

EFFORTS TO FOSTER READING AND WRITING THE QURAN IN THE EARLY PHASE OF STUDENTS AT DTA AL IMDAD

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Abstrak

Secara ideal, para peserta didik pada fase awal diharapkan sudah mampu dalam mengenal huruf hijaiyah, membaca dan menulis sesuai dengan kaidahnya, nyatanya masih cukup banyak beberapa dari peserta didik yang belum terlalu mahir dalam proses pembelajaran BTQ. Namun dari pengamatan awal yang dilakukan di DTA Al Imdad, ditemukan kondisi yang belum cukup sempurna dalam kemampuan baca tulis Al-Quran peserta didik, khususnya pada fase awal, yang belum berkembang dengan baik. Maka seorang guru perlu menerapkan upaya pembinaan yang sesuai dengan kebutuhan dan fase perkembangan peserta didik, sehingga proses pembelajaran dapat berlangsung secara efektif dan mampu membantu peserta didik mencapai kemampuan yang diharapkan. Melalui penelitian ini diharapkan mendapatkan cara yang tepat dalam pembinaan baca tulis Al-Qur'an sehingga dapat mendukung proses pembelajaran yang sesuai dengan kebutuhan peserta didik fase awal. Maka sesuai dengan metode yang digunakan yaitu pendekatan kualitatif deskriptif untuk menjelaskan menggunakan fenomena yang berkaitan dengan upaya pembinaan baca tulis Al-Qur'an pada peserta didik fase awal di DTA Al Imdad. Maka dapat dilihat bahwa kemampuan BTQ peserta didik fase awal di DTA Al Imdad cukup beragam dalam mengalami kesulitan membaca dan menulis Al-Qur'an. Dalam mengatasi hal tersebut, guru melakukan berbagai upaya pembinaan dalam menyesuaikan dengan kebutuhan peserta didik. Dengan demikian, pembinaan yang dilakukan dengan berkelanjutan untuk membantu meningkatkan kemampuan baca tulis Al-Qur'an peserta didik fase awal.

Kata kunci: Peserta didik, fase awal, pembinaan

Abstract

Ideally, students in the initial phase are expected to be able to recognize hijaiyah letters, read and write according to the rules, in fact there are still quite a few students who are not very proficient in the BTQ learning process. However, from the initial observations made at DTA Al Imdad, it was found that conditions are not quite perfect in the students' Al-Quran literacy skills, especially in the initial phase, which have not developed well. Therefore, a teacher needs to implement coaching efforts that are in accordance with the needs and phases of development of students, so that the learning process can take place effectively and be able to help students achieve the expected abilities. Through this research, it is hoped that the right way to coach Qur'an literacy so that it can support the learning process in accordance with the needs of students in the early phase. So in accordance with the method used, namely a descriptive qualitative approach to explain using phenomena related to Qur'an literacy coaching efforts in early phase students at DTA Al Imdad. Therefore, it can be seen that the BTQ abilities of early phase students at DTA Al Imdad are quite diverse in experiencing difficulties in reading and writing the Qur'an. In overcoming this, teachers make various coaching efforts in adjusting to the needs of students. Thus, coaching is carried out continuously to help improve the literacy of the Qur'an of early phase students.

Keywords: Learners, early phase, coaching

Introduction

The Qur'an has a fairly important role in the field of Education, not only as a religious guideline but also as a place of knowledge that is in accordance with teachings and principles and covers all aspects of human life such as worship activities to social, ethical and moral norms. Thus, the Qur'an has the function of being the most important foundation for developing the education system (Ahmadi et al., 2025)

According to Fazlur Rahman, the main purpose of the teachings of the Qur'an is to foster morals or morals. When viewed in the historical context when the Qur'an was first revealed, it was found that the people of Makkah were in a state of social problems. Therefore, Islam with the intermediary of the Qur'an and the sunnah brought education which aims to eliminate ignorance and make a better generation. The presence of Islam is also a clear clue about the importance of science, so that a human being is not in a state of ignorance (Fazlurrahman, 2018)

