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IMPLEMENTATION OF DISCIPLINE AND RESPONSIBILITY CHARACTER EDUCATION THROUGH *MUROJAAH*

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Abstract

This research examines the implementation of discipline and responsibility character education through the daily *murojaah* culture at Darul Istiqomah Elementary School, Maesan, Bondowoso, during the 2024–2025 academic year. The *murojaah* practice, involving daily Quranic recitation and review, is used as a strategy to instill discipline and responsibility in students. Using a qualitative descriptive approach, data were collected through observations, interviews with educators, and document analysis. The findings reveal that the *murojaah* culture is systematically organized, emphasizing consistency, teacher-student collaboration, and parental involvement, which significantly enhance students' punctuality, focus, and accountability. The study concludes that the daily *murojaah* culture effectively nurtures discipline and responsibility among students, creating a positive and supportive learning environment. Challenges such as varying levels of student readiness are addressed through adaptive strategies, including personalized guidance and motivation. This approach demonstrates the potential of integrating religious practices into school routines as a replicable model for character education, fostering morally and socially responsible individuals. It is recommended to develop a *murojaah*-based learning program that can be applied at various levels of education and recommendations for integrating technology, such as interactive learning applications, to support the daily *murojaah* culture.

Keywords: Discipline; Responsibility; Murojaah.

Abstrak

Penelitian ini mengkaji pelaksanaan pendidikan karakter disiplin dan tanggungjawab melalui budaya *murojaah* sehari-hari di SD Darul Istiqomah, Maesan,. Praktik *murojaah* yang melibatkan pembacaan dan penelaahan Al-Qur'an setiap hari digunakan sebagai strategi untuk menanamkan disiplin dan tanggungjawab pada siswa. Dengan menggunakan pendekatan deskriptif kualitatif, data dikumpulkan melalui observasi, wawancara dengan pendidik, dan analisis dokumen. Temuan ini mengungkapkan bahwa *budaya murojaah* diatur secara sistematis, menekankan konsistensi, kolaborasi guru-siswa dan keterlibatan orang tua yang secara signifikan meningkatkan ketepatan waktu, fokus dan akuntabilitas siswa. Studi ini menyimpulkan bahwa budaya *murojaah sehari-hari* secara efektif memelihara disiplin dan tanggungjawab diantara siswa, menciptakan lingkungan belajar yang positif dan mendukung. Tantangan seperti berbagai tingkat kesiapan siswa ditangani melalui strategi adaptif, termasuk bimbingan dan motivasi yang dipersonalisasi. Pendekatan ini menunjukkan potensi mengintegrasikan praktik keagamaan ke dalam rutinitas sekolah sebagai model yang dapat direplikasi untuk pendidikan karakter, membina individu yang bertanggungjawab secara moral dan sosial. Disarankan untuk mengembangkan program pembelajaran berbasis *murojaah* yang dapat diterapkan di berbagai jenjang pendidikan dan rekomendasi untuk mengintegrasikan teknologi, seperti aplikasi pembelajaran interaktif, untuk mendukung budaya *murojaah* sehari-hari.

Kata kunci: Disiplin; Bertanggungjawab; Murojaah

INTRODUCTION

Education is a need for every child (Rohman, 2019). With education, he will understand something he does not yet know. Education cannot be separated from learning. Good learning is one that can produce output with character, which has an attitude of discipline and responsibility (Firman, 2020). Various learning models and methods are designed and implemented to achieve these goals.

The application of the values of character, discipline and responsibility of students is important and needs to be implemented considering the many problems faced by schools do not always have the right solution. The problem that is often faced by schools is about the many violations committed by students against the rules and regulations that apply at school. The occurrence of student indiscipline is due to the lack of willingness and readiness to follow the existing rules. Student behavior is a reflection for educational institutions to be accepted and interested by the community (Mohd Mustafah, 2021). In this case, educators as the spearhead of learning activities play an important role that is the main indicator of educational success in schools.

