



Management of Learning to Read and Write Al-Qur'an Qira'ati Method At SD Islam Terpadu Bina Amal 1 Semarang

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Abstract

In the process of teaching and learning activities at Integrated Islamic Elementary School Bina Amal 1 Semarang, a Qira'ati teacher is required to be able to master learning management including planning, implementation and evaluation properly and correctly so that implementation in the field can run effectively and efficiently. This study aims to determine the objective conditions planning, implementation and evaluation as well as supporting and inhibiting factors. This study used a qualitative approach through interviews with the vice principal and coordinator of Qira'ati. The results of the interview with the deputy principal and the Qira'ati coordinator resulted in an analysis that the Qira'ati method of planning learning to read and write the Qur'an includes the annual program, semester program and syllabus. While the implementation process includes preliminary activities, core activities and closing. In the evaluation of learning there are 4 stages, namely evaluation of page increments, evaluation of volumes, semester evaluations, and final learning evaluations. Supporting factors involve existing stakeholders. Mean while, the inhibiting factor is that the teacher does not master the theory and practice in the field, the difference in the level of intelligence between students and students are less active in learning. To produce quality Qira'ati teachers, a Qira'ati teacher training program and a Qira'ati shahadah teacher program are held.

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INTRODUCTION

In the process of implementing teaching and learning activities in schools, the smooth and successful teaching and learning process applied by an educator depends on the accuracy of choosing a method or approach. In the context of the teaching and learning process, educators are always reminded with a pearl of wisdom: "*At-tariqatu ahammu min al-maddah*" that the method has a more significant role than the material.

According to Skinner (2013) concluded that learning is a process of changing individual behavior that is relatively permanent as a result of experience. Learning is an effort to organize an environment that gives a nuance so that the learning program grows and develops optimally.

The results of Grůzová (2014) concludes that all the different classes (focusing on language, motor, and social development) use all instruments for developing well-rounded individuals (cognitive, language, motor coordination, etc.).

According to Amoli and Aghashahi (2016) the goal of all schools is to provide excellent specialized teaching for each student. Previous findings revealed that effective learning requires shared goals and values that encourage people to work and understand together.

Research conducted by Ekosiswoyo and Sutarto (2015) on *Education Equality Based Learning Model Vocational Skills*. The results of the study concluded that the quality of learning planning has a significant influence on the quality of learning implementation, the quality of learning implementation has a significant influence on the acquisition of learning outcomes for learning citizens.

Research conducted by Supiani and Murniati (2016) concluded that the implementation of Al-Qur'an learning at the Integrated Islamic Elementary School Nurul Islah Banda Aceh was carried out in three stages, namely: the initial stage, at this stage the teacher repeated the material that had been taught, then the core stage where the teacher carried out the learning with using the talaqqi and tahfidz

methods, then the final stage where the teacher invites students to read the closing prayer together reminding students to study at home in order to increase their memorization.

The results of research conducted by Sutarto et al. (2019) concludes that the design of the implemented E-training model consists of: stages of activity, training problems and needs analysis, socialization and recruitment of trainees, training planning, learning process training including self-study, assignment, unit evaluation, and mentoring, comprehensive evaluation through independent tasks, namely given a certificate if passed, and follow-up in the form of competency test, and advanced training.

The results of research conducted by Srijatun (2017) and Rahmawati et al. (2021) concluded that learning to read and write the Qur'an with the Iqra' method was prepared in a planned and systematic manner by referring to the Raudhatul Athfal curriculum or Kindergarten, then there were supporting factors such as the availability of Iqra' guide books, media and teaching aids as a factor. supporting the learning process.

Research conducted by Mulyani and Maryono (2019) conclude that: *First*, the application of the Qira'ati method in learning the Qur'an has three steps, namely the planning step, the implementation step and the evaluation step. *Second*, the teaching technique of the Qira'ati method in learning the Qur'an is the sorogan technique, individual class and listening class. *Third*, there are three supporting factors, namely the independence of students, a conducive and comfortable environment, the completeness of teaching aids and the quality of the educators.

This study discusses the management, planning, implementation and evaluation of the Qira'ati method of learning to read and write the Qur'an at Integrated Islamic Elementary School Bina Amal 1 Semarang. The reason the researcher chose Integrated Islamic Elementary School Bina Amal 1 Semarang, as the research site is because it has its own uniqueness when viewed from the process and output.

Therefore, good and appropriate management is needed so that planning, implementation and evaluation in the field can run effectively and efficiently according to the desired achievement targets. How is the process of managing the Qira'ati method of learning to read and write the Qur'an at Integrated Islamic Elementary School Bina Amal 1 Semarang, so that teachers are able to plan, implement and evaluate properly and correctly according to the expected target. In addition, the readiness and careful planning of the Qira'ati teacher also greatly determines the success of the Qira'ati method of learning to read and write the Qur'an, so that teachers are really required to carry out learning well, effectively, efficiently and fun.

