

RECONSTRUCTING THE FATHER'S EDUCATIONAL ROLE IN THE QUR'ANIC PERSPECTIVE: INSIGHTS FROM THE *TAFSIR* OF SURAH LUQMAN VERSES 12-19

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Abstrak

Ayah memiliki peran yang sangat penting dalam kehidupan rumah tangga. Kedudukan ayah tidak hanya sebagai kepala keluarga, tetapi juga sebagai amanah yang diberikan oleh Allah SWT. Salah satu bentuk tanggung jawab tersebut adalah kewajiban orang tua, khususnya ayah, dalam mendidik anak berdasarkan nilai-nilai Al-Qur'an. Penelitian ini bertujuan untuk menganalisis peran ayah dalam pendidikan anak menurut ketentuan Surah Luqman ayat 12-19 dengan menggunakan pendekatan tafsir Ibnu Katsir. Penelitian ini merupakan kajian kualitatif berbasis studi kepustakaan yang menelaah sumber-sumber tafsir klasik dan kontemporer. Hasil kajian menunjukkan bahwa dalam ayat-ayat tersebut, Allah SWT menampilkan Luqman sebagai figur ayah yang bijaksana dan bertanggung jawab dalam menanamkan nilai akidah, ibadah, dan akhlak kepada anaknya. Nilai-nilai pendidikan yang diajarkan Luqman mencakup prinsip ketauhidan, ketaatan beribadah, kesopanan, serta tanggung jawab sosial. Penelitian ini menegaskan bahwa ayah merupakan pendidik utama dalam keluarga yang berperan penting dalam membentuk karakter dan keimanan anak. Pendidikan yang dilakukan dengan penuh hikmah, kelembutan, dan keteladanan merupakan kunci dalam membangun generasi beriman dan berakhlak mulia.

Kata Kunci: Peran Ayah, Pendidikan Anak, Surah Luqman, Tafsir Ibnu Katsir, Akhlak, Keluarga Islam

Abstract

The father plays a crucial role in family life. His position is not merely as the head of the household but also as a trust bestowed by Allah SWT. One of the father's fundamental responsibilities is to educate his children in accordance with the values of the Qur'an. This study aims to analyze the father's role in children's education as outlined in *Surah Luqman* verses 12-19, using Ibn Kathir's exegesis as the primary interpretative approach. This qualitative library research examines both classical and contemporary *tafsir* sources to explore the educational dimensions contained in these verses. The findings reveal that Allah SWT presents Luqman as a wise and responsible father who instills in his son the principles of faith (*aqidah*), worship (*ibadah*), and moral conduct (*akhlaq*). Luqman's teachings

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emphasize monotheism, devotion in worship, humility, and social responsibility. The study concludes that the father is the primary educator within the family who shapes the child's character and faith. Education that is delivered with wisdom, gentleness, and exemplary behavior is essential in nurturing a generation that is pious, ethical, and spiritually grounded.

Keywords: Father's Role, Children's Education, Surah Luqman, Ibn Kathir's Exegesis, Moral Values, Islamic Family

INTRODUCTION

Education plays a central role in shaping the progress and civilization of a nation. Beyond the transfer of knowledge and skills, education serves as a foundation for developing critical, creative, and responsible individuals capable of contributing meaningfully to society. In the era of globalization and rapid technological advancement, the quality of human resources determines a country's competitiveness on the global stage. Within this process, the family—particularly the father—plays a crucial role as the first educational environment for children. In Islamic teachings, children are viewed as both a gift and a trust (*amanah*) from Allah SWT, which entails a moral and spiritual responsibility for parents to nurture and educate them. However, the decline in paternal involvement has become a critical issue in many modern societies, contributing to various social problems such as juvenile delinquency, moral degradation, and emotional instability. This phenomenon highlights the urgent need to revisit the father's educational role as a cornerstone in building children's character and spiritual foundation.

A growing body of research emphasizes the significance of parental roles in children's education, particularly in shaping moral values, emotional intelligence, and academic success (Wasis, 2022; Mulia & Kurniati, 2023). However, most of these studies tend to generalize the parental role without differentiating the distinctive influence of fathers. Previous research often focuses on the mother's nurturing aspect or formal educational institutions, leaving a conceptual gap in understanding the spiritual and moral leadership of fathers as primary educators. Furthermore, the majority of contemporary works analyze parental involvement through sociological or psychological perspectives, with limited exploration of the theological and Qur'anic foundations of fatherhood. The guidance of the Qur'an, especially in Surah Luqman verses 12-19, provides a comprehensive framework for understanding the



educational role of fathers that integrates spiritual, moral, and behavioral dimensions – an area that remains underexplored in current literature.

