

## Qirati Method: Unlocking Student Motivation and Controversy of Closing Educational Institutions

Imam Tabroni<sup>1\*</sup>, Muhamad Dika Pransah<sup>2</sup>, Teguh Agus Wahyudi<sup>3</sup>  
STAI Dr. KH. EZ. Muttaqien Purwakarta  
**Corresponding Author:** Imam Tabroni [imamtabroni70@gmail.com](mailto:imamtabroni70@gmail.com)

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### ABSTRACT

The purpose of this research is to increase children's interest in learning the Qur'an at TPA al-Muhajirin. This type of research is qualitative with a grounded theory design. The resource persons in this study were teachers and students. Data collection techniques were intensive and in-depth information search through interviews, observation, and documentation. Analysis by formulating data variations with triangulation. Data interpretation uses the author's arguments through the literature. The results of the study found that the factors causing a decrease in children's interest in learning the Qur'an at TPQ Rumah Tahfizh al-Muhajirin were declining student health and fatigue, lack of support from parents, unpleasant school programs, influential colleagues, divided by IT development, and incompetent teachers. While there is no solution to the factors causing the decline in children's interest in learning the Qur'an at TPQ, because TPQ has stated that in the coming year TPQ will close from various considerations. The recommendation is to increase teacher competence with the qiroati method so that interest in learning the Qur'an can be developed.

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## **INTRODUCTION**

Al-Qur'an learning is an obligation that must be carried out and developed for every individual Muslim, because it is directly related to ritual worship such as prayer, pilgrimage and prayer (Mufid et al. 2022). This is the basic argument for setting reading skills as the first and foremost priority in Islamic education (Tabroni 2019). It is common knowledge that interest in learning, especially learning to read the Qur'an, among some school-age children in Indonesia is decreasing (Kustiani, Uwes, and Tabroni 2021). Moreover, school-age children aged 7-12 years who still like to play try new things and attract the attention of others (Skinner 2019). However, they are also still easily influenced by the social environment of their friends (Thut et al. 1964).

In the immediate environment, namely the family, parents have a great responsibility in providing learning to read the Qur'an to their children from an early age (Tabroni and Purnamasari 2022). If parents are also not aware of their obligations, learning to read the Qur'an will be neglected and children will automatically have less ability to read the Qur'an (Sopha and Tabroni 2022). The social environment is also an obstacle for children in learning to read the Qur'an, moreover they do not have strong motivation and will within themselves to learn (Heni Hermaningsih SM Imam Tabroni n.d.).

Parents want their children to become pious children and use the Qur'an as a guide in life so they don't fall into bad things in living life in this world (Rosmiati and Imam Tabroni 2021). From learning the Qur'an, it is hoped that children will have noble character and obey their parents and teachers (N. et al. 2020). Besides that, it will also instill the character of not being arrogant, being polite, humble, flexible, gentle, and other soft attitudes (Fikriaini et al. 2022). However, the picture above does not seem to run smoothly as expected, because children as the successors of this nation with many factors make it difficult or lazy when asked to learn to read the Qur'an (Rijalullah et al. 2022).

On the basis of concerns that are based on the background description above, the authors conducted research to find out and find the right solution for handling this problem.

## **LITERATURE REVIEW**

The qiroati method is a form of face-to-face learning (Rahmi and Tabroni 2022). Teachers and students face directly during the learning process takes place. Students read the verses of the Qur'an that have been determined by the teacher based on the continuation of the previous verse (S. Hasan and Wahyuni 2018). The teacher listens attentively and corrects the mistakes in the pronunciation of letters and tajwid right away. The reading of verses of the Qur'an is usually adjusted to the level and ability of students. For children with an age range of 4-10 years, they usually still use Iqra` 1, 2, and so on until they are finished. Teenagers who are considered capable of passing the iqra level, then proceed to the next level, such as juz 30 (Tabroni, M. Arsad Ibrahim, and Ninda Nurbayani 2020).

This method is carried out with a high degree of precision. Students who are unable to pronounce letters and cannot pronounce tajwid properly cannot be improved at the next level. Usually students are asked to repeat letters or verses

that are still not perfect. Therefore learning with this method requires quite a long time (Ladamay 2022).