METHOD

The research on the management of learning to read and write the Qur'an using the Qira'ati method took place at the Integrated Islamic Elementary School Bina Amal 1 Semarang, which is located at Jalan Kyai Shaleh No. 8 Mugas Sari, South Semarang District, Semarang City. This research is a qualitative research which has the following characteristics: *First*, It is descriptive. *Second*, Analyze the data inductively. *Third*, Pay more attention to the process than the result. *Fourth*, The researcher is the key instrument. Researchers describe clearly and reveal in depth about the management of learning to read and write the Qur'an using the Qira'ati method at Integrated Islamic Elementary School Bina Amal 1 Semarang as it is, because it aims to describe the management of learning to read and write the Qur'an using the Qira'ati method. which will be implemented.

The focus of this research is to examine in depth the management of learning to read and write the Qur'an using the Qira'ati method at Integrated Islamic Elementary School Bina Amal 1 Semarang. Some of the sub-themes presented are as follows: *First*, Planning for learning to read and write the Qur'an using the Qira'ati method at Integrated Islamic Elementary School Bina Amal 1 Semarang. *Second*, Implementation of the Qira'ati method of reading and writing the Qur'an

at Integrated Islamic Elementary School Bina Amal 1 Semarang. *Third*, Evaluation of learning to read and write the Qur'an using the Qira'ati method at Integrated Islamic Elementary School Bina Amal 1 Semarang. *Fourth*, Supporting factors and inhibiting factors in the Qira'ati method of learning to read and write the Qur'an at Integrated Islamic Elementary School Bina Amal 1 Semarang.

In this study, researchers used triangulation techniques and theories. Triangulation technique is checking the validity of data using one thing with another. Outside the data for checking purposes or as a comparison against the data. In addition, in the implementation of the triangulation technique, the researcher compared the observational data with the data from interviews with the deputy head of school IV in the field of Al-Qur'an and language and the Qira'ati learning coordinator.

While in terms of theory, triangulation is done by cross checking or checking whether the data found in the field (in this study is the result of data in the field about the management of learning to read and write the Qur'an using the Qira'ati method at Integrated Islamic Elementary School Bina Amal 1 Semarang) in accordance with existing theories. This technique is commonly used in qualitative research, because this technique reflects an attempt to gain a complete understanding of a phenomenon through examination through other sources. That is, researchers try to use multi-methods so that appropriate researchers are more effective to add depth, breadth and understanding of research.

RESULTS AND DISCUSSIONS

Based on the research findings obtained from the research field, the research findings will be discussed as well as the focus of this research.

Planning Learning to Read and Write Al-Qur'an Qira'ati Method.

The planning of the Qira'ati Al-Qur'an Reading and Writing lesson at is very dependent on the concept centered on the Raudhatul Mujawidin Foundation, Semarang. Because the

Qira'ati teacher at Integrated Islamic Elementary School Bina Amal 1 Semarang is only an executor because all activity plans have been well conceptualized from the start of teacher preparation, teacher activities, learning methods, study time, teaching targets and teaching aids have been conceptualized because the teacher has memorized with what will be taught to students

The results of research conducted by Saraee and GHanadan (2011) conclude that in general, there is a big difference between the views of experts regarding law, theory and schools of thought economical. Differences of opinion are rooted in the foundation of belief, gender and college education

The results of research conducted by Iqbal et al. (2021) about a journal entitled Rethinking theories of lesson plan for effective teaching and learning concluded that students prefer academic classes induced by lesson plans. our empiric assessment is also based on the effectiveness of the lesson plan based on constructivism theory, Gagne's nine learning events, and formative assessment, classroom seating arrangement, classroom monitoring activities by senior or experienced teachers, and teaching experience.

The results of the study are very meaningful for every teacher to develop their abilities quality of teaching and suitable for realizing the desired learning and assessment technique. This is also important for every student because it provides support to increase the involvement of learning activities in the classroom.

The results of research conducted by Suryapermana (2017) concluded that learning planning and strategies it is possible to increase student achievement. A teacher is also required to create other learning strategies, which are considered capable of improving results student learning. Because after all, learning strategies in class is a factor that can help create the process fun learning, so students are encouraged motivation to

According to the researcher, the Qira'ati method of learning planning at Integrated Islamic Elementary School Bina Amal 1 Semarang has been designed in the form of a syllabus and

Learning Implementation Plan (RPP) which refers to content standards. The Qira'ati method of learning planning includes the preparation of learning implementation plans, preparation of media, learning resources, learning assessment tools and learning scenarios. The preparation of the syllabus and lesson plans is adjusted to the learning approach used.

