Islamic Religious Education Teacher Strategy in Improving Qur'an Reading Ability of Students of SMK Medina Bandung City

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Abstract

This research was motivated by the fact that there are still many Muslim students at the vocational level who have not been able to read the Qur'an properly and correctly. The purpose of this study was to determine the strategy of PAI teachers in improving the ability to read the Qur'an of SMK Medina Bandung City students. The method used in this research is qualitative with a case study approach. The results of the study obtained an illustration that the strategy of PAI teachers in improving the ability to read the Qur'an of SMK Medina Bandung City students was carried out in three stages, namely planning, implementation and evaluation. At the planning stage, the teacher first carries out pretests to measure students' initial abilities and group students according to their respective ability levels. The implementation of Qur'an learning is carried out with the strategy of peer tutors. The evaluation is carried out through three stages, namely the evaluation of each page, the evaluation of each volume and the final evaluation.

INTRODUCTION

The ability to read and write the letters of the Qur'an is the basis for students to understand and practice the content of the Qur'an, so that improving the ability to read and write the Qur'an has become a vital demand and need. The goal is to

create the purpose of Islamic education, namely people who believe, have piety, have noble morals and the formation of the Qur'ani generation. If Qur'anic education continues to be developed continuously, the values of the Qur'an will be grounded in society (Said Agil Husain al-Munawwar, 2005).

The Qur'an is a divine scripture that can revive the spirit of generations from the danger of destruction, from a generation that is spiritually empty to a generation that comes back to life with the radiance of the Qur'an and shows it on the straight path and resurrects it from the valley of inevitability to become the best people displayed for all mankind (Hashim 2017).

But in reality, there are still many high school students with the ability to read the Qur'an in the low category. The results of research by the Research and Development and Training Agency of the Ministry of Religion of the Republic of Indonesia show that the Qur'an literacy index of high school students at the national level is in the medium category, namely 2.24 (Anon n.d.) .

Table.1.1. Qur'an Literacy Index of High School Students

Aspects	Read	Write	Deciphering	Memorize
Table of Contents	2,59	2,2	1,87	3,03

Government Regulation of the Republic of Indonesia Number 55 of 2007 concerning Religious Education and Religious Education Article 4 paragraph 1, that Religious Education in formal education and equality education programs is at least held in the form of religious subjects or courses.2 The scope of Islamic Religious Education in schools includes 5 aspects, namely: the Qur'an, Hadith, Akidah Akhlak, Jurisprudence, and Islamic Dates. Based on the Islamic Religious Education curriculum in 1994, the purpose of learning the Qur'an as one of the main elements of Islamic Religious Education subjects at the first level of education, students are required to have 4 (four) abilities, namely: 1) Fluent in reading selected Qur'an surahs, 2) Copying them well, 3) Interpreting correctly, and 4) Explaining its content (Directorate of Islamic Education of the Ministry of Religious Affairs of the Republic of Indonesia 2007) . In order for students to be able to have these four aspects, the task of teachers in the field of religious studies as the spearhead of implementing education in madrasas, teachers are required to use strategies to achieve the desired goals.

The ability to organize the teaching and learning process is one of the main requirements of a teacher in seeking better results from the teaching carried out. This ability requires a conceptual foundation and practical experience (Muhammad Ali 2004). So teaching essentially intends to deliver students to achieve pre-planned goals. In practice, the teaching behavior displayed by teachers is very diverse, although the aims and objectives are the same.

Teachers are a component that has a large influence on improving the ability of students to three types of domains according to Bloom's Taxonomy, namely: (1) the realm of *thinking* processes (cognitive domain), (2) the realm of skills

(*psychomotor* domain), and (3) the domain of values or attitudes (*affective domain*) (Anas Sudiono 2001).

Learning strategies focus on what teachers and students do and what they do, not only giving and mastering theory, but also paying attention to life skills for students. Learning strategies can be done by presenting diverse activities, involving students directly, students are more active and responsive. Learning strategies can provide a different learning experience than students, students have the ability to live. solve problems in the university, home, and community environments. Appropriate learning strategies and support from the community, community, and family will create an effective learning atmosphere that makes students active and creative (Nanda et al. n.d.) .