The problem of violation of rules by students is something that is found every day in schools and other non-formal educational institutions, therefore schools, in particular, always make non-stop efforts as a concrete act of habituating the character of discipline and responsibility of students. Discipline and responsibility are behaviors that must be possessed by school residents as an effort to realize the vision and mission of education.

Schools are the right place to instill and develop the values of character, discipline and responsibility towards students so that they are better prepared to become obedient citizens and obey the rules that apply to them (Usman, 2014). What the school does in maintaining and controlling student discipline is by holding religious activities (worship), namely; activities that make it a habit to read the Qur'an before studying, *dhuha* prayers, *muroja'ah*, social services, and other activities that can maintain the soul and spirituality of students to become individuals who have good scientific quality and character. The Daily *Murojaah* Culture is an alternative activity carried out to control student attitudes and behaviors. Religious activities are not only carried out in the form of ritual activities that can be seen in *mahdloh* activities, but can be supported through activities that contain

supernatural values.

Developing students' character to encourage human beings according to their nature, namely through *the daily murojaah* culture. The culture of daily *murojaah* is not only in order to teach students to be smart in reading and memorizing the Qur'an. However, it also teaches students the character of discipline and responsibility in accordance with the personality of the Qur'ani. A personality that is always attached to him is the values taught in the Qur'an. These values are related to *rabbani* morals and human morals. Rabbani morals are related to servitude to Allah SWT and human morals are related to social interaction with fellow humans (Adriani et al., 2024).

Murojaah culture is a culture that is deliberately formed to apply character values, discipline and responsibility to be relevant to the goal, which is to create a generation of the Qur'an with a deep understanding of competence. The Qur'an is a divine kalam that must be studied by Muslims, both binadhar and supernatural bil. Learning the Qur'an needs to be taught to students so that they have a handle on life and can practice its contents in daily life.

The results of an interview with one of the teachers argued that "The application of character values, discipline and responsibility is very important in creating a generation of the Qur'an. Both of them not only develop cognitive aspects, but also form characters that are in accordance with the teachings of the Qur'an. A disciplined and responsible generation will have a strong moral foundation, be able to practice religious teachings in daily life, and contribute positively to society, in accordance with the principles taught in the Qur'an. There is a unique culture that is deliberately formed for the application of character values, discipline and also responsibility to students. Based on the background description mentioned above, the author wants to conduct this research.

RESEARCH METHOD

This study uses a qualitative approach with a type of descriptive research (Meleong, 2014; Rijali, 2019). The qualitative approach was chosen because this study aims to explore and understand the phenomena that occur in the implementation of character education, especially discipline and responsibility through the culture of daily *murojaah* at Darul Istiqomah Maesan Bondowoso Elementary School. Descriptive

research is used to describe and systematically explain the implementation of daily *murojaah* culture and its impact on student character. This research focuses on the teaching aspect of character education at the elementary school level, which is very important in shaping students' behavior and attitudes from an early age.

The subjects of this study are students in grades IV to VI who are involved in daily *murojaah* activities, as well as teachers and principals who play a role in its implementation. The selection of these subjects is based on their relevance and role in *murojaah* activities which are expected to improve student discipline and responsibility. This research was carried out at Darul Istiqomah Maesan Bondowoso Elementary School. The location of the research was chosen because this school has implemented the daily *murojaah* culture as part of efforts to shape the character of students in order to create a better educational environment.

The data collection techniques used include direct observation of daily *murojaah* activities at school, interviews with teachers, students, and principals, as well as the collection of documentation related to the implementation of these activities (Fadli, 2021; Sugiyono, 2011). Observation was carried out by observing *murojaah* activities that took place in the classroom and outside the classroom, as well as interactions between students, teachers, and principals related to the application of the principles of discipline and responsibility. Interviews were conducted with the teachers who manage the activity, the students involved in the activity, and the principal to get a clearer picture of the goals and expected outcomes of the implementation of the daily *murojaah* culture. The documentation collected includes records or reports of daily *murojaah* activities, implementation plans, and the results of evaluations that have been carried out.

