

Islamic Religious Education Teacher's Strategy for Learning to Read and Write the Qur'an for Class VII Students of SMPI Durenan

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Abstrak

Penelitian ini dilatarbelakangi oleh menurunnya kesadaran anak-anak zaman sekarang dalam belajar membaca dan menulis Al-Qur'an. Padahal, Al-Qur'an merupakan pedoman hidup umat Islam yang tidak hanya mengatur hubungan antara manusia dengan Tuhan, tetapi juga mencakup hubungan manusia dengan sesama serta dengan lingkungan sekitar. Kemampuan membaca Al-Qur'an dengan baik dan benar merupakan keterampilan dasar yang seharusnya dimiliki oleh setiap Muslim, termasuk siswa tingkat Sekolah Menengah Pertama (SMP). Data dalam penelitian ini dikumpulkan dalam bentuk kata-kata, narasi, serta dokumentasi visual, bukan berupa angka atau statistik. Pendekatan ini memungkinkan peneliti untuk memperoleh pemahaman yang lebih dalam mengenai sikap, kebiasaan, serta motivasi siswa terhadap pembelajaran Al-Qur'an. Dalam pengumpulan data, peneliti menggunakan beberapa teknik, yaitu wawancara, observasi, dan dokumentasi. Wawancara dilakukan terhadap siswa, guru agama, dan pihak terkait lainnya untuk mendapatkan informasi tentang pengalaman dan persepsi mereka mengenai pembelajaran Al-Qur'an. Observasi digunakan untuk mengamati secara langsung proses pembelajaran dan interaksi siswa dalam kelas. Sedangkan dokumentasi berupa catatan kegiatan, foto, dan dokumen pendukung lainnya digunakan sebagai bukti dan pelengkap data penelitian. Hasil penelitian ini berupa pelaksanaan pembelajaran membaca dan menulis Al-Qur'an (BTQ), yang dilakukan berupa kaidah tajwid, berlatih melafalkan huruf hijaiyyah dengan lancar, dan membaca Al-Qur'an secara langsung dihadapan guru. Kemudian berlatih menerapkannya dalam membaca Al-Qur'an dengan menggunakan metode pembelajaran yaitu ceramah, latihan (drill), pemberian tugas dan metode sorogan yaitu siswa membaca di depan guru. Pembelajaran menulis di SMPI Durenan kelas VII masih bersifat dasar seperti cara membentuk huruf hijaiyyah menyambung dengan huruf lainnya dan belum langsung berlatih menulis ayat-ayat Al-Qur'an. Kaligrafi atau khot belum diajarkan di kelas VII.

Kata kunci: Pendidikan Agama Islam, Pembelajaran, Strategi, Membaca dan Menulis

Abstract

This research is motivated by the declining awareness of today's children in learning to read and write the Qur'an. In fact, the Qur'an is a guide for life for Muslims that not only regulates the relationship between humans and God, but also encompasses human relationships with others and with the surrounding environment. The ability to read the Qur'an properly and correctly is a basic skill that every Muslim should have, including junior high school students. Data in this study were collected in the form of words, narratives, and visual documentation, rather than numbers or statistics. This approach allows researchers to gain a deeper understanding of students' attitudes,

habits, and motivations towards learning the Qur'an. In data collection, researchers used several techniques, namely interviews, observation, and documentation. Interviews were conducted with students, religious teachers, and other relevant parties to obtain information about their experiences and perceptions regarding learning the Qur'an. Observations were used to directly observe the learning process and student interactions in the classroom. Meanwhile, documentation in the form of activity notes, photographs, and other supporting documents were used as evidence and supplementary research data. The results of this study are in the form of the implementation of learning to read and write the Qur'an (BTQ), which is carried out in the form of tajwid rules, practicing pronouncing hijaiyyah letters fluently, and reading the Qur'an directly in front of the teacher. Then practice applying it in reading the Qur'an by using learning methods namely lectures, exercises (drills), giving assignments and the sorogan method, namely students reading in front of the teacher. Writing learning in SMPI Durenan class VII is still basic, such as how to form hijaiyyah letters connecting with other letters and has not directly practiced writing verses of the Qur'an. Calligraphy or khot has not been taught in class VII.

