

The Teacher's Communication Patterns in Building Student Discipline Character in the Tahfidz Class Program at SDIT Az Zahra Sragen

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ABSTRACT

The formation of students' disciplined character in the Tahfidz Class Program is not merely oriented toward rules and habituation but also through the quality of communication built by teachers in daily interactions. In this case, the research aims to analyze the communication patterns implemented by teachers in building students' discipline character in the Tahfidz Class Program at SDIT Az Zahra Sragen and its implications for students' discipline development. This research uses a qualitative approach with a case study design. Data collection was conducted through observation, semi-structured interviews, and documentation involving the principal, tahfidz teachers, tahfidz students in grades III–V, and parents selected through purposive sampling. Data analysis used the interactive model of Miles, Huberman, and Saldaña. The research findings show that the communication pattern of tahfidz teachers at SDIT Az Zahra Sragen is interpersonal, adaptive, and collaborative. Interpersonal communication is carried out by teachers through personal dialog, mentoring, and motivation to build closeness and students' awareness of their responsibilities. Adaptive communication is applied by adjusting the approach based on the character, ability, and condition of the students, while collaborative communication is conducted through regular communication with parents using WhatsApp, monitoring books, the *skolah.id* platform, and face-to-face meetings. The pattern is reinforced through habituation, exemplary behavior, and positive reinforcement that supports the consistency of *muroja'ah*, readiness for submission, adherence to schedules, responsibility for memorization targets, and student independence. The findings of this study indicate that the teacher's communication pattern plays an important role in developing student discipline from obedience to directives toward self-awareness and responsibility.

1. INTRODUCTION

Integrated Islamic basic education is not solely oriented toward academic achievement, but also emphasizes the formation of students' character as part of the national education and Islamic education goals. One of the main characters of focus is discipline, as this character serves as the foundation for the success of the learning process and the habituation of Islamic values in daily life (Nurfaisal, Sunengko, & Abbas, 2024). Teachers have a very strategic role; besides being the deliverers of learning material, they also act as communicators who guide, motivate, and direct students through effective communication during the character-building process. The teacher's communication becomes an important means of conveying values, building habits, and establishing collaboration with parents so that character formation occurs continuously (Fatimah et al., 2023). Islamic Integrated Elementary School (SDIT) integrates the national curriculum with education based on Islamic values, so the learning process is not only oriented toward cognitive aspects but also toward the formation of students' morals and character (Pratiningsih, 2017). One of the flagship programs developed is the Tahfidz Class Program. This program not only enhances the ability to memorize the Quran but also instills discipline in students through the habituation of *muroja'ah*, punctuality in submitting memorization, responsibility for memorization, the performance of congregational worship, and the application of Islamic etiquette in daily life (Rohmah & Usman, 2021). In addition to a well-structured learning system, teacher communication is one of the aspects

that contributes to the achievement of the goals of the tahfidz program activities. SDIT Az Zahra Sragen is one of the educational institutions located in the heart of Sragen city, established in 2004 and has obtained an A accreditation based on the 2017 decree (Kemendikdasmen, 2026). SDIT Az Zahra Sragen was chosen as the research location because it has characteristics of implementing a tahfidz program that are relevant to the research focus. One of the characteristics of the tahfidz program at SDIT Az Zahra is the integration of Quran memorization with contextual learning experiences. In the implementation of tahfidz learning, in certain situations, the teacher uses nature contemplation activities to help students connect the verses they are memorizing with phenomena and the environment around them. The achievement of these goals is closely related to how the teacher builds communication during the learning process, whether in delivering instructions, providing reinforcement, or helping students connect their memorization with their experiences.

