

Research Article

# The Implementation of Qur'anic Reading and Writing Learning to Improve Students' Qur'anic Reading Skills at SMK Muhammadiyah 2 Klaten

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## ABSTRACT

The purpose of learning to read and write the Qur'an (BTQ) is to teach students how to understand the texts of the Qur'an, including the ability to write, read, and connect verses. This study aims to evaluate the implementation of learning to read and write the Qur'an (BTQ) in improving students' Qur'an reading skills at SMK Muhammadiyah 2 Klaten. This study uses a qualitative approach with a descriptive method. Data were collected through observation, in-depth interviews, and documentation. The results of the study indicate that learning to read and write the Qur'an can improve students' Qur'an reading skills, especially through the Iqra' and Anak Surga (AGA) methods. However, there are several inhibiting factors such as variations in student ability levels, motivation, and teacher teaching quality that hinder the success of the Qur'an reading and writing program. Therefore, a more varied teaching method is needed and adjusted to students' needs to improve overall learning outcomes.

**Keywords:** Qur'anic Reading; Writing Learning; Reading; Writing the Qur'an

## 1. INTRODUCTION

The Qur'an is a guide to life that every Muslim must believe in and practice. The ability to read the Qur'an is the main ability that every Muslim must have, because it is the gateway to understanding the teachings of Islam. Without this ability, a person will find it difficult to understand the contents of the Qur'an and apply its teachings in everyday life. As the last revelation revealed to mankind, the Qur'an is the main source of law, morals, and guidance for the lives of Muslims (Safliana, 2020). The entire series of worship in Islam is inseparable from reading the Qur'an, such as in prayer which is the main worship. The inability of a Muslim to read the Qur'an will be a major obstacle in the implementation of the worship, which ultimately has an impact on the quality of worship and one's faith. Therefore, it is important for every Muslim to continue to try to improve their ability to read the Qur'an so that they can carry out worship perfectly and get closer to Allah (Oktoranda et al., 2021).

One way to improve the ability to read the Quran is through BTQ (Baca Tulis Quran) learning. This method is designed to help students master the letters of the Quran, as well as understand the basic rules in reading it, such as tajweed and makhraj letters. With a systematic approach, BTQ does not only equip students with technical reading skills, but also introduces them to the spiritual and moral aspects of reciting the Qur'an. This approach is important to implement, especially in the Islamic education environment, so that students can understand the values contained in the Qur'an from an early age. (Rohman et al., 2022). At SMK Muhammadiyah 2 Klaten, which is an Islamic-based secondary education institution, in this context, BTQ learning not only functions as an academic program, but also as a means to strengthen students' spiritual understanding. Students are expected to not only be able to read the Quran correctly, but also understand the meaning and teachings contained therein. Therefore, the implementation of BTQ at SMK Muhammadiyah 2 Klaten is one of the important instruments to achieve the school's educational goals. In its implementation, BTQ supports the school's vision to produce graduates who not only excel in vocational aspects, but also have strong religious knowledge and skills. By integrating BTQ learning in the educational process, the school seeks to create a generation that is balanced in science, skills, and spirituality, in accordance with Islamic values and Muhammadiyah's mission.

Based on the explanation above, the author formulates the problem from 2 things, namely: 1. How much can BTQ learning improve the ability to read the Koran of students of SMK Muhammadiyah 2 Klaten? 2. What factors hinder the successful implementation of BTQ learning on the ability to read the Koran of students of SMK Muhammadiyah 2 Klaten. This study aims to analyze how the application of BTQ learning can help students improve their ability to read the Quran more effectively. In addition, this study also focuses on the factors that hinder the success of such learning, both in terms of teaching methods, teacher quality, and student involvement. By understanding these factors, it is hoped that better ways can be found to implement BTQ so that learning outcomes can be optimized.

## 2. RESEARCH METHOD

This study uses a qualitative approach with descriptive methods to understand the application of learning to read and write the Qur'an (BTQ) at SMK Muhammadiyah 2 Klaten on students' Qur'an reading skills. The research subjects included 30 grade X students and 2 BTQ teachers who were selected by purposive sampling. This study lasted for 6 weeks. Data were collected through three main techniques: participatory observation, in-depth interviews, and documentation. Observations were made directly in the classroom to see how the BTQ learning process is implemented, teacher-student interaction, as well as the teaching methods used. Semi-structured interviews were conducted with teachers and some students to understand their experiences in BTQ learning. Documentation in the form of photographs as well as class notes and learning materials were also analyzed to support the results of observations and interviews. The research instruments used were observation guides, interview guides, and recording devices as well as documentation. The data obtained were analyzed using thematic analysis techniques, with the stages of data reduction, presentation, and conclusion drawing. Data validity was guaranteed through source and technique triangulation techniques, as well as member checking to ensure the accuracy of the data obtained.

