

The Effect Of Learning Qur'an Education On The Character Of Grade VII Students Of SMP IT Ar Risalah Sukoharjo

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Abstract

This study aims to: 1) Understand the implementation of Al-Qur'an education at SMPIT Ar Risalah Laweyan, Sukoharjo, during the 2023/2024 Academic Year; 2) Identify the character of seventh-grade students at SMP IT Ar Risalah Laweyan, Sukoharjo, during the 2023/2024 Academic Year; and 3) Analyze the influence of Al-Qur'an education on the character of seventh-grade students at SMP IT Ar Risalah Laweyan, Sukoharjo. This research employs a quantitative approach with a correlational method. The subjects of the study are seventh-grade students, with additional information sourced from Al-Qur'an teachers and students. Data were collected using questionnaires, interviews, observations, and documentation. Data analysis includes data collection, data reduction, respondent data analysis, and conclusion drawing. The findings reveal that Al-Qur'an education at SMP IT Ar Risalah has been implemented through planning, execution, and evaluation phases to shape students' character. In the planning phase, the school's vision and mission serve as guidelines for Al-Qur'an education, supported by a strong commitment to Islamic values-based education. The execution phase systematically integrates the Al-Qur'an education-based curriculum. Meanwhile, the evaluation phase is conducted transparently, accountably, efficiently, and effectively to improve the quality of education. This study concludes that Al-Qur'an education significantly contributes to shaping students' character, creating a conducive learning environment aligned with Islamic educational values.

Keywords: Student Character; Islamic Education; Evaluation.

Abstrak

Penelitian ini bertujuan untuk: 1) Mengetahui pembelajaran pendidikan Al-Qur'an di SMPIT Ar Risalah Laweyan, Sukoharjo Tahun Pelajaran 2023/2024; 2) Mengetahui

Artikel Info

Received:

July 13, 2024

Revised:

October 14, 2024

Accepted:

November 18, 2024

Published:

December 10, 2024

karakter siswa kelas VII SMP IT Ar Risalah Laweyan, Sukoharjo Tahun Pelajaran 2023/2024; dan 3) Menganalisis pengaruh pembelajaran pendidikan Al-Qur'an terhadap karakter siswa kelas VII SMPIT Ar Risalah Laweyan, Sukoharjo. Penelitian ini menggunakan pendekatan kuantitatif dengan metode korelasional. Subjek penelitian adalah siswa kelas VII, sedangkan sumber informasi melibatkan guru Al-Qur'an dan siswa. Data dikumpulkan melalui angket, wawancara, observasi, dan dokumentasi. Analisis data meliputi pengumpulan data, reduksi data, analisis data responden, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa pembelajaran Al-Qur'an di SMP IT Ar Risalah telah diterapkan melalui tahapan perencanaan, pelaksanaan, dan evaluasi untuk membentuk karakter siswa. Pada tahap perencanaan, visi dan misi sekolah menjadi pedoman pembelajaran Al-Qur'an dengan komitmen kuat terhadap pendidikan berbasis nilai-nilai Islam. Tahap pelaksanaan mengintegrasikan kurikulum berbasis pendidikan Al-Qur'an secara sistematis. Sedangkan evaluasi dilakukan secara transparan, akuntabel, efisien, dan efektif guna meningkatkan kualitas pembelajaran. Penelitian ini menyimpulkan bahwa pembelajaran Al-Qur'an berkontribusi signifikan terhadap pembentukan karakter siswa, menciptakan lingkungan pembelajaran yang kondusif dan sesuai dengan nilai-nilai pendidikan Islam.

Kata Kunci: Karakter Siswa; Pendidikan Islam; Evaluasi.

A. Introduction

Education is an important part of life. This kind of understanding, it may seem forced, but if we try to follow the flow and process of human life, then it is undeniable that education has colored the long path of human life from beginning to end. Education becomes the true guardian and becomes a necessity for human beings. V.R. Taneja, quoted the Lodge's

prooperty statement, that *life is education and education is life*. It is argued that talking about human beings will always be at the same time as education, and vice versa (V.R. Taneja Itu, 2015:6)

Learning is a system consisting of various components that are interconnected and influencing. These components are study, material, method and evaluation. Of the four

learning components, the goal is the main focus of development. This means that the other three components must be returned with reference to the destination component. Learning is essentially a causal process.

Teachers as teachers are the result of making student learning as a result of teachers who teach. Therefore, teachers as central figures must be able to establish the right learning strategy so that they can encourage the creation of active, productive, and efficient student learning, students as students are the main subjects in the learning process. The success of goal abandonment depends a lot on the readiness and learning methods carried out by students. This way of learning can be done in the form of groups (*clastical*) or perorongs (individuals).

