



## Teachers' Efforts In Incorporating Religious Character In Students Through Al-Qur'an Reading Activities At Mis Humaira, Bengkulu City

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### ABSTRACT

This research is motivated by the importance of forming religious character of students since elementary school age through habitual activities of reading the Qur'an in the school environment, however, various problems are still found such as differences in student reading abilities, lack of motivation, and environmental and technological influences that can hinder the process of internalizing religious values. This study aims to describe the efforts of teachers in instilling religious character, analyze the implementation of Qur'an reading activities in forming student character, and identify supporting and inhibiting factors in its implementation at MIS Humaira Bengkulu City. The method used is qualitative with a descriptive approach, with research subjects of teachers, students, and parents selected by purposive sampling. Data collection techniques through observation, interviews, and documentation, while data analysis is done through data reduction, data presentation, and drawing conclusions with triangulation of sources and techniques. The results of the study indicate that teachers make efforts through habitual reading of the Qur'an, role models, motivation, and individual guidance, as well as routine Qur'an reading activities every morning are able to shape student character such as discipline, responsibility, calmness, and religious attitudes. Supporting factors include the active role of teachers, school support, and routine practice, while inhibiting factors include students' uneven reading ability, lack of parental guidance, and the influence of gadgets. In conclusion, Quran reading activities are effective in instilling religious character in students if carried out consistently and supported by various parties, and have important implications for the roles of teachers, schools, and parents in the ongoing development of student character.

**Keywords :** *Teacher Efforts, Religious Character, Reading the Qur'an, Habits, Character Education.*

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### INTRODUCTION

Islamic religious education in elementary schools is a crucial foundation for shaping children's character and personality from an early age. One essential aspect is cultivating the habit of reading the Quran as part of routine religious activities. However, many children are still not accustomed to reading the Quran regularly, either at school or at home.

Implementing character education in schools is a crucial step in developing students' character and potential, both in their ability to position themselves, make decisions, and behave. Character education based on religious values is a crucial aspect to implement in elementary schools because it can foster and strengthen students' religious attitudes (Lyna & Zeni, 2020).

Religious character is one of the values within character education related to a person's relationship with God. This value encompasses ways of thinking, speaking, and acting that are always sought to align with religious teachings or divine values.

Islamic education plays a significant role in shaping individuals who are faithful, pious to Allah SWT, and possess a healthy psychological state. This education emphasizes not only intellectual aspects but also moral development. This aligns with the Islamic principle that states "Al-

Adabu Fauqo Al-Ilmi," meaning "Adab is higher than knowledge." Therefore, Islamic education is aimed at developing children with good character, noble morals, a pure soul, good manners, and who live their lives with sincerity and honesty (Mohamad Furqon, 2024).

In this era of globalization and rapid technological development, spiritual and moral values are often neglected. Therefore, schools have a strategic role in instilling religious values from an early age. One effective way to do this is through the habit of regularly reading the Quran.

The Quran is not only a holy book but also a guide for the lives of Muslims, containing moral, spiritual, and social values. Introducing children to reading the Quran at school is an important strategy to ensure they grow close to their holy book. Consistently reading the Quran can improve spiritual quality, strengthen morals, foster discipline, and foster a love for the Quran.

Reading the Quran is one way to maintain the purity of the holy book. The Prophet Muhammad (peace be upon him) said that whoever reads the Quran and practices its contents will be given a crown of light brighter than the sun on the Day of Judgment (Narrated by Abu Daud) (Lathifah et al., 2023). Therefore, Quranic recitation skills are a fundamental skill that every Muslim must possess, encompassing fluency, accurate pronunciation (makharijul huruf), and correct application of Tajweed (Mayangsari & Nisak, 2024; Elfi Rahma et al., 2025).

