

STRENGTHENING STUDENTS' RELIGIOUS CHARACTER THROUGH RELIGIOUS ACTIVITIES AT MI SIRAJUL ULUM REAK CENTRAL LOMBOK

¹Uli Almihatin

¹Student, Faculty of Tarbiyah and Teacher Training, Mataram State Islamic University, Indonesia

Corresponding Author Email: ulielmihatin99@gmail.com

ABSTRACTS	ARTICLE INFO
Religious character is an important component of students' character development in Islamic educational institutions and can be strengthened through consistent religious habituation. This study aimed to describe the strengthening of students' religious character through Juz Amma memorization, Qur'anic Qiro'ah, and congregational Dhuha prayer at MI Sirajul Ulum Reak, Central Lombok, and to identify the obstacles encountered by teachers and the strategies used to address them. The study employed a descriptive qualitative approach. Data were collected through observation, interviews, and documentation involving teachers and students and were analyzed using the Miles and Huberman model, consisting of data reduction, data display, and conclusion drawing. The findings indicate that religious character strengthening was implemented through three main activities. Juz Amma memorization was conducted before lessons through repeated recitation and the <i>talqin</i> method. Qur'anic Qiro'ah was implemented to develop students' ability to read the Qur'an correctly according to <i>tajwid</i> and proper articulation. Congregational Dhuha prayer was conducted regularly to develop discipline, obedience, and responsibility in worship. The main obstacles included students' limited concentration, difficulties in recognizing <i>hijaiyyah</i> letters and applying <i>tajwid</i> , late arrival, and disruptive behavior during prayer. Teachers addressed these challenges through continuous guidance, motivation, habituation, modeling, and encouragement to practice religious activities at home. Overall, the findings suggest that consistent religious habituation supported by teacher guidance and modeling can strengthen students' religious character within the madrasah context.	Article History: Received: August 11th 2026 Revised: August 22nd 2026 Published: August 2026
	Keywords: Religious Character, Religious Activities, Juz Amma Memorization, Qur'anic Qiro'ah, Dhuha Prayer

INTRODUCTION

Character education is an important component of education because schools are not only responsible for developing students' academic competence but also for cultivating attitudes, values, and behavior. In Islamic educational institutions, character development is closely related to religious values. Religious character is reflected in students' obedience to religious teachings, discipline in worship, responsibility, honesty, and commitment to practicing religious values in everyday life.

Religious character cannot be developed only through theoretical explanations. It requires continuous habituation and direct practice. Therefore, religious activities conducted

within educational institutions can become an important medium for strengthening students' religious character. Through routine activities, students are given opportunities to practice religious values in real situations.

MI Sirajul Ulum Reak is an Islamic elementary educational institution that implements several religious activities as part of its efforts to develop students' religious character. Among these activities are Juz Amma memorization, Qur'anic Qiro'ah, and congregational Dhuha prayer. These activities are implemented as part of students' daily and weekly routines.

Juz Amma memorization is intended to habituate students to memorize short surahs from the Qur'an and improve their ability to recite them during prayer. The activity is conducted before the teaching and learning process begins. Teachers use repeated recitation and the *talqin* method, in which teachers demonstrate the verses and students follow them repeatedly.

Qur'anic Qiro'ah is another activity intended to improve students' ability to read the Qur'an correctly. Students are guided to pronounce Qur'anic verses according to appropriate articulation points and tajwid rules. The activity also provides students with opportunities to develop their talents, confidence, courage, and leadership through Qur'anic recitation. In addition, congregational Dhuha prayer is implemented to habituate students to perform voluntary worship. Through this activity, students are expected to develop discipline, obedience, and awareness of religious responsibilities. Teachers also participate in the prayer as role models for students.

Although these activities provide opportunities for religious character development, their implementation is not free from obstacles. Some students have difficulty concentrating during memorization, while others have limited Qur'anic reading skills. Students' late arrival and disruptive behavior can also interfere with religious activities. Therefore, teachers need appropriate strategies to overcome these obstacles.

Based on this background, this study focuses on three main issues: (1) how students' religious character is strengthened through religious activities at MI Sirajul Ulum Reak; (2) what obstacles teachers face in implementing these activities; and (3) what strategies teachers use to overcome those obstacles. The purpose of this study is therefore to describe the implementation of religious activities in strengthening students' religious character, identify the obstacles encountered by teachers, and analyze the strategies used to overcome those obstacles.

