



A Qur'an-Based Islamic Education Learning Management Model for Developing the Noble Character of High School Students

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Abstract: A Qur'an-Based Islamic Education Learning Management Model for Developing the Noble Character of High School Students

Objective: This study aims to determine the management model of Qur'an-based Islamic education learning at SMAN 5 Payakumbuh in fostering student character. **Methods:** A descriptive qualitative approach was employed. Data were collected through observation, in-depth interviews, and document analysis. Source triangulation techniques were used for data validation. **Results:** The Qur'an-based Islamic education learning management model at SMAN 5 Payakumbuh effectively develop students' character by emphasizing values such as honesty, discipline, responsibility, and cooperation. **Conclusion:** The integration of Qur'anic values into the management of Islamic education learning has led to positive transformations in students' behaviors, both academically and socially. **Contribution:** This study provides valuable insight into the management of Islamic education grounded in Qur'anic values and offers a novel approach that can be adopted in both formal and non-formal educational settings to enhance character development.

Keywords: Islamic Education; Learning Management Model; Qur'an; Noble Character; Students

Abstrak: Model Manajemen Pembelajaran Pendidikan Islam Berbasis Al-Qur'an dalam Membangun Karakter Siswa SMA

Tujuan: Penelitian ini bertujuan untuk mengetahui model manajemen pembelajaran pendidikan islam berbasis Al-Qur'an yang digunakan di SMAN 5 Payakumbuh dalam membangun karakter siswa. **Metode:** Desain penelitian menggunakan metode kualitatif deskriptif. Metode observasi, wawancara mendalam, dan dokumentasi digunakan sebagai instrumen penelitian. Analisis data menggunakan teknik triangulasi sumber. **Hasil:** Model manajemen pembelajaran pendidikan islam berbasis Al-Qur'an di SMAN 5 Payakumbuh efektif dalam membentuk karakter siswa dengan menekankan nilai-nilai seperti kejujuran, kedisiplinan, tanggung jawab, dan kerja sama. **Kesimpulan:** Model manajemen pembelajaran pendidikan islam mengintegrasikan nilai-nilai Al-Qur'an berhasil menciptakan perubahan positif dalam sikap dan perilaku siswa, baik dalam konteks akademik maupun sosial. **Kontribusi:** Penelitian berkontribusi sebagai wawasan dan sumber ilmu pengetahuan tentang manajemen pembelajaran pendidikan islam berdasarkan nilai-nilai Al-Qur'an, serta memberikan pendekatan baru yang dapat diterapkan dalam berbagai konteks pendidikan, baik formal maupun nonformal, untuk memperkuat pembangunan karakter siswa.

Kata Kunci: Pendidikan Islam; Al-Qur'an; Manajemen pembelajaran; Karakter siswa

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A. INTRODUCTION

The Qur'an-based Islamic education learning management model in developing student character refers to a structured approach that integrates Qur'anic values into the educational process to shape students' personalities under Islamic principles. Education is not only aimed at developing intellectual capacity but also strengthening students' spiritual, moral, and social character (Pane & Patriana, 2016). Learning process that focuses on Qur'anic values offers a holistic solution to develop students' character, such as honesty, responsibility, discipline, and sincerity (Mukti et al., 2023). By using the Qur'an as the primary source of values, teachers can guide students through learning methods that deeply instill Islamic teachings in daily lives.

It is important to emphasize proper management in the Qur'an-based learning system so that the values being taught can be effectively instilled in students. A Qur'an-based Islamic education learning management model includes planning, implementing, and evaluating learning process oriented toward Qur'anic principles (Chaharbashloo et al., 2020). This process begins with careful planning, where the curriculum and syllabus are designed to include materials relevant to character development based on the Qur'an, such as stories of the Prophets, teachings on ethics, and principles of noble living. During implementation stage, teachers play an important role as facilitators who teach these values through lectures, discussions, case studies, and practice of good behavior based on specific verses from the Qur'an. Through this continuous practice, students can internalize the positive values taught in the Qur'an until these values become part of their personality (Mangestuti, & Aziz, 2023).

