



Assessment of Al Qur’an Reading and Writing Program for Islamic Character Development in Higher Education

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ABSTRACT

Keywords:

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Higher Education;
Al Qur’an Reading and Writing Program (Al Qur’an Reading and Writing);
Educational Program Evaluation.

This research critically assesses the efficacy of the Al Qur’an Reading and Writing Pogram at Universitas X, with a specific focus on its contribution to Islamic character development in the realm of higher education. The study employs a cross-sectional survey methodology to collate a broad spectrum of perspectives from students, lecturers, and university administrators. Data collection encompasses both quantitative and qualitative approaches: quantitative assessments are executed through a 5-point Likert scale, measuring levels of agreement regarding various facets of the Al Qur’an Reading and Writing Program, while qualitative insights are procured via open-ended questions, facilitating more comprehensive responses. The findings reveal a strong consensus among respondents on the pivotal role of the Al Qur’an Reading and Writing Program. There is a marked emphasis on the necessity for enhancements in program scheduling, content quality, and the expansion of its scope to more inclusively encompass the entire university community. Furthermore, the study identifies critical needs for improved governance, elevation in educator standards, and the streamlining of administrative processes, particularly in relation to certification. These results offer a detailed understanding of the Al Qur’an Reading and Writing Program's impact and underscore the need for strategic improvements. By doing so, the study contributes valuable insights to the discourse on Islamic character development in higher education.



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A. INTRODUCTION

Higher education functions as the furnace in which the intellect and emotions of aspiring leaders are shaped (Shaked, 2020; Suharyat et al., 2022). In addition to imparting academic knowledge, it carries the weighty duty of fostering the character and values of its students. Within the domain of Islamic higher education, this requirement holds even more importance as it becomes closely connected with the spiritual and moral development of individuals. The Al Qur’an Reading and Writing Program, which is firmly grounded in the tradition of Quranic studies, serves as a crucial tool in this honorable endeavor (Febrianti et al., 2023). The primary objective of its goal is to foster Islamic character traits, moral strength, and spiritual profundity among students

(Supriadi et al., 2022). The objective is to produce graduates who possess not just exceptional academic skills, but also demonstrate ethical integrity, compassion, and a strong connection to their Islamic identity. In this context, the Al Qur'an Reading and Writing Program goes beyond the limits of conventional schooling. Its aim is to imbue the hearts of its participants with qualities derived from the Quran, the holy scripture of Islam. The attributes of compassion, fairness, humility, and gratitude form the fundamental basis of Islamic character and principles (Sarwar et al., 2021). They embody the fundamental principles of moral behavior that go beyond the confines of the classroom, having a profound impact on the wider community and society as a whole.

The significance of character development in Islamic higher education has been extensively examined in numerous research studies. Syah (2019) and Jamin (2020) highlights the necessity of incorporating Islamic beliefs and enhancing character development in curriculum design. Alimah (2020), the author examines the use of contemplative and transformative learning methods as effective ways to educate Islam and improve character education. Gusliana (2022) emphasizes the significance of Islamic religious education in molding character and cultivating values in higher education. Conversely, Suhardini (2020) expresses apprehensions regarding the inefficacy of religious education as a means of character education in Islamic higher education. Suhardini proposes the necessity of transitioning towards constructivist learning paradigms. Collectively, the researchs underscore the importance of fostering character development in Islamic higher education and put forth many strategies to accomplish this objective.

The development of Islamic character in higher education is of utmost significance. Islamic education is urgent to be applied and implemented in higher educations in Indonesia to construct the student religion character (Anam & Setyawan, 2019). The instillation of Islamic values such as compassion, fairness, and humility aids to the comprehensive development of students (Zubaidillah, 2018). These characteristics are not only crucial for personal development but also necessary for equipping students to become morally upright individuals in the Islamic community.

