Reading and Writing the Qur'an (BTQ) as Compulsory Class Load for Elementary Schools

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Abstract: This research focuses on implementing compulsory class load to improve the quality of reading and writing Qur'an, targeted at Sukodermo Purwosari Elementary School students in Pasuruan. The discussion method in this study uses a descriptive qualitative method approach. The problems faced by teachers of Islamic religious education in learning the local content curriculum for reading and writing the Qur'an can be divided into supporting factors and inhibiting factors. Supporting factors come from the students themselves as well as facilities and infrastructure. Factors that come from the students are the moral encouragement or enthusiasm in learning to read and write the Qur'an and facilities and infrastructure, like prayer rooms which are commonly used in religious learning or religious activities as is routinely carried out at SDN Sukodermo Purwosari Pasuruan, that is, reading short letters of Qur'an and Asmaul Husnah every morning before starting lessons and istighozah every Legi Friday. The inhibiting factors are also found in students, facilities, and infrastructure. The inhibiting factors that exist in students are the level of intelligence and the different psychology of students. The ability to learn to read and write the Qur'an is uneven. Even though almost 89% of students can already read and write the Qur'an well, And the need for more tools to support the process of learning to read and write the Qur'an.

Keywords: Read Write Qur'an (BTQ), Learning Qur'an, Elementary School.

Introduction

Al-Qur'an is the name given to the word of Allah SWT, revealed to the Prophet Muhammad SAW, through the intermediary of the Jibril, having or functioning as a miracle, written in the mushaf, written with mutawatir ways, to be delivered to humans (Al buthi, 2016). Al-Qur'an was used as a miracle of Prophet Muhammad SAW to show the truth of Prophet Muhammad SAW as Allah's messenger to all humankind (Ikhwan, 2021b).

Studying the Qur'an for Muslims is fardhu 'ain, or an obligation that is borne by oneself when a Muslim has reached puberty (Al-Attas,
2011). Because of that, reading the Qur'an cannot be represented by other people, and every Muslim must study the holy book Qur'an (Zafi, 2020). Al-Qur'an contains commands, prohibitions and stories that can be a guide for humankind and for anyone Muslim who reads it, it will become worship and get other virtues (Sa’dullah, 2022). As the word of Allah in QS. Al-Isra’ 82;

وَنُنَزِّلُ مِنَ الْقُرْآنِ مَا هُوَ شِفَاءٌ وَرَحْمَةٌ لِّلْمُؤْمِنِينَ وَلَا يَزِيدُ الظَّالِمِينَ إِلَّا خَسَارًا

"And We reveal from the Qur'an something that is antidote and mercy for those who believe and the Qur'an does not add to the wrongdoers other than losses." (QS. AlIsra’ [17]: 82).

Ibnul Qayyim said that the purpose of the revelation of the Al-Qur'an was to be taught and learned from it and put it into practice, not just to be read while turning away from it.

Realizing how important it is to learn the Qur'an Therefore, a Muslim should not only be able to read the Qur'an but also understand, reflect, and practice its contents in daily life. Therefore, in studying the Qur'an, fundamental understanding is needed in the form of how to read and write the Qur'an correctly (Mukhlis, 2022). Reading and writing comprehension of the Qur'an is an essential requirement that must be mastered in studying and understanding the material of the verses of the Qur'an (Ma’mun, 2020).

One of the initial stages in mastering and understanding the contents of the Qur'an is the ability to read and write it. Reading proficiency is mastery of hijaiyah letters and knowledge of tajwid science. The purpose of this proficiency is to read the Qur'an by the place where the notes come out (makharijul huruf) and short or long portions of letters to be read out. And also, with proficiency in writing the Qur'an, someone can recognize the letters of the Qur'an and know the correct writing rules. This Qur'an writing proficiency will help someone identify the meaning of the words of the Qur'an (Ismail, 2018).

Seeing the importance of the Qur'an, Al-Qur'an lessons are also widely implemented in schools, from elementary to senior high school. Al-Qur'an lessons as a teaching and learning activity have a purpose (Ronaldi et al., 2020). The aim of learning the Qur'an is for students to be able to read the Qur'an fluently and correctly according to the tajwid science. So that students can get used to the Al-Qur'an in their lives and enrich their vocabulary with beautiful and exciting words and sentences (Ma’mun, 2018).