Therefore, teachers in teaching must pay attention to the readiness, maturity level, and learning methods of students (Irawan Prasetya: 2016). Character is a habit or habit. character is seen as a solution to be established in every educational institution. The existing education system is still concerned with the academic aspect

alone. In fact, education should be developed by students competitively (Barnawi & M. Arifin: 2012).

Intellectual, emotional and spiritual intelligence need to be developed together if intellectual intelligence is to be developed (Saebani, B.A & Akhdiyat, H.:2012). As a result, this intelligence is developed by the development of the times because of the fragility of emotional and spiritual intelligence, in fact, there are still many schools that nurture the intellectual intelligence of their students. The current of globalization has brought significant changes in all aspects of people's lives. However, these changes tend to lead to a deterioration in morals and character (Jamal Ma'mur Asmani: 2011).

Character education is the creation of a school environment that helps students in the development of ethics, responsibility through models, and teaching good character through universal values (Burhan Bungin: 2004). These character values should be instilled in students so that they are able to apply them in their lives both in the family, school, community and state so

that they make a positive contribution to their environment (Lickona Thomas: 2012).

Character education has the purpose of instilling values in students and instilling a common life that respects individual freedom more (Muhibbin Shah: 2006). The quality of education and educational outcomes in schools leads to the formation of character and noble morals of students as a whole, integrated and balanced in accordance with the standards of graduate competence (Slameto: 2013). In the early years of the establishment of SMPIT Ar Risalah Sukoharjo (2016)

Teaching and learning activities occupy the former belonging to Makamhaji Village (former Makamhaji 1 Elementary School).

In 2016, teaching and learning activities moved to the SMPIT Ar-Risalah building in Gambiran Rt 06, Rw II, Cemani, Grogol, Sukoharjo. The theme of the study in this study is about the influence of learning Qur'an education on the character of grade VII students. The author took this theme because learning at school is not far from learning the Qur'an, and the author

wants to know the extent of the influence of the Qur'an on the character of students

The purpose of this research is to find out how to learn Qur'an education, the character of students and how the learning of Qur'an education is affected.

Hajar Pamaji's research entitled "Gurs Strategy of Islamic Religious Education in Shaping the Religious Character of Didi D & SMAN 1 Pare Participants The focus of the researcher in the thesis is the strategy of gura as and the religious character of students at SMAN 1 Pare. The object of the research is located at SMAN 1 Pare, on Jalan Pahlawan Kusuma Bangia No. 41,

Puhrejo, Tulungrejo, Pare Kediri District. The results of this study are teachers' strategies in shaping religious character and the role of PAI teachers in online learning. The difference between this study and the author's thesis research is that Hajar Pamuji's research discusses the strategies of PAI teachers, while the author's research is The Influence of Qur'an Education Learning on Children's Character.

Based on the context of the above research, the researcher is interested in

conducting research on learning the Qur'an which is used as a teaching material for student character education with the title "The Influence of Qur'an Education Learning on the Character of Grade VII Students at SMPIT Ar-Risalah Sukoharjo Academic Year 2023/2024

B. Method

The type of research used in this study is quantitative correlation. According to Azwar (2003) The correlational quantitative method is a study to determine whether or not there is a sigtification of the relationship between two or several variables, With the correlational technique the researcher can find out the relationship between variables. In this study, a correlational quantitative method was used to determine the influence of Qur'an learning on the character of grade VII students of SMPIT Ar Risalah Sukoharjo for the 2023/2024 Academic Year.

The population in this study is all Class VII students of SMPIT Ar Risalah Sukoharjo which totals 40 students. Because the population is less

than 100, the author here does not take a sample but makes the population as research respondents. In this study, the author uses research; population.

Referring to the opinion of Suhrsini Arikunto (2002). "If the subject is less than 100, it is better to take all. So that the research is a population study"

This data analysis technique is used to present data obtained from the field in the form of data descriptions of each variable, namely freely bound variables. The Descriptive Statistics in this study include the recitation of *the mean* (M), *mode* (MO), *standard dedication* (SD), and pie Chart for each variable whose calculation is assisted by the SPSS application program.

