

Implementation of Literacy and Qur'anic Recitation Programs in Improving the Quality of Education and Children's Character in Selemak Hamparan Perak Village

Nadira Ayu Putri Sikumbang^{1*}

*¹Universitas Muhammadiyah Sumatera Utara, Indonesia

*¹email: ayunadira@gmail.com

ARTICLE INFO	ABSTRACT
<p>Article history: Received: September 28, 2025 Revised: October 29, 2025 Accepted: December 15, 2025 Available Online: January 3, 2026</p>	<p>Literacy and Qur'anic recitation programs are strategic efforts to improve educational quality while fostering children's character from an early age. These programs aim to develop reading and writing skills as well as to instill Islamic values oriented toward noble character formation. This study aims to analyze the implementation of literacy and Qur'anic recitation programs in improving the quality of education and children's character in Selemak Hamparan Perak Village. A qualitative approach with a descriptive design was employed, using observation, interviews, and documentation as data collection techniques. The research subjects included children, program facilitators, and local community leaders. The findings indicate that the implementation of literacy and Qur'anic recitation programs has a positive impact on improving children's reading and writing abilities, basic religious understanding, and behavioral changes reflecting discipline, responsibility, and religiosity. Furthermore, the program contributes to increasing children's learning motivation and fostering a love for worship activities. Therefore, literacy and Qur'anic recitation programs can serve as a sustainable community-based model for educational and character development.</p>
<p>Keywords:</p>	
<p>Literacy; Qur'anic Recitation; Character Education; Educational Quality; Children.</p>	<p>ABSTRAK</p>
<p>Please cite this article: Sikumbang, N. A. P. (2026). <i>Implementation of literacy and Qur'anic recitation programs in improving the quality of education and children's character in Selemak Hamparan Perak Village</i>. <i>Integrasi: Jurnal Studi Islam dan Humaniora</i>, 4(1), 29-36</p>	<p>Program literasi dan mengaji merupakan salah satu upaya strategis dalam meningkatkan kualitas pendidikan sekaligus membentuk karakter anak sejak usia dini. Kegiatan ini bertujuan untuk mengembangkan kemampuan membaca, menulis, serta pemahaman nilai-nilai keislaman yang berorientasi pada pembentukan akhlak mulia. Penelitian ini bertujuan untuk menganalisis implementasi program literasi dan mengaji dalam meningkatkan kualitas pendidikan dan karakter anak di Desa Selemak Hamparan Perak. Metode yang digunakan adalah pendekatan kualitatif dengan desain deskriptif, melalui teknik observasi, wawancara, dan dokumentasi. Subjek penelitian meliputi anak-anak, pendamping program, serta tokoh masyarakat setempat. Hasil penelitian menunjukkan bahwa implementasi program literasi dan mengaji memberikan dampak positif terhadap peningkatan kemampuan membaca dan menulis anak, pemahaman dasar keagamaan, serta perubahan sikap yang mencerminkan nilai disiplin, tanggung jawab, dan religiusitas. Selain itu, program ini juga berkontribusi dalam menumbuhkan minat belajar dan kecintaan anak terhadap kegiatan ibadah. Dengan demikian, program literasi dan mengaji dapat menjadi model pembinaan pendidikan dan karakter anak berbasis masyarakat yang berkelanjutan.</p>
Page: 29-36	This is an open acces article under the CC-BY-SA lisence (https://creativecommons.org/licenses/by-sa/4.0/).

A. Introduction

Education is a fundamental aspect in shaping the quality of human resources who are faithful, knowledgeable, and possess noble character. Through education, intellectual, moral, and spiritual values can be systematically instilled from an early age (Tilaar, 2012). Therefore, improving the quality of education must be a top priority in community development. Children, as the future generation of the nation, require holistic educational guidance that is not only oriented toward cognitive aspects but also affective and psychomotor domains. Character education is an inseparable part of the educational process in shaping ethical, responsible, and morally upright individuals (Lickona, 2013).