This method is usually applied with a special qiroati book. The characteristic feature of this book is its systematic arrangement. Harokat is assessed in detail such as the recitation of fathah, kasroh, and domah. In detail, the technique of using this method is carried out in several stages as follows: 1) the teacher gives material, listens to the reading, and corrects and straightens out the wrong reading results, 2) makes careful assessments or corrections. Pronunciation errors that seemed trivial were completely eliminated.

Learning like this is able to encourage students to actively seek, find, and revise their own readings. If you are not able to revise your own reading, then the teacher gradually trains the reading that is still not right. This opportunity is obtained by students because the teacher is only a facilitator and motivator who is directly involved when needed. This method can directly encourage students to repeat reading until they are fluent, fluent, able to distinguish between the differences in makharijul khuruf and tajwid (H. Hasan 2020).

Learning by prioritizing student activity encourages them to actively pursue predetermined targets. This encourages students to study regularly. The enthusiasm to learn to compete gives a boost of motivation for students. Student motivation is driven by high enthusiasm for achievement (Heni Hermaningsih SM Imam Tabroni n.d.). The results of this method are the learning objectives using the iqra method, namely the fluency, speed, and accuracy of reading the Qur'an. If this standard has been met, the student has the right to continue to the next level. Times like these, the competition is fierce. It is estimated that the psychological condition of students who are full of enthusiasm and desire can achieve the teacher's targets and satisfy their abilities (Nawawi et al. 2022).

The motivation that grows and develops in students in this method is none other than because students are given the freedom to seek, understand, and find solutions to reading letters and verses of the Qur'an (Maslow and Press 2019). Sekamantically can be explained as follows.

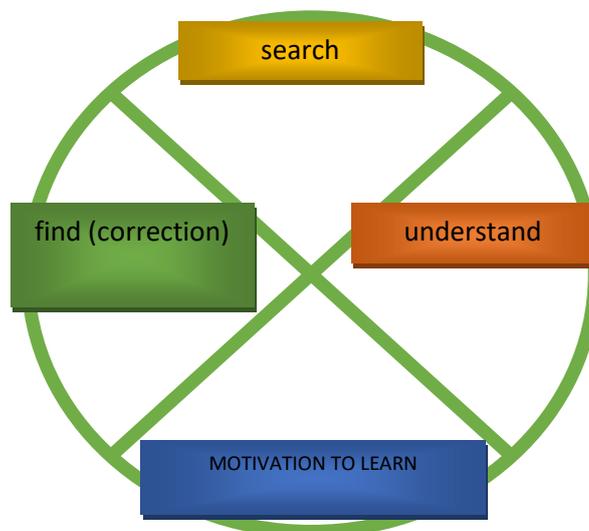


Figure 1. Iqra Method and Student Motivation

## METHODOLOGY

The research method used in this study is to use qualitative methods. The design of this study is grounded theory which captures the facts that develop in TPA Tahfidz Al-Muhajirin House using relevant theories about the qiroati method and motivational theories.

The author interacts with the head of the TPA, deputy head of the TPA curriculum, and students at the Tahfidz Al-Muhajirin House TPA to dig up information related to the influence of the concept of character and social formation by using in-depth guidelines. We made observations for a week at the Al-Muhajirin TPA. Documentation is a technique of collecting data or various informants from various written or printed sources. Data analysis by data triangulation regarding the qiroati method implemented and its impact on increasing students' motivation to learn the Qur'an. Interpretation is carried out by thoroughly reviewing the literature and conveying the main ideas of each fact found so that the original idea of this research is found.

## RESEARCH RESULT AND DISCUSSION

This method was compiled by Ahmad Dahlan Salim Zarkasyi, in Semarang. First published on July 1, 1986 of 8 volumes (Anwar 2016). After revising and adding suitable material. In teaching practice, this qiroati material is differentiated, specifically for pre-kindergarten children (age 4-6 years) and for teenagers and adults (Shandy Juniantoro 2021). The qiraati method is a method of reading the Qur'an which directly incorporates and practices tartil reading according to the rules of tajwid science (H. Hasan 2020). In teaching the qiroati method, the teacher does not need to give reading guidance, but just go straight with short readings (S. Hasan and Wahyuni 2018). The learning objectives of this qira'ati are as follows:

1. Maintaining the sanctity and purity of the Qur'an in terms of reading according to the rules of tajwid science.
2. Spread the knowledge of reading the Qur'an.
3. Giving a warning again to the Qur'an teacher to be more careful in teaching the Qur'an.
4. Improving the quality of Al-Qur'an education.