Islamic universities have a crucial influence on the development of the Islamic identity of their pupils. They create a setting that is favourable for the development of both intellectual and moral capabilities through both academic and non-academic activities (Anam & Setyawan, 2019). Islamic colleges serve as both educational institutions and ethical communities, where Islamic ideals and beliefs are profoundly ingrained (Mustaq, 2022). Islamic studies teacher, educational curricula, and teaching methodologies in the moral and spiritual upbringing of the students can play a vital role in the formation of an ideal Islamic society characterized by high moral values (Mustaq, 2022). The Al Qur'an Reading and Writing Program is a cornerstone of Islamic character development initiatives in higher education. This program centers on Quranic studies and aims to nurture Islamic character values, spirituality, and ethical conduct among students. The Quran, as a sacred text, is regarded as a powerful source for shaping Islamic character and providing ethical guidance (Jarkasih & Nurhayati, 2023). The utilization of Quranic studies as a means of Islamic character development has been explored in the literature. Research suggests that Quranic teachings promote core Islamic values such as compassion, justice, and humility (Alam, 2017; Febrianti et al., 2023). The Quranic approach to character development aligns seamlessly with the broader goals of higher education, which include nurturing responsible and ethically upright individuals in accordance with Islamic principles.

Although there is a vast amount of literature on character development in higher education and the importance of Quranic studies, there is a significant lack of research on evaluating character development programs such as the Al Qur'an Reading and Writing Program at Islamic higher education institutions. Prior research has examined the general ideas of character

development and Quranic education, but there is a lack of empirical studies that specifically investigate the effectiveness and opinions of stakeholders regarding programs such as Al Qur'an Reading and Writing in Islamic universities. This study aims to close this divide by offering actual observations on the efficacy of the Al Qur'an Reading and Writing Program at an Islamic University, elucidating the viewpoints of students, teachers, and university administrators. By doing this, its objective is to provide a valuable contribution to the current knowledge and understanding of Islamic character development in the context of higher education.

The central research issue addressed in this study is as follows: To what extent is the Al Qur'an Reading and Writing Program effective? "What is the influence of the Al Qur'an Reading and Writing Program at Islamic University on the development of Islamic character, and how do the stakeholders perceive its effectiveness?" Gaining insight into stakeholders' viewpoints on the Al Qur'an Reading and Writing Program is highly essential for various reasons. Firstly, it enables us to acquire a deeper understanding of how a curriculum focused on studying the Quran might enhance the development of Islamic values in the context of higher education. This study offers a comprehensive comprehension of the program's influence and effectiveness by evaluating the viewpoints of students, teachers, and university executives. Moreover, the results of this study are anticipated to provide valuable direction to Islamic University and other Islamic tertiary education institutions. Understanding the perceptions of various stakeholders regarding Islamic character development programs is vital for program evaluation and enhancement. Stakeholders, encompassing students, lecturers, and university leaders, offer invaluable insights into the effectiveness of such programs and their impact on Islamic character development. The study aims to uncover both the strengths and weaknesses of the Al Qur'an Reading and Writing Program. This information will be used to make improvements to the program, ensuring that it aligns more effectively with the institution's goal of producing graduates with strong moral values.

B. METHODS

This study employed a cross-sectional survey research design to investigate the perceptions of stakeholder students, lecturers, and university leaders regarding the Al Qur'an Reading and Writing Program and its role in Islamic character development within the context of higher education at an Islamic University in Bekasi. Cross-sectional surveys are particularly useful for capturing a snapshot of respondents' views and opinions at a specific point in time (Connelly, 2016). The study's participants consisted of three distinct groups: students, lecturers, and university leaders. Thirty students and lecturers from various academic programs and levels at Islamic University were selected to participate in the survey. The student sample aimed to represent diversity in terms of academic disciplines and study levels. The lecturers, encompassing different departments and academic backgrounds, were included in the survey to gather insights from the faculty members. Additionally, fourteen university leaders holding administrative or leadership positions within the university, including rector, vice rectors, deans, department heads, and other key decision-makers, participated in the study. A purposive sampling approach was utilized to ensure that the selected participants adequately represented each stakeholder group. This approach allowed for the inclusion of individuals who possessed valuable insights and experiences related to the Al Qur'an Reading and Writing Program and character development at the Islamic university.

