

The Impact Of Transliteration Method In The Tradition Of Reading And Understanding The Quran At Madrasah Aliyah Swasta Amaliyah Sunggal

Charles Rangkuti^{1*}, Rustam Ependi², Muhammad Yunan Harahap³ Riza Rahma⁴
^{1,2,3,4} Universitas Pembangunan Panca Budi Medan

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Correspondence Address:
charlesrangkuti30@gmail.com

Abstract:

The paper aims to analyze the impact of the transliteration method in the tradition of reading and understanding the Quran at Madrasah Aliyah Swasta Amaliyah Sunggal. The transliteration method, as a phonetic approach that converts Arabic text into Latin script, is used to help students who have difficulty in reading the Quran. This study used a qualitative approach with observation, interview, and documentation techniques to obtain data regarding the application and effectiveness of the transliteration method in this madrasah. The results show that the transliteration method is able to improve students' ability to pronounce and understand the reading of the Quran, especially for students who have a minimal background in Quran education. However, there are shortcomings in the aspects of fluency and accuracy of machraj and tajweed that have the potential to affect the understanding and quality of Al-Quran reading. Overall, this method has a positive impact as a first step in teaching Al-Quran, but it needs to be balanced with learning Arabic letters so that students can read more fluently and accurately.

INTRODUCTION

The Qur'an is the main source of Islam and a guide to life for every Muslim. The Qur'an not only contains instructions on human communication with Allah SWT.(H. S. Lubis & Rizki, 2024) but also regulates human relations with others (hablum minallah wa

hablum min an-nas), as well as humans with the surrounding nature. To understand Islam perfectly (kaffah), it is necessary to understand the content of the Qur'an and practice it in everyday life seriously and consistently.(Manshuruddin et al., 2021)

Indonesia is the country with the largest Muslim population in the world. The level of awareness of exploring religion is increasing. This is evident from the many inland areas where Quran recitation, tahlil together, and other activities such as thanksgiving have been carried out, in which special surahs are also recited.(H. S. Lubis et al., 2024) Although the majority of Indonesia's population is Muslim, not all can read the Qur'an which is written in Arabic. Whereas in essence a Muslim is required to be able to worship and recite in Arabic. As a result, it is necessary to transliterate the Arabic script into Latin (transliteration) as well as adjust to Indonesian spelling.(Yunan Harahap et al., 2023)

The writing of the spelling of Arabic words as well as the Arabic-Latin Transliteration guidelines is very urgent to do. because at this time there are many circulating guide books for reading the Qur'an, worship guides and prayers that use transliteration, which is writing Arabic words (pronunciation) in Latin letters. The aim is to make it easier for ordinary people to learn to read the Qur'an by themselves. The problem lies in the practice of transliteration. To read the Qur'ān or to recite Arabic must require the guidance of a teacher.(Ependi et al., 2023) Without teacher guidance, learning to read the Qur'an in Arabic only by relying on transliteration guides is feared to produce improper pronunciation. In fact, mispronouncing a word in Arabic can change the meaning.(Tumiran et al., 2022) In reality, currently some Muslims use transliteration books to learn the recitations of the Qur'an for their prayers and dhikr. These transliterations should ideally be able to lead the reader to pronounce the Qur'ānic recitations correctly. Therefore, straightening the Arabic-Latin Transliteration Guidelines is mandatory.(H. S. Lubis et al., 2022)

The purpose of transcribing the Qur'ān is to bring people who are less able to read Arabic letters closer to the actual pronunciation of the Qur'ānic text. The transcription of Arabic terms into Latin poses more problems than Arabic writing itself. Although it is very necessary to find the sound symbols of Arabic in Latin writing, a guideline that can accurately describe the sound of Arabic letters has not yet been found.(S. Lubis et al., 2023)

The Quran is the holy book of Islam, serving as a source of law and a guide for

Muslims. Reading and understanding the Quran is an obligation for every Muslim; however, learning to read it can be challenging, especially for those without a background in Arabic. In the context of Islamic education, as seen at Madrasah Aliyah Swasta Amaliyah Sunggal, Quranic reading instruction is an integral part of their curriculum.(Departemen Agama RI, 2009)

