



## Implementation of Qur'an Reading and Writing to Improve Students' ISMUBA (Al Islam, Kemuhammadiyah, and Arabic Language) Learning at SMK Muhammadiyah Bumiayu

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### Abstract

**Introduction to The Problem:** The number of students who cannot read the Qur'an. **Purpose:** This study aims to obtain an overview of the implementation of the BTQ (Read and Write Al-Qur'an) program at SMK Muhammadiyah Bumiayu. **Design/methods/approach:** This research is categorized as field research which is included in qualitative research. Data collection was carried out using participant observation, documentation, and interview methods and using data analysis from sorted data, presented data, conclusions drawn. The feasibility and correctness of the data were tested by the presence of researchers, the triangulation method, discussions with peers and clarification of each piece of information. So on the basis of this, a BTQ program emerged at SMK Muhammadiyah Bumiayu which has been implemented and carefully planned with the school and is included in the compulsory extracurricular. In its application, it uses the Iqra' method, which is the method used in the BTQ program. **Findings:** Based on this application, it provides significant development for students related to the Reading and Writing Al-Qur'a program, namely in terms of student reading, making students fluent and Tartil and correct based on tajweed, sifatul huruf and makharijul huruf and improve students' understanding of ISMUBA (Al Islam, Kemuhammadiyah, and Arabic Language) subjects. **Research implications/limitations:** The advice given to teachers is to be able to use varied and interesting methods so that learning is more interesting, effective and optimal. **Originality/value:** in terms of language, other researchers need to update and expand it from 3 parts, namely research design, content, and scope of study.

**Keywords:** Implementation; Read and Write Qur'an; ISMUBA (Al Islam, Kemuhammadiyah, and Arabic Language)

### Introduction

It is an obligation for Muslims who have learned the Quran to teach it. The Qur'an is a source of law, a guide to life and the basis of knowledge for the formation of student behavior. Through

the basic lessons of the Qur'an students can recognize something good and good examples contained in the Qur'an.

Teaching and learning activities are seen by Islam as something that is worth worship. In the Qur'an and in the hadith of the Prophet Muhammad SAW, the recommendation for teaching and learning is widely told. Therefore it becomes a form of command about the obligation to learn and teach for men and women. In His word, Allah SWT explains about the revelation that was first revealed to the prophet Muhammad SAW, namely surah Al-Alaq 1-5 which means: Read by mentioning the name of your god who created. He created man from a clot of blood. Read! Your Lord is the Glorious One. Who teaches man with a pen. He taught man what he did not know. (QS. Al-Alaq: 1-5) (Departemen Agama RI, 2011)

In the interpretation of Ibn Kathir Al - Alaq 1-5 is interpreted as follows: Indeed, these noble verses of the Qur'an which were first revealed, are a mercy given by Allah to His servants and as an initial favor given by Allah SWT to His servants. And it is a sign of the initial creation of man from a clot of blood. And indeed of the many glories of Allah SWT is to give teaching to humans that they did not know before. Therefore, with the knowledge that humans have, Allah SWT elevates and honors them. The will of Allah SWT is only given to humans and the first prophet, namely prophet Adam a.s, which makes him different from angels and jinn because basically sometimes it can be in one's mouth, sometimes there is through memory, and sometimes it can also be contained in writing which has formalistic and mentalistic properties, the meaning of formalism is to confirm knowledge in writing, but not vice versa.

From the verse, it can be understood that the command to read is the initial command that Allah ordered and revealed through the prophet Muhammad SAW and this command has a general nature aimed at understanding the teachings of Islam in the content of the Qur'an. Besides that, not only by reading the Qur'an fluently and according to tajweed, but it is also necessary to practice writing the letters of the Qur'an or what is starting to be called the basic Hijaiyah letters so that when the Qur'an verse is read, it is able to write it properly and correctly which makes the reward even more not only able to read, listen but also write it. Basically, learning the Qur'an is not as difficult as most people think, because nowadays, there are many teachers who use methods that make it easy to read and write the Qur'an.

