



**Book Chapter of Proceedings  
Journey-Liaison Academia and Society**

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**Character Education Communication in the Koran for  
Controlling Anger Emotions for Muslim Teenagers**

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**Abstract**

This study aimed to determine the communication of character education in the Koran to control angry emotions for Muslim adolescents. This type of research is a library research method. Sources of data are from the Qur'an and tahlili-style interpretations along with the hadith of the prophet and supporting books from relevant communication and education sciences, as well as books related to controlling human emotions, which were extracted from Muslim scholars and scholars. The data collection technique is to collect data related to anger. The results obtained are that the communication of character education in controlling angry human emotions is concluded in three ways: restraining anger, forgiving, and doing good to people who do evil.

**Keynote: Communication; Character building; Al-Qur'an; Muslim youth.**

**Komunikasi Pendidikan Karakter dalam Alquran untuk  
Mengendalikan Emosi Marah bagi Remaja Muslim**

**Abstrak**

Tujuan penelitian ini adalah untuk mengetahui komunikasi pendidikan karakter dalam Alquran untuk mengendalikan emosi marah bagi remaja muslim. Jenis penelitian ini adalah metode *library research*. Sumber data dari Alquran dan tafsir bercorak *tahlili* beserta hadis nabi dan buku-buku penunjang dari ilmu komunikasi dan pendidikan yang relevan, juga buku-buku yang berkaitan dengan pengendalian emosi manusia yang digali dari para ulama dan cendekiawan muslim. Teknik pengumpulan data adalah dengan mengumpulkan data yang berkaitan dengan marah. Hasil yang didapatkan bahwasannya komunikasi pendidikan karakter dalam mengendalikan emosi marah manusia disimpulkan kepada tiga yaitu menahan amarah, memaafkan dan berbuat baik kepada orang yang berbuat jahat.

**Kata Kunci: Komunikasi; Pendidikan Karakter; Al-Quran; Remaja Muslim.**

## **PRELIMINARY**

Based on the research results of Richard Florida and his friends, in *The Global Creativity Index 2015* (Florida, Mellander, and King 2015) it became a "scathing criticism" of education in our country. From the results of research conducted in 139 countries, Indonesia's position is very low, to be precise Indonesia is ranked 67th. Indonesia when compared to countries in the Southeast Asian region, such as Singapore ranks 7th, Malaysia ranks 24th and the Philippines ranks 54th. In fact, Indonesia is far behind the two "youngest" countries in Southeast Asia, namely Vietnam ranks 45th and Thailand ranks 38th. While the countries with the highest CGI index are South Korea in first place, Japan in 2nd, Israel 3rd and 4th in the United States (Purwana 2017:171).

The case that often occurs in high school students today which is rife in Indonesia is brawls. Before knowing what are the factors that cause student brawls, it is necessary to first understand what brawls are. Brawls are mass fights that are carried out in groups or in groups. In this case, brawls are a form of juvenile delinquency. Juvenile delinquency is divided into 2 types, namely situational and systematic. Fights which include situational juvenile delinquency, occur due to situations that require a settlement by fighting. This requirement arises from the need to decide problems quickly. While systematic juvenile delinquency, it can be in the form of fights between teenagers within a certain organization or gang. In this organization there are certain rules, norms and habits that must be followed by its members, including fighting (Prabandari 2021).

The first factor in student brawls comes from internal factors. In this case, teenagers who are involved in fights are usually less able to adapt well in a complex environment, namely an environment where there are different views, cultures, to the economic level. This situation can put pressure on teenagers. So when they can't adapt well, their emotions will be easily provoked when small problems occur. Adolescents who are often involved in fights also tend to experience inner conflict, easily frustrated, emotionally unstable, insensitive to other people's feelings, to feelings of low self-esteem for him (Prabandari 2021).

A significant influence factor is obtained from the condition or family environment. Households filled with violence, be it violence committed between parents or parents towards children, often have a bad psychological impact on children. Children who are in

this family environment have a greater tendency towards fighting behavior. In addition, parents who overly protect or restrain their children also trigger juvenile delinquency in children. Children become independent and do not dare to develop a unique identity. So that when children enter a wider social environment, children cannot adapt properly and may be affected by bad behavior in their social group (Prabandari 2021).

