



Proceeding of International Conference on Islamic Education and Science Development (4th ICONSIDE)

Vol. 4 No. 1 (2026) 98 – 103 | E-ISSN: 3064-2310

Mataram, 10th - 11th June 2026

The Influence of a Religious-Based Literacy Program on the Character Development of Students at Almadinatul Islamiyah Rumeneng Islamic Junior High School

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Abstract. *This research aims to determine the influence of a religiosity-based literacy program on students' character formation. This research uses a quantitative approach with an associative design. Data were collected through a questionnaire distributed to 14 students as respondents and supported by documentation of literacy activities. The distributed questionnaire has been tested for validity and reliability, resulting in 8 valid items for variable X and 15 valid items for variable Y, with reliability test results for variables X and Y being 0.722 and 0.839, respectively. The prerequisite tests used are normality, homogeneity, and linearity. The data analysis technique uses simple linear regression with the help of the SPSS 22 program. Based on the analysis results, a coefficient value of 2.859 and a significance value of $0.000 < 0.05$ were obtained, with a coefficient of determination (R^2) value of 0.405; thus, H_a is accepted. It means that there is an influence of a literacy program based on religiosity on the character formation of students.*

Keywords: Reading and Writing Literacy; Religiosity; Character

INTRODUCTION

Religious-based literacy is expected to be able to form a strong reading and writing culture among students as part of character building and improving the quality of education. Literacy is not only understood as the ability to read and write technically, but also as the ability to understand, interpret, and communicate valuable information in accordance with Islamic teachings. This is in line with UNESCO's view that literacy is the ability to understand, create, and process information in various forms. Furthermore, based on data from the Central Statistics Agency (BPS), the reading interest level of the Indonesian population in 2024 reached a score of 72.44, indicating an increase in the reading culture in society. This condition should be an opportunity for educational institutions to strengthen literacy programs within schools (National Library, Survey on the Level of Public Reading Interest, 2024).

However, the reality shows that the implementation of the literacy program still faces various obstacles. Based on the GoodStats survey in 2025, as explained in the background, only 20.7% of respondents regularly read books every day, while the rest read weekly, monthly, or even rarely read. The condition indicates that the reading culture has not yet become a strong habit among the community (Izzul Wafa, 2025). This phenomenon is also reflected in the educational environment, including at SMP Islam Al-Madinatul Islamiyah Rumeneng, where some students still show a low interest in reading, lack the initiative to participate in literacy activities independently, and are not yet optimal in completing reading and writing assignments. As a result, literacy activities have not yet fully become a means of internalizing religious values, but are still carried out due to the demands and supervision of teachers.

Literacy is very important to implement because nowadays this program greatly influences the character formation of students. However, there are still factors causing the low literacy rate in Indonesia, such as the lack of interest in reading evident from childhood habits, limited access to reading materials, the quality of education, the increasing use of social media, which tends to

divert people's attention from reading activities, and the lack of library facilities. (Gugah Nurani, 2025).

The formation of the character of students through a literacy program based on religiosity is expected to produce students who possess religious, honest, disciplined, responsible, and independent character. Character education is not only oriented toward academic achievement but also toward the formation of behavior that reflects moral values and Islamic principles in daily life. Through activities such as reading the Qur'an, writing religious materials, reviewing, and reflecting on Islamic values, students are expected to develop critical thinking skills while also building *akhlakul karimah*, which is the main goal of pesantren-based education.

However, reality shows that the character development of the students has not fully met expectations. The development of the digital era and rapid social changes also influence the behavior of the younger generation, such as declining discipline, low responsibility, lack of empathy, and the emergence of behavior that does not align with moral values. (Hana Adhwa Jauza, 2025). This condition is also found among students at SMP Islam Al-Madinatul Islamiyah Rumeneng, who still exhibit dishonest behavior in literacy activities, low responsibility in submitting reading and writing assignments, and a lack of awareness in carrying out literacy activities independently. This situation indicates a gap between the ideal goals of character education and the implementation that occurs on the ground, so there is a need to strengthen literacy programs based on religiosity as an effort to more optimally shape the character of students.

