

Teachers and the Factors Shaping Qur'anic Reading Proficiency at MTs Darul Hasanah Kutacane, Aceh

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Abstract

This study aims to test the effectiveness of efforts made by schools and teachers in improving students' ability to read the Qur'an in accordance with the rules of tajwid. This study uses a quantitative approach with a survey method, where primary data is collected through the distribution of questionnaires to 36 students and strengthened by the results of interviews with teachers and principals. The test results showed that most of the students had good ability to read the Quran, and the questionnaire instruments used had met the validity and reliability requirements with a Cronbach's Alpha value of 0.88. These findings show that the improvement of the ability to read the Qur'an correctly according to tajweed is influenced by the synergy between teachers, students, and school support. In addition, school principals also play a role through the addition of additional tutoring programs and the improvement of learning facilities and infrastructure that support Qur'anic literacy activities.

Keywords: *Teacher; Tajweed Al-Qur'an; Mts Darul Hasanah, Aceh*

Abstrak: Penelitian ini bertujuan untuk menguji efektivitas upaya yang dilakukan oleh pihak sekolah dan guru dalam meningkatkan kemampuan membaca Alquran siswa sesuai dengan kaidah tajwid. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei, di mana data primer dikumpulkan melalui penyebaran angket kepada 36 siswa dan diperkuat dengan hasil wawancara bersama guru dan kepala sekolah. Hasil pengujian menunjukkan bahwa sebagian besar siswa memiliki kemampuan membaca Alquran yang baik, dan instrumen angket yang digunakan telah memenuhi syarat validitas dan reliabilitas dengan nilai Cronbach's Alpha sebesar 0,88. Temuan ini menunjukkan bahwa peningkatan kemampuan membaca Alquran yang tepat sesuai tajwid dipengaruhi oleh sinergitas antara guru, siswa, dan dukungan sekolah. Selain itu, kepala sekolah turut berperan melalui penambahan program les tambahan dan peningkatan sarana serta prasarana pembelajaran yang mendukung kegiatan literasi Alquran.

Kata Kunci: *Guru; Tajwid Al-Qur'an; Mts Darul Hasanah, Aceh*

Introduction

Reading and understanding the Qur'an is a must for Muslims, because the Qur'an is the first source for Muslims in carrying out their daily lives, by reading the Qur'an can also contain various kinds of instructions from Allah SWT for the benefit of humans, besides that we are also encouraged to read the Qur'an more so that a Muslim has a heart that lives and shines because of the book of Allah that he reads

In the process of learning the Qur'an in the school environment, a strong synergy is needed between teachers and students. Both parties must actively support each other and collaborate in an effort to form the ability to read the Qur'an well and correctly, especially in terms of the application of tajweed rules. But in reality, in many schools, this aspect is still often overlooked. Reading the Qur'an with proper tajweed has not been the main concern in learning, so it has an impact on the low quality of students' reading of the Quran (Astuti & Nugraheni, 2021).

In fact, the ability to read the Qur'an in accordance with the rules of tajweed is not only a religious obligation, but also an important part of character education and the formation of students' spiritual personality. To overcome this obstacle, some teachers and schools have begun to make various efforts, such as providing supporting facilities and infrastructure, as well as opening additional classes or special lessons to deepen students' Qur'an reading. These efforts certainly require continuous support, both in terms of school policies and the active involvement of students and parents (Sodik et al., 2019).

This paper aims to see the extent of students' ability to read the Qur'an in accordance with the rules of tajweed, as a result of various efforts that have been made by teachers and schools. These efforts include the provision of supporting facilities and infrastructure, the implementation of additional lessons, and intensive guidance provided outside of regular class hours. Through this study, it is hoped that the relationship between the learning interventions carried out and the level of achievement of the ability to read the Qur'an correctly and according to tajweed can be described.

Before this research was carried out, there had been several previous studies that were relevant and could be used as a foothold. Several previous studies have shown that students' Qur'an reading ability can be significantly improved if supported by the right learning methods and the support of a conducive learning environment. For example, research conducted by Hasanah (2021) found that tahsin-based learning approaches and the use of audio-visual media have a positive influence on improving students' tajweed skills. Meanwhile, a study by Ramli and Nurhayati (2020) emphasized the importance of the role of teachers in conducting continuous coaching through extracurricular activities as part of holistic learning.

