



RESEARCH ARTICLE

The Role of the Family in Child Education and National Development: The Example of Ibrāhīm's Family in the Quran

Mubarak Salim Ghali Omar Alazemi¹, Mohd Farid Ravi Abdullah², Azwar Azwar^{3*}, Abur Hamdi Usman⁴

¹Universiti Kebangsaan Malaysia (UKM), Malaysia

^{2,4}Universiti Islam Selangor (UIS), Malaysia

³Sekolah Tinggi Ilmu Islam dan Bahasa Arab (STIBA) Makassar, Indonesia

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***Corresponding Author:**

azwar.iskandar@gmail.com

ABSTRACT

This study aims to explore the role of the family in child education models, particularly in the context of the values taught by Prophet Ibrāhīm and his contribution to national development. Using a qualitative approach with descriptive methods, this research relies on relevant Quranic verses, scholarly literature, and previous findings. The results indicate that the family plays a crucial role in the moral and spiritual education of children, forming the foundation for the development of high-quality human resources. The values of monotheism, obedience, patience, and compassion taught by Prophet Ibrāhīm serve as a primary model for shaping children's character. The study also identifies modern challenges, such as the impact of technology and globalization on family education, and offers effective adaptation strategies. This research's implications include public policy recommendations to support the role of the family in child education and sustainable national development, specifically through parent training and education programs, economic support for families, flexible work policies, strengthening social and community institutions, and character education in schools.

INTRODUCTION

The family is the most fundamental social unit that plays a crucial role in the development of individuals and society (Usman, Abdullah, Abdul Kadir, & Iskandar, 2022). As the primary environment where children learn values, norms, and behaviors, the family has a significant influence on a child's education (Muthmainah & Usman, 2022). Good family education not only contributes to a child's personal development but also to the quality of human resources, which is a key pillar of national development (Ismail et al., 2024). The family serves as the foundation for all of the education a child will receive. Children first encounter concepts of right and wrong in the family and then internalize moral and ethical values that will guide them throughout their lives. The family also plays a crucial role in developing a child's cognitive and social abilities, which are essential for future academic and professional success (Usman, Abdullah, & Ibrahim, 2022).

Research indicates that children raised in supportive and loving family environments tend to have better academic achievements, better mental health, and stronger social skills compared to children who do not receive similar support (Kagola & Abur, 2023; Hadjicharalambous & Demetriou, 2020; Yue et al., 2024). This demonstrates that investing in family education is an investment in human resource quality. However, rapid social, economic, and technological changes have introduced new

challenges for families in fulfilling their educational roles. Globalization has accelerated the flow of information and culture, often eroding traditional family values (Cameron & Stein, 2000). Urbanization and high mobility have also led to changes in family structure, from extended families living together to smaller nuclear families, often separated by distance (Gore, 1990; Wu, 2019).

Furthermore, advancements in technology and the internet have transformed how children learn and interact (McDiarmid & Zhao, 2023). On one hand, technology provides broad access to information and knowledge; on the other hand, it introduces risks such as gadget addiction, exposure to inappropriate content, and reduced direct social interaction (Bozzola et al., 2022; Serra et al., 2021). Families need to adapt quickly to address these challenges and continue serving as the primary educators for their children. Thus, in the context of modernization, the role of the family becomes increasingly complex and requires more dynamic adaptation. In addition to equipping children with skills relevant to contemporary demands like technology skills, critical thinking, and adaptability, parents also expect them to provide moral and ethical education, especially within a religious framework (Baquedano-López, Alexander, & Hernandez, 2013).

One exemplary model of family education from the Quran is the family of Prophet Ibrāhīm. The Quran portrays Ibrāhīm's family as obedient, loving, and strongly committed to their children's spiritual and moral education (Al-Hawary et al., 2023). Prophet Ibrāhīm instilled in his children the values of monotheism and obedience to Allah from an early age, providing a model of education that is adaptable to modern contexts (Ismail et al., 2024). The story of Prophet Ibrāhīm illustrates that the family plays a vital role in shaping the character and spirituality of children (Usman, Shaharuddin, & Abidin, 2017). Education focused on divine and moral values will produce individuals who are not only intellectually capable but also possess integrity and a commitment to goodness. These values are crucial for building a just society and a strong nation (Selo et al., 2015).

