

EFFORTS OF ISLAMIC RELIGIOUS EDUCATION TEACHERS TO IMPROVE THE QUALITY OF AL-QURAN READING

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Abstract: Teachers play a crucial role in education, not only as instructors but also as guides, educators, and shapers of students' character. Islamic education, both formal and non-formal, emphasizes the importance of improving the quality of reading the Qur'an as an effort to deepen spiritual understanding and guide human life. The Qur'an and Hadith are the primary sources of Islamic teachings that must be understood and practiced as a guide to life. This research uses a qualitative approach with phenomenological methods, and the type of research used is descriptive qualitative. This study aims to: (1) Identify effective methods and strategies; (2) Analyze internal and external factors; and (3) Evaluate the impact of improving the quality of Qur'anic reading. The research questions in this study include: (1) What are the strategies and methods used by PAI teachers to improve the quality of Qur'anic reading in the 5C grade students at SDI NU Pare? (2) What are the factors that influence the effectiveness of the efforts made by PAI teachers to improve the quality of Qur'anic reading in the 5C grade students at SDI NU Pare? and (3) What is the impact of the efforts made by PAI teachers in improving the quality of Qur'anic reading on the Qur'anic learning achievements of the 5C grade students at SDI NU Pare?. The results of the study show that the strategies and methods used by PAI teachers in class 5C at SDI NU Pare involve implementing Keteladanan Robbani (divine role modeling) and the Ummi Method. Keteladanan Robbani involves teachers as role models in behavior and attitudes that reflect the values of the Qur'an, while the Ummi Method is used as a teaching approach that emphasizes direct practice, repetition, and compassion in teaching Qur'anic reading. The effectiveness of the teachers' efforts is influenced by internal factors, such as adequate school facilities, time discipline in managing activities, and challenges in supervising the learning process. External factors influencing these efforts include parental support at home, supportive family backgrounds, and a community environment that encourages Qur'anic learning. The impact of the efforts made by PAI teachers is evident in the increased confidence, discipline, and academic achievements of the students. Additionally, the upgrading program in the application of the Ummi Method contributes to improving students' Qur'anic reading skills, which also supports their overall academic achievements.

Keywords: Ummi Method, Robbani Role Modeling, Qur'an Reading Quality

Abstrak: Guru memiliki peran penting dalam pendidikan, tidak hanya sebagai pengajar, tetapi juga sebagai pembimbing, pendidik, dan pembentuk karakter siswa. Pendidikan Islam, baik formal maupun nonformal, menekankan pentingnya peningkatan kualitas membaca Al-Qur'an sebagai upaya memperdalam pemahaman spiritual dan membimbing kehidupan manusia. Al-Qur'an dan Hadis merupakan sumber utama ajaran Islam yang harus dipahami dan diamalkan sebagai pedoman hidup. Penelitian ini menggunakan pendekatan kualitatif dengan metode fenomenologis dan jenis penelitian deskriptif kualitatif. Tujuan penelitian ini adalah: (1) Mengidentifikasi metode dan strategi yang efektif; (2) Menganalisis faktor internal dan eksternal; dan (3) Mengevaluasi dampak peningkatan kualitas membaca Al-Qur'an. Pertanyaan penelitian meliputi: (1) Strategi dan metode apa yang digunakan guru PAI untuk meningkatkan kualitas membaca Al-Qur'an siswa kelas 5C SDI NU Pare? (2) Faktor apa saja yang memengaruhi efektivitas upaya guru PAI tersebut? dan (3) Apa dampak upaya tersebut terhadap prestasi belajar Al-Qur'an siswa? Hasil penelitian menunjukkan bahwa strategi dan metode yang digunakan guru PAI di kelas 5C SDI NU Pare meliputi penerapan Keteladanan Robbani dan Metode Ummi. Keteladanan Robbani menjadikan guru sebagai teladan dalam perilaku dan sikap yang mencerminkan nilai-nilai Al-Qur'an, sedangkan Metode Ummi menekankan praktik langsung, pengulangan, dan kasih sayang dalam mengajarkan membaca Al-Qur'an. Efektivitas upaya guru dipengaruhi oleh faktor internal, seperti fasilitas sekolah yang memadai, kedisiplinan waktu, dan tantangan dalam pengawasan pembelajaran, serta faktor eksternal seperti dukungan orang tua, latar belakang keluarga yang mendukung, dan lingkungan masyarakat yang mendorong pembelajaran Al-Qur'an. Dampak yang terlihat adalah meningkatnya kepercayaan diri, kedisiplinan, dan prestasi akademik siswa. Program peningkatan kompetensi penerapan Metode Ummi turut berkontribusi pada peningkatan keterampilan membaca Al-Qur'an siswa sekaligus mendukung prestasi akademik mereka secara keseluruhan.