This study aims to examine the role of fathers in children’s education based on the Qur’anic teachings of Surah Luqman verses 12–19, interpreted through the exegesis (*tafsir*) of Ibn Kathir. By employing a qualitative library research approach, the study seeks to identify the key educational principles exemplified by Luqman al-Hakim in guiding his son toward faith, worship, and moral integrity. This research specifically addresses two objectives: first, to analyze the educational values and methods conveyed by Luqman as a father figure; and second, to evaluate the relevance of these principles for contemporary Muslim families facing modern educational and moral challenges. Through this approach, the study contributes to the discourse on Islamic education by offering a conceptual model of paternal involvement grounded in divine revelation and classical interpretation, thereby filling the theoretical and practical gap in the existing body of knowledge (Ghaffar 2021; Muhammad Fadhlan, Annisa Ulfitri, and Florian Pohl 2023).

This study posits that the father’s role, as exemplified by Luqman al-Hakim, is central to shaping children’s character, spirituality, and moral consciousness. The Qur’anic narrative suggests a causal relationship between the father’s active engagement in moral and spiritual education and the formation of a child’s faith-based identity and ethical behavior. A father who teaches with wisdom (*hikmah*), gentleness, and consistent example cultivates a balanced personality rooted in *tawhid* (monotheism) and moral responsibility. Conversely, the absence or neglect of this paternal role may lead to emotional instability, lack of self-confidence, and vulnerability to negative social influences. Therefore, the hypothesis guiding this study asserts that an integrated, faith-oriented approach to fatherhood – as illustrated in Surah Luqman – can serve as an effective framework for addressing contemporary challenges in children’s moral and spiritual education within Muslim families.

LITERATURE REVIEW

Scholarly discussions on the role of fathers in children’s education have expanded significantly in recent years, emphasizing the interrelationship between parental involvement, character formation, and holistic child development. The literature demonstrates at least four dominant tendencies: (1) studies focusing on the psychological and emotional impact of paternal involvement on children’s development; (2) analyses of parenting models from sociocultural and religious perspectives; (3) interpretations of Qur’anic foundations, especially Surah Luqman, as theological frameworks for education; and (4) investigations into the



adaptation of classical Islamic educational concepts in the digital era. Collectively, these strands underscore the importance of fathers as key agents in transmitting values, discipline, and emotional stability to their children. However, despite this growing body of knowledge, there remains a lack of integrative analysis that connects theological principles with contemporary educational challenges, particularly within the context of Islamic pedagogy and Qur'anic-based moral education.

The first research orientation predominantly examines the psychological, emotional, and sociocultural dimensions of fatherhood. Studies such as those by Ananda Sholih Nasution & Dewi Aryanti (2023) and Karmila et al. (2025) reveal that fathers' active participation in children's education positively affects cognitive, emotional, and social development. These works highlight the father's presence as a stabilizing force in family harmony and as a determinant of children's moral and academic success. The focus of this research stream lies in understanding fatherhood as a form of emotional leadership, emphasizing empathy, communication, and role modeling in parenting. However, while these studies provide valuable empirical insights, their theoretical grounding tends to rely on Western developmental psychology rather than integrating Islamic epistemological perspectives or theological frameworks that define the moral responsibilities of fathers.

The second trend in the literature adopts a theological orientation by referring to Islamic scriptural sources such as the Qur'an and Hadith to explain the father's educational role. Scholars like Fajar et al. (2024) and Raju Pratama Marronis et al. (2024) explore Surah Luqman as a core reference for Islamic parenting principles, identifying Luqman al-Hakim as a model of wisdom, moral guidance, and spiritual leadership. These studies typically employ textual and hermeneutical analyses of *tafsir*, focusing on pedagogical values embedded in Qur'anic narratives, such as faith formation (*aqidah*), moral instruction (*akhlaq*), and intellectual cultivation. Ibn Kathir's interpretation, in particular, is frequently cited for emphasizing dialogical and persuasive methods in child education. Despite their rich theological insights, many of these studies remain normative and descriptive, providing limited exploration of their applicability to contemporary educational and sociocultural contexts.

A third research trend focuses on applying Islamic educational concepts to modern contexts, particularly in the digital era. Dwinandita (2024) and other contemporary scholars emphasize the challenges faced by Muslim families in adapting classical educational models to current realities characterized by technological advancement, information overload, and changing social dynamics. These studies argue that fathers must reinterpret their religious responsibilities to remain relevant in guiding children's