The impact on students is depression and anger, low levels of attendance and low student achievement, decreased intelligence test scores (IQ) and student analytical skills. School, school environment and school policies affect the activities, behavior and interactions of students at school. A sense of security and respect is the basis for high academic achievement in schools, if this is not fulfilled then students will act to control the environment. Weak management and supervision of school discipline also results in the emergence of problems of discrimination and disharmony in schools (Kemenpppa 2022).

Educating children is a challenge that is not easy for every parent. Where parents have to accompany the development of children from time to time. Starting from infancy, childhood, adolescence, to adulthood. Of course this cannot be separated from the various problems faced by children during their lifetime. In this case, maybe you will face children with more complex problems when the child enters their teens. The wider a child's social life, the easier it will be for him to get new friends and associations. It could be that the wrong social style has a negative influence on the way children behave in everyday life. One of the effects of association that needs to be watched out for is student brawl behavior. In Indonesia, there have been many cases of student brawls between schools. Usually the brawls that occur between students are caused by small conflicts which then develop into group tensions. Children who are in this group will certainly be affected and participate in fights (Prabandari 2021).

The lifestyle of urban society is very complex in dealing with life's problems, because of mutual survival in the midst of fierce competition among fellow citizens. Added to this is the relatively dense urban population and minimal employment opportunities, resulting in a very stark social gap in daily income. The high necessities of life and low income have resulted in a downturn in the family economy, as a result, dropping out of school has become one of the problems faced by a family in society.

Education is a very important element to create quality human resources. In the learning process, or more broadly the educational process, there are elements that support it. These elements include people who learn, those who help cause learning, and other factors that influence the two parties in carrying out their respective functions, including elements of communication. Learning is a process of communication. Communication is the process of sending information from one party to another for a specific purpose. Communication is said to be effective if the communication that occurs creates a two-way flow of information, namely by the emergence of feedback from the recipient of the message.

Character education is a form of human activity in which there is an action that educates and is intended for the next generation. The purpose of character education is to form continuous individual self-improvement and train self-abilities in order to lead to a better life (Kusumah 2010:3 –5).

Strengthening Character Education (PPK) is a movement that has been initiated by the Ministry of Education and Culture since 2016. How do education experts define character education? There are several meanings, Smart Teacher. One of the meanings or meanings of character education according to experts quoted on the University of Psychology website, namely: (Kaimuddin 2014) in a journal entitled Implementation of Character Education in the 2013 Curriculum, character education is a conscious effort that is planned and directed through a learning environment for the growth and development of all human potential who have good personality traits, have morals, and have a positive, constructive effect on nature and society (Purbowati 2021).

The definition of character education itself can be understood from each word separately. Education is a process of learning human habits, skills and knowledge which are passed on from the previous generation to the next generation. Meanwhile, character is an accumulation of character, nature, and individual personality that leads to beliefs and habits in everyday life. Without abandoning their respective understandings, it can be understood that character education is a planned effort to build individual character so that later they become individuals who are useful both for themselves and for many people (Purbowati 2021).

## **DISCUSSION**

According to Ronny Adhikarya, in his work entitled "Communication Planning and Strategy" in identifying message content, we must determine what type of message is conveyed. For a communicator should understand the characteristics of the communicant and communication messages so that they can determine the type of media to be taken, and which communication techniques to use (Cangara 2004:33).

Effective communication is communication whose messages can be understood, enjoyable and acceptable for its logic and rationality, so that the communicant behaves as the communicator wants. The psychological and sociological atmosphere is a more dominant consideration used in the ongoing communication process.

Wilbur Schramm in his old but well-known work, "How Communication Works", has argued that conditions that can lead to success in communication include: Messages must be designed and delivered in such a way as to attract the intended target's attention. Messages must use signs that point to the same experience between the communicator and the communicant, so that both can understand. The message must arouse the personal needs of the communicant, and suggest several ways to obtain these needs. The message must suggest a way to get that need that is appropriate for the group situation where the communicant is (Cangara 2004:33).