And please note that the meaning of implementation is a dynamic process whose activities or activities are carried out so that the final hope is to obtain the results of the target or policy itself.(Winata dkk., 2020)

The definition of BTQ in full or in detail is from the word baca which means reading according to tajweed and makharijul huruf, writing which means writing Hijaiyah letters correctly,

Reading and Writing Al-Qur'an reading and writing is shown for the expertise of the Qur'an or as a way to facilitate understanding the Al-Qur'an. Learning to read and write the Qur'an is basically so necessary and is one of the things that needs attention because it sees so many negative impacts of the times because of that, reading and writing the Qur'an is very important. (Aprilia, 2023)

Reading and Writing Al-Qur'an aims to direct students or guide students so that:

1. Cultivate and nurture a love for the Qur'an for the beauty of its content.
2. Getting used to applying the teachings of Islam and adjusting them in life problems.
3. With the right method, BTQ can also affect the students' akhlaq behavior for the better. This is clarified by the hadith of the Prophet Muhammad SAW "when Aisyah RA was asked about the character of the prophet Muhammad SAW, then he answered that his character was the Qur'an." (Anton dkk., 2024)
4. Correct the reading that is still wrong with the provisions according to the method used.
5. Understand the content in it well so that it can satisfy the mind and calm the heart. (Muhsin, 2017)
6. Become one of the ummah who can read the Qur'an correctly according to the rules of tajweed so as to maintain the sanctity and purity and maintain the honor of the Qur'an.
7. Can teach the knowledge of reading the Qur'an correctly so that it is widespread everywhere and is beneficial to others.
8. With the knowledge they have, they advise each other on the teaching of the Qur'an which must be done carefully so as not to teach the wrong teachings.
9. Help improve the quality of teaching the science of reading the Qur'an.
10. One way to help make students or children a generation of Al-Qur'an lovers.

The second opinion regarding the purpose of learning the Qur'an according to H. M. Syatiri Ahmad, et al, namely:

1. Making students able to write and read correctly according to the rules of tajweed.
2. Making students accustomed to then finally like and enjoying reading the Qur'an
3. Making students able to memorize short letters contained in the Qur'an so that they can be used for daily prayers.

Based on observations made by Vocational High School students, it turns out that there are many who have not been able and have not improved the quality of their reading and writing of the Qur'an. Because of this, it requires extra guidance and direction from a religious teacher and a little help from other teachers to motivate them because BTQ ability is an ability that must be mastered before graduation at SMK Muhammadiyah Bumiayu.

At the Vocational High School level, a special approach is needed in terms of religious education for students to encourage, encourage and direct them to want to learn to read and write the Qur'an, which is primarily through guidance and training and religious learning activities. Education is defined as an interaction between a person whose orientation and development can support human efforts in the development of life. (Angraini dkk., 2017)

A fitrah or potential that a student has as a human being is faith in the One God; therefore, as a teacher it is necessary to help develop and grow the potential or fitrah that exists in students. (Rudjiono dkk., 2020)

In the 2023-2024 school year, SMK Muhammadiyah Bumiayu has a policy in which the school implements five school days, which has an impact on some students who attend TPQ who no longer participate in Al-Qur'an teaching and learning activities due to full power school, which goes home at 14.30 WIB while entering TPQ at 14.00 WIB besides that problem is also due to the large number of students who do not attend TPQ in their place and there are still many students who cannot read and write Al-Qur'an. Therefore, SMK Muhammadiyah Bumiayu provides a solution to the large number of students who cannot read and write the Qur'an to hold a compulsory BTQ extracurricular program for those who cannot read and write the Qur'an.

This BTQ program is carried out by students of the Muhammadiyah Purwokerto Islamic education study program who are certainly competent and qualified. The holding of the program is an effort to provide a provision for students so that they can become the nation's successor who adheres to Islamic teachings.

## **Literature Review**

In this section, a brief description of the literature review is used. There are 2 important factors used in this literature review, namely:

- (1) Previous research that has a relevant theme.
- (2) Theories that are in accordance with the research conducted.

## **Methods**

The approach taken in this BTQ program is a qualitative approach obtained through informants in the form of writing, oral and written. (Almasdi 2021) In qualitative research that comes from data and where theory is used as an explanation and then analyzes after that concludes the data and finally becomes a new theoretical structure. (Almasdi, 2021)

The type of research used is field research and the research subjects are students of SMK Muhammadiyah Bumiayu.

The data collection techniques used are observation, interviews and documentation. (Farida, 2014) The three stages used in analyzing qualitative research data include:

1. Sorting data, namely directing, classifying organizing data, deleting data that is not needed.
2. Presenting data, namely looking for the connection of each meaningful data that allows it to provide a conclusion.
3. Drawing conclusions is drawing conclusions on the data obtained by understanding it which aims to obtain valuable information that can be taken. (Sidiq dkk., 2019)

## **Result**

Several things related to the implementation of learning to read and write the Qur'an at Muhammadiyah Bumiayu Vocational High School, Brebes Regency, are as follows:

### **Objectives**

Derived from interviews with ISMUBA teachers regarding Qur'anic reading and writing established clear targets for student achievement, specifically focusing on fluent Qur'an reading with proper tajweed application. Observational data during learning implementation showed strong student engagement with Read and Write Al-Qur'an lessons, demonstrating effective absorption of teacher instruction.

