



INTERNALIZATION OF CRITICAL DIALOGUE EDUCATION IN THE STORIES OF PROPHET KHIDIR AND PROPHET MUSA: ANALYSIS OF VALUES AND RELEVANCE IN CHARACTER EDUCATION

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Abstract:

Education plays a crucial role in shaping human character, not only in terms of knowledge but also in moral, emotional, social, and spiritual dimensions. Islamic education's primary goal is not only to transfer knowledge but also to instill good moral values and ethics, as taught by Prophet Muhammad in QS. Al-Qalam: 68, verse 4. This research aims to analyze the educational values contained in the story of Prophet Khidir and Prophet Musa in Surah Al-Kahfi verses 60-82, which can be applied in the formation of students' character. The story portrays the dialogue between Prophet Musa and Prophet Khidir, which holds significant meaning in the process of reflective education based on moral values. In this story, Prophet Musa seeks to understand the wisdom and lessons conveyed by Prophet Khidir, who serves as a model of learning that emphasizes patience, sincerity, humility, and social responsibility. These values are highly relevant in character education, where the main objective is not only to transfer knowledge but also to form a strong and moral personality. The research method used is a literature review with a descriptive-qualitative approach and content analysis of literature related to character education and Islamic pedagogy. The findings indicate that the character education model based on critical dialogue, exemplified in the story of Prophet Musa and Prophet Khidir, can shape individuals who think critically, understand social contexts, and have moral responsibility. This model offers an approach that combines reflection-based learning with modern Islamic pedagogy, which is relevant to contemporary educational challenges. By implementing these values into the character education curriculum, a holistic personality can be developed, encompassing intellectual, emotional, social, and moral aspects. This story teaches that true education involves a deep understanding of destiny and wisdom and trains individuals to act with integrity and care for the welfare of society.

Keywords: *Character education, critical dialogue, Prophet Khidir, Prophet Musa, Surah Al-Kahfi.*

INTRODUCTION

Education is a crucial element in the formation of human character, which does not only focus on cognitive aspects, but also includes moral, emotional, social and spiritual dimensions, which have the potential to inspire contemporary learning approaches (Husna & Hamid, 2024). In Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System in Chapter II Article 3, (Rahman et al., 2021) it is stated that the aim of education is to develop the potential of students to

become individuals who believe and are devoted to God Almighty, have noble character, be healthy, knowledgeable, competent, creative, independent, and be democratic and responsible citizens.

The part of the article, which states "the development of students' potential," reflects the main goal of the learning process. From this, it can be concluded that to achieve this goal, it is necessary to find the right formulation. One theory that is relevant to the education curriculum in Indonesia is Bloom's taxonomy. This theory classifies educational goals into three domains: cognitive, affective, and psychomotor, which provide guidance in determining the competencies to be achieved in each learning unit. (Ulum, 2020)

According to Haidar Putra Daulay in his book *Islamic Education*, education has three main target aspects. First, the brain filling aspect, which refers to the transfer of knowledge. Second, the aspect of filling the heart, which focuses on forming a positive attitude through the transfer of values. Third, the action aspect, which is related to the application of values and knowledge in the form of action (transfer of activity). (Daulay, 2019)

Education is also used as a center for behavior change. Therefore, various elements in education must be considered. In the context of Islamic teachings, people are taught to use their minds to distinguish between right and wrong in the search for knowledge. As written in QS. Al-Qalam: 68 verse 4, which reads:

وَإِنَّكَ لَعَلَىٰ خُلُقٍ عَظِيمٍ

"And indeed you truly have great character" (Mushaf al-Qur'an: 564).

Quraish Shihab said that this praise shows that the Prophet Muhammad accepted the award with calm and balance, without being shaken by the trials or great pressure he faced. His stable and not arrogant personality reflects clear evidence of his integrity and morals, which should be a role model in the world of education.