Kata Kunci: Metode Ummi, Keteladanan Robbani, Kualitas Membaca Al-Qur'an.

Introduction

Phenomenology is the study of real or visible things, namely any visible work or research. This knowledge comes from awareness in consciously understanding events. Phenomenology involves human experience to logically obtain new information and knowledge (Abd Hadi et al., 2021). The phenomenological approach is a qualitative research approach that aims to understand individuals' life experiences from their own perspectives. This approach focuses on how people understand and give meaning to their experiences. Researchers using a phenomenological approach seek to explore and describe the experiences of research subjects without attempting to influence or change those experiences. Qualitative is defined as a methodology for understanding the deep meaning of real phenomena and processes in social life (Helaluddin and Hengki Wijaya, 2019). Qualitative descriptive research, on the other hand, aims to provide an in-depth and detailed picture of a particular phenomenon. This research relies on qualitative data such as interviews, observations, and document analysis to understand the context, process, and meaning of the phenomenon being studied.

A teacher is a professional educator who educates, guides, trains, assesses, and evaluates each student (Dewi Safitri, 2019). In the learning process, the teacher's active role is crucial for building strong relationships with students, thus enabling more effective communication. Teachers must be gentle, wise, and serve as good role models (*uswatun hasanah*) for their students. In addition, a teacher is required to utilize the learning media available at school optimally (Hairuddin Cikka, 2020). A teacher's task is not only to teach, but has the main task that must be done, namely guiding, educating, training, directing, assessing, and providing evaluations. In addition, a teacher must also be firm and gentle with their students so that they become obedient and compliant children towards teachers at school. Teachers, as instructors and educators, have a crucial role in directing learning towards improving quality, both for teachers and students. They are responsible for guiding the teaching and learning process with the aim of creating an environment that facilitates optimal development for students. Thus, the role of teachers is not only limited to delivering learning materials, but also in shaping the character and abilities of students as a whole (Moh Noor, 2019).

A teacher is an educator at school who is obligated to help educate their students. A teacher also plays a role like a parent at home, educating and guiding their children (Abdi Fitriani Djollong, 2017). A teacher strives to apply their knowledge in their daily behavior. Knowledge becomes moral and ethical principles, thus fostering growth and responsibility in learning (Muhammad Hasan, 2023).

Parents send their children to school to pursue knowledge, a goal they clearly believe is good, as it is for the sake of their children's future, to become useful individuals in this world and the hereafter. Beyond school education, parental education and environmental factors also significantly influence a child's success. Parents educate their children with various rules aimed at developing superior personalities, but children will also inevitably influence their surroundings. It depends on the parents' role in educating their children. Parents often worry about failing to educate their children. However, if parents consistently support their children's activities, while maintaining positive practices, their children will develop well according to their potential and abilities. This way, parents can provide additional knowledge, which can be transferred to formal institutions and properly educated by qualified teachers.

Islamic Religious Education can be said to be a process of endeavor because it has values of instilling, faith, and self-strengthening both physically and spiritually. A person's faith can be seen from their attitudes and behaviors every day (Elihami Elihami and Abdullah Syahid, 2018). Islamic Religious Education is education provided specifically for Muslims. This education will be implemented in both formal and non-formal institutions. Formal institutions are those where rules have been implemented and implemented in writing as guidelines or

foundations in educational units. Examples of formal institutions with an Islamic basis are RA (Raudhatul Athfal), MI (Madrasah Ibtidaiyah), MTs (Madrasah Tsanawiyah), MA (Madrasah Aliyah). Meanwhile, non-formal institutions are learning conducted outside of formal education. This can be implemented in stages. Examples of non-formal Islamic institutions include Islamic boarding schools, Islamic study groups, TPQ/TPA, and so on.

