

Qiroati Method Program Management in Developing the Quality of Quran Reading for Students

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ABSTRACT. This research uses a qualitative approach with case studies in several educational institutions and Qur'an learning centers that apply the Qiroati method. Data was collected through observation, interviews, and analysis of documents related to existing learning programs. Data analysis is carried out with content analysis techniques. The results of this study indicate that the Qiroati method has a positive impact on the development of the quality of Qur'an reading. By integrating aspects of tajweed and tafsir, learners can understand the meaning and law of tajweed contained in each verse of the Qur'an. Learning programs that adopt the Qiroati method are also able to provide a more immersive and interactive learning experience, helping learners overcome difficulties in reading the Qur'an correctly. However, challenges also arise in implementing the Qiroati method, such as the need for teachers who are skilled in tajweed and tafsir, as well as the development of learning materials that follow the students' comprehension behavior. Therefore, it is recommended that there is a holistic approach in designing learning programs, as well as continuous training for teachers to maximize the potential of the Qiroati method in improving the quality of Qur'an reading.

Keywords: *Qiroati Method, Quality of Qur'an Recitation, Education, Tajweed and Tafsir*

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INTRODUCTION

The reward of the Quran at a young age will serve to provide a child's learning experience, but more importantly serves to optimize brain development (El-Hussari, 2022). In this teaching can take place anytime and anywhere as well as human interactions that occur within the family, peers, and from community relations that are appropriate to the conditions and development of early childhood (Falah, 2019). Imam Suyuti said that teaching the Quran to children is one of the pillars of Islam so that they can grow on *fitrah*. Likewise, the Light of wisdom will first enter the heart, before it is dominated by lust and tainted by deception and heresy (Asad, 1980).

The purpose of reading the Quran has been explained in the technical manual and guidelines for the formation of reading and writing the Qur'an, it is stated that the purpose of reading and writing the Quran is to prepare their students to become a generation of Muslims who are Qur'anic, namely a generation that loves the Qur'an, making the Quran as a reading and at the same time a view of their daily lives (Muhaimin, 2011).

Learning to read letters is one of the first lessons that must be taught to young children, because children are the most intensive time to get to know new knowledge but this time is prone to those who generally like to imitate what is seen around them (Aprilianto & Fatikh, 2024).

Children will record every incident around them and will always remember the events that happened to them, both pleasant and sad events (Khosyi'ah & Rusyana, 2022). Actually, this is closely related to the factors that influence the purpose of teaching, namely the method used. Method is the most important factor in the teaching and learning process, although the method will not mean anything, when viewed separately from other factors in the sense that the new method is considered important in relation to all other educational factors, such as objectives, materials, evaluation, and so on (Al-Shanawani, 2019).

The qiroati method is widely used in Quran education parks, because it is considered one of the practical and effective Quran literacy methods. By using the qiroati method, it is hoped that students can learn the Quran easily because it emphasizes the tartil recitation of the Quran and pays attention to the science of tajweed (Mahjoob et al., 2014). The teaching of the Quran is very important in everyday life, because the teaching of the Quran is a vehicle to improve and build the quality of human resources in various ways. Likewise, in teaching the Quran accompanied by learning to read and write the Quran, children can read and write the Quran correctly.

But in fact learning to read and write the Quran using the qiroati method applied in schools has not had much effect on students, most students still have difficulties in reading the Quran due to the application of the qiroati method which is not in accordance with the rules given by the Raudhatul Mujawwidin Semarang foundation as the patent holder of the Qiroati method. Learning that uses the qiroati method cannot be carelessly given to students, teachers or teachers must have a permit or diploma issued by the Raudhatul Mujawwidin foundation by conducting teaching tests and reading the Quran to prospective teachers, also the provision of material using must be distinguished or classified according to the ability to read the Quran students.

Given the importance of reading the Quran to students and all Muslims, and referring to the problems described above, it is necessary to have a management system and program that is able to improve the quality of Quran literacy learning using the Qiroati method, so the researcher took the title "Qiroati Method Program Management to Improve the Quality of Quran Reading in Students of SMK Insan Tazakka.