Based on initial observations at MIS Humaira in Bengkulu City, this madrasah is one of the educational institutions committed to developing a Quranic generation through a routine Quranic recitation program every morning. This program is implemented before the start of classes, where all students read the Quran together, guided by the teacher, for 15–20 minutes. This activity is expected to internalize Quranic values in students, increase religiosity, strengthen a sense of community, create a religious school culture, improve tajweed (recitation), and foster a love of the Quran.

Based on this, this study was conducted to examine teachers' efforts to instill religious character in students through daily Quranic reading activities at MIS Humaira in Bengkulu City. This activity aims to cultivate a love of the Quran, instill discipline, and strengthen character development from an elementary school level.

Based on the background described above, the researcher believes that habituating Quranic reading plays a crucial role in shaping students' religious character from an early age. This activity is not merely a reading activity but also a means of developing attitudes, values, and habits that reflect religious behavior in daily life.

The researcher also believes that the success of this activity is greatly influenced by the role of teachers as guides and role models. Teachers function not only as instructors but also as motivators, capable of fostering students' enthusiasm for Quranic reading and instilling religious values on an ongoing basis.

Furthermore, regular Quran reading activities in schools can be an effective way to cultivate this habit if implemented consistently and supported by a conducive environment. Therefore, a more in-depth study is needed to determine how teachers can optimize these activities to have a tangible impact on developing students' religious character.

Several previous studies support the importance of Quranic recitation programs for students. Nurhidayati's (2023) study, "Implementation of the Juz 'Amma Recitation Program at MTs Ma'arif NU 1 Rawalo Banyumas," demonstrated that implementing a Quranic recitation or memorization program in schools is effective in familiarizing students with the holy book from an early age. Similarly, Anisa Eka Zami Nur Aulia's (2024) study found that regular Quranic recitation positively impacts students' reading abilities, including reading skills, pronunciation accuracy, tajwid comprehension, and character development such as honesty and discipline. However, a research gap remains: few studies have specifically examined teachers' efforts to instill religious character through regular Quranic recitation, particularly in the context of implementation in certain elementary schools, such as MIS Humaira in Bengkulu City. They also have not yet fully explored teachers' strategies and active roles in the process. The novelty of this research lies in its focus on in-depth examination of teachers' efforts to instill religious character in students through the daily morning Quran reading activity at MIS Humaira,

Bengkulu City. This research not only examines the impact of the activity but also examines the process, strategies, and role of teachers in shaping students' religious habits. Theoretically, this research is based on character education theory, which emphasizes the importance of habituation in shaping behavior, as well as Islamic education theory, which integrates cognitive, affective, and psychomotor aspects in learning. Therefore, Quran reading is seen as a means of character formation that not only improves reading ability but also instills religious values in students' lives.

This research focuses on teachers' efforts to instill religious character in students through the daily morning Quran reading activity at MIS Humaira, Bengkulu City. The purpose of this study is to describe the efforts made by teachers to instill religious character, analyze the implementation of Quran reading activities in shaping student character, and identify supporting and inhibiting factors in the implementation of these activities. This will provide a clear picture and serve as a basis for developing religious character-based learning in elementary schools.

## METHOD

This study uses a qualitative research type with a descriptive design that aims to understand in depth the efforts of teachers in instilling religious character through Qur'an reading activities at MIS Humaira Bengkulu City. Participants in this study included teachers, students, and parents who were selected using a purposive sampling technique based on their involvement in the activity. The research instrument used was the researcher as the main instrument, supported by observation, interview, and documentation guidelines. Data collection techniques were carried out through direct observation of Qur'an reading activities, interviews with teachers, students, and parents, and documentation related to the activity. Data analysis was carried out through the stages of data reduction, data presentation, and drawing conclusions, with data validity tested through triangulation of sources and techniques. This research was conducted in the even semester of the 2025/2026 academic year for approximately two months, starting from the initial observation stage to data processing and analysis.

