



Analysis of Al Qur'an Reading Skills for Junior High School Private

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ABSTRACT

Muslim students need to have the skill of reading Al Qur'an from an early age so that they can understand and apply Islamic teachings properly and correctly. These skills need to be taught and trained in schools, for example through Islamic Religious Local Content in junior high school. Islamic Religious Local Content is an intra-curricular curriculum specifically launched for elementary and junior high schools by the government, including the regional government of Jombang Regency. Junior High School Private (SMPN) 1 Tembelang is one of the schools that implements an Islamic Religious Local Content curriculum, but has never conducted an analysis of its students' Al Qur'an reading skill. This research aims to analyze the skills of class VIII students at SMPN 1 Tembelang in reading Al Qur'an. The method used is descriptive with a qualitative research approach. Data collection was carried out through interviews, observation and documentation. Data analysis was carried out descriptively. The results of the research show that class VIII students at SMPN 1 Tembelang have fair Al Qur'an reading skill, both male and female students.

Keywords: *Al Qur'an; Reading Skills; Junior High School Private*

INTRODUCTION

Al Qur'an is the main guideline for Muslims to live their lives in the world. Every Muslim has an obligation to study, understand and apply Al Qur'an in everyday life. The first thing a Muslim must have to be able to study Al Qur'an is the ability to read Al Qur'an (Safrina & Irfan, 2020). The language used in Al Qur'an is Arabic, so it is a challenge for Muslims in Indonesia who do not use Arabic in their daily lives. Indonesian Muslims need to understand Arabic letters and grammar to be able to read Al Qur'an properly and correctly.

Skills in the context of assessment are defined as students' ability to apply knowledge in carrying out certain tasks in accordance with the competency achievement indicators (Tim Direktorat Pembinaan SMP, 2017). Skills assessment consists of the domains of thinking and acting. Reading skills are one of the skills in the realm of thinking. The skills of reading Al Qur'an is one of the competencies in the Islamic Religious Local Content curriculum at junior high school level. Students at junior high school level are expected to be able to master the knowledge and skills of reading letters in chapters 1-10 in *tartil* (Hubaidi & Anwar, 2022). There are two main factors that influence students' Al Qur'an reading skills, namely internal and external factors (Hasiwa & Darwis, 2023). Internal factors come from within the students themselves, such as students' interests, talents, motivation, attention and attitudes in learning Al Qur'an. External factors that influence students' skills are parental guidance, educational facilities, and the social environment.

Previous research showed that of the 28 class VIII students at Junior High School IT Nurul Fadhillah, Bandar Setia, only 10 students were able to read Al Qur'an with correct makhrāj and were fluent and correct in pronouncing the tajwid law with *tartil* (precise and correct), and the other 18 students lack understanding and mastery of the science of tajwid (Mahisarani et al., 2023). Other research also revealed that class VIII C students at Junior High School Private 3 Ampek Nagari had low interest in reading Al Qur'an, so that students had difficulty reading Al Qur'an properly and correctly (Ramadani et al., 2022). Students' difficulties in reading Al Qur'an properly and correctly are related to difficulties in distinguishing *hijaiyah* letters and punctuation marks (Umah et al., 2023). Therefore, learning to read and

write Al Qur'an needs to be given from an early age.

Teaching to read and write Al Qur'an in Indonesia is carried out through formal and informal education. Teaching through formal education is integrated into Islamic Religious Education subjects at school to university levels. Teaching through informal education is carried out by informal educational institutions managed by the community, such as Al Qur'an Education Park (TPQ) and Islamic boarding schools. The Jombang Regency Government implements the Islamic Religious Local Content curriculum to increase the quantity and quality of teaching reading and writing Al Qur'an at the elementary and junior high school levels (Pemerintah Kabupaten Jombang, 2019). Local content curriculum is rules regarding guidelines for implementing learning that are determined by regions according to the circumstances and needs of each region, as an effort to introduce, understand and pass on characteristic regional values to students (Ma'unah et al., 2020).

Junior High School Private (SMPN) 1 Tembelang has implemented Islamic Religious Local Content for its Muslim students. Competencies taught include: prayer, reading and writing Al Qur'an, worship and prayer skills, as well as memorizing prayers and letters. These competencies are taught to students in classes VII, VIII, and IX. Students are guided by supervisors who are specially assigned by the District Government, with a study load of four hours a week. The results of interviews conducted by researchers with Islamic Religious Local Content supervisors at SMPN 1 Tembelang in June 2023 revealed that learning was carried out classically and learning results were reported in the form of report cards for each semester. The minimum completeness criteria (KKM) for Islamic Religious Local Content set at SMPN 1 Tembelang is 76. The resource person revealed that an analysis of the Al Qur'an reading skills of students at SMPN 1 Tembelang had never been carried out.

Analysis of students' Al Qur'an reading skills needs to be carried out to evaluate the achievement of learning objectives, especially in Al Qur'an reading and writing competency. The skill of reading Al Qur'an is a competency that students must master because it is a basic ability for other competencies in the Islamic Religious Local Content curriculum. Students who are able to read Al Qur'an well and correctly will be able to memorize prayers and prayer readings well and correctly, because prayers and prayer readings come from Al Qur'an. The skill of reading Al Qur'an is also a literacy skill that needs to be mastered by students and developed through learning at school (Badarudin, 2019).

