0.848	0.893	0.872	0.628
<b>PLS</b>	0.775	0.846	0.785	0.524

Source : research data processed back , 2023

Based on Table 7, all variable own Cronbach's Alpha, composite reliability, rho\_A , and AVE values that meet the requirements conditions (> 0.7 and > 0.5), so concluded that variable study This reliable and can to be continued to next test phase .

each other. Validity discriminant fulfilled If HTMT value < 0.85, between 0.85-0.90 can accepted , and > 0.90 indicates potential problem validity discriminant .

### Discriminant Test

Heterotrait-Monotrait Ratio (HTMT) is used For evaluate discriminant validity, which measures how far the construct different One

Table 8. Discriminant Validity of HTMT

	<b>KS</b>	<b>MKS</b>	<b>PKPI</b>	<b>PLK</b>
<b>KS</b>				
<b>MKS</b>	0.795			
<b>PKPI</b>	0.641	0.746		
<b>PLK</b>	0.759	0.800	0.781	
<b>PLS</b>	0.771	0.348	0.612	0.744

Source : research data processed back , 2023

Based on Table 8, all variable own HTMT value below 0.85, indicating validity good discriminant . This means that every construct

in the model can differentiated in a way empirical without overlap overlap between



indicator, support reliability of the model for analysis more carry on.

#### Model Test

Model testing is performed with analyze endogenous latent R Square value, where the R

Square value > 0.2 indicates ability predictive model is sufficient in explain variable dependent.

Table 9. Model test

Variables dependent	R Square	R Square Adjusted
Character Participant Disik (Y)	0.815	0.803

Source : research data processed back, 2023

Based on Table 9, variables dependent "Character Participant Didik (Y)" has The R Square value is 0.815, indicating that 81.5% of the variability explained by variables independent in the model. The Adjusted R Square value is 0.803, which is included the category "strong," indicates ability model height for explain connection between variable independent and dependent. This is show good internal validity, relevance strong, and the reliability of the model in support analysis as well as taking decision data-based.

#### Hypothesis Testing

Hypothesis tested with looking at t-statistics > 1.65 (one-tailed) and P-value < 0.05, it is appropriate with level 95% confidence. Test results hypothesis show connection direct between Influence Islamic Education Curriculum (X1), Influence Environment Family (X2), Influence Environment School (X3) against Character Students (Y), and influence moderation Soft Skill (Z) activities, which can seen in the results Bootstrapping analysis in Smart PLS 4 as in Table 10.

Table 10. Hypothesis results

Hip	Path	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics ( O/STDEV )	P Value	Information
H1	PKPI -> KS	0.373	0.392	0.167	2,238	0.025	Accepted
H2	PLK -> KS	0.320	0.340	0.134	2,389	0.017	Accepted
H3	PLS -> KS	0.227	0.227	0.116	1,956	0.031	Accepted
H4	MKSS -> PKPI	0.708	0.684	0.129	5,488	0,000	Accepted
H5	MKSS -> PLK	0.365	0.400	0.154	2,374	0.018	Accepted
H6	MKSS -> PLS	0.275	0.286	0.082	3,351	0.001	Accepted

Source : research data processed back, 2023

Based on Table 10, all hypothesis accepted with P value < 0.05. Hypothesis 1 shows that Influence Islamic Education Curriculum is significant to Character Student with a t-statistic of 2.238, p-value of 0.025, and

Original Sample 0.373 (37.3%). Hypothesis 2 states Influence Environment Family significant to Character Student with a t-statistic of 2.389, p-value of 0.017, and Original Sample of 0.320 (32.0%). Hypothesis 3 reveals Influence

Environment School significant to Character Student with a t-statistic of 1.965, p-value of 0.031, and Original Sample 0.227 (22.7%).

For moderation Soft Skill Activities , Hypothesis 4 shows influence significant to connection Islamic Education and Character Curriculum Student with a t-statistic of 5.488, p-value of 0.000, and Original Sample 0.708 (70.8%). Hypothesis 5 shows moderation significant in the relationship Environment Family and Character Student with a t-statistic of 2.374, p-value of 0.018, and Original Sample

of 0.365 (36.5%). Hypothesis 6 states Soft Skills Activities Moderate connection Environment School and Character Student with a t-statistic of 3.351, p-value of 0.001, and Original Sample 0.275 (27.5%).

