

Implementation of Learning to Read and Write the Qur'an in Improving the Ability to Read the Qur'an in Madrasah Taklimiyah Awwaliyah Miftahul Huda Karawang Students

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ABSTRAK

Kemampuan membaca Al-Qur'an merupakan hal yang sangat penting diajarkan pada anak, mengingat membaca Al-Qur'an merupakan kemampuan utama mempelajari ilmu agama. Penelitian ini bertujuan mendeskripsikan: 1) implementasi pembelajaran baca tulis Al-Qur'an (BTQ); dan 2) peningkatan kemampuan membaca Al-Qur'an melalui pembelajaran baca tulis Al-Qur'an (BTQ) pada siswa kelas III Madrasah Taklimiyah Awwaliyah Miftahul Huda Karawang. Informan penelitian ini adalah guru BTQ dan siswa yang bersangkutan. Teknik pengumpulan data dengan wawancara, observasi dan dokumentasi. Analisis data dilakukan dengan reduksi data, display data, dan verifikasi data. Untuk menguji keabsahan data menggunakan triangulasi sumber dan metode dengan bahan referensi. Hasil penelitian menunjukkan dalam mengimplementasikan pembelajaran BTQ pada siswa kelas III Madrasah Taklimiyah Awwaliyah Miftahul Huda Karawang, guru menerapkan strategi pembelajaran ekspositori dan strategi inkuiri sebagai upaya untuk mencapai tujuan pembelajaran secara maksimal. Pendekatan yang digunakan yaitu pendekatan yang berpusat pada siswa (*student centered approach*) dan pendekatan yang berpusat pada guru (*teacher centered approach*). Metode pembelajaran yang digunakan variatif, yaitu metode drill, metode ceramah, metode tanya jawab, dan metode demonstrasi sesuai dengan metode Iqra'. Hasil belajar dari pembelajaran Baca Tulis Al-Qur'an (BTQ) dalam meningkatkan kemampuan membaca Al-Qur'an siswa kelas III Madrasah Taklimiyah Awwaliyah Miftahul Huda Karawang menunjukkan adanya peningkatan. Pada awal pembelajaran kemampuan membaca Al-qur'an siswa secara klasikal menunjukkan Cukup (39,74). Kemudian pada tahap akhir, setelah 5 atau 6 pertemuan dilakukan evaluasi dan secara klasikal menunjukkan adanya peningkatan kemampuan anak dalam membaca Al-Qur'an dengan kategori baik (63,25). Jika sebelumnya banyak yang belum bisa membaca Al-Qur'an, bahkan belum mengenal huruf hijaiyah tapi sekarang sudah meningkat dan bisa membaca Al-Qur'an

Implementation of Al-Qur'an Reading and Writing Learning in Improving Al-Qur'an Reading Ability of Awwaliyah Miftahul Huda Karawang Madrasah Taklimiyah Students

The ability to read the Qur'an is very important to be taught to children. This is because reading the Qur'an is the main ability to study religious knowledge. This study aims to describe: 1) the implementation of learning to read and write the Qur'an (BTQ); and 2) improving the

ability to read the Qur'an through learning to read and write the Qur'an (BTQ) in third grade students of Madrasah Taklimiyah Awwaliyah Miftahul Huda Karawang. The informants of this study were BTQ teachers and students concerned. Data collection techniques with interviews, observation and documentation. Data analysis was carried out by data reduction, data display, and data verification. To test the validity of the data using triangulation of sources and methods with reference materials. The results showed that in implementing BTQ learning in third grade students of Madrasah Taklimiyah Awwaliyah Miftahul Huda Karawang, teachers applied expository learning strategies and inquiry strategies as an effort to achieve maximum learning objectives. The approach used is a student-centered approach and a teacher-centered approach. The learning methods used are varied, namely the drill method, the lecture method, the question and answer method, and the demonstration method according to the Iqra 'method. The learning outcomes of Al-Qur'an Reading and Writing (BTQ) learning in improving the ability to read the Qur'an of third grade students of Madrasah Taklimiyah Awwaliyah Miftahul Huda Karawang showed an increase. At the beginning of learning the students' ability to read the Qur'an classically showed enough (39.74). Then at the final stage, after 5 or 6 meetings an evaluation is carried out and classically shows an increase in the child's ability to read the Qur'an with a good category (63,25). Previously, many had not been able to read the Qur'an, did not even know the hijaiyah letters, but now they have increased and can read the Qur'an.

