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CULTURE ACTIVITIES IN REALIZED EFFECTIVE ISLAMIC RELIGIOUS EDUCATION LEARNING

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Abstract: Education is the process of developing students' intelligence, character, and skills, both intellectually and spiritually. From an Islamic perspective, education aims to shape a perfect human being, a person who is faithful, knowledgeable, and has noble character according to the teachings of the Qur'an and Sunnah. This research is motivated by the importance of Islamic Religious Education (PAI) in shaping the character and spiritual abilities of students. However, low levels of Qur'anic literacy skills are still found in some students, which results in suboptimal PAI learning. Based on observations at SMP Negeri 5 Nganjuk, the school implements Qur'anic literacy activities such as writing, reading, and memorizing the Qur'an as an effort to increase the effectiveness of Islamic Religious Education learning. These activities are considered capable of realizing student involvement, creating a conducive learning atmosphere, and supporting the development of students' cognitive, affective, and psychomotor abilities. This study aims to determine: (1) How is the culture of writing the Qur'an in realizing Islamic religious education learning at SMP Negeri 5 Nganjuk, (2) How is the culture of reading the Qur'an in realizing Islamic religious education learning at SMP Negeri 5 Nganjuk, (3) How is the culture of memorizing the Qur'an in realizing Islamic religious education learning at SMP Negeri 5 Nganjuk. To answer these questions, the researcher used a descriptive qualitative approach. Data were collected through observation, in-depth interviews, and documentation of the principal, PAI teachers, curriculum vice principals and students. Data analysis was carried out using a triangulation approach. The results of the study show that. (1) the activity of writing the Qur'an can form cognitive and psychomotor understanding in students. Through this activity of writing the Qur'an, students become more aware of the structure of the hijaiyah letters and the correct use of harakat. (2) The culture of reading the Qur'an contributes to the formation of religious character, discipline, and responsibility, as well as developing the quality of reading and tajwid in students. (3). The culture of memorizing the Al-Quran is able to develop memorization targets in students, even though there are differences in reading and memorization abilities, this activity still runs effectively thanks to the gradual guidance of teachers.

Keywords: Reading and Writing the Qur'an, Islamic Religious Education, Effective Learning.

***Abstrak**: Pendidikan merupakan proses pengembangan kecerdasan, karakter, dan keterampilan peserta didik, baik secara intelektual maupun spiritual. Dari perspektif Islam, pendidikan bertujuan membentuk manusia yang beriman, berilmu, dan berakhlak mulia sesuai dengan ajaran Al-Qur'an dan Sunnah. Penelitian ini dilatarbelakangi oleh pentingnya Pendidikan Agama Islam (PAI) dalam membentuk karakter dan kemampuan spiritual peserta didik. Namun, masih ditemukan rendahnya tingkat kemampuan literasi Al-Qur'an pada sebagian peserta didik, yang berdampak pada kurang optimalnya pembelajaran PAI. Berdasarkan observasi di SMP Negeri 5 Nganjuk, sekolah menerapkan kegiatan literasi Al-Qur'an seperti menulis, membaca, dan menghafal Al-Qur'an sebagai upaya meningkatkan efektivitas pembelajaran PAI. Kegiatan-kegiatan ini dinilai mampu mewujudkan keterlibatan peserta didik, menciptakan suasana belajar yang kondusif, serta mendukung pengembangan kemampuan kognitif, afektif, dan psikomotorik peserta didik. Penelitian ini bertujuan untuk mengetahui: (1) bagaimana budaya menulis Al-Qur'an dalam mewujudkan pembelajaran PAI di SMP Negeri 5 Nganjuk, (2) bagaimana budaya membaca Al-Qur'an dalam mewujudkan pembelajaran PAI di SMP Negeri 5 Nganjuk, dan (3) bagaimana budaya menghafal Al-Qur'an dalam mewujudkan pembelajaran PAI di SMP Negeri 5 Nganjuk. Untuk menjawab pertanyaan-pertanyaan tersebut, peneliti menggunakan pendekatan kualitatif deskriptif. Pengumpulan data dilakukan melalui observasi, wawancara mendalam, dan dokumentasi yang melibatkan kepala sekolah, guru PAI, wakil kepala sekolah bidang kurikulum, serta peserta didik. Analisis data dilakukan dengan menggunakan pendekatan triangulasi. Hasil penelitian menunjukkan bahwa: (1) kegiatan menulis Al-Qur'an dapat membentuk pemahaman kognitif dan psikomotorik pada peserta didik; melalui kegiatan ini, peserta didik menjadi lebih memahami struktur huruf hijaiyah dan penggunaan harakat yang benar. (2) Budaya membaca Al-Qur'an berkontribusi pada pembentukan karakter religius, kedisiplinan, dan tanggung jawab, serta meningkatkan kualitas bacaan dan kemampuan tajwid peserta didik. (3). Budaya menghafal Al-Qur'an mampu mendorong siswa mencapai target hafalan; meskipun terdapat perbedaan dalam kemampuan membaca dan menghafal, kegiatan ini tetap berjalan efektif berkat bimbingan guru yang dilakukan secara bertahap.*