Madrasah Aliyah Swasta Amaliyah Sunggal, an Islamic educational institution located in the Sunggal area, is committed to providing Quranic education to its students with the aim of developing individuals with a strong understanding of Islamic teachings. Nonetheless, students face several challenges in learning to read the Quran, one of which is the difficulty in pronouncing and comprehending the Arabic language.(Hanafi, 2016)

Transliteration is a method that converts text from one writing system to another. In this case, the transliteration method can be applied to assist students at Madrasah Aliyah Swasta Amaliyah Sunggal in reading the Quran. This method aims to help students pronounce Arabic words correctly even if they do not understand their meaning, enabling them to read the Quran more fluently and accurately.(Gafur, 2012)

Implementing the transliteration method in Quranic reading at Madrasah Aliyah Swasta Amaliyah Sunggal is essential, given that many students struggle to read the Quran fluently due to pronunciation and language comprehension issues. This method is expected to improve students' Quranic reading abilities, which in turn will deepen their understanding and appreciation of Islamic teachings.(Hasan & Wahyuni, 2018)

In this context, research on the application of the transliteration method in Quranic reading at Madrasah Aliyah Swasta Amaliyah Sunggal is important to evaluate the effectiveness of this method in helping students read the Quran correctly and fluently, as well as to identify any challenges and obstacles that may arise in its implementation.

RESEARCH METHODS

This study uses a descriptive qualitative research method. This approach was chosen to provide an in-depth description of the application of the transliteration method in Quranic learning at the madrasa and to explore its impact on students' learning process and understanding. The purpose of this method is to understand how transliteration influences students' ability to read the Quran, especially in a setting with specific religious characteristics, such as in Desa Sunggal.(Abdullah, 2015)

Data collection was conducted through various techniques to ensure the richness of the information obtained. The researcher carried out participant observation, allowing direct involvement in classroom learning activities and an understanding of the learning process firsthand. Through this technique, the researcher could observe how the transliteration method was implemented by teachers and how students responded to and adapted to this method. Additionally, in-depth interviews were conducted with key informants, namely the teachers who teach the Quran and the students who study it. These interviews provided a more comprehensive perspective on individual perceptions and experiences related to the transliteration method. Documentation, such as teaching materials, modules, or related notes, was also collected to reinforce the findings from observations and interviews (Widodo, 2019)

The collected data were analyzed using descriptive-analytical techniques with a model developed by Miles and Huberman, which includes data reduction, data display, and conclusion drawing. In the data reduction stage, the researcher selected and simplified information relevant to the research focus. Next, the data were presented in a more structured form, enabling the researcher to identify patterns or themes emerging from observations, interviews, and documentation. The final stage is conclusion drawing, where the researcher interprets the data to understand the impact of the transliteration method and the meanings that emerge in the context of Quranic reading traditions within the study community. (Mustaqim, 2017)

RESULTS AND DISCUSSION

1. The Tradition of Students Choosing to Read the Quran Using the Transliteration Method at Madrasah Aliyah Swasta Amaliyah Sunggal

Madrasah Aliyah Swasta Amaliyah Sunggal is an educational institution located in the Sunggal area, Medan, North Sumatra. Like other madrasas, this institution is committed to integrating Islamic religious education with general knowledge. One distinctive tradition at this madrasa is the use of the transliteration method by students in reading the Quran. This tradition has developed over the years and has become an inseparable part of school life. In an interview with the principal of Madrasah Aliyah Swasta Amaliyah Sunggal, it was revealed that the tradition of using transliteration in Quranic learning has been in place for a long time, even since the madrasa's founding.

The principal explained that they recognize not all students can read the Quran fluently in Arabic. This has been a major focus, as understanding the Quran's content is crucial in this madrasa's education.

As a solution to this challenge, the madrasa chose the transliteration method. This method allows students to read the Quran using Latin letters that follow Arabic sounds. The principal emphasized that this learning process is highly structured. They have teachers specifically trained in teaching with the transliteration method, enabling them to guide students effectively.

Additionally, the madrasa provides learning materials adapted to the transliteration method. This is intended to facilitate students in understanding and accessing the Quran's content. With appropriate teaching materials and competent teachers, students can learn to read the Quran better, even if they do not fully master the Arabic language.

