

Analysis of The Relationship Between Learning Tahfidz Al-Qur'an and Students' Moral Development in Tahfidz Al-Makki Pekanbaru Elementary School

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Abstract

This study aims to investigate the relationship between the learning process of tahfidz Al-Qur'an and the improvement of students' moral values at SD IT Tahfidz Al-Makki Pekanbaru. The importance of the influence of religious education on the character and moral formation of students cannot be underestimated. In this research, a qualitative approach focused on case studies is used. This will involve in-depth interviews with teachers, students, and parents, as well as direct observation to obtain accurate and in-depth data. This study shows that the tahfidz learning process has a favorable impact in students' moral growth, which is reflected in the improvement of values such as honesty, discipline, and social care. Through tahfidz learning and the reinforcement of religious values in daily life, the process of students' character building is presented. A more in-depth discussion emphasizes the significance of cooperation between teachers, parents, and the school environment in strengthening moral values. This research shows that the teaching of tahfidz Al-Qur'an has a great influence in shaping the moral character of students at Al-Makki IT Tahfidz Elementary School. It is hoped that this research can be a motivation to design an educational curriculum based on religious values.

Keywords: Moral Development, Religious Education, Tahfidz Al-Qur'an.

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I. Introduction

Education plays a crucial role in molding a person's character and ethics, particularly during the early phases of personal growth (Kania & Kusumah, 2025; Patria & Salamah, 2022). Teaching Qur'an memorization is a crucial component of the education system in religiously-oriented educational

institutions (Bon, 2014; Brown & Usoro, 2023; Eriana et al., 2023). This education does not just involve rote memorization of the Qur'an, but also includes applying its values in everyday life. Because education that starts from a young age will become a good habit for the future, and can also help foster a positive attitude and being easily managed within a better framework (Asihati et al., 2023; Hilali, 2023; Syah & Apriyani, 2023). Whether it's within the family or at school.

Tahfidz Al-Qur'an has a significant influence in shaping student character. In the Qur'an Allah SWT says, as follows:

وَلَقَدْ يَسَّرْنَا الْقُرْآنَ لِلذِّكْرِ فَهَلْ مِنْ مُدَكِّرٍ

Meaning: *“And indeed We have made the Qur'an easy for learning, so is there anyone who will learn?”* (Q.S. Al-Qamar: 17).

This verse shows how the Qur'an can influence a person's ethics and behavior by providing guidance (Angraini et al., 2024; Hasan, 2023). The Prophet Muhammad SAW also stressed the importance of education and learning the Qur'an in his teachings. He said:

“The best of you are those who learn the Qur'an and teach it.” (HR. Bukhari).

This hadith confirms the virtue of memorizing and teaching the Qur'an, which should be a driving force for every individual involved in the teaching and learning process (Aropiq et al., 2025; Maesaroh & M. Annas Al Ansyori, 2025; Yusuf & Rohmaniyah, 2025). Learning to memorize the Qur'an is a crucial aspect of the flagship programs at SD IT Tahfidz Al-Makki Pekanbaru. This school not only focuses on teaching students to memorize the Qur'an, but also strives to instill the values of the Qur'an in the minds and behavior of its students. This aligns with the objective of Islamic education, which prioritizes moral and character development (Kania et al., 2025; Kurdi, 2018). Such actions include greeting others, sharing food with friends, properly disposing of garbage, and showing care towards animals, such as cats.

The approach to teaching tahfidz in this educational institution involves various strategies designed to promote enthusiasm and encouragement of learning for students (Arenas, 2024; Pravitasari & Bagus Paripurna, 2024; Suhaity, 2023). The use of various learning methods, such as learning through games, discussions, and interactive delivery of information, is expected to facilitate students in understanding and applying moral values in daily life (Maura et al., 2025; Muzekki & Januar, 2024).

In this study, the researcher aims to analyze the correlation between the learning process of Qur'an tahfidz and students' moral progress at Al-Makki Tahfidz IT Elementary School Pekanbaru. It is hoped that this study can provide an in-depth understanding of how tahfidz learning can contribute to students' character and morals. In this context, it is anticipated that this study will significantly contribute to the advancement of education, particularly within the realm of religious-based schools. The study's findings are expected to be used as a guide for creating curriculum and teaching techniques that are more successful in molding student character.

