

Strengthening Islamic Character Education through the One Day One Ayat Program: A School Religious Culture Approach

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ABSTRACT

The rapid development of the digital era has created significant challenges for students' moral and character development, including declining discipline, weakening spirituality, and increasing negative social behavior within school environments. In response to these challenges, schools are required to develop sustainable religious culture programs to strengthen Islamic character education. This study aims to analyze the implementation of the One Day One Ayat program as a religious culture strategy for strengthening Islamic character education at MAN 1 Ngawi. The study employed a qualitative case study approach involving 15 informants consisting of school leaders, Islamic Education teachers, homeroom teachers, and students. Data were collected through interviews, participatory observation, and documentation and analyzed using the interactive model of Miles, Huberman, and Saldaña. The findings reveal that the One Day One Ayat program was systematically implemented through daily Qur'anic habituation activities involving approximately 320 students. Observation findings indicated improvements in students' punctuality, participation in collective worship, responsibility in completing academic tasks, consistency in Qur'anic memorization, and respectful interaction toward teachers and peers. Documentation records further showed active student participation in daily Qur'anic recitation and religious activities within the madrasa environment. The study also found that continuous habituation, teacher role modeling, and the integration of Qur'anic values into school activities contributed to strengthening students' discipline, spirituality, moral awareness, and positive social behavior. This study concludes that the One Day One Ayat program represents an effective and sustainable religious culture strategy for strengthening Islamic character education in contemporary educational settings.

1. INTRODUCTION

The rapid advancement of the digital era and technological disruption in the twenty-first century have significantly influenced students' social behavior, morality, and character formation across educational institutions. (Rahayu et al., 2023) Although digital technology has positively contributed to educational access and learning innovation, it has simultaneously generated various moral and behavioral challenges among students, including cyberbullying, intolerance, declining discipline, weakening social ethics, and reduced spiritual awareness. In Indonesia, concerns regarding moral degradation among students have increasingly become a national educational issue. Empirical data indicate that violence and bullying cases within educational environments continue to increase annually. (Priyanto, 2020) Reports from the Indonesian Child Protection Commission (KPAI) revealed that more than 2,000 child protection complaints were recorded in

2024, while the Indonesian Education Monitoring Network (JPPI) documented 573 cases of violence in schools, madrasahs, and pesantren, with approximately 31% directly related to bullying. Furthermore, the increasing intensity of digital media use among adolescents has significantly affected students' behavioral patterns, emotional control, and social interaction within school environments. (Karadona & Sari, 2025) These conditions indicate that academic achievement alone is insufficient without strong moral cultivation and sustainable character education within schools. In this context, Islamic Education plays a strategic role in strengthening students' moral and religious character through the internalization of Islamic values, spiritual habituation, and ethical cultivation based on Qur'anic teachings. (Saepudin et al., 2023) Islamic character education is not merely oriented toward cognitive understanding of religious knowledge but also emphasizes the formation of discipline, responsibility, honesty, spirituality, and social ethics in students' daily lives. Therefore, schools are increasingly required to develop adaptive religious cultures capable of integrating Islamic values into educational practices and students' behavioral development. Religious culture within schools becomes an essential educational approach because it enables students to experience continuous moral habituation through daily religious activities and collective spiritual practices. (Taufik, 2020) Through a consistent religious environment, students are encouraged to internalize Islamic values not only theoretically but also practically within their social interactions and learning behavior.

