

**THE IMPLEMENTATION OF THE JUZ 'AMMA EXTRACURRICULAR
PROGRAM AS AN EFFORT TO FOSTER RELIGIOUS CHARACTER
AND STRENGTHEN THE VALUES OF PAI STUDENTS OF
ZAINUL HASAN I GENGONG ELEMENTARY SCHOOL**

Mohammad Hasan Khoirul Anwar¹, Ainur Rofiq Sofa²

¹Pascasarjana Universitas Islam Zainul Hasan Genggong Probolinggo

²Universitas Islam Zainul Hasan Genggong Probolinggo

ahsanelek17@gmail.com¹, bungaaklirik@gmail.com²

Abstract

This study analyzes the implementation of the Juz 'Amma extracurricular program as an effort to foster religious character and strengthen the values of Islamic Religious Education (PAI) at Zainul Hasan I Genggong Elementary School. The research employs a descriptive qualitative approach using observation, interviews, and documentation. Informants include the principal, five Juz 'Amma instructors, and 20 fifth-grade students. The findings show that the Juz 'Amma program is carried out twice a week through the stages of tahsin, tahfidz, muroja'ah, and understanding the meanings of Qur'anic verses. Learning is conducted individually and in groups, accompanied by habituation of Islamic behavior. The program has been proven to improve students' reading and memorization of the Qur'an while instilling religious values such as discipline, responsibility, patience, and love for the Qur'an. Positive changes are evident in worship discipline, politeness, social awareness, and the ability of some students to lead prayer dhuha. These findings reinforce Thomas Lickona's character education theory and Al-Ghazali's concept of riyadhah al-nafs, and demonstrate that the Juz 'Amma program is effective as a Qur'an-based character education model in elementary schools.

Keywords: Juz 'Amma, Islamic Religious Education, Religious Character, Extracurricular Program, Student Development



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INTRODUCTION

Islamic Religious Education (PAI) has a very important role in shaping the character of students so that they have noble character, faith, and fear Allah SWT. In the midst of globalization and rapid technological developments, the challenges of religious education are becoming increasingly complex.¹ Many elementary school-age children experience a decrease in interest in religious activities, especially in reading and memorizing the Qur'an.² Therefore, Islamic educational institutions are required to be able to create innovations in learning so that religious values can be firmly embedded in students from an early age.³

Zainul Hasan I Genggong Elementary School is one of the Islamic educational institutions that seeks to instill religious values through various intracurricular and extracurricular activities.⁴ One of its flagship programs is Juz 'Amma extracurricular activities.⁵ This program is designed to strengthen students' ability to read, memorize, and understand the meaning of Qur'anic verses, especially the 30th Juz. More than just memorization activities, this program is a means of fostering religious character and strengthening PAI values that are integrated in daily life in the school environment.⁶

Juz 'Amma's extracurricular activities are carried out regularly under the guidance of competent ustadz and ustadzah.⁷ Students are invited to learn to read the Qur'an with correct tajweed, memorize it gradually, and understand the values contained in each letter.⁸ This learning prioritizes the methods of talaqqi, tikkar, and murojaah combined with an affective approach, so that students not only memorize, but also understand and practice the teachings of the Qur'an in

¹ Septi Aulia et al., "Peran Pendidikan Agama Islam Dalam Mengembangkan Karakter Siswa Yang Berkarakter," *Jurnal Kajian Ilmu Pendidikan (JKIP)* 6, no. 2 (2025).

² Ilham Ilham et al., "Etiologi Menurunnya Minat Anak Dalam Membaca Al-Qur'an Di Desa Simpang Empat Kabupaten Asahan," *Jurnal Pusat Studi Pendidikan Rakyat*, 2025.

³ Devi Aprilia Rachmawati, Muhammad Sugianto, and Ainur Rofiq Sofa, "Tathwiiiru WasaalIthi Lu'batid Domiino Litarqiyatil Mufradaatil Lughah Al-'Arabiyyah Wa Mahaaratil Kalaam Fi Al-Madrasah Ad-Diniyyah At-Ta'limiyyah Zainul Hasan Genggong," *Tarling: Journal of Language Education* 9, no. 1 (2025).

⁴ Nur Laily Alfiatul Izza, Kustiana Arisanti, and Ainur Rofiq Sofa, "Moral Education Values In The Anime Film One Piece Arc, Dressrosa Perspective Of Immanuel Kant In The Book Of Moral Laws," *Urwatul Wutsqo: Jurnal Studi Kependidikan Dan Keislaman* 14, no. 2 (2025).

⁵ Halimah Atur Rosidah, "Implementasi Pembiasaan Membaca Juz Amma Dalam Membentuk Karakter Religius Dan Disiplin Pada Peserta Didik Kelas VII Di SMPN 5 Ponorogo" (IAIN Ponorogo, 2025).

⁶ Ainur Rofiq Sofa, "5.0 إيكاندو لتعلم اللغة العربية عند الطفولة المبكرة في عصر الرقمنة (Icando) لساننا," *LISANUNA: Jurnal Ilmu Bahasa Arab Dan Pembelajarannya* 13, no. 2 (2023).