The transliteration method for reading the Quran is a way to read Quranic text written in Latin letters. This method allows students who are not yet proficient in reading Arabic script to still correctly recite Quranic verses. The method has become important at Madrasah Aliyah Swasta Amaliyah Sunggal because of the students' diverse backgrounds in reading and writing Arabic script.

The implementation of this method began when the madrasa realized that not all incoming students had the same ability in reading the Quran. Some students came from elementary schools that did not extensively teach Arabic script, resulting in difficulties when they needed to read the Quran in Arabic text. To address this issue, the madrasa decided to use the transliteration method as an initial bridge for students.

At the start of each academic year, new students at Madrasah Aliyah Swasta Amaliyah Sunggal undergo a Quran reading proficiency test. Based on the test results, students who are deemed less proficient are directed to attend a special class that employs the transliteration method. In this class, teachers use Quran books transliterated into Latin script. Students are taught to correctly pronounce Quranic verses using transliteration guidelines. Although the text used is in Latin script, teachers still emphasize tajwid and the correct articulation points to ensure proper pronunciation according to the rules. This learning process is conducted intensively over several months until students are assessed as ready to transition to Quranic text in Arabic script. In an interview with one of the teachers at Madrasah Aliyah Swasta Amaliyah Sunggal, it was revealed that this school

has a unique approach to teaching the Quran to its students. They recognize that not all students are able to easily read Arabic text, which can be an obstacle to deeply understanding the Quran's teachings. To overcome this, the school has developed an innovative teaching method.

In the educational context at Madrasah Aliyah Swasta Amaliyah Sunggal, this innovative teaching method is particularly relevant to students who struggle with reading Arabic text. In many religious educational institutions, it is common to find students who face difficulties learning the Quran because they are not yet proficient in reading Arabic script. These difficulties can stem from various factors, including previous educational background, family environment, or limited access to religious education at an early age.

The tradition of students unable to read Arabic text is not a new phenomenon. In many cases, students from remote areas or with limited access to formal education are often less exposed to learning Arabic script. This results in a gap in Quran reading skills when they enter higher levels of education. (Hafiz & Sungaidi, 2021)

The use of the transliteration method brings many benefits for students. First, this method allows students who initially cannot read Arabic script to still learn and memorize the Quran. Second, by using transliteration, students can focus more on correct pronunciation without being burdened by the difficulty of reading Arabic script. Third, this method also boosts students' confidence, as they feel able to participate in religious lessons despite their initial limitations. However, this method is not without its challenges. One of the biggest challenges is ensuring that students do not become overly reliant on transliterated text. Therefore, teachers at Madrasah Aliyah Swasta Amaliyah Sunggal always emphasize the importance of gradually learning to read Arabic script. After a few months, students are expected to start transitioning to Arabic text and gradually reduce their use of transliteration.

Additionally, there is the challenge of maintaining pronunciation quality. Although transliteration aids in reading, some sounds in Arabic do not have exact equivalents in Latin letters. This requires extra effort from teachers to ensure that students continue to pronounce Quranic verses correctly. The tradition of reading the Quran with the transliteration method at Madrasah Aliyah Swasta Amaliyah Sunggal is a smart adaptation to address students' diverse abilities. This method provides a way for students to learn and study the Quran despite their initial limitations. With proper guidance, this

method can be an effective first step before students fully transition to Arabic script. This tradition demonstrates the madrasa's commitment to providing inclusive and sustainable religious education, reflecting its efforts to accommodate diverse learning needs.

2. Transliteration Method in the Tradition of Reading and Understanding the Quran at Madrasah Aliyah Swasta Amaliyah Sunggal

Madrasah Aliyah Swasta Amaliyah Sunggal is an Islamic educational institution that emphasizes Quranic teaching. The tradition of reading and understanding the Quran in this school has developed through various methods applied to facilitate learning, with one of the significant methods being transliteration. This method plays an important role in assisting students who have difficulty reading Arabic texts, allowing them to access and understand the Quran.

