

## The Value of Character Education: Study of Strengthening Al-Quran Literacy Culture for the Young Generation in the Disruptive Era 5.0

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### Abstrak

*Penelitian ini bertujuan untuk menanamkan nilai-nilai pendidikan karakter dalam penguatan budaya literasi Al-Quran pada remaja di SMK Negeri Kota Palembang. Penelitian ini menggunakan pendekatan pedagogi, historis, dan sosiologis dimana data penelitian berasal dari data primer dan data sekunder diperoleh dari literatur atau buku referensi dan dokumen sebagai data pendukung. Peneliti sendiri yang menjadi instrumen kuncinya, kemudian mengembangkan instrumen baru yaitu pedoman observasi, pedoman wawancara, dan dokumentasi. Ketiganya digunakan untuk mengumpulkan data di lapangan. Bagi penelitian ini ada dua faktor utama yang sangat berperan dalam memperkuat hasil kajian analisis data, yaitu faktor pendukung dan faktor penghambat. Hasil penelitian menunjukkan bahwa nilai-nilai pendidikan karakter dalam penguatan budaya literasi Al-Qur'an yang dilaksanakan di SMK Negeri Kota Palembang masih sangat rendah, meskipun terdapat gerakan tadarrus, kultum, tadarrus, dan gerakan tadarrus 15 menit. dilaksanakan setiap hari jumat, namun hal ini disebabkan oleh kurangnya alokasi waktu untuk melaksanakan budaya literasi Al-Qur'an, siswa masih belum mampu membaca Al-Qur'an dan belum mempunyai kesadaran penuh dalam melaksanakan Al-Qur'an. program budaya literasi, sehingga pelaksanaannya belum maksimal. Nilai-nilai karakter yang ditanamkan pada diri siswa adalah religius, jujur, tanggung jawab, disiplin, dan peduli.*

**Kata Kunci:** Nilai Pendidikan Karakter, Pemantapan, Literasi Al-Quran, Pembelajar Muda

### Abstract

*This research aims to instill the values of character education in strengthening the Al-Quran literacy culture for teenagers at State Vocational Schools in Palembang City. This research uses a pedagogical, historical, and sociological approach where research data comes from primary data and secondary data is obtained from literature or reference books and documents as supporting data. The researchers themselves were the key instruments, and they then developed new instruments, namely observation guidelines, interview guidelines, and documentation. All three are used to collect data in the field. For this research, two main factors play a very important role in strengthening the results of the data analysis study, namely supporting factors and inhibiting*

*factors. The results of this research show that the values of character education in strengthening Al-Qur'an literacy culture implemented at State Vocational Schools in Palembang City are still very low, even though there are 15-minute recitation, tadarrus, and kultum movements held every Friday, but This is caused by the lack of time allocated for implementing Al-Qur'an literacy culture, students are still unable to read the Al-Qur'an and do not have full awareness of implementing the Al-Qur'an literacy culture program, so its implementation is not optimal. The character values instilled in students are religion, honesty, responsibility, discipline, and caring.*

**Keywords:** *Value of Character Education, Strengthening, Al-Quran Literacy, Young Learners*

## **INTRODUCTION**

Educational success is certainly not as easy as turning the palm of your hand. Of course, in achieving a glorious generation, various parties must unite so that dreams can be achieved. The government runs a government that cares about education, supported by community leaders, religious leaders, and cultural figures who are united in creating the generation that the nation and state hope for namely a successful generation. (Yusuf, 2013) explains that the progress of a nation depends on its young generation. If a nation and country have a brilliant generation, then that nation and country will become a developed country. The glory of the nation's children can only be measured by education; If education in a nation goes well, then the generation will be good, but if education in a country is bad, then the generation will be destroyed. Every child of the nation certainly has good aspirations, but the aspirations of the nation's children must be supported and facilitated by various good systems, one of which is the literacy system.

The culture of reading and writing in Indonesian society is still far from what was expected. This is evident from the educational achievement scores which are still far behind compared to neighboring Malaysia, for example where the country's independence was much better than the independence of the Republic of Indonesia (Argina et al., 2017; Nugrahanto & Zuchdi, 2019). Researchers further prove how low interest in reading is in society in general. The importance of cultivating a love of reading and cultivating reading is an effort to support the growth of a love of reading.

