



IMPLEMENTATION OF THE QIRA'ATI METHOD IN LEARNING THE QUR'AN FOR STUDENTS MI MA'ARIF SUREN GEDE KERTEK WONOSOBO

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Abstract

Introduction to The Problem : The Qur'an is a primary religious education that must be given in schools. Al-Qur'an learning methods are very diverse, one of which is the qira'ati method.

Purpose : This study aimed to determine the implementation of the qiraati process in learning the Quran at MI Maarif Suren Gede Kretak.

Design/methods/approach: This research is qualitative research using a descriptive approach. Researchers used 16 primary and secondary data sources consisting of 6 teachers of the qira'ati method, 4 teachers of the tilawati process, two school operator teachers, 2 students, 1 school principal, and one head of the qira'ati method institution: data collection techniques using interviews, observation and in-depth documentation. The analytical procedure uses the stages of reduction, presentation and conclusion.

Findings : The results of this study were classified into two main findings, namely the learning process of the qira'ati method at MI Ma'arif Suren Gede Kertek by applying large visual aids, small visual aids and individual classical teaching in class. The second finding is related to inhibiting factors before using the qira'ati method, namely the lack of support from students' parents, the teacher needs to implement learning according to the rules, and there is no khotmil Qur'an. Meanwhile, the inhibiting factors after the qira'ati method was introduced at MI Ma'arif Suren Gede Kertek were the teachers who needed more consistency in studying the Qur'an, were impatient, lacked sincerity and rarely prayed for their students. The supporting factors before using the qira'ati method were the tilawati method using variations of songs, there was a volume increase test or a volume increase test tested by the head of the institution, while the supporting factors after using the qira'ati method were the teacher's MMQ and the santri's MMQ (Majelis Mu 'alimil Qur'an), there is a volume increase test and evaluation, parents or guardians of MI Ma'arif Suren Gede Kertek students who are very enthusiastic, there is a grouping of students based on volumes not based on formal class or age at school. There are dawuh – dawuh from KH Dahlan Salim Zarkasy, there are teacher principles namely tiwasgas which means thorough, alert, firm and daktun which means not guiding in teaching the qira'ati method. Then there are qira'ati santri principles namely CBSA (Active Santri Learning Method) and LCTB (Smooth, Fast, Precise and Correct).

Research implications/limitations: Studies still have limitations on type of reseach dan analisis.

Originality/value : This study needs to be further developed in depth by future researchers to enrich research results on the same topic.

Keywords : Implementation, Qira'ati Method, Supporting Factors, Inhibiting Factors, support

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Introduction

Al-Qur'an education has a good urgency, and has a positive impact on those who teach and those who want to learn the Qur'an and study it (Kuradiansyah et al., 2022), because it is a very noble deed. The problem that is often encountered in Al-Qur'an education is the application of methods that are not appropriate so that student learning outcomes are not optimal (Astuti, 2013). the method has a different teaching methodology; many students who have graduated from elementary school or Madrasah Ibtidaiyah are not yet able to read the Qur'an with tartil, namely following the makharijul letters and the science of tajwid (Subhan Adi Santoso, 2019).

Learning the Qur'an using the tilawati method at MI Ma'arif Suren Gede Kertek provides less than optimal results, because many students have graduated from school but cannot read the Qur'an with tartil, that is following the makharijul letters and the knowledge of recitation . therefore the learning of the Qur'an at MI Ma'arif Suren Gede Kertek was changed by applying the qira'ati method. Before using the qira'ati method, the condition of the students was that they often read the Qur'an in short lengths that were not following the science of recitation, students did not understand the science of recitation, they only graduated from volume 1 to volumes of the Qur'an and did not continue anymore, while the condition of students after using the qira'ati method the development of students is high-speed, so that in the second grade there are students who can complete their volumes from pre-kindergarten volumes to the importance of the Qur'an, students become aware of the science of recitation and can decipher readings of the science of recitation in the Qur'an 'an, students can decipher qaidah and gharib readings in the Qur'an.