The collected data will be analyzed using qualitative descriptive analysis techniques (Fiantika, 2022; S.Kp & Dwi anggraeni, 2011). The first step in the analysis is data collection, which is followed by data reduction to select information that is relevant to the research objectives. Furthermore, the selected data will be categorized in appropriate themes, such as discipline, responsibility, and daily *murojaah* culture. After that, the researcher will draw conclusions based on the results of the analysis. In ensuring the validity of the data, this study will use triangulation techniques, which involve

comparing data obtained from various sources such as observations, interviews, and documentation (Rusandi & Muhammad Rusli, 2021; Somantri, 2005). This triangulation aims to confirm the consistency and reliability of the data obtained, as well as increase the credibility of the research findings.

The results of this study are expected to provide a clear picture of the influence of daily *murojaah* culture on student character education at SD Darul Istiqomah Maesan Bondowoso, especially in improving student discipline and responsibility. In addition, this research is also expected to contribute to the development of character education in elementary schools, especially in the context of education in Indonesia.

RESULTS AND DISCUSSION

Improving student Discipline

Improving student discipline is one of the main findings in this study, which illustrates the positive impact of cultural application. Before the implementation of daily *murojaah* activities, most students showed a lack of discipline, both in terms of school arrival, readiness to attend lessons, and in terms of time management in general. Most students often arrive late and do not have a clear routine to start their learning activities, which has an impact on low levels of concentration during the learning process.

However, after the daily *murojaah* culture was introduced and made a routine at school, there was a significant change in the discipline aspect of students. Based on the results of the observations made, almost all students started to arrive early, on time to take part in the *murojaah* activity at 06:30 am. This activity gives them an important understanding of good time management and the importance of maintaining discipline in daily life.

Data obtained from observations showed that before the *murojaah* activity, about 30% of students were often late for school, while after this activity was implemented, the tardiness rate was significantly reduced to only about 10% at the end of the first month. This proves that daily *murojaah* activities play an important role in forming time discipline habits among students.

This change is not only limited to time discipline, but also seen in the readiness of students to take part in lessons. Students who usually arrive late and are not ready to take lessons now arrive early and prepare themselves better before the start of the lesson. One of the teachers revealed, "Students who were often late and seemed less prepared to take part in lessons now arrive earlier and look more prepared and organized."

In addition, students who were involved in daily *murojaah* activities also showed increased discipline in completing assignments and homework. In interviews with several teachers, they noted that students are now more diligent in collecting homework and other tasks on time. Previously, tasks were often late or done carelessly, but now they are more thorough and do their tasks with full responsibility.

One of the students, Rani, said, "Before there was *murojaah*, I was often late and sometimes not enthusiastic about doing my assignments. But after participating in *murojaah* every morning, I feel more disciplined and more ready to participate in school activities." This shows that *murojaah* activities not only form discipline in terms of time, but also form students' awareness of the importance of responsibility in doing assignments.

Discipline in this context refers to the thinking (Dewey, 2022) about education that emphasizes the importance of good habits in shaping students' character. Dewey argues that discipline habits that are built early on will be a solid foundation for the development of students' skills and qualities in the future. In other words, the discipline formed through daily *murojaah* activities at SD DarulIstiqomah serves as an important foundation in the formation of a more regular and responsible student character.

In addition, (Berkowitz & Fekula, 1999) also states that effective character education involves habituating values that are positive and consistent. The *murojaah* activity, which is carried out regularly every day, serves as a form of deep habituation, where students are not only taught the values of discipline, but are also given the opportunity to internalize these values through hands-on practice.

Thus, the results of this study show that the application of daily *murojaah* culture has succeeded in improving student discipline, both in terms of arriving on time, readiness to follow lessons, and in completing tasks more organized and responsible.

This activity serves as an effective tool in forming students' disciplinary habits, which in turn contributes to improving the quality of education and the formation of students' overall character.

