

TEACHERS' EFFORTS IN IMPROVING THE ABILITY TO READ THE QUR'AN IN GRADE V STUDENTS IN ELEMENTARY SCHOOL INTEGRATED ISLAM AL-FITYAN MEDAN

Hernawan Syahputra Lubis^{1*}, Bahtiar Siregar², Sakban Lubis³
Universitas Pembangunan Panca Budi Medan

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Correspondence Address:

hernawansyahputra@dosen.pancabudi.ac.id

Abstract: This study aims to describe teachers' efforts in improving the ability to read the Qur'an in grade V students at Al-Fityan Integrated Islamic Elementary School Medan. Learning the Qur'an is an important part of the Islamic education curriculum, especially in equipping students with the ability to read the Qur'an well and correctly. The research method used is qualitative with a descriptive approach. Data was collected through observations, interviews with teachers, and documentation of learning outcomes. The results of the study show that teachers use various strategies, such as the application of the Iqra' method, individual guidance, and the use of interactive learning media. Supporting factors in this effort include adequate facilities and support from the school, while the obstacles faced include variations in students' abilities and time constraints. In conclusion, the efforts made by teachers are effective in improving students' ability to read the Qur'an, although there are challenges that need to be overcome for more optimal results.

INTRODUCTION

Teachers have a very important role in shaping the character of student discipline. The formation of discipline is not only at home, but also at school because students are taught about order and discipline. In simple terms, discipline can be interpreted as obedience and compliance with applicable regulations. This study wants to reveal the role of teachers as supervisors, the role of teachers as advisors and the role of teachers as supervisors. Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students. Teachers and students are dual single. Therefore, in the teacher's mind, there is only one principle, namely one tip on how to educate students so that they become capable and useful moral adults who are capable and useful for religion, the nation

and the nation in the future.

Islamic Religious Education teachers who are in charge of instilling religious values in students who must have mature personality competencies, who can provide an example for students in behaving and helping to form personalities, foster morals and grow and develop the faith and devotion of students. However, it does not mean that teachers in other fields of study are not responsible for the formation of students' personalities, all teachers and their components are expected to synergize in the formation of student morals. Educators and learners are important components of the Islamic education system. These two components interact with each other in the learning process to realize the desired educational goals. Similarly, the student, he is not just an object of education, but at certain times he will be the subject of education. However, students must be active, creative and dynamic in interacting with their teachers, as well as in their efforts to develop their knowledge. (Zuhairi, 1995:750. Students are every human being who throughout his life is always in development. The relationship with education is that the development of students is always towards maturity where everything happens because of the help and guidance provided by educators. (Sudirman, 2010, 111).

Educating children in reading the Qur'an requires habituation from childhood. This is intended to form habits in children, habits that are carried out from an early age will have a big impact on the personality or morals of students in the future (Syarifuddin, 2024:290) so that children can read the Qur'an properly and correctly. The author chose the elementary school level as the object of research, because the institution is one of the basic education institutions whose students are still children so the role of habituation in reading the Qur'an is very much needed. The Qur'an is a book revealed by Allah to the Prophet Muhammad SAW which functions as a miracle for the Prophet SAW, as a guideline for the life of every Muslim and as a corrector and perfecter of the previous and eternal books of Allah. (Muhammad Yunus, 1973:335). The Qur'an is one of the books that has a long history owned by Muslims and until now its authenticity has been preserved. The Qur'an also has multiple functions in life phenomena, including miracles, aqidah, worship, mu'amalah, morals, law, history, and the basics of science.

Al-Fityan Islamic Integrated Islamic Elementary School Medan is one of the A-accredited schools that highly upholds religious values, and also applies the concept of developing children's glory and uniqueness in education as well as self-integrity in achieving a high and universal Islamic civilization. The goal is for students to always remember that religious values are very important to be applied in education, especially in life. Al-Fityan Integrated Islamic Elementary School Medan also completes the facilities and infrastructure needed by teachers in learning, one of which is learning the Qur'an.

RESEARCH METHODS

The type of research used in this study is qualitative research with a phenomenological approach. (Emzir, 2010:23). Qualitative research is an in-depth research that uses data collection techniques from research informants in natural settings. The phenomenological approach is related to understanding how the daily world of life is and trying to explain and uncover the meaning of the concept or phenomenon of experience based on the consciousness that occurs in the individual. The qualitative research builds a complex and holistic picture of the problem the researcher is researching with a detailed description of the informant's perspective. The purpose of qualitative research is to explain a phenomenon in as deep as possible by means of collecting data in the deepest way, which shows the importance of the depth and detail of the data being studied. The reason for using qualitative research is that this qualitative method is easier to use to make adjustments, it is easier to present directly the essence of the relationship between the researcher and the research subject, and it has a sensitivity to self-adjustment with many influences arising from the values achieved. In qualitative research, the deeper, more thorough, and more excavated a data obtained, it can also be interpreted that the better the quality of the research. So in terms of the size of respondents or research objects, qualitative research methods have fewer objects compared to quantitative research, because qualitative research prioritizes more data, not data quantity. This research was conducted at Al-Fityan Integrated Islamic Elementary School Medan Jalan Keluarga District, Medan Selayang District, Medan City, North Sumatra Province 20135.

