Axiological Analysis of Islamic Education Philosophy in a Tahfidz Quran Boarding School

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Abstract

Islamic education is not merely oriented toward knowledge transmission and skill development but also toward the internalization of values as the foundation of character formation. This study aims to analyze the philosophy of Islamic education at a Tahfidz Quran boarding school through an axiological approach from the perspective of Islamic philosophy. Employing a qualitative method with a philosophical approach, data were collected through document analysis, observation, and interviews. The findings reveal that the educational philosophy is grounded in the values of *tawhid*, Quranic ethics, sincerity, discipline, and responsibility, oriented toward the formation of the complete human being (*insan kamil*). From an axiological perspective, these values function not only as educational goals but also as normative principles guiding the entire educational process and students' daily life. This study contributes to the discourse on Islamic education philosophy by highlighting the systematic integration of divine and human values within Quran-based boarding school education.

INTRODUCTION

Islamic education plays a strategic role in shaping individuals who are not only intellectually competent but also possess strong moral and spiritual integrity. In the contemporary context, the challenges of globalization, the rapid development of information technology, and the growing dominance of materialistic and individualistic cultures have generated various problems in education, including moral degradation, identity crises, and the weakening of value orientation among younger generations (Azis et al., 2025; Ramadhani, 2020; Yusuf, 2025). These conditions require Islamic education not merely to adapt to social change, but also to consistently preserve and systematically internalize fundamental Islamic values within the educational process.

Conceptually, Islamic education is understood as a holistic process aimed at guiding human beings toward the attainment of a complete and meaningful life in accordance with their innate nature (*fitrah*), through the integration of faith (*iman*), knowledge (*'ilm*), and action (*'amal*) (Kurniawan et al., 2025b; Wijaya, 2021). The orientation of Islamic education extends beyond cognitive achievement and technical skill development toward the formation of individuals who are faithful,

knowledgeable, and morally upright, enabling them to fulfill their dual roles as servants of God (*'abdullah*) and as vicegerents on earth (*khalifatullah*). Consequently, the value dimension becomes an essential element that determines the direction, meaning, and objectives of Islamic education.

Within the philosophy of education, Islamic education cannot be separated from three fundamental dimensions: ontology, epistemology, and axiology. The ontological dimension concerns the nature of human beings and the reality of education; the epistemological dimension examines the sources and validity of knowledge; while the axiological dimension focuses on values, goals, and ethical orientations in education (Bahrudin et al., 2025). Among these dimensions, axiology occupies a central position, as it functions as a normative framework that guides the entire educational process. Without a strong axiological foundation, education risks being reduced to a merely technical and administrative activity, devoid of value orientation and substantive meaning (Fuadhah, 2024).

Axiology within the philosophy of Islamic education emphasizes that educational values must be derived from revelation, reason, and human experience in harmony with the principles of Islamic law (*sharia*). These values include *tawhid*, Quranic ethics, justice, sincerity, responsibility, and social concern, which function not only as the ultimate goals of education but also as fundamental principles guiding pedagogical practices and students' daily lives (Faelasup & Astuti, 2025; Sholahudin et al., 2025). Therefore, the success of Islamic education cannot be measured solely through cognitive achievement, but rather through the extent to which these values are internalized in learners' attitudes, behaviors, and concrete actions.

In the Indonesian context, Islamic boarding school represent the oldest Islamic educational institutions, playing a historical and strategic role in preserving Islamic values and shaping the moral character of the Muslim community. Islamic boarding school function not only as centers for the transmission of Islamic knowledge but also as environments for cultivating religious culture through role modeling, discipline, simplicity, and the habituation of noble character. The educational process within Islamic boarding school is integrative, encompassing cognitive, affective, and psychomotor aspects, as well as formal and informal dimensions of students' daily lives (Wirayanti et al., 2024).