2. Methods

This research employed qualitative methodology and a case study approach to investigate the correlation between memorizing the Qur'an and the moral growth of students at SD IT Tahfidz Al-Makki Pekanbaru. The qualitative method was chosen to deepen the understanding of the phenomenon of learning and students' moral development through analyzing the meaning of the interaction between the two (Cusi & Olsher, 2022; Patria & Salamah, 2022). This method is very suitable to convey the opinions, experiences, and emotions of students and teachers in the context of tahfidz learning.

For this study, the researcher decided to employ a case study approach that centers on a single school, specifically SD IT Tahfidz Al-Makki. Data was gathered via interviews, observations, and examination of documents. Interviews have been carried out with tahfidz teachers, students, and parents in order to comprehend the influence of tahfidz learning on the moral growth of students. I observed the classroom during the learning process to examine how educators and learners interact and how moral values are integrated into daily activities.

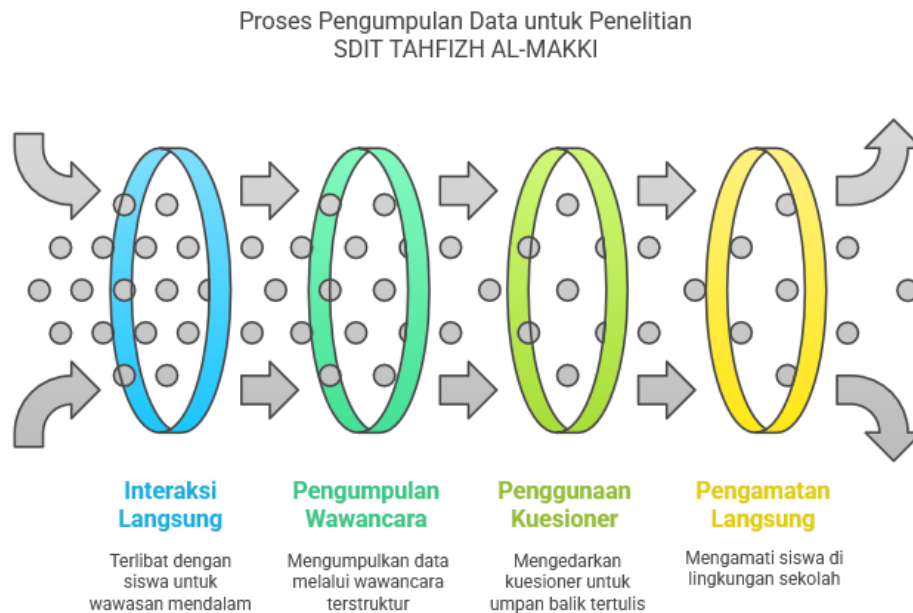


Figure 1 Flow of Research Methods

This study also refers to several previous studies that have the same relevance. One of the findings that can be highlighted is from a study conducted by Sari (2020), The research findings indicated that studying the Qur'an has the ability to enhance the moral values and behavior of students, particularly in regards to honesty and discipline. In addition, a study conducted by Rahman (2021), showed that when the educational environment facilitates tahfidz learning, it can produce students who are more capable of feeling empathy and responsibility. These findings are an important foundation in examining the link between tahfidz and students' moral development at SD IT Tahfidz Al-Makki.

The data collection process is carried out in a planned and continuous manner. After conducting interviews and observations, the collected data were analyzed using thematic analysis techniques. Researchers identified the main themes that emerged from the data, such as the effect of tahfidz learning on students' moral values, students' motivation in memorizing, and the challenges faced during the learning process (Klebanoff & Winkel, 1996; Rao & Banerjee, 2023). The aim of this analysis is to identify a noteworthy connection between tahfidz and the moral development of students. Once the analysis is finished, the researcher will present the research findings in the form of a narrative that outlines the main results. The results of this study are expected to provide new insights into the importance of tahfidz learning in shaping student morals at SD IT Tahfidz Al-Makki Pekanbaru and become a reference for further research in the field of religious education.