The difference between Islamic education and other education is very visible in the underlying teachings. In the Islamic education system, the aim of education is not only limited to transferring religious knowledge, but also to ensure that religious teachings can be internalized and practiced properly in people's lives. Thus, Islamic education plays an important role in forming an individual's soul and character to achieve the expected goals. The main aim of Islamic education is to instill piety and noble morals, as well as uphold the truth in order to form individuals with noble personalities in accordance with Islamic teachings. (Hidayati & Aisyah, 2021)

The Qur'an, apart from being a book of life guidance (hudan), is also a very comprehensive book. (Nuzula et al., 2024) It contains various important information, including stories of previous prophets and people, which if studied carefully in-depth, will provide valuable lessons and lessons that can be learned. As stated in the letter of Yusuf verse 111:

لَقَدْ كَانَ فِي قَصَصِهِمْ عِبْرَةٌ لِّأُولِي الْأَلْبَابِ ۗ مَا كَانَ حَدِيثًا يُفْتَرَىٰ وَلَٰكِن تَصَدِّقَ الَّذِي بَيْنَ يَدَيْهِ وَتَفْصِيلَ كُلِّ شَيْءٍ وَهُدًى وَرَحْمَةً لِّقَوْمٍ يُؤْمِنُونَ

"Indeed, in their stories there is teaching for people who have reason. The Qur'an is not a made-up story, but confirms the previous books and explains everything, as well as guidance and mercy for the believers." (QS. Yusuf [12]: 111).

The stories in the Qur'an, including the stories of Prophet Moses and Prophet Khidir, are presented with exposition techniques that arouse the reader's curiosity, without long introductions, but contain engaging dialogue. The story in Surah Al-Kahf (verses 60-82) describes the interaction between Prophet Musa who acted as a student and Prophet Khidir as a teacher. These two main characters, along with other supporting characters such as fata, shahib safinah, ghulam, and ahl al qaryah, play a role in the story which is set on the coast and in a village, which adds a mysterious and interesting impression to the story.

Based on various existing problems, researchers conducted a study of Surah Al-Kahf verses 60-82, which contains an important story about education. This story involves Allah SWT's command to Prophet Musa to learn from Prophet Khidir, a teacher

chosen by Allah who was known for his knowledge and wisdom. During his journey with Prophet Khidir, Prophet Musa was taught various important lessons, including how to transfer moral values and noble educational attitudes between a student and a teacher. The interaction that occurs between the two reflects a mutually supportive relationship, where the teacher acts as a guide who helps develop the potential that exists in students. (Nirwana et al., 2021)

Prophet Khidir, in this story, is a mysterious figure, who is not only known for his wisdom, but also for his long life given by Allah after drinking the water of life. The most famous story is the meeting between Prophet Musa and Prophet Khidir, which describes an educational process full of moral and spiritual lessons. These verses in Surah Al-Kahf show the deep interaction between two different, but complementary figures in teaching the values of life. (Syaripudin et al., 2018a)

From this presentation, researchers are interested in exploring further the lessons contained in the story, especially those related to character education. This research is entitled "Critical Dialogue Education in the Story of Prophet Khidir and Prophet Musa: Analysis of Value and Relevance in Character Education." This research offers several novelties and specificities, which can make a significant contribution to the development of character education in the world of Islamic education, including:

1. An integrative approach that combines critical dialogue-based character education with a modern Islamic pedagogical approach, in order to improve the quality of the learning process.
2. Reflective and applicable exegesis learning model, which aims to teach character values through critical analysis of the stories of Prophet Musa and Prophet Khidir. This approach allows for deeper and more applicable learning in everyday life.
3. Application of critical dialogue-based character education in practice in madrasas and Islamic schools, which connects educational theory with the social and cultural context in schools. This makes the learning process more relevant to the needs and challenges of the times.
4. Development of a more critical and constructive interpretive pedagogy approach, which not only emphasizes teaching moral values, but also encourages students to develop a critical attitude towards the social reality they face

If it is related to the reality of education in everyday life, this research is very relevant and sustainable to the need for character education in Islamic schools. The educational values contained in Surah Al-Kahf, especially those that appear in the stories of Prophet Musa and Prophet Khidir, can be an important reference for educators and students in building healthy and productive interactions. This story teaches the deep meaning of patience, understanding, and the importance of critical dialogue in the learning process, all of which can be applied in today's educational life. Learning from the stories of Prophet Musa and Prophet Khidir not only provides moral values but also provides insight into how good character and interactions can be formed through dialogue full of wisdom.