### **Material**

Assessment conducted through observation during Qur'anic reading and writing instruction revealed effective student comprehension, validated through question-and-answer sessions. The implementation schedule for class XII has been structured systematically, with Class XII AKL meeting on Thursdays from 09.50 to 10.30 WIB, Class XII TJKT 1 on Thursdays from 07.30 to 08.10 WIB, and Class XII TJKT 2 on Fridays from 08.10 to 08.50 WIB.

### **Method**

A comprehensive approach to Qur'anic reading, emphasizes practical reading exercises through a structured six-volume system. This method progresses from the foundational concepts in volume 1 to advanced content in volume 6, as outlined in the Iqra' guidebook (Humam, 2000). The Indonesian Ministry of Religious Affairs has endorsed and implemented this method to enhance Qur'anic reading proficiency and engagement. However, recognizing both the strengths and limitations of the Iqra' method, there remains an opportunity to develop more engaging and effective learning experiences by incorporating creative approaches and combining various existing methodologies (Roqib, 2009).

In its systematization, the lessons in the iqra' book in volume 1 all discuss the sounds of each single letter that is given a fathah harakat. The beginnings presented in the iqra' book start from the letters a, ba, ta, tsa, and so on until they meet the letter ya. In volume 1, students are not given the target to recognize the names of the letters such as a, ba, ta, tsa, and so on, but students are given the target to be able to pronounce and read correctly and fluently in accordance with the makharijul letters that are given the fathah harakat above them. Furthermore, in volume 2 will begin to be taught or introduced to how to pronounce the letters that are connected accompanied by the presence of the fathah harakat both when connected in the middle at the beginning or at the end. In this volume students begin to learn the reading "mad" which is still in the form of harakat this reading is a type of reading whose reading is extended besides that also in this volume students also learn the names of letters and also the names of harakat. In volume 2 it is targeted for students to be able to improve their ability to pronounce letters according to makharijul letters until fluent, read the letters that are connected, know and be able to read unmistakably long and short readings starting from tahah that stands and fathah followed by alif. At the beginning of volume 3 students begin to be introduced to kasrah reading. This is because students are already able to distinguish each form of letters that are connected, so in learning this kasrah reading will be at the same time directly with single letters and connected letters. In addition, in this volume 3, students are also introduced to the dhamah reading but after really understanding the kasrah and fathah readings. On page 19, they will be introduced to the long dhammah because it is followed by wawu sukun. From here the wawu sign and dhammah harakat begin to be introduced to students, consisting of ordinary dhammah and inverted dhammah which is a long punctuation mark within the scope of dhammah. In volume 3, students are targeted to understand kasrah readings, both long kasrahs because they are followed by a sukun ya' and long-standing kasrahs, to recognize dhammah readings consisting of inverted long dhammahs and long dhammahs followed by sukun in them, to make students understand the harakat fathah, kasrah, sukun, and dhammah, and finally students are familiar with the letters' alif, wawu, and ya. The beginning of volume 4 is introduced to the reading of kasrah twin, dhammah twin, fathah twin, wawu sukun and ya 'sukun which is after the fathah harakat, nun sukun, mim sukun, other hijaiyah letters that have a sukun harakat, and qolqolah. In volume 4, students have learned all the names of the hijaiyah letters and all the names of their reading marks. Making qolqolah and other sukun letters to be learned first is useful to familiarize from an early age students can understand the reading of qalqalah so that they are accustomed to when there is a reading that has qalqalah consistently read qolqolah. Furthermore, regarding readings such as nun sukun, mim sukun, and twin contained in volume 4, this is just learning about izhar readings; other readings have not been introduced. Then, for

volume 5 later, students will be taught about the reading of waqaf signs, alif lam qamariah, mad far'I, lam jalalah, alif lam shamsiah, idgham bilaghunnah, idgham bighunnah, ikhfa haqiqi but basically have not yet begun to be taught the terms contained in tajweed. And for volume 6, everything is taught about tajweed issues, but the tajweed theories have not yet been introduced. (Budiyanto, 1995)