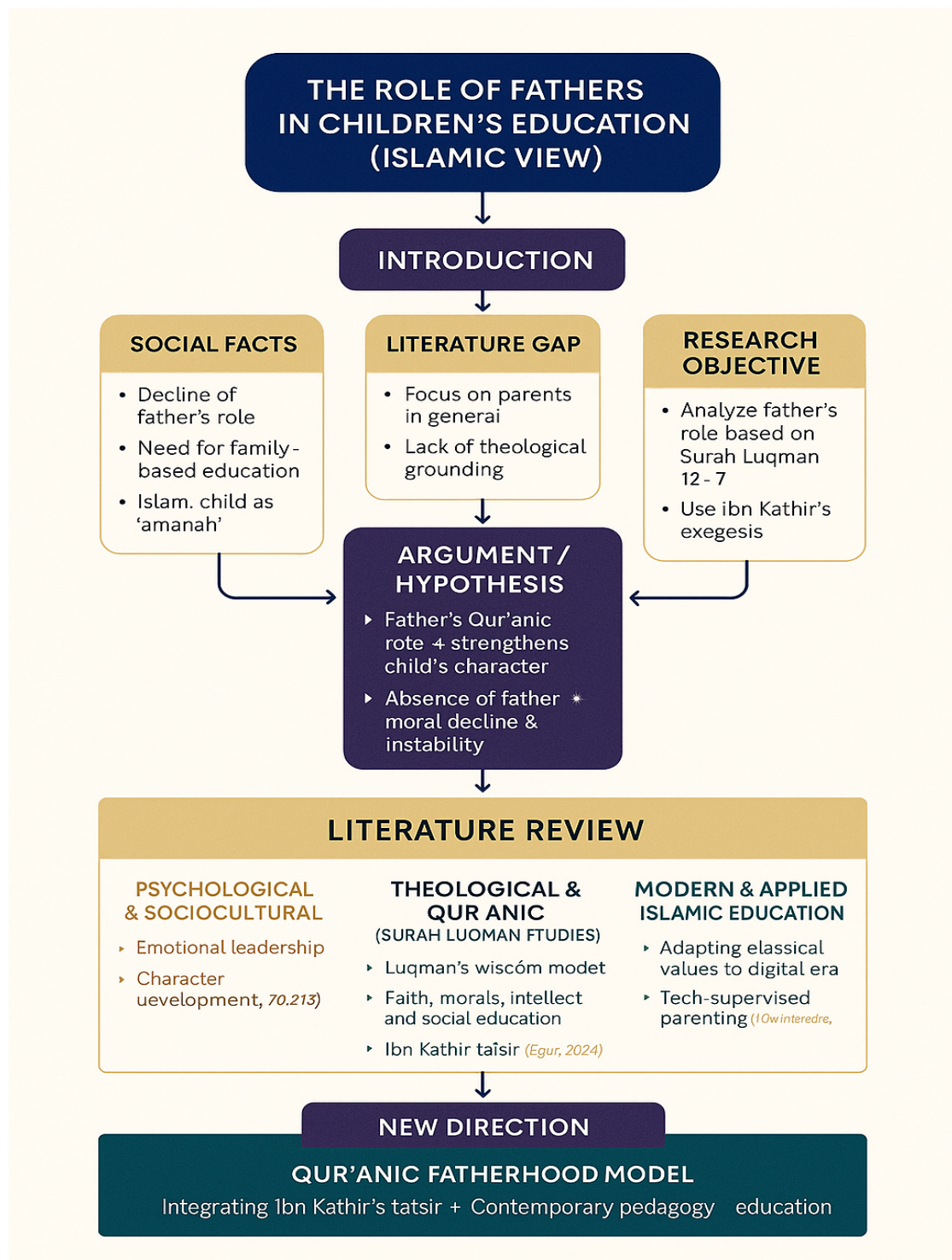


moral and digital literacy. The integration of faith-based education with media supervision and ethical guidance is viewed as essential for strengthening family resilience. Nonetheless, these studies often remain pragmatic and prescriptive, lacking a deeper theological grounding that links their recommendations to Qur'anic paradigms or classical exegesis traditions (Muhammad Ilham and Mastikawati 2021; Nurvia Agnes Monika and Robin Sirait 2025).

While the aforementioned strands provide meaningful contributions, they collectively overlook the integrative potential of combining Qur'anic exegesis with contemporary family education theories. Most prior research isolates the theological, psychological, or sociological dimensions rather than synthesizing them into a unified model. Specifically, there is limited analysis that connects the exegetical teachings of Surah Luqman – as articulated by Ibn Kathir – with empirical insights on father involvement and family dynamics in the modern age. This lack of cross-disciplinary engagement results in an incomplete understanding of how Islamic scriptural values can be operationalized within the framework of 21st-century parenting and educational challenges.

In response to these gaps, the present study proposes a comprehensive approach that integrates the theological interpretation of Surah Luqman with the empirical realities of modern child education. By drawing upon Ibn Kathir's *tafsir* as a foundational text and aligning it with contemporary pedagogical frameworks, this research seeks to formulate a holistic model of fatherhood in Islamic education. The study positions the father as both a moral and intellectual guide whose educational approach must harmonize divine wisdom (*hikmah*) with modern developmental psychology. Through this integration, the study aims to advance a new theoretical framework for Islamic family education that is both scripturally grounded and contextually adaptive to contemporary social transformations.