⁷ Dewi Shinta Kurnia Ilahi et al., "Penilaian Pembelajaran PAI Berbasis Google Forms, Quizizz, Dan Grade Scope:: Strategi Dan Implementasi Efektif Di MA Zainul Hasan 1 Genggong," *Indonesian Research Journal on Education* 5, no. 2 (2025).

⁸ Millatul Qudsiyah, Ainur Rofiq Sofa, and Muhammad Sugianto, "Analisis Konseptual Dan Aplikatif I 'rab Dalam Sintaksis Bahasa Arab: Studi Komparatif Antara Teori Nahwu Klasik Dan Pendekatan Linguistik Modern," *Pragmatik: Jurnal Rumpun Ilmu Bahasa Dan Pendidikan* 3, no. 3 (2025).

daily behavior.⁹ Thus, this activity is expected to be able to foster religious personality, discipline, and love for the Qur'an.¹⁰

However, in the implementation of this program, there are certainly various dynamics.¹¹ Each student has a different level of ability, interests, and environmental support.¹² Some students show high enthusiasm for memorization, while others need more motivation from teachers and parents.¹³ On the other hand, supervisors also face challenges in maintaining the consistency and enthusiasm of students so that activities do not only become a memorization routine, but really become a medium for character building.¹⁴ Therefore, this study seeks to describe in depth how the implementation of the Juz 'Amma extracurricular program is implemented at SD Zainul Hasan I Genggong and how it contributes to the development of religious character and the strengthening of students' PAI values.¹⁵

A number of previous studies have shown that learning the Qur'an, especially the memorization of Juz 'Amma, has a positive influence on the formation of children's character. Aka mentioned that religious education based on the Qur'an is able to instill strong spiritual and moral values.¹⁶ Zuhairini emphasized that reading and memorizing the Qur'an in the school environment is a powerful way to foster Islamic personality in students. In line with that, Hidayat revealed that the tahfidzul Qur'an program at the elementary school level not only plays a role in improving academic ability, but also fosters discipline, patience, and a sense of responsibility in students.¹⁷ Therefore, Juz 'Amma's extracurricular activities can be seen as a relevant and effective approach

⁹ Ainur Rofiq Sofa and Abd Aziz, "Development Of Professional Competence For Arabic Language Teachers At Madrasah Aliyah Model Hafshawaty Zainul Hasan Genggong," *ABDISOSHUM: Jurnal Pengabdian Masyarakat Bidang Sosial Dan Humaniora* 3, no. 2 (2024).

¹⁰ Ainur Rofiq Sofa and Holifatul Munawaroh, "Isytiqaq, Taraduf, Isytirok, Dan Tadladh: Pilar-Pilar Semantik Dalam Bahasa Arab Klasik," *Pragmatik: Jurnal Rumpun Ilmu Bahasa Dan Pendidikan* 3, no. 3 (2025).

¹¹ Ainur Rofiq Sofa and Holifatul Munawaroh, "Isytiqaq, Taraduf, Isytirok, Dan Tadladh: Pilar-Pilar Semantik Dalam Bahasa Arab Klasik," *Pragmatik: Jurnal Rumpun Ilmu Bahasa Dan Pendidikan* 3, no. 3 (2025).

¹² Ainur Rofiq Sofa, Abd Aziz, and Muhammad Ichsan, "Hybrid Learning Lectures for Achieving Arabic Language Competence in the Free Curriculum Frame for Independent Learning (MBKM) at Zainul Hasan Islamic University Genggong Kraksaan Probolinggo," n.d.

¹³ Nuril Isabillah and Ainur Rofiq Sofa, "Melatih Kemampuan Bahasa Arab Pada Siswa Dalam Pembuatan Atau Pembacaan Iklan Di Madrasah Ibtidaiyah Tadzibun Nasyiin," *Pragmatik: Jurnal Rumpun Ilmu Bahasa Dan Pendidikan* 3, no. 3 (2025).

¹⁴ Ifrohatul Hamidah and Ainur Rofiq Sofa, "Fiqh Al-Lughah Dan Pengaruhnya Terhadap Perkembangan Ilmu Nahwu," *Pragmatik: Jurnal Rumpun Ilmu Bahasa Dan Pendidikan* 3, no. 3 (2025).

¹⁵ Naimatul Fuadah and Ainur Rofiq Sofa, "Perkembangan Sastra Arab Dan Pengaruhnya Terhadap Bahasa," *Pragmatik: Jurnal Rumpun Ilmu Bahasa Dan Pendidikan* 3, no. 3 (2025).

¹⁶ Ainur Rofiq Sofa et al., "Pengembangan Penilaian Pembelajaran Berbasis VEO Di MAN 2 Probolinggo," *JISPENDIORA Jurnal Ilmu Sosial Pendidikan Dan Humaniora* 4, no. 2 (2025).

