

Strategies for Religious Teachers in Increasing Reading Interest and Memorizing Juz 30

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ABSTRACT

This study aims to: 1) find out the strategies of religious teachers in increasing interest in reading and memorizing the Alquran juz 30 in students at SDN Kabuh, 2) find out the supporting and inhibiting factors of the strategies of religious teachers in increasing interest in reading and memorizing the Alquran juz 30 in students at Kabuh Elementary School. To achieve the above objectives, a qualitative approach is used with this type of research is field research. Research informants are school principals, religious teachers and students. The results of this study indicate that, 1) The strategy of religious teachers in increasing interest in reading and memorizing the Alquran juz 30 for students at SDN Kabuh is to create comfortable learning when reading and writing the Alquran takes place, providing motivation to children in the form of explanations and understanding of the importance of memorizing and reading Alquran juz 30 for them especially for their life in the world and in the hereafter, providing memorization targets, through habituation, giving grades, and finally giving awards, 2) Supporting factors for religious teachers in increasing interest in reading and memorizing the Alquran juz 30 for students namely, participants the students themselves, the role of a teacher, adequate facilities, there are also inhibiting factors, namely the lack of time allocation, lack of parental awareness, then the negative influence of technology.

Keywords: Religious teacher; reading interest; memorization

INTRODUCTION

Education is one of the most important aspects of human life, is the most important tool to form a generation that is ready to replace the older generation in order to build the future, this means that every human being has the right to receive and hopes to always develop in education. Education is a human need, this need cannot be replaced by anything else, because with human education it will be easy to develop the qualities, potentials and talents that exist within humans.

The success of education cannot be separated from the learning process. Among them are learning strategies in which there are methods and techniques. Selection of learning strategies that are appropriate to the material, circumstances and abilities of students will make the learning process more optimal. Learning strategy is an important component in every learning activity. Therefore, by using the right strategy in learning, the goal will be achieved optimally (Utomo, 2018).

The role of learning strategies in optimal learning activities will streamline the process, the more effective the process, the higher the results to be achieved. The existence of a well-organized curriculum will not necessarily have much effect on student achievement, if it is not supported by appropriate learning strategies. Learning that is not exciting for students usually results in less effective learning activities. Of course, this is an obstacle to achieving learning objectives (Hasbullah and Maksum, 2019).

As a messenger or subject matter, teachers are required to always be creative and innovative in the learning process in order to arouse students' interest in learning. The success or failure of the educational curriculum that has been planned/determined the key lies in the teaching and learning process as the spearhead in achieving the target (Agustina et al, 2020). The learning process will run smoothly if there is interest. Therefore, teachers must be able to increase students' interest in reading and memorizing the Alqur'an juz 30.

Based on the results of initial observations at SDN Kabuh, Islamic Religious Education teachers at SDN Kabuh totaled 4 people while classes from grade 1 to grade 6. Researchers in the field confirmed that some students had never learned to read Al-Qur'an juz 30 because the family (parents) never taught or included it in the TPQ in their environment. Some of the other students were found because they did not want to recite the Alqur'an for reasons of laziness, therefore the teacher is expected to play a role in increasing interest in reading and memorizing the Alqur'an juz 30.

The factors above also influence the tendency and attitude of indifference and the response that learning to read and memorize the Qur'an juz 30 is difficult. It is common knowledge that interest in reading and memorizing the 30th chapter of the Alqur'an among Indonesian Muslim children is currently starting to wane, as well as in the Kabuh SDN environment, this lack of interest in reading and memorizing the 30th chapter of the Alqur'an is due to several factors. In the end, it is the duty of the RELIGION teacher to try to prepare strategies to increase students' interest in reading and memorizing the Al-Quran in these students.

Various kinds of problems that have been raised against the background of the problem; the writer wants to explore the strategy at SDN Kabuh. Seeing these conditions, this is the main motivation for researchers to conduct further research on the Strategy of religion Teachers in Increasing Interest in Reading and Memorizing the Alqur'an juz 30 For Students at SDN Kabuh.

