

Implication of Didikan Shubuh Program: An Analytical Study of MDTA Masjid Nurul Hidayah Pagambiran Padang City

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ABSTRACT

This study aims to analyze the implications of the implementation of the Didikan Subuh Program at MDTA Masjid Nurul Hidayah, Pagambiran, Padang City. The focus of the research includes the effectiveness of the program in improving Islamic understanding, Islamic character building, and strengthening students' spiritual values. This research uses a qualitative approach with a case study method. Data were collected through observation, in-depth interviews with teachers, mosque administrators, and students, and documentation studies. Data analysis was done descriptively with reduction, presentation, and conclusion techniques. The results showed that the Didikan Subuh Program has a significant positive impact in shaping Islamic character, especially in the aspects of discipline, honesty, and responsibility. The program is also effective in increasing community participation in religious activities, strengthening social relations in the mosque environment, and raising awareness of the importance of early religious education. The implication of this study is the need for more systematic curriculum development and active involvement of parents in supporting the success of the program. The contribution of this research is to provide insight to mosque managers and religious education institutions in optimizing similar programs in the community to strengthen Islamic values in the younger generation.

Keywords: Didikan Shubuh, Religious Education, Islamic Character

ABSTRAK

Penelitian ini bertujuan untuk menganalisis implikasi pelaksanaan Program Didikan Subuh di MDTA Masjid Nurul Hidayah, Pagambiran, Kota Padang. Fokus penelitian mencakup efektivitas program dalam meningkatkan pemahaman keislaman, pembentukan karakter islami, serta penguatan nilai-nilai spiritual peserta didik. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus. Data dikumpulkan melalui observasi, wawancara mendalam dengan guru, pengurus masjid, serta peserta didik, dan studi dokumentasi. Analisis data dilakukan secara deskriptif dengan teknik reduksi, penyajian, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa Program Didikan Subuh memberikan dampak positif signifikan dalam membentuk karakter islami, khususnya pada aspek disiplin, kejujuran, dan tanggung jawab. Program ini juga efektif meningkatkan partisipasi masyarakat dalam kegiatan keagamaan, mempererat hubungan sosial di lingkungan masjid, serta menumbuhkan kesadaran pentingnya pendidikan agama sejak dini. Implikasi dari penelitian ini adalah perlunya

pengembangan kurikulum yang lebih sistematis dan pelibatan aktif orang tua dalam mendukung keberhasilan program. Kontribusi penelitian ini memberikan wawasan kepada pengelola masjid dan lembaga pendidikan agama dalam mengoptimalkan program serupa di lingkungan masyarakat untuk memperkuat nilai-nilai keislaman pada generasi muda.

Kata Kunci: *Didikan Subuh, Pendidikan Agama, Karakter Islami*

INTRODUCTION

Religious education plays an important role in character building and strengthening moral values in society. As part of the non-formal education system in Indonesia, mosque-based religious education, such as the Didikan Subuh Program, has become a strategic tool to instill Islamic values in the younger generation (Djahid, 2016). The program is usually implemented at dawn, which is expected to instill discipline, spiritual awareness and togetherness among students. However, although this program has been widely implemented, in-depth research on its effectiveness is still limited, especially in a local context such as Padang City (Wandansari et al., 2022).

The importance of investigating the Didikan Subuh Program lies in its contribution to forming a strong Islamic character amidst the challenges of globalization and modernization that can weaken religious values. This activity not only aims to improve religious understanding, but also builds social solidarity and strengthens mosque-based community relations (Armaluddin, 2022). In this context, a study of the implementation and implications of the Didikan Subuh Program at MDTA Masjid Nurul Hidayah Pagambiran is relevant to address these needs (Ardat et al., 2022).

Various previous studies have highlighted the importance of religious education in building learners' character. For example, a study by Aziz and colleagues showed that mosque-based religious programs are effective in shaping discipline and responsibility among children. In addition, the study by Rahman emphasized the role of mosques as informal education centers that are able to connect religious learning with daily life. However, most of these studies only provide an overview without highlighting the specific impact of certain programs such as Didikan Subuh (Aprianto et al., 2020).

