



Implementation of Tahfidz Learning in Developing Religious Character at SMAS Wahid Hasyim Mojogeneng Jatirejo Mojokerto

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ABSTRACT

Islamic education is the main foundation in the character-building of students in SMAS Wahid Hasyim. One important aspect of Islamic education is tahfidz Al-Qur'an, which aims to memorize the Qur'an and integrate Islamic values into students' lives. This study aimed to explore the implementation of tahfidz Al-Qur'an learning in developing students' religious character in SMAS Wahid Hasyim. This research method uses a qualitative approach with a case study research type. Data were collected through observation, interviews, and document analysis. The sources of this study were the Principal, Deputy Curriculum, Homeroom Teachers, and Tahfidz Teachers at SMAS Wahid Hasyim. The results of the study showed that the implementation of tahfidz Al-Qur'an learning had a significant impact on the development of students' character, who were initially still too lazy to worship but after they understood the contents of the Qur'an they were finally able to make the best use of their time when they were free at school. Likewise, before understanding the contents of the Qur'an, their manners towards their teachers and parents were still lacking. Still, after understanding the contents of the Qur'an, they became more respectful towards their teachers and parents. In conclusion, implementing tahfidz Al-Qur'an learning at SMAS Wahid Hasyim has an important role in developing students' religious character. Therefore, it is recommended that tahfidz Al-Qur'an learning continue to be improved and supported by various innovative learning strategies and methods to prove students' success in understanding and practicing the teachings of the Qur'an in their daily lives.

Keywords: *Tahfidz Al-Qur'an Learning, Character, Religious Character*



INTRODUCTION

The development of the era, especially in technology and globalization, has brought significant changes in the world of education. The dynamics of the relationship between teachers and students have also changed, which unfortunately is often accompanied by a decline in students' politeness toward teachers (Mustain & Rahmat, 2024). This challenge is further complicated by the limited time and supervision in the formal education system, which makes many parents worry that education in schools alone is not enough to shape their children's character.

To face these challenges, character education is an important part that must be implemented from an early age, both in the school environment and outside of school (Seprina & Rahmat, 2024). Character education emphasizes the instillation of moral values, ethics, and character that can guide students in making good decisions and foster commendable behavior. One form of effective character education is through the Tahfidzul Qur'an program, which aims to develop students' religious character through memorizing the Qur'an and applying Islamic teachings in everyday life.

The Tahfidzul Qur'an program at SMP Rahman Wahid Mojogeneng Mojokerto has shown positive results in forming Quranic characters in students. In addition to memorizing the Qur'an, students are taught to understand the meaning and interpretation of the memorized verses, as well as to apply Quranic values in their daily attitudes and behaviors. This program not only aims to develop memorization skills, but also to shape students into individuals with strong faith, noble morals, and intelligence.

This study aims to examine more deeply the role of the Tahfidz program in shaping the religious character of students at SMP Rahman Wahid Mojogeneng Mojokerto. This study also explores the factors that support the success of the program, such as intensive coaching from teachers and parents, and an effective pedagogical approach. Thus, this study is expected to provide recommendations for the development of a better Tahfidz program in the future, to produce a generation with strong character, noble morals, and high spiritual intelligence.



RESEARCH METHOD

This study uses a qualitative method with a case study type to understand the Implementation of the Tahfidz Program in forming religious character at SMAS Wahid Hasyim Mojogeneng Jatirejo. This method was chosen to explore in depth the process of implementing the Al-Qur'an tahfidz program and its impact on the formation of students' religious character. With a qualitative approach, this study attempts to uncover the meaning and experiences related to the program through direct observation, interviews, and document analysis.

According to Margono, qualitative research uses a deductive and inductive approach, which starts from the theories and ideas of experts and is then tested through empirical data in the field. The characteristics of qualitative research include several things: (1) research is conducted based on real conditions in the field, (2) researchers are the main tool in data collection, and (3) the data obtained is analyzed inductively to conclude.

The type of research used in this study is a case study, which is an in-depth study of a particular individual, group, or program within a specific time frame. The goal is to obtain a complete and in-depth picture of the implementation of Al-Qur'an memorization learning at SMAS Wahid Hasyim. With a case study, it is expected to provide a detailed description of how the formation of students' religious character through the program.

In this study, the presence of researchers is very important. Researchers play a direct role as planners, data collectors, analysts, and reporters of research results. Researchers are directly involved in every stage of the study, from designing observation activities, collecting data in the field, analyzing the data obtained, to compiling the final report. The presence of researchers ensures that the data obtained is relevant and valid.

The background of this research was conducted at SMAS Wahid Hasyim Mojogeneng Jatirejo, a school under the auspices of an Islamic boarding school. This school is known for its vision that emphasizes balanced education between general knowledge and religion and is known as a model Al-Qur'an school. The Tahfidzul Qur'an program at this school is recognized as one of the leading programs aimed at forming students' religious character, making it an ideal place for this research.

The data collected in this study came from two types of sources: human and non-



human sources. Human data sources include key informants such as principals, tahfidz coordinators, ustadz, ustadzah, and students. Meanwhile, non-human data sources are in the form of school documents, such as archives and records relevant to the implementation of the tahfidz program at SMAS Wahid Hasyim.

The data collection techniques in this study used three main methods: interviews, observation, and documentation. Interviews were conducted to obtain direct information from informants related to the management and implementation of the tahfidz program. Observation was used to see directly how the tahfidz learning process took place in the field. Documentation was conducted to examine relevant documents, such as the curriculum, student attendance lists, and other records that support the research.

Data analysis in this study was conducted using interactive analysis techniques. This process involves several stages, starting from data collection, and data reduction, to concluding. Data reduction is done by organizing and grouping data according to the focus of the study while concluding is done by identifying patterns and themes that emerge from the data that has been analyzed.