***Kata kunci:** Membaca dan Menulis Al-Qur'an, Pendidikan Agama Islam, Pembelajaran Efektif.*

INTRODUCTION

Education is a process of developing human beings physically and spiritually in an effort to increase the intelligence of students. Through education, students are expected to be able to develop their potential optimally, which includes aspects of spirituality, self-control, personality development, intellectual intelligence, noble morals, and the skills necessary to meet personal, social, and national needs. From an Islamic perspective, education aims to shape the perfect human being, namely a person who is faithful, knowledgeable, and has noble morals according to the teachings of the Qur'an and Sunnah. Therefore, true education cannot be separated from religious values, which serve as the moral and ethical foundation of social life. (Sholihan and Patsun, 2020)

Islamic Religious Education (PAI) at the junior high school level plays a crucial role in developing students' character and religious insight, one of which is through the ability to read and write the Quran. One crucial component of PAI learning is the ability to read and write the Quran. However, in reality, many students still lack adequate Quranic literacy skills, posing a challenge for PAI teachers in implementing effective learning. PAI is not simply a subject that conveys religious knowledge, but also a vehicle for developing Islamic character and personality, which will equip students for life. (Syamsul Kurniawan, 2021)

Based on observations at SMP Negeri 5 Nganjuk, it was found that some students still experience difficulties in reading and writing the Quran. Therefore, the school implemented a culture of reading and writing the Quran through writing, reading, and memorizing the Quran as an effort to improve the quality of Islamic Religious Education (PAI) learning. This activity was deemed effective because it was able to increase active student involvement, create a conducive learning atmosphere, and help achieve learning objectives optimally. In addition, the culture of reading and writing the Quran also contributes to the development of students' cognitive, affective, and psychomotor abilities as well as the formation of Islamic character.

This study aims to examine the implementation of Al-Qur'an reading and writing activities in realizing effective Islamic Religious Education learning at SMP Negeri 5 Nganjuk. This study uses a qualitative approach to obtain in-depth data regarding the implementation of Al-Qur'an writing, reading, and memorizing activities and their influence on the effectiveness of Islamic Religious Education learning and the formation of student character.

The importance of researching this title is because it can help understand how the activity of reading and writing the Quran can realize effective learning of Islamic religious education. This research can also contribute to the development of the quality of Islamic religious education, and shape the character of students who are faithful, moral, and have good personality. In addition, this research can also help Islamic religious education teachers understand their role in shaping the character of students and develop effective learning strategies in shaping the character of students through the activity of reading and writing the Quran. This research is different from previous research because this research uses a qualitative approach method of the case study type, the research object taken by the researcher is also different, so the researcher hopes to provide a new perspective on the same topic.