One notable development in contemporary Islamic boarding school education is the emergence of *tahfidz* Quran boarding schools, in which Quranic memorization serves as the core educational focus. Although studies on Islamic boarding school education and Quranic memorization programs have grown significantly, most existing research tends to emphasize methodological, managerial, or memorization outcomes. Studies that examine *tahfidz*-based Islamic boarding school education from the perspective of Islamic educational philosophy particularly through an axiological approach remain relatively limited. However, such an axiological understanding is crucial for revealing how educational values function as normative principles that guide educational goals, processes, and practices in a comprehensive manner (Busral et al., 2025).

Quran Memorization Islamic Boarding School is one example of a *tahfidz* boarding school that positions the Quran not merely as an object of memorization, but as a source of values and a way of life internalized throughout educational activities and students' daily practices. The educational process in this Islamic boarding school demonstrates a strong value orientation, including the internalization of *tawhid* as the foundational principle, the habituation of Quranic ethics, the cultivation of sincerity in learning and worship, as well as the reinforcement of discipline and responsibility as expressions of students' moral commitment (Arifin et al., 2020; Nofiaturrahmah, 2017; Wijayanti et al., 2024). Nevertheless, these values require philosophical examination in order to be understood more deeply,

systematically, and reflectively.

Based on this background, this study aims to analyze the philosophy of Islamic education at Quran Memorization Islamic Boarding School through an axiological approach within the framework of Islamic philosophy. The study focuses on uncovering the foundational values underlying educational objectives, the ethical and spiritual orientations guiding the learning process, and the role of these values in shaping the character of students as Quran memorizers. Employing a qualitative method with philosophical analysis, this research is expected to contribute theoretically to the development of Islamic education philosophy and practically to the strengthening of value-based *tahfidz* Islamic boarding school education models in Indonesia.

METHODS

This study employed a qualitative research design with a philosophical approach to examine the axiological dimensions of Islamic education. The qualitative approach was selected to capture the meanings, values, and ethical–spiritual orientations underlying educational practices within a Quran-based boarding school context (Sanches et al., 2024) . Rather than measuring variables, this study interpreted education as a value-laden social and philosophical phenomenon (Daniel & Harland, 2018; Fisher & Hamer, 2020; Neale, 2024; Rose & Johnson, 2020).

Data were collected at a *tahfidz* Quran boarding school through document analysis, participant observation, and semi-structured interviews with key informants, including Islamic boarding school leaders, teachers, and educational administrators. These methods enabled an in-depth exploration of how educational values are articulated, internalized, and practiced in daily pedagogical activities and institutional culture (Abishev et al., 2025; Engkizar et al., 2025; Rahman et al., 2025; Rosyadi & Athari, 2025).

Data analysis was conducted using a descriptive–interpretive strategy integrated with axiological analysis from the perspective of Islamic philosophy. The analysis focused on identifying core educational values, their normative functions, and their implications for educational objectives and character formation. Trustworthiness was ensured through triangulation of data sources and methods, prolonged engagement in the field, and systematic documentation of the research process (Engkizar et al., 2025; Sari et al., 2025).

RESULT AND DISCUSSION
Axiological Orientation of Education at Quran Memorization Islamic Boarding School
The Quran as the Central Value and Educational Orientation

The findings of this study indicate that Quran Memorization Islamic Boarding School positions the Quran as the central orientation of education, not merely as an object of memorization, but as a primary source of values that guide the formation of students' character. This Islamic boarding school emerged in response to societal demands for an educational institution capable of integrating Quran memorization achievements with the cultivation of moral conduct, spirituality, and ethical behavior in daily life (Alaydrus, 2019; Engkizar et al., 2022; Sari et al., 2025).

Since its establishment, the Quran has been positioned as the principal reference for shaping students' attitudes, behavior, and worldview. The tahfidz program is designed in an integrative manner by combining cognitive dimensions (memorization), affective dimensions (internalization of values), and psychomotor dimensions (the embodiment of values in behavior). Observational findings demonstrate that Quranic values permeate various Islamic boarding school activities, including learning processes, congregational worship, and patterns of social

interaction among members of the Islamic boarding school community (Jamilah et al., 2023; Soleman et al., 2020).