In his story, Prophet Ibrāhīm consistently instilled the values of monotheism and obedience to Allah into his family's daily lives. This was evident when he prayed for his descendants to remain steadfast in faith and not deviate from the path of Allah (Athamina, 2004). Prophet Ibrāhīm's education in monotheism covered fundamental aspects such as deep belief in Allah, acknowledgment of His oneness, and understanding that all actions should always align with His approval (Pallavicini, 2016). Prophet Ibrāhīm's family also exemplified the importance of love and emotional support in child education (Gil'adi, 1993). Prophet Ibrāhīm always supported his children through learning processes and life challenges. He demonstrated this by speaking gently and understandingly to his son, Ismail, upon receiving Allah's command to sacrifice him. This loving and respectful communication built trust and steadfastness in his children, thereby reinforcing the values taught (Al-Karasneh & Saleh, 2010).

Moreover, Prophet Ibrāhīm's example emphasizes the importance of consistency and parental role modeling in education (Bensaid, 2021). He always demonstrated sincere obedience and personal sacrifice to Allah, serving as a direct example for his children. Children learn significantly from their parents' behavior and actions (Barlas, A. (2011), making Prophet Ibrāhīm's model a practical and effective educational approach. We can implement the educational values of Prophet Ibrāhīm's family in various ways in the modern era. Parents can teach spiritual and moral values from an early age through stories, collective prayers, and activities that reinforce faith (Pandya, 2017; Volling, Mahoney, & Rauer, 2009). Families should prioritize good communication and affection to ensure children feel valued and supported in all aspects of their lives (Usman, Sailin, & Mutalib, 2019).

Prophet Ibrāhīm's family not only emphasized religious aspects in their education, but also encompassed universal moral values like honesty, justice, and patience (Faris & Abdalla, 2018). By internalizing these values, children grow into individuals with integrity who excel academically and possess a strong commitment to goodness and societal progress. The family, as the primary and foundational social unit, has a significant role in shaping a quality future generation. By emulating

Prophet Ibrāhīm's family example, we can create a robust and effective family education system that prepares children not only for success in this world but also for a meaningful life that contributes to sustainable national development.

Therefore, it is crucial to understand how families can continue to support children's education effectively and how this can positively impact national development. Sustainable national development requires high-quality human resources, which are not only formally educated but also possess strong character and moral values. As the primary educational institution, the family plays a strategic role in creating these high-quality human resources. Thus, it is essential to comprehend how families can continually provide deep and sustained education to children, particularly in terms of moral and ethical education, as exemplified by the family of Ibrāhīm in the Quran. This example demonstrates that families have a critical role in building a solid foundation of character and morality for future generations. Education based on values such as monotheism, patience, and piety towards Allah not only shapes morally excellent individuals, but it also has the potential to produce contributors who positively impact national development.

This research aims to explore the role of the family in child education models, particularly in the context of the values taught by Ibrāhīm and its contribution to national development. Understanding this allows us to identify key factors that help families fulfill their educational role based on spiritual and moral values. We hope that this will establish a robust basis for policymakers, educators, and the community to fortify the family's role as the primary pillar in educating a generation that is not only ethical but also dedicated to constructing a just and prosperous nation. This research is highly relevant given the strategic role of the family in shaping future generations, as illustrated by the family of Ibrāhīm in the Quran. Amidst the rapid changes in social, economic, and technological landscapes, families face increasingly complex challenges in fulfilling their role as the primary educational unit for children. While many previous studies have examined the family's role in child education, globalization and modernization demand a deeper understanding of how families can adapt and remain effective in educating their children in line with the values upheld by Ibrāhīm's family.

The research is expected to offer both theoretical and practical benefits. Theoretically, the findings are anticipated to aid in the development of knowledge on how family values can be integrated into child education, drawing from the example of the family of Ibrāhīm. Practically, the research can provide guidance to policymakers in formulating public policies that support families in effectively performing their educational roles, consistent with the values exemplified by this family. It is hoped that this research will significantly contribute to maintaining and strengthening the family's role as a primary pillar in educating an ethical generation that contributes positively to building a just and prosperous society. Hence, Figure 1 shows the conceptual framework of the research.