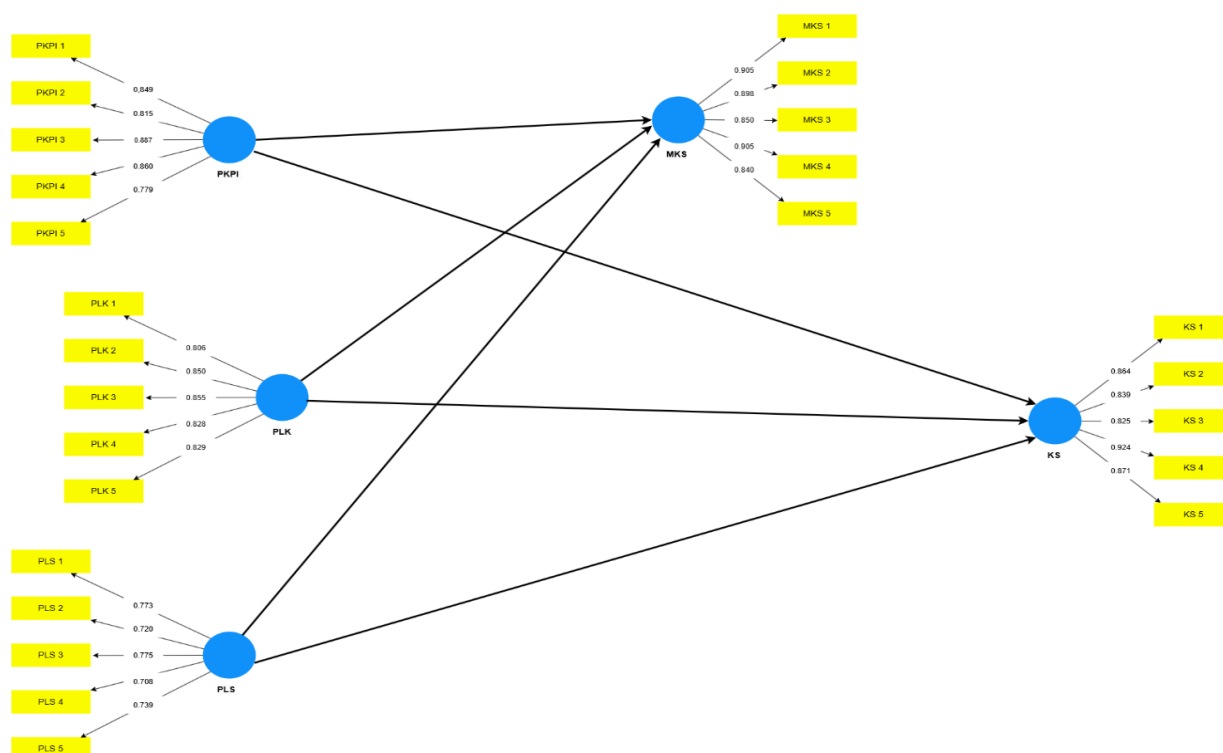
### Testing Managerial Implications of Variables and Indicators

In do analysis managerial implications , author base to the Level of Achievement Respondents (TCR) in reflect variable .

Table 11. Effects and performance Indicator each Variables

Variables	Question Items	Outer loading
Influence Islamic Education Curriculum (PKPI)	PKPI1	0.864
	PKPI2	0.799
	PKPI3	0.825
	PKPI4	0.924
	PKPI5	0.871
Influence Environment Family (PLK)	PLK1	0.905
	PLK2	0.898
	PLK3	0.850
	PLK4	0.905
	PLK5	0.840
Influence Environment School (PLS)	PLS1	0.849
	PLS2	0.815
	PLS3	0.887
	PLS4	0.885
	PLS5	0.779
Influence Character Students (KS)	KS 1	0.806
	KS 2	0.850
	KS 3	0.855
	KS 4	0.828
	KS 5	0.724
Influence Moderation Soft Skill Activities (MKSS)	MKSS 1	0.703
	MKSS 2	0.720
	MKSS 3	0.775
	MKSS 4	0.708
	MKSS 5	0.739