METHOD

This research uses a qualitative type of research. This type of qualitative research is a type of research that does not use statistical rules and quantification. The approach to be used in this research is the case study approach. This research was carried out at SMK Insan Tazakka, the reason researchers chose SMK Insan Tazakka is because SMK Insan Tazakka is a school that applies Islamic religious values and emphasizes to its students to be able to read the Quran by adding hours of local content lessons in the process of teaching and learning activities, one of the subjects taught at the school is BTQ (Read and Write Quran) where the teaching of reading the Quran uses the qiroati method. SMK Insan Tazakka feels at Ds. Sarimulya, Kotabaru District, Cikampek, Karawang, West Java. In this vocational school, there is also an Islamic boarding school that teaches its students to learn to recite using the qiroati method.

Data collection techniques in this study are Observation, Documentation and Interview (triangulation) (Sugiyono, 2008). To analyze data can be done through 4 stages based on Miles and Huberman's theory, namely: 1) Data collection 2) Data reduction (data reduction), 3) Data Presentation (Data Display), and 4) Verification and Conclusion Attraction (Miles et al., 2014). Triangulation is a technique of checking the validity of data that makes use of something else. This technique is carried out by research by comparing and checking findings through the main informant with other informants.

RESULT AND DISCUSSION

Qiroati method program management can develop the quality of Quran reading in SMK Insan Tazakka students

To find out the initial conditions of how the management and programs that have been running in this school, researchers made observations using interview techniques which were carried out on March 20, 2023, together with the deputy principal of the curriculum section and teachers who teach Quran literacy subjects to produce information that the Qur'an learning program currently carried out at SMK insan tazakka uses the qiroati method as a reference for learning the Quran, However, the implementation of the Qiroati method program at this time is not in accordance with the provisions set by the Raudhatul Mujawwidin Semarang Quran Education Foundation, due to the following: 1) Some Quran teaching teachers use the Qiroati method but have not received a diploma from the Raudhatul Mujawwidin Semarang Foundation, to teach students, so that the implementation of Quran learning only depends on reference books that have been duplicated. 2) There is no standard learning achievement that must be mastered by students in accordance with the level of ability to read the Quran students.

Referring to the results of the interview, researchers can conclude that the implementation of learning BTQ subjects that have been running, some teachers only rely on the abilities that have been obtained by educators when learning the qiroati method at the cottage, while in teaching the qiroati method, teachers or educators must get a certification issued directly by the raudhatul mujawwidin foundation by taking a teaching readiness test held at the branch Karawang. Due to this regulation, researchers together with the deputy head of curriculum and school principal directed BTQ teachers to apply methods that are in accordance with the provisions set by the Raudhatul Mujawwidin Semarang foundation as the patent owner of the qiroati method, so that the implementation of this program can get maximum results.

After obtaining permission from the school and conducting interviews related to the current situation, researchers conducted field observations to find out how students' ability to read the Quran using the descriptive method.

After obtaining the results of initial observations, the researcher conveyed to the deputy head of the curriculum section and BTQ subject teachers about the qiroati method program, which the researcher will describe below. The task of the curriculum in applying the qiroati method program. 1) Assign BTQ subject teachers to conduct tests with the aim of obtaining a diploma in teaching the qiroati method at a foundation that has been appointed by the central board. 2) Divide and appoint each teacher who teaches the qiroati method to assist 1 batch (X / XI / XII) which will be described at each level of the planned program which refers to the rules of program management of the qiroati method. 3) Facilitate the need for BTQ teachers to teach the qiroati method.

The following is the task of the teacher in applying the qiroati method program. a) The teacher carries out a test to obtain a diploma teaching the qiroati method. b) Prepare learning achievements in each batch. c) The teacher classifies the material to be given in accordance with the program that has been designed by the team for teaching the Qiroati method. d) Implement the learning curriculum that has been determined in accordance with the Qiroati method program according to the batch.

Researchers with the curriculum section coordinate with BTQ subject teachers who already have diplomas to teach their knowledge about the qiroati method and determine how to apply the qiroati method program in accordance with the provisions set by the qiroati method program management rules so that students' abilities can develop at least students can improve their ability to recognize makhoriul ksurat and recognize tajweed reading and later expected

Students can practice their knowledge so that students can read the Quran with gharib and can also memorize the Quran.