Increased Student Sense of Responsibility

Increasing students' sense of responsibility is an important aspect identified in this study as a significant impact of the application of daily *murojaah* culture. Before daily *murojaah* activities were carried out, many students showed a lack of responsibility for their schoolwork. Some students often procrastinate on homework or work on it in a hurry without paying attention to quality. In addition, students also lack awareness to complete tasks or obligations independently.

However, after the daily *murojaah* routine began, there was a noticeable change in students' sense of responsibility for academic tasks and other obligations. One of the most visible positive impacts is the increased awareness of students to do their assignments better and on time. Students who previously often forgot or procrastinated on homework are now starting to complete their assignments more regularly and more responsibly. The observation results showed that more than 80% of students worked and collected homework on time after routine *murojaah* activities were carried out.

A student, Arief, revealed, "Before *murojaah*, I often did not do my assignments on time and liked to procrastinate. But now, after I get used to *murojaah* every morning, I feel more disciplined and responsible in doing my duties." This shows that daily *murojaah* activities serve as an effective reminder for students to be more serious and responsible for their academic obligations.

In addition, the teachers involved in this study also recorded changes in terms of student accuracy in doing assignments. One of the teachers, Mrs. Rina, explained, "I saw a significant change in the quality of homework done by students. They are now more careful and pay more attention to the details of the tasks given." Previously, students often worked on assignments in a hurry or without paying close attention to the instructions. However, after participating in *murojaah* activities, they showed a more meticulous attitude and tried to give their best in completing their tasks.

This sense of responsibility is not only limited to academic assignments, but also extends to other activities at school. Some students began to show an attitude of responsibility in keeping the classroom clean and helping their friends. For example, there are students who volunteer to help clean the blackboard or tidy up the desk after a study activity. This shows that the daily *murojaah* culture also strengthens the character of students' responsibility, not only in the academic field, but also in their social life.

Regarding the sense of responsibility in character education, it is argued that a sense of responsibility is the ability to manage obligations independently and be aware of the impact of the actions taken. (Santrock, 2011) in his book on adolescent development, states that responsibility has to do with the ability to complete a given task without depending on others and realizing that the action has consequences. In this study, students who were previously less responsible for their tasks began to show a more independent attitude in completing homework and complying with school obligations.

In addition, (Alexander & Kitcher, 2021) also emphasizes that good character education not only teaches about discipline, but also develops a sense of responsibility through habits and practices that are carried out regularly. In this case, the daily *murojaah* culture serves as a deep positive habit, in which students are not only trained in the discipline aspect, but also in the management of their obligations, be it academic tasks or social responsibilities in the school environment.

This change in students' sense of responsibility also has an impact on their relationships with friends and teachers. For example, students who previously tended to avoid group assignments are now more active in contributing to group discussions and helping to complete work together. This shows that daily *murojaah* activities not only focus on developing individual character, but also increase students' sense of social responsibility in interacting with others.

Thus, it can be concluded that the implementation of *murojaah* culture has succeeded in increasing students' sense of responsibility. This habit not only increases their awareness of academic duties, but also strengthens their sense of responsibility in their daily social life. This is in line with the theory of character education which emphasizes the importance of habituation in developing an attitude of responsibility in

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Influence on Student Social Behavior

One of the significant findings in this study is the positive influence of the application of daily *murojaah* culture on students' social behavior. Before the implementation of *murojaah* activities, students' social behavior, especially in interaction with classmates and teachers, tended to be less harmonious. Some students still exhibit disrespectful behaviors in class, such as speaking loudly in class, not cooperating on group assignments, or not showing empathy to friends who need help. This kind of behavior reflects the lack of social awareness and character development necessary in daily interactions.

However, after daily *murojaah* activities were introduced and implemented consistently, significant changes in students' social behavior were seen. One of the most noticeable changes is the increased sense of empathy and cooperation between fellow students. In *murojaah* activities, students are expected to arrive early and participate in joint activities, such as reading the Qur'an or memorizing certain prayers. This joint activity builds a sense of togetherness and mutual support among students. This leads to an increase in their social relationships, both inside and outside the classroom.