To categorize measurement results into three categories, the guidelines that can be used are:

Low $\times < M - 1,5SD$

Keep $M - 1,5SD < X \leq X < M + 1SD$

Tall $M + 1SD \leq X$

Meanwhile, if you want to create five categories, the guidelines that can be used are:

Very low $X \leq M - 1,5 SD$

Low $M - 1,5SD < X \leq M - 0,5 SD$
Keep $M - 0,5 SD < X \leq M + 0,5 SD$
Tall $M + 0,5 SD < X \leq M + 1,5 SD$
Very high $M + 1,5 SD < X$

Information:
M = Mean
SD = Standard Deviation

C. Result And Discussion

Validity and Reliability Test

Validity measures the extent to which the measurement instrument actually measures what is intended or desired. A high validity value indicates that the instrument does measure well. The table shows the results of the validity test, as follows:

Table 1. 1 Validity Test Results

Indicator	Validity Test Scores	Information
x1	0,684	Valid
x2	0,694	Valid
x3	0,716	Valid
x4	0,696	Valid
x5	0,705	Valid
x6	0,714	Valid
x7	0,707	Valid
x8	0,782	Valid
x9	0,671	Valid
x10	0,684	Valid
x11	0,653	Valid
x12	0,656	Valid
x13	0,738	Valid
x14	0,667	Valid

Indicator	Validity Test Scores	Information
x15	0,720	Valid
y1	0,760	Valid
y2	0,646	Valid
y3	0,823	Valid
y4	0,653	Valid
y5	0,704	Valid
y6	0,694	Valid
y7	0,689	Valid
y8	0,797	Valid
y9	0,565	Valid
y10	0,782	Valid
y11	0,728	Valid
y12	0,711	Valid
y13	0,720	Valid
y14	0,735	Valid
y15	0,788	Valid

Source: Data Processed, 2023

In this case, the validity test values for each indicator (x1 to x15 and y1 to y15) show values above 0.60, which indicates that all indicators are valid. All indicators (x1 to x15 and y1 to y15) have a validity test value above 0.60. Based on the criteria, a value above 0.60 is considered valid, so it can be concluded that the instrument used is valid for measuring the learning variables of the Qur'an (X) and the character of students (Y).

Reliability Test

Reliability measures the extent to which a measurement instrument is consistent in delivering the same

results if measured at different times or by different people. A high reliability value indicates that the instrument is reliable. Table 2.2 shows the results of the reliability test, as follows:

Table 4. 2 Reliability Test Results

Variable	Reliability Values	Information
Learning the Quran (X)	0.925	Reliable
Student Character (Y)	0.934	Reliable

Source: Data Processed, 2023

The reliability value for the Qur'an Learning variable (X) is 0.925, which indicates a high level of reliability. The reliability value for the Student Character variable (Y) is 0.934, which also indicates a high level of reliability. With a high reliability value, it can be concluded that the instruments used in this study have good consistency in measuring the variables of learning the Qur'an and the character of students. This adds confidence in the validity and reliability of the instruments used in your research.

Results of Descriptive Analysis

a. Learning the Qur'an

For the Qur'an learning indicator, it shows that the average score obtained from the respondents is 2.48, with the median also at 22, as well as a mode of 3. This reflects the general tendency of respondents' answers that show a positive perception of the Qur'an learning process in the research environment. A standard deviation of 0.64 indicates that there is moderate variation in respondents' answers, which means that although most of the answers converge around the median value, there are a number of respondents who have quite diverse views on Qur'anic learning.

This variation can be caused by differences in the respondents' experiences or educational backgrounds, which has an impact on the way they assess the Qur'anic learning process. However, a fashion score of 3 showed that the "strongly agree" answer was the most frequently chosen by respondents, indicating that the majority of respondents had a very positive view of the quality of Qur'anic learning.

b. Student character

The student character indicator shows that the average score obtained from the respondents is 2.48, with a median of 22 and a mode of 3. These numbers reflect a general perception similar to the indicators of Qur'an learning, where respondents tend to give positive assessments of students' character. A standard deviation of 0.64 indicates that there is a moderate degree of variation in respondents' answers, indicating that although most respondents gave uniform answers, there were also a small number of respondents who gave varied answers. This can indicate a difference in the way respondents assess students' character, perhaps influenced by differences in views or individual values. However, the mode that reached the number 3 indicated that "strongly agree" was the most frequent answer given by the respondents, indicating that the majority of respondents had a very positive view of the student's character, in accordance with the expected educational goals.

The average score provides an overview of the general trend in respondents' answers to each indicator.

The middle value of the data indicates the position of the center of the answer distribution and gives an idea of the distribution of the tendency. The value that appears most often in the distribution of answers. The size of the data distribution; The higher the score, the greater the variety of respondents' answers.

The results of this descriptive analysis provide an overview of the distribution of respondents' answers on each indicator. Interpret the results by taking into account general patterns, differences between indicators, and other aspects relevant to the purpose of the study.

