



Implementation of Reading Characters in BTQ Learning in Elementary

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Abstract

Character education involves conveying important moral and ethical values, such as honesty, cooperation, courage, responsibility, and empathy. The purpose of this study is to elaborate the implementation of reading characters in BTQ learning in elementary. The research method used is library research, data is collected through observation and documentation and analyzed by qualitative analysis. The results show, through intensive reading practice, students can deepen their understanding of the teachings and moral values contained in the Qur'an. Implementing reading characters can also strengthen students' religious identity, so that they feel more connected to the Islamic religion and have a greater awareness of their religious obligations. The love of reading the Qur'an helps shape good character and morals in students, such as patience, honesty, responsibility, and concern for others. Thus, the implementation of reading characters in BTQ learning in elementary schools / MI has a positive impact on the spiritual, moral, and academic development of students, as well as strengthening the foundation of Islam in their lives.

Keywords: Character, love to read, learning, BTQ

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INTRODUCTION

Character education is an approach in education that aims to shape positive attitudes, values, and behaviors in individuals. The ultimate goal is to develop good character and morals that will help individuals to become responsible, empathetic, and ethical members of society.

Character education involves conveying important moral and ethical values, such as honesty, cooperation, courage, responsibility, and empathy (Firdaus & Fauzian, 2020). It is important to provide examples of behavior desired by educators, parents, and other authority figures. Children tend to imitate the behaviors they see in their environment (Putri & Nisa, 2023). Character education also involves developing social skills such as effective communication, conflict resolution, and emotional management (Hermansyah dkk., 2021).

Engage students in reflection on their own values and behavior as well as in group discussions on relevant moral topics. Character education can be integrated into other subject curricula such as mathematics, science, language, and so on.



Character education aims to help students understand and internalize important moral values, as well as apply them in their daily lives. It is an important part of a comprehensive education to form individuals who are not only academically intelligent but also morally good.

Character problems in schools can vary and have a significant impact on the learning environment and student development (Subiyono dkk., 2021). Harsh treatment and bullying between students can damage the school climate and have a negative impact on the mental and emotional well-being of the students involved. Plagiarism, cheating, or cheating in exams are examples of dishonest behavior that undermines academic integrity. Students who do not comply with school rules or teacher authority can interfere with the learning process and affect the well-being of other students. Difficulty in managing emotions can lead to inappropriate behavior and conflict between individuals.

Tackling character issues in schools requires a holistic approach that involves collaboration between teachers, school staff, parents, and students. This involves the implementation of ongoing character education programs, the development of supportive school policies, as well as the provision of the support and resources necessary for students to grow and develop as responsible and empathetic individuals.

An avid reader is an individual who enjoys reading books, magazines, articles, or other reading material on a regular basis and with great interest (Hasibuan dkk., 2019). They have a strong drive to know new things and get deep into topics that interest them (Fat, 2022). Many readers are fond of having a rich imagination because they are used to entering new worlds through their reading. Reading allows them to see different points of view and analyze information in greater depth, helping them develop critical thinking skills (Ika Febriandari, 2019).

Regular reading activities help enrich vocabulary and improve language comprehension, which contributes to better communication skills (Firmansyah & Zain, 2021). Avid readers have the ability to learn independently and find the information they need through reading. They tend to have a broader knowledge of various topics because they often read and explore different types of literature (Saepudin dkk., 2020). Reading is not only an intellectually rewarding activity, but it is also a satisfying hobby for those who enjoy it (Afriatama & Sapri, 2023). Characters who love to read often bring lasting benefits in their lives, both personally and professionally, because reading is an activity that broadens horizons and enriches the mind.

The integration of reading with BTQ (Read and Write the Qur'an) is a very positive approach, because reading the Qur'an is one of the most valued forms of reading in Islam. In BTQ learning, students can be invited to read verses of the

Qur'an regularly. In addition to helping them improve their ability to read the Qur'an, it also accustom them to reading texts that have spiritual and moral value.

