Character Formation through Quranic Memorization Programs: An Educational Management Approach

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Abstract

Quranic memorization programs serve as an important instrument in fostering students' character and behavioral development. This study aims to examine the influence of Quranic memorization program management on character formation and behavioral development among elementary school students. A quantitative approach was employed using a survey method. The sample consisted of 120 students selected through stratified random sampling. Data were collected using a Likert-scale questionnaire (1–5) and analyzed using Structural Equation Modeling (SEM) with LISREL 8.80. The results indicate that the management of the Quranic memorization program has a positive and significant effect on students' character (t-value = 6.72) and behavioral development (t-value = 5.94). The SEM model demonstrates a good fit, as indicated by χ^2 = 142.18, RMSEA = 0.045, CFI = 0.97, and GFI = 0.93. These findings confirm that well-structured management of Quranic memorization programs contributes substantially to enhancing students' religiosity, discipline, responsibility, and social behavior.

INTRODUCTION

Islamic education plays a strategic role in shaping students' character, morality, and behavior from an early age. At the primary education level, character formation serves as a fundamental foundation for preparing a generation that is not only intellectually competent but also morally upright, disciplined, and socially responsible (Engkizar et al., 2023, 2024). In this regard, Islamic education emphasizes the integration of intellectual development and the internalization of Islamic values as the basis for cultivating noble character. One of the educational instruments considered effective in supporting students' character development is the Quranic memorization program Albshkar et al., (2025). This program is not merely oriented toward achieving memorization targets but also functions as a medium for internalizing religious values, such as discipline, responsibility, honesty, and self-control. Through a systematic and continuous memorization process, students are encouraged to develop commitment, consistency, and religiosity that are reflected in their daily behavior (Anaya et al., 2023; Utami & Fathoni, 2022).

The effectiveness of Quranic memorization programs is highly dependent on the quality of program management implemented by educational institutions. Program management encompasses careful planning, structured implementation, continuous supervision, and systematic evaluation (Engkizar et al., 2025; Sari et al., 2025; Ummah et al., 2025). Well-managed programs are able to create a conducive learning environment, enhance students' motivation to memorize and review (murajaʿah), and strengthen the sustained practice of religious behavior (Zilfan et al., 2024). Conversely, weak program management may lead to various challenges, including inconsistency in murajaʿah, declining learning motivation, and disparities in memorization quality among students, which may ultimately affect their character formation and behavioral development.

Several Islamic primary education institutions have implemented Quranic memorization programs intensively by integrating formal and non-formal education based on the Quran (Abishev et al., 2025; Eltoukhi et al., 2025; Kaema & Ulwi, 2025). However, despite the long-term implementation of these programs, variations in students' character and behavioral development remain evident. These variations are presumed to be influenced by differences in students' level of engagement, the frequency of murajaʿah, and the effectiveness of guidance provided by Quranic memorization teachers (Htay et al., 2025). This condition highlights the importance of conducting a more rigorous empirical evaluation of the role of Quranic memorization program management in shaping students' character and behavior.

Previous studies indicate that Quranic memorization programs contribute positively to the enhancement of students' religiosity, discipline, responsibility, and social behavior (Pamuji & Mulyadi, 2024; Shobirin, 2018). However, most existing studies are descriptive or qualitative in nature, resulting in limited empirical evidence regarding the structural relationships among variables. To address this gap, the present study employs a quantitative approach using Structural Equation Modeling (SEM) to examine the influence of Quranic memorization program management on students' character formation and behavioral development in a comprehensive manner. This approach enables the simultaneous testing of structural relationships among variables, thereby providing a more robust understanding of the effectiveness of Quranic memorization program management (Aziz et al., 2024; Demina et al., 2022).

Based on the foregoing discussion, this study aims to analyze the influence of Quranic memorization program management on character formation and behavioral development among primary school students. The findings are expected to contribute theoretically to the field of Islamic educational management and provide practical recommendations for Islamic primary education institutions in enhancing the effectiveness of Quranic memorization programs to foster students' religious character and positive behavior.