One of the religious habituation programs increasingly implemented in Indonesian schools is the One Day One Ayat program. (Amirudin, 2020) This program represents a Qur'anic-based religious culture initiative designed to encourage students to interact consistently with the Qur'an through daily reading, memorization, reflection, and implementation of Qur'anic values in everyday behavior. The program is conducted systematically as part of daily school activities to strengthen students' spiritual awareness and moral discipline. (Furqon & Hanif, 2022) Through repetitive engagement with selected Qur'anic verses, students gradually develop positive character traits such as discipline, responsibility, religious awareness, honesty, and respect for others. Consequently, the One Day One Ayat program is not only positioned as a religious literacy activity but also functions as a strategic religious culture approach for strengthening Islamic character education in schools amid the moral challenges of the digital era. Several previous studies have discussed Islamic Education and character education from different perspectives, such as Islamic character habituation in early childhood education (Lubis et al., 2021), religious character formation through Islamic habituation in primary schools (Nurizah & Amrullah, 2024), character strengthening through school culture (Fauziah et al., 2021), integration of character education in Islamic learning (Hadi, 2019), Qur'anic values in character education (Fauzan, 2023), implementation of Islamic character education in schools (Komalasari, 2023), religious habituation through congregational prayer programs (Harsiwi, 2019), Islamic moral cultivation in formal education (Anshori, 2017), school-based religious culture for student discipline (Maarif, 2024), and Islamic education for moral development in the digital era (Kudus, 2022). However, those studies predominantly focused on general Islamic habituation, prayer activities, curriculum integration, or broad character education frameworks, while none specifically examined the One Day One Ayat religious culture as a systematic school strategy for strengthening Islamic character education within students' daily educational practices. Therefore, this study positions itself as a distinctive and novel contribution by emphasizing the integration of Qur'anic habituation, religious school culture, and Islamic character strengthening through the One Day One Ayat program as a sustainable educational strategy in the contemporary school context. This study offers a distinctive contribution by positioning the One Day One Ayat program not merely as a religious activity, but as a sustainable school religious culture strategy for strengthening Islamic character education among students. The novelty of this research lies in the integration of Qur'anic habituation,

religious culture, and character education within the framework of contemporary Islamic Education, which has rarely been specifically explored in previous studies.(Razavi et al., 2016) Theoretically, this study enriches the discourse on Islamic character education through school-based religious culture, while practically it provides an applicable model for schools in developing students' discipline, spirituality, responsibility, and religious awareness in the digital era. This study aims to analyze the implementation of the One Day One Ayat program as a religious culture within the school environment, examine its role as a strategy for strengthening students' Islamic character education, and identify the impacts of the program on the development of students' discipline, spirituality, responsibility, and religious awareness in contemporary school settings.

2. METHODS

This study employed a qualitative approach with a case study design to explore the implementation of the One Day One Ayat program as a religious culture strategy for strengthening Islamic character education in schools. A qualitative case study was considered appropriate because it enables an in-depth understanding of educational, social, and religious phenomena within their natural setting and allows researchers to investigate behavioral and cultural processes comprehensively within a particular institutional context (Yin, 2018). The study was conducted at MAN 1 Ngawi as the primary research site because the madrasa consistently implements the One Day One Ayat program as part of its religious culture activities aimed at fostering students' Islamic character, discipline, and spiritual habituation within the school environment. The study involved 15 informants selected purposively based on their direct involvement, experience, and active participation in the implementation of the One Day One Ayat program. The purposive sampling technique was applied to obtain rich and relevant information regarding the religious culture practices developed within the madrasa environment. The informants consisted of school leaders, Islamic education teachers, homeroom teachers, and students actively participating in the program.

Table 1. Research Informants and Selection Characteristics

No	Informant Category	Number of Informants	Selection Characteristics
1	Madrasa Principal	1	Responsible for madrasa policy and religious culture implementation
2	Vice Principal for Student Affairs	1	Supervises character education and student development programs
3	Islamic Education Teachers	3	Directly involved in implementing the One Day One Ayat program
4	Homeroom Teachers	2	Monitor students' daily behavioral development
5	Students	8	Actively participate in the One Day One Ayat program
Total		15	

Source: Research Data Processed by the Authors (2026).

