



## IMPLEMENTATION OF QURANIC LITERACY IN FORMING STUDENTS' DISCIPLINE CHARACTER

Imam Taufiq Akbar<sup>1</sup>(✉), Suhadi Winoto<sup>2</sup>, Khotibul Umam<sup>3</sup>

<sup>1,2,3</sup> Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, East Java, Indonesia

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### <sup>(1)</sup>Correspondence to:

[i.taufiqakbar@gmail.com](mailto:i.taufiqakbar@gmail.com)

**Abstract:** Character education is a character that is centered on individual learners as a foundation in thinking, acting and behaving. So it is very important to instill a disciplined character through Qur'anic literacy. This research methodology uses qualitative research case studies. Data collection techniques were obtained from primary and secondary sources both from field observations and digital literature. The results of the research obtained that Qur'anic literacy had a close relationship with the formation of the disciplinary character of students in MTs Mabdaul Ma'arif. Meanwhile, from the planning aspect, it has been neatly structured from the schedule of activities, the selection of coaches, supervision carried out by student guardians, and adequate infrastructure. Then evaluated by holding a dialogue between students and teachers or coaches that produce appropriated guidelines in the development of Quranic literacy in the MTs Mabdaul Ma'arif environment.

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## INTRODUCTION

Character education continues to receive great attention from the government and society. This is because the character of the younger generation is now experiencing an alarming shift, the morals of this nation are starting to be separated from norms, ethics and religion caused by the negative currents of globalization that are difficult to contain (Hapudin, 2019). News in various media is also filled with negative aspects, such as brawl conflicts between students, corruption, irregularities in the use of funds, political bargaining, attacks between leaders. This kind of condition adorns media news and reviews, both television, print media, and even cyberspace (Omiyefa, 2021).

Therefore, character education needs to be instilled from an early age both by families, schools and the environment (Jumriani et al., 2021). But the current trend is that family responsibilities are largely taken over by schools and other institutions. Education in schools should not just provide various kinds of knowledge, but must be able to shape the character of students, especially disciplinary characters (Sanjaya et al., 2021). This aspect needed to be pondered because in reality character education was less appreciated, because teachers

concentrated more on how academically students get satisfactory grades (Salirawati, 2021).

For the progress of a nation, development in the field of education is not only carried out on the use of natural and human resources, but also focused on building strong character, equitable literacy, and high community competence. All of that can grow and develop through fun, sustainable education, and an environment that applies good values in all aspects of national and state life (Muhajir, 2022). This is in line with what is in law number 20 of 2003 concerning the National Education System (Sisdiknas), article 1 paragraph 1 which states that an educator must be able to direct students to actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and other skills needed by themselves, society, nation and state (Manubey et al., 2021).

In addition to character education that must be owned by students as a barometer of knowledge will be utilized and used in accordance with justice, honesty, and wisdom, then in supporting this is with literacy that must also be developed to students (Sandiko et al., 2022). The mandate of the Law in cultivating the potential of students was contained in the National Education System Number 20 of 2003 Article 4 (5) which states that "educating the nation was carried out through the development of a culture of reading, writing, and counting for all citizens." The content of this law showed that Indonesia has been working on literacy programs for a long time, it was just different in the context of its mention (Sauri et al., 2022). Through literacy skills, a person not only gained knowledge but could also document a piece of experience that became a reference in the future (Ibda, 2018).

The importance of discipline character has been explained in the Qur'an, namely in surah al-Ashr verses 1-3 according to the interpretation of Al-Maraghi that people who were able to be disciplined in using their time are among the lucky ones. While people who lose money are those who always waste their time (Fitri & Tantowie, 2017). In addition, the obligation of literacy was also found in surah al-'Alaq verses 1-5. The verse mentions twice the command to read. It was reiterated that the command to read is due to man's forgetful nature, and it is God's affection that man can understand something over and over again (Fitri & Tantowie, 2017).

Further understanding of literacy, Paulo Freire mentions reading which in essence turns out to be the same as the meaning of *iqra'*. "Reading is not walking on the words, it's grasping the soul of them" (Asmara et al., 2020). Reading must be up to the level not only of memorization, but of understanding its meaning, of understanding, and then of putting it into practice (Wardhani & Wahono, 2017). *Iqra'* at the first level only comes to the understanding of reading at the level of walking on the words. *Iqra'* at the next level is reading at the level of understanding and finally is practicing it (Fajri & Mukarroma, 2020). That is why the biggest problem of Muslims in Indonesia is the low understanding of the Quran as a way of life or as a guide for humans.