Implementation of Qira'ati Method of Learning.

The process of implementing the Qira'ati Method of Reading and Writing Al-Qur'an at was carried out after the Learning Implementation Plan was made by the educator. For Learning Implementation Plan, it refers to the curriculum syllabus at the Raudhatul Mujawidin Foundation Semarang. After the researchers observed in the field, the results obtained, that: *First*, the implementation of learning is carried out through shifts. *Second*, using the classical method with demonstrations in the first 10 minutes, followed by individual methods. *Third*, classical read read starting from juz 27 and above. *Fourth*, post-Evaluation of Learning the Final Stage of the Qur'an class activities, namely muraja'ah gharib, recitation and recitation of the Qur'an. *Fifth*, held privately for students who missed the target volume of each class.

According to the researcher, the scenario of the implementation of the Qira'ati method learning at Integrated Islamic Elementary School Bina Amal 1 Semarang is done by grouping students according to their volume. Each teacher teaches 1 group of students consisting of 10 to 15 students according to the volume in each lesson. In the Qira'ati method, the scenario of the implementation of learning is carried out in stages, the emphasis being on each volume.

Table 1. Qira'ati Achievement Targets Integrated Islamic Elementary School Bina Amal 1 Semarang.

Class		Qira'ati Target
I/ 1	Completed volume 1	
I/ 2	Completed volume 2	
II/ 1	Completed volume 3	
II/ 2	Completed volume 4	
III/ 1	Completed volume 5	
III/ 2	Completed chapter 27	
IV/ 1	Completed volume 6	
IV/ 2	Gharid and tajwid Preparation of Final Stage of Al-Qur'an Learning	
V/ 1	Final Stage of Al-Qur'an Learning	
V/ 2	Tadarus and remedial for those who have not passed Final Stage of Al-Qur'an Learning.	
VI		

The Table 1 is the target of achieving Qira'ati learning outcomes for students, it is hoped that on average students will be proficient and fluent in reading the Qur'an. In addition to the achievement targets in Qira'ati learning, it is also interspersed with memorizing prayers and short letters during learning.

The process of implementing the Qira'ati Method of Reading and Writing Al-Qur'an at Integrated Islamic Elementary School Bina Amal 1 Semarang is applied in each class. The implementation system of Al-Qur'an Reading and Writing at Integrated Islamic Elementary School Bina Amal 1 Semarang uses the Qira'ati method which consists of 6 volumes, 27 chapters and a book of recitation of gharib. The scenario for the implementation of the Qira'ati method of learning at Integrated Islamic Elementary School Bina Amal 1 Semarang is done by grouping students according to their volumes. Each teacher teaches 1 group of students consisting of 10 to 15 students according to the volume in each lesson.

A similar study was conducted by Kurnia (2017), in his research entitled *Implementation of*

the Al Hidayah Method in Learning to Read and Write the Qur'an at Al Hadi Junior High School Bandung.

The results of this study indicate that the Al Hidayah Method at Al-Hadi Junior High School is implemented using classical, individual and cooperative learning patterns. The obstacle is the lack of learning modules and the lack of mastery of the concept of learning the al-hidayah method.

Research conducted by Rohmawati (2020) concluded that the qiro'ati learning activity is carried out for one hour and fifteen minutes, the learning step starts from the line-up stage which is filled with praying and memorizing short letters, followed by the teacher giving examples and the

Research conducted by Anam (2018) showed that the application of the Al-Qur'an Bil-ghoib learning method at Madrasah Ibtidaiyah Al-Hidayah 2 Bandar Lor applied the method of reading repeatedly before leaving with the Murottilil Qur'an method. 'an supported by Iqra' Littahfidz, habituation, example, memorization exercises, and assignments, as well as playing, telling stories and singing.

Research conducted by Muspiroh (2020) revealed that, Qiroati's learning planning was carried out well starting from teacher preparation, learning methods, study time, learning targets, to teaching aids. The implementation of Qiroati Learning applies individual methods, classical reading and listening, individual classical, drill, writing, and reading, each class is guided by a Qiroati teacher. Evaluation of Qiroati learning is carried out through daily evaluation, evaluation of volume increase, and final stage evaluation

Similar research was conducted by Kusuma (2018) concluded that the development of reading and writing the Qur'an in Indonesia is very fast.

Herlina (2017) conclude that there is a relationship between the application of learning to read and write the Qur'an in improving morals and morals in children because this learning indirectly supports other subjects, namely Islamic religious lessons. Wardani et al. (2017) showed that the average in Accredited A are higher from Accredited B. While from the comparative test results obtained: there is no significant difference

in the implementation of education management standards between Accredited A and Accredited B Senior High Schools in Semarang Regency.