Keywords: *Islamic Religious Education, Learning, Strategy, Read and Write*

Introduction

This research is motivated by the declining awareness among today's children to consistently learn to read and write the Qur'an. In reality, the Qur'an serves as a comprehensive guide to life, containing not only instructions for the relationship between humans and God but also guidance for interactions among human beings and between humans and the environment. The Qur'an encompasses a holistic framework for ethical, spiritual, and social conduct.¹ Furthermore, education is not solely about cognitive knowledge, but also involves experiential and spiritual dimensions. These elements can be deeply cultivated through engagement with the Qur'an. By reading and understanding its teachings, students not only develop literacy skills but also gain moral insight and spiritual depth, which are essential components in shaping character and guiding behavior. Therefore, learning to read and write the Qur'an should be positioned as a vital aspect of holistic education, particularly for students in their formative years.²

¹ Ririn Nur Fadhila and Eli Masnawati, "Strategi Guru PAI Untuk Meningkatkan Kemampuan Membaca Dan Menulis Al-Qur'an Di Kelas VII SMP Wachid Hasjim 9 Sedati Sidoarjo," *Jurnal Studi Kemahasiswaan* 4, no. 2 (2024): 186–96, <https://doi.org/10.54437/irsyaduna>.

² Pahrul, Muhammad Yusuf, and Muhammad Tang, "Implementasi Moderasi Beragama Melalui Pembelajaran Pendidikan Agama Islam Di SMA Negeri 7 Kota Makassar," *Al-Nahdlah: Jurnal Pendidikan Islam* 3, no. 3 (2024).

Education in essence does not only teach cognitive knowledge³ but also experience and spiritual knowledge taken from reading the Qur'an.

This research was conducted at SMP Islam Durenan. In this school, learning to read and write the Qur'an is held as a local content subject. One of the problems faced by students at SMP Islam Durenan is that there are still many students whose reading of the Qur'an is not fluent or even unable to. This is very concerning because if seen from the background of the school which has an Islamic spirit, they should have been able to read the Qur'an fluently and correctly according to its reading.

Therefore, the role of teachers is very much needed, especially Islamic Religious Education teachers, to overcome the problem of students at SMP Islam Durenan who are not yet able and not yet fluent in reading the Qur'an properly and correctly. This can be overcome by holding a program for reading and writing the Qur'an at the school.⁴ Efforts to improve the Al-Qur'an learning process are very necessary because the Al-Qur'an is the main source of law and rules for Muslims. Because in the Qur'an, divine words are collected which serve as guidance, guidance and lessons for anyone who believes in them.⁵

This is done with the aim of preserving the holy book, reading it as a guide and teaching for life in the world, strengthening faith, encouraging good deeds and preventing evil, hoping for the pleasure of Allah SWT, increasing noble morals through the history contained in the Qur'an, increasing religious feelings so that faith increases and to draw closer to Allah SWT.⁶ Therefore, for those who truly believe, love for the Qur'an will naturally grow stronger. As a reflection of this love, they will become increasingly enthusiastic in consistently reading it, studying its content, and striving to understand its deeper meanings. This devotion is not limited to intellectual engagement alone; it extends to practical application in daily life. The teachings of the Qur'an will be

³ Elisa Rosa, Rangga Destian, and Andy Agustian, "Inovasi Model Dan Strategi Pembelajaran Dalam Implementasi Kurikulum Merdeka," *Journal of Education Research* 5, no. 3 (2024).

⁴ Minhaji and Nurul Qomariyah, "Religious Environment: Penciptaan Suasana Religius Di Sekolah," *Jurnal Lisan Al-Hal* 10, no. 2 (2016).