The Qur'an-based character education is considered as one of the most effective approaches to addressing the moral degradation faced by many young people today (Mohidem & Hashim, 2023). In an increasingly materialistic world, applying Quranic values provides a solid foundation for students to develop integrity and ethical behavior. Several studies have shown that students who are accustomed to the Qur'an-based learning tend to have stronger characters and are more oriented toward noble values (Rochmani, 2022). This can happen because the Qur'an offers complete moral guidance in all aspects of life, including human relationships with Allah SWT, fellow human beings, and the environment. Moreover, Qur'an-based learning helps students develop spiritual awareness, which serves as the foundation for character, marked by integrity and compassion (Munawir et al., 2024).

An education system integrated with the Qur'an fosters academically intelligent and noble character in students (Hasmori et al., 2015). One of the main challenges in implementing Qur'an-based learning is identifying effective methods to ensure that these values are naturally internalized in students. Therefore, a good Qur'an-based Islamic education learning management should involve various teaching methods, such as *tadarus* (recitation), *tafsir* (interpretation), and memorization of Qur'anic verses relevant to character development. This strategies ensure that students not only understand the verses theoretically but also apply them in their daily lives (Rohmah & Swandari, 2021). In addition, teachers should use creative teaching approaches so that students can understand the relevance of the Qur'anic teachings in facing daily challenges, such as being honest, fair, patient, and responsible.

The importance of character development based on the Al-Qur'an in education is also supported by Islamic education theory that emphasizes holistic approach that addresses not only on cognitive development but also on affective and psychomotor domains (Hasnadi, 2023). Through balanced learning, students can grow into intellectually capable individuals with strong morals and personalities. Qur'an-based education can help students resist negative external influences, such as popular culture, which often contradicts Islamic values. Character development through the Qur'anic approach aims to produce graduates who are not only academically successful but also capable of contributing positively to society and the environment (El-Bassiouny, 2014). Through consistent practice, students can internalize the positive values taught in the Qur'an, allowing these values to become an integral part of their character.

Previous studies have discussed the Qur'an-based Islamic education learning management model and emphasized the importance of character education based on Qur'anic values. Several studies have examined how Islamic values, such as honesty, discipline, responsibility, and cooperation, can be incorporated into learning process (Khamim et al., 2023; Maula et al., 2024; Mukhlis, 2024; Munawir et al., 2024; Nurhadi, 2020; Rahmawati et al., 2024; Setiawan et al., 2021). However, most of these studies focus primarily on theoretical discussions or the application of Islamic values in specific teaching methods, without exploring how Qur'anic values can be systematically integrated into overall learning management at the high school level. Moreover, research on Islamic character education has been more commonly conducted at the elementary or tertiary levels, while studies focused on high schools remain limited.

The gap analysis in this study highlights the limited scientific research on implementing a Qur'an-based Islamic education learning management model aimed at shaping high school students' character. While most studies emphasize the importance of character education in Islam, few explore in depth how learning management systems can be designed and effectively implemented based on Qur'anic principles. Furthermore, there is still a notable lack of empirical research on the supporting and inhibiting factors affecting the implementation of Qur'an-based Islamic education learning management models in secondary schools. This represents a significant gap that needs further investigation.

This study focuses on a Qur'an-based Islamic education learning management model that integrates Qur'anic values to develop high school students' character. Unlike previous research, this model not only emphasizes teaching methods and instructional content, but also includes core learning management aspects: planning, implementation, and evaluation. In addition, this study offers an in-depth analysis of the factors that support and hinder the implementation of the model in schools, providing a valuable reference for other educational institutions seeking to adopt a similar system. Thus, this research contributes both to academic insights and offers practical solutions for schools to improve learning management more effectively based on Islamic values.

B. METHOD

The research method used in this study is a descriptive qualitative method to analyze the Qur'an-based Islamic education learning management model in shaping student character at SMAN 5 Payakumbuh. The descriptive qualitative approach was chosen to explore the processes, mechanisms, and realities that exist in depth, not focusing on statistical data, but rather on the description and interpretation of phenomena that occur in the field (Fletcher et al., 2016).

