

BUILDING CHARACTER THROUGH THE TAHFIDZ PROGRAM IN SD IT AR-RAHMAN

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Abstract. *The purpose of study to determine how the implementation of character education through the tahfidz in SD IT Ar-Rahman Purwakarta. This study uses descriptive qualitative methods with data collection techniques through interviews, observations, and documentation. The data analysis technique in this research in through data reduction, data presentation and data verification. The result of the study illustrates that: 1) The implementation of character education through the tahfidz program is carried out through exemplary principles through the drill method (repetition of readings), through habituation, through motivation, and good communication. 2) The forms of character developed in the tahfidz program through the materials and methods of the tahfidz program in growing students awareness of the importance of reading, memorizing, and practicing the Al-Qur'an in life. The obstacles faced by teachers in implementing character education include the lack of parental roles in monitoring the development of students and the lack of effectiveness in learning the tahfidz program. While the effort to overcome the obstacles and by teachers in implementing education is to provide motivation. Application of various methods and make student "Linking Book" effective.*

Keywords: *Implementation, Character Education, Tahfidz.*

Abstrak. Tujuan penelitian untuk mengetahui bagaimana implementasi pendidikan karakter melalui tahfidzul di SD IT Ar-Rahman Purwakarta. Penelitian ini menggunakan metode deskriptif kualitatif dengan teknik pengumpulan data melalui wawancara, observasi, dan dokumentasi. Teknik analisis data dalam penelitian ini melalui reduksi data, penyajian data dan verifikasi data. Hasil penelitian menggambarkan bahwa: 1) Pelaksanaan pendidikan karakter melalui program tahfidzul dilaksanakan melalui prinsip keteladanan melalui metode drill (pengulangan bacaan), melalui pembiasaan, melalui

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motivasi, dan komunikasi yang baik. 2) Bentuk-bentuk karakter yang dikembangkan dalam program tahfidz melalui materi dan metode program tahfidz dalam menumbuhkan kesadaran siswa akan pentingnya membaca, menghafal, dan mengamalkan Al-Qur'an dalam kehidupan. Kendala yang dihadapi guru dalam melaksanakan pendidikan karakter antara lain kurangnya peran orang tua dalam memantau perkembangan siswa dan kurang efektifnya pembelajaran program tahfidz. Sedangkan upaya untuk mengatasi hambatan dan yang dilakukan guru dalam melaksanakan pendidikan adalah dengan memberikan motivasi. Penerapan berbagai metode dan mengefektifkan "Linking Book" siswa.

Kata kunci: Implementasi, Pendidikan Karakter, Tahfidz.

1. INTRODUCTION

Allah created life on this earth and made humans as leaders in it, humans are individuals who were specially created by Allah SWT. contribute to character building. Based on presidential regulation N0.87 of 2017 character education exists in order to create a religious culture, as well as to create a high sense of citizenship. This character education is an effort in the context of realizing the nation's civilization and educating the nation's life, which aims to achieve the development of the optimal potential possessed by every human being. Guidance for character building for each individual is actually not only regulated in presidential regulations but has also been regulated in the al-Qur'an, namely in Qs. Al-Isra verse 70 Allah SWT says which means:

"And verily We have honored the children of Adam, We transported them on land and sea, We provided them with sustenance and We increased them with perfect advantages over most of the creatures we have created"[1]

Based on the verse above, to be able to apply character education, it would be better to start by providing an understanding of the human concept in the al-Qur'an, as well as providing an understanding of the purpose of character education so that it can be a motivation for students to always do good. Daryanto Suryati Damiatu [2] argues that character education is not just telling right or wrong, but further than that character education instills habits in each individual (habituation) related to understanding which will later be used as a guide for someone to determine right or wrong in his view.

Based on interviews on initial observations at SDIT Ar-Rahman, the tahfidz program is one of the programs contained in the school curriculum, because the tahfidz program is implemented from grade 1 to grade 6 because it is an important stage for the success of student character development, therefore students in elementary school IT Ar - Rahman has more time to interact with the al-Qur'an. The existence of this program aims to realize the vision of SD IT Ar-Rahman is to form students of the Qur'ani generation who have good morals. This program is run under the guidance of religious teachers and in collaboration with parents in monitoring the development of memorization, motivation, and its implementation in the behavior of students as Al-Qur'an memorizers.