The Tahfidz Class program at SDIT Az Zahra Sragen also strives to instill disciplined character through various habituation activities, such as muroja'ah, congregational prayers, the application of Islamic etiquette, and continuous evaluation of student development. In addition, the school maintains regular communication with parents through parent-teacher meetings and various communication media as a form of collaboration in supporting student development. These characteristics make SDIT Az Zahra Sragen a relevant context for examining the teacher's communication patterns in the formation of students' discipline character. Although communication between the school and parents has been conducted regularly through parent meetings and other communication media, the initial observations by the researcher on the Tahfidz Class Program activities at SDIT Az Zahra Sragen indicate that the effectiveness of character discipline development still faces several challenges, where there are still students who do not consistently perform muroja'ah at home, resulting in variations in the development of memorization and discipline among each student. In addition, the level of parental involvement in accompanying tahfidz activities is also not uniform. Some parents actively provide support and monitor the memorization, while others are unable to offer optimal support due to various factors. In line with that, the follow-up provided by parents to the information or instructions given by the teacher also shows varying responses. This phenomenon indicates that the routine communication patterns have not yet guarantyd a uniform understanding or accompaniment practices within the family environment. The formation of disciplined character is not only influenced by school programs but also by the quality of communication between teachers and students, as well as the synergy between schools and parents in supporting students' development (Darna & Suci, 2024). Research on teacher communication, the implementation of tahfidz programs, and the formation of disciplined character has been extensively conducted with diverse focuses. (Musleh, Wahyudi, & Riadi, 2022) highlight the interpersonal communication between teachers and parents in the character formation of students, while (Fatimah et al., 2023) examine the communication patterns of teachers in the character formation of students. On the other hand, these findings are reinforced by research from (Aisah, Kirom, & Saifulah, 2023) which shows that habituation in the tahfidz program contributes to the formation of students' discipline and responsibility character. The research by (Sulastri, Wiyani, & Anam, 2024) emphasizes the management aspect of the tahfidz program in the character formation of students, while (Firdausiyah & Az Zafi, 2025) examine the formation of discipline and responsibility character through the tahfidz program. Meanwhile, (Suhro & Hadi, 2023) emphasize the importance of open and empathetic teacher communication in the moral development of students.

The gap in the research lies in the lack of explanation regarding the communication patterns that connect teacher-student interactions, the adjustment of communication approaches to the conditions and characteristics of students, and the communication between teachers and parents in supporting the sustainability of discipline development. In fact, the formation of discipline in the tahfidz program does not only occur through rules and habituation, but also through the processes of

providing guidance, mentoring, motivation, and collaboration between the school and the family. Therefore, this research not only identifies the communication patterns of teachers but also analyzes how interpersonal, adaptive, and collaborative communication complement each other in building the disciplined character of students in the Tahfidz Class Program. This research is expected to provide theoretical contributions to the development of Islamic education communication studies, particularly regarding teacher communication in character education, while also offering practical benefits for schools, teachers, and parents in developing more effective communication strategies to support the successful formation of student discipline character in the Tahfidz Class Program at SDIT Az Zahra Sragen.

2. METHODS

This research was conducted using a qualitative approach through a descriptive case study research design. The research was conducted at SDIT Az Zahra Sragen and carried out in June 2026. The selection of the location was based on the school's characteristics, which include the Tahfidz Class Program as a flagship program and the implementation of intensive communication between teachers and parents in character development for students. The informants for the research were determined using purposive sampling techniques, which involve selecting informants based on considerations and criteria relevant to the research focus. The informants consist of the principal, 3 teachers from the Tahfidz Class Program, 3 students from grades III–V of the Tahfidz class, and 3 parents. The principal was chosen because he has knowledge of the policies and implementation of the Tahfidz Class Program at the institutional level. Three teachers were selected because they have been directly involved in the implementation of the tahfidz program for more than four years, thus possessing adequate experience in mentoring students and communicating with parents. Three students from the tahfidz classes III, IV, and V were chosen because they have continuously participated in the Tahfidz Class Program and can provide direct experience regarding the communication process with teachers and the discipline habits in tahfidz activities. Meanwhile, three parents of tahfidz class students were selected because they are involved in supporting students' tahfidz activities at home and interacting with teachers to monitor the students' memorization progress and discipline. To maintain diversity of perspectives, informants were selected with consideration of representation from program administrators, program implementers, students, and families. The number of informants is not determined solely based on a specific quantity, but rather on the relevance of the informants to the research focus and the sufficiency of the information obtained during the data collection process. Data collection is conducted in stages and is halted when the information obtained shows recurring patterns, and information from various sources provides a complementary picture. Thus, data sufficiency is determined based on the adequacy of information to explain the teacher's communication patterns, communication strategies, obstacles, and their implications for the formation of students' disciplined character. The data collection process was carried out through observation, semi-structured interviews, and documentation. Data processing is based on the interactive model of Miles, Huberman, and Saldaña (Saldaña, 2020), which includes data condensation, data display, and conclusion drawing and verification. The validity of the data is tested using the trustworthiness criteria proposed by Lincoln and Guba (Shenton, 2004).