METHOD

This type of research uses a quantitative method. It aims to determine the significance of the influence of variable (X) on variable (Y). Quantitative research is a research method based on the philosophy of positivism, used to study a specific population or sample. This research uses a questionnaire as a research instrument to collect data, which is then statistically analyzed to test the established hypothesis. This research uses a quantitative method with an associative approach. The quantitative method was chosen because this research aims to determine the extent of the influence. (STITNU Heniwati, 2025).

This research examines the relationship between literacy based on religiosity as an independent variable and character formation as a dependent variable. This research examines the relationship between literacy based on religiosity as an independent variable and character formation as a dependent variable. The questionnaire used consists of 25 statement items, 10 items for variable X and 15 items for variable Y. Its validity and reliability have been tested. The validity test aims to determine the extent to which a measuring instrument can perform its function accurately and precisely. An instrument is said to have high validity if it can produce measurements that align with its intended purpose. Internal validity is tested through item validity, which is conducted using item testing of the instrument. The validity test of the items was conducted using the SPSS 22 Program by testing the validity of the observation instrument through correlation analysis. The prerequisite tests used are normality, homogeneity, and linearity. The data analysis technique used is simple linear regression with the help of the SPSS 22 program.

RESULT AND DISCUSSION

Based on the research results that have been conducted, the literacy program based on religiosity shows a significant influence on the character formation process of the students. It can be seen from the results of the data processing and analysis as follows:

Results of Descriptive Statistical Analysis

Tabel 1. Results of Descriptive Statistical Analysis of Variables X and Y

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
X	14	18	32	25.86	4.470
Y	14	44	60	55.00	6.164
Valid N (listwise)	14				

Based on the results of descriptive statistical analysis of 14 respondents, it was found that the variable of Religious-Based Literacy has a minimum value of 18 and a maximum value of 32, with a mean of 25.86 and a standard deviation of 4.470. Meanwhile, the Character Formation variable has a minimum value of 44 and a maximum value of 60, with an average of 55.00 and a standard deviation of 6.164. This indicates that the Character Formation values are more widely spread than the distribution of the Religious-Based Literacy data.

Tabel 2. Model Summary

Model Summary^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.637 ^a	.405	.356	4.94841

a. Predictors: (Constant), X
b. Dependent Variable: Y

Based on the model table, a coefficient of determination (R²) value of 0.405 was obtained. This shows that the influence of the Religious-Based Literacy variable on the Character Formation variable is 40.5%, while the remaining 59.5% is influenced by other factors outside the model. The research results show that Religious-Based Literacy has an impact on the character formation of students. Based on the questionnaire distributed to 14 respondents at SMP Islam Al-Madinatul Islamiyah Rumeneng, the results indicate that the influence of literacy based on religiosity on the character formation of students at SMP Islam Al-Madinatul Islamiyah Rumeneng is shown by a coefficient of determination (R²) value of 0.405. This shows that the influence of the literacy variable based on religiosity on the character formation of students is 40.5%, while the remaining 59.5% is influenced by other factors outside the model. Based on that percentage, it is known that literacy based on religiosity has an influence on the character formation of students. This is in line with the research conducted by Khaidah Try Apnisyah Sitorus, which found that Quranic Literacy has a high effectiveness in shaping students' religious character. All these activities not only enhance the students' technical skills in reading and memorizing the Qur'an but also strengthen their understanding of Islamic values and their application in daily life, which shows a shift toward a more religious and noble character. (Khaidah Try Apnisyah Sitorus: 2025).

Tabel 3. Tabel Coefficient

Coefficients^a						
Model		Unstandardized Coefficients		Standardize	t	Sig.
		B	Std. Error	d Coefficients		
				Beta		
1	(Constant)	32.300	8.049		4.013	.002
	X	.878	.307	.637	2.859	.014

a. Dependent Variable: Y

Based on the data above, the significant value is 0.014, which indicates that the significant value is less than 0.05 (Sig. 0.014 < 0.05). The calculated t value of 2.859 is also greater than 2.179. In addition, the constant value of 32,300 and the value of Religious-Based Literacy of 0.878 are known. Then the research results conducted thru several testing stages are as follows:

Tabel 4. Results of the Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		14
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	4.75428215
Most Extreme Differences	Absolute	.141
	Positive	.114
	Negative	-.141
Test Statistic		.141
Asymp. Sig. (2-tailed)		.200 ^{c,d}

Based on the normality test in SPSS version 22, the significance value of 0.200 > 0.05 indicates that the residual values are normally distributed.

