



## Strategy for Instilling Islamic Values in Forming Santriwati Morals in Ma'had Tahfiz Azzahrah Selangor Malaysia

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### Abstract

This study aims to identify the strategies for instilling Islamic values in shaping the moral character of female students at Ma'had Tahfiz Azzahrah. The research is motivated by the importance of moral development amid the moral challenges of the modern era. This study employed a qualitative approach with a descriptive research design. Data were collected through observation, interviews, and documentation. The findings reveal that the strategies for instilling Islamic values are implemented through habituation of worship, exemplary behavior of educators, supervision and guidance, educational communication, and strengthening adab in daily life. The implementation of these strategies positively impacts the students' moral development, including improved discipline, responsibility, politeness, and religious awareness. Supporting factors include a conducive Islamic environment and the active role of educators, while inhibiting factors include differences in students' backgrounds and external environmental influences.

**Keywords:** Islamic Values, Moral Development, Female Students, Islamic Education Strategy.

## **INTRODUCTION**

Islamic education plays a crucial role in shaping Muslim individuals with noble character. Amidst the rapid development of technology, social media, and socio-cultural change, Islamic educational institutions are required to effectively instill Islamic values in students. Instilling Islamic values is not only achieved through theoretical learning, but also through habituation, role models, and an educational environment that supports the development of Islamic character. Morality is a key aspect of Islamic education because it reflects the quality of one's faith and personality. A sound Islamic education will produce a generation that is not only intellectually intelligent but also possesses strong moral and spiritual strength to face the challenges of modern life.

The development of the digital era has had a significant impact on the behavior patterns of the younger generation. Easy access to information via the internet and social media has both positive and negative effects on the character development of students. Many adolescents experience moral degradation due to a lack of supervision and a weak understanding of religious values. Phenomena such as declining respect for teachers, lack of discipline, and increasing individualistic behavior pose serious challenges to Islamic education. Therefore, Islamic educational institutions need to develop strategies for moral development that are relevant to current developments so that

students maintain a strong foundation of values in their daily lives (Suharto, 2021).

In Islam, the formation of morals holds a crucial place. The Prophet Muhammad (peace be upon him) was sent to perfect human morals, so Islamic education is not only oriented toward mastering knowledge but also toward developing character and behavior in accordance with Islamic teachings. The concept of Islamic education places morals as the primary goal because educational success is measured not only by academic aspects but also by the quality of students' behavior in social and religious life. Values such as honesty, discipline, responsibility, politeness, and respect are essential components of the Islamic education process.

The formation of morals in Islamic education requires a continuous process and is carried out through various educational methods. Teachers' exemplary behavior is one of the most effective methods in instilling Islamic values in students. Students tend to imitate the behavior of educators they see every day in schools and Islamic boarding schools. Furthermore, habituating worship, providing advice, supervision, and enforcing discipline are also important in shaping Islamic character in students. This strategy will be effective if supported by a conducive educational environment and a strong religious culture (Nata, 2020).

Islamic boarding schools (pesantren) and tahfiz (Islamic memorization)-based educational institutions play a strategic role in fostering the

morals of the younger generation. Pesantrens serve not only as places to learn religious knowledge but also as environments for character formation through a life steeped in religious values. The boarding system allows for 24-hour coaching, allowing for more intensive supervision of student behavior. This provides a distinct advantage over more formal educational institutions in shaping students' Islamic character.

Ma'had Tahfiz Azzahrah is an Islamic educational institution based on Quran memorization, integrating academic, religious, and character-building education. In addition to emphasizing Quran memorization, this school also implements various strategies to instill Islamic values in the lives of female students through worship activities, the development of good manners, supervision, and the example of educators. A conducive educational environment is a crucial factor in supporting the moral development of female students. The religious atmosphere fostered in daily life has a positive influence on the spiritual and moral development of students.

The Quran memorization program is also an important tool in shaping the character of female students. Intense interaction with the Quran is believed to instill spiritual values and increase students' religious awareness. Female students are not only guided to memorize Quranic verses but also to understand and practice the values contained within. Thus, memorization education focuses not only on memorization skills but also on developing

Islamic morals and behavior in everyday life (Hakim & Anwar, 2022).

