

Strategies And Islamic Religious Education Teachers: Efforts To Overcome The Difficulties Of Reading The Qur'an For Vocational High School Students

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ABSTRACT

This study aims to determine the PAI teacher's strategy in implementing learning to overcome students who have difficulty reading the Qur'an at SMK Hidatha South Jakarta. This research is a qualitative research with descriptive method. Primary data sources are principals, PAI teachers and students at SMK Hidatha South Jakarta while secondary data is school documentation related to the data in this study. The data analysis technique uses a flow model from Miles and Huberman with stages, namely: Data Reduction, Data Presentation, and Conclusion Drawing. Data collection methods used interviews, observation and documentation. The data validity check in this study uses data triangulation which includes triangulation of sources, techniques and time. The results of this study indicate that the PAI teacher's strategy is in the form of classification and habituation of reading the Qur'an before learning begins, grouping students, and applying tajweed and Makharij letters. The results obtained by students after receiving Qur'anic learning are gradually increasing.

Keywords:

Islamic Education Teacher; Strategy; SMK.

INTRODUCTION

The Qur'an is one of the most important sources of Islamic teachings, serving as a guide for human life. The Qur'an unites a collection of divine revelations that are guidance, instructions, and lessons for those who read, believe, and practice it. Therefore, every human being who always believes in the Qur'an will grow more in love with it, love to read it, study it, understand it, practice it, and teach it. (Andini, 2019)

The Qur'an is the guide for the life of Muslims in the world. In essence, the Qur'an contains verses that are very perfect, and the content of each verse is believed to be guidance as well as a life guide for worldly and hereafter affairs. It is not surprising that Muslims always refer back to the Qur'an when facing life problems. (Mandali, 2020)

Life problems in the era of globalization lead to various shifts in values in society, one of which is in religious knowledge, especially in reading the Qur'an itself. Observing the current generations, many still cannot read the Qur'an properly, let alone understand its content. Therefore, parents must strive as early as possible to educate and accustom their children to learning to read the Qur'an. (Dinda, 2021)

Accustoming to reading the Qur'an from an early age must be done to avoid Indonesia from Qur'anic illiteracy. The Royal Islamic Strategic Studies Centre (RISSC) reported that Indonesia became the country with the largest Muslim population in the world in 2022. The Muslim population in Indonesia is estimated to be 237.56 million people. This Muslim population is equivalent to 86.7% of the domestic population. However, 72% of Muslims in Indonesia are illiterate in reading the Qur'an. This was conveyed by the Deputy Speaker of the MPR Yandri Susanto at the inauguration of the central board of the Qur'anic literacy development institution. (MPR, 2023)

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 character, and the skills needed by themselves, society, the nation, and the state. (Rahmanto, 2022)

Teachers have a close relationship with every student undergoing education because education itself cannot run well without a teacher. The strategy or method of teachers in the process of Islamic Religious Education is very important for the continuity of a good teaching and learning process. Islamic Religious Education teachers themselves have an important role in shaping character and are responsible for setting a good example for students. (Lubis, 2021)

Not only in character formation, efforts that Islamic Religious Education teachers can make to address these issues include utilizing existing media, providing motivational injections and guidance, and conducting Qur'anic reading movement activities. In addition, Islamic Religious Education teachers can help students who have difficulty reading the Qur'an by introducing the Hijaiyah letters (for illiterate students) and routinely instructing students to read the Qur'an. (Saladin, Personal Interview, March 22, 2023)

The ability to read the Qur'an among SMK Hidata students is still low. Many students cannot read the Qur'an well, and many do not even recognize the Hijaiyah letters. They are unable to differentiate and pronounce the correct makhrāj of the letters. (Saladin, Personal Interview, March 22, 2023)

Through tadarus activities carried out regularly every day, Islamic Religious Education teachers still find that among all the students, 20% can read the Qur'an well and correctly, 65% have difficulty reading the Qur'an, and 15% cannot read the Qur'an at all. The lack of knowledge in tajweed and difficulties in reading the Qur'an were also conveyed by an educator, Mr. Saladin, saying: "in this school, many still cannot read the Qur'an because the educational background of many students previously was from general schools." (Saladin, Personal Interview, March 22, 2023)

The education at SMK Hidata aims to emphasize the basics of reading the Qur'an and help the spiritual growth and understanding of children to love the Qur'an from an early age. It also aims to shape or create children with good character, noble morals, and the ability to read the Qur'an well and correctly according to tajweed and applicable rules. (Saladin, Personal Interview, March 22, 2023)

From the above discussion, the researcher is interested in studying the difficulties students face in learning to read the Qur'an and the strategies used by Islamic Religious Education teachers to improve students' Qur'anic reading abilities at SMK Hidata, South Jakarta through research titled "Strategies of Islamic Religious Education Teachers in Overcoming Difficulties in Learning to Read the Qur'an: A Case Study at Vocational High School Hidata, South Jakarta."