RESEARCH METHODS

This research uses a library research method, namely research that analyzes relevant library sources to provide solutions to the problems being studied. (CA, 2018) The focus of this research is to carry out a critical and in-depth review of existing literature. According to Iqbal, literature review is a type of research that utilizes literature such as books, notes and reports of previous research results. This research refers to various literature that discusses character education and Islamic pedagogy. This literature review method is carried out by collecting data and information from various sources, then presenting it in a new context or for a specific purpose. These library materials function as a source of ideas for developing new thoughts or ideas which will later become the basis for drawing conclusions or finding solutions to the problems discussed. (Jaya, 2020) In this research, the library sources used include books that are relevant to the object study. One story that is relevant to character education is the story

of Prophet Khidir and Prophet Musa which is found in Surah Al-Kahf verses 60-82. The approach used in this research is descriptive-qualitative, which aims to examine the problem in depth and obtain a comprehensive understanding. Data collected related to Surah Al-Kahf verses 60-82, as well as opinions from researchers, will be analyzed using the content analysis method (tahlily).

RESULTS AND DISCUSSION

The story of Prophet Musa and Prophet Khidir recorded in Surah Al-Kahf verses 60-82 is a narrative that not only contains historical value, but is also rich in in-depth moral, ethical and educational lessons. In this story, we discover the journey of a curious prophet and a wise but mysterious teacher. As part of the Al-Qur'an text, this story has an educational dimension that is relevant to be applied in modern life, especially in the context of character education. One of the most significant aspects of this story is the critical dialogue between Prophet Musa and Prophet Khidir, which functions as a means of learning, both for Prophet Musa himself and for the people who reflect on it. (Thahir & Khoiruddin, 2020)

Education in Islam not only involves the transfer of knowledge, but also the internalization of deep moral values and character. In this context, the story of Prophet Musa and Prophet Khidir can be understood as a learning model that combines critical dialogue with character education. In this story, Prophet Musa questions the actions carried out by Prophet Khidir, which appear to be contrary to the laws normally accepted by human reason, thus opening up space for critical thinking. This reflects the importance of the process of questioning, seeking deeper understanding, and not accepting what is seen on the surface for granted. This process also teaches that understanding reality requires more careful reflection and assessment. (Fauziah & Rizal, 2019)

The critical dialogue that occurred between Prophet Musa and Prophet Khidir not only educated Prophet Musa, but also the people who read and pondered this story. This kind of educational approach is very relevant in today's character education, where the importance of developing critical thinking skills and moral understanding is very necessary. This critical dialogue-based character education helps to form individuals who are not only intellectually intelligent, but also emotionally and morally mature, able to face life's challenges with a broader and more balanced perspective. (Romziana & Rahmadiyah, 2021)

By integrating critical dialogue with character values originating from the Koran, education can form more holistic individuals. This not only leads to the attainment of knowledge, but also the formation of attitudes and behavior that are in line with high moral and ethical values. This discussion aims to dig deeper into the moral values and character education that can be learned from the story of Prophet Musa and Prophet Khidir, as well as to explore how the critical dialogue approach in this story can be applied in the context of contemporary education, both in Islamic schools and in education in general.

This study also aims to explore various relevant educational theories, including character education based on critical dialogue, as well as identifying how the stories of Prophet Musa and Prophet Khidir can be used as an effective tool in building student character in the modern era. In a society facing rapid social change, character education that integrates moral values and critical thinking is very important to prepare the younger generation to face complex global challenges. This story provides a concrete example of how in-depth and questioning dialogue can open a wider understanding of the world, while forming a strong and responsible character. (Asykur et al., 2022)