Literacy in schools has been widely implemented in various schools through various activities/programs that have been established, although there are still many obstacles that must be faced. Pamungkas et al. (2019), the progress of a nation depends on its young generation. If a nation and country have a brilliant generation, that nation will become a developed country. Nopilda & Kristiawan (2018) explained that the glory of the nation's

children can only be measured by education; if education in a nation goes well, then the generation will be good, but if education in a country is bad, then the generation will be destroyed. Every child of the nation certainly has good aspirations, but the aspirations of the nation's children must be supported and facilitated by various good systems, one of which is the literacy system. In the Al-Qur'an, Surah Ar-rum 30:54 it is explained that Allah SWT asks humans not to inherit weak generations: *It is Allah who created you from weakness, then created you after weakness from strength, then created after strength from weakness and white hair. He creates what He wills, and He is the Knowing, the Competent.* (QS. Ar-rum 30:54).

Teachers play a major role in implementing functions and efforts to achieve national goals. Teachers play a very strategic role in forming knowledge, attitudes, and skills in students, apart from forming perfect morals (Dalimunthe, 2016, p. 45). Therefore, teachers are required to have various competencies. Various incidents that occur in society and among students show that living conditions are shaken, especially when viewed from the perspective of visible behavior. Fights between students, legal injustice for small communities, corruption among officials, and other immoral acts such as drug abuse and sexual promiscuity add to the long list and shake a nation. Alfarizi (2019), in the current modern era, many people are disappointed with the results of education which does not produce quality human resources in aspects of attitude, morals, and character.

A phenomenon that is currently in the spotlight in schools, especially public and private vocational schools in Palembang City, is that there are still many cases involving students. Starting from drug cases, student brawls, and problems rooted in sophisticated technological advances, this phenomenon has greatly influenced the lack of interest in learning among students, especially in studying religion, even resulting in a lack of graduates who can read the Koran well.

Amid public anxiety about educational outcomes, new hope has emerged with the existence of character education in schools, from PAUD to tertiary institutions. The educational crisis in the world of education causes a social crisis, cultural crisis, crisis of role models, and Islamic beliefs and values (Sulianti et al., 2018). Efforts are needed from all educational practitioners to be able to change the educational paradigm which is currently experiencing a moral and religious character crisis for the nation's generation (Syarifuddin, 2004, p. 145). If it is allowed to drag on, it will have a boomerang effect on

the education and development of students. Further consequences will damage the nation's morale. All of this is caused by a lack of education and learning that emphasizes the concept of a good example called *uswatun hasanah*.

Based on this, instilling religious character values is very appropriate to be developed in the school environment, especially at the secondary school level, in the family environment, and the community environment. With human awareness of this, "a great nation can be seen from the quality of the character of the nation (human) itself". With this statement, the government must optimize character education for every educator, both in Islamic boarding schools and general education.

Government policy through the Ministry of Education and Culture regarding character education in the 2013 curriculum needs to be welcomed and supported by all parties. (Vinanda et al., 2022). Character education is not only important but absolutely must be carried out by every nation if it wants to become a civilized nation (Mulyasa, 2022). Jalil (2018), many facts prove that developed nations are not caused by these nations having abundant natural resources, but rather by nations that have superior characteristics such as honesty, hard work, responsibility, etc. (S. R. A. Fitri & Tantowie, 2018).

Arif, Z., & Zulfritria (2021), the habit of reading the Koran is an alternative for developing students' character, habituation is considered very effective if it is applied to students (Karolina, 2018), because they have strong memory records and immature personality conditions, so they easily dissolve in the habits they carry out every day. Therefore, as a start in the educational process, the habit of reading the Koran is an effective way to instill moral values into students' souls. These values embedded in him will then manifest in his life from the time he begins to step into adulthood.

Character education carried out in schools will be meaningless if there is still a distance between students and their holy books. This is because the Al-Qur'an is a way of life that should be used as a reference by Muslims in carrying out their lives. Apart from that, the example of the Prophet Muhammad SAW as narrated in the Al-Qur'an is an appropriate example to be used as a role model for student behavior. Thus, the author views that the discussion of Al-Qur'an literacy needs to be studied seriously because the implementation of education will not be successful without being accompanied by good implementation, a good learning culture, good methods, good principles, and motivating students to have dreams. big. More. To carry out all this, it is necessary to carry out Al-

Qur'an literacy in every school. The author believes that if schools implement a culture of Al-Qur'an literacy, education will run smoothly. Therefore, with this, the author wants to raise research on the culture of Al-Qur'an literacy by strengthening the character values of student education at the Palembang State Vocational School.

