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JOURNAL OF INDONESIAN ISLAMIC STUDIES

<https://ejournal.iainpalopo.ac.id/index.php/jiis/>

Teacher's Strategy in Improving the Ability to Read and Write the Qur'an of TPA Santri during the Covid-19 Pandemic

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Article Info

Article History:

Received January
Approved February
Published April

Keywords:

Strategy, Reading the
Qur'an, Writing the Qur'an,
Pandemic

Abstract

This paper discusses the teacher's strategy in improving the student's ability to read and write the Qur'an of TPA Nurul Wustha Palopo during the Pandemic. The objectives of the study: (1) to find out the ability to read and write the Qur'an of Nurul Wustha TPA students during the Pandemic; (2) To find out the obstacles faced by teachers in improving the ability to read and write the Qur'an of Nurul Wustha TPA students during in the Pandemic; and (3) Describe the teacher's strategy in improving the ability to read and write the Koran of Nurul Wustha TPA students during the Pandemic. This research is qualitative research, with research subjects being the head of the TPA, teachers, students, and parents of students. Data collection techniques used are observation, interviews, and documentation. The results showed that the ability of students to read and write the Qur'an at the beginning of the Pandemic decreased due to the cessation of learning activities at the TPA, so teachers and parents sought solutions by implementing learning strategies to improve students' reading and writing skills. However, this is not free from obstacles such as internal factors such as discipline, craftsmanship, and responsibility. The second namely external factors, namely the family environment. The third is from the learning approach factor. The strategy applied by the teacher in improving the student's ability to read the Qur'an is to apply a limited face-to-face learning system at each teacher's home by applying an exposition strategy, classical individual learning, and classical reading through the Iqro method and reading with tartar. In addition, to improve the ability to write the Qur'an implemented, an online learning system through group WhatsApp training drill methods and methods of following the line as well as coloring calligraphy.

2022 Postgraduate IAIN Palopo

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Introduction

The TPA (Al-Qur'an Educational Park) teacher is also a part of the profession as a teacher whose job is to educate and teach how to read and write the Qur'an properly and correctly. The TPA teacher is the spearhead or the frontline in spreading Islamic teachings, especially education in reading and writing the Qur'an. The Big Indonesian Dictionary (KKBI) explains that "TPA teachers are missionaries. Teachers who teach reading the Qur'an as it should be". The TPA teacher is a very noble profession that carries out the task of disseminating the teachings of the Qur'an as a way of life that can guide Muslims towards the safety of the world and the hereafter. Ja'far Subhani firmly stated that Muslims' ups and downs are largely determined by whether or not they are optimal in practicing their holy book.

Since the enactment of the pandemic period and the Large-Scale Social Restriction (PSBB) system, this pandemic period has increasingly stifled various sectors of life, including the education sector. The Pandemic also impacts non-formal education levels, such as the Al-Qur'an Education Park (TPA). The Pandemic has also affected the TPA teacher, an element of education. The task of the TPA teacher is experiencing obstacles due to the Pandemic, especially due to the spread of the epidemic.

Therefore, the head of the Al-Qur'an Education Park (TPA), Nurul Wustha, and the teachers at the TPA sought to find teaching strategies so that the students at the TPA could continue learning to read and write the Qur'an, even though they were in a pandemic situation. It is intended that the students are not vacuumed in reading and writing the Qur'an. Learning to read and write the Qur'an is the most important education for Muslims because the Qur'an is a guide for Muslims. Al-Qur'an, in addition to being a way of life through the content of the law, is also a means for humans to get spiritual showers and coolness of heart by reading and listening to the verses of the Qur'an. Therefore, every Muslim must read the Qur'an daily, especially during the five prayers.

Al-Qur'an is a source of values that become guidelines and references that motivate Muslims to progress and develop. Santri TPA Nurul Wustha is part of the younger generation of Muslims who must continue to be motivated to be interested in continuing to study the Qur'an and use the Qur'an as a guide and guidance. The main thing to do in studying the Qur'an is to learn to read the Qur'an and write it down. The verse also states that the Qur'an is a book, which means as a sign or instruction that the Qur'an, before being made a book, must first be written.

