

STRATEGY FOR IMPLEMENTING CHARACTER EDUCATION BASED ON LOVE OF THE QUR'AN AT THE LORONG RAUDHAH INDONESIAN ISLAMIC BOARDING SCHOOL IN MAKASSAR

**Muhammad Darwis¹, Hasyim Haddade²,
Syarifuddin Ondeng³, & Andi Achruh⁴**

^{1,2,3,4} Universitas Islam Negeri Alauddin Makassar, Indonesia
Correspondence email: darwisyirma@gmail.com

ABSTRACT

This research aims to identify and analyze implementation strategies for character education based on Love of the Qur'an at the Lorong Raudhah Indonesia Islamic Boarding School, Makassar. Character education based on Love of the Qur'an aims to form students who not only have intellectual intelligence, but also have noble morals and spiritual depth in accordance with the values contained in the Qur'an. This research uses a qualitative approach with a case study method. Data collection techniques were carried out through direct observation, in-depth interviews with Islamic boarding school caregivers, teachers and students, as well as document analysis related to educational programs implemented at the Islamic boarding school. The results of the research show that the strategy for implementing character education based on Love of the Qur'an at the Lorong Raudhah Islamic Boarding School includes three main aspects: (1) Familiarization with the values of the Qur'an through daily activities, such as congregational prayers, tahfiz, and discussions religious; (2) Education through example by prioritizing caregivers and ustaz who are examples in the moral and spiritual life of students; (3) Empowerment of the Al-Qur'an media, such as the use of tafsir, hadith, and exemplary stories in teaching aimed at forming the character of students. Overall, this research found that this Al-Qur'an-based educational approach was successful in building the positive character of students who were more religious, disciplined and responsible. This success is supported by the active involvement of caregivers and teaching staff in creating an environment conducive to learning and character development.

Keywords: Implementation strategy; character education; love of the qur'an; lorong raudhah islamic boarding school; makassar

1. INTRODUCTION

Religious-based character education has become one of the main focuses in the world of Islamic education, especially in the context of Islamic boarding school education. Islamic boarding schools as Islamic educational institutions have a very important role in shaping the morals and character of students, which in turn will form a generation that is not only intelligent, but also has noble character (Lesmana, F. R., Salsabilah, H., & Febrianti, B. A. 2021). One approach that can be integrated into character education in Islamic boarding schools is education based on love for the Qur'an, which is believed to be able to shape the character of students better in a comprehensive manner, covering cognitive, affective, and psychomotor aspects.

Lorong Raudhah Indonesia Islamic Boarding School in Makassar is an example of an Islamic boarding school that has successfully implemented a character education strategy based on love for the Qur'an in shaping the character of its students. Love for the Qur'an is expected to be the basis for developing good morals and behaviour, as emphasized in Islamic teachings. The Qur'an as the main source of Islamic teachings not only functions as a guide to life, but also contains character values that can be applied in everyday life. In this context, the strategy for implementing character education based on the love of the Qur'an in the Lorong Raudhah Islamic boarding school is very relevant to be studied further.

The literature on religious-based character education has grown rapidly, with various studies showing that religious-based education has a significant influence on character formation. According to Wahyudi (2019), religious-based character education has a profound impact on the moral and ethical development of students, because the religious values contained in the teachings of the Qur'an can form a more positive and responsible outlook on life. Other studies show that Islamic boarding schools as Islamic educational institutions based on the teachings of the Qur'an have enormous potential in implementing character education (Dewi & Rahman, 2020; Suyadi & Habib, 2021).

On the other hand, there are several challenges in implementing character education based on the Qur'an in Islamic boarding schools. One of the biggest challenges is how to maintain consistency between the theory and practice of character education, and how to assess the effectiveness of character education programs based on religious values (Abdullah, 2020; Hidayat & Amini, 2019). Therefore, this study aims to critically examine the implementation strategy of character education based on the love of the Qur'an at the Lorong Raudhah Islamic Boarding School in Indonesia, with the aim of understanding how this Islamic boarding school develops and applies this approach in the context of education.

This study will provide an overview of the strategies implemented by the Lorong Raudhah Islamic Boarding School in integrating the values of the Qur'an into character education, as well as evaluating its impact on the behavior and attitudes of students. Thus, the results of this study are expected to contribute to the development of religious-based character education in other Islamic boarding schools in Indonesia, as well as enrich the literature on character education in the context of Islamic education.

