

PARENTAL INVOLVEMENT IN READING LITERACY PROGRAM IN DEVELOPING STUDENTS' RELIGIOUS CHARACTER AT SD EMIRATTES ISLAMIC SCHOOL JAKARTA

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Abstract

Literacy and character are essential issues in the national education evaluation system. Literacy is related to the ability to analyze qualitatively. Meanwhile, the character is a bond that helps students become good individuals. Therefore, this research aims to explore the effectiveness of parental involvement in the reading literacy program in developing students' religious character at SD (Elementary School) Emirates Islamic School in Jakarta. The researchers used a qualitative method with data collection through observation, interviews, and documentation. The researchers' data analysis underwent three stages: data reduction, presentation, and conclusion. The research results indicate parental involvement in the reading literacy program's effectiveness in developing students' religious character, such as modelling, mentoring, and organizing. The description of students' religious character in their daily lives is the belief in carrying out the pillars of Islam, their obligations in worship, students involving Allah SWT in their daily lives, and students sharing. It means that the formation of students' character will be achieved if parents can carry out their duties and roles well, especially in strengthening reading literacy at home.

Keywords: Parents, Reading Literacy, Religious Character, Primary Education

INTRODUCTION

In Islamic teachings, education is described as when Jibril came to meet the prophet Muhammad Saw to give the first revelation in the form of the Qur'an in the cave of *Hira*. Jibril asked the prophet Muhammad Saw to read and follow the reading that he read, namely *surah Al-'Alaq*, as follows: "Read in (mentioning) the name of your Lord who created. He created man from a clot of blood. Read, and your Lord is the Most Glorious" (Ridha, 2021).

Based on the interpretation of *Surah Al-'Alaq* by M. Quraish Shihab, the word *igra`* in the first verse means the command to learn something that is not yet known. Human knowledge continues to develop if the teaching and learning process begins with the ability to read and write. Because reading and writing are commands that come directly from Allah SWT. as a symbol of knowledge (Shihab, 2005), it is seen that Islam is a religion that encourages the cultivation of scientific literacy, including reading literacy. Reading is essential in the life of a Muslim because reading is the gateway to various sciences. The educational process is never free from reading activities (Ramadhan, 2017). By reading, a person will find it easier to solve problems in his life. That way, a person can improve the quality of life, even make his country better.

However, in recent years, Indonesia has experienced a reading emergency. The Programme for International Student Assessment (PISA) is a program for assessing skills and knowledge organized by the Organisation for Economic Cooperation and Development (OECD). Indonesia participated in the PISA assessment for the first time in 2000. The PISA infographic released by the Indonesian Ministry of Education and Culture shows that the average reading ability of Indonesian students is increasing. In PISA 2000, Indonesia obtained an average score of 371. In PISA 2009, Indonesia rose to 402, the highest score Indonesia has ever achieved. In the last three rounds of PISA, the average reading ability of Indonesian citizens decreased and reached the lowest PISA score in 2018, which was 371 points. The lowest increase was seen in reading literacy. In addition, Indonesia's reading points are still very far from the average score of OECD countries, which reached 490 points. This condition made Indonesia's reading level quite viral, so it was able to knock the Minister of Education to create a regulation contained in Permendikbud No. 23 of 2015

concerning the Development of Character, namely getting students used to reading books and as a tangible form of holding the National Literacy Movement in 2016, as well as the School Literacy Movement (*Gerakan Literasi Sekolah / GLS*) which focuses more on efforts to foster students interest in reading (Ichsan, 2018).

21st-century learning relies on strong character-based science and technology literacy skills and high human dignity and honour. Law Number 20 of 2003 states that national education aims to develop students' potential to become people who believe and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, and independent, and become democratic and responsible citizens. Implicitly, religious character occupies the leading position. The strategies that can be carried out are moral knowing, moral modelling, feeling and loving, moral acting, punishment, advice, and habituation (Ahsanulhaq, 2019). One needs to link character-building to the literacy movement so that religious character-building can be effective and efficient. It is because, currently, society feels the flow of globalization at every level of life. Life patterns are also shifting to increasingly universal patterns. Changes in the era have changed the younger generation's lifestyle, especially in big cities. It means that the decline in morals and character has recently affected some younger generations (Kholidah, 2020).