To achieve optimal learning, it is necessary to deliver material effectively and correctly, thus implementing teaching and learning activities. The learning objectives in this education can be realized through formal or informal school learning and reflect idealism, both individually and collectively, according to the student's wishes (Moh Suardi, 2018).

Indonesian education encompasses a number of concepts and theories that have developed within the country. This is a conscious effort undertaken within the family, school, community, and government, through guidance, training, teaching, and community service, both directly within and outside of school (Ali Mustadi et al., 2020). This education aims to improve the quality of Quranic recitation for each student by preparing them with a foundation of knowledge and enabling them to play the role of educators in various settings, both within the school and within the community, appropriately in the future. This is crucial in learning because it can enhance children's potential in Quranic recitation and improve their quality of life by nurturing, developing, and broadening their perspective on life. Before learning begins, a crucial step is to prepare an educational administration plan. It is hoped that if learning runs smoothly and effectively, the efforts in preparing educational administration will not be in vain (Sakinah Assegaf, 2020).

Education for Muslims is knowledge related to the Al-Qur'an which is inspired and applied through understanding the context of real life, this can also determine the quality of faith and piety in a person. The truth can be known through the process of various educational approaches *continue* (Sholeh, 2016). Reading the Qur'an is a very important spiritual practice for all humanity, especially for those who embrace Islam. The Qur'an is not just a holy book, but also a source of guidance for life to guide humanity towards salvation, both in this world and the hereafter. Therefore, improving the quality of reading the Qur'an is very necessary. By improving the ability to read the Qur'an properly and correctly, one can more deeply understand the various meanings contained within. This opens the door to a deeper understanding of the teachings contained in the Qur'an, thereby enriching spiritual experiences and strengthening an individual's relationship with God. Therefore, continuous efforts are needed to improve the quality of reading the Qur'an, so that every individual can reap the spiritual benefits and life guidance contained therein (Nurlaila, 2018).

Islamic education can be understood in different ways, including: The term *First*, education according to the Islamic perspective, is the teaching of ideal values and norms of life and is sourced from the Qur'an and Sunnah. The term *second*, education in the Islamic religion, based on the perspective of Islam which is the teachings, cultural system and civilization that has grown throughout the history of Muslims, from the time of the Prophet Muhammad SAW until now. While the term *third* Islamic Religious Education emerged from the Islamic perspective, serving as a role model and a way of life for Muslims. Islamic education is a process of changing attitudes and behavior based on Islamic values derived from the Qur'an and Hadith, aimed at achieving a high standard of human life. Islamic education consistently presents various unresolved issues regarding the most appropriate interpretation or translation of Arabic grammatical terms into Islamic education (Nurlaila, 2018).

Teaching the Quran has become a tradition for Muslims. It is said to be a tradition because it is obligatory for Muslims to read the Quran. Generally, this teaching and learning takes place directly between teacher and student, or what is known as "teaching and learning." *Musyafahah* (Siti Khodijah, 2023). The source of the teachings of Muslims is the Qur'an and the Hadith, therefore it needs to be practiced, which requires understanding and

appreciation of the content of both sources of teachings and proper life guidance (Sri Belia Harahap, 2020).

Method

Phenomenology is the study of real or visible things, including any visible work or research. This knowledge is rooted in awareness in consciously understanding events. The phenomenological approach involves human experience to logically obtain new information and knowledge (Abd Hadi et al., 2021). Researchers using this approach seek to explore and describe the experiences of research subjects without attempting to influence or change those experiences. Qualitative methodology is understood as an approach to understanding the deeper meaning of real phenomena and processes in social life (Helaludin and Hengki Wijaya, 2019). This research relies on qualitative data, such as interviews, observations, and document analysis, to understand the context, process, and meaning of the phenomena under study. The method used in this approach is phenomenology. Phenomenology comes from the Greek word, meaning *phainomenon* And *logos*, which means to appear and science. Thus, phenomenology is the science that studies what appears in reality. In phenomenology, there are two things that need to be considered: something that is seen by the subject is called a phenomenon or *phenomenon*, while something invisible to the subject is called a noumenon or symptom. Therefore, phenomenology is said to be an approach method (Suryaning Setyowati et al., 2023).

