

TEACHER METHOD PATTERNS TO STRENGTHEN THE ABILITY TO READ THE KORAN IN PUBLIC EDUCATIONAL INSTITUTIONS

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Abstract

This study describes the teacher's strategy to strengthen the ability to read the Koran to students in public schools. In accordance with the desired focus, the answer was found through research, a qualitative approach to the research subject was used as class V students and research informants were PAI teachers and schools. Data obtained through interview and observation techniques so that the following conclusions are obtained: The role that has been done by the PAI teacher is very helpful for students in learning to read the Qur'an. The PAI teacher has succeeded in helping students from those who do not understand or even do not know the letters of Hijayyah to understand and begin to recognize the hijayyah letters even though there are obstacles that arise from within the students and the fossility possessed by the school. The obstacle is, the room facility is still very simple

Keywords: *strategy, strengthen, read.*

1. INTRODUCTION

Education is a human effort to foster and develop the potential of nature both physical and spiritual in accordance with the values that exist in society and culture. In terms of terminological, education is a process of reinforcement, and improvement of all human abilities and potential. Education can also be interpreted as a human iktiar to foster his personality in accordance with the values and cultures that exist in society "Law Number 20 of 2003 concerning National Education states that national education functions to develop abilities and shape the character and civilization of the nation that is useful in order Educating the life of the nation, aims to develop the potential of students to become human beings who believe and devote to God Almighty, have noble character, healthy, knowledgeable, capable, independent and become democratic citizens and responsibilities While the goal of national education is to create an atmosphere and learning process so that students are more active in developing their potential, with characteristics: having religious spritation, able to control themselves, have personality, have intelligence, have noble character, and can develop their own skills. Before entering the school environment, parents or family is the first institution for children to get a knowledge. It is fitting for the family as the first center of education to teach or invite their children to learn to read the Qur'an. But in reality there are still many children or students who have not been able to distinguish hijaiyyah letters, it is because of the busyness of farming and gardening parents that cause children to play more than taking the time to learn to

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study the Koran at the TPA (the Qur'anic Recitation Place 'an), causing their difficulty to read the Qur'an.(Malkab et al., 2015)

The role of parents should be very important towards their children to learn to read the Qur'an to understand and recognize the hijayyah letters. Without the role of parents also certainly there is no motivation in students. Even studying at school without repetition at home will have an impact on the slow students to master the subject matter of reading the Qur'an. When they come home from school all lessons will just be forgotten Here, the role of PAI teachers is very important to help students to recognize Hijayyah letters and read the Qur'an. The first time the thing done by a PAI teacher at the time of the teaching and learning process was before the subject matter of students was required to recognize the hijayyah letters and learn to recite the Koran first. Observation at SDN 14 Lebong was found that students who had just followed the process of teaching and learning activities by learning to know hijaiyyah letters or learning to recite many who were not serious, busy alone, and also still underestimated the learning. (Ziaulhaq, 2020)

Without them knowing that learning to recite the Koran is very important for their lives and future, previously also many students did not go to school, and many other reasons to avoid learning PAI because of the necessity to read the Qur'an. After running for a few weeks, with the system carried out by the PAI teacher, who every before learning begins the teacher invites students to open the IQRA book and introduce hijaiyyah letters. Students are getting used and comfortable with the habit, so that before the teaching and learning process, they have prepared Iqra 'and the Qur'an for them to learn to recite the Koran. Some students do bring Iqra 'from home considering the provision of IQRA' is still small. So that the use in class can be evenly distributed even though this cannot be ascertained all students bring Iqra 'because they still forget, there are also those who think that the availability of Iqra' at school. With repetition or learning that is routinely carried out by PAI teachers and of course the role of the internet is also inseparable to find references or educational videos with various methods with the aim that learning goes encouraging and not boring, besides the role of PAI teachers who are required to think creatively by outsmarting what things which will be added which is felt to be done with the initial aim so that students are more comfortable and not depressed by the learning that will be given by the PAI teacher. Of course the evaluation continues to find out what things are felt lacking and needing to be done, of course there is progress from students where from those who do not recognize the hijayyah letters gradually improve by starting to recognize the hijayyah letters. Although not as fast as expected, due to varying student capacity. All have stages considering the slight time every meeting in the learning process. Because the role of PAI teachers is very important for the fostering learning of the Qur'an even with minimal time. Through the learning system carried out by the PAI teacher giving positive things to students, such as increasing students' understanding of the introduction of hijaiyyah letters and how to read the Qur'an that is good and right.(Aseri, 2022)