While the operational targets are as follows:

1. Can read the Qur'an with meaning including: Makhroj and character traits as best as possible.
2. Able to read the Qur'an with tajwid recitation.
3. Getting to know ghorib reading in practice.
4. Understand prayer, in the sense of reading in prayer practice.
5. Memorize some hadiths and short letters.
6. Memorize some prayers.
7. Can write Arabic letter.

Target use:

1. For Kindergarten preschoolers (4-6 years old)
2. For Teenagers
3. Adults.

### **Qiraati Learning Approaches and Principles:**

The learning principles are divided into two, namely those held by the teacher and those held by the students. The principle that the teacher holds is conscientious, vigilant, and firm.

1. Thorough is in conveying all subject matter
2. Be alert to the reading of students, that is, be able to coordinate eyes, ears, mouth and heart.
3. Firm is discipline and wise towards the ability of students.

Whereas what is held by the santri is to use a system of active and smooth student learning, fast, precise, and correct.

1. CBSA+M: How to Learn Active and Independent Santri
2. Santri are required to be active, concentrate and have responsibility towards themselves regarding their reading of the Qur'an. While the ustadz-ustadzah act as mentors, motivators and evaluators only.
3. According to Zuhairini, the phenomenon of Active Student Learning Methods needs to be considered to further develop the potentials of individual students. In this case the teacher is tasked with providing active guidance and direction to students. For this reason, in the Active Student Learning Method, it is expected that not only the students but also the teacher are active.
4. Current Precise Fast and Correct.

Fluent means that the reading is not repeated. Fast means that the reading is not broken or spelled out. Precise means being able to sound according to the reading and being able to distinguish between one reading and another. True means that there are no wrong reading laws.

The technical implementation of this method can be conveyed as follows:

1. Sorogan, individual or private. In this form the students take turns one by one to get reading lessons from the ustadz.
2. Classical- individual Some of the time is used to explain the subject matter, just one or two pages and so on. While reading it is highly emphasized, then its achievement is assessed on the data sheet.
3. Classical read see. In this form the teacher explains the form of classical lessons then students are tested one by one and watched by all students, then continue with the next lesson in the same way until the lesson is over.

For sorogan it can be applied to classes consisting of volumes for one class. Whereas classical-individual and classical read-listen can only be applied to classes that only consist of one volume. For classical read see only applies to volumes 3 to 6.

The steps for applying the qiraati method are as follows (Nasikhah 2021):