## 3. RESULTS AND DISCUSSION

In this section of the results and discussion, the author conducted observation research, interviews and went directly to the field located at SMK Muhammadiyah 2 Klaten Utara on February 25, 2025, interviews with ushwatun's mother, she is one of the Islamic religious education teachers at SMK Muhammadiyah 2 Klaten Utara. Learning to read and write the Qur'an (BTQ) aims to teach students how to understand Qur'anic texts, including the ability to write, read, and copy the verses. This program is expected to help students who are not yet proficient or still lacking in the skills of reading and writing the Qur'an, so that they can improve these skills better. In addition, BTQ learning aims to reduce the gap between students in mastering the reading and writing of the Qur'an. By increasing students' ability, it is expected that their learning achievement will also increase, especially in religious aspects (Muhammadiyah & North, 2023). Ability is the result of measurement and assessment of learning that has been done by students during the learning process. This is usually evidenced through tests and learning outcomes. Ability can also be defined as an individual's capacity to perform various functions in a job. In general, individuals have two main types of abilities, namely intellectual and physical abilities.

### 3.1 The ability to read and write the Qur'an of students at SMK Muhammadiyah 2 Klaten Based on the author's observations in BTQ learning carried out at SMK Muhammadiyah 2 Klaten

Teacher at the beginning of the meeting will check the reading first, namely by listening to the students' reading so that a group can be formed based on the students' ability to read the Koran. to be more effective. At SMK Muhammadiyah 2 Klaten uses the Iqra' method and the Anak Surga (AGA) method. This iqra' method focuses on understanding the meaning and context of the Qur'an, the application is carried out at the beginning of entering the SMK Muhammadiyah 2 Klaten religious teachers check and listen to students in reading the Qur'an which aims to find out where the students' ability to read the Qur'an is, then grouping is carried out according to the students' ability to read. After the teacher groups the teacher chooses students who are proficient in reading the Qur'an to be used as assistant teachers or teachers. Meanwhile, the method of Anak Surga (AGA) is a method of learning to read and write the Qur'an which is included in the category of modern and interactive methods. This method uses a fun and interactive approach to learning to read and write the Qur'an, so that children can easily understand and memorize the Qur'an. The Anak Surga method usually uses various techniques, such as:

- 1) Using pictures and illustrations to clarify the meaning of Qur'anic verses.
- 2) Using songs and music to make it easier for children to memorize the Qur'an.
- 3) Using interactive games and activities to learn the Qur'an.
- 4) Using technology, such as apps and videos, to learn the Qur'an.

By using the Anak Surga method, children can easily and pleasantly learn to read and write the Qur'an, so that they can become more familiar with the Qur'an and improve their ability to read and memorize the Qur'an.

Based on the author's interview, that the second method can run smoothly and is carried out by the teacher to students in BTQ learning after trials of many methods. In this case the teacher is also more comfortable because students who are fluent in reading the Koran will later be distributed in each group to teach their friends who cannot read the Koran. From the results of the interview above, it can be said that to train students' ability to read the Koran, teachers use the strategy of listening to the reading of the Koran in class so that they can measure the extent of students' ability and understanding of reading the Koran. Besides that the teacher also uses the strategy of repeating the reading where it can find out reading errors, fluency, makhorijul letters and tajweed in the Koran.

### 3.2 Factors affecting student success in reading and writing the Qur'an

Factors that influence the successful implementation of BTQ (Baca Tulis Quran) learning at SMK Muhammadiyah 2 Klaten on students' ability to read the Qur'an. These factors can be categorized into three main aspects: teaching methods, teacher quality, and student engagement.