## RESULT AND DISCUSSION

Based on the results of the understanding that has been done through observation techniques, interviews, and documentation obtained data regarding the efforts of teachers in instilling religious character to students through the activity of reading the Qur'an at MIS Humaira Bengkulu City, the data obtained were then analyzed qualitatively to describe the real conditions that occur in the field. The results of this study are presented in accordance with the research objectives, namely to determine efforts in instilling religious character of students in reading the Qur'an in addition. The findings obtained are also supported by relevant theories to strengthen the research results.

Based on the results of research conducted at MIS Humaira in Bengkulu City, key findings were obtained related to teachers' efforts in instilling religious character and the implementation of Quran reading activities in shaping students' character. These findings indicate that these activities not only impact reading ability but also shape students' religious attitudes, habits, and behaviors in their daily lives.

Teachers' efforts in instilling religious character are carried out through the habit of routinely reading the Quran every morning before class begins. This activity is the first step in forming positive habits in students, particularly in terms of time discipline and readiness to learn. Teachers consistently guide students to participate in activities in an orderly, serious, and conscious manner without coercion.

Furthermore, teachers also provide role models in reading the Quran properly and correctly according to the rules of tajwid. This example serves as a concrete example for students to imitate the correct reading method and instills the value of sincerity in worship. Teachers also provide continuous motivation so that students have a love for the Qur'an and make it a part of their daily habits.

Teachers also provide individual guidance to students experiencing reading difficulties. This approach ensures that each student receives personalized attention, allowing for gradual improvement in reading skills. Through this guidance, students also become more confident, less likely to feel left behind, and more motivated to engage effectively in Quran reading activities.

Quran reading activities are structured, routine, and scheduled before the learning process begins. All students participate in these activities together in class, guided by the teacher, creating an orderly, conducive, and reverent atmosphere. These activities occur consistently every day, forming repetitive and ingrained habits.

In practice, Quran reading activities focus not only on reading skills but also on developing student attitudes and character. Students are trained to be disciplined, punctual, maintain order during the activity, and respect the learning process. Furthermore, the calm and religious atmosphere of these activities helps students develop focus, patience, and self-control. This activity also demonstrated significant changes in student behavior, as students began to develop an awareness of the need to read the Quran without being instructed by the teacher. Students became accustomed to praying before and after the activity, demonstrating politeness to teachers and peers, and developing a greater appreciation for religious values in their daily lives. Thus, Quran reading not only develops reading skills but also fosters students' overall religious character.

Supporting factors, in the implementation of this activity include the active role of teachers as guides and motivators, support from the school in allocating dedicated time for the activity, and the creation of a religious and conducive school environment.

Furthermore, establishing routine habits is also an important factor in shaping student character, as consistent activities are more likely to become ingrained in students as positive habits.

Meanwhile, inhibiting factors identified include students' uneven reading ability, lack of parental guidance at home, and the influence of gadget use, which can reduce students' focus and interest in participating in Quran reading activities.

The data visualization, in this study is presented in tabular form to provide a clearer picture of the level of participation and changes in students' religious attitudes in Quran reading activities. Data were obtained from observations during the implementation of the activity.

Table 1. Level of Participation and Development of Students' Religious Character

No	Observed Aspects	Before The Activity	After The Activity
1	Discipline	Low	Good
2	Active participation in activities	Enough	Good
3	Reding ability	Not Enough	Enough
4	Polite attitude	Enough	Good
5	Habit of praying	Not Enough	Good
6	Awareness of independent reading	Low	Enough

The table shows improvements in almost all observed aspects after the regular implementation of Quran reading activities. Student discipline, which was initially low, improved, as evidenced by more punctual attendance and readiness to participate in activities. Student activity also increased, as evidenced by more serious and focused participation in activities.

Quran reading ability showed improvement, although it remained in the adequate category, due to differences in initial abilities among students. Furthermore, politeness and

prayer habits improved significantly, indicating that this activity impacts not only cognitive aspects but also the development of students' religious character.

Students' awareness of reading the Quran independently also began to emerge, although not evenly across all students. This demonstrates that regular practice can gradually foster awareness within students. Therefore, this data visualization reinforces the finding that Quran reading activities have a positive contribution to shaping students' religious character.

