

Implementation of the Bengkel Al-Qur'an program in fostering students' religious character at SD YPWKS II Cilegon

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Abstract

The ability to read the Al-Qur'an is a basic thing that students need to have from an early age. However, in reality, in elementary school itself, there are still many students who have difficulty reading the Al-Qur'an properly and correctly. This difficulty is not only caused by individual factors, but also influenced by various external factors, such as the lack of attention from parents to religious education. The problems that arise are related to the low ability to read the Al-Qur'an, it is necessary to make special efforts to overcome these problems so that every student can have the ability to read the Al-Qur'an. The school provides efforts and solutions through the school program it makes. This *Bengkel* Al-Qur'an program is one of the programs created by the school as a form of coaching carried out in the teaching of the Al-Qur'an in depth, with the aim of instilling religious values in students and eradicating illiteracy in the Al-Qur'an. This research was conducted at SD YPWKS II Cilegon. The approach used is a qualitative approach with a case study method. Where the data is collected through observation, interviews, and documentation. The results of this study show that there is a planning and strategy carried out by the school in carrying out the *Bengkel* Al-Qur'an program which includes determining the supervisor of the *Bengkel* Al-Qur'an, making a schedule of activities, making a student recitation card as a record in reading the Al-Qur'an. Then the implementation of the *Bengkel* Al-Qur'an program includes reading surah together, followed by students being guided to recite with various variations of methods used by the supervisor. The factor that is an obstacle to the *Bengkel* Al-Qur'an program is the lack of time allocation. The effectiveness of *Bengkel* Al-Qur'an program is seen from changes in students' behavior towards religious values and achievement in reading the Al-Qur'an.

Keywords: program implementation; *bengkel al-qu'an program*; religious character

INTRODUCTION

Education is a conscious and planned effort to create a learning environment and learning process that allows students to actively develop their potential, including religious spiritual power, self-control, personality, intelligence, noble morals, and skills needed for themselves, society, and the country. Education is also a basic need for every human being that must be fulfilled in order to achieve prosperity and happiness in this world and in the hereafter.

Along with the development of the times, especially in learning the Al-Qur'an, there are still many children who still have difficulty reading the Al-Qur'an. This is a problem that is quite worrying, because at the age they should be able to read the Al-Qur'an, but in reality many of them still cannot read the Al-Qur'an. Al-Qur'an education should be introduced from an early age, especially in terms of reading, because the process of learning the Al-Qur'an starts from spelling hijaiyah letters to being able to read thoroughly. This process requires consistent time and patience. If this is not applied from childhood, children will be discouraged when they reach adolescence or adulthood. In fact, reading skills are the basis for understanding the Al-

Qur'an, and if the habit of reading alone is not formed, how can children understand and practice the content of the Al-Qur'an.

Today, student learning activities are not only limited to the classroom, but also involve a variety of additional activities outside of class hours known as extracurriculars. This activity is carried out outside the classroom and outside of class hours (curriculum) with the aim of developing the potential of human resources (HR) possessed by students. This extracurricular activity can be related to the application of the knowledge obtained by students, and has a special function to guide students in developing their potential and talents through compulsory and optional activities.

The purpose of holding the *Bengkel* Al-Qur'an is as a step to regrow the spirit of children to be able to recite and understand the makharijul of letters. The latest in this study is carried out directly on elementary school students. Previous research carried out the virtual *Bengkel* Al-Qur'an program with the research subjects of students using the yanbu'a method, then the learning was carried out by individual video calls. The purpose of this study is to find out whether this *Bengkel* Al-Qur'an program can improve religious character in students, which is expected from this *Bengkel* Al-Qur'an program can improve religious character in students.

METHODS

The research approach used is qualitative with a case study research method. The data sources used in this study are divided into two, namely primary data sources and secondary data sources. Secondary data in this study was obtained through direct observation at SD YPWKS II Cilegon, interviews with the supervisor of the *Bengkel* Al-Qur'an program, and students who were directly involved in the *Bengkel* Al-Qur'an activities. Then the secondary data in this study is in the form of supporting documents such as documents such as documents for the activities of the *Bengkel* Al-Qur'an program. The data source of the *Bengkel* Al-Qur'an program was directly implemented.