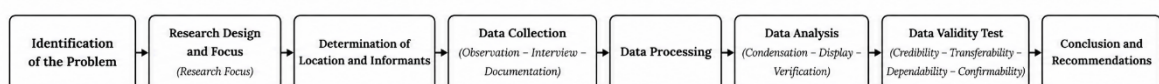


Figure 1. Research Steps

3. RESULTS AND DISCUSSION

3.1 Teacher Communication Patterns in Building Student Discipline Character in the Tahfidz Class Program at SDIT Az Zahra Sragen

The communication pattern of teachers in building the disciplined character of students in the Tahfidz Class Program at SDIT Az Zahra Sragen shows that the process of instilling discipline does not merely occur through the delivery of rules, but rather through continuous interaction between teachers, students, and parents. The communication implemented by the teacher forms a pattern that is interpersonal, adaptive, and collaborative, thereby supporting the development of student discipline in activities such as muroja'ah, memorization submissions, and responsibility toward the set memorization targets. In tahfidz learning activities, interpersonal communication becomes the main foundation that allows for a close relationship to be established between the teacher and the students. The interaction is evident in the activities of muroja'ah and memorization submission, where the teacher not only provides guidance and corrections to the students' recitations but also offers emotional support. In this case, the teacher strives to understand the students' conditions, provide motivation, and help them overcome various obstacles that arise during the process of memorizing the Quran. The dialogic and empathetic approach was evident in one of the students who experienced stagnation in their memorization progress. Through intensive personal communication, the teacher was able to identify the cause of the student's difficulties, allowing the student to regain motivation to continue their memorization. The results of the author's interview with G1 state that: "Student Z had not added to his memorization for a long time." After I approached him and then spoke to him heart to heart, little by little he started to regain his enthusiasm for adding to his memorization. Even though at first he only submitted 1 or 2 new verses, I still accepted and encouraged him. Hopefully, in the future, they can be even more enthusiastic about increasing their memorization and pursuing their tahfidz target.

This condition shows that the communication established by the teacher not only serves as a means of conveying information but also becomes a medium for character building through the processes of mentoring, reinforcement, and habituation carried out continuously, thereby supporting the formation of student discipline in muroja'ah, memorization submissions, and responsibility toward the set memorization targets. The closeness of the relationship established through interpersonal communication is then strengthened by the teacher's ability to adjust their communication style according to the characteristics of each student. Conveyed by G2, who believes that: "Due to the differences in the characteristics of each individual student, I usually use different speaking styles or language styles with each student, adjusted to the conditions and abilities of each student." So that the instructions, materials, or advice given can be well received by each student. The research findings at SDIT Az Zahra Sragen illustrate that teachers do not apply a uniform communication pattern, but rather consider the conditions, abilities, discipline levels, and readiness of students in participating in tahfidz activities. Students who are not yet ready to submit their memorization are given the opportunity to improve their memorization first, while students who have shown readiness are trusted to continue with the next memorization target. The adjustment shows that the formation of discipline cannot be achieved through a rigid and uniform approach for all students. On the contrary, the character of discipline can grow more effectively when teachers understand the individual needs of students and provide guidance that is appropriate to their conditions. Adaptive communication makes students not only learn to follow rules but also understand the reasons behind each responsibility they must fulfill.