Minister of Education and Culture Nadiem Makarim, at that time, emphasized the importance of students' interest in reading because Indonesian society is currently experiencing a literacy crisis (Fahlevi, 2019). In the Minister of Education and Culture Regulation Number 20 of 2018, Article 2 concerning Strengthening Character Education (*Penguatan Pendidikan Karakter / PPK*) states: "PPK is carried out by applying Pancasila values in character education, especially including religious values, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, national spirit, love of the homeland, respect for achievement, communicative, love of peace, love of reading, care for the environment, care for society, and responsibility." (Novitasari et al., 2019).

In Islamic teachings, religious character is known as morals. Islamic education aims to form a Muslim personality, namely to be pious to Allah SWT (Hawi, 2014) by the verse of the Qur'an, which reads: "O my son! Perform prayers and order (humans) to do what is right, prevent (them) from doing wrong, and be patient with what happens to you. Indeed, it is an important matter." (Sari et al., 2023). The purpose of implementing the literacy program is to shape the character of Indonesian society and produce superior and competent human

resources for the prosperity and survival of humanity. The literacy movement, which is currently strongly encouraged by the government, has been widely implemented in various schools to support character growth, as written in the Regulation of the Minister of Education and Culture (*Permendikbud*) Number 23 of 2015 Article 2 concerning Character Development." (Mufida, 2020).

The formation of religious character can be instilled through reading habits, such as reading Islamic books, story books, and so on. During the reading process, children unconsciously take the contents of the books they read. Gradually, children begin to practice what they take from reading books. That point is what makes the habit of reading necessary for children. Not just reading children's reading materials must also be filtered so that the character formed is not wrong (Widodo & Ruhaena, 2018). Literacy and character issues are essential issues in the national education evaluation system. Both are the focus of the curriculum simplification by the Ministry of Education and Culture. Simply put, the goal of education is for students to become "smart" and "right" individuals. Literacy makes children "smart," while religious character makes children "right." " (Kiriana & Wideasih, 2023).

The school always tries to make its students have good morals or behaviour. One of the programs held by the Elementary School (SD) Emirates Islamic School is the literacy program. Based on the results of interviews with *tahfiz* and PAI teachers, he said that the literacy program at this school has become a routine school agenda and is held every year through a semester program. This literacy program involves the role of parents in it. For now, the literacy program is focused on the exemplary story of the Prophet. One of their programs is to make reading a habit (literacy) to create literate students, and it is hoped that students will have broad knowledge and insight. In addition, this school implements a character education strengthening program in learning. So through this program, the school hopes that its students have firm Faith (religious), a high national attitude (nationalist), are not easily dependent on others (independent), have a spirit of working together (cooperation), and are honest in all things (integrity).

METHODS

In conducting research, researchers use qualitative research methods combined with descriptive research. Descriptive research aims to describe accurate, realistic and actual phenomena at that time because the research seeks to describe systematically and realistically,

factually and accurately the facts, characteristics and relationships between the studied phenomena (Moleong, 2014). Using this definition, the researcher presents research on the effectiveness of parental involvement in reading literacy programs in developing students' religious character at the Elementary School of Emirates Islamic School.

Data collection techniques are the most critical step in research because the purpose of research is to collect data so that the data can be analyzed in more depth. The data collection methods used by researchers are in three ways, namely observation, in-depth interviews, and documentation (Creswell, 2013). Meanwhile, researchers use data analysis to compile and organize systematically through the results of the three data collections above. The data obtained from the research are then analyzed in stages through data reduction, data presentation, and conclusion (Sugiyono, 2015).

RESULTS

Parental Involvement in Reading Literacy Program in Developing Religious Character of Students at Elementary School of Emirates Islamic School

One of the programs of SD Emirattes Islamic School is to make reading a habit (literacy) to create literate students who are expected to have broad knowledge and insight. In addition, this school implements a character education strengthening program in learning so that students are expected to have religious, nationalist, independent, cooperative, and integrity characters. Through these characters, one literacy that must be mastered from the six essential skills (Read: language and literature literacy, numeracy literacy, science literacy, digital literacy, financial literacy, cultural and citizenship literacy) is reading literacy (Kemendikbud, 2017).