Based on initial observations, the female students at the Islamic boarding school (ma'had) exhibited good behavior, such as discipline in performing religious duties, respecting their teachers, maintaining good manners, and being responsible in their learning activities. This demonstrates the effective implementation of Islamic education strategies in shaping the students' morals. Regular participation in religious activities appears to have a significant impact on the development of students' character. This demonstrates that a religious educational environment plays a significant role in fostering positive behavior in female students.

However, the process of developing the morals of female students is not without challenges. Differences in family background, level of religious understanding, and external environmental influences are factors that can influence the success of instilling Islamic values. Furthermore, technological and social media developments also pose challenges, as they can influence students' mindsets and behaviors. Therefore, Islamic educational institutions need to continuously innovate their development strategies to ensure that Islamic values remain firmly embedded in female students amidst the growing tide of modernization (Rahman, 2023).

Much research has been conducted on strategies for instilling Islamic values in moral formation, but most studies have focused on formal schools or traditional Islamic boarding schools (pesantren). Research specifically

examining moral development strategies in modern tahfiz institutions, particularly in Malaysia, is still relatively limited. However, tahfiz institutions have distinct educational characteristics, combining Quranic learning, formal education, and intensive character development. Therefore, this research is important in providing an overview of the moral development strategies implemented in tahfiz schools.

This research also has high relevance to the current state of Islamic education. The challenges of globalization and social change require Islamic educational institutions to produce not only academically superior students but also students with strong Islamic character. Moral development is an urgent need to address various moral challenges among the younger generation. With an effective strategy for instilling Islamic values, educational institutions are expected to produce a generation of faithful, knowledgeable, and virtuous characters (Fadillah, 2024).

Based on the above description, this study aims to determine the strategy for instilling Islamic values, its implementation in the moral development of female students, and the supporting and inhibiting factors at Ma'had Tahfiz Azzahrah Selangor, Malaysia. This research is expected to contribute to the development of Islamic education, particularly in the development of morals in tahfiz educational institutions and Islamic boarding schools. Furthermore, the results of this study

are also expected to serve as a reference for other Islamic educational institutions in developing effective and modern character development strategies.

## **METHOD**

This study employed a qualitative approach with a descriptive approach. This approach was used to understand and describe in depth the strategies for instilling Islamic values in the moral development of female students at Ma'had Tahfiz Azzahrah. Descriptive research was chosen because it aims to systematically and factually describe the phenomena, processes, and conditions occurring in the field.

The research subjects consisted of the leaders of the Islamic boarding school (ma'had), female religious teachers (ustazah), and female students (santriwati) involved in the moral development process within the ma'had. Data sources in this study included primary and secondary data. Primary data was obtained directly through interviews and observations, while secondary data was obtained from documents, archives, and literature relevant to the research.

Data collection techniques included observation, interviews, and documentation. Observations were conducted to directly observe the development activities and behavior of female students within the Islamic boarding school (ma'had). Interviews with relevant parties were conducted to obtain

information on strategies for instilling Islamic values. Documentation was used to supplement the research data, including photographs, activity schedules, and other supporting documents.

Data analysis techniques included data reduction, data presentation, and drawing conclusions. Data validity was checked using source and technique triangulation to ensure the data obtained was more valid and reliable.

## **RESULTS AND DISCUSSION**

### ***Strategy for Instilling Islamic Values in Ma'had Tahfiz Azzahrah***

Based on the results of research conducted at the Ma'had Tahfiz Azzahrah, it is known that the strategy of instilling Islamic values in the moral formation of female students is carried out in an integrated manner through educational activities, habituation, and daily life within the ma'had environment. The instillation of Islamic values is not only given in the form of theory in the classroom, but also applied directly through activities that take place in the dormitory environment and tahfiz learning. This is done so that Islamic values are not only understood cognitively, but also can be internalized and practiced in the daily lives of female students. This integrated educational process makes the ma'had environment a means of continuous Islamic character formation.

The strategy for instilling Islamic values at Ma'had Tahfiz Azzahrah is implemented through an approach that addresses the spiritual, emotional, and social aspects of the female students. All daily activities are designed to support the development of behavior in accordance with Islamic teachings. The religious educational environment significantly influences the female students' mindsets and attitudes, as they live in an atmosphere imbued with Islamic values. This environment helps the female students develop positive habits that are repeated over and over again, becoming part of their character.