Source : research data processed back , 2023



Source : EViews Software Processing Results 12, 2023

Figure 1. Bootstrapping Output Results on SmartPLS 4

Table 11 shows outer loadings results for validity indicator to latent variables in the PLS-SEM model. Indicator declared valid if outer loading value  $> 0.7$ . All the indicators on the KS variables (KS1 to KS5) are valid, as are the MKS indicators (MKS1 to MKS5) with value  $> 0.8$  which indicates validity is very good. Indicators on the PKPI, PLK, and PLS variables are also valid with value above 0.7. High outer loading value reflect contribution significant to latent variables, while mark low can influence model reliability.

### 3.2 Discussion

#### a. Influence Islamic Education Curriculum Regarding Character Student

Research result show that Islamic Education Curriculum is influential positive to character Labs School Kaizen high school students. The more tall quality curriculum, increasingly Good character students, in line with Bloom's Taxonomy (Quality & Education,

nd). Findings This supported by several reason logical.

Teachers as role models have influence big to character students. The behavior, attitudes, and values demonstrated by teachers are often imitated by students (Bayram & Zoubi, 2020). Interaction intense between teachers and students create bond emotional, motivating students, and encourage they For develop potential self. Caring and supportive teacher create environment safe and fun learning, so student more open in develop good character.

Mastery materials and methods good learning by teachers can increase effectiveness learning, helping student understand concept, and improve trust self them. With effective learning teachers can also to plant values important like discipline perseverance cooperation, and honesty which contribute to the formation of character student.

Quality interactions between teachers and students, such as effective communication and understanding individual, can strengthen

connection positive . A capable teacher give bait come back constructive and appropriate attention with need student help they develop good character .

#### **b. Influence Environment Family to Character Student**

The results of the study showed that environment family No influential towards the formation program character student interesting For discussed more continue . Although environment family generally considered factor main in formation character (Agler & De Boeck, 2017), interaction social positive in the environment around and relationships Good with Friend same age can to balance influence negative from underprivileged family support . Besides that, students at SMA Labs School may own high internal motivation For developing, which encourages they active in the formation program character.

Resilience high students also allow they For overcome challenges and influences bad from environment family . Although environment family still important, effective school programs and characteristics unique students at SMA Labs School may be has minimize influence negative the.

#### **c. Influence Environment school to Character Student**

Environment school own influence significant to formation character students . As place Where student use up part big time , interaction with teachers, friends peers, and activities extracurricular play a role direct in to form views, values and behavior students (Chen et al., 2020). Culture a positive, inclusive and respectful school tall values character be a role model students creating supportive atmosphere formation character.

Besides that programs and activities school such as extracurricular learning based on projects and activities social giving student chance For to practice the values that have been studied . Interaction positive social behavior at school , such as cooperation tolerance to

differences, and mutual respect, also contribute in to form character social student .

#### **d. Moderating soft skill activities influence Islamic Education Curriculum for Formation Character Student**

Study This show that soft skill activities are not to moderate connection between curriculum Islamic education and formation character students at SMA Labs School Kaizen. This means that the success of the character building program character more influenced by the curriculum Islamic education is alone , while soft skill activities are not give addition significant to its effectiveness (Skrzek-Lubasińska & Malik, 2023).

One of possibility explanation is strong integration in curriculum Islamic education , which has comprehensive in all eye lessons and activities . Therefore that , soft skill activities are separate Possible No give impact significant addition Because values character Already internalized in curriculum main . Besides that curriculum Islamic education is possible more focus on the spiritual and moral development of students which becomes foundation main formation character while soft skills are considered as complement .

Besides that , limitations research can also influence findings This . Other variables that are not measurable or method under measurement appropriate Possible limit the influence that can observed from soft skill activities towards formation character student .

#### **e. Moderating soft skill activities Influence Environment Family to Formation Character Student**

Study This show that soft skill activities are not to moderate influence environment family to formation character students . One of the explanation is influence environment dominant family , because instilled values and habits since early in family tend more strong and durable compared to with influence from environment others , including soft skill activities .

Besides that , the lack of integration between soft skill activities with values family

Can make its influence become not enough significant. Characteristics individual students, such as temperament, interest, and motivation, also play a role influence how much big influence environment family and soft skill activities towards formation character they.