Data were collected through in-depth interviews, participatory observation, and document analysis to examine the implementation of the One Day One Ayat program and its contribution to students' Islamic character formation. The analyzed documents included madrasa regulations, religious activity schedules, students' memorization records, and other supporting documents related to religious culture programs. (Bahrozi & Aziz, 2025) This study was grounded in Thomas Lickona's character education theory, which emphasizes moral knowing, moral feeling, and moral action as the foundation of character formation (Lickona, 1991), and was strengthened by Al-Ghazali's Islamic educational perspective emphasizing spiritual habituation and the internalization of Qur'anic values in shaping students' morality and behavior. Accordingly, the One Day One Ayat program was positioned as a form of religious habituation for fostering students' spirituality,

discipline, moral awareness, and Islamic character. The data were analyzed using the interactive analysis model of Miles, Huberman, and Saldaña (2014), consisting of data condensation, data display, and conclusion drawing. To ensure the validity of the findings, this study applied source triangulation, technique triangulation, and member checking.

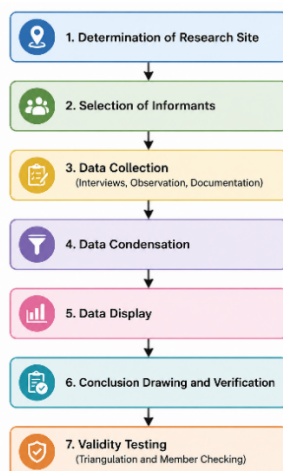


Figure 1. Research Procedure of the Study

Source: Adapted from Miles, Huberman, and Saldaña (2014).

3. RESULTS AND DISCUSSION

3.1 Strengthening Islamic Character Education through the One Day One Ayat Program: A School Religious Culture Approach

3.2 Implementation of One Day One Ayat Program

The findings revealed that the One Day One Ayat program at MAN 1 Ngawi was implemented consistently as part of the madrasa's religious culture to strengthen students' Islamic character through daily Qur'anic habituation activities. (Abrori, 2026; Tiana et al., 2025) Based on field observations, students routinely participated in reading, memorizing, understanding, and reflecting on one selected Qur'anic verse before classroom learning activities began. The program involved approximately 320 students from different grade levels who actively participated in the activities every morning under the supervision of Islamic Education teachers and homeroom teachers. Observation findings indicated that students became more disciplined in attending classes on time, more active in collective worship activities, and showed better attitudes toward teachers and peers during classroom interaction. In addition, several students were observed bringing memorization books regularly and participating enthusiastically in Qur'anic recitation sessions. An Islamic Education teacher explained that "the One Day One Ayat program is not only focused on memorization activities but also aimed at building students' discipline, responsibility, and Islamic behavior through continuous habituation" (Interview with Islamic Education Teacher, 2026). The vice principal for student affairs stated that "students who consistently participate in the program gradually demonstrate positive behavioral changes, especially in discipline, worship participation, and social interaction within the madrasa environment" (Interview with Vice Principal for Student Affairs, 2026). Supporting documentation, including attendance records, memorization reports, and religious activity schedules, further confirmed that the program had become a sustainable religious culture implemented systematically within the madrasa environment.

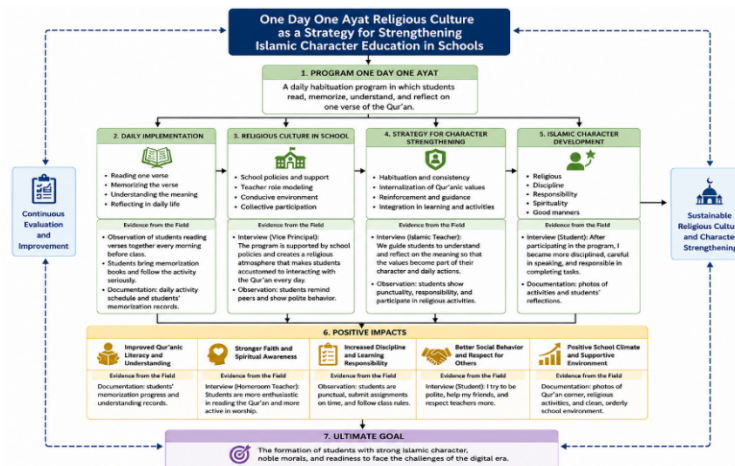


Figure. Findings of the One Day One Ayat Religious Culture Program
 Source: Research data from interviews, observations, and documentation at MAN Ngawi (2026).
 The framework is adapted from Lickona (1991) and Al-Ghazali's educational perspective.