The survey instrument served as the primary data collection tool for this study and underwent a thorough validation process to ensure its reliability and validity. The questionnaire for students and lecturers consisted of closed-ended questions designed to elicit quantitative

responses from participants. In contrast, the questionnaire for university leaders consisted of open-ended questions designed to elicit narrative responses from participants. Data were grouped into two categories based on their sources: data from lecturers and students, and data from university leaders. Data originating from lecturers and students were in the form of scale responses, while data from university leaders were narrative responses. The survey comprised 17 items, and the results of the validity test indicated that all 17 questions had a significance level of 0.000, which is less than 0.05. From the Pearson Correlation values, all questions showed a correlation coefficient (r) higher than the critical value (r -table). Therefore, it can be concluded that all questions are valid. Additionally, the instrument's reliability was assessed, yielding a reliability coefficient (Cronbach's alpha) of 0.961. A questionnaire is considered reliable if it achieves a Cronbach's alpha value exceeding 0.6. Based on the reliability test results, the Cronbach's alpha value for this questionnaire was 0.961, indicating that $0.961 > 0.6$. Thus, the instrument demonstrated both validity and reliability. The survey was administered electronically using an online survey platform, ensuring ease of access and data collection. Participants were invited to complete the questionnaire voluntarily and anonymously. Informed consent was obtained from all participants, emphasizing the confidentiality and ethical handling of their responses. Quantitative data analysis was conducted using statistical descriptive methods and was represented in charts. Descriptive statistics, including means, standard deviations, percentages, and frequency distributions, were calculated to summarize the quantitative data. The findings were visually presented in charts to enhance the clarity and comprehensibility of the results. The research Procedure Chart is presented in Figure 1.

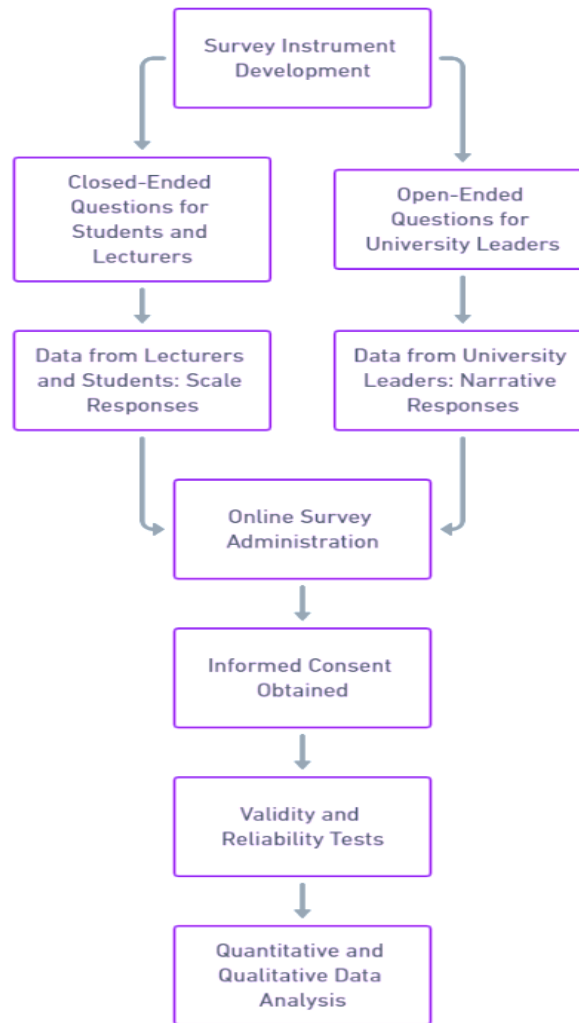


Figure 1. Research Procedure Flowchart

C. RESULT AND DISCUSSION

1. Assessment of The Al Qur'an Reading and Writing Program

The survey included questions (Questions 1 to 4) aimed at gauging the perceived importance and need for the Al Qur'an Reading and Writing program within the academic community. Respondents were asked to indicate their level of agreement on a 5-point Likert scale. The results revealed a strong consensus among respondents regarding the importance of the Al Qur'an Reading and Writing program:

- a. Al Qur'an Reading and Writing Program's Necessity for Academic Community: The majority (56.7%) strongly agree that the AL QUR'AN READING AND WRITING program is a necessity for the academic community, while 43.3% agree.
- b. Al Qur'an Reading and Writing Program Conducted 1-2 times a week: 53.3% of respondents strongly agree that the AL QUR'AN READING AND WRITING program should be conducted 1-2 times a week, and 46.7% agree.
- c. Al Qur'an Reading and Writing Program Conducted Outside of lecture hours: Similarly, 53.3% strongly agree that the program should be conducted outside of lecture hours, and 46.7% agree.