Observations showed that after the daily *murojaah* activities were carried out, almost all students were more open to their friends and helped each other more often. Previously, students tended to be individualistic and less concerned about friends who needed help, but after participating in *murojaah* activities, they became more respectful and cooperative with each other. For example, when there are students who have difficulty understanding the lessons, their friends voluntarily offer help, either in the form of private discussions or study groups. Teachers also noted an increase in positive interactions among students, with more students engaging in class discussions and sharing ideas constructively.

One of the teachers, Mrs. Aisyah, stated, "Students now work together more often in groups, they care more about each other, and seem to appreciate the differences between them more." This shows that daily *murojaah* activities not only have an impact on students' discipline and responsibility but also strengthen social bonds between them.

The habit of interacting in an atmosphere of peace and mutual respect, formed through *murojaah* activities, also supports the development of more positive social behaviors.

In addition, the influence of *murojaah* culture is also seen in students' attitudes towards teachers and other adults. Previously, some students often did not show enough respect for the teacher, such as speaking without permission or not listening to explanations seriously. However, after the *murojaah* activity took place, there was a clear change. Students become more attentive to the teacher while teaching and show a more respectful attitude towards existing authority. This is reflected in the increase in student discipline in listening to instructions, maintaining order, and following the teacher's directions more attentively.

Social behavior in character education proposes that social values such as cooperation, empathy, and respect for others can be developed through positive habits and interactions in the school context. (Pritchard, 2023) argues that effective character education includes the development of harmonious relationships between students and their peers, teachers, and the surrounding community. Character education that prioritizes social values will affect students' attitudes in daily life, including the way they interact with others.

Meanwhile, Santrock also emphasized that students' social behavior is influenced by the experiences they gain through group activities and positive social interactions. In this study, daily *murojaah* activities function as an effective medium in strengthening students' social relationships, both in academic and social contexts. More frequent interactions in an atmosphere full of religious and ethical values also reinforce positive social behavior among students.

Thus, the implementation of *murojaah* activities is proven to have a positive influence on students' social behavior. They not only show an improvement in their ability to interact with classmates, but also in terms of cooperation, empathy, and respect for teachers. This positive change reflects the importance of routine habituation activities in shaping a better social character of students, which in turn supports the creation of a more harmonious and mutually supportive educational climate in schools.

Challenges in the Implementation of Daily Murojaah Culture

Although the implementation of *murojaah* culture has a significant positive impact on student discipline, responsibility, and social behavior, there are several challenges faced during the implementation process. These challenges require further attention so that *murojaah* activities can take place effectively and sustainably in the future.

One of the main challenges faced is the unpreparedness of some students in participating in daily *murojaah* activities. Before this activity was implemented, most students were not used to the routine of reading or memorizing regularly every morning. Some students find it difficult to participate in *murojaah* activities, especially in terms of memorizing prayers or short letters. Students who have faster or stronger memorization skills may not have difficulties, but for some other students, this activity is an additional burden that is quite heavy. In interviews with several students, some revealed that they felt overwhelmed with *murojaah* activities, especially if they had trouble memorizing quickly.

In addition, the next challenge is the lack of support from parents of students in accompanying their children at home. Although daily *murojaah* activities are carried out at school, it is important for students to continue this habit at home with parental support. However, not all parents can pay full attention to the development of children in memorizing prayers or letters of the Qur'an. Some parents have limited time or knowledge on how to support their children in these activities. This can affect the consistency and success of *murojaah* activities, especially for students who need more help in memorizing or comprehending readings.

Teachers also face challenges in managing time to carry out daily *murojaah* activities without disrupting the main learning time. Although these *murojaah* activities start in the morning, some teachers reveal that the time available for *murojaah* often feels limited. Most teachers feel the need to adjust their learning schedules so that *murojaah* activities continue to run smoothly without reducing the time for the main lessons. This sometimes puts pressure on teachers to find the right balance between learning activities and *murojaah* activities.

