

The Role of the Islamic Literacy Friday Program as a Religious Habit in Strengthening Self-Confidence in Lecturing and Improving the Iqra Reading Ability of Students of State Senior High School 2 Totikum

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ABSTRACT

This study aims to analyze the role of the Islamic Literacy Friday Program as a form of religious habituation in strengthening students' self-confidence when delivering lectures while improving their Iqra reading skills at SMA Negeri 2 Totikum. The study used a qualitative approach with a descriptive research type that aims to comprehensively describe the implementation of the program in the school environment. Informants in this study consisted of the principal, the Islamic Religious Education teacher who acted as the program supervisor, and a number of students who participated in the program. Data collection was carried out through observation, in-depth interviews, and documentation studies. Next, the data were analyzed through the stages of data reduction, data presentation, and drawing and verifying conclusions. To ensure data validity, this study applied source triangulation and method triangulation techniques. The research findings indicate that the implementation of the Islamic Literacy Friday Program was carried out through several stages of activities, including the program planning stage, Iqra reading skill development, lecture delivery practice by students, and the evaluation and reinforcement stage of the activity. The implementation of this program has made a positive contribution to increasing students' self-confidence in delivering lectures in public. This is evident from the increase in the number of students who dared to appear to deliver lectures, from the initial 40 people to 96 people. Furthermore, students' Iqra reading skills have also shown significant improvement. This is demonstrated by the reduction in the number of students unable to read Iqra fluently, from 30 to 14. Therefore, the Friday Islamic Literacy Program can be viewed as an effective religious habituation strategy for improving Quranic literacy while simultaneously developing students' religious communication skills within the school environment

INTRODUCTION

Religious literacy is an integral part of the formation of the religious character of students, especially for Muslim students in formal educational institutions. Religious literacy is not only understood as the ability to understand Islamic teachings conceptually, but also includes practical skills, such as proficiency in reciting the verses of the Qur'an correctly and the courage to convey religious messages through lectures. However, in this digital era, the challenges of religious literacy are increasingly apparent, especially related to the basic ability to read the Qur'an and the courage to convey da'wah (rhetoric). In 2025, Haldiati in her research revealed data that as many as 60% of high school students were unable to read the Qur'an fluently, 45% of students made fatal tajwid errors (such as in the rules of dead nun/tanwin and dead mim), and 30% of students even had difficulty recognizing the Hijaiyah letters separately (Irda Haldiati et al., 2025). These findings are consistent with data from the Ministry of Religious Affairs which reported that the inability to read the Qur'an among the Indonesian people reached 72.25% (Ichsan, 2024).

Based on these data, it can be concluded that religious literacy in Indonesia is very low, especially among students who are the younger generation who will continue the religion. Furthermore, Indahsari's research revealed the phenomenon of fear of public speaking, which reaches 75% of the population, and 20% to 85% of people suffer from glossophobia when asked to speak in public. This occurs due to a number of contributing factors, including minimal mastery of the material and low self-confidence when standing on the podium (Indahsari et al., 2025). Furthermore, the results of initial observations obtained by researchers when interviewing students found data that students felt unable to preach due to a lack of confidence and making errors in pronouncing evidence or quoting verses. Based on these findings, important information was obtained that low basic literacy of the Quran is positively correlated with students' lack of courage to appear as preachers.

Therefore, a religious habituation program is needed that is designed systematically, contextually, and sustainably so that the three learning domains: affective, psychomotor, and cognitive can develop optimally. Furthermore, based on the results of initial observations conducted on January 21, 2026, it was found that in 2025, out of 150 Muslim participants at SMA Negeri 2 Totikum, 30 students were still unable to read Iqra and the Qur'an properly even though they were at the senior high school level, 80 students were unable to do tahsin Al-Qur'an correctly, and 40 students who had the ability and high courage to appear to give lectures. Therefore, in response to these problems, based on religious literacy, the school initiated the Friday Islamic Literacy Program which focused on coaching reading Iqra and training in preaching. This program was designed as a religious habituation activity that provides a continuous learning space for students to improve their ability to read the Qur'an from a basic level while also training their courage to appear in public. The results of the program implementation showed quite significant developments.

The number of students who had high confidence in preaching increased from 40 students to 96 students, while 54 other students were still in the coaching stage. In terms of Quranic literacy, the number of students unable to read Iqra fluently has decreased to 14, and the number of 80 students unable to perform Quranic recitation has decreased to 20 students who have not yet reached the standard for correct reading. These findings indicate that a consistently implemented religious habituation program still has a positive impact even though it is applied at an educational level that ideally has passed the basic stage of Quranic learning.