METHODS

This study employed a quantitative approach using a survey design and Structural Equation Modeling (SEM) as the analytical technique, implemented through LISREL software. The research population consisted of 185 primary school students. A total sample of 120 students was determined using the Slovin formula with a margin of error of 5% (e = 0.05) and selected through stratified random sampling to ensure proportional representation across student groups. Data were collected using a structured questionnaire based on a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The instrument measured three latent variables: Quranic memorization program management (X), consisting of 20 items; students' character (Y1), consisting of 15 items; and behavioral development (Y2),

consisting of 15 items (Han, 2018; Henn et al., 2022; Pureswaran et al., 2004; Yousefi Nooraie et al., 2020).

The reliability of the measurement instrument was assessed using Cronbach's alpha coefficients. The results indicated high internal consistency for all constructs, with values of 0.91 for Quranic memorization program management, 0.88 for students' character, and 0.87 for behavioral development, all exceeding the acceptable threshold of 0.70. Data analysis using SEM-LISREL was conducted through several stages, including the assessment of data normality, evaluation of convergent and discriminant validity, examination of model goodness-of-fit indices, and hypothesis testing based on t-values and standardized path coefficients. This analytical procedure enabled a comprehensive examination of the structural relationships among the proposed variables (Afriandi et al., 2023; Elias & Nor Muhamad, 2017).

RESULT AND DISCUSSION
Measurement Model Analysis

Measurement model analysis was conducted to assess the validity of each indicator forming the latent variables. Data processing using LISREL revealed that all indicators of Quranic memorization program management, students' character, and students' behavioral development had factor loadings exceeding 0.50. This finding indicates that each questionnaire item adequately represents the construct being measured.

Specifically, factor loadings ranged from 0.62 to 0.83 for Quranic memorization program management, 0.58 to 0.79 for students' character, and 0.60 to 0.82 for students' behavioral development. These results demonstrate that all indicators contributed significantly to their respective latent variables. Furthermore, the t-values for all indicators exceeded the minimum threshold of 1.96, thereby satisfying the criteria for convergent validity. Overall, these findings confirm that the research instrument met empirical adequacy requirements and was suitable for subsequent structural analysis.

Table 1. Summary of Factor Loadings

Variable	Loading Range λ	Status
Quranic Memorization Program Management (X)	0.62 – 0.83	Valid
Students' Character (Y1)	0.58 – 0.79	Valid
Students' Behavioral Development (Y2)	0.60 – 0.82	Valid

Source: LISREL Data Output

Model Goodness-of-Fit

The goodness-of-fit indices indicate that the proposed SEM model achieved an acceptable fit. The chi-square value was relatively low, and the RMSEA value met the recommended cut-off, indicating a good model fit. Additional indices, including GFI and CFI, exceeded their respective threshold values, further confirming the adequacy of the model.

Table 2. Model Goodness-of-Fit Indices

Index	Value	Criterion	Status
Chi Square (χ^2)	142.18	Smaller is better	Good
RMSEA	0.045	< 0.08	Good Fit
GFI	0.93	≥ 0.90	Fit
CFI	0.97	≥ 0.95	Fit

Source: LISREL Data Output

Hypothesis Testing

The structural model results demonstrate that Quranic memorization program management had a positive and significant effect on students' character and behavioral development.

Table 3. Hypothesis Testing Results

Variable Relationship	Coefficient	t-value	Status
Program Management → Students' Character	0.72	6.72	Significant
Program Management → Students' Behavior	0.68	5.94	Significant

Source: LISREL Data Output

Distribution of Students' Character Categories

The distribution analysis shows that most students fell into the moderate to high character categories, indicating generally positive character development.

Table 4. Distribution of Students' Character Levels

Score Range	Frequency	Category
80-100	48	High
60-79	57	Moderate
0-59	15	Low

Source: LISREL Data Output

The findings of this study confirm that Quranic memorization program management makes a substantial contribution to students' character formation. Through systematic routines such as daily Quranic reading and memorization, regular murajaʿah, and the habituation of proper learning etiquette, students experienced direct reinforcement of religious values (Alfarikh et al., 2021; Ulumiyah et al., 2021). The character traits developed through these routines extended beyond spiritual aspects to include discipline and honesty, as reflected in students' increased responsibility and orderly participation in learning activities (Sultanik et al., 2022).