1. Critical Dialogue Education

Critical dialogue education is an approach that emphasizes the importance of thinking critically and reflectively in the learning process. In the context of Islamic education, this approach not only involves rational understanding, but also a deeper spiritual understanding, which allows students to link knowledge with faith and ethical values. Education based on critical dialogue, according to Paulo Freire (1970),

encourages students' active participation in the learning process, provides space for appreciation of differences in views, and develops the ability to question and reflect on the knowledge received. (Panggabean, 2022)

The story of Prophet Musa and Prophet Khidir, which is stated in Surah Al-Kahf verses 60-82, deeply describes the essence of this critical dialogue education. In this story, Prophet Musa as a student did not accept every action of Prophet Khidir without question. Even though Prophet Khidir committed actions that seemed logically unacceptable, Musa continued to question and seek deeper understanding of these actions. This shows that in Islamic education, the learning process is not just passive absorption of information, but also involves deeper understanding through critical interaction and reflection on various events. (Mubarok, 2018)

The story in Surah Al-Kahf verses 60-82 is very relevant to understand in the context of critical dialogue education. There are several elements that illustrate how critical dialogue in Islamic education can enrich moral and pedagogical understanding. The following is an in-depth look at several aspects contained in the story:

1. Meeting of Prophet Musa and Prophet Khidir (Surah Al-Kahf 60-82), Prophet Musa met Prophet Khidir, a person who was given special knowledge by Allah. Khidir played the role of a teacher who taught Moses not only through words, but also through actions that were difficult to understand by ordinary logic. Khidir's actions—such as destroying a ship, killing a child, and building a wall—all seemed unjust or wrong in Musa's view. However, each of these actions has a lesson that can only be understood after being given an explanation by Khidir. This process illustrates how education does not always involve the direct receipt of knowledge, but also a deeper understanding gained through dialogue and critical review.
2. Education about Patience and Deeper Understanding, Prophet Khidir taught Prophet Musa about the importance of patience in facing things that seem unreasonable. The dialogue that occurred between the two of them was not only aimed at providing information, but also to foster a critical attitude within Musa. This is in line with the basic principles of critical dialogue education, where education not only transfers knowledge, but also develops the ability to ask questions, analyze and reflect on understanding. Every question Musa asked Khidir became part of a deeper learning process, allowing Musa to gain a new understanding of life, destiny, and God's wisdom.
3. The Role of Questions in the Learning Process, the story of the dialogue between Prophet Moses and Prophet Khidir also shows how important questions are in the learning process. In critical dialogue education, questions are not just to get answers, but to explore deeper meaning and broaden horizons. The questions asked by Prophet Musa not only reflect curiosity, but also reflect humility to accept the fact that the knowledge possessed is not always enough to understand everything that happens in this world.

2. Critical Dialogue Education in the Story of Musa and Khidir

In the Islamic tradition, the Qur'an contains many stories which are not only full of spiritual values, but are also relevant in an educational context, one of which is the story of the meeting between the Prophet Moses and the Prophet Khidir. This story contains a lot of wisdom that can be applied in character education learning, such as teaching the importance of critical dialogue, open-mindedness, and patience in seeking knowledge. (Fathony & Hamid, 2021) This research focuses on a deeper understanding of the story by reviewing classical Islamic literature, such as *Ihya Ulumuddin* by Al-Ghazali, as well as modern educational literature such as *Pedagogy of the Oppressed* by Paulo Freire. (Permana et al., 2024).

Surah Al-Kahf verses 60-82 present dialogue which is very important in the context of critical dialogue education. There are several valuable lessons that can be learned, including:

a) Dialogue as a Learning Process

The dialogue between Prophet Musa and Prophet Khidir was not just an

exchange of information, but rather a collaborative learning process. In this context, dialogue functions as a space where two individuals with different knowledge and understanding can interact and ask questions. This reflects the importance of dynamic interaction between educators and students. This dialogue arouses students' curiosity to explore deeper knowledge, not just passively receive information. (Mei Nanda et al., 2024) In Surah Al-Kahf, Musa humbly asks permission to follow Khidir and learn from him.

