

## THE IMPLEMENTATION OF KORANIC LITERACY CULTURE IN AMALIYAH SUNGGAL PRIVATE MADRASAH ALIYAH ENVIRONMENT

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**Abstract:**

This research explores the implementation of religious character education through a Quranic literacy culture at Madrasah Aliyah Swasta Amaliyah Sunggal. The main objective of this study is to identify and analyze how the Quranic literacy culture contributes to the formation of students' religious character and its impact on their learning and daily lives. The research method used was descriptive qualitative, involving observation, interviews and documentation studies. The results showed that the Quranic literacy culture significantly improved the understanding of Islamic values, discipline and social sensitivity among students. The study also revealed some challenges, such as students' lack of interest and teachers' limited resources, which affect the effectiveness of implementing the Quran literacy program.

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### INTRODUCTION

Literacy culture is one of the important components in character building and knowledge development in the educational environment. Literacy includes not only the ability to read and write, but also the understanding and application of knowledge gained through various texts, including religious texts. In Indonesia, where the majority of the population is Muslim, Quranic literacy has a special role in the moral and spiritual formation of students.

The culture of Quran literacy in madrasahs has several main objectives, including strengthening faith, enriching Islamic insights, and forming noble morals. In the context of formal education, madrasah has a strategic role in instilling Islamic values through structured and planned teaching of the Quran. Madrasah Aliyah Swasta Amaliyah Sunggal, as one of the Islamic educational institutions, has a great responsibility in developing a culture of Quran literacy among its students. The implementation of a Quranic literacy culture in this madrasah environment aims to increase understanding

and practice of the teachings of the Koran, as well as to develop students' knowledge of the Quran.

Madrasah Aliyah Swasta Amaliyah Sunggal, as an educational institution that focuses on teaching Islam, strives to integrate Quranic literacy in the curriculum and extracurricular activities. This is done with the hope that students will not only be able to read the Quran well, but also understand its meaning and be able to apply its teachings in their daily lives.

## **RESEARCH METHODS**

This type of research is descriptive qualitative research, namely data collected in the form of words, pictures, not numbers. (Sudarwan Danim, 2002). According to Bogdan and Taylor, as quoted by Lexy J. Moleong, qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior (Moleong, 2000). Meanwhile, descriptive research is a form of research aimed at describing or describing existing phenomena, both natural and human-made phenomena.

Data collection in this study is as follows, namely. Observation, interview and document study. Observation is an observation carried out by involving oneself in the situation of the object under study (Kartono, 1996). Then wawanacara, a method of collecting data by means of one-sided questions and answers that are done systematically based on research objectives (Rahayu, 2004). The reason for using the interview method is with the intention of obtaining in-depth information from sources including teachers, school principals, students and other education personnel. Furthermore, the document study is to collect written data, in the form of documents that are considered relevant to the discussion of the research (Nawawi, 1998).

The data analysis used is the Miles and Huberman version, that there are three streams of activities, namely data reduction, data presentation, and conclusion drawing or verification. (Akbar, 2009). Analysis has started since formulating and explaining the problem, before going to the field and continues until writing the research results. Data analysis guides further research and, if possible, grounded theory. However, in qualitative research, data analysis is more focused during the field process along with data collection.(Sudarto, 1997).

## **RESULTS AND DISCUSSION**

Through a series of integrated educational programs, Madrasah Amaliyah Sunggal not only prepares its students to become individuals who excel in the academic field, but also shapes them into individuals who are characterized, skilled, independent, and able to contribute positively to society and the nation. This is a tangible manifestation of Madrasah Amaliyah Sunggal's commitment in creating the next generation of the nation who are faithful, intelligent, skilled, and noble.

### **1) Quranic Literacy Culture in the Curriculum**

The implementation of Quranic literacy culture in the curriculum of Madrasah Aliyah Swasta Amaliyah Sunggal, which integrates Quranic learning in various subjects and extracurricular activities to deepen the understanding and application of Quranic values among students. The school's curriculum is unique in that Quranic material is not only taught in Islamic Religious Education subjects but also integrated in Arabic, Islamic History, and Indonesian, allowing students to apply the teachings of the Quran in a broader context.

In addition to curricular integration, the school also has a Quran Tahfiz Program that supports students in memorizing and understanding the Quran, as well as extracurricular activities such as Quran study clubs and Quran reading competitions that strengthen Quran literacy outside the classroom. The thematic approach in learning connects Quranic verses to contemporary issues such as social justice and environmental sustainability, providing practical relevance for students.

Madrasah Aliyah Swasta Amaliyah Sunggal strives to form students who are not only academically proficient but also have emotional and spiritual intelligence, by implementing Quranic values in all aspects of life. This shows the school's commitment to developing a young generation that is knowledgeable, noble, and ready to become responsible future leaders.

### **2) The Impact of Quran Literacy Culture on Students' Religious Character Development**

The development of a Quranic literacy culture at Madrasah Aliyah Swasta Amaliyah Sunggal has had a significant impact on students' religious character development. This madrasah, located in Sunggal, has implemented a series of programs

and activities designed to increase understanding and appreciation of the Quran among its students. The impact of these initiatives can be seen in various aspects, ranging from improved student behavior, discipline, to a deep understanding of Islamic values.(Charles Rangkuti, Rustam Ependi, 2023)

Firstly, through consistent learning and interaction with the Quran, students at Madrasah Aliyah Swasta Amaliyah Sunggal experience an increase in their understanding of Islamic teachings. Activities such as regular Quran studies, tartil, and tafsir, help students relate the values they learn to their daily lives. This indirectly forms a strong religious character, where students not only learn about Islam theoretically, but also implement it in their daily behavior. Second, the Quran literacy culture contributes to improving student discipline. By setting a special time to read and study the Quran every day, students become accustomed to a structured routine. This discipline then extends to other aspects of student life, such as punctuality, study time management, and respect for the rules in the madrasah.

