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CREATING RELIGIOUS CHARACTER AND DISCIPLINE THROUGH TAHFIDZ QUR'AN ACTIVITIES

Rizka Amelia¹

¹TK Al-hamid Banjarmasin, Indonesia

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ABSTRACT

This research aims 1) Describe and explain in depth the concept of religious character formation and discipline through tahfidz Al-Qur'an activities in Kindergarten Kindergarten Al Hamid and TK Blossom Banjarmasin, 2) Describe and explain in depth the process of religious character and discipline through tahfidz Al-Qur'an activities Qur'an in Kindergartens TK Al Hamid and TK Blossom Banjarmasin, 3) Describe and explain in depth the religious character of alumni as a result of the method of forming religious character and discipline through tahfidz Al-Qur'an activities in Kindergarten of Al Hamid Kindergarten and Blossom Kindergarten Banjarmasin. The method used is qualitative. The results of the study obtained from interview and observational data showed that the activity of tahfidz Al-Qur'an was the initial strategy applied by the teacher in instilling religious and disciplined characters in their students. The program for reciting the Koran, praying Duha, praying and praying Dzuhur together.

Corresponding author.

E-mail addresses: rizka.amalia4111@gmail.com

PRELIMINARY

Character development in an education system is related to character components that contain behavioral values that can be carried out or act in stages and are interconnected between knowledge of behavioral values with attitudes or emotions to implement them, both towards God Almighty, himself, fellow, environment, nation and state and the international world (Farida, 2016). The term routine is also referred to as habituation, which implies the process of making something or someone get used to it. When associated with teaching in Islamic religious education. Habituation is a way that can be done to familiarize students to think, behave, and act in accordance with Islamic religious guidance (Ainiyah, 2013)

Various factors that influence the development of children must also be considered by parents, including the school environment must be able to balance science and technology (Science and Technology) with religion, both Islamic faith so that children become pious. The knowledge of how Islam educates children must also be owned by parents, in addition to a strong personality so that children become the desired individuals.

Efforts to form children who are dignified and have character can be done from an early age, namely through Early Childhood Education (PAUD), which is one of the forms of education to start forming religious and disciplined character and character. (Ananda, 2017) revealed that Early Childhood Education is an effort to stimulate, guide, nurture, and provide learning activities that will produce children's abilities and skills. Furthermore, (Inawati, 2017) said that children are unique individuals and pass through various stages of personality development. The environment pursued by educators and parents should be able to provide opportunities for children to explore various experiences and various atmospheres by taking into account the uniqueness of children and adapted to the stages of child development. Early Childhood Education aims to develop the whole potential of the child (the whole child) so that later he can function as a complete human being in accordance with the philosophy of the nation.

Character education according to (Muchtar & Suryani, 2019) is a process of transforming life values to be developed in one's personality so that they become one in life behavior. (Ansori, 2021) revealed that respect and responsibility are two main moral values that must be taught to early childhood. Character is very important and fundamental for a nation. Character is a characteristic of life that distinguishes humans from animals. People who have a strong character and both individually and socially are someone who has good morals and character, given the importance of character, educational institutions have the responsibility to instill character values through the learning process both inside and outside of learning.

Values for character education that need to be developed in schools according to (Rosad, 2019) namely the value of character in relation to God Almighty (religious); character values in relation to oneself which include being honest, responsible, healthy lifestyle, discipline, hard work, self-confidence, logical thinking, critical, creative, and innovative, independent, curious, and love of science, and character values in relationships with others includes being aware of the rights and obligations of self and others, obeying social rules, respecting the work and achievements of others, polite and democratic, the fourth is character values in relation to the environment, and the last is nationality which includes nationalists and respect nationality.

Character education goals (Sudrajat, 2011) namely facilitating the strengthening and development of certain values so that they are manifested in children's behavior, both during the school process and after the school process. Strengthening and development means that education in a school setting is not just a dogmatization of values to students, but a process that brings students to understand and reflect on how a value is important to be realized in daily behavior.

Morals are views about good and bad, right and wrong, what can and cannot be done. In addition, morality is a set of beliefs in a society regarding character or behavior and what humans should do (Nasution, 2017).

Children are gifts from Allah SWT that must be grateful for by nurturing them as well as possible in accordance with Islamic rules, so that children will become investments in the world and the hereafter for their parents. They are leaders on earth, representatives of Allah SWT on earth (kahlifatullah fil ardh) who must have a character of faith and piety.

