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Efforts to Improve the Ability to Read the Qur'an through the Use of the Qira'ati Method in Class V Students of SD Negeri 02 Teratak Teleng

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Abstract: This study aims to improve students' ability to read the Qur'an in Islamic religious education learning by using the qira'ati method. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. The data of this study were obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that the qira'ati method can improve the ability to read the Qur'an in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 48.71%, the first cycle 66.39% and in the second cycle increased to 89.66%. Thus, the use of the qira'ati method can be used as an alternative to improve students' ability to read the Qur'an in Islamic religious education learning.

Keywords: Reading skill, qira'ati method, elementary school.

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INTRODUCTION

Getting to know the Qur'an from an early age is the main and first step in a child's life before any other learning. Every Muslim family instills Qur'an values in the household which is a common commitment so that they must have a special time to teach the Qur'an, whether it is done by their own parents or in institutions of recitation in the surrounding environment. The ability to read the Qur'an is known as reciting, which is the ability to understand the content of the Qur'an. Reading the holy verses of the Qur'an is closely related to the worship of a Muslim, for example, prayer, and other prayer activities. In prayer, for example, it is not valid to worship if it uses a language other than the language of the Quran. Therefore, teaching children to read the Qur'an from an early age is something that must be done so that generations of Quranians can grow above their nature.

The Qira'ati method is one of the learning methods to read the Qur'an which is designed to help students read fluently, correctly, and in accordance with the rules of

tajwid. This method prioritizes gradual learning starting from the introduction of hijaiyah letters to reading the Qur'an as a whole smoothly and correctly. The Qira'ati method includes several stages, starting from knowing and reciting hijaiyah letters, then shaping them into syllables and words, to finally reading the verses of the Qur'an. In addition, in this method, the importance of tajweed (rules for the pronunciation of the Qur'an) is also introduced and emphasized so that the reading is in accordance with the predetermined laws. With a repetitive method, students are trained to be familiar and proficient in reading the Qur'an properly and correctly. We should try to study and read the Qur'an properly and correctly, not only understanding, studying, and practicing the contents of the Qur'an in our daily lives. It is indeed important, but it would be even more perfect if you could read the Qur'an properly and correctly.

From the results of observations, it turns out that there are still many students who are not slow to understand the lessons, especially in the case of reading the Qur'an, for example, many students who can only read, but do not know how to read well and correctly. Inappropriate teaching methods will greatly affect students' ability to read the Qur'an. The Qira'ati method is a model in learning to read the Qur'an directly and using the habit of reading tartil in accordance with the rules of tajweed science. The Qira'ati method has led many learners to be able to quickly read the Qur'an in tajwid.

The main purpose of the Qira'ati method is not only to make learners able to read the Qur'an quickly and briefly, but also to make learners able to read the Qur'an properly and correctly in accordance with the rules of tajweed science. This method is suitable for use as an advanced method as a complement to tahsinul qiro'ah (improving the reading) of the Qur'an. The advantage of this method is that it is more practical, easy to understand and implement by students, the teacher only explains learning practices and gives reading examples. From this background, the researcher is interested in conducting a research entitled "Efforts to Improve the Ability to Read the Qur'an Through the Use of the Qira'ati Method in Class V Students of UPT SDn 02 Teratak Teleng".

METHODS

The method used in this study is Classroom Action Research (PTK). Suharsimi Arikunto (2009:2), stated that in classroom action research there are three terms that form this meaning, namely: 1) Research refers to an object by using certain methodological methods or rules to obtain data or information that is useful in improving the quality of a thing or problem; 2) Action, refers to an effort/activity that is deliberately carried out to achieve a certain goal; 3) Classroom, is a place that is not limited to a certain space, but contains understanding of a number of students in a group who participate in learning activities designed by the teacher. Furthermore, Suharjono explained, that classroom action research is research conducted with the intention of improving the quality of learning practices in the classroom. In fact, McNiff, 1992 (in Supardi, 2009: 102), in his book "Action Research Pricipoles and Practice" explains that PTK is a form of reflective research carried out by educators themselves on the curriculum, school development, improving learning achievement, developing teaching skills, and so on.

The subject of the research in this study is UPT SDN 02 TERATAK TELENG, by taking a sample of the research in class V. While the object of research in this study is referring to the application of a method, namely the Qira'ati Method in improving the ability to read the Qur'an in grade V UPT SDN 02 TERATAK TELENG.

