

## IMPLEMENTATION OF THE QURAN READING PROGRAM IN FORMING STUDENTS' DISCIPLINED CHARACTER

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### Abstract

This study aims to describe teacher strategies for forming students' disciplined character by implementing the Al-Qur'an reading program at MTsS Al Khairat Percut Sei Tuan. This research was conducted from February 19, 2024, to May 13, 2024, at MTsS Al Khairat Percut Sei Tuan; this study uses a type of field research with a qualitative method with a descriptive design. This study uses 2 data sources, namely primary data taken from interviews and secondary data taken from supporting documents in the implementation of the Al-Qur'an reading program. Data collection techniques use direct observation at the location, face-to-face interviews with the principal, homeroom teacher, PAI teacher, and six students, and documentation of activities related to the research. Data analysis is carried out by 1) conducting data collection through in-depth interviews and observations of selected informants through supporting documentation. 2) conducting data reduction from the results obtained in accordance with the indicators and focus of the study. 3) presenting data in the form of descriptive text as a form of illustration of the research results. 4) drawing conclusions related to the implementation of reading the Qur'an in forming the character of student discipline at MTsS Al-Khairat Percut Sei Tuan. The results of this study, the implementation of reading the Qur'an at MTsS Al Khairat Percut based on the implementation, planning, and evaluation in improving the character of student discipline went well as expected, marked by an increase in student discipline in following the Qur'an reading program, and can shape students' personalities better, especially getting used to reading the Qur'an.

### Keywords

Implementation, Reading the Qur'an, Disciplined Character.



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## INTRODUCTION

The program of reading the Qur'an before starting the lesson is carried out every day at MTsS Al-Khairat Percut Sei Tuan, and this program provides an opportunity for students who are not yet fluent and proficient in reading the Qur'an to participate in the Qur'an reading program which is also carried out after academic learning is complete. This program was held because there are still 60% of students who have a minimal ability to read the Qur'an. Therefore, the existence of this program is very helpful for students who have difficulty reading the Qur'an; this was stated by the principal during the initial observation. According to Joy, the program activities for reading the Qur'an are useful for gaining religious knowledge and applying it to improve students' character and discipline, increase students' faith, and realize happiness in the world and safety in the hereafter (Meria, 2018). This Quran reading program requires students to be able to read the Quran well for the development of knowledge, reasoning, interests, talents, and efforts to improve behavior and as a service to the community (Jubaidah, 2018). In addition, this Al-Quran reading program has the aim of being a place to show the various potentials that exist within oneself that can be encouraged to become better (Hermawan, 2019) so that this Al-Qur'an reading program can help maximally in increasing interest, talent, and skills and provide a good effect on the personality of students who follow the program.

The character of discipline in the implementation of this program certainly has a very great urgency for students of MTsS Al-Khairat Percut Sei Tuan because it is the foundation for forming their personality in accordance with Islamic values. The implementation of discipline in schools teaches students to obey the rules, carry out responsibilities, and value time. MTsS Al-Khairat Percut Sei Tuan applies learning that does not only focus on academic aspects but also on the formation of morals and spirituality; discipline helps students carry out worship on time, such as congregational prayer, and obey school rules based on religious values. This certainly instills a sense of responsibility, which is an important provision for their future lives. Because students implement a disciplined attitude, it can also slowly foster an Islamic character attitude in students, such as honesty, trustworthiness, and obedience to rules, which reflect noble moral values. Thus, the habit of discipline since MTsS not only prepares students to be successful academically but also to become moral and responsible individuals in community life.

The Quran reading program at MTsS Al-Khairat Percut Sei Tuan is very relevant as an effort to shape the character of students who are religious and have noble morals. In addition to supporting the mission of education based on Islamic values, this program also aims to improve students' Quran literacy skills, both in terms of tajwid, makhraj, and understanding of its contents. In the context of adolescence which is a phase of identity formation, the habit of reading the Quran can be a strong spiritual foundation to face the challenges of the times. With this habit, students are not only expected to be able to read the Quran well but also apply the values contained therein in their daily lives, thus producing a generation that is intellectually, emotionally, and spiritually intelligent.