The conceptual framework presented above illustrates the integrative structure of the study on “The Role of Fathers in Children’s Education from an Islamic Perspective.” At the center lies the father’s role as a pivotal agent in shaping children’s moral, intellectual, and spiritual



development, grounded in Islamic values derived from Surah Luqman. The framework connects three dominant strands of previous scholarship— Psychological and Sociocultural Studies, Theological and Qur’anic Studies, and Contemporary and Applied Islamic Education—each representing a different theoretical lens through which fatherhood and education have been examined. Psychological and sociocultural research emphasizes emotional leadership and family harmony; theological studies highlight divine wisdom and the pedagogical model of Luqman al-Hakim; while contemporary works focus on adapting Islamic educational principles to modern challenges, including digital parenting and social transformation. The intersection of these three strands exposes a research gap, namely the lack of a unified model that synthesizes Qur’anic theology with modern pedagogical practice. From this gap emerges the New Research Direction, which proposes the Qur’anic Fatherhood Model—an integrated framework combining Ibn Kathir’s exegetical insights with contemporary educational theories. This model positions the father not merely as a provider but as a moral educator and spiritual guide, whose leadership harmonizes divine wisdom (*hikmah*) and contextual adaptability. Thus, the framework provides a comprehensive academic foundation for reinterpreting Islamic parenting in a modern educational paradigm that remains faithful to its theological roots.

METHODS

The unit of analysis in this study focuses on the conceptual and textual interpretation of the father’s role in children’s education from an Islamic perspective, particularly based on Surah Luqman verses 12–19. The object of analysis includes religious texts, scholarly interpretations, and academic discussions related to paternal involvement in child education. This research adopts a qualitative design with a normative-judicial orientation, emphasizing the interpretation of Qur’anic texts in relation to current social phenomena (Suparlan, 2022). The qualitative approach is chosen because it allows for an in-depth exploration of meaning, context, and moral values contained in the verses of the Qur’an, as well as their relevance to modern educational challenges. The study relies on textual analysis as its main strategy, integrating classical interpretations—especially from Ibn Kathir—with contemporary perspectives on Islamic education. This approach enables the researcher to derive conceptual understanding grounded in both theology and empirical reasoning (Kusumastuti & Khoiron, 2021).

The data sources in this study are entirely secondary, obtained from scriptural texts (Qur’an and *Tafsir* Ibn Kathir), legal documents, academic journals, books, and credible online publications related to the research



theme. Data collection was conducted through an intensive literature review process, involving the identification, evaluation, and synthesis of relevant sources. The analytical procedure follows three main stages: (1) data reduction, by selecting literature aligned with the research objectives; (2) data display, by organizing the findings thematically; and (3) conclusion drawing and verification, by correlating textual interpretations with contemporary phenomena concerning fathers' educational roles. This systematic process ensures that the analysis remains rigorous, contextual, and academically valid in addressing the research problem (Sigit Hermawan & Amirullah, 2021).

RESULTS AND DISCUSSION

Results

The Impact of the Absence of a Father's Role in Children's Education and Development

Every child has their own role within the family environment and has the right to receive education and basic knowledge through parental guidance. Ki Hadjar Dewantara stated that the family holds a special position because it is considered a small community that plays a vital role. From a social perspective, the family is seen as a noble center of education, because it is a clean place and full of noble values. The role of the family is crucial in supporting the development and achievements of children. In line with this, William J. Goode stated that a student's success in the world of education can reflect the quality of the institution that houses them. However, this achievement also reflects the active role of the family in preparing their children for the world of education (Pradita et al., 2024).

A global issue in Indonesia is the large number of children who experience fatherlessness, or a condition where the father is not present in the child's development. Essentially, the concept of "fatherlessness" can be interpreted as the absence of a father during the parenting process. This is then referred to as "fatherless," "father absence," "father loss," or "father hunger." In other literature, fatherlessness is defined as the absence of a father's role and role in a child's life. According to Berlian and Chitam, fatherlessness is a condition in which a child has a father but the father is not present or does not play an optimal role in the child's development. Fitroh states that fatherlessness is the absence or role of a father in a child's life. This occurs in children who do not have a close relationship with their father (M. Sari et al., 2024).

In addition, Smith also stated that someone is said to be fatherless when they do not have a father or do not have a relationship with their father; this can occur due to problems in the parents' marriage or their divorce. According to other literature, fatherlessness is the absence of a father figure in a person's life physically, emotionally, and spiritually. Thus, fatherlessness can be defined as the absence of a father in parenting both physically and psychologically, which can be caused by the father's death, divorce, or the father's lack of involvement in the child's daily life. So, simply put, fatherlessness is the absence of a father in a child's education and development (M. Sari et al., 2024).