In this study, what is meant by religious moral values are values or norms that are used as guidelines for a person or group of people who regulate behavior in life based on beliefs or religions that are adhered to, both in their relationship with God and with fellow human beings morally in writing, religious values and beliefs. Moral is closely related to the character values contained in character education. Character education has a mission to develop the basic characters that students should have.

Research result (Suwanto & Hermawati, 2012) The title, entitled Cultivating Religious and Discipline Characters in the Pembina State Kindergarten of Semarang City, shows that the inculcation of religious character in the Pembina State Kindergarten of Semarang City is carried out through the methods of knowing, feeling, acting and habit, through knowing through lectures or giving advice on religious character. Feelings (feeling) and implementation (acting) are carried out with tangible forms/actions of children, namely praying before and after doing something, shaking hands with teachers and friends, learning religion, and filling in infaq

boxes and offerings.

According to (Sujianto et al., 2013) The early childhood learning process includes: 1) the activity process is based on the principle of learning through play, 2) the activity is carried out in a conducive and innovative environment both indoors and outdoors, 3) the learning activity process is carried out with a thematic and integrated approach, 4) The process of activities must be directed at the development of intelligence potential in a comprehensive and integrated manner.

The problems raised above about the importance of religious character education and discipline, the existence of Al Hamid Kindergarten and Blossom Kindergarten Banjarmasin as a place for religious-based child education has its own charm for parents who plan to send their children to school. Students who enter of course have special abilities and are different. The students also have different personalities ranging from different characters, languages, regional and ethnic origins within the territory of the Unitary State of the Republic of Indonesia. So that it becomes a challenge for educators and mentors in shaping the character and discipline of students to be better. Based on the description, it is quite interesting to examine in more depth the process of instilling religious and disciplined characters in Al Hamid Kindergarten and Blossom Kindergarten Banjarmasin.

RESEARCH METHODS

This study uses a qualitative method. This research uses a multi-site study, the steps to be taken in this research are as follows:

1) Collecting data on the first site, namely Al Hamid Kindergarten. This research was conducted to the level of data saturation; 2) Collecting data on the second site, namely TK Blossom. This research was also carried out to the level of data saturation.

collecting data from sources in the field, researchers also used notebooks, papers and stationery such as pencils and ballpoint pens as data recording tools. The presence of researchers at the research site can support the validity of the data so that the data obtained meet originality. Therefore, researchers always take the time to make direct observations to the research location, with a fairly high intensity. Single site data analysis was carried out on each object, namely Al Hamid Kindergarten and Blossom Kindergarten. The analysis is carried out simultaneously with data collection and when the data has been collected

RESEARCH RESULTS AND DISCUSSION

A. Concept of Religious Character and Discipline through Tahfidz Al-Qur'an activities in Kindergarten (Al Hamid Kindergarten and Blossom Kindergarten Banjarmasin)

Educational activities are mostly directed at the quantitative realm. This habit can be seen from school activities which are often preoccupied with quantitative ones, even though the value of a person's quality is also very important, because the relevance of students to their psychological condition is also considered, the busyness given to students by teachers is often irrelevant to Students such as daily exams and homework given to students are always cognitive, so they always prioritize quantity.

Based on the findings during the observation of the learning process in the classroom, the researchers found the fact that in the delivery of learning, they often insert Islamic characteristic values as religious character values into teaching materials. Whether it's in Islamic Religious Education lessons. The teacher also relates that discipline is taught in all religions, especially Islam. Reinforced by the arguments of religion, be it verses of the Qur'an, hadith, and the opinions of scholars, as well as proverbs or sentences of wisdom. Researchers found two facts, namely: inserting the values of religious character and discipline into teaching materials, and linking the values of religious character and discipline with religious arguments. This phenomenon, when viewed from the theory put forward by Lickona, is part of inculcating good habits in students. (Munifah & Dodi, 2020) who cites Lickona's theory that character is the habits of good knowledge, mind, heart, and the behavior (familiarizing students to form good knowledge, mindset, heart and behavior). If a teacher often conveys strengthening of religious propositions, stories of the prophets, stories about goodness and heroism, then it will have a big influence on forming a good mindset and mentality in students in the class.