RESEARCH METHOD

This study employed a descriptive qualitative research design to describe and understand the implementation of religious activities and the strengthening of students' religious character in the natural educational setting of MI Sirajul Ulum Reak, Central Lombok. The participants were selected purposively based on their involvement and knowledge of the religious programs and consisted of the principal, teachers, and selected students. The researcher served as the primary instrument in collecting and interpreting the data and maintained an observational role during the activities. Data were collected through observation, semi-structured interviews, and documentation. Observations were conducted during Juz Amma memorization, Qur'anic Qiro'ah, and congregational Dhuha prayer to examine the implementation of the activities and students' participation, discipline, responsibility, obedience, and interactions. Interviews were conducted with the principal, teachers, and selected students to obtain information about the implementation of religious activities, students' religious character, obstacles encountered during the activities, and strategies used to address them. Documentation was used to complement the observation and

interview data and included relevant program documents, activity schedules, photographs, and other records related to religious activities at the madrasah. The collected data were analyzed using the Miles and Huberman interactive model, consisting of data reduction, data display, and conclusion drawing. During data reduction, information from observations, interviews, and documentation was selected, coded, categorized, and organized according to the research objectives. The categorized data were then displayed descriptively to identify patterns concerning religious activities, students' religious character, obstacles, and teacher strategies. Conclusions were drawn by interpreting the identified patterns and continuously comparing them with the available evidence. To strengthen the credibility of the findings, the researcher applied source and technique triangulation by comparing information obtained from the principal, teachers, and students and by comparing findings from observations, interviews, and documentation. The researcher also conducted repeated observations and maintained systematic records of the data collection and analysis processes to ensure that the findings accurately represented the implementation of religious activities and the strengthening of students' religious character in the research setting.

RESEARCH FINDING AND DISCUSSION

1. Strengthening Religious Character through Juz Amma Memorization

The findings indicate that Juz Amma memorization is one of the main religious activities implemented at MI Sirajul Ulum Reak. The activity is conducted before the teaching and learning process begins. Students memorize short surahs according to their respective grade levels. Teachers use repeated recitation and the *talqin* method. In this process, the teacher recites a Qur'anic verse or passage, and students repeat it together. The process is repeated until students are able to memorize the material and subsequently recite it individually. The implementation of Juz Amma memorization provides several benefits. First, it habituates students to memorizing Qur'anic verses. Second, it improves students' ability to recite different surahs during prayer. Third, it contributes to students' confidence because they are able to demonstrate what they have memorized. Fourth, repeated memorization can support students' ability to remember and understand learning materials. The findings also indicate that memorization activities contribute to the development of discipline and honesty. Students are encouraged to complete their memorization responsibilities, while teachers continuously remind them to practice at home. The teacher's role is particularly important in this process. Teachers provide examples, repetition, encouragement, and motivation. When students lose concentration, teachers may use clapping, movements, or other engaging techniques to restore students' attention. Thus, Juz Amma memorization is not merely an academic or religious exercise but also a habituation process that can contribute to students' religious character development.

2. Strengthening Religious Character through Qur'anic Qiro'ah

The second religious activity is Qur'anic Qiro'ah. The activity is intended to improve students' ability to read the Qur'an properly and correctly according to tajwid and appropriate articulation points. At MI Sirajul Ulum Reak, Qiro'ah activities are guided by a teacher who has expertise in Qur'anic recitation. The teacher writes the verses on the board, demonstrates the recitation, and asks students to follow. Selected students are subsequently asked to recite the verses independently. The findings demonstrate that Qiro'ah contributes to several aspects of students' character. Students become more courageous in appearing before their classmates and reciting Qur'anic verses. The activity also creates opportunities for students to develop their talents and interests. Some students have participated in Qiro'ah competitions and achieved

accomplishments at the subdistrict level. These achievements indicate that religious activities can provide opportunities for students to develop both religious competence and self-confidence. The activity also strengthens students' discipline because students are expected to participate regularly. Furthermore, students become more familiar with Qur'anic recitation and gradually improve their understanding of tajwid. The findings demonstrate the importance of teachers as guides, role models, and motivators. Teachers do not merely transfer knowledge but also encourage students to practice religious values consistently.

3. Strengthening Religious Character through Congregational Dhuha Prayer

Congregational Dhuha prayer is implemented as a means of habituating students to perform voluntary worship. The activity is expected to strengthen students' discipline and obedience. Teachers participate in the prayer together with students. Their participation functions as a form of modeling because students can directly observe the behavior expected from them. The findings show that regular participation in Dhuha prayer helps students become more accustomed to religious practices. Students gradually become more disciplined and understand that prayer is an important part of religious life. The activity also provides an opportunity for teachers to remind students about religious obligations and positive behavior. Teachers provide motivation and encouragement before and after the prayer. Therefore, congregational Dhuha prayer contributes to the development of students' religious character by transforming religious values into routine behavior.

4. Obstacles in Strengthening Students' Religious Character

4.1 Lack of Concentration during Juz Amma Memorization

One of the main obstacles is students' lack of concentration during memorization. Some students become distracted, play with their classmates, or do not pay sufficient attention to the teacher. This condition can influence other students and reduce the effectiveness of the memorization activity. Therefore, teachers need to continuously guide students and use engaging strategies to maintain their concentration.