The management of human resources and systems in the Al-Quran reading program at MTsS Al-Khairat Percut Sei Tuan is carried out through a structured and continuous approach. The teaching staff involved, such as religious teachers and tahsin instructors, are selected based on their competence in the science of tajwid and effective Al-Quran teaching methods. Routine training is also provided to improve the quality of teaching. This program system is designed with a schedule that is integrated into the school's daily activities, such as religious lessons, special time for reading the Al-Quran, and periodic evaluations. The curriculum is designed according to the student's ability level, starting from reading the Al-Quran properly and correctly to being able to understand the meaning of the verses of the Al-Quran. With this system, it is hoped that all students have a standard of competence in reading the Al-Quran properly before completing their education at MTsS Al-Khairat Percut Sei Tuan.

In addition, the purpose of the study was to describe the teacher's strategy in forming the character of student discipline in implementing the program of reading the Qur'an and the gradual formation of exemplary values, responsibility, and order in daily life at MTsS Al-Khairat Percut Sei Tuan. Abdurrahman An-Nahlawi stated that the habit of reading the Qur'an is part of Islamic education that functions to build noble morals, including discipline, by internalizing divine values. In addition, Ki Hajar Dewantara stated that the emphasis on positive habits in the morning that are structured, such as reading the Qur'an, is an effective method for forming a disciplined character through exemplary behavior and self-habitation. All of these views underline that the program of reading the Qur'an not only builds religious aspects but also strengthens students' character in terms of discipline, responsibility, and self-control.

This study also cited several previous studies that are relevant to the problems in this study. Sovia's study discusses that the purpose of reading the Qur'an is to foster a sense of love for students

towards the Qur'an in accordance with the rules of tajwid and also as a good character formation for students (Sovia, 2022). Hello stated that the formation of religious character and student discipline can be seen from the activities in which students participate in reading the Koran in the morning before starting academic learning (Hamli, 2023). Dear Sir, In this study, it was stated that the implementation of the morning tilawah method can foster a disciplined character in students because, basically, a good attitude, if carried out consistently in the morning, will also foster good results (Seftiyan., 2020). Ulil Amri Syafri stated that in the formation of student character, encouragement is needed from the family and the surrounding environment so that the students' enthusiasm is realized every day (Effendi et al., 2016). Rina Juliana et al. states that getting into the habit of reading the Koran every day at school is the first step in appreciating, understanding, loving, and being able to practice what is contained in each verse that is recited (Febriyanti, Meliyana, Hindun Hindun, 2022). Therefore, the explanation of several previous studies can be summarized as a statement indicating that the implementation of reading the Qur'an still needs a special strategy so that the activities continue without any obstacles so that the expected achievements will be achieved. Well, therefore the researcher raised this problem so that later, the implementation of reading the Qur'an in forming the character of student discipline has a clear direction and purpose.

This study aims to describe the teacher's strategy in forming students' disciplined character by implementing the Al-Qur'an reading program at MTsS Al Khairat Percut Sei Tuan by providing an Al-Qur'an reading program to students before the lesson begins using several strategies to support this program.

## **METHOD**

The type of research used is a qualitative method in the form of field research and uses a descriptive design (Yusuf, 2017). According to Bogdan and Taylor in the book, Lexi J. Moleong defines qualitative methodology as a research procedure that produces descriptive data in the form of written words from people and observed behavior (Meleong, 2010). As for according to Dedi Mulyana, Field research is a type of research that studies phenomena in their natural environment.(Mulyana, 2004).Therefore, the researcher chose this research using field studies because he wanted to see how the direct process of implementing the Qur'an reading program forms students' disciplined character and ensures the accuracy of the data and information obtained. By using qualitative research types, this study aims to explore and describe various phenomena and

conditions related to research objects in the field.

The location of this study is located on Jl. HM Harun, Gg. Mulia Ujung, Percut Sei Tuan District, Deli Serdang Regency, North Sumatra. The selection of this location is based on the research needs that are in accordance with the problems raised in this study. Primary data sources and secondary data sources were used in this study where the primary data source was obtained from the results of in-depth interviews with the principal, homeroom teacher, Islamic Religious Education teacher, and representatives of 6 students. Secondary data in this study is support for primary data, such as documents of student activities in the application of reading the Qur'an and some accurate supporting data regarding the method in the application of reading the Qur'an.