- d. Al Qur'an Reading and Writing Program's Necessity for every student: The respondents are split evenly with 50% strongly agreeing and 50% agreeing that the Al Qur'an Reading and Writing program is a necessity for every student.

These findings suggest that the Al Qur'an Reading and Writing program is widely perceived as an essential component within the academic community, encompassing lecturers and students alike. The Al Qur'an Reading and Writing program holds significant importance within the academic community, as evident from both quantitative and qualitative data. A substantial majority of survey respondents either agree or strongly agree on its crucial role, with sentiments such as the program being a "necessity for every student" and its importance in the broader academic community. This positive perception is reinforced by the university leaders, one of whom remarked, "The current implementation of the AL Al Qur'an Reading and Writing program is satisfactory". However, while the program is valued, there's a shared emphasis on refining its execution. A recurring theme from both the survey data and leaders' feedback is the need for clearer and consistent scheduling. As one leader pointed out, the program should be "scheduled more clearly and regularly". Beyond scheduling, the quality and structure of the Al Qur'an Reading and Writing program have room for enhancement. Leaders have underlined the importance of bolstering the program's quality in terms of its "material and service". Furthermore, there's a call to broaden the program's reach. Instead of focusing solely on students, one leader suggests that reading and writing guidance for the Qur'an should encompass "various levels within the university environment" to ensure a holistic development of the entire academic community. Lastly, in terms of skill enhancement and pedagogy, there's a push for the program to evolve and incorporate additional competencies. This includes integrating aspects like the Arabic language, which can "enhance student skills". The suggestion of "peer teaching" further underscores the need for innovative teaching methods to elevate the learning experience. In conclusion, the Al Qur'an Reading and Writing program, while highly regarded, presents several opportunities for refinement and expansion. Taking into account the collective feedback can ensure its continued relevance and effectiveness within the academic community.

The significance of religious education in higher institutions is well-documented in academic literature. According to Erpay (2019), Jarkasih and Nurhayati (2023), and Badawi et.al. (2020) such programs, like the Al Qur'an Reading and Writing, play a pivotal role in molding students' moral and ethical compass, aligning with our findings that highlight the program's importance. The sentiment that the Al Qur'an Reading and Writing program is a "necessity for every student" resonates with Andrei's (2022) assertion that religious education is paramount in fostering a sense of identity and community in academic settings. Consistent scheduling, as emphasized by university leaders, has been identified as a key factor in the success of educational programs. A study by Basyirudin (2021) found that structured and regular scheduling in religious education leads to better student engagement and comprehension. This aligns with the feedback suggesting the Al Qur'an Reading and Writing program be "scheduled more clearly and regularly." The call for enhancing the program's quality and expanding its reach is consistent with the current discourse on holistic education. Jarkasih and Nurhayati (2023) noted that for religious education to be effective, it should not be confined to specific student groups but should encompass the broader academic community. This is reflective of the suggestion to broaden Qur'anic reading and writing guidance to "various levels within the university environment."

Integrating additional competencies like Arabic language acquisition is in line with contemporary educational trends. According to a study by Tiarawati et al. (2023), incorporating

linguistic skills in religious programs enhances students' interpretative abilities and deepens their connection with religious texts. Furthermore, innovative pedagogical methods, such as "peer teaching," have been shown to foster collaborative learning and improve comprehension (BZ, 2020; Iis et al., 2022). In conclusion, the feedback and sentiments surrounding the Al Qur'an Reading and Writing program, both its strengths and areas for improvement, align closely with current academic research on religious education in higher institutions. Embracing these insights, grounded in both empirical data and academic literature, can pave the way for a more enriched and effective Al Qur'an Reading and Writing program at an Islamic university.