The results of the initial observations obtained information from one of the teachers at TPA Nurul Wustha, located in BTN. Dea Permai, To'Bulung Village, Bara District, that, at the beginning of the Pandemic, in early 2020, the learning process at TPA Nurul Wustha had no activity. Therefore, at first, the TPA teacher took the initiative to teach online. However, this is not effective because apart from the number of students who are quite numerous and varied so that it cannot be carried out in groups, they must be taught privately, making it difficult for TPA teachers and also requires a large amount of time and money related to the use of internet quotas. Moreover, TPA teachers do not charge any fees to their students during the Pandemic. Therefore, TPA teachers teach the Qur'an, which is done face-to-face with a limited number of students brought down to the homes of each ustadzah and even then at the request of the parents of each student. Therefore, the TPA teacher took the

initiative to divide the students and teach at their homes with limited face-to-face meetings. TPA teachers play a role in teaching students to read the Koran well, especially during the Pandemic. Therefore, TPA teachers are expected to improve the ability to read and write the Qur'an of Nurul Wustha TPA students by implementing appropriate learning strategies during the Pandemic. Therefore, the objectives of this research are: (1) To determine the ability to read and write the Qur'an of the students of TPA Nurul Wustha during the Pandemic; (2) To find out the obstacles faced by TPA teachers in improving the ability to read and write the Qur'an of Nurul Wustha TPA students during the Pandemic; (3) To describe the strategies of TPA teachers in improving the ability to read and write the Qur'an of Nurul Wustha TPA students during the Pandemic.

Method

This qualitative research uses pedagogic, sociological, and psychological approaches to describe the TPA teacher's strategy in improving the ability to read and write the Qur'an during the Pandemic. Furthermore, this study uses a qualitative descriptive analysis method, namely research carried out directly at a place of research on a phenomenon by describing several variables related to the problem under study. The subjects in this study are individuals who will become respondents in the study as a source of information and data sources. Moreover, the subjects in this study will be teachers from TPA Nurul Wustha, parents of students, and several students from TPA Nurul Wustha who were chosen randomly. The focus of attention or object in this research is the ability to read and write the Qur'an of Nurul Wustha TPA Santri during the COVID-19 Pandemic.

This study uses several data collection techniques, namely observation in the form of participant observation to observe the learning process carried out by TPA teachers during the Pandemic by referring to observation sheets that have been designed and arranged according to the indicators to be observed. Next is data collection through interviews. Interviews were conducted to determine the teacher's processes and strategies in learning to read and write the Qur'an during the Pandemic by conducting direct questions and answers to the research subjects to obtain the desired data. Lastly is documentation. Documentation techniques were used to obtain data from TPA Nurul Wustha, data from educators/recitation teachers, the vision and mission of TPA, and data from students from TPA Nurul Wustha.

Results and Discussion

***Ability* reading and writing TPA Nurul Wustha students**

The ability of students to read and write the Qur'an at the beginning of the Pandemic experienced a decline because the implementation of learning the Qur'an had difficulties and even seemed to be stopped. According to the results of an interview with one of the TPA, teachers stated that:

"That is right, ma'am, we tried to do it online, but it turned out that the activity was ineffective because learning could not be carried out by zooming in, many children did

not join, besides the reading level of the children was not the same. So automatically, many children forget to read it; some even have the Koran given back to Iqra. For writing the Qur'an, it may be done online by sending it to the TPA santri group, but so far, ma'am, at this TPA, for the assessment of writing the Qur'an, we are confident that the students can read their writings, not only good at writing but do not know how to read it."¹

The conclusion is that students' ability to read and write the Qur'an at the beginning of the Pandemic has decreased; this is because the learning activities of the Qur'an at TPA Nurul Wustha have also been stopped. Furthermore, the teachers tried to carry out online learning (on the network), but the strategy did not work effectively because it was constrained by variations in the student's reading levels. Because at TPA Nurul Wustha, there has not been a special grouping for the division of reading levels.