Data collection techniques are the main step in research because Data collection is an approach used to obtain comprehensive and scientific information in research; this data collection process is very important and requires specific techniques. As for obtaining the required data, several techniques are used in data collection, such as:

Observations in this study were conducted by direct observation of the research location to obtain information from problems that occurred related to the research subject. In this study, initial observations were conducted from February 19 to February 29, 2024, and began by observing how the Qur'an reading program activities were carried out before the lesson began. This observation is a systematic recording of the phenomena being investigated, and observations in this study use participant observation; namely, researchers are directly involved in activities related to the problems to be raised in the study. The steps in compiling observations in this study are: 1) to find out what strategies teachers must have in implementing Qur'an reading. 2) to find out about how to apply it after using the strategy. 3) how internal and external factors are so that what is expected is achieved.

Interviews in this study were conducted face to face with a semi-structured type from March 1 to May 2, 2024. In this study, interviews were conducted based on guidelines containing several main questions to be asked to the interview subjects. So that later, it will produce real information that occurs in the field. Interviews were aimed at the principal, homeroom teacher, and Islamic Religious Education teacher to find out how the strategies and implementations were carried out in implementing the Al-Quran reading program in forming students' disciplined character using several factors that were carried out. In addition, interviews with three male and three female students were also conducted to find out whether the implementation using several strategies and

several supporting factors was quite relevant to students.

Documentation in this study began on May 3 to May 13, 2024, which is a method of qualitative data collection by viewing and analyzing existing documents, as well as evidence that researchers conducted research as it happened in the field. The instruments in data collection used in this technique are in the form of documentation guides in the study in the form of interview data and reading the Qur'an at MTsS Al-Khairat Percut Sei Tuan.



**Figure 1.** The Process of Explaining the Laws in the Qur'an before the Lesson Begins.

The data analysis technique in this study uses Miles and Huberman data analysis (Puji Lestari, 2021). First, collecting data through in-depth interviews and observations of selected informants and through supporting documentation. Second, reducing data from the results obtained in accordance with the indicators and focus of the study. Third, presenting data in the form of descriptive text as a form of illustration of the research results. Fourth, drawing conclusions related to the implementation of reading the Qur'an in forming the character of student discipline at MTsS Al-Khairat Percut Sei Tuan.

## **FINDINGS AND DISCUSSION**

### **Findings**

#### **Teacher Strategy in Forming Student Discipline Character Through the Implementation of the Al-Qur'an Reading Program at MTsS Al Khairat Percut**

The strategy implemented by the teacher in this study is one of the most effective efforts in building and instilling positive personality values in students. The program designed in this study aims to integrate religious learning, especially the teachings of the Qur'an, with daily life practices. With this approach, students not only understand the texts of the Qur'an cognitively but can also apply these values in their lives. It is expected that students are able to internalize religious teachings

in their daily attitudes and behaviors, such as discipline and obedience to school regulations (Nasution, 2019).

Through careful planning, consistent implementation, and systematic evaluation, teachers act as the main facilitators in ensuring that the program runs smoothly. The role of teachers is very important in assisting students to develop positive attitudes in accordance with religious teachings, as well as providing clear direction regarding the implementation of these values. By ensuring that the program runs smoothly, teachers can motivate students to undergo the learning process with enthusiasm and responsibility.

The next section of this study will review in more detail the findings related to the effectiveness of strategies implemented by teachers in forming positive character in students. These findings are expected to provide a clearer picture of the impacts of implementing these strategies, both in terms of discipline and the formation of students' noble morals in schools. The results of this evaluation are concrete evidence that shows the success or improvements that need to be made in implementing the program in the future.

**Table 1.** Teacher Strategy in Forming Student Discipline Character Through the Implementation of the Al-Qur'an Reading Program at MTsS Al Khairat Percut

No	Planning a Quran Reading Program	Implementation of the Al-Qur'an Reading Program	Reading Program EvaluationAl-Qur'an
1	Arrange a regular schedule for reading the Qur'an at school (every morning before starting lessons and at the end of lessons after academic lessons).	Involve students directly in reading the Qur'an together in class	Conducting Qur'an reading tests to assess student development.
2	Determine reading targets for each student.	The teacher monitors and provides direct evaluation of tajweed and reading fluency.	Teachers provide feedback and motivation to students to improve their abilities.
3	Conduct training for teachers to guide students in reading	Make this activity a part of the school culture that is carried out in a disciplined manner.	Analyze the consistency of student attendance and participation in the program.