⁵ Arlina et al., "Strategi Guru PAI Dalam Meningkatkan Kualitas BTQ (Baca Tulis Al-Qur'an) Di SMP Pab 8 Sampali Kec. Percut Sei Tuan-Deli Serdang," *PIWULANG: Jurnal Pendidikan Agama Islam* 7, no. 1 (2024): 106–17, <http://e-journal.staima-alhikam.ac.id/index.php/piwulang>.

⁶ Edy Sutrisno and Kabupaten Malang, "Actualization of Religion Moderation in Education Institutions," *Jurnal Bimas Islam* 12, no. 1 (2019).

manifested both in one's relationship with Allah SWT and in interactions with fellow human beings and the surrounding environment. Thus, the Qur'an becomes not only a source of guidance but also a way of life for those who sincerely embrace its message.

Research Method

The research conducted by this researcher attempts to obtain complete and in-depth information regarding the Learning to Read and Write the Qur'an at SMPI Durenan. Therefore, the researcher employs a qualitative research approach. According to Bogdan and Taylor, qualitative research is a research procedure that generates descriptive data in the form of written or spoken words from individuals, as well as observable behavior. This approach is particularly suitable for exploring social phenomena in depth, allowing researchers to understand participants' perspectives, experiences, and meanings within their natural contexts.⁷ Meanwhile, according to another opinion, qualitative is research that produces analysis procedures that do not use statistical analysis procedures or other quantification methods.

Descriptive research aims to describe systematically and accurately the facts and characteristics of the population or a particular field.⁸ This research attempts to describe the situation or event.⁹ This research uses a case study research type because it aims to find out and describe the in-depth problems in learning to read and write the Qur'an at SMPI Durenan.

This research was conducted at SMPI Durenan because the students' classes that enter SMPI Durenan, according to existing regulations, must be able to read and write the Qur'an well. Public opinion entrusts their sons and daughters to study at SMPI Durenan.

To obtain adequate data as cross checks, researchers also use unstructured interview techniques with subjects involved in interactions that are considered to have knowledge, understand the situation and know information to represent the research

⁷ Robert Sherman and Rodman Webb, *Qualitative Reserch in Education: Focus and Methods* (London: Routledge, 2005).

⁸ Christine Daymon and Immy Holloway, *Qualitative Research Methods in Public Relations and Marketing Communications* (London: Routledge, 2005).

⁹ John W Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches Second Edition* (New York: Routledge, 2014).

institution to answer questions related to the focus of the research. Unstructured interviews are often called in-depth interviews.¹⁰ In-depth interviews are a form of communication between researchers and subjects being studied by asking questions in seeking information based on objectives. Interviews can be conducted in both formal and informal settings, either scheduled or unscheduled, and may take place in official locations or public, informal environments. In essence, an interview is a process of gathering information for research purposes through a face-to-face question-and-answer interaction between the interviewer and the interviewee. This method allows researchers to explore participants' perspectives, experiences, and insights in a more personal and in-depth manner, making it a valuable tool in qualitative research.

The data collection techniques used by researchers are active and passive participant observation. Active participant observation is an observation conducted by researchers at the research location and researchers are directly present to observe or observe related to student behavior,¹¹ the learning process in class, until researchers get the desired data. While passive participant observation is an observation conducted by researchers through intermediaries from other parties, namely Al-Qur'an teachers, researchers here are not directly involved in observations in the classroom. Using this observation technique, researchers can find out the conditions that occur in the field in depth, namely researchers can directly find out the conditions in the classroom and also get data from observations conducted by other parties, here carried out by the Al-Qur'an teacher himself. This technique is used by researchers to observe the process of learning to read and write the Al-Qur'an in class.

A data collection method used to trace historical data, this data is usually in the form of letters, reports, notes and so on.¹² In its implementation, researchers must examine written objects, including Al-Qur'an learning guidelines, then learning schedules, Al-Qur'an learning lesson plans in class and evaluation result assessment guidelines and so on.