**Figure 1.** learning process of reading and writing Quran

#### Iqra' Learning Method

*First*, in these methods, each student receives a tailored learning approach that best suits their individual needs and learning style. *Second*, the Private or Sorogan method is characterized by a one-on-one interaction between teacher and student. During these sessions, students individually approach the teacher and read aloud, receiving immediate feedback on correct and incorrect readings. According to Ellenwood, John and Lapp, Bender classifies this as The Personalized Model of learning activities, as it specifically addresses individual learning interests and development, aiming to maximize each student's unique potential (Aunurrahman, 2016). *Third*, the CBSA (Active Student Learning Method) is designed to enhance students' learning enthusiasm while acknowledging and appreciating individual differences and diverse intellectual capabilities. This method emphasizes student autonomy, where after receiving initial instruction in fundamental language concepts, students actively engage in independent reading while teachers maintain an observational role without direct intervention. *Fourth*, the Assistance method is specifically designed for advanced students who have achieved higher proficiency levels. These students are given the opportunity to support their peers by listening to and helping other students with their reading practice, creating a collaborative learning environment.

#### Disadvantages and Advantages of the Iqra' Method

*First*, the Active Student Learning methodology begins with foundational instruction in Hijaiyah letters with harakat. This systematic approach ensures these fundamental elements become firmly embedded in students' understanding before progressing to higher-level concepts, moving from individual letters to words and then complete sentences. When reading errors occur,

teachers provide coded feedback, allowing students to self-correct by repeating the reading (Silberman, 2004).

*Second*, the Module Existence component provides comprehensive instructional materials that include both teaching guidelines and practical exercises. These resources ensure proper and consistent implementation of the Iqra' book's teaching methodology.

*Third*, the Communicative approach emphasizes creating an engaging and comfortable learning environment through thoughtful teacher-student interactions. Teachers are trained to provide constructive feedback and corrections in a manner that maintains student motivation and confidence (Roqib, 2009).

*Fourth*, the Private instruction method facilitates direct one-on-one interaction between teacher and student, allowing for personalized attention and immediate feedback. *Fifth*, the Assistance System implements a peer-learning strategy where more advanced students are enlisted to help teach those at lower levels. However, the formal assessment and advancement of students remain under the teacher's supervision, ensuring educational quality and consistency.

It should be noted that besides having the advantages of the Iqra' method, it also has disadvantages, namely:

1. Students' lack of knowledge about the names of Hijaiyah letters is due to the fact that there is no introduction to it in the initial learning.
2. Students' lack of knowledge about the name or term of a reading in tajweed.

### **Facilities**

Based on the observations made, it can be seen that the facilities and facilities owned are sufficient to be used in learning to read and write the Qur'an, including the Holy Qur'an, the iqra' book, the applicative tajweed science guidebook by Abdul Aziz Abdur Rauf Al Hafizh, Lc (only for teachers).

### **Evaluation**

Based on observations made during the implementation of learning to read and write the Qur'an, this evaluation was carried out by the teacher by asking questions and the results obtained were quite good, this means indicating that the implementation of learning to read and write the Qur'an carried out can be in accordance with the specified target.

The results of data analysis obtained from the implementation of learning to read and write the Qur'an at Muhammadiyah Bumiayu Vocational High School in Brebes Regency and the factors that influence it include:

1. Implementation of learning to read and write the Qur'an at Muhammadiyah Bumiayu Vocational High School, Brebes Regency.



In terms of the level of frequency of student attendance in participating in the implementation of learning in the subject of reading and writing the Qur'an, it is not too high because there are only 60% of students who state that they are always present in the implementation of learning, 10% of students state that they are sometimes present and 30% are absent.

Then for whether students are happy with learning to read and write the Qur'an has a significant influence on student motivation in learning to read and write the Qur'an because if students are happy in participating in learning to read and write the Qur'an it can make it easier for students to absorb what is taught and can be motivated to continue learning to read and write the Qur'an.

In terms of whether students are happy to take part in learning to read and write the Qur'an, it can be said that it is not too high, this is evidenced by the achievement of 60% of students who stated that they were very happy with learning to read and write the Qur'an and 10% of students stated that they were less happy with learning to read and write the Qur'an and 30% of students stated that they were not happy with learning to read and write the Qur'an.

Furthermore, regarding its relationship with student activeness during the implementation of learning to read and write the Qur'an. The activeness carried out by students when learning takes place greatly supports students in understanding learning to read and write the Qur'an. This is evidenced by the presence of 56% of students who stated that they always asked questions to better understand what was taught compared to 14% of students who stated that they sometimes asked questions and 40% of students never asked questions in learning to read and write the Qur'an.

