**CHILD-FRIENDLY AL-QUR'AN LEARNING**

**IN JUNIOR HIGH SCHOOL**

**Imam Fauji**

Fakultas Agama Islam, Universitas Muhammadiyah Sidoarjo

Jl. Mojopahit No.666 B, Sidowayah, Kabupaten Sidoarjo, Jawa Timur 61271

Email: [Imamuna.114@umsida.ac.id](mailto:Imamuna.114@umsida.ac.id)

**Eni Fariyatul Fahyuni\***

Fakultas Agama Islam, Universitas Muhammadiyah Sidoarjo

Jl. Mojopahit No.666 B, Sidowayah, Kabupaten Sidoarjo, Jawa Timur 61271

Email: [eni.fariyatul@umsida.ac.id](mailto:eni.fariyatul@umsida.ac.id)

**Zaki Nur Fahmawati**

Fakultas Psikologi dan Ilmu Pendidikan, Universitas Muhammadiyah Sidoarjo

Jl. Mojopahit No.666 B, Sidowayah, Kabupaten Sidoarjo, Jawa Timur 61271

Email: [zakinurfahmawati@umsida.ac.id](mailto:zakinurfahmawati@umsida.ac.id)

**Abstrack**

This study aims to identify teaching patterns that are child-friendly teachers in schools with the ability to read the Qur'an the students. This study uses an action research to explore practical problems while finding solutions to the problems encountered. The research subjects were 283 students of class VII at SMPN 2 Porong. Data collection techniques include (1) survey, (2) observation, (3) semi-structured interviews, and (4) the ability to read the Qur'an, which several categories, namely the level of Ibtida 1, Ibtida 2, Jayyid, and Jayyid Jidan. From the SPSS test results showed a significance value of 0,000 <0.05, which means there is a linear relationship between the teaching methods of teachers in child-friendly schools with the ability to read the Qur'an in students at school. Thus a variety of efforts and innovative teaching methods are needed to improve students' learning abilities.

**Keywords:** learning the Qur'an; child-friendly school; religious character

**Abstrak**

Penelitian ini bertujuan mengidentifikasi pola pengajaran guru yang ramah anak di sekolah dengan kemampuan membaca al Qur’an para siswanya. Penelitian ini menggunakan pendekatan penelitian tindakan untuk mengeksplorasi masalah praktis sekaligus mencari solusi atas permasalahan yang dihadapi. Subjek penelitian sebanyak 283 siswa kelas VII SMPN 2 Porong. Teknik pengumpulan data diantaranya: (1) survei (2) observasi (3) wawancara semi-terstruktur; dan (4) tes kemampuan membaca al Qur’an terbagi beberapa kategori, yaitu level Ibtida 1, Ibtida 2, Jayyid, dan Jayyid Jidan. Dari hasil uji SPSS menunjukkan nilai signifikasi 0,000 < 0,05, yang berarti ada hubungan linier antara metode pengajaran guru pada sekolah ramah anak dengan kemampuan membaca al Qur’an siswa di sekolah. Dengan demikian diperlukan beragam upaya dan metode pengajaran inovatif dalam rangka meningkatkan kemampuan belajar siswanya.

Kata kunci: pembelajaran al qur’an; sekolah ramah anak; karakter religius

**INTRODUCTION**

Indonesia, as the largest muslim country in the world, has a specialized attachment to the Qur’an as the foundation of muslims. The need to learn to read the Qur'an will always be there and continues to grow. The Qur'an is the word of God that contains Islamic law and human guidelines for achieving a happy life in this world and the hereafter (Munir, 2014). The Qur'an is the proper means of performing for Allah by reading, helping, listening, and listening. Studying the Qur'an is obligatory for every Muslim. Learning is a process of gaining knowledge for each individual. For this reason, the teacher understands the importance of organizing and facilitating students by implementing a local culture-based curriculum on Islamic values (Supriatna, 2019). Learning the Qur'an is very important to learn because the Qur'an is valid.

The duties and responsibilities of a Muslim in discussing the meaning, memorizing, translating and interpreting, and even practicing it in everyday life. To read the Qur’an about basic hijaiyah, practice reading, to read perfectly according to the rules related to makhorijul khuruf, haatul khuruf, tajweed law and being able to practice the complete reading the QS. Al-Muzzammil (73;4) (RI, 2012).

