

CHALLENGES IN LEARNING TO READ AND WRITE THE QUR'AN FOR JUNIOR HIGH SCHOOL STUDENTS

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ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui tantangan pembelajaran baca tulis Al-Qur'an pada peserta didik SMP. Penelitian ini menggunakan pendekatan kualitatif dan jenis deskripsi dengan menggunakan metode studi kasus. Sumber data primer adalah guru baca tulis Al-Qur'an dan peserta didik di SMPIT Darul Hikam Sawangan Depok Jawa Barat. Sedangkan sumber data sekunder diperoleh dari dokumentasi, observasi dan sebagainya yang berkaitan dengan data pada penelitian ini. Teknik pengumpulan data menggunakan wawancara, observasi dan pemeriksaan dokumen. Adapun pemeriksaan keabsahan data penelitian ini menggunakan kredibilitas dengan cara melakukan perpanjangan pengamatan, peningkatan ketekunan dalam penelitian dan triangulasi. Hasil temuan penelitian menunjukkan bahwa tantangan yang dihadapi guru baca tulis Al-Qur'an mencakup waktu pengajaran yang terbatas, jumlah peserta didik yang cukup banyak, dan keterbatasan media pembelajaran.

Kata kunci : tantangan, pembelajaran BTQ, Siswa SMP

ABSTRACT

The purpose of this research is to find out the challenges of learning to read and write the Qur'an in junior high school students. This research used qualitative approach and description type by using case study method. Primary data sources are Qur'an reading and writing teachers and students at SMPIT Darul Hikam Sawangan Depok, West Java. While secondary data sources are obtained from documentation, observation and so on related to the data in this study. Data collection techniques using interviews, observation and document examination. The data validity check of this research uses credibility by extending observation, increasing persistence in research and triangulation. The results of the research findings show that the challenges faced by teachers of reading and writing the Qur'an include limited teaching time, a large number of students, and limited learning media.

Keywords: challenges, BTQ learning, junior high school students

INTRODUCTION

The Qur'an is one of the most important factors in children's understanding of the message and value of the Qur'an (Zulfadli Lubis 2021). However, today, difficulties in learning to read and write the Qur'an are often found in students. These difficulties stem from students' diverse backgrounds, including differences in aspects of intellectual and physical abilities.

The Qur'an is the holy book of Muslims which was revealed to the Prophet Muhammad PBUH. as a messenger as well as being the main source of Islamic teachings. The Qur'an is also the completion of the content of the heavenly books revealed to the prophets who carried the message before Muhammad PBUH, which is of course a guide for its adherents, namely Muslims. Therefore, it is appropriate for Muslims to be able to read it properly and correctly and practice the teaching values contained in it. As a holy book, of course it must be consumed first in

building and developing children's ability to read and write before learning other knowledge. There are many concepts of learning to read and write the Qur'an with various methods. Each method used has advantages and there is a connection between one method and another (Sopian Lubis, 2020).

The different intellectual and physical abilities of students are one of the factors of learning difficulties in reading and writing the Qur'an, besides that it cannot be separated from family factors. This is reinforced by Nurhayati in the results of her research, that the factors that hinder teachers' efforts to overcome student learning difficulties are the lack of parents in guiding children and lack of attention in supervising their children (Nurhayati 2014).

Lack of family attention in supervising their children is indeed one of the factors. In addition, another factor that influences students to have difficulty in reading the Qur'an is motivation.

Motivation plays a very important role in learning to read and write the Qur'an well. Motivation has an influence on student achievement and ability to read and write the Qur'an (Syarif and Shilvi 2020).

There is still a low motivation to read and write the Qur'an in students which is one of the causes of the low quality of education. Motivation is an energy drive that encourages a person consciously or unconsciously to achieve goals with the onset of certain feelings (Ummah Karimah, et.al. 2022). One of the efforts to increase motivation to learn to read and write the Qur'an is by using appropriate methods that can be carried out by the Qur'an reading and writing teacher in the classroom (Fitriyani 2019).

Learning to read and write the Qur'an for students at every level requires a special approach, one of which is the following one of them religious approach. A religious approach is a way for teachers to sharpen students through guidance activities,

religious training and teaching, accompanied by motivation to study the values contained in their religion (Ahmad Hariandi 2019).

The limited knowledge of the community about Quran learning methods indirectly has an impact on the low ability of children to read the Quran. This problem is our challenge and responsibility as a form of community service in the Leleonggek neighborhood. The iqra method is an innovative learning method that is effective and significant in improving children's ability to read the Quran (Saupian Sauri, et al., 2021).

Children have not mastered the ability to recognize and pronounce letters properly and correctly. Therefore, the author helps to provide assistance in reading and writing the Qur'an through the Iqra method in order to improve reading and writing skills for children of TPQ Al-Istiqomah Kedungurang. The Iqra method is one of the methods

learning The Qur'an uses the Iqra book guide which emphasizes reading practice starting from the basics (Anisa Nurul Hidayah and Muflihah, 2021).

