

Implementation of the Quran Memorization Curriculum in Developing Student Character at MIS Humayroh, Parpaudangan Village, North Labuhanbatu

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Abstract

This study aims to analyze the implementation of the Tahfizhul Qur'an Curriculum in developing students' characters at the Humayroh Private Elementary School (MIS), Parpaudangan Village, North Labuhanbatu. The Tahfizhul Qur'an Curriculum is one of the educational approaches that teaching and memorizing the Qur'an as an integral part of the process of forming students' characters. This study uses a qualitative approach with a case study method to obtain an in-depth picture of the implementation of this curriculum. Data were collected through observation, interviews with teachers, students, and principals, and related documentation. The results of the study indicate that the implementation of the Tahfizhul Qur'an curriculum at MIS Humayroh not only focuses on the memorization aspect of the Qur'an, but also on strengthening moral and spiritual values, such as discipline, responsibility, and respect for others. This curriculum has a positive impact on the development of students' characters, where they show improvements in terms of morals, social skills, and learning motivation. However, there are challenges in terms of educator resources and facilities that need to be improved to support optimal performance implementation. This study recommends improving training for teachers and providing more adequate facilities so that the goal of character development through Tahfizhul Qur'an can be achieved more effectively.

Keywords:

Curriculum Implementation; Tahfizhul Qur'an; Character Development; Islamic Education.

Abstrak

Penelitian ini bertujuan untuk menganalisis implementasi Kurikulum Tahfizhul Qur'an dalam mengembangkan karakter siswa di Madrasah Ibtidaiyah Swasta (MIS) Humayroh, Desa Parpaudangan, Labuhanbatu Utara. Kurikulum Tahfizhul Qur'an merupakan salah satu pendekatan pendidikan yang pengajaran dan penghafalan Al-Qur'an sebagai bagian integral dari proses pembentukan karakter siswa. Penelitian ini menggunakan pendekatan kualitatif dengan

Kata Kunci:

Implementasi Kurikulum; Tahfizhul Qur'an; Pengembangan Karakter; Pendidikan

metode studi kasus untuk memperoleh gambaran yang mendalam tentang pelaksanaan kurikulum ini. Data dikumpulkan melalui observasi, wawancara dengan guru, siswa, dan kepala sekolah, serta dokumentasi terkait. Hasil penelitian menunjukkan bahwa implementasi kurikulum Tahfizhul Qur'an di MIS Humayroh tidak hanya fokus pada aspek penghafalan Al-Qur'an, tetapi juga pada penguatan nilai-nilai moral dan spiritual, seperti kedisiplinan, tanggung jawab, dan rasa hormat terhadap sesama. Kurikulum ini memberikan dampak positif dalam pengembangan karakter siswa, di mana mereka menunjukkan peningkatan dalam hal akhlak, keterampilan sosial, dan motivasi belajar. Meskipun demikian, terdapat tantangan dalam hal sumber daya pendidik dan fasilitas yang perlu diperbaiki untuk menunjang pelaksanaan kinerja secara optimal. Penelitian ini merekomendasikan peningkatan pelatihan untuk guru dan penyediaan sarana yang lebih memadai agar tujuan pengembangan karakter melalui Tahfizhul Qur'an dapat tercapai dengan lebih efektif.	Islam.
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1. Introduction

Education has a very important role in shaping a person's character and personality, especially at an early age. In Indonesia, character education is one of the main focuses in forming a young generation who is not only intelligent, but also has good morals. In the context of Islamic education, teaching the Koran has an important role in educating students to recognize and practice the noble values contained in it. One approach applied in Islamic education to achieve this goal is through the Tahfizhul Qur'an curriculum, which focuses on memorizing and understanding the Al-Qur'an.