¹⁷ Ainur Rofiq Sofa, "إلحاق اللغة العربية في مناهج التعليم الابتدائي والثانوي كلفة أجنبية مفضلة في عصر المجتمع 5.0," *Imtiyaz: Jurnal Pendidikan Dan Bahasa Arab* 7, no. 1 (2023).

in developing religious character education based on the values of Islamic Religious Education in elementary schools.¹⁸

This study aims to describe the implementation of the Juz 'Amma extracurricular program at Zainul Hasan I Genggong Elementary School, analyze the role of these activities in fostering students' religious character, and reveal the values of Islamic religious education contained in it.¹⁹ This research is expected to provide theoretical and practical benefits.²⁰ Theoretically, the results of the research can enrich the treasures of Islamic education, especially in the field of character development through Qur'an-based extracurricular activities.²¹ Practically, the results of this research can be a reference for schools in developing similar programs, as well as an inspiration for teachers in creating more effective and fun methods of learning the Qur'an.²²

Thus, the implementation of the Juz 'Amma extracurricular program at Zainul Hasan I Genggong Elementary School is expected to become a holistic PAI learning model, which not only teaches religious knowledge conceptually, but also instills Islamic values in the attitudes, behaviors, and daily habits of students.²³

RESEARCH METHODS

This study uses a descriptive qualitative approach that focuses on efforts to deeply understand the learning process of Juz 'Amma as part of strengthening the values of Islamic Religious Education at SD Zainul Hasan (SD ZAHA) Genggong. This approach was chosen because it can provide a complete picture of how religious activities and Qur'an learning are applied in students' daily lives, as well as how religious values are formed through extracurricular activities.

The research was carried out in grade V of SD Zainul Hasan Genggong with a total of 20 students. The focus of the research is directed at the implementation of the Juz 'Amma

¹⁸ Ainur Rofiq Sofa, "Pelatihan Menghafal Kosa Kata Dalam Bahasa Arab Pada Siswa MI Nahdatul Ulama Blado Wetan Banyuwangi Probolinggo," *Jurnal Pendidikan Dan Konseling (JPDK)* 5, no. 1 (2023).

¹⁹ Ainur Rofiq Sofa, "استراتيجيات لزيادة التعلم الذاتي التنظيم لطلاب اللغة العربية في إتقان اللغة عصر الاضطراب," *'ARABIYYA: JURNAL STUDI BAHASA ARAB* 12, no. 02 (2023).

²⁰ Lusiana Efendy and Ainur Rofiq Sofa, "Strategi Meningkatkan Minat Membaca Melalui Pemilihan Teks Bahasa Arab Yang Menarik Di PP Darut Tauhid Patemon," *Morfologi: Jurnal Ilmu Pendidikan, Bahasa, Sastra Dan Budaya* 3, no. 2 (2025).

²¹ Slama Slama and Ainur Rofiq Sofa, "Meningkatkan Pemahaman Bahasa Arab Melalui Analisis Teks Pendek Di Madrasah Ibtidaiyah Nurul Hasan Kertosono Gading Probolinggo," *Dinamika Pembelajaran: Jurnal Pendidikan Dan Bahasa* 2, no. 1 (2025).

²² Sheila Rohmatika Fitria and Ainur Rofiq Sofa, "Strategi Pemaknaan Dalam Memahami Teks Narasi Berbahasa Arab Di SMA Terpadu Darut Tauhid Patemon Kerejengan," *Pragmatik: Jurnal Rumpun Ilmu Bahasa Dan Pendidikan* 3, no. 3 (2025).

²³ Afifah Agustini and Ainur Rofiq Sofa, "Integrasi Islam Dan Sains Dalam Pemikiran Ismail Raji Al-Faruqi, Seyyed Hossein Nasr, Al-Ghazali, Dan Ibnu Khaldun: Pendekatan Iman, Islam, Dan Ihsan Berdasarkan Al-Qur'an, Hadits, Dan Qoul Ulama," *Jurnal Budi Pekerti Agama Islam* 2, no. 6 (2024).

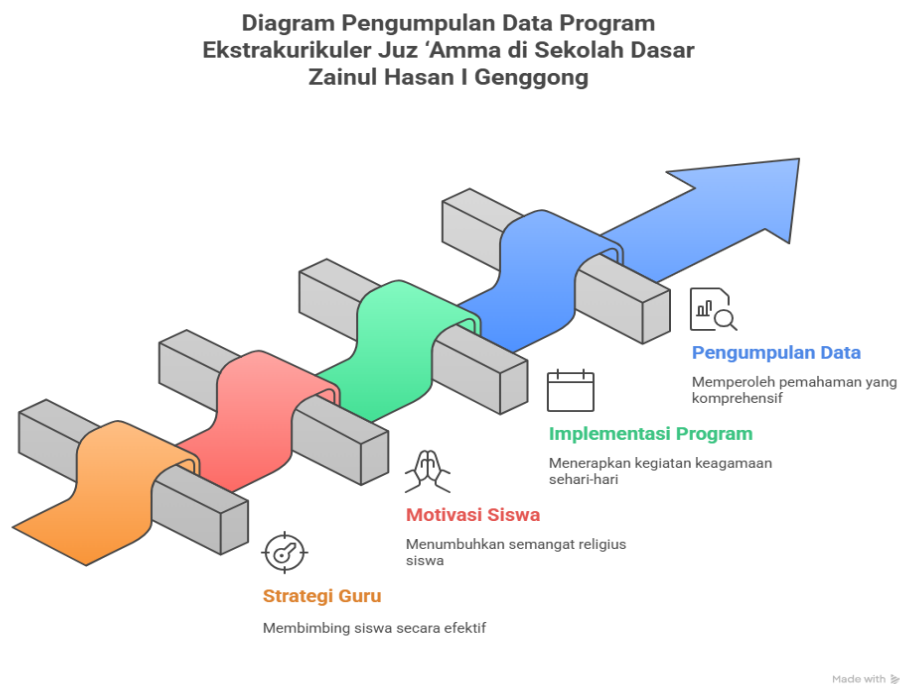
extracurricular program, teachers' strategies in guiding students, and the impact of these activities on the development of students' religious character.