Learning and teaching the Qur'an is a very noble deed in the sight of Allah SWT. Studying, reading and practicing the content of the Qur'an is an obligation for every human being to be a guide for daily life. Allah swt sent the Prophet Muhammad (saw) to be able to convey, read, and teach the Qur'an to all mankind as a guide in living life. By using the Qur'an as a guide, people will avoid evil, and those who do not adhere to the Qur'an will have the possibility of walking on the wrong path. Allah swt sent a Messenger in the midst of mankind to recite His verses, cleanse their souls, and teach the book and wisdom. This shows that before the arrival of guidance through the Qur'an, people were on the wrong path. Therefore, learning the Qur'an can be the main means to be able to obtain guidance and truth in life. Therefore, education based on the Qur'an is expected to shape students not only to become materially intelligent individuals, but also emotionally mature and faith (Firmansyah, 2019) One of the aspects that is quite important in the Qur'an learning process is the ability to read and write the Qur'an. This is a basis for students to understand the content of the Qur'an.

Ideally, students in the initial phase are expected to be able to recognize hijaiyah letters, read and write according to the rules. And the learning process must also be adjusted to the level of ability of the students, as well as the support of an adequate number of educators and good facilities and infrastructure so that the coaching runs very well and in accordance with expectations. However, from the initial observations made at DTA Al Imdad, it was found that the conditions were not quite perfect in the students' literacy and writing skills, especially in the initial phase, which had not developed well. There are still some students who are not fluent in knowing the hijaiyah letters, reading the hijaiyah letters correctly, and writing Arabic letters according to the right writing rules. Of the approximately 23 students in the initial phase, there are still some students who need guidance in

reading the Qur'an. Some of these students still experience difficulties, especially in the pronunciation of hijaiyah letters, the application of tajweed, and distinguishing the short length of the reading. In addition, there are still students who read with a stammering and are not able to write Arabic letters in the right form according to the writing rules.

This problem is further complicated by the learning process at DTA Al Imdad which is still quite limited where there are only two classes, namely class A which consists of grades 1, 2, and 3, and class B which consists of students in grades 4, 5, and 6. With the combination of several levels in one class, which makes the abilities of students quite diverse. This results in students who are still in the early stages of learning still have to follow the same learning process as students who are more proficient in reading and writing the Qur'an.

The limitation of teaching staff is also one that quite affects the learning process. At DTA Al Imdad, there are only two teaching staff or reciting teachers who guide the learning process of students from several grade levels. This makes reciting teachers unable to focus intensively on students who have difficulties or are not fluent in reading and writing the Qur'an. With a limited number of reciting teachers and various abilities of students in one class, the guidance of Qur'an literacy in the early phase is a challenge in itself that needs more attention.

In the discussion of Qur'an education and the teaching of Qur'an literacy, which has been researched quite a lot by some people, but most of the previous research focused more on learning methods, while studies on coaching efforts in the conditions of limitations of non-formal institutions and early phase students are still quite limited. In fact, real conditions in the field show that factors such as the limitations of teachers, class merging, and differences in students' abilities greatly affect the success of learning. And from several previous studies, there are also those that show more on the effectiveness of Qur'anic learning methods, such as the Iqra, Tilawati, or Ummi methods, without examining in depth the real conditions of Qur'anic educational institutions that have limited facilities, teaching staff, and various abilities of students in one class.

Thus, there is a difference in the research that will be conducted by the researcher with the previous research, namely in the efforts of recitation teachers in fostering the literacy of the Qur'an of students in the early stages of non-formal education institutions which are characterized by the limited conditions of teaching staff and diverse classroom conditions. Therefore, this research is quite important to be able to be carried out in order to provide a deeper picture of the learning strategies applied, the obstacles faced, and the solutions that can be done in improving students' Qur'an literacy skills.

Research Methods

The approach used in this research is a descriptive qualitative approach, the descriptive approach is used to understand and describe the phenomenon in depth regarding BTQ coaching efforts in early phase students at DTA Al Imdad. The qualitative approach was chosen because this research focuses on understanding situations, processes, and experiences that occur naturally in the field. With this approach, the researcher can obtain a fairly clear picture of the condition of the BTQ of students, the difficulties experienced, and the various coaching efforts made by teachers in overcoming difficulties.

