IMPLEMENTATION OF BUILDING LEARNING POWER (BLP) AS AN EFFORT TO STRENGTHEN QUR'ANIC CHARACTER IN THE DIGITAL ERA: CASE STUDY IN MUHAMMADIYAH EDUCATIONAL ENVIRONMENT

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Abstract

This study aims to examine the implementation of Building Learning Power (BLP) as an effort to strengthen Qur'anic character in the digital era at Muhammadiyah educational institutions. This strategy is a very relevant approach to the development of education based on Islamic (religious) values. Building Learning Power (BLP) is a learning strategy concept introduced by Guy Claxton, focusing on the development of in-depth learning skills, including resilience/perseverance, critical thinking skills, creativity, and the ability to work together. This study uses a qualitative approach with case studies at Muhammadiyah educational institutions in Sidoarjo. Research data were obtained through observation, interviews and documentation studies. The research findings show that the application of the Building Learning Power (BLP) concept can improve the quality of Qur'anic character amidst the flow of digital era disruption that continues to develop massively. The emphasis on values such as resilience, perseverance, honesty, independence, critical thinking and cooperation are forms of implementation of the values of piety that are highly emphasized in the Qur'an. This research is expected to be able to contribute to the development of character-based education curriculum based on the principles of Islamic teachings in the digital era.

Keywords: Building Learning Power, Qur'anic Character and Digital Era

A. INTRODUCTION

Education is one of the key elements in shaping the character and personality of individuals, especially in facing the increasingly complex challenges of the times. In Indonesia, education has a strategic role in building the character of the younger generation, not only in terms of knowledge but also in terms of morals, even worship and faith. Therefore, one of the main goals of education is to produce people who are not only intellectually intelligent, but also strong in morality and even spirituality. In other words, Islamic-based education plays an important role in the formation of students' characters based on the values of the piety of the Qur'an as a noble guide to life for humanity. The Qur'anic character, in the form of toughness, honesty, critical and constructive

thinking and a ta'awun attitude is an ideal foundation for efforts to form a complete Muslim personality according to the teachings of the Qur'an.

In the current era, education in Indonesia is generally faced with a major challenge related to efforts to strengthen character in the context of the rapidly developing digitalization of civilization. In the midst of the storm of digital disruption that continues to develop uncontrollably, the process of forming and strengthening the character of students has become a complicated problem that must be solved immediately. The young millennial generation, who are currently at the peak of their productivity, are always faced with socio-cultural and technological pressures that easily affect their mentality and character development. Abundant information, especially through social media, is often not in accordance with the values of moral teachings that have been understood and believed to be true. Therefore, character education based on the values of the Qur'an is very important to be a solid foundation for the young generation in facing the challenges of the flow of digital disruption.

The massive digitalization flow has also caused moral values and even spirituality to begin to be less practiced for various reasons, some consider it complicated, addictive and so on. The development of a consumer culture and even individualism has caused many people to choose to fulfill their lives instantly without considering the humanitarian values that have become guidelines for living together for generations. Even life in the sophisticated and easy, even cheap and unlimited cyberspace and time world is often a momentum for the younger generation to be euphoric with all kinds of entertainment and momentary pleasure without paying attention to the values that underlie positive behavior in real life. This phenomenon raises concerns in various groups, ranging from parents, teachers, lecturers and the wider community, especially related to the orientation of education in this digital era which generally only prioritizes the achievement of intellectual intelligence aspects so that it only produces intelligent graduates but does not have a commitment to the values of moral nobility (akhlaq) or spiritual (aqidah)

In the context of education in the Muhammadiyah environment, various problems arise related to the process of strengthening the Qur'anic character in the digital era. For example, special competence to integrate the values of the Qur'an through a modern learning approach, especially learning based on skills and self-development using a modern learning approach. The weak resilience and learning skills of the current millennial generation, so that they are still too comfortable being passive listeners and observers in participating in learning activities. The implementation of building learning power (BLP) is expected to be able to eradicate the decline in students' attitudes so that they become more independent and reflective in participating in learning. Furthermore, the orientation of education that still prioritizes the achievement of intellectual skills and ignores metacognitive aspects and strengthening the character of piety. Strengthened again by the threat of increasingly massive digital technology that can influence students to no longer pay attention to ethical and moral values as contained in the concept of building learning power (BLP)