Although the research results indicate a positive impact of Quran reading activities on the development of students' religious character, several negative or anomalous data were found that are important to note in the implementation of the activities. Based on observations, some students still lack focus and do not fully participate in the activities seriously, such as talking with friends or not paying attention during the activities. This indicates that students' concentration levels are not evenly distributed.

Furthermore, students' Quran reading abilities also vary. Some students still have difficulty pronouncing letters correctly and do not yet fully understand the rules of tajweed. This condition causes the activities to run unevenly, as teachers need to pay more attention to certain students.

Another hindering factor is the lack of parental guidance at home. Some students do not receive sufficient support in cultivating the habit of Quran reading outside of school, resulting in less than optimal development of their religious abilities and character.

Furthermore, the influence of gadget use is also a factor affecting student engagement in the activities. Students tend to be more interested in digital entertainment than reading, resulting in a decreased interest and focus in Quran reading activities. With the findings of these negative data, it can be concluded that although the activity of reading the Qur'an has a positive impact, further efforts and cooperation between teachers, schools, and parents are still needed to overcome existing obstacles so that the results obtained can be more optimal.

Based on the research findings, an analysis was conducted to in-depth examine teachers' efforts to instill religious character, the implementation of Quran reading activities in shaping students' character, and the supporting and inhibiting factors that influence these activities. This analysis links field findings with relevant theories to provide a more comprehensive understanding.

Teachers' efforts to instill religious character demonstrate the crucial role of teachers in shaping students' personalities. This aligns with the theory that teachers have a responsibility to develop students' potential across cognitive, affective, and psychomotor domains (Gunawan & Imam, 2023). In this study, teachers not only taught Quran reading but also provided role models, motivation, and direct guidance to students.

Through routine practice, teachers successfully instilled religious values such as discipline, responsibility, and respect in students. This aligns with the theory of religious character, which states that religious values guide attitudes and actions (Ariyanto et al., 2021). Therefore, making Quran reading a habit is an effective strategy for instilling religious character.

The individual approach taken by teachers to students experiencing reading difficulties also demonstrates attention to each student's individual needs. This strengthens the teacher's role as a guide, focusing not only on outcomes but also on the process of character development.

The implementation of Quran reading activities demonstrates that these activities focus not only on reading skills but also on character development. Theoretically, reading is the process of reciting the text according to certain rules (Qiptiyah, 2021), while the Quran is a guide to life that must be read, understood, and practiced (Shabuni).

Routine and structured activities can foster positive habits such as discipline, responsibility, and calmness in learning. This habituation demonstrates that character can be formed through repeated and consistent activities.

In addition, the use of learning methods for reading the Qur'an, such as the Iqro' method, Qiraati, and others (Nanang, 2022), also helps improve students' reading skills while supporting the formation of religious character through a systematic learning process.

In implementing Quranic reading activities to instill religious character in students, several factors influence the success of the activity, both supporting and inhibiting. These factors play a crucial role in determining the effectiveness of the activity in shaping students' religious character.

Supporting factors are factors that contribute to the smooth and successful implementation of Quranic reading activities in instilling religious character in students. Active Role of Teachers, Teachers are a key factor in the success of the activity because they act as guides, motivators, and role models. Active teachers in guiding and providing examples of good reading can increase students' enthusiasm and commitment to participating in the activity.

School supportin, providing dedicated time and creating a religious environment is a crucial factor. A conducive environment helps students more easily become accustomed to religious activities and instill religious values in their daily lives. Routine activities are a strong supporting factor, as consistent practice will form positive habits in students, gradually instilling a religious character. Inhibiting factors, are things that hinder the implementation of activities, thus affecting the results achieved.

Differences in reading ability among students are a barrier, as some students still have difficulty reading the Quran correctly and properly, requiring more attention from teachers. The lack of parental involvement in guiding children in reading at home prevents optimal reading habits outside of school, resulting in less than optimal student development. Uncontrolled gadget use makes students more interested in digital entertainment than reading the Quran, thus reducing their focus and interest in participating in activities.