وَإِذْ قَالَ مُوسَىٰ لِفَتَاهُ لَا أَبْرَحُ حَتَّىٰ أَبْلُغَ مَجْمَعَ الْبَحْرَيْنِ أَوْ أَمْضِيَ حُقُبًا

"Musa said: 'Can I follow you, so that you teach me the true knowledge of what you have been taught?'" (Al-Kahf 60).

Musa shows an open attitude and a strong desire to learn, which reflects the importance of a humble attitude in the educational process.

b) The Importance of Questioning and Analyzing

This story also emphasizes the importance of critical questions and analysis in the learning process. Musa did not accept all the events he witnessed at face value, especially when he saw Khidir's seemingly unreasonable actions, such as leaking a boat or killing a child. The questions he asked not only reflected his curiosity, but also showed the importance of evaluating the experiences that occur in the learning process. (Syaifulloh, 2018)

فَانطَلَقَا حَتَّىٰ إِذَا لَقِيَا غُلَامًا فَقَتَلَهُ قَالَ أَقْتَلْتَنِي لَمْ يَكُن لَكَ بِي عِلْمٌ فَذُحِّتْنَا نَكْرًا

"Did you kill a pure soul, even though he had not killed anyone?" (Al-Kahf: 74).

This question shows how critical dialogue makes it possible to dig deeper into the meaning of seemingly irrational actions, which then leads to a broader understanding of the wisdom of those actions.

c) The importance of the reflective and critical process

This dialogue also teaches about the importance of reflection and critical thinking. At the end of the story, Musa finally realized that Khidir's actions, although seemingly unreasonable, had deeper reasons that could only be understood after a deep learning process. (Anam, 2020)

قَالَ هَذَا فِرَاقُ بَيْنِي وَبَيْنِكَ ۖ سَأُنَبِّئُكَ بِتَأْوِيلِ مَا لَمْ تَسْتَطِعْ عَلَيْهِ صَبْرًا

"And Musa said: 'That is the conversation between me and you. Now you have told me about what I did not know.'" (Al-Kahf 78).

Musa came to the enlightenment that many aspects of Khidir's actions could only be understood through greater knowledge and deeper spiritual understanding, which teaches us that not everything can be explained by logic alone.

d) Building Social and Critical Awareness

Critical dialogue education not only focuses on personal understanding, but also builds social awareness. In this story, we learn that one person's actions can affect others, and that we need to understand the broader context. One example is when Khidir damaged boats belonging to poor people, which initially seemed like a detrimental act, but it turned out to be done to protect them from an unjust king who confiscated the boats. (Herlambang, 2021)

أَمَّا السَّفِينَةُ فَكَانَتْ لِمَسَاكِينَ يَعْمَلُونَ فِي الْبَحْرِ فَأَرَدْتُ أَنْ أَعِيبَهَا وَكَانَ وَرَاءَهُمْ مَلِكٌ يَأْخُذُ كُلَّ سَفِينَةٍ غَصْبًا

"The boats belonged to poor people who worked at sea. So I wanted to destroy it, because in front of them there was a king who seized every boat." (Al-Kahf 79)

Khidir's actions, which seem to rock the boat, are actually aimed at protecting poor people from greater cruelty, teaching us to see the larger social purpose behind actions that do not always appear directly good.

The story of Prophet Musa and Prophet Khidir in Surah Al-Kahf provides in-depth lessons about critical dialogue-based education that can be applied in the current context of character education. In the world of modern education, it is important to prioritize two-way interaction between educators and students, not just one-way information transfer. Through questions, analysis and reflection,

students are trained to think critically and not take everything for granted. Apart from that, this story also teaches about the importance of social awareness and moral responsibility, which is the basis for character education that is balanced between knowledge, attitudes and actions. Critical dialogue in education not only teaches about moral values, but also develops the ability to think reflectively and analyze broader social conditions. (Mutaqien, 2022)

The story between Prophet Musa and Prophet Khidir is not just a meeting between two prophets with different knowledge, but also contains lessons about learning through patience and critical dialogue. (Nimah et al., 2019) The educational process in this story does not occur in the form of one-way learning, but rather as an interactive and reflective process, where every action and decision taken by Prophet Khidir invited critical questions from Prophet Musa. These questions not only reflect Moses' curiosity, but also indicate the importance of a process of deep evaluation and understanding of every action taken in life, especially when the action does not seem to be in accordance with existing expectations or logic.