### Planning a Quran Reading Program

Based on the results obtained in this study, it can be concluded that the activities of the Al-Qur'an reading program require careful and well-structured planning so that the desired goals can be achieved optimally. Good planning not only includes technical aspects in implementation but

also pays attention to various factors that support the effectiveness of the program, such as choosing the right method, proper scheduling, and organizing available resources. With good planning, this program will be more focused and have a significant impact on students' spiritual and moral development.

The planning of the Qur'an reading activity at MTsS Al Khairat Percut includes several important steps that are arranged with the aim of creating effective learning and providing a positive impact on students. The following is the planning that has been arranged along with the objectives of each:

**Table 2.** Planning and goal a program to read the Qur'an

No	Planning a Program to Read the Qur'an	The Goal
1.	Teachers must bring their own Qur'an.	Indirectly, teachers have given an example for students to bring their own Qur'an from home, and this also instills the habit of reading the Qur'an independently in students.
2.	Teachers must prepare the material that will be taught to students.	To ensure that the material delivered is relevant and appropriate to student's needs so that learning can run effectively.
3.	Teachers must prepare books to be studied.	So that teachers have structured guides and references to support the teaching and learning process.
4.	The teacher writes the material on the board so that students can also take notes on the material.	This provides students with visualization of the material so that it is easier to understand and makes it easier for students to take notes for independent learning.
5.	Teachers must prepare stationery (markers)	To ensure the completeness of facilities to support the teaching and learning process so that there are no technical obstacles that disrupt the smooth running of activities.

In this case, several planning processes of the Al-Qur'an reading program at MTsS Al Khairat Percut aim not only to improve the ability to read and write the Al-Qur'an properly and correctly but also to form a disciplined character in students. Through careful planning, it is expected that students will not only master the technical reading of the Al-Qur'an but also be able to apply the values contained therein in everyday life. Thus, learning to read the Al-Qur'an is expected to play a role in forming better, more skilled, and more responsible students.



Implementation of the Al-Qur'an Reading Program

The implementation process of the Al-Qur'an reading program at MTsS Al Khairat Percut Sei Tuan has been going on since 2016 and will continue until 2024. This program is a routine activity carried out every morning before learning activities begin. All students are required to read the Al-Qur'an for 10 to 15 minutes. This activity is under the supervision of each homeroom teacher, who is tasked with ensuring that the implementation runs smoothly. Every day, the homeroom teacher also gets students used to starting the Al-Qur'an reading program with a short opening, mentioning the letter to be read, and providing corrections if there are any reading errors. This activity is then closed with the hope or prayer that the teaching and learning activities will run smoothly on that day (Mursal Aziz, 2022).

This Quran reading program aims to accustom students to memorizing, understanding, and improving their reading of the Quran well. In addition, through this routine, students are expected to improve their discipline, concentration, and love for the holy book. The success of this program is not only seen from the level of proficiency in reading the Quran but also from the spiritual values instilled in students. Therefore, the homeroom teacher plays a very important role in providing guidance and ensuring that this program is implemented well every day.

There are several guidelines that must be implemented by MTsS Al Khairat Percut Sei Tuan teachers in daily learning, including various things, including:

Table 3. Implementation and goal of learning

No	Implementation of Learning	The Goal
1.	The teacher explains and gives examples of how to pronounce the names of the Hijaiyah letters according to the lesson.	So that students can know and follow how to pronounce the names of the Hijaiyah letters according to the lesson.
2.	The teacher explains the name, form, and position of the harakat according to the lesson.	So that students can mention the name, form, and position of the harakat according to the lesson.
3.	The teacher reads the reading according to the harakat and makhraj.	So that students can follow the reading of the Qur'an according to its harakat and makhraj properly and correctly.
4.	The teacher explains how to write the form and position of Arabic letters along with their values according to the lesson.	So that students can write the shape and position of letters and their vowels properly and correctly.
5.	The teacher explains the laws of tajweed according to the lesson.	So that students can understand the laws of Tajweed according to the lesson.

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6. Teachers can give assignments to students.	To train students in their understanding of the material that has been taught and strengthen their practical skills in reading and writing the Qur'an.
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In this case, the implementation of the Al-Qur'an reading program at MTsS Al Khairat Percut Sei Tuan is always supervised and guided by teachers. The main purpose of this supervision is to ensure the extent of students' understanding of the learning that has been delivered by the teacher every day. With continuous guidance, it is hoped that students will not only be able to read the Al-Qur'an well but also understand the meaning and teachings contained therein. Every day, the homeroom teacher provides corrections to students' readings that may still be wrong and provides direction so that students can be more focused and maximized in carrying out this activity.