Furthermore, research has found that habit-based religious literacy programs can significantly improve students' Quran reading skills (Salsabila et al., 2024). Sawitri (2025) found that Quran literacy habits at the high school level contribute to strengthening religious character and active student participation in religious activities. Nurkholifah (2024) emphasized that Quran literacy has a strategic role in shaping a holistic understanding of Islamic Religious Education. Furthermore, Muslichuddin (2025) showed a positive relationship between Quran reading fluency and student self-confidence, which confirms that psychological aspects play an important role in the success of religious literacy (Muslichuddin et al., 2025). Research by Khoridatunnida and Azhari (2025) also concluded that structured school literacy programs can continuously improve students' motivation and Quran reading skills. Based on the findings, most previous research has focused on religious or Quranic literacy at the elementary school level or in religious-based educational institutions. They tend to prioritize Quranic reading skills without directly linking them to students' psychological well-being, particularly their confidence in public religious spaces. Therefore, the novelty of this research lies in the simultaneous integration of strengthening basic Quranic literacy through Iqra reading and confidence in preaching within a single religious habituation program implemented at the high school (SMA) level. This research also offers a new perspective by demonstrating that Iqra reading training at the high school level remains relevant and has a significant impact when integrated into a contextual and sustainable program.

LITERATURE REVIEW

This research also possesses novelty, particularly in its implementation context, as it was conducted in a public school setting, not in a madrasah (Islamic school) or religious educational institution. In its implementation, the Friday Islamic Literacy Program was not merely a ceremonial activity but utilized as a learning strategy that integrated the development of students' cognitive, affective, and psychomotor aspects. Therefore, this research provides an empirical contribution to the development of a more contextual and relevant model for religious literacy habits tailored to the real needs of students at SMA Negeri 2 Totikum. Furthermore, this program model has the potential to be replicated in other public schools with relatively similar characteristics.

Based on this description, this research focuses on the role of the Friday Islamic Literacy Program at SMA Negeri 2 Totikum, specifically its role in strengthening students' confidence in preaching and its contribution to their Iqra

reading skills. This study aims to describe the program's implementation and analyze the role of the Friday Literacy program as a platform for religious habits in strengthening students' confidence and Iqra reading skills through preaching training and Iqra reading coaching as part of efforts to strengthen Islamic literacy at the high school level.

METHODOLOGY

This study employs a qualitative approach with a descriptive approach. The aim is to describe the implementation of the Islamic Literacy Friday Program as a form of religious habituation to strengthen students' confidence in delivering lectures and improve their ability to recite the Iqra at SMA Negeri 2 Totikum. A qualitative approach was chosen because this study seeks to understand educational phenomena in depth and contextually through experiences and activities occurring within the school environment. The research was conducted at SMA Negeri 2 Totikum, located in Banggai Kepulauan Regency, Central Sulawesi Province. Informants in this study included the principal, the Islamic Education teacher who served as the Islamic Literacy Friday program facilitator, and students involved in the program's implementation. Informants were selected purposively, considering their level of involvement in the planning and implementation of the Islamic literacy program at the school.

Data collection in this study was conducted using several techniques, namely observation, interviews, and documentation. Observation was used to directly observe the implementation of the Islamic Literacy Friday Program, specifically the Iqra reading coaching activities and student lecture delivery practice. Through observation activities, researchers were able to obtain a concrete picture of the program's implementation process in the school environment. Furthermore, interviews were conducted to gather more in-depth information regarding the program's objectives, implementation stages, and its impact on increasing students' confidence in delivering lectures and their ability to read the Iqra. Meanwhile, documentation techniques were utilized to complement and strengthen the research data through various documents related to the program's implementation, such as activity archives, participant lists, and student development records. The collected data were then analyzed using the interactive analysis model proposed by Miles and Huberman, which includes three main stages: data reduction, data presentation, and conclusion drawing. The analysis process was carried out systematically and continuously, allowing researchers to gain a more comprehensive understanding of the data obtained. To ensure data validity, this study applied source triangulation and method triangulation techniques. This step was carried out by comparing information obtained through observation, interviews, and documentation, so that the resulting data had a higher level of reliability and could be scientifically accounted for (Djayadin & Nurhikmah, 2025).