Teacher strategies are learning steps carried out by teachers in implementing learning and developing appropriate learning models. Learning strategies focus on what teachers and students do and what they do not only giving and mastering theory, but also paying attention to skills for students (Ningatini 2022).

Strategy is an important aspect in the learning element. Through strategies, learning is given systemically to children. Theteaching of the Qur'an is important to do with the right strategy for children. This is intended so that children get teaching materials well (Lubis et al., 2020).

Teachers of Islamic Religious Education are also expected to have various strategies in teaching, especially learning the Qur'an. Teachers must be able to improve the ability of students in reading the Qur'an which is part of Islamic religious education material. Learning the Qur'an is an important material that must be taught to students, because there are many benefits by reading the Qur'an both in the world and in the future (Ningatini 2022).

From the literature review above, we can understand that strategy is one of the main components in learning. Learning objectives will be achieved well when teachers are able to implement the right learning strategies. Likewise in learning to read and write the Qur'an. The use of the right strategy will greatly affect the expected learning outcomes, namely students are able to read the Qur'an properly and correctly.

This study aims to find out and analyze the strategies of Islamic Religious Education teachers in improving students' ability to read the Qur'an. This research is important to be carried out as an effort to find the right strategy for teachers in improving the ability to read the Qur'an as one of the competencies that must be possessed by students on the subject of Islamic Religious Education.

RESEARCH METHODS

This research uses qualitative methods. Qualitative research as research that intends to understand phenomena by describing what research subjects experience in descriptive form in a natural context and utilizing various scientific methods. Based on the focus and objectives of the study, this research is an in-

depth study in order to obtain complete and detailed data related to PAI teachers' strategies in improving students' ability to read the Qur'an. This study aims to obtain an overview of PAI teachers' strategies in improving students' Qur'an reading skills. Data collection techniques use observation, interviews, documentation, and literature review. Thedata analysis technique in this study consists of data reduction, data display, and data verification.

RESULTS AND DISCUSSION

Based on observations, interviews and documentation, it was found that teacher strategies in improving students' Qur'an reading skills were carried out in several stages, namely the planning, implementation and evaluation.

Planning Phase

At the planning stage , the teacher first conducts a pretest to determine the level of students' ability to read the Qur'an. At this stage each student is asked to read some verses of the Qur'an then the teacher assesses by paying attention to several indicators of tajweed law, namely *makharijul surat* (the place where the letters come out), the nature of letters (the nature of letters), *ahkamul mad wal qasr* (the law of long and short readings) and the laws *of* nun and mim.

From the pretest results then the teacher calfifies students according to their level of ability in reading the Qur'an. This classification aims to be able to adjust the material and the right method for learning to read the Qur'an. From the results of interviews conducted with teachers, information was obtained that based on the results of the pretest students were classified into three groups, namely: 1) The level of *tahajji*, is spelling letters hijaiyah persurat recognize mkahroj letters, the nature of letters and how to pronounce them; 2) The *level of muallam* is to spell verse by verse of the Qur'an so that it becomes a fluent and precise reading of tajweed, discussing the science of tajweed; and 3) The *level of murrottal*, is to recite verses using songs and smooth out the law of recitation and apply the law of tajweed.

This is in accordance with the results of research conducted by Hong Nam and Leavell which stated that found that students prefer to use metacognitive strategies, which is a person's process in learning starting from the planning stage to choosing the right strategy according to the problem at hand, then corrected together by understanding the concepts in learning (Hong-Nam and Leavell 2006). In addition, J.R.David (1976) also stated that Learning Strategy is a plan that contains a series of learning activities to achieve better education (Azizah and Az-Zafi n.d.) .

Each individual has a different way of learning. This is closely related to the strategies used in the learning process. Learning strategies are a major factor in improving the ability to read the Qur'an. Learning strategies that are not well structured allow results that are not achieved according to the target. Therefore,

learners need to be directed with strategies that are epat, planned, and easy to implement.

Furthermore, after obtaining the pretest results and students classified according to the student's initial level of ability in reading the Qur'an, the teacher designs the learning. In the learning design, the material is determined. objectives and learning methods that are in accordance with the level of ability to read the Qur'an of learners.

