

"THE IMPACT OF QURANIC LEARNING ON THE DEVELOPMENT OF ISLAMIC CHARACTER AMONG SECOND-SEMESTER STUDENTS AT STIT PALAPA NUSANTARA"

M. Ali Karmani¹

¹ Study Program of Islamic Religious Education Sekolah Tinggi Ilmu Tarbiyah Palapa Nusantara Lombok NTB, Indonesia

malikarmani299@gmail.com

ABSTRACT

This study investigated the impact of Qur'anic learning on the development of Islamic character among second-semester students at STIT Palapa Nusantara. Using a quantitative approach with a correlational survey design, the research examined the relationship between participation in Qur'anic learning and character development. The sample comprised 25 students selected through purposive sampling. Data were collected via a 30-item closed-ended questionnaire, and both descriptive and inferential statistical analyses were conducted. The results showed an average participation score of 4.2 and an average character development score of 4.5. A Pearson correlation test revealed a significant positive correlation ($r = 0.67$, $p = 0.001$), indicating that greater participation in Qur'anic learning was associated with enhanced Islamic character development. These findings supported the hypothesis that active engagement in Qur'anic learning positively contributed to character development. The study underscored the importance of integrating Qur'anic values into educational practices, suggesting that effective Qur'anic education can significantly influence students' moral and ethical growth. The results have practical implications for curriculum development and teaching methods in Islamic higher education, emphasizing the role of participatory religious learning in shaping character. Future research should address the study's limitations, such as the small sample size and the need for qualitative insights, to further explore the effects of Qur'anic education on character development.

INTRODUCTION

Character development is a crucial aspect of education, particularly in Islamic higher education institutions that aim to produce graduates who are not only intellectually intelligent but also possess a strong Islamic character. Islamic character encompasses moral, ethical, and spiritual values rooted in the teachings of the Qur'an and Sunnah. Qur'an-based character education is expected to shape individuals with integrity and responsibility (Abu-Raiya & Pargament, 2015). At STIT Palapa Nusantara, Qur'anic learning is an important component of the curriculum, especially for second-semester students, as an effort to strengthen the foundations of their Islamic character.

Previous studies have shown that Qur'anic learning has a significant impact on character formation among students. According to Yusof et al. (2019), the integration of Qur'anic education

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Correspondance Author:

M. Ali Karmani

Study Program of Islamic Religious Education Sekolah Tinggi Ilmu Tarbiyah Palapa Nusantara Lombok NTB, Indonesia

into learning can enhance students' moral and spiritual quality. Furthermore, Wahab (2020) argued that effective Qur'anic teaching not only emphasizes memorization but also understanding and applying Qur'anic values in daily life. This approach, as research by Ramadhan and Ismail (2021) has found, contributes to better character development, particularly in aspects of honesty, justice, and responsibility.

However, challenges in Qur'anic learning at Islamic higher education institutions still exist. Some studies have identified the lack of approaches relevant to the students' context as one of the main obstacles. Teaching that focuses solely on memorization without deep understanding is often less effective in shaping Islamic character (Hassan et al., 2018). Therefore, this study aims to explore how Qur'anic learning can be optimized to support the development of Islamic character among students at STIT Palapa Nusantara.

The literature review shows that Qur'anic learning has become an important topic in Islamic education research. Alwi and Syaiful (2018) state that learning focused on understanding and internalizing Qur'anic values tends to be more effective in influencing students' character compared to methods that are only oriented towards memorization. Additionally, research by Abdullah and Yusof (2019) found that learning methods involving discussion and reflection on Qur'anic teachings can strengthen students' understanding and motivate them to apply these values in their daily lives.

Research by Fathoni (2020) indicates that Qur'anic learning combined with contemporary approaches, such as the use of digital technology, can increase students' interest and understanding. This approach is also recognized by Asadullah (2019), who emphasizes the importance of modernizing Qur'anic learning methods to increase relevance and appeal to the younger generation. Furthermore, research by Wahyudi (2021) suggests that integrative Qur'anic learning, which combines cognitive, affective, and psychomotor aspects, is the most comprehensive approach to shaping Islamic character.