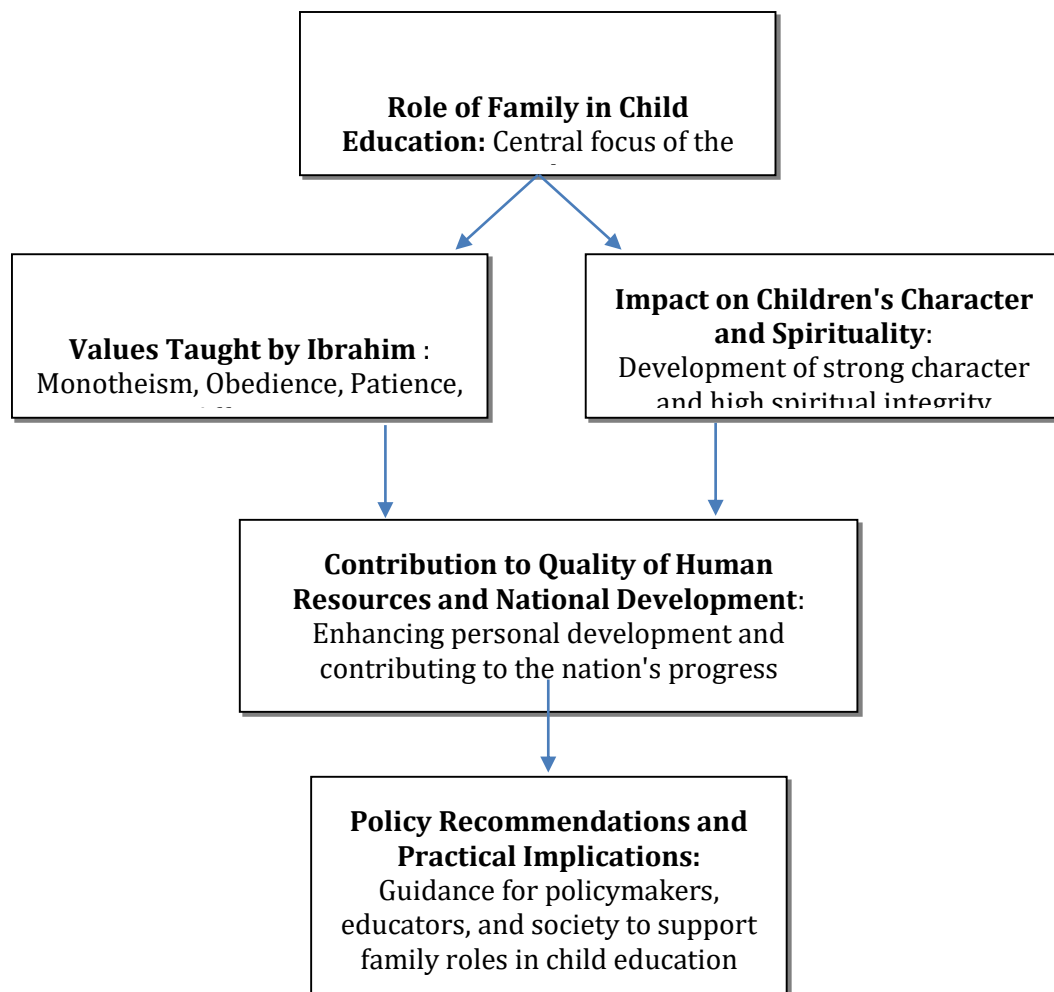


Figure 1: Conceptual Framework

As we see in Figure 1, the conceptual framework of this research focuses on the critical role of the family in the education of children, highlighting the values taught by Ibrāhīm as depicted in the Quran. These values include monotheism, obedience, patience, and affection. The framework illustrates how these values, when imparted within the family setting, contribute significantly to the development of a child's character and spiritual integrity. As children grow up in an environment that emphasizes these spiritual and moral values, they develop into individuals with strong character and high spiritual integrity. This personal development is crucial as it directly influences the quality of human resources within a society, ultimately contributing to national development. Thus, the education provided by families, rooted in these core values, plays an essential role not only in individual growth but also in the broader context of nation-building.