Seeing this reality, it is important to further study how the influence of the efforts that have been made on improving students' Qur'an reading

ability. Are additional classes and the provision of facilities really having a significant impact, or are other more effective strategies needed? This study is expected to provide a comprehensive overview of the dynamics of Qur'an learning in schools, as well as find the ideal synergy pattern between teachers, students, and schools in forming a generation that is able to read the Qur'an properly and correctly.

Method

This study uses a quantitative approach with a type of comparative research. The focus of this study is to see the extent of the influence of students' participation in additional tutoring programs on their ability to read the Qur'an in accordance with the rules of tajweed. This research was carried out at MTs Darul Hasanah Kutacane, Southeast Aceh, which is one of the madrassas that has run a Qur'an reading coaching program through additional tutoring as a supporting activity outside of regular class hours.

The sample in this study amounted to 36 students who were selected through purposive sampling technique, which is by considering their participation in additional tutoring activities. The sample was then classified into two groups: students who attended additional tutoring and students who did not attend additional tutoring. The data collection instrument used is a closed questionnaire that has been compiled to measure the ability to read the Qur'an based on important aspects in tajweed, such as the makharijul of letters, the accuracy of the reading law, and the fluency in reciting the holy verses.

Before the questionnaire is widely used, a validity test is first carried out to ensure that each question item really measures the aspect in question, as well as a reliability test to see the consistency of the answers given by the respondents. The validity test is carried out by measuring the correlation between items, and items that have correlations above the critical value are declared valid. Meanwhile, reliability is measured using Cronbach's Alpha coefficient, and the instrument is declared reliable if the value obtained is more than 0.6.

Results and Discussion

Validity Test Results

This test is carried out to test the validity of each question item in measuring its variables. The validity test in this study was carried out by correlating the score of each item statement addressed to the respondents with the total score for all items. The correlation technique used to test the validity of the statement items in this study is the Pearson Product Moment correlation. If the correlation value of the item being tested is greater than r -table 0.329, then it can be concluded that the statement item is a valid construct. The results of the questionnaire validity test for the variables studied are presented in the following table:

Table 1. Variable Validity Test Results (x)

variable x	<i>r</i> -count	<i>r</i> -table	sig	information
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X1	0,484	0,329	,003	valid
X2	0,524	0,329	,001	valid
X3	0,485	0,329	,003	valid
X4	0,776	0,329	<,001	valid
X5	0,570	0,329	<,001,	valid
X6	0,731	0,329	<,001	valid
X7	0,634	0,329	<,001	valid
X8	0,482	0,329	,003	valid
X9	0,664	0,329	<,001	valid
X10	0,580	0,329	<,001	valid
X11	0,737	0,329	<,001	valid
X12	0,784	0,329	<,001	valid
X13	0,637	0,329	<,001	valid
X14	0,507	0,329	,002	valid
X15	0,643	0,329	,001	valid

Source: Processing Results with SPSS version 29

Reliability Test

Reliability testing is carried out on statements that fall into the valid category. Reliability testing is carried out by testing the instrument only once. Then it was analyzed using the alpha Cronbach method. A questionnaire is said to be reliable if the reliability coefficient is of psychological value and greater than 0.50. Based on the instrument tests that have been carried out as many as 36 respondents, the results of reliability testing for each variable are obtained which are presented in the form of the following table:

Table 2. Variable Reliability Test Results (X)

Reliability Statistics		N of Items
Cronbach's Alpha		
	.882	15

Based on the data in the table, it can be seen that the variable of teacher effort (X) has a Cronbach's alpha coefficient of 0.883, so it can be said to be reliable because the value of Cronbach's alpha coefficient is $0.882 > 0.50$.

Discussion

This research was conducted on March 21, 2024 at MTs Darul Hasanah Kutacane, Southeast Aceh, with a population of 207 participants and a sample of 36 participants using a simple random sampling technique. Simple random sampling is a sampling technique that provides equal opportunities to all population segments.

The interest of MTs Darul Hasanah Kutacane Southeast Aceh students in participating in the learning of the Qur'an Hadith. To find out the interest of students in participating in Tajweed learning at MTs Darul Hasanah Kutacane Aceh Tenggara, the researcher combined the results of the table between variables X and Y which will be categorized into five parts, namely very interested, barminate, quite interested, less interested and not interested. Which will be shaped into the table below:

Table 3. Peseta Didik MTs Darul Hasanah's Interest in Participating in Tajweed Learning

No	Category	Sum	Percent
1	Very interested	13	8,3%
2	Interested	33	45,8%
3	Quite Interested	12	16,6%
4	Less Interested	10	13,8%
5	Not Interested	4	5,5%

From the results of the table above, it can be seen that the interest of students in participating in tajweed learning in the category of Very Interested is 13 (8.3%), Interested is 33 (45.8%), Quite Interested is 12 (16.6%), Less Interested is 10 (13.8%) and Not Interested is 4 (5.5%).