This research was conducted for analyzing the Al Qur'an reading skills of class VIII students at SMPN 1 Tembelang. Class VIII was chosen as the research subject because they had received teaching about reading and writing Al Qur'an at the previous class level, namely class VII, so they were expected to have basic skills in reading Al Qur'an. The assumption in this research is that class VIII students at SMPN 1 Tembelang have the basic ability to read Al Qur'an properly and correctly, these basic abilities are the same for male and female students. The limitation used in this research is the data source for analyzing students' Al Qur'an reading skills, namely the Islamic Religious Local Content value of class VIII students at SMPN 1 Tembelang in the even semester of the 2022/2023 academic year. The aims of the research are: (1) to analyze the Al Qur'an reading skills of male and (2) female students in class VIII at SMPN 1 Tembelang, and (3) the average Al Qur'an reading skills of class VIII students at SMPN 1 Tembelang.

METHOD

The approach used in this study is a qualitative approach. A qualitative approach is chosen when research is carried out in natural conditions, without interruption or treatment deliberately created by the researcher (Sugiyono, 2012). This research is a descriptive research. Descriptive research aims to provide an overview through words or numbers about the research results (Hamzah, 2020). Researchers are present as research instruments because they are tasked with collecting data. Apart from that, researchers are also tasked with processing and analyzing research data. Qualitative researchers organize raw data into conceptual categories to analyze the data (Ahmadi, 2016).

The location chosen for this research is State Junior High School (SMPN) 1 Tembelang, because it implements Islamic Religious Local Content in accordance with Jombang Regent Regulation Number 41 of 2019 concerning Islamic Religious Local Content Curriculum and Early Education in Elementary Schools and Junior High Schools in Jombang Regency. The data sources used in this research are primary and secondary data. Primary data is in the form of interviews and observations carried out by researchers directly at the research location. Secondary data is in the form of documents on students' scores on Islamic Religious Local Content in class VIII in the even semester of the 2022/2023 academic year at SMPN 1 Tembelang. The procedures used in collecting data in this research were interviews, observation

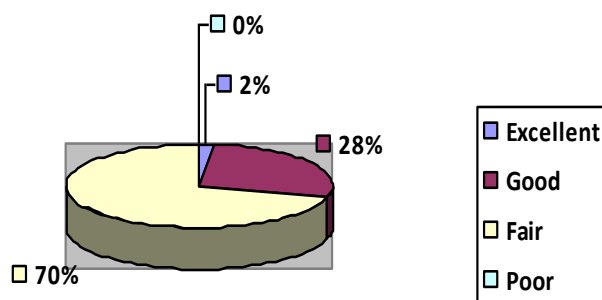


Figure 1. Al Qur'an Reading Skills of Class VIII Students at SMPN 1 Tembelang

Discussion

Al Qur'an reading skills is an individual's ability to read Al Qur'an properly and correctly with applicable rules (Mahdali, 2020). Muslim students must master this skill to be able to understand Al Qur'an and apply it in everyday life. However, these skills need to be learned and trained well, for example through learning at school. Learning to read and write Al Qur'an can be accommodated through Islamic Religious education subjects and Islamic Religious Local Content at junior high school level. SMPN 1 Tembelang is one of the schools in Jombang regency that applies Islamic Religious Local Content to increase the quantity and quality of Al Qur'an learning for its students.

Students' Al Qur'an reading skills in this study were classified into four categories, namely excellent, good, fair, or poor. Students meet the excellent category if they can read Al Qur'an fluently with the correct makhrajul letters, correct tajwid and beautiful tartil rhythm; the good category if they can read fluently but are still not precise in the makhrajul letters, tajwid and tartil rhythm; the fair category if they can't read fluently, can't read the letters and the tajwid incorrectly; the poor category if they can read and still spell it, doesn't match the science of recitation and there are still many mistakes (Rahim et al., 2023). The research results showed that the majority of class VIII students at SMPN 1 Tembelang had fair skills (70,61%) in reading Al Qur'an; 1,79% had good skills and 27,60% had good skills. The population of male students is 137 people and 112 of them have fair skills, only 2 have excellent skills, and 23 have good skills. The population of female students is 142 people, 85 people have fair skills, 54 people have good skills, and 3 people have excellent skills.

The Al Qur'an reading skills of class VIII students analyzed in this research came from the assessment of Islamic Religious Local Content supervisors during the even semester of the 2022/2023 academic year. Supervisors assess students with Al Qur'an reading and writing tests. The test is individual, the supervisors ask each student to read and write certain verses or letters in Al Qur'an. Tests are carried out in the middle and end of the semester according to the schedule determined by the school. The criteria for assessing reading Al Qur'an are accuracy of tajwid, fluency in reading hijaiyah letters and reading fluency (Syarifah, 2023). The research results show that the majority of students still have not mastered tajwid and are not fluent in reading Al Qur'an. Even though the category achieved by students is fair, students' skills still need to be improved.