Furthermore, the framework includes policy recommendations and practical implications, suggesting ways for policymakers, educators, and society to support and enhance the role of the family in child education. It underscores the need for public policies that empower families and provide them with the necessary resources and support. The research acknowledges certain limitations, such as its qualitative approach and specific focus on the values taught by Prophet Ibrāhīm, which may restrict broader generalizations. To address these limitations, the framework suggests future research should adopt more comprehensive studies using mixed methods. It also encourages exploring the role of family education from various cultural and religious perspectives and examining how public policies can effectively support the family's educational role.

In summary, the conceptual framework of this research provides a structured approach to understanding the significant impact of family-based education rooted in spiritual and moral values on individual development and national progress, along with practical recommendations for policy and practice.

MATERIALS AND METHODS

This study employs a qualitative approach with a descriptive method (Usman, Abdullah, Ibrahim, & Iskandar, 2022). This approach was chosen to explore a deep understanding of the role of the family in child education, particularly in the context of the values taught by Ibrāhīm, and its contribution to national development.

The primary data sources for this study are relevant Quranic verses, previous findings, and theories related to family education and national development. Secondary data is obtained from scholarly literature, books, journals, articles, and other related documents. Data is collected using the following techniques:

Literature Review:

- Examining relevant Quranic verses, particularly those depicting the example of the family of Ibrāhīm.
- Collecting and analyzing literature and previous research related to family education, spiritual values, and national development.

Documentation:

- Documenting interpretations of Quranic verses related to the example of the family of Ibrāhīm.
- Documenting findings from literature and previous research for further analysis.

The obtained data is analyzed using content analysis techniques, which involve the following steps (Schreier, 2012):

a. Coding:

- Identifying key themes from the relevant Quranic verses and collected literature.
- Coding the data based on these themes, such as values of monotheism, obedience, patience, and compassion.

b. Categorization:

- Grouping the coded data into more specific categories, such as the family's role in moral and spiritual education, the impact of technology on family education, and modern family strategies.

c. Interpretation:

- Interpreting the categorized data to identify key factors supporting the family's role in child education and its contribution to national development.
- Comparing the interpretation results with previous findings to generate new and relevant insights.

RESULTS AND DISCUSSION

The Role of the Family in Child Education

The family is the smallest and most fundamental social unit in society. As the first place where individuals interact, the family plays a central role in shaping the character and personality of

children. Within the family, children first learn about interpersonal relationships, social roles, and the values upheld by society. The family provides a stable and supportive environment where children can develop physically, emotionally, and intellectually (Merrick, Ports, Guinn, & Ford, 2020).

In terms of moral, spiritual, and academic education, the family has a crucial role in educating children, encompassing moral, spiritual, and academic aspects (Vertel, Korolenko, & Shapovalova, 2024). Parents are responsible for teaching moral values such as honesty, empathy, and responsibility. These values form the foundation for children's behavior and attitudes in everyday life. Additionally, spiritual education within the family is also extremely important (Usman et al., 2020). It involves teaching about religious beliefs, worship practices, and understanding one's relationship with God. Through spiritual education, children are taught to aspire to higher life goals and to lead meaningful and loving lives (Hall, 2012).

On the academic front, the family plays a role in providing support and guidance in children's learning processes. Parents can assist with homework, provide adequate learning resources, and motivate children to achieve high academic performance. Family-based academic education also includes fostering children's interests and talents, which will help them reach their full potential (Pattison, Ramos Montañez, & Svarovsky, 2022).

Education within the family is vital as it is the first place where children internalize moral and ethical values. This internalization process occurs through the example and guidance of parents and other family members. Children learn to distinguish between right and wrong, understand the consequences of their actions, and develop a sense of responsibility and integrity. The values instilled in the family will form the basis for children's behavior and decisions throughout their lives (Dunn, Kinney, & Hofferth, 2003).

The family also plays an important role in the development of children's cognitive and social skills. Through daily interactions with family members, children learn communication skills, problem-solving, and critical thinking. Activities such as playing together, reading stories, and family discussions can stimulate children's intellectual development and strengthen emotional bonds among family members (Gerstein & Crnic, 2018; Şengönül, (2021).