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Introduction

Education is the most important thing in life, this means that every human being has the right to receive and hopes to always develop in education.(Febriyanti, 2021)Education in general means a life process in developing each individual to be able to live and live life.(Susandi, 2020)While education in a narrow sense can be interpreted as teaching held in schools as formal educational institutions.

Islamic educational institutions are a place for students to learn to acquire knowledge and develop various abilities and skills. While Islamic Education Institutions are a place where education within the scope of Islam carries out its duties in order to achieve the aspirations of Muslims.(Fazalani et al., 2022)Islamic Education Institutions simply aim to produce young generations who are pious and pious and always guided by the Al-Qur'an and Al-Hadith throughout their lives. In all matters the first and foremost is used as a guide for life, namely the Qur'an.(Susandi, 2020)This is in accordance with the word of Allah in Surah Al Jatsiyah verse 20:

هَذَا بَصِيرَةٌ لِلنَّاسِ وَهُدًى وَرَحْمَةٌ لِّلْمُؤْمِنِينَ

Translated:

This Qur'an is a guide for mankind, guidance and mercy for people who believe. (QSAI-jatsiyah: 20).

This is also in accordance with the hadith of the Prophet Muhammad (Muhammad Taqi Misbah Yazdi, 2015: 3), which means: The Messenger of Allah said: "Indeed, I have left you two very valuable things; The Book of Allah and Itrah-Ahlul Baitku. As long as you hold on to both,

you will never get lost forever. And the two of them will not be separated until they meet me at the al-Haudh lake later on the Day of Judgment.”

The Prophet's hadith above describes the Prophet's love for his people and the Prophet did not want his people to go astray. Therefore, the Prophet left two very valuable things to be used as guidelines by his people throughout his life. As Muslims who always believe in His Messenger, we should always hold fast to these two things. One of these two matters is the Al-Qur'an, which is of worship value for those who read it and practice it.

Al-Qur'an is the word of God which was revealed to the Prophet Muhammad through several ways that Allah wills. which contains Islamic laws and contains guidelines for mankind to achieve a happy life in this world and in the hereafter, physically and spiritually.(Makbul, 2021a)He (Al-Qur'an) is the source of all sources of knowledge that lead to goodness and prosperity for all human beings in the world. In addition, the Qur'an is the most important tool for munajat to Allah both reading, studying, teaching, and listening to it.(Syaifullah et al., 2021)All of that is worship for everyone who practices it. According to M. Quraish Shihab, studying the Qur'an is an obligation. Thus learning to read the Koran is mandatory for every Muslim.(Princess, 2020)

Meanwhile, dr. A. Yusuf Al-Qasim gives a detailed definition of the Qur'an by mentioning his identity. This means: “The Qur'an is the word mu'jiz which was revealed to the Prophet Muhammad, which is written in a mushaf which is narrated mutawatir, reading it is worship.”(Syaifullah et al., 2021)

As we know, the first revelation or the verses of the Qur'an that were first revealed by Allah to the Prophet Muhammad were related to orders to read, study, research, collect and search for things, which were then realized in the form of actions. This is as Allah says in the letter Al „ Alaq verses 1-5 (Ministry of Religious Affairs of the Republic of Indonesia, 2007: 597):

أَفْرَأَ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ أَفَرَأَ وَرَبُّكَ الْأَكْرَمُ الَّذِي عَلَّمَ بِالْقَلَمِ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

Translated:

Recite in (mentioning) the name of your Lord Who created, He has created man from a clot of blood. Read, and your Lord is the Most Gracious, Who teaches (humans) by means of the word, He teaches humans what they do not know.