The holy book Al-Qur'an is a source of inspiration for guidance in the lives of Muslims (M. Aziz, 2022). The Qur'an is the main source in obtaining guidance and direction for the right life. Therefore, the Qur'an is the main basis in maximizing Islamic education. (Mursal Aziz & Zulkipli Nasution, 2020). The Qur'an contains basic teachings for aspects of life (M. Aziz, 2020). The Qur'an is a guide that is true and can be proven to be true as a light of guidance whose truth can be proven (Mursal Aziz & Zulkipli Nasution, 2019).

Curriculum is the heart of the learning process (M. Aziz, 2017). The curriculum is also diverse, there is even a curriculum outside of class hours which is called extracurricular (Mursal Aziz et.al, 2020).

The Tahfizhul Qur'an curriculum is expected to provide a positive impact, not only in terms of religious knowledge, but also in the formation of students' characters. At MIS Humayroh, Parpaudangan Village, North Labuhanbatu, the implementation of this curriculum aims to shape students' personalities who have discipline, responsibility, and character in accordance with Islamic teachings. Along with the process of memorizing the Qur'an, students are expected to be able to instill moral and spiritual values that are applied in their daily behavior.

However, although the goals and expectations of the implementation of the Tahfizhul Qur'an curriculum are very large, its implementation often faces various challenges. Constraints such as limited facilities, infrastructure, and the level of teacher competence in carrying out the teaching and memorization process often affect the expected results. Therefore, it is important to conduct research to assess the extent to which the Tahfizhul Qur'an curriculum participates in developing students' character and identifying the obstacles faced in its implementation.

Even though there is a lot of research regarding the implementation of the Islamic religious curriculum, especially those related to memorizing the Koran, there are still several similarities that need to be considered in the context of education in elementary schools, especially in madrasas. One of the main problems that can be found is the lack of focus on how the Tahfizhul Qur'an Curriculum is not only a tool for increasing religious knowledge, but also in shaping students' character as a whole.

Several previous studies have assessed the influence of memorizing the Qur'an on students' cognitive development, but few have examined in depth how the implementation of the curriculum can directly influence changes in students' attitudes, behaviors, and characters in everyday life. Many studies have focused on the results of memorizing the Qur'an, but have not explored how the moral and spiritual values contained in the memorization process can be embedded in students' characters, such as discipline, responsibility, and integrity.

This study aims to examine the implementation of the Tahfizhul Qur'an Curriculum at MIS Humayroh, Parpaudangan Village, North Labuhanbatu, and to provide its impact on the development of student character. In addition, this study will also identify the obstacles faced by educators and schools in implementing this curriculum. It is hoped that the results of this study can provide deeper insight into the effectiveness of the Tahfizhul Qur'an curriculum in shaping student character and provide useful recommendations for curriculum development in the future.

In addition, although several studies have identified factors that influence the success of the tahfizhul Qur'an cycle, not many have focused on the practical challenges faced by teachers and students in the context of implementing the curriculum in certain areas, such as in MIS Humayroh, Parpaudangan Village, North Labuhanbatu. Constraints such as limited facilities, training for teachers, and support from the surrounding community for religious education based on the Qur'an in certain areas need to be revealed to provide a more comprehensive picture of the implementation of the curriculum.

Therefore, this study aims to bridge the equation by examining how the implementation of the Tahfizhul Qur'an Curriculum at MIS Humayroh, Parpaudangan Village, North Labuhanbatu, can play a role in developing student character, as well as identifying factors that inhibit and support the implementation process. Thus, this study is expected to provide new contributions to a more effective curriculum development model that is in accordance with the needs of Al-Qur'an-based character education in elementary schools. Thus, this research will make a significant contribution to improving the quality of Islamic

education at the elementary level, especially in terms of developing students' character through learning the Qur'an integrated with moral and spiritual values.

2. Methods

This study uses a qualitative approach with a case study design to analyze the implementation of the Tahfizhul Qur'an Curriculum in developing student character at the Private Elementary Madrasah (MIS) Humayroh, Parpaudangan Village, North Labuhanbatu. This approach was chosen because it can provide a deep understanding of the phenomena that occur in the context, as well as to explore more holistic information related to experiences, views, and practices applied in the field.