One of the main strategies implemented is the habituation of worship. Female students are required to regularly participate in various worship activities, such as congregational prayer, Quran recitation, memorization of the Koran, morning and evening dhikr, and other religious activities. This habituation is carried out consistently every day under the supervision of the female teachers and school supervisors. Through this habituation, female students become more disciplined and aware of carrying out worship without constant orders. Habituation of worship also helps shape religious character and increases the students' spiritual closeness to Allah SWT. The habituation strategy in Islamic education is considered effective in building character because it is carried out repeatedly and continuously in the students' lives (Hidayat, 2021).

Congregational worship also influences the social development of female students. Through communal worship, female students learn about time management, responsibility, togetherness, and

mutual respect. These values indirectly shape positive social behavior in their daily lives. Regular worship practices empower female students to develop more controlled behavior and a stronger spiritual awareness than before.

In addition to cultivating religious habits, role-modeling is a crucial method for developing the morals of female students. The female teachers and school administrators strive to exemplify good behavior in their daily lives, such as speaking politely, maintaining discipline, dressing according to Islamic law, and demonstrating patience and responsibility. This role model significantly influences the behavior of female students, as they are more likely to imitate behavior they observe directly than simply receiving theoretical advice. In the process of Islamic education, role models play a crucial role, as educators serve not only as transmitters of knowledge but also as role models for students to emulate.

The role model provided by female teachers creates a positive emotional connection with female students. When educators demonstrate a friendly, patient, and caring attitude, female students feel comfortable and more receptive to guidance. Consistent role modeling makes it easier to instill Islamic values because students see their real-life application. The role model method in Islamic education is also considered an effective strategy for shaping student character through imitation and fostering positive behavior (Rahman & Azizah, 2022).

Supervision and guidance strategies are also intensively implemented in the daily lives of

female students. Supervision covers their learning activities, worship, social etiquette, and discipline within the school. The female teachers (ustazah) and female mentors (musyrifah) provide guidance and advice when female students commit violations or exhibit behavior inconsistent with Islamic values. Guidance is delivered using an educational and non-violent approach, making it easier for female students to accept direction and improve their behavior. Continuous supervision helps maintain the consistency of female students' behavior in implementing Islamic values.

The guidance provided at the Islamic boarding school (ma'had) is not solely aimed at punishing infractions but rather emphasizes the process of self-improvement for female students. A persuasive and advisory approach makes female students feel guided, not pressured. This way, the process of moral formation is more effective because they understand their mistakes and are motivated to improve. A humanistic approach to guidance is a crucial factor in the success of character education in Islamic boarding schools and tahfiz (Islamic memorization) environments.

Furthermore, educational communication strategies are also a crucial part of the process of instilling Islamic values. Communication between female teachers and students is conducted in polite, gentle, and wise language. This approach creates a close relationship between educators and students, making the development process more effective. Through educational communication, female students not only accept rules but also understand the rationale and purpose of implementing Islamic values in their lives. This humanistic approach

makes female students feel valued and more open to advice and guidance.

Good communication between educators and students significantly impacts the success of the Islamic education process. An open and dialogical attitude helps female students communicate the problems they face, enabling educators to provide appropriate solutions and guidance. A harmonious relationship between female and male teachers also creates a comfortable learning environment and supports students' emotional development. Appropriately implemented educational communication strategies can enhance the effectiveness of moral development in Islamic educational institutions (Sulaiman, 2023).

Furthermore, strengthening etiquette is a primary focus in the moral development of female students. The etiquette taught includes etiquette towards teachers, etiquette towards friends, etiquette towards the Quran, and etiquette in daily life. Female students are accustomed to respecting their teachers, being mindful of their speech, asking permission when speaking, and maintaining the cleanliness of the school environment. The instillation of etiquette is carried out continuously so that it becomes an ingrained culture in the lives of female students. Strengthening etiquette demonstrates that education at the school emphasizes not only academic aspects and Quran memorization, but also character and moral development.

The instilling of good manners plays a crucial role in Islamic education because they reflect the quality of one's faith. Through the

practice of good manners, female students learn to respect others, maintain ethical behavior in interactions, and develop a sense of responsibility towards their surroundings. These habits gradually develop a polite and well-mannered character. Implementing good manners education from an early age will have a long-term impact on students' behavior in society.