The phenomenological approach aims to understand the subjective experiences and meanings attributed by individuals to certain phenomena. In the context of the thesis entitled "Efforts of Islamic Religious Education Teachers in Improving the Quality of Al-Qur'an Reading in Class 5C of SDI NU Pare," the phenomenological approach is used to interpret, explore, and deeply understand the experiences, perceptions, and events experienced by individuals in certain situations (Muri Yusuf, 2017). In this context, phenomenology is used to understand the meaning given by Islamic Religious Education teachers and class 5C students to the process and efforts to improve the quality of Al-Qur'an reading. This type of research uses Descriptive Qualitative. Qualitative research aims to understand the phenomena experienced by research subjects, such as behavior, perception, motivation, and actions, comprehensively. This research describes the findings in the form of words and language in a natural context and uses various natural methods. This research will describe the efforts made by Islamic Religious Education teachers in depth through interviews, observations, and documentation (Lexy J. Moleong, 2014).

The main objective of qualitative research is to gain an in-depth understanding of the phenomena occurring in class 5C in detail in real-life situations, by describing the experiences and views of the research subjects in detail, as well as understanding the strategies and methods used in improving the quality of students' Qur'an reading. Data were collected through interviews with teachers and students, observations of learning activities, and document analysis (such as students' full names, attendance, learning schedules, Dhuha prayer schedules, Dhuhur prayer schedules, class duty schedules, student Quran reading data, etc.). This research not only seeks to explain what happens, but also why and how the phenomenon occurs, providing in-depth insight into the subject being studied. In the use of various methods, there is something called triangulation. Triangulation is a method used to verify data by comparing information from various sources. There are two types of triangulation that are often used, namely source triangulation and theory triangulation. Source triangulation is a method that compares information obtained from various tools or data collection methods. Meanwhile, theory triangulation is a method that compares various theories to gain a deeper understanding of a phenomenon. The purpose of using triangulation is to ensure data accuracy and increase understanding of the findings obtained (Rusdiana and Nasihudin, 2016).

This data source was obtained through various methods, including direct observation of the learning process, analysis of relevant documents, and interviews with sources who acted as primary respondents. By using this approach, the information obtained includes various perspectives and details that can provide a comprehensive picture of the efforts made by Islamic Religious Education teachers in improving the ability to read the Qur'an in the class. The data collection process allows researchers to obtain a deep and accurate understanding of the effectiveness of the applied learning strategies. Primary Data Sources are research data obtained directly from the source collected directly by data collectors or researchers without intermediaries (Luh Titi Handayani, 2023). Primary data in this study are in the form of direct observations of the opinions of subjects, both individually and in groups, as well as test results expressed by different individuals. The subjects in this study consisted of the principal, Islamic Religious Education teachers who also served as class teachers, Quran teachers, and students. Data were obtained through their responses to questions in interview sessions, related to Islamic teachings. Secondary Data Sources are data that are not received directly by the data recipient, but through documents or other parties. Secondary data can be in the form of documents or evidence produced and published by other parties. This data serves as a necessary complement to complete the primary data, thus providing a more comprehensive picture in the research (Ahmad et al., 2024). Secondary data in this study can be taken from various sources and includes information on the geographical location of SDI NU Pare, Monograph, Organizational structure, SDI NU Pare Profile, Vision, Mission, and Objectives of SDI NU Pare, SDI NU Pare's flagship programs, SDI NU Pare's 5C class learning activity program.

The data collection process is a series of steps taken by researchers to gather the information needed for a study. Data collection is carried out through methods such as observation, interviews, and documentation. Once the data is collected, it is processed and analyzed to produce valid conclusions. This process ensures that the data obtained is accurate and relevant to answer the research questions. *First* According to Mustaqim, the observation method is a measuring tool in an activity process that includes observed facts, both real and fictional situations. Meanwhile, Sugiyono states that observation is a systematic observation of something visible within the research object, based on ongoing facts by the researcher (Suhailasari Nasution et al., 2021). This observation includes learning activity programs, vision, mission, organizational structure, facilities and infrastructure, and so on. *Second*, Method *Interview* or commonly called an interview, namely a conversation between two people, between the interviewer who asks several questions to the interviewee, and the interviewee who provides answers to the questions. According to Kerlinger, an interview is a face-to-face situation between one interviewer (*interviewer*) with one interviewee. In this situation, the interviewer asks several questions to obtain answers related to the research (Fadhallah, 2021).

