



## **The Effectiveness of Al-Qur'an Reading Culture to Improve Character Education and Student Learning Motivation**

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### **Abstrak**

Penulis menemukan sebagian siswa SMAN 3 Sumbawa Besar yang memiliki perilaku kurang terpuji serta kurangnya semangat dalam belajar sehingga diperlukan pengembangan diri siswa untuk meningkatkan pendidikan karakter dan motivasi belajarnya yaitu dengan budaya membaca Al-Qur'an. Penelitian ini bertujuan Untuk mengetahui pelaksanaan budaya membaca Al-Qur'an dalam meningkatkan pendidikan karakter dan motivasi belajar siswa, dan untuk menganalisis efektivitas pelaksanaan budaya membaca Al-Qur'an terhadap pendidikan karakter dan motivasi belajar siswa. Jenis penelitian yang digunakan adalah kuantitatif deskriptif dengan prosedur pengumpulan data melalui Angket dan dokumentasi, serta data dianalisis dengan uji normalitas, uji multikolinearitas, uji heterokedastisitas, uji regresi berganda. Hasil Penelitian menunjukkan nilai signifikansi sebesar  $0,016 < 0,05$  dan nilai  $F_{hitung}$  sebesar  $4,434 > F_{tabel}$  artinya efektivitas budaya membaca Al-Qur'an dapat meningkatkan pendidikan karakter dan motivasi belajar siswa. Jadi dapat disimpulkan bahwa budaya membaca Al-Qur'an efektif meningkatkan pendidikan karakter dan motivasi belajar siswa di SMAN 3 Sumbawa Besar.

**Kata Kunci:** Budaya Membaca Al-Qur'an, Pendidikan Karakter, Motivasi Belajar

### **Abstract**

*The author found that some students of SMAN 3 Sumbawa Besar have less commendable behavior and lack enthusiasm for learning so students' self-development is needed to improve character education and learning motivation, namely with the culture of reading the Qur'an. This study aims to determine the implementation of Qur'an reading culture in improving character education and student learning motivation, and to analyze the effectiveness of the implementation of Qur'an reading culture on character education and student learning motivation. The type of research used is descriptive quantitative with data collection procedures through questionnaires and documentation, and data are analyzed with normality tests, multicollinearity tests, heteroscedasticity tests, and multiple regression tests. The results showed a signification value of  $0.016 < 0.05$  and a  $F_{count}$  value of  $4.434 > F_{table}$  means that the effectiveness of the culture of reading the Qur'an can increase character education and student learning motivation. So it can be concluded that the culture of reading the Qur'an is effective in increasing character education and student learning motivation at SMAN 3 Sumbawa Besar.*

**Keywords:** Al-Qur'an reading culture, character education, learning motivation

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## INTRODUCTION

The rapid development of science and technology as well as socio-cultural developments today provide their own challenges for teachers and students in improving student learning achievement. Every student is always challenged to continue to improve their learning activities through various sources and media such as the internet, television, audiovisual devices, in addition to learning directly from the teacher. Meanwhile, teachers are always challenged to be able to encourage, guide, and provide learning facilities for students.

The rapid development of science and technology as well as socio-cultural developments today provides their own challenges for teachers and students in improving student learning achievement. Every student is always challenged to continue to improve their learning activities through various sources and media such as the internet, television, audiovisual devices, in addition to learning directly from the teacher. Meanwhile, teachers are always challenged to be able to encourage, guide, and provide learning facilities for students. (1) cultivating dishonesty, this is seen when students are doing tests, be it daily tests or semester tests; (2) seen in daily life at school, namely the lack of responsibility of students, this is seen when the teacher gives tasks to do at home, but these tasks are often done at school by looking at the work of friends who have been completed (cheating); (3) the lack of concern of students for the surrounding environment, this is proven by some students not carrying out picket duties in class and throwing garbage out of place; (4) lack of respect for teachers, this can be seen from the bad speech of students to their teachers. This is likely due to students' lack of understanding of religion so that learners lack character in education. In line with the research (Amanabella, 2019) that in the educational environment, acts of behavioral deviance ranging from mild to severe levels are carried out lessons, such as skipping classes, smoking, bullying brawls, drug use, promiscuous sex and others, and delinquency-delinquency has started from the elementary / mi level. Reinforced by research (Siswati et al., 2018) that Moral decadence has become so rampant in the world of education that it has become a blurry portrait in the world of education. This can be seen from the rampant fights between students, the number of drug cases that ensnare students, students who show disrespect for adults, cheating cases that have become a habit. The issue of culture and national character is currently in the sharp spotlight of society. From several studies on character education, it is only focused on the problem of student behavior in schools, while this research in addition to aiming to discuss education. The character also discusses the motivation for learning students in the learning process through the culture of reading the Qur'an.