The Qur'anic character itself is a treatise on the Qur'an concerning nature and attitude as a guide for humans in living their lives. In today's digital era, the development of digital technology has grown very rapidly, causing perspectives, communication and social interaction to change drastically. Although on the other hand we cannot deny that the advancement of digital technology also offers many conveniences and new phenomena that are very beneficial to humanity in general, including in the aspect of education. It's just that it is indeed a separate problem related to efforts to form and strengthen the character of students through the formal education process in particular. In the tradition and vision and mission of education in the Muhammadiyah environment, the formation and strengthening of character based on the values of the piety of the Qur'an is the main

focus, values such as independence, honesty, resilience, always thinking critically and constructively as well as responsibility and ta'awun are the treatises of Islamic teachings and as a reference for efforts to form a generation of Ulul Albab who are not only intellectually intelligent but also mentally, spiritually and socially. Efforts to form and strengthen the Qur'anic character in formal and non-formal educational environments are expected to be able to produce a generation that is not only able to face the challenges of the world, but can also provide positive contributions to the development of civilization of the people and nation. Therefore, the study will examine efforts to form and strengthen the Qur'anic character in the Muhammadiyah educational institution environment through the implementation of the concept of building learning power (BLP).

Building Learning Power (BLP) is a learning approach that focuses on developing the capacity and competence of students to learn more effectively and efficiently and sustainably throughout life.[1] This concept is oriented towards students' efforts to manage, develop, and improve their learning capacity and abilities, so that they can be more independent, critical, creative, and reflective in following the learning process. This approach also emphasizes the importance of forming and developing metacognitive skills, especially those related to effective and enjoyable learning methods and getting students used to finding solutions to challenges that arise in their learning process.[2] The Building Learning Power (BLP) paradigm, initiated by a professor of education from the University of Bristol, Guy Claxton, considers how important it is for students to have learning power so that they are able to learn independently anywhere, with anyone and anytime, especially in engineering their future success in the context of a rapidly changing world. In Claxton's perspective, learning abilities and skills are attitudes that must be built and developed early on and even strongly instilled in students along with the times and changes that occur in global society.[3]

Bruce Lucas in his book Sari emphasizes the importance of developing critical thinking skills and even the ability to work collaboratively in the learning process.[4] In his view, accustoming students to be independent learners, thinking critically and responsibly, and even working collaboratively, then students will not only understand how to learn and the material presented but will also think and understand something outside the context of learning (out of the box), especially related to the concept of their increasingly complex future. This is where the importance of implementing Building Learning Power (BLP) lies, which can be applied throughout life in the context of formal and non-formal education.

Many research results explain that the learning process is not only an effort to transfer knowledge (knowledge) research and practice in the field which emphasizes that learning is not only aimed at transferring knowledge, but also as an effort to organize, form and strengthen noble morals (morality) so that students are not only able to understand the concept of the material being studied but also have the ability to manage their own learning process,[5] thus enabling students to have metacognitive skills that will lead them to awareness of a more effective and efficient learning process. This skill is needed by students in the digital era like today, namely the ability to interact with digital civilization. The abundance and ease of information received through digital access requires students to be able to filter and respond to it wisely.

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[1] G. Claxton, *"Building Learning Power: Helping Young People Become Better Learners.,"* Bristol TLO Ltd., 2002

[2] A. Hasyim, "Implementasi Karakter Qur'ani dalam Dunia Pendidikan.," Surabaya: Pustaka Cendekia, 2021

[3] G. Claxton, "Building earning Power: Helping Young People Become Better Learners. B," *ristol TLO Ltd.*, 2003

[4] M. Sari, M., & Huda, "'Strengthening Qur'anic Character in Islamic Religious Education Learning.,'" J. Educator. Islam, 2020

[5] R. Amiruddin, A., & Idris, *"'Integration of Qur'anic Values in Character Learning in Schools.,'"* J. Educator. Islam and Social Sciences., 2022