This research was conducted in 2024. Data were collected through observation, in-depth interviews, and documentation, to obtain a comprehensive understanding of the application of Qur'anic values in learning, as well as student and teacher responses to this method. Observations focused on teaching and learning activities, including interactions between teachers and students in promoting character traits such as honesty, responsibility, and discipline, based on the teachings of the Qur'an. In-depth interviews were conducted with several key informants, including teachers, principals, and students, to explore their perceptions of the effectiveness of the Qur'an-based Islamic education learning management.

Data analysis was conducted using a thematic approach, where data obtained from observations, interviews, and documentation were categorized according to themes relevant to the research objectives, which is the implementation, challenges, and impacts of the Qur'an-based Islamic education learning management model in shaping student character. Data validity is maintained through source triangulation, which involved comparing information from different sources to confirm the consistency and accuracy of the research results. This method is expected to provide an in-depth and comprehensive understanding of SMAN 5 Paya-

kumbuh's efforts in integrating Qur'anic values into learning process to foster noble student characters.

C. RESULTS AND DISCUSSION

Result

The Qur'an-based Islamic education learning management model at SMAN 5 Payakumbuh is implemented through an approach grounded in Islamic moral values, such as honesty, discipline, responsibility, and cooperation, which serves as the basis for student character development. These values are applied through a holistic approach by involving teachers as facilitators and mentors who actively fostering an Islamic learning environment that supports the internalization of these values. Every learning process is designed by integrating Qur'anic values in learning activities in the classroom and through various extracurricular activities that reflect Qur'anic principles, such as religious programs, mentoring sessions, and worship training.

Teachers at SMAN 5 Payakumbuh set a good example for students, following the Islamic concept of being a role model. They not only teach give examples in daily life to show how honesty, discipline, and responsibility are applied in real life. This helps students to have a better understanding of the importance of character in their lives and how they can practice it based on the teachings of the Qur'an. In addition, teachers provide constructive feedback to encourage students to continue developing the character that has been formed. This strategy fits with the Islamic idea of character education, which stresses the importance of self-correction. Through this method, this research provides an in-depth and comprehensive understanding of SMAN 5 Payakumbuh's efforts in integrating Qur'anic values into learning process to develop noble student characters. This habit is expected to foster self-discipline behavior and help students become familiar with using the Qur'an as a guide in their daily lives. Implementing this discipline also encourages students to be committed to their time, responsibilities, and tasks, which aligns with Qur'anic values that emphasize the importance of keeping promises and valuing time (Wahab et al., 2016).

Besides discipline, honesty is also a key value taught in every aspect of learning. Teachers teach the importance of speaking and acting honestly, not only in academic matters but also in daily behavior, both in and outside of school. This value of honesty is conveyed through the Al-Qur'an-based approach, where honesty is considered as one of the main characteristics of a true believer (Samsul et al., 2020). As explained in a hadith, the Prophet Muhammad SAW said that honesty leads to goodness and heaven. Therefore, honesty is one of the main principles in the Qur'an-based Islamic education learning management model at SMAN 5 Payakumbuh.

However, several obstacles are faced in implementing the Qur'an-based Islamic education learning management model at SMAN 5 Payakumbuh. One of main challenges is the limited time available for integrated learning with the Qur'an, considering that the public school curriculum is dense and often leaves little room for a Qur'anic values-based learning. In addition, not all teachers have a deep understanding of effective methods for teaching Qur'anic values, so additional training is needed to help them to understand better and master optimal strategies for integrating the Qur'an into learning activities. Another challenge is the limited availability of facilities and infrastructure, such as spaces that support worship and recitation activities, which the school must work to improve.

Nevertheless, several supporting factors facilitate the implementation of the Qur'an-based Islamic education learning management model at SMAN 5 Payakumbuh. One of them is the full support of both the school and parents, who value an education that not only focuses on academic achievement but also pays attention to the character development. This supportive environment becomes a strong foundation for implementing a Qur'an-based Islamic

education learning management model at school and provides additional motivation for students to develop character through Islamic teachings.