Tabel 5. Results of the Homogeneity Test
Test of Homogeneity of Variances

X&Y				
	Levene Statistic	df1	df2	Sig.
	2.787	2	6	.139

Based on the results of the homogeneity test in the table above, it is known that the Levene statistic obtained a significant value of 0.139 > 0.05, meaning that the data variables of Religious-Based Literacy and Character Formation have the same variance.

Tabel 6. Results of the Linearity Test

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Y*X	Between Groups	(Combined)	364.583	7	52.083	2.415	.151
		Linearity	200.158	1	200.158	9.280	.023
		Deviation from Linearity	164.425	6	27.404	1.271	.389
	Within Groups		129.417	6	21.569		
	Total		494.000	13			

The results of the linearity test show a significance value in the Deviation from Linearity column of 0.389 > 0.05. It can be concluded that the relationship between Religious-Based Literacy and Character Formation is linear.

Tabel 7. Results of Hypothesis test

Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	32.300	8.049		4.013	.002
	X	.878	.307	.637	2.859	.014

a. Dependent Variable: Y

Based on the data above, the calculated t-value is 2.859 while the table t-value is 2.179. Because the calculated t is greater than the table t and the significance value of 0.014 < 0.05, H0 is rejected and Ha is accepted.

In addition, the constant value is known to be 32,300 and the coefficient of the variable Religious-Based Literacy is 0.878, so the obtained regression equation is:

$$Y = a + bX$$

$$Y = 32,300 + 0,878X$$

A constant value of 32,300 was obtained, which means that if there is no application of Religious-Based Literacy, the baseline value of Character Formation is 32,300. Meanwhile, each one-unit increase in Religious-Based Literacy will enhance Character Formation by 0.878 units. Thus, it can be concluded that there is a positive and significant influence of Religious-Based Literacy on Character Formation, where the higher the application of religious-based literacy, the higher the value of character formation among students.

In accordance with Devinna's research findings, literacy based on religiosity is very important for the character formation of students. Where the results of this study align with the research conducted by Devinna Riskiana Aritonang in her study, which states that the implementation of a mosque-based language literacy movement program can enhance children's language literacy skills in the aspects of reading, listening, speaking, and writing in an integrated manner. A conducive, friendly, and religiously nuanced study environment supports the development of literacy more effectively compared to conventional literacy approaches. Quantitatively, all indicators of learning interest, test results, and learning behavior observations have shown significant improvement, exceeding the 75% target. Qualitatively, children show the development of religious character through the habituation of religious values and communicative character through structured dialogic activities. (Devinna Riskiana Aritonang dan dkk, 2026).

The formation of a child's religious character develops through the habits created in study activities. The habit of reading prayers, memorizing surahs, and understanding the meaning of the recitations creates a stronger internalization of values. Field findings show:

1. The child is starting to get used to greeting every time they arrive and leave from the study group.
2. The child shows respect toward the teacher and fellow classmates. The child shows respect toward the teacher and fellow friends.
3. Children understand the values of patience, obedience, and politeness through religious stories.

This result is in line with the theory that emphasizes that character is formed through knowledge, feeling, and action. In this program, children not only learn prayers or religious readings but also understand and apply them in social behavior. (Lickona: 2021).

In this program, children not only learn prayers or religious readings but also understand and apply them in social behavior. The implementation of literacy activities combined with religious values allows students to get used to reading, writing, understanding Islamic teachings, and applying them in their daily lives. In addition, literacy activities based on religiosity also help increase students' awareness of students about the importance of good character. Thus, the enhancement of literacy programs based on religiosity, implemented consistently and supported by professional educators, will greatly assist in the character development of students in schools.

CONCLUSION

Based on the research conducted at SMP Islam Al-Madinatul Islamiyah Rumeneng involving 14 respondents, it can be concluded that the literacy program based on religiosity has a positive and significant impact on the character formation of the students. Thus, the implementation of a literacy program based on religiosity combined with religious values can help shape the character of students to be religious, honest, disciplined, responsible, independent, and polite. The more optimal the implementation of the literacy program based on religiosity in schools, the better the character of the students formed in their daily lives.

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