The interview revealed that one of the concepts used by the Al Hamid Kindergarten and Blossom Banjarmasin Kindergarten teachers in fostering Religious and Disciplined characters in students was to ask and appeal to all teachers and employees to be smarter and creative in overcoming the occurrence of Moral degradation and Moral Degradation. happens to students, by making every effort to instill character in students, especially religious and disciplined characters. Both through learning in the classroom, as well as activities outside the classroom. The encouragement from school principals to be smarter and more creative in dealing with student character problems that arise is the implementation of point 3 in the principles of character education put forward by the Ministry of National Education, which are the guidelines for school principals, as the researchers describe in the theoretical study, namely: Using a sharp, proactive and effective approach to building character. Because usually, a child

needs a certain approach, if another approach has not worked. Teachers are required to innovate and be proactive and effective. Proactive means that teachers are encouraged to be responsive and responsive if they find a decline in student morals and behavior, and not to let it go.

The encouragement and appeal of school principals to be smarter and more creative towards the moral dynamics of students is also based on the importance of Upholding Noble Morals which is the breath of the issuance of Strengthening Character Education (PPK) which was promulgated in Presidential Regulation of the Republic of Indonesia number 87 of 2017. In the opening of the Presidential Regulation, it was stated : that Indonesia as a cultured nation is a country that upholds noble character, noble values, wisdom, and character.(Anwar, 2016)Against this very important thing, of course, the teacher must be smarter, creative, proactive and effective in dealing with it.

Educational institutions are the most appropriate forum because the existing subjects are colored by religious and disciplined characteristics, especially with extracurricular activities that are always associated with religion, such as Diniah or recitation, and the tahfidz Al-Qur'an program which is used as a habit to form a religious character.

Religious character and discipline must be instilled from an early age in various ways, such as through religious activities, one of which is through the habit of memorizing the Qur'an, memorizing the Qur'an is instilling religious character as has been implemented in Al Hamid Kindergarten and Blossom Kindergarten. Banjarmasin, with the religious character of religious values as well as obedience and obedience to school rules and clerics. And ustazah is automatically embedded in students.

The formation of religious character and discipline is needed to educate. The value of religion/religion and the obedience and obedience of students to the rules that have been made are very important and relevant to everyday life, so that its superior program is always highlighted, namely Tahfidzul Qur'an, by memorizing the Qur'an, students are always given instructions on how to the importance of the role of religion and morals so that life becomes meaningful and has meaning through the cultivation of religious values and discipline or always obeying the rules that have been made so that it has a filter in all actions or activities. The development of students is getting better because the target of educators in Al Hamid Kindergarten and Blossom Kindergarten Banjarmasin familiarize learning,

Students with religious character always try to do noble activities related to the religious/religious realm of the individual always do positive things with the potential of memorizing the Qur'an by reflection doing good which is always embedded in individual

students by always prioritizing self-discipline that always obeys all the rules at school and the rules made at home.

B. The process of forming Religious and Discipline through Tahfidz Al-Qur'an activities in Kindergartens (TK Al Hamid and TK Blossom Banjarmasin)

Researchers have explained at the beginning that researchers limit Tahfidzh activities (memorization of the Qur'an) as well as character-building activities outside the classroom that are religious in nature, such as sunnah and obligatory congregational prayers, as well as reciting activities together in the morning before learning at in class. Interview data and researcher observations show that the initial strategy applied by the teachers in instilling religious and disciplined characters is through tahfidz Al-Qur'an activities. The time discipline includes the overall discipline of time, being on time to come to school and being on time for participating in tahfidz Al-Qur'an activities. To guard the discipline of time, rules and regulations have been set that are agreed upon by all teachers and guardians of students, and contain consequences for those who violate the discipline of that time. In the discipline at that time there was the cultivation of religious character. Because the accuracy of coming to school, for example, will affect whether or not you are perfect in participating in religious activities in tahfidz Al-Qur'an such as reading the Qur'an in the morning before entering the lesson, muraja'ah memorization (repeating memorization), and strengthening other religious strengthening either by school principals, teachers and others.