SD Emirates Islamic School has a literacy program. As conveyed by the principal, "There are many literacies carried out in this school, including co-curricular (supporting) programs such as literacy, numeracy, *tahfiz*, and English literacy. There is also a Latin literacy culture, which is general, such as reading books, and the Qur'an literacy, such as *muraja'ah* and *tadarus* Dzuhur and Maghrib. The children also read many books about sirah nabawiyah, the story of khalufaurrasyidin, and so on."

This statement reflects the existence of routine programs and extracurricular activities in schools. In learning and teaching at school, literacy programs and activities need to be synergistically attached to learning programs and activities in all subjects. Literacy programs

and extracurricular, co-curricular, and extracurricular activities must be well-connected and structured. Teachers, co-curricular activity facilitators, and extracurricular activity supervisors who carry out literacy activities must complement and enrich each other (Saryono et al., 2017). Learning in the classroom (extracurricular) and outside the school (extracurricular) both have learning outcomes, especially the acquisition of reading and writing skills, especially the formation of personality through learning that is fun and friendly for students.

The principal's statement above is based on the concept of parental involvement. In contrast, in the world of education, the idea of their involvement is very diverse, such as parenting, providing a safe and stable environment, intellectual stimulation, parent-child conversations, educational value models and social construction, efforts to fulfil children's interests, being good citizens, relating to the school and participating in school activities (Desforges & Abouchaar, 2003). All forms of parental involvement play a vital role in the child's learning process at school and home to achieve their educational goals.

The literacy programs implemented at SD Emiattes Islamic School are reading literacy, English literacy, and the Qur'an literacy. Literacy itself is supported by the strengthening of character education, which in its implementation is expected to be able to form students with good character. The current literacy movement that continues to be encouraged by the government has been numerous and should be implemented in schools to support the progress of character growth. In this case, SD Emirates Islamic School does the same thing, as the principal said:

"I hope that every child has their work and goals. I hope that they have their own story. They only summarize, comment, and think about a reading they have read. To produce intelligent children, children must be able to read situations and live anywhere. Literacy also aims to become students with noble character. The school's vision and mission is to create a good generation with high morals. So that it is embedded in the minds of students and makes them students with broad insight and good character."

Parents play an important and very influential role in their children's education. Parental education for their children is based on love for children and comes from nature. In this case, researchers focus on parental involvement in children's reading literacy, including the role of parents as modelling, the role of parents as mentoring, and the role of parents as organizing. In detail, researchers explain as follows:

1. Parents As Modelling

The first place a child learns is the family, especially parents (Ichsan, 2020b). Consciously and unconsciously, children observe the behaviour patterns they see. Family literacy should be the initial goal for creating educational strategies for children made by parents in the context of the teaching process. Children will see what they observe and hear from their parents and environment (Noviyanto, 2021).

According to the Ministry of Education and Culture, the Family Literacy Movement is based on the desire to improve the literacy skills of family members. Therefore, understanding literacy as the ability to identify information needs, search for, obtain, process, and re-inform information needs to be improved in the family realm. To improve these literacy skills, the role of the family is vital (Basyiroh, 2018). In the book *Happiness and Education* by Noddings, happiness and education are closely related. This means that happiness should be the goal of education, and good education should significantly influence personal and group happiness (Noddings, 2003).

Regarding literacy, parents play a vital role in the success of the student reading literacy program because the activity is carried out at home and is controlled directly by parents. In addition, the activity makes students more intelligent. One of the roles of parents is to provide examples to their children. At first, he only cares about the books he reads. However, over time, because he sees his parents reading books at home daily, he will most likely do the same and become interested in reading books (Christina, 2019).