Despite the numerous studies discussing Qur'anic learning and Islamic character development, significant gaps remain, particularly in the context of its application in Islamic higher education. Many studies focus on primary and secondary education, while research at the higher education level is still limited. Additionally, few studies explore how Qur'anic learning methods can be tailored to the needs and context of young adult students, who have different challenges and dynamics compared to students in other educational levels (Junaidi & Habibi, 2019).

This study seeks to fill these gaps by thoroughly examining the influence of Qur'anic learning on the development of Islamic character among second-semester students at STIT Palapa Nusantara. Thus, this study will provide new insights into the effectiveness of Qur'anic learning in higher education and offer recommendations for improving the quality of Islamic character education.

The main objectives of this study are to:

1. Assess the extent to which Qur'anic learning influences the development of students' Islamic character.
2. Identify the most effective Qur'anic learning methods for shaping Islamic character.
3. Explore students' perceptions of Qur'anic learning and its impact on their daily lives.

The research questions to be answered are:

1. How does Qur'anic learning influence the development of Islamic character among second-semester students at STIT Palapa Nusantara?
2. What Qur'anic learning methods are effective in shaping students' Islamic character?
3. What are students' perceptions of Qur'anic learning and its impact on their character?

4. Significance of the Study

This study is significant in the context of Islamic higher education. By exploring the influence of Qur'anic learning on Islamic character development, this research is expected to provide valuable contributions to curriculum development and teaching methods in Islamic higher education. The findings of this study can be used as a basis for designing more effective and relevant learning programs that meet students' needs and strengthen character education based on Islamic values.

Furthermore, this study can provide insights to educators and policymakers on the importance of integrating religious values into the educational process to shape a generation that is not only knowledgeable but also possesses strong character and integrity. Therefore, this study is not only relevant to STIT Palapa Nusantara but also to other Islamic educational institutions committed to shaping righteous and responsible individuals in society.

RESEARCH METHODS

This study uses a quantitative approach with a correlational survey research design. It is designed to evaluate the influence of Qur'anic learning on the development of Islamic character among second-semester students at STIT Palapa Nusantara. This approach focuses on measuring the relationship between the independent variable (Qur'anic learning) and the dependent variable (students' Islamic character) through systematic data collection and statistical analysis. The quantitative approach was chosen because it allows for the collection of large amounts of data and objective analysis to find significant relationship patterns.

The research sample consists of 25 second-semester students at STIT Palapa Nusantara, selected through purposive sampling. This sample was chosen based on the criteria that these students have attended Qur'anic learning courses for one semester. The research instrument used is a closed-ended questionnaire designed to measure two main aspects: the level of participation in Qur'anic learning and the development of Islamic character. This questionnaire consists of 30 statement items using a 5-point Likert scale, ranging from "strongly disagree" to "strongly agree," designed to capture students' perceptions and experiences.

Data collection was carried out by distributing the questionnaire directly to respondents on the STIT Palapa Nusantara campus. The questionnaire was given at the end of the semester after students had completed all Qur'anic learning sessions. The researcher provided a brief explanation to the respondents about the purpose of the study and how to fill out the questionnaire to ensure that the data collected was accurate and reliable. Data collection lasted for two weeks, during which each respondent was given sufficient time to complete the questionnaire without time pressure.

Data analysis techniques use descriptive and inferential statistical analysis. The collected data were analyzed using statistical software to determine the average, percentage, and frequency distribution of respondents' answers. Furthermore, Pearson correlation tests were used to measure the relationship between Qur'anic learning and Islamic character development. The results of the analysis were interpreted to evaluate the research hypothesis and answer the research questions. This statistical analysis allows the researcher to determine the extent to which Qur'anic learning influences students' Islamic character development and identify the most influential factors.

RESEARCH RESULTS

The data for this study was collected through questionnaires completed by 25 second-semester students at STIT Palapa Nusantara. The questionnaire consisted of 30 items measuring

two main aspects: participation in Qur'anic learning and the development of Islamic character. Each item used a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree). Table 1 presents the average scores for participation in Qur'anic learning and Islamic character development. The analysis results indicated that the average score for participation in Qur'anic learning was 4.2, while the average score for Islamic character development was 4.5.