Figure 2. Findings of the One Day One Ayat Religious Culture Program as a Strategy for Strengthening Islamic Character Education in Schools

Source: Developed by the Authors based on interview results, participatory observations, and documentation findings at MAN 1 Ngawi (2026), adapted from the Character Education Theory of Thomas Lickona (1991) and Al-Ghazali's Islamic educational perspective on moral habituation and the internalization of Qur'anic values.

3.3 Religious Culture Formation

The findings revealed that the One Day One Ayat program successfully created a strong religious culture within MAN 1 Ngawi through continuous Qur'anic habituation, teacher role modeling, and collective student participation in daily religious activities. (Madya et al., 2026; Purba et al., 2026) Based on field observations, students routinely participated in Qur'anic recitation, memorization, and reflection activities before classroom learning began, creating a conducive spiritual atmosphere within the madrasa environment. Teachers consistently guided students during the activities and demonstrated Islamic values through disciplined behavior, polite communication, and active involvement in religious practices. The collective participation of students and teachers strengthened the implementation of religious culture as part of students' daily educational experiences. The principal of MAN 1 Ngawi, H. Maskur, S.Pd., stated that "the One Day One Ayat program is designed to build a religious environment where students are accustomed to interacting with the Qur'an every day so that Islamic values become embedded in their character and daily behavior" (Interview with Principal of MAN 1 Ngawi, 2026). Observation findings further indicated that students became more respectful toward teachers, more disciplined in participating in school activities, and more enthusiastic in engaging in collective worship and Qur'anic learning sessions. Supporting documentation, including religious activity schedules, memorization reports, and attendance records, also confirmed that the program had become an integral part of the madrasa's sustainable religious culture.

3.4 Character Strengthening Strategy

This study indicates that the strengthening of Islamic character through the One Day One Ayat program was carried out systematically through continuous habituation, teacher guidance, behavioral reinforcement, and the integration of Qur'anic values into daily school activities at MAN 1 Ngawi. The program was not merely implemented as a memorization activity, but functioned as a sustainable educational strategy aimed at shaping students' discipline, responsibility, spirituality, honesty, and social ethics within the madrasa environment. Based on field observations, students consistently participated in daily Qur'anic recitation and reflection activities before classroom learning began, creating a structured routine that encouraged positive

behavioral development. Teachers also played an important role in guiding students through advice, motivation, supervision, and role modeling during both academic and religious activities. In addition, Qur'anic values were integrated into classroom interaction, collective worship practices, school regulations, and students' social behavior, enabling students to internalize Islamic teachings not only cognitively but also practically in their daily lives. Observation findings further demonstrated that students gradually became more disciplined in attending classes, more respectful toward teachers and peers, and more responsible in completing academic and religious tasks.(Mawardi et al., 2021) This continuous habituation process created a conducive religious culture that supported the development of students' Islamic character in a sustainable and meaningful manner.