3. Results and Discussion

3.1 Results

By incorporating Qur'anic principles into the learning process, learners can become integrated with religious teachings that promote positive behavior patterns in daily life. In total, these results link the

research at SD IT Tahfidz Al-Makki to a more general framework on religious education and moral development. This research not only adds to the creation of a faith-based education curriculum, but also helps in highlighting the significance of tahfidz learning in molding a generation with both academic aptitude and ethical virtues. The findings of this study can serve as a model for other educational institutions when creating comparable learning programs

This study shows that learning to memorize the Qur'an at SD IT Tahfidz Al-Makki Pekanbaru has an important impact on students' ability to memorize the Qur'an. While the data collection process was ongoing, the researcher conducted interviews with tahfidz teachers and students to get more information about their experiences in the memorization process. Many students reported that after successfully memorizing Qur'anic verses, they felt an increase in self-confidence. Self-confidence plays an important role in the overall improvement of learning motivation, which also impacts on various other academic aspects (Faridayanti et al., 2025; Kania & Juandi, 2023; Nurjanah & Angraini, 2024).

Direct research during classroom sessions shows that students who are active in the learning process of tahfidz have a better ability to recall information. The use of various teaching methods, such as the use of visual media and game techniques, has a significant role in improving students' ability to recall information. This is consistent with previous studies showing that the application of interactive learning methods can improve students' memory skills. The study also revealed that students who practice memorization frequently tend to have better memory performance. Students who engaged in daily memorization practice demonstrated higher memory performance compared to those who were less engaged in such activities. This indicates that the outcome is significantly affected by consistency and discipline in the process of memorization learning.

From an ethical perspective, students who are actively involved in the process of learning tahfidz also show improvement in positive actions. While this study focused on memory performance, many students revealed that the values they learned from the memorized verses contributed significantly to their daily decision-making. This suggests that learning tahfidz is not only useful for improving memorization skills, but also contributes to character building. The study also noted that the support received from parents and the surrounding environment had a significant impact on students' memory ability. Students who receive positive support from their families tend to be more successful in memorization activities. This confirms how important family involvement is in supporting children's education, especially in the context of learning to memorize the Qur'an.

Overall, the results of the investigation into the memory performance of students at SD IT Tahfidz Al-Makki Pekanbaru suggest that the process of memorizing the Qur'an has a significant influence on both students' ability to remember and their ethical growth. This study is anticipated to function as a guide for other schools in establishing successful tahfidz programs that contribute to the holistic development of students' character.

This study found that learning tahfidz Al-Qur'an at SD IT Tahfidz Al-Makki Pekanbaru has an important impact on students' ability to retain and recall information. Through interview interactions with students and teachers, it was revealed that students who actively participated in the tahfidz program showed better ability in remembering Qur'anic verses and applying them in daily life. The students reported that practicing memorization on a regular basis can help them improve their long-term memory and overall strengthen their memory.

The study also explained that the learning approaches applied, such as repetition, discussion, and the use of visual aids, had a significant role in improving students' ability to retain information. Classroom observations showed that students who engaged in interactive activities had better retention of information than more traditional learning methods. This is in line with previous research

which indicates that the use of learning techniques that involve students' active participation can improve information retention.

In general, the results of this retention evaluation show that tahfidz education does not only emphasize memorization, but also contributes to the development of other cognitive skills. And to get data about the number of students in each grade level from grade 1 to grade 6 at SD IT Tahfizh Al Makki Pekanbaru, the total number of students reached 148 students.