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Besides the psychological impact, fatherlessness also impacts children's academic performance. Fatherlessness can lead to poor cognitive performance, such as poor academic achievement. Academic achievement is the progress achieved with the goal of acquiring skills, materials, and knowledge across various scientific fields. Academic achievement refers to achievements obtained in academic rather than non-academic settings. Unlike most forms of achievement, academic achievement is seen as having no specific endpoint. This concept is understood as a spectrum that allows someone to "acquire" certain skills and knowledge, and offers limitless opportunities for those who wish to develop, expand, and deepen their skills. The following are the impacts of a father's absence in a child's education (Nurmalasari et al., 2024).

Table 1. Impact of Father Absence on Children's Academic Achievement

Impact Aspect	Condition of Father's Absence	Academic Manifestation	Source
Low GPA / Academic Performance	Adolescents who lack paternal presence or do not know their biological fathers tend to achieve lower Grade Point Averages (GPA).	<ul style="list-style-type: none"> Below-average academic performance Difficulty maintaining high grades Reduced motivation and learning engagement 	Nurmalasari et al., 2024
Subject Failure	Adolescents who do not live with their fathers exhibit a higher risk of failure in academic subjects.	<ul style="list-style-type: none"> Incomplete coursework and repeated remedial sessions Declining interest in learning activities Poor academic consistency 	Nurmalasari et al., 2024
School Dropout / Educational Discontinuity	Children who grow up without their biological fathers show a significantly higher rate of school dropout	<ul style="list-style-type: none"> Early school withdrawal or incomplete education Difficulty adapting to formal learning environments 	Nurmalasari et al., 2024



	and academic disengagement.	Weak sense of academic purpose	
Emotional Well-being and Learning Focus	The absence of a father figure during family transitions leads to reduced emotional stability and learning concentration.	<ul style="list-style-type: none"> • Decreased focus and cognitive performance • Feelings of neglect or isolation • Internal conflict impacting academic achievement 	Nurmalasari et al., 2024

The Impact of Father Absence on Children’s Academic Achievement, Family Stability, School Dropout, and Emotional Adjustment

Empirical evidence consistently demonstrates that the absence of a paternal figure significantly correlates with decreased academic performance and emotional stability among adolescents. Research by Lazović et al. (2022) found that adolescents living with stepfathers tend to achieve higher Grade Point Averages (GPA) than those without any paternal presence, while adolescents raised by adoptive fathers exhibit better academic outcomes than fatherless peers, though still below those with biological fathers (Karmila et al., 2025). These findings support the selective parenting theory, which posits that adoptive fathers show stronger intrinsic motivation and deliberate commitment to child-rearing (Sarkadi et al., 2008). Furthermore, adolescents who lost their fathers to death demonstrate greater academic resilience than those affected by parental abandonment or divorce, suggesting that abandonment trauma exerts deeper psychological damage than grief (Alvis et al., 2023). Similarly, research by Raju Pratama Marronis et al. (2024) and Hovland & Sether (2024) shows that adolescents living with biological or adoptive fathers have a lower risk of academic failure compared to those separated from their fathers. The advantage of adoptive fathers arises from intentional parenting, emphasizing psychological and financial readiness prior to adoption (Pamela E. Davis-Kean et al., 2020; Farr et al., 2010; Andhika, 2021). In contrast, stepfathers, who often assume roles through marriage rather than deliberate parental preparation, show less structured involvement. These patterns align with family instability theory, which underscores that consistent paternal presence strengthens academic engagement and emotional security.



The relationship between family structure and academic continuity reveals that adolescents from intact nuclear families exhibit significantly lower school dropout rates and better emotional regulation compared to those from blended or single-parent households (Skenderidou et al., 2025). This pattern is consistent with family systems theory, emphasizing stability and predictability as essential conditions for children’s optimal development. Family transitions – such as remarriage or the introduction of a stepparent – can create adjustment difficulties, reducing motivation and concentration (Ananda Sholih Nasution & Dewi Aryanti, 2023). Psychological studies also reveal that divorce and blended family dynamics trigger identity confusion, loyalty conflicts, and emotional distress, which hinder learning performance (Skarbek-Jaskólska & Kierzkowska, 2024). Children in these environments often experience fragmented attention, anxiety, and difficulty internalizing academic discipline (Fajar et al., 2024). Collectively, these findings suggest that stable paternal engagement contributes not only to higher academic achievement but also to greater emotional resilience. The presence of a committed father figure – whether biological or adoptive – provides a stabilizing influence that promotes discipline, security, and a sense of belonging, thereby mitigating the negative effects of family disruption on educational outcomes.