In the context of Islamic education, character development is closely related to the internalization of Islamic values derived from the Qur'an and Hadith. Islamic education aims to form *insan kamil*, a complete human being who is balanced intellectually, spiritually, and socially (Nata, 2016). These values are not merely taught theoretically but must be practiced and internalized through continuous educational activities that integrate knowledge, faith, and righteous deeds.

One strategic effort to improve educational quality and children's character is strengthening literacy culture. Literacy is not merely understood as the ability to read and write but also as the capacity to comprehend, process, and critically internalize information (Kemendikbud, 2019). Literacy skills enable children to access knowledge more broadly and develop critical thinking, which is essential in facing the challenges of the modern era.

Literacy programs implemented continuously can enhance children's academic abilities while fostering positive learning habits. Children who are accustomed to literacy activities tend to demonstrate higher learning motivation, better comprehension skills, and improved academic performance (Abidin, 2018). Therefore, literacy development should be embedded as a daily habit rather than a temporary educational activity.

In addition to literacy, Qur'anic recitation activities (*mengaji*) play a strategic role in shaping children's religious character. Reciting the Qur'an not only trains children's reading skills but also instills values of faith, discipline, patience, and love for worship (Zuhairini, 2015). Through regular Qur'anic recitation, children are introduced to moral teachings that guide their attitudes and behavior.

The integration of literacy and Qur'anic recitation programs represents a relevant approach to value-based education. Through this integration, children are expected to develop academic competence alongside strong spiritual and moral foundations (Setiawan, 2023). Such integration allows educational programs to address both intellectual development and character formation simultaneously.

Community-based literacy and Qur'anic recitation programs serve as alternative solutions to address the limitations of formal education, particularly in rural areas. Community involvement in children's education strengthens synergy among families, social environments, and educational institutions, creating a supportive learning ecosystem (Suyanto & Jihad, 2019). This collaborative approach ensures that education becomes a shared responsibility.

Selemak Hamparan Perak Village is an area with considerable potential for the development of community-based education programs. However, challenges remain, such as low reading interest among children and limited structured religious learning activities. These challenges highlight the need for educational initiatives that are accessible, engaging, and aligned with community needs.

These conditions demand innovative and contextual educational programs tailored to local realities. Literacy and Qur'anic recitation programs become relevant alternatives as they are relatively easy to implement, cost-effective, and capable of producing direct impacts on children's educational and moral development (Hamalik, 2017).

The implementation of literacy and Qur'anic recitation programs does not merely focus on knowledge transfer but also emphasizes the development of children's attitudes and behaviors. Values such as discipline, responsibility, cooperation, and religiosity can be cultivated through structured, consistent, and meaningful activities (Lickona, 2013).

Several studies indicate that educational programs integrating literacy and religious values are capable of improving educational quality while fostering positive character traits among students (Setiawan & Harfiani, 2024). These findings reinforce the importance of designing educational interventions that combine academic learning with moral and spiritual development.

From the perspective of Islamic education, habituating Qur'anic reading from an early age represents a long-term investment in shaping a generation with *akhlaq al-karimah*.

Qur'anic values serve as life guidance that directs children in making ethical decisions and facing future challenges responsibly (Nata, 2016).

Therefore, examining the implementation of literacy and Qur'anic recitation programs in improving educational quality and children's character is essential. Such studies provide empirical insights into how community-based educational initiatives contribute to holistic child development.

This research aims to analyze the implementation of literacy and Qur'anic recitation programs in improving educational quality and children's character in Selemak Hamparan Perak Village. The findings are expected to serve as references for developing sustainable, community-based, and value-oriented educational programs that integrate academic excellence with moral and spiritual growth.

B. Method

This study employed a qualitative research approach with a descriptive design to explore the implementation of literacy and Qur'anic recitation programs in improving educational quality and children's character in Selemak Hamparan Perak Village. A qualitative approach was chosen because it allows for an in-depth understanding of social phenomena, participants' experiences, and contextual factors influencing the program's implementation.

The research was conducted in Selemak Hamparan Perak Village, an area where community-based literacy and religious education programs have been actively implemented. The research subjects consisted of children participating in the program, program facilitators, parents, and community leaders. These participants were selected purposively to ensure the collection of rich and relevant data related to the research objectives.