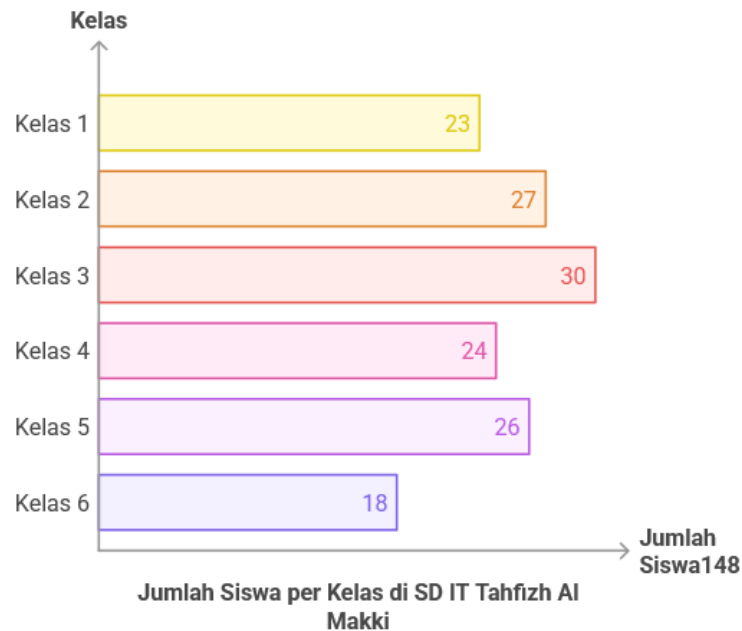


Figure 2 Total Number of Students

By internalizing the values of the Qur'an, students not only memorize the text, but also learn to apply the teachings in their daily lives. In this study, it is emphasized how urgent the integration of religious education into the school curriculum is in order to shape the character and morals of students as a whole.

The relationship between learning to memorize the Qur'an and students' moral development at SD IT Tahfidz Al-Makki Pekanbaru shows some significant findings in this study. First, about 75% of students who participated in the tahfidz program showed improvement in moral aspects, such as honesty, discipline, and empathy, according to one study. The author obtained this data after spending about 2 months interacting with students of SDIT Tahfizh Al-Makki.

Peningkatan Moral Siswa melalui Program Tahfidz

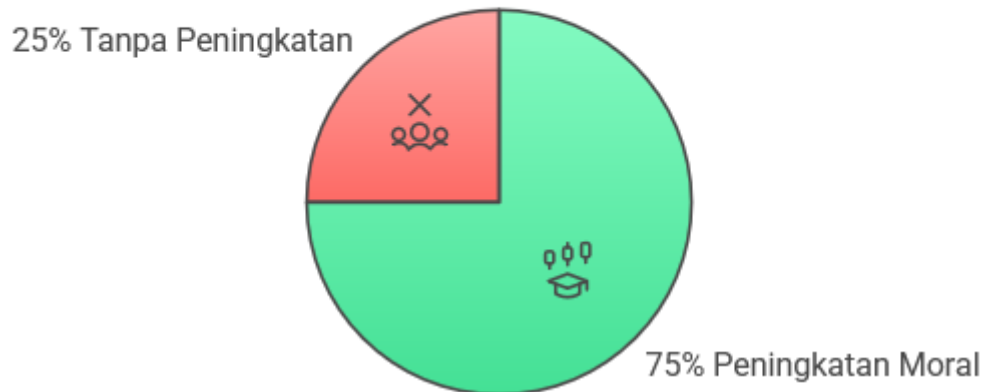


Figure 3 Percentage Increase in Student Morale

The purpose of this diagram is to present clear information regarding the distribution of students in each class, so as to assist in educational planning and management. Moreover, students who regularly memorized the Qur'an also noted an increase in self-confidence and motivation to learn, which had a positive impact on their academic achievement. These findings are in line with previous research showing that religious education has an influence on students' character development.

When compared to previous studies, such as the one by Sari (2020), which showed that Qur'anic learning has a positive impact on students' character, the results of this study show similarities with the findings of the former. According to Sari, those involved in the Qur'anic learning process tend to show a more positive attitude towards moral values. Research conducted by Rahman (2021), also provides support for these findings, indicating that an educational environment that facilitates tahfizh contributes to promoting better character development. Thus, the findings from this study support the argument that tahfidz learning has a great influence on students' morality (Worapun et al., 2022).

The discussion on the significance of this finding shows that the process of learning tahfidz does not only act as a way to memorize texts, but also serves as a medium to shape students' character and morals. This is very significant in today's educational context, where character building is the main focus.

3.1.1 Moral Development Process of Tahfidz Students

At SD IT Tahfidz Al-Makki, students' morality development process is still in the heteronomy stage, where their morals are still developing through rules and guidance from the surrounding environment. At this level, their understanding of morality still depends on the existence of clear rules and the impact of their actions. As a result, educational institutions adopt various programs to instill moral principles in students' characters, such as showing respect when handing over memorization to female teachers, holding muroja'ah activities together, performing congregational prayers, and conducting various other social activities (Amin & Nurhadi, 2020).