In this Tahfidz Program, students are not only taught to memorize, but students are directed to have a al-Qur'anic personality, where the values contained in the al-Qur'an are also implemented in daily life, with the hope that it can become a habit so that later it will be formed into a good character towards servitude to God and also related to social interaction with others. Therefore, in optimizing the implementation of character education through this program, a link book is provided that contains notes on behavior

and the development of memorization. Muchlas and Haryanto [3] said that character education is a proactive effort made to assist students in developing the main core of ethical values such as responsibility, discipline, honesty, and respect for oneself and others.

Referring to this background, researchers are interested in carrying out scientific research in order to add academic insight for researchers related to "Implementation of character education through the Tahfidz Program in SD IT Ar - Rahman".

2. LITERATURE REVIEW

Al-Qur'an is a guide or guidance used by Muslims in all things, one of which is in the field of education. According to Said Aqil Husin Al-Munawar [4], normatively, there are three goals to be achieved in the values of the al-Qur'an regarding character education, namely: the spiritual dimension, the cultural dimension, and the intelligence dimension. The first is the spiritual dimension, namely faith, piety, and noble character (which is reflected in worship and muamalah) [5], [6]. This spiritual dimension is summed up in one word, namely morality. Morals are a means of psychological and social control for individuals and society. Without morals, humans will live a life that is not in accordance with the prevailing norms [7], [8].

Second, the cultural dimension, which is a steady and independent personality, community and national responsibility [9], [10]. This dimension focuses on the formation of the Muslim personality as an individual directed at the improvement and development of basic innate and environmental factors, guided by Islamic values. The three dimensions of intelligence include a personality that is creative, skilled, disciplined, work ethic, professional, innovative and productive [11], [6].

Al-Qur'an is the word of Allah SWT which was revealed to the Prophet Muhammad SAW which is a guide and guidance for Muslims in all things, one of which is in character or character [11], [12].

3. RESEARCH METHOD

This research was conducted at SD IT Ar-Rahman which is located at Kp. Sindangreret RT/RW 04/02 Kec. Campaka Kab. Purwakarta which was conducted on Wednesday, January 26, 2022 with research subjects consisting of, tahfidz program teachers. Data collection techniques used observation, interviews and in-depth documentation and researchers also participated in the object under study. While the data analysis process uses the concept of Miles and Huberman, namely through the stages of data reduction, data presentation, and drawing conclusions. Checking the validity of the data is proof that what has been experienced by the researcher is in accordance with what actually exists, as well as comparing the results of interviews from one informant and other informants. [13]

4. RESULT AND DISCUSSION

4.1. Implementation of Character Education in SD IT Ar-Rahman

According to Lela Nadhiroh [14], the steps for implementing character education are ways that are followed in the process of inculcating character education values in students in accordance with the guidance of the Qur'an and Hadith. The steps are as follows:

a. Through Exemplary

Exemplary is a step that must be taken in shaping the character of children. Educators, both parents and teachers, must show behavior that is in accordance with the character that they want to form in students. The most effective example is with words or actions because students will need examples or exemplary actions more than criticism. Because by getting children to do good from an early age, they will have good character until adulthood. [2] This was also stated by YS as the principal at SD IT Ar-Rahman, saying that :

“Through this example, it is very important for students. Where the example must exist in parents or teachers because it is needed in shaping the child's personality as a Muslim with character [15]. Exemplary is very effective in preparing children to become successful children in their education, especially in terms of morals, spirituality, and in social life. For example, the example used by teachers to get used to saying greetings before learning begins so that students know the importance of greeting and answering greetings for a Muslim”.