The explanation above illustrates the importance of the Al-Qur'an as a way of life, it needs to be instilled from an early age and also needs to be taught from an early age.(Al, 2019)Starting from reading the Qur'an properly, tartil, fluently and fluently in accordance with the rules that apply in qira'at and tajwid.(Syaifullah et al., 2021)This is based on the hadith of the Prophet Muhammad: which states: From Ibn Mas'ud ra, he said that the Messenger of Allah said, "Whoever reads one letter from the book of Allah, he gets one good and every good will be rewarded tenfold. I do not say that alif lam mim is one letter, but alif is one letter, lam is one letter, and mim is one letter. (HR At-Tirmidhi, No. 2. 835) 5

In reading the Qur'an, of course, you should not just read it and you have to be careful. Because there should not be a wrong way of pronouncing the makhraj and the tajwid because it will affect the meaning of the Qur'an.(Anwar, 2020)For this reason, a suitable method is needed so that students can read the Al-Qur'an properly and correctly according to the law of reading it.

The planned program will not be useful if it is not implemented. Likewise with the reading and writing Al-Qur'an (BTQ) program, it will not have an impact if it is not properly planned, implemented and evaluated.(Farhan & Suhartini, 2022)Through BTQ learning, it is expected to be able to improve students' ability to read the Qur'an.(Lubis, 2017)Even though basically they already have basic skills, they still really need guidance from mistakes in pronouncing hijaiyyah letters, while religion requires perfect reading. In the Qur'an there are many verses that

encourage mankind to read

Learning and Learning

a. Definitions of Learning and Learning

Learning and learning is a word that is familiar to everyone, especially students. (Pane & Dervish Dasopang, 2017) Learning comes from the word learning. Learning has the meaning of trying to acquire intelligence or knowledge that has not been possessed before, so that by learning humans know, understand and understand, can carry out and have about something. (Hanafy, 2014)

Learning activities are an integral part of all their activities in studying in formal, informal and non-formal educational institutions. In his life, humans are never apart from learning activities or activities. Learning is a life process that lasts a lifetime. (Mulia et al., 2021) Activities carried out by a person either as an individual or as part of a group, are essentially learning activities. This means that learning is never limited by age, place or time, because the changes that demand learning activities also never stop.

Learning or seeking knowledge is very important to realize the happiness of life in this world and the hereafter. Without knowledge, humans cannot do anything. To make a living, one needs knowledge, worship needs knowledge, even eating and drinking requires knowledge. Thus learning is a necessity that cannot be refused especially related to one's obligations as a servant of Allah SWT. If a person does not know his obligations as a servant how can he get safety in this world and the hereafter.

Learning can be interpreted as a process that shows a positive change so that in the final stage new skills, skills and knowledge will be obtained from the accumulation of experience and learning. (Irdam Idrus & Sri Irawati, 2019)

All series of activities or activities that are carried out consciously by a person and result in changes in him in the form of additional knowledge or skills based on his sensory organs and experience (Antarctica et al., 2020). Efforts in carrying out learning actions for students are followed by selecting, establishing, developing a learning model to achieve the desired learning outcomes. The selection, determination and development activities of the model are based on the available learning conditions. (Mulia et al., 2021)

According to Slameto as explained in Gunawan (2012: 105) that learning is a process of effort by a person to obtain a new change in behavior as a whole, as a result of his own experience in interaction with his environment. Cronbach (Hosnan, 2014: 3) provides a limitation that learning is an activity indicated by a change in behavior as a result of experience.

Alang quotes Sardiman explaining that "learning is a series of physical, psychophysical activities to lead to the development of the whole human person, which means it involves elements of creativity, taste, and intention, cognitive, affective, and psychomotor" (Alang, 2015). Learning as a process of changing behavior that includes changes in human tendencies such as attitudes, interests, or values and changes in their abilities, namely increasing the ability to carry out various types of performance (performance). (Thaitami et al., 2021) Thus that learning is a change in personality that reveals itself as a new pattern rather than a reaction in the form of skills, attitudes, habits, intelligence, or an understanding.

Based on the description of the definition of learning above, we can see that learning is an activity that occurs in every human being from birth. The learning process can occur due to intentional or unintentional elements. Learning is changing children's behavior regarding the formation of a child's personality. (Pane & Dervish Dasopang, 2017) The expected results are not only knowledge but also attitude, understanding, interest and respect for norms covering the entire child's personality. Learning is a series of activity plans that include the use of methods and utilization of various resources or strengths in a lesson and are structured to achieve a learning goal.