Efforts of Qur'an Hadith teachers in improving the ability to read the Qur'an

Based on the results of the distribution of the Variable X questionnaire (teacher's efforts) that have been carried out, it can be seen that the highest score is 75 while the lowest value is 39, from these results the interval value of variable X is collected of 7 from the interval a group of variable X scores appear, namely Very Good, there are 5 (14%), There are 14 (39%) Good, there are 7 (19%) Enough, there are 7 (19%) Less, there are 7 (19%) and Sangat Not Good, there are 3 (9%), so the efforts of teachers of the Qur'an Hadith subject in Improving the ability to read the Qur'an in accordance with tajweed is categorized as Good, namely 14 (39%).

Based on the results of the validity test that has been carried out on each question item because the value of the statement that has been tested is greater than the r-table 0.329, it can be said to be valid, while from the reliability test it can be said to be reliable because the variable X has a Cronbach's alpha coefficient of 0.882 is said to be reliable because the value of Cronbach's alpha coefficient is $0.883 > 0.50$. To find out the extent of students' ability to read the Qur'an, the researcher conducted a test to read the Qur'an on students and determined the score according to their respective abilities. Based on the results of the test that has been carried out, there are 8 (22.1%) students in the Very Good category, 19 (52.5%) Good, Fair 5 (13.6%), Less 3 (8.3%) and Very Poor 1 (3.5%). From the score above, it can be concluded that the ability to read the Qur'an in accordance with tajwi at MTs Darul Hasanah is categorized as Good, which is 19 (52.5%).

People who are responsible for improving the ability to read the Qur'an in accordance with tajweed at MTs Darul Hasanah Kutacane Southeast Aceh.

Based on the results of the observations that have been made by the researcher who are responsible in strengthening the ability to recite the Qur'an after tajweed at MTs Darul Hasanah Kutacane Southeast Aceh, namely:

1. Principals and education staff

The principal is the person who is responsible in the school, because all activities that have been carried out at the school are of course with his permission. The principal and education staff at MTs Darul Hasanah also have the responsibility to support the improvement of the ability to read the Qur'an according to tajwid. They can provide the facilities and infrastructure needed for tajweed learning, such as tajweed books, tajweed learning rooms, and qualified tajweed teachers. The principal and other education staff at MTs Darul Hasanah also adapt to creating a conducive learning environment for students to learn tajwid. They can motivate students to be enthusiastic in learning tajweed (Kadri & Kirin, 2022).

2. Guru of the Qur'an Hadith

Al-Qur'an Hadith teachers are at the forefront of the tajweed learning process at MTs Darul Hasanah. They are tasked with delivering tajweed material to students, guiding students in practicing tajweed, and providing an assessment of the ability to read the Qur'an according to students' tajweed. Hasdits Qur'an teachers at MTs Darul Hasanah also have qualified qualifications and experience in the field of tajweed (Kurniaku & Mavianti, 2024).

3. Parents/guardians of students

Parents or guardians also have an important role in improving the ability to read the Qur'an according to their children's tajwid. They can provide support and motivation to their children to learn tajweed, as well as provide time and space for their children to practice reciting the Qur'an with tajweed. Based on the results of an interview conducted by the

researcher with the teacher of the Qur'an Hadith, namely Saharman S.Pd, he stated, parents of students at MTs Darul Hasanah can also work with the school to improve the ability to read the Qur'an according to their children's tajwid. They provide a place to learn tajweed when children are outside the school environment, such as putting children in TPA.

Improving the ability to read the Qur'an according to tajweed is the shared responsibility of all parties, with the cooperation and commitment of all parties, it is hoped that MTs Darul Hasanah students can read the Qur'an with tartil and fluently, so that they can understand the meaning of the Qur'an better and practice it in their daily lives.

4. Obstacles faced

As for the obstacles of Al-Qur'an Hadith teachers in improving the ability to read the Qur'an as a teacher, he stated that there are students who cannot read the Qur'an and there are even those who cannot read the Qur'an at all, this is due to the lack of parental attention before entering this school. And to counter this, we hold additional lessons for students who cannot read the Qur'an which is done before entering the classroom, we provide teachers to teach Iqro, after the learning is over, the students are allowed to enter their respective classes to take part in the learning (Fitriani, 2018).