Educational success factors are supported by teacher competence in learning services that show professionalism in their personality. The task described is: First, the implementation of the learning process, which requires the teacher to master the material and package it.
according to the scope, sequence and goals of education; Second, tasks related to students in overcoming learning problems; Third, teachers must understand how learning activities in schools are managed. On this basis, a teacher is required to be more creative and innovative in packaging learning activities so as to provide a complete understanding that can be understood by students properly.

The general objective is expected to include reading and writing the Qur'an in the class load to develop student's potential to become human beings who believe and fear Allah SWT, have a noble character and be able to carry out Islamic teachings correctly (Fauzan, 2015). Whereas the specific objectives include; the formation of students' ability to read the Qur'an correctly and accurately based on the rules of *tajwid* science, form students' ability to write the Qur'an properly and correctly in *tahsin*, and making students motivated, accustomed and enthusiastic in exploring and understanding the holy Qur'an (Hashim et al., 2015).

The curriculum of class load reading and writing Qur'an (BTQ) was developed to introduce and provide an understanding of how to read the verses contained in the Al-Quran according to *tajwid* science and *Makharijul huruf* correctly (Hassan & Zailani, 2013). In general, the meaning of class load is a set of plans and arrangements regarding objectives, content, and learning materials prepared by academic units according to the diversity of regional potentials, regional characteristics, regional advantages, regional needs, and each environment, as well as the methods used as guidelines for implementing learning activities to achieve specific educational goals (Sugianti et al., 2020).

Related to this, there are several previous studies that researchers have found. Reading and writing the Qur'an at the elementary school level is highly recommended because the sensory-motor abilities of elementary school-age children are still good at receiving information that enters their brains. And the benefits obtained if a child practices it will affect the character and values of his personality, which will be the Quranic generation (Tanjung et al., 2020).

Read and write the Qur'an at the high school level as a means of learning through extracurricular programs. Therefore, at the age of children, it is easier to teach them to read the Qur'an, starting from recognizing *hijaiyah* letters to *tajwid*. If starting to study as an adult, it will be more complex and rigid (Wibawa, 2018). So that the program to read and write the Qur'an refers explicitly to a surah or interprets the contents of a particular surah. Like the reading and writing tradition in Islam, the study of the Qur'an text surah Al ‘Alaq verses 1–5 is a habit in one non-formal educational institution.
But this study will be focused on improving the ability to read and write the Qur'an at the elementary school level.

Method

Based on data sources, the type of research in writing this research is field research in the form of descriptive qualitative research. Qualitative research aims to find the meaning, understanding, or understanding of a contextual and comprehensive human phenomenon, event, or life, by being directly or indirectly involved in the object under study (Yusuf, 2014). Primary sources in this study, including Educators and Learning Reports Reading Al-Qur'an. At the same time, the secondary source is the headmaster or person in charge, students, as well as other sources that are relevant to research in research. Then related to the main study of this research, Data will be collected about the character of student religion developed by the school through a compulsory class load to improve the quality of reading and writing the Qur'an at Sukodermo State Elementary School Puerwosari, Pasuruan.

In this research, the technique that researchers will use is observation, interview and documentation. Based on the explanation above, this research uses two types of triangulation, namely triangulation of data sources in the form of observation and interviews with the speaker directly and documents containing notes related to the data needed by the researcher (Ikhwan, 2021a). While data analysis is carried out based on descriptive analysis, as developed by Mathew B. Miles and A. Michael Huberman (Miles et al., 2014). This analysis consists of three streams of interacting research, namely: data reduction, data presentation, and drawing conclusions.

Result and Discussion

Learning to read and write the Quran at Sukodermo State Elementary School

Data about the learning model to read and write Qur'an used in Sukodermo State Elementary School Puerwosari, Pasuruan. Almost all Islamic religious teachers use active learning models, both teachers and students. The learning process requires a variety of ways so that students do not get bored quickly. So, it doesn't have to be an active teacher, but making students engaged in learning to follow the material is also essential. For example, teachers can apply how to read or imlakkan.
In addition, learning to read and write the Qur'an can use the discussion method. Discussing material such as tajwid in surah and so on. The discussion method with a personal and unique approach is also carried out so that children can memorize quickly.