## **RESEARCH METHODOLOGY**

The type of research that the author uses in this research is qualitative research in the form of fields. Fraenkel et al. (2012, p. 325), Qualitative research is research that emphasizes the quality of the most important things about the nature of goods or services. The most important thing about a good or service in the form of an event or social phenomenon is the meaning behind the event, which can be used as a valuable lesson for developing theoretical concepts. This research is classified as qualitative descriptive research, which is used to examine the condition of natural objects and researchers as critical instruments (Creswell, 2009, p. 124). This method is used to obtain in-depth data that contains meaning. Meaning is actual and factual data, which is the value behind the visible data. In this research, the author focuses more on qualitative data. However, the author also pays attention to quantitative data in the form of numbers that will support qualitative data. Quantitative data is processed into a frequency table, and percentage distribution is sought. This research was carried out at the State Vocational School in Palembang City.

The data collection process was carried out through several methods, both in the library and in the field. These two methods can be seen below:

1. Library data collection method or library research, namely a method of collecting information through library books that are closely related to the topic to be discussed (Huberman & Miles, 2002, p. 96). Likewise, documents deemed necessary to provide information about the issues to be discussed.
2. Data collection methods in the field or field research, namely data collection methods using observation, interview, documentation, and reference search techniques (Moleong, 2016)..

This research uses pedagogical, historical, and sociological approaches. Research data comes from primary and secondary data obtained from literature, reference books, and documents as supporting data. The researcher himself is the key instrument, and he then

develops new instruments, namely observation guidelines, interview guidelines, and documentation. All three are used to collect data in the field. The collected data is then processed through three stages, namely data reduction, data display, and data verification.

## **RESULTS AND DISCUSSION**

The application of Al-Quran literacy in strengthening the character values of Palembang State Vocational School students is implemented in various stages which culminate in the formation of the character of a generation of people who are faithful and devout and always apply Qur'anic values in everyday life. The stages are as follows:

### **1. Al-Quran Literacy Planning**

The aim of implementing Al-Qur'an literacy in schools is to provide character education and role models for students who come from the Al-Qur'an and function to instill character values to create a culture of reading the Al-Qur'an in the school environment. The strategy implemented to optimize the implementation of Al-Qur'an literacy is to gather all students in one place/hall at a predetermined location by providing prior guidance regarding the importance of participating in literacy activities so that all students can take part in activities full of wisdom. This literacy activity can be carried out in the prayer room/hall or even in an open field in the school area so that there is a sufficient number of students taking part in the activity. Then the school prepares the required number of Al-Qurans and integrates integrator teachers who are experts in interpretation and provide lectures or spiritual advice.

The implementation of Al-Qur'an literacy activities is targeted for 30 minutes before the teaching and learning process begins and is scheduled every Friday. Al-Qur'an literacy activities start from 07-15 (morning) guided by one of the students or by a teacher/officer scheduled by the school. The activity begins by reading a certain verse or surah and then explaining its meaning, as well as providing guidance about the values. Values that need to be applied in everyday life. The teacher's role as a supervisor/officer in guiding activities is also scheduled/weekly. Students must participate in this literacy activity because students fill out the attendance list, and the teacher/classroom teacher will monitor the progress of activity attendance and will call students who are not present at the activity.



Slow and gradual cultural activities of Al-Qur'an literacy can provide certainty in strengthening students' character, especially their religious character, which can be reflected as habits to improve morals and behavior, even though it takes quite a long time to get used to it. Slowly but surely, the culture of Al-Qur'an literacy can strengthen students' character. Planning for the Al-Qur'an Literacy Culture program at the Palembang City State Vocational School, this program has been carefully designed taking into account the National Literacy Movement Guidelines, as recommended by the Ministry of Education and Culture which is adapted to the Al-Qur'an Literacy cultural program in the school environment (Field, 2012). This can be seen starting from the aim of creating Al-Qur'an students through reading, writing, memorizing the Al-Qur'an, and practicing interpretation of meaning in daily life with character. Meanwhile, in terms of strategy and supporting capacity, this activity is quite appropriate and adequate for carrying out routine activities once a week and is supported by existing facilities at the school. Apart from that, the schedule made is quite appropriate according to the interpretation of the regional government and schools as implementers which originate from the Ministry of Education and Culture's instructions (Khurul Aini, 2019).