Children's social skills also develop within the family environment. They learn how to interact with others, collaborate, and manage conflicts. These social skills are crucial for their success in school, the workplace, and in community life (Valadi, Gabbard, & Hooshyari, 2020). A supportive and loving family creates a safe and comfortable environment for children to learn and grow, providing them with a strong foundation for a successful future. Thus, the role of the family in child education is essential. The family not only provides emotional and moral support but also offers academic guidance and opportunities for holistic personal development. Good family education will produce high-quality individuals, who in turn, will contribute to the development of a strong and sustainable nation (Laurie, Nonoyama-Tarumi, Mckeown, & Hopkins, 2016).

The Example of Prophet Ibrāhīm: An Analysis of Relevant Quranic Verses

Prophet Ibrāhīm is a highly revered prophet in Islam, known for his unwavering faith and obedience to Allah (Lala, 2023). The Quran describes various episodes in Prophet Ibrāhīm's life that demonstrate his piety and strong commitment to Allah's commands. These stories include his great sacrifice, such as when he was ready to sacrifice his son Ismā'īl as an act of absolute obedience to Allah (al-Saffat [37]: 102-107) (Ibn Kathīr, 2000). Additionally, Prophet Ibrāhīm's prayers for his descendants to remain on the right path and be blessed by Allah highlight his commitment to ensuring strong spiritual education for his children (Ibrāhīm [14]: 35-41) (al-Baghawī, n.d.).

In the context of values such as monotheism, obedience, patience, and compassion, the family of Ibrāhīm is a model for instilling these core values. The value of monotheism is reflected in Ibrāhīm's

dedication to teaching and upholding pure belief in Allah. Prophet Ibrāhīm's obedience is evident in his total adherence to Allah's commands, even when it required making significant sacrifices. Patience is another important value that Ibrāhīm demonstrated in facing various tests and challenges, both in his personal life and in his mission as a prophet. Prophet Ibrāhīm's compassion towards his family, especially his children, shows that spiritual education must be accompanied by sincere love and care (Abdullah, 2022; Alhassen, 2019; AlJahsh, 2024).

The values of monotheism and obedience taught by Prophet Ibrāhīm can be implemented in early child education. Parents can exemplify the importance of pure belief in Allah through daily actions and teachings. Education about monotheism can begin with teaching children about Allah's greatness, the importance of worship, and the proper ways to pray. Obedience to Allah and His teachings can also be instilled through the real-life examples of parents striving to adhere to Allah's commands in every aspect of their lives (El-Moslimany, 2018; Karen, 2003).

The value of sacrifice demonstrated by Prophet Ibrāhīm when he was willing to sacrifice his son Ismā'īl can serve as an example in the context of parental sacrifices for their children's education. Parents often need to sacrifice their time, energy, and resources to ensure their children receive a good education. Patience is also crucial in the educational process, given that educating children is a challenging task that requires perseverance. Prophet Ibrāhīm's patience in facing trials can inspire parents to endure the long and challenging process of raising and educating their children (Delgado & Ibrahim, 2024). By adopting the values taught by Prophet Ibrāhīm, families can build their children's character on a strong spiritual and moral foundation. Education focused on the values of monotheism, obedience, sacrifice, and patience not only produces righteous and integral individuals but also contributes to the development of a just and prosperous nation. These values create a harmonious and strong society, where each individual is committed to goodness and justice, essential pillars in national development (Akhwan, 2019). To see some aspects of Ibrāhīm's family exemplary conduct in the Quranic verses kindly refer to Table 1.

Table 1: Aspects of Ibrāhīm's Family Exemplary Conduct in the Quranic Verses

Aspect	Surah	Content and Values Taught	Implementation in Child Education
Exemplary Conduct in Monotheism and Obedience	al-Baqarah [2]: 124-130	These verses highlight the trials Allah gave to Ibrāhīm and his obedience in fulfilling Allah's commands. The values taught include commitment to monotheism and loyalty to Allah.	Teach children to always obey Allah and understand the importance of pure faith.
Sacrifice and Spiritual Education	Surah al-Şaffāt [37]: 102-107	The story of Ibrāhīm's willingness to sacrifice his son, Ismā'īl, as an absolute form of obedience to Allah.	Teach children about sacrifice and obedience to Allah from an early age, and the importance of following Allah's commands.
Prayer for Progeny and Spiritual Values	Ibrāhīm [14]: 35-41	Ibrāhīm's prayer for his descendants to be kept away from idol worship and to maintain prayer. The values taught include the importance of seeking Allah's guidance and	Teach the importance of worship and obedience to Allah in daily life, and pray for future generations.

