

Internalization of Discipline Values through the Tahfidzul Qur'an Program at SD Ummu Aiman Lawang

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ABSTRACT

This research aims to describe the internalization of discipline character values through the Tahfidzul Qur'an program at SD Ummu Aiman Lawang in 2025. This study uses a qualitative approach with a case study method focused on three main aspects: planning, implementation, and program evaluation. Data were obtained through observation, in-depth interviews, and documentation involving the school principal, tahfidz teachers, and students. The research results show that the internalization of discipline values is carried out systematically through school policies, habituation of religious activities, and teacher role modeling in building a culture of discipline. Discipline values are reflected in time management, responsibility for memorization, and consistency of student attendance in tahfidz activities every morning. Evaluation is conducted formatively and summatively with an emphasis on character formation, not just on memorization achievement. The findings of this research confirm that the tahfidz program has a significant contribution to the formation of discipline character in elementary school students based on Islamic values and provides implications for the development of character education in Islamic educational institutions.

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INTRODUCTION

Character education is a main pillar in the national education system that functions to shape students to be morally noble, knowledgeable, and responsible (Sumiharsono et al., 2023). Amid the widespread moral crisis and declining discipline among the younger generation (Al-Ghazali, 2013), educational institutions are required to present character development models that are not only theoretical but also internalized through real activities at school (Mizani, 2022). One important character value is discipline, which becomes the foundation for the emergence of other positive values such as responsibility, honesty, and hard work (Solihin et al., 2020).

SD Ummu Aiman Lawang as an Islamic-based school has implemented the flagship Tahfidzul Qur'an program which is oriented not only toward achieving memorization but also toward forming discipline character through habituation and role modeling. Students are guided to arrive on time, maintain consistency in memorization, and obey regulations during activities. This program is a concrete example of the implementation of character education integrated with Islamic values (Izza, 2024).

Several previous studies (Rahmawati, 2021) (Nurhadi, 2023) have highlighted the effectiveness of tahfidz activities in increasing student spirituality, but not many have discussed in depth the

internalization of discipline values in the context of tahfidz programs in elementary schools (Cita & Selatan, 2025). Therefore, this research has novelty in examining the process of discipline character formation through a religious approach based on Qur'an memorization (Muhaimin, 1996).

The purpose of this research is to describe (1) the planning of discipline value internalization in the tahfidz program, (2) its implementation process, and (3) the evaluation conducted by teachers and the school. Theoretically, this research is expected to enrich the study of character education based on Islamic values, while practically it can serve as a reference for other educational institutions in instilling discipline through Qur'an memorization activities.

METHODS

This research uses a descriptive qualitative approach with a case study type at SD Ummu Aiman Lawang, Malang Regency. The research focus includes three aspects: (1) planning, (2) implementation, and (3) evaluation of discipline value internalization in the tahfidz program.

Research subjects consist of the school principal, tahfidz teachers, and students participating in the program. Primary data sources were obtained through in-depth interviews and observation of tahfidz activities, while secondary data came from school documents such as activity schedules, regulations, and evaluation reports (Hasan, 2019). Data were collected through three main techniques:

1. Participatory observation of daily tahfidz activities, including morning routines and public memorization tests.
2. In-depth interviews with teachers, school principals, and students to explore experiences and the meaning of discipline.
3. Documentation in the form of program notes, memorization guides, and recordings of munaqosah (evaluation) results.

Analysis was conducted using the Miles and Huberman model which includes data reduction, data presentation, and inductive conclusion drawing. Data credibility was maintained through triangulation of sources, techniques, and time, and member checking was conducted with informants to ensure the accuracy of findings.

FINDINGS AND DISCUSSION

The results from the data collected by researchers will be presented in the form of descriptive research, which will be described in 3 parts to obtain clear research explanation results, as follows:

1. Planning the Internalization of Discipline Values

Planning begins with the formulation of the school's vision and mission that emphasizes the formation of competitive and morally noble Islamic individuals (Fatoni, F., Susanto, I., Pratama, H. O., & Julaihah, 2020). The tahfidz program is designed not only to memorize the Qur'an but also to instill character values such as discipline, responsibility, and perseverance (Widyasari, 2023).

The school principal together with the teacher team formulates technical policies in the form of regulations and activity schedules (Soraya & Wulandari, 2024). Every student is required to arrive before 06:15 in the morning. Lateness is recorded and subject to coaching points. Tahfidz teachers set weekly memorization targets and a scheduled munaqosah evaluation mechanism. Thus, time discipline and targets become an integral part of program planning (Marsithah & Rohaza, 2025).

Planning also involves parents of students through socialization and cooperation in supervising memorization at home (Rahmadani, 2024). School and family collaboration becomes a key factor in the success of forming children's discipline character (Alwisol, 2006).