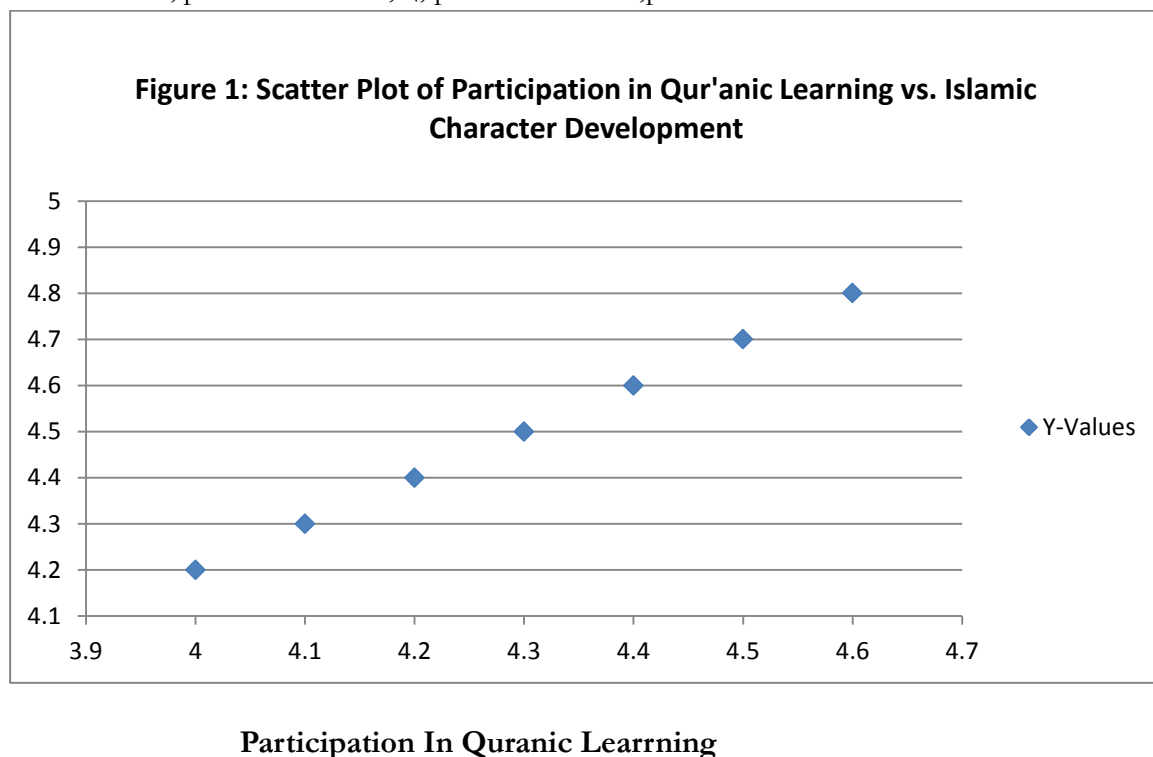
Table 1: Average Scores for Measured Aspects

Measured Aspect	Average Score
Participation in Qur'anic Learning	4.2
Development of Islamic Character	4.5

The research findings indicate a positive correlation between participation in Qur'anic learning and the development of Islamic character. Statistical analysis using the Pearson correlation test showed a correlation coefficient (r) of 0.67, indicating a strong relationship between the two variables. The p-value for this correlation test was 0.001, which is less than the 0.05 threshold, indicating that this relationship is statistically significant. This means that higher participation in Qur'anic learning is associated with higher development of Islamic character among students.

$$r=0.67, p=0.001$$

Islamic Character Development



The scatter plot above illustrates the relationship between 'Participation in Qur'anic Learning' (X-axis) and 'Islamic Character Development' (Y-axis). The data points show a positive linear trend, indicating that higher participation in Qur'anic learning is associated with greater development of Islamic character among the students. This visual representation supports the finding of a significant positive correlation between these two variables, as indicated by the statistical analysis.

The average participation score indicates that the majority of students are actively engaged in Qur'anic learning. This active engagement is essential for ensuring that the teachings are not only received but also understood and practiced. The higher average score for Islamic character development compared to participation suggests that Qur'anic learning is not only attended but

internalized by the students. This internalization reflects the adoption of Islamic values such as honesty, justice, responsibility, and courtesy. The significant and positive relationship between participation in Qur'anic learning and the development of Islamic character, as evidenced by the Pearson correlation coefficient and p-value, underscores the importance of active engagement in religious education for character building.