The teacher's strategy in improving the ability to read and write the Qur'an of Nurul Wustha TPA students during the Covid-19 Pandemic

Researchers also collect data through the process of observation. The researcher's observation process is referred to as participant observation, where the researcher directly observes the process of implementing learning activities at TPA Nurul Wustha every day in several meetings. For example, the following are the results of observing the teacher's strategy in improving the ability to read the Qur'an of Nurul Wustha TPA students during the Pandemic.

Table1. Observation of results of teacher strategies in improving the ability to read the Qur'an of Nurul Wustha TPA students during the Pandemic

No	Observation Type	Observation result
1	Place of execution	TPA Teacher's House
2	Implementation Schedule	Monday Friday
3	Time	Adapt
4	Student Attitude	Active and Enthusiastic
5	Strategies for reading the Qur'an	The TPA teacher divides his students who are close to where they live into three groups and teaches them face-to-face limitedly at home through material explanation strategies, individual classical and classical reading and listening, and individual learning
6	Learning reading method	Tadarrus, Tartil Method, and Iqra. Method
7	Tools and Materials	Al-Qur'an and Iqro'
8	Evaluation	Individual test Reading the Qur'an

Based on the observations made by researchers in this study, information was obtained that the implementation of Al-Qur'an learning activities at TPA Nurul Wustha was still carried out during the Pandemic. Therefore, the head of the TPA, who is also a teacher at TPA

¹Interview with TPA teacher Nurul Wustha, Suriyani S.Pd, on June 8, 2021

Nurul Wustha, and the other three teachers agreed to divide their students and teach them at their respective homes. Since the environment in TPA Nurul Wustha is a residential environment that is not too large, it is easier to control and divide students by taking each student who is close to the residence of their respective teachers, making it easier to know and control the health and traveling activities of students because they are in the same environment. This is one of the efforts made by TPA teacher Nurul Wustha so that the implementation of Al-Qur'an learning at the TPA can continue to run actively despite various limitations. With limited space conditions, the implementation of learning to read the Qur'an at TPA Nurul Wustha continues to run smoothly. Based on observations, researchers can directly see that the implementation of Al-Qur'an learning at TPA Nurul Wustha is carried out on the terraces of each TPA teacher; this is due to inadequate home conditions. However, the students are still enthusiastic about implementing al-Qur'an learning. -Qur'an. With limited space conditions, the implementation of learning to read the Qur'an at TPA Nurul Wustha continues to run smoothly. Based on observations, researchers can directly see that the implementation of Al-Qur'an learning at TPA Nurul Wustha is carried out on the terraces of each TPA teacher; this is due to inadequate home conditions; however, the students are still enthusiastic about implementing al-Qur'an learning. -Qur'an. With limited space conditions, the implementation of learning to read the Qur'an at TPA Nurul Wustha continues to run smoothly. Based on observations, researchers can directly see that the implementation of Al-Qur'an learning at TPA Nurul Wustha is carried out on the terraces of each TPA teacher; this is due to inadequate home conditions; however, the students are still enthusiastic about implementing al-Qur'an learning. -Qur'an.

Researchers observed that in learning to read the Qur'an, each teacher at TPA Nurul Wustha would guide one or two students who were at the same reading level and then be directed to repeat the readings that had been taught. After all, students have been guided, if conditions and time allow, the students will be evaluated, and their readings will then be given a new reading task to be carried out at home and evaluated at the next meeting. The method of reading the Qur'an taught by TPA teacher Nurul Wustha is the Iqro method and the partial method. The Iqra method is taught to new students or in the Nurul Wustha TPA environment, called the Iqra level. The Iqra method is taught from Iqro one to Iqro six, and after the students learn to read the Qur'an with the Iqro method, the students move up to the level of the Qur'an. Then, reading the complete Qur'an, TPA teacher Nurul Wustha uses the partial method, guiding the students to read slowly and repeatedly according to the makrojuh letters and tajwid in more depth.

The strategy of reading the Koran classically or together is sometimes done for students already at the level of the Koran. First, Tadarrus is done to streamline the time the teacher will deliver material about the reading laws being taught. Then the students were appointed by several students to read several verses with the right reading law, and other students would listen. The evaluation process for reading the Qur'an is carried out in almost every meeting. From the results of the evaluation carried out by the TPA teacher, it can be seen that students are already familiar with letters with various vowels and can read serial letters such as from Iqro 1, increasing to Iqro 2. started to increase.