In the movement of forming disciplinary character through Quranic literacy, Madrasah Tsanawiyah Mabdaul Ma'arif is a school that has long implemented a literacy activity program which is also a habit for school residents. This program began to be implemented in the 2000s, long before the School Literacy Movement was promoted. This literacy activity went well, supported by the availability of books provided by the madrasah. MTs Mabdaul Ma'arif had a library in which provides complete books and in each class there were also books used for literacy every day. So students did not need to go to the library to pick up books anymore.

Based on initial observations at MTs Mabdaul Ma'arif, researchers found that at 6:50 a.m. every day, Ustadz Abdurrahman sounded the speakers of the madrasa mosque and recited the shalawat accompanied by students who were already present. The council of teachers lined up at the gate of the madrasa to welcome, greet and shake hands with the students. And at exactly 7:00 a.m., the council of teachers and students entered the mosque to perform Dhuha prayers and Qur'an literacy. When the lesson started at 7:30 a.m., no students or teachers were found outside the madrasah gate.

When the researcher interviewed Ustadz Abdurrahman about the discipline of students who arrived on time, he said it was one of the results of holding Qur'an literacy activities. In addition, he also said that students became easy to accept advice as barakah from the existence of Qur'anic literacy. This well-running Qur'anic literacy activity, of course, cannot be separated from regular planning, implementation and evaluation. This showed that strengthening Quran literacy in MTs Mabdaul Ma'arif could be a means of strengthening students' disciplinary character. Because in addition to habituation in the spiritual realm of religion, students were also taught in habituation to attend and participate in activities in a timely manner.

In Research conducted by Ritongga & RKT (2019) resulted in findings that the One Day One Paper program produced many changes in students from religious character, discipline, love to read, sincerity, and responsibility. However, the research only focused on how to describe the implementation of the One Day One Paper program. While aspects of planning and evaluation have not been touched in this study. Further Research from Rahmad & Kibtiyah (2022) that the activities of the Tahfidzul Quran could shape students to have a soul that is religious, disciplined, and responsible. However, this study focused on how students memorize the Quran have not developed how the meaning of Quran literacy was broader than memorization, but also understanding, and how students were taught and given examples in internalizing the content contained in the Quran. The same case with research findings from Hidayat et al. (2021) that Quranic literacy could shape students with religious character. The variables used in this study emphasize the religious character of the students studied. This was different from the author's research that in Quranic literacy the tendency was the character of student discipline initiated by internalization of Quranic literacy.

So that this study aimed at how students can internalize the disciplinary character of Quran literacy activities, not only activities in the school environment but also daily activities outside the school environment. This study focused on how the implementation, planning, and evaluation of Quranic literacy activities in shaping the disciplinary character of students at MTs Mabdaul Ma'arif.

## **RESEARCH METHOD**

The approach used in this study is a qualitative approach. The type of research used in this study is a case study. As with the procedure for obtaining qualitative research data, qualitative data is obtained from interviews, observations, and documentation.

The location of this research was conducted at MTs Mabdaul Ma'arif Jl. Wahid Hasyim 35 Jombang Jember. The selection of research subjects (informants) in this study was carried out by purposive sampling techniques, namely techniques for taking data sources with certain considerations with the aim of determining key information. In this study informants or research subjects who would be involved include the Head of MTs Mabdaul Ma'arif, several teachers and several students.

Data sources in this study were divided into two, namely, human and non-human. Human data sources serve as key subjects or informants (Key Informants). While non-human data sources were documents that are relevant to the focus of research, such as images, photos, meeting notes or writings that have something to do with the focus of research. The data collected in this study was certainly data related to the focus of the problem.

Data was analyzed using several steps according to the theory of Miles, Huberman, and Saldana, namely analyzing data with three steps: data condensation, presenting data (data display), and drawing conclusions or verification. Data condensation referred to the process of selecting, focusing, simplifying, abstracting, and transforming data.

## **RESULT AND DISCUSSION**

### **Implementation of Qur'anic Literacy in Shaping Disciplinary Character**

Based on the results of the study, the contribution obtained in the implementation of the Quran Literacy program created a love for the Quran as a guide in everyday life, in addition to getting charity in reading it, it could also grow a religious personality and disciplinary character obtained by students.

The efforts made by MTs Mabdaul Ma'arif in cultivating love for the Quran are by motivating students with stories in the Quran. In addition, habituation of student discipline by reading the Quran every day before teaching and learning activities. Based on the statement of the principal Sultan Hasanudin, to build students' love for the Quran must be introduced and literate. This habit of reading the Quran builds students' closeness to the Quran, then becomes a love so that the values of the Quran color their lives. For this reason, building a Quranic literacy culture can build the relationship of the Quran with the formation of discipline character and intelligence of students.