¹⁰ Irving Seidman, *Interviewing as Qualitative Research: A Guide for Researchers in Education and the Social Sciences* (London: Teachers college press, 2006).

¹¹ J. P. Spradley, *Participant Observation* (Singapura: Waveland Press, 2016).

¹² Sugiyono, *Metode Penelitian & Pengembangan* (Bandung: Alfabeta, 2015).

Milles & Hubberman in Sugiyono¹³ put forward three stages that must be carried out in analyzing qualitative research data, when data collection is taking place, and after data collection is completed within a certain period, namely according to the following image of the stages and flow of the data analysis model:

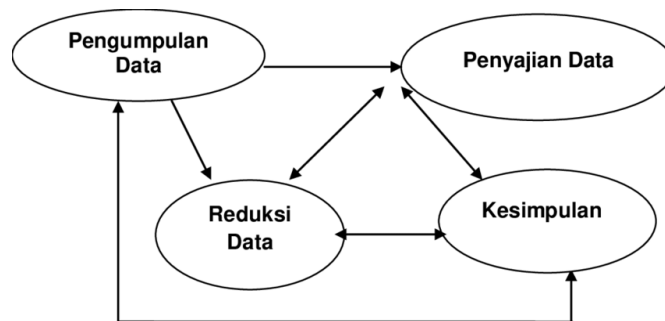


Figure 1. Analysis Data Model

Result and Discussion

1. Planning

The learning planning in this class at SMPI Durenan uses the Al-Qur'an Hadith learning RPP which also includes BTQ learning. Because the learning of Reading and Writing the Al-Qur'an in this class is included in the Al-Qur'an Hadith lesson which includes BTQ learning.

In addition to making the learning RPP, the planning in this class has a schedule that has been set by the Deputy Head of Curriculum. According to the lesson hours and the teachers who teach each. In this class, the learning of Reading and Writing the Al-Qur'an has been scheduled and neatly arranged according to the teacher and teaching hours, which is once a week with a time allocation of 2x40 minutes for each meeting. For class 8 on Tuesday.

Planning is a process of thinking activities to carry out work, this is done so that the objectives of a program can be achieved. With good and mature planning, it is hoped that the program to be implemented can achieve the right targets.

Learning planning in the class at SMPI Durenan uses the Al-Qur'an Hadith learning RPP which includes BTQ learning. The Learning Implementation Plan is

¹³ Sugiyono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2009).

the initial learning activity that is prepared to make it easier for teachers to carry out the learning process in class. Where the RPP is made to make it easier for teachers to achieve learning objectives.

In the teaching and learning process, it is essential to have clear objectives. The goal of learning the Qur'an, as stated by Juwariyah in her book *"Basics of Children's Education in the Qur'an,"* is that education is an activity aimed at developing all human potential and aspects of personality throughout one's lifetime. Therefore, education is not merely confined to formal settings within the classroom or limited by space and time. Rather, it is a lifelong process that encompasses the continuous growth of intellectual, emotional, moral, and spiritual dimensions in every stage of human life. In this context, learning the Qur'an plays a central role in shaping both character and behavior beyond the formal education system.¹⁴ However, it includes all activities that contain elements of developing every basic potential that humans have whenever and wherever they do it. Therefore, education is said to be the main means to develop human personality.¹⁵

This is in accordance with the concept of Learning Planning that planning is the initial activity in achieving learning goals. In the RPP there are many steps in learning including goals, methods, facilities, teaching materials, the teaching and learning process becomes good because there is good planning in achieving learning goals.¹⁶

In addition to making RPP learning in its planning in this class has a schedule that has been set by the Deputy Head of Curriculum. According to the lesson hours and the teachers who teach each. In this class, learning to Read and Write the Qur'an has been scheduled and neatly arranged according to the teacher and

¹⁴ Suriana, "Strategi Guru Pendidikan Agama Islam Dalam Meningkatkan Minat Baca Tulis Al-Quran Pada Peserta Didik SMPN 1 Mattirosompe Kabupaten Pinrang," *Jurnal Lasinrang* 03, no. 01 (2024).