RESULTS

Implementation of the Islamic Literacy Friday Program at SMA Negeri 2 Totikum

The Islamic Literacy Friday Program at SMA Negeri 2 Totikum is a religious habit-building activity held routinely every Friday before the start of classes. This program was initiated by the school as an effort to improve students' religious literacy, particularly their ability to read the Quran, starting from elementary school, while also fostering their courage in delivering religious sermons before their peers. Through this activity, students are expected to not only improve their Quran reading skills but also develop communication skills to convey Islamic messages. The program takes place within the school environment, with the involvement of Islamic Education teachers as mentors who guide the program. Meanwhile, all Muslim students at the school participate as participants in a series of structured and ongoing Islamic literacy activities. Based on interviews with Islamic Religious Education (PAI) teachers who mentor the Islamic Literacy Friday Program, data revealed that operationally, the Islamic Literacy Friday Program is implemented through several structured stages: preparation, Iqra guidance, lecture practice, and evaluation and reinforcement.

"Islamic Literacy Friday is not an activity that simply begins. Here, we must implement the activities step by step, starting with preparation, then Iqra guidance, lecture practice, and then evaluation and reinforcement." (w/guru/25/1/26/wk/09.10)

The program begins with a preparatory stage before the program begins. During this stage, the Islamic Religious Education teacher coordinates the implementation of the program by preparing the necessary learning materials, such as student attendance lists, lecture materials, and learning media in the form of digital Iqra books for students to use. Students are then directed to gather at a location designated by the school, either in the classroom or the prayer room. After all the students had gathered, the teacher gave a brief briefing on the purpose of the Islamic Literacy Friday activity and motivated them to actively and earnestly participate in the activity. The briefing also detailed the flow of the activity so that students could understand and understand the stages of the activity they would undergo.

"Before we began, we prepared everything, such as taking attendance, preparing the lecture script, and having our phones ready to open the digital Iqra book app. After that, we asked the children to gather in class or the school prayer room. Once everyone was gathered, we first explained to the children the importance of participating in this activity and what we would be doing. "Don't play around, take it seriously." (w/guru/25/1/26/wk/09.12)

The next stage is the core activity of Iqra reading guidance, designed to improve and enhance students' basic Quranic recitation skills. In this stage, students read Iqra using a digital app-based Iqra book, accessed via mobile devices, in turns. This digital app facilitates student access to learning materials while providing a more engaging and interactive learning experience. Based on observations, Iqra reading activities are conducted in turns. Each student is given the opportunity to read a specific section of the Iqra material in front of the teacher and their peers. During the reading process, the teacher provides direct

guidance and direction, particularly on improving the pronunciation of the hijaiyah letters, the accuracy of the makhraj, and the students' reading fluency. If errors are found in pronunciation or the application of tajwid rules, the teacher directly provides corrections along with examples of correct recitation. Afterward, students are asked to repeat the reading until they can pronounce it more accurately. This mentoring process is carried out in stages, taking into account each student's individual abilities, so that learning activities can be more adaptive to each student's level of Quranic literacy. These observations were further supported by the findings of interviews with teachers, as stated below:

"The children take turns reciting the Iqra, and as they read, we correct their pronunciation of the Hijaiyah letters, their pronunciation, and their fluency. If there are any errors in the pronunciation of the letters, we immediately correct them and provide the correct example so they don't forget. Afterward, we ask them to repeat the reading until they can pronounce it correctly." (w/guru/25/1/26/wk/09.13)

Based on the research findings, students who already have good Quran reading skills are directed to participate in tahsin training activities. This activity aims to improve the quality of Quran reading by emphasizing the correct application of Tajweed, mastery of long and short recitations, and fluency. Through these exercises, students not only maintain their existing skills but also continue to improve the quality of their reading. Thus, the Iqra reading development activities in this program are not only aimed at students who are still in the early stages of learning to read the Quran. The program also provides opportunities for students who have already developed advanced reading skills to continue developing and refining their Quran recitation. The next stage is practice giving sermons, or kultum, which is an essential part of the Friday Islamic Literacy Program. This activity aims to train students' courage in conveying religious messages in public while also increasing their confidence in speaking before a large audience. Based on researchers' findings, during this stage, several students who have been scheduled in advance are given the opportunity to deliver short sermons to their peers. The sermon material typically relates to Islamic themes relevant to the students' daily lives, such as the importance of maintaining good morals, discipline in worship, and moral values in social interactions.