Furthermore, the development of al-Qur'an writing skills at TPA Nurul Wustha was integrated with activities increasing interest in reading the Qur'an of TPA Nurul Wustha students. The following are the research results conducted by researchers in observing the ability to write al-Qur'an students of TPA Nurul Wustha.

Table 2. Results of Observation of Teacher Strategy Research in Improving the Ability to Write Al-Qur'an for TPA Nurul Wustha Santri during the Covid-19 Pandemic

No	Observation Type	Observation result
1	Place of execution	Each student's house
2	Implementation Schedule	Adapt
3	Time	Adapt
4	Student Attitude	Active and Enthusiastic
5	Strategies for writing the Qur'an	Submission or Assignment via online (WhatsApp groups)
6	Learning writing method	Drill method and follow the line
7	Tools and materials	Al-Qur'an, Iqro', Blackboard, markers, cell phones, calligraphy assignments, books, crayons or dyes, pencils, and erasers
8	Evaluation	Written and reading test

The results of observations made by researchers show that the strategy used in the learning process to write the Qur'an during the Pandemic is to use an exposition or assignment strategy. The process of learning to write the Qur'an by the teacher uses learning strategies online (online) or better known as online. The process of learning to write the Qur'an online is done by utilizing the WhatsApp application, where one of the TPA Nurul Wustha teachers will send an assignment to write the Qur'an to be done at the homes of each TPA Nurul Wustha student. However, some students are beginners and will be written in their notebooks and followed again or ask for the cooperation of parents to guide holding their children's hands at home so that they can practice writing the Qur'an properly and neatly. In addition, through assignments sent through the WhatsApp group, sometimes assignments are also given directly to students after the reading of the Qur'an is carried out. Students who have completed the test and evaluation of reading the Qur'an are then given the task of writing the Qur'an according to their reading level. Sometimes also, materials and tools allow teachers to provide teaching materials from calligraphy to color.

The task of each student in writing the Koran is different; this is adjusted to the age and level of reading. Students who are 8 years old or equivalent to grade 3 Elementary School will be taught to practice writing short suras at home or verses of the Qur'an that are commonly read during prayer or in certain activities or which have fadilahs in their prayers. Everyday life is like a verse of the chair. Meanwhile, for TPA Nurul Wustha students who are beginners and still under eight years old, it is recommended to write hijaiyyah letters, or students who are at the Iqra level will be encouraged to write according to their reading level. The students' writing results are assessed at the next meeting when the deadline for completing the writing task ends. Santri will sometimes be asked to read their writings from the Qur'an.

Conclusion

Student's ability to read and write during the Pandemic's beginning decreased because students also stopped learning to read and write the Qur'an. Especially for students still in the introduction stage in reading the Qur'an as they are at the Iqra level. However, not only that, even students who are already at the level of reading the Qur'an or juz also experience a decrease in reading ability because students also stop reading at home, so many of the students' readings are back stuttering and even have to be lowered back on. Iqra level. Likewise, the writing ability of students who also began to decline due to lack of practice was due to the practice of writing students' writing skills before it was carried out after reading the Qur'an.

TPA teacher Nurul Wustha applies a limited face-to-face learning strategy by dividing students closest to the teacher's residence and opening a class to read the Koran at each teacher's house. The teacher applies an exposition learning strategy by collaborating with individual learning strategies, individual classical and classical reading and listening using the Iqro method for novice students, and the trial method for the Qur'an class. Meanwhile, in terms of improving the ability to write the Koran for TPA Nurul Wustha Santri, TPA Nurul Wustha teacher implemented an online learning system through the TPA Nurul Wustha WhatsApp group. For writing the Qur'an, the teacher uses the drill method and then follows the line method, and sometimes simple calligraphy writing and coloring activities are carried out. Students who are accustomed to practicing writing the Qur'an will be able to write well and beautifully with easy-to-read material.

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