The problems that occur in Elementary Schools / Madrasah Ibtidaiyah in Wonosobo in particular, namely students who graduate from school do not yet or cannot read the Qur'an with tartil, this is due to a lack of Al-Qur'an teachers and the application of Al-Qur'an teaching methods that are not appropriate , so that learning the Qur'an cannot be carried out optimally and following maximum results. The Qur'an is a guideline for human life from all aspects of human life. This miracle of the Qur'an revealed to the Prophet Muhammad SAW is a blessing for believers. People who read the Qur'an are worth worship and get a reward (Dony Purnama et al., 2019). In the Qur'an QS Al 'Alaq Allah SWT says (Departemen Agama RI, 2022):

"Read by (mentioning) the name of your Lord who created, (1) He has created man from a clot of blood. (2) Read, and your God is the Most Glorious. (3) Who teaches (humans) with a pen. (4) He taught man what he did not know. (5)

Literature Review

Given the importance of the Qur'an, it is mandatory for every Muslim to constantly learn to study and teach the Qur'an (Kaelani, 2020). The importance of learning the Qur'an from an early age needs to be made aware of to the modern generation like today, where as educators we must instill a love for the Qur'an in our children as well as by learning and practicing it. This is important because early age is the beginning of an effort to create an Islamic generation of the Qur'an.

One of the pillars of Islam according to Imam Suyuti is to teach the Qur'an to children so that they can develop naturally (Imam Masrur, 2018). Likewise, before lust, disobedience, and confusion overwhelm them, the light of wisdom must penetrate their hearts. The Qur'an is a book that is often read and heard by people around the world, according to Imam al-Ghozali Muslims pray in congregation and individually at least five times every day and night, reading lines from the Koran. Muslims read the Qur'an on several levels. Some can read it fine, but others find it simple and some are backward.

The author chose MI Ma'arif Suren Gede Kertek Wonosobo as the research object that the author will examine because this school applies a method that is different from other schools. In addition, at MI Ma'arif Suren Gede, the tilawati method had previously been used but had not produced optimal results, so the principal decided to apply the Qira'ati method. In addition, the flagship program of MI Ma'arif Suren Gede Kertek is the Tahfidz Al Qur'an program where it is hoped that

the Qiro'ati Method will be able to improve students ability to read the Qur'an and it is expected that students can memorize the Qur'an at an early age with tartil reading.

The qira'ati method is a way of reading the Qur'an following the makhorijul letters and the science of tajwid (Sya'diyah, 2022). The Qiraati method places more emphasis on makhorijul khuruf and tajwid (Hasan & Wahyuni, 2018), teachers who teach must already have a syahadah (diploma), have passed tasyih, have followed the methodology and have passed PMQ (Qiraati Teaching Practice).

Methods

Research methodology is a way of collecting data to analyze and answer the problems that form the background of conducting a research (Satori D'jaman Dan Komariah Aan, 2017). This study uses a type of qualitative research. Research conducted organically as a source of data is called qualitative research (Moleong, 2005). With social studies of natural phenomena as the main study in qualitative research. Researchers carry out field research by coming to research locations, understanding and studying the situation. Researchers dig up information by observing, taking notes, asking questions and through studies conducted during interactions at the research site (Gunawan, 2022). A descriptive qualitative research approach was used. The illustrative method will prioritize qualitative data and describe the actual conditions that have not changed. Researchers explain something precisely without the need for theory.

Source data Data central from study This is taking data primary and secondary (Kistoro & Sibarani, 2020). The leading information collected for this study was verbally provided by informants or research participants who were interviewed directly, which was compiled and discussed in this study. The subjects of this study consisted of 6 teachers of the qira'ati method, four teachers of the tilawati process, 2 school operator teachers, two students, one school principal, and one head of the qira'ati method institution. Secondary data is used as research support, usually from documentation data, files or existing reports. technique collection data in this study using observation, interviews and documentation. Observation is a way of collecting data information by conducting research directly in the field or indirectly. Observations made by researchers are by identifying research locations, activities, and interactions carried out at research sites which are then mapped to obtain a general description of the research object.

An interview is a rule of collecting data as a way of collecting data to solve a problem under study by obtaining explanations from informants. This interview guide is intended to obtain accurate data, involving the Principal, Head of the Qiraati Institute and Ustadz/Ustadzah or qira'ati teacher, qira'ati students or students and formal teachers at MI Ma'arif Suren Gede Kertek relating to the Method Qiraati which has been implemented in schools. Documentation is the collection of data by observing or writing an incident that occurred. The form of the document includes: monographs, writing, pictures/photos, or records of existing system data. Documents are used to collect data compiled by institutions or schools as a test of an activity or event.