Based on the results of the descriptive analysis presented in Table 4.3, it can be seen that the mean value for almost all indicators is in the range between 2.38 to 2.63. This shows that most respondents tend to give higher answers (score 3) on the assessment scale used. For example, the x2 and y9 indicators had the highest mean values of 2.55 and 2.6, which indicates that respondents more often chose answers on the highest scale. The mode value for most indicators is 3, which

reinforces the finding that The answer most often chosen by respondents is the highest.

In addition, the standard deviation values (Std. Deviation) for each indicator also show relatively low variation, with values ranging from 0.496 to 0.677. This low variation indicates that respondents' perceptions of the measured indicators are relatively homogeneous, with most respondents having similar views. However, there are some indicators such as x3 and y3 that show higher standard deviation values (0.64 and 0.677, respectively), indicating a larger difference in respondents' answers to these indicators.

Prerequisite Test

The interpretation of the results of the prerequisite test using the One-Sample Kolmogorov-Smirnov Test in Table 1.3 can be explained as follows:

Table 1.3 Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
Unstandardized Residual		
N		40
Normal Parameters	Mean	0.0000000
	Std.	3.06396415

	Deviation	
Most Extreme Differences	Absolute	0.184
	Positive	0.184
	Negative	-0.182
Test Statistic		0.184
Asymp. Sig. (2-tailed)		.002

Source: Data Processed, 2023

The statistical test value (0.184) is a measure of how well the data distribution corresponds to the normal distribution. The closer to zero, the better the distribution. The significance value (0.002) is the significance level of the normality test. If this value is less than the selected significance level (usually 0.05), then the null hypothesis is rejected and concludes that the data is not normally distributed.

Based on the results of the prerequisite test, the significance value (Asymp. Sig.) of 0.002 is smaller than the generally selected significance level (0.05). Therefore, we can reject the null hypothesis and conclude that the data is not normally distributed. Ideally, in the next analysis, it is necessary to consider certain aspects that can be affected by the abnormality of the data distribution.

Uji Hipotesis

Hypothesis test to test the relationship between the learning variables of the Qur'an (X) and students' character (Y) using product moment correlation. The following are the results of the hypothesis test shown in Table 1.4, as follows:

Table 1.4 Results of Hypothesis Test

Variable	Learnin g Al Quran (X)	Stude nt Char acter (Y)	Infor matio n
Learning Al Quran (X)	1	0.885	Very Strong
Student Character (Y)	0.885	1	Very Strong

Source: Data Processed, 2023

From the results of the Pearson correlation test in Table 4.5, it can be concluded that there is a very strong positive relationship between Qur'an Learning (X) and Student Character (Y) with a correlation value of 0.885. This means that the better the learning of the Qur'an, the better the character of the students, and vice versa. Therefore, the null hypothesis stating that there is no significant relationship

between the two variables can be rejected, and the alternative hypothesis is accepted.

1. Learning of Qur'an education at SMPIT Ar Risalah Laweyan, Sukoharjo for the 2022/2023 Academic Year

This discussion provides a detailed overview of the learning of Qur'an education at SMPIT Ar Risalah Laweyan in the 2022/2023 school year based on the analysis of student questionnaires. A number of key findings include aspects such as teacher consistency in delivering material, student-teacher interaction, teacher flexibility, and the use of learning media.

Teachers are considered positive in delivering Qur'an material in accordance with the curriculum, but there are variations in the regularity of material delivery according to textbooks and lesson plans. The interaction between teachers and students in the form of discussion and exchange of opinions received a positive response, showing good involvement in the learning process. The flexibility of teachers in providing

opportunities to ask questions, opinions, and give assignments is also a positive point.

The use of learning media, including videos, is rated well by most students. However, there are indications that the use of books alone can lead to boredom. The implications of these findings include increasing teacher consistency in following textbooks and lesson plans, developing a more varied use of learning media, and continuous efforts to develop the curriculum to remain relevant and engaging for students.

Other recommendations include a focus on developing student-teacher and student-student interactions, such as through discussions, to increase student participation in the learning process. The implementation of this recommendation is expected to make a positive contribution to the quality of learning of Qur'an education at SMPIT Ar Risalah Laweyan.

2. Character of grade VII students of SMP IT Ar Risalah Laweyan, Sukoharjo for the 2022/2023 Academic Year

The discussion of the character of grade VII students at SMPIT Ar

Risalah Laweyan, Sukoharjo, in the 2022/2023 Academic Year was based on the analysis of the results of the questionnaire. Various character indicators, such as discipline, honesty, tolerance, independence, and religiosity, are the main focus in understanding student behavior. Student discipline is seen to be high, both in obedience to the time of arrival at school and in completing assignments on time. This reflects a positive pattern of behavior and can support the creation of an orderly learning environment.