The learning strategy must contain an explanation of the methods and techniques used during the learning process. The selection of learning strategies is very important, meaning how educators can choose the most effective and efficient learning activities to create a good learning experience. Therefore, educator creativity is needed in choosing and using learning strategies that are arranged based on the characteristics of students and the situations they face. According to Lukman (2021) what is meant by strategy is a plan regarding the utilization and use of existing potentials and facilities to increase the effectiveness and efficiency of teaching". In general, the strategy has the meaning of an outline of the direction to act in an effort to achieve the target that has been determined. According to Dick and Carey in Hidayat (2012) that learning strategies are components of a set of material including pre-learning activities, and student participation which is a learning procedure that is used in subsequent activities.

Teaching and learning strategies need to be designed and implemented by the teacher when going to and when carrying out learning. With a good learning strategy, of course, maximum learning results will be produced. Students can learn comfortably, because the teacher teaches with empathy, a strategy to present the heart, conveys the importance of material for the future life of students, and also understands the forms of the subject matter he conveys. With this understanding, the teacher can determine a suitable strategy according to the form of the material, maybe in the form of concepts, facts, propositions or formulas (Barlian, 2013)

In the treasures of Islamic thought the term teacher has several terms such as "ustadz, muallim, muaddib, and murabbi. Several terms for the term "teacher" are related to several terms for education, namely ta'lim, ta'dib, and tarbiyah. The term muallim emphasizes more on the teacher as a teacher and conveyor of knowledge and knowledge, the term muaddib emphasizes more on the teacher as a builder of morality and morality of students by exemplary, the term murabbi emphasizes the development and maintenance of both physical and spiritual aspects. While the term that is commonly used and has a broad and neutral scope of meaning is ustadz which in Indonesian is translated as teacher. The position of a pious person or teacher in Islam is highly valued if that person puts his knowledge into practice. Practicing knowledge by teaching that knowledge to others is a practice that is most valued by Islam. Because it can provide knowledge to those who need it. Teachers have many tasks, both bound by the service and outside the service, in the form of dedication. There are three types of teacher duties, namely tasks in the professional field (educate, teach, and train), in the humanitarian field (becoming second parents), in the social field (to educate the Indonesian nation) (Yasyakur, 2017).

Interest is a condition where people have attention to an object accompanied by a desire to learn or prove the object further. Meanwhile, Maesaroh (2013) states that interest in learning is the tendency of subjects who arise to feel interested in a particular field of study or subject, feel happy studying that material. And it is concluded that interest in reading is a condition where children have attention, desire and pleasure to the eyes. that lesson. Interest in reading is a feeling of being interested in a topic being discussed or studied; for this reason, the term "attention" is often used. This can be interpreted as a preference for and a sense of attachment to something or activity, without anyone asking. Interest is basically the acceptance of a relationship between oneself and something outside oneself. The stronger or closer the relationship, the greater the interest. It can be concluded that interest in learning is a situation

where students have attention, desire and pleasure in the subject. Interest in reading is a strong and deep concern accompanied by feelings of pleasure towards reading activities so that it can direct someone to read on their own accord (Anggraini, 2016).

METHOD

This type of research is a type of qualitative descriptive research. Moleong (2011) states that a qualitative approach means research that intends to understand the phenomena experienced by research subjects, for example behavior, perceptions, motivations, actions, etc. The data sources of this research are primary data sources and secondary data. The primary data in this research is the result of interviews and observations. Interview data were sourced from school principals, and teachers, and students. Secondary data is the result of data collection from school documents. Data collection techniques in this study are the first interview, observation, and documentation.

The data in this study were analyzed using a deductive method. Deductive is a process of thinking by posing specific problems. Data analysis includes:

- a. Data reduction
- b. Data Presentation
- c. Conclusion

Checking the validity of the data through the triangulation method. The triangulation used is technical triangulation and source triangulation. Technical triangulation is by checking data from the same source with different techniques. Techniques in this study were interviews and questionnaire. Source triangulation is checking the results of one technique from different respondents

RESULT AND DISCUSSION

Strategy is a way or action that is used as a reference to achieve the success of a goal. In education strategy is a very important point in realizing the success of the specified educational goals. In implementing a program, of course the strategy also occupies a very important position, where with the right strategy the results will be maximized. Including increasing interest in reading and memorizing the Alqur'an juz 30. Students at SDN Kabuh will have maximum success with the right strategy. In the school excellence policy, it is stated that schools instill Islamic character education with morals and virtuous character.