4.2 Limited Qur'anic Reading Ability

Some students still have difficulty recognizing hijaiyyah letters. This condition makes it difficult for them to follow Qur'anic Qiro'ah activities at the same level as their classmates. The findings also show that some students have limited opportunities to learn Qur'anic reading outside school. Therefore, family and environmental support is important in developing students' Qur'anic literacy.

4.3 Limited Understanding of Tajwid

Another obstacle is students' limited understanding of tajwid. Some students have difficulty understanding the rules of Qur'anic pronunciation, particularly those related to *nun sukun* and *tanwin*. Teachers therefore provide repeated explanations and examples so that students gradually understand and apply tajwid rules.

4.4 Late Arrival and Disruptive Behavior

In congregational Dhuha prayer, some students arrive late and cannot participate in the prayer together with their classmates. Other students are overly active and may disturb their peers during prayer. These behaviors demonstrate that discipline remains an important aspect of students' character development.

5 Teachers' Strategies for Overcoming the Obstacles

Teachers employ several strategies to address the obstacles. First, teachers encourage students to memorize and read the Qur'an at home. Students are reminded before leaving school to continue their Qur'anic learning outside the classroom. Second, teachers implement continuous habituation. Qur'anic reading activities are conducted regularly before the learning process. Through repeated practice, students are expected to gradually improve their Qur'anic reading skills. Third, teachers provide motivation and encouragement. Students who experience difficulties are encouraged rather than punished. Teachers use positive reinforcement to maintain students' interest. Fourth, teachers serve as role models. Teachers participate in religious activities, particularly congregational Dhuha prayer. Their participation demonstrates that religious activities are not only obligations for students but practices that should also be performed by teachers. Fifth, teachers provide individual guidance to students who arrive late or disturb other students. Students who arrive late are still directed to perform Dhuha prayer individually. Through this strategy, teachers attempt to maintain both discipline and students' responsibility for worship. These strategies indicate that strengthening religious character requires continuous guidance rather than one-time instruction. Religious values become more meaningful when students repeatedly practice them in real situations.

The findings demonstrate that religious character development at MI Sirajul Ulum Reak is based primarily on habituation. Juz Amma memorization, Qur'anic Qiro'ah, and congregational Dhuha prayer provide repeated opportunities for students to practice religious values. Juz Amma memorization develops students' familiarity with the Qur'an and strengthens their ability to memorize and recite short surahs. The repeated use of the *talqin* method allows students to learn through imitation and repetition. This process also develops discipline because students are required to complete memorization tasks. Qur'anic Qiro'ah contributes not only to Qur'anic literacy but also to students' confidence and courage. When students are asked to recite in front of their classmates, they are trained to overcome nervousness and express their abilities. Participation in competitions further provides opportunities for students to demonstrate their talents. Congregational Dhuha prayer provides a practical context for developing religious discipline. Students are trained to participate in voluntary worship regularly. The participation of teachers as role models strengthens the effectiveness of this habituation because students can observe and imitate the behavior directly.

However, the findings also demonstrate that character development is not an automatic process. Students differ in their abilities, interests, concentration, and levels of discipline. Some students require more intensive guidance than others. The obstacles identified in the study demonstrate the importance of teacher involvement. Teachers need to combine habituation, motivation, modeling, supervision, and individual guidance. These strategies are particularly important for students who experience difficulties in memorization, Qur'anic reading, tajwid, discipline, or concentration. Another important finding concerns the role of the home environment. Students who receive limited Qur'anic learning at home may experience greater difficulties at school. Therefore, strengthening religious character should ideally involve cooperation between the school, teachers, students, and families. Overall, the findings indicate that religious activities can function as a practical character education strategy. Their effectiveness depends not only on the existence of the activities but also on their consistency, teacher involvement, student participation, and supporting environment.

CONCLUSION

The implementation of religious activities at MI Sirajul Ulum Reak supported the strengthening of students' religious character through three main activities: Juz Amma

memorization, Qur'anic Qiro'ah, and congregational Dhuha prayer. Juz Amma memorization encouraged students to develop discipline, familiarity with the Qur'an, and confidence, while Qur'anic Qiro'ah supported their Qur'anic reading skills, courage, and participation. Congregational Dhuha prayer habituated students to worship and supported the development of discipline, obedience, and responsibility. The implementation faced several challenges, including students' limited concentration during memorization, difficulties in recognizing *hijaiyyah* letters and understanding *tajwid*, late arrival, and disruptive behavior during prayer. Teachers addressed these challenges through continuous habituation, motivation, modeling, supervision, and individual guidance, while encouraging students to continue Qur'anic learning at home. Overall, the findings indicate that consistent religious activities, supported by teacher modeling and family involvement, can support the development of students' religious character within the context of the madrasah. Therefore, teachers are encouraged to continuously develop engaging religious activities, students are expected to participate consistently, and parents are encouraged to reinforce Qur'anic learning and religious habituation at home.