Discussion

1) Supporting and Hindering Factors in the Implementation of the Qur'an-based Islamic Education Learning Management Model

The supporting and hindering factors in implementing the Qur'an-based Islamic education learning management model at SMAN 5 Payakumbuh include an in-depth analysis of the elements that either facilitate or obstruct the successful implementation of Qur'anic values into the learning environment. Supporting factors play a significant role, particularly the support from the school, the presence of teaching staff who are competent in Islamic values, and the active participation of parents in reinforcing Islamic values-based character (Alrumiah & Al-Shargabi, 2023). On the other hand, hindering factors include time limitations, inadequate facilities and infrastructure, and the varying levels of students' awareness and understanding of Qur'anic values.

One of the main supporting factors is the school's commitment in integrating the Qur'an-based Islamic education learning management model as a strategy for character education (Sobri et al., 2023). Through specific policies, the school sets Qur'anic values as the foundation for shaping student character, reflected in every curricular and extracurricular learning activities (Fatmawati, 2019). For example, the school actively organizes programs such as group Qur'an recitation, religious mentoring, and worship training as a part of students' daily schedules. This strong school involvement is essential in creating an Islamic atmosphere within the school environment that supports the goals of Qur'an-based character education.

Support from teaching staff competent in Qur'anic values is also an important factor. Teachers at SMAN 5 Payakumbuh teach knowledge and act as role models in showing attitudes and behaviors based on Islamic teachings such as honesty, discipline, and responsibility. Teachers as role models play a crucial role in student character building because students often imitate the behavior of those around them, especially their teachers (Muqit & Maskur, 2021). Therefore, teachers' competence in understanding and practicing the teachings of the Qur'an is a valuable asset for schools in implementing Qur'an-based Islamic education learning management.

In addition to internal support, the active participation of parents is also a significant supporting factor. Parents who understand the importance of Qur'an-based character education generally provide full support for school programs (Rahmad & Kibtiyah, 2022). They often communicate with teachers to monitor their children's character development and offer moral support for their children in applying Qur'anic values at home. Parental involvement in character education at home reinforces the values taught at school, helping children to understand the importance of consistency in practicing Islamic values in daily life (Barza & von Suchodoletz, 2016). However, implementing the Qur'an-based Islamic education learning management model also faces several inhibiting factors. One of the main challenges is the limited learning time to integrate Qur'anic values. The demanding curriculum makes it difficult for teachers to allocate specific time to apply these values into non-religious subjects. As a result, teachers need to find creative ways to incorporate character values in various subjects without disrupting the achievement of national curriculum objectives (Gorozidis & Papaioannou, 2016).

Another obstacle is the limited availability of facilities and infrastructure that support the Qur'an-based Islamic education learning management model. For example, worship facilities and dedicated rooms for religious mentoring activities are insufficient, and adequate reference books or learning materials related to Qur'anic values are lacking. These limitations make the learning process less optimal, particularly in organizing additional activities related to Islamic character education. Some teachers even forced to use makeshift media and rely more

on verbal explanations to convey these values, which may be less effective in attracting student interest (Birman & Tran, 2017). In addition to facility constraints, students' awareness and understanding of the importance of Quranic values also vary. While some students show enthusiasm in participating in Qur'an-based programs, others appear less interested and feel that these values are irrelevant to their lives. This variation can be influenced by factors such as family background, social environment, or students' level of understanding of religious values (Utomo & Alawiyah, 2022). This presents an ongoing challenge for teachers, who must continuously motivate students to understand better and apply Islamic values in daily life (Saada, 2023).

To address these various challenges, schools must continuously evaluate the implementation of Qur'an-based Islamic education learning management (Hassanein & Moustafa, 2024). One of the effective strategy is to provide training and professional development programs for teachers to enhance their ability to integrate Qur'anic values across all subject. In addition, the school can also collaborate with various Islamic institutions or communities to provide guidance and counseling for students and parents about the importance of Qur'an-based character education. Through this efforts, students can develop a deeper understanding of these values and be encouraged to apply them in their daily lives (Schmidt et al., 2019). Government support in the form of educational facilities and infrastructure is also highly anticipated to strengthen the implementation of this program. The government could contribute by providing adequate worship spaces in schools or by developing specific learning modules that focus on Qur'an-based character education. With assistance from the government, schools would be better equipped to improve the quality and scope of existing programs, ensuring that the application of Qur'anic values in character education is more effective and sustainable over the long term (Al-Karasneh & Saleh, 2010).