أَوۡ زِدۡ عَلَيۡهِ وَرَتِّلِ ٱلۡقُرۡءَانَ تَرۡتِيلًا

That means “Or add to it, and recite the Qur'an with measured recitation”. Read the trail slowly while paying attention to the letters and the recitation law. A muslim is obliged to study to the rules; if reading the Qur’an does not pay attention lafadz, it will change meaning. The habituation of reading al-Qur'an error. The challenge faced by the teacher in learning the Qur'an is to deliver the ability of students to recite what is written in the Qur'an well, correctly and also smoothly (Otaya & Husain, Rahmin Talib; Anwar, 2019). The human foundation is commanded by Allah in the Qur'an in QS al Alaq (1-5)

ٱقۡرَأۡ بِٱسۡمِ رَبِّكَ ٱلَّذِي خَلَقَ خَلَقَ ٱلۡإِنسَٰنَ مِنۡ عَلَقٍ ٱقۡرَأۡ وَرَبُّكَ ٱلۡأَكۡرَمُ ٱلَّذِي عَلَّمَ بِٱلۡقَلَمِ عَلَّمَ ٱلۡإِنسَٰنَ مَا لَمۡ يَعۡلَمۡ

“Recite in the name of your Lord who created. Created man from a clinging substance. Recite, and your Lord is the Most Generous. Who taught by the pen. Taught man that which he knew not” (Agama, 2007).

Teaching the Qur’an are required to offer methods that are appropriate to the needs of students; one of them is the Gabriel method. The results showed that learning the Qur'an by using the Gabriel method can improve students' ability to memorize the Qur'an (Athiyah & Islam, 2019). However, the application of the Gabriel method in learning the Qur'an to students in SMPN 2 Porong has not been able to improve and improve the ability of students to read the Qur'an following instructions and excellent and correct rules. The observations of the teaching and learning process on QS Al-Zalzalah. In the process of reviewing, the teacher does not use media or projectors to display QS. Al-Zalzalah. The teacher only explains the number of verses, and the student asked to imitate the teacher's reading without explaining the reading law. This kind of learning method certainly confuses students, does not understand the reading law, and finally only mimics the teacher's reading without reading wrong or correct. This kind of routine of reversing the Qur'an does not make students excited and eager to learn but instead diverts students to read the original Qur'an without regard to the rules of reading the correct Qur'an.

Porong SMPN 2 is one of the government referral schools that has implemented child-friendly school programs. An approved child-friendly school is a school that provides and guarantees students learning safely, comfortably, anti-agree, and so on. But in the field, the child-friendly school program is still limited to the slogan, the educators in teaching their students are not child friendly. The teaching and learning process methods and learning media used are still monotonous, which helps with the low reading ability of the Qur’an students. Efforts to maximize the ability to read the Qur’an based on child-friendly schools one of them by using the selection method or a right and appropriate way and involvement in learning activities. The IQRO method can be faster for students who master reading the Qur'an well and efficiently according to the rules (Windarsih, 2019).

To improve the ability of Arabic letters well. The strategy can enhance the skills of reading the Qur'an by up to 90.20%. The success rate of students from the category did not reach the level of 65%, reading the Qur'an up to 65.08% (Almenoar, 2010). The results of studying the Qur’an well, actual covering makhorijul letters, the nature of letters, ahkamul letters, ahkam almaddi wa al-qasr, and ahkam al-waqf wa al-ibtida. The TAHQIQ method is proven to be effective in increasing the ability to read the Qur’an at the jayyid level. The stages of learning include 1) grouping students' skills; 2) Qur’an teaching and learning activities; (3) improve the way to read according to the rules; and (4) strengthen and repeat the reading of the Qur’an. TAHQIQ learning methods include observing, guiding, memorizing and adjusting, reading, and reminding. (Supriyadi, Julia, Iswara, & Aeni, 2019). The contribution of the TAHQIQ method improves the students' ability to read the Qur’an, participates in the aspects of recitation and reading fluency in the Qur'an.

Practically, learning hours of the Qur’an so far are still minimal for discussion of reading and writing the Qur’an only 1 hour or 45 minutes of renewal. Allocation of Al Qur'an lesson hours added in extracurricular activities, which attended because the ratio of students in SMPN 2 Porong to 853 students is only 20% of students who can read the Qur'an. 'correctly and adequately, another 80% can read the Qur’an below standard. The solution to this problem is to increase the allocation of more individual time for face-to-face learning for students whose ability to read the Qur’an is still low. This must also be followed by changes in syllabus and textbooks that must be adapted to the needs and needs of students in school (Zarif, Mohamad, & Bakar, 2014) by emphasizing learning based on the ability to read the Qur’an properly and correctly according to specified rules (Che Noh, Kasan, Yusak, & Yusuf, 2019).