		protection in educating children.	
Faith and Monotheism	al-'Ankabūt [29]: 16-27	Ibrāhīm's dialogue with his people about faith and rejection of idol worship. Ibrāhīm emphasizes faith in Allah.	Teach children to have strong beliefs, not to fear speaking the truth, and to invite others to the truth.
Worship and Sacrifice	al-Ḥajj [22]:2 6-33	Allah's command to Ibrāhīm to build the Ka'bah and teach the rites of Hajj. The values taught include the importance of worship and sacred places in spiritual education.	Teach children about the history of the Ka'bah, the rites of Hajj, sacrifice, and patience in following Allah's commands.

Surah al-Baqarah [2] Verses 124-130

These verses discuss Ibrāhīm's exemplary conduct in monotheism and obedience. They depict Prophet Ibrāhīm's model behavior in establishing monotheism and obedience to Allah. In verse 124, Allah tests Ibrāhīm with various difficult commands, and Ibrāhīm fulfills all these tests with complete obedience. This demonstrates Ibrāhīm's strong commitment to monotheism and his loyalty to Allah. The verses also emphasize the importance of righteous and obedient descendants, as seen in Ibrāhīm's prayer for his progeny to be leaders who uphold the teachings of monotheism (verses 128-129) (al-Baghawī, 1989/1: 150; Ibn Kathīr, 2000/2: 48). The implementation of these values in child education involves teaching children to always obey Allah and understand the importance of pure faith (Harmaini, Jannah, Salmiyati, & Tahir, 2022).

Surah al-Ṣaffāt [37] Verses 102-107

These verses recount Ibrāhīm's sacrifice and spiritual education. The story narrates Ibrāhīm's great sacrifice when commanded by Allah to sacrifice his son, Ismā'īl. These verses show Ibrāhīm and Ismā'īl's absolute obedience to Allah, even though the command was very challenging (al-Sa'dī, 2002). The spiritual lesson here is the importance of teaching children about sacrifice and obedience to Allah from an early age. Children are taught that obeying Allah's commands is a top priority, even if it means sacrificing something very valuable. This story also highlights the importance of prayer and trust in Allah in every action (Von Denffer, 2015).

Surah Ibrāhīm [14] Verses 35-41

These verses contain Ibrāhīm's prayer for his descendants and spiritual values in education. In these verses, Ibrāhīm prays to Allah for his descendants to be kept away from idol worship and to be made obedient servants. This prayer shows Ibrāhīm's concern for the spiritual future of his children and progeny. Ibrāhīm also prays for his descendants to maintain their prayers and seeks forgiveness for himself and his parents (Al-Qurṭubī, 2006/12: 146). The values derived from this prayer include the importance of seeking Allah's guidance and protection in educating children, and instilling the significance of worship and obedience to Allah in daily life (Haerul, Iqra, Al-Nil, & ELSakhawy, 2023).

Surah al-'Ankabūt [29] Verses 16-27

These verses discuss Ibrāhīm's dialogue with his people about faith and monotheism. They depict the conversation between Ibrāhīm and his people, where Ibrāhīm emphasizes faith and monotheism and rejects idol worship. Ibrāhīm firmly asserts that only Allah is worthy of worship and urges his people to abandon idols. This dialogue demonstrates Ibrāhīm's courage and conviction in upholding monotheism and teaching true faith (Ibn 'Āshūr, 1984/20: 225). The implementation in child

education is to teach children to have strong beliefs, not to fear speaking the truth, and the importance of inviting others to the truth (Schubel, 2023).