¹⁵ Siti Rahmawati and Auliya Yufina, "Strategi Guru PAI Dalam Pembelajaran Menulis Al-Qur'an Melalui Metode Drill Siswa Di SMPN 1 Pulau Hanaut Kabupaten Kotawaringin Timur," *ADDABANA: Jurnal Pendidikan Agama Islam* 7, no. 2 (August 30, 2024): 121–33, <https://doi.org/10.47732/adb.v7i2.523>.

¹⁶ Sitti Chadijah Syamsuddin, Marwan Sileuw, and Siti Rokhmah, "Strategi Guru Dalam Meningkatkan Kemampuan Baca Tulis Al-Qur'an Pada Siswa Sekolah Menengah Atas," *Lentera* 5, no. 2 (January 25, 2024): 193–206, <https://doi.org/10.32505/lentera.v5i2.7371>.

teaching hours, which is once a week with a time allocation of 2x40 minutes for each meeting. For class 8 on Tuesday.

According to the concept of **organizational performance**, the **division of labor** involves written documentation that clearly outlines the tasks and responsibilities, working conditions, work relationships, and other relevant aspects of a specific role within an organization. A well-defined and detailed division of schedules and duties greatly supports the efficient execution of tasks.¹⁷ This clarity enables individuals to perform their roles effectively, which in turn contributes to the development of **teaching expertise, experience, and a stronger sense of responsibility**. Over time, this structured approach fosters the **improvement of overall performance** within the organization, particularly in educational settings where clarity of role is essential for instructional success.¹⁸ With good scheduling, learning to Read and Write the Qur'an in this class is expected to improve teacher performance and also the student's learning process well.¹⁹

In the discussion of the researcher's findings above, it can be concluded that planning in learning to Read and Write the Qur'an in the Durenan Middle School class is by making and preparing a Learning Implementation Plan or RPP, as well as a neatly arranged schedule according to the lessons and teachers who teach it.

From the discussion of the findings of the data above, it can be linked to previous research that no one mentioned the inclusion of RPP in learning to Read and Write the Qur'an. Because the focus of previous research was more on learning to read and write the Qur'an in the classroom. It can be said that there is no conformity in the findings of the RPP in previous research.

2. Implementation

The implementation of the learning of Reading and Writing the Al-Qur'an at SMPI Durenan is 1 meeting a week with a time allocation of 2x40 minutes. And in

¹⁷ Yuli Zamzah Farliati, Mukhsin Nyak Umar, and Yusra Jamali, "Strategi Guru PAI Dalam Pembelajaran Al-Qur'an Siswa Di SD Negeri Se-Kota Subulussalam," *Tadabbur: Jurnal Peradaban Islam* 4, no. 2 (June 18, 2023): 543–54, <https://doi.org/10.22373/tadabbur.v5i1.330>.

¹⁸ Yusuf Hanafi et al., "Self-Regulation In Qur'an Learning," *Malaysian Journal of Learning and Instruction* 18, no. 2 (July 1, 2021): 103–28, <https://doi.org/10.32890/mjli2021.18.2.4>.

¹⁹ Muharami Aisyah Hanafi et al., "Strategy to Improve Al-Quran Reading and Writing Skills in Public Schools," *Journal of Islamic Education Research* 5, no. 3 (December 1, 2024), <https://doi.org/10.35719/jier.v5i3.450>.

its implementation, the teacher provides special hours outside of these hours for additional learning. To add material to students who do not understand and are not fluent in learning to Read and Write the Qur'an. Usually the teacher takes a break or after the effective hours are finished to provide additional hours for students who do not understand and are not fluent.