In addition to building relationships with students, teachers also establish communication that involves parents as collaborators in the process of character discipline development. Communication between the school and families is conducted regularly through WhatsApp, the sekolah.id platform,

memorization monitoring books, and face-to-face meetings. The information conveyed is not limited to the students' memorization achievements, but also includes the development of discipline, muroja'ah habits, learning enthusiasm, and various aspects that still require support at home. As conveyed by G3: "For the tahfidz class, the homeroom teacher usually updates the child's memorization progress twice a week." We also convey the fluency of the child's memorization and their review habits, both face-to-face and through WhatsApp. The communication takes place in a two-way manner so that parents can convey the child's condition, the obstacles faced, and the developments occurring within the family environment. Thus, teachers and parents can develop support steps that are more aligned with the students' needs. WM1, as the guardian of a 3rd-grade tahfidz student, made the following statement: "Usually, the teacher informs us about the memorization progress through WhatsApp." So, at home, we know which memorization surahs are being pursued, and if the revision is lacking, we can be reminded to study at home. The collaboration established between the school and the family shows that the formation of disciplined character is a shared responsibility that requires continuous development in various aspects of the students' lives. The guidance and habits instilled by teachers at school are reinforced through parental support at home. This alignment allows students to receive consistent supervision, motivation, and reinforcement, enabling the habits of muroja'ah, readiness for memorization submissions, and responsibility toward memorization targets to continue developing.

Table 2. Findings on Teacher Communication Patterns in Building Student Discipline Character in the Tahfidz Class Program at SDIT Az Zahra Sragen

Communication Patterns	Implications for Student Discipline
Interpersonal	Increasing awareness of muroja'ah and students' memorization submissions
Adaptif	Helping students understand their responsibilities according to their circumstances
Collaborative	Strengthening supervision and instilling discipline at home

The findings of this study align with the opinion of (Musleh et al., 2022) which emphasizes that teachers' interpersonal communication plays a crucial role in building emotional closeness and shaping students' behavior. In addition, the results of this study also support the findings of (ENDRO SUGIONO, Dian Susetyo, & Happy Maria Yunita Sari, 2026) regarding the importance of adaptive communication in addressing the diversity of student characters, as well as the research by (Fatimah et al., 2023) which emphasizes the role of teacher and parent communication in supporting character education. However, the research conducted shows that these three forms of communication do not stand alone, but rather complement each other in forming a complete communication pattern. Interpersonal communication builds emotional closeness, adaptive communication ensures an approach that meets students' needs, while collaborative communication strengthens the sustainability of mentoring through parental involvement. Based on the overall findings, it can be understood that the communication pattern of teachers in the Tahfidz Class Program at SDIT Az Zahra Sragen is a communication pattern that is humanistic, dialogical, and oriented toward development. The communication pattern not only facilitates the smooth process of tahfidz learning but also contributes to the formation of students' disciplined character through continuous mentoring, habituation, reinforcement, and cooperation between teachers, students, and parents.

3.2 The Implications of Teacher Communication Patterns on the Formation of Student Discipline Character in the Tahfidz Class Program at SDIT Az Zahra Sragen

The formation of disciplined character in students of the Tahfidz Class Program at SDIT Az Zahra Sragen takes place through an integrated communication process between teachers, students, and parents. Communication not only serves as a means of conveying information but also becomes

an educational instrument used to instill habits, provide exemplary behavior, build motivation, and create synergy between the school environment and the family. Through this process, the character of discipline gradually develops from behavior initially shaped by guidance and supervision into an awareness that grows from within the students. One form of implementing communication in the formation of disciplined character is seen through the process of habituation carried out consistently in tahfidz activities. The teacher repeatedly reminds, directs, and accompanies students to arrive on time, attend the zero hour, prepare the Quran, perform revision before submission, and complete the memorization targets according to the predetermined schedule. These findings reinforce the research by Fatimah et al. (2023), which states that habituation in the tahfidz program contributes to the formation of students' disciplined character. Consistent communication and guidance from teachers facilitate students in understanding the routines that need to be followed and create order in daily activities. Continuous habituation shows that discipline is not formed through momentary instructions, but rather through a consistent mentoring process so that disciplined behavior becomes part of the students' habits. The process of instilling disciplined character is also reinforced through the exemplary behavior demonstrated by teachers in the implementation of tahfidz activities. Teachers not only convey the values of discipline verbally but also strive to present real examples through punctuality, readiness in managing learning, and consistency in following school rules. That exemplary behavior provides students with real experiences of how the value of discipline is applied in daily life. In the context of character education, the example set by teachers has a significant influence because students not only hear instructions but also see and imitate the behavior demonstrated by figures they respect.