Not only the role of PAI teachers The role of the principal is also influential because of the school also provides learning media with the aim that students more easily understand the material delivered by the teacher, at least from the school support the habit of reading the Qur'an by providing Iqra 'and also developed the process is also developed. Active and fun learning by PAI teachers. The principal also said that the provision of IQRA 'is still very little in this school, so students

when doing learning or learning to recite the Koran still use one Iqra' for two or three people, but there will be more IQRA 'in this school, and Al -The Qur'an will also be provided to facilitate the learning of students to recognize Hijayyah letters and learn to read the Qur'an So far there is certainly an increase from the understanding of the students about getting to know the letters of hijaiyyah and read the Qur'an. When students who have just entered the school environment still exist among those who have not been able to recite the Koran. Strategies undertaken by teachers include dividing class time classrooms. Class I to Class III is divided into one to two hours for a week, while class IV to class V is carried out every before carrying out the teaching and learning process. Specifically for this fifth grade, students must be more active in getting to know hijaiyyah letters and learn to recite the Koran, because in class six students are more focused on learning or semester exams that will be carried out later. Why is the fifth grade students must be able to understand or recognize the hijayyah letters and learn to recite the Koran, because when they have finished school at SDN 14, they can read the Qur'an in accordance with the expectations and objectives of the school.

Exposure to the pre-research data earlier illustrates that the learning of the Koran specifically is not contained in the PAI learning material, but the teacher tries to make a breakthrough by taking the early hours of learning by not disturbing other material. With regard to the foregoing, this research seeks to find a picture of the teacher's role in conducting fostering children in the Qur'anic Meeting of Class V SD 14 Lebong students in the hope of making a positive contribution to students and for schools.(Agustina, 2020)

2. RESEARCH METHOD

This research uses a qualitative approach, this is because the problems in this study are descriptive, but this study requires qualitative and quantitative data. Both of these data (qualitative and quantitative) can be used if the design is to use one paradigm while the other paradigm is only as a complement This study uses a qualitative approach because the purpose of this study does not look for correlation or comparison between activities with one another or between one concept with another, but only aims to find a picture of the role of PAI teachers in improving the ability of grade V SDN students 14 Lebong in reading the Qur'an. In accordance with the direction of the objectives of this study, the subjects of this study are the principal, PAI teachers, and students of SDN 14 Lebong (students are only the subject of research). In addition, data obtained through documents available in SDN 14 Lebong. Data is collected through interviews, and observations. After the data is collected data selection is carried out to be presented in the results of the study and analysis in the next discussion, the conclusions are obtained as an answer to the role of the PAI teacher in improving the ability of students in class V SDN 14 Lebong in reading the Qur'an.(Sukino et al., 2020)

3. RESULT AND DISCUSSION

At the research phase, researchers conduct research online or through online. Researchers used the WhatsApp application to interview the Principal Mr. Aidil, S.Pd. Asking permission to find out learning in improving the ability of class V

students in reading the Qur'an through online interviews using the WhatsApp application in order to obtain direct information in the form of structured interviews related to student competencies in reading the Qur'an. Observation was carried out online on Tuesday, May 5, 2020. The key informant in this study was PAI Teacher SDN 14 Lebong. For this reason, informants about student competency conditions can be obtained through the WhatsApp application with the PAI teacher. When asked about "Has the majority of grade students of SDN 14 Lebong has fluently reading the Qur'an? According to the PAI Teacher Mr. Candi, S.Pd., "It is recognized that class V students at SDN 14 Lebong there are still many who have not been fluent in reading the Qur'an, but we always try as much as possible so that they can smoothly read Al-Qu'an smoothly their minimum abilities are evenly distributed.(Rohman, 2009)

This was conveyed by the principal there were indeed tips carried out by the school in this case by the PAI teacher so that students of the fifth grade of SDN 14 Lebong could have the same competencies between them in reading the Qur'an. Online interview with Mr. Aidil S. Pd as the Principal of SDN 14 Lebong on Tuesday, May 5, 2020 Some of the information that was produced from the information above, the description of competencies in reading class V students of SDN 14 Lebong is not evenly distributed, but this is a homework for the school to improve this competence so that each student can read the Qur'an with good and correct. Furthermore, Mr. Candri said that "the ability of students to read the Qur'an is an important thing in the next PAI learning process, because there are many Arabic PAI material that requires the ability of students to read the Qur'an properly and correctly, according to him wrong One obstacle in providing PAI material is the inability of students to read hijaiyah letters. Interview, May 7, 2020). Furthermore, the researcher asks a question about how many students have not been fluent in reading the Qur'an? According to information from the PAI teacher that the number that has not been fluent in reading the Qur'an or still learning IQRA is less than 20% of the number of students in class V. This information encourages researchers to further see firsthand the ability of class V students in reading the Qur'an before Pandemic Covid 19. This is important to know more clearly about the description of the competencies of these students in reading the Qur'an and also to know The results of the business by the teacher in this semester. Researchers asked permission from religious teachers to do the Qur'an reading test through the WhatsApp application of five students who were pleased. Based on some interview results, it can be concluded that, that the ability of SDN 14 Lebong students to read the Qur'an has begun to improve, this is inseparable from the role of the PAI teacher in giving lessons and guidance to students. Semester is recognized that there are some difficult students to follow learning, especially in the Qur'an, this can be resolved by diligent and must be patient. The PAI teacher also added that the importance of establishing communication to parents of students to provide additional learning, especially on the reading of the Qur'an at home or in the nearest Qur'anic TPA (recitation site) so that it can improve the ability to read the Qur'an.(Muallifin, 2016)