So the novelty of this research is about the implementation of the reading of the Qur'an to increase student Learning Motivation, and this activity has never been carried out regularly in any school. Usually in schools it is only carried out on every Friday activity even if it is only listening to lectures or imtaq, but this activity is based on strengthening the activities of reading the Qur'an in each class, which in the end with this habit is able to improve student learning outcomes.

To form students who have character and have high motivation in learning, everyone involved in the world of education must understand the behavior of each related individual. A person called a teacher is a person who has the ability to design learning programs, and is able to organize and manage classes so that students can learn and ultimately can reach the level of maturity as the ultimate goal of the educational process Suprihatiningrum (2013).

One of the cultures implemented at SMAN 3 Sumbawa Besar is the culture of reading the Qur'an which is held every Monday, Tuesday and Wednesday from 07.00 to 07.15 WITA before teaching and learning activities (KBM) begin. The culture of reading the Qur'an is expected to remember the owner of this heart which is essentially Allah SWT so that individuals whose hearts are attached to Allah SWT will be more careful in their behavior. Reading the Qur'an has its virtues, namely: the value of merit, the medicine (therapy) of the soul that is broken, giving intercession, being nur in the world as well as being a mistress in the hereafter, and angels descending to give grace and tranquility. From these virtues, reading the Qur'an needs to be used as an activity and daily consumption (Zulaiha, 2015). This study aims to determine the implementation of Qur'an

reading culture in improving character education and student learning motivation, and to analyze the effectiveness of the implementation of Qur'an reading culture on character education and student learning motivation.

So it can be concluded that the culture of reading the Qur'an is effective in increasing character education and student learning motivation at SMAN 3 Sumbawa Besar. So it is hoped that the school will continue to carry out these activities and provide facilities that can support the implementation of the culture of reading the Qur'an to minimize obstacles and shortcomings when implementing these activities.

## METHOD

This research was conducted at SMAN 3 Sumbawa Besar because it is a representation of the top menengah schools in the city area in Sumbawa regency. The author uses a descriptive methodical quantitative research approach with the aim of examining the status, object, condition, thought, or forecasting of future events factually, systematically, and accurately. The population in this study was all class XI MIA students at SMAN 3 Sumbawa Besar for the 2022/2023 Academic Year with a total of 153 people. In this study using a simple random sampling technique and with the slovin formula, the number of samples used was 61 respondents. The instruments used in this study were to obtain data on the culture of reading the Qur'an, student character education, and student learning motivation in questionnaire sheets.

Before the instrument is used, an instrument trial is carried out, which is carried out at the research site on the condition that in conducting the trial of this instrument, it does not involve selected samples or respondents. Usually samples for trials are carried out for a minimum of 30 people outside the selected sample (Nizamuddin et al., 2021).

The instrument trial in this study was carried out at SMAN 3 Sumbawa Besar with 30 students which was a used test. There are two main criteria that must be met by a research instrument in order to be declared to have good quality, namely, validity and reliability.

In determining the scale of effectiveness of variables, use the average (mean) of each variable. By calculating the interval class is  $\frac{(\sum maks - \sum min)}{4}$ . The data on the effectiveness of each variable is as follows:

**Table 1**  
**Criteria for the Variable Effectiveness of Al-Qur'an Reading Culture**

Total Score	Criteria
107,28 – 132,27	Very effective
82,52 – 107,27	Effective
57,76 – 82,51	Moderately effective
33,00 – 57,75	Less effective

**Table 2**  
**Student Character Education Variable Criteria**

Total Score	Criteria
84,80 – 104,30	Very high
65,20 – 84,70	High
45,60 – 65,10	Medium
26,00 – 45,50	Low

**Table 3**  
**Criteria for Variable Student Learning Motivation The**

Total Score	Criteria
68,00 – 83,00	Very high
52,00 – 67,00	High
36,00 – 51,00	Medium

20,00 – 35,00      Low

The data in this study were analyzed using normality test, multicholnearity test, heterochedasticity test, multiple linear regression test through SPSS version 22 application.