However, before delivering the sermon, students first receive guidance from their teacher on the structure of the lecture, from the introduction, to the content, and to the conclusion. This is done so that students can deliver their sermons more systematically and easily understood by the audience. Throughout the activity, teachers provide feedback on students' performance, including mastery of the material, delivery style, and confidence when speaking in front of their peers. Through a regular practice process, students gradually become accustomed to speaking in public and are able to convey religious messages with more confidence. At the end of the activity, data showed that teachers conducted a brief evaluation of the implementation of the Islamic Literacy Friday Program. This evaluation included providing feedback on students' Iqra reading skills and the performance of students who delivered lectures. Furthermore, teachers provided motivation and reinforcement to

students to continue improving their Quran reading skills and their courage in delivering lectures.

"I'm a shy person, and I often mispronounce letters in the Quran, but when I participated in the Friday Literacy program, I slowly learned and gradually gained courage. Besides being trained in lectures and Quran reading, I felt strengthened in my confidence and ability to recite the Quran according to Tajweed." (w/Students/26/1/26/wk/11.20)

Based on the interview results, it is clear that through structured and sustainable implementation, the Islamic Literacy Friday Program at SMA Negeri 2 Totikum is not only a routine school activity but also serves as a means of religious development that develops Quran literacy skills and increases students' confidence in delivering religious lectures.

The Role of the Islamic Literacy Friday Program in Strengthening Students' Confidence in Sermons

One of the main objectives of the Islamic Literacy Friday Program at SMA Negeri 2 Totikum is to foster and enhance students' confidence in delivering religious sermons in front of others. This program serves as a learning tool that provides students with the opportunity to practice their speaking skills and express their understanding of religious material. Through activities held regularly every Friday, students are gradually accustomed to speaking in front of their peers and conveying Islamic values in the form of short sermons or kultum (religious sermons). Based on observations during the program, students demonstrated considerable enthusiasm when given the opportunity to speak. In the initial stages of the program, most students still displayed hesitation and a lack of confidence when asked to speak in front of their peers. However, through continuous practice, students began to show positive developments in their public speaking skills. Interviews with Islamic Education teachers indicated that the sermons in this program were designed as gradual exercises to build students' confidence. Teachers give students the opportunity to take turns delivering relatively short lectures so they can practice without feeling overwhelmed. As an Islamic Education teacher explained in the following interview:

"Initially, many students felt shy and hesitant about giving lectures in front of their peers. However, after this activity became a regular practice every Friday, they became accustomed to public speaking. Even some students who had never performed before are now confident in delivering lectures quite well." (w/guru/25/6/26/wk/09.20)

The principal of SMA Negeri 2 Totikum expressed a similar sentiment, stating that the program provided a unique learning experience for students, particularly in developing their religious communication skills.

"We deliberately made this Friday sermon activity part of the Islamic literacy program so that students not only learn to read the Quran but also to convey religious messages to their peers. Over time, we see that students' courage to speak has increased." (w/Principal/25/6/26/wk/14.15)

This development can also be seen in data on student participation in public speaking activities. Based on activity documentation, in the initial phase of the program, only 40 students had the courage and ability to speak. However,

after the program became a regular program, this number increased significantly, reaching 96 students who demonstrated the confidence to speak, while the remaining 54 students were still in the development phase. These findings indicate that the Friday Islamic Literacy Program has made a positive contribution to building students' confidence in public speaking. Through ongoing practice, students not only gain experience delivering lectures but also learn to manage their nervousness and develop the courage to express their religious understanding. This increased self-confidence is also directly felt by students participating in this activity. One student stated that the lectures in the Friday Islamic Literacy program helped him feel more confident when speaking in front of his peers.

"At first, I felt very nervous when asked to give a lecture in front of my friends. But after several attempts and guidance from the teacher, I began to feel more confident and less afraid to speak in front of the class." (w/Student/26/6/26/wk/11.25)

Thus, the Friday Islamic Literacy Program not only serves as an activity that encourages increased religious literacy in students but also serves as an effective learning medium for developing communication skills and fostering students' confidence when delivering religious lectures. Continuous practice has been shown to help students reduce their nervousness when speaking in public. Furthermore, these activities also encourage students to actively participate in various religious activities held at school.