#### **f. Moderating soft skill activities Influence Environment school to Formation Character Student**

Study This show that soft skill activities are not play a role significant in strengthen or weaken influence environment school to formation character students . This is Possible due to lack of optimal integration between soft skill activities and formation programs character in school , so that its influence become No significant.

Besides that , soft skill activities are more focus on development skills technical than values character, which can reduce its impact on the formation character students. Other factors that are more dominant, such as style teacher leadership relationship between students, or parental support maybe more affect the formation process character student.

#### **g. Implications from Influence Islamic Education Curriculum for Character student**

Study This conclude that Islamic Education Curriculum is influential significant to character high school students , with TCR value on the variable "Islamic Education Material helps" I understand religious values in general in-depth" of 88.54%. Findings This highlight importance improvement quality education character and have a number of implications important . School need focus on development teacher professionalism through training related religious values , as well as create environment positive and supportive learning growth participant education based on religion.

Besides that , improvement quality interaction between teacher and participants education is also very important, where teachers are expected build positive and quality relationship. School should do evaluation

teacher performance in general periodic For measure impact they to development character participant educate , ensure educational programs character can walk with effective .

#### **h. Implications from Influence Environment Family to character Student**

Implications managerial from findings This covers importance evaluation periodic towards the program for identify influence related, including influence environment family. school need Keep going innovate in method learning and maintaining communication with parents For ensure the program remains interesting and effective . Focus on utilization potential students, such as Motivate they For develop, help development skills , and empower they For involved active in the formation program characte, is also very important.

Besides that , research more carry on required For identify other factors that can influence formation character students, such as influence Friend peers, social media, and experience persona. Replication research in other schools with different characteristics are also required For test generalization findings , ensuring the formation program character can applied more wide.

#### **i. Implications from Influence Environment School to character Student**

Strengthening culture school can done with to plant core values , making teachers and staff as example exemplary, and create conducive environment For growth character students. Improvement program quality must covers relevance with need students, variations For accommodate interests and talents, as well as evaluation periodic For ensure its effectiveness. Besides that, quality interaction can improved through communication effective, cooperation between students, and teaching about resolution peaceful and constructive conflict.

Involvement all stakeholders are also very important , such as involving parents in the formation program character For strengthen messages delivered in schools and establishing cooperation with community around For

expand reach and get support . Steps This will strengthening the formation program character in school in a way comprehensive .

#### **j. Implications managerial Soft skill activities moderating Influence Islamic Education Curriculum for Character Student**

Findings This indicates importance strengthening curriculum Islamic education at SMA Labs School Kaizen. Steps that can be taken is do evaluation periodic to curriculum For ensure relevance and integration values character . Besides that , development material more learning deep will increase understanding student about religion and character. Teacher training is also important so that they can implement curriculum in a way effective and attractive , as well as do evaluation towards the learning process For ensure understanding student.

Soft skill activities can become supporting complement curriculum Islamic education . Election proper activities and integration with curriculum will help student connect theory and practice , strengthening the values taught in Islamic education. For study more continue, need done identification to variable other modes that affect connection between curriculum, soft skill activities, and formation character. Besides that , the use of method more measurements advanced will allow measurement influence soft skill activities more accurate.

#### **k. Implications managerial Soft skill activities moderating influence Environment Family to Character Labs School Kaizen High School Students**

Findings This show importance strengthening Work The same between school and parents. School need organize programs that involve parents For increase understanding they about role they in formation character students . Open and effective communication between schools and parents must also built For ensure harmony in effort mentioned . Besides that , evaluation to soft skill activities are necessary done For adapt

its relevance with objective formation characters and integrate them with instilled values in family.

Customized program development with need individual students also need be noted , with make profile student For understand characteristics and potential they . Research more carry on required For identify variable possible moderation influence connection between environment family , soft skill activities , and formation characters , as well as For use method more measurements advanced For measure influence soft skill activities more accurate.

#### **l. Implications managerial Soft skill activities moderating Influence Environment school to Character Student**

Findings This recommend a number of implications managerial important for party school. First , evaluation soft skills program review needed done with ensure relevance, integration with curriculum academic and extracurricular, as well as do evaluation periodic For increase its effectiveness. Besides that , strengthening culture positive school, facilitation interaction good social , and training Teacher leadership as a role model is also a must be noticed For support development character student.