Another challenge is the disinterest or boredom of students after participating in *murojaah* activities for a long time. Although students initially feel interested in this activity, there are some who start to feel bored or lose interest, especially if the activity is carried out monotonously and without variation. Some students feel that the daily *murojaah* activities are too repetitive and not interesting, so they lose the motivation to continue this activity with enthusiasm. This shows the importance of innovation in the implementation of *murojaah* so that it remains interesting and fun for students.

To overcome these challenges, several strategic steps are needed. First, a more personalized approach to students who have difficulty memorizing can be applied, by giving them more time to memorize and using more interesting methods, such as the use of technology-based learning media or group-based learning. Second, involving parents in the learning process is essential to create consistency at home and at school. Schools can hold training or workshops for parents to support *murojaah* activities at home. Third, more flexible time adjustments can be made by teachers, so that *murojaah* activities can be carried out optimally without disrupting the core learning process. Finally, variations in *murojaah* methods and materials need to be introduced, such as the use of music to assist students in memorizing or creating games that can make *murojaah* activities more fun and engaging for students.

Regarding the challenges in character education, it is argued that difficulties in the implementation of a character education program often arise due to motivational factors and the involvement of related parties. Kohn in his book "Punished by Rewards" states that students' intrinsic motivation is greatly influenced by how the activity is carried out, not only by the expected results. Therefore, in order for *murojaah* activities to be successful and sustainable (Kohn, 1993), it is important to maintain a diversity of methods and create a pleasant atmosphere so that students remain motivated and actively engaged.

In addition, Dewey also stated that to create effective learning (Candia, 2015), active involvement from various parties, including teachers and parents, is needed. The lack of involvement of parents in supporting character habituation at home can reduce the positive impact of these activities. Therefore, strengthening cooperation between

schools and parents is very important to support the success of daily *murojaah* activities.

Thus, although there are some challenges in the implementation of the daily *murojaah* culture, adaptive solutions and active participation from all parties including students, teachers, and parents can help overcome these obstacles and ensure the long-term success of the program.

Positive Influence on Student Character Formation

One of the most significant findings in this study is that the application of *murojaah* culture has a positive effect on the formation of students' character. The daily *murojaah* culture not only focuses on improving the academic aspects of students, but also plays an important role in shaping their character, especially in terms of discipline, responsibility, empathy, and respect for others. All of these aspects are integral parts of character education that are expected to form individuals who are not only academically intelligent, but also moral and have a good personality.

One of the most visible positive characters is the improvement of student discipline. Previously, many students tended to be undisciplined in carrying out their daily routines, be it in terms of arriving on time, completing assignments, or maintaining the cleanliness of the school environment. However, after the *murojaah* activity begins, students become more accustomed to starting their day with discipline, punctuality, and seriousness. They also become more aware of the importance of following the rules and carrying out their obligations, both in the classroom and outside the classroom. The consistent implementation of a routine through daily *murojaah* provides a solid foundation for forming a disciplined attitude that will continue into adulthood.

In addition to discipline, the *murojaah* culture also has a positive impact on the formation of students' sense of responsibility for their duties and obligations. Before this activity was implemented, some students often felt that they did not need to take full responsibility for their work. However, through daily *murojaah*, they begin to realize the importance of responsibility for what they do, whether it is in memorizing prayers, reading the Qur'an, or completing homework. They learn to manage their time well and complete tasks with the awareness that it is part of their self-development.

Another positive impact seen in character formation is the increase in empathy and mutual respect among students. Daily *murojaah* activities, which are carried out together, create an atmosphere of togetherness among students. In this activity, students are invited to support and respect each other, both in terms of memorizing prayers and in forming positive habits. This leads to improved social behavior, where students care more about their peers, help each other more, and are more tolerant of differences. The attitude of mutual respect between students is increasingly visible, both in their daily interactions in the classroom and outside the classroom.