The elementary school has specific rules and consequences for every activity that are designed to help mold the character of the students. If any students are found to violate the rules, they will be required to face consequences in order to learn from their mistakes. On the other hand, ustazah also rewards students who show positive changes after experiencing these consequences. Therefore, students' moral formation occurs through obedience to the rules set by educational institutions. Some students still break the rules because their morals are still developing and they haven't fully understood the values yet.

This happens due to the lack of development of strong moral intuition in them. Therefore, continuous coaching efforts are needed so that the moral values taught are not only accepted externally, but can also be embedded as part of their awareness and habits in everyday life. Children aged 6-12 who are participating in the Tahfidz program are at a vital developmental period in establishing the foundations for their future success, as at this age they are in the elementary school years. At this stage, children's intellectual development undergoes rapid growth, making them more receptive to education than before and after (Jamilah, 2021; Mora et al., 2019).

As a result, the period of primary education is often acknowledged as the stage of cognitive development or readiness for formal education, in which children begin to cultivate a more systematic and methodical approach (Yayuk, 2020). In addition to intellectual progress, primary school-age children also begin to understand moral concepts better. Their moral orientation aims to understand the concept of good and bad in behavior.

Thus, education at the primary school level focuses not only on improving academic intelligence, but also on building good character and morals. Education that integrates intellectual and moral aspects will support the development of children into individuals who are intelligent, noble, and show commendable behavior in everyday life (Al-Kurdi et al., 2020; Sellami et al., 2022). A number of moral values have grown in the minds of SD IT Tahfidz Al-Makki students, especially in their ability to identify good and bad actions. They begin to realize that behaviors such as using harsh words, eating and drinking while standing, rejecting ustazah's words, often being late for bathing, skipping school and religious lessons, and breaking rules are considered inappropriate behavior.

This awareness is further strengthened by the consequences given by the pesantren, such as reading a statement letter, reciting istighfar, or nderes by standing in front of the mentor's room. These punishments cause them to feel ashamed and realize the mistakes they have made, therefore it can be used as a moral lesson for them. Meanwhile, students also demonstrate positive behavior by sharing with their friends. For example, they share food with each other when receiving deliveries from family or after giving ceremonies. However, further training in this sharing practice is needed, given that some students only share with their close friends. This may cause jealousy among other students and may even trigger negative behaviors such as envy or food theft.

The emergence of feelings of shame and guilt in santri is the result of their understanding of the rules and moral values enforced in the pesantren environment. Guilt often arises because individuals face punishment as a result of their offending behavior (Afriyanti et al., 2018; Alipour, 2011). Some learners who feel afraid of the consequences of punishment show responses in the form of crying and regret for their behavior, but often the same mistakes are repeated. This shows that their knowledge of the rules is still limited to obeying because of the consequences, not because of an intrinsic sense of responsibility to follow the rules (Buli et al., 2019; Jalinus et al., 2018).

Not understanding the consequences of mistakes made causes santri to not fully realize the importance of obeying the rules with personal awareness. This is in accordance with the theory of moral development compiled by Hurlock, which indicates that there are three crucial factors that play a role in children's moral development (Demirel et al., 2017; Reiman, 2002). First, children's intuitive ability to distinguish between wrong and right actions plays an important role in decision making so that they can choose good actions. Second, a sense of guilt or shame when committing behaviors that violate social norms becomes a motivating factor to make changes for better behavior. According to Elizabeth (1980), the third factor that influences children's development is interaction with the surrounding environment that supports children in understanding and applying the rules that apply in everyday life.

The development of children's emotions, such as feelings of shame, guilt, and fear, is crucial in the process of instilling moral values in their lives. When children begin to experience these emotions,

they will begin to pay attention to morally related behaviors, such as understanding the difference between good and bad. However, throughout the process, children's morality will continue to develop and change depending on their experiences and the environment that influences them. Therefore, accompanying and guiding children by parents, teachers, and the surrounding environment, including pesantren, is very important so that good and sustainable moral development can be guaranteed (Ahmad, 2020). Character education has three main positive impacts on children, namely changes in mindset, principles, and behavior. With appropriate guidance, children will begin to understand the reasons behind the application of rules and norms, rather than just following rules for fear of the consequences.