The principles of building Learning Power (BLP) related to the formation of Qur'anic character are as follows:

1. Resilience: an aspect of attitude in the form of self-quality in facing all life challenges and overcoming every difficulty that arises so that students will continue to learn independently without regard to obstacles or even failures they experience.[6] This attitude is a reflection and even the actualization of the teachings of the Qur'an as stated in the Qur'an, Al-Baqarah: 153, explained with a patient attitude and not easily giving up and despairing

2. Resourcefulness (creativity and Innovation): The ability to think and act out of the box, namely seeking and managing and even empowering one's own abilities (internal) and external potential through motivation and strategy as well as empowering technology and community support,[7] this attitude is reflected in the Qur'an, Al-Mujadilah: 11

3. Reflectiveness: an ability to make learning experiences a motivation for future success. Introspection is a wise attitude that is done to find out various shortcomings or mistakes in the past, and improve strategies or approaches in the future.[8] The word of Allah in Qs. Al-Hasr: 18

4. Reciprocity (Cooperation and responsibility): an ability to collaborate in the form of a synergistic team work. This attitude includes communication skills, collaboration, and sharing ideas that can create a more dynamic learning environment.[9] Prioritizing the value of good cooperation in Islam is recorded in Qs. Al-Maidah: 2

5. *Critical Thinking: analytical thinking skills, responding to information and events wisely based on objective scientific evidence and facts. Islam encourages humanity to think and make wise decisions,[10] in Qs. Al-'Alaq 1*

Discussing the Qur'anic Character is the same as discussing Noble Akhlaq in the perspective of Islam. According to Siti Zainab in one of her writings, it explains that the Qur'anic character is the values of piety contained in the teachings of Islam as a form of noble Akhlaq.[11] The Qur'anic character not only forms a personality that is devout in religion but also makes a person who is actualized based on the noble values of the Qur'an in his life.[12] Character that is sourced from the principles of the Qur'an is believed to create a balance between intellectual intelligence and moral integrity.

In line with the above perspective, Hasan Basri, in his book "Quranic Character in Islamic Education" defines Qur'anic character as a form of attitude resulting from a learning process based on Islamic values.[13] In Basri's view, education organized through strengthening the character of the Qur'an will be able to produce graduates who are intellectually intelligent, morally noble, spiritually solid and morally pious so that they are able to provide a positive contribution to the life of society globally

Some important elements in the concept of Qur'anic character:

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[6] S. Zainab, "Quranic Character Education in Modern Perspective.," J. Educator. Islam, 2022.

[7] H. Basri, "Quranic Character in Islamic Education.," Bandung: Al-Qalam Publisher., 2023

[8] A. Fauzi, "Quranic Character in Education and Society Formation," Jakarta: Pustaka Sains, 2022

[9] M. Sulaiman, "'Quranic Character as a Pillar of Character Education in Schools.,'" J. Educator. and Culture., 2023

[10] R. Amiruddin, A., & Idris, "'Integration of Qur'anic Values in Character Learning in Schools.,'" J. Educator. Islam and Social Sciences., 2023.3

[11] S. Zainab, "Quranic Character Education in Modern Perspective.," J. Educator. Islam, 2023

[12] Muhaimin, "Character Education in an Islamic Perspective," RajaGrafindo Persada, 2021.

[13] H. Basri, "Quranic Character in Islamic Education.," Bandung: Al-Qalam Publisher, 2023.

1. Piety: Growing awareness of the existence of Allah as a being that must be worshiped and responsibility as His servant.
2. Honesty and Responsibility: strengthening trust and applying it with full awareness and responsibility.
3. Patience: engineering the possibility of life with peace of mind and a strong optimistic attitude.
4. Independence: Acting objectively and independently based on beliefs and knowledge in accordance with the values taught in the Qur'an.
5. Ihsan: always trying to be the best and consistent in goodness (worship and muamalah).[14]

B. RESEARCH METHODOLOGY

The digital era is a period of life marked by the use of technology as the main mainstream in communicating and interacting socially.[15] This phase involves a set of computers, the internet or other digital devices. In this era, all sectors of life such as economics, social, culture, education and others are run based on the development and use of digital technology that continues to grow massively. In other words, the digitalization process covers all aspects of human life. Some characteristics of the digital era that we can feel include:

