

IMPLEMENTATION OF THE QIRA'ATI METHOD TO ENHANCE QURANIC READING SKILLS AT TAQWA ISLAMIC SCHOOL IN BANDAR LAMPUNG

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ABSTRACT

The ability to read the holy book of the Quran is a fundamental skill that every practicing Muslim must possess, as the primary key to performing worship for every Muslim soul is the ability to read and recite the sacred verses of the Quran. Challenges in Quranic learning, including the diverse educational backgrounds of students, difficulty in understanding Arabic letters, and a lack of comprehension of Tajweed (the rules of Quranic recitation), require an appropriate approach in the learning process. This research aims to explore the implementation of the Qiraati method in enhancing Quranic reading abilities at Madrasah Diniyyah Taqwa, considering the diverse educational backgrounds of students and related challenges. Through in-depth analysis, this research hopes to identify effective strategies in strengthening Quranic reading abilities, especially amidst the diversity of students' educational backgrounds. The Qiraati method was chosen as the focus of the research due to its reputation as an easily understandable and applicable approach in various educational contexts. Thus, this research will not only provide insights into the effectiveness of this method but also highlight the role of teachers in facilitating an inclusive and adaptive learning process. The research location is Madrasah Diniyyah Taqwa in Bandar Lampung. Data collection techniques include interviews, tests, and documentation. Data analysis techniques involve data collection, presentation, and drawing conclusions. The results of this research indicate that the Qiraati method is effective in improving the quality of Quranic learning at Madrasah Diniyyah Taqwa, with 45% achieving a very good rating, 25% obtaining a good rating, and 30% being satisfactory. From these results, it is evident that the use of the Qiraati method is effective, as the majority of students have succeeded in achieving good performance in Quranic reading, with most of them attaining a very good rating. Furthermore, this research is expected to provide a better understanding of how the Qiraati method can support better reading and comprehension of the Quran among madrasah students.

Keyword: The Qiraati Method, Learning Outcomes, Quranic Reading Abilities

A. Introduction

The Quran is the unparalleled Word of Allah, revealed to Prophet Muhammad (peace be upon him), the seal of the prophets and messengers, through the intercession of the angel Jibril (Gabriel), and later transcribed

into manuscripts that have been conveyed to us through mutawatir transmission over a period of 22 years, 22 months, and 22 days (FAJRIE et al. 2023; Ünügür Tabur 2023; Zaytsev 2023). Its recitation and study constitute an act of worship,

commencing with Surah Al-Fatihah and concluding with Surah An-Nas (Malhas and Elsayed 2022; Nieber 2023; Siregar, Sukmana, and Rosmansyah 2023).

Proficiency in reading and writing the letters of the Quran is fundamental for students to comprehend and practice its contents, making the enhancement of Quranic literacy a necessity (Ghozali, Mursyid, and Fitriana 2022; Supriadi, Supriyadi, and Abdussalam 2022). The aim is to foster individuals who embody the Islamic educational goals of faith, piety, noble character, and the formation of a Quranic generation (Calis 2022; Grodzki 2022). Continuous development of Quranic education will embed Quranic values within society.

The assurance of reward from Allah SWT for those who recite and study the Quran is mentioned in Surah Al-Isra', verse 45: "When you recite the Quran, We put between you and those who do not believe in the Hereafter a concealed partition."

Among the challenges students face when reading the Quran include unfamiliarity with Arabic letters, lack of understanding of Tajweed rules, and deficiencies in articulating the

pronunciation of letters due to distance from Quranic education centers and a lack of early engagement in Quranic studies (Malhas and Elsayed 2022; NAHAR et al. 2020; Supriyadi and Julia 2019). The Quran, being the final scripture brought by Prophet Muhammad (peace be upon him), emphasizes the significance of its study.

Effective Quranic education relies on several factors. Firstly, the role of subject teachers is crucial, as they are responsible for delivering the material in a manner that students understand (Kurttekin 2023; Nurul Husna Mat Isa et al. 2023; ÖNDER 2023). Secondly, the use of appropriate teaching methods is vital. Improper methods can lead to a lack of enthusiasm and understanding among students (Ibraheem Shelash Al-Hawary et al. 2023; Markeng and Berglund 2023).

One such method used in Quranic education is the Qira'ati method. Qira'ati is a method of Quranic recitation that directly incorporates and practices recitation in accordance with the principles of Tajweed (Abidin and Isnaini 2024; Al-Fadhli, Al-Harbi, and Cherif 2023; Hasan and Wahyuni 2018;

Muhammad 2019; Wahid et al. 2019). This method is engaging and enjoyable, providing a practical approach to teaching Quranic recitation (Anita and Himmawan 2022; Nenda, Muktiali, and Edy 2023; Shalsabila, Enoh, and Rasyid 2023).

Teaching the Quran using the Qira'ati method is straightforward and practical for children in mid-childhood. This period is considered a prime time for learning, where children are quick to grasp and proficiently read the Quran under the guidance of competent Qira'ati teachers (Irwan et al. 2022; Muspiroh 2020; Rafika Istiqomah 2023; Umah.N, Munawaroh.N.M 2023).

This study focuses on the reading abilities of third-grade students at Taqwa Islamic School, documenting their progress in Quranic reading. Observations reveal a diverse student population from various educational backgrounds, influencing differences in Quranic reading abilities. Thus, the role of teachers in adapting effective teaching methods becomes crucial to accommodate these differences.