Choosing a Qur'anic text that is interesting and appropriate to students' interests and understanding can help increase their interest in BTQ learning. For example, it provides stories from the Qur'an that are interesting and relevant to everyday life. After reading the text of the Qur'an, the teacher can hold a discussion about the moral values and teachings contained in it. This helps students to relate BTQ learning to their daily lives. In addition to the Qur'an, students can also be introduced to relevant Islamic literature, such as hadith, sirah nabawiyah, or the stories of the prophets. This will help them expand their understanding of Islamic teachings while continuing to practice reading skills. The integration of reading with BTQ learning not only helps students improve their Qur'an reading skills, but also enriches their overall learning experience by fostering a love for religious literature and reading activities in general.

This kind of research can prove that the integration of reading with BTQ learning can increase students' interest in learning the Qur'an. When students enjoy reading, they tend to be more motivated to be actively involved in the learning process. The integration of reading with BTQ learning can help improve students' reading skills, both in reading the Qur'an and other supporting texts. This research can identify effective learning methods in improving students' reading skills in the context of learning the Qur'an. Research on the implementation of reading characters in BTQ learning can be a strong foundation to improve the quality of Qur'an learning and the formation of student character holistically.

METHOD

The research method used is *library research* with a qualitative research approach (Creswell, 2009; Sugiono, 2015). The primary data sources used are writings related to the implementation of reading characters in BTQ learning. While the secondary data sources used are writings that are relevant to the research topic. Meanwhile, data collection techniques in this study are observation and documentation. Data is analyzed using qualitative analysis, data is collected, selected and sorted then interpreted so as to produce an *appropriate thesis statement*.

RESULTS AND DISCUSSION

The Concept of Character Education Implementation in Elementary

The implementation of character education involves a series of steps and strategies designed to shape positive values, attitudes, and behaviors in individuals (Rinda Fauzian, M Gufron Fauzi, 2021). The first step in the implementation of character education is to identify the core values that want to be instilled in the educational community. These may include values such as honesty, responsibility,

cooperation, caring, diligence, and integrity. These core values are then integrated into the educational curriculum. Teaching materials, extracurricular activities, and other learning strategies are designed to help students understand, internalize, and apply those values in their daily lives.

Teachers, school staff, and other authority figures serve as models of positive behavior for students. They must demonstrate desirable character values in their daily actions and interactions with students. A safe, inclusive and supportive school environment is a prerequisite for successful implementation of character education. School policies and rules implemented must be consistent with the character values advocated. Teachers need to be given sufficient training and support to understand the concept of character education and apply it in their learning practices. This training can include teaching techniques, classroom management, and conflict management strategies based on character education.

Parents and the school community also play an important role in the implementation of character education. They can support the values taught in school by example and provide consistent support. The implementation of character education requires continuous evaluation to measure the effectiveness of programs and interventions undertaken. Continuous monitoring is also important to ensure consistency and sustainability of character education efforts. By following these concepts holistically and integrated, schools can create learning environments that promote positive and sustainable character development in their students.

The implementation of character education in Elementary School (SD) or Madrasah Ibtidaiyah (MI) is an important effort to form a moral basis and positive values in children in critical stages of development. Integration of character education into existing curricula (Syamsuri dkk., 2020). Create lesson plans that blend academic lessons with character learning, so that values such as honesty, cooperation, and responsibility can be reinforced in other lesson contexts. The teacher should be a good model in demonstrating the desired character values. They should practice these values in daily interactions with students and set a consistent example.

In addition to integrating character education into the curriculum, schools can also develop specialized programs that focus on character building. These can be extracurricular activities, lectures, seminars, or other social activities that reinforce character values. Choose learning materials that are relevant to the character values you want to instill. For example, in Indonesian lessons, students can read stories or fairy tales that contain moral messages and positive values (Dewi dkk., 2022). Parents have an important role in the formation of children's character. Schools can hold activities that involve parents, such as family gatherings, parent education seminars, or collaborative activities between school and family.

The implementation of character education must be carried out consistently and continuously. Schools need to have a strong commitment to making character education an integral part of school culture. By applying these concepts well, elementary school can be a supportive environment for positive character development in children, so that they can become responsible, empathetic, and strong moral values.