Data analysis is an attempt to disclose research findings in the form of reporting good and correct investigation results so that the benefits of the information obtained can be accounted for in the form of written research results and documentation, data are analyzed at the time of data collection and afterward. The theory of data analysis used in this study is the theory of Miles and Huberman (Miles, M.B, Huberman, A.M, Saldana, 2014), where data is searched directly and gradually so that a saturation point is found in the data described.

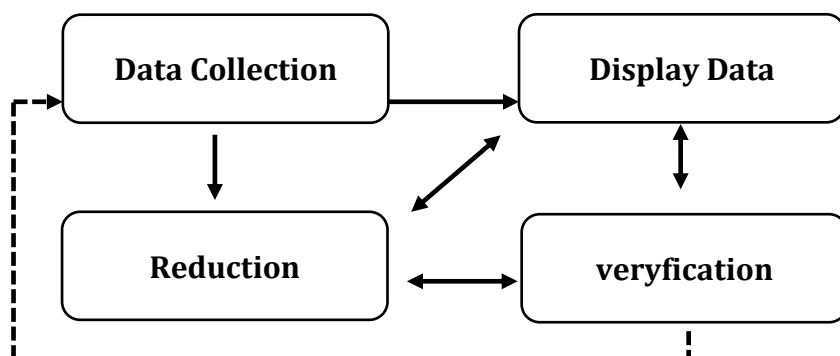


Figure 1. Analysis data model Milles and Huberman

One way to find the data's validity is by triangulation, namely the method of synthesizing data on the truth of the data collection method. This is done by double-checking the data by obtaining data from other sources. The goal is to compare information about the same thing obtained from various parties, so that there is a guarantee about the level of trust in the data.

Result

1. Application of the Qiro'ati Learning Method at MI Ma'arif Suren Gede Kertek

Process Learning is an effort to achieve a mission or goal by using a particular method or method to work correctly and follow the objectives. Therefore the technique applied must be appropriate to succeed in the learning application. Using the qiroati method founded by KH Dahlan Salim Zarkasyi emphasizes students or santri to read faster, louder and more precisely according to the makhorijul letters and their tajwid knowledge. So that the results obtained from learning the Qur'an follow the principles of the Qiroati methodology of students or students and Qira'ati teachers.

Based on an interview with Siti Rofikoh, the Qiroati teacher at MI Ma'arif Suren Gede Kertek, said that:

Qira'ati learning at MI Ma'arif Suren Gede Kertek is carried out according to the Qira'ati rules or regulations determined by the center, according to the principles of the Qiroati methodology. And teachers who teach Qira'ati must have passed tasyih and have implemented the basic methods of Qira'ati .

Based on observations, interviews and documentation of Qira'ati's learning process at MI Ma'arif Suren Gede Kertek starting at 07.00 WIB. This qira'ati learning activity was preceded by tadarus first, namely the qiraati teacher/ustadz led by the head of the qiraati institution, Mr. Ikhsan. Tadarus is carried out for 15 minutes, accompanied by directions and preparation for 15 minutes. Afterward, the teacher prepares the KPS (Santri Personal Card) to be brought to the classroom.