The gap in previous research lies in the lack of an in-depth study on how the Didikan Subuh Program influences students' Islamic character building, especially in a local context such as Padang City. In addition, not many studies have explored the involvement of the community and mosque managers in supporting the program and how these factors influence its success. This study aims to fill this gap by analyzing the implementation and implications of the Didikan Subuh Program at MDTA Masjid Nurul Hidayah (Wisda, 2023).

This research aims to answer the main questions: How is the implementation of the Didikan Subuh Program at MDTA Masjid Nurul Hidayah, and what are the implications for the Islamic character building of students? To achieve these objectives, this research uses a qualitative approach with a case study method, which allows researchers to explore in depth the experiences and perceptions of the parties involved (Salahuddin, 2012).

Conceptually, the Didikan Subuh Program can be defined as a religious education activity carried out at dawn with the aim of instilling Islamic values, discipline, and social solidarity. In this study, the main concepts analyzed include Islamic character building, the effectiveness of mosque-based religious education, and community participation in supporting religious programs. The theoretical foundation of this study refers to the theory of character education by Lickona, which emphasizes the importance of moral, emotional and social involvement in the learning process (SANTOSO & Jeldi, 2019).

Previous relevant research, such as that conducted by Hasanah, shows that mosque-based religious education contributes significantly to increased spiritual awareness among children. However, this study did not highlight the specific factors that influence the success of the program. This study seeks to complement these findings by exploring aspects of implementation, challenges and community support in the Didikan Subuh Program at MDTA Masjid Nurul Hidayah (Harto, 2014). The results of the study are expected to contribute to the development of a more systematic and applicable mosque-based religious education curriculum. In addition, this research also aims to provide practical recommendations for mosque managers and religious education institutions in optimizing similar programs in various local contexts (Sultanik et al., 2022a).

As such, this study not only provides theoretical insights, but also offers practical guidance for mosque managers, teachers and communities in improving the effectiveness of the Didikan Subuh Program. Through in-depth analysis of the implementation and implications of this program, it is hoped that strategies will be found that can support the strengthening of Islamic character among the younger generation. This research is also a first step to encourage further research in the field of community-based religious education (Arifin et al., 2022).

METHODS

This research uses a qualitative approach design with a case study method. This approach was chosen because it allows researchers to explore in depth the implementation of the Didikan Subuh Program at MDTA Masjid Nurul Hidayah, including the impacts and challenges faced in its implementation. This design also allows researchers to understand the experiences and perceptions of the parties involved holistically (Berkwits & Inui, 1998). The population in this study included all Didikan Subuh Program participants, mosque administrators, and parents of students. The research sample was taken purposively by selecting key informants who have a significant role in the implementation of the program, such as MDTA teachers, mosque administrators, and some students who actively participate in the activities. This sample selection aims to obtain rich and relevant data (Al-Busaidi, 2008). The data collection techniques used include in-depth interviews, participatory observation, and documentation studies. Interviews were conducted using semi-structured guidelines to explore the views and experiences of the informants. Observation was conducted to directly observe the implementation of the Didikan Subuh Program, including the interaction between teachers and

students. Documentation studies were used to complement the data, such as activity records and program reports (Hammarberg et al., 2016). The collected data were analyzed using thematic analysis techniques. The analysis process began with data transcription, followed by a data reduction stage to identify the main themes that emerged. Furthermore, data that had been grouped by theme was analyzed in depth to identify patterns and relationships between themes. Data validity was maintained through data source triangulation, by comparing interviews, observations and documents to ensure consistency of findings (Maher & Dertadian, 2018).

RESULT AND DISCUSSION

The results of this study relating to implication of didikan shubuh program: an analytical study of MDTA Masjid Nurul Hidayah Pagambiran Padang City, researchers can describe as follows:

1. Effectiveness of Didikan Subuh Program Implementation

The implementation of the Didikan Subuh Program at MDTA Masjid Nurul Hidayah shows significant effectiveness in building students' discipline. Children who follow the program regularly show improvement in their morning wake-up habit and punctual attendance. Teachers and parents acknowledge that this activity helps establish a better routine in their daily lives (Yahya et al., 2024).

In addition, the approach used in teaching this program emphasizes direct interaction between teachers and learners. Participatory learning methods, such as group discussions and questions and answers, have provided space for learners to better understand Islamic values in an applied manner. This strengthens the effectiveness of the program as a means of character education.