As revealed in the interview with the head of Madrasah Aliyah Swasta Amaliyah Sunggal, the transliteration method applied in this school offers significant benefits in accelerating Quranic learning. The head of the school explains that this method greatly helps students who are not yet fluent in reading Arabic script. By using Latin characters that approximate Arabic sounds, students don't need to spend excessive time first mastering Arabic script. Instead, they can focus directly on understanding the Quran's meanings and messages. This means that the transliteration method enables students to engage immediately with the Quran's content without being hindered by language barriers. The learning process becomes more efficient, allowing students to quickly grasp the essence of Quranic teachings and apply them in their daily lives. (Sanjaya, 2007)

The head of the school emphasizes that the main goal of this method is to ensure that all students have equal access to understanding the Quran. Thus, transliteration not only speeds up learning but also makes the process more inclusive and accessible for all students, regardless of their ability to read Arabic. This is a critical step in maintaining the relevance and success of religious education in this school.

Transliteration is the process of converting text from one writing system to another. In the context of Quranic learning at Madrasah Aliyah Swasta Amaliyah Sunggal, the transliteration method is used to convert Quranic Arabic text into the Latin alphabet. This method is very helpful for students who are not yet fluent in reading Arabic script, enabling them to pronounce Quranic verses correctly. (Rusman, 2011)

At Madrasah Aliyah Swasta Amaliyah Sunggal, the application of the transliteration method begins with the introduction of the basics of Arabic letters and their sounds. Students are introduced to a transliteration table that includes Arabic letters and their phonetic equivalents in the Latin alphabet. For example, the letter "أ" is transliterated as "a," "ب" as "b," and so on. Once they understand these basics, students are guided to read Quranic texts that have been transliterated. The main advantage of the transliteration method is that it provides greater accessibility for students who struggle with reading Arabic script. This is particularly important for beginner students or those without a foundational background in Quranic reading. By using a familiar Latin alphabet, students can more easily pronounce Quranic verses correctly. Additionally, the transliteration method aids in speeding up the learning process. Students do not need to invest excessive time in learning Arabic script, allowing them to focus more on understanding the meanings of Quranic verses. This also increases their motivation to learn, as they feel they are making progress more quickly.

However, the transliteration method also has its own challenges, one of which is pronunciation accuracy. While transliteration aids in reading the text, there are sounds in Arabic that have no direct equivalents in the Latin alphabet, requiring additional guidance to ensure correct pronunciation. Furthermore, dependence on transliteration can hinder progress in learning Arabic script directly. For this reason, at Madrasah Aliyah Swasta Amaliyah Sunggal, the transliteration method is not used as a standalone primary method but rather as an initial step or additional aid. Students are still encouraged to study and master Arabic script over time.

To address these challenges, the school has adopted a combined teaching strategy. The transliteration method is used in the early stages of learning, while Arabic script and Tajweed instruction are gradually and systematically introduced. Teachers provide specialized exercises that combine transliteration with Arabic script, allowing students to transition from reading transliterated text to the original Quranic text over time.

With the wise application of the transliteration method, Madrasah Aliyah Swasta Amaliyah Sunggal has successfully enhanced students' ability to read and understand the Quran. Students who previously found Arabic script challenging or intimidating are now more confident and motivated to deepen their learning. They can follow religious lessons more effectively and memorize Quranic verses more quickly.

CONCLUSION

The transliteration method has a significant impact on improving the ability of students at Madrasah Aliyah Swasta Amaliyah Sunggal to read and understand the Quran. Through transliteration, students who do not master the Arabic language can be assisted in recognizing the pronunciation of letters and words in the Quran, enabling them to read this sacred text more fluently. This method has proven effective in helping students at the initial stages of learning, especially for those not yet familiar with Arabic script. However, transliteration also has some drawbacks. For instance, this method can lead students to become overly reliant on transliterated text, which may hinder their mastery of Arabic script and limit a deeper understanding of tajweed rules. Therefore, transliteration should be used as an introductory step in learning to read the Quran, while teaching Arabic script and tajweed remains prioritized to ensure students can read and understand the Quran accurately and fluently. Overall, the transliteration method has a positive impact on the Quranic reading tradition at Madrasah Aliyah Amaliyah Sunggal, with the caveat that it must be balanced with direct learning of Arabic script and tajweed rules.

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