In addition to adding special hours in the implementation of learning to Read and Write the Qur'an in class, the learning technique applied is also the classical technique. With comprehensive learning together with one class so that in delivering it is more efficient in time and maximizing existing conditions.

The implementation of learning to Read and Write the Qur'an in the class also applies a learning approach, namely the Motivational Approach. So that students are motivated in learning the Qur'an. Because of the diverse backgrounds of students in the class. In addition, in the implementation process, teaching materials must also be prioritized in learning. This class uses the Al-Qur'an Hadith and BTQ textbooks.²⁰

The implementation of learning is a structured process designed according to specific steps to ensure that the intended learning outcomes are achieved. In the teaching and learning process, this stage is the core and most crucial part, as it involves the actual delivery and interaction between teacher and students. At SMPI Durenan, the implementation of learning to Read and Write the Qur'an is conducted once a week, with an allocated time of 2 x 40 minutes per session. To support students who struggle with fluency and comprehension, the teacher also provides additional learning sessions outside of the scheduled hours. These supplementary lessons are aimed at reinforcing students' understanding and helping those who are not yet proficient in reading and writing the Qur'an. Typically, the teacher utilizes break times or time after regular school hours to conduct these extra sessions, demonstrating a strong commitment to ensuring that every student receives the guidance they need to succeed in Qur'anic literacy.

²⁰ Purwanto, Suharti, and Zakiyah, "Pengaruh Motivasi, Gaya Belajar, Dan Suasana Religius Terhadap Prestasi Belajar Peserta Didik Di Madrasah Ibtidaiyah Negeri 3 Purworejo," *IBTIDA Jurnal Kajian Pendidikan Dasar* 1, no. 1 (2021).

With the existence of special additional hours for students who are still not fluent and understand in learning to Read and Write the Qur'an, it is hoped that it can be maximized properly. In addition to adding special hours in the implementation of learning to Read and Write the Qur'an in class, the learning technique applied is the classical learning technique. With its learning as a whole together with one class so that in delivering it more time efficient and maximizing existing conditions.²¹

This aligns with the concept of classroom management, which refers to the teacher's efforts in organizing and managing all aspects of classroom life to create an effective learning environment. This includes curriculum planning, arranging learning procedures and resources, and setting up a conducive physical and psychological environment to maximize learning efficiency. In addition, effective classroom management involves monitoring student progress and anticipating or addressing potential problems that may arise during the learning process. Through these efforts, teachers can foster a structured and supportive classroom atmosphere that promotes student engagement and academic success. With this, it is expected that the process of learning to Read and Write the Qur'an can be absorbed and delivered comprehensively and efficiently according to the hours that have been set.²² As a result, the learning objectives can be effectively achieved. The implementation of the Read and Write the Qur'an program in the classroom also incorporates a motivational learning approach, with the aim of encouraging students to engage more actively and enthusiastically in their Qur'anic studies. This approach is particularly important given the diverse backgrounds of students, which can influence their readiness and attitudes toward learning. To support this, the teacher emphasizes the spiritual and moral significance of learning the Qur'an, drawing upon divine guidance. As stated by Allah SWT in the first revelation to the Prophet Muhammad SAW in the Cave of Hira, found in Surah Al-'Alaq verses 1–5:

²¹ Eko Purwanto, "Strategies of Islamic Religious Education Teachers in Improving the Literacy of the Qur'an for Grade VIII Students at State Junior High School 4 Palu Abstract," *Studi Multidisipliner* 11, no. 2 (2024), <https://doi.org/10.24952/multidisipliner.v11i2.13641>.

²² Zachro Soleha and Meti Fatimah, "The Role of Islamic Religious Education Teachers in Overcoming Students' Difficulties in Reading the Qur'an at Al Islam Ngemplak Middle School," *Didaktika: Jurnal Kependidikan* 13, no. 001 (2024), <https://jurnaldidaktika.org>415.