The type of data in this study is qualitative data. Qualitative research is empirical, where the observation of data is not based on mathematical measures that are first determined by the researcher and must be agreed upon by other observers, but based on the expression of the research subject, as desired and interpreted by the research subject.

The source of data is where a data is obtained. So the definition of a data source is the subject or object of research where a data will be obtained. In this study, the author uses primary data, which is the first source of data. From the subject or object of the

research, the research data is directly taken. The primary source of data in this study is the students of class V UPT SDN 02 TERATAK TELENG

The data collection technique is the most strategic step in research because the purpose of research is to obtain data. Data collection can be done in various settings, various sources, and various ways. To obtain empirical data using data collection techniques, the intent of data collection is all efforts made by researchers in order to complete the necessary data. (Sugiono, 2007: 62)

Observation is the systematic observation and recording of the phenomena investigated (according to Jehoda.et al.). Observation becomes a tool of scientific investigation if) 1) Referring to the research objectives that have been formulated; 2) Systematically planned; 3) It is recorded and linked systematically by not only doing it to satisfy curiosity alone. It can be checked and controlled for validity and accuracy like other scientific data. Meanwhile, observation or observation is carried out using an observation sheet. Observation is used to obtain information about attitudes and responses after a pre-test is held in each cycle. In this study, the object that will be observed by the researcher is the application of the Qira'ati method in improving the ability of students to read the Qur'an in grade V students so that students are more enthusiastic in following the application process and easily understand the material presented, especially reading the Qur'an using the qira'ati method.

A test is a series of questions or exercises as well as other tools used to measure the skills, knowledge, intelligence, abilities or talents possessed by an individual or group. The test is also used as another standardized measuring tool. Another opinion also explains that the test as an assessment tool is given to students in oral form (oral test), in written form (written test), or in the form of deeds (action test). The data collection in this study was obtained from the results of tests conducted by the researcher in the form of a test to read the Qur'an through an oral test by students reading the Qur'an well according to tajweed and makharijul letters.

To strengthen the research results, the researcher also used a documentation sheet in the form of photos from classroom action research activities. Research and observation permits, school data profiles and student learning outcome scores

RESULTS

Before carrying out actions and processes, commonly known as cycles, pre-cycle activities are carried out. In this pre-cycle activity, each student's ability to read the Qur'an was measured, which was then used as initial data on students' ability to read the Qur'an. The pre-cycle will be carried out on December 18, 2024 using the conventional method. From this pre-cycle, initial data on students' ability to read the Qur'an was obtained.

In the table above, the number of students who achieved a grade of A was presented as 1 student. Students who achieved B grades were 3 students, and students who got C grades were more than A grades and B grades, namely 5 students. All students attended this pre-cycle activity, namely 10 students.

From the results of these observations, it is known that teachers can motivate students in learning and all students are present. However, there are still many shortcomings in cycle 1 learning, including: Teachers are not optimal in time management, students are not active in participating in learning activities, students are less enthusiastic during lessons and are still joking and the classroom atmosphere is not too lively. From the results obtained from observations and learning evaluation results, reflection is then carried out. In this cycle 1, it was found that the number of students who achieved completeness in reading the Qur'an increased compared to pre-cycle. From 4 students in the pre-cycle to 6 students in the 1st cycle that were completed.

According to the observation results, there are several things that need to be improved during the lesson process. Thus, the research needs to be continued to the next cycle, namely cycle 2. Reflection in the first cycle shows results that have not reached the

success indicators, then various improvements are designed which are then implemented in the second cycle. The second cycle will be carried out on December 30, 2024 in the same place as the previous learning activity. Here are the stages in cycle 2.

Setelah proses pembelajaran pada siklus 2 selesai, dilakukan refleksi. Dalam refleksi In cycle 2, things related to research success indicators were obtained. Among other things, in this cycle 2, the number of students who completed reading the Qur'an was 8 students out of 10 students. Thus, the number of students who complete the learning of the Qur'an from pre-cycle to cycle 2, has increased. During the pre-cycle of students who completed as many as 4 students, then in cycle 1 as many as 6 students and in cycle 2 as many as 8 students. Thus, in this cycle 2, the indicators of research success have been met, so that the cycle is stopped. The results of this study show that how to learn to read the Qur'an using the qira'ati method has a positive impact on improving student learning achievement. This can be seen from several average student scores in each cycle that continue to improve, a discussion of each learning cycle that has been carried out.