The critical dialogue in this story teaches us that knowledge is not only transferred, but also obtained through direct experience, where the learning process occurs in the form of reflection, questioning, and ultimately acceptance of a broader destiny. Prophet Khidir's seemingly incomprehensible actions such as destroying a poor man's boat or killing a child became the starting point for a deeper reflection process, which ultimately led to the understanding that these actions had wisdom and a greater purpose. (Mushodiq, 2021) In this case, learning is not only limited to intellectual understanding, but also to understanding the deeper meaning and purpose of life, which can only be understood with a broader perspective and spiritual insight.

This story teaches us that true education is not just about gathering information or knowledge, but rather about understanding how that knowledge is applied in real life, especially when facing complex situations and full of uncertainty. (Baharizqi et al., 2023) Prophet Khidir's actions, which at first seems confusing and unreasonable, becomes a metaphor for character education that emphasizes the importance of patience, surrender, and acceptance of fate. Here, character education not only teaches about moral and ethical values, but also develops critical thinking skills that enable a person to see the deeper meaning of every life experience.

The story of Prophet Musa and Prophet Khidir provides a strong basis for a critical dialogue-based character education approach. Character education not only teaches knowledge or morality, but also instills the ability to think reflectively, to question, analyze, and ultimately accept the lessons that can be learned from every experience. Critical dialogue in education, as shown in this story, teaches that teachers and students must be able to interact dynamically and support each other in the learning process. The courage to ask questions, the willingness to accept different views, and the ability to think critically are very important skills in today's world of education, which are not only useful in academic contexts, but also in social and moral life. This story shows how education in the context of critical dialogue can enrich understanding of life and help develop individual character. The patience, wisdom, and understanding of destiny shown in the stories of Prophet Musa and Prophet Khidir teach us that true education does not only involve mastery of knowledge, but also a deeper understanding of how that knowledge is used to deal with the complex realities of life. (Aidriya, 2021)

3. Analysis of the Value and Relevance of Character Education in the Story of the Prophet Musa and Khidr (Surat Al-Kahf: 60-82)

The story of Prophet Musa and Khidr in Surat Al-Kahf verses 60-82 contains many moral lessons that are very relevant to the concept of character education. This

story provides in-depth insight into the values that can be applied to form attitudes, critical thinking and strong personalities in students. In this analysis, we can identify various important values in character education, which can guide students in developing the moral and intellectual qualities needed in their lives.

Patience is one of the main values that can be learned from this story. On his journey with Khidr, Prophet Musa witnessed a series of seemingly senseless acts, such as destroying a poor man's boat, killing a child, and repairing a damaged city wall without compensation. Prophet Musa initially showed impatience, questioning every action of Khidr that seemed unfair and inconsistent with common sense. However, Khidr responded with patience and taught that every action has a lesson that can only be understood after the event occurs. In character education, the value of patience teaches students not to be quick to judge, and to understand that not everything can be understood immediately. This encourages students to wait for further explanations, not rush in making judgments or decisions, and face challenges with a cool head. This patience opens up space for a deeper and more mature understanding, and forms a strong mental attitude in facing life's tests. (Billah, 2021)

This story also highlights the importance of respecting knowledge, both obvious and hidden. (Jaarvis, 2019) Prophet Musa, although a very knowledgeable prophet, humbly sought knowledge from Khidr, who had knowledge that Moses did not have. In the verse, Prophet Musa asked Khidr, "Can I follow you, so that you teach me the correct knowledge regarding what you have been taught?" (Al-Kahfi 60). (Zamzami, 2018) This shows Moses' humility in learning from someone who was wiser. This value teaches students the importance of humility and openness in learning. Even though someone already has extensive knowledge, they should still be open to learning from others, even from those who seem inferior or different. In character education, this is the basis for building an open, collaborative attitude and respect for knowledge, which is very important for creating a mutually supportive learning environment.