The implications of these findings confirm that the role and presence of fathers have a determinant influence on children's educational outcomes. The absence of a paternal figure not only impacts academic aspects but also socioemotional development, which will influence their future life trajectory (Pine et al., 2024). Therefore, paternal involvement in a child's education is not merely optional support, but a critical component in developing a child's academic resilience and educational attainment.

Table 2. Impact of Father Absence vs. Presence in Children's Education

Father Absence	Father Presence
<p>Academic Impacts:</p> <ul style="list-style-type: none"> • Lower GPA • Increased subject failure • Higher risk of school dropout • Decreased learning motivation 	<p>Academic Benefits:</p> <ul style="list-style-type: none"> • Higher GPA • Lower risk of subject failure • Better academic resilience • Greater parental support and attention
<p>Psychological Impacts:</p> <ul style="list-style-type: none"> • Decline in emotional well-being • Decreased self-confidence • Poor adaptability 	<p>Psychological Benefits:</p> <ul style="list-style-type: none"> • More stable emotional well-being • Stronger sense of security and belonging • Better social and adaptive skills



Discussion

This study demonstrates that the father's role is a decisive factor in children's academic, emotional, and moral development. Empirical evidence reveals that father absence correlates with decreased GPA, school failure, and emotional instability, while the Qur'anic model in Surah Luqman verses 12–19 highlights the father's role as an educator, guide, and moral role model. The integration of quantitative data and textual interpretation shows that paternal presence contributes to higher emotional stability and academic performance. The findings also reveal that father involvement improves children's social competence and discipline, while its absence increases risks of behavioral problems and psychological distress. Thus, the combination of empirical evidence and theological reflection provides a comprehensive understanding that paternal presence is not only a familial function but a foundational element of moral and intellectual education in Islam.

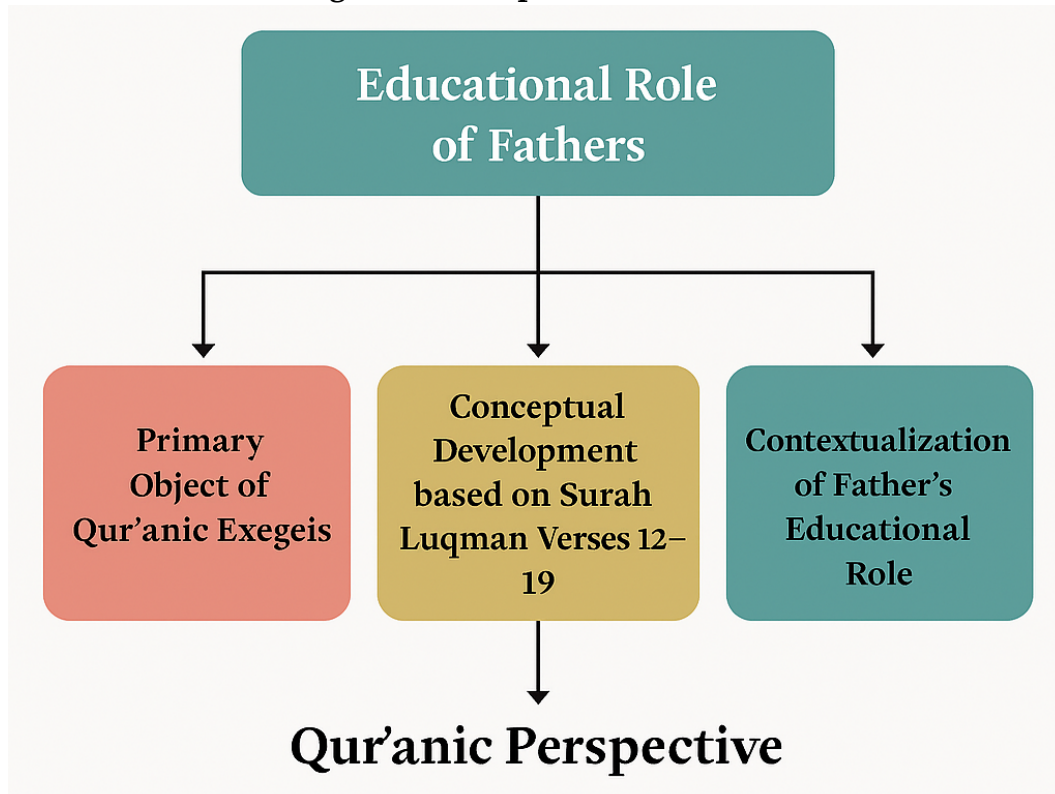
The correlation between father absence and poor educational outcomes occurs due to the disruption of emotional security, role modeling, and value transmission. The Qur'anic model of Luqman offers a preventive framework through *hikmah* (wisdom), dialogue, and consistent moral guidance, which together strengthen children's cognitive and spiritual resilience. When the paternal figure is absent, children lose a key component of identity formation and self-regulation, leading to decreased motivation and self-discipline. Conversely, the presence of an active father reinforces a sense of belonging and direction. This indicates that the educational function of a father extends beyond supervision—it embodies the transmission of divine values and psychological stability. The integration of faith-based principles within education thus functions as a moral safeguard and a social corrective mechanism for modern family challenges.