2. Al Qur'an Reading and Writing Program Collaboration and Support

The Al Qur'an Reading and Writing program's collaboration between the Faculty and the University, has garnered significant attention. Survey data paints a positive picture, with a considerable majority perceiving effective collaboration and substantial support from both the University and faculty. For instance, 46.7% of respondents strongly agree, and 50% agree about the collaboration's effectiveness. Similarly, half of the respondents strongly feel that Al Qur'an Reading and Writing student outcomes are appropriately reported. However, diving deeper into the feedback from university leaders offers a more nuanced perspective. While they acknowledge the collaboration's overall effectiveness, some leaders express concerns. One leader pointed out, "The service is not very good". Further, while the synergy between faculties and Technical Implementation Unit is perceived as robust, there's a call for better tracking of student participation: "The collaboration between faculties and Technical Implementation Unit is very good... so it can be tracked well". Support, too, while predominantly perceived positively in the survey data, has its intricacies. Leaders highlight specific areas that require attention. For instance, miscommunications, especially concerning certification, have been a concern: "There are still miscommunications related to the certificate". Further, while the involvement of Faculty by the University is generally seen positively, with 46.7% strongly agreeing and 53.3% agreeing, leaders emphasize continuous improvement. One leader noted the need for "harmonization, especially with the appointment of lecturers".

In essence, while the Al Qur'an Reading and Writing program's collaboration and support dynamics are generally perceived positively by the academic community, university leaders provide valuable insights into areas that need refinement. Balancing this feedback ensures a holistic understanding and paves the way for enhanced collaboration in the future. The significance of collaboration between faculties and universities, especially in religious or character development programs Al Qur'an Reading and Writing, is well-established in academic research. According to Usiono (2022), collaborative approaches between various university entities can significantly enhance the effectiveness and reach of such programs and lecturers serve as important role model of Islamic character education, a sentiment echoed by our survey where a majority perceived the collaboration positively. However, effective collaboration is not just about joint initiatives but also about the quality of communication and service. Mgwba (2017) noted that clear communication lines are pivotal in collaborations, especially in higher education institutions with multiple stakeholders. This aligns with the feedback from university leaders who highlighted concerns like "The service is not very good" and emphasized the importance of better tracking mechanisms. Miscommunications, particularly in certification processes, can hinder the perceived value and authenticity of programs.

The involvement and active participation of faculties, as emphasized by the survey and leaders, is crucial for the program's success. Pham (2022) discussed the importance of faculty

involvement in university-wide programs, suggesting that their engagement ensures the program's relevancy and effectiveness. This is in line with the feedback urging for "harmonization, especially with the appointment of lecturers." In conclusion, the insights derived from the survey and university leaders' feedback on the Al Qur'an Reading and Writing program's collaboration and support dynamics resonate with current academic research. The overarching sentiment underscores the importance of effective collaboration, clear communication, and continuous refinement in such programs. By aligning practices with these insights and existing research, The University can further enhance the Al Qur'an Reading and Writing program's effectiveness and impact.

2. Stakeholders' Perspectives on Program Improvement

The Al Qur'an Reading and Writing program, while recognized for its significance, showcases areas that require refinement. One of the prominent aspects is the certification service. A majority, with 53.3% strongly agreeing and 43.3% agreeing, believe that the certification service aligns with student expectations. However, a small fraction (3.3%) remains uncertain, indicating room for enhancing clarity or communication regarding certification. Beyond the certification, there's a unanimous call for improvements in the program's broader implementation. Half of the respondents strongly feel that enhancements are imperative, with the other half concurring. This consensus underscores the importance of continuous evolution in the program's delivery to better meet the academic community's needs. Governance, a pivotal component ensuring the program's smooth operation, has been spotlighted for improvement. Both segments of respondents, those who strongly agree and those who agree, make up 50% each, highlighting the significance of refining the program's administrative structures and processes. Another area that has attracted attention is the quality of educators. 46.7% of participants strongly believe in the necessity of elevating the caliber of teachers or tutors, and 53.3% echo this sentiment by agreeing.

This feedback emphasizes the program's pedagogical aspect, suggesting that the efficacy of Al Qur'an Reading and Writing might be further enhanced by investing in its educators. Lastly, administrative processes, particularly those related to certification procurement, are also marked for enhancement. With an equal split of respondents (50% each for strongly agree and agree), the feedback underscores the importance of streamlining administrative operations to ensure timely and efficient service delivery. In conclusion, the Al Qur'an Reading and Writing program, while positively perceived in many aspects, presents clear avenues for enhancement. From refining certification processes to elevating teaching quality and streamlining governance, these insights pave the way for a more effective and efficient program in the future.