2. METHODS

This study uses a qualitative approach with a case study method to analyze the implementation of character education based on the love of the Qur'an at the Lorong Raudhah Indonesia Islamic Boarding School, Makassar. Case studies were chosen as the research approach because they allow researchers to explore in depth how Islamic boarding schools develop and implement character education strategies based on the values of the Qur'an in a more contextual and specific context. With this approach, researchers can gain a better understanding of how the application of theories of character education based on the Qur'an interacts with real practices in the field, as well as the challenges and opportunities that exist in their implementation.

The subjects of this study consisted of the head of the Islamic boarding school, the ustadz and ustadzah, and students who participated in the character education program based on the love of the Qur'an at the Lorong Raudhah Indonesia Islamic Boarding School. This Islamic boarding school was chosen because it is known for its approach that integrates the teachings of the Qur'an in the character education process. The research subjects were selected using a purposive sampling approach, which means that researchers selected informants based on certain criteria that were relevant to the research objectives.

In this study, the main informants consisted of five ustadz and ustadzah who were directly involved in teaching and character development of students, three heads of Islamic boarding schools who had insight into the policies and strategies for implementing character education based on the Qur'an, and fifteen students representing various levels in the Islamic boarding school. These students were selected based on their experience in participating in educational programs that emphasize learning the values of the Qur'an, as well as their involvement in daily activities at the Islamic boarding school.

By involving various parties involved in the educational process at the Islamic boarding school, this study aims to obtain a comprehensive picture of how the strategy of character education based on the love of the Qur'an is implemented at the teaching level and how it affects the development of the character of students.

Data collection in this study was carried out through several complementary techniques, namely in-depth interviews, participatory observation, and documentation. Each data collection technique was chosen to dig up more in-depth information regarding the implementation of character education based on the love of the Qur'an.

In-depth interviews were conducted with the head of the Islamic boarding school, ustadz/ustadzah, and students to explore their understanding of the strategy of character education based on the Qur'an, as well as the challenges faced in its implementation. These interviews focused on aspects such as the objectives of character education, the methods used, and the changes seen in students after participating in character education based on the Qur'an. Interviews were conducted in an open and flexible manner, allowing respondents to express their views freely.

Participatory observation was conducted by researchers to be directly involved in educational activities taking place at the Islamic boarding school. Researchers observed the teaching of the Qur'an, dhikr together, and other programs related to character education such

as social activities or community service. This observation aims to gain a deeper understanding of how the values of the Qur'an are applied in the daily lives of students. In addition, participatory observation also helps researchers to see the interactions between ustadz and students, as well as between students and fellow students, in the context of religious-based character education.

The documentation technique is used to collect documents relevant to the Qur'an-based character education program at the Islamic boarding school. The documents collected include the education syllabus, activity schedule, and activity reports related to character education. This documentation provides a clearer picture of how the Islamic boarding school plans and implements character education programs, as well as the achievements that have been achieved so far.

Data obtained from interviews, observations, and documentation were analyzed using thematic analysis techniques, which is one approach in qualitative data analysis. The steps in thematic analysis are as follows:

Data Coding

Data coding is done by identifying the main themes related to the implementation strategy of character education based on the love of the Qur'an. At this stage, the researcher classifies the data obtained based on relevant topics or subtopics, such as learning the Qur'an, habituation of character values, the role of ustadz in character education, and the impact of education on the behavior of students.

Categorization

Data that has been grouped in the coding stage is then further grouped into more specific categories. For example, categories related to "teaching methods" will include teaching techniques or approaches used by ustadz in teaching the values of the Qur'an, such as teaching by example, discussion-based teaching, or the use of modern learning media.

Interpretation

The interpretation stage is the final step in thematic analysis, where the researcher concludes the meaning and implications of the data collected. At this stage, the researcher will relate the findings obtained with relevant theories of religious-based character education and Islamic education. Interpretation also includes an analysis of the strengths and weaknesses of the implementation of Al-Qur'an-based character education at the Lorong Raudhah Indonesia Islamic Boarding School.