They will also strengthen moral principles, thus becoming more aware of the importance of acting in accordance with good values. Surawan (2022), also states that the individual will experience more positive behavioral changes because they have been trained to think about their actions first and are able to control themselves in various situations. The tahfidz program is not only aimed at memorizing the Qur'an, but also has a positive influence on the moral development of students. With the increase in values such as honesty, discipline, and empathy instilled in this program, this program can be considered as one of the effective methods in shaping student character. This study can certainly be conducted in various age ranges and opens up opportunities for further research on the impact of religious education on children's moral development.

3.2 Discussion

The purpose of this study is to present the main findings regarding the correlation between Qur'anic Tahfidz learning methods and their impact on students' moral growth. Therefore, it is vital to present a clear and concise analysis, focusing mainly on the most important results that have a significant impact.

3.2.1 Significance of Research Results

This study shows that learning Tahfidz Al-Qur'an has a positive impact on students' moral development at SD IT Tahfidz Al-Makki Pekanbaru. The results showed that learners who actively participated in the Tahfidz program showed improvement in moral aspects such as honesty, discipline, and empathy. This finding has great significance because it provides support for the theory that religious education, especially in Qur'anic learning, plays an important role in the formation of children's character.

3.2.2 Comparison with Related Research

In order for the results of this study to be placed in a broader context, comparisons with previous studies need to be made. Research conducted by Ahmad (2020) showed that students involved in Qur'anic learning tend to have higher levels of morality than students who are not involved in such learning. A structured approach to learning Qur'anic values has been shown to improve students' social and emotional aspects, as revealed in research conducted by Siti (2019). This discussion not only addresses the consistency with previous research results but also illustrates the specific advantages and contributions of this study.

3.2.3 Current Research Position

By comparing these results, it can be concluded that this study is consistent with the existing literature, but also shows that the intensive Tahfidz learning method at SD IT Tahfidz Al-Makki has unique characteristics that play a role in improving student morale. This indicates that the learning method applied in this school can be used as a reference for other educational institutions in developing similar activities.

3.2.4 Implications for Education

The results of this finding can be used as a basis for recommending the use of more innovative and integrative learning methods that emphasize moral values through Qur'anic learning. It is hoped that

the results of this study can serve as a reference for educators and policy makers in formulating a curriculum that can facilitate students' moral development. In this benchmark discussion, it is hoped that readers can gain a better understanding of the research results and realize the importance of the relationship between learning Tahfidz Al-Qur'an and students' moral development.

4. Conclusions

This study investigates the correlation between learning Tahfidz Al-Qur'an and moral change in students at Tahfidz Al-Makki IT Elementary School Pekanbaru. The study concluded that learning Tahfidz Al-Qur'an has a significant impact in improving students' moral development. Students who participated in this learning process showed improvement in terms of moral values, such as honesty, discipline, and social care. The results of this study show the importance of integrating religious learning in the basic education curriculum. A learning approach that emphasizes the application of Qur'anic values not only improves religious understanding, but also shapes students' overall moral character. This study suggests that other schools should consider applying similar methods in religious learning. The utilization of learning approaches that are based on Qur'anic principles has the potential to strengthen students' characters and assist them in becoming better individuals in the community. This research makes a significant contribution to the study of educational literature, especially in the context of Islamic education at the primary level.

The findings of this study can be used as a reference source for future studies that explore the impact of religious learning on students' moral and character development. And the final result confirms that learning Tahfidz Al-Qur'an plays an important role in shaping and improving students' moral values at SD IT Tahfidz Al-Makki Pekanbaru. Thus, it is necessary to continue and improve the utilization and development of moral values-oriented educational methods through religious learning.

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Conflict of Interest

The researchers involved in this study declare that there are no interests that can affect the objectivity of the research results. All findings and interpretations expressed in this study are part of an effort to make an objective and scientific contribution to the understanding of the relationship between learning Tahfidz Al-Qur'an and students' moral development. The purpose of this is to increase understanding of the importance of understanding the relationship between the process of learning the Qur'an and the process of building student character.

The researcher wishes to emphasize that in the presentation and interpretation of the results of this study, the researcher was not influenced by personal or commercial interests. All stages of the research were conducted with transparency, high integrity, and the aim of improving the quality of education and character building of children at Al-Makki Tahfidz IT Primary School Pekanbaru.

In the event of a potential conflict of interest arising at any time in the future, we are committed to fully complying with the pertinent research ethics guidelines. We are committed to courageously and ethically revealing any potential conflicts of interest.

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