To ensure the validity and legitimacy of the data, this study uses triangulation techniques, namely comparing and confirming data obtained from various sources (teachers, students, principals, parents, and documentation). In addition, researchers will also conduct member checks by asking participants to re-examine the temporary findings to ensure the data is in accordance with their perspectives. By using this approach, the study is expected to provide a deep understanding of the implementation of the Tahfizhul Qur'an Curriculum in developing student character and identifying factors that influence the effectiveness of its implementation at MIS Humayroh.

3. Result and Discussion

a. Implementasi Kurikulum Tahfidzul Qur'an di MIS Humayroh

The implementation of the tahfidz program is also supported by the use of learning media such as audio murattal, visualization of verse posters, and mutaba'ah books (monitoring) of student memorization. The tahfidz program is carried out in the morning (07:30-08:00) in the first hour of study before lessons begin and is integrated with regular learning activities. The implementation of the Tahfidzul Qur'an curriculum at MIS Humayroh, Parpaudangan Village, North Labuhanbatu is carried out through four stages, namely:

- 1) Planning Program. The Tahfidzul Qur'an program at MIS Humayroh begins with the preparation of memorization targets that are adjusted to the class level. The memorization targets for students in grades 1-6 are arranged in stages, namely: Grades 1 - 4 (Ad-duha - An-nas) and Grades 5 - 6 (An-naba' - An - nas). The Tahfidz Qur'an implemented at MIS Humayroh Parpaudangan Village is not a compulsory subject, but an additional subject (extracurricular). The planned learning methods include Talaqqi, Tasmi', Muraja'ah, and Musabaqah.
- 2) Program Organization. The organization of the Tahfidzul Qur'an program is carried out through the formation of a tahfidz team consisting of a tahfidz coordinator and supervising teachers. The tahfidz coordinator is responsible for coordinating the implementation of the program, while the supervising teachers are tasked with guiding students in memorizing the Qur'an. The person responsible for guiding each student is their respective homeroom teacher, however in classes 5 and 6 a special

tahfidz teacher is provided who will guide them in memorizing the Al-Quran, namely: Ummi Devita.

- 3) Program Implementation. The implementation of the Tahfidzul Qur'an program at MIS Humyroh Parpaudangan Village, North Labuhanbatu uses several methods, namely:
 - a) Talaqqi Method The teacher reads the verse to be memorized with the correct makhraj and tajwid, then the students imitate the reading repeatedly until fluent. This method is applied to students in grades 1-3 who are still in the introduction and habituation stage of reading the Qur'an.
 - b) Tasmi' Method Students listen to their memorization to the supervising teacher. The teacher will read the student's reading if there are errors in makhraj, tajwid, or fluency. This method is applied to all grade levels.
 - c) Muraja'ah Method Students repeat memorization independently or under guidance. Muraja'ah is carried out at the beginning and end of tahfidz learning to ensure that students' memorization is maintained.
 - d) Musabaqah Method Madrasahs hold memorization competitions between students at the end of each semester to motivate students to memorize the Qur'an. This method has proven effective in increasing students' enthusiasm in participating in the tahfidz program.
- 4) Program Evaluation. Evaluation of the Tahfidzul Qur'an program is carried out through several mechanisms, namely: Daily evaluation: assessment of new memorization and daily muraja'ah. Weekly evaluation: weekly memorization exams covering memorization targets for one week. Semester evaluation: comprehensive exams covering all memorization targets in one semester. The evaluation results are recorded in the student's mutaba'ah book and reported to parents periodically. Students who have not achieved their memorization targets are given a remedial program in the form of intensive guidance outside of regular class hours.

b. Impact of the Implementation of the Tahfidzul Qur'an Curriculum on Student Character Development

Based on the results of observations and interviews, the implementation of the Tahfidzul Qur'an curriculum at MIS Humayroh, Parpaudangan Village, North Labuhanatu has a positive impact on the development of student character in the following aspects:

1) Religious Character

Students showed an increase in religious character after the implementation of the Tahfidzul Qur'an curriculum, which was reflected in the students' condition, namely:

- a) Increasing obedience in carrying out obligatory and sunnah worship
- b) Ability to maintain manners in daily activities
- c) Sensitivity to behavior compared to Islamic values

- d) Consistency (istiqamah) in carrying out routine worship.