METHOD

The research method used in this study is a qualitative method. Qualitative research is descriptive research and tends to use analysis with an inductive approach. The approach used in this study uses a qualitative case study method approach. The type of qualitative case study research used aims to obtain comprehensive information about the activities of reading and writing the Qur'an in realizing effective Islamic religious education learning at SMP Negeri 5 Nganjuk. The location of this research is located on Jl. Yos Sudarso, Payaman Village, Nganjuk District, Nganjuk Regency.

The reasons for choosing SMP Negeri 5 Nganjuk as the research location include: it is one of the educational institutions with a large number of students , the Education curriculum at SMP Negeri 5 Nganjuk is the independent curriculum. The implementation of Al-Qur'an reading and writing activities is one of the effective ways to instill religious character in students. Through these activities, students not only gain understanding but also skills. Al-Qur'an reading and writing activities can instill religious values in students such as discipline, responsibility, and love for the Al-Qur'an. With continuous habituation, students not only know the teachings of Islam, but also practice them in their daily lives. At SMP Negeri 5 Nganjuk, this Al-Qur'an reading and writing activity is a religious program, especially in Islamic religious education learning.

The purpose of this activity is to shape the religious character of students. In this study, the primary data sources are data sources obtained and collected directly from informants, namely the principal, curriculum vice principal, Islamic religious education teacher, and class VIII-B students. The secondary data for this study were taken from school documentation, supporting books and observational data related to the research focus. All of these data are expected to be able to provide a description of the implementation of Al-Qur'an reading and writing activities in realizing effective Islamic religious education learning at SMP Negeri 5 Nganjuk.

RESULT AND DISCUSSION

The culture of writing the Qur'an in realizing effective Islamic religious education learning

The culture of writing the Qur'an is one form of implementation of religious literacy that is carried out routinely in Islamic Religious Education learning activities. This culture leads to the habituation of students in writing the verses of the Qur'an properly and correctly in accordance with the rules of writing Arabic letters (imla' and khat). The culture of writing the Qur'an is not

only interpreted as an activity of copying texts, but also as an effort to train fine motor skills, accuracy, and understanding of the structure of Arabic in the Qur'an. Through this activity, students are accustomed to being closer to the Qur'an so that a disciplined, careful, and responsible attitude is formed in the learning process. In addition, the activity of writing the Qur'an is also a means to increase student learning concentration because they are required to pay close attention to the shape of letters, word order, and the accuracy of harakat. (Imam Musbikin, 2020)

From the results of the research conducted, the implementation of writing the Qur'an at SMP Negeri 5 Nganjuk is as follows:

1. At SMP Negeri 5 Nganjuk, the implementation of the Qur'an writing activity is carried out routinely at the beginning of Islamic Religious Education (PAI) learning and serves as an integrative tool that develops two aspects at once: first; cognitive aspect, from the cognitive aspect the process of copying verses encourages students to recognize hijaiyah letters, understand word order, and pay attention to harakat. This activity trains the ability to remember, recognize, and understand, thereby strengthening long-term memory. This is in line with the view of Imam Musbikin who stated that writing activities have a dual effect in the learning process, namely helping students understand and remember the material being studied. Second; psychomotor aspect, from the psychomotor aspect, the activity of writing the Qur'an can train fine motor skills, accuracy, and patience of students through the process of writing correct Arabic letters. Therefore, the culture of writing the Qur'an is an important part of Islamic Religious Education learning which not only emphasizes knowledge, but also skills and the formation of student attitudes. (Abdul Majid and Dian Andayani , 2020)
2. The practice of writing the Quran can develop an understanding of the hijaiyah structure and the accuracy of the vowels. This finding indicates that writing the Quran has profound educational value, not simply a mechanical activity, which is manifested in two ways: First, understanding the structure of the Hijaiyah alphabet. Through repeated copying of verses, students recognize the shape of letters at the beginning, middle, and end, and are able to distinguish letters that have similar shapes. Understanding is achieved practically, not just theoretically. Second; accuracy of Harakat, Students are trained to pay attention

to punctuation marks (fathah, kasrah, dhammah, etc.) carefully, so that pronunciation errors can be minimized and reading sensitivity increases.