#### **Evaluation of the Al-Quran Reading Program**

The Qur'an reading program at MTsS Al Khairat Percut Sei Tuan has shown quite satisfactory results since it was first implemented in 2016 to 2024. One indicator of its success is the increase in students' ability to read the Qur'an. Students who previously could not read the Qur'an are now showing significant progress, while students who initially did not know the hijaiyyah letters are now more active in learning and recognizing these letters. In fact, for students who are already proficient in reading the Qur'an, their abilities are increasingly fluent and fluent. This achievement is reflected in the quite encouraging increase in figures, namely 20% from the initial success rate of 50%, so currently, the Qur'an reading program at MTsS Al Khairat has achieved 70% of the achievement of the goals that have been set.

Along with the improvement of the ability to read the Qur'an, students also show proud achievements in various competitions. Some of them are short surah reading competitions between schools, short surah memorization competitions between schools, and adhan competitions between schools. By participating in these competitions, students not only hone their ability to read and memorize the Qur'an but also show enthusiasm and a sense of responsibility towards the good name of the school. These achievements are proof that the Qur'an reading program at MTsS Al Khairat has had a significant positive impact on the spiritual development and competence of students, as well as improving the image and reputation of the school in the educational environment.

In order to continuously improve the effectiveness of this program, periodic evaluations are conducted. Based on the results of observations and interviews with the principal and Islamic Religious Education (PAI) teachers, the evaluation of the Al-Qur'an reading program at MTsS Al

Khairat Percut aims to see the extent to which this program is able to change student characteristics and achieve the desired goals. This evaluation also functions as an assessment of the overall success of the program, both in terms of achieving academic targets and forming student character. The results of this evaluation will be the basis for formulating strategies to improve the quality of the Al-Qur'an reading program so that, in the future, this program can be more effective and provide greater benefits for students and schools.

Evaluation is defined as an action or process carried out to determine the value or quality of something, be it an activity, program, or other object. This evaluation is usually well planned, carried out using certain instruments, and aims to determine the condition of the object being evaluated. Through evaluation, the results obtained from the object being evaluated are then compared with previously established benchmarks or standards. Thus, evaluation is not just an assessment but also a process that produces conclusions that are useful for improvement or decision-making in the future.

In the context of the Qur'an reading program at MTsS Al Khairat Percut, evaluation is conducted to determine the extent to which the program is successful in achieving the stated objectives. This evaluation process involves collecting data through observation, interviews, and the use of relevant assessment instruments. The collected data is then analyzed and compared with the objectives to be achieved, such as improving students' Qur'an reading skills, as well as the positive impacts generated on students' character and achievement. Based on the results of this evaluation, the school can make the right decisions regarding the steps that need to be taken to improve the effectiveness of the program.

The evaluation results will provide a clear picture of which aspects have been running well and which still need to be improved. By using the right instruments and comparisons to predetermined benchmarks, evaluations can provide objective and accurate information. The conclusions generated from this evaluation will be the basis for strategic decision-making for the improvement and development of the Al-Qur'an reading program at MTsS Al Khairat so that the program can provide more optimal benefits for students and support the achievement of broader educational goals.

## **Factors in Implementing the Al-Quran Reading Program in Forming Students' Disciplined Character**

Students at MTsS Al Khairat Percut have strong motivation within themselves, which is obtained from the habit of participating in the daily Quran reading program. This motivation is clearly seen in the increasing ability of students to read the Quran well and fluently. In fact, some students have reached a high enough level of expertise to be able to represent the school in short surah competitions, and some of them have succeeded in winning and bringing honor to the name of MTsS Al Khairat. On the other hand, although there are students who are still not fluent in reading the Quran, they show great enthusiasm to learn and improve their reading. This shows that the Quran reading program not only improves students' academic abilities but also motivates them to continue to develop.

According to experts, motivation is a process that drives and strengthens motives within a person, which ultimately drives them to realize real actions. Motivation and motives cannot be separated in every human behavior. For example, in the context of the Al-Qur'an reading program at MTsS Al Khairat, students' motivation to improve their ability to read the Al-Qur'an comes from their internal drive, which is supported by physiological and psychological conditions within themselves. These conditions create the drive to learn and achieve goals, namely being able to read the Al-Qur'an well and correctly. This motivation is further strengthened by the success achieved by students, which in turn increases their enthusiasm to continue trying.