Work The same with parents also must reinforced through good communication and joint programs For support formation character students . Finally, research more carry on required For identify variable moderation that influences connection between environment schools, soft skill activities, and formation characters, as well as For use method more measurements accurate in measure impact soft skill activities.

## **4. Conclusion**

### **4.1 Conclusion**

Based on the data analysis using Smart PLS version 4 on respondents from SMA Lab School Kaizen, Bogor, several key findings were obtained. The **Islamic Education Curriculum** has a significant positive influence on student character formation. This demonstrates that the



integration of religious and moral values into the curriculum contributes substantially to shaping students' ethical behavior and spiritual awareness. Teachers, as facilitators and role models, play a central role in internalizing these values through learning activities and classroom interactions.

The **family environment** also influences student character development, although its impact varies depending on the level of parental involvement and consistency of value transmission at home. Meanwhile, the **school environment** significantly supports character formation through a positive culture, effective communication, and activities that promote collaboration, empathy, and responsibility among students.

However, the study finds that **soft skill activities do not significantly moderate** the relationship between the Islamic education curriculum, family environment, and school environment with student character. This may indicate that the values embedded in the Islamic education curriculum are already comprehensive enough to foster character development, making additional soft skill interventions less impactful.

In summary, the findings affirm that character education in Islamic schools is best strengthened through curriculum quality, teacher professionalism, and a positive school climate, rather than relying solely on extracurricular soft skill activities.

## 4.2 Recommendations

1. **Curriculum Development:** Schools should continuously evaluate and refine the Islamic education curriculum to ensure its alignment with students' developmental needs and contemporary challenges. Integrating character-based learning outcomes into all subjects can strengthen moral education.
2. **Teacher Capacity Building:** Teacher training programs focusing on pedagogy, ethics, and Islamic values should be intensified to enhance teachers' ability to model and reinforce good character in daily teaching.

3. **Family-School Collaboration:** Establishing effective communication between schools and parents is essential to maintain consistency between school-based character education and family values at home.
4. **Soft Skill Integration:** Although not statistically significant in this study, soft skill activities can still serve as a supporting tool when effectively integrated with curriculum content and school programs.

## 4.3 Managerial Implications

From a managerial perspective, the study provides several practical implications for educational institutions and policymakers:

1. **Curriculum Enhancement:** School administrators should conduct periodic evaluations of the Islamic education curriculum to ensure relevance and coherence with the institution's moral objectives.
2. **Performance Evaluation:** Schools must implement systematic assessments of teacher performance related to character education outcomes.
3. **Program Synergy:** Soft skill programs should not be treated as separate extracurricular activities but integrated within classroom learning to reinforce character-building efforts.
4. **Cultural Strengthening:** The creation of a positive, inclusive, and respectful school culture is essential to sustain the long-term success of character education initiatives.

## 4.4 Research Limitations

This study has several limitations. First, it focuses only on one school—SMA Lab School Kaizen—so the findings may not be generalizable to other educational institutions with different contexts or demographics. Second, the study uses a quantitative approach relying primarily on self-reported questionnaire data, which may not fully capture the complexity of students' character development. Third, the moderating effect of soft skill activities might have been influenced by unobserved variables such as students'

personality traits, teacher leadership style, or peer influence.

#### 4.5 Future Research Directions

Future studies should consider expanding the sample to include multiple Islamic-based schools across different regions for comparative analysis. Employing **mixed-method approaches**, including qualitative interviews and classroom observations, would provide deeper insights into the mechanisms of character formation. Moreover, exploring **additional moderating or mediating variables**, such as digital literacy, emotional intelligence, or peer group influence, could enrich the understanding of how various educational and social factors interact in shaping students' character.

#### 4.6 Practical Contribution

This study contributes theoretically by strengthening the literature on Islamic character education and empirically by providing a model that can be implemented in similar educational settings. Practically, the findings offer actionable guidance for schools and policymakers to enhance character education effectiveness through integrated curriculum design, teacher development, and collaborative family-school engagement.

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