## RESULTS AND DISCUSSION

### Research Results

#### Overview of Research Locations

This research was conducted at SMAN 3 Sumbawa Besar, which is located on Jalan Cendrawasih No. 139 Brang Biji Village, Sumbawa Besar City, Sumbawa District, which was established on September 5, 1991. SMAN 3 Sumbawa Besar is the largest school in Sumbawa Besar with a land area of 21,700 m<sup>2</sup>. The facilities and infrastructure owned by SMAN 3 Sumbawa Besar consist of 30 classrooms equipped with CCTV, 3 science laboratories (physics, chemistry and biology), 3 computer laboratories, library, Mushollah, principal's room, teacher's room, administration room, treasurer's room, wakasek room, BK room, UKS room, art room, student council room, student and teacher's bathroom, student and teacher parker land, basketball courts, voly courts, tennis courts, greenhouses, canteens, warehouses, security guard posts, and hotspot areas.

#### Culture of Reading the Qur'an at SMAN 3 Sumbawa Besar

In this study, the effectiveness of the culture of reading the Qur'an was reviewed from seven indicators, namely adab reading the Qur'an, diligently reading the Qur'an, understanding the meaning of the Qur'an, the heart becomes calmer, making the Qur'an a guide for life, after reading the Qur'an there is a desire to do good, feeling closer to Allah SWT, all of which are stated in 33 items of closed questionnaire statements with a likert scale.

Based on descriptive statistical analysis of the distribution of respondents' questionnaire answers, a mean of 105.64 was obtained according to the following data:

**Table 4**  
**Descriptive Statistical Analysis**

	N	Range	Minimum	Maximum	Sum	Mean
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
Pendidikan Karakter Siswa	61	13	87	100	5670	92.95
Motivasi Belajar Siswa	61	9	68	77	4432	72.66
Budaya Membaca Al Quran	61	16	99	115	6444	105.64
Valid N (listwise)	61					

#### Student Character Education at SMAN 3 Sumbawa Besar

Character education is an effort made to instill values and norms in students so that their behavior and behavior become better and beneficial to others and their environment. Character education is also related to moral education that aims to shape and train personal abilities to be better.

In this study, there were several indicators of character education, namely religious, honest, discipline, hard work, friendly or communicative, social care and responsibility, all of which were outlined in 26 items of closed questionnaire statements with a likert scale. This questionnaire is used to find out the improvement of students' character education through the culture of reading the Qur'an. Based on table 4. Descriptive statistical analysis obtained a mean of 92.95 very high categories.

#### Results of Analysis of Student Learning Motivation at SMAN 3 Sumbawa Besar

Learning activities can run conductively if students have high learning motivation. One way to increase learning motivation is through the culture of reading the Qur'an. This is because reading the Qur'an provides benefits for students' cognitive and enthusiasm for learning, thus having an impact on the high motivation of student learning.

In this study, the increase in student learning motivation was measured by several indicators, namely being diligent in facing tasks, being tenacious in facing difficulties in learning, showing interest in various problems, being more willing to work independently or not relying on others, getting bored quickly on routine tasks, being able to maintain their opinions, not letting go of things that are believed, and enjoying finding and solving problems. All of these indicators are stated in 20 closed questionnaire statements with a likert scale. This questionnaire is used to find out the increase in student learning motivation through the culture of reading the Qur'an. Based on table 4 descriptive statistical analyses, a mean of 72.66 was obtained in very high categories.

### Results of Research Hypothesis Analysis

In this study, the hypothesis testing used was multiple regression analysis. But first the data must be parametric, namely normality, multicholinearity, heterokedastasy. Ghozali (2018) posits that: "The normality test aims to test whether in regression models, disruptive or residual variables have a normal distribution. The normality test in the study used the kolmogrov smirnov normality test because the respondents used more than 50 respondents, namely 61 respondents. Based on the results of the kolmogrov smirnov normality test, a significant result (2-tailed) of 0.200 greater than 0.05 was obtained, which means that the residual value (research data) is normally distributed.

The multicholinearity test aims to test whether in a regression model there is a correlation between independent variables. A good regression model should not have a correlation between independent variables. If it is proven that there is multicholinearity, we recommend that one of the existing independent variables be removed from the model, and then the creation of the regression model is repeated again Santoso (2012). The results of the Multicholinearity Test obtained a tolerance value of 0.999 greater than 0.10, meaning that multicholinearity did not occur. And the resulting VIF value of 1.001 is smaller than 10.00 which reinforces that multicholinearity does not occur.