Quranic Morality as the Measure of Educational Success

One of the central findings of this study is that educational success at Quran Memorization Islamic Boarding School is not measured solely by the quantity of Quran memorization, but by the extent to which such memorization shapes students' Quranic moral character. This value orientation is explicitly emphasized by the Islamic boarding school leader, who stated:

> …*Memorizing the Quran is important, but what is more important is how the Quran shapes the students' character. If their memorization is extensive but their character is not Quranic, then the educational objectives have not yet been achieved* (Informant).

This statement indicates that Quran memorization is understood as a means (*wasilah*) to attain a higher value-oriented objective, namely the formation of moral character and spiritual awareness. Accordingly, education at Quran Memorization Islamic Boarding School is oriented toward moral and spiritual values as the ultimate educational aim.

Sincerity and Discipline as Normative Values in the Tahfidz Process

Further findings reveal that the process of Quran memorization at Quran Memorization Islamic Boarding School is not perceived merely as a cognitive activity, but as an educational process imbued with ethical and spiritual values. The tahfidz instructor emphasized that from the outset, students are guided to purify their intentions and cultivate discipline as a form of responsibility toward the Quran, as expressed in the following statement:

> …*We guide students to correct their intentions from the beginning. Memorizing the Quran must be done for the sake of God, not for targets or praise. We emphasize discipline as a form of responsibility toward the trust of the Quran* (Informant).

These data indicate that sincerity and discipline function as normative values guiding the entire tahfidz process. Discipline is not understood merely as administrative compliance, but as an expression of students' moral and spiritual responsibility toward the Quran entrusted to them.

Habituation as a Strategy for the Internalization of Moral Values

Interview findings also reveal that moral education at Quran Memorization Islamic Boarding School is not taught as a separate subject, but is internalized through habituation in daily Islamic boarding school life. The supervisor of moral and student development explained:

> …*Moral character is not taught as a standalone subject, but is cultivated through daily practices. This includes how students speak, show respect to teachers, and maintain cleanliness and togetherness* (Informant).

These findings indicate that moral education is integrative and practical in nature, where Quranic values are internalized through role modeling, social interaction, and Islamic boarding school culture. The Islamic boarding school environment functions as an educational space that consistently shapes students' moral, spiritual, and social awareness.

Integration of Quranic Values in Academic Activities

In addition to spiritual and moral development, Quranic values are also integrated into academic activities. Interview data indicate that literacy learning, such as Indonesian language instruction, is directed toward developing analytical reading, reflective writing, and persuasive speaking skills guided by Quranic values (Marlius et al., 2021). This demonstrates that academic activities are positioned as an integral part of moral education, rather than as separate or secular practices.

Synthesis of Axiological Findings

Overall, the findings demonstrate that education at Quran Memorization Islamic Boarding School is grounded in a strong and consistent axiological

foundation. Values such as *tawhid*, Quranic morality, sincerity, discipline, and responsibility are not merely articulated normatively, but are actively embodied in daily educational practices. The entire educational process from the formulation of educational objectives, the implementation of the tahfidz program, moral development, to academic activities is directed toward the holistic internalization of Quranic values in shaping the character of Quran-memorizing students (Iswan et al., 2022; Novebri & Dewi, 2020; Sabrina et al., 2024).

The findings of this study indicate that Islamic education at Quran Memorization Islamic Boarding School is fundamentally grounded in a clear axiological orientation. Education in this Islamic boarding school is not merely understood as a process of transmitting knowledge or achieving memorization targets, but as a continuous effort to internalize Islamic values that shape moral character and spiritual awareness among students. This orientation confirms that values constitute the core direction and meaning of Islamic education, as emphasized in the philosophy of Islamic education (Bahrudin et al., 2025; Ningsih et al., 2022).