In addition to habituation and exemplary behavior, the communication carried out by teachers is also manifested in the form of positive reinforcement aimed at increasing students' motivation to learn. This reinforcement is given in the form of praise, smiles, motivation, verbal appreciation, or recognition of the progress in students' memorization. Simple forms of appreciation such as the expressions "MasyaAllah" or "Alhamdulillah, their memorization is getting smoother" acknowledge the efforts made by the students. Positive reinforcement like this not only boosts students' learning spirit but also helps them develop self-confidence and the awareness that every effort they make has value and meaning. These findings indicate that teachers prioritize persuasive and supportive approaches over punishment-oriented methods, encouraging students to practice discipline based on awareness and internal motivation. Efforts to instill disciplined character are further strengthened through parental participation in accompanying the students' process. Routine communication between teachers and parents allows for continuity in guidance between school and home. Information regarding the progress of memorization, achievement of targets, muroja'ah habits, and various obstacles faced by students becomes a joint evaluation material between teachers and families. Through continuous communication, parents can provide supervision, motivation, and support that align with the guidance given by teachers at school. The alignment between these two educational environments becomes an important factor in maintaining the consistency of student discipline behavior because the habits formed at school receive reinforcement when students are at home. Various forms of communication carried out by the teacher ultimately have implications for changes in student behavior and the development of their disciplinary independence.

These changes are evident from the increased consistency of students in performing muroja'ah, their readiness to follow through with memorization assignments, adherence to the tahfidz activity schedule, and their responsibility in achieving the set memorization targets. Students who initially required intensive guidance and supervision are showing progress toward more independent behavior. They are starting to be able to manage their time, prepare themselves before submissions, and fulfill their duties without always being reminded by the teacher. These findings indicate that the discipline formed in students is not merely external due to rules or supervision, but rather

develops into an internal awareness that encourages students to take responsibility for their tasks and obligations. The results of this study support the findings of (Aisah et al., 2023) which state that character development through communication, mentoring, and consistent habituation can encourage the formation of discipline based on the self-awareness of students. In the context of the Tahfidz Class Program at SDIT Az Zahra Sragen, the changes in behavior and the development of disciplined independence are the results of the synergy between the teacher's humanistic communication, the exemplary behavior demonstrated in daily practices, the continuous positive reinforcement provided, and the collaboration established between the school and the family. Based on the overall findings, it can be understood that the formation of students' disciplined character in the Tahfidz Class Program does not happen instantly, but rather through a multi-layer communication mechanism, namely interpersonal communication between teachers and students, adaptive communication based on students' character, and collaborative communication between teachers and parents. The process of communication is continuous and involves various aspects of student development. The communication established by the teacher not only directs students to adhere to rules but also helps them understand the meaning of discipline, build responsibility, and foster the ability to manage themselves independently. Thus, communication between teachers and parents becomes an important foundation in shaping a disciplined character that is not only evident in daily behavior but also develops into values embedded within the students.

4. CONCLUSION

The Tahfidz Class Program at SDIT Az Zahra Sragen is conducted through teacher communication patterns that are interpersonal, adaptive, and collaborative. These three patterns complement each other: interpersonal communication builds closeness and student awareness, adaptive communication adjusts the approach to the character and conditions of the students, while collaborative communication strengthens the continuity of guidance through parental involvement. These communication patterns support the development of consistency in muroja'ah, readiness for submissions, adherence to schedules, responsibility toward memorization targets, and student independence. The contribution of this research lies in the understanding that teacher communication in discipline formation does not occur in isolation, but rather forms an integrated communication pattern between teachers, students, and parents. Thus, the formation of discipline in the tahfidz program is not only based on rules and habituation but also on the quality of interactions, the adjustment of approaches, and the continuity of guidance between the school and the family. Practically, the findings of this research imply that teachers need to implement dialogic, empathetic communication tailored to the individual conditions of students, accompanied by positive reinforcement and exemplary behavior. Schools also need to maintain structured communication with parents through communication media and monitoring student development so that the discipline habits established at school are reinforced at home. With this approach, discipline is expected to develop from obedience to instructions toward self-awareness and personal responsibility among students.

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