To ensure the validity of the data, researchers use several techniques such as extended observation, triangulation, and member check. Extended observation is done by being directly involved in research activities to understand more deeply about events in the field. Triangulation is done by checking data from various sources to ensure consistency and validity. Meanwhile, member check is done by verifying data with informants to ensure that the data obtained is following what is intended by the informant.

RESULTS AND DISCUSSION

The Implementation of Tahfidz Learning in Developing Religious Character at Wahid Hasyim Mojogeneng Jatirejo Mojokerto High School

Tahfidz Al-Qur'an learning at SMAS Wahid Hasyim focuses on developing students' character through moral values that include knowledge, attitudes, feelings, and actions. This character-building process is carried out continuously to help students control themselves, be humble, and accept differences. Although many schools face challenges in implementing character learning, the importance of starting these habits early and with a consistent approach



cannot be ignored. The implementation of the Tahfidz program involves various parties, including the head of the madrasah, homeroom teachers, and teachers, who have important roles in the success of the program. The purpose of this program is to shape students' religious character through various efforts, such as ensuring student attendance, performing prayers before and after studying, and holding *murojah*, both in groups and individually.

Learning evaluation is an important step to observe and measure learning outcomes, ensuring compliance with established standards. At SMAS Wahid Hasyim, the evaluation of the Tahfidz program is carried out through coordination between the ustadzah at the school and the *Pondok* (Islamic Boarding School). This process includes the submission of students' memorization to their peers before being submitted to the ustadzah. Good cooperation between all parties is key to forming students' religious character. The Tahfidz program at this school is a superior program that must be followed by students from grades 1 to 3, thus contributing to the achievement of the expected religious character. The role of the tahfidz teacher is very important in assisting students to achieve memorization targets, while class and subject teachers play a role in integrating tahfidz achievements into regular learning. The knowledge gained from these tahfidz activities supports the formation of students' character, following Al-Ghazali's view that in-depth knowledge will form good character. Routine Tahfidz Al-Qur'an activities not only increase students' religious knowledge but also form positive character, so that cooperation between all stakeholders is key to achieving program targets and attracting public attention.

The implementation of Tahfidz Al-Qur'an learning at SMAS Wahid Hasyim has a significant impact on the development of students' religious character. This program serves as one of the effective methods to instill religious character from an early age. Through the activity of memorizing the Qur'an, students not only gain knowledge from the contents of the Qur'an but also strengthen their faith.

The Tahfidz Al-Qur'an program at SMAS Wahid Hasyim shows positive implications for the five religious elements identified by Golck and Stark, namely religious belief, religious practice, religious feeling, religious knowledge, and religious effect. First, religious belief strengthens students' beliefs in the six pillars of faith and deepens their faith through the meaning of memorized verses. Second, religious practice is seen in students' improvement in



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carrying out religious obligations, such as congregational prayer and fasting, which shows a better understanding of worship practices. Third, religious feeling is created from students' closeness to Allah SWT, where understanding the meaning of memorized verses increases their awareness of Allah's supervision in every daily action. Fourth, religious knowledge is shown through students' increased religious knowledge integrated into classroom learning, allowing them to associate verses with subject matter. Fifth, religious effect encourages good social behavior, such as helping each other and being disciplined, and fosters awareness of the importance of religious values in social interactions.

The success of this program is influenced by various factors, both supporting and inhibiting. Supporting factors include student motivation, parental support, and provision to educators. Conversely, the lack of motivation and support at home is an inhibiting factor that needs to be addressed. Teachers' efforts to provide additional motivation and communicate with parents about student development have proven effective in dealing with these challenges.

Overall, the Tahfidz Al-Qur'an program at SMAS Wahid Hasyim has not only succeeded in achieving the memorization target but also in forming the religious character of students which will be the basis for other characters. The implementation of this program reflects a good integration between religious education and character formation in the school environment.

CONCLUSION

After the researcher analyzed the data that the researcher had collected, the researcher obtained conclusions based on the research focus, namely:

1. The process of forming religious character in the school includes religious belief, religious practice, religious feeling, religious knowledge, and religious effect. The implementation of the Tahfidzul Qur'an program is attended by all students from grades X to XII. The activity begins with praying before studying, joint review, individual review, and submission according to their achievements, strengthening memorized verses or surahs, and praying after studying. The methods used are *wahdah*, *sima'i*, *jama'*, *murajaa'ah*. Tahfidz teachers, class teachers, and subject teachers have a role in integrating the tahfidz program with the formation of a religious character, namely class teachers, subject teachers, and learning



activities integrate material with memorized verses of students.

2. The religious belief character formed through the Tahfidzul Qur'an program is that students believe in the 6 pillars of faith in Islam. The religious practice of students formed through the Tahfidzul Qur'an program is a) able to perform obligatory prayers, b) able to perform obligatory fasting c) able to perform the sunnah dhuha prayer. The character of students formed through the Tahfidzul Qur'an program is religious feeling is solemn when praying and praying, behaving honestly. The religious knowledge character of students formed through the Tahfidzul Qur'an program can integrate the meaning of surah or verses with the discussion material in class. The religious knowledge character of students formed through the Tahfidzul Qur'an program is a) helping each other, b) cooperation, c) giving alms, and d) discipline. Supporting factors for the formation of religious character through the Tahfidzul Qur'an program: a) factors from students include thorough preparation, motivation and stimulus, age factors, time management, intelligence, and memory, and place to memorize, b) factors from educators include being able to integrate material with memorized verses by students and being a role model for their students. Inhibiting factors for forming religious character through the Tahfidzul Qur'an program: a) factors from students' lack of interest or motivation, and time management, b) factors from educators still need additional time for Tahfidzul Qur'an learning hours.

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