1. Practical Meaning: direct (not spelled)  
Example: read  $\text{بـ}$ , A-BA (not Alif fatha A, Ba fatha BA), and read short. Don't read long Aa Baa, or Aa Ba or, A Baa
2. Simple  
This means: the sentences used to explain are kept simple as long as they can be understood, it is enough to pay attention to the shape of the letters, do not use theoretical/definitive information. Enough said: Pay attention to this!  $\text{بـ}$  It reads = BA Just say : Pay attention to the dot!. this is BA, this is TA, and this is TSA. When teaching coupled lessons, don't say: "these are letters in front, in the middle or behind", for example like:  $\text{بـ} - \text{بـ} / \text{مـ} - \text{مـ}$  Just say: all sound the same, the shapes are indeed various. read properly. It's not a matter of tweaking the writing, therefore it's not explained here about the letters that can be coupled and those that can't. Simple!
3. Little by Little, Not Adding Before It Can Be Smooth  
Teaching Qiroati should not be rushed, teach it little by little as long as it's true, don't add new lessons before you can read fluently, reading is intermittent. Teachers who are too tolerant of children by ignoring the discipline of this guidance will consequently fall apart, because the lessons piled up behind them become a burden for the child, he becomes confused and loses his enthusiasm for learning. If asked to repeat from the beginning it is clearly impossible, he will be embarrassed, and in the end he will be reluctant to go to study. The teacher who is disciplined in increasing the lesson results will please the child himself, the higher the volume the happier he is, because he is confident in his abilities, and God willing, he will be more enthusiastic about completing his lessons. This discipline indeed invites a big reaction from both the students and the guardians of the students, therefore teachers are demanded to be able to stick to it, not to lose their way by sacrificing this discipline. This is where the need for the art of teaching.
4. Stimulating Students To Race Each Other  
After we all know that teaching Qiroaty is not allowed to add new lessons before we can read correctly and quickly, then the right way is to create an atmosphere of competition and healthy competition in the classroom, this method, God willing, will motivate and educate children. KH. Daahlan has pioneered so that this atmosphere can occur in schools by distributing Qiroaty books in volumes, because automatically every child rises volumes of enthusiasm and passion comes back anew too. Class promotions should be held every few months using the standard of achievement in Qiroaty lessons, because then children who are left behind in class will be ashamed of themselves.
5. Not Leading To Read  
A teacher simply explains and reads over and over again the subject matter of each chapter until the child is able to read on his own without being guided by the exercises below. This method aims to make children understand their lesson, not just memorize it. Therefore, when testing a child's ability, the teacher may jump up and down, not following the existing lines of writing. If

the teacher is very forced to guide, then it is permissible within the limits of 1 to 2 words. In the early 1980s, this method was known by education circles as the Active Student Learning Method.

6. Beware of False Readings

Children forget about past lessons that are normal and natural, children forget and the teacher is silent that is not normal. Too often children read wrong when there is a teacher and the teacher is silent, then the wrong reading will be felt by the students to be right, and wrong to feel right is the seed of misunderstanding. So that this doesn't keep happening in the recitation of the Qur'an, you have to be vigilant every time a child reads something wrong, warn him straight away, don't wait for the reading to stop. Vigilance is the only way to eradicate this misconception. The success of the teacher in teaching tertil and fluent depends on whether or not the teacher is sensitive to hearing the child reading incorrectly.

7. Drill (can be because it's normal)

The drill method is implied in many Qiroaty books, while those who specifically use this method are in the lessons: Ghorib Tajwid Science, and Memorizing Even without the obligation to memorize at home, God willing, with this drill method all rote lessons will be memorized by themselves. In addition to the above methods so that the teaching and learning process is in accordance with what is expected, it must use a teaching strategy. In teaching the Qur'an there are several kinds of strategies.

The response we received was well received by the TPA Al-Muhajirin, we tried to implement the Qiraati system within a period of one week on a regular basis and we found that during a week there was a significant development in the form of increasing children's memorization and pronunciation of letters in reading the Al-Quran. We formed study groups with 5 using the qiraati method, 3 of which we can say were successful because they were able to master the indicators of success that we had set, 1 of them quite mastered and the other one did not quite master the method we applied (Ladamay 2022).

This method must also be adapted to the characteristics of the child, although it is simple, if the child does not repeat the memorization, he will forget and have to do it a little bit because the emphasis in this method is Smooth, Fast, Precise, Correct (Fikriaini et al. 2022).

## CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the research we conducted, the application of Qiraati requires teachers to be more vigilant, diligent and tenacious in teaching children. With a practical learning system, of course, this makes it easier for children to learn to read the Qur'an, but repetition is needed in memorization so that children do not easily forget, teachers must be able to improvise in using this method by understanding the characteristics of children in terms of the advantages and disadvantages of children in learning methods. qiraati. Educators are able to apply this method technically, but have not been able to plan, implement and evaluate properly. This program is run as it is without any

concrete efforts to improve and upgrade to a higher level. The drawback of this research is only to examine the learning process with the qiroati method only to increase motivation.

### ADVANCED RESEARCH

In writing this article the researcher realizes that there are still many shortcomings in terms of language, writing, and form of presentation considering the limited knowledge and abilities of the researchers themselves. Therefore, for the perfection of the article, the researcher expects constructive criticism and suggestions from various parties.

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