Learning based on lexical meaning can mean the process, method, act of learning. The essential difference with teaching is in teaching. (Makbul, 2021b) In teaching the teacher

teaches, students learn, while in teacher learning teaching is defined as the teacher's effort to organize the environment for learning to occur. (Zaenudin, Lc., 2015) The teacher provides facilities for students to learn it. Learner-centered learning. (Mulia et al., 2021)

From this description it can be concluded that learning is a process to acquire knowledge for individuals. In this case the teacher plays an important role in organizing and facilitating the acquisition of skills from that knowledge.

b. Learning Characteristics

Someone is said to learn if he gives a result of something he learns in the form of change. According to Ngalim Purwanto there are several important elements that characterize the notion of learning, namely that: learning is a change in behavior; a change that occurs through practice or experience; the change must be relatively steady; must be the end of a sufficiently long period of time; behavior that changes because learning involves aspects of personality, both physical and psychological. (Hanafy, 2014)

Implicitly some of the characteristics of changes that constitute learning behavior can be described as follows:

- 1) Intentional change, change in the form of experience or practice that is done intentionally and not by chance. Thus, changes due to stability and maturity or fatigue due to illness cannot be seen as changes in learning outcomes.

- 2) The change is positive, in the sense that it is as expected (normative) or the criteria of success (criteria of success) both in terms of students (level of abilities and talents in particular, developmental tasks and so on) as well as from the teacher's point of view (demands of adult society in accordance with the level of cultural standards).

- 3) Effective change, in the sense of having a certain influence and meaning for the learner (at least to a certain extent) is relatively fixed and whenever needed can be produced and used as in solving a problem (inquiry learning), both in exams, tests, and in adjustments in everyday life in order to maintain its survival.

Based on the characteristics above, it can be concluded that the characteristics of learning are some forms of change during the learning process that occur in a person through his experience and are influenced by the environment and individual differences. (Hanafy, 2014) Learning itself is not only from us studying at school, but learning can also be from the environment in which we live.

c. Factors Influencing Learning

In the learning process, there are always factors that influence it, including learning. In general, the factors that influence the learning development of students can be divided into three types. There are 3 factors that influence student learning outcomes, namely: (a) internal factors (factors from within the learner), namely the physical condition/condition (physiological aspect) and the spiritual aspect of the learner (psychological aspect); (b) external factors (factors from outside students), which include the social environment and non-social environment; (c) the learning approach factor (approach to learning), namely the type of student effort which includes strategies and methods used by students to carry out learning activities on subject matter. (Makbul, 2021b)

Learning is a process that causes a change or renewal in behavior and or skills. To what extent can the change be achieved or in other words, the success or failure of learning depends on various factors. These factors can be divided into two groups, namely:

- 1) factors that exist in the organism itself are called individual factors, and

- 2) Factors that exist outside the individual we call social factors. Included in the individual factors include: maturity/growth factors, intelligence, training, motivation, and personal factors. Meanwhile, social factors include family/household conditions, teachers and teaching methods, tools the tools used in teaching and learning, the environment and opportunities available, and social motivation.

Dollar and Miller stated in Makmun, learning is influenced by four things, namely (Makmun, 2004: 164):

- 1) The existence of motivation (drives), students must want something.
- 2) With attention and knowing the target (cue), students must pay attention to something.
- 3) There is effort (response), students must do something.
- 4) There is an evaluation and strengthening of results (reinforcement) students must get something.

From the learning factors above, it can be concluded that learning has several influencing factors including motivation, attention and knowing targets, evaluation and strengthening of results. With motivation being able to arouse student learning enthusiasm, attention means that the teacher must be able to focus the child's attention on the focus of learning, the effort that students have in learning, as well as an evaluation to determine student learning success. All of these factors so as not to become a driving force for student learning, it is very important to have the involvement of parents, teachers and a good environment.

Method

In qualitative research, research is conducted on natural objects. Natural objects are objects that develop as they are, are not manipulated by research and the presence of research does not really affect the dynamics of the object.(Uslimah, 2006)In qualitative research the instrument is a person or human instrument, namely the researcher himself.(Mahmudin, 2019)

To be able to become an instrument, the researcher must have the provision of theory and broad insight, so that he is able to ask questions, analyze, photograph, and construct the social situation under study to be clearer and more meaningful. The aim of the qualitative approach is to explore and build a proposition or explain the meaning behind reality.(Suharsimi Arikunto, 2011)

Based on the research location, this researcher is a type of field research or field research. Broadly speaking, this study aims to describe the implementation of learning to read and write the Koran (BTQ) and improve the ability to read the Koran through learning to read and write the Koran (BTQ) in class III students of Madrasah Takmiliyah Awaliyah Miftahul Huda Karawang.