Data analysis techniques are the process of processing data into new information, aimed at facilitating understanding and interpretation. This process helps make data easier to understand and use as solutions in research. Using data analysis techniques, researchers draw conclusions and make recommendations based on the collected data (Almira et al., 2022). The data analysis technique in the study on Islamic Religious Education (PAI) teachers' efforts to improve the quality of Quranic recitation in class 5C of SDI NU Pare involved several steps. First, data was collected, including the results of observations, interviews, and documentation. Next, an analysis was conducted to understand the effectiveness of the teaching methods implemented by the PAI teachers and their impact on students' Quranic recitation abilities. The results of this analysis were used to draw conclusions and provide recommendations that can help improve teaching strategies and the quality of Quranic recitation in the class.

Data Validity Check, *First* Triangulation is a method used to measure data using different measuring instruments or techniques, yet producing consistent and reliable data (Patrisius Istiarto Djiwandono and Wawan Eko Yulianto, 2023). Triangulation is a data-checking method

used to compare data using various techniques and time periods. This technique is divided into four types: source, method, investigator, and theory triangulation.

Research Stages, *First* The Pre-Field Stage includes: Preparing a Research Design, Selecting a Research Field, Arranging Permits, Exploring and Assessing the Field, Selecting and Utilizing Informants, Preparing Research Equipment, Research Ethics Issues. *Second*, Fieldwork Stages include: Understanding the Research Background and Self-Preparation, Entering the Field, Participating While Collecting Data. *Third*, Data Analysis Stages include: Data Analysis and Data Interpretation

Results and Discussion

a. Strategies and methods used by Islamic Religious Education teachers to improve the quality of reading the Qur'an in class 5C students at SDI NU Pare

Researchers obtained information that the strategy to improve the quality of reading the Qur'an, students of SDI NU Pare use the Ummi learning method. Researchers also observed directly that when learning began in class 5C, children read and recited the verses of the Qur'an in unison, well and correctly. They seemed happy to do it out loud. In addition, researchers also obtained information that in the Qur'an recital activities, students were taught by a special teacher and grouped according to their respective levels of understanding (Observation Results at SDI NU Pare on March 20, 2024). To confirm this information, researchers interviewed Ustadzah Iim as a PAI teacher and class teacher, namely " *Come on As for the method, it's already here. to ust come on* The method for reciting the Quran is the Ummi method. When memorizing, yes... in class, reading the surah, all the notes must also use the Ummi method. *come on* Ummi's method is relaxed but it has to be *one by one* like that, so it's like reading the prayer also uses the Ummi Method *see*, then what is the *ee* method? Apart from that, every morning the children always *thank you* So it makes it easier for children to read the Koran, and also to memorize it too. *come on.*"

The Ummi Method, developed by Masruri and A. Yusuf MS, is a method for learning to read the Quran using Tajweed and tartil. Learning is carried out through extensive practice, without much explanation, and repeated with love. Initially, this method used separate Tajweed and Gharib books and was only taught among the lower levels of the foundation. However, the Ummi Method is now known and used by the general public, with a focus on tartil reading (Ahmad Buhaiti and Cutra Sari, 2021). In this context, the role of teachers in improving the quality of Quran reading has a planned target, and they devote all their energy and thoughts to achieving maximum potential in learning. The teacher strives as best as possible to overcome obstacles and challenges faced, thereby improving the quality of education and helping students achieve optimal learning outcomes (Putri Ratna Sari, 2022). Ummi is an Arabic word meaning mother. The Ummi learning method comprises three basic elements: direct learning, repetition, and compassion (Solfema et al., 2020). The Ummi books are designed for ages ranging from 3-4 years old (Umami 1-6) to 6th grade, and the Adult Umami book is suitable for junior high, high school, college, and adult students. Furthermore, this method can support the improvement of Quranic reading quality through tartil (recitation), tahfidz (memorization), tahsin (recitation), and tarjim (recitation) programs (Rokim et al., 2021).