The steps in conducting data analysis used are data analysis of the Miles and Huberman models, namely data collection, data reduction, data presentation, and drawing conclusions. Meanwhile, to test the data obtained, the researcher compares with other data sources and double-checks the data on the same source with different techniques, in other words triangulation of sources and triangulation techniques.

RESULT AND DISCUSSION

The *Bengkel* Al-Qur'an program has been carried out since the 2023/2024 school year, then the *Bengkel* Al-Qur'an program will be resumed in the 2024/2025 school year. The *Bengkel* Al-Qur'an program is carried out outside of learning hours. The *Bengkel* Al-Qur'an program is attended by students from class 1 to class 6, but the classes that are still mandatory to follow are class 1 and 2, the rest of the classes that are not required there are only a few students who follow. In the process of implementing the *Bengkel* Al-Qur'an, it is not only focused on learning to read but there are other activities such as reading and writing the Al-Qur'an, tadarusan, and dhuha prayers.

The Al-Qur'an reading and writing activity is carried out in the guidance of reciting, students recite according to the recital card owned by each student. The implementation process of guiding reciting using the Iqra teaching method. Students were given an introduction to

hijaiyah letters, then were given tajweed science material. The assessment system carried out by the supervisor is in accordance with the results of the student's recital and then written on the recital card owned by the student. At the end of the semester, it will be recapped to what extent students master reading the Al-Qur'an which will later be handed over to parents as a form of evaluation of their child's development while in school in learning to recite.

Tadarus activities are carried out if the supervisor is unable to attend, the purpose of implementing this tadarus is to make it easier for the supervisor to condition students. After carrying out tadarus, the supervisor then reviews the values contained in the Al-Qur'an. This tadarus activity provides positive benefits for students. In addition to affecting students' morals, manners, manners, and memorization.

This dhuha prayer activity based on the results of observation was carried out when the children before continuing the memorization deposit activity in the *Bengkel* Al-Qur'an activities were carried out. The guidance teacher directs the children to pray dhuha first. The purpose of the dhuha prayer based on the results of the interview is to familiarize children with good habits, and instill religious character values in children from an early age.

In the implementation of the *Bengkel* Al-Qur'an program, there are several supporting and inhibiting factors. Based on the results of interviews and researchers' observations, the factors that support the implementation of the *Bengkel* Al-Qur'an program are very adequate facilities and infrastructure ranging from prayer rooms, Al-Qur'an, Iqra, Juz Amma. Then other supporting factors are the enthusiasm of the teacher and the permission of the principal to instill good values in the character of children and full support from parents. In addition to supporting factors, in running the *Bengkel* Al-Qur'an program there are inhibiting factors as well, based on the observation that the inhibiting factor is the motivation of students who are still embarrassed by their friends because they have not been able to recite, then other inhibiting factors in terms of time, because the time is narrow to instill character values in children so it is not too optimal. This is not a reason not to continue the *Bengkel* Al-Qur'an program, it is a form of evaluation that can make the program even better in the future.

Planning in the *Bengkel* Al-Qur'an program is very important to assess the development of students' character. Therefore, planning is needed as a form of guidance in the implementation of *Bengkel* Al-Qur'an activities to achieve the goals to be achieved. Good and careful planning will produce optimal activities, on the other hand, if the planning is not arranged in an orderly manner, the results will not be maximized either. The implementation carried out by the school is a form of fostering students to have the religious character they have from an early age. Through this *Bengkel* Al-Qur'an program, it is hoped that it will be able to increase children's obedience in worship and stay away from the prohibitions of Allah SWT.

This is in accordance with Nugroho's (2020) theory which states that fostering is a human activity to guide a person in the development of his life. In its implementation, the supervisor does not discriminate between students' abilities in learning the Al-Qur'an, but is adjusted to the extent of the student's ability. Everything given to children is the same, nothing is differentiated.