Data collection was carried out through observation, interviews, and documentation. Observations were made to see firsthand learning activities and interactions between teachers and students in Juz 'Amma activities. The interview was conducted in depth with various parties involved, including the Principal Mr. Ahmad Muzammil, S.Pd., who explained the vision and direction of the school's policy in strengthening religious values. Juz 'Amma teachers such as Ustadz Tijani, Ustadzah Fitri, Ustadz Pepen, Ustadz Qosim, and Ustadzah Ruqmiati provided views related to the learning methods applied, the challenges faced, and strategies to foster students' religious spirit.

In addition, interviews were also conducted with several grade V students, namely Ikmal, Zaka, and Nuril. They shared their personal experiences while participating in the Juz 'Amma program, starting from how to memorize, motivation to participate in activities, to changes in attitudes and behaviors felt after being active in these activities. From this interview, it was obtained that the Juz 'Amma program not only improves the ability to read and memorize the Qur'an, but also instills discipline, respect for teachers, and the habit of praying and behaving politely in the school environment.

Supporting data was also obtained from the school's official documentation, including archives of activities and publications on the sdzaha.sch.id page that featured various brilliant achievements of SD ZAHA students, such as the success of winning the 2025 Nusantara Student Olympiad. This achievement shows that religious coaching activities in this school go hand in hand with the development of academic competence and student character.

Data analysis is carried out through the process of reduction, presentation, and drawing conclusions. Every information obtained is processed systematically to produce a comprehensive understanding of the implementation of Juz 'Amma learning at SD Zainul Hasan Genggong. Through this approach, the research seeks to reveal how religious activities become a strategic forum in shaping students' spiritual and moral character from an early age. Here's a diagram of the data collection method:



RESULTS AND DISCUSSION

Based on the results of observations, interviews, and documentation conducted by researchers, the implementation of the Juz 'Amma extracurricular program at Zainul Hasan I Genggong Elementary School took place in a structured manner and received full support from the school, teachers, and students. The learning process of Juz 'Amma does not only focus on the memorization aspect, but also on the internalization of Islamic religious education values such as sincerity, discipline, and social concern.²⁴

Implementation of Juz 'Amma Extracurricular Program at Zainul Hasan I Genggong Elementary School

The Juz 'Amma extracurricular program at Zainul Hasan I Genggong Elementary School is one of the leading activities in the religious field. This activity is carried out routinely twice a week, after regular class hours are over. The main goal is not only to increase memorization, but also to instill religious values through the habit of reading and understanding the Qur'an from an early age.²⁵

²⁴ Muzdalifah Muzdalifah and Ainur Rofiq Sofa, "Penerapan Strategi Pembelajaran Dalam Pemahaman Makna Harfiah Dan Majazi Di Lembaga SMP Pesantren Zainul Hasan Genggong," *Morfologi: Jurnal Ilmu Pendidikan, Bahasa, Sastra Dan Budaya* 3, no. 4 (2025).

²⁵ M Yusuf Kusuma Wijaya and Ainur Rofiq Sofa, "Hadits Sebagai Landasan Normatif Dalam Ekonomi Islam Definisi, Urgensi, Dan Aplikasinya," *Morfologi: Jurnal Ilmu Pendidikan, Bahasa, Sastra Dan Budaya* 3, no. 4 (2025).

According to the Principal, Mr. Ahmad Muzammil, this activity has become an integral part of the character education system in schools:

"We at Zainul Hasan I Genggong Elementary School believe that fostering children's character cannot be done only with theory in the classroom. There must be real activities that can get them used to living with Islamic values. The Juz 'Amma extracurricular program is the means to do so. Children are guided every week to read, memorize, and understand the meaning of the verses of the Qur'an. In this way, we want to foster their love for the Qur'an, as well as strengthen their morals and faith from an early age."

Furthermore, he emphasized that this program is not only oriented to memorization results, but also to the formation of attitudes:

"Our target is not how many letters are memorized, but how children have manners towards the Qur'an such as reading with tartil, maintaining cleanliness, being polite, and obeying the teacher. That is the true meaning of Islamic religious education."

In its implementation, this activity was guided by several ustadz and ustadzah, including Ustadz Tijani, Ustadzah Fitri, Ustadz Pepen, Ustadz Qosim, and Ustadzah Ruqmiati.