After making the first observation, researchers obtained preliminary data whose results are contained in the following diagram: In this discussion, researchers obtained the results of a general analysis of student data obtained from teachers who teach BTQ and Tahfidz subjects at school.

From the results of data grouping and percentage calculations carried out by researchers, researchers found that in the first month, students in class X AK there were 7% of 27 students in the Less category, if referring to the category information above (page . . .) it was explained that students in this category understand the hijaiyah letters, but students are not able to combine the connected hijaiyah letters (reading the Quran in full). The average ability of students in class X Ak is 48% of 27 students are at the medium level (S) where students know the hijaiyah letters and are able to read the Quran but are not fluent in reading it (stammering) and know some of the knowledge of tajweed. While students who can be categorized (B) or good in reading the Quran amounted to 41% of 27 students where the good category is students who are able to read the Quran well, fluently and also know the laws of tajweed law and are able to read in accordance with the rules of tajweed. While in Class X AK students who can be categorized (SB) very well are 4% of 27 students where this category is students can understand and be able to practice the science of tajweed, punctuation marks in the ghorib Qur'an that are not visible until students are able to memorize the Quran.

From the results of data grouping and percentage calculations carried out by researchers, researchers found that in the second month, students in class X AK there were 56% of 27 students in the medium level category (S) where students knew the hijaiyah letters and were able to read the Quran but were not fluent in reading it (bricked) and knew some of the knowledge of tajweed. While students who can be categorized (B) or good in reading the Quran amounted to 41% of 27 students where the good category is students who are able to read the Quran well, fluently and also know the laws of tajweed law and are able to read in accordance with the rules of tajweed. While in Class X AK students who can be categorized (SB) very well are 4% of 27 students where this category is students can understand and be able to practice the science of tajweed, punctuation marks in the ghorib Qur'an that are not visible until students are able to memorize the Quran.

From the results of data grouping and percentage calculations carried out by researchers, researchers found that in the third month, students in class X AK there were 33% of 27 students in the medium level category (S) where students knew the hijaiyah letters and were able to read the Quran but were not fluent in reading it (bricked) and knew some of the knowledge of tajweed. While students who can be categorized (B) or good in reading the Quran amounted to 59% of 27 students where the good category is students who are able to read the Quran well, fluently and also know the laws of tajweed law and are able to read in accordance with the rules of tajweed. While in Class X AK students who can be categorized (SB) very well are 7% of 27 students where this category is students can understand and be able to practice tajweed, punctuation marks in the Qur'an ghorib that are not visible until students are able to memorize the Quran.

Supporting factors and inhibiting factors in undergoing the qiroati method program.

In undergoing good and correct qiroati program management, supervision is held in supporting every process journey in learning the qiroati method including:

There is program support from the main objectives of the school contained in the vision and mission which has been agreed upon by school leaders and school foundations that aim to make the main goals of the vision and mission achieved.

The support of safe and comfortable classroom facilities becomes a supporting facility in the place of teaching students and students so that the delivery of material to students and

students can take place comfortably and not be disturbed by other ongoing activities. Support for teaching facilities that can be supported in the procurement of special books held in the procurement of *qiroati* books by schools.

This is a supporting factor that greatly determines the results of the quality of teaching to students, student security in following lessons and teacher creativity in delivering material is a very determining factor in student acceptance of the amount of material they get, teachers who are used as teachers in carrying out the *qiroati* method in class.