Academic research consistently underscores the importance of certification in educational programs. According to Hasan & Karim (2019), certifications not only validate the learning outcomes of students but also serve as a motivational factor, ensuring continued engagement. The Al Qur'an Reading and Writing's certification service, while viewed positively by most (96.6% combined for those strongly agreeing and agreeing), does have a 3.3% uncertainty. This resonates with Khan et al. (2018), who emphasized the need for clear communication regarding certification processes to avoid ambiguities. Continuous improvement in educational programs is a well-established tenet in academic literature. Periodic refinements, based on feedback, are crucial for ensuring the program's relevance and effectiveness since the program needs to adapt to the changing needs and challenges of the society, especially in the era of industrialization and modernity (Priyanto, 2020). This aligns with the Al Qur'an Reading and Writing findings, where a unanimous 100% (combined for those strongly agreeing and agreeing) recognized the need for

enhancement. Governance, as elucidated by Liang (2022), plays a pivotal role in the smooth operation of academic programs especially in improving the teaching and research work in colleges and universities, leading to the development of high-quality education systems. Efficient administrative structures ensure that resources, both human and material, are aptly utilized. The emphasis on refining Al Qur'an Reading and Writing's governance, equally split between those who strongly agree and agree, mirrors these academic findings.

The quality of educators has always been a focal point in research. Suhardini et al. (2020) posited that the efficacy of any educational program is intricately linked to the caliber of its educators. Investing in teacher training and professional development can significantly uplift the learning experience, aligning with the Al Qur'an Reading and Writing feedback where a combined 100% recognized the need for enhancing educator quality. Lastly, administrative efficiency, particularly in certification processes, is a recurring theme in academic literature. Akinchi et al. (2018) emphasized the importance of streamlined administrative operations, suggesting that it directly impacts student satisfaction and trust in the program. The Al Qur'an Reading and Writing feedback, with an equal split between those who strongly agree and agree, underscores this sentiment. In conclusion, the avenues for enhancement identified in the Al Qur'an Reading and Writing program align closely with existing academic research. By grounding the feedback in scholarly findings, The University can adopt evidence-based strategies to refine and elevate the Al Qur'an Reading and Writing program's offerings.

3. Additional Activities for Islamic Character Development in Higher Education

The Al Qur'an Reading and Writing program at The University, while essential, marks just the beginning of a broader vision for Islamic character development in higher education. Survey data reveals a consensus: 46.7% of respondents strongly agree and 50% agree that there's a need for additional character-building activities beyond Al Qur'an Reading and Writing. University leaders echo this sentiment, suggesting activities like "Bathe the corpse and akhlaq" and collaborations with renowned institutions through initiatives like "Short Boarding School." However, the scope shouldn't be limited to students. As one university leader pointed out, "Islamic character activities currently only touch students... For untouched lecturers and employees." They emphasize the need to re-evaluate and enhance activities like religious gatherings, suggesting that "It is necessary to find ways to make recitation activities more attractive to the audiences."

The survey results also underline the significance of infusing Islamic nuances into PIKMB activities, with 60% strongly agreeing. Leaders believe in deepening this integration, recommending "Islamic religious studies on a scheduled basis by bringing experts from outside the campus." Further, the holistic development of students nearing graduation is a priority. While 63.3% of respondents strongly feel that Islamic character development is vital for these students, leaders highlight comprehensive education, emphasizing "Education Internalization of Tawhid Values, fiqh" and the importance of "consistency in practicing the discipline of worship." Additionally, interactive educational formats, like "Case Study talk show with Ustadz Adi Hidayat," can offer students practical insights into living by Islamic principles. For student boarding activities, the call for Islamic character development is even louder. 66.7% of survey respondents strongly agree with this need. Leaders suggest a multi-faceted approach, from emphasizing Arabic language proficiency through tests like "TOAFL" to integrating Islamic values into broader educational frameworks. One leader even envisions a broader assessment system, emphasizing that "The character of Islam is related to Islamic values... It is also necessary to conduct a computer-based test containing questions related to Islamic characters." In essence, while the Al

Qur'an Reading and Writing program serves as a foundational pillar for Islamic character development at the Islamic university, both the academic community and university leaders envision a more expansive and in-depth approach. From incorporating more activities, engaging faculty and staff, to innovative educational formats, the future of Islamic character development at the Islamic University promises to be holistic and comprehensive.