According to Timotius dan Teofilus (2020) The heterokedasticity test serves to test the occurrence of differences in variance from residual values in one observation period to another. The results of the heterokedasticity test obtained the significance value of the student character education variable, which is 0.842 greater than 0.05, meaning that in the data there is no heterokedastatisy. Meanwhile, the significance value in the student learning motivation variable is 0.088 greater than 0.05, meaning that in the data there is no heterokedastatisy either.

After all classical parametric tests are successfully carried out, multiple linear regression tests are continued. According to Aditya et al (2022) explains that multiple linear regression is a linear regression model involving more than one free variable or predictor. In this study, the multiple linear regression test used was the F test which aimed to determine the presence or absence of simultaneous influences (together) given by character education variables and student learning motivation on the variables of the effectiveness of the Qur'an reading culture.

The results of the F test analysis in this study are as follows:

**Table 5**  
**F test**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	100.261	2	50.130	4.434	.016 <sup>b</sup>
Residual	655.805	58	11.307		
Total	756.066	60			

Based on table 5 above, a significance value of 0.016 is lower than 0.05 and the calculated F is 4.434 greater than F table 3.15. So the conclusion from the results of the F test is that  $H_0$  rejected and  $H_1$  is accepted,

which means that the effectiveness of a culture of reading the Qur'an can improve character education and student learning motivation.

## **Discussion**

### **Culture of Reading the Qur'an in Improving Student Character Education**

The reality faced by the author as a teacher who has been teaching at SMAN 3 Sumbawa Besar for almost 17 years is the lack of morale of students in school from year to year which is seen from changes in poor student behavior which shows that student character education is declining. This background is what makes the author innovate in learning at SMAN 3 Sumbawa Besar for the 2022/2023 academic year as a teacher to research the improvement of student character education through the culture of reading the Qur'an.

This is based on the hadith of the Prophet Muhammad saw which reads "Know that in the body of man there is a lump of flesh, if he is good then well the whole body and if he is damaged then the whole body is damaged. Know that it is the heart". The axis of goodness and corruption of a servant is in his heart (Al-Utsaimin, 2019). Meanwhile, character education according to (Musyadad et al., 2022) is a conscious and planned human effort aimed at educating and empowering every potential student. Character education is also related to moral education that aims to shape and train personal abilities to be better.

Therefore, if the heart is good, it will command goodness, and vice versa the Qur'an gives a lesson as well as a warning to man about the good and bad of the heart. The good and bad of the heart is always shown in behavior, both conscious and unconscious. Even the good and bad that comes from the heart becomes the 'separator' between believers and non-believers, and in the process shows taqwa and non-taqwa behavior.

According to (Mandasari et al., 2021) The value that can be taken from the activity of reading the Qur'an is fatonah in strengthening prophetic character in everyday life. This activity is one of the indicators of the achievement of devotion, namely strengthening prophetic character. Prophetic character or prophetic character has points that are in the Quran (Ratih et al., 2020). Therefore, the recitation of the Quran becomes a very important part in building prophetic character.

Likewise according to (Suprapmanto, 2019) explains that reading the Qur'an with a calm heart and a sense of happiness can change a person who originally behaved badly for the better. For the Prophet Muhammad saw once said: "The best man is the one who reads and studies the Qur'an and teaches it to others." (HR. Bukhari)

According to (Septian El Syakir, 2014) only by listening to the recitation of Quranic verses, can those who speak Arabic or not, feel enormous physiological changes. Furthermore, the results of the study are in line with the translation of QS. Ar-Rad verse 28 which reads, "That is, the faithful and their hearts become at peace by remembering God. Remember, it is only by remembering God that the heart becomes at peace".

While according to (Zulkifli, 2016) The positive impacts of the Qur'an reading program activities include; the more eloquent and precise the quranic reading, their ability to read the Quran is also getting smoother. If this activity is accompanied by an explanation of the interpretation of the Quran, then the understanding of the school community who are Muslims towards the content of the Quran will be better. Finally, as their understanding of the content of the Koran increased, their faith and piety in religion increased as well. The better qualities of faith and piety will result in better attitudes and behaviors (character).