The Role of the Islamic Literacy Friday Program in Improving Students' Iqra Reading Skills

The Islamic Literacy Friday Program at SMA Negeri 2 Totikum not only serves as a means of religious habituation but also serves as a medium for fostering Quranic literacy for students, particularly in improving their Iqra reading skills. This program was implemented in response to initial findings indicating that some students still experience difficulties reading the Quran even though they are already in high school. Therefore, Iqra reading development activities became a primary focus of the program. Based on observations during the program, Iqra reading development was implemented in stages using a digital app-based Iqra book accessed through students' mobile devices. Each student took turns reading the Iqra material under the guidance of the Islamic Education teacher. During the process, the teacher provided direct guidance to improve the students' pronunciation of the hijaiyah letters, the accuracy of the makhraj, and their reading fluency. If errors were found, the teacher provided examples of correct pronunciation and asked students to repeat the reading until they could read more accurately. Interviews with Islamic Religious Education teachers indicate that the use of weekly coaching methods has a positive impact on improving students' reading skills.

"Through the Friday Islamic Literacy activities, students who previously struggled with reading the Iqra are starting to show progress. Because they take turns reading and receive direct guidance, errors in letter pronunciation or tajweed can be immediately corrected." (w/Teacher/25/6/26/wk/09.26)

The principal also expressed a similar sentiment, believing that consistent Iqra reading coaching can help students improve their Quranic literacy skills.

"We have seen quite significant changes. Students who previously could not read the Iqra fluently are slowly beginning to understand how to read the hijaiyah letters correctly, especially after receiving direct guidance from the teacher." (w/Principal/25/6/26/wk/14.30)

The development of students' Iqra reading skills is also evident in the data from the school's activity evaluations. In the initial phase of the program, 30 of 150 Muslim students at SMA Negeri 2 Totikum were found to be unable to read the Iqra and the Quran fluently, and 80 students were unable to perform the Quranic recitation correctly. However, after the program was implemented regularly, the number of students unable to read the Iqra fluently decreased to 14, while the number unable to perform the Quranic recitation decreased to 20. This decrease in the number of students experiencing difficulties reading the Quran indicates that the guidance provided through the Friday Islamic Literacy Program has had a significant impact on improving students' Quranic literacy skills. The gradual and continuous learning allows students to correct reading errors while increasing their fluency in reading the hijaiyah letters. Furthermore, students also experienced direct benefits from the Iqra reading training activities implemented in the program. One student stated that regularly reading the Iqra helped him better understand how to read the hijaiyah letters.

"Previously, I often made mistakes in reading some of the hijaiyah letters, but after participating in the Iqra reading activity every Friday and receiving guidance from the teacher, my reading has become more fluent." (w/Student/26/6/26/wk/11.30)

These findings demonstrate that the Friday Islamic Literacy Program plays a crucial role in improving students' Iqra reading skills through structured and ongoing coaching activities. The habit of reading, combined with direct guidance from the teacher, not only helps students correct errors in pronouncing the hijaiyah letters but also improves their understanding of the basic rules of reading the Quran. Therefore, the implementation of the Friday Islamic Literacy Program at SMA Negeri 2 Totikum has made a significant contribution to improving students' Quran literacy. This program is an effective religious development strategy for helping students improve their Iqra reading skills while simultaneously building a stronger foundation for Islamic literacy within the school environment.

DISCUSSION

Implementation of the Islamic Literacy Friday Program at SMA Negeri 2 Totikum

Research findings indicate that the Islamic Literacy Friday Program at SMA Negeri 2 Totikum was structured through activity preparation, digital app-based Iqra reading coaching, lecture practice, and activity evaluation. The program's regular implementation every Friday demonstrates that the activity is not merely ceremonial, but rather part of a religious habituation integrated into the school culture. These findings align with the concept of religious habituation in Islamic education, which emphasizes the importance of consistently repeating religious activities so that spiritual values are ingrained in students' behavior. Religious habituation in the school environment serves to shape students'

spiritual character, discipline, and religious awareness through ongoing, concrete practices. Recent research indicates that a systematic religious habituation program implemented through routine school activities can foster religious character, increase student responsibility, and foster a religious culture within the educational environment (Juwairiyah et al., 2025).

In the context of this research, the Friday Islamic Literacy Program serves as a learning strategy that integrates cognitive, affective, and psychomotor aspects of Islamic religious education. Iqra reading activities train students' Quranic literacy skills, while preaching exercises provide practical experience in conveying religious messages. Thus, this program not only enhances students' religious understanding but also instills religious habits that can shape their spiritual character sustainably.