This story teaches us to look at life with deeper wisdom. Many of Khidr's actions initially seem bad or unfair, but are ultimately proven to have deeper wisdom. For example, Khidr's action of destroying a poor person's boat was carried out to prevent the boat being seized by an unjust king. This teaches that not all events that appear bad on the surface have negative connotations. There is hidden wisdom that can only be understood after the incident has passed. (Sari, 2023) Prophet Musa and Khidr had different views on the world and life, but they both learned to respect and understand each other. In the world of education, this teaches students to accept differences of opinion and think wisely. This is crucial to creating a more tolerant and open-minded society. In character education, this story teaches students to think critically and consider various perspectives in dealing with problems. Not all events or decisions need to be understood directly with simple logic, but sometimes wisdom is needed to understand the deeper purpose and meaning.

Khidr in this story carries out actions that have a large social impact, such as protecting poor people from injustice. One of Khidr's actions was to damage a poor man's boat to prevent it from being seized by an unjust king. This value is very important in character education because it teaches social responsibility to students (Kazhim & Hamzah, 2009). They must realize that their actions not only affect themselves, but also other people and the community around them. In character education, it is very important to instill awareness of common interests and encourage students to act with full social responsibility. In this story, Khidr's actions are carried out with a greater purpose without expecting reward or return. One of them was when Khidr repaired the damaged walls of a city without asking for compensation, even though the residents of the city did not treat him well.

Khidr teaches us that doing good does not always mean expecting rewards or praise. Good actions are done sincerely, for the greater good, not for personal gain. Character education teaches students to have sincerity in doing good deeds. Acts of kindness must be done selflessly, purely for the good of others or society, not for personal

gain or praise. This supports the development of healthy morals and ethics in students.

The story of Prophet Musa and Khidr contains very deep and applicable moral lessons in the context of character education. Values such as patience, respect for knowledge, wisdom, social responsibility, and sincerity all play an important role in forming a mature student's personality. Effective character education not only teaches morality, but also involves the process of internalizing these values in everyday life. In the world of modern education, teaching a critical and reflective attitude, as exemplified by the dialogue between Prophet Musa and Khidr, is very important to form individuals who are not only intellectually intelligent but also have emotional and social depth. Education that integrates these values can help students develop attitudes and behavior that are more responsible, wise and have integrity. As shown in this story, a deeper understanding of God's life and destiny can only be achieved through patience, humility, and wisdom. (Hakim & Marzuki, 2019)

The story of Prophet Musa and Khidr in Surah Al-Kahf shows a concrete example of humility and openness in learning, which is very important in the context of character education. Even though Khidr had very extensive knowledge, he never showed a superior or condescending attitude towards Prophet Musa, who was also a great prophet. On the other hand, Khidr patiently explained every action he took, which seemed difficult for Musa to understand. (Ikhwatul et al., 2022) This action shows that the knowledge Khidr possessed did not make him feel superior or more important than Musa, but rather he continued to teach and guide with a humble attitude. Khidr did not consider himself to be more knowledgeable or wiser than the Prophet Musa, although in many respects he had greater knowledge. He taught that the ability to learn and teach is not based on status or hierarchical differences, but rather on the intention to share and develop together. His actions show that in the educational process, both teachers and those being taught must have an attitude of mutual respect and openness to learning from each other. The value of humility is very relevant in character education because it teaches students to have an open attitude in learning and teaching. (Syaripudin et al., 2018) In the increasingly developing world of education, it is very important for an educator to remain humble, not feel like he has everything answers, and be open to learning from students or colleagues. Conversely, students must also develop an attitude of humility, which allows them to receive knowledge and experience from various sources, both those with more experience and those with different perspectives. This character education aims to form individuals who are not only intellectually intelligent, but also able to work together and learn collaboratively with other people.