2. Process of Discipline Value Internalization

The process of internalizing discipline values in the tahfidz program takes place through three stages as proposed by Krathwohl et al., namely transformation, transaction, and transinternalization of values (Rijal, 2023).

- a. Value Transformation Stage: Teachers introduce the meaning of discipline through habituation of arriving on time, maintaining cleanliness, and showing respect toward teachers and friends.
- b. Value Transaction Stage: Teachers act as role models and guides, showing consistency and firmness in managing activities. Two-way communication between teachers and students strengthens understanding and acceptance of values.
- c. Transinternalization Stage: Discipline values become embedded as part of students' personalities. Children begin to show independence, responsibility, and awareness of discipline without coercion.

In addition, the internalization strategy is supported by the methods of Uswatun Hasanah (good role modeling), habituation, and religious motivation. Teachers become consistent and friendly role model figures (Khasanah & Safitri, n.d.). Habituation is done through memorization schedules, group prayers, and other religious activities (Saada, 2023). Meanwhile, religious motivation is provided by emphasizing rewards for Qur'an memorizers and the benefits of discipline in life (Arrozi, F., Syafe'i, I., & Abbas, 2024).

3. Evaluation of Discipline Value Internalization

Evaluation is conducted continuously through two approaches: formative and summative. Formative evaluation is carried out daily by monitoring attendance, punctuality, and memorization progress. Summative evaluation is conducted through munaqosah and public tests held once a year with Ummi Foundation Surabaya (Anisaturrizqi et al., 2025).

Assessment instruments not only highlight the quality of memorization but also attitudinal aspects such as obedience, responsibility, and participation. Assessment is authentic by combining observation, teacher notes, and parent reports (Drajat, 2001).

Teachers and the school also conduct reflection to improve learning strategies and strengthen the culture of discipline in the school environment. Evaluation is oriented toward long-term character formation, not just memorization achievement alone (Azhar & Gresik, 2024).

The research results show that the success of discipline value internalization at SD Ummu Aiman Lawang is determined by three main components: teacher role modeling, habituation of religious activities, and a continuous evaluation system (Burga, 2023).

These findings are in line with (Lickona, 2016) value internalization theory which asserts that character education is effective when it involves aspects of moral knowledge, moral feelings, and moral action (Masnur, 2015). In the context of the tahfidz program, moral knowledge is instilled through teaching etiquette and regulations; moral feelings are developed through love for the Qur'an; while moral action is manifested in students' actual discipline.

In addition, the Uswatun Hasanah method applied by teachers proves the effectiveness of role modeling as a character formation strategy (Tafsir, 2012). Students imitate teacher behavior in terms of punctuality, responsibility, and seriousness. Discipline values are not taught verbally but are brought to life in daily actions (Damayanti, 2024).

Habituation carried out consistently also supports (Ahsanulhaq, 2019) theory which states that character is formed through repeated practice. Routine activities such as morning memorization deposits, group prayers, and public tests become concrete media for value internalization.

Furthermore, parental involvement in accompanying children at home strengthens the internalization process as emphasized by (Musanna, 2017), that collaboration between school and family is a prerequisite for the success of character education (Kebudayaan, 2022).

Thus, the tahfidz program at SD Ummu Aiman Lawang is not merely a religious activity but is an integrated character education system. Discipline values emerge not from coercion but from spiritual awareness formed through the experience of interacting with the Qur'an (Anwar, 2004).

CONCLUSION

This research concludes that the internalization of discipline character values through the Tahfidzul Qur'an program at SD Ummu Aiman Lawang is carried out systematically and integrated through three main stages: planning, process, and evaluation. The planning stage is carried out by formulating school policies that explicitly emphasize time discipline and responsibility for memorization, and actively involve the role of parents in supervision at home. The internalization process stage is implemented through consistent role modeling by teachers, routine habituation in daily tahfidz activities, and continuous provision of religious motivation to students. Meanwhile, evaluation is carried out formatively and summatively, where assessment focuses not only on Qur'an memorization ability but substantially assesses aspects of students' attitudes and discipline character. Overall, the Tahfidz program has proven to be an effective vehicle for forming the discipline character of elementary school students based on Islamic values.

This research makes a significant contribution theoretically in enriching the study of character education based on Islamic values and practically serves as a reference model for Islamic educational institutions in utilizing the Tahfidz program as an instrument for forming discipline character. The recommendation for further research is to conduct empirical studies on the effectiveness of discipline value internalization models in other educational contexts, such as secondary levels or Islamic boarding schools (pesantren), and to explore the role of digital technology in supporting the habituation of discipline character based on Islamic values.

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