The Role of the Islamic Literacy Friday Program in Strengthening Students' Confidence in Speaking

Research findings indicate that implementing the Islamic Literacy Friday Program in public speaking practice increased students' confidence in public speaking. This was evident in the increase in the number of students who dared to speak from 40 to 96, while the remaining students were still undergoing training. This change indicates that practicing public speaking regularly can help students overcome fear and increase their courage in delivering lectures. These findings can be explained by the theory of self-confidence in public speaking, which states that self-confidence is a psychological factor that plays a crucial role in one's ability to communicate effectively before an audience. Confidence in public speaking can develop through repeated practice experiences, a supportive learning environment, and a strong mastery of the material. Recent research shows that students' self-confidence is significantly related to their ability to actively participate in the learning process, including in oral communication activities such as presentations or lectures. When students have high self-confidence, they tend to be more confident in expressing their ideas and actively participating in learning activities (Muslichuddin et al., 2025).

In the context of Islamic education, the ability to deliver lectures also plays a crucial role as part of da'wah and religious communication skills. Therefore, regular lecture practice through the Islamic Literacy Friday Program provides students with opportunities to develop their religious communication skills while strengthening their self-confidence. Thus, the structured practice of delivering lectures in this program not only improves students' communication skills but also helps them build confidence in conveying religious messages in public.

The Role of the Islamic Literacy Friday Program in Improving Students' Iqra Reading Skills

The research also shows that the implementation of the Islamic Literacy Friday Program has had a significant impact on improving students' Iqra reading skills. This is evident in the reduction in the number of students who previously could not read the Iqra and the Quran well, from 30 to 14. Furthermore, the number of students unable to perform Quranic recitation (tahsin) also decreased significantly, from 80 to 20. These changes indicate that the ongoing Iqra reading coaching program has had a positive impact on the development of students'

Quranic literacy skills. Through regular practice, students' reading skills gradually improved, resulting in more fluency and accuracy in reading the Quran. These findings align with the concept of Quranic literacy, which is understood not only as the technical ability to read the Quranic text, but also as a fundamental skill that enables students to understand Islamic teachings more deeply. Quranic literacy plays a crucial role in Islamic religious education because it serves as the foundation for understanding Islamic values and fostering students' religious character. Previous research has shown that strengthening Quranic literacy in schools can improve students' understanding of Islamic Religious Education materials and support the development of spiritual and moral character. Furthermore, Quranic literacy learning strategies implemented through direct mentoring and regular reading practice have proven effective in improving the ability to read the hijaiyah letters and correcting errors in tajweed and makhraj (pronunciation). (Nurkholifah, 2024).

In this study, the use of digital application-based Iqra books also contributed to a more engaging and interactive learning process for students. This approach facilitates student access to learning materials while also providing teachers with the opportunity to provide direct guidance in correcting student reading errors. Thus, the Friday Islamic Literacy Program not only serves as a religious habituation activity in schools but also serves as an effective learning strategy for improving students' Quranic literacy through structured and ongoing guidance in Iqra reading.

CONCLUSIONS AND RECOMMENDATIONS

Based on the research conducted, it was concluded that the Islamic Literacy Friday Program at SMA Negeri 2 Totikum was implemented in a structured manner through the implementation of activities that included coaching in reading Iqra and practicing preaching, thus forming a consistent routine of religious habits. This program plays an important role in strengthening students' self-confidence to appear in public preaching, with a gradual practice approach and teacher guidance that supports courage and mastery of the material. In addition, the program is also effective in improving students' Iqra reading skills, through direct guidance that combines digital media and teacher direction, so that students can improve their reading of hijaiyah letters, makhraj, and reading fluency continuously. Overall, this program is a model of applicable and integrated religious habits, which develops aspects of religious literacy while building students' religious communication skills holistically.

FURTHER STUDY

Teachers are advised to routinely integrate Iqra reading activities and lecture practice into learning, utilize digital media or interactive books, and provide direct guidance and personal motivation to build religious literacy and student self-confidence. Furthermore, schools need to consistently schedule the Islamic Literacy Friday Program as part of the school culture, provide supporting facilities and infrastructure, and conduct regular evaluations to ensure the activities run effectively and meet student needs. And future researchers are

expected to expand the study to various schools with quantitative or experimental research designs, as well as explore media innovations and creative habituation strategies to improve students' Quranic literacy and religious communication skills more effectively.

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