The implementation of Qur'an-based Islamic education learning management at SMAN 5 Payakumbuh shows strong potential in shaping students' noble character. Support from the school, teachers, and parents are key factors in ensuring the success of this program. However, several challenges must be addressed effectively, including time constraints, limited facilities, and variations in students' understanding of Qur'anic values. With the commitment of all parties and support from the government, Qur'an-based learning can be implemented more optimally to produce a generation with noble character grounded in Islamic teachings.

2) The Effectiveness of the Qur'an-based Islamic Education Learning Management Model in Developing Students' Noble Character

The effectiveness of the Al-Qur'an-based Islamic education learning management model in developing students' noble character at SMAN 5 Payakumbuh highlights the impact of this learning in developing students' character based on Qur'anic values. Its effectiveness reflected in the improvement of key values such as honesty, discipline, responsibility, and cooperation among students. This model not only supports students' academic development but also emphasizes comprehensive character development, leading students to become better individuals in accordance with the Islamic principles outlined in the Qur'an.

One important aspect in assessing the effectiveness of this learning model is the strengthening of honesty as a core character trait. The Qur'an-based Islamic education learning management model emphasizes honesty as one of the core teachings of Islam (Arrizkiyah et al., 2023). Through routine activities such as *tadarus*, discussion of Qur'anic values in daily life, and stories of the Prophets delivered by teachers, students begin to understand and apply honesty in their personal and academic lives (Maghfiroh et al., 2024). For example, many students began to demonstrate integrity when completing assignments and taking exams, avoiding dishonest behaviors such as cheating. This behavior shows that the understanding and practice of honesty based on the teachings of the Qur'an are starting to take root in students.

In addition to honesty, discipline is a character trait strongly promoted through the Qur'an-based Islamic education learning management model. Discipline in Islam is part of obedience and reflect efforts to remain *istiqamah* (steadfast) in doing good. At SMAN 5 Payakumbuh, discipline is applied through effective time management, such as the obligation to perform prayers on time and discipline in learning activities. The Qur'an-based Islamic education learning management model implemented at the school helps students understand the importance of discipline in all aspects of life, including education (Nurjannah et al., 2024). Based on teacher reports, many students have become more disciplined in managing their time, regularly improving their attendance and behavior in both academic and daily life.

Responsibility is an important character trait fostered through the Qur'an-based Islamic education learning management model. In Islam, each individual is entrusted with moral and social responsibilities that must be carried out to the best of their ability. At SMAN 5 Payakumbuh, students demonstrate responsibility through actions such as keeping the school environment clean, completing group assignments, and helping peers in learning. Many students began to take initiative in taking responsibility for their actions in academic and social contexts. The effectiveness of this program is reflected in students' acknowledgment that they feel motivated to become more responsible individuals after learning and understanding the Qur'anic values conveyed in learning activities.

In addition, cooperation is also strengthened through the Qur'an-based Islamic education learning management model (Sözeri & Altinyelken, 2019). The Islamic principles of collaboration, or *ta'awun*, teaches Muslims to help each other in goodness (Wahab et al., 2016). At SMAN 5 Payakumbuh, collaborative activities such as group discussions and joint projects allow students to learn about cooperation. The effectiveness of this approach can be seen in students' ability to work together harmoniously, increasing the understanding that cooperation is not only about achieving academic goals but also fosters a sense of brotherhood and togetherness among students. The Qur'an-based Islamic education learning management model introduces a broader concept of cooperation (Widiastuti et al., 2022), which includes not only sharing tasks but also providing moral support to peers in need, thereby creating a more harmonious learning environment (Sujarwo, 2024).