“Read in the name of your Lord who created. He created man from a clot of blood. Read, and your Lord is the Most Gracious. He who taught by the pen. Taught man what he did not know.” (QS. Al-‘Alaq: 1–5). These verses serve as a powerful reminder of the importance of knowledge, literacy, and divine instruction. They become a source of inspiration and motivation for both teachers and students to engage earnestly in the process of learning to read and write the Qur’an, not just as a technical skill but as an act of devotion and a path to personal growth.

Learning is essentially a process, namely the process of regulating, organizing the environment around the learner, so that it can foster and encourage learners to carry out the learning process motivate them especially in reading and writing the Qur'an.²³

With this is the motivation spread in Muslims in studying the Qur'an. And it is expected that students in the class are more enthusiastic in learning to Read and Write the Qur'an. In addition, in the implementation process, it must also prioritize teaching materials in learning. In this class, using the Al-Qur'an, Hadith and BTQ textbooks. Because learning to Read and Write the Qur'an is wrapped in the lessons of the Al-Qur'an, Hadith and BTQ.

This is in accordance with the understanding of the concept of learning resources, namely everything that can support the learning process so as to provide positive changes. This is in accordance with the statement of Arif S Sadirman in Syahputra et.al²⁴ who argues that learning resources are all kinds of sources that exist outside that allow the learning process to occur.

The role of learning resources (such as: teachers, lecturers, books, films, magazines, laboratories, events, and so on) allows individuals to change from not knowing to knowing, from not understanding to understanding, from not being

²³ Fikhi Dzikrulloh, Ummah Karimah, and Dwi Rahma Fitriani, “Strategies And Islamic Religious Education Teachers: Efforts To Overcome The Difficulties Of Reading The Qur’an For Vocational High School Students,” *ICORHESTECH* 1, no. 1 (2024): 352–56.

²⁴ Hernawan Syahputra Lubis, Bahtiar Siregar, and Sakban Lubis, “Teachers’ Efforts In Improving The Ability To Read The Qur’an In Grade V Students In Elementary School Integrated Islam Al-Fityan Medan,” in *Proceedings The 2nd Annual Dharmawangsa International Conference “The University Responsibilities in Implementing Green Technology,”* 2024, 2809–0853.

skilled, and makes individuals able to distinguish between what is good and what is not good.²⁵

From the findings of the research data in the classroom, it can be concluded that in the implementation of learning to Read and Write the Qur'an, namely by implementing additional learning hours (special) for students who are not yet fluent, then using the classical method and implementing the Motivation learning approach,²⁶ and using textbooks that are in accordance with the learning material.²⁷ The results of the discussion of the findings of the data above can be linked to previous research that there is a suitability regarding the learning method, namely the classical method and learning using textbooks.²⁸ While the findings of the data on special additional hours and implementing the motivation learning approach do not match the findings of the research.²⁹

3. Evaluation

Evaluation is carried out with 2 tests, namely with an oral test of reading and memorizing short letters and hadiths then with a written test.

Evaluation is a process that involves the planning, collection, and presentation of information that is essential for making informed decisions. In line with this understanding, every evaluation or research activity is a deliberately planned process aimed at obtaining accurate and relevant data. Based on this data, evaluators or decision-makers analyze the findings and consider alternative actions or solutions. Thus, evaluation serves not merely as a formality, but as a critical component in guiding decisions, improving practices, and ensuring that objectives are met effectively. The evaluation applied in this class is by test, namely by oral

²⁵ Aprilia, "Strategi Pembelajaran Baca Tulis Al-Qur`An Dalam Meningkatkan Kemampuan Membaca Dan Menulis Al-Qur`an Pada Siswa SMP Swasta PAB 2 Helvetia," *Educate: Jurnal Ilmu Pendidikan Dan Pengajaran* 2, no. 1 (2023), <https://creativecommons.org/licenses/by-sa/4.0/>.

²⁶ S. Tambak, "Metode Ceramah: Konsep Dan Aplikasi Dalam Pembelajaran Pendidikan Agama Islam," *Jurnal Tarbiyah* 21, no. 2 (2014).