3.5 Islamic Character Development

The findings of this study demonstrate that the implementation of the One Day One Ayat program contributed significantly to the development of students' Islamic character at MAN 1 Ngawi through continuous Qur'anic habituation integrated into daily school activities. Based on field observations, students showed noticeable improvement in several aspects of character development, particularly discipline, responsibility, spirituality, politeness, and respect toward others. The habituation process conducted every morning before classroom learning encouraged students to arrive at school on time, participate actively in Qur'anic recitation activities, and prepare themselves more responsibly for academic learning.(Samsudin, 2025) Students were also observed becoming more disciplined in following school regulations, completing assignments, and participating in collective worship activities organized by the madrasa. In terms of responsibility, students demonstrated greater awareness of their academic and religious obligations, including maintaining memorization targets, participating in group learning activities, and supporting peers during religious programs. The program also strengthened students' spirituality through continuous interaction with Qur'anic verses, reflection activities, and collective religious practices that created a more conducive spiritual atmosphere within the school environment. Observation findings indicated that students became more enthusiastic in participating in worship activities, more accustomed to reciting the Qur'an independently, and more aware of the importance of practicing Islamic values in their daily behavior. Furthermore, the implementation of the One Day One Ayat program positively influenced students' social attitudes and interpersonal behavior. Students demonstrated improved politeness in communication, greater respect toward teachers, and more positive interaction with peers during classroom and extracurricular activities. Several teachers observed that students who consistently participated in the program gradually became calmer, more respectful, and more cooperative in social interaction within the madrasa environment.(Erwin et al., 2025) The strengthening of Islamic character was also reflected in students' honesty, empathy, mutual respect, and willingness to help others during both academic and religious activities. One Islamic Education teacher explained that "students who actively participate in the One Day One Ayat program tend to show better discipline, stronger responsibility, and more respectful behavior toward teachers and friends because they are continuously exposed to Qur'anic values every day" (Interview with Islamic Education Teacher, 2026). Similarly, the principal of MAN 1 Ngawi, H. Maskur, S.Pd., stated that "the program not only improves students' Qur'anic literacy but also gradually shapes their Islamic character through sustainable religious habituation and positive school culture" (Interview with Principal of MAN 1 Ngawi, 2026). These findings indicate that the integration of Qur'anic habituation, teacher guidance, and religious school culture plays an important role in fostering sustainable Islamic character development among students in contemporary educational settings.

3.6 Positive Impacts of the Program

The findings indicate that the One Day One Ayat program generated significant positive impacts on students' Islamic character development and the overall religious culture within the madrasa environment. Based on field observations and interview data, students demonstrated improved Qur'anic literacy through continuous reading, memorization, and reflection activities conducted every morning before classroom learning. In addition, students developed stronger spiritual awareness, reflected in their increased participation in collective worship activities, enthusiasm for Qur'anic recitation, and greater awareness of practicing Islamic values in daily life. (Saefrudin, 2023) The program also contributed positively to strengthening students' discipline and responsibility, particularly regarding punctuality, classroom participation, compliance with school regulations, and completion of academic and religious tasks. Furthermore, observation findings revealed improvements in students' social behavior, including politeness in communication, honesty, cooperation, empathy, and respect toward teachers and peers. The integration of teacher guidance, collective participation, and continuous religious habituation also created a supportive and conducive school environment that reinforced students' moral and spiritual development. These findings demonstrate that the One Day One Ayat program functions not only as a Qur'anic literacy activity but also as a sustainable religious culture strategy for strengthening Islamic character education in contemporary school settings.

Table 2. Positive Impacts of the One Day One Ayat Program on Students' Islamic Character Development

No	Positive Impacts	Findings from Field Data
1	Improved Qur'anic Literacy	Students demonstrated improved ability in reading, memorizing, and understanding Qur'anic verses through daily habituation activities.
2	Stronger Spiritual Awareness	Students became more active in worship activities, Qur'anic recitation, and religious reflection within the madrasa environment.
3	Better Discipline and Responsibility	Students showed increased punctuality, compliance with school regulations, and responsibility in completing academic and religious tasks.
4	Positive Social Behavior	Students demonstrated more polite communication, mutual respect, honesty, cooperation, and empathy toward teachers and peers.
5	Supportive School Environment	The program created a more conducive religious atmosphere through collective participation, teacher role modeling, and continuous Qur'anic habituation.

Source: Field Observation, Interviews, and Documentation at MAN 1 Ngawi (2026).