The Culture of Reading the Qur'an in Realizing Effective Islamic Religious Education Learning at SMP Negeri 5 Nganjuk

Based on research conducted at SMP Negeri 5 Nganjuk, reading the Quran can shape the religious character of students. Character development through education is a systematic process that instills moral and religious values, encompassing aspects of knowledge, awareness, and practice in daily life. These values encompass human relationships with God, oneself, others, and the environment. Character education from an Islamic perspective also emphasizes the integration of understanding, attitudes, and behavior based on the values of the Quran as a guide to life.

One form of character education implementation in schools is through Quranic reading and writing activities. Quranic reading activities not only develop reading skills but also form religious habits and strengthen the internalization of religious values in students' daily lives, both at home and in the community.

Based on the results of research at SMP Negeri 5 Nganjuk, it shows that the culture of reading the Qur'an is:

1. Religious Character Development

   The practice of reciting the Quran after congregational Dhuha prayer before class has been shown to significantly contribute to the development of students' religious character. This routine and scheduled activity not only helps students gradually improve their Quranic reading skills but also instills values of discipline, responsibility, and positive habits in their daily lives.

   By cultivating the habit of reciting the Quran every morning, students become more accustomed to utilizing their time for beneficial and worshipful activities. Furthermore, the religious atmosphere created before lessons can foster calm, concentration, and readiness to learn in Islamic Religious Education. This activity also trains students to be more confident in reading the Quran, particularly in pronouncing the hijaiyah letters, applying tajweed, and fluent recitation.

   By consistently implementing a culture of Quranic reading, students not only develop their reading skills but also their affective and spiritual development. This demonstrates that a culture of Quranic reading can be an effective way to create more meaningful and religious Islamic education.

These findings align with research findings that consistently implemented Quranic literacy programs can strengthen students' religious character, both in terms of understanding Islamic teachings and practicing them in daily life. Furthermore, religious literacy activities, such as Quranic reading integrated with worship activities, provide a deeper spiritual dimension, making them not merely academic but also part of religious practice. The success of these reading activities is also influenced by the active role of teachers and school policies. Teachers serve not only as guides but also as role models in instilling religious values in students. (Raodah HS, 2020)

2. Enthusiasm in Learning

The research results show that students' Quran reading skills are not evenly distributed. Some students are still not fluent in reading the Quran. However, this does not diminish their enthusiasm for participating in Islamic Religious Education (PAI) learning activities. Students remain active, enthusiastic, and demonstrate sincerity in practicing Quran reading.

Differences in Quranic reading ability are a natural part of the learning process, but they should not be a barrier. A systematically designed and sustainably implemented religious literacy program can actually increase students' motivation to learn and encourage their continued development. (As'ad, Mahrus, 2022)

Thus, diverse abilities do not become obstacles, but rather part of the learning process that can be addressed through appropriate strategies and teacher support. A consistent Quranic literacy program has been proven to foster students' intrinsic motivation and increase their engagement in learning.

The Culture of Memorizing the Quran in Realizing Effective Islamic Religious Education Learning at SMP Negeri 5 Nganjuk

Quran memorization (tahfidz) is one of the activities implemented in Islamic Religious Education (IS) learning. Quran reading can have a positive impact on students' memorization skills and foster religious character and discipline. Repeated memorization helps students strengthen their memory of Quranic verses and improve their recitation accuracy according to Tajweed rules. Consistent repetition is a key factor in successful memorization because it strengthens students' long-term memory.

The Islamic Religious Education teacher acts as a guide who provides examples of correct reading, corrects memorization errors, and guides murojaah activities so that students' memorization becomes stronger.

1. Developing Memorization Skills

   Quran memorization activities can gradually optimize students' memorization and recitation skills. Through routine memorization activities, students become more actively engaged with the Quran through the habit of reading and repeating what they have memorized. This repetition process helps students strengthen their memory, improve their reading fluency, and develop accuracy in pronouncing Quranic verses according to the rules of tajwid.