Compared with previous studies such as Pamela E. Davis-Kean et al. (2020) and Karmila et al. (2025), which primarily focus on sociological or psychological perspectives, this research introduces a novel interdisciplinary model that unites empirical findings with Qur'anic exegesis. Earlier studies confirm that father involvement enhances academic performance and emotional well-being, yet they rarely integrate theological dimensions. This study fills that gap by demonstrating how Surah Luqman provides a doctrinal foundation that reinforces modern pedagogical theories on parental engagement. Unlike secular frameworks, the Qur'anic perspective introduces the element of *hikmah* and spiritual accountability, which transform education into an act of worship. Hence, the study's originality lies in bridging classical Islamic pedagogy with contemporary developmental psychology, creating a holistic



understanding of the father's role that is spiritually grounded and educationally measurable.

Figure 1 Conceptual Framework



The findings suggest that fatherhood, from an Islamic perspective, embodies both spiritual leadership and moral stewardship. The father's role as *qawwam* (protector and guide) signifies divine delegation of responsibility in shaping righteous generations. This interpretation situates paternal education within the prophetic tradition, where the act of teaching becomes a form of *ibadah* (worship) that reflects divine wisdom. The study reinterprets Surah Luqman not merely as moral advice, but as a theological blueprint for holistic education that balances intellect, faith, and character. In contemporary contexts, this understanding challenges the secularization of parenting and repositions Islamic fatherhood as a transformative model of education rooted in ethics and compassion. Thus, the presence of fathers in education is both a moral necessity and a manifestation of faith in practice, aligning divine revelation with human development.

The implications of these findings emphasize the dual function of fatherhood: strengthening academic and moral capacities while preventing behavioral and psychological disintegration. Functionally, active fathers foster discipline, empathy, and responsibility; dysfunctionally, their



absence generates educational underachievement and emotional instability. The research also reflects that many contemporary educational challenges—such as low motivation and moral degradation—stem from weakened paternal engagement. Therefore, restoring the Qur’anic model of fatherhood becomes essential for rebuilding the moral foundation of Muslim families. This reflection also underlines that paternal leadership is not authoritarian but educationally nurturing, designed to balance authority with affection. By reactivating the spiritual consciousness of fathers, Islamic education can respond effectively to the moral crises of the digital age.

Based on these results, the study recommends strengthening fatherhood-based education programs as part of national and religious education policy. Government, religious institutions, and educational bodies should integrate Surah Luqman’s pedagogical model into parenting curricula, focusing on character education and moral formation. Practical actions may include mosque-based workshops, family education modules, and community mentoring led by religious scholars and psychologists. These initiatives can cultivate fathers’ awareness of their spiritual and pedagogical responsibilities. In the long term, the implementation of faith-oriented fatherhood programs can reduce educational disparities, enhance children’s emotional well-being, and promote social harmony. Therefore, reestablishing the father’s role as both educator and moral leader is a strategic pathway toward building a resilient, ethical, and enlightened generation aligned with Islamic educational philosophy.

Table 2. Components of Children's Education Based on Surah Luqman Verses 12-19 (Tafsir Ibnu Katsir)

Educational Component	Qur’anic Reference	Educational Content	Father’s Role in Implementation	Educational Objectives
Tawhid (Monotheism) Education	QS. Luqman: 13	<ul style="list-style-type: none"> Affirm the Oneness of Allah SWT Avoid shirk (associating partners with Allah) Understand divine unity and awareness 	Father serves as a spiritual advisor and a reminder of the prohibition against associating partners with Allah.	Children develop strong faith and are protected from committing the greatest injustice—shirk.
Sharia (Religious)	QS. Luqman: 17	<ul style="list-style-type: none"> Establish prayer Enjoin good and 	Father acts as a mentor, guiding and	Children develop a commitment



Law) Education		forbid evil (<i>amar ma'ruf nahi munkar</i>) • Cultivate patience in facing trials • Understand the jurisprudence (<i>fiqh</i>) of worship	advising children in observing Islamic practices and religious discipline.	to worship and become socially responsible agents of moral reform.
Moral (Akhlaq) Education	QS. Luqman: 18-19	• Avoid arrogance and pride • Walk with humility • Speak gently • Foster good social interaction	Father acts as a behavioral role model, demonstrating humility and teaching the importance of noble character.	Children develop courteous personalities and positive social interaction skills.
Children's Obligations	QS. Luqman: 14-15	• Be dutiful to parents • Show gratitude to Allah and to parents • Avoid disobedience to parents • Maintain good companionship	Father acts as both the recipient of filial devotion and a teacher who instills gratitude and responsibility.	Children develop a sense of duty, gratitude, and awareness of rights and responsibilities within the family.