Teachers still find it difficult to increase students' motivation in reading and writing the Qur'an, this should be a concern of the school, especially through the principal and BTQ teachers by holding school programs that can support the learning of the Qur'an in order to overcome these problems (Imam Hanafi 2023). school programs that can support Al-Qur'an learning to overcome these problems (Imam Hanafi 2023). Qur'anic learning is essentially teaching the Qur'an to students as an introduction process with the aim of students recognizing Qur'anic letters as sound signs or sound signs (Fitriyani 2019).

This is a reading difficulty that occurs for students in learning the components of words and sentences. Difficulty reading the Qur'an can be interpreted as a difficult situation to do in reading the Qur'an, namely difficulty in pronouncing hijaiyyah letters according to their makhraj, conjunction letters,

punctuation marks, practicing the laws of tajweed reading, reading the Qur'an still stutters, and is less precise on the length or shortness in reading the Qur'an (Widi and Ratri 2023).

Lessons in reading and writing the Qur'an must be started from childhood so that students are able to read and write the Qur'an properly and correctly. Because by doing so, it means that students have been given basic skills which will then be developed in adulthood. If students have been taught to read the Qur'an since childhood, then they will find it easy to write the Qur'an (Rosiana, et.al. 2022).

The Read and Write Al-Qur'an program by applying the Iqra (reading) method can increase children's interest in reading and writing Al-Qur'an letters correctly and neatly. In addition, children can memorize several short letters, selected verses, and daily prayers, so that they are able to perform prayer readings properly and get used to living in an Islamic atmosphere (Runi Fazalani, et al., 2022).

As Allah Swt. among adolescents (Rosiana, et.al. 2022). Based on th preliminary study that the researcher conducted, the researcher found difficulties reading and writing the Qur'an as a problem encountered in BTQ learning.

إِنَّ هَذَا الْقُرْآنَ
يَهْدِي لِلَّتِي هِيَ
أَقْوَمُ وَيُبَشِّرُ
الْمُؤْمِنِينَ الَّذِينَ
يَعْمَلُونَ الصَّالِحَاتِ
أَنَّ لَهُمْ أَجْرًا كَبِيرًا

Meaning:

"Indeed, this Qur'an guides to the straightest path and gives glad tidings to the believers who do good, that they will have a great reward" (Q.S. Al-Isra (17) : 9).

Learning to read and write the letters of the Qur'an is the basis for students to understand and practice the content of the Qur'an, so that improving the ability to read and write the Qur'an has become a very important demand and need. The goal is to create the goals of Islamic education, namely humans who have faith, devotion, noble character and

the formation of the Qur'anic generation (Rosiana, et.al. 2022).

Nowadays, the ability to read the Qur'an in quantity among Muslims is decreasing. This situation is getting more and more concerning especially

A teacher has a role in learning the Qur'an, especially a Qur'an reading and writing teacher is needed who is proficient in understanding the Qur'an, tajweed science, letter makhraj, and the content of the Qur'an, thus the teacher has the provision to be able to teach students the sciences of the Qur'an properly and correctly (Ramadlini Uli Rahmah 2021).

Creative teachers will bring to life creative and innovative ideas in teaching, especially in learning to read and write the Qur'an. So the Qur'an reading and writing teacher is required to be able to create a comfortable and effective learning atmosphere so that students are more enthusiastic in learning to read and write the Qur'an. in

learning to read and write the Qur'an, so that Islamic values can be conveyed well to students (M. Hasan and Hidayah Baisa 2019).

The digital era has given birth to many advances in science and technology, especially in the field of education. The magnitude of the influence of the digital era also creates space for new crimes including in the realm of Islamic Education, due to the lack of knowledge of students about digital literacy as a prerequisite for using current technology. The existence of digital literacy is a solution to this problem. The implementation of digital literacy in Islamic Education faces various challenges including social challenges such as low awareness, hoaxes, bullying, fraud, online gambling, internet addiction and cyber crime. In addition, there are also curriculum challenges and technical challenges. The solutions are: making digital literacy a medium of learning, strengthening infrastructure and technology, preparing the right digital literacy curriculum, developing creative and innovative learning methods, increasing the competence of teachers and educators, increasing awareness and participation of parents.

in the context of Islamic education. (Uswatun Hasanah and Muhammad Sukri, 2023).

Based on the explanation above, this requires teachers to provide lessons that are fun for students, so that they are interested in learning, especially in learning the Qur'an. For a teacher, it is not easy to attract or attract students to learn to read and write the Qur'an (Ramadlini Uli Rahmah 2021).

Based on the background that has been described above, the researcher is interested in conducting research and decided to carry the title "Challenges in Learning to Read and Write the Qur'an in Junior High School Students".

DISCUSSION

Obstacles in BTQ Learning

Learning to read and write the Qur'an, is often faced with various problems that require wise solutions. As a teacher, you must

ready to face various problems and can provide solutions in order to achieve learning objectives, namely increasing the ability of students. As stated by ustazah Riskiyatul Faridah as the Al-Qur'an reading and writing teacher (BTQ), namely:

"The obstacles faced in learning are less effective in teaching, because of the short time and quite a lot of students in one class so that the teacher is a bit difficult to control, and because there are many students so that when you want to take the scores of students one by one it takes a bit long. Then the next obstacle is

Inadequate

learning media, in the classroom there is only a blackboard and Al-Qur'an. Because if learning using only the blackboard, students may feel bored. Actually there is a projector but there is only one, and even then it must be installed first, so it takes time. Sometimes there are other teachers who want to use it too, so they take turns borrowing it".