## **2. Implementation of Al-Qur'an Literacy**

The material presented in this literacy activity is knowledge about noble morals and etiquette which comes from the interpretation and meaning of the verses of the Al-Qur'an. Apart from that, motivation is also provided through stories or tales with an Islamic nuance about the characterization of friends and famous scholars in the Islamic world. The values integrated into this activity are responsible because Muslims and Muslim women must enjoy reading the Al-Qur'an and other sources of knowledge to learn through reading to create a reading culture. Apart from that, it is no less important to integrate the values of character education: discipline, honesty, sincerity, and responsibility. How to integrate character values into literacy activities is inserted through the activity process and between reflections on activities through coaching, telling stories, building healthy conversations, parables through characterization of people who will be emulated, and habituation, which is carried out continuously and periodically (Hidayad et al., 2023). Those involved in implementing literacy are all school members, from the teacher council to the students. Although these activities specifically target students, their value and usefulness apply to

everyone in the school. Teachers take turns being supervisors in these activities, and several special teachers who are competent in the field of Al-Qur'an literacy are assigned by the school.

The literacy implementation stage is an activity carried out for approximately 30 minutes. There is a supervising teacher on duty who is scheduled by the school in advance. This literacy activity is quite flexible; Teachers and students are given the same opportunity to become mentors, as is the school principal himself. The material presented is opened by reading the Koran, and the material is adapted to the students' conditions and pays attention to developments in the latest information in the world of education and everyday life. Students strengthen their character by being motivated to be better than they are today. After completing the activity, students return to the learning activity.

The literacy implementation technique is carried out every Friday morning before the teaching and learning process begins at around 07.15 and lasts for 30 minutes. First, students were directed to gather in the hall (mushola), even in large numbers in the field. Then the teacher on duty can guide directly, provide guidance, and supervise ongoing activities. Teachers and students are also given the same opportunity to guide these activities. After the activity was finished, students were directed back to their respective study rooms.

The model for implementing literacy is mentoring and coaching to strengthen student character and religious studies through lectures to foster a culture of reading the Koran, as a positive habit, and it is recommended to understand the meaning of the verses of the Koran. Apart from that, local cultural wisdom values are also included, from the beginning to the end of the activity. The school principal will also directly monitor these activities to evaluate the direction and development of literacy activities. So, there are activities to read, write, memorize, and interpret the interpretation of the verses of the Koran to be implemented in everyday life. All teachers, students, and school officials are involved in implementing this literacy. To create a disciplined climate without coercion to participate in this activity, all parties involved remind each other about the importance of this activity. Parents are also confirmed through school committee meetings so that their parents at home independently follow up on this at home so they get used to it.

Melinda Puspita Sari Jaya et al. (2023) explained that the involvement of parents expected by schools is to independently accompany and guide their children in getting used



to reading the Koran at home. Sumarsono (2015) said that parents are also asked to guide them by following up on the material provided by teachers while at school, so that character can be formed well. The character most expected to develop in Al-Qur'an literacy activities is religious character which will later stimulate the emergence of other characters, such as honest, disciplined, and responsible individuals (Hariani et al., 2023). As well as being a figure who likes to read and practice the verses of the Koran in his daily life.

The implementation of the Al-Qur'an literacy program at the Palembang City State Vocational School has gone according to plans that were previously made, where activities are carried out every Friday morning for approximately 30 minutes, requiring all teachers and students to take part in reading activities. Writing, memorizing, and interpreting the meaning of Al-Qur'an verses is also accompanied by coaching students through religious advice and lectures conducted by supervising teachers; Apart from that, students are also allowed to become mentors. In terms of the implementation model, the emphasis is on literacy, namely reading, memorizing, and interpreting the meaning of the Koran, giving advice, and giving religious lectures. Apart from that, emphasis on character values is also integrated into these activities, such as strengthening religious character, honesty, discipline, and responsibility. So that the implementation of these activities is quite optimal.

### **3. Results of Evaluation of the Implementation of Al-Qur'an Literacy**

The results of Al-Qur'an literacy create the habit of students reading the Al-Qur'an at school every Friday before the teaching and learning process takes place. There is a habit of strengthening character values through literacy, students become accustomed to fully participating in literacy, discipline, and timely activities as well as carrying out the activation process with full responsibility. Even though the results are not optimal, we are still trying to get used to it. Students were also given the opportunity for dialogue/religious lectures and teachers succeeded in developing appropriate guidelines for developing Al-Qur'an literacy in schools so that it was sustainable and became a mandatory school program.