The qualitative approach was chosen because this study aims to describe and

understand the phenomenon in depth, namely how teachers' strategies and efforts in improving the ability to read the Qur'an in students. This approach allows researchers to dig into more detailed information through direct interaction with teachers and students. The subjects of this study are teachers who teach Qur'an lessons in grade V and grade V students at Al-Fityan Integrated Islamic Elementary School Medan. The researcher selected several teachers who are considered to have experience and direct roles in the Qur'an learning process, as well as students who are involved in the process. To collect the required data, the following techniques were used: Observation: The researcher made direct observations of the learning process of reading the Qur'an in the classroom. The focus of observation is on the methods and strategies used by teachers and the interaction between teachers and students. Interview, Semi-structured interviews are conducted with teachers to find out the strategies, challenges, and solutions applied in the Qur'an learning process. Interviews are also conducted with students to get their perspectives on learning methods. Documentation. The researcher collects relevant documents, such as learning implementation plans (RPP), syllabus, and student learning outcomes related to the ability to read the Qur'an. The data obtained was analyzed descriptively with the following steps: Data reduction, Sorting data from observation results, interviews, and documentation to identify relevant information. Presenting data in the form of a narrative that makes it easier for researchers to see patterns or themes that emerge. To ensure the validity of the data, the researcher uses data triangulation, which is comparing the results from various sources (observation, interviews, and documentation) to obtain an accurate picture of the teacher's efforts.

RESULTS AND DISCUSSION

The teacher is a professional educator, so he has implicitly volunteered himself to accept and shoulder some of the educational responsibility on his shoulders. (Zakiyah et.al, 2011:39). In general, an educator is a person who has the responsibility to educate. Meanwhile, in particular, educators in the perspective of Islamic education are people who are responsible for the development of students by seeking the development of all potential students, both affective, cognitive, and psychomotor potentials in accordance with the values of Islamic teachings. (Ar-Rasyidin et.al,

2005:41). Education upholds its professional code of ethics, participates in communicating professional development efforts in collaboration with other professions. (Roestiyah N.K, 2004:175).

In addition, the teacher's task is also to educate students to cleanse the soul or Tazkiytun nafs, which is the process of purifying the soul, returning the soul to its nature, and treating sick souls so that they become healthy again, through sufistic therapies. (Mhd. Yunan Harahap, 2023:562). In addition, educators also act as role models for students in terms of ethical, moral, and spiritual development. (Carles Rangkuti, 2023:3). Teachers must always learn and improve their knowledge so that they have the ability to develop various learning activities. (Sakban Lubis, 2024:257). Teachers are a profession that is responsible for student education. This can be understood from some of the following meanings:

- a. A teacher is a person who accepts the mandate of parents to educate children. (Hery Noer Aly, 1999:93).
- b. A teacher is a position or profession that requires special skills as a teacher. (Moh.Uzer Usman, 2022:1).
- c. A teacher is a person who is able to carry out educational actions in an educational situation to achieve educational goals or an adult who is honest, patient, physically and spiritually healthy, moral, expert, skilled, open, fair and compassionate. (A. Muri Yusuf, 2023:54).
- d. Teachers are one of the human components that have a big role in shaping human resources, because they play the role of teachers, educators, and supervisors who direct and guide students in learning. (Sri Minarti, 2023:107).

Meanwhile, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state. (Constitution, 2023:1). Schools as organizations in the development and achievement of goals must refer to the guidelines and directions for educational development. (Fuji Rahmadi, 2021:91).

Islamic Religious Education is an education that is distinctively Islamic, in contrast to other educational concepts whose studies focus more on empowering the

ummah based on the Qur'an and Hadith. This means that the study of Islamic religious education is not only concerned with the normative aspects of Islamic teachings, but also its application in a variety of materials, institutions, cultures, values and their impact on the empowerment of the ummah. Therefore, the understanding of materials, institutions, culture, and the education system is a holistic, not precise, unity in developing human resources who are faithful, Islamic and compassionate. So it is natural that experts or practitioners in defining Islamic religious education cannot be separated from the construction side of education workers as subjects and objects. (Abd Halim Soebahar, 2009, 24).