A teacher, Mrs. Siti, explained, "After the *murojaah* activity was implemented, I saw that students became more open to their friends. They not only memorize well, but also help each other and share knowledge with friends who are struggling." This shows that *murojaah* activities not only affect academic aspects, but also have a great impact on the formation of students' social character, such as a sense of empathy and solidarity.

Regarding the positive influence of *murojaah* culture on the formation of students' character, it is stated that effective character education must involve habits that can strengthen moral values through concrete actions.) in his book entitled "Educating for Character: How Our Schools Can Teach Respect and Responsibility" states that character formation can not only be achieved through theory or lectures, but through daily experiences that require students to practice positive values, such as discipline, responsibility, and empathy. With a routine that is carried out regularly, such as daily *murojaah* activities, students can get used to internalizing these values in their daily lives (Dodd, 1992).

In addition, the formation of children's character is closely related to the strengthening of good habits and positive social interaction in the school environment (Wulandari, 2015). In this study, the habits formed through daily *murojaah* not only include discipline in following the schedule, but also strengthening better social relationships between students, teachers, and their classmates. These positive interactions contribute to the development of a more complete character, which includes not only obedience to the rules, but also respect for others.

Thus, the application of *murojaah* culture not only has an impact on the academic aspect, but also plays an important role in shaping the character of students. Discipline, responsibility, empathy, and mutual respect are values that are consistently formed through these activities, which will help students become better individuals in the future. Therefore, the daily *murojaah* culture has proven to be an effective strategy in developing students' positive and moral character.

CONCLUSION

This study aims to analyze the influence of daily *murojaah* culture on the formation of student character at SD Darul Istiqomah Maesan Bondowoso. Based on the results of the analysis carried out, it can be concluded that the application of daily *murojaah* activities has a very positive influence on the development of students' character, especially in the aspects of discipline, responsibility, social behavior, and the formation of other moral values.

First, daily *murojaah* activities are proven to increase student discipline. Students who were previously less organized in their school routines became more organized and had more disciplined habits. They learn to manage their time better, show up on time, and complete tasks responsibly. The discipline applied through daily *murojaah* provides a solid foundation for students to develop good habits that will be useful not only during school, but also in their future lives.

Second, the daily *murojaah* culture also contributes to increasing students' sense of responsibility for their duties and obligations. By participating in *murojaah* activities, students feel more responsible in carrying out activities given by teachers and parents. They realize the importance of personal contribution in achieving common goals, both in terms of academics and character development.

Furthermore, students' social behavior also showed positive development after the implementation of daily *murojaah* activities. Daily *murojaah* not only serves as a medium for religious learning, but also creates an environment that supports the creation of more harmonious relationships among students. Students show a higher sense of empathy for

their peers, increase cooperation in group activities, and appreciate differences more. The attitude of mutual respect and care between students is growing, which creates a more positive school atmosphere.

Finally, daily *murojaah* activities also have a significant influence on the formation of students' character. Characters such as discipline, responsibility, empathy, and respect develop through these activities. Students not only benefit in the academic aspect, but also in their moral and social development. Daily *murojaah* helps students to familiarize themselves with the positive values that they will bring in their daily lives.

However, although the daily *murojaah* culture showed positive results, the study also noted some of the challenges faced in its implementation, such as the unpreparedness of some students, the lack of parental support, and the challenges of managing time and maintaining students' interest. Therefore, continuous efforts are needed to overcome these challenges through a more personalized approach, innovation in the implementation of activities, and increased cooperation between schools and parents.

Overall, this study concludes that the daily *murojaah* culture has a very important role in character formation. This activity has proven to be effective in improving students' discipline, responsibility, social behavior, and moral character. For this reason, it is highly recommended that daily *murojaah* activities continue to be carried out and developed as an integral part of the character education curriculum in schools, with stronger support from all relevant parties, including teachers, parents, and the community.

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