Validity and Reliability

To ensure the validity and reliability of the data, this study uses triangulation techniques. Triangulation is carried out by comparing data obtained from various sources, namely interviews, observations, and documentation. With this triangulation, researchers can verify the consistency of the findings and obtain a more objective picture of the implementation of Al-Qur'an-based character education in Islamic boarding schools.

3. RESULTS AND DISCUSSION

Religious of based character education, especially based on the teachings of the Qur'an, has long been recognized as one of the effective approaches in shaping the character of the younger generation. Education that focuses not only on intellectual aspects, but also on moral and spiritual aspects, plays a crucial role in creating individuals who are not only intelligent, but also have noble character. In this context, Islamic boarding schools in Indonesia have long been known as educational institutions that integrate religious teachings in all aspects of education, both in the academic curriculum and in the development of the character of students. The Lorong Raudhah Indonesia Islamic Boarding School in Makassar, as one example, adopts an educational approach that emphasizes love for the Qur'an as the basis for shaping the character of students. In this Islamic boarding school, learning the Qur'an is not just a process of teaching texts or memorizing, but also a process of internalizing the moral values contained in the holy verses of the Qur'an, which function as a guide for students in living their daily lives. The character education approach based on the love of the Qur'an at the Lorong Raudhah Islamic Boarding School aims to develop students not only in terms of religious knowledge, but also in terms of good morals and behavior. This is in line with the main goal of Islamic education which, as explained by Al-Ghazali, is not only oriented towards achieving knowledge, but also towards the formation of noble character (Al-Ghazali, 2005). In this case, the Qur'an is presented as the main guideline that provides direction in forming a good person, namely a person who has closeness to Allah SWT, and is able to spread goodness to others. Various verses in the Qur'an, such as Surah Al-Ahzab verse 21 which reads, "Indeed, in the Messenger of Allah there is a good example for you", are the main reference in forming the character of students through the exemplary example of the Messenger of Allah saw.

Lorong Raudhah Indonesian Islamic Boarding School applies various strategies in integrating the teachings of the Qur'an into the daily lives of students. One of the main strategies implemented is learning the Qur'an which is not only based on theory, but also direct practice in social life. The teaching program carried out includes reading and understanding the interpretation, teaching noble morals based on the teachings of the Qur'an, as well as the habituation of worship involving the values of humility, discipline, and mutual respect. For example, students are required to participate in joint dhikr activities, congregational prayers, and routine studies that connect the teachings of the Qur'an with contemporary issues in their lives. Through these activities, students not only learn about religious laws, but are also guided to understand and practice the teachings of the Qur'an in their social lives.

The implementation of character education based on love for the Qur'an at the Lorong Raudhah Islamic Boarding School also involves social activities that aim to foster a sense of empathy and concern for others. Activities such as distributing basic necessities to residents around the Islamic boarding school, teaching religion to children in the surrounding area, and other community service programs are part of the Islamic boarding school's efforts to shape students who not only have good character individually, but also have high social awareness. In this context, the Islamic boarding school not only teaches religious values, but also instills the importance of contributing to society, as taught in various verses of the Qur'an that emphasize social awareness and helping each other, such as in the Al-Ma'un surah which reads, "Do you know the one who denies religion? That is the one who rebukes the orphan and does not encourage feeding the poor" (QS al-Ma'un: 1–3). Through an approach that emphasizes

integration between religious education and character building, the Lorong Raudhah Islamic Boarding School has succeeded in creating an environment that supports the holistic development of students. In addition, this approach also has a positive impact on the behavior of students in their daily lives. Based on research conducted by Wahyudi (2019), religious-based education that teaches moral and ethical values contained in the Qur'an has the ability to shape better character in students. This is evident in the increase in discipline, order, and social concern of students at the Lorong Raudhah Islamic Boarding School. Students who take part in this education program show positive changes in attitude, both in terms of personal and in their relationships with others, which reflects the success of character education based on the love of the Qur'an. Thus, the implementation of character education based on the Qur'an at the Lorong Raudhah Islamic Boarding School in Indonesia can be considered an effective educational model in forming individuals who are not only academically intelligent but also have noble character. This success shows the importance of integrating religious values in character education, which is not only limited to teaching theory, but also involves the habituation of practices that shape the character and behavior of students. Therefore, this educational model is worthy to be developed and implemented in other Islamic boarding schools in Indonesia to create a generation that is not only intellectually talented, but also has noble morals and is able to make a positive contribution to society.