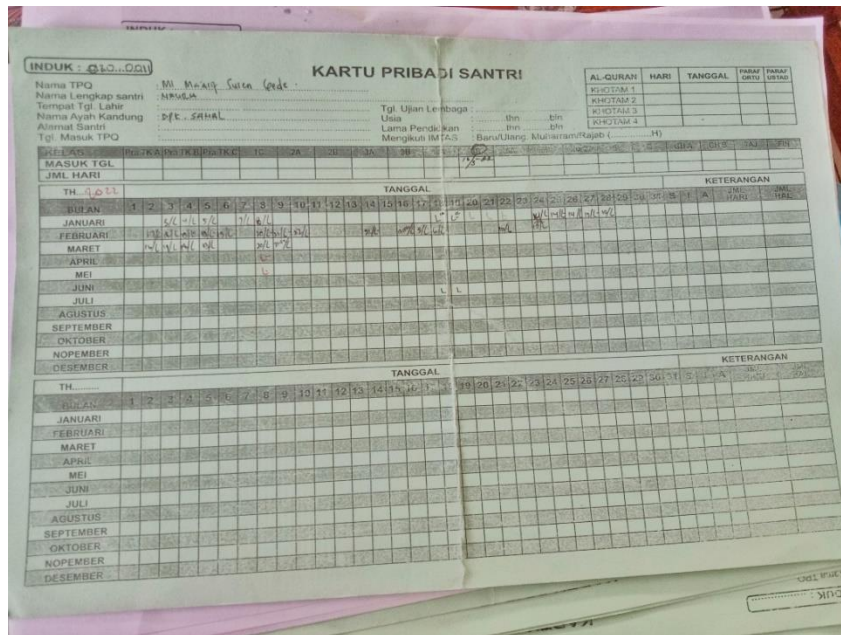


Figure 2 : Personal Card of the Santri Method of Qira'ati

The model for reading the Qur'an with the Qiroati Method is effectively carried out using classical and individual means. Qira'ati learning at MI Ma'arif Suren Gede Kertek, begins with classical, which is divided into two, namely: first, sizeable classical demonstration or line class, which is carried out outside the classroom with mulok (local content) containing prayers and short letters, students line up according to their respective volume classes. Each volume teacher assists students when memorizing prayer material and notes. This line class is led by the head of the institution, followed by the volume teacher and ends with a prayer ending learning then students shake hands with the teachers.



Figure 3 : Row Class from Pre Kindergarten Volume to Finishing class

Second, small and individual classical demonstrations in class. Classroom learning is preceded by an opening prayer. It begins learning then classical Demonstrator learning for Pre Kindergarten Volumes – Volume 6, then continues with individual classical for 30 minutes and ends with a final demonstration for 30 minutes.

Based on an interview with Nuriyah, the Qiroati teacher at MI Ma'arif Suren Gede Kertek, said that:

The process of applying the qiro'ati method of learning at MI Ma'arif Suren Gede Kertek is preceded by a row class (large praga classical), after which it is continued into prayer class and starts

small praga classical for 15 minutes, followed by individual classical for 30 minutes After that, it was closed with a 15-minute classical praga ending, ending with reading the prayer to complete the study.



Figure 4 : Demonstration of Classical Learning in Volume 4A

The classical visual learning in the qiro'ati teacher's class uses visual aids according to the teaching volume. The distribution of props is also distinguished between initial and final braces. You both read the page, but in reverse the way you read it, the initial display reads from the start page, and the final display reads from the last page to the front page.

Individual classical learning at MI Ma'arif Suren Gede Kertek is carried out for 30 minutes, students advance alternately, one by one bringing their respective volumes, then recite the Koran according to the page being tested on the teacher. Then the teacher gives an evaluation value to students by writing L or L- in the student achievement book.

Based on Muhammad Muhaimin's interview, the Principal of MI Ma'arif Suren Gede Kertek, said that:

The process of applying the qira'ati learning method at MI Ma'arif Suren Gede Kertek went well, and the students could use it well so that students could read the Qur'an following the makharijul letters and tajwid science. There were some of our students who had completed memorizing 1 – 3 juz while sitting in class 3 MI.

Aqila Putri Azkia, a grade 2 student finishing at MI Ma'arif Suren Gede Kertek, said that:

Qira'ati learning at MI Ma'arif Suren Gede Kertek begins with a row class outside the classroom, then enters each classroom according to the volume of the course. There is a demonstration class and individuals advance one by one to recite the Koran, after they demonstrate again and prayer ends the study.



Figure 5 : Individual Classical Learning in Volume 4A The Qira'ati Method

Individual classical learning at MI Ma'arif Suren Gede Kertek is carried out individually, students advance to the teacher's table to recite the Koran, while the others remain seated in their respective chairs. The teacher gives examples of the lines (sub-chapter material) to the students, then the students imitate and read the exercises below, after finishing the teacher assesses them on the evaluation sheet (student achievement book) with notes L (Pass), or L- (Fail). If a student is declared to have passed, the student has the right to move on to the next page, whereas if the student does not pass, the next meeting will repeat the page until they die and can move on to the next page.