Reading and writing the Qur'an at Sukodermo State Elementary School is generally excellent. The majority of students can fully master the Qur'an learning material. The lack of knowledge about reading and writing the Qur'an makes students enthusiastic about participating in learning. Many new things still need to be discovered in learning to read and write the Qur'an, so students can get new things by following it. For example, tajwid and imlak that unknown before. Learning activities carried out by students in learning to read and write the Qur'an are prioritized in the occurrence of a learning process with a high activity level. Learning is oriented towards student activity, whereas the teacher acts more as a facilitator who provides facilities for students to learn. Students are directed to search and find for themselves what they know.

Learning to read and write the Qur'an apart from imla' and memorization also uses the reading or muthola'ah method. The reading or muthola'ah method is a way of presenting the subject matter by reading, either reading classically or together. This method aims to train students to be skilled at reading the Qur'an by paying attention to punctuation, being able to distinguish the reading between one letter and another letter, and training students to be able to read and understand and understand what they read.

In the teaching and learning process, apart from being an active teacher, students are also required always to participate actively, memorizing vocabulary, tajwid and verses. Based on the interviews and observations made by the researchers, the researchers concluded that learning to read and write the Qur'an uses methods of memorizing, reading and writing the Qur'an.

Besides that, in its application, reading and writing the Qur'an has targets and achievements that must be accepted by students. To determine the extent to which students have achieved success in learning to read and write the Qur'an, a learning evaluation was carried out from the results of interviews with the Al-Qur'an reading and writing teacher. From the results of interviews with the Al-Qur'an Interpretation teacher, information was obtained that the evaluation was carried out using a written test and an unwritten test. Written tests are in the form of answering questions and material provided by the teacher, while non-written tests are carried out by reading or memorizing predetermined verses.

Linking the material taught in reading and writing Qur'an in Sukodermo State Elementary School is to learn the surah in juz 30.
and read the Qur'an from juz 1 to juz 10 with tartil. Knowing that is applied more clearly includes reading, memorizing, writing, explaining, looking for the laws of tajwid science, and explaining behaviour according to these letters.

In learning to read and write the Qur'an, students are targeted to be able to read the Qur'an fluently and memorize selected surah juz 30 when they graduate. In addition, when entering the final graduation exam period, reading and writing the Qur'an is one of the requirements for student graduation.

Where when graduating, students read the Qur'an fluently and memorize selected surahs, especially those contained in juz 30, as a graduation requirement. In addition, students who have learned selected surahs will receive special coaching to be included in the Tahfidz Olympiad.

Based on the results of researchers' observations, teachers use various and varied methods to learn to read and write the Qur'an. Using multiple learning methods in class can make students not bored in receiving material and facilitate the transfer of knowledge from what the teacher conveys to students so that they can be accepted readily.

This indicates that when students are interested and easily understand the material presented by the teacher, then the teaching method or method applied can be successful and appropriate. Exciting plans, giving quizzes, giving motivation, and also games, so that students can experience learning according to their needs when in class. Apart from using various methods, it also provides distractions such as making games or providing motivation to students so that students are thrilled learning to read and write the Al-Qur'an and easily understand when the teacher delivers the material.

The climax is determining student achievement in learning to read and write Al-Qur'an through evaluation. Evaluation is an identification activity to see whether a program that has been planned has been achieved or not, whether it is valuable or not, and can also be used to see the efficiency level of its implementation. Associated evaluation with value judgement. According to Gronlund in Kadek Ayu Astiti explaining, evaluation is a systematic process for collecting, analyzing, and interpreting information to determine the level of mastery of participants towards learning objectives (Astiti, 2017).

Evaluation can be interpreted as measuring or improving an activity carried out to see whether the movement has achieved the expected goals or vice versa. If it reaches its destination, the activity is booming. However, if it has yet to achieve the expected goals, it is
necessary to carry out an assessment and evaluation of these activities in various ways to achieve the desired goals.

Given the importance of evaluation in a learning process, the results of the assessment carried out are essential to find and provide solutions to the teaching and learning activities carried out so that they teaching and learning activities can be carried out in accordance with the expected goals.