Therefore, based on the above explanation, it can be concluded that a father plays a highly significant role in a child's education and overall development. The father serves not only as a provider but as a vital role model who shapes the child's character, values, and worldview. Surah Luqman (verses 12-19) illustrates the comprehensive nature of paternal responsibility in Islamic education, portraying Luqman as a wise and compassionate father who imparts moral and spiritual guidance to his son. His teachings encompass faith, moral integrity, gratitude, and social ethics—beginning with the fundamental prohibition against associating partners with Allah (*shirk*), followed by the cultivation of noble character and social virtue. Luqman teaches his son to be grateful to Allah, to honor



his parents, to understand that every action – no matter how small – will be accounted for, and to uphold prayer, righteousness, patience, and humility in behavior and speech. These lessons demonstrate that fathers bear a profound responsibility to educate their children intellectually, spiritually, and morally. As both leaders and exemplars within the family, fathers transmit the essential values of monotheism, ethics, and wisdom. Consequently, the father's role is strategic in nurturing a generation that is faithful, morally upright, responsible, and capable of becoming exemplary members of society.

Novelty Statement

This study offers a distinctive contribution by reconstructing the father's role in Islamic child education through the lens of Qur'anic interpretation, with a particular focus on Surah Luqman verses 12-19. It synthesizes classical *tafsir* perspectives with contemporary educational frameworks, underscoring the continuing relevance of Qur'anic guidance on paternal involvement in nurturing children's monotheistic faith, ethical integrity, and wisdom. This integration provides a renewed model for Islamic pedagogy that bridges theological insight and modern educational practice.

The novelty of this research lies in its integrative approach, combining classical Islamic exegesis (particularly Ibn Kathir's *tafsir*) with modern educational theories. Previous studies have often treated religious education and paternal involvement as separate domains. However, this study unites them within a single analytical framework, demonstrating how Qur'anic principles – specifically from Surah Luqman 12-19 – remain applicable to contemporary family education. It introduces a holistic pedagogical reconstruction that connects faith-based values with practical parenting strategies, making it both theologically grounded and pedagogically relevant for current educational discourse.

CONCLUSION

The most significant finding of this study is the recognition of the father's central and irreplaceable role in shaping the intellectual, moral, and spiritual development of children within the Islamic educational framework. The analysis of Surah Luqman verses 12-19 reveals that paternal guidance grounded in divine wisdom (*hikmah*) fosters holistic growth that integrates faith, character, and social responsibility. From Luqman's exemplary parenting model, the study highlights that the effectiveness of a father's role is not solely determined by authority, but by compassion, consistency, and the ability to embody moral values in daily life. The "*hikmah*" of this research lies in reaffirming that the father's presence – both emotionally and spiritually – is a foundational determinant



in nurturing a generation that is faithful, ethical, and socially conscious. Hence, the father's educational function transcends biological and economic responsibilities, positioning him as the first teacher and moral compass within the family.

This research provides a significant contribution to the field of Islamic education and family studies by integrating classical Qur'anic interpretation (*tafsir*) with contemporary psychological and educational theories. It offers a new conceptual framework that connects the spiritual values embedded in Surah Luqman with modern understandings of paternal involvement, emotional intelligence, and moral education. The study introduces a multidimensional analysis that views the father as a spiritual mentor, moral role model, and intellectual guide. This perspective broadens the discourse on Islamic parenting by highlighting the theological, pedagogical, and socio-emotional dimensions of fatherhood. Moreover, it enriches scholarly dialogue by presenting a normative juridical and interpretive approach that bridges scriptural teachings with empirical findings in educational psychology—thus creating new avenues for interdisciplinary research in religious education and family resilience.

Despite its comprehensive analysis, this study has certain limitations. It primarily relies on textual and literature-based data derived from Qur'anic interpretation and previous scholarly works, without incorporating empirical validation through field research or case studies. Consequently, the findings are conceptual and descriptive, requiring further verification through qualitative or mixed-method approaches involving interviews, observations, or parental surveys. Future research should explore the practical application of Luqman's educational values in modern family contexts, particularly within digital and multicultural environments. In addition, comparative studies across different Islamic societies may deepen understanding of how socio-economic, cultural, and technological factors influence the implementation of paternal roles. Expanding the scope of analysis in this direction would allow for more nuanced and globally relevant insights into the transformative role of fathers in Islamic education.

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