Surah al-Ḥajj [22] Verses 26-33

These verses contain Allah's command to Ibrāhīm to build the Ka'bah and teach the rites of Hajj. They explain Allah's command to Ibrāhīm to construct the Ka'bah as a place of worship and to teach the rituals of Hajj to mankind. Ibrāhīm was instructed to call people to the Ka'bah and perform Hajj (al-Biqā'ī, nd./5: 146). The values derived include the importance of worship and sacred places in spiritual education. Teaching children about the history of the Ka'bah and the Hajj rites can instill love and respect for sacred places and worship rituals in Islam (Blumberg, 2006; Jebara, 2021). Additionally, the values of sacrifice and patience demonstrated by Ibrāhīm in building the Ka'bah and carrying out Allah's commands can also be applied in child education.

Hence, the values taught by Ibrāhīm include monotheism, obedience, sacrifice, patience, and worship. Implementing these values in child education can foster strong character and high spiritual integrity, contributing to the development of a just and prosperous nation (Abdullah, & Ishak, 2011; Klinghoffer, 2007; Muhammad, 2015). These values also provide a solid foundation for policymakers, educators, and communities to reinforce the role of the family in raising a quality generation.

Dynamics of Family Education in the Modern Context

Globalization and modernization have brought significant changes to family structure and function (Skalník et al., 2019). It also offer greater opportunities in education, economics, and social mobility (Brown, & Lauder, 1996). On the other hand, they pose new challenges that affect family stability and dynamics (Akanle, & Nwaobiala, 2020). For example, the pressure to achieve economic well-being often forces both parents to work, which can reduce the quality time spent with their children. Additionally, the shifting values and cultures brought by globalization can alter traditional family norms, affecting how parents educate their children (Spring, 2008).

Technology and the internet have become integral to modern life, including in child education. Technology provides various educational tools and resources that can enhance children's learning. E-learning platforms, educational apps, and access to a vast amount of information can enrich the educational process (Díaz Redondo, Caeiro Rodríguez, López Escobar, & Fernández Vilas, 2021; Singh, Pavithra, & Joshi, 2022). However, technology also presents challenges, such as the risk of gadget addiction, exposure to inappropriate content, and decreased face-to-face interaction between children and parents (Jayasankara Reddy, & Balasubramanian, 2022). Therefore, families need to find a balance in utilizing technology to support children's education without neglecting other crucial aspects of their development.

To address the challenges posed by globalization, modernization, and technology, families need to adapt to these changes. One adaptation strategy is to develop good time management skills so that parents can still provide the attention and support their children need (Cooper-Kahn, & Dietzel, 2024). Additionally, families must remain flexible in adopting changing values and cultures while maintaining strong moral and ethical principles. Open and honest communication among family members is crucial in navigating these changes, ensuring that every family member feels heard and valued (Tran, 2014).

In the digital age, effective educational strategies must include the wise and balanced use of technology (Daniela, 2019). Parents should model appropriate technology use, demonstrating to children how to use technology for beneficial purposes. Setting time limits on gadget use and monitoring the content accessed by children are also important steps (Brito, & Dias, 2020; Yee, Seok, Choo, & Wan, 2023). Furthermore, character and moral education should remain a primary focus, with parents teaching values such as integrity, responsibility, and empathy through real-life

examples. Home education programs should also include activities that stimulate cognitive, emotional, and social development. Activities such as reading together, discussing various topics, and engaging in creative projects can help children develop critical thinking skills and creativity. Social interaction with peers and other family members should also be encouraged to ensure that children have a balanced life (Krettenauer, & Anderson, 2022).

The dynamics of family education in the modern context require adaptation and effective strategies to address social, economic, and technological challenges. Families need to adapt to globalization and modernization while retaining core values. Technology use must be managed wisely to support children's education without neglecting direct interaction and character development. With the right strategies, families can ensure they remain a key pillar in raising children with integrity who are prepared to face future challenges (Dolan, Zegarac, & Arsic, 2019).

Contributions of Family Education to National Development

Family education plays a crucial role in determining the quality of human resources (HR) in a country (Li, & Qiu, 2018). The family is the primary place where children learn fundamental values, morals, and ethics. Education provided in a nurturing, supportive, and attentive family environment results in individuals who are emotionally, socially, and intellectually balanced. Families that emphasize the importance of education and lifelong learning encourage children to reach their full potential, thereby enhancing the quality of HR in the community (Usman, Abdullah, & Ibrahim, 2022).

