Abstract: This article discusses the problems in reading the Koran which are good and right in accordance with the rules of Al-Qur'an reading, which indeed not a few high school elementary students in terms of the ability to read it is still very low. The correct Qur’an reading rules are measured from the level of fluency, Makhorijul letters, Tajweed, Tartil, Understanding and Kefashihan. However, in the study found in the field whose value was lowest when measured, namely in terms of reading with Tartil, the author reacted to it by using the Al-Qur'an reading method which was quite popular in learning using the Iqra method. The purpose of this study is to find out how the application of the Iqra method in improving the ability to read the Qur'an.

Keywords: Improvement, Reading Al-Qur'an, Iqra Method.

Introduction

The Qur'an has features that are always guaranteed, preserved purity and authenticity by Allah SWT until the Day of Judgment, in which there is the sentence of Allah SWT which if explored and studied will not run out even for those who are always thirsty for His knowledge.¹

Reading and studying the Qur'an must be considered early, so that someone who studies the Qur'an from an early age will truly be

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¹ Yulianingsih, Tri Maya. Bocah Ajaib Pengislam Ribuan Orang. Jakarta: Sabil. 2013 Hal. 71
guided by the Qur’an which makes it a human being who is always submissive and obedient to the teachings of Allah SWT, so his life is always in peace and full of love.²

This is the purpose of the hadith which was said by the Prophet. As explained below:

“Educate your child with three things, namely loving your Prophet, loving the Prophet’s family, and reading the Qur’an. Indeed, people who hold fast to the Qur’an are in the protection of Allah SWT. on the day there is no protection except His protection with the sincere Prophets and Friends” (H.R. Addailami ‘an ‘Illyyi)

The problem in reading the Qur’an lately has become a conversation and a serious problem that requires the right solution in solving the problem, the statement is accompanied by many reasons based on previous studies which found that reading the Qur’an the tartil is very low. Agusnadi research (2003) research on grade IV elementary school students in West Sumatra which showed that around 64% of students were mistaken in pronouncing the letters in the Qur’an, 21% were wrong in reciting letters based on their nature, and only 15% were reciting Qur’an recitations well and correctly. In his research, Firdaus Ghani found out of 230 students, about 85% of participants were quran and tartil, and only 15% of students could be categorized as good at reading the Qur’an.³

There are so many factors that cause the low level of students in reading the Qur’an, one of which is the use of the method of reading the Qur’an in students, so that students' interest in reading the Qur’an properly and correctly is very low.

There are several methods such as in Syaiful Amin’s research in Malang area, there are seven methods that can be applied by Educators, especially teachers in schools in teaching Al-Qur’an reading to students. The methods are: Baghdadi, Iqra’, Qira’ati, Tilawati, Tartila, Yanbu’ah, and Nahdliyah. In this study the researchers listed the method that was considered the most effective with the first order, namely the Iqra Method with (63%), then the Qira’ati Method as much as (16%), Tilawati (8%), Tartila (6%), while the last ranked

Baghdadi, Nahdliyah, and Yanbu’ah 2% each. The most plausible reason for using the Iqra method is widely used by teachers: (1) Socialization was carried out in collaboration with the National LPTQ R & D Center and the Yogyakarta "AMM" Tadarus Team as a fast and appropriate method for teaching the Qur'an that the teaching method did not use difficult methods. (2) the teacher does not need to go through certain teachings before using the method. (2) iqra method is very easy to learn and understand.4 

Looking at these problems, the reviewers try to answer the following problems: Can the Iqra Method improve the ability to read Al-Qur'an students for Class V elementary school students in SDN 26 Panyileukan City of Bandung? This study has limitations on: Increasing the ability to read Al-Qur'an with tartil using the Iqra Method.

Discussion
Al-Qur’an Learning

Learning is a teaching and learning process, where the implementation is planned and directed in advance so that educational goals can be achieved in accordance with what is expected.5 Jafar and Gamal interpret: Learning is also interpreted as an effort to teach students (students). 6

While the Al-Qur'an has root words taken from the Arabic "Qara'a, Yaqro'u, Qiroatun or Qur'an" which means gathering letters and words from the other parts.

From the description above, it can be concluded that Al-Qur'an Learning is a change of behavior in a person through a learning process that adheres to the values of the Qur'an in which all aspects relating to life and welfare are regulated for humanity.