Environmental factors also play a crucial role in the success of the strategy for instilling Islamic values at Ma'had Tahfiz Azzahrah. A religious, disciplined, and supervised environment helps female students maintain behavior in accordance with Islamic teachings. Daily interactions with peers who share similar educational goals also positively influence character development. A positive environment fosters good habits, while a less conducive environment can hinder students' moral development (Fauzi, 2024).

Overall, the strategy for instilling Islamic values at Ma'had Tahfiz Azzahrah demonstrates that the moral development of female students is carried out through a comprehensive and sustainable approach. Habitual worship, role models, supervision, educational communication, and strengthening of etiquette are mutually supportive parts of the educational process. This strategy not only shapes the religious abilities of female students but also fosters Islamic character, which is reflected in their daily behavior. Thus, Ma'had Tahfiz Azzahrah has succeeded in creating an educational environment capable of supporting the formation of a generation of Muslim women with noble morals.

### ***Implementation of the Strategy for Instilling***

### ***Islamic Values in the Moral Formation of Female Students***

The implementation of the strategy of instilling Islamic values in the Islamic boarding school (ma'had) has had a positive impact on the moral development of female students. This is evident in the changes in their behavior, which have led to greater discipline, responsibility, and improved religious awareness. The students demonstrate habits of maintaining worship, respecting teachers, and adhering to the rules of the school environment. This moral development occurs through a continuous process of habituation, allowing Islamic values to be internalized within the students. This internalization process demonstrates that Islamic education not only provides theoretical understanding but also shapes concrete behavior in everyday life.

The behavioral changes in female students are evident in their increased awareness of performing their religious duties without always being instructed by their female teachers. Female students are beginning to take the initiative to maintain congregational prayers, read the Quran, and participate in religious activities responsibly. This awareness arises because the ma'had environment supports the formation of religious habits through routine and continuous activities. These daily habits have a strong influence on the development of Islamic character in female students.

Discipline is one of the most visible forms of behavioral change. Female students are accustomed to waking up on time for

congregational prayers, following the learning schedule, and completing memorization assignments according to set targets. This discipline is fostered by clear rules and consistent guidance from the Islamic boarding school (ma'had). Furthermore, female students demonstrate a sense of responsibility for their assigned tasks and obligations, both in learning activities and in cleaning the dormitory environment. Building discipline through habituation in Islamic education is considered to be more effective in building student character because it is implemented continuously in daily activities (Nasution, 2021).

The implementation of the strategy for instilling Islamic values is also evident in the polite behavior of female students in their interactions with female teachers and fellow students. Female students are accustomed to using polite language, respecting their teachers, and maintaining good manners in their daily lives. These attitudes demonstrate that the moral values instilled through habituation and role models have influenced the students' social behavior. Furthermore, the relationship between female students and female teachers is well-established due to harmonious and respectful communication.

The polite behavior demonstrated by the female students reflects the success of the adat education implemented within the Islamic boarding school (ma'had). The students not only understand the importance of respecting their teachers theoretically but are also able to apply it in their practical lives. The habit of asking permission, speaking politely, and maintaining social etiquette are part of the culture that has developed within the

ma'had. This kind of adat education is crucial in developing Muslim women with noble character and the ability to interact effectively within the community.

The dormitory-based environment of the Islamic boarding school (ma'had) contributes to the successful implementation of the strategy for instilling Islamic values. The 24-hour school environment allows for a more intensive and comprehensive development process. All female students' activities are under the supervision and guidance of female teachers, allowing for prompt guidance and correction of inappropriate behavior. The religious and conducive environment also helps female students accustom themselves to living according to Islamic values.

The boarding school system provides significant opportunities for educators to conduct ongoing character development. Intense interactions between female and male religious teachers (ustazah) ensure that the educational process takes place not only in the classroom but also throughout daily life. This creates a religious culture that influences the mindset, attitudes, and behavior of female students. A conducive educational environment in Islamic boarding schools and tahfiz (memorization) schools significantly contributes to the successful development of students' morals (Siregar & Wahyudi, 2023).