The implementation of Quran Literacy activities was targeted for 30 minutes, before the teaching and learning process runs and scheduled every day. Quran literacy activities started from 07-00 (morning) after all students have gathered, guided by one of the students or by teachers or officers scheduled by the school, the activity began with reading certain verses or surahs then explained their meaning and meaning, and given guidance on the values that needed to be implemented in everyday life. These literacy activities must be followed by students, because students filled out the attendance list and teachers and homeroom teachers would monitor the progress of activity attendance and would make calls to students who were less present in the activity. Quran Literacy activities slowly and gradually could provide certainty in strengthening the disciplinary character of students.

In addition to the implementation of Quran Literacy which was carried out every day, educators at MTs Mabdaul Ma'arif in shaping disciplinary character were providing examples such as teachers arriving on time during the implementation of Qur'an literacy and teaching and learning activities. This example was exemplified by MTs teacher Mabdaul Ma'arif by following the rules that apply in schools. The changes obtained by students in terms of behavior were that students became obedient and obedient to teachers, because of habituation to religious values and students were hegemonized into students who are Quranic, like to read the Quran, and not only at school but at home still accompanied by parents.

The visible changes were that students became more enthusiastic about learning and reading, discipline, punctual and respectful to teachers, and maintain good relationships with their friends (Afkarina et al., 2022). The character shown by students as a result of Quraan literacy, namely religious, where students became more Quranic, accustomed to reading and practicing verses of the Quran, practicing positive advice from teachers and being obedient to teachers and parents. Learners value time more and strive to fill time with positive things. Although not all students look like that, but at least there were changes that are sought.

### **The Role of Qur'anic Literacy in Shaping Disciplinary Character**

The purpose of implementing Qur'anic literacy in schools was to provide ethical education and examples to students sourced from the Qur'an, and serves to instill character values (Islam, 2017). In order to create a culture of Quran Literacy in the school environment, namely with planning that has been arranged and determined by the school (Munif, 2017). It was important considering that any effective and efficient activity program could not be separated from careful and good planning (Panoyo et al., 2019).

The planning of the Quran literacy program at MTs Mabdaul Ma'arif, has been carefully designed starting from the aim of creating Quranic students through reading, writing, memorizing the Quran and practicing interpretation of meaning in everyday life with character. In addition, Quran Literacy activities were regulated in their implementation such as forming coaches, schedules, and

attendance so that students can be controlled optimally. In determining the coach for students who taken part in the Quran Literacy activity, MTs Mabdaul Ma'arif chooses teachers who understand deeply about the Quran both in terms of reading and interpretation of the content of the Quran. In addition, the school brought in outside coached to direct students to better understand the content of the Quran.

### **Evaluation of Quran Literacy in Shaping Student Disciplinary Character**

The evaluation carried out by the school related to the Quran Literacy activity program was that every time the implementation of Quran Literacy students were also given the opportunity to dialogue with the teacher, what obstacles were faced by students and then the teacher gave advice on the problems faced (Hefniy et al., 2022).

In addition, the absence of student attendance in participating in Quran Literacy activities, teachers could monitor who did not participate in Quran literacy activities. In addition, it could be useful for teachers or coaches in monitoring the ability of students in terms of reading, writing, and understanding of the Quran, because students who rarely participate in activities would be left behind and accustomed to reading, writing, and understanding of the Quran.

Then evaluations were carried out every day when Quran Literacy activities take place. Such as the coach or teacher would correct the results of tajweed readings from students, and would test students from the results of discussions about the meaning of the Quran that have been carried out by students. And the coach gave the task of writing a brief summary of the material that has been carried out every day.

Furthermore, Quran literacy activities run according to the schedule made earlier, which was carried out 30 minutes every day at 07-00 without disturbing the process of teaching and learning activities. The results of the evaluation of Qur'anic literacy as a whole students follow the activity with wisdom and were used to arriving early, although there were some students who still lack discipline. However, overall the Qur'anic literacy climate in the school environment has been effective.

### **CONCLUSION**

The results of the research and discussion above could be concluded that the application or implementation of Quran literacy produced positive values and shaped the disciplinary character of students. This was due to the well-organized implementation such as schedules and examples set by teachers at MTs Mabdaul Ma'arif school. Then in terms of planning Quran Literacy activities were very carefully calculated by the school, from the hours of activities carried out for 30 minutes of each day. Coaches of Quran Literacy activities had capabilities in their fields. Conducting attendance as a form of facilitating supervision from teachers. Meanwhile, from the results of the evaluation, students experience better character changes such as disciplinary character and religious attitudes. Although from several efforts that have been made by the

MTs Mabdaul Ma'arif school there are some students who lack discipline, this did not invalidate that the effectiveness of implementation of Quran literacy in the MTs Mabdaul Ma'arif school environment has run optimally. The recommendation that could be done by the next researcher is to examine how Quranic literacy in shaping disciplinary character is not only in terms of implementation, planning, and evaluation. But it could be seen from how the principal carried out strategies in developing Quranic literacy.

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