The research was carried out at DTA Al Imdad as one of the non-formal Islamic educational institutions that organizes Qur'an literacy learning for elementary school age students. The selection of the research location was carried out purposively because it was in accordance with the focus of the research which discussed the development of Qur'an literacy in early phase students. The research informants were selected using purposive sampling techniques with consideration of direct involvement in learning activities and Qur'an literacy coaching. The main informants in this study are BTQ teachers, and early phase students are a source of supporting data to obtain information about the BTQ learning process at DTA Al Imdad.

Data collection is carried out by observation, interviews, and documentation. Observation is carried out during learning activities in order to obtain information about the condition of students' abilities, learning processes, and forms of coaching applied by teachers (Tuala & Wachidah, 2024) Interviews are conducted in-depth with teachers to explore information related to students' Qur'an literacy skills, various difficulties that arise during the learning process, and efforts made to overcome them (Nurdin, 2021) And documentation is used as supporting data which includes photos of learning activities, learning notes, student lists, and other documents relevant to the focus of the research. Data analysis is carried out continuously from the data collection process until the research is completed using the Miles and Huberman interactive analysis model. The first stage is data reduction, which is the process of selecting and simplifying data obtained in the field in accordance with the research (Supandi, 2025) The second stage is the presentation of data in the form of a systematic narrative description so that it is easier for researchers to understand the patterns and relationships between data (Supandi et al., 2024) The last stage is drawing conclusions and verification, the process of reviewing data to find the core and answering the formulation of research problems. The conclusions obtained are then verified during the research process to remain in accordance with the data found in the field.

Research Findings and Discussion

The Condition of the Qur'an Literacy Ability of Early Phase Students at DTA Al Imdad.

Dari temuan hasil penelitian juga menunjukkan bahwa kemampuan baca tulis Al-Qur'an pada peserta didik ada pada kemampuan yang berbeda-beda. Perbedaan dalam kemampuan tersebut adalah sebuah kondisi yang wajar karena peserta didik pada fase awal yaitu pada usia 6-8 tahun masih berada pada tahap perkembangan kognitif operasional konkret. Pada tahap pembelajaran fase awal, peserta didik masih berada pada tahap perkembangan kemampuan simbolik sehingga proses mengenali huruf hijaiyah diperlukan dengan cara latihan berulang dan pemndampingan yang baik dan berkelanjutan. Hal tersebut juga sejalan dengan teori kemampuan dalam belajar yang menjelaskan bahwa kemampuan membaca Al-Qur'an dipengaruhi oleh perkembangan kognitif, efektif dan spikomotorik para peserta didik.

In line with the indicators of success in BTQ coaching, Haldiati explained that students who are able to recognize and pronounce hijaiyah letters correctly, in accordance with the makharijul of letters and basic tajweed rules. Then students who show an increase in their ability to read the Qur'an gradually, starting from reading simple syllables to short verses fluently and tartil. And students begin to be able to write hijaiyah letters in the correct and neat form in accordance with the rules of writing (imla') (Budiywono, 2017) However, from these indicators, there are still some that have not been fully achieved, such as the ability of students to read the Qur'an in accordance with tajweed and short reading lengths.

Therefore, from the findings of the study, it shows that the existence of DTA still has a fairly important role in non-formal religious education institutions for students' religious abilities, especially their ability in BTQ. The existence of DTA can also be an educational space for students, especially in the early phase of interacting with the Qur'an properly and in a directed manner.

Difficulties in Reading and Writing the Qur'an Experienced by Participants in the Early Phase at DTA Al Imdad.

This study also shows that students who have reached the stage of recognizing hijaiyah letters, but still experience a difficulty in a more difficult stage, namely understanding the rules of reading the Qur'an. In the theory of BTQ coaching, reading the Qur'an does not only focus on the ability to recognize hijaiyah letters, but must also be able to focus on pronunciation, tajweed laws and fluency in reading well. Therefore, the difficulties experienced by each student show a process in coaching that is at the stage of improving reading the Qur'an better.

Difficulty in reading long and short when reading the Qur'an is also an influence of the characteristics of the cognitive development of the early phase students, Students in the early phase,

namely at the age of 6-8 years, the students are still in the process of learning in connecting visual symbols and sounds that are right for them. Understanding in every law of tajweed such as mad, harakat, and the law of reading requires concentration, memory that has not been fully developed for the age of the early phase and the learning process that needs to be done repeatedly and continuously.

