



Teachers' Efforts to Improve the Quran Reading Ability in Class III Private Madrasah Ibtidaiyyah Rahmah El Yunusiyyah Padang Panjang

Hidayah¹, Taufik Rahman¹, Fauziah Fauzan El Muhammady¹

¹STIT Diniyyah Puteri Rahmah El Yunusiah Kota Padang Panjang, Indonesia

✉ dayah4347@gmail.com *

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Abstract

This research is descriptive qualitative research conducted using the SWOT analysis method and using research instruments using interviews, observation and documentation. Based on the results of the research that has been carried out, the teacher's efforts to improve students' ability to read the Alquran are as follows: the teacher understands the rules of reading the the Quran, the teacher takes part in training and evaluation regarding reading the Alquran. The teacher holds a special hour for students who have problems reading the the Quran. However, what teachers do still needs to be improved.

INTRODUCTION

Being a teacher must of course provide a good example for his students, including implementing or applying his knowledge in everyday life. So that students can adapt to their environment, both the school environment and the environment outside the school, including providing provisions for students to be able to read the Alquran well and correctly (Yasyakur, 2017; Akmal & Susanti, 2019; Rahman et al., 2023).

Among the purposes of the Alquran being revealed is to serve as a guide for humans in achieving happiness in life both in this world and in the afterlife. Therefore, every person who believes in the the Quran or grows in love with it, must be able to study, understand, practice and teach it. Because every Muslim is encouraged to teach and guide the reading of the the Quran properly and correctly, both for himself, his family and others. Besides that, you also have to understand and practice it in everyday life. Therefore, the methods and guidance needed to read the Alquran are basically the same, namely so that you can read the Alquran well and correctly (Aisa & Ramadhan, 2019; Aprilianti, 2020; Pasaleron et al., 2023).

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Seeing the importance of the Alquran in everyday life, it is necessary to study the Alquran from an early age, because at that time children still have an extraordinary ability in remembering and character formation, both by parents and at school which is a place to gain knowledge especially in learning at school. The Alquran was revealed not only to be read in the sense of reciting words and sentences. But the most important thing is understanding and appreciating it. So that in understanding and appreciating the content of the Alquran, it is also necessary to understand the reading and writing of the Alquran as an important condition that must be mastered in studying and understanding the verses of the Alquran (Waewa, 2016; Hudamahya et al., 2022; Engkizar et al., 2022).

The criteria in reciting the Alquran that is good and correct is in accordance with the makhorijul letters, how to pronounce them, pronounce the letters and the law of tajwid. In understanding and appreciating the contents of the Alquran, a good understanding of reading and writing the Alquran is also needed. Because the understanding of reading and writing the Alquran is an important condition that must be mastered in studying and understanding the verses of the Alquran (Fathoni, 2016; Masduki, 2018; Syafril et al., 2021).

The Qur'an was revealed not only to be read in the sense of reciting the words and sentences, but the most important thing is to understand, appreciate and practice it. The miracle of the Quran, among other things, lies in its language and content, which will see and feel the benefits of this miracle when able to understand and practice it intact and consistently. So the greatness of the Quran, its perfection, correctness, goodness, and its guarantee to lead people to a happy life will only be real and felt when it is tried and truly attempted to actualize it in everyday life (Basyir, 2013).

Based on *surpey* and interviews conducted by researchers on August 28 2022 with Ustazah Anis Mawati S.pd and Ustadz Rio Aldi Afrianto S.pd that there are still many students in classes III A and III B of the Private Rahmah El Yunusiyah Madrasah El Yunusiyah Padang Panjang who cannot read Al-The Alquran properly and correctly, in the author's interview with the tahfizh teacher, it was explained that many class III students do not understand the length and shortness of reading the Alquran, students do not understand recitation and many cannot distinguish hijaiyyah letters. Therefore, tahfizh teachers provide additional hours, so that students will better understand and understand the material provided by the teacher related to reading the Alquran.

METHODS

This descriptive research is descriptive qualitative research conducted using the SWOT analysis method and using research instruments using interviews, observation and documentation (Pratiwi, 2018; Anggraini et al., 2019; Sodikin & Gumiandari, 2021), namely to obtain general descriptions of matters relating to the analysis of teachers' efforts to improve the ability to read the Alquran in class III Madrasah Ibtidaiyah Swasta Rahmah El Yunusiyah Padang Panjang.

RESULT AND DISCUSSION

Based on the results of interviews with the tahfidzh teacher Madrasah Ibtidaiyah Swasta Rahmah El Yunusiyah Padang Panjang, the supporting and inhibiting factors in improving students' ability to read the Alquran are:

Supporting factors

Based on the results of interviews with two Madrasah Ibtidaiyah Swasta Rahmah El Yunusiyah Padang Panjang tahfidzh teachers, the teachers did not know the supporting factors in increasing students' ability to read the Alquran.