1. Research Method Approach This study uses a descriptive qualitative approach, which is intended to describe the process of implementing Building Learning Power (BLP) as an effort to form and strengthen the character of students in the digital era.
2. Research Design The research design used is a case study that will focus on the issue of implementing the concept of building learning power (BLP) as an effort to form and strengthen the character of the Qur'an in the digital era. Through this approach, in-depth information can be obtained regarding the experiences, challenges and positive achievements experienced by educators, students or other school stakeholders.
3. Data Sources The data in this study were studied from the main sources, namely:
   a. Primary Data: intensive interviews conducted by researchers with parties related to the implementation of building learning power (BLP) or direct observation activities of learning activities in schools that involve digital technology as a learning medium.
   b. Secondary Data: This data is in the form of documents, archives or other relevant research contexts, for example curriculum documents, student articles, or reports on indoor and outdoor learning activities that apply the Building Learning Power (BLP) concept in the process of strengthening students' Qur'anic character.
4. Data Collection Techniques Several data collection techniques used in this study include:
   a. Observation: direct observation efforts at learning activity centers that apply Building Learning Power (BLP) and strengthen Qur'anic character.
   b. Interviews: this technique is carried out carefully involving educators, students and other stakeholders.
   c. Documentation: this activity is carried out by collecting various related documents, such as curriculum documents, teaching materials (modules) or other learning reports.
5. Data Analysis After the research data is collected, data analysis will be carried out using thematic analysis techniques. This activity includes sorting and coding data to facilitate analysis, especially on important and even main themes related to the application of

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[14] M. Fadil, "Character Education in Islam: Cultivating Noble Morals in the Young Generation," J. Educator. Islam and Culture, 2022

[15] Emma C. L. Williams, "The Impact of Digital Technology on Education and Learning," *Int. J. Educ. Technol.*, 2021

Building Learning Power (BLP) as an effort to strengthen students' character. the analysis process is carried out inductively, namely by grouping research data based on similar themes and then concluding objectively.

6. Data Validity and Reliability Meanwhile, to strengthen the research results, efforts are made to ensure the validity and reliability of the data. In this context, the triangulation technique is used, namely by comparing data from observations, interviews and documentation studies which are also strengthened by additional information related to the existence and truth of the research data.

7. Research Subjects This research was conducted in several Muhammadiyah schools in Taman District that have implemented the Building Learning Power (BLP) concept as an effort to strengthen the Qur'anic character in the digital era. The research subjects consist of:
   a. Educators who are directly involved in the implementation of Building Learning Power (BLP) as an effort to strengthen the Qur'anic character.
   b. Students who are the objects of learning
   c. All school stakeholders/education personnel involved in the project above.

8. Research Location This research was conducted in several Muhammadiyah schools in Taman District that have implemented the Building Learning Power (LP) concept as an effort to strengthen Qur'anic character through digital learning.[16]

C. DISCUSSION AND RESEARCH RESULTS

The results of the study indicate that the application of the Building Learning Power (BLP) concept in Muhammadiyah educational institutions in general can strengthen the Qur'anic character of students. This can be proven from the results of observations, interviews and documentation studies conducted by researchers, namely:

1. Observation Method

No	Method of collecting data	Research result
1	Observation	Learning activities are carried out by applying the principles of Building Learning Power (BLP) such as independence, critical thinking, and collaboration, especially in learning the material of the Qur'an and hadith. Students are invited to think quickly, concisely about the meaning of verses / hadiths and reflect on them in everyday life
2		Character building is done through strengthening the values of piety contained in the Qur'an, for example patience, tenacity, sincerity and an attitude of trust in all the results of the efforts that have been made. This phenomenon can be observed from the attitude of students who are more responsive