Religious-based character education, especially emphasizing the teachings of the Qur'an, has long been an important focus in Islamic education in Indonesia. This is in line with the view that character education not only develops the intellectual aspect, but also the moral and spiritual aspects of students. In the context of Islamic boarding schools, where religious education is the core of all learning activities, the application of the values of the Qur'an is very crucial in shaping the character of students. The Lorong Raudhah Indonesia Islamic Boarding School in Makassar is a real example of the application of character education based on the love of the Qur'an, which integrates religious values into the daily lives of students. The implementation of this approach is not only aimed at improving religious understanding, but also at forming noble morals in students that can be applied in their social lives.

The importance of religious-based character education in Islam has been widely discussed in various academic literature. One relevant theory is the theory of character education in Islam initiated by various scholars and Islamic education experts, which emphasizes the importance of integrating religious values in the educational process. As explained by M. Quraish Shihab in his book "Guidelines for Living in the Qur'an", the Qur'an provides moral and ethical guidelines that must be applied in everyday life, covering various aspects of human life, from relationships with God to social interactions between fellow human beings (Shihab, 1997). Thus, Islamic boarding schools that teach the teachings of the Qur'an in their entirety will facilitate the formation of the character of students who are not only academically intelligent, but also have good morals and are able to become part of a productive and civilized society. Several previous studies have shown that religious-based education has a major influence in forming positive character. Wahyudi's research (2019) emphasized that religious-based character education has a significant impact on the formation of student behavior. In the study, Wahyudi revealed that religious-based education, as taught in Islamic boarding schools, not only covers cognitive aspects, but also moral and spiritual aspects. Religious values contained in the Qur'an, such as honesty, discipline, compassion,

and responsibility, have a central role in shaping students' behavior in accordance with the guidance of Islam (Wahyudi, 2019). This study also shows that students who receive education based on religious values, including those based on the Qur'an, tend to have better behavior in their daily lives. In addition, Dewi & Rahman (2020) in their study also concluded that religious-based education can shape positive character, especially when religious values are applied consistently in daily life. They identified that education that is oriented towards practicing religious teachings plays an important role in shaping students' morals. In the context of education in Islamic boarding schools, the application of the values of the Qur'an in the daily activities of students not only improves their spiritual quality, but also shapes their attitudes towards others and the surrounding environment. Dewi & Rahman (2020) further stated that the application of these values will strengthen the moral and ethical character of students, so that they can interact with others better and more responsibly.

The concept of character education based on love of the Qur'an at the Lorong Raudhah Islamic Boarding School, which integrates the teachings of the Qur'an in every aspect of education, is a real implementation of the theory of character education in Islam discussed by Shihab (1997) and other researchers. In this Islamic boarding school, the values of the Qur'an are not only taught as texts, but are also internalized in the behavior and attitudes of students. The educational program implemented in the Islamic boarding school includes teaching the Qur'an which is not only theoretical, but also practical, where students are taught to practice the values contained in the Qur'an, such as honesty, compassion, discipline, and a sense of responsibility towards themselves, others, and the environment. This shows that the character formed through education based on the Qur'an is not only a cognitive character, but also a character based on deep moral values. In character education based on love of the Qur'an, the Lorong Raudhah Islamic Boarding School focuses on the habituation of the values contained in the Qur'an in every aspect of the students' lives. This habituation is carried out through routine activities such as reading and memorizing the Qur'an, dhikr together, praying in congregation, and teaching morals taught directly by the ustadz and ustadzah. With this approach, students not only learn about religious laws, but also learn how these religious values can be applied in their daily lives. For example, in the Al-Ahzab verse 21, which reads, "Indeed, in the Messenger of Allah there is a good example for you", the Islamic boarding school teaches students to follow the example of the Messenger of Allah SAW, both in aspects of worship and in social life. Students are encouraged to imitate the characteristics of the Messenger of Allah, such as patience, discipline, and compassion for others, all of which are reflected in their daily behavior in the Islamic boarding school and outside the Islamic boarding school.