The discipline rules agreed upon at the outset along with their consequences, are a form of what is known as Cultural Assimilation, while the consequences are a form of effort to build the rationality of students. The theory was put forward by James Arthur who said:

“There seem to be two categories of teaching morality in schools: moral education as a means of cultural assimilation and moral education as the development of rationality. Character education appears to be positioned in the middle”.(James Arthur, 2003: 126)

(The category of planting character values in schools has two categories of understanding: namely as cultural assimilation and as an effort to build the rationality of students. As cultural assimilation means that character planting is an effort to understand and equate certain cultural values in students, which contains dogmatic elements. As for the rationality development of students, it means building awareness. For example, why discipline at that time needed to be accustomed, why the value of discipline at that time was important, so students were touched and developed to be able to conceptualize those reasons in themselves. So the position of

character education is in the middle between these two categories. Learners are didogma to get used to good character, but they get used to the character in the future with full self-awareness).

So it is hoped that the enforcement of time discipline for students at Al Hamid Kindergarten and Blossom Kindergarten can lead them to long-term awareness, and they are able to apply this discipline as their own needs. And this is a challenge for all teachers to be solid, synergistic and at the forefront in providing examples of time discipline.

It's just that researchers in this case have not found a more specific strategy on how to monitor and supervise students' time discipline in participating in extracurricular activities at Al Hamid Kindergarten and Blossom Kindergarten Banjarmasin. For example, by recording in detail each student's late attendance, which has occurred only based on direct observations and reports from students and teachers. refers to the theory of strategy put forward by Fred Nickols that strategy is a specific and detailed step that becomes a bridge between the realm of ideality and the realm of concrete (real). Fred Nickols simplifies strategy by saying that: Strategy is the bridge between policy or high order goals on the one hand and tactics or concrete actions on the other. (Yoni et al., 2017) (strategy is a bridge between policies or goals with concrete actions or tactics to achieve these goals).

The researcher's observations in the morning at the research location showed that the initial activities of students before learning were centered in the mosque, reading the Qur'an together, waiting for the complete presence of all students until 07:15 am. The waiting time is used to read the Qur'an together, aiming to improve the students' ability to read the Qur'an as well as to launch their memorization. This is very interesting to analyze, namely the earliest activities of students centered on the mosque and the Qur'an. This confirms that honing students' reading of the Qur'an is a primordial foundation for the cultivation of religious and disciplined characters. As Article 7 of Government Regulation number 87 of 2017 concerning PPK (Strengthening Character Education) regarding character inculcation in extracurricular activities in schools in the field of religion,

"Religious activities as referred to in paragraph 4" (religion in extracurricular activities) can be carried out at least through boarding schools, religious lectures, catechisms, retreats, and/or reading and writing the Koran and other holy books" (Kemendiknas, 2017 : 7)

The results of the researcher's interviews with all teachers at Al Hamid Kindergarten and Blossom Kindergarten Banjarmasin which have been confirmed by the observations of researchers in the field indicate that holding the Koran program together, followed by dluha prayer in congregation, prayer together, dluhur prayer, several processes used by teachers at Al

Hamid Kindergarten and Blossom Kindergarten Banjarmasin in instilling and enforcing Religious and Discipline characters include: for students who are late.

This is based on researchers' interviews with teachers in the religious field at Al Hamid Kindergarten and Blossom Kindergarten Banjarmasin. In the perspective of the theory of character cultivation stages, this strategy is the initial stage of the three stages of character cultivation. The character education strategy itself is carried out to implement character education in schools, (Rahman, 2012) mentions that there are three stages of strategy that must be passed, namely 1) Moral Knowing; 2) Moral Loving; 3) Moral Doing. When students are accustomed to being preachers of da'wah summarizing the Friday sermon material, this is a form of the Moral Knowing stage, they learn to want to know. With the hope that the will to know will lead them to love what they know as the second stage (Moral Loving). This stage makes them accustomed to implementing noble character and character (Moral Doing). In other words, they are used to wanting to know good, to love goodness, then in the final stage they are used to doing good.

C. Character formation of Religious and Discipline through Tahfidz Al-Qur'an activities in Kindergartens (TK Al Hamid and TK Blossom Banjarmasin)

Forming the religious character and discipline shown in Tahfidz al-Qur'an activities at Al Hamid Kindergarten and Blossom Kindergarten Banjarmasin are as follows:

1. Tahfidz activities are carried out in groups according to class or level.
2. Determining the target of memorization
3. Using Wahdah, Sima'i, Jama' and Muraja'ah methods
4. The Tahfidz Al-Qur'an program at TK Al Hamid and TK Blossom Banjarmasin is a

local content in the kindergarten curriculum because it is based on the Qur'an.