In the course of *qiroati* learning that takes place, researchers analyze there are several points that can be an obstacle in carrying out *qiroati* method program management, including: 1) Some teachers have finished learning the *qiroati* method, but there are still those who have not received a teaching license diploma from the Raudhatul mujawwidin al-quran education foundation as a foundation institution that houses *qiroati* teachers, and the foundation provides recommendations for teaching licenses for teaching teachers in maintaining sanad which has been taught from its founder, KH. Dachlan Salim Zarkasyi.. 2) Teachers must be able to participate in the development of teaching skills in order to maintain knowledge in maintaining *qiroati* reading procedures through training held by the foundation at each regional coordinator, usually the event is held every few years in each region. 3) Limited availability of teaching books held by the Raudhatul Mujawwidin Qur'an Education Foundation so that students must take turns in using books that have been relied on by previous compilers. 4) Lack of awareness and willingness of students in studying the Qur'an and practicing the *qiroati* method that has been learned in school. 5) There are different levels of students' ability to read the Quran due to the different backgrounds of the students so that teachers must be able to adjust the material that has been compiled in the curriculum that has been agreed upon by the school curriculum management. 6) The implementation of learning recommended by *qiroati* program management standards is not in accordance with the guidelines that have been made because the learning hours in schools are limited and the teaching teachers who can teach this method are very limited.

Discussion

Qiroati method program management can develop the quality of Quran reading in SMK Insan Tazakka students

The implementation of the *qiroati* method applied at SMK Insan Tazakka is indeed not in accordance with the recommended rules that have been set by the standard management rules of *metede qiroati*, but every material that has been determined in the legal knowledge of *tajweed* reading has met the provisions set by the school curriculum so that the preparation of the BTQ (Read and Write Quran) program curriculum must be updated again so that the management of the *qiroati* program can be implemented, So that the presentation and implementation of teaching the *Qiroati* method can run in accordance with the standards that have been determined (Muawanah et al., 2022).

Supporting factors and obstacle factors experienced when implementing the Qiroati method program in developing the quality of Quran reading in SMK Insan Tazakka students

Running the *qiroati* method program must be supported by competent teachers and fulfill the diplomas that have been given by the central management so that the teaching given to students is in accordance with what has been recommended and also the scientific sanad in teaching the *qiroati* method can be accounted for.

The evaluation carried out in teaching the application of *qiroati* method management by researchers obtained conclusions on the teaching teachers, namely students and students at SMK Insan Tazakka Classified into 3 batches, namely in batch 1, namely class X, batch 2, namely class XI and batch 3, namely class XII, then each batch will be given a special classification in each

teacher and different stage material and with the burden of responsibility on each. The class will be taught by teachers who have been appointed by the curriculum to deliver material at their respective stages in accordance with the Qiroati method in the first stage and the second stage will be taught by the teacher who has been assigned, in the third, fourth and fifth stages will be taught by the teacher who has been appointed and at level six to the end of the tadarus will be taught by the teacher who has been assigned. In this way, teachers can focus on explaining / delivering material that has been determined according to the qiroati method program management (Siregar et al., 2021).

The results of the Qiroati method program in developing reading quality in SMK Insan Tazakka students

The results of observations made by researchers are indeed some needs that have not been determined by school management, including kirati books that not all teachers and teaching classes have received the book, however, the curriculum team and schools try to facilitate the needs needed by teachers by ordering the books needed to the book publisher yaysan so that the needs are met. Improving the skills of reading the Quran in students using the qiroati method and students and students are expected to follow the learning of the qiroati method carefully and can practice it in reading the Quran every day.

CONCLUSION

Program Management Qiroati method can be done by doing learning in accordance with the stages and steps that have been compiled.

Supporting factors that can help in the application of the qiroati method include the support for the vision and mission of the qiroati method program which is contained in the school's vision and mission agreed upon by school leaders and foundations, the support of safe and comfortable classroom facilities, and the procurement of special books held in the procurement of qiroati books as standard learning manuals, and there are teaching teachers who have been facilitated to get learning in the application of the qiroati method at SMK Insan Tazakka. There are several points that can be an inhibiting factor in carrying out qiroati method program management including: a) There are several educator tents that have not received a license diploma even though educators have studied the qiroati method. b) Limited availability of teaching books held by the Qur'an education foundation Raudhatul mujawwidin. c) Lack of awareness and willingness of students in studying the Quran and practicing the method d) There are differences in the level of students' ability to read the Quran due to the different backgrounds of the students. e) The time of implementation of learning recommended by qiroati program management standards is not appropriate if carried out in schools.

The results of the qiroati method program can help students improve the quality of reading students, it is hoped that students of SMK Insan Tzakka can at least know the hijaiyah letters and also the basic legal laws of tajweed rules in reading the Quran.

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