In addition to character formation, the management of the Quranic memorization program was also found to significantly influence students' behavioral development. Structured activities including memorization submission, individualized guidance, and weekly evaluations provided students with opportunities to cultivate patience, emotional self-regulation, and respectful behavior toward teachers and peers (Sabrina et al., 2023). The interactions occurring during Quranic memorization sessions fostered positive social behaviors such as cooperation, mutual respect, and compliance with classroom rules.

These findings are consistent with previous studies by Utami & Fathoni (2022); Zilfan et al (2024), which reported that Quranic memorization programs can serve as effective means of character and behavioral development when managed properly. The positive impact of program management also reinforces the theoretical perspective that a structured and religious learning environment is capable of shaping children's personalities holistically. In the context of primary education, early habituation of Quranic values plays a crucial role in establishing strong and sustainable character foundations (Annisa et al., 2023; Sabri, 2020).

Moreover, the success of the Quranic memorization program was influenced by the role of memorization teachers as behavioral role models. Teachers' exemplary conduct in discipline, etiquette, and daily moral behavior played a key role in facilitating value internalization among students. Overall, the findings demonstrate that effective managerial approaches to Quranic memorization programs can generate significant psychological and social impacts on students.

The analysis further indicates that Quranic memorization program management had a strong and significant effect on students' character formation, with a path coefficient of 0.72. This suggests that improvements in planning,

implementation, supervision, and evaluation of memorization activities are associated with more positive character outcomes. Routine activities such as regular memorization submission, daily murajaʿah, and the practice of Quranic etiquette provided students with opportunities to develop responsibility and discipline.

Teacher involvement as moral exemplars also contributed significantly to character development. Teachers not only guided memorization but also modeled disciplined behavior, patience, respectful communication, and perseverance. This role modeling strongly reinforced students' religious and social character dimensions. Similarly, the influence of Quranic memorization program management on students' behavior was significant, with a coefficient of 0.68, indicating that systematic memorization instruction promotes positive social behaviors, including politeness, cooperation, and constructive communication.

These findings align with social learning theory, which posits that positive behaviors are formed through reinforcement, habituation, and observation of relevant role models (Sany, 2019). In the context of Quranic memorization, students regularly engaged in reading Quranic verses, listening to teacher guidance, and participating in structured evaluations. Each learning activity incorporated behavioral guidance through etiquette such as sitting properly, maintaining attentiveness, waiting in turn during memorization submission, and adhering to established rules (Nursyda et al., 2021).

The consistency of these practices positioned the Quranic memorization learning environment as an effective medium for fostering students' social behavior, as evidenced by the high proportion of students categorized as having good behavioral outcomes.

CONCLUSION

Based on the results of the Structural Equation Modeling (SEM) analysis using LISREL 8.80, this study concludes that the management of Quranic memorization programs has been implemented in a systematic and well-structured manner, encompassing planning, implementation, and evaluation stages. Effective program management was found to have a strong and significant influence on students' character formation, particularly in strengthening religious values, discipline, responsibility, and honesty, as evidenced by a significant t-value (t = 6.72).

In addition to character formation, the findings demonstrate that Quranic memorization program management also exerts a positive and significant effect on students' behavioral development (t = 5.94). Routine activities such as structured memorization submission, regular murajaʿah, the habituation of Quranic etiquette, and teachers' role modeling collectively contribute to the internalization of positive behaviors, including politeness, social interaction skills, rule compliance, and learning discipline.

The SEM model exhibited excellent goodness-of-fit indices, with RMSEA = 0.045, CFI = 0.97, and GFI = 0.93, indicating that the structural relationships among program management, students' character, and behavioral development were statistically robust and reliable. These results affirm that Quranic memorization programs function not only as a means of memorizing sacred texts but also as an effective instrument of character education at the primary education level. Structured and well-managed integration of Quranic values plays a crucial role in fostering students' moral integrity, discipline, and positive social behavior.

Overall, this study highlights the importance of adopting a comprehensive managerial approach in Quranic memorization programs to achieve holistic character and behavioral development. The findings provide empirical support for the broader application of well-managed Quranic memorization programs in primary education as a sustainable strategy for character education.

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