The results of this study align with a study conducted by Nurhidayati (2023) entitled "Implementation of the Juz 'Amma Quran Recitation Program at MTs Ma'arif NU 1 Rawalo Banyumas," which found that implementing a Quran reading or memorization program in schools plays a crucial role in accustoming students to interact with the Quran from an early age. This aligns with the findings of this study, which found that regular Quran reading fosters religious habits in students and fosters discipline in learning.

Furthermore, this study aligns with a study by Anisa Eka Zami Nur Aulia (2024), which found that regular Quran reading positively impacts students' reading abilities, including reading skills, pronunciation accuracy, and understanding of Tajweed. It also contributes to character development, including honesty and discipline. Thus, the results of this study strengthen previous findings that the activity of reading the Qur'an not only improves reading ability, but is also effective in instilling students' religious character, although this study places more emphasis on the role and efforts of teachers in the implementation process.

The implications, of this research's findings indicate that Quranic recitation plays a crucial role in instilling religious character in elementary school students. These findings indicate that regular, structured, and ongoing practice can be an effective strategy in shaping students' character, particularly in aspects of discipline, responsibility, serenity, and religious attitudes in daily life. Therefore, this activity needs to be continuously maintained and developed as part of the school culture.

Furthermore, the results of this study also imply that teachers play a strategic role in the process of character formation. Teachers serve not only as instructors but also as guides, motivators, and role models who can directly influence students' attitudes and behavior. Therefore, improving teacher competence and creativity in managing religious-based learning activities is crucial.

Furthermore, these findings also indicate that the success of religious character formation depends not only on the school but also requires support from the family environment. Parents are expected to play a role in getting their children into the habit of Quranic recitation at home and to monitor gadget use to prevent it from interfering with their children's positive activities. With good collaboration between teachers, schools, and parents, the development of students' religious character can be more optimal and sustainable.

This study has several limitations, that need to be considered to provide material for evaluation and improvement in future research. These limitations relate to the research

implementation process in the field, the research subjects, and external factors influencing the research results.

**Research Time Limitations,** This research was conducted over a relatively short period of time, so observations of changes in student character could not be comprehensively observed over the long term. This results in the results only reflecting the conditions at the time of the study.

**Research Subject Limitations,** This research was only conducted at one school, MIS Humaira in Bengkulu City, so the results cannot be generalized to other schools with different characteristics. Furthermore, the limited number of respondents also affected the breadth of the data obtained.

**External Factor Limitations,** In this study, there were external factors that were difficult for the researcher to control, such as the lack of parental guidance at home and the influence of gadget use on students. These factors can influence the consistency of the results of the formation of students' religious character outside the school environment

## CONCLUSION

Based on the research results, it can be concluded that teachers' efforts to instill religious character through Quranic reading activities at MIS Humaira in Bengkulu City are carried out through routine morning practices, teacher role models, motivation, and student guidance. This activity has been proven to be effective in shaping student character traits such as discipline, responsibility, calmness, and a religious attitude in daily life. Furthermore, Quranic reading activities are influenced by supporting factors such as the active role of teachers, school support, and consistent practice. They are also influenced by inhibiting factors such as uneven student reading ability, lack of parental guidance, and the influence of gadget use. This research contributes to the development of educational science, particularly in the field of religious character education based on religious activities in elementary schools. The results reinforce the theory that routine and structured practice can be an effective strategy in shaping student character. Furthermore, this study also adds insight into the crucial role of teachers, not only as instructors but also as guides and role models in the process of internalizing religious values through Quranic-based learning activities. Future research is recommended to examine more in-depth, more varied learning strategies to enhance the effectiveness of students' religious character development, and to involve more schools to achieve broader and more comprehensive results. Furthermore, further research could examine the long-term impact of Quranic reading on students' character development, as well as the role of families in supporting the program's success

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