Based on the results of the test that the researcher has done himself, there are indeed some students who cannot read the Qur'an, after investigating the cause, which is the innate behavior of students before entering this school which is in the background of several kinds of problems such as lack of parental attention. Next is the issue of the environment that is not supportive (Dhin, 2019).

Based on the results of observations that have been made by researchers, students at MTs Darul Hasanah Kutacane Southeast Aceh have not read the Qur'an, even if there are those who have not been able to read the Qur'an, this condition is certainly one of the obstacles or obstacles faced by teachers of the Qur'an Hadith. Based on the results of interviews that have been conducted by researchers with Al-Qur'an Hadith teachers, the supporting factors of Al-Qur'an Hadith teachers in improving the ability to read the Qur'an in accordance with Tajweed at Mts Darul Hasanah Kutacane, Southeast Aceh, are:

5. The existence of tahfid qur'an activities

Because there are those who cannot read the Qur'an, of course this cannot be left alone, therefore teachers hold a tahfidz qur'an program for students which is carried out in the fasting month which is held at 09:15-10:15 on Mondays, Tuesdays, and Wednesdays, while outside the fasting month of tahfidz qur'an is held on Saturdays from 11:00 to 12:00. Based on the results of an interview that has been conducted with one of the students named Muhammad Fadil he said: in this program students read and memorize the Qur'an at the same time after that students deposit the memorization that they have memorized to the teacher concerned, in this program the teacher at the same time pays attention to the law of reading of the students each student is given a score according to their

understanding of the law of tajweed and students whose reading is not appropriate are corrected by reading repeat.

6. The existence of facilities and infrastructure.

The facilities and infrastructure in question are all facilities used by schools to be able to help students in carrying out learning, especially in learning to read the Qur'an for students. Based on the results of observations that have been made, the facilities and infrastructure at the MTs Darul Hasanah Kutacane Southeast Aceh school are very adequate in the form of facilities that help the learning process of the Qur'an Hadith, namely in the form of books, prayer rooms, and classrooms to carry out learning. It's just that they are required to bring their own Qur'an, as one of the students named Sahara said: The teacher obliges all students to bring the Qur'an and Iqrok Maisng from home in every meeting. The fulfillment of facilities in learning is very important because it is very helpful so that the learning process can run well. The full facilities in the school can help participants in difficulties, especially in reading the Qur'an (Warcito, 2018).

7. There are additional lessons

As stated by the Qur'an teacher Hadith Saharman, in an effort to improve the ability to read the Qur'an, their students make additional lessons on Thursdays. Based on a statement from one of the students named Sahara, he said: The teacher mainly recites the Qur'an and then is followed by all students, then explains the wrong reading and corrects the wrong reading and asks the law of reading that students read, this assignment is carried out by teacher Ainum Arfa, namely the student representative". Based on the results of the observations that the researcher made when they were about to enter the classroom, they also prepared the teacher to teach Iqrok, the students who could not read the Qur'an were gathered in one room and the teacher who had been prepared to teach them (Khamid et al., 2020).

These are the supporting factors for teachers in improving the ability to read the Qur'an in accordance with tajweed at MTs Darul Hasanah Kutacane Southeast Aceh.

Conclusions

Based on the results of the research that has been conducted, it is known that the ability to read the Qur'an of students at MTs Darul Hasanah Kutacane is relatively good, with a percentage of 52.5% of students who are able to read the Qur'an in accordance with the rules of tajweed. The results of the distribution of the questionnaire on variable X (teacher efforts) showed that the majority of respondents had a high interest in learning the Quran, with the highest score of 75 and the lowest score of 39. The score grouping showed that 39% of students were in the "Good" category. The instrument used has been tested for validity with the result that all statement items are valid because the r-calculated value is greater than the r-table (0.329), and is reliable with Cronbach's Alpha value of 0.88 (> 0.50).

The improvement of students' Qur'anic reading ability cannot be separated from the synergy between teachers, madrasah heads, education staff, and the active role of parents. This strong support from various parties makes learning to read the Quran a top priority at MTs Darul Hasanah. In addition, the availability of adequate facilities and infrastructure as well as the implementation of additional tutoring and tahfidz programs are also important factors in supporting the improvement of the quality of students' Qur'an reading in accordance with the rules of tajweed.

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