Fufindo (2020) explain that the school had done student development by some activities. This is in line with the research conducted by Erwinsyah (2017) that teachers must think about and make lesson plans carefully in increasing learning opportunities for their students and improving the quality of teaching. Because the teacher acts as a learning manager, acts as a facilitator who tries to create effective teaching and learning conditions, develops learning materials well, and improves students' ability to listen to lessons and master learning objectives in order to increase student achievement.

The results of research conducted by Sutianah (2020) show that the administrative planning of Iqra learning has not been organized and has not been conceptualized. The organization of learning to read and write the Qur'an through the Iqra method has not been applied professionally and proportionally.

Similar research was conducted by Rahayu (2015) conclude that first, activities consist of initial, core and closing activities. *Second*, the implementation of learning is carried out in shifts or learning time divisions. *Third*, formation of classroom learning with classical and individual. *Fourth*, there are variations in the assignment of assignment materials.

According to the researcher, the implementation of the learning process must pay attention to the maximum number of students per class and the maximum teaching load per educator, the ratio of the maximum textbook text for each student and the maximum ratio of the number of students per teacher. Implementation of learning is done by developing a culture of reading and writing. The implementation of learning is the implementation of the Learning Implementation Plan (RPP), including preliminary, core and closing activities.

Evaluation of Al-Qur'an Reading and Writing Learning Method Qira'ati

The results of research conducted by Stukalina (2013) in the journal *International Strategic Management Conference* in the title *Management of Educational Environment: the context in which strategic decisions are made: The educational environment evaluation should be performed in a larger agenda of management practices linked with higher school improvement*. So the evaluation of the educational environment must be carried out within the larger agenda of management practices related to the improvement of high schools.

Research conducted by Iskandar et al. (2015) showed that implementing a Learning Management System that will help Students, Parents, and Teachers in teaching and learning activities. The conclusion of this research is that by using this Learning Management System, students, Parents and teachers will be more active in teaching and learning activities inside and outside the school.

In the evaluation of the Qira'ati method of learning to read and write the Qur'an at Integrated Islamic Elementary School Bina Amal 1 Semarang, there are three stages: *First*, evaluate page increments. *Second*, evaluation of volume increase. *Third*, semester evaluation. *Fourth*, final Stage of Learning Evaluation.

From the description above, the researcher concludes that the evaluation process at Integrated Islamic Elementary School Bina Amal 1 Semarang is in accordance with existing theory. *First*, supporting factor: improving the quality of quality is obtained through parental participation, flexibility in school management, increasing teacher professionalism, comfortable learning environment, rewards and punishments as student control, and other things that can foster a conducive atmosphere there is. Thus, it is clear that the management of the Qira'ati method of reading and writing in schools is not only the authority and obligation of the principal, but here the school in the management of the Qira'ati method of learning to read and write the Koran is expected to involve *stakeholders* who are there is. Because the involvement of all *stakeholders* is one

of the basic capitals to support the realization of the Qira'ati method of learning to read and write Al-Qur'an in schools. *Second*, obstacle factor: The inhibiting factors in the management of learning to read and write the Qur'an in Integrated Islamic Elementary School Bina Amal 1 Semarang are: *First*, educators lack knowledge of the theory and practice of the Qira'ati method of learning to read and write Al-Qur'an. *Second*, differences in the level of intelligence among students. *Third*, students are less active in learning to read and write the Qur'an Qira'ati method.

CONCLUSION

Based on the results of the research and discussion above, it can be concluded as follows: *First*, the lesson plans at Integrated Islamic Elementary School Bina Amal 1 Semarang in learning to Read and Write the Qur'an using the Qira'ati method include: annual programs, semester programs, curriculum and syllabus. *Second*, in the Qira'ati method, the scenario of the implementation of learning is carried out in stages with the emphasis on each volume starting from the introduction, core and closing activities. *Third*, the evaluation of the Qira'ati method of reading and writing Al-Qur'an is carried out in four stages, namely: a. Evaluate page increments. b. Evaluation of volume increase. c. Semester evaluation. d. Evaluation of the Final Stage of Al-Qur'an Learning. *Fourth*, the results of the evaluation of the Qira'ati method of learning to read and write Al-Qur'an at Integrated Islamic Elementary School Bina Amal 1 Semarang there are supporting factors and inhibiting factors: *First*, supporting factors: The involvement of all *stakeholders* is one of the basic assets to support the planning, implementation and evaluation of the Qira'ati method of learning to read and write the Qur'an in schools. *Second*, inhibiting factor: a. Educators lack knowledge of theory and practice in the Qira'ati method of learning to read and write Al-Qur'an. b. Differences in the level of intelligence among students. c. Students are less active in learning to Read and Write Al-Qur'an Qira'ati Method.

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