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Iqra Method

Iqra according to language means reading, the word Iqra is stated in the surah Al 'Alaq which is the surah which was first revealed to the Prophet. which is included in the Makiyyah Surah.\(^7\)

The method of the Iqra method is a method in reading the Qur'an which emphasizes directly on the practice of reading it. Iqra is divided into 6 volumes, which in each volume have their respective levels, starting from easy levels to perfect complex levels.\(^8\)

This method was compiled by Ustadz As'ad Humam in the Yogyakarta area, thanks to which we can learn and practice the Qur'an very easily for those who want to learn it. This method is very practical which does not require a variety of tools, because the reading is directly without spelling, using CBSA (Cara Belajar Siswa Aktif) and more individual.

Application of the Iqra Method at Panyileukan Elementary School 262 Bandung:

Each learning meeting goes through the following stages:

1. Opening
   The teacher prepares the class first, so the class is conducive, then begins greetings and prayers. As for implementing it in this stage, the teacher can appoint one of the students to lead it.

2. Classical I
   The teacher gives examples and practices to students about reading and memorizing short letters.

3. Private
   The teacher then presents the subject matter according to the theme of the lesson that day.

4. Classical II
   The class teacher leads and repeats the reading of short letters that have been memorized in Classical I.

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5. To introduce writing the letters of the Qur'an
   Students learn the writing / letters that have been and will be read in the Iqra book while waiting for their turn to read. Previously the teacher gave an example of how to write the letters of the Qur'an.

   So the implementation of the teaching and learning process still refers to and is guided by the curriculum at Panyileukan SDN 262 in Bandung City, while the application of the Iqra method is carried out at the beginning and end of learning, so as not to interfere with the learning and teaching process.

**Increased ability to read the Qur'an**

   To see the improvement of Qur'anic reading ability for students, this study conducted two assessment tests of reading the Qur'an namely Pre-assessment (before the participants were Guided by using the Iqra method) and Post-assessment (After the participants were Guided by using the Iqra method) by using 6 categories: (1) fluency in reading the Qur'an, (2) Tajwid, (3) recitation, (4) Tartil, (5) understanding and (6) Fashih.

   As for the review rubric like the table below:
<table>
<thead>
<tr>
<th>No.</th>
<th>Category</th>
<th>Description of the ability to read the Qur'an</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Very Good</td>
<td>Students can read the Qur'an smoothly by obtaining a minimum of 5 categories: (1) Fluency (2) Makharijul Huruf (3) Tajwid (4) Tartil (5) Understanding (6) Fashih</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Good</td>
<td>Students can read the Qur'an smoothly by obtaining a minimum of 4 categories: (1) Fluency (2) Makharijul Huruf (3) Tajwid (4) Tartil (5) Understanding (6) Fashih</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Simple</td>
<td>Students can read the Qur'an smoothly by obtaining a minimum of 3 categories: (1) Fluency (2) Makharijul Huruf (3) Tajwid (4) Tartil (5) Understanding (6) Fashih</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Weak</td>
<td>Students can read the Qur'an smoothly by obtaining a minimum of 2 categories: (1) Fluency (2) Makharijul Huruf (3) Tajwid (4) Tartil (5) Understanding (6) Fashih</td>
<td>1</td>
</tr>
</tbody>
</table>

Table.1: Al-Qur'an Reading Ability Assessment Rubric

![Al-Qur'an Reading Ability Profile](image_url)

Chart 1: Al-Qur'an Reading Ability Profile
Based on the picture above, it is shown a graph of the ability to read the Qur'an in grade V elementary school students at Panyileukan SDN 262 in Bandung after testing with the Iqra method, from the above data Ability to read the Qur'an from aspects of fluency, recitation, fashih in reading the Qur'an is very high by showing a value of 3.6, while for makharijul khuruf and Understanding shows a moderate value with a value of 3.4 and 3.2, then for the value with the smallest aspect there is to read the Qur'an with tartil that shows the value equal to 3.1.

Chart 2: the Qur'an Reading Ability group

Overall the value of the ability to read Al-Qur'an for Students of SDN 262 class V Panyileukan City of Bandung has shown significant progress, of the number of students 30 people, as many as 8 people are categorized as high groups, 15 people are categorized as medium groups, and only 8 people with a low group category, but there is still something that needs to be improved on aspects of reading with Tartil.

Conclusion

A good educator always pays attention to his students, who are always looking for solutions to problems faced by their students including in terms of Al-Qur'an reading, creative and innovative is the
key to success for a teacher in teaching. In terms of teaching students to read the Qur’an we must use the right method in its implementation, so that what we teach can be absorbed perfectly by students.

The use of the Iqra method in Panyileukan SDN 262 City of Bandung obtained positive and significant results, with an average value of 3.6 approaching a fairly good value. But indeed in its implementation the iqra method has advantages and disadvantages, as well as other methods of reading the Qur’an, for that it needs a combination of appropriate methods in teaching how to read the Qur’an to students according to their level or level of education.

Bibliography