Ustadz Tijani, who has been teaching Juz 'Amma for more than five years, explained:

"We use tahsin and tahfidz methods. Each child is guided to improve their reading first, then memorize it little by little. Usually one by one they master short letters, starting from An-Nas to the top. Children who have memorized, we assign them to be muroja'ah friends for others, so that there is a positive interaction between them."

Meanwhile, Ustadzah Fitri added,

"The children are very enthusiastic. We started with a joint prayer, then memorized muroja'ah beforehand. After that, they deposit new memorization one by one. Interestingly, we not only listened to memorization, but also explained its meaning. For example, when Surah Al-Ma'un is read, we explain the meaning of helping and social care. So, this activity is not just memorizing, but understanding and practicing the content of the Qur'an."

The implementation of the Juz 'Amma extracurricular program at Zainul Hasan I Genggong Elementary School reflects the real application of the concept of holistic Islamic education, namely education that not only emphasizes cognitive aspects, but also affective and psychomotor aspects. This is in line with the view of Al-Ghazali (Ihya' Ulum al-Din) who affirms that the main goal of Islamic education is *tahdzib al-nafs* (purification of the soul) and the formation of good morals through a learning process based on the values of the Qur'an.²⁶

Juz 'Amma activities which are carried out regularly twice a week aim not only to increase memorization, but also to instill love for the Qur'an and to familiarize children with living in Islamic values.²⁷ According to Zakiah Daradjat, effective religious learning is not only one that teaches

²⁶ Izza, Arisanti, and Sofa, "Moral Education Values In The Anime Film One Piece Arc, Dressrosa Perspective Of Immanuel Kant In The Book Of Moral Laws."

²⁷ Rohmatil Maula, Ahmad Fauzi, and Ainur Rofiq Sofa, "Penggunaan Aplikasi Canva Dalam Meningkatkan Efektivitas Pembelajaran PAI Di SMP Negeri 2 Kendit Situbondo," *Al-Qalam: Jurnal Kajian Islam Dan Pendidikan* 17, no. 1 (2025).

theory, but one that is able to instill value through habituation and example.²⁸ Therefore, activities such as memorization deposits, muroja'ah, and understanding the meaning of verses are a form of implementation of value education that is practical and contextual for elementary school students.²⁹

The Principal, Ahmad Muzammil, emphasized that character education is not enough to be taught through theory in the classroom, but must be internalized through repetitive habits. This view is in line with Lickona's theory of *Character Education*, which emphasizes that character formation requires three main components: *moral knowing*, *moral feeling*, and *moral action*. The Juz 'Amma program at SD Zainul Hasan I Genggong clearly fulfills the three students to know the values of goodness through the verses of the Qur'an, feel spiritual values through memorization and muroja'ah activities, and practice them in daily life.³⁰

In terms of methods, Ustadz Tijani explained that learning uses *the tahsin* (improvement of reading) and *tahfidz* (memorization) approaches in stages. This method is in accordance with the principle of *tadarruj* in Islamic education, which is a learning process that is carried out in stages and continuously. In the theory of learning the Qur'an, this stage is important so that students not only memorize mechanically, but also understand and maintain the quality of reading according to the rules of *tajweed*.

The approach used also shows the application of Albert Bandura's social learning theory (Social Learning Theory), where children learn through a *modeling* or emulation process. When students who have memorized are assigned to be muroja'ah friends for other friends, it creates social interactions that build a spirit of learning and strengthen the value of mutual cooperation and mutual responsibility.

Ustadzah Fitri's statement that emphasizes the understanding of the meaning of letters such as *Al-Ma'un* shows the application of a *contextual approach* (*Contextual Teaching and Learning*) in religious learning. According to this theory, learning will be more meaningful if it is associated with the reality of students' daily lives. By explaining the meaning of helping and caring for social care through verses of the Qur'an, teachers help students understand that the Qur'an is not just a text to be memorized, but a guideline for life that must be practiced.

²⁸ Putri Nabilatus Sholeha and Ainur Rofiq Sofa, "Membedah Gagasan Dalam Teks Panjang Bahasa Arab Melalui Pendekatan Analisis Wacana Yang Mengungkapkan Makna Tersurat Dan Tersirat Di Sekolah MA Zaha," *Morfologi: Jurnal Ilmu Pendidikan, Bahasa, Sastra Dan Budaya* 3, no. 4 (2025).

²⁹ Mahmud Yunus, Ainur Rofiq Sofa, and Jannatul Firdausiyah, "Pengembangan Penilaian Pembelajaran Pendidikan Agama Islam Berbasis Duolingo: Tantangan Dan Motivasi Di Madrasah Aliyah Zainul Hasan 2 Mojolegi Gading Probolinggo," *Indonesian Research Journal on Education* 5, no. 4 (2025).

³⁰ Dian Zahrotus Sita and Ainur Rofiq Sofa, "Pembelajaran Kitab Mubadi'Fiqh Sebagai Upaya Penguatan Pemahaman Fiqih Dan Mufrodat Bahasa Arab Santri Di Ma'had Walisongo 1 Maron, Probolinggo," *Karakter: Jurnal Riset Ilmu Pendidikan Islam* 2, no. 4 (2025).