BTA is held at schools to be introduced to students in their daily lives and to make it a habit to always read the 30th chapter of the Alqur'an and learn the basics of Islam. If Qur'anic values in children have been formed, it will be easier for us as teachers to improve the morals and personality of students so that when students graduate from this school, they are expected to be able to read and memorize the Qur'an juz 30 (Juz Amma) properly. This is the guidance of all school members for the success of the BTA program, namely a sense of responsibility as a teacher for their students so that they become a Qur'anic generation and can have provisions for themselves. By instilling Qur'anic values in students will make it easier for a teacher to improve the morals and personality of students to become human beings with good morals.

As for the strategy carried out by religion teachers in increasing interest in reading and memorizing the Alqur'an juz 30 in class VI students, actually there is no specific strategy that we do, miss, what we do as teachers, is that first we invite them to sing Islamic songs and then pray We do all that solely to generate a sense of comfort or like/interest when the program takes place then ask what activities the students were doing before entering the room, then read Al-Fatihah together, pray before reading the Alqur'an juz 30 and then invite students to read. Al-Qur'an juz 30 with the teacher reading verses and then students follow it, then giving understanding or direction to students that reading and memorizing the Al-Quran juz 30 is very important, and giving advice in the form that someday this memorization will be useful for their daily lives especially the sons will someday become prayer priests as well as the daughters for reading when they pray.

There are several strategies carried out by religion teachers to increase interest in reading and memorizing the Alqur'an juz 30 (Juz 'Amma). The strategy carried out by religion teachers is as follows.

Based on the observations of researchers, it is known that one of the strategies to increase students' interest in reading and memorizing the Alqur'an juz 30 is by giving motivation, understanding how important the Alqur'an juz 30 is in our lives because the Alqur'an juz 30 is a guide for Muslims, therefore reading and Memorizing the 30th chapter of the Alqur'an is very important for their own lives and for their provision in the future and for men one day they will become prayer leaders so at least they have

memorized the 30th chapter of the Alqur'an (Juz Amma). students must memorize a number of letters that have been determined from the teacher, giving motivation to students. The motivation from this teacher is in the form of reinforcement or advice to students that it is very important to read and memorize the Alqur'an juz 30 for themselves in everyday life targeting memorization for all students in grade IV, students must memorize the letters specified by the teacher. Children don't just memorize them but really pay attention to the tajwid, length and short.

Based on this statement, it is known that one of the religion teacher's strategies in increasing students' interest in memorizing is by paying attention to students' rote reading. By paying attention to tajwid, makharijul letters and short lengths, it will be able to help students in the process of memorizing them, of course, students' reading will be better. If the reading is good, it is certain that the students' memorization will also be better. Of course, not just any teacher can become an instructor who can guide, direct and listen to the memorization of the 30th chapter of the Qur'an.

Through habituation at SDN Kabuh, in an effort to increase interest in reading and memorizing the Alqur'an juz 30 by taking action, one of which is through habituation as a routine activity for students to read the Alqur'an juz 30 at school, namely instructing students to read the Alqur'an juz 30 every time in religious education lessons after the teacher finished delivering the material that had been taught. As explained by religion teacher at grade 6, the following: "Every time in Islamic religious education lessons after the teacher has finished delivering the material in class, we always leave half an hour for the children to read the Alqur'an juz 30". By planting this habituation, it really helps children to love reading and memorizing the Alqur'an juz 30, especially children who. With this habituation, it is hoped that children will be more interested in reading and memorizing the Alqur'an juz 30. And when the researcher asked the purpose of this application he explained:

Teacher at grade 4 says that "This is done so that they get used to doing activities that start with good things, then train them to get used to reading the 30th chapter of the Alqur'an because most children rarely read the 30th chapter of the Alqur'an at home. This is where the responsibility of the religion teacher is how to cultivate a love for the Alqur'an juz 30. In increasing interest in reading and memorizing the Alqur'an juz 30, I always give points/grades as an assessment of Alqur'an teaching activities juz 30. Usually, I give separate points to increase student enthusiasm"

From the description above, it is clear that the awarding of points or grades carried out by Islamic religious education teachers at SDN Kabuh is a form of increasing students' interest and enthusiasm to be more active in reading and memorizing the Alqur'an juz 30. Because it is clear that by awarding points This is able to move students to carry out what has been assigned by the teacher.