Several descriptive methods that are often used are survey, case study, and comparative techniques. As for this study, the authors used a type of case study method that focused on a case of implementation of learning to read and write the Qur'an in improving the reading ability of the Qur'an for class III Madrasah Takmiliyah Awaliyah Miftahul Huda Karawang.

Results and Discussion

Results and discussion can be presented in subchapters. Clearly discuss the subject matter according to the problem, research objectives, and the theory used.

The research was conducted based on the results of observations, interviews, and documentation. The researchers will analyze existing findings and modify existing theories, then build new theories and explain the implications of the results of research on the implementation of learning to read and write the Qur'an in improve the ability to read the Koran for class III Madrasah Takmiliyah Awaliyah Miftahul Huda Karawang. The data presented and analyzed by the researcher are in accordance with the focus of the research, namely regarding: 1) the implementation of learning to read and write the Qur'an (BTQ), and 2) Improving the ability to read the Al-Qur'an through learning to read and write Al-Qur'an Qur'an (BTQ) in class III Madrasah Takmiliyah Awaliyah Miftahul Huda Karawang.

All collected data that the writer gets will be presented in a descriptive form, namely by presenting the data obtained in the form of explanation through word descriptions so that they

become sentences that are easy to understand.(Handayani, 2011)So that the data presented is more directed and obtains a clear picture of the results of the research, the author teaches it.

Implementation of learning to read and write the Koran (BTQ) in class III students of Madrasah Takmiliyah Awaliyah Miftahul Huda Karawang, the achievement of learning objectives is influenced by many factors. Educators or teachers are one of the main factors, because teachers are subjects who transfer knowledge and transfer values. The teacher is the spearhead of the quality of learning outcomes and is the party that is directly in contact with students.

Educators must have a strategy so that students can learn effectively. Teachers in formal educational institutions such as madrasas and schools have various teaching characteristics. Between one teacher and another, of course, have different teaching styles and learning strategies according to their creativity.

According to the author's view, the characteristics of teaching are the characteristics or form of teaching style of a teacher that is inherent in that person. In accordance with the results of interviews with teachers of the Reading and Writing Al-Qur'an (BTQ) subject, Ustadz Muhamad Sholeh said that:

"The relationship between Strategy, Method and Technique is very close because without it the learning process will not run smoothly. And also every child is not the same as one another. Therefore, as an educator, you must be very clever in using appropriate strategies, methods and techniques to support students' learning motivation.

A teacher in learning must be oriented towards learning objectives. To achieve these goals automatically the teacher must have careful planning while designing learning strategies and methods so that learning objectives can be achieved. In accordance with what was expressed by Ustadz Muhammad Shaleh that:

"Strategy in learning is very important. Because without a learning strategy, the learning objectives will not be achieved. Therefore the choice of strategy is also very important. In choosing a strategy, it is also necessary to consider various things, including considerations with the goals to be achieved, considerations with learning materials and also considerations from the student's point of view.

Judging from the opinion above, it is true that accuracy in choosing a strategy is very important. With the use of the right strategy the learning process will be more effective and efficient and it will be faster to achieve learning objectives. The central point that must be achieved by each teaching and learning activity is the achievement of teaching objectives. Anything that includes teaching program devices is absolutely required to support the achievement of goals. Teachers are not allowed to teach lazily. Students are also required to have high creativity in learning, not always waiting for orders from the teacher. These two human elements are also active because they want to achieve goals effectively and efficiently.