In addition, by teaching the practice of the Qur'an, Lorong Raudhah Islamic Boarding School also introduces the concept of ukhuwah (brotherhood) which is highly emphasized in Islamic teachings. In QS al-Hujurat: 10 it is stated, "Indeed, the believers are brothers, so make peace between your two brothers ..." (QS al-Hujurat: 10). This is the basis for Islamic boarding schools to instill the values of brotherhood and cooperation among students, which are expected to reduce differences and create stronger social bonds between them. Research by Wahyudi (2019) and Dewi & Rahman (2020) suggests that learning that integrates religious values in social and moral activities has a long-term influence on character formation. At Lorong Raudhah Islamic Boarding School, students not only learn religious knowledge, but are also trained to practice the teachings

of the Qur'an in social activities, such as sharing with others and helping those in need. This is in accordance with the teachings of the Qur'an which emphasizes the importance of social concern and mutual assistance in community life.

Thus, the implementation of character education based on the love of the Qur'an at the Lorong Raudhah Indonesia Islamic Boarding School can be seen as an effective effort in creating students who not only have extensive religious knowledge, but also have good character, are noble, and are ready to make a positive contribution to society. Education based on the values of the Qur'an not only educates students to become intelligent individuals, but also teaches them to become noble human beings in all aspects of their lives.

However, although this approach has proven effective, challenges in its implementation remain. One of the biggest challenges is how to maintain consistency and sustainability in applying the values of the Qur'an in the daily lives of students. According to Abdullah (2020), the biggest challenge in religion-based character education is how to maintain the motivation of students to adhere to these values in their social and personal lives. In addition, Hidayat & Amini (2019) stated that continuous evaluation and guidance are very necessary to ensure the effectiveness of the implementation of religion-based character education, especially that based on the Qur'an.

Implementation Strategy of Al-Quran Based Character Education in Lorong Raudhah Islamic Boarding School

Lorong Raudhah Indonesian Islamic Boarding School implements several main strategies in implementing character education based on the love of the Qur'an. This strategy is not only limited to teaching the text of the Qur'an, but also involves the application of the values of the Qur'an in everyday life. Based on the results of observations and interviews with the head of the Islamic boarding school, ustadz/ustadzah, and students, there are several main strategies implemented by this Islamic boarding school.

1. Integration of Al-Quran Values in the Curriculum

One of the important steps taken by Lorong Raudhah Islamic Boarding School is to integrate the values of the Qur'an in the education curriculum. This is not only done through direct teaching of the interpretation and laws contained in the Qur'an, but also in teaching morals, manners, and ethics based on the instructions of the Qur'an. For example, students are taught to understand and practice the verses of the Qur'an related to discipline, honesty, and mutual respect. This approach helps students understand that the teachings of the Qur'an are not only to be studied as texts, but also to be applied in everyday life.

According to Dewi & Rahman (2020), the integration of Qur'anic values in the education curriculum is very important to form a strong character. In this context, Lorong Raudhah Islamic Boarding School has succeeded in implementing this principle by combining academic materials with character learning based on Islamic values contained in the Qur'an.

2. Habituation of Noble Moral Practices

In addition to integration in the curriculum, the habituation of noble moral practices is also the main focus of the character education strategy at Lorong Raudhah Islamic Boarding School. This habituation is carried out through various routine activities, such as dhikr together, reading the Qur'an, and praying in congregation. These activities are not only aimed at deepening understanding of religious teachings, but also at forming positive habits in accordance with the teachings of the Qur'an. The habituation of noble morals also involves direct teaching from the ustadz/ustadzah, who are role models for students in living their daily lives. As explained by Suyadi & Habib (2021), teaching accompanied by good examples will strengthen the formation of positive character in individuals. The ustadz at the Lorong Raudhah Islamic Boarding School not only teach religious theories, but also show how these values are applied in their daily lives, so that students can imitate and practice them.

3. Strengthening Through Social Activities and Community Service

Lorong Raudhah Islamic Boarding School also implements character education based on the Qur'an through social activities and community service. This activity aims to train students to have a sense of empathy and social responsibility, which are also taught in the Qur'an. Students at Lorong Raudhah Islamic Boarding School are involved in various activities such as distributing basic necessities, visiting orphanages, and teaching religion to the community around the Islamic boarding school.