The Head of Madrasah expressed something similar: "Since the implementation of the tahfidz program, we have seen significant changes in the students' religious attitudes. They are more disciplined in performing prayers, more careful in their behavior, and more sensitive to Islamic values."

2) Disciplined Character

The tahfidz program helps shape student discipline as a result of the implementation of the Tahf izhul Qur'an curriculum which is reflected in student actions, namely:

- a) Punctuality in participating in learning activities
- b) Consistency in completing memorization targets
- c) Regularity in conducting muraja'ah

The tahfidz teacher in an interview stated: "Memorizing the Qur'an requires high discipline. Students who consistently follow the tahfidz program show increased discipline not only in the tahfidz program, but also in other learning activities."

3) Responsible Character

The impact of the implementation of the Tahfizhul Qur'an curriculum on students shows an increased sense of responsibility which is demonstrated by several attitudes, namely:

- a) Awareness to meet the memorization targets that have been set
- b) Willingness to maintain the quality of memorization that has been possessed
- c) Initiative to carry out muraja'ah independently.

One of the parents of the students testified: "My child has become more responsible since joining the tahfidz program. He even makes his own muraja'ah schedule at home without needing to be reminded and sometimes I help him listen to what he memorizes."

4) Hard Working Character

The tahfidz program also encourages the growth of a hard-working character in students, which is reflected in:

- a) Persistence in memorizing new verses
- b) Persistence in repeating what has been memorized
- c) Efforts to overcome difficulties in memorizing.

A 6th grader said: "Memorizing the Quran is not easy, but I don't want to give up. Sometimes I have to repeat the same verse many times, but I don't complain, I am very happy when I can finally memorize it fluently."

5) Self-Confident Character

Students who follow the tahfidz program show increased self-confidence which is reflected in several attitudes, namely:

- a) Courage to appear in public to listen to memorization
- b) Better communication skills
- c) Courage to face new challenges

The Tahfidz teacher also said: "Students who were initially shy became more confident after getting used to tasmi' (listening to memorization) in front of the teacher and their friends. This confidence is carried over into other activities such as class discussions and extracurricular activities."

c. Implementation of the Quran Memorization Curriculum in Reading Students' Characters at MIS Humayroh, Parpaudangan Village, North Labuhanbatu

The role of the curriculum in managing the Quran memorization program is very important and determines the achievement of educational goals so that the curriculum has a strategic role (Muqoyadi et al., 2019). The implementation of the Al-Quran memorization program in the context of education in schools can be carried out in various ways, namely habituation activities carried out every first hour before entering regular learning (Gede et al., 2024).

The integrated curriculum model supports the formation of the school's vision and mission in realizing students with noble character, intelligence, creativity, manners and good character (Z. Aziz & Anwar, 2016). The Al-Quran memorization program at MIM Kerten Banyudono is an intracurricular activity and a mandatory program that is part of the curriculum characteristic of the madrasah which must be followed by all class levels from class I to class VI. (Hariyatmi et al., 2020).

The Al-Quran memorization program not only teaches religious aspects, but also forms the religious character of students from an early age. The design of the character education program is a manifestation of the school's vision and mission which includes character values and optional delivery methods to be implemented (Silvia Salsabila et al., 2024).

The formation of student character through the Tahfidzul Qur'an program is considered effective, because this program can not only sharpen students' intelligence through memorization. However, it also forms good character and noble character of students. The significant changes in student character are religious character, discipline, perseverance, patience, responsibility, and solidarity (Umro & Ilmiah, 2024).