Changes obtained by students in terms of behavior, namely students become obedient and obedient to teachers, due to the habituation of hegemonic religious values and students become students who follow the Koran, like reading the Koran (Badry & Rahman, 2021),

and do not only at school but also at home, still accompanied by parents. The visible changes are that students become more enthusiastic about studying and reading, are disciplined, and punctual, respect teachers, and maintain good relationships with their friends. Bahri (2021) The character shown by students as a result of Al-Qur'an literacy is religious, where students become more reciting the Koran, get used to reading and practicing Al-Qur'an verses, practice positive advice from teachers, and obey teachers and parents. Students value their time more and try to fill it with positive things. Even though not all students look like that, at least changes are being made.

The support obtained from this literacy activity comes from all parties in the school, including supervisors and local government. To create a positive culture and climate in schools that have an Islamic/Al-Qur'an nuance, all teachers and students are involved, even though some lack discipline; Like arriving late and following the activity until the end. What is certain is that Al-Qur'an literacy activities are still being optimized in stages. Previously there were routine activities, such as now there are teachers who take the initiative independently because there is a Minister of Education and Culture who recommended creating a literacy movement in schools, and this has been welcomed positively by religious teachers to carry out Al-Qur'an literacy programs, considering the culture of reading the Al-Qur'an. 'an has started to decline and with the hope that this activity can become an alternative so that a culture of reading the Koran can be created, although there are concerns that it could disrupt the teaching and learning schedule, the ideal time was found, namely every Friday and there is an appeal from the local government to carry out imtaq activities in school environment.

Al-Qur'an literacy activities run according to a schedule that has been made previously, which is carried out for 30 minutes every Friday morning at 07.15 without disturbing the teaching and learning process. Even though sometimes the scheduled officers who have been appointed as guides are not present or are late, everything can be overcome because all teachers are committed to making the activity a success. So from time to time, adjust directly to developing conditions. Excellent cooperation starts from the local government, supervisors who always monitor the development of activities, school principals, teacher councils, students, and parents at home who directly or indirectly contribute and support the implementation of these activities so that they can be carried out sustainably and become intra mandatory development for schools. The follow-up to

literacy activities at school, namely, students are provided with spiritual advice before starting lessons, students are invited to pray together in the school prayer room, a competition is held to memorize and recite the Koran, a Dai competition is held at school, and it is planned that every month Rhomadhan will be held. Islamic boarding school activities. Cultivate 3S in the school environment so that students' character is formed optimally. Those responsible for carrying out literacy activities start from the local government, coordinating with related agencies, then the supervisor in charge of monitoring and evaluation, the school principal who is responsible for all activities in the school environment, and the supervising teacher, who has been assigned by the school principal as an implementation facilitator activity.

The results of the evaluation of the Al-Qur'an literacy program at the Palembang City State Vocational School as a whole show that the students participated in this activity with full wisdom and were accustomed to arriving early, although some students still lacked discipline, but overall, the cultural reading climate of Al-Qur'an The Qur'an and the school environment have been running effectively. Meanwhile, in terms of character strengthening, it is implemented well, because there are changes in students' behavior and habits to do positive things in the school environment, namely respecting teachers and a sense of solidarity towards themes that are getting better and increasing, this shows the results of implementing literacy al-Qur'an in the school environment can strengthen, shape, and even give birth to new characters.

## **CONCLUSION**

Based on the results of this research analysis, there is a close relationship between the implementation of strengthening Al-Qur'an literacy culture and educational character values for students. Strengthening Al-Qur'an literacy by applying educational values to youth at State Vocational Schools in Palembang City has been carried out well, although its effectiveness is still weak and there are obstacles to its implementation. Overall, it is clear that students and teachers are very enthusiastic about following the Qur'an. All students take part in the Al-Qur'an literacy program in an orderly manner based on the regulations set at school. Implementation of Al-Qur'an literacy is a policy issued by the Palembang City Education Office, which is part of efforts to build the nation's mentality and character and is also part of mental revolution activities. Moreover, it is carried out

every Friday. The importance of the culture of Al-Qur'an literacy in schools makes students more active and creative so that they can create quality human resources for students so that the goal of education is realized, namely "to make the life of the nation smarter". Every educational institution to produce quality students.

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