In the planning stage, the teacher compiles learning materials tailored to the needs of students based on the results of the pretest. In addition to compiling material , teachers also choose the right method for each material that is adjusted to the level of ability of students. The use of various Quran learning methods was prepared by teachers to facilitate students in learning the Quran. This is in line with the napa expressed by (Shofwan n.d.) that the use of textbooks and methods that adapt to the needs of students is one of the ways used in an effort to help students prepare themselves for study of the Qur'an.

So in the planning process the stages carried out by the teacher are: 1) Do the pretest; 2) Group students according to the level of ability to read the Qur'an based on the results of the pretest; 3) Compiling material and determine the learning method.

Implementation Phase

At the implementation stage there are several strategies carried out by teachers in an effort to improve the ability to read the Qur'an. One of the strategies carried out is to habitually read some verses of the Qur'an before starting learning. In its implementation, teachers use an assistance system, namely students who have the level of ability to read the Qur'an both accompany and guide students with the level of ability to read the Qur'an is still low.

Through the habit of reading some verses of the Qur'an at the beginning of learning, it is expected to increase students ' love for the Qur'an and motivate students to continue studying the Qur'an. Likewise, stem assistance aims to make the implementation of habituation effective, because with the number of students in one class that many teachers will not be able to pay attention to students one by one. With the use of an assistance system , students whose level of ability to read the Qur'an at a high level can listen and guide other students' Qur'an readings.

In addition, PAI teachers at SMK Medina Bandung City also specifically organize learning activities to read the Qur'an outside PAI class hours . Learning to read the Qur'an is carried out twice a week, namely Tuesday and Friday after the end of class hours. In its implementation, students are grouped based on pretest results, each group receives learning material with different methods.

To make learning effective, teachers apply the peer tutor method. In its implementation , teachers first provide training to groups of students whose level of ability to read the Qur'an is at the *murottal* level. The training material is related to the learning method of reading the Qur'an for students who are still at the level

of *tahajji* (spelling letters) and *muallam* (spelling verse by verse). The group of students who have been given training are assigned to be tutors for the group of students who have the ability to read the Qur'an at the level of *tahajji* and *muallam*.

This is in line with what Ahdiyat and Sarjaya said that g uru as one of the designers of activities in student learning at school certainly refers to the arrangement of conditions and situations of the school environment that lead to the creation of an optimal learning atmosphere for students. Learning in schools is said to be successful if students can learn optimally and achieve the learning goals set, in the conditions and situations of schools created by teachers (Ahdiyat and Sarjaya 2015).

The peer tutor method is a vehicle for concept discovery and development. In the learning process with the peer tutor method, there will be interaction between one student and another student in carrying out learning in accordance with what is instructed by the teacher, so that there is an attitude of researching, creative, diligent, cooperation, critical, tolerance, objective, responsible, honest, disciplined, and original.

Thus the peer tutor method emphasizes teamwork and involvement of all students in dealing with classical tasks. In learning that uses group work, such as the peer tutor method, teachers are usually required to be more selective in determining groups.

In an approach that uses group cooperation will usually increase familiarity or mutual liking for each other, in other words group approaches such as the peer tutor method can foster a sense of mutual need for each other.

During the implementation of learning, the teacher first conveys the learning objectives and the material to be learned. The learning objectives and material given to each group vary according to the initial ability level of each. After the teacher conveys the objectives and subject matter , then the students who are used as tutors provide learning to each group of students. One tutor accompanies a maximum of five students, so learning becomes more effective considering the time for learning to read the Qur'an is only 60 minutes (1 hour).

The method used in learning to read the Qur'an teachers use the *Tilawati* method, which is a learning method to read the Qur'an which is delivered in a balanced manner between habituation through a classical approach and the truth of reading through an individual approach with reading techniques. Classical-individual is a teaching and learning process carried out in groups, namely all students at the same time carry out the same learning activities.

The functions and benefits of Classical-individual techniques include: a), to familiarize reading b), help students launch books, c), facilitate understanding of Rost's song mastery material, d), smooth the initial pages when students are proficient. The advantages of the Classical-individual technique are (a) Students are more fluent in reading, because in addition to reading alone students also listen to their friends, (b) this technique is very suitable for classes that have complete facilities, (c) the opportunity to correct their friends' readings is more open.