Then regarding the activeness of students learning at school in terms of concentration of attention is also very supportive, because students who state that they always pay attention to learning to read and write the Qur'an when learning is taking place are 90%.

For student activeness related to repeating what the Al-Qur'an Reading and Writing teacher has taught at home does not really support the understanding of reading and writing the Al-Qur'an, because there are only 10% of students who state that they always repeat, 20% of students state that they sometimes repeat and 70% of students state that they never repeat Al-Qur'an Reading and Writing lessons at home.

Based on the feelings that students feel when they do not take part in learning to read and write the Qur'an, 80% of students stated that they felt lost, 22% of students stated

that they felt normal even though they did not take part in learning to read and write the Qur'an.

Then related to students' responses when the Al-Qur'an Reading and Writing teacher did not have the opportunity to attend school because there was an *udzur syar'i*, based on this there were 30% of students who stated that they felt disappointed when the Al-Qur'an Reading and Writing teacher was absent, 60% of students stated that they felt normal, and 10% of students stated that they felt happy if the Al-Qur'an Reading and Writing teacher did not have the opportunity to attend school.

Then related to the relationship between students and teachers is a relationship that brings influence to students in learning to read and write the Qur'an. This can be seen based on the relationship between students and teachers who are 100% harmonious.

## 2. Factors influencing the implementation of learning to read and write the Qur'an at Muhammadiyah Bumiayu Vocational High School, Brebes Regency.

### a. Student Factors (Internal)

When discussing internal factors, it will be discussed into three factors, namely: intellectual factors, physiological factors, and psychological factors. (Nurseha & Saputra, 2023)

#### 1. Physiological Factors

Physiological factors are related to the usefulness of the limbs such as, being able to harmonize coordination between limbs, having good functionalization and health of limbs, having strong endurance.

As in the case when looking at brain readiness and its impact on student learning, and it should be known that the readiness of the brain and nervous system is so important in influencing the student learning process. When the function of the brain and nervous system in students is less than optimal, students are hampered in their learning, as well as when the physical students are not well nourished and balanced. Exercise, of course, also affects the ability to focus on student learning. Students who have a healthy and strong body will be better at learning than those who are weak or sick because their nutrition is not well fulfilled, which makes it difficult for them to think in terms of learning. In essence, physical health greatly affects the ability of students to receive the lessons taught.

#### 2. Psychological Factors

As for the influence of psychological factors on student emotions, every student who exists must have different levels of emotion, some are able to control their emotions and some are not. This is what makes students' psychological factors closely related to emotions that affect performance in learning. When students have difficulty controlling their emotions, especially when they are unstable, it will have an impact on their brain function to think about making decisions and absorbing learning. Unstable emotions can also cause someone to become careless and irritable. One of the things that can trigger emotional changes is coming from the external environment such as other people's actions that make the heart unhappy. Therefore, it is important for parents and teachers to be able to understand the psychological condition of students and create a supportive environment for them with this support, of course, can change students to be more patient, mature, and wise. So to direct and guide emotional students for the better, the support of parents and teachers is very important.

The factors that cause students' difficulties in learning are often caused by their emotions, such as when there is a student who does not like certain subjects, causing the student not to study seriously in learning the subject, and finally he always fails in learning the subject. This makes students experience learning difficulties that are so heavy. Another example is when there is a student who feels inferior to himself which makes him less confident, this is usually caused by being abandoned by people he trusts and is close to him or is caused by trauma in the past which makes him experience long and long sadness and of course can affect his effectiveness in learning. Based on existing research, a student who can learn a subject well tends to like the subject.

As for other things that can affect the smooth learning process, including readiness, maturity, talent, motive, attention, intelligence, and interest. The meaning of attention that affects the learning process is a sense of sympathy that arises from our soul directed at a certain object, especially when responding to lessons that are made his attention so that it makes it easier for him to learn this, while what is meant by talent is the ability to learn. This ability will be seen through achievement after learning or practicing.

Talent is an ability that a person has that provides the potential to achieve success or success in the future. Interest is something related to an activity that is freely chosen individually. Great interest affects every student's activities, especially

when learning, as is the case when a student who likes to read can obtain various information about knowledge and technology. the goals to be achieved in learning are closely related to motivation because without realizing or not realizing it, the existence of goals makes us excited about achieving what we want and to achieve these goals requires real action which is assisted by motivation which is the driving force to achieve it.