Data were collected using multiple techniques, including observation, interviews, and documentation. Observations were conducted to examine children's participation, learning behavior, and interactions during literacy and Qur'anic recitation activities. Semi-structured interviews were used to gather in-depth information from facilitators, parents, and community leaders regarding program planning, implementation, and perceived outcomes. Documentation, such as attendance records, learning materials, and activity reports, was used to support and validate the findings.

To ensure the credibility of the data, triangulation of sources and methods was applied. Data obtained from observations were compared with interview results and documentation to identify consistency and accuracy. Member checking was also conducted by confirming key findings with participants to minimize misinterpretation and enhance the trustworthiness of the research results.

Data analysis was carried out through several stages, including data reduction, data display, and conclusion drawing. Relevant data were selected and organized systematically, then presented in narrative and thematic forms to identify patterns related to educational improvement and character development. The analysis focused on changes in children's literacy skills, religious practices, learning motivation, and character-related behaviors.

Ethical considerations were carefully observed throughout the research process. Informed consent was obtained from all participants, including parents or guardians of the children involved. Participants' confidentiality and anonymity were maintained, and the research was conducted with respect for local cultural and religious values to ensure ethical integrity and social responsibility.

C. Results and Discussion

The findings of this study indicate that the implementation of literacy and Qur'anic recitation programs in Selemak Hamparan Perak Village has produced positive outcomes in improving both educational quality and children's character development. Based on observational data, children demonstrated increased enthusiasm and active participation during literacy sessions, particularly in reading and writing activities. This improvement suggests that structured and consistent literacy programs contribute to the development of basic academic skills, which are essential for children's overall learning progress.

Furthermore, the literacy program significantly enhanced children's reading fluency and comprehension. Facilitators reported noticeable progress in children's ability to recognize letters, read simple texts, and express ideas in written form. These findings align with previous studies highlighting the role of literacy programs in strengthening foundational learning skills and fostering academic readiness (Abidin, 2018).

In addition to academic improvement, the Qur'anic recitation (*mengaji*) program played a crucial role in strengthening children's religious understanding and spiritual practices.

Observations revealed that children became more disciplined in attending recitation sessions and demonstrated improved accuracy in reading the Qur'an. This result supports the view that regular Qur'anic learning activities contribute to the internalization of religious values and the development of spiritual discipline (Zuhairini, 2015).

Character development emerged as a significant outcome of the integrated programs. Children exhibited positive behavioral changes, such as increased discipline, responsibility, cooperation, and respect toward peers and facilitators. These behavioral improvements reflect the effectiveness of character education when moral values are embedded within daily learning activities, as emphasized by Lickona (2013).

Community involvement also played an essential role in the success of the programs. Parents and community leaders actively supported the implementation by encouraging children's participation and providing a conducive learning environment. This finding underscores the importance of collaboration between educational programs and community stakeholders in sustaining children's learning and character development (Suyanto & Jihad, 2019).

From an Islamic education perspective, the integration of literacy and Qur'anic recitation represents a holistic educational approach that balances intellectual and spiritual development. The programs enabled children to improve their academic abilities while simultaneously cultivating religious awareness and moral values. These findings are consistent with the concept of *insan kamil*, which emphasizes the integration of knowledge, faith, and good character in educational practice (Nata, 2016).

Overall, the results demonstrate that literacy and Qur'anic recitation programs implemented in a community-based setting can serve as an effective model for improving educational quality and fostering positive character traits among children. The findings suggest that similar programs could be adapted and implemented in other communities to support holistic child development and strengthen educational outcomes.

D. Conclusion

This study concludes that the implementation of literacy and Qur'anic recitation programs in Selemak Hamparan Perak Village has a positive and meaningful impact on improving the quality of education and children's character development. The findings

indicate that these programs enhance children's basic literacy skills, including reading and writing, while also strengthening their religious understanding and practice. Through consistent and structured activities, children demonstrate increased learning motivation, improved academic readiness, and more disciplined engagement in educational and religious activities.