Regarding this, Ustadzah Ulifah added that the strategy in improving the quality of reading the Qur'an in class 5C is to carry out routine supervision of PAI teachers and the implementation of the Umami Method. In addition, the ustadz-ustadzah also held halaqoh aswaja to improve teachers' teaching skills. This program helps in ensuring that all teachers follow the same teaching standards (Indirect Quote by Ustadzah Ulifah as the Principal of SDI NU Pare). With the same point Kayla, a student of class 5C, stated that the strategy in improving the quality of reading the Qur'an in class 5C uses the Umami method which makes

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it easier to understand and read the Qur'an. This method also involves murojaah to help students memorize and understand the reading better (Indirect Quote by Kayla as a Student of Class 5C SDI NU Pare). Based on the exposure obtained, the researcher analyzed that the Ummi learning method used in SDI NU Pare, especially in class 5C, is very effective in improving the quality of students' reading the Qur'an. This method prioritizes a hands-on approach with lots of practice and repetition, implemented with compassion, and grouping students based on their level of understanding. This creates an inclusive learning environment that adapts to each student's individual needs. Researchers also noted the crucial role of teachers in implementing this method, from planning and implementation to evaluation of the learning process. Support in the form of regular supervision and Aswaja halaqoh (Aswaja group discussions) held to develop teachers' teaching skills further strengthens the consistency and quality of teaching.

The researchers assumed that with this structured and compassionate approach, students would not only be able to read the Quran well and correctly but also be motivated to continue learning and improve their understanding. Furthermore, the researchers believed that the consistent implementation of the Ummi Method, along with teacher supervision and coaching, contributed significantly to achieving optimal Quran learning targets at the school.

b. Factors that influence the effectiveness of efforts made by Islamic Religious Education teachers in improving the quality of reading the Qur'an in class 5C students at SDI NU Pare

The school boasts comprehensive facilities and infrastructure, including comfortable classrooms with whiteboards and large televisions with internet access. Furthermore, there are clean bathrooms and a clean and beautiful three-story mosque. Other rooms have also been grouped according to their respective functions. With these adequate facilities, teachers can teach more effectively, and students feel comfortable in their learning. Furthermore, parents are very supportive of the Quranic recitation activities at SDI NU Pare. A teacher also provides guidance to parents on how to help their children learn to read the Quran at home by creating a dedicated WhatsApp group with parents. Through this group, teachers can monitor the children's progress, fostering good communication, even from a distance.

Internal factors regarding the influence of school facilities on the effectiveness of Islamic Religious Education teachers' efforts. Ustadzah Ulifah explained that school facilities, especially the facilities and infrastructure in each class, play an important role in supporting learning activities. Ustadzah Ulifah revealed that at SDI NU Pare there are 24 study groups (rombel) consisting of grades 1 to 6, each with 4 parallels. Each class is equipped with an Android television that can be directly connected to the internet. According to her, this facility is very helpful for the teaching and learning process, especially for Islamic Religious Education teachers who usually deliver material through lectures. With the television, teachers can play videos about zakat, prayer, and other topics, so that learning activities become more supportive of Islamic Religious Education teachers' efforts in improving the quality of learning.

Technology helps students interpret the Qur'an and Hadith through software that can translate Arabic into a chosen language. The use of technology and learning media can support Qur'anic teaching. Applications, software such as television, and interactive media can make the learning process more engaging and effective. Tajweed learning applications, video tutorials, audio recordings, and visual aids such as hijaiyah letter cards can be used to clarify tajweed and tartil teaching (Gunawan et al., 2023). This is also in accordance with what Ustadzah Iim, a PAI teacher and class 5C teacher at SDI NU Pare, said regarding the same aspect regarding school facilities as an internal factor, namely "Come onvery influentialcome onvery influential. If it's here, the facilities areGod willingeverything is

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completecome onfor the Ummi Method of reciting the Koran, there is already a TV that can be used tooadjustUmmi Method TV already has a demonstrationcome on So God willingcompleteesee