The result of an interview with a student who stated, "I like reading because my brother also likes to read. Although he likes to read novels, maybe because my brother is starting to grow up." This statement provides information about reading habits in his family environment. It implies that the student's family has a strong interest in reading. It can influence or motivate children to be enthusiastic about reading literacy.

One of the ways parents can help their children's literacy is by being role models. Reading together can increase children's interest in doing new things in their reading. As stated by one of the students, IRW, "Sometimes I am invited to read together at home. I read books I like; they read books according to their preferences. So, we are both enthusiastic about reading at my house." From the explanation above, there are several strategies that parents can play in increasing children's. One is that parents must be an example so children like to read. Parents who don't like reading books can start by

reading light articles in the media and discussing them with their children (Septiaji & Nisya, 2020).

In parental involvement in developing children's literacy, parents must have high awareness and expectations for their children's mastery of literacy skills. Arba'i's Arba'i's book says that parents need to schedule time to read, namely setting aside time for themselves to read, to help their children enjoy reading (Arba'i Arba'i, 2016). Children always pay attention and imitate whatever their parents often do. Therefore, parents must provide good examples to their children. The family is an analogy of a small company that requires teamwork in solving problems or meeting family needs. Thus, parents must be able to work with their children to solve problems, especially in the learning literacy environment at home.

2. Parents As Mentoring

Parents should create a comfortable, pleasant, and calm family atmosphere to increase children's interest in learning. Parents must provide adequate literacy facilities and means to children. With a supportive literacy atmosphere and facilities, the intensity of family gathering time is the right time to introduce children to reading. In addition, the quality of family gatherings must be by the amount of family reading time (Anggraini, 2017). As conveyed by one of the teachers, AHY, explaining, "In the literacy program, parents are given reading journals and writing journals, which contain the parent's parent's initials, the date, and which page they read. So, every day, there must be a report. Every time they read it, there must be a parent's signature. After reading, parents must also control the child to write on the writing journal sheet, which will be collected at the end of the semester before the summative assessment is carried out."

In Kemdikbud's book entitled Family Practice, volunteerism as a form of concern is becoming increasingly relevant today. Many families today hand over their children's success to the school. Through sympathetic involvement, many parents are willing to be actively involved in helping to advance the school (Kemdikbud, 2017). Thus, the sentence shows an understanding of the need for parental involvement in children's education, as well as an appreciation of the role of volunteerism in achieving the common goal of improving the quality of education in schools. In this case, taking about 15 to 20 minutes to read together is very necessary. It means that taking a relatively short time to read with

children significantly impacts arousing their love of reading, strengthening parent-child relationships, and building better communication within the family.

3. Parents As Organizing

Parental guidance is a continuous support process aimed at developing children's children's potential from childhood to adulthood. The role of parents is vital in guiding their children in learning and all learning activities, especially in improving education. There are many ways parents can guide their children in learning. Reading literacy programs in families certainly require reading books. In this case, SD Emirates Islamic School instils a culture of buying books in families. The school requires parents to buy two books for two semesters (within one school year). It reflects specific values and habits upheld in the family, namely the culture of buying books. Family culture can include certain habits, values, and practices that are applied together. These habits can reflect values such as an appreciation of knowledge, a love of reading, and support for education.

With the existence of a book-shopping culture, it can be assumed that families have or try to have a diverse collection of books at home. It creates an environment that stimulates interest in reading and learning. Although the family provides books, schools still have criteria for reading books children must read. The third stage is the concrete operational stage (ages 7-11 years), where children begin to understand logic and reasoning. The correct reading material is a storybook that can provide opportunities for children to express themselves through the talents and hobbies that they like (Latuconsina et al., 2022).

By emphasizing the stages of child development, interests, and self-expression through story books, this theory guides parents, educators, and policymakers in selecting reading materials to support children's development at the concrete operational stage. So, parents buy books that meet the criteria for their educational development. For this reason, parents need to control purchasing good books for their children. It is because not all books are worth reading for children's development. Only quality books can foster positive character in children. Here, parents play a vital role in choosing healthy reading material (Aysah & Maknun, 2023).