From an axiological perspective, the emphasis on values implies that education is assessed not primarily through technical outcomes, but through ethical and spiritual impacts. The consistent prioritization of values derived from the Quran in educational practices at Quran Memorization Islamic Boarding School demonstrates that values function both as the ultimate goal and as foundational principles guiding educational planning, implementation, and evaluation. This finding reinforces contemporary scholarly arguments that advocate for the revitalization of value-based education in response to moral and spiritual challenges in modern educational contexts (Bahrudin et al., 2025; Kurniawan et al., 2025a).

Tawhid as the Ultimate Value in Islamic boarding school Education

One of the most prominent findings of this study is the central role of tawhid as the foundational value underlying all educational activities at Quran Memorization Islamic Boarding School. The strong emphasis on sincerity and the purification of intention in the process of memorizing the Quran reflects the internalization of tawhid not merely as a theological concept, but as a lived value that governs attitudes and behaviors. The insistence that memorizing the Quran must be oriented solely toward devotion to God positions tawhid as the ultimate value from which all other educational values emerge (Kurniawan et al., 2025a, 2025b).

In the framework of Islamic axiology, tawhid serves as the primary source of meaning and moral legitimacy for human actions, including educational practices. Education acquires ethical significance when it is aligned with servitude to God. The findings of this study support the view that Islamic education must integrate spiritual consciousness with pedagogical practice, ensuring that learning activities cultivate devotion, responsibility, and moral awareness alongside intellectual development (Fadhil & Sebgag, 2021; Hafizh et al., 2024; Wijaya, 2021). By embedding sincerity as a core educational value, Quran Memorization Islamic Boarding School demonstrates a strong axiological commitment to education as an act of worship. This orientation distinguishes Islamic education from secular educational models that prioritize efficiency, performance, or competition, and instead frames education as a morally accountable process directed toward transcendental objectives.

Quranic Ethics as the Primary Aim of Education

The findings further reveal that Quranic ethics are positioned as the primary aim of education at Quran Memorization Islamic Boarding School. Memorization of the Quran is explicitly understood as a means rather than an end. This distinction reflects a coherent axiological perspective in which cognitive achievement is subordinated to moral and ethical transformation.

Within Islamic educational philosophy, moral character occupies a central position as the manifestation of integrated knowledge, ethical awareness, and

virtuous conduct. Classical Islamic scholars emphasize that the ultimate purpose of Islamic education is the formation of noble character as a reflection of human perfection. The findings of this study demonstrate that this principle is operationalized through daily educational practices that emphasize habituation, role modeling, and ethical consistency rather than relying solely on formal moral instruction.

This value-oriented educational approach challenges instrumental perspectives that equate educational success with measurable academic outputs. By positioning moral character as the primary indicator of educational achievement, Quran Memorization Islamic Boarding School affirms an axiological framework in which education is evaluated based on its capacity to produce morally responsible and spiritually grounded individuals.

Discipline and Responsibility as Ethical and Spiritual Values

Another significant finding concerns the role of discipline and responsibility as core ethical values within the educational process. Discipline at Quran Memorization Islamic Boarding School is not conceptualized as a mechanism of control or administrative enforcement, but as an expression of moral responsibility toward the Quran as a sacred trust. This understanding imbues discipline with deep ethical and spiritual meaning (Yaumi, 2024; Zahirah & Suhaedi, 2025).

In Islamic axiology, responsibility and trustworthiness are intrinsically linked to tawhid, as human beings are accountable for their actions before God. The findings of this study suggest that discipline rooted in internalized values is more effective in fostering moral awareness than discipline imposed through external sanctions. By cultivating discipline as an ethical disposition, the Islamic boarding school nurtures students' consciousness of their obligations both as learners and as moral agents.

This approach aligns with broader philosophical discussions emphasizing the importance of internal moral regulation in education. Rather than producing obedience-based behavior, the educational model at Quran Memorization Islamic Boarding School seeks to develop self-discipline grounded in ethical conviction and spiritual awareness.