The teacher as a source of learning is obliged to provide a creative learning environment for students' learning activities in class. One of the activities that the teacher must do is to select and determine which strategy to choose to achieve the teaching objectives.(Mahmudin, 2019)In accordance with the results of the interview with the teacher Read and Write the Qur'an (BTQ), Ustadz Muhammad Sholeh said that:

"During the learning process of Reading and Writing Al-Qur'an (BTQ) to improve students' Al-Qur'an reading skills, after I considered strategies that were quite relevant to the learning materials and conditions of students I used expository strategies and inquiry strategies. Meanwhile, the learning model that I use is the PAIKEM model, which stands for Active, Innovative, Creative, Effective, and Fun Learning. When I use the expository strategy, the approach I use is a teacher centered approach, and the methods relevant to this strategy are demonstration, drill, question and answer and lecture methods. The second strategy is the inquiry strategy, the approach I use is a student centered approach. And for the method using the jigsaw method and peer tutors. The reason I use these two strategies is because the

expository strategy is quite effective when used in learning the Qur'an, because this strategy is teacher-centered. So the teacher gives an example of how to read properly and then students imitate it over and over again until they can.

Besides that, to overcome the boredom of students, I use inquiry strategies. This strategy uses a student-centered approach, so students can search for and find answers to a problem in question by themselves. While the teacher acts as a facilitator and mentor. So that students can use peer tutors in learning to read the Qur'an." The reason I use these two strategies is because the expository strategy is quite effective when used in learning the Qur'an, because this strategy is teacher-centered. So the teacher gives an example of how to read properly and then students imitate it over and over again until they can. Besides that, to overcome the boredom of students, I use inquiry strategies.

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In accordance with Ustadz Muhammad Sholeh's statement, it can be seen that the strategies used in learning to read and write the Qur'an (BTQ) are expository and inquiry learning strategies. This is based on consideration of learning materials and the conditions of students.

The teacher's strategy in teaching should develop according to the times. Not only using the old method but must be more developed and in accordance with current educational developments. In the view of Ustadz Muhammad Sholeh as a teacher of the Reading and Writing Al-Qur'an subject, that:

"Indeed, for religious lessons, especially in learning the Qur'an, most of the methods that are often used by teachers are drill, demonstration and lecture methods, so students often feel bored during lessons. This can be seen from the views of students who chat with their peers, daydream, or play alone. This can be overcome by the way the teacher arranges strategies to activate students in learning activities. So don't let students be silent, teachers are required to be able to use a variety of teaching styles, for example by ordering them to read alternately starting per line, per bench, or per individual randomly so that they listen to their friends' reading, as well as providing a little entertainment with jokes but remembering the material delivered.

A teacher must be very clever in choosing the right method to activate the learning process in the classroom. Drill, demonstration and lecture methods are indeed the easiest methods in learning the Qur'an, but it should be remembered that these methods are not without obstacles because many students feel bored and divert their attention to other things. This can be overcome by the teacher's teaching style which is interactive and brings up a little humor so that the class does not saturate and increases the attention of students. Besides that, choosing the right teaching method can make it easier for teachers to implement learning.

Conclusion

Based on the discussion in the previous chapters in this study entitled "Implementation of learning to read and write the Qur'an in improving the ability to read the Koran in class III Madrasah Takmiliah Awaliyah Miftahul Huda Karawang" it can be concluded as follows:

In an effort to implement BTQ learning for third grade students at Madrasah Takmiliah Awaliyah Miftahul Huda Karawang, teachers apply expository learning strategies and inquiry strategies as an effort to achieve maximum learning objectives. The approach used is a student-centered approach and a teacher-centered approach. Various learning methods are used, namely the drill method, lecture method, question and answer method, and demonstration method in accordance with the Iqra' method. And applying the PAIKEM learning model, so that students are active, creative, always innovative, learning becomes effective and students also feel happy while learning. In addition to the strategies or efforts already mentioned, the teacher always gives examples of reading with a clear and straightforward rhythm and students imitate it over and over again until they can. So that students easily and happily imitate what is exemplified. Teachers always provide motivation and advice to love the Qur'an and practice the values contained in it. And also teachers continue to strive to develop their potential as educators by participating in various BTQ learning training and training.

Learning outcomes from learning to read and write the Koran (BTQ) in improving the ability to read the Koran for third grade students at Madrasah Takmiliah Awaliyah Miftahul Huda Karawang shows an increase. At the beginning of learning the students' ability to read the Qur'an classically showed sufficient (39.74). Then in the final stage, after 5 or 6 meetings an evaluation is carried out and classically it shows an increase in the child's ability to read the Al-Qur'an in a good category (63.25). If previously many could not read the Qur'an, they did not even know the hijaiyah letters, but now it has increased and they can read the Qur'an.

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