Overall, the implementation of the Juz 'Amma extracurricular program at SD Zainul Hasan I Genggong illustrates the harmonization between spiritual, moral, and social education. This activity not only strengthens students' cognitive abilities in reading and memorization, but also builds religious awareness rooted in Qur'anic values. Thus, this program becomes a model for effective Qur'an-based religious character development at the basic education level.

Religious Character Values and Developed PAI Values

The Juz 'Amma program has had a real impact on the formation of students' religious character. Values such as discipline, responsibility, patience, sincerity, and love for the Qur'an grow naturally through a routine of activities carried out with exemplary conduct.

Ustadz Pepen conveyed an interesting experience in guiding children:

"If we look at it from the outside, it may be simple — just memorization. But actually in it many character values are formed. For example, children are trained in discipline because they have to be present on time and take care of their memorization every week. When they repeat memorization, that's where they learn patience and sincerity. Not all memorization is smooth immediately, sometimes they cry because they forget, but they learn to get up again."

In line with that, Ustadz Qosim added,

"We always emphasize that learning the Qur'an is not for competitions or showing off memorization. Its main purpose is to educate the heart to be close to God. If the memorization is a lot but the heart is hard, it is not a success. So every meeting, we insert moral advice, such as manners to parents and fellow friends."

Meanwhile, Ustadzah Ruqmiati highlighted the change in students' behavior after participating in this program:

"In the past, there were some children who were a bit difficult to manage, but after participating in Juz 'Amma activities regularly, their attitude changed. They are more polite, not easily angry, and diligent in prayer. In fact, some children can become imams of dhuha prayers at school. I believe it is the fruit of the blessings of the Qur'an."

Thus, the values of Islamic Religious Education that develop through this program include strengthening faith, improving the quality of worship, and habituating morals.

The following section is a narrative of the discussion of religious character values and the values of pie that were developed, which are associated with Islamic education theory and modern character education.

The Juz 'Amma extracurricular program at Zainul Hasan I Genggong Elementary School makes a significant contribution to the formation of religious character and the strengthening of Islamic Religious Education (PAI) values in students. Through activities that are carried out consistently and full of example, students are not only taught to memorize the verses of the Qur'an, but are also trained to internalize the noble values of Islam in daily attitudes and behaviors.

Religious values such as discipline, responsibility, patience, sincerity, and love for the Qur'an grow naturally through the activity of memorizing deposits, muroja'ah, and understanding the meaning of verses. In the context of character education theory, this is in line with Thomas Lickona's concept which states that character is formed through the process of *habitual moral practice* of habitual moral action that is carried out repeatedly in a positive value environment. The learning process of Juz 'Amma that is scheduled, monitored, and guided directly by the teacher is a tangible form of the practice.

As conveyed by Ustadz Pepen, the activity of memorizing the Qur'an which seems simple turns out to have many dimensions of character development. Children are trained to be disciplined because they must arrive on time and maintain memorization with responsibility. The practice of repeating memorization every week fosters patience, while the process of correcting reading errors instills the value of sincerity and humility. This statement corroborates Howard Gardner's theory of *Multiple Intelligences*, specifically spiritual and interpersonal intelligence that develops through reflective activity and social interaction in religious contexts.³¹

According to Ustadz Qosim, the main purpose of learning Juz 'Amma is not just a lot of memorization, but to educate the heart to be close to Allah. This perspective is in line with the view of Imam Al-Ghazali in *Ihya' Ulum al-Din* who affirms that knowledge without practice will not be beneficial, and true education is one that is able to foster spiritual awareness (*ma'rifatullah*) in students. Thus, Juz 'Amma activities play a role not only as a teaching of sacred texts, but also as a means of spiritual development that fosters sincerity and manners.

This is also in line with the theory of Islamic character formation according to Maragustam which explains that character development in Islamic education includes three dimensions: *iman* (strong belief in Allah), *Islam* (the practice of worship values), and *ihsan* (moral perfection).³² In Juz 'Amma activities, these three dimensions are seen concretely: faith is built through the memorization of verses of the Qur'an, Islam is manifested through the habit of worship such as prayer and congregational prayers, while ihsan is seen from changes in the behavior of students who are more polite, patient, and polite.

Ustadzah Ruqmiati's statement strengthened the findings. He said that some students showed positive behavioral changes after regularly participating in Juz 'Amma activities to become more obedient, not easily angry, more disciplined, and even able to become imams of dhuha prayers.

³¹ Ikromulloh Hakiki and Ainur Rofiq Sofa, "Efforts To Improve Understanding Of Islamic Brotherhood Through The Case Study Method In The Course Of Creed And Achievements In Grade XII Students Of Ma Walisongo 2 Banyuwangi Probolinggo," n.d.

³² Ainur Rofiq Sofa and Irma Erviana, "Program Pengabdian Kemasyarakatan: Optimalisasi Pembelajaran Nahwu Melalui Kitab Al Miftah Di Pesantren Motivator Qur'an Darussalam Klaseman," *Morfologi: Jurnal Ilmu Pendidikan, Bahasa, Sastra Dan Budaya* 3, no. 3 (2025).