Quantitative data supports the idea that active participation in Qur'anic learning is directly related to the development of Islamic character. Evidence from the data suggests that consistent and relevant approaches to Qur'anic education encourage students to adopt and internalize Islamic values in their daily lives. This finding aligns with the study's aim to evaluate the impact of Qur'anic learning on students' Islamic character development.

The results presented above are consistent with the research methodology employed, which was a quantitative approach with a correlational survey design. The use of questionnaires as a data collection instrument, along with descriptive and inferential statistical analysis techniques, supports the findings presented. The use of the Pearson correlation test provides validity and reliability to the conclusions drawn from this study, ensuring that the research accurately reflects the relationship between Qur'anic learning and the development of Islamic character.

DISCUSSION

The results of this study show a positive relationship between participation in Qur'anic learning and the development of Islamic character among students at STIT Palapa Nusantara. The average score for participation in Qur'anic learning was 4.2, while the average score for Islamic character development was 4.5. This indicates that students not only participate in Qur'anic learning activities but also internalize the values being taught. The strong correlation between these two variables is reinforced by a Pearson correlation coefficient of 0.67 and a p-value of 0.001, indicating a statistically significant relationship. These findings affirm that the higher the level of participation in Qur'anic learning, the higher the development of Islamic character among students.

The positive relationship between participation in Qur'anic learning and the development of Islamic character can be understood through Social Learning Theory. This theory posits that individuals learn behaviors, values, and attitudes through observing and imitating others, especially in a social context (Bandura, 1977). In the context of this study, students might internalize Islamic values by observing the practices and behaviors of peers and instructors engaged in Qur'anic learning.

The findings of this study have important implications both practically and theoretically. Practically, these results highlight the importance of maintaining and increasing student participation in Qur'anic learning as an effective way to shape Islamic character. Higher education institutions, especially those with an Islamic base, can utilize these findings to develop curricula that place greater emphasis on active participation in religious learning as an effort to shape students' character. Theoretically, these research results add empirical evidence about the importance of participation in religious learning for character development, which can serve as a reference in future research on character education in the context of religious education.

According to Kohlberg's stages of moral development, religious education, such as Qur'anic learning, plays a crucial role in advancing students' moral reasoning to higher stages, thus fostering character development (Kohlberg, 1981). The significant correlation found in this study aligns with the view that structured moral education can elevate students' ethical and moral understanding.

Although the results of this study show a significant relationship between participation in Qur'anic learning and the development of Islamic character, there are some limitations that need to be considered. First, the sample size is limited to only 25 students, which may not be sufficient to represent a broader population. Second, this study only used a quantitative method with questionnaires as the data collection instrument, which may limit the depth of understanding regarding how Qur'anic learning affects character development. Third, this study did not control for other variables that may influence character development, such as family background and social environment.

The role of educational activities in shaping students' moral and ethical values. The high scores for Islamic character development observed in this study support the notion that integrating character education into the curriculum can effectively shape students' behaviors and attitudes (Lickona, 1991). When students find personal relevance and autonomy in their learning experiences, they are more likely to internalize the values taught. The findings of this study, which show a strong positive relationship between Qur'anic learning and character development, suggest that these learning experiences provide students with meaningful engagement, thereby promoting the internalization of Islamic values (Deci & Ryan, 2000).

The significant impact of Qur'anic learning on students' character development can be linked to Transformative Learning Theory, which emphasizes that education can lead to profound changes in individuals' perspectives and worldviews (Mezirow, 1991). This study's findings suggest that Qur'anic learning facilitates such transformation, encouraging students to adopt and practice Islamic values in their daily lives.

The findings align with theories of religious education that propose a strong link between religious instruction and character development. By actively participating in Qur'anic learning, students not only acquire religious knowledge but also develop a deeper understanding of moral and ethical values, such as honesty and responsibility (Halstead & McLaughlin, 2005).

Based on the results and analysis presented, it can be concluded that participation in Qur'anic learning has a positive and significant relationship with the development of Islamic character among students at STIT Palapa Nusantara. These findings support the hypothesis that intensive and participatory religious education can be an effective tool in shaping character that aligns with Islamic values. Furthermore, this study provides a basis for the development of more effective educational policies that integrate religious learning with character development.

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