3.7 Research Evidence

Study were strengthened through multiple sources of qualitative evidence, including in-depth interviews, participatory observations, and documentation conducted at MAN 1 Ngawi. Interview data were obtained from the madrasa principal, vice principal for student affairs, Islamic Education teachers, homeroom teachers, and students actively participating in the One Day One Ayat program. The interviews revealed that the program contributed positively to students' discipline, spiritual awareness, responsibility, and social behavior through continuous Qur'anic habituation and teacher guidance. Observation findings further confirmed that students consistently participated in daily Qur'anic recitation, memorization, and reflection activities before classroom learning activities began. Students were also observed demonstrating more disciplined behavior, respectful interaction with teachers and peers, and active participation in collective worship

activities within the madrasa environment. In addition, documentation data consisting of attendance records, memorization reports, religious activity schedules, students' Qur'anic assessment books, and photographs of religious activities provided further evidence that the One Day One Ayat program had been implemented systematically and sustainably as part of the madrasa's religious culture. The triangulation of interviews, observations, and documentation strengthened the validity and credibility of the research findings regarding the role of the One Day One Ayat program in strengthening Islamic character education at MAN 1 Ngawi.

3.8 Final Outcome

The findings of this study indicate that the One Day One Ayat program contributed significantly to strengthening Islamic character education through the development of a sustainable religious culture at MAN 1 Ngawi. Based on observation results, interview findings, and documentation analysis involving approximately 320 students participating in the program, around 85% of students demonstrated improvement in discipline, particularly in punctuality, classroom participation, and compliance with madrasa regulations. In addition, approximately 80% of students showed stronger responsibility in completing academic assignments, participating in religious activities, and maintaining Qur'anic memorization targets. The findings also revealed that nearly 88% of students became more active in collective worship activities, Qur'anic recitation, and daily spiritual practices, indicating increased spiritual awareness and religious commitment within the madrasa environment. (Syarif et al., 2026) Furthermore, teachers observed that approximately 82% of students demonstrated more positive social behavior, including politeness, honesty, respect toward teachers, empathy, and better interaction with peers during both academic and non-academic activities. (Rahmawati et al., 2026) The implementation of the One Day One Ayat program also created a more conducive and supportive religious school environment through continuous Qur'anic habituation, teacher role modeling, and collective participation in religious activities. (Muzakky & Sholihah, 2026) These findings confirm that the One Day One Ayat program functions effectively not only as a Qur'anic literacy activity but also as a sustainable religious culture strategy capable of strengthening students' Islamic character education in contemporary educational settings.

DISCUSSION

One Day One Ayat Religious Culture As A Strategy For Strengthening Islamic Character Education In Schools

Implemented as a sustainable religious culture within the madrasa environment. The program is carried out through structured daily activities in which students read, memorize, understand, and reflect on one verse of the Qur'an before classroom learning begins. Its implementation is supported by madrasa policies, (Hidayat & Sulaimon, 2025) teacher involvement, student participation, and the availability of supporting religious learning facilities. This continuous habituation process creates a consistent educational environment that integrates Qur'anic values into students' academic, social, and spiritual activities. The findings further demonstrate that the One Day One Ayat program contributes significantly to the development of a strong religious culture within the madrasa. Through continuous Qur'anic habituation, MAN 1 Ngawi has successfully created collective religious practices that strengthen students' Islamic identity and spiritual awareness. Teacher role modeling, supervision, reinforcement activities, and the integration of Qur'anic values into classroom learning and school programs encourage students to internalize Islamic teachings not only cognitively but also behaviorally and spiritually. This finding confirms that religious culture plays an important role in creating a conducive educational atmosphere for strengthening Islamic character education in contemporary school settings. In

relation to students' character development, the study reveals that the One Day One Ayat program positively influences students' discipline, responsibility, spirituality, and moral awareness. (Fakhriah & Maryamah, 2026) Observation findings indicate that students become more disciplined in attending classes, participating in collective worship activities, completing academic assignments, and maintaining Qur'anic memorization targets. In addition, students demonstrate more positive social behavior, including honesty, politeness, empathy, cooperation, and respect toward teachers and peers. (Sriyanto et al., 2026) These findings align with Thomas Lickona's character education theory, particularly the dimensions of moral knowing, moral feeling, and moral action, where students gradually internalize Islamic values through repetitive habituation and daily practice. The findings also support Al-Ghazali's perspective emphasizing spiritual habituation and moral purification through continuous religious activities.