In forming good motivation and disciplined character in students, the role of parents and teachers is very important. Guardians, who are parents in the family environment, and teachers as parents in the school environment, have a role as the main source of support for students. When students receive sufficient motivation from parents at home and get the same attention from teachers at school, it will be easier for them to form good, disciplined character. At MTsS Al Khairat, communication between parents and teachers is usually done through social media groups created by each homeroom teacher. This is very important, especially when there is behavior that needs to be corrected because teachers can directly report it to parents. With good cooperation between parents and teachers, students' disciplined character can be formed optimally, thus supporting the success of the Al-Qur'an reading program and other educational goals at school.

The family is the smallest social unit in society that plays a very important role in shaping the character and personality of its members. As the first place for individuals to learn, the family provides a foundation of moral and social values that will guide a person in their life. On the other hand, schools also play an equally important role in shaping the personality and character of students. As a formal educational institution, schools provide knowledge and skills and shape characters in accordance with applicable norms and rules. However, schools cannot run effectively without the support of the family and the surrounding community. Therefore, these two social systems must support and complement each other. When positive social change is created in schools, it is hoped that these changes can also be reflected in society, creating an environment that supports the development of students' character and personality holistically.

However, there are situations where students, such as those found at MTsS Al Khairat Percut, lack good self-awareness. This can be seen from the bad habits they do, such as acting according to their desires without considering whether the action is right or wrong. Students are often unaware of the potential or talents they have, and some are even unable to distinguish between good and bad. This condition indicates a lack of self-understanding, which can hinder their personal development. One of the factors that influences this is a family environment that provides less attention and affection, as well as a lack of supervision from parents. As a result, students do not get the guidance needed to recognize and develop their potential, and they are more likely to form bad characters.

According to the results of the researcher's observations, at MTsS Al Khairat Percut, there are several students who do not get enough protection and attention from their parents. Many of them feel a lack of affection and attention, which leads to poor character development. This is caused by various factors, such as parents who are too busy with work, the large number of family members to be cared for, or even the loss of one or both parents. In conditions like this, students often form themselves without adequate help or support, and they feel that what they are doing is right. To improve this situation, it is very important for teachers as parental figures in schools to get closer to students who experience this problem. Teachers need to provide special guidance and attention so that students feel appreciated, loved, and supported in the process of forming their character. With the right approach, it is hoped that students can recognize their potential and develop into better individuals.

## **Discussion**

### **Implementation of the Al-Quran Reading Program in Forming Student Discipline Character**

Implementation is an action or process carried out to implement a program or plan in a certain place. According to the Big Indonesian Dictionary (KBBI), implementation is defined as the implementation or application of something (Darmiatun, 2013). As a concept, implementation does not only cover the application, but also how the results of the application can achieve the previously planned goals. According to Lister, implementation is related to actions to ensure that the programmed direction actually provides satisfactory results (Isril, 2013). Therefore, implementation requires careful evaluation of the extent to which the plans that have been prepared can be carried out effectively and in accordance with expectations.

The implementation process is usually carried out after the planning is considered mature and perfect. The planning stage that has been well-arranged becomes a strong basis for the implementation of programs or policies (Syukur, 2010). In this stage, implementation aims to ensure that the agreed plan can be implemented effectively and produce a positive impact for the parties involved (Jacobsen, 2009). All aspects related to implementation planning must be able to answer various questions and details about how the plan will be carried out, as well as what needs to be considered before entering the execution phase. Usman (2002) emphasizes that thorough planning will provide a clear picture of the steps that must be taken in the implementation process so that obstacles that may arise can be avoided.

A good implementation plan will be key to reducing doubts and the steps that need to be taken by the team to achieve the goals or initiatives that have been set (Santoso, 2018). In this case, each team member needs to have the same understanding of the goals to be achieved and the methods that must be used to achieve these results. Badrudin (2007) States that a clear and well-structured implementation plan will accelerate the process of achieving goals and minimize obstacles. Thus, implementation is not just the execution of a plan but also an important step in ensuring that the planned program or policy can run smoothly and provide optimal results in accordance with the desired goals (Hamzah, 2017).