Exemplary in education can be started from educators both parents and teachers because they will imitate or follow the behavior of teachers and parents either intentionally or unintentionally [16]. Therefore, an educator must set a good example, not only in the form of words but actions. Because it will be a memory that is attached to the soul of the student.

b. Using the *Drill Method* (Repeat Reading)

The drill method is a method of repeating memorization that has been previously memorized with the aim that students can strengthen their memorization. In practice, students memorize together with a loud voice.

This was said by RN as a PAI teacher as well as a tahfidz teacher, saying that:

“The application of this *drill method* has long been applied at SD IT Ar-Rahman, this method is applied every day in class during tahfidz learning with the aim of strengthening student memorization and motivating student memorization, starting from grade 1 to grade 6. After repetition of student memorization followed by memorizing the next verse together. This is done so that the child does not feel burdened by memorizing but he can memorize for example the Surah Al-Fatihah without us memorizing it can already be memorized, this is because we hear or read too often, this indirectly teaches us to be patient, istiqamah in this case kind”.

c. Through Habituation

This habituation step is a way for students to do things that are good repeatedly so that students will get used to doing good things. The most important factor in

forming habits for children is to model the habits carried out by parents, teachers, peers and members of the community they see.

This was also stated by SP as a fifth grade teacher as well as a tahfidz teacher, saying that:

Good habits are very important for children, because with us doing good habits children will follow, children are like sponges where everything will be absorbed by his mind. So as educators and parents, we must set a good example for our children. Habituations carried out at SD IT Ar-Rahman are reading prayers before and after learning, praying dhuha in congregation and reading Asmaul Husna after the habit of praying dhuha. This indirectly has an influence on the character of students. During this pandemic, health protocols are also very important, such as checking body temperature and washing hands, in this case students are also taught to be orderly.

d. Through Motivation

Motivation is very important for teachers to do in providing stimulus to students to increase enthusiasm in doing learning and developing their potential. Motivation is very influential for students because it can have a positive impact on moral, mental, and character development.

As stated by RN as a PAI teacher as well as a tahfidz teacher saying that:

“Before the teacher starts learning, the teacher first, the teacher provides a stimulus to students to increase enthusiasm when learning. Such as giving *ice breaking*, and giving examples of the qualities contained in the Qur'an and the virtues of applying them, so that it will shape the character of students for the better”.

e. Good communication

One of the most important things in educating children is communication [10]. When communicating, parents and teachers should try to understand the child's feelings by paying attention to the tone of voice and body language [17]. According to Ridwan and Kadri [18], there are several things that need to be considered to build good communication between parents and teachers and children, which are described as follows:

1. Build communication with good words and language
Parents and teachers should choose a good vocabulary in providing teaching and education to children.
2. Communicate gently
Gentle words are indispensable in teaching children. Because children will more easily accept the words that are conveyed well.

3. Give praise to children

Parents and teachers should give appreciation and praise for the efforts that have been made by children in learning. Thus the child will have confidence in doing something good.

4.2. The forms of character education developed in the Tahfidz al-Qur'an program.

In implementing character education through the *tahfidz program* at SD IT Ar-Rahman using a special method, namely the *Drill Method*. According to Syaiful Sagala [19], the drill method is a training method, or a training method which is a good way of teaching to inculcate certain habits. The drill method aims to make students (1) have movement skills, and writing skills to help the process of memorizing the al-Qur'an (2) guessing verses in memorization (3) being able to use their thinking data getting better and better, especially in encouraging memory, (4) the child's knowledge will increase from various aspects so that the child will get a good and deeper understanding [10]. This method is applied every day in class when learning tahfidz with the aim of strengthening student memorization and motivating student memorization, starting from grade 1 students to grade 6 students. After repeating students' memorization, they continue to memorize the next verse together. After finishing memorizing and repeating the memorization, then the students deposit the memorization to the teacher.