Based on each statement above, it can provide an assumption that in the teaching and learning process motivation greatly influences the learning achievements obtained by students, thus it can be concluded that students who have the readiness to receive lessons well can have a positive impact such as by getting learning achievements.

### 3. Intellectual Factor

In intellectual factors, the benchmark is the level of student intelligence. Basically, each student has a different level of intelligence. Intellectual ability is related to how great the ability of students to process, capture, recall, and store existing material to be used when needed. Differences in intelligence must exist, such as students who have high intellectual abilities to quickly absorb material, have the ability to process material, and easily recall material when needed, and have the ability to store good material (short term memory and long term memory). There are also students who have ordinary intellectual levels and some are low where they have difficulty processing data, absorbing any existing material, especially when storing material in the long term which makes it difficult to repeat the material that has been learned.

Based on observations that students' needs for learning to read and write the Qur'an. Then the results obtained that 90% of students stated that they moderately needed learning to read and write the Qur'an and 10% of students stated that they really needed learning to read and write the Qur'an.

Seeing these results makes the learning activities of reading and writing the Qur'an get a positive response and at the same time bring a positive influence on the holding of learning to read and write the Qur'an.

Furthermore, regarding students' responses based on the principle of the benefits obtained from learning to read and write the Qur'an, 100% of students stated that reading and writing the Qur'an is beneficial to them because reading

and writing the Qur'an can make it easier for them to understand and learn Islamic Kemuhammadiyah and Arabic lessons.

So based on this data, it indicates that students feel a high need for reading and writing the Qur'an, then related to the benefits that students get from reading and writing the Qur'an, namely making it easier for themselves to understand and learn Al Islam Kemuhammadiyah and Arabic lessons.

b. External Factors

This factor is divided into 3 namely: teachers, environment, and infrastructure.

1. Teacher factor

Based on the background of the Al-Qur'an Reading and Writing teacher at the Muhammadiyah Bumiayu Vocational High School, Bumiayu District, Brebes Regency is a student and student intern at Muhammadiyah Purwokerto University who is still a beginner in terms of teaching, even though the student and student interns have been equipped with teaching knowledge before being placed in the internship site. So that this factor makes the learning activities of reading and writing the Qur'an less successful, even though the teaching carried out by students and students to students of SMK Muhammadiyah Bumiayu can still improve students' ability to read the Koran even though it is not too high.

The main method used by the teacher in learning to read and write the Qur'an is the Iqra' method, although so that the students who are taught are not bored sometimes the teacher provides a little interlude of questions and answers and exemplary stories and a little motivation so that students remain consistent in participating in learning activities Read and Write the Qur'an.

2. Environmental Factors

Based on environmental factors where environmental factors also affect learning to read and write the Qur'an. Based on the analysis conducted, 40% of students stated that their parents always helped them when they had difficulty learning to read and write the Al-Qur'an that had been taught at school, 20% of students stated that their parents only sometimes guided them when they had difficulty learning to read and write the Al-Qur'an that had been taught at school, 40% of students stated that their parents did not guide them when they had difficulty learning to read and write the Al-Qur'an that had been taught at school. Then in addition to parents who guide their children when they have difficulty in learning to read and write the Qur'an, a comfortable and calm atmosphere at home

is a factor that needs to be considered, 70% of students stated that the learning atmosphere at home was calm and comfortable and 30% stated that the learning atmosphere at home was not very comfortable and calm.

Furthermore, the influence in the environment around the school (community) and school both environments are very supportive environments for learning situations for learning to read and write the Qur'an for students, this is marked by 75% of students stating that they are calm when learning to read and write the Qur'an and 15% stating that they are less calm about the situation they feel in learning to read and write the Qur'an.

### 3. Infrastructure Factors

Regarding the completeness of infrastructure for learning to read and write the Qur'an, 60% of students stated that it was complete, 35% of students stated that it was incomplete, and 5% of students stated that it was incomplete. Likewise, with enrichment books and the main handbook, 70% of students stated that it was sufficient and 30% of students stated that it was not so sufficient. Thus it can be said that the infrastructure for learning to read and write the Qur'an at SMK Muhammadiyah Bumiayu is quite complete and sufficient.

## Conclusion

The BTQ program implemented at Muhammadiyah Bumiayu Vocational High School using the Iqra' method in its implementation has not been very successful due to the lack of teaching experience of UMP internship students so that the teaching is less effective and the role of the school environment and family is not too strong. Even so, there are many significant developments that students get from BTQ, both from making it easier for students to understand ISMUBA subjects and to read and write the Qur'an.

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