METHOD

In this research, the author uses a qualitative method with a descriptive approach. This method is often referred to as the naturalistic research method because the conditions are not set or natural when conducting research. It is also called a qualitative method because the analysis and data collected tend to be qualitative. Qualitative research itself is research aimed at capturing a situation naturally and is not intended to test a specific hypothesis. (Sugiyono, 2014)

From another definition, qualitative research is a research method intended to investigate a problem by formulating a problem and then researching it comprehensively through observation, recording, interviews, and involving oneself in the research procedure. This aims to find descriptions of patterns, descriptions, and sequence indicators.

RESULTS AND DISCUSSION

Through the findings of interviews and documentation conducted on the difficulties in reading the Qur'an faced by students at SMK Hidata, South Jakarta, the difficulties in reading the Qur'an at SMK Hidata, South Jakarta, and the strategies of Islamic Religious Education (PAI) teachers in overcoming these difficulties, the researcher will analyze the related findings according to the facts on the ground as follows: Strategies of PAI teachers in overcoming the difficulties in reading the Qur'an for students at SMK Hidata, South Jakarta.

The following discussion presents the research findings related to the strategies of PAI teachers in overcoming the difficulties in reading the Qur'an for students at SMK Hidata, South

Jakarta. This is reinforced by the research findings that understanding related to makharijul huruf, makhraj is the most important part of the science of tajwid. Therefore, it is a must for anyone who will read the Qur'an to learn it until they become proficient. According to Harbilawaty, understanding makharijul huruf well and correctly is essential in reading the Qur'an to avoid mistakes in pronouncing letters that result in changes in meaning and to avoid unclear letter sounds that cannot be distinguished from one another. (Hardilawaty, 2021)

Likewise, studying the Qur'an is an obligation for every Muslim, and the learning process in reading the Qur'an certainly varies. This is supported by Taufiqurrahman, stating that every educator must have a method in dealing with their students during the learning process of reading the Qur'an because learning the Qur'an requires carefulness so that students can read well and correctly, thus avoiding mistakes in reading. (Taufiqurrahman, 2021)

Many educators face students who have difficulties in learning. According to Munirah, students' learning difficulties are the inability of children, due to various reasons, to follow general education, develop their potential optimally, and require special training from educators to achieve good results according to their talents and abilities. (Munirah, 2018)

Based on the above explanation, it can be stated that understanding makharijul huruf in reading the Qur'an must be good to avoid mistakes in pronouncing letters while reading. The process of learning to read the Qur'an also varies from one teacher to another. In dealing with students, not all have the same talent; therefore, PAI teachers must know the level of each student's ability in reading the Qur'an.

In the context of education, strategies are used to plan tactics to achieve goals effectively. In other words, strategy in education can be understood as planning to achieve educational goals. Quoted from the book "Character Education Learning Strategies" by Suyadi, it explains that learning strategies are activities carried out by teachers and students to achieve learning objectives effectively and efficiently. (Afifah, 2021)

In effective and efficient learning, time must be maximized so that teachers can optimize the time in learning. This is reinforced by Antonius Atosokhi, stating that managing time effectively requires having a clear picture of one's main life principles and values. Each individual also needs to formulate what time management means to them and how it relates to managing their life. (Atosokhi, 2014)

Learning is an activity or process that directs students to engage in the learning process. According to Mahmud Yunus, the purpose of learning to read the Qur'an is: 1. So that students can read the Qur'an fluently and correctly according to tajwid; 2. So that students can incorporate the Qur'an into their lives, enriching their vocabulary and beautiful, captivating phrases. (Yunus, 1990)

Based on the above explanation, it can be concluded that the strategy of PAI teachers is the learning activities carried out by teachers and students to achieve effective and efficient learning objectives. In the process of learning to read the Qur'an, there are goals such as enabling students to read the Qur'an well and correctly and incorporating the Qur'an into their daily lives.