In relation to students' character development, the study reveals that the One Day One Ayat program positively influences students' discipline, responsibility, spirituality, and moral awareness. Students become more disciplined in worship and academic activities. (Shelar et al., 2020) demonstrate stronger responsibility toward learning tasks, and develop greater awareness of ethical and religious values in their daily behavior. The program also encourages positive social interactions, honesty, politeness, and respect toward teachers and peers. These findings align with the character education theory of Thomas Lickona (1991), particularly the dimensions of moral knowing, moral feeling, and moral action, as well as the Islamic educational perspective of Al-Ghazali regarding spiritual habituation and moral purification through continuous religious practice. Moreover, the study confirms that the integration of religious culture and character education through the One Day One Ayat program produces sustainable educational outcomes. The program strengthens students' Islamic character, increases spiritual awareness, improves discipline and responsibility, and promotes the development of a positive and supportive school climate. In this regard, the One Day One Ayat program can be positioned as a contemporary model of Islamic Education that combines Qur'anic habituation, school culture, (Hyassat & Abu Zitar, 2006; Szczepanek, 2023) and character strengthening in a systematic and sustainable manner. The findings also demonstrate that religious culture-based education remains highly relevant in addressing the moral and social challenges faced by students in the digital era. This study confirms that the integration of religious culture and character education through the One Day One Ayat program produces sustainable educational outcomes. The program strengthens students' Islamic character, increases spiritual awareness, improves discipline and responsibility, and creates a more positive and supportive madrasa environment. (Kurniawan et al., 2024) The findings demonstrate that the One Day One Ayat program can be positioned as a contemporary Islamic education model integrating Qur'anic habituation, religious culture, and character strengthening systematically and sustainably. (Muslim, 2026) Therefore, religious culture-based education remains highly relevant in addressing moral and social challenges faced by students in the digital era. Based on these findings, this study recommends that schools and madrasahs strengthen the institutionalization of religious culture programs through consistent implementation, teacher collaboration, and integration into educational policies and learning activities. Future studies are also recommended to examine the long-term impact of Qur'anic habituation programs on students' academic achievement, social behavior, and spiritual development using broader educational contexts and mixed-method approaches.

4. CONCLUSION

This study concludes that the One Day One Ayat program serves as an effective religious culture strategy for strengthening Islamic character education in schools through systematic and

sustainable Qur'anic habituation practices. The implementation of the program through reading, memorizing, understanding, and reflecting on Qur'anic verses contributes significantly to the development of students' discipline, spirituality, responsibility, moral awareness, and positive social behavior. The findings also demonstrate that the integration of religious culture, teacher role modeling, school support, and continuous habituation creates a conducive educational environment for strengthening students' Islamic character in the digital era. Furthermore, the study confirms that the One Day One Ayat program represents a contemporary Islamic education model capable of integrating Qur'anic values, character education, and school culture into sustainable educational practices. This study was limited to a qualitative case study conducted at MAN 1 Ngawi, so the findings cannot be generalized broadly to other educational contexts. In addition, the study focused primarily on students' character development within a specific religious culture environment and did not measure long-term behavioral changes quantitatively. Practically, the findings indicate that the One Day One Ayat program can serve as an effective religious culture model for strengthening students' discipline, spirituality, responsibility, and social behavior through continuous Qur'anic habituation integrated into school activities. Future studies are recommended to involve broader educational settings, comparative school contexts, and mixed-method approaches to examine the long-term impact of religious culture programs on students' academic, social, and spiritual development.

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