Overall, the implementation of the strategy for instilling Islamic values at the Ma'had Tahfiz Azzahrah has shown positive results in the moral development of female students. Through the practice of worship, role models, discipline

development, moral education, and the support of a religious dormitory environment, female students have demonstrated positive behavioral changes. The consistent instillation of Islamic values has shaped the character of female students to become more disciplined, polite, responsible, and possess a strong religious awareness. Therefore, the strategy implemented at the Ma'had can be said to be effective in supporting the moral development of female students.

### ***Supporting and Inhibiting Factors***

The success of the strategy for instilling Islamic values at the Ma'had Tahfiz Azzahrah is influenced by several supporting factors. The primary factor is the school's religious and conducive environment. This environment creates an educational atmosphere that supports the formation of morals because all activities of the female students are directed towards the instillation of Islamic values. A life filled with worship activities, Quranic study, and the development of good manners helps the female students develop positive habits in their daily lives. The religious environment has a significant influence on shaping the character of students because they are accustomed to living in a culture that aligns with Islamic teachings (Hasibuan, 2022).

In addition to a conducive environment, the active involvement of female Islamic teachers and school supervisors is also a crucial factor in the successful development of female students' morals. Female Islamic teachers serve not only as teachers but also as mentors and role models in their daily lives. The consistent presence of educators who

provide guidance, advice, and supervision makes it easier for female students to understand and apply Islamic values. The close relationship between female Islamic teachers and students also creates a comfortable atmosphere and supports the development of Islamic character.

Another contributing factor is the consistent implementation of a habit-building program. Routine worship activities, religious studies, Quran memorization, and moral development are conducted on a scheduled and ongoing basis, enabling female students to become accustomed to applying Islamic values in their daily lives. Support from peers within the Islamic boarding school (ma'had) also contributes to the creation of a positive and religious educational culture. Interaction with peers who possess good habits positively influences the behavior of female students in maintaining discipline and morals.

However, several factors hinder the instillation of Islamic values. Differences in family background and character of female students lead to varying levels of understanding and acceptance of Islamic values. Some students take longer to adapt to the rules and culture of the school. This presents a challenge for the school in establishing a uniform guidance approach for all students, as each individual has a unique character and experience.

In addition to internal factors, the influence of social media and the external environment also pose challenges in maintaining consistent behavior among female students. Rapid technological developments provide widespread access to a variety of information, not all of which

aligns with Islamic values. If not addressed effectively, these influences can impact the mindset and behavior of female students. The challenges of Islamic education in the digital era require educational institutions to strengthen character development so that students are able to filter out negative influences from the external environment (Ramadhani & Putri, 2024).

Despite these obstacles, the Islamic boarding school (ma'had) continues to strive for ongoing guidance through a persuasive and educational approach. The female students (santriwati) are provided with guidance and motivation to remain steadfast in applying Islamic values in their daily lives. With this consistently implemented strategy, the process of moral formation among the female students is progressing well and has a positive impact on the development of their character within the ma'had. This demonstrates that ongoing guidance can help female students develop good morals in accordance with Islamic teachings.

## **CONCLUSION**

Based on the results of research conducted at Ma'had Tahfiz Azzahrah Selangor Malaysia, it can be concluded that the strategy of instilling Islamic values in the moral formation of female students is carried out in an integrated manner through habituation of worship, role models, supervision, educational communication, and strengthening of manners in daily life. This strategy is implemented not only through classroom learning, but also through activities in the dormitory environment so that Islamic values

can be internalized and practiced by the female students. The religious and conducive environment of the ma'had also supports the success of the moral formation process.

The implementation of the strategy for instilling Islamic values has had a positive impact on the behavior of female students. This is evident in their increased discipline, responsibility, awareness of worship, and politeness in their daily lives. Consistent practice of Islamic values internalizes the students, fostering a more religious character and noble character. The dormitory-based guidance system also has a significant impact due to the intensive educational process and supervision.

In addition to supporting factors such as a religious environment, exemplary female teachers, and consistent habituation programs, there are also inhibiting factors in the process of developing the morals of female students, such as differences in family background, individual character, and the influence of social media and the external environment. Nevertheless, the school continues to provide persuasive and educational guidance to ensure the process of instilling Islamic values remains effective. Thus, the strategies implemented at the Ma'had Tahfiz Azzahrah have proven effective in supporting the development of the morals of female students in accordance with Islamic teachings.

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