The strategy of teachers in facilitating each learning process varies, one of which is through classification. According to Elviana Lubis, classification strategies are based on students' ability to read the Qur'an. This classification system is known after educators understand the students' ability levels to apply the teaching and learning process according to their capabilities. (Lubis, 2021)

The level of learning ability is a process of effort made by someone to acquire a new behavior change comprehensively. According to Nurhidayah, the pattern of development in Qur'an learning should not be separated from teaching strategies. There are three main stages in the pattern of learning strategies: the teaching stage, the use of teaching models or approaches, and the use of teaching principles. (Nurhidayah, 2020)

The application of tajwid knowledge in Qur'an learning is the most important component in developing Qur'an reading. This was expressed by Adiva Syaifullah, stating that in reading the Qur'an, tajwid knowledge is essential. To minimize errors in reading the Qur'an, we must understand tajwid by learning it. Therefore, tajwid must be enthusiastically learned by every Muslim, especially students, to create a generation of Qur'an enthusiasts. (Syaifullah, 2021)

Based on the above explanation, the researcher concludes that the strategy of teachers in facilitating the learning process varies, one of which is through classification according to the students' levels. The pattern of development in Qur'an learning should not be separated from the teaching strategy itself, and there are three stages in the pattern of learning strategies: the teaching stage, the use of teaching models or approaches, and the use of teaching principles.

The success of students' learning can be determined by the motivation they have. Students with high learning motivation tend to have high achievements, while those with low learning motivation tend to have low achievements. According to Sunarti Rahman in her journal, motivation is the driving force that encourages someone to engage in learning activities. It serves as the basis for their drive to study diligently. (Rahman, 2021)

Learning motivation does not only come from school environmental factors. However, external motivation alone is not enough to provide more motivation to students; they must also have motivation obtained from within themselves. According to Muhtar Arifin, PAI teachers have an important role in increasing students' learning motivation. Because each individual has differences that make them vary in their enthusiasm for learning the Qur'an. (Arifin, 2019)

It is important to teach the Qur'an to students to cultivate the maturity of monotheism towards Allah. If someone can read and understand the Qur'an, they will be close to the Qur'an. If close to the Qur'an, then Allah is also close to them. In an article by Daru Tauhid, it is mentioned that studying and teaching the Qur'an is an obligation and responsibility of a Muslim. (Ikhwan, 2023)

Based on the above explanation, it can be concluded that motivation is the driving force that encourages someone to engage in learning activities. It serves as the basis for their drive to study diligently. Because each individual has differences in behavior that make them vary in their enthusiasm for learning the Qur'an, studying and teaching the Qur'an is an obligation and responsibility of a Muslim towards the holy Qur'an.

Repetition in reading the Qur'an aims to make students accustomed to reciting its verses. Quraish Shihab, in his book "Tafsir Al-Qur'an al-Karim," states that almost all tafsir scholars agree that every repetition of words in the Qur'an has meaning. The scholars' explanations about the wisdom of these repetitions are ijthadi (based on independent reasoning). Therefore, if there are differences, it may be due to the different perspectives used. (Sasongko, 2023)

Fluency in reading the Qur'an requires students to be accustomed to pronouncing makharijul huruf and tajwid rules in the Qur'an. Husnul Abdi mentions that the most important way to quickly learn to read the Qur'an is through routine practice and drills. It is best if there is someone to guide, such as a Qur'an teacher or parents, to correct mistakes while reading the Qur'an. (Abdi, 2023)

Learning to read the Qur'an is not separated from the guidance of parents or teachers at school. This is also reinforced by Hanifatun Aziizah, stating that reading the Qur'an will not be perfect if done alone; a teacher or mentor is needed to oversee the recitation. The benefit of submitting recitations is to correct mistakes overlooked during the learning process of reading the Qur'an. (Azizah, 2020)

Based on the above explanation, the researcher concludes that repetition in reading the Qur'an aims to make students accustomed to reciting its verses. Fluency in reading the Qur'an requires students to be accustomed to Hijaiyah letters and fluent in pronouncing makharijul huruf along with tajwid rules in the Qur'an. It will not be perfect if done alone. A teacher or mentor is needed to oversee the recitation.

CONCLUSION

Based on the research conducted on the strategies of Islamic Religious Education (PAI) teachers in overcoming difficulties in reading the Qur'an at SMK Hidatha, South Jakarta, using various data collection techniques which were then analyzed as presented in the previous chapter, the conclusions of this study are as follows:

The level of difficulty in reading the Qur'an among students at SMK Hidatha varies. Some causes of students still experiencing difficulties in reading the Qur'an include the influence of mobile phones, a lack of understanding of tajwid and makharijul huruf, poor time management in

studying, and an unsupportive environment. These factors contribute to why students still face difficulties in reading the Qur'an.

The strategy of PAI teachers at SMK Hidatha involves a classification approach. This classification is divided into two levels: students at the Iqro level and students at the Qur'an level. With this classification, PAI teachers at SMK Hidatha have prepared different materials for each level to facilitate the learning process of reading the Qur'an.

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