The tahfidzul Qur'an activity not only forms and guides students through the Qur'an learning method but also through an understanding of the values contained in the Qur'an such as religious character education from the exemplary stories of the Prophets. Routine tahfidzul Qur'an activities can make students' habits better, students become closer to the Qur'an and are able to divert students' attention to positive things (Rahmad & Kibtiyah, 2022).

The implementation of the Tahfidz and Tahsin Program Based on P5-P2RA at MI Muhammadiyah Kaliwuluh can be an effective effort in building the character of Pancasila Students and Rahmatan Lil Aalamiin Students. (Kurikulum et al., 2024). The Tahfidzul Qur'an program at SMP Islam Tahfidz Kerongkong is a program that aims not only to produce students who are hafidz (memorizers) of the Al-Qur'an, but also to form strong student characters based on Islamic teachings. This program integrates learning to memorize the Al-Qur'an with Islamic spiritual, ethical, and moral values to form individuals who are pious, have noble character, and contribute positively to society. (Nuryadi et al., 2024).

The implementation of the Tahfuzhul Qur'an Curriculum at the Humayroh Elementary Madrasah (MI) in Parpaudagan Village, North Labuhanbatu, is an effort to align the process of learning the Qur'an with the development of student character. This curriculum is designed to teach students not only to memorize the Qur'an, but also to apply the moral and ethical values contained in each verse. The main focus of this curriculum is to create a generation that is not only superior in academics, but also strong in character and spirituality.

The process of teaching Tahfuzhul Qur'an at MI Humayroh is carried out with various and interesting methods, so that students do not feel bored and remain motivated in memorizing. The implementation of the Tahfuzhul Qur'an curriculum at MI Humayroh does not only focus on students' academic abilities, but also on developing better character. The implementation of this curriculum has a positive impact on students' personal development, both in terms of morals, social, and spiritual.

The implementation of this curriculum improves students' relationship with Allah through memorizing and understanding the Qur'an. This tahfuzh process not only functions as mental development, but also spiritual. By studying and practicing the teachings of the Qur'an, students are expected to be able to increase their piety and make the Qur'an a guide to life that gives direction to their every action.

The characters formed through the Tahfuzhul Qur'an curriculum also affect students' social relationships with friends, teachers, and parents. Students who live accustomed to the Islamic values contained in the Qur'an will find it easier to socialize with friends harmoniously, appreciate differences, and care more about others. In addition, the relationship with parents also becomes closer because parents are involved in supporting their children's memorization at home.

4. Conclusion

Based on the results of the study conducted on the implementation of the Tahfuzhul Qur'an Curriculum in developing student character at MIS Humayroh, Parpaudagan Village, North Labuhanbatu, it can be concluded that the tahfuzhul Qur'an program has a significant impact in shaping student character. The process of memorizing the Qur'an not only increases students' religious knowledge, but also makes a major contribution to the development of moral and spiritual values, such as discipline, responsibility, respect, and patience.

The teaching of the Qur'an integrated with Islamic values has helped students to implement these teachings in their daily lives. Students showed

improvements in positive behavior, such as more respect for time, more responsibility for their tasks, and more concern for others, which indicate a real change in character. However, the implementation of this program also faced several challenges, including limited other facilities, lack of special training for teachers in the tahfizhul Qur'an method, and differences in the level of support from parents in accompanying their children. The limited time experienced by students, due to the dense study load, also became an obstacle in the optimal memorization process.

Overall, the implementation of the Tahfizhul Qur'an Curriculum at MIS Humayroh can be considered effective in supporting the development of student character, although improvements are needed in several aspects, such as improving the quality of teaching, supporting facilities, and parental involvement. With these improvements, it is hoped that the tahfizhul Qur'an program can run more effectively and provide a greater impact on the formation of better student character in the future.

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