In addition to classical-individual techniques, learning also uses read-listen techniques. The reading technique is a teaching and learning process carried out by taking turns reading, one reading and the other listening. The benefits of this reading technique include: 1) students become more orderly and not seized; 2) the distribution of time for each student becomes more even; 3) by listening Then indirectly students will read. In addition, with the reading technique, students become smoother in reading and listening and the classroom atmosphere becomes calmer so that the learning process becomes effective.

Through the read-listen technique, it is hoped that all learning activities will be closer, easier and more fun. Students can jointly improve the ability to read the Qur'an in one learning period with standard quality, a more conducive learning atmosphere and curriculum targets both quality and time can be achieved well.

The steps of learning to read the Qur'an with the Tilawati method are divided into four, (1) perception, repeating the subject matter that has been taught before and giving examples and explaining new subject matter, (2) planting concepts, giving explanations about new subject matter and trying students to understand the subject matter being taught (3) understanding, joint or group exercises, (4) skills, individual exercises to find out the level students' ability to read.

The steps of learning to read the Qur'an with the Tilawati method using Classical-individual techniques have three stages: (1) The teacher reads the students listen, (2) the teacher reads the students imitate, (3) the teacher and students read simultaneously.

While the steps of learning to read the Qur'an with the Tilawati method of applying the reading-listening technique, there are three stages: 1), the teacher explains the subject matter on the page to be read, 2), reading and listening begins with reading in a visual visual technique, 3) students read one line in turns to one page while the other students listen.

Evaluation Phase

To determine the success rate of learning that has been carried out, an evaluation is needed. Learning evaluation is focused on how to improve students' ability to read the Qur'an after learning. Evaluation related to mastery, comprehension, and reading skills, focused on students' mastery of the material that has been learned, both in terms of reading ability and fluency and reading regularity in terms of reading laws. Evaluation is an activity to determine the level of progress and mastery of students over the lessons that have been given, which includes the progress of student learning outcomes in aspects of attitudes, willingness, and skills.

The evaluation of learning to read the Qur'an at SMK Medina Bandung was carried out by PAI teachers to measure the success rate of learning that had been carried out, as well as to see the improvement of students' ability to read the Qur'an. In addition to determining the level of student success achievement, evaluation is also carried out to obtain information about other curriculum

components. That is, through evaluation activities, other curriculum components such as materials, methods, facilities and others can be studied and known their relationships in the curriculum system.

Evaluation of learning n reading the Qur'an at SMK Medina is carried out with the aim of: 1) To collect information materials that will be used as evidence of the level of development or level of progress in the ability to read the Qur'an experienced by students, after they follow the learning process for a certain time; 2) To determine the level of effectiveness of Qur'anic teaching methods that have been used in the learning process for a certain period of time; 3) To determine the level of effectiveness of the Qur'an learning program prepared by the teacher and the learning process that has been organized.

The evaluation process of learning to read the Qur'an at Medina High School has been carried out with a gradual strategy in delivering students to be considered graduates of the Qur'an reading learning program . The learning system of reading the Qur'an in it has several stages. *First*, it is the evaluation of the volume halama. This is done to evaluate the level of achievement of students on each page they have learned. *Second*, evaluate the increase in volume. This evaluation is usually done every three months. This is done because each volume of tilawati books is targeted to be completed in three months. *Third*, the final evaluation, which is carried out after all volumes in Tilawati's book have been studied. The final evaluation is carried out to measure the level of achievement of student learning, as well as to obtain information about the effectiveness of the methods used.

CONCLUSION

From the description above, it can be concluded that the strategy of PAI teachers in an effort to improve the ability to read the Qur'an of Medina High School students is carried out in three stages, namely planning, implementation and evaluation. At the planning stage, the teacher conducts pretests to measure students' initial ability to read the Qur'an then the teacher groups students based on their respective ability levels. At the stage of implementing the strategy carried out is with peer tutors. In its implementation, the teacher selects several students whose level of ability to read the Qur'an is already at an advanced level to become tutor for other students. The evaluation is carried out in three stages, namely the evaluation of each volume page, the evaluation of each volume and the final evaluation.

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