In terms of character development, the integration of literacy and Qur'anic recitation programs effectively fosters positive values such as discipline, responsibility, cooperation, and religiosity. The programs provide children with opportunities to internalize moral and spiritual values through daily practice, making character education more contextual and experiential. The involvement of parents and community members further reinforces these values, highlighting the importance of a supportive social environment in sustaining children's educational and moral growth.

The implications of this study suggest that community-based literacy and Qur'anic recitation programs can serve as a sustainable model for holistic education, particularly in areas with limited access to formal educational resources. Policymakers, educators, and community leaders are encouraged to support and expand similar initiatives by providing training for facilitators, adequate learning resources, and continuous program evaluation. Future research may explore the long-term impact of such programs on children's academic achievement and character development using mixed or quantitative research approaches to strengthen empirical evidence.

E. Bibliography

Abidin, Y. (2018). *Pembelajaran literasi: Strategi meningkatkan kemampuan literasi matematika, sains, membaca, dan menulis*. Bumi Aksara.

Hamalik, O. (2017). *Proses belajar mengajar*. Bumi Aksara.

Kemendikbud. (2019). *Gerakan literasi nasional: Materi pendukung literasi baca tulis*. Kementerian Pendidikan dan Kebudayaan Republik Indonesia.

Lickona, T. (2013). *Educating for character: How our schools can teach respect and responsibility*. Bantam Books.

Nata, A. (2016). *Pendidikan dalam perspektif Al-Qur'an*. Kencana.

Setiawan, H. R. (2023). Integrasi literasi dan nilai-nilai keislaman dalam pembentukan karakter peserta didik. *Integrasi: Jurnal Studi Islam dan Humaniora*, 3(2), 85–97.

Setiawan, H. R., & Harfiani, R. (2024). Community-based religious literacy programs and character education in Islamic education. *Al-Ulum: Jurnal Pendidikan Islam*, 5(2), 210–224.

Suyanto, & Jihad, A. (2019). *Menjadi guru profesional: Strategi meningkatkan kualifikasi dan kualitas guru di era global*. Erlangga.

Tilaar, H. A. R. (2012). *Kaleidoskop pendidikan nasional*. Kompas.

Zuhairini. (2015). *Metodologi pembelajaran pendidikan agama Islam*. RajaGrafindo Persada.

Sitepu, J., Masitah, W., Rahimah, R., Jf, N. Z., & Setiawan, H. R. (2025). Optimalisasi perkembangan motorik kasar anak usia dini melalui permainan tradisional berbasis *outdoor learning* di era digital. *AL-HANIF: Jurnal Pendidikan Anak dan Parenting*, 5(1), 28–35.

Setiawan, H. R., & Maulana, M. S. (2025). Analysis of the use of Google Forms in the assessment process of distance learning at SMP Rahmat Islamiyah Medan. *Educate: Jurnal Ilmu Pendidikan dan Pengajaran*, 4(2), 66–73.

Setiawan, H. R., & Haryuni, N. D. (2025). Training for Tadika Al-Fikh Orchard teachers in developing educational games for active and interactive learning. *Maslahah: Jurnal Pengabdian Masyarakat*, 6(2), 170–178.

Setiawan, H. R., Syaukani, S., Audia, R. I., & Hawaree, H. (2025). The integration of digital learning media in Islamic religious education: A study on management and implementation at Bumrungsuksa Islamic Boarding School, Thailand. *Al-Ulum: Jurnal Pendidikan Islam*, 6(2), 527–538.

Harfiani, R., & Setiawan, H. R. (2025). Effectiveness and efficiency of Farkiyah box as teaching aids in learning *Fiqh al-Janā'iz*. *Al-Hayat: Journal of Islamic Education*, 9(2), 331–346.

Tambak, A., Setiawan, H. R., Nurdianti, N., & Lestari, S. P. (2025). An exploration of the use of animated video media in enhancing students' learning motivation at SMP PAB 1 Klumpang. *Integrasi: Jurnal Studi Islam dan Humaniora*, 3(2), 80–93.

Setiawan, H. R., & Maysarah, M. (2025). Teachers' reflections on the use of animation media in teaching Islamic Religious Education at SMP Rahmat Islamiyah Medan. *Integrasi: Jurnal Studi Islam dan Humaniora*, 3(2), 107–118.