The Tahfidz Al-Qur'an learning curriculum at Al Hamid Kindergarten and Blossom Kindergarten Banjarmasin is the flagship program of madrasahs. The series of processes for learning Tahfidz Al-Qur'an activities at Al Hamid Kindergarten and Blossom Kindergarten Banjarmasin follow the following procedures:

1) Schedule of activities

For Tahfidz Al-Qur'an activities at Al Hamid Kindergarten and Blossom Kindergarten Banjarmasin starting in the morning, ie at 07.00 until 08.00, it is based on the schedule of Kindergarten activities that have been implemented. And for homeroom teachers at each level, they are directly handled by their respective tahfidz teachers.

2) Learning materials

Material is something that cannot be separated from learning, the material is a content or content of the lesson to be delivered. And the Tahfidz Al-Qur'an learning materials at Al Hamid Kindergarten and Blossom Kindergarten Banjarmasin have been neatly arranged according to their respective levels or classes based on the tahfidz curriculum that applies in Al Hamid Kindergarten and Blossom Kindergarten Banjarmasin.

3) The method or technique used

The method is the method used to implement the plans that have been prepared so that the goals can be achieved optimally. In the formation of religious character and discipline in Tahfidz Al-Qur'an activities at Al Hamid Kindergarten and Blossom Kindergarten Banjarmasin developed several methods, namely:

First In the Wahdah method, students memorize the verses they want to memorize one by one and then read the verses ten or more times so that they are able to form patterns and shadows. After really memorizing then proceed to the next verse in the same way until the target limit. This can be seen when students take advantage of the time while waiting for their turn to deposit memorization to the teacher.

Second, the Sima'i method, where students listen directly to the reading from their supervisor and then recite it. The Sima'i method in Tahfidz Al-Qur'an activities at Al Hamid Kindergarten and Blossom Kindergarten Banjarmasin is by way of students listening directly from their supervisor, namely a teacher reading verses of the Qur'an and students listening directly in front of the teacher.

Third, The Jama' method is carried out together led by an instructor or tahfidz teacher. The Jama' method in Tahfidz al-Qur'an at Al Hamid Kindergarten and Blossom Kindergarten Banjarmasin is by means of the teacher reading the verses one by one then the students are followed together, and if the students are considered capable then the teacher proceeds to the next verse in the same way. and so on until the specified memorization limit.

Fourth, Muraja'ah method, which is repeating the reading of the Qur'an. The emphasis on this method is repetition of readings so as not to forget or lose, this method in Al Hamid Kindergarten and Blossom Kindergarten Banjarmasin is also often called the tikkar model or repeating reading.

4) Strategy

Strategy is a general pattern of teacher and student activities in the realization of interactions to achieve the goals in the formation of religious character and the discipline outlined. The strategy used in the implementation of Tahfidz Al-Qur'an in Al Hamid

Kindergarten and Blossom Kindergarten Banjarmasin is to equate the perception of tahfidz teachers and students to achieve the goals that have been set.

5) Tahfidz Ujian Exam or Test

After students reach the specified memorization target, then a test or test is carried out. The Tahfidz test was conducted as a form of evaluation of students' memorization. The tahfidz test was carried out by a designated person, namely the LPTQ caretaker at the Al Hamid TK foundation and Blossom TK Banjarmasin.

The formation of religious character and discipline that is formed through Tahfidz Al-Qur'an activities at Al Hamid Kindergarten and Blossom Kindergarten Banjarmasin is emphasized on:

- a. Student attendance at school on time
- b. Active in learning activities
- c. Obedience to school rules
- d. Have a good attitude
- e. Carry out worship according to the provisions
- f. dress neatly according to regulations

CONCLUSION

Characters are illustrated as stones, only art people who make useless stones into useful ones that last a long time, its value is not just like a cosmetic which in just a short time can disappear as well as character if goodness is combined with good values in living stone then the good character will be durable, human character becomes good in everyday life, only character formation can make character better. formation of religious character and discipline of students in Al Hamid Kindergarten and Blossom Kindergarten Banjarmasin through 3 patterns, namely: 1) Tahfidz activities are carried out in groups according to class or level, 2) Using Wahdah, Sima'i, Jama' and Muraja'ah methods, 3) Tahfidz Al-Qur'an program as local content in the kindergarten curriculum.

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