Based on the explanation above, the culture of reading the Qur'an will effectively improve student character education. The results of the study in descriptive quantifiable analysis showed a mean of 105.64 effective categories. This is because most students already know the adab of reading the Qur'an well, have been diligent in reading the Qur'an both at school and at home, understand the meaning of the Qur'an, have made the Qur'an a guide to life, often arise a desire to always do good, already feel closer to Allah so that the heart becomes calmer. This can be seen from the change in student behavior after the culture of reading the Qur'an was implemented in 1 year. The improvement of student character education is based on descriptive quantitative analysis with a mean of 92.95 very high categories, as can be seen from the nature of students who have shown religious traits, honesty, discipline, hard work, friendly or communicative, social care and responsibility.

According to the results of the study (Zulaiha, 2015) that the implementation of the Qur'an literacy habituation program is considered effective in increasing students' abilities and interests in reading the Qur'an. In addition, the literacy culture program of reading the Qur'an can also reduce the number of delinquency in students, as well as being able to increase the spirit of learning, increase students' ability to read the Qur'an, increase piety as a true Muslim, train students to obey worship, train students to love and memorize the holy verses of the Qur'an more and shape students' Islamic character.

### **The Culture of Reading the Qur'an in Increasing Student Learning Motivation**

Motivation and learning are two things that are very closely related, and influence each other. Motivation is very important in the learning process, because a person who does not have motivation in learning, then he will not do learning activities. In learning, there must be motivation to improve achievement, and learning outcomes in schools. Learning outcomes are a reference to student success in school, meaning that students have high knowledge. According to Fu'adah (2022) Learning motivation is the entire psychic driving force that exists in the individual student that can provide encouragement to learn in order to achieve the goals of the learning. A student will learn well if there is a driving factor, namely learning motivation.

This is based on the revelation of Allah SWT which was revealed to the Prophet Muhammad SAW in QS. Al-Alaq 96:1-5

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ أقرأُ وَرَبُّكَ الْأَكْرَمُ ۝ الَّذِي عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمِ ۝

Translation:

1. Read by (mentioning) the name of your Lord who creates,
2. He has created man from a clot of blood.
3. Read, and your Lord is the Most Gracious,
4. Who teaches (humans) by means of the 5th word
5. He taught man what he did not know.

(Miyanto, 2021)

The verse instructs humans to learn to read, because by reading humans will increase their knowledge and insight. In addition, reading the Qur'an is a counterweight so that we have a strong grip and do not fall into wrong thoughts that will make our lives miserable. Thus the culture of reading the Qur'an is effective in increasing students' learning motivation.

Similarly to opinion (Arif, 2020) explains that the Qur'an is a guidebook that always invites people to seek knowledge, even in one of the verses of the Qur'an, Allah SWT promises to place knowledgeable people at a higher level and bestowed many virtues. Thus strictly Allah SWT commands humans so that humans are motivated to study knowledge and develop it in various forms of creativity, including in terms of the formulation of educational theories.

Whereas According to (Widiarti & Wiyoko, 2018) the recitation of the Quran has a very good effect on the body, one of which is to increase creativity strengthens personality, improves language skills and so on. This is because the frequency of waves reading the Quran has the ability to reprogram brain cells, improve abilities, and balance.

Based on the results of the descriptive quantitative analysis, the mean reading culture of the Koran was 105.64, which was in the effective category. This is because most students already know the manners of reading the Qur'an well, have diligently read the Qur'an both at school and at home, understand the meaning of the Qur'an, have made the Qur'an a guide to life, often arises the desire to always do good, already feel closer to

Allah so that the heart becomes calmer. This can be seen from the increase in students' learning motivation after the Al-Qur'an reading culture was implemented in 1 year.

The increase in student learning motivation was based on descriptive quantitative analysis with a mean acquisition of 72.66 which was in the very high category. It could be seen from the fact that most of the students were diligent in facing assignments, tenacious in facing learning difficulties, interested in various problems, happy to be independent, quickly bored with assignments, routine tasks, can defend opinions, not easily let go of things that are believed, and like to find and solve problems.

### **The Effectiveness of Qur'anic Reading Culture to Improve Character Education and Learning Motivation**

Implementation of Al-Qur'an reading culture at SMAN 3 Sumbawa Besar is carried out on Mondays, Tuesdays and Wednesdays every week with a duration of 15 minutes before learning takes place. The stages of implementing a culture of reading the Koran are the teacher who teaches in the first hour first checking student attendance, leading the implementation of a culture of reading the Koran and asking about the benefits students feel after reading the Koran. Especially on Fridays, the implementation of a culture of reading the Qur'an is carried out in the school field together with teachers and students during imtaq hours. The effectiveness of the implementation of reading the Koran can be seen from the Al-Qur'an reading limit cards that have been provided for each class.