The significance of the Al Qur'an Reading and Writing program at Islamic University aligns with the increasing acknowledgment of the value of religious education in higher education institutions worldwide. A study conducted by Jarkasih and Nurhayati (2023) emphasized the significance of religious programs in shaping the ethical and moral aspects of students. This is consistent with our survey findings, which showed that a significant majority acknowledged the necessity of implementing additional character development programs beyond Al Qur'an Reading and Writing. The recommendations put out by university officials, such as the "Bathe the corpse and akhlaq" initiative and the "Short Boarding School" partnerships, reflect the wider academic conversation. According to Hidayah (2021), the integration of traditional traditions and modern educational models enhances the spiritual experiences of pupils.

The focus on expanding the formation of Islamic character to include teachers and staff aligns with the conclusions of Suhardini et al. (2020), who argued that comprehensive character development should involve the entire academic community especially lecturer as the main role model of character education. The suggestion made by a university leader to enhance the attractiveness of religious gatherings aligns with this holistic approach. The incorporation of Islamic elements into new university student activities, which received strong approval from 60% of participants, is supported by the research conducted by Malik and Noor (2016). They observed that incorporating religious principles into normal academic activity guarantees a more uniform and internalized set of values among pupils (Irodati, 2020). The focus on providing a well-rounded education for students approaching graduation, incorporating values such as "internalization of the principles of monotheism and jurisprudence," is consistent with the conclusions drawn by Irodati (2020). The participants engaged in a conversation regarding the significance of a strong spiritual base, specifically in relation to the shift from an academic environment to real-life experiences. The proposal for inventive instructional forms, such as the "talk show with Ustadz Adi Hidayat," aligns with current pedagogical trends. Afifuddin and Burga (2022) emphasized the effectiveness of interactive and hands-on learning experiences in religious education. In addition, Jarkasih and Nurhayati (2023) provide support for the idea of adopting a comprehensive approach to student boarding activities, which includes a focus on Arabic language skills and the incorporation of Islamic principles within broader frameworks. The participants engaged in a conversation regarding the crucial role of linguistic proficiency in comprehending religious literature, as well as the relevance of integrating religious principles with contemporary scholarly frameworks. Ultimately, the response regarding the Al Qur'an Reading and Writing program and the wider aspiration for Islamic character development at the Islamic university aligns with current scholarly studies. The aforementioned observations emphasize the significance of a holistic and all-encompassing strategy towards spiritual growth in higher education, guaranteeing that students are adequately prepared in both their academic and spiritual pursuits.

D. CONCLUSION AND SUGGESTIONS

The Al Qur'an Reading and Writing program at the Islamic university stands as a testament to the significance of integrating religious values within the academic framework of higher education institutions. Our research, through both quantitative survey data and qualitative feedback from university leaders, underscores the program's paramount importance in molding the moral and ethical dimensions of the academic community. While the Al Qur'an Reading and Writing program is largely recognized and valued, the collective feedback emphasizes the need for continuous refinement, particularly in areas such as certification, program governance, and pedagogical quality. Streamlining administrative operations, enhancing clarity in certification processes, and investing in educator professional development emerged as pivotal aspects to uplift the program's effectiveness. Furthermore, the research accentuates the broader vision for Islamic character development at the Islamic university. Beyond the foundational pillar of the Al Qur'an Reading and Writing program, there is a unanimous call from both the academic community and university leaders for a more expansive approach. This includes the integration of traditional practices, extending development initiatives to faculty and staff, and incorporating innovative educational formats. The unanimous consensus underlines the importance of a holistic development strategy that encompasses not only students but also the entire academic community. In essence, while the Al Qur'an Reading and Writing program serves as a starting point, the future of Islamic character development at the Islamic university is envisioned to be all-encompassing. Drawing insights from this research and aligning them with contemporary academic findings paves the way for a more enriched and comprehensive approach. The journey ahead, while challenging, holds the promise of molding individuals who are not only academically accomplished but also spiritually enriched, ensuring that the Islamic university continues its legacy of holistic education.

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