In general, the implementation of education and teaching at Al-Fityan Integrated Islamic Elementary School in Medan has been quite good, especially in PAI subjects, especially in reading the Qur'an, there are guidance efforts carried out at school for students in improving the reading of the Qur'an. Related to the role of teachers in improving the ability to read the Qur'an, the author tries to get data directly from data sources at Al-Fityan Integrated Islamic Elementary School Medan. The data is sourced from observation results, namely observations when learning is ongoing.

The researcher conducted an interview with a PAI teacher of Al-Fityan Integrated Islamic Elementary School Medan, where the interview took place in daily activities at school and did not interfere with the teacher's teaching activities because the interview was conducted outside the teacher's teaching hours. As the results of the interview conducted with Mrs. Nur Aqilah Ray as a teacher of the Qur'an, in her quote she conveyed the following:

"Efforts are made to improve the ability to read the Qur'an, the first is to introduce the reading material of hijaiyah letters by fostering students' habits in reading the Qur'an. Providing advice and motivation to students so that they are aware of their need to read the Qur'an because indirectly students who are able and fluent in reading the Qur'an will affect their achievement in lessons. The second is to test students' reading in reading the Qur'an whether they are worthy of the next stage."

From the results of the interviews, the researcher can conclude that the role played by teachers in improving the ability to read the Qur'an includes providing motivation to students by providing advice and guidance so that students are encouraged to read the Qur'an in their daily lives. Perform muroja'ah and repeat the lessons that have been taught and continue to the assessment and testing stage to be

able to find out whether the student really understands and can continue to the next stage. At the same time, the interview continued with Mrs. Nur Kholilah Nasution, a teacher of the Qur'an, she explained in her quote about the role of teachers in increasing students' reading of the Qur'an in the quote as follows:

"My efforts to improve the ability to read the Qur'an give examples, for example in the pronunciation of the letters of the Qur'an in accordance with makhraj and tajweed and provide explanations about the content in the Qur'an. And the most important thing is that there is a special or individual approach to children who cannot read the Qur'an at all. Meanwhile, the effort to improve children's ability to write is the first is that children are told to write letter by letter, then sentence by sentence. And if it is smooth, then they are given the task of writing verses of the Qur'an, especially those related to the subject matter."

To improve students' ability to learn, teachers must pay attention to the differences in talents, abilities, tendencies and others that students have, and must also be able to help individuals in expressing and actualizing themselves, especially the ability to read the Qur'an so that they can help them in the future. The educational paradigm used is not to fill a glass with water, but to motivate and inspire so that the various potentials possessed by students can be explored with their own efforts. The educational paradigm that is demikia, places the teacher as a midwife who helps give birth to a pregnant woman. Teachers only help students to be able to actualize their potential.

In this way, teachers are not as informants (informants), but as agents who move the learning process in students, so that students want to learn actively and earnestly, give birth to ideas, thoughts, and so on with their own activities. This situation at the later stage places teachers as motivators, inspirers, facilitators, and so on. Furthermore, an interview was conducted with Mrs. Wirana Suseva Sitorus S.Pd.I as the coordinator of the Qur'an in her presentation she conveyed the following:

"The methods used by teachers in this school in improving the ability to read and write the Qur'an in students are: First, the drill method, where students are told to read and recite the Qur'an in accordance with the makhraj and the law of reading as exemplified by the teacher, Second, the demonstration method, where students are told to practice reading the Qur'an directly either individually or together. Third, the uswah method (giving examples), where the teacher gives examples in the habit of reading the Qur'an, examples of the pronunciation of letters and the reading of the Qur'an and the content of the Qur'an. Fourth, the memorization method, namely each student must be able to

memorize short letters in the Qur'an in every class meeting, especially verses related to the material".

From the results of the interview above, the conclusions that the researcher can describe are described. There are several changes that appear in students that occur from the improvement of the ability to read the Qur'an, namely:

- a) Students are able to read the Qur'an with the correct reading, as well as understand the words and their meanings, and perfect the correct way to read the Qur'an.
- b) Students enjoy reading the Qur'an and understand the religious values it contains.
- c) Students know that the Qur'an is the holy book of Allah that has been proven to be true.
- d) Students behave by prioritizing the ethics of the Qur'an and making it a foothold in strengthening the Islamic faith in the hearts of students, so that they always purify themselves and follow the commandments of Allah swt.

Supporting factors are those that encourage, support, launch, visit, help, accelerate and so on something happens in realizing a goal to be achieved. From the results of the interview conducted with Mrs. Wirana Suseva Sitorus, S.Pd.I as the coordinator of the Qur'an about the supporting factors in improving the reading of the Qur'an for students, she explained what was taken from the following quote:

"A teacher in motivating and making students able to read the Qur'an, of course, there are supporting factors, namely parents. Parents are one of the first factors as an encouragement for students to improve their ability to read the Quran. Because, parents who can always supervise their children's activities when they are at home, just like their children's activities in playing, reciting, even parents must always invite their children to recite, because parents are always there for their children."