#### a. Internal factors

**Student Involvement** The level of student involvement in the BTQ learning process is also a determining factor in their success in reading the Qur'an. Based on observations, students who actively participate in the learning process, both in class and in additional activities such as mentoring, tend to have significant improvements in their ability to read the Qur'an (Hidayat, 2023). However, there are also students who are less actively involved, either due to lack of motivation or because of difficulties in understanding the material presented. This motivational factor, which involves support from family and the environment, plays an important role in the successful implementation of BTQ learning (Ningsih et al., 2022)

#### b. External Factors

**Teaching Methods** The teaching methods used in BTQ learning at SMK Muhammadiyah 2 Klaten have a significant role in determining the success of students in reading the Qur'an properly and correctly. Some of the methods applied, such as talaqqi (learning method by means of the teacher giving direct reading examples) and musyafahah (face-to-face learning by listening directly to how to read the Qur'an), show effectiveness in improving students' technical skills (Rahmadani et al., 2023). However, the effectiveness of this method is also influenced by the intensity of implementation and the teacher's ability to modify the method according to the level of student ability. If the method applied is not adapted to the conditions and needs of students, the learning process will be less than optimal.

The quality of teachers, both in terms of their ability to read the Qur'an and their teaching skills, greatly influences the success of BTQ learning. Teachers who have high competence in reading the Qur'an, as well as being able to guide students patiently and systematically, play an important role in ensuring students can follow the material well (Andini Rahmawati & Syahrullah, 2024). At SMK Muhammadiyah 2 Klaten, most BTQ teachers have met these qualifications, but there are still challenges related to the teacher's capacity to adapt teaching methods to the varying levels of student abilities. This factor affects the final results achieved by students. Overall, the successful implementation of BTQ at SMK Muhammadiyah 2 Klaten is strongly influenced by a combination of teaching methods, teacher quality, and student engagement. Each of these factors is interconnected and requires special attention to ensure that BTQ learning not only improves the technical ability to read the Qur'an, but also forms a deep understanding of its content.

**Table 1. Interview Questions**

No.	Category	Indicators	Interviewers' Statement
1	Learning Methods	Methods used	There are two methods; the Iqra' method and the Anak Surga (AGA) method.
2	Teaching Materials	Learning media	Iqra' book and Children of Heaven module.
3	Application of Methods	Learning steps	Iqra' method: repetition, letter recognition, harakat. Anak Surga (AGA) method: use of vocal rhythms A, I, U, E, O with everyday language to make it easy for students to understand.
4	Learning Activities	Activities to improve skills	Addition of tajweed, learning to write khod, and connecting hijaiyah letters.
5	Assessment	Evaluation of students' abilities	Testing is done one by one, and during 9th grade it becomes one of the practical exams as a graduation requirement.
6	Influencing Factors	Supporting and inhibiting factors	Teaching must be creative and fun, and the methods used must be appropriate so that students can easily understand.
7	Follow-up	Efforts to improve ability	Proficient students are encouraged to join extra tahfidz and qira'ah, and are channeled into competitions.
8	Evaluation and Improvement	Learning reflection and improvement process	If there are students who cannot read the Qur'an, the teacher conducts deliberations to determine the same method between one teacher and another.
9	Pros and Cons	Positive aspects and challenges	Pros: students understand more easily. Disadvantages: there are students who can't do it at all, which is a challenge for teachers in learning.

Based on the interview, it can be concluded that the two methods, namely the Iqro' method and Anak Surga (AGA), can be carried out by teachers to students in BTQ learning, after testing from many methods. In this case the teacher is also easier because students who are fluent in reading the Koran will later be distributed in each group to teach their friends who cannot read the Koran. From the results of the interview above, it can be said that to train students' ability to read the Koran, teachers use the strategy of listening to the reading of the Koran in class so that they can measure the extent of students' ability and understanding of reading the Koran. Besides that the teacher also uses the strategy of repeating the reading where it can find out reading errors, fluency, makhoriul letters and tajweed in the Koran.

#### 4. CONCLUSION

The implementation of BTQ learning at SMK Muhammadiyah 2 Klaten has generally been carried out according to the learning methods used to improve students' ability to read and write the Qur'an, especially through the methods of Iqra' and Anak Surga (AGA). This learning method is able to improve the reading and writing of the Qur'an according to the character of the students. Strive for teachers to improve the ability to read and write the Qur'an so that students become more fluent, skilled and the rules of tajweed are more fulfilled. However, there are several factors encountered, such as differences in student abilities and limited learning time. These inhibiting factors such as variations in student ability levels, motivation, and the quality of teacher teaching hinder the success of the Al-Qur'an reading and writing program. Therefore, more varied teaching methods are needed and adapted to the needs of students to improve overall learning outcomes.

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