Students' lack of reading skills can be caused by internal and external factors. Internal factors that influence the ability to read Al Qur'an are physiological and psychological factors, while external factors are social and non-social environment (Nurbiah, 2021). Physiological factors are factors related to the physical condition of each individual (i.e physical health) while psychological factors relate to the mental conditions within a person (i.e intelligence, interests and motivation). The social environment is related to the social conditions surrounding the students (family, community, teachers, and playmates). Non-social environmental factors include access to support for an individual (home buildings and their location, school building and their location, weather and student leaning times).

Teachers cannot control students' physiological factors, but students who attend class are considered to have good physical health. Psychological factors such as students' intelligence, interests and motivation can influence reading skills. The intelligence of class VIII students at SMPN 1 Tembelang can be considered equal because the school implements a selection system based on certain academic scores. Interest is a person's tendency to like or dislike certain objects, while motivation is a factor that encourages individuals to engage in learning activities or take certain actions (Farisi et al., 2023). Students' interest and motivation towards learning to read and write Al Qur'an was not measured validly in this study. The results of observations made by researchers show that students' interests in taking

lessons are quite diverse. There are students who are enthusiastic about paying attention to the teacher's explanation and there are also students who are not enthusiastic. Further research can be carried out by measuring students' interest and motivation in learning to read and write Al Qur'an.

The family is the main and first environment in children's education, parents play an important role in providing good examples regarding the things they learn, including values (Hidayah & Amaruddin, 2023). SMPN 1 Tembelang has informed the curriculum implemented in the school, so that parents know about the learning their children are doing. Reporting of student learning results is also carried out every mid and end of the semester to parents, so that parents can monitor their children's learning progress. This is proof that the school has involved parents in the child's learning process. Efforts that the school can make to increase parental involvement in student learning, for example by providing counseling about the process of assisting students while studying at home or the school can provide special books containing reports of student learning activities at school that parents must know and sign.

The school environment also influences student learning processes and outcomes. Teacher competence and learning facilities are aspects of the school environment that can influence student learning (Numimit et al., 2023; Wulandari et al., 2023; Zikrifah & Suhaimy, 2023). Islamic Religious Local Content supervisors at SMPN 1 Tembelang are supervisors who are officially assigned by the Jombang Regency Government and have followed a strict selection system, so they have good competence to teach reading and writing Al Qur'an to students. The supervisors also receive monitoring and evaluation at the end of each school year to obtain teaching permits for the following year. The learning facilities at SMPN 1 Tembelang are also quite good. Each study group has its own classroom with complete facilities, so it is hoped that every student will feel comfortable studying at school.

Islamic Religious Local Content supervisors play an important role in efforts to improve the Al Qur'an reading skills of class VIII students at SMPN 1 Tembelang. Supervisors can apply new and more interesting learning methods, so that students understand the material being taught more easily and are more skilled. One method that is known to help students have the skills to read Al Qur'an with tartil is the Ummi method. This method immediately enter and practice tartil reading in accordance with the rules of the science of tajwid (Nobisa & Usman, 2021). Reading Al Qur'an in tartil means reading it slowly letter by letter by fulfilling the letter rights and including the rules of tajwid as the Prophet read it and then the qira'ah scholars formulated it in a science called the science of tajwid (Ashari, 2023). Reading Al Qur'an in tartil will help students understand the meaning of the reading because it is done slowly and precisely. Supervisors can also use innovative learning media, for example spinning wheel media. Spinning wheel media is learning media in the form of a circle or wheel which contains pictures and a brief explanation of the material being played by turning the wheel until it stops on one of the images (Prisma et al., 2023). In this case, the spinning wheel media contains legal material for reading tajwid which is mandatory understood by students.

A student's friendship environment can also influence their learning process and outcomes (Aulia et al., 2023). Peer interaction is direct contact arise due to interactions between individuals, the individuals gathered are based on levels the same age and maturity. If the social interaction of students' peers is high, so students' social motivation is high and conversely, if peer social interaction is low then student learning motivation is also low (Qomaruddin & Suyati, 2023). Observation results show that student interactions with classmates are quite good. However, further research on the relationship between interactions among peers and Al Qur'an reading skills needs to be carried out to determine the influence of these social factors on students' skills.

CONCLUSIONS

The Al Qur'an reading skills of class VIII male students at SMPN 1 Tembelang are in the good category, as are the female students. The average Al Qur'an reading skills for class VIII students at SMPN 1 Tembelang is good. These results are based on data analysis of student scores on Islamic Religious Local Content in the even semester of the 2022/2023 academic year. However, Islamic Religious Local Content supervisors need to continue to innovate in improving the quality of learning so that students' skills increase. Supervisors can apply more interesting learning methods to increase students' interest in learning, or by using interesting learning media such as digital-based media. The results of this research are still very limited, so further research is needed. Researchers can then analyze students' Al Qur'an reading skills comprehensively from class VII to IX, so that comprehensive data is obtained about the development of students' Al Qur'an reading skills.

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