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[16] L. J. Moleong, "*Metode Penelitian Kualitatif*," Remaja Rosdakarya, 2018

		and open to learning, able to detect various problems and difficulties in learning, and even able to determine a wise attitude as a form of responsibility as students.
		Peningkatan Keterampilan Belajar: peserta didik menunjukkan peningkatan terutama dalam keterampilan belajarnya, mereka mampu berpikir kritis, kreatif, dan tekun dalam belajar. Sikap ini sesuai dengan nilai-nilai Al-Qur'an yang mengajarkan pentingnya kerja keras dan berpikir kritis
		Digital Challenges: The presence of technology does provide convenience in learning, but it requires strong supervision from ustadz and ustadzah as well as guardians of students to ensure balance in responding to internet technology. Negative content often appears without us wanting it and will interfere with the character strengthening process that is planned through the learning process
		Collaboration and Sustainability: Implementation of the concept of building learning power (BLP) through collaboration between educators and students, the process of integrating Qur'anic values in the learning process can create a conducive and in-depth learning atmosphere.

2. Interview Method

Interviews conducted with ustadz/dzah, students and guardians regarding the application of the Building Learning Power (BLP) concept in an effort to strengthen the Qur'anic character of students found the following conclusions:

No	Method of collecting data	Research result
1	Interview with Ustadz / dzah:	Stating that in the learning process, the ustadz and ustadzah apply learning methods that support the process of strengthening the Qur'anic character of students, such as exemplary behavior (uswah al-hasanah) especially related to thematic learning so as to provide ample opportunities for students to think critically and constructively and even reflectively, as a result students not only understand the subject matter but are able to

		apply the values contained in their lives in accordance with Islamic teachings.
2	Interview with Students	They feel more motivated and free in following learning based on the values of the Qur'an. They become more comfortable and confident because they are always taught to always remember Allah and apply noble qualities in their lives
3	Interview with Student Guardians	towards the school's efforts to strengthen the Qur'anic character of students through the application of the Building Learning Power (BLP) concept. They feel that their children are not only becoming smarter in academic aspects, but also more mature in developing attitudes and behaviors that are in accordance with religious values

3. Documentation Study Results
   These results are proven by several notes on learning outcomes, curriculum, and teaching materials that show the implementation pattern of Building Learning Power (BLP) in an effort to strengthen the Qur'anic character of students:

No	Method of collecting data	Research result
1	Documentation Study	The curriculum is oriented towards developing Qur'anic character. In it, there is a strengthening of aspects of the teachings in the Qur'an that direct students to understand and reflect in their lives, such as Qs. Al-Hujurat which contains morals in everyday relationships
2		The use of learning media that is designed to support efforts to strengthen students' character, such as modules, videos containing moral learning content, patience, perseverance, and even inspirational stories are also provided in the learning portion
3		Student character evaluation: there is a comprehensive evaluation related to the progress of character change of each student. The evaluation conducted by the school is not only related to academic achievement but also related to the students' ability to accustom the values of piety in their lives at school, at home and in society, so that the assessment of students' attitudes and

		behavior becomes an integral part of the evaluation process at school

D. CONCLUSION

The implementation of the Building Learning Power (BLP) concept as an effort to strengthen the Qur'anic character in the digital era provides a huge opportunity for achieving academic targets and character formation in accordance with the noble values of Islamic teachings. In the context of the sophisticated and rapidly connected digital era, the implementation of the building learning power (BLP) concept that focuses on strengthening the Qur'anic character provides challenges as well as new opportunities in the education process. Some conclusions that can be drawn from this study are as follows:

1. The existence of the digital era makes it easier for students to access knowledge or scientific information so that students can learn independently and understand the importance of critical thinking and self-reflection.
2. The principle of collaboration is an attitude that is very much needed in digital-based learning. In the practice of collaboration, the importance of an attitude of mutual tolerance, mutual assistance and mutual maintenance of ethics is found.
3. The emergence of digital learning applications and platforms has made it easier for efforts to strengthen the Qur'anic character of students.

In general, the concept of Building Learning Power (BLP) can be a very strategic approach in building and strengthening Qur'anic character through digital-based learning. The educational process that integrates the concept of Building Learning Power (BLP) with the values of the Qur'an in the digital era will be able to produce a generation that is not only academically intelligent, but also has a strong character, good manners, and is able to face the challenges of the times with solid Islamic principles.

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