2. Inhibiting Factors Before and After Using the Qira'ati Method

The inhibiting factor for the application of learning the Qur'an using the tilawati method (before using the qira'ati method), of which is that not all tilawati teachers apply the tilawati method system which is following the rules for classroom learning, the parents of students who are less supportive of the tilawati method because the process is slow, so that parents are more interested in other schools, then teachers are decreasing due to certain factors that allow teachers to resign, there is no khotmil qur'an which makes students finish on volumes of the Qur'an and there is no further learning .

As stated by Lailatul Kibtiyah, tilawati teacher MI Ma'arif Suren Gede Kertek said:

Tilawati learning at MI Ma'arif Suren Gede Kertek is going well, but the learning could be faster, so the results could be more optimal. Some tilawati teachers have yet to apply the suitable method or follow existing regulations, so the delivery of learning is not appropriate. The factor from parents' guardians of students needs to be more supportive, so many guardians of students send their children to other schools.

Applying the Qira'ati Method at MI Ma'arif Suren Gede Kertek Wonosobo provides maximum results in improving students' learning to read the Qur'an. However, several inhibiting factors exist in applying the Qira'ati Method.

Based on an interview with Ihsan as Head of the Qira'ati Method Institute at MI Ma'arif Suren Gede Kertek, said:

One of the inhibiting factors in the implementation of the Qira'ati method of learning is the teacher's need for more awareness, patience and sincerity in imparting his knowledge, and the lack of prayer for his students. Therefore the teacher must constantly introspect himself with the responsibilities or mandates that have been held so far.

Based on this, one of the inhibiting factors in the qira'ati learning process is caused by factors from the teacher, namely the teacher lacks tadarus (reading the Qur'an), the teacher is impatient in teaching. The teacher is less sincere in teaching and rarely prays for students – students, so it will impact the students in a learning process.

Knowing the character of students in carrying out the learning process is an effective way to improve student learning, especially the teacher's approach to students, to establish good communication relationships between teachers and students requires an approach from teacher to students, so that there is good communication between the two.

3. Supporting Factors Before and After Using the Qira'ati Method

Factors supporting the tilawati method (before using the qira'ati method) MI Ma'arif Suren Gede Kertek, namely the existence of a unique song to the tilawati process so that students are interested in learning to use the tilawati method. There are adequate facilities and infrastructure, namely visual aids that make students understand the material better apart from the daily evaluation.

As Ega Zahira, MI Ma'arif Suren Gede Kertek's tilawati teacher said, that:

The volume increase test conducted by the head of the tilawati institution and the daily evaluation undertaken by the class teacher became a supporting factor in carrying out the review of the tilawati method of learning at MI Ma'arif Suren Gede Kertek .

Based on this, the assessment activities carried out using the tilawati method (before using the qira'ati method) were carried out with daily assessments using the achievement book from MI itself, then tested on the head of the tilawati institution at MI Ma'arif Suren Gede Kertek. This process is almost the same as the qira'ati method, except that the passing standards and material tested differ from the qira'ati form.

One of the supporting factors for learning the Qira'ati Method is the teacher's MMQ (Mu'alimil Qur'an Council) and the santri's MMQ, where the students attend classes from the Qur'an, ghorib, recitation and finishing. The implementation is the same as the Teacher's MMQ, except that the students do reading and then the teacher listens to the students' reading in groups so that this can support qira'ati learning at school.



Figure 4 : MMQ Activities of the 61st Wonosobo Branch

There is a volume increase tests and pre-graduation exams, namely institutional exams, Korcam exams and branch exams which evaluate each student so that students can master the material more quickly compared to the previous method. This volume increase test was tested by the Head of the Qira'ati Institute at MI Ma'arif Suren Gede Kertek. Evaluation in learning the qira'ati process becomes a tool to achieve a plan, so that the review of the qira'ati process by the class teacher or the head of the institution makes it a benchmark for students to be successful or not in learning, especially using the qira'ati method (Rohmawati, 2020).

Based on this, the volume increase in tests and exams are supporting factors for learning the qira'ati method at MI Ma'arif Suren Gede Kertek, so that student evaluation can run well, the class teacher can coordinate with the head of the institution when students who are tested do not pass (repeat).