Certain things are the basis for thinking in testing the stages of child development, including: First, consideration of the child's interest in reading must be seen as a more critical selection criterion than the assumption of suitability made by adult glasses. Second, understanding child development in general and the stages of development in particular will provide valuable information when selecting children's reading. Third, understanding the stages of child development will help select reading, but it is not something rigid or a fixed price. Fourth, understanding the suitability of reading selection with the stages of child development needs to be expanded to include the contribution of each stage (Brady, 1991). One of the criteria for selecting quality children's reading books is books with an attractive story, namely a gripping storyline related to children so that the tale "comes alive" for children. Children can recognize the characters (Syarifuddin et al., 2022).

The family can be likened to a small company that requires cooperation to complete all tasks and problems and meet the family's needs. Cooperation between family members to improve children's literacy is the most essential thing in the family. The family plays a fundamental role in fostering a love of reading in children. The role of parents is vital in forming a good personality so that children can follow the habit of reading (Padmadewi et al., 2018). In line with the theory of Antasari and Indah Wijaya, the first educational environment for children is the family (at home). As educators in the family, parents have a huge role in educating their children to get used to reading and enjoy it (Amariana, 2012). It highlights the importance of parents' role in creating a supportive environment for children, especially regarding reading interests. By paying attention to the family atmosphere, quality time together and access to reading materials, parents can play a significant role in helping their children.

DISCUSSION

Religious Characteristics in Students' Daily Life at SD Emirates Islamic School

The concept of religion that children understand is still straightforward and called the simply religious stage. During childhood, children's way of thinking is still general; they cannot yet consider their internal aspects, so they cannot complete their life tasks independently and make their own decisions responsibly (Andrianie et al., 2021). At this age of imitation, educators, from the child's perspective, are considered role models in action.

Therefore, children think parents, teachers, and older people are the most correct examples of daily activities. There is no specific concept of life and the world. Children have a rich imagination and a desire for adventure and fun, so sometimes they struggle to distinguish between fantasy and reality (Marwany & Kurniawan, 2020). Therefore, internalizing character education values from an early age is essential.

The purpose of character education itself can be understood from various aspects: First, children understand ethical values in the family, local, national and international environments through customs, laws, regulations and global rules. Second, children can develop character or disposition continuously as they make ethical choices amid today's complex social life. Third, children rationally deal with real societal problems after considering them according to moral norms. Fourth, children know how to use good morals to develop awareness and behaviour that is beneficial and responsible for their actions (Noor, 2012). So, the purpose of reading in children's self-development becomes essential because reading is, among others, to meet intellectual, spiritual, and personal development demands. In addition, reading can benefit from understanding actual things around them and filling free time with more quality (Misdar, 2019).

In their role, schools need to implement a program that meets the goals they want to achieve. Schools hope that every child must have their own written work. For parents, the challenge must be to shop for books per semester, with books determined according to the child's development. Literacy in this school aims to become students with noble morals. So that students are embedded in their minds and become students who are broad-minded and have good character. In the end, the culture in this school is a culture of reading literacy.

The above explanation shows that the purpose of the family literacy program is to produce intelligent children. These children can read situations, live anywhere, and reason critically. Literacy also aims to make students of noble character and student motivation as an annual school program and, most importantly, to increase their love for books. It is by Permendikbud Number 20 of 2018 Article 2 concerning Strengthening Character Education (*Penguatan Pendidikan Karakter / PPK*).

In addition, synergy between parents and educational units is essential at every level of education, especially at the elementary level (Elementary School). In this Elementary School, children begin character development through the development of values in life, namely moral, social, religious, and emotional. These values can be developed well if the education

process is carried out through synergy between parents and educational units. It means that the continuity of school and home education is inseparable from parents' direct involvement (Rafsanjani & Razaq, 2018). The participation of parents and educational units is an absolute must for all academic units at various levels because the participation of parents in educational units has been regulated in Law Number 20 of 2003 concerning SISDIKNAS Article 7 Paragraph 1.

The article gives parents the right to be actively involved in choosing their child's education. It recognizes the critical role of parents in determining education based on the family's needs and values. The article also gives parents the right to obtain information about their child's development. Based on the data obtained by the researcher, there is evidence that there is a match between theory and practice regarding the level of religiosity.