According to Hidayat & Amini (2019), strengthening character through social activities can increase students' awareness of their responsibilities towards society, in accordance with the teachings of the Qur'an which emphasizes the importance of doing good to others. This activity not only strengthens social relations between students and the community, but also deepens their understanding of the importance of contributing to the common good.

The Impact of Implementing Al-Quran-Based Character Education on Students

The implementation of character education based on the love of the Al-Quran at the Lorong Raudhah Islamic Boarding School has been proven to have a positive impact on the behavior and attitudes of students. Based on the results of interviews with students and ustadz, there were several significant changes in the character and behavior of students who participated in this education program.

1. Increased Discipline and Responsibility

One of the main impacts of Al-Quran-based character education is increased discipline and a sense of responsibility. Students who participated in this program showed positive changes in terms of time discipline, worship obligations, and responsibility for their duties. This is in accordance with the teachings of the Al-Quran which emphasizes the importance of discipline and responsibility in every aspect of life. For example, students at the Lorong Raudhah Islamic Boarding School have a strict daily routine, including time for studying, worshiping, and being involved in social activities.

According to Wahyudi (2019), religious-based education that prioritizes the values of discipline and responsibility is very effective in forming individuals who have a positive attitude

towards their duties and obligations. This habit helps students to better appreciate the time and resources available, and prepares them to face life's challenges with a more organized and responsible attitude.

2. Strengthening Moral and Ethical Values

In addition to discipline, character education based on the Qur'an also has a positive impact on strengthening moral and ethical values in students. Students at the Lorong Raudhah Islamic Boarding School show improvements in social behavior, such as respecting each other, speaking politely, and maintaining good relationships with others. These moral and ethical values are taught through direct teaching of verses from the Qur'an related to good behavior, as well as through examples given by the ustadz.

Hidayat & Amini (2019) stated that the moral values taught in the Qur'an, such as honesty, compassion, and mutual respect, have a direct impact on changes in students' attitudes and behavior. Consistent learning, both through theory and practice, can strengthen the morality of students, so that they can apply these values in their daily lives.

3. Increasing Social Concern

Another impact of the implementation of character education based on the Qur'an is the increasing social concern among students. Social activities carried out in Islamic boarding schools, such as helping the underprivileged, providing education to children around the Islamic boarding school, and other charitable activities, have fostered a sense of empathy and concern for others. Students become more aware of their social responsibilities, which are an integral part of the teachings of the Qur'an about caring for others.

According to Suyadi & Habib (2021), teaching about social concern based on the teachings of the Qur'an can create a generation that is not only intellectually intelligent, but also has a high concern for society. Students who are involved in these social activities not only gain practical value, but also strengthen their emotional ties with the community around the Islamic boarding school.

Challenges in Implementing Al-Quran-Based Character Education

Although the implementation of Al-Quran-based character education at the Lorong Raudhah Islamic Boarding School has shown positive results, challenges remain in its implementation. One of the biggest challenges is how to maintain the motivation of students to continue practicing the values of the Al-Quran in their daily lives. This was also acknowledged by Abdullah (2020), who stated that ongoing guidance and proper evaluation are very important to ensure that students can continue to maintain enthusiasm and consistency in implementing these values.

One of the main challenges faced in this Islamic boarding school is how to maintain the motivation of students to continue practicing the values of the Al-Quran in their daily lives. Although Al-Quran-based education provides clear guidelines regarding morals and ethics, consistency in practicing these values is often a major problem.

Students who come from various social and economic backgrounds, with varying levels of religious understanding, often face difficulties in internalizing the values of the Al-Quran in their

lives. This is in line with the findings of Abdullah (2020), who stated that one of the biggest challenges in religion-based character education is how to maintain the motivation and consistency of students in applying religious values continuously. Without continuous guidance and proper evaluation, the character building process can be hampered, even at risk of declining quality over time. Abdullah (2020) also added that guidance carried out by educators must be more personal and prioritize a deeper approach, to ensure that students can understand and feel the importance of the values of the Qur'an in their lives, not just as an obligation that must be carried out.