The effectiveness of the Qur'an-based Islamic education learning management model in developing students' noble character is also reflected in changes in students' daily attitudes and behaviors at school. Teachers at SMAN 5 Payakumbuh have reported improvements in mutual respect, politeness, and caring among students, resulting from a deeper understanding of Qur'anic values. For instance, students are now more respectful of differing opinions, more patient in solving problems, and more aware of their social environment. These positive effects demonstrate that the implementation of Qur'an-based Islamic education learning management model has a significant impact on both academic aspects and students' overall moral and spiritual development. Qur'an-based Islamic education learning management model at SMAN 5 Payakumbuh effectively shapes students' noble character. This result is also supported by positive responses from students and parents who felt a significant change in students' attitudes and behavior. Many parents reported that their children became more polite, disciplined, and responsible at home, reflecting the continuity between the school values and daily application. Based on these findings, the Qur'an-based Islamic education learning management model has proven to be an effective approach to developing a generation that excels academically and have noble character and morals.

D. RESEARCH IMPLICATIONS AND CONTRIBUTIONS

1. Research Implications

The results of this study provide a foundation for formulating policies that support the integration of Qur'anic values into the school curriculum, particularly in character education. The Qur'an-based Islamic education learning management effectively develop student cha-

racter based on Islamic values, such as honesty, responsibility, and tolerance. This approach offers practical guidance for designing learning materials that are integrated with Islamic teachings. Educational institutions can adopt this model to create a learning environment that focuses on both academic aspects and the development of noble character.

2. Research Contribution

This research expands insights into the Qur'an-based Islamic education learning management, which have previously been less systematically explored in educational literature. This research provides opportunities to further examine the effectiveness this model in various social, cultural, and educational contexts. In addition, it introduces a new approach that can be applied in both formal and non-formal educational settings to strengthen student character development.

E. RECOMMENDATIONS FOR FUTURE RESEARCH DIRECTIONS

Suggestions that can be drawn based on the conclusions include strengthening the role of teachers in understanding and integrating Qur'anic values into their teaching. Teachers should attend regular training sessions focusing on the Qur'an-based Islamic education learning management to improve their competence, material mastery, and inspiring teaching approaches. In addition, it is crucial to actively involve parents in supporting students' character-development process. Schools can organize parenting programs based on Qur'anic values to create a stronger connection between the education at school and the nurturing at home.

F. CONCLUSION

The implementation of the Qur'an-based Islamic education learning management at SMAN 5 Payakumbuh has significantly contributed in developing students' noble character. The integration of Qur'anic values such as honesty, discipline, responsibility, and cooperation has led to positive changes in students' attitudes and behaviors in both academic and social contexts. In this process, the teacher plays a crucial role, not only as a material provider but also as a role model who practices the teachings of the Qur'an in daily life, which then supported by parents who reinforce these values at home. Despite challenges such as limited time and facilities, as well as variations in students' understanding of Qur'anic values, support from the school and surrounding community is an important factor in overcoming these obstacles. Regular program evaluations, improved teacher training, and collaboration with Islamic communities are expected to optimize the implementation of the Qur'an-based Islamic education learning management model. This model has proven effective in improving academic achievement and in developing students into individuals with noble character which align with the principles of Islamic teachings.

This research shows that the Qur'an-based Islamic education learning management has a significant role in developing students' noble character, making them more honest, disciplined, and responsible. This approach integrates the Qur'anic values into the planning, implementation, and evaluation of learning, which has proven effective in shaping student behavior in line with Islamic teachings. The key factors for success lie in the role of teachers as role models, a supportive learning environment, and the active involvement of students in activities that enhance their understanding and application of Qur'anic values. As a result, this approach not only improves students' moral character but also strengthens their academic abilities.

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AUTHOR CONTRIBUTIONS STATEMENT

All authors discussed the results and contributed to the final manuscript. FS: Conceptualization, Writing - Original Draft. HAK: Writing & Editing. MAAF: Review

DECLARATION OF COMPETING INTEREST

The authors declare that they have no significant competing financial, professional or personal interests that might have influenced the performance or presentation of the work described in this manuscript.

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