This change is a form of *successful internalization of religious values*, as explained by Muhaimin that religious values that are repeated and habituated through real activities will enter into the affective consciousness of students, then manifest in behavior.³³

Thus, the values of Islamic Religious Education that develop through this program include strengthening faith, improving the quality of worship, and habituating morals. Through simple but meaningful activities, students learn to respect teachers, love the Qur'an, respect time, and foster gratitude and responsibility. This is the essence of Islamic education that actually forms a generation of Qur'anis who are not only intellectually intelligent, but also spiritually mature and noble.

The Role of the Implementation of the Juz 'Amma Extracurricular Program on the Development of Religious Character and the Strengthening of PAI Values

The results of interviews with teachers and students show that this program plays an important role in fostering a love for the Qur'an and forming a religious character among students.

Ustadz Tijani emphasized,

"If we want to instill religious character, it is not enough just with theory in PAI lessons. There must be hands-on practice. Through Juz 'Amma, children learn discipline, learn self-control, and learn to respect knowledge. They feel closer to God, and it shows in their daily behavior."

From the perspective of students, the results of the interviews strengthen the important role of this program. Ikmal, a grade V student, shared his experience:

"I am very happy to participate in Juz 'Amma, because I can memorize many letters and my friends are also enthusiastic. If you can memorize one letter, it feels very proud. Ustadz always said that memorization is not only for competition, but for practice."

Zaka, another student, added,

"In the past, I was not fluent in reading the Qur'an, but after often muroja'ah with ustadz, now I can. I also became more diligent in praying, because I was constantly reminded of the time to pray."

Meanwhile, Nuril, a class V student, said enthusiastically:

"I like muroja'ah the most together. If there is a friend who forgets, we help remind them. I also now memorize the letter of An-Nazi'at. Ustadzah said that the important thing is not to memorize quickly, but the intention is because of Allah. That's what I remember all the time."

From these various quotes, it can be concluded that the Juz 'Amma extracurricular program not only improves the ability to read and memorize the Qur'an, but also shapes religious behaviors that are reflected in students' daily lives such as worship discipline, good manners, social care, and a sense of responsibility.

³³ Dewi Putri Nafila and Ainur Rofiq Sofa, "Penerapan Strategi 'Akhbārīyah' untuk Meningkatkan Kemampuan Bahasa Arab Siswa Kelas V SDN Puspan Maron Probolinggo," *Dinamika Pembelajaran: Jurnal Pendidikan Dan Bahasa* 2, no. 2 (2025).

The implementation of the Juz 'Amma extracurricular program at Zainul Hasan I Genggong Elementary School shows a strong connection with the theory of character education and religious moral development. Based on the results of interviews with teachers and students, this activity has proven to not only function as a forum to improve the ability to read and memorize the Qur'an, but also as an effective means of instilling religious character values, such as discipline, responsibility, patience, sincerity, and love for the Qur'an.

This is in line with the theory of character education put forward by Thomas Lickona which emphasizes that character formation must include three main dimensions, namely moral knowing, moral feeling, and moral action.³⁴ Through Juz 'Amma activities, students not only understand moral and religious values, but also feel them emotionally and apply them in daily behavior. For example, students learn discipline through having to be present on time, maintaining memorization diligently, and appreciating the learning process carried out with teachers and friends.

In addition, this program also reflects the concept of moral education according to Imam Al-Ghazali, who emphasizes the importance of habituation (*riyadhah al-nafs*) in forming noble character. The habit of memorizing, muroja'ah, and maintaining manners during activities is a form of spiritual practice that slowly shapes the religious personality of students. Al-Ghazali emphasized that morality cannot be formed through theory alone, but must be through consistent practice and habit. This is evident in the change in the behavior of students who are more polite, diligent in worship, and have a sense of responsibility after participating in the Juz 'Amma program.

This view is strengthened by the concept of human beings put forward by Nurcholish Madjid that Islamic education aims to form a complete human being who has a balance between knowledge, faith, and charity. The Juz 'Amma program is a means of integration between the three: students gain knowledge about the recitation of the Qur'an, deepen their faith through memorization and muroja'ah, and practice it in daily life through polite behavior, mutual respect, and helpfulness.

From the results of the interview, the teachers emphasized that this activity is a form of character education based on real practice. Ustadz Tijani said that the cultivation of religious character is not enough through theory in PAI lessons, but there needs to be direct practice such as in the Juz 'Amma program. Meanwhile, Ustadz Pepen and Ustadz Qosim see this activity as an effective means to train patience, sincerity, and discipline of students in maintaining memorization. Ustadzah Ruqmiati even said that there was a positive change in the attitude of students who were more polite, diligent in worship, and able to become imams of dhuha prayers at school.

³⁴ Adinda Atiqotuz Zummah and Ainur Rofiq Sofa, "Keefektifan Teknik Membaca Cepat Dalam Bahasa Arab Di Pondok Pesantren Darut Tauhid Patemon Krejengan Probolinggo," *Dinamika Pembelajaran: Jurnal Pendidikan Dan Bahasa* 2, no. 2 (2025).