There are three principles in learning, according to Ki Hajar Dewantara, namely the system, which is discussing, remembering, and imitating. The arrangement between building students into faithful and dedicated people, physically and spiritually independent, virtuous, intelligent and trained, physically and mentally healthy, being good citizens, responsible for religion, and the welfare of the country (Anshari, Yutika, Dede, & Rahayu, 2016). Learning patterns using the system Among these are discussed carefully about the child-friendly learning system that teaches students who have the right to learn and express themselves according to their potential. Child-friendly education creates a learning environment that provides a sense of security and comfort for students (Mandiudza & Mandiudza, 2013), to develop his talents (Abdullahi HU, Clement I, 2017). The patterns that can be read by students who can read the Qur’an follow students who excel and correctly read in praying and create a generation of loving Al-Quran (Che Noh et al., 2019). It is crucial to create a friendly learning environment of the Qur’an, so students grow healthy, active, discuss, and socialize with their learning environment. Qur'anic learning correlates with the brain and mind in neuroscience called Islamic Neurology Education. Therefore an educator can optimize the potential of a student's brain (Suyadi, 2019)

In the digital millennial era, the use of mobile applications in learning the Qur'an is important, meaning that students can learn to read the Qur'an anytime, anywhere and by using (Chin & Chen, 2013). Research shows learning programs to read the Qur’an (BBQ) with traditional methods proved to be less effective in implementing Qur’an learning in schools. Enhancing learning with e-BBQ is very effective and makes it easy for students to improve their Qur'an reading skills. (Hanafi, Murtadho, Ikhsan, Diyana, & Sultoni, 2019). the results showed there was a positive relationship between the "Say the Quran" mobile application (Mohammad, 2017). Digital learning in Arabic and English with pictures and sounds helps improve student learning outcomes (Fathoni, Utomo, Hangga, & Pamungkas, 2019). The application of learning the Qur'an based on flash animation using students compiling and matching verses makes it a surah of the Qur'an whose composition is intact and correct (Norhan & Sanjaya, 2016). This digital Qur'an app allows printing the Qur'ani generation (Sameh, 2013)

**METHOD**

**Research Design**

This research discusses the problems carried out to find solutions (Cresswell, 2014). The collaborative principle of this study involves researchers, teachers, and students. Researchers consisted of 3 lecturers at the Muhammadiyah University of Sidoarjo with a variety of expertise in the field of learning the Qur'an, the field of design and learning technology, and the field of Educational psychology. 2 BTQ teachers (read and write al-Qur'an) and 283 grade VII students of SMPN 2 Porong. Classroom action research determines reflection at each meeting to obtain the expected solution (Messiou, 2018). This action research activity, in addition to the learning process, pre-test, and post-test reading the Qur’an, as well as the training of 20 students with excellent Qur'an reading skills chosen to assist in the learning process (peer tutors).

**Research Subject**

Research at SMPN 2 Porong based on considerations, namely: (1) implementing child-friendly schools and (2) the ability to read the Qur’an in high school students. Research subjects were 283 from parental education, 20 (7%) undergraduate, 121 (43%) senior high school, 96 (34%) junior high school and 46 (16%) elementary school..

**Data Collection and Analysis**

Data collection: (1) surveys; (2) observations; (3) semi-structured interviews; and (4) pre-test and post-test. To facilitate the ability to read, the Qur’an students are divided into several categories a, namely the level of Ibtida 1 (base 1), Ibtida 2 (base 2), Jayyid (right), and Jayyid Jidan (very good). These Level Indicators are presented in Table 1.

Table 1. Al Qur’an Reading Skills Indicator

|  |  |  |
| --- | --- | --- |
| **Level** | **Reading Skills** | **Category** |
| Ibtida’ 1 | 1. Students do not recognize the Arabic letter 2. Students acknowledge Arabic letters but sometimes have difficulty reading. 3. Students read Arabic with difficulty reading cursive letters | Not fluent |
| Ibtida’ 2 | 1. Students can read cursive letters but are still limited and makhraj is even exchanged 2. Students learn letters fluently but stammer. 3. Students can read cursive letters not yet valid recitation | Substandart |
| Jayyid | 1. Students read cursive letters smoothly and correctly 2. Students can pronounce makhraj smoothly 3. Students understand reading according to Tajwid | Fluent |
| Jayyid Jidan | 1. Students read cursive letters smoothly and correctly 2. Students pronounce makhraj smoothly 3. Students learning according to Tajweed and are able to read the Qur'an with the right rhythm | Very Fluent |

**RESULT AND DISCUSSION**

This discusses the relationship between the application of school-friendly programs with the ability to read the Qur’an class VII students of SMPN 2 Porong. The technique of collecting data uses questionnaire. The ability to read al-Qur'an students is diverse, with four levels of categories grouped, namely ibtida '1, ibtida' 2, jayyid, and jayyid jidan. The level of grouping the ability to read Qur’an of students is done through early munaqasah, daily munaqasah, semester munaqasah, and final munaqasah (Sofyan, N. Hendra, 2019). With the implementation of various child-friendly learning methods that fit the needs and characteristics of students, it can be seen in Figure 1; there is an increase in the ability to read the Qur’an of Grade VII students of SMPN 2 Porong. ibtida '1 level was 28 students (9.9%), ibtida' 2 levels were 68 students (24%), jayyid level was 138 (49%), and jayyid jidan level was 49 (17%).

