MANAGEMENT OF TAHFIDZ AL-QUR'AN EDUCATION IN REINFORCING STUDENT'S DICIPLINE CHARACTER

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INTRODUCTION

Character education is at the core of the 21st century education process, and one of the most **important character values** instilled from an early age is **discipline.**

Discipline is a fundamental character trait that forms the basis for student's success in both academic and social life. In the context of Islamic education, the value of discipline can be structured through systematic **Tahfidz Al-Qur'an** activities. The tahfidz program not only aims to memorize the Qur'an, but also to educate student's to be punctual, consistent, responsible, and highly committed to their duties. This makes the management of the Qur'an tahfidz learning program a crucial factor in strengthening the character of discipline.

Research by Anas and Lestari (2020) emphasizes that well managed tahfidz activities can form daily routines that **discipline** student's, from managing study time to evaluating memorization achievements. Meanwhile, an international study by Wekke and Hamid (2013) shows that effective **management of tahfidz programs** in modern Indonesian Islamic boarding schools not only improves memorization skills but also fosters disciplined and productive lifestyles. Similar findings were obtained by Rahman (2018) in **the International Journal of Islamic** Thought, which states **that a tahfidz curriculum integrated** with **character building** has a positive impact on the religious behavior and discipline of students. In fact, in global Islamic education studies, discipline is considered a direct outcome of structured and repetitive learning management, as seen in tahfidz practices in formal educational institutions (Ismail et al., 2021).

Thus, it can be concluded that well organized and well planned **tahfidz Al-Qur'an** learning management plays a significant role in shaping **the discipline** of students. Therefore, research on **tahfidz** learning management practices is very important to formulate more effective **strategies in strengthening character** in Islamic educational environments, especially in terms of discipline.

LITERATURE REVIEW

- Research on **Tahfidz Al-Qur'an** programs in educational institutions demonstrates their effectiveness in shaping student's character, particularly in fostering **discipline** and **religious values**. These programs employ various methods, including Wahdah, Sima'i, Jama', and Muraja'ah, implemented through structured daily, weekly, and monthly schedules (Sari et al., 2025).

- Studies have shown that **Tahfidz programs contribute** to the development of **religious character**, **discipline**, and responsibility in students (Junita et al., 2023; Shinta et al., 2024). Benefits include improved time management, academic performance, and ethical behavior (Shinta et al., 2024).

- However, challenges such as varying memorization abilities, time constraints, and the need for **family support** have been identified (Sari et al., 2025). Overall, **Tahfidz Al-Qur'an** programs play a significant role in **character education**, aligning with **Islamic values** and institutional goals.

Previous studies have extensively discussed the Tahfidz Al-Qur'an Program in shaping **various characters**. However, they **have not discussed** how the Tahfidz Al-Qur'an program is **managed**.

METHOD

This research is case study about Management of Tahfidz Al-Qur'an Education in Reinforcing Student's Dicipline Character in Madrasas with a qualitative descriptive approach (Miles et al., 2014). Data collection uses observation, interviews and documentation. (Bernard, 2006). Meanwhile, data analysis uses data reduction, data display, and data verification (Creswell & Poth, 2018; Creswell, 2009). The locus of this research are madrasas in Jepara.

FINDING AND DISCUSSION

The main findings in the management of the tahfidz Al-Qur'an program that supports the formation of a disciplined character are as follows:

✓ The management of the Tahfidz Al-Qur'an program is carried out through careful planning and involves all components of the MI Miftahul Huda Tegalsambi Institution, including the head of the madrasah, teachers, and parents.

✓ The program is implemented with consistent schedules, memorization targets, and periodic evaluations.

✓ A teaching approach that combines exemplary behavior, time discipline, and spiritual motivation so that students become accustomed to a disciplined routine.

✓ The institution instills values of discipline, such as punctuality, orderliness in religious gatherings, and commitment to memorization targets.

Character strengthening strategies are implemented not only through classroom learning, but also through **daily routines** that emphasize the values of **discipline**, such as **punctuality**, orderly **behavior** in **religious assemblies**, and **consistency** in memorizing the Qur'an.

FINDING AND DISCUSSION

The supporting factors for the success of the Tahfidz Al-Qur'an program are close collaboration between the madrasah, teachers, and parents, as well as a religious environment.

Meanwhile, the inhibiting factors are student's social interactions outside of school, which have the potential to weaken discipline, as well as low parental involvement in accompanying their children when they review their memorization of the Qur'an at home.

CONCLUSION

The management of the Tahfidz Al-Qur'an program at MI Miftahul Huda Tegalsambi shows that the improvement in the discipline character of students is the result of collective efforts, not only from the role of the madrasah only, but also from the support system or synergy between all stakeholders.

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