The researcher also asked Kayla, a 5th grade student at SDI NU Pare, whether the Islamic Religious Education teacher/teacher uses aids or technology in teaching reading the Qur'an. If yes, what is your opinion about it? Kayla answered yes, such as visual aids and television (Interview with Kayla, a 5th grade student at the Al-Ali Mosque foyer of SDI NU Pare, on May 21, 2024, at 11:56-12:01 WIB). External factors that influence the effectiveness of Islamic Religious Education teachers, particularly support from parents and the surrounding community. Ustadzah Ulifah conveyed that support from parents is extraordinary and many school activities receive their full support. For example, she mentioned the Sunday morning Koran reading sessions attended by parents and the surrounding community, which also serve as an opportunity for Islamic Religious Education teachers to develop themselves. Furthermore, Ustadzah Ulifah explained that the community around the school is also very supportive, especially in annual activities such as the qurban slaughter. Last year, the school slaughtered 8 cows, and this year it is estimated that 5 cows will be slaughtered, with the proceeds distributed to approximately 700 residents. This activity demonstrates the school's concern for the surrounding environment, which is also related to the role of Islamic Religious Education teachers. Furthermore, Ustadzah Ulifah added that the school also held zakat fitrah activities and distributed free takjil (breakfasts) to residents in two hamlets, namely Ngeblek and Talun, as part of the external support the school received.

Creating a comfortable and supportive learning environment is crucial for improving the quality of Quran recitation. Islamic Religious Education (PAI) teachers must ensure that the classroom is conducive and free from distractions that can hinder student concentration. A clean, well-organized, and quiet classroom will help students focus and feel more comfortable while learning (Asep Nurjaman, 2022). Involving parents in the learning process is crucial. Islamic Religious Education (PAI) teachers can provide guidance to parents to help their children learn the Quran at home. Furthermore, programs involving the community, such as study groups or religious study groups, can also support Quran learning. Regular meetings with parents are essential to discuss their children's learning progress and joint community activities, such as Quran memorization events. This learning process fosters collaboration with parents so that children can master Quran reading and writing materials in accordance with Islamic Religious Education (Hilaluddin Hanafi, 2022).

This is also in accordance with what Ustadzah Iim, a PAI teacher and class 5C teacher at SDI NU Pare, said regarding the support of parents and the surrounding environment which influences the effectiveness of PAI teachers' efforts, namely "yes it really affectscome on Because of what, come here thereThe basics are different, Ustaz, some of the parents can continue there.appealAt home you can, but there are also many whose parents can't.Nocan so that he can be schooled heresee so that it can and ee if that notHow can that be? Yes, surrender to the teacher, surrender in the sense of ee for the good of the student, but it cannot be denied that the parents also continue to support in the sense of supporting but not completely surrendering.dikeknobut still support in good things like thatsee

Researchers also askedRizqi, a 5th-grade student at SDI NU Pare, asked how his parents and family at home supported him in learning to read the Quran. Rizqi answered that the support came from being asked to read the Quran at home. Based on the data presented above, the researcher conducted an analysis as follows: regarding internal factors, school facilities, especially the technology available in each class, play a significant role in supporting the effectiveness of Islamic Religious Education teachers' efforts to improve the quality of Quran reading. The researcher noted that at SDI NU Pare, each class is equipped

with an Android television connected to the internet, which allows Islamic Religious Education teachers to utilize learning media such as videos and interactive applications in the teaching and learning process.

Ustadzah Ulifah emphasized the importance of these facilities in supporting learning activities, especially for Islamic Religious Education (PAI) teachers, who can utilize television to play videos relevant to teaching materials such as zakat and prayer. This makes learning more dynamic and helps students more easily grasp the concepts being taught. Ustadzah Iim also supported this view, stating that the facilities at SDI NU Pare are adequate and highly supportive of teaching methods such as the Ummi Method, which also utilizes television as a teaching aid. Students like Kayla's comments reinforce these findings, acknowledging that Islamic Religious Education teachers use aids such as visual aids and television to teach Quranic recitation. This demonstrates that existing technology and learning media are truly utilized and perceived as beneficial by students.