In the learning process there must be obstacles faced by students, including PAI learning. We feel the obstacles faced by students not to read the Qur'an only but in memorization of PAI learning is a fundamental obstacle. This can be overcome by the school by giving additional hours to PAI material so that it can increase the smoothness of the reading of the Qur'an or matters relating to PAI learning. Related

to the additional hours the principal explained that, "Actually the desire to add additional hours to students is, this is done with the aim of improving the ability of students in reading the Qur'an not just learning to read the Qur'an when they want to start learning . But as a teacher we must also pay attention to the psychological condition of students and also the level of the economy because not all parents of students are able to provide additional funds for teachers who provide additional hours at school. As much as we are from the school to do good cooperation with parents of students so that they can pay attention to their children or look at their children's ability to learn the Qur'an at home. Of course it can be understood by the obstacles faced by students who have not been able to read the Qur'an in PAI learning because it will be found material that has Hijayyah letters where this makes it difficult for students to read it. Although not too long the verses found in the PAI learning material but the Qur'anic verses. In addition, PAI lessons are less than other lessons. Mr. Candra stated that "Moreover, PAI learning is not included in the National Examination, so students' interest in PAI lessons is not the same as other lessons, this is where the role of parents is very important to direct their children to learn to read the Qur'an both at home and At the nearest TPA (Al-Qur'an Recitation Place). This can also help teachers when there is material relating to the hijayyah letters or there is a verse of the Qur'an they have no difficulty ". Some of the information above illustrates that the ability to read the Qur'an in PAI material can still be followed by students and the learning process of PAI does not experience many obstacles. Indeed there are still students who have not fluently read the Qur'an because the school requires these students to follow additional hours and continue to read the Qur'an every time you start learning. With the holding of additional hours, it is intended to increase reading and understanding for students, not only learning to read the Qur'an at school, but students can be more serious to study the Qur'an both at home or by involving themselves to the recitation site Al-Qur'an or village Koran teacher by bringing directly to the village teacher's house.(Citra, 2016)

The PAI teacher also hopes to be embedded in students' love for the Qur'an and more enjoy learning to read the Qur'an without any fear of wrong. It means that all students can place their comfortable position but truly want to learn no longer feel pressured by learning the Qur'an but as if a routine is very loss when abandoned. In order to obtain quality data the researcher conducted an online interview with Mr. Candri as the PAI teacher who said that the system carried out before the teaching and learning process began, each student was required to learn to recite and understand or recognize the hijayyah letters. If students cannot answer or do not understand the material taught in the form of Qur'anic verses from the teacher does not give punishment or deterrent effect to students, this is to avoid the inconvenience of students to follow the teaching and learning process.

The coaching activities carried out by the teachers mentioned above, concluded that the PAI teacher here not only played a role in delivering the material also acts as a teacher to study students by trying to carry out strategies so that PAI learning and the reading of the Qur'an are not monotonous or boring. If the previous method applied began to look boring then there must be tips from the teacher to find innovation using a minimal but fun method (Warsah et al., 2020; Warsah & Nuzuar, 2018). From the school will also hold learning to read the Qur'an with additional hours that require from the school for students to follow the process of learning to read the Qur'an, this focuses on students who have not fluently read the Qur'an '

While the one who has been fluent in reading only we ask to help listen to reading from their friends. The principal revealed that "to improve the ability of students in reading the Qur'an we strive to provide understanding to students about the importance of reading the Qur'an for us Muslims. This is important to realize Shiva that the importance of learning to read the Koran is not only to complete PAI learning but is a necessity for Muslims. Mr. Candri explained that "Establishing cooperation with parents of students to provide teaching control to their son dirumh both by bringing the teacher at home or involving their children learn to recite the nearest TPA (Al-Qur'an Recitation Place), another thing we give so that students Not bored is to use the method to be more attractive to students' learning. The media also needs to be done and other things if it must be done so that students are motivated to read the Qur'an. Thus the addition of class hours in reading the Qur'an is very influential considering the main purpose is to launch the Qur'anic Qur'an at SDN 14 Lebong. By way of students who have fluently reading the Qur'an, they are asked to listen to their friends who have not fluently read the Qur'an. Teacher creativity also plays a very important role with the aim of increasing the ability of students to read the Qur'an (Joni et al., 2020). If the monotonous teacher will make students bored easily and not motivated in themselves.(Baihaqi, 2023)