Third, deep interaction with the Quran also promotes social sensitivity and empathy among students. The teachings of the Quran, which emphasize the importance of justice, generosity and kindness towards others, serve as a foundation for students to develop a caring and responsive character towards their social environment. This creates a more harmonious and supportive madrasah community, where students help each other and cooperate in social and religious activities.

Fourth, the strengthening of religious identity is one of the most significant impacts of the Quranic literacy culture. In the context of globalization and cultural plurality, students who have a strong understanding of their religious teachings tend to be more confident in navigating the complexities of social life. This strong religious identity helps Madrasah Aliyah Swasta Amaliyah Sunggal students to remain steadfast to Islamic values, while being open and appreciative of diversity.

Thus, the development of a Quranic literacy culture at Madrasah Aliyah Swasta Amaliyah Sunggal has had a positive impact on students' religious character development. Through activities that stimulate deep interaction with the Quran, students not only enrich their understanding of Islam, but also develop discipline, empathy and a strong religious identity. This initiative shows how religious value-based education can

shape students' characters and attitudes in facing the challenges of the modern world.

### **3) Obstacles in Implementing the Quran Literacy Culture**

In carrying out the culture of Quranic literacy as a driver of religious character education at Madrasah Aliyah Swasta Amaliyah Sunggal, there are several obstacles faced, which can be narrated as follows:

- a) Lack of student interest and motivation in reading and understanding the Quran. Many students feel that reading the Quran is a monotonous and less interesting activity compared to other more modern and digital activities. This is a big challenge in instilling a culture of Quran literacy, because it requires extra effort to increase student interest and motivation.
- b) Limited teacher resources who are competent in teaching Quran literacy. Teachers who have expertise in tajweed, tafsir and in-depth knowledge of the Quran are not always available in sufficient numbers. This causes the learning process to not run optimally, because not all teachers can teach the rich content and values contained in the Quran in a way that is interesting and easily understood by students.
- c) Time constraints and a tight curriculum. The curriculum at Madrasah Aliyah has been designed with various subjects that must be completed within a certain time. The addition of a Quran literacy program is sometimes a challenge because it must be integrated with an already very busy study schedule. This requires good time management and effective curriculum adjustments so that Quran literacy can be carried out without disrupting other learning activities.
- d) Facilities and infrastructure. To support a culture of Quranic literacy, facilities such as a complete library with a collection of books on tafsir, tajweed and Quranic science are needed, as well as conducive learning spaces. However, not all madrasas have these facilities in full, which becomes an obstacle in the learning process of Quranic literacy.
- e) The influence of social environment and technology. In this digital era, students spend more time with various kinds of technology and social media, which often present content that does not support learning religious characters through the Quran. A less supportive social environment is also a challenge, especially if students do not get support from family or peers to develop a culture of Quranic literacy.

Addressing these barriers requires a comprehensive strategy, from raising

students' awareness and interest in the value and beauty of the Quran to developing teachers' competencies, optimizing time and curriculum management, improving facilities and infrastructure, to making positive use of technology to support the teaching and learning process. In addition, it is also important to involve parents and the surrounding community in efforts to improve the culture of Quranic literacy so that the religious character education carried out can be realized effectively and sustainably at Madrasah Aliyah Swasta Amaliyah Sunggal.

Religious character education at Madrasah Aliyah Swasta Amaliyah Sunggal utilizes the culture of Quran literacy to shape the personalities of students who not only excel academically but also have strong spiritual and moral values. This education is considered an important foundation for developing individuals who are responsible, noble, and sensitive to social issues. In practice, character education through Quran literacy focuses not only on reading and memorization, but also on deep understanding, appreciation, and application of Quranic values in daily life. This includes teaching values such as devotion to Allah, independence, discipline, empathy, exemplary, integrity, and self-control.

This program aims to produce a generation that is not only proficient in academic achievement but also has a strong character, with high emotional and spiritual skills, ready to become future leaders who are beneficial to society. Through this approach, Madrasah Aliyah Swasta Amaliyah Sunggal seeks to build a strong foundation of character in its students, internalizing positive values that will lead them to become good individuals in the eyes of God and man.

## **CONCLUSION**

Through a series of integrated educational programs, Madrasah Aliyah Swasta Amaliyah Sunggal's Quran literacy culture is committed not only in preparing students academically, but also in shaping them as individuals who are characterized, skilled, independent, and can contribute positively to society and the nation. This initiative reflects the madrasah's real effort in creating the next generation of faithful, intelligent, skilled, and noble individuals. The impact of the Quran literacy culture is also significant in the development of students' religious characters, including improved behavior,

discipline, and social sensitivity. However, madrasahs face several obstacles such as lack of student interest, limited teacher resources, time, and adequate infrastructure, as well as the influence of a challenging social and technological environment. The involvement of parents and communities is also important in efforts to improve the culture of Quranic literacy, ensuring that religious character education is realized effectively and sustainably.

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