   A structured memorization program also has a positive impact on developing students' religious character. Through its implementation, students are trained to be disciplined, patient, persistent, and responsible in achieving predetermined memorization targets. Furthermore, Quran memorization fosters a passion for learning and motivates students to continuously improve their memorization and recitation. (Azizah, DD, and Murniyetti, M., 2023)

   Tahfidz (memorization) activities serve not only as memorization exercises, but also as a gradual and ongoing process of internalizing Islamic values. Regularly memorizing Quranic verses can help students understand and apply noble moral values in their daily lives. The habit of repeating memorization also strengthens students' spiritual connection with the Quran, fostering a religious attitude, a love for the Quran, and positive habits that continue to be carried over into daily activities.

   Thus, the culture of memorizing the Qur'an can be an effective effort in supporting Islamic Religious Education learning, because it not only improves students' memorization abilities, but also forms the religious character and spiritual development of students as a whole.

2. Disciplined Character

   The culture of memorizing the Quran also plays a vital role in developing discipline, responsibility, and religious character in students. Regular, scheduled, and ongoing memorization activities require students to consistently review and submit memorization results according to teacher-determined targets. This process indirectly trains students to utilize their study

time effectively, develop regular study habits, and increase their awareness of their obligations.

Furthermore, memorizing the Quran encourages students to be more patient, persistent, and serious in achieving their memorization goals. Students learn to persevere when they encounter difficulties memorizing Quranic verses. Through the process of continuous repetition, students develop discipline and commitment to their assigned tasks. A sense of responsibility is also evident in the students' commitment to maintaining their memorization so that it remains fluent and does not easily become forgotten. (Husna, A., Hasanah, R., and Nugroho, P. , 2021)

The consistent practice of memorizing the Quran, accompanied by teacher guidance and supervision, can create a religious, orderly, and conducive learning environment. Teachers not only act as memorization guides but also as role models in instilling Islamic values in students. A school environment that supports memorization activities brings students closer to the Quran and accustomed to applying religious values in their daily lives. Thus, the culture of memorizing the Quran not only improves students' memorization abilities but also makes a significant contribution to the formation of positive character, good morals, and a religious personality in students.

CONCLUSION

Based on the results of research at SMP Negeri 5 Nganjuk, the culture of writing, reading, and memorizing the Qur'an has an important role in realizing effective Islamic Religious Education learning, namely as follows:

1. The culture of writing the Qur'an has been proven to provide a significant contribution in realizing effective Islamic Religious Education learning: First, this activity can provide cognitive benefits in the form of understanding religious material and also developing students' psychomotor skills. Second, this Qur'an writing activity makes students better understand the structure of the hijaiyah letters and the correct use of harakat, the gradual repetition process helps students strengthen their memory of the written verses while supporting a simple understanding of the meaning of the verses.
2. The culture of reading the Qur'an is carried out routinely after the congregational Dhuha prayer as part of religious habits in schools. Although students' ability to read the Qur'an is not yet evenly distributed and some students still stutter in reading, students' enthusiasm and motivation to learn remain high. This is evident from the students' activeness in following the teacher's instructions and their sincerity in practicing reading. The implementation of a scheduled and continuous

culture of reading the Qur'an has a positive impact on the gradual development of students' reading skills, while also forming religious character, discipline, and responsibility.

3. The culture of memorizing the Quran can make a real contribution to developing students' memorization skills and reading quality. This activity also accustoms students to closer and active interaction with the Quran in their daily lives. Despite differences in memorization abilities among students, the memorization activity remains effective thanks to teacher guidance carried out in stages according to each student's ability. Good synergy between teachers and schools in creating a structured and sustainable program also supports the effectiveness of this activity. In addition to impacting cognitive aspects, the culture of memorizing the Quran also plays a role in shaping the character of discipline, responsibility, and religiosity in students, as well as encouraging student activeness and involvement in Islamic Religious Education (PAI) learning.

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