Motivation and Consistency in Practicing the Values of the Qur'an

Maintaining the motivation of students to continue practicing the values of the Qur'an is not an easy challenge. One factor that can influence this motivation is the social environment of students, which sometimes does not always support the values taught in Islamic boarding schools. For example, when students return home or interact with their friends outside the Islamic boarding school, they can be exposed to negative influences that conflict with the moral values they have learned at the Islamic boarding school. This is also explained by Shihab (1997), who emphasized that the formation of strong character must be supported by a conducive environment, both inside and outside the Islamic boarding school. If the environment outside the Islamic boarding school is unable to strengthen the values taught at the Islamic boarding school, then consistency in practicing the teachings of the Qur'an becomes more difficult to maintain. In addition, another challenge is the internal factor of the students themselves, namely the level of depth of their understanding of the teachings of the Qur'an. Research by Dewi & Rahman (2020) shows that a deeper understanding of religious teachings can improve the quality of practicing religious values in everyday life. Therefore, it is important for Islamic boarding schools not only to teach religious texts, but also to provide a deep understanding of the meaning and purpose of the teachings of the Qur'an. In this case, the motivation to practice these values must be built from within the students, namely by making them aware of the importance of these values in forming a better and more meaningful life.

Ongoing Guidance and Evaluation

Another challenge that needs to be addressed is the importance of ongoing guidance. As stated by Abdullah (2020), proper evaluation and continuous guidance are essential to ensure that students can continue to maintain their enthusiasm and consistency in practicing the values of the Qur'an. Holistic guidance—which includes academic, moral, and spiritual aspects—must be provided to students continuously, both while they are in the Islamic boarding school and after they leave the Islamic boarding school. In this case, guidance is not only about correcting behavior, but also about providing motivation, encouragement, and a deeper understanding of the practice of the teachings of the Qur'an in everyday life. This approach not only helps students stay motivated but also encourages them to better understand the purpose of religion-based character education.

Proper evaluation also plays an important role in maintaining the quality of Qur'an-based character education in Islamic boarding schools. Evaluation is not only carried out in the form of academic exams or tests, but also in the form of observations of students' behavior and attitudes in everyday life. Through this evaluation, Islamic boarding schools can determine the extent to

which the values taught have been successfully internalized by students. In this context, an evaluation approach based on direct observation of changes in students' behavior and morals is more relevant than an evaluation that only focuses on cognitive or intellectual aspects. Therefore, Islamic boarding schools must be able to design an evaluation system that not only measures learning outcomes in terms of knowledge, but also changes in students' behavior and character.

The Role of Ustadz and Ustadzah in Maintaining Motivation

In addition to institutional guidance, the role of individuals, especially ustadz and ustadzah, is also very important in maintaining students' motivation and consistency. As stated by Hidayat & Amini (2019), educators who are role models for students have a very large role in shaping their character. Ustadz and ustadzah at the Lorong Raudhah Islamic Boarding School not only serve as teachers, but also as role models who show how to practice the values of the Qur'an in everyday life. They must be able to be real examples in terms of discipline, patience, and consistent practice of religious teachings. When ustadz and ustadzah are able to be role models in practicing the teachings of the Qur'an, they will be able to help maintain the spirit and motivation of students to continue practicing these values in their lives. In addition, the personal relationship between ustadz and students also plays an important role in character formation. Ustadz who build a caring and loving relationship with students will find it easier to motivate them to continue to develop and practice the values of the Qur'an in their daily lives (Wahyudi, 2019). Therefore, it is very important for ustadz and ustadzah to understand more deeply the psychological and social conditions of students, and provide an approach that suits the needs of each individual.

4. CONCLUSION

Overall, although the Qur'an-based character education at Lorong Raudhah Islamic Boarding School has shown a positive impact in the formation of the students' character, challenges such as maintaining motivation, consistency in practicing the values of the Qur'an, and the need for continuous guidance and evaluation, still need to be overcome. To ensure the successful implementation of Qur'an-based character education, Islamic boarding schools need to create a supportive environment both inside and outside the boarding school, provide holistic and continuous guidance, and ensure that evaluations are carried out not only on academic aspects, but also on the moral and spiritual aspects of the students. With continuous efforts to overcome these challenges, Islamic boarding schools can continue to produce generations who are not only intelligent, but also have noble characters, as taught in the Qur'an.

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