Discussion

The learning process of the qira'ati method at MI Ma'arif Suren Gede Kertek went well, by applying large and small visual aids and individual classical visualization. Qira'ati learning activities at MI Ma'arif Suren Gede Kertek began with a line class, by memorizing prayer material and short letters, then demonstration classes and individually in class. Qira'ati learning at MI Ma'arif Suren Gede Kertek, begins with classical, which is divided into two, namely: Large classical demonstration or line class, which is carried out outside the classroom filled with mulok (local content) containing prayers and short letters, students line up according to their respective class volumes.

Each volume teacher assists students when memorizing prayer material and letters. This line class is led by the head of the institution, followed by the volume teacher and ends with a prayer ending learning then students shake hands with the teachers. Small and individual classical demonstrators in class learning in the classroom takes place preceded by an opening prayer and begins learning then learning classical demonstrators for pre-kindergarten volumes – volume 6, then continued with individual classical for 30 minutes and ends with a final demonstration for 30 minutes.

The tilawati method of reading and writing the Qur'an is a method that applies unique characteristics, namely using various chants. In general, the chants used in the tilawati method use roost songs and strategies that are in harmony between adjustments to classical readings. Correct. The inhibiting factor for the application of learning the Qur'an using the tilawati method (before using the qira'ati method), one of which is that not all tilawati teachers apply the tilawati method system which is following the rules for classroom learning, the parents of students who are less supportive of the tilawati method because the process is slow, so the parents are more interested in other schools.

then teachers are decreasing because certain factors allow teachers to resign, there is no khotmil Qur'an which makes students finish on volumes of the Qur'an and there is no further learning. Applying the Qira'ati Method at MI Ma'arif Suren Gede Kertek Wonosobo provides maximum results in improving students' learning to read the Qur'an. However, several inhibiting factors exist in applying the Qira'ati Method. the learning process of the qira'ati method at MI Ma'arif Suren Gede Kertek went well, by applying the large and small classical visual aids along with the individual classical visual aids. Qira'ati learning activities at MI Ma'arif Suren Gede Kertek began with a line class, by memorizing prayer material and short letters, then demonstration classes and individually in class.

The supporting factors before using the qira'ati method were the tilawati method using song variations in reading it, and the volume increase test. While the supportive factors after using the qira'ati method were MMQ, volume increase test, enthusiastic student parents, student grouping based on volume, daily line classes, preaching from KH Dahlan Salim Zarkasy, teacher and santri principles. Factors supporting the tilawati method (before using the qira'ati method) MI Ma'arif Suren Gede Kertek, namely the existence of a unique song to the tilawati process so that students are interested in learning to use the tilawati form. There are adequate facilities and infrastructure, namely visual aids that make students understand the material better apart from the daily evaluation. One of the supporting factors for learning the Qira'ati method is the teacher's MMQ (Assembly of Mu'alimil Qur'an) and the MMQ students, where students attend classes from the Qur'an, ghorib, recitation and finishing. The implementation is the same as the Teacher's MMQ, except that the students do reading and then the teacher listens to the students' reading in groups so that this can support qira'ati learning at school.

The qira'ati method makes it easy for students to learn to read the Koran. The qira'ati method is a method of learning the Koran which has been widely used, especially in Islamic boarding schools. The existence of learning the Koran through various ways such as qira'ati (Riany, 2021), iqro (Subur, 2016), tartila (Sa'diah, 2013), takrar (Gade, 2014) and others can facilitate and encourage students to learn to read the Koran according to their abilities (Kistoro, 2021).

Conclusion

The learning process of the qira'ati method at MI Ma'arif Suren Gede Kertek went well, by applying large and small visual aids and individual classical visualization. Qira'ati learning activities at MI Ma'arif Suren Gede Kertek began with a line class, memorizing prayer material and short letters, then demonstration classes and individually in class. The learning process of the qira'ati method at MI Ma'arif Suren Gede Kertek went well, by applying large and small visual aids and individual classical visualization. Qira'ati learning activities at MI Ma'arif Suren Gede Kertek began with a line class, memorizing prayer material and short letters, then demonstration classes and individually in class. The supporting factors before using the qira'ati method were the tilawati method using song variations in reading it, and the volume increase test. While the supportive factors after using the qira'ati method were MMQ, volume increase test, enthusiastic student parents, student grouping based on volume, daily line classes, preaching from KH Dahlan Salim Zarkasy, teacher and santri principles.

Declaration of interests statement

The authors declare that there is no conflict of interest in writing the article.

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