The Urgency of Reading in BTQ Learning

The urgency of reading in learning is very important because reading is one of the main aspects in learning practice (Firmansyah & Zain, 2021; Suhara & Kiska, 2022). The love of reading is an important foundation in developing the skill of reading the Qur'an fluently and correctly. Students who love to read will be more motivated to continue to practice reading the Qur'an regularly and consistently.

Reading the Qur'an regularly allows students to deepen their understanding of the teachings of the Qur'an. Through repeated reading, students can understand the spiritual and moral messages contained therein (Zulkifli, 2016). The Qur'an is not only a holy book, but also a source of strong moral values. The love of reading the Qur'an helps students to internalize these values and apply them in their daily lives.

Through a love of reading the Qur'an, students can develop a deeper emotional connection with the sacred text. This can strengthen students' faith and sense of spirituality towards Islam. The love of reading the Qur'an helps students to cultivate love and compassion for the Qur'an as the holy book of Islam. The more they love the Qur'an, the more motivated they are to continue learning and understanding its contents. Reading the Qur'an regularly is an integral part of one's Islamic identity. Fond of reading the Qur'an in BTQ learning helps students to strengthen and enrich their Islamic identity (Zulkifli, 2016). By prioritizing the love of reading in BTQ learning, schools can ensure that students not only develop Qur'an reading skills, but also deepen their understanding of the Islamic religion and the moral values it contains.

Implementation of Characters Who Love to Read and Their Impact in BTQ Learning in Elementary Schools

The implementation of reading characters in elementary / MI learning has a significant impact on student development in understanding and internalizing knowledge (Firmansyah & Zain, 2021; Nuswantari & Manik, 2023; Suhara & Kiska, 2022). Through programs that promote the love of reading, such as Qur'an reading clubs or joint reading activities, students will be encouraged to read the Qur'an regularly outside of BTQ class hours. This will increase their interest in reading the Qur'an. Students can be given the opportunity to read and understand

verses of the Qur'an in BTQ learning activities. Thus, they not only learn to read, but also understand and internalize the meaning of each verse they read.

Choosing reading material that is interesting and relevant to students' interests can increase their motivation in learning (Fathiara dkk., 2019). For example, providing lighthearted stories from the Qur'an that interest children. The love of reading will help students improve their skills in reading the Qur'an fluently and tartil (orderly reading). Thus, they can appreciate the beauty and solemnity of reading the Qur'an (Zulkifli, 2016). Through reading the Qur'an, students will strengthen their emotional connection with the sacred text. They will feel a greater affinity with the Qur'an and thus be more motivated to learn and understand it better.

The impact of implementing reading characters in BTQ learning in elementary schools includes:

- Enhance the understanding and memorization of the verses of the Qur'an.
- Encourage the development of reading skills fluently and tartil.
- Strengthen the religious and moral values contained in the Qur'an.
- Cultivate love and compassion in the Qur'an.
- Forming a good character and being responsible in carrying out the teachings of Islam.
- Improve the quality of student worship and appreciation of the teachings of the Qur'an.

Thus, the implementation of reading characters in BTQ learning in elementary schools can have a positive and significant impact on the spiritual and moral development of students, as well as strengthen the foundation of Islam in their lives.

CONCLUSION

The implementation of reading characters helps increase students' interest and motivation to read the Qur'an regularly outside of BTQ class hours. Students have the opportunity to develop the skills of reading the Qur'an fluently and tartil through consistent and continuous reading practice. A love of reading the Qur'an helps students strengthen their emotional connection with the sacred text, which can enhance their appreciation and spiritual experience of reading the Qur'an. Through intensive reading practice, students can deepen their understanding of the teachings and moral values contained in the Qur'an. The implementation of reading characters can also strengthen students' religious identity, so that they feel more connected to the Islamic religion and have a greater awareness of their religious obligations. The love of reading the Qur'an helps shape good character and morals in students, such as patience, honesty, responsibility, and concern for others. Thus, the implementation of reading characters in BTQ learning in elementary schools has a positive impact on the

spiritual, moral, and academic development of students, as well as strengthening the foundation of Islam in their lives.

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