The honesty of students, especially in conveying opinions and non-cheating behavior, shows the existence of integrity and the value of honesty that is upheld in an academic context. Students' attitude of tolerance was also positive, with the majority accepting the differences in the traits of classmates and understanding them. This reflects the school's success in forming an attitude of tolerance among students.

Although most students expressed independence in completing assignments, there was variability in

their responses to independence, suggesting that some students sometimes needed help or encouragement. The religiosity of the students was prominent, with the majority of students stating that they always carry out religious obligations such as praying on time and memorizing and practicing the contents of the Qur'an.

Overall, the character of students at SMPIT Ar Risalah Laweyan, Sukoharjo, in the 2022/2023 Academic Year, can be considered positive with a strong attitude of discipline, honesty, tolerance, independence, and religiosity. Recommendations include continuing to encourage the development of student independence, engaging them in activities that reinforce positive values, and providing support to improve the quality of tolerance among students. The implementation of policies or special programs can be steps that support the improvement of students' positive character at SMPIT Ar Risalah Laweyan.

3. The Influence of Qur'an Education Learning on the

Character of Grade VII Students of SMPIT Ar Risalah Laweyan, Sukoharjo Academic Year 2022/2023

The influence of learning Qur'an education on the character of grade VII students at SMPIT Ar Risalah Laweyan, Sukoharjo, in the 2022/2023 Academic Year can be analyzed through the results of the product moment correlation hypothesis test which shows a very strong positive relationship between the two variables. With a correlation value of 0.885, it can be concluded that the better the learning of the Qur'an, the better the character of the students, and vice versa.

These results indicate that learning the Qur'an at SMPIT Ar Risalah Laweyan has a significant positive influence on the formation of students' character. Aspects of character such as discipline, honesty, tolerance, independence, and religiosity, measured through questionnaires, seem to have a positive impact on the Qur'anic learning process.

The importance of learning the Qur'an in shaping students' character

can be the basis for improving and optimizing teaching strategies at SMPIT Ar Risalah Laweyan. The application of more interactive learning methods, the provision of added value through religion-based extracurricular activities, and the increase in the role of teachers as facilitators of religious learning may be recommendations to further strengthen the positive influence of Qur'an learning on students' character.

The importance of understanding this correlation can also be a foothold for schools in developing a more targeted character development program, by integrating Qur'an values into students' daily lives outside the scope of the classroom. Along with that, continuous evaluation of learning methods and the implementation of religious curricula need to be carried out to ensure that this positive influence can be maintained and continuously improved.

D. Conclusion

From the presentation of the results and discussion in the previous chapter, it can be concluded, namely:

1. The learning of Al-Quran education at SMPIT Ar Risalah Laweyan, Sukoharjo for the 2022/2023 academic year shows that the results of the validity and reliability test show that the instruments used in this study are reliable and valid for measuring the variables of Al-Quran learning. The descriptive test also illustrates that the material, methods, and evaluation of Al-Quran learning at SMPIT Ar Risalah Laweyan are quite good, giving an idea that the learning process is going well.
2. The character of grade VII students of SMPIT Ar Risalah Laweyan, Sukoharjo for the 2022/2023 academic year showed positive results. The results of the descriptive analysis revealed that students showed a good level of character in aspects such as religiosity, honesty, discipline, tolerance, and independence. This indicates that the learning environment of the Qur'an in schools makes a

- positive contribution in shaping the character of students.
3. The influence of learning Al Quran education on the character of grade VII students of SMPIT Ar Risalah Laweyan, Sukoharjo for the 2022/2023 academic year can be concluded as significant. The results of the hypothesis test show that there is a very strong positive relationship between learning the Qur'an and the character of students. Therefore, it can be considered that the implementation of Al-Quran learning in schools has a considerable positive impact on the formation of students' character.

Based on the conclusions in the previous sub-chapter, suggestions can be prepared for this study, namely:

1. SMP IT Ar Risalah Laweyan, Sukoharjo, is expected to continue to improve and optimize the learning method of the Quran so that it can be more effective in shaping the character of students. The application of innovative and interactive methods can be an

- alternative to increase students' interest and understanding of Quranic material.
2. The development of training and improvement of the qualifications of teachers learning Al-Quran is expected to be a focus in increasing the effectiveness of learning. Support in improving teachers' pedagogical and leadership skills can have a positive impact on the learning process and its influence on students' character.

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