To support the learning process for students, in this case the relation to reading and memorizing the Alqur'an juz 30 is very necessary. Although the giving of value is not absolute, it can be used as a reference to measure students' abilities. But there is no harm in doing this if this can increase interest in the students themselves.

Through the giving of awards at SDN Kabuh, one of the efforts of Islamic religious education teachers to increase interest in reading and memorizing the Alqur'an juz 30 is by giving awards. The award referred to here can be in the form of gifts, applause and words of flattery or praise. As stated by teacher at grade 5, the following is her expression: "Our efforts to increase interest in reading and memorizing the Alqur'an juz 30 are by giving awards to students who are active and achievers. For example, when I instruct students to memorize surah an-Naas, who can later memorize it and have memorized it correctly will receive praise from the teacher, for example good job". This effort is a form of appreciation given by the teacher to students even if it is only in the form of words or just stroking the student's head. But this can encourage students to be more active in learning, because they feel cared for and praised in front of their friends.

The religious teacher's strategy in improving the juz 30 memorization program at SDN Kabuh is carried out by guiding and directing students to memorize Juz 30 according to the target of each memorization advisor. Based on the theory presented by the author and the facts in the field, the strategy of religious teachers in improving the juz 30 memorization program at SDN Kabuh, the teacher guides students in various ways and various ways to achieve the best results and is carried out according to predetermined targets. Seeing the various abilities and skills possessed by students in memorizing the Qur'an, teachers too. are expected to be able to apply strategies and learning methods that are appropriate or efficient to guide students in their journey of memorizing verses of the Qur'an, so that with the right strategies and methods they can help students easily achieve the target memorization that has been set.

Apart from mastering strategies, teachers are also required to be able to apply various methods of effective memorization, so that students can succeed well in achieving their memorization targets. (Nurbaiti, 2021)

In accordance with the facts that occur in the field that the teacher has provided guidance and direction to his students in the form of giving target memorization assignments that must be achieved by students, namely every day they must be able to memorize two or three verses, always provide motivation, advice, praise, awards and even punishment given to students who have good memorization achievements and poor memorization achievements. The method used when memorizing at SDN Kabuh usually uses the talaqqi method, the talaqqi method, which is a method that is usually used by blind people. the talaqqi method even though they cannot read but they automatically memorize it without them having to read it first, so for the children here even though they are not yet able to read the Qur'an they are already able to memorize the Al-Qur'an. The method used is actually not only the talaqqi method, but there are several methods used, namely the mudarasa, ziada and muraja'ah methods. Strategies in the learning process must be designed as well as possible to help strengthen students' motivation and learning abilities so that they remain enthusiastic about learning and obtain the best results. Therefore, the teacher must develop a strategy to increase student enthusiasm for learning. (Sardiman, 2010) With the strategy carried out by the teacher team in improving this memorization program, it can increase the enthusiasm of students in memorizing juz 30. In this juz 30 memorization program also cannot be separated from the obstacles and problems faced by religious teachers. There are also obstacles and problems faced by students, namely there are some students who still have difficulty in memorizing because they have not been able to read the Al-Qur'an properly and correctly. The solution that must be done by the teacher is to always provide guidance and to students who cannot read Al -Qur'an properly and improve its reading in accordance with the rules of the science of tajwid.

CONCLUSIONS

From the series of discussions above, it can be concluded that the strategy carried out by religion teachers in increasing interest in reading and memorizing the Alqur'an for students at SDN Kabuh is to create comfortable learning when BTA takes place and then motivate children how important it is to memorize and read the Alqur'an. , then giving memorization targets, there is also a method used by RELIGION teachers, namely through habituation, then through giving points (grades), then through giving awards thereby increasing students' interest in reading and memorizing the Al-Quran.

The supporting factors for religion teachers in increasing students' interest in reading and memorizing the Al-Quran are the students themselves. They will enjoy learning if there is a desire or awareness in the student of how important it is to read and memorize the Al-Quran, the role of a teacher and then adequate facilities, while the inhibiting factors are, lack of time allocation, lack of parental awareness, then influence negative technology

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