1. Dimension of Beliefs

This aspect shows a person's belief in the truth of a religion's basic teachings or dogmas, such as believing in Allah SWT, angels, prophets/apostles, the books of Allah SWT, heaven and hell, and so on. Every religious person must always instil the values of Faith in their soul. In the context of Islamic teachings, this aspect is related to a person's belief in their religious beliefs. All doctrines originating from the Qur'an and Sunnah are guidelines in all areas of life. The dimension of belief is related to what must be believed. Religious belief or doctrine is the most fundamental dimension. Every religion always has doctrines that must be adhered to by its adherents, so the most important thing is the willingness or obedience of the followers of that religion to follow the rules or teachings that apply to the religion they adhere to (Umair & Said, 2023).

It is in line with what was conveyed by one of the students, NPA, who said, "Faith is the most important. Because it is an article of Faith that Muslims must carry out." The statement contains an element of belief in the principles of Islamic religion, namely showing belief in the principle of Faith, which is the main foundation of Islamic teachings and is often considered the basis of all existing beliefs. By emphasizing that Faith in Allah is the first in the articles of Faith, this statement underlines the importance of understanding and believing in the basic principles of Islam. The Articles of Faith are fundamental pillars of a Muslim's belief.

At least two factors support the development of a religious personality from within. The first factor is religious needs. Humanly, every individual has a basic need for peace

and spiritual satisfaction that must be fulfilled. This need stems from a sense of religion and their belief that the universe and all its contents are the creation of God, the Ruler of the universe. The second factor is the drive within humans to submit, obey, and serve Allah SWT. Every individual believes in the existence of a supernatural power that controls the universe. This supernatural power created the universe and its contents and regulates the life course on this earth. This belief encourages people to tend towards monotheism and make monotheism a guideline for their lives (Ichsan & Fathurrahman, 2019).

As a Muslim, the concept of life comes from God Almighty. The meaning of life is not only in this world but also in the afterlife. The religious character of a Muslim is rooted in monotheism, sourced from the Qur'an and hadith. One of the teachers, AHF, reinforced it: "In addition to students emulating the beliefs taught by the Prophets, students also learn about beliefs and morals at school. In which teachers always instil in students the belief that Allah SWT is the only God who must be worshipped." This sentence contains several vital points: religious education, teachers' role, and monotheism's value. Overall, this sentence highlights the importance of religious education in shaping students' character and beliefs. Teachers in schools play an important role in instilling religious and moral principles, especially in the context of monotheism in Islam.

From here, it can be seen that SD Emirates Islamic School instils the six pillars of Faith in students. It is not only through formal learning at school but also through the reading literacy program in the family, especially faith literacy through the stories of the prophets. In addition, the results of this literacy are shown through daily religious activities carried out routinely. Namely, students worship Allah SWT. One source of values in human life is divine values, which are values related to divinity (*Hablum Minallah*), and the essence of divinity is religious. Teaching religious values is the core of educational activities because the fundamental values of Muslims are Faith, Islam, ihsan, piety, sincerity, tawakal, gratitude, and patience. Every religious person must always instil the values of Faith in their souls (Ichsan, 2020a).

2. Dimensions of Religious Practices

This dimension is related to several behaviours, which have been determined by religion. This dimension represents the level of compliance of a person in carrying out ritual activities that are required or recommended by religion, for example, performing prayers, zakat, alms, fasting, and other recommended worship. Worship means serving (serving). Self-service or devotion to Allah is the core of the values of Islamic teachings. The value of prayer lies in two things, namely, the inner attitude (recognizing oneself as a servant of Allah) and its manifestation in the form of words and deeds (Bahri, 2016). Overall, the sentence illustrates the importance of devotion to Allah SWT as the main principle in Islamic values and how the value of worship includes components of inner attitude and its manifestation in actions and speech.