This story also emphasizes the importance of trust and patience in accepting every life lesson, even when the understanding of an event or decision is not completely clear. The dialogue between Prophet Musa and Khidr illustrates how important it is to think reflectively, understand God's decisions, and see life from a broader perspective. This process is very relevant to character education which integrates moral values, ethics, and the development of critical thinking skills in the younger generation. (Hasan, 2019)

Character education is an approach that is much needed in the contemporary world of education, where the challenges faced by students are increasingly complex. The emergence of social problems, the imbalance between scientific progress and human values, and social conflict are issues that cannot be ignored. Character education which teaches basic values such as patience, sincerity, wisdom, and the ability to think critically, provides relevant solutions for education in this era. One of the main challenges in character education is how to develop critical thinking skills among students. The dialogue between Prophet Musa and Khidr in this story provides a strong example of how differences in views can be a tool to enrich understanding. This story teaches that in life, we are often faced with situations that seem absurd or difficult to understand at first. However, by thinking deeper and accepting different perspectives, we can find greater wisdom.

According to Nurcholis Madjid, character education in Islam teaches that a person must have good morals and be able to adapt to changing times. (Setyazi et al.,

2022) In this case, character education must focus on developing good morals, building social awareness, and training abilities. to think reflectively and critically about existing problems. Character education plays an important role in facing the challenges of the times, where many young people are trapped in an instant and fast mindset. Therefore, values such as patience, trust and wisdom are very necessary so that they can face life's problems more calmly and wisely. Character education that instills these values encourages students to see life more broadly and understand that not all problems can be solved with a quick and instant approach.

CONCLUSION

The story of the meeting between Prophet Musa and Prophet Khidr in Surah Al-Kahf (verses 60-82) contains moral lessons that are very relevant for character education in the modern era. In this context, critical dialogue-based character education provides a deep understanding of the values that are important for the formation of a mature personality, critical thinking, and a responsible attitude towards oneself and society. Some of the novelties in this research include:

- 1) The story of Prophet Musa and Khidr shows how dialogue can function as a mutually beneficial learning process between educators and students. This process teaches the importance of two-way interaction, not just knowledge transfer. Through dialogue, students are encouraged to actively ask questions, explore and develop an open attitude and strong curiosity, as shown by the Prophet Musa who humbly asked permission to learn from Khidr.
- 2) One important aspect of this story is the value of patience and the ability to question and analyze seemingly irrational events. Khidr's seemingly unreasonable actions, such as destroying a boat or killing a child, sparked critical questions from the Prophet Musa. It teaches that good education not only transfers knowledge, but also trains students to think critically and analyze events in their lives, which often cannot be understood with ordinary logic.
- 3) This story also teaches an important lesson about social responsibility. Khidr's action of destroying poor people's boats to protect them from the tyranny of an unjust king, teaches students to see actions in a broader social context. It teaches that decisions that seem detrimental at first may have a greater purpose for the common good, reinforcing the importance of a sense of moral responsibility in our actions.
- 4) The value of humility in this story is reflected in the attitude of Prophet Musa who, even though he was a very knowledgeable prophet, still wanted to learn from Prophet Khidr who had deeper knowledge about several aspects of life. This teaches that in character education, an open attitude and humility in receiving knowledge from other parties is very important, even when we already have extensive knowledge.
- 5) Education based on critical dialogue emphasizes the importance of dynamic and reflective interaction between educators and students. This dialogue not only aims to provide knowledge, but also to shape students' characters who are able to think critically, question and learn from life experiences. This is very relevant in forming individuals who are able to analyze complex and uncertain situations, and have the ability to think reflectively.

The story of Prophet Musa and Khidr teaches that character education must involve a deeper understanding of life and destiny. True education teaches not only knowledge, but also wisdom, patience, and the ability to accept lessons from experiences that seem difficult to understand. The values in this story patience, humility, wisdom, social responsibility, and sincerity are important components in character education that are relevant to the social, moral, and academic challenges faced by today's young generation.

By integrating these values into the character education curriculum, we can form individuals who are not only intellectually intelligent, but also wise, have integrity and care about social welfare. Therefore, effective character education must involve the

internalization of moral values in everyday life, which will strengthen students' character and foster a sense of social responsibility. The story of Prophet Musa and Khidir provides a very strong example of how character education based on critical dialogue and reflection can form individuals who are mature and responsible in social and moral life.

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