Children raised in supportive families tend to develop better critical thinking skills, creativity, and adaptability. They are also more likely to cultivate values such as discipline, responsibility, and hard work. All these factors are vital in creating competent and highly competitive human resources, which can significantly contribute to national development. Moral and spiritual education provided within the family has a profound impact on national development. Values such as honesty, integrity, empathy, and a sense of responsibility, instilled from an early age, shape individuals with strong character and noble ethics. Such individuals will not only be good citizens but also wise and ethical leaders who can guide the nation towards sustainable progress. Spiritual education rooted in divine values, as taught in the family of Ibrāhīm, provides a strong moral foundation for children. These values help shape their identity as individuals responsible to themselves, their families, society, and God. In the long term, robust moral and spiritual education will create a harmonious, just, and prosperous society, which is the basis for sustainable national development (Uralovich et al., 2023).

Therefore, to strengthen the role of families in child education, public policies that support and empower families are needed. Some policy recommendations to consider are:

Parent Training and Education Programs: Organize training and educational programs for parents to enhance their knowledge and skills in child-rearing. These programs could cover topics such as moral and spiritual education, parenting techniques, wise technology use, and time management.

Economic Support for Families: Provide adequate economic support to families, such as education subsidies, welfare assistance, and tax incentives for families with children. This support will help alleviate the financial burden on families and allow them to focus more on their children's education.

Work Flexibility Policies: Encourage companies to implement work flexibility policies, such as flexible working hours and opportunities for remote work. These policies will enable parents to spend more time with their children and be more involved in their education.

Strengthening Social and Community Institutions: Support social and community institutions that help families educate their children, such as child care centers, parent support groups, and family mentoring programs.

Character Education in Schools: Integrate character education into the school curriculum to reinforce the moral and spiritual values taught at home. Collaboration between schools and families in educating children will lead to more optimal outcomes.

By implementing these policies, the government can help reinforce the role of families in child education and ensure they receive the necessary support to raise a generation with integrity and commitment to building a just and prosperous nation.

CONCLUSION

This study highlights the crucial role of the family in child education, particularly through the values taught by Ibrāhīm in the Quran. Ibrāhīm's family exemplifies the teaching of monotheism, obedience, patience, and affection, which play a vital role in the formation of children's character and spirituality. The findings indicate that value-based education in the family, grounded in spiritual and moral principles, not only contributes to the personal development of children but also significantly impacts the quality of human resources and national development. Theoretically, this research enriches the literature on the role of the family in child education by adding perspectives based on the spiritual and moral values exemplified by Ibrāhīm. It also underscores the importance of a holistic approach to education that focuses not only on cognitive aspects but also on character formation and spirituality.

Practically, this study provides recommendations for policymakers to design public policies that support the family's role in child education. For educators, it offers guidance on integrating spiritual and moral values into curricula and teaching methods. It is also hoped that the general public will become more aware of the importance of the family's role in child education and support efforts to strengthen the family's function as a fundamental educational unit.

This research has several limitations that need to be considered. First, the study utilizes only qualitative and descriptive analysis, which may limit the generalizability of the findings. Second, it focuses on the spiritual and moral values from the perspective of Ibrāhīm, and may not cover all aspects of family education relevant to national development. Therefore, future research is recommended to develop a more comprehensive study using a mixed-methods approach (qualitative and quantitative) to gain deeper insights and broader generalizability. Future studies could also explore the role of the family in child education from various cultural and religious perspectives and further investigate how public policies can be effectively implemented to support the family's role in education and national development.

AUTHORS' CONTRIBUTIONS

Mubarak Salim Ghali Omar Alazemi: Writing – review & editing, Writing – original draft, Visualization, Supervision, Methodology, Investigation, Formal analysis, Conceptualization. Mohd Farid Ravi Abdullah: Writing – review & editing, Writing – original draft, Methodology, Formal analysis, Data curation, Conceptualization. Azwar: Writing – review & editing, Writing – original draft, Validation, Supervision, Software, Resources, Project administration, Methodology, Investigation, Data curation, Conceptualization. Abur Hamdi Usman: Conceptualization, Data curation, Investigation, Writing – original draft, Writing – review & editing.

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DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper. The authors declare the

following financial interests/personal relationships which may be considered as potential competing interests.

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