REFERENCES

- Khofi, M. B. (2024). Pembiasaan sholat Dhuha dalam membangun karakter disiplin siswa. *Idarotuna: Jurnal Manajemen Pendidikan Islam*, 1(2), 85–100. <https://doi.org/10.29313/idarotuna.v1i2.4960>
- Luthfi, N., & Mustofa, T. A. (2024). The effect of Dhuha prayer habituation on student learning discipline: A study at a junior high school in Surakarta. *TARBAWY: Indonesian Journal of Islamic Education*, 11(2), 175–186. <https://doi.org/10.17509/t.v11i2.75670>
- Mursid, M., & Pratyningrum, A. S. (2023). Pembentukan karakter disiplin melalui pembiasaan sholat Dhuha di Madrasah Ibtidaiyyah. *IHSANIK: Jurnal Pendidikan Agama Islam*, 1(4). <https://doi.org/10.59841/ihsanika.v1i4.526>
- Hozaimah, H., & Maida, M. (2023). Bangun karakter disiplin dengan sholat Dhuha: Studi kasus siswa di MI Nahdlatul Ulama Sumenep. *Abuya: Jurnal Pendidikan Dasar*, 1(2). <https://doi.org/10.52185/abuyaVol1iss2Y2023404>
- Nurchayani, F., Rusdin, R., Idhan, M., & Azma, A. (2023). The role of memorizing the Qur'an in developing the character of students. *International Journal of Contemporary Islamic Education*, 5(1). <https://doi.org/10.24239/ijcied.Vol5.Iss1.67>
- Nurizah, A. K., & Amrullah, M. (2024). Religious character formation through Islamic habituation in primary education. *Indonesian Journal of Islamic Studies*, 12(4). <https://doi.org/10.21070/ijis.v12i4.1741>
- Pradana, A. Y., & Istikomah, I. (2024). Transforming character through Dhuha prayers in Indonesian education. *Indonesian Journal of Islamic Studies*, 12(4). <https://doi.org/10.21070/ijis.v12i4.1738>
- Jaelani, D. A., Nulpriatna, A., & Nurachadijat, K. (2025). The contribution of mosque youth activities, congregational Dhuhr prayer, and Qur'an memorization to the religious character of junior high school students. *Epistemic: Jurnal Ilmiah Pendidikan*, 4(2). <https://doi.org/10.70287/epistemic.v4i2.464>

- Wijayanti, S. N., & Kurniawan, M. I. (2025). Religious character formation through Quran memorization program. *Indonesian Journal of Islamic Studies*, 13(1). <https://doi.org/10.21070/ijis.v13i1.1798>
- Nisa, C., Prahastiwi, E. D., Minsih, M., Kumalasari, N., & Muhammad, S. N. (2026). Qur'an memorization as a pillar of character building for Madrasah Ibtidaiyah students in Progressive Islam. *MUDARRISA: Jurnal Kajian Pendidikan Islam*, 17(2). <https://doi.org/10.18326/mudarrisa.v17i2.4279>
- Wulandari, F., Munir, M., & Ma'ruf, M. (2025). Religious habituation through Qur'an learning classes in shaping students' religious character at SMP Hasan Munadi Beji Pasuruan. *KUTTAB: Jurnal Pendidikan Islam*, 9(2). <https://doi.org/10.30736/ktb.v9i2.2563>
- Ya'cub, M., Hasan, M. S., Aspiana, R., & Mastor, H. (2026). The Al-Qur'an memorization program as an instrument for religious character education for Islamic boarding school students. *Urwatul Wutsqo: Jurnal Studi Kependidikan dan Keislaman*, 15(1). <https://doi.org/10.54437/urwatulwutsqo.v15i01.2861>
- Taufikin, T., & Kholilah, N. (2025). Integrating religious practice into character education: Pedagogical insights from Indonesian Islamic elementary school. *JIRE: Journal of Islamic Religious Education*.
- Purwani, A., Sufiana, I., Daryati, D., Ningrum, F. S., & Fahma, N. (2026). Pembiasaan salat Dhuha dalam membentuk sikap disiplin peserta didik Madrasah Ibtidaiyah Al-Kautsar Magelang. *Jurnal Kepemimpinan dan Pengurusan Sekolah*, 11(1). <https://doi.org/10.34125/jkps.v11i1.1769>
- Yugo, T. (2024). Pengaruh pembiasaan sholat Dhuha terhadap kedisiplinan ibadah siswa. *Masagi: Jurnal Pendidikan Karakter*, 1(1), 64–83. <https://doi.org/10.29313/masagi.v1i1.3394>