Teachers always provide evaluations in teaching reading and writing Al-Qur'an lessons to students so they know the extent of students' understanding of the material that has been delivered. With this evaluation, the teacher gets input so that he can find a way out if there are students who need help understanding the material presented. Usually, the teacher of reading and writing the Qur'an gives an evaluation to Sukodermo State Elementary School students at the end of the lesson. Besides that, it is also carried out by giving tests or in the form of reading and writing tests of the Qur'an and asking questions directly to students. That way, the teacher can find out the ability of students to understand the material presented to take further action, namely providing new material if students already understand the material presented and repeating previous material if students need help understanding the material presented.

**Learning to Read and Write Al-Qur'an as Compulsory Class Load for Elementary Schools**

Learning with the Al-Qur'an reading and writing class load education curriculum has a good impact on schools because the changes experienced are very significant and get better from time to time. To find out children's development in learning, the monitoring method uses daily achievement books and student development control books, which every morning give oral and written tests to be deposited and get grades.

To optimize the teaching and learning process, the teacher functions as a facilitator who must develop children's learning abilities and create relevant learning conditions to create a natural learning atmosphere full of joy. For learning to be successful, a teacher has a crucial role and must have various abilities, including choosing the suitable learning model. In this case, the learning model used in Sukodermo Public Elementary School is conditional but tends to be active learning.

The active learning model is applied to reading and writing the Qur'an. This has a very good impact on teachers and students. Students are required to always be active in every learning that takes place to create a conducive and enjoyable atmosphere.
The teacher's role is critical to be a mediator and facilitator in bringing the class to life. A good teacher not only masters the material but also understands the students' conditions and tendencies. A teacher must be sensitive to the condition of his students and be creative in developing ideas so that students feel truly humanized and guided to become adult human beings by the nature of educational goals. In order to learn something well, we need to hear about it, see it, ask questions about it, and discuss it with others. Not only that, students need to do that, namely to describe something in their own way. In learning to read and write the Qur'an, one of them uses an active learning model.

Active learning includes various ways to make students active from the start through activities that build group work and make them think about the subject matter in a short time. This active learning model is a learning approach that can make students active, creative and not bored so that teaching and learning activities can be more effective and more meaningful.

The active learning model trains students to be involved in learning. The active learning model of reading and writing Al-Qur'an can develop students' potential, initiatives, and responsibilities. The application of this model also shows the existence of motivation where students are trained to learn new things.

The application of learning to read and write the Qur'an in class load at Sukodermo state Elementary School can be grouped into the following sections. Students who read the Qur'an according to the rules of tajwid, two students are in the fluent category. For students whose reading of the Qur'an is different from the tajwid rules, 13 students are in the sufficient category. There are 15 students with stammering Qur'an reading who are in the less category. While the results of the writing scores of students who got the neat writing category were ten students. In the sufficient category, there were ten students, and in the less category, there were ten students.

Comparison of student scores with the results of researchers' observations of students can be concluded that there was an increase in student scores both in reading the Qur'an and in students' writing Arabic. Even though the results of the researcher's tests with student scores were more dominant in the category of fluency in reading the Qur'an but not in accordance with the tajwid rules and students' writing scores were the same, researchers could see an increase in learning outcomes in reading and writing the Qur'an.

The effectiveness of learning to read and write the Qur'an through local content subjects in improving students' reading and writing Al-Qur'an skills at Sukodermo State Elementary School has been achieved in accordance with the expected goals. This can be seen
from the results of a comparison of students' reading and writing Al-Qur'an abilities to the results of the researcher's observation test, and namely, after students learned to read and write the Al-Qur'an there was an increase in students' Al-Qur'an reading and students' Arabic writing. Although not all students of Sukodermo Public Elementary School are fluent in reading and writing the Qur'an, it is more dominant for students who succeed in achieving the expected goals.

Conclusion

Reading and writing the Al-Qur'an is very important in the education of elementary school children. Apart from being one of the subjects that must be followed, the science of learning the Qur'an for children at the elementary education level is the right method. Active learning is supported by a direct learning model that focuses more on memorization and reading (muthola'ah), reading guide and imlak (dictation) than learning to read and write the Qur'an will be easy and enjoyable for students. Reading and writing the Al-Qur'an as a compulsory school class load in improving the reading and writing quality of the Al-Qur'an students at Sukodermo State Elementary School is to fulfill the purpose of imlak, namely so that students can write words and sentences in Arabic properly and correctly, so that students are skilled at reading letters and sentences in Arabic, and cultivate Arabic writing beautifully and neatly.

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