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That way, the difficulties experienced by the early phase students at DTA Al Imdad have various aspects, namely including academic aspects, namely in the application of tajweed and short length of reading and environmental aspects, namely in the use of mobile phones that are quite excessive and the lack of assistance by parents around the house.

Coaching Efforts Carried out by Reciting Teachers in Difficulties in Reading and Writing the Qur'an.

The results of this study show that teachers at DTA Al Imdad have made various efforts in coaching to help students overcome difficulties in reading and writing the Qur'an. Efforts are made with various methods such as memorization methods, sorogan methods, play-while learning methods, individual mentoring, and cooperation between parents and teachers at DTA Al Imdad.

The application of the method that is commonly used at DTA Al Imdad is a memorization method that is carried out with habituation that is carried out to support the success of learning the Qur'an. The activity is carried out by memorizing short letters or verses of the Qur'an repeatedly and together. This method is in line with the characteristics of the Al-Baghdadiyah Method which emphasizes repetition and practice that is carried out continuously to memorize the reading (Muhammedi, 2018). The results of the study show that the habituation of memorization carried out by teachers at DTA Al Imdad can help in smoothing and help strengthen the memory of students in reading the Qur'an.

Another method used in the process of learning the Qur'an at DTA Al Imdad is the application of the sorogan method or reading activities one by one, this method is carried out by reading the students one by one to the teacher and is carried out alternately. This method is in line with the Qiroati Method and the Iqra Method. From these two methods, students read in front of the teacher to be able to correct reading errors, makhrarijul letters, and the law of tajweed (Hasan & Wahyuni, 2018). This

is in accordance with what was conveyed by the teacher at DTA Al Imdad as an informant in this study.

Play-and-learn activities are also an approach carried out by teachers at DTA Al Imdad to increase students' motivation to learn. Teachers at DTA Al Imdad explained in their interview that learning is made more varied so that early phase students do not get bored easily when learning to read and write the Qur'an. So this finding is in accordance with the theory of the characteristics of early phase students which emphasizes the importance of using methods that are fun and adapted to the phases and needs of students.

Cooperation between teachers and parents in the learning development process of students is also carried out by teachers at DTA Al Imdad. Teachers at DTA Al Imdad regularly provide reports to parents within a period of one semester for information on the development of students during the learning process. Cooperation between teachers and parents shows that BTQ coaching is carried out with shared responsibility between teachers and the family environment. From an educational perspective, cooperation between parents and teachers is a fairly important factor in the success of education because it can form a habit in the learning process because learning will not be enough if it is done only in the school environment.

From the various methods carried out by teachers at DTA Al Imdad, it shows a camp for each student. This is in accordance with what was conveyed by the teacher as an informant in the research, it also shows that coaching that is carried out continuously and continuously can make students overcome the difficulties that students experience. So the results of the findings in this study are in accordance with the coaching theory which explains that the gradual and related guidance process will get appropriate results and help students in achieving the expected goals.

Therefore, from all the findings in the study, it can be concluded that coaching at DTA Al Imdad is only determined from the learning method used, but can be determined from the teacher's ability to adjust the strategy to the characteristics of the early phase students. Therefore, BTQ coaching activities are more determined by the ability and consistency of teachers in the process of assisting students compared to the methods used

Conclusion

The results of this study show that the literacy of the Qur'an of early phase students at DTA Al Imdad has increased to a fairly diverse development. Most of the early phase students have recognized, read, and written hijaiyah letters quite well, although there are still some students who are late in the learning process. Considerable difficulties are found regarding tajweed legal material,

distinguishing between long and short readings, and fluency in reading the Qur'an. In addition to individual ability factors, home learning habits and parental assistance also affect the development of students' Qur'an literacy skills.

To overcome these various difficulties, recitation teachers at DTA Al Imdad carry out coaching efforts with various methods such as memorization methods, sorogan, individual mentoring, play-while learning approaches, and cooperation with parents. Various efforts are carried out continuously and adjusted to the needs of early phase students. The results of the study show that coaching that is carried out continuously and in accordance with the characteristics of students can help improve the literacy of the Qur'an and support the development of Qur'an learning in early phase students at DTA Al Imdad.

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