Reading is a complex activity because it involves various interrelated cognitive skills (Amin, 2015). This activity requires not only the ability to memorize readings but also to recognize the letters that are arranged in Arabic. Each letter has a sound that must be understood and pronounced correctly in order to form a series of verses that are not only meaningful linguistically but also

spiritually (Hasan, 2020). This process involves the ability to understand the relationship between symbols (letters) and sounds and relate them to the meaning contained in each verse. As expressed by Uterus (1987), reading is not only about recognizing letters and words, but also about how to remember and relate each element of reading to gain a comprehensive understanding of the meaning contained therein.

The Al-Qur'an reading program at MTsS Al-Khairat Percut Sei Tuan has a very important role in forming the character of student discipline. In addition to being a religious obligation, this activity is also a means to train students in terms of consistency, regularity, and respect for time. As stated by Chair (2016), reading the Qur'an can form positive habits that support the formation of disciplined character in students. In the context of Islamic education, the activity of reading the Qur'an regularly has a significant impact on the formation of noble morals, one of which is discipline. By implementing this habit, students learn to value time and maintain order in carrying out daily activities (Nurhayati dan Irawan, 2019).

The Qur'an is the word of Allah SWT, in the form of Revelation conveyed by Gabriel to the Prophet Muhammad SAW, which contains basic teachings that can be developed for the needs of all aspects of life through *ijtihad*. The method for learning Hijaiyah letters is usually given by traditional Koran teachers. This teaching tends to make the children who are taught become passive in receiving the Koran lessons because Koran educators explain to children learning to read the Hijaiyah letters orally, in writing, and in body language.

According to (Annisa et al., nd), the habit of reading the Qur'an in the morning can improve students' compliance with the rules in the school. This activity not only involves spiritual aspects but also serves to build students' awareness of their personal responsibilities. In this case, reading the Qur'an before learning begins becomes a form of routine that helps students prepare themselves mentally and emotionally. With this habit, students are increasingly accustomed to valuing time and carrying out activities on time, which is an important aspect in the formation of a disciplined character (Mahmud, 2016).

In addition, the activity of reading the Qur'an also has a close relationship with Munir's theory regarding the formation of behavior through habits. Munir explained that habits that are carried out consistently can form certain behavioral patterns in individuals (Munir, 2022). Students who regularly participate in the Qur'an reading program tend to have more structured behavior, such as being punctual in coming to school and completing assigned tasks. Maisaro, Atik, and

Bambang Budi Wiyono (2018) found that students who participate in the Qur'an reading program every day have a higher level of compliance compared to students who do not participate in the program. This shows that the Qur'an reading program at MTsS Al-Khairat Percut Sei Tuan plays a major role in forming positive habits that support student discipline and responsibility.

The role of teachers in the Al-Quran reading program at MTsS Al-Khairat Percut Sei Tuan is very important, especially in acting as role models for students. Teachers not only provide instructions but also provide examples by carrying out Al-Quran reading activities routinely. By being role models, teachers show students the importance of consistency and regularity in carrying out worship. In addition, schools also play a role in creating an environment that supports the implementation of this program. In Bronfenbrenner's theory, microenvironments such as schools have a great influence on the formation of student character. A conducive environment, which is filled with positive values, will shape student behavior more effectively (Hidayat, 2021). The success of the Qur'an reading program is highly dependent on the active involvement of teachers and the facilities provided by the school, such as a comfortable space for reading the Qur'an. As expressed by Suyanto (2018), the provision of supporting facilities, such as a quiet and comfortable reading room, is an important supporting factor in the implementation of this program.

The integration of values contained in the Qur'an, such as honesty, responsibility, and respect for time, has a close relationship with the formation of students' disciplined character (Sulistyo, 2020). These values directly teach students to become better individuals who understand the importance of discipline in various aspects of life (Fikri, 2020). In the implementation of the Al-Qur'an reading program, not only reading activities are considered, but also understanding the contents of the Al-Qur'an and how these values can be applied in everyday life. The formation of disciplined character is not only done through ritual activities but also through the appreciation and application of the values contained in each verse of the Al-Qur'an (Ananda Wahyuni, 2019).

Students who have a good understanding of the values contained in the Qur'an tend to be more able to apply discipline in their lives, both at school and outside of school. As explained by Rozi and Fathor (2021), students who understand and internalize the values of the Qur'an will find it easier to apply discipline in their daily actions. Thus, the implementation of the Qur'an reading program at MTsS Al-Khairat not only serves to train students in reading but also to instill moral values and discipline that will shape their character as a whole (Sukoco and Santosa, 2019).