Based on the results of the interviews above, there are several problems,

the limited time and the large number of students in one class make teacher supervision of students in the classroom difficult. difficult.

Then the availability of inadequate learning media at school. This is one of the obstacles faced by BTQ teachers when implementing learning in the classroom.

Teachers Overcoming Obstacles in BTQ Learning

Ustazah Riskiyatul Faridah as the Al-Qur'an reading and writing teacher (BTQ), said:

"We always remind continue to remind students to always pay attention to in learning. Then related to media problems such as inadequate projectors, we can actually replace them with other media such as students being given the task of writing Al-Qur'an verses or explanations of tajweed in the Al-Qur'an using cardboard paper".

Based on the results of the interview, that teacher continue to reminding participants students to always pay attention in learning process. To overcome

media constraints such as inadequate projectors, the proposed solution is to replace them with alternative media. Learners are encouraged to be actively involved by writing Qur'anic verses or explaining tajweed using cardboard, creating more interactive and memorable learning.

Obstacles Faced by Teachers in BTQ Learning

The role of teachers in educating and guiding students cannot be underestimated. However, in the teachers' efforts to teach the material of reading and writing the Qur'an (BTQ), there are a number of obstacles faced by the teachers. As

delivered by Ustazah Riskiyatul Faridah as the Qur'an reading and writing teacher (BTQ), namely:

"In this school, there is *boarding* (pesantren) and *full day* (commuting). The obstacle is that for *full day* students there are still many who are not fluent in reading the Qur'an and do not really understand tajweed. For *boarding students*, it has become a habit for them.

every day so there are not many obstacles. But for those who are *full day*, it is different, because some of them, even though they are *full day*, still recite the Koran at home, some recite the Koran at TPQ, and some do not recite the Koran at all because there is no encouragement from their parents".

This is reinforced by Naafilah as a seventh grader who attends school with a *boarding* system, namely: "While learning BTQ with Mrs. Riskiya, I did not find it difficult, Alhamdulillah it went well".

Furthermore, Tiara as a student of class VIII *boarding* also said: "Alhamdulillah, so far I have learned BTQ with Mrs. Riskiya, I have not felt any difficulties or problems. But sometimes there are friends who don't understand and then like to ask me questions about the BTQ material that has been explained".

However, it is slightly different from what Syeika said as a *full day* student, she admitted that sometimes she likes to forget the letters and the laws of tajweed. As said She said: "Actually I don't feel

It's just that sometimes I like to forget the letters and the tajweed laws".

Based on the results of the interview above, the researcher concluded that there are differences in BTQ learning between *boarding* and *full day* students. *Boarding* students tend to have the ability because they are accustomed to the routine of reciting the Koran every day, while for *full day students*, some of them are not fluent in reading the Qur'an and understanding tajweed.

Challenges faced by teachers in learning BTQ

Teachers are often faced with various challenges when teaching students, as conveyed by ustazah Riskiyatul Faridah as a teacher of reading and writing the Qur'an (BTQ), "The challenge is that when teaching there is a student who likes to cause problems or students who are different from other children, students who need more attention. Like he likes to tease his friends, but when teased back he gets angry. That can disturb friends.

other friends who are focused on learning. But actually if he already likes the lesson, he will pay attention, and be active in the learning learning. So the challenge is how do we make the child like the lesson".

The teacher said that the challenge when teaching is that students sometimes cause problems such as teasing their friends, which makes other students distracted to stay focused on learning.

This was confirmed by Naafilah as a seventh grade student: "I study seriously but sometimes like to joke too if there is free time, and sometimes like to joke too if friends invite jokes. But you could say that those who like to joke a little".

This is in line with what was conveyed by Tiara, an VIII grade student, who said: "God willing, if I myself learn to focus, but sometimes my friends next door or my peers like to chat, so I sometimes like to lose focus and not pay attention. But

If you don't talk to me, I don't focus on learning".

Furthermore, this was also conveyed by Syeika, a grade IX student, namely: "I sometimes study seriously, but sometimes I also joke around, because friends usually like to chat".

From the results of interviews with teachers and students, it can be concluded that teachers face challenges in teaching when there are students who tend to make problems or have different traits such as some are serious when learning and some like to joke. This shows that the teacher's challenge is not only related to the subject matter, but also creating an interesting learning environment so that students can focus without being affected by surrounding distractions.

CONCLUSION

Constraints and challenges in learning to read and write the Qur'an (BTQ) at SMPIT Darul Hikam are the effectiveness of teaching due to limited time and a large number of students, differences in the condition of students including

level of fluency in reading the Qur'an, and limited media in learning. However, despite the limited learning media, teachers are able to overcome this with creativity, such as using cardboard paper to increase student interaction in learning.

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