²⁷ Junaidi Mistar et al., "Attitudinal and Motivational Factors in the Use of Strategies for Learning Writing Skills by Indonesian University EFL Learners," *Asian Journal of University Education* 19, no. 3 (2023): 532–46, <https://doi.org/10.24191/ajue.v19i3.23629>.

²⁸ Fadlilah Anisa Hanifah et al., "Implementasi Program Pembelajaran Mentoring Dalam Pembentukan Akhlak," *Mamba'ul 'Ulum*, April 3, 2023, 67–79, <https://doi.org/10.54090/mu.101>.

²⁹ Maisy Aprilia and Dea Mustika, "Implementation of the Teacher's Role in Implementing the Kurikulum Merdeka in Elementary School," *Inovasi Kurikulum* 21, no. 2 (2024): 583–94, <https://doi.org/10.17509/jik.v21i2.67106>.

test, reading and memorizing short letters and hadiths then with written test.³⁰ This is in accordance with the understanding of evaluation, namely evaluation comes from the word evaluation (English) which means assessment or estimation. The word is absorbed into the Indonesian term as "evaluation". According to the language, assessment is interpreted as the process of determining the value or object.³¹ Meanwhile, in terminological terms, evaluation is defined as a process of planning, obtaining, and providing information that is essential for making alternative decisions. In line with this definition, every evaluation or assessment activity is a deliberately structured process designed to gather relevant information or data, which then serves as the basis for decision-making.³² Naturally, the information or data collected must be accurate, relevant, and aligned with the intended evaluation objectives, ensuring that the decisions made are well-informed and purposeful.

Conclusion

Learning planning in this class begins with the preparation of a Lesson Plan (RPP), which is integrated with the subjects of Al-Qur'an Hadith and BTQ (Baca Tulis Al-Qur'an). The schedule for learning to read and write the Qur'an is aligned with these subjects and is specifically conducted on Tuesdays for grade 8 students. At SMPI Durenan, the implementation of the Qur'an literacy program is held once a week with a time allocation of 2 x 40 minutes per session. To support students who require additional guidance, the teacher also provides special learning hours outside the scheduled time. These sessions are intended to assist students who are still struggling with fluency in reading and writing the Qur'an. The teaching method employed in this class includes classical learning techniques, in which the teacher leads the session for

³⁰ Muhammad Jihadul Hayat, "Preaching Islamic Legal Rules on Screen: Conservatism on Islamic Family Law in Digital-Based Dakwah Program Mamah Dan Aa Beraksi," *Al-Jami'ah: Journal of Islamic Studies* 60, no. 2 (November 29, 2022): 427–66, <https://doi.org/10.14421/ajis.2022.602.427-466>.

³¹ Reffy Ananda Rizki and Lulu Fahkrunisa, "Evaluation of Implementation of Independent Curriculum," *Journal of Curriculum and Pedagogic Studies (JCPS)* 1, no. 4 (2022): 35.

³² Benedikt Artmann, Christian Scheibenzuber, and Nicolae Nistor, "Elementary School Students' Information Literacy: Instructional Design and Evaluation of a Pilot Training Focused on Misinformation," *Journal of Media Literacy Education* 15, no. 2 (2023): 31–43, <https://doi.org/10.23860/JMLE-2023-15-2-3>.

the whole class simultaneously. Additionally, a Motivational Approach is applied to inspire students to develop a stronger interest and commitment in learning the Qur'an. The instructional materials used in this class include the Al-Qur'an Hadith and BTQ textbooks, which serve as the main references throughout the learning process. For the evaluation, two types of assessments are implemented: oral tests—which involve reading and memorizing short surahs and hadiths—and written tests to evaluate students' understanding of the content. These evaluation methods aim to measure both the practical skills and theoretical knowledge of students in relation to Qur'anic literacy and comprehension.

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