Previous research found that the formation of disciplined character through reading the Qur'an in Islamic boarding schools creates a strong culture of discipline among students, as expressed by (Nasir, Henny Setiawati, 2022). The program of reading the Qur'an in Islamic boarding schools not only functions as a worship activity but also as a means to instill disciplined habits that become an integral part of the daily lives of students (Djaali, 2013). This habit, which is done routinely and consistently, forms a regular pattern of behavior and builds awareness of the importance of discipline in all aspects of life. The results of this study indicate that the Qur'an reading program has a significant impact on forming a disciplined character in individuals, which is reflected in more structured daily habits.

The Al-Quran reading program at MTsS Al-Khairat Percut Sei Tuan also reflects the social learning theory put forward by Bandura, where students tend to imitate positive behavior in their environment, including behavior demonstrated by teachers and peers (Bandura, 2021). In this context, teachers as role models who consistently carry out the activity of reading the Qur'an play an important role in shaping students' disciplined behavior, likewise with the surrounding environment, which supports and strengthens students' positive behavior, both at school and outside of school. Bandura's theory explains that individuals will tend to imitate behavior that they consider positive and in accordance with the values in their environment. Therefore, through routine activities of reading the Qur'an, students can get concrete examples of how discipline is applied in everyday life.

The implementation of the Al-Qur'an reading program at MTsS Al-Khairat further strengthens Bandura's theory by showing that a supportive environment can accelerate the process of internalizing disciplinary values in students. A positive school environment, which includes support from teachers, comfortable facilities, and structured routines, provides opportunities for students to practice and internalize disciplinary values more effectively. With this support, students not only read the Qur'an but also apply the disciplinary values they learn in their daily lives (Emzir, 2011). This shows that a conducive environment and support from various parties greatly influence the acceleration of the formation of disciplined character in students.

In the implementation of the Al-Qur'an reading program at MTsS Al-Khairat Percut Sei Tuan, empirical data collection was carried out through observations from the beginning to the end of the program implementation, accompanied by interviews with the principal, homeroom teacher, Islamic Religious Education teacher, and students. The results of the data collection indicate that this

program is very effective in shaping students' disciplined character. After six months of implementation, 85% of students showed a significant increase in terms of regularity and responsibility. Students who were previously less regular began to be more disciplined in participating in school activities and showed positive changes in their behavior and discipline.

This significant increase supports Setiawati's theory of goals and motivation, which states that the success of a program or activity depends heavily on clear goals and the motivation to achieve them (Setiawati, 2019). In the context of the Quran reading program, a clear goal to form a disciplined character gives students a clear direction about the importance of discipline. This program provides motivation for students to achieve these goals in a structured and routine way, namely through the activity of reading the Quran every morning before class begins. With clear and routine goals, students are increasingly motivated to apply discipline in their lives.

Furthermore, the implementation of this program not only has an impact on student discipline in the classroom but also has a positive impact on their daily lives. Through the habit of reading the Qur'an which is done routinely, students learn to manage their time well and complete tasks responsibly. Thus, this program is not only a habit of reading the Qur'an but also a concrete step in forming the character of student discipline that can be applied in various aspects of their lives, both at school and outside of school.

## CONCLUSION

Based on the results of this study, it can be concluded that reading the Qur'an in forming students' disciplined character shows that this program has a strategic role in creating positive habit patterns in the school environment. Through the habit of reading the Qur'an regularly, students not only learn to be consistent in carrying out daily tasks but also understand the importance of valuing time and order. This habit encourages students to be disciplined in carrying out their responsibilities, both in and outside the school environment. The success of this program lies in the consistency of implementation and full support from all elements of the school, including the principal, homeroom teacher, Islamic Religious Education teacher, and students. This program not only strengthens the religious aspects of students, but also builds moral character that is the foundation of their daily behavior. Evaluations carried out periodically ensure that students experience improvement, both in terms of their ability to read the Qur'an and the application of discipline values in their lives. Despite challenges such as differences in student ability levels, this

program still succeeds in creating an environment that supports the formation of disciplined character holistically. Therefore, the implementation of reading the Qur'an becomes a learning model that is not only oriented towards academic achievement but also towards sustainable character formation.

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