Obstacle factor

Based on the results of interviews with two Madrasah Ibtidaiyah Swasta Rahmah El Yunusiyah Padang Panjang tahfidzh teachers, the inhibiting factors in improving students' ability to read the Alquran are as follows: 1) Children are taught too much. 2) Children do not focus when studying. 3) It takes too long to teach, resulting in boredom. 4) There are classes that study after midday. 5) Students play too much during the teaching and learning process. 6) Limited time at school. 8) Students lack enthusiasm when studying. 9) Students are not fluent when reading the the Quran. 11) Students do not master the science of recitation. 12) Not all students pay attention to the teacher when teaching. 13) Parents want their children to finish at school. 14) There are students who do not recite the the Quran at home.

Teachers' Efforts to Improve Students' Alquran Reading Ability in Class III Madrasah Ibtidaiyah Swasta Rahmah El Yunusiyah Padang Panjang

The efforts made by teachers to improve students' ability to read the the Quran are as follows: 1) Tahfidzh teachers already understand the rules for reading the Alquran well and correctly. 2) The tahfidzh teacher feels that his reading of the Alquran is good and correct. 3) Before teaching at Madrasah Ibtidaiyah Swasta Rahmah El Yunusiyah, the tahfidzh teacher's reading of the the Quran is checked first by the DTQ (Diniyyah Tahfidzh Alquran) team. 5) The teacher has a memorized mutaba'ah/tahsin book. 6) The duration of a tahfizh teacher's teaching in one meeting is 2 hours. 7) The teacher teaches tajwid to class III students (according to the module). 8) The teacher corrects students' reading when students make Madrasah Ibtidaiyah Swastatakes in reading the Alquran. 9) things that have been improved are regarding students' mahrojul letters and recitation. 10) Teachers prioritize students' tahsin, so that it is easier for students to memorize the Alquran. 11) The media used by teachers during the teaching and learning process are blackboards, modules and the the Quran. 12) The educational background of the tahfidzh teacher Madrasah Ibtidaiyah Swasta Rahmah El Yunusiyah is a PAI (Islamic religious education) graduate. 13) The teacher is always on time when teaching. 14) Tahfidzh teachers teach students to read the the Quran only once a week, the rest of the time students memorize it. 15) Tahfidzh teachers often take part in training as Alquran teachers. 16) The class III A teacher's method for improving students' Alquran reading skills uses the tartil method. 17) The class III B teacher's method for improving students' Alquran reading skills uses the iqro' method. 18) There is coordination between the school principal and the head of the Diniyyah Puteri education department. 19) There is a separation of classes for children who are already fluent in reading and those who are not yet fluent in reading the Alquran.

To find out the strengths, weaknesses, threats and opportunities regarding teachers' efforts to improve students' Alquran reading skills in class III, the researchers analyzed using SWOT analysis. Then, after carrying out the SWOT analysis, the next step is to analyze the SWOT matrix and choose a strategy. In choosing a strategy, the researcher asked the teacher to choose according to the results of choosing the following strategy: 1) Adding tahsin

hours or fields of study related to Alquran learning. 2) Conduct an evaluation with parents for their children who have problems reading the Alquran, directly/face to face at school. 3) Increase face-to-face hours for children who have problems reading the the Quran. 4) The school holds *camp* for children who are not fluent/cannot read the Alquran properly and correctly. 5) Choose competent and professional teachers according to their field. 6) Evaluate teacher reading and evaluate teacher teaching in improving students' Alquran reading skills in class III Madrasah Ibtidaiyah Swasta Rahmah El Yunusiyah Padang Panjang. 7) Motivate students to be more enthusiastic in improving their ability to read the Alquran. 8) Each class is divided into 2 (two) groups, so that the learning process of reading the Alquran is more controlled and more effective. 9) Teachers who teach students to read the the Quran are provided with training/*training*, about improving the ability to read the the Quran. 10) Hold a parent meeting for students who have problems reading the Alquran

CONCLUSION

From the results of research on "Teachers' Efforts to Improve Alquran Reading Ability in Class III Madrasah Ibtidaiyah Swasta Rahmah El Yunusiyah Padang Panjang", the following conclusions can be drawn: i) The teacher already understands the rules of the Alquran well and correctly. ii) before teaching recitation of the Alquran, teachers are checked by the DTQ team (Diniyyah Tahfizul Alquran). iii) There are efforts by teachers to propose moving Alquran learning to morning hours, but this has not been fulfilled by school policy. iv) considering the large student problems, teachers need to maximize the teacher's efforts to improve students' Alquran reading skills, such as increasing tahsin hours, providing tahfizh teachers with training, making agreements/contracts between teachers and student guardians, regarding reading Alquran. Students' Alquran at home, because existing teachers' efforts have not been successful.

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