Student involvement also reinforced these outcomes. Ikmal, Zaka, and Nuril, grade V students who participated in Juz 'Amma activities expressed their joy and pride because they were able to memorize the letters of the Qur'an, and were motivated to improve their worship. They learn to work together, remind each other, and instill sincere intentions in every memorization activity. This shows that religious values are not only taught, but are truly internalized through habituation and example.

Thus, the implementation of the Juz 'Amma extracurricular program at SD Zainul Hasan I Genggong has an important role in shaping the religious character of students and strengthening the values of Islamic Religious Education. This activity creates a learning environment with spiritual nuances, where the values of the Qur'an are not only memorized, but also practiced in real life. The approach of habituation, example, and understanding of Qur'anic values applied in this program is a strong foundation for the development of noble morals as well as a concrete form of Islamic character education in elementary schools.

The implementation of the Juz 'Amma extracurricular program at Zainul Hasan I Genggong Elementary School is effective and plays a big role in fostering students' religious character. Through the approach of habituation, example, and understanding of the values of the Qur'an, this activity becomes a spiritual and moral foundation for strengthening the values of Islamic Religious Education in the school environment. The above interview and observation data is strengthened by the following documentation data:



Figure 1. Juz Amma Deposit Activities

Figure 1 above is the Juz 'Amma Deposit activity at SD Zainul Hasan (SD ZAHA) Genggong is one of the leading programs in the religious field that aims to strengthen the ability to read, memorize, and understand the meaning of Qur'an verses in elementary school students. This

activity is carried out in a structured and continuous manner, under the guidance of Qur'anic teachers who are competent in the field of tahfidz and tajweed.

Juz 'Amma deposits are made every week, usually in the morning before teaching and learning activities begin. Each student is required to deposit their memorization to the supervisor according to a predetermined schedule. The activity began with the reading of the prayer together, followed by the recitation and memorization deposit in turn. The teacher then conducts careful scanning to ensure the accuracy of students' reading and memorization according to the rules of tajweed.

In its implementation, teachers such as Ustadz Tijani, Ustadzah Fitri, Ustadz Pepen, Ustadz Qosim, and Ustadzah Ruqmiati guide students with a gentle but disciplined approach. They not only assess memorization, but also provide motivation and advice so that students understand the meaning of the verses they read and practice them in their daily lives.

According to the Principal, Ahmad Muzammil, S.Pd., Juz 'Amma deposit activities are an important part of the formation of students' religious character. He emphasized that through this activity, children are accustomed to love the Qur'an from an early age, keep time, be patient, and be disciplined in learning. This activity also supports the school's vision to produce a generation of Qur'ani with noble and outstanding character.

From the results of interviews with grade V students such as Ikmal, Zaka, and Nuril, it is known that Juz 'Amma's deposit activities provide a fun and challenging learning experience. They feel more confident in reading the Qur'an and are proud when they succeed in adding new memorization. In addition, this activity also fosters a spirit of togetherness and mutual support among classmates.

In general, Juz 'Amma deposit activities not only function as an exercise in memorizing the Qur'an, but also as a medium for fostering character, discipline, and love for Islamic teachings. Through this activity, religious values such as sincerity, patience, and responsibility can be firmly embedded in students, in line with the mission of SD Zainul Hasan Genggong to produce a generation that is intelligent, moral, and based on the values of the Qur'an.

CONCLUSION

Based on the results of research conducted at Zainul Hasan I Genggong Elementary School, it can be concluded that the Juz 'Amma extracurricular program has a significant role in the formation of religious character and the strengthening of Islamic Religious Education values in students. This program not only focuses on improving the ability to read and memorize the Qur'an, but also becomes an effective means to instill spiritual and moral values through habituation, example, and understanding of the content of the Qur'an.

The implementation of activities that are carried out regularly twice a week has fostered an attitude of discipline, responsibility, sincerity, patience, and love for the Qur'an among students. Teachers play an active role as guides who not only teach reading and memorization, but also instill the meaning and noble values behind the holy verses. The impact can be seen from changes in the behavior of students who are more polite, diligent in worship, and have a high spirit of learning.

Theoretically, these findings support Thomas Lickona's view of character education as having to involve moral knowledge, moral feelings, and moral action. In addition, the practices applied in the Juz 'Amma program are also in line with the theory of habituation (*riyadhah al-nafs*) of Imam Al-Ghazali, which emphasizes the importance of practice and example in forming noble morals.

Thus, the Juz 'Amma extracurricular program can be categorized as an effective model of Qur'an-based character education at the elementary school level. This activity integrates cognitive, affective, and psychomotor aspects in the process of religious coaching students holistically.

As a recommendation, the school can develop this program more widely through integration with PAI activities in the classroom, tahfidz method training for teachers, and the provision of more interactive learning media to increase student enthusiasm and consistency. In addition, further research can be conducted to measure the long-term impact of this program on the spiritual and social development of students at the next level of education.

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