Implementing a culture of reading the Koran can improve character education and student learning motivation at SMAN 3 Sumbawa Besar for the 2022/2023 school year, as evidenced by the results of the hypothesis testing in this study using multiple regression tests (F test) provided that the significance value is smaller than 0.05 or the  $F_{\text{calculated}}$  is greater than the  $F_{\text{table}}$  (3.15). The results of the quantitative multiple regression analysis obtained a significance value of 0.016 and  $F_{\text{calculated}}$  of 4.434 so that  $H_0$  was rejected and  $H_1$  was accepted, meaning that the effectiveness of a Al-Qur'an reading culture can improve character education and learning motivation. This is because student behavior is getting better and students are enthusiastic about learning after the culture of reading the Qur'an is carried out.

Changes in students' behavior and enthusiasm for learning can be seen from the fact that most students have done tests and assignments honestly, no longer doing homework at school. It can be seen from the activities of students who are no longer busy copying their friends' homework, the class atmosphere looks clean and tidy, communication between students is getting better, helping each other when friends are having difficulties and increasing respect for the teacher is indicated by greeting and greetings when meeting with the teacher.

This is reinforced by the views of the figure Yahya Khan, in Sholichah (2020) explaining the values contained in character education are religious, nationalist, intelligent, responsible, disciplined, independent, honest, wise, respectful, polite, generous, helpful, mutual cooperation, confidence, hard work, tough, creative, leadership, democratic, humble, tolerance, solidarity and caring. With the increase in student character education, student learning motivation also increases. This is in line with Kunah's explanation (2021) that the amount of learning motivation that exists in a person will be reflected in his behavior, namely diligently doing assignments; Tenacious in the face of adversity; More often work independently; Allows interest in various problems; Get bored quickly with routine tasks; If you are sure you can defend your opinion; Don't let go of something you believe in; Often looking for and solving problems; There is a desire and desire to succeed; There is encouragement and need in learning; There are hopes and aspirations for the future; There is appreciation in learning; There are interesting activities in learning; and the existence of a conducive learning environment that allows a student to study

According to (Maksum, 2013) The Qur'an is a masdar or synonym of the word qiro'ah which means reading, as mentioned in sura al-Qiyamah verses 17-18 which means "Verily it is upon our dependents that we collect it (in your bosom) and (make you clever) read it. When We have finished reading it, then follow the reading". The foundation of a strong student character can be formed, one of which is through the culture of



reading the Qur'an. By cultivating the reading of the Qur'an makes students closer to their religion because the Qur'an is the kalam of Allah brought by the Prophet Muhammad saw to change human morals in this case students. There are many benefits of reading the Qur'an, including for students' cognitive and emotional management. The more time spent in reading the Qur'an with sincerity, the more the student will increase his intelligence and emotional intelligence.

This research has many shortcomings that need to be studied, based on the direct experience of researchers in this research process, there are some limitations experienced because this research itself certainly has shortcomings that need to be continuously corrected in future studies. Some limitations in the study, including the number of respondents who were only 61 people, of course, are still insufficient to describe the real situation, the object of the study was only focused on some values of character education while there were 18 values of character education, and in the process of data collection, The information provided by respondents through questionnaires sometimes does not show the respondent's true opinion, this happens because sometimes there are different thoughts, assumptions and understandings of each respondent, as well as other factors such as honesty factors in filling out respondents' opinions in the questionnaire. However, it can be ascertained that the results of this study have positive implications for various parties concerned in this study, including character education and learning motivation of class XI MIA students of SMAN 3 Sumbawa Besar have increased after the culture of reading the Qur'an is applied, this corroborates a statement that students are receptive to a change in the system or culture of reading the Qur'an given to them.

## CONCLUSION

Based on the results and discussions that have been described above, it can be concluded that the culture of reading the Qur'an is effective in improving character education and student learning motivation. Based on the results and discussion of research, improving character education and learning motivation is very high. It is hoped that SMAN 3 Sumbawa Besar will provide facilities that can support the implementation of the culture of reading the Qur'an so as to minimize obstacles and shortcomings when implementing the culture of reading the Qur'an. And SMAN 3 Sumbawa Besar is expected to continue to carry out a culture of reading the Qur'an because it is proven to be able to change behavior towards a better direction and can increase enthusiasm for learning so that learning outcomes can increase.

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