Continuing Mr. Candri's explanation that "The method we use is of course a simple method that is usually done in reading the Qur'an for beginners. In order to increase the reading of the Qur'an, we also use Iqra 'and for those who have been fluent in reading the Qur'an, we ask to listen and ask to repeat the reading together. This method is quite effective to improve the ability to read the Qur'an in students. In addition, we are also trying to find information through books about what stories contained in learning verses this is what makes students enthusiastic to take lessons to read the Qur'an. To increase our student motivation occasionally use audio visual media in teaching children to like to read the Qur'an. Our visual media obtained from the internet, especially films that contain stories concerning the material to be delivered. The use of this media is very influential and quite effective especially about films that make up the introduction of Hijayyah letters. Furthermore, Mr. Candri said that sometimes we also present the media in the form of images obtained from the store or what we made ourselves. Sometimes we also use audio by playing a good way to read Hijayyah letters accessed through the internet, what is important is that we can see that the media can be a support in order to improve the ability of students to read the Qur'an.(S, 2022)

The PAI teacher's explanation can be concluded that, the tips used by the teacher to improve the ability to read the Qur'an as follows: requires students to repeat the reading of the Qur'an at home or the nearest landfill; Requires students to follow the additional hours of reading the Qur'an; Learning to start with the reading of the Qur'an first; The use of learning methods and media that are felt to be effective enough to improve the way to read the Qur'an; Providing motivation to students every before the start of learning the Qur'an and explains the importance of learning and reading the Qur'an as Muslims; and assigning assignments to students to launch the reading of the Qur'an and then evaluated when learning religion takes place. Surely there must be obstacles that the PAI teacher goes through, especially improving the ability to read the Qur'an for every student. According to Mr. Candri's response "There are several obstacles that we experienced in improving the ability to read the Qur'an including the media that we use is limited in learning the Qur'an, the

interest of students who are uneven or still low to learn to read the Qur'an ' This can be seen when we ask to bring the Qur'an still often does not carry. The seriousness of students can still be seen when other friends read the other Qur'an laughing and there are others who do not make up even though they are not fluent in reading Iqra 'or the Qur'an. We can also see from the abilities of SIWA that is uneven or later capturing learning "(Fitriani, n.d.)

With regard to the support of the school in fostering the Qur'an to add class hours, this is a form of support from the school. This was conveyed by the principal of Mr. Aidil, S.Pd. which says that "the Lebong community is a religious society, it's no wonder that most of the children have been able to decline the Qur'an. It is admitted that there are still some students who have not been so good in reading the Qur'an, as if giving us the encouragement to provide full support to the PAI teacher to guide and foster children to be able to read the al-qu'an well. With the limitations of the media that the school has does not make PAI teachers despair. In fact, we deliberately with this support with the School Committee to participate in giving an appeal to all student guardians in order to help teachers to teach their children to learn to read the Qur'an "(Sari, 2020)

Mr. Candri also said that the school had tried to communicate with the student guardians in a personal way or when the meeting with the school committee was held. Sometimes we also contact the guardians of students by asking the development of their children in reading the Qur'an and occasionally we make observations to the field to find out whether our children or students learn to recite the Koran outside of school hours, especially PAI subjects " Some of the information above can be concluded that the role of PAI teachers in improving the ability to read the Qur'an is so important for students even though the learning is inseparable from various obstacles, but the support of the school and establishing good cooperation between student guardians and schools Constraints seem to not be very meaningful, including simple media that does not become a significant barrier from the role of PAI teachers in SDN 14 Lebong in improving the ability of students, especially in reading the Qur'an.(Wicaksono & Nurfianty, 2022)

4. CONCLUSION

The ability to read the Qur'an students is good enough, although some students are still found who have not fluently read the Qur'an well. Some students who have not been able to read the Qur'an are obstacles from within students who are still lazy in studying the Qur'an and from the capacity of children who vary and parents who are still busy with their work so as to make attention to children Their child is reduced. The existence of a role that has been done by the PAI teacher is very helpful for students in learning to read the Qur'an. The PAI teacher has succeeded in helping students from those who do not understand or even do not know the letters of Hijayyah to understand and begin to recognize the hijayyah letters. Of course this is inseparable from the creativity of the PAI teacher who seeks to make the level of ability of students in reading the Qur'an increases such as learning interspersed with various methods and media that attract the attention of students and holding the addition of teaching hours for students who are not smooth In reading the Qur'an.

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