Determining the method of presenting the message can be seen from two aspects, namely according to the way it is implemented and according to the form of its content. As for the way it is implemented in this study, the method used by the communicator is the canalizing method. The canalizing method is a method of conveying messages by influencing the audience to accept the message conveyed, then slowly changing their attitudes and patterns of thinking in the desired direction. Then according to the form of the content, the method used in this study to convey the messages of communication is the educative method. The educational method is a method that gives an idea to the audience based on facts, opinions and experiences that can be accounted for in terms of its truth deliberately, regularly and planned, with the aim of changing human behavior in the desired direction. Therefore, a statement to the audience using this educative method will have a profound effect on the audience. Although this will take a little longer than using the persuasive method (Arifin 1984:72-77).

The message really depends on the program you want to convey. In this research, the message to be conveyed is educational (educational) in the sense that this message contains educational emphasis on cognitive, affective and psychomotor elements. It has a tendency towards change, not only from not knowing to knowing, but also being able to implement what it knows. Composing messages that are educational in nature is not easy, but must be accompanied by earlier references, either from experience or knowledge of other people which are read and then transferred. To complete the educational message, it is usually equipped with modules made specifically to be used as training for students. It can also be in the form of brochures or leaflets that contain instructions for implementing a program. These instructions become a solution, even to the final action that must be carried out by students (Cangara 2017:119–20).

Communication in education is the delivery of message content by the communicator to the communicant. Character education is a form of human activity in which there is an action that educates and is intended for the next generation. The purpose of character education is to form continuous individual self-improvement and train self-abilities in order to lead to a better life.

The definition of character education itself can be understood from each word separately. Education is a process of learning human habits, skills and knowledge which are passed on from the previous generation to the next generation. Meanwhile, character is an accumulation of character, nature, and individual personality that leads to beliefs and habits in everyday life. Without abandoning their respective meanings, it can be understood that character education is a planned effort to build individual character so that later they become individuals who are useful both for themselves and for many people.

Referring to the above understanding, character education has a basic function to develop a person's potential so that he can live his life by being good. Within the scope of formal education, character education in schools functions to shape the character of students to become individuals who are noble, moral, tough, well-behaved, and tolerant. Furthermore, the Serupa.id page mentions three main functions of character education in schools. Similar.id quotes Zubaedi in the book *Design of Character Education* (2012) which mentions three functions of character education in schools. When the function is:

the function of forming and developing potential. So that students are able to develop their potential to think well, have a good conscience, behave well, and be virtuous. Functions for reinforcement and repair. Improving and strengthening the roles of individuals, families, educational units, communities and the government to carry out their responsibilities and participate in developing the potential of groups, agencies or society in general. filter function. Character education is used so that people can choose and sort their own national culture, can filter out other national cultures that are not in accordance with the virtuous values of the nation's own character and culture (Purbowati 2021).

In managing angry emotions, communication is needed in educating this turmoil within humans. The most basic reason is because the human soul will always tend to do something that wants to have something in a short time, be it achievement, self-esteem, material or non-material. If this cannot be fulfilled, then what will happen is a feeling of disappointment, to the point that it even leads a person to depression, that is, he cannot control his positive thoughts, so that the good values in a person can simply disappear by venting anger. This can happen to anyone, from the young to the old, but in this study the focus is more on research for teenagers, especially those who are in high school.

The adolescent phase is a very important segment of individual development, which begins with the maturity of the physical (sexual) organs so that they are able to reproduce. According to Kanop K (Pikunas 1976) this adolescent period includes: (a) Early Adolescence: 12 years to 15 years, (b) Middle Adolescence: 15 years to 18 years, and (c) Late Adolescence: 19 years to 22 years. Meanwhile, Salzman argues that adolescence is a period of development of dependence towards parents towards independence, sexual interests, self-reflection, and attention to aesthetic values and moral issues (Yusuf 2006: 184).

In American culture the adolescent period is seen as a period of: "Strom and Stress", frustration and suffering, conflicts and adjustment crises, dreams and daydreams about love and feelings of being alienated from adult socio-cultural life" (Pikunas 1976). Departing from several psychological phenomena that occur in adolescence which are full of potential and self-problems as transitional periods.

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student achievement, decreased intelligence test scores (IQ) and student analytical skills. School, school environment and school policies affect the activities, behavior and interactions of students at school. A sense of security and respect is the basis for high academic achievement in schools, if this is not fulfilled then students will act to control the environment. Weak management and supervision of school discipline also results in the emergence of problems of discrimination and disharmony in schools (Kemenpppa 2022).