The importance of selecting the right method is evident in enhancing students' Quranic reading abilities at

Taqwa Islamic School. The use of the Qira'ati method proves to be an intelligent and suitable alternative, not only effectively improving Quranic reading skills but also notable for its ease of understanding, making it applicable across different educational backgrounds, whether under Islamic or general schooling.

The advantages of this method are key in addressing challenges arising from the diversity of students' educational backgrounds at Taqwa Islamic School. The findings of this research are expected to contribute significantly to enhancing the quality of Quranic reading instruction at Taqwa Islamic School and similar educational institutions. Furthermore, it is hoped that this research will provide better insights into how the Qira'ati method can support improved Quranic reading and comprehension among madrasah students. Thus, the author deems it necessary to conduct research titled "Implementation Of The Qira'ati Method to Enhance Quranic Reading Skills At Taqwa Islamic School In Bandar Lampung."

B. Research Method

The Study Research Approach in this study is organized using a

qualitative research design. This qualitative research is employed to describe a discussion regarding several activities, namely the teaching methods utilized by teachers to enhance Quranic reading abilities at Madrasah Diniyyah Taqwa in Bandar Lampung. According to the concept outlined by Bogdan and Taylor as cited by Lexy J.M, qualitative research is described as a type of research procedure oriented towards acquiring descriptive data containing portrayals of observed phenomena.

The researcher chose the research site at Madrasah Diniyyah Taqwa in Bandar Lampung due to the interest in the diverse educational backgrounds of the students, along with the relevance of the methods used compared to those applied in this study. Data for the research was obtained through observation, interviews, and documentation. The data utilized in this research comprises primary and secondary data. In this study, data is acquired from the Islamic teachers (*ustadz* and *ustadzah*) and the head of Madrasah Diniyyah Taqwa, as well as from documents owned by the institution. Data analysis techniques encompass data reduction, data presentation, and

data verification. Conclusions can then be drawn from this data analysis. The researcher ensures data validity through triangulation technique and by ensuring an adequacy of references.

C. Result and Discussion

In this section, the researchers' findings are further discussed with the aim of formulating concepts or theories. These theories and concepts revolve around the Implementation of the Qiro'ati Method in enhancing Quranic reading abilities at Madrasah Diniyyah Taqwa in Bandar Lampung.

The implementation of the Qiroati method on students at Madrasah Diniyyah Taqwa in Bandar Lampung can improve students' Quranic reading abilities because this method is very practical, simple, and can be done gradually. This means that students do not move to the next page if there are still mistakes or difficulties in reading on the current page.

Challenges faced by teachers in teaching the Qiroati method include the lack of conducive environment and insufficient time, resulting in noisy and less focused students, leading to a lack of attention during the ongoing learning process. Teachers' actions

when faced with inefficiencies in teaching the Qiroati method involve finding ways to keep students engaged to prevent boredom and minimize disturbances during recitation sessions. Typically, when a student recites in front of the teacher, the teacher instructs the student to take notes on the recitation or the lesson content.

Madrasah Diniyyah Taqwa in Bandar Lampung conducts Qiro'ati learning processes using the CLTB (Fast, Fluent, Precise, and Correct) system, with a learning duration of 60 minutes. After students take their respective seats, teachers initiate the lesson by greeting and reciting Surah Al-Fatihah. Following this, for the first 15 minutes, students read the lesson material collectively, also known as the classical method. The next 30 minutes are allocated for individual reading according to each student's page, known as the individual method. Finally, the last 15 minutes are dedicated to additional material such as learning prayer recitations, daily supplications, and memorization of Surahs. As for assessing students' Quranic reading abilities, they are categorized into three evaluations as follows:

- a) Excellent, when a student can read fluently and correctly according to the rules of Tajwid and Makharijul Huruf.
- b) Good, when a student can read correctly.
- c) Fairly Good, when a student's reading is somewhat less fluent.

Table 1: Al-Qur'an Test Scores

No	Student Name	Qur'an Reading Ability		
		SB	B	CB
1	R1	✓		
2	R2	✓		
3	R3	✓		
4	R4	✓		
5	R5		✓	
6	R6		✓	
7	R7	✓		
8	R8		✓	
9	R9	✓		
10	R10	✓		
11	R11			✓
12	R12	✓		
13	R13		✓	
14	R14		✓	
15	R15	✓		
16	R16	✓		
17	R17		✓	
18	R18			✓
19	R19	✓		
20	R20	✓		

Explanation:

SB = Excellent

B = Good

CB = Fairly Good

Based on the data analysis from the table, it can be concluded that 9 out of 20 students, or 45%, achieved the highest category of grade, which is Excellent (SB), in the Quran reading test. Additionally, there are 5 students or 25% who received the Good (B)

category, and 6 students or 30% who fall into the Fairly Good (CB) category. From these results, it is evident that the use of the qiroati method is effective, as the majority of students have successfully attained good performance in Quran reading, with most of them achieving the SB grade category.

D. Conclusion

Based on the research findings, it can be concluded that the Implementation of the Qiroati Method in enhancing Quranic reading abilities is highly effective. This method proves to be practical, simple, and adaptable, allowing students to gradually improve their Quranic reading skills without having to move to the next page until errors are corrected and fluency is achieved. This conclusion is supported by the data which demonstrates the effectiveness of the Qiroati method in enhancing Quranic reading abilities at Madrasah Diniyyah Taqwa in Bandar Lampung. Evidence from the data indicates that only two out of 20 students showed less proficient Quranic reading abilities. Therefore, overall, the students showed significant progress in the Quranic reading learning process.

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