Holistic Integration of Quranic Values in Educational Practices

A key contribution of this study lies in identifying the holistic integration of Quranic values across all dimensions of education, including academic and literacy-oriented activities. Moral education is not confined to specific subjects but is embedded in daily routines, institutional culture, interpersonal relationships, and learning practices. This integrative approach reflects an axiological vision in which values permeate the entire educational environment.

From the perspective of Islamic philosophy, such integration represents the synthesis of divine values and human values, which is a defining characteristic of holistic Islamic education. The findings demonstrate that Quran Memorization Islamic Boarding School avoids the dichotomy between academic instruction and moral education, positioning all educational activities as instruments for ethical and spiritual development (Khoirulloh et al., 2023; Rahmad et al., 2021; Rozi et al., 2022).

This integrative model is particularly relevant in contemporary educational contexts where learning is often fragmented and value-neutral. By embedding ethical and spiritual values within both formal and informal learning processes, the Islamic boarding school presents a coherent educational paradigm that harmonizes intellectual growth with moral formation.

Axiological Implications for Islamic Educational Philosophy

The findings of this study contribute to the theoretical discourse on the axiology of Islamic education by providing empirical insights into how values function as organizing principles within Islamic boarding school-based education. This study extends philosophical discussions by demonstrating how axiological

concepts such as ultimate value, ethical orientation, and moral purpose are translated into concrete educational practices.

Practically, the educational model observed at Quran Memorization Islamic Boarding School offers an alternative framework for strengthening value-based education in Islamic institutions. In an era characterized by moral uncertainty and instrumental approaches to education, the Islamic boarding school's emphasis on tawhid, Quranic ethics, sincerity, discipline, and responsibility highlights the enduring relevance of axiological foundations in shaping holistic human development (Sabri, 2020).

Axiological Significance of Tahfidz Islamic boarding school Education in Contemporary Contexts

In the broader context of contemporary Islamic education, the findings affirm that Islamic boarding school focusing on Quran memorization can serve as strategic spaces for cultivating value-oriented education. Educational practices at Quran Memorization Islamic Boarding School demonstrate that memorization-based programs need not be purely technical or mechanical, but can be transformative when grounded in a strong axiological framework.

From an axiological standpoint, education at Quran Memorization Islamic Boarding School represents a concrete realization of Islamic educational ideals, where values are not only articulated conceptually but enacted consistently in daily life (Engkizar et al., 2023, 2024; Sholeh & Sholehuddin, 2022; Suryana et al., 2018). This study reinforces the argument that the relevance and sustainability of Islamic education in modern societies depend on its commitment to upholding and actualizing its foundational values.

CONCLUSION

Based on the findings of this study, it can be concluded that the philosophy of Islamic education implemented at a Quran memorization Islamic boarding school in Indonesia is grounded in a strong, systematic, and coherent axiological foundation aligned with Islamic philosophical perspectives. Education is not conceived merely as a technical or administrative pedagogical activity, but as a value-oriented process aimed at internalizing divine principles derived from the Quran. The Quran is positioned not only as an object of memorization, but as the primary source of values that guides educational objectives, processes, and orientations. Core values such as monotheism, Quranic morality, sincerity, discipline, and responsibility function as ethical foundations that permeate learning practices and shape the daily life of the boarding school community.

From an axiological perspective, the ultimate goal of Islamic education in this context is the formation of the complete human being, characterized by an integrated balance of spiritual, intellectual, and moral dimensions. The Quran memorization program is understood as a strategic means for cultivating character and moral consciousness rather than as an end in itself. Accordingly, educational success is not measured quantitatively by the volume of memorization achieved, but by the extent to which Quranic values are internalized and manifested in students' attitudes and behavior. In the context of contemporary Islamic education facing the challenges of globalization and moral degradation, this educational model demonstrates strong relevance as a coherent, integrative, and sustainable value-based approach, while highlighting the strategic role of axiological foundations in preserving the direction, meaning, and purpose of Islamic education.

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