The process of implementing the *Bengkel* Al-Qur'an observed by the researcher shows that its implementation has a significant impact on students in achieving their goals. In addition, the implementation carried out has also been in accordance with the schedule that has been set

at the initial planning stage. This is in line with the opinion of Imron (in Amin, 2017) who states that in carrying out a coaching program, it is important to choose a program that has a great contribution in achieving goals, as well as considering the factors of manpower, cost, facilities, infrastructure, and available time. In the implementation of religious character cultivation through the *Bengkel* Al-Qur'an program, based on the results of the researcher's observations, the supervisor applies the habituation method, which is to get used to children to continue to recite. In addition, the supervisor also gives advice to children who still show bad character and provides examples of good behavior to emulate.

Thus, based on the explanation above, it can be concluded that the implementation of the *Bengkel* Al-Qur'an program to foster students' religious character must continue to be carried out on an ongoing basis. Although in its implementation it still requires encouragement or coercion, students show significant development, especially in terms of morals, as well as in developing the potential and abilities possessed by each student.

The *Bengkel* Al-Qur'an Program at SD YPWKS II Cilegon in its implementation is influenced by various significant supporting and inhibiting factors. Supporting factors include a strong commitment from school management, the availability of teachers who are competent in the field of the Al-Qur'an, and adequate learning facilities. Active support from students' parents also contributes to the success of the program through supervision and motivation at home. On the other hand, there are several obstacles such as variations in students' basic abilities in reading the Al-Qur'an, limited allocation of learning time, and student attendance levels.

This is in line with what Mulyasa (2011) said that character development requires systematic planning, both through structured and spontaneous programs, which are carried out consistently through example. Students tend to imitate the behavior of teachers and school staff, so the development of religious character must start from the example of educators. This shows the importance of the role of teachers in shaping students' religious character through real examples in daily life in the school environment.

The activity of *tadarus* Al-Qur'an is formed to become a habit in daily life not only at school but also when outside of school, especially at home. Another benefit of the Al-Qur'an *tadarus* activity is to overcome students' worries or anxieties so that students become calmer and focused on learning. This is in line with research conducted by Asih (2021) who stated in his research results that the Al-Qur'an *tadarus* is able to overcome learning anxiety and provide changes to psychological conditions in early adolescence, such as being able to improve mood, clear the mind, calm the heart, and increase study concentration.

In addition to the above, the *tadarus* of the Al-Qur'an also has a positive impact on the morals, hearts, and affectivity of students or the character of students. Learning loss is not only in the cognitive aspect, but also in the aspect of students' character education (affective aspect) (Andriani et.al., 2022).

The form of success in the implementation of the *Bengkel* Al-Qur'an program is based on the results of observations and interviews that the development of students is getting better with this program. Although there are some students who still do not reach the target, the majority of students have been able to improve the good values applied to children. Children's ability to read the Al-Qur'an is rational behavior by translating written symbols (letters) into spoken words to achieve the specified goals and also adjusted to the expected conditions.

CONCLUSION

The *Bengkel* Al-Qur'an Program at SD YPWKS II Cilegon has proven to be effective in fostering students' religious character, shown through:

1. Increased understanding and appreciation of the Al-Qur'an

This program is effective in increasing students' understanding and appreciation of the content of the Al-Qur'an. Students are not only taught to read, but also to understand the meaning and teachings contained in the Al-Qur'an, which are then applied in their daily lives.

2. Strengthening religious character

Through activities involving the recitation of the Al-Qur'an, joint prayer, and the teaching of religious values, students show improvement in aspects of their religious character, such as discipline, piety, and concern for others. This program is able to strengthen the religious character of students beyond the academic aspect.

Overall, the *Bengkel* Al-Qur'an Program at SD YPWKS II Cilegon can be said to be successful in fostering students' religious character, as long as there is continuous attention to the existing supporting and inhibiting factors. This program shows the importance of religious education in shaping children's character, so that it can make a positive contribution to the personal and spiritual development of students.

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