The SD Emirates Islamic School implements religious practices to students, as expressed by one of the teachers, AHF, as follows: "God willing, students perform the five obligatory prayers. Because the school implements congregational Dzuhur and Asr prayers. Even at home, there is a journal of students' students' worship activities. This 40-day challenging prayer program is important, as parents must monitor their children in performing obligatory prayers." This statement reflects an effort to encourage students to carry out their religious obligations regularly and consistently. The practice of congregational prayer at this school can help students carry out their obligatory prayer obligations. The 40 Days Challenges Prayer program represents a more structured effort to help students perform the obligatory prayers. Such a program may involve a commitment to perform prayers for 40 consecutive days. Parents act as monitors in supporting children in this program.

The dimension of worship is a dimension of diversity related to several behaviours determined by religion, such as the procedures for worship (Saleh, 2022). It has confirmed the intent of NPA: "Alhamdulillah, NPA's NPA's prayers are regular. If he wants to play with his friends, he always says "wait a minute, I want to pray first. Do you guys pray?"" The parent's statement shows that their child has a positive approach to worship. He not only performs prayers well but also introduces his friends to the practice of prayer and invites them to pray together. The statement also reflects the child's positive attitude towards prayer and how he tries to share religious values with his friends in social interactions. Based on the study's results, it was found that students carry out worship according to spiritual teachings, but some students still have not done it thoroughly. But

in general, the school has provided literacy on the importance of practising worship in maintaining a relationship with God (vertical) as a form of devotion to Allah SWT. by obeying His commands and avoiding His prohibitions.

3. Dimension of Experiences

The dimension of experience is related to the consequences of religious teachings that are adhered to, which are applied through attitudes and behaviour in daily life (Depiyanti, 2014). This dimension shows the extent to which a person's behaviour is based on religious teachings. The behaviour here emphasizes "secular" behaviour, namely how individuals relate to their world, such as helping behaviour, respecting truth and justice, honesty, forgiveness, etc. Researchers analyze a person's behaviour related to helping give alms in this dimension.

One of the students, AHF, said: "At school, there is a charity program on Friday. It means that every Friday, children are accustomed to setting aside some of their pocket money to give alms for the purpose of social worship." This program shows an effort to include social and religious values in the educational environment. This action can also be used as a social concern in giving back property and goods to the community. Students are taught that helping others in need is essential. In addition, students are also allowed to learn practically about personal financial management. They learn to set aside some of their pocket money, which can be a valuable experience in financial management in their future lives. It is expected to foster a religious attitude and train students to care for others as a good deed for their future lives.

One of the students, NPA, proved it: "If there is no more need, I will give to others who need it." This statement shows the child's generosity and concern for others. This statement also reflects a willingness to share excess with those in need. This statement illustrates a noble and responsible attitude, showing that the student does not only think about personal needs but also pays attention to the circumstances of others around him.

The research results found that students in this school behave well in their daily lives, often helping others, helping others, and sharing some of their wealth with other humans. Students are accustomed to doing good deeds and practising suitable activities. After all, any treatment in this world will be rewarded in the afterlife. Character education in the form of good social and emotional skills becomes a universal driver of society. This

education can have a positive impact on creating a bright life in the future. By achieving individual behaviour, creating a peaceful, dynamic, and harmonious human social life is possible.

CONCLUSION

Reading literacy is implemented at home by involving the role of parents. The program is implemented every semester. Students must complete one book or as many pages as determined at each grade level within one semester. At the beginning of each semester, the teacher gives students reading and writing journals as a form of student reading achievement. Parents, as the number one educators at home, play an essential role in improving reading literacy development. They play a role in helping children choose the title of the book they will read and also controlling children in carrying out literacy. After finishing reading, students write down the results of their reading or retell their reading in a writing journal to evaluate their knowledge from the books they read. Parental involvement in children's reading literacy includes: First, parents are a model, namely, their participation in getting used to reading books. Second, parents as mentoring, such as getting used to reading books with children. Third, parents are organizing, namely, their involvement in creating a strong environment for literacy. The description of religious character in the daily lives of students at SD Emirates Islamic School can be seen in three critical dimensions: the dimension of belief, spiritual practice, and experience. All three can be applied to children's daily lives.

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