Figure 1. Percentage Reading Skills Qur’an

From the linearity test in table 2, Pearson correlation significance value 0,000 < 0,05, which means there is a linear relationship between the teaching methods of child-friendly and the ability to read the Qur’an at school. Furthermore, the reading skills column shows 0.789, which means solid used by the teacher and students' reading skills in the Qur’an. Therefore, innovative solutions and methods are needed to improve students' learning abilities. The model considers the Qur’an which contains several publications: 1) reading 2), translating, 3) applying it, 4) memorizing and 5) reading the Qur’an. The teachers need to use various learning strategies according characteristics of their students. (Noh, Tamuri, Razak, & Suhid, 2014). Strategies to learn can be a peer tutor for students who can read jayyid jidan to help participants in their level of ability still ibtida '1 & 2. Learning the Qur’an with the CMSA method can be done with peer learning systems. The CMSA method does not have to have a shahadah or teaching certificate; only the teacher must guide the teacher while helping to teach friends (Sholichin, Saifudin, & Buana, 2019)

Table 2. Pearson Correlation

|  | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | **Method Instruction** | | | **Skills Reading** | | |
| Method Instruction | | | Pearson Correlation | 1 | | | .789\*\* | | |
| Sig. (2-tailed) |  | | | .000 | | |
| N | 283 | | | 283 | | |
| Skills Reading | | | Pearson Correlation | .789\*\* | | | 1 | | |
| Sig. (2-tailed) | .000 | | |  | | |
| N | 283 | | | 283 | | |
|  | | | | | | | | | |
| Table 3. Anova | | | | | | | | | |
| **Model** | | **Sum of Squares** | | | **df** | **Mean Square** | | **F** | **Sig.** |
| 1 | Regression | 19126.876 | | | 1 | 19126.876 | | 464.791 | .000a |
| Residual | 11563.577 | | | 281 | 41.152 | |  |  |
| Total | 30690.452 | | | 282 |  | |  |  |

In Table 3, Anova shows the calculated F value of 464,791 with significance 0,000 < 0,05 That means significant learning methods with the quality of reading the Qur’an students. Therefore, the teacher must apply the correct teaching methods to help students and quickly memorize the Qur'an. (Irlina, 2019). The teacher needs to emphasize character values ​​raising two components. First, being able to reflect on his knowledge and learning experience. Second, students' skills and abilities (Lumpkin & Achen, 2019). For this reason, the role of the teacher needed to create a strong character in which they will continue to grow and develop in society (Khoury, 2017).

| Table 4. CoefficientsCorrelation | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| B | Std. Error | Beta |
| 1 | (Constant) | 17.727 | 2.024 |  | 8.756 | .000 |
| Method Instruction | .777 | .036 | .789 | 21.559 | .000 |
|  | | | | | | |

Table 4, The coefficient of estimation variable of teacher method is 0.777, which means that it represents every 1% of teacher methods, so the value of students' Qur'an reading skills will increase by 0.777. Thus it can be concluded that there is a positive influence between the methods by the teacher and the ability to read the Qur’an of students. For this reason, teachers must provide the flexibility and opportunity they're potential (Mandiudza, 2013). The pattern of discussing the Qur'an designed for who consider, and provide opportunities about them being able to behave well constructively, to facilitate enjoyable learning maximized (Suherman et al., 2019), which of course requires the effective collaboration of teachers, students, and parents to improve their future Qur'an reading competence in the community (Purnama, Sarbini, & Maulida, 2019).

**CONCLUSSION**

The ability to read Qur'an of students SMPN 2 Porong is very diverse. There are necessary methods that are tailored to the needs and characteristics of students. Given the number of students who can read the Qur'an below the standard and the minimum number of teachers who study Qur'an, the strategy to support it can use peer tutorials without having students have shahadah or teaching certificates. Focused on teaching Qur’an for students is to create a learning environment that is safe, comfortable, and able to develop the talents and interests of their students. The pattern chosen must also be by the rules to be able to perfect students' reading in prayer and create a generation of young people who love Qur’an. The importance of creating a child-friendly learning environment so that students grow healthy, active, discuss, and socialize with their learning environment.

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