The case of brawls that occurred in Indonesia is a very concerning case, because the nation's fledgling generation has lost its identity in living side by side with others. Harmony and mutual respect for each other have disappeared from the circulation of their lives, there is only anarchic behavior, revenge and turbulent anger. This is of course very dangerous for education in Indonesia, especially since this country has had the misfortune of getting the lowest ranking of several other countries in the order of educational achievement in the world.

The best education is to return to spiritual education, namely education that returns all goodness and directs it to the Creator. There is a reward for good and there is a reward for bad and this is the most important essence of character education.

Every human being that Allah created must have various emotions, with those emotions his life becomes colorful. What are emotions? According to psychologist Daniel Goleman in his book entitled Emotional Intelligence, emotion is something that refers to feelings and thoughts that are typical, which affect the psychological condition of a person in doing something. In daily life, we often experience various emotional upheavals at any time, with different emotional levels depending on each experience.

There are six basic types of emotions that every human being must have. If we understand these six basic emotions well, we will be able to read the emotional state of the other person and ourselves. For example, when our interlocutor is in a state of anger, we should not disturb him, so that at that time a bigger problem will not arise. Thus, the pattern of communication becomes much better and the goals of the communication process are achieved more quickly. The basic human emotions are: 1) Happy; 2) Angry; 3) Sad; 4) Fear; 5) Sick/Disgusted; 6) Surprised or shocked.

Feelings of anger are feelings that are born from birth which are related to



frustration and dissatisfaction, because a six month old baby can express his anger when what he asks for is not immediately fulfilled. A baby who wants to be held but the mother is reluctant to hold him, usually he will feel angry and this can be seen in crying (Obee; and Hasan 2017). But according to Dr. Harry Mills, anger is not an emotion we are born with, but learned anger (2005). We learn how to be angry in many ways. As children we learn by imitating the behavior of those around us (Hendricks et al. 2013).

Linguists define anger with various expressions, but basically the substance of the meaning is the same. When spoken the word angry in general people will immediately understand its meaning. There are several definitions from the scholars about anger. In short, Al Manawi defines anger as a feeling to show the turmoil of the soul from the heart that cannot be tolerated by the human mind. Imam Al Qurtubi said, "Anger is strength, might or violence". Some other scholars define anger as a change in attitude that occurs when the blood in the heart (heart) boils, to vent what is stored in the chest. There are also those who interpret anger as a desire to harm or cause harm (danger) to other people who will become the target of anger (Said and Hamd 2006).

Anger is a natural response to feeling unhappy or depressed. It is not easy to completely eliminate this feeling from one's life. We will encounter situations that provoke anger in this life. In this context, anger is an emotional state of varying intensity, ranging from mild annoyance to extreme anger with elements of violence (Aditya 2015).

The concept of anger in Islamic communication reviews provides therapy by giving advice and warnings to people who do evil, just as what was done by Prophet Musa alaihi salam who gave advice and warnings to his people who did wrong even though he was angry. And also be patient as was done by the Prophet Yunus alaihi salam even though he was in a state of anger he could still be patient and pray, and this was also done by the Prophet Jacob a.s. Then do justice and trustworthiness the same as what was done by the last apostle Muhammad shalallahu 'alaihi wa sallam as a denial of hypocrites, they argue that the apostle is unfair in distributing zakat, and the therapy that Allah gives in dealing with angry behavior is to say good, hold back anger and forgive the mistakes of others as the characteristics of people who do good.

In surah Ali Imran verse 134, Allah has provided a solution to treating human anger, and Allah classifies humans at levels of anger, which we should follow and become a guide for

life in managing angry emotions, namely those who hold anger, forgive and do good to those who misbehave. Because anger is a dangerous emotion if it is not handled carefully, a Muslim must be able to place anger guided by the Koran and hadith so that he will be happy in this world and the hereafter.

## CONCLUSION

Character education communication for Muslim youth must be carried out by various parties, especially from the parents, as well as educators. The human soul will always lead to evil if it is not balanced with spiritual education based on the Koran and hadith.

In responding to angry emotions, Allah has provided therapy in Surah Ali Imran verse 134 with three very good therapies to be applied in everyday human life, namely by holding anger, forgiving, and doing good to those who do evil. This therapy will also provide conditioning for the nation's children, especially teenagers, of course the messages contained in the Koran and hadith must be communicated in the form of character education so that Muslim personalities are formed for our youth.

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