Alhamdulillah, the implementation of the Didikan Subuh Program here has been running quite well. This program aims to establish discipline and strengthen Islamic character in children, starting with the habit of waking up early and being present on time. We use an interactive approach to learning, such as discussion and question and answer, which makes it easier for children to understand religious values directly. One of the biggest challenges is attendance. Some children have difficulty attending on time due to distance and limited transportation. However, the mosque management has tried to overcome this by providing shuttle facilities for children who need them. We see many positive changes, especially in their character building. The children have become more disciplined, diligent in performing the five daily prayers, and more responsible, both at home and at school. They also show mutual respect and cooperate in joint activities (Interview, Resmiati 2024).

From the interview above, we can draw a common thread that the Didikan Subuh Program at MDTA Nurul Hidayah Mosque has succeeded in shaping discipline and Islamic character in students, with an interactive and participatory learning approach. Despite facing challenges such as attendance problems due to distance and transportation, this program is supported by the active involvement of parents and mosque administrators, which also strengthens the smooth

implementation. Ustazah Farida hopes that this program can continue to grow with improvements to the curriculum and learning modules, as well as continued support from the community to create a more disciplined and noble young generation.

However, there were some challenges in its implementation. Some learners face difficulties in attending consistently due to distance and limited transportation. To overcome this, mosque administrators have coordinated with parents and provided shuttle facilities for learners who need them.

From the teachers' perspective, the implementation of this program also requires more systematic support, such as the provision of standardized learning modules. Although the material taught has covered aspects of belief, worship and morals, efforts are still needed to develop a more structured curriculum to ensure continuity of learning (Sultanik et al., 2022b).

Overall, the effectiveness of the Didikan Subuh Program is evident from the results achieved by the students, especially in terms of discipline and understanding of Islamic values. However, there is still a need to strengthen the operational and curriculum aspects to ensure the sustainability of this program in the future.

2. Impact of the Program on Islamic Character Building

One of the main impacts of the Didikan Subuh Program is the formation of Islamic character in students. Children who participate in the program show improvement in their social behavior, such as honesty, responsibility and respect for others. Teachers note positive changes in learners' attitudes, especially in terms of adherence to religious teachings. For example, children are more diligent in performing their five daily prayers and show a greater sense of responsibility towards their tasks at home and at school (Khairanis & Aldi, 2024).

We feel very helped by this Didikan Subuh Program. My child has become more disciplined in terms of time and more obedient in performing the five daily prayers. Previously, our child was a bit lazy to wake up early, but after joining this program, he became more diligent. The most noticeable impact is the change in my child's attitude. He has become more responsible, both in his tasks at home and at school. In addition, he is also more polite and respectful to others, both at home and in the community. We as parents feel proud of this change. I see my child interacting more actively with his friends. The Qur'an recitation activities and group discussions are indeed very beneficial as children learn to work together, share knowledge and support each other. It also strengthens their sense of community and solidarity. My hope is of course that this program will continue and grow. Hopefully more children will benefit from this program, and the mosque can continue to improve its implementation so that it is more optimal in shaping Islamic character in the younger generation (Interview, ramadhon 2024).

From the interview above, we can draw a red thread that the Didikan Subuh Program has a significant positive impact on children, especially in the formation of Islamic character. Mr. Ahmad's children have become more disciplined,

responsible and obedient in performing the five daily prayers. In addition, joint activities such as reading the Qur'an and group discussions also strengthen social relationships between students. Mr. Ahmad is also satisfied with the support provided by the mosque and management, which involves parents in the process of building children's character. He hopes that this program will continue to grow and provide wider benefits for the younger generation.

In addition, the program also has a positive impact on learners' social relationships. Through joint activities, such as reading the Qur'an and group discussions, children learn to cooperate and support each other in achieving a common goal. This strengthens the sense of community and solidarity among them. Strengthening Islamic character is also seen in the learners' increased awareness of the importance of practicing religion in their daily lives. Parents report that their children have become more polite and obedient, both at home and in the community (Aldi et al., 2023).

However, to maximize this impact, a more integrated approach between learning in the mosque and education at home is needed. Parents need to be actively involved in their children's character building process to create an environment conducive to their spiritual growth. Thus, the Didikan Subuh Program not only functions as a means of religious education, but also as a sustainable Islamic character building platform. This positive impact is evidence of the importance of this program in supporting the moral development of the younger generation.