DISCUSSION

The Qira'ati method is one of the methods that is widely applied in learning to read the Qur'an in elementary schools. This method is designed to make it easier for students to understand and master the reading of the Qur'an gradually. In a study conducted at UPT SDN 02 Teratak Teleng, the Qira'ati method was applied to grade V students to improve their ability to read the Qur'an. In this method, students are taught to recognize hijaiyah letters correctly, then guided to read words and verses gradually according to the level of difficulty.

The Qira'ati method contains several stages that are sequential. The first stage is the introduction of hijaiyah letters along with punctuation marks (harakat), followed by reading short words consisting of simple combinations of letters. Next, students are introduced to longer verses of the Qur'an gradually. This way, students can understand and memorize the readings more easily. Teachers also provide continuous exercises so that students are more familiar with the reading. One of the results found in the application of the Qira'ati method at UPT SDN 02 Teratak Teleng is the improvement of students' ability to read the Qur'an. Before using this method, many students had difficulty reading fluently and correctly. After gradual practice, the majority of students were able to read more fluently, follow the correct rules of tajweed, and understand the readings they spoke. In addition to improving reading fluency, the Qira'ati method also focuses on understanding the meaning of reading. The teacher not only teaches how to read, but also explains the meaning of some verses read by students. This helps students to appreciate the content and content of the Qur'an more.

By understanding the meaning of each reading, students delve deeper into the teachings contained in it. Tajweed is an important aspect of reading the Qur'an correctly. In the Qira'ati method, the teaching of tajweed is taught in stages, starting from the introduction of the basics of correct pronunciation to more in-depth on the pronunciation of letters that have certain laws of tajweed. Students are taught to pay attention to the rules of reading, such as the length of the reading and how to pronounce letters that have different makhraj (where the letters come out). Teachers have a very important role in applying the Qira'ati method in the classroom. At UPT SDN 02 Teratak Teleng, teachers not only teach theory but are also directly involved in the reading practice process with students.

Teachers provide examples of correct reading and correct mistakes made by students, as well as provide motivation so that students remain enthusiastic in learning. The interaction between teachers and students is very supportive in improving the ability to read the Qur'an. The learning process with the Qira'ati method can run effectively because it is supported by a conducive classroom atmosphere. At UPT SDN 02 Teratak Teleng, students are given the opportunity to learn in small groups which allows teachers

to pay more attention to each individual. In addition, the comfortable and mutually supportive classroom atmosphere between students encourages them to study more actively and share knowledge about how to read the Qur'an correctly. In learning using the Qira'ati method, continuous evaluation is also a determining factor for success. Teachers conduct periodic evaluations, both through written and oral tests, to find out the extent of students' ability to read the Qur'an.

With structured evaluations, teachers can find out the difficulties experienced by students and provide solutions to overcome these problems. With the continuous application of the Qira'ati method, students can not only read the Qur'an correctly, but can also maintain their reading ability in the long term. This ability helps students to continuously memorize and understand the Qur'an throughout their lives. This method provides a solid foundation for future Quranic reading abilities, which will be very useful in their daily lives as Muslim individuals. The application of the Qira'ati method at UPT SDN 02 Teratak Teleng shows positive results, but there is potential for further development in its implementation. The use of technology in learning, such as digital Qur'an applications equipped with audio and visuals, can enrich students' learning experience. With various developments, the Qira'ati method can be more effective and touch various aspects in learning the Qur'an in the future.

The Qira'ati method is a learning method of reading the Qur'an that is designed to help students master the reading of the Qur'an correctly and fluently through a gradual approach. Starting with the introduction of hijaiyah letters and punctuation marks (harakat), students are then taught to combine the letters into words, and finally read the verses of the Qur'an. The main focus of this method is the reinforcement of tajwid, so that students are not only able to read fluently but also according to the correct pronunciation rules. This method uses the principle of intensive repetition so that students get used to and become more proficient in reading the Qur'an. Thus, Qira'ati is not only a method of reading, but also provides a deeper understanding of how to read in accordance with the rules of tajweed.

CONCLUSION

The application of the Qira'ati method in learning to read the Qur'an at UPT SDN 02 Teratak Teleng has proven to be effective in improving the ability to read the Qur'an for grade V students. With systematic stages, students can memorize and read the Qur'an with more confidence, master the correct tajweed, and understand the meaning contained in each verse. The active role of teachers in providing learning, strengthening tajweed, and periodic evaluation makes a great contribution to the success of this method. In addition, a conducive classroom atmosphere and cooperation between teachers and students are also important factors in achieving optimal results. With further developments, such as the use of technology in learning, the Qira'ati method has great potential to improve the quality of Qur'an learning in the future.

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