a. Tahfidz al-Qur'an program material

In the material for the Tahfidz al-Qur'an Program, SD IT Ar-Rahman has an initial limit and a minimum final limit that has been listed in the school curriculum. The tahfidz material includes chapters 30 starting from grades 1,2 and 3 while chapters 29 and selected letters (*Al-Mulk, Ar-Rahman, Al-waqi'ah and Qs. Yasin*) are prioritized for grades 4,5, and 6 non-tahfidz programs. Only concentrate on rote memorization but are also instructed to read the translations in the Qur'an. The materials contained in the tahfidz program are inseparable from the methods that have been applied by religious teachers at SD IT Ar-Rahman in the curriculum. Therefore, the tahfidz program is not only a fulfillment of curriculum guidance but as a flagship program at SDIT Ar-Rahman.

b. Evaluation of character education through the tahfidz al-Qur'an program

SD IT Ar-Rahman seems to place more emphasis on student memorization. So based on the results of the principal's interview that the evaluation of character education in this program is seen from the achievement of memorization. Because the core of SD IT Ar-Rahman emphasizes more on *tahfidz* than on character. Character planting is only a supporter of the success of the tahfidz program, because the evaluation of character education in this tahfidz program cannot be interpreted directly but must be connected with a connecting book that records student behavior. The most important character education planting for students is to apply essential values that are visible including being kind, intelligent, polite, not talking dirty and daring to be responsible [10].

From the information above, it can be concluded that the evaluation of character education through the tahfidz Al-Qur'an program at SD IT Ar-Rahman prioritizes memorization over character education, because character education will appear naturally after students have matured and understand the essence of memorizing the Qur'an.

4.3. Obstacles in planting character education through the tahfidz Al-Qur'an program at SD IT Ar-Rahman

Inhibiting factors are problems that cause the process of activity in the formation of student character at SD IT Ar-Rahman which is not as expected so that sometimes violations are committed by students. Based on the data obtained by the researcher, the inhibiting factor is the family environment factor regarding the role of parents.

In shaping the character of SD IT Ar-Rahman students, the principal stated that there were no inhibiting factors experienced by the school while the tahfidz program was implemented. Meanwhile, in the learning process, the tahfidz teacher stated that there were several obstacles, namely the lack of parental roles in motivating students. The point is that parents don't help teachers to guide or repeat students' memorization at home, so students will find it difficult to memorize and easily forget their memorization. But even so, tahfidz teachers can provide solutions through connecting books.

The liaison book is a book given by the school which contains memorization targets ranging from short letters, hadiths, prayers and student activity sheets that must be filled in by students and parents according to their class level [20]. Thus, parents will monitor the progress of students' memorization through notes provided by the teacher through the connecting book.

The obstacles in implementing character education through the tahfidz program at SD IT Ar-Rahman are as follows: (1) Lack of support from parents, because there are still some parents who do not understand the concept of SD IT-based schools, apart from that there are some parents who work so they are not able to guide children in repeating (muraja'ah) memorization when at home, (2) different student learning characters so that they produce diverse *outputs*, (3) less effective tahfidz learning due to the pandemic this. So that teachers are constrained in setting the hours for the implementation of this tahfidz program.

As for efforts to overcome these obstacles, the teacher makes the following efforts: (1) Requires parents and students to fill out the tahfidz memorization note sheet through the link book provided by the school, (2) The teacher uses a variety of methods that are adapted to the needs of students, (3) In making the learning of the tahfidz program effective at SD IT Ar-Rahman, it is by reducing rest hours.

5. CONCLUSION

Based on the results of research on the implementation of character education through the tahfidz program at SD IT Ar-Rahman, it can be concluded that the implementation of character education through the tahfidz program is carried out through example, the Drill method, habituation, motivation and implementing good communication. The form of character education developed in the tahfidz program is through the tahfidz program material, the material is the main subject in learning the tahfidz program in raising awareness in students about the importance of reading, memorizing, and practicing in everyday life.

The results of the evaluation of character education through observation, interviews and documentation. So that it can be seen from a number of values developed that appear in student behavior. The obstacles faced by teachers in implementing character education through the tahfidz program at SD IT Ar-Rahman are the lack of parental roles, diverse student learning characteristics, and the ineffectiveness of learning the tahfidz program. And, the efforts made to overcome these obstacles are paying attention to children, applying various methods and reducing hours of rest.

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