The results of the interview conducted with Mrs. Wirana Suseva Sitorus S.Pd.I as the coordinator of the Qur'an about the supporting factors in improving students' Qur'an reading, namely the role of parents and teachers of the Qur'an. The abilities of students are very different - some are already proficient in reading, but there are also those who are still not fluent when reading the Qur'an, when a teacher is able to teach students to improve the ability to read the Qur'an students at school and parents can improve the ability to read the Qur'an at home. Parents are people who know the character of their children, therefore parents must always tell their teachers so that

when there are underprivileged students, teachers know the problems that exist in their students. In addition, parents must also be diligent in asking their teachers, so that teachers and parents of students cooperate with each other and improve students' ability to read the Qur'an.

Furthermore, the interview continued with Mrs. Nur Kholilah Nasution, a teacher of the Qur'an, in her presentation she explained as follows:

"The children's world is a world of play, the role of the teacher as a facilitator from the beginning of the learning teacher has provided everything needed in the teaching that will take place providing media as a means to make it easier for students to improve their ability to read the Qur'an, the media used by the teacher is the color Qur'an, manuals and other supporting media"

Inhibiting factors are all kinds of circumstances that are inhibiting in nature, occurring in accordance with the process of achieving something to be achieved. The obstacles experienced by teachers in improving the reading of the Qur'an in students at Al-Fityan Integrated Islamic Elementary School Medan. First, lack of motivation and attention from parents, because they consider that religious education is less important so parents do not provide motivation and lack of discipline for children. The following is the result of an interview with Wirana Suseva Sitorus S.Pd.I as the coordinator of the Qur'an, taken from his quote explaining as follows:

"The environment is very influential on a student in improving the reading of the Qur'an, both in the school environment, especially in the family environment, besides parents are a supporting factor and vice versa, parents can also be our inhibiting factor in improving the reading of the Qur'an for students at school in addition to the motivation / encouragement given by teachers at school, then the motivation and attention given by parents is also very important in its influence on the ability reading the Qur'an. Because parents are busy with work so they no longer pay attention and care about education for their children, especially in the field of religion. Even today's parents think that religious education is no longer important, regardless of whether their children can read and write the Qur'an or not, because they are more concerned with finding the economy. Therefore, in addition to the motivation of teachers, the motivation and attention of parents also have an important influence in efforts to improve students' literacy of the Qur'an".

Second, the lack of awareness and interest of students in the importance of learning to read the Qur'an. The results of the interview with Mrs. Nur Kholilah

Nasution as a teacher of the Qur'an in her presentation are as follows:

"Many students lack enthusiasm, lack interest in reading the Qur'an. Even because the students at the MA level are already large students, most of them who cannot read and write the Qur'an at all, then they are embarrassed to learn the Qur'an".

Third, the influence of the environment, friends and the advancement of science and technology. The results of the interview with Mrs. Nur Kholilah Nasution as a teacher of the Qur'an in her presentation are as follows:

"The influence of the progress of science and technology is very large. Because now as I see it, most of the students when they are free because the teacher is not there, they prefer to open their cellphones rather than to study or read. Unlike in my old days, because I didn't know cellphones, there were not even cellphones, so most people would be more inclined to study and read to increase their knowledge, even many children whose parents were housed in boarding schools to deepen religious knowledge."

CONCLUSION

After conducting research on Teachers' Efforts in Improving the Ability to Read the Qur'an in Grade V Students at Al-Fityan Integrated Islamic Elementary School Medan, it can be concluded that teachers play a very important role in providing results in improving the ability to read the Qur'an, changes in the behavior of students who really delve into the content of the material or the content of the verses after carrying out the learning of the Qur'an properly and correctly. Students are able to read the Qur'an with the correct reading, as well as understand the words and their meanings, as well as perfect the correct way to read the Qur'an. Students enjoy reading the Qur'an and understanding the religious values it contains. Students know that the Qur'an is the holy book of Allah that has been proven to be true. Students behave by prioritizing the ethics of the Qur'an and making it a foothold in strengthening the Islamic faith in the hearts of students, so that they always purify themselves and follow the commandments of Allah swt. The supporting factors in improving the reading of the Qur'an for students of the Integrated Islamic Elementary School Raudhatul Athfal Al-Fityan Medan are the role of parents, teachers and learning media, teachers are able to teach students to improve the ability to read the Qur'an for students at school and parents can improve the ability to read the Qur'an at home, then the media in learning will attract more attention to students so that it can motivate learning and enable participants students master learning objectives better The inhibiting factors for

improving the reading of the Qur'an in students at Al-Fityan Integrated Islamic Elementary School in Medan are the lack of motivation from students' parents, lack of awareness and interest in the importance of learning to read the Qur'an and the influence of the environment, friends and the advancement of science and technology.

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