3. Community Involvement in Supporting the Program

Community involvement in the Didikan Subuh Program is not only limited to material support, but also includes active participation in the implementation of activities. For example, mosque administrators and local community leaders often hold meetings to formulate the agenda and strategy for program implementation. These discussions involve various parties, including parents of learners, to ensure that the program runs according to local needs and conditions (Fitri et al., 2024).

Alhamdulillah, the community around Nurul Hidayah Mosque is very supportive of the Didikan Subuh Program. Their role can be seen from the moral, material, and logistical support provided. Parents of students, for example, actively ensure that their children follow the program well, and even contribute their energy to help the program's operations. The mosque management strives to provide supporting facilities, such as comfortable learning spaces, learning equipment, and shuttle services for children whose homes are far away. We also maintain communication with parents to ensure that the learning is going according to the objectives. One of the main challenges is the limited access to transportation for students who live far from the mosque. For this reason, we mobilize support from the community to provide shuttle vehicles. In addition, the community also helps through financial contributions and active participation in mosque activities, so that this program can run more smoothly. My hope is that this community involvement will increase. With wider support, we can develop this program, for example by developing a more structured curriculum and expanding facilities. This program not only helps the

children, but also strengthens social and spiritual relationships in the community (Interview, Supratman 2024).

From the interview above, we can draw a red thread that community involvement has an important role in supporting the success of the Didikan Subuh Program at the Nurul Hidayah Mosque. The community provides support in the form of transportation facilities, financial contributions, and active participation in mosque activities, so that the program can run more smoothly. The mosque management also seeks to establish cooperation with parents and the community through joint activities to equalize the vision in educating children. The hope is that community involvement can continue to increase so that this program will grow and provide wider benefits, both in shaping children's Islamic character and in strengthening community social relations.

The community also plays an important role in motivating learners. Moral support from local residents, such as their attendance at program activities or giving appreciation to children who excel, is a significant incentive for children to continue participating. This creates a conducive environment for religious learning and Islamic character building.

In addition, the role of the community is reflected in fundraising to support program operations. In MDTA Masjid Nurul Hidayah, the funds obtained are used to provide learning facilities, such as guidebooks, stationery, and consumption for students. Transparency in fund management also strengthens the community's trust in the program, so that support continues to flow.

Cooperation between the community and mosque administrators also helped to overcome various challenges that arose. For example, the problem of inconsistent attendance of participants can be minimized by the community's initiative to provide shared transportation. This approach shows that community involvement not only provides material support, but also creative solutions to improve the effectiveness of the program.

Through strong community involvement, the Didikan Subuh Program at MDTA Masjid Nurul Hidayah can run sustainably. The active role of the community not only strengthens the foundation of the program, but also ensures that the Islamic values taught can be integrated with the learners' daily lives. This involvement becomes a model that can be adapted by other mosques to optimize similar programs.

CONCLUSIONS

The Didikan Subuh program at MDTA Masjid Nurul Hidayah has proven to be effective in building discipline and forming positive habits in students. Children who participate in this program regularly show improvement in their habit of waking up early, being on time, and discipline in worship. Interactive learning approaches, such as discussion and question and answer, also strengthen the understanding of Islamic values in a practical way, making this program a significant character education tool. However, some challenges such as

transportation limitations still require more systematic solutions. The positive impact of the Didikan Subuh Program is evident in the formation of Islamic character in students. Children show improved social behaviors, such as honesty, responsibility, and respect for others. The program also helps learners become more observant of religious teachings, such as the five daily prayers, and more concerned about their duties at home and at school. Shared activities, such as reciting the Qur'an and group discussions, strengthen the sense of solidarity and togetherness among participants, while honing cooperation skills. However, this impact will be maximized if education at the mosque is integrated with education at home through active parental involvement. The success of the Didikan Subuh Program is inseparable from solid community support. Parents, mosque administrators and the surrounding community play an active role in providing facilities, supporting operations and motivating learners. The community also helps overcome challenges, such as transportation limitations, by providing shuttle services and other logistical contributions. Collaboration between the mosque and the community in joint activities creates a conducive educational environment. With increasing community support, this program has the potential to grow even better and provide wider benefits to the younger generation and the surrounding community.

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