Regarding external factors, particularly parental and community support, they play a crucial role in the effectiveness of Islamic Religious Education teachers' efforts to improve the quality of Quran reading. Ustadzah Ulifah emphasized the extraordinary support from parents, particularly during various religious activities held by the school, such as Sunday morning religious study groups and qurban slaughtering activities. Parents not only attend and participate in these activities but also provide significant support in the learning process at home. The Islamic environment surrounding the school also contributes positively. Activities such as zakat al-fitr (alms giving), distribution of takjil (breaking fast), and sacrificial offerings, which involve the surrounding community, demonstrate the close interaction between the school, parents, and the community. This creates a supportive ecosystem where Islamic values are practiced in everyday life, which undoubtedly provides additional motivation for students to learn the Quran.

Ustadzah Iim's perspective reinforces these findings, noting that despite differences in parents' abilities to help their children learn the Quran at home, their support remains strong. While some parents completely entrust Quran learning to teachers at school, they still support their children in other ways, such as providing time for their children to recite the Quran at home. This demonstrates that despite limitations in parents' Quranic reading skills, moral support and motivation are still provided to their children. Rizqi, a 5th-grade student, also shared the insight that parental support at home, in the form of reminders or encouragement to read the Quran, is very helpful in reinforcing the learning provided at school.

Meanwhile, according to the researcher's assumption, the researcher believes that internal factors regarding adequate facilities in each class have a positive impact on the teaching and learning process at SDI NU Pare, especially in learning the Qur'an. This technology not only makes learning more interactive and interesting, but also increases student engagement in the learning process, which can ultimately improve the quality of their Qur'an reading. The researcher also assumes that the integration of technology in religious learning, especially in reading the Qur'an, is one of the key factors that can support the efforts of Islamic Religious Education teachers in creating a more effective and efficient learning experience. The use of interactive media such as video tutorials, tajwid learning applications, and other visual aids can help students understand and practice Qur'an reading techniques better.

Thus, the researcher concludes that school facilities, especially the technology available at SDI NU Pare, are a very significant internal factor in supporting the efforts of Islamic Religious Education teachers to improve the quality of reading the Qur'an in class 5C. The researcher assumes that the better the facilities available, the more effective the teacher's efforts in improving students' Qur'an reading skills. The researcher assumes that

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external factors regarding the active involvement of parents in the learning process, both at home and through participation in school activities, have a significant impact on the quality of students' Qur'an reading. This support is not only in the form of technical assistance in learning, but also includes moral encouragement which is important for building motivation and discipline in learning.

The researcher also assumes that an Islamic environment, with regular religious activities and community support for school programs, contributes to supporting religious learning, as well as providing students with richer learning experiences and reinforcing the Islamic values taught in school. The researcher assumes that the stronger the external factor of support from parents and the surrounding environment, the more effective the efforts of Islamic Religious Education teachers in teaching the Qur'an to students. The involvement of parents and the community in religious education not only complements but also strengthens the efforts made by teachers at school, thus creating a positive synergy in improving the quality of Qur'an reading at SDI NU Pare.

c. The impact of efforts made by Islamic Religious Education teachers in improving the quality of reading the Qur'an in class 5C students of SDI NU Pare on the achievement of learning the Qur'an

The impact of the efforts made by Islamic Religious Education teachers on the quality of Qur'an reading of class 5C students is extraordinary. Ustadzah Ulifah, the Principal, explained that the teachers routinely participate in upgrading every two months, which involves learning together and improving their Qur'an reading. Ustadzah Ulifah believes that with frequent upgrading, the quality of the teachers' recitation will improve. In addition, every year the school also holds additional upgrading involving Regional Ummi in Kediri, or bringing trainers to the school to upgrade the skills of the ustadz and.

A teacher routinely implements upgrading, which has a positive impact on her students, including 5th grade students in reciting the Quran using the Ummi Method. This can be demonstrated through the notes or liaison books used in Quran recitation activities. The internet allows for faster dissemination of information than books or magazines, and facilitates access to information anytime and anywhere. The increasingly practical existence of the internet with sophisticated and always updated technology, allows teachers to continuously update and improve their knowledge, which is often referred to as upgrading or multitasking. With this update, the learning process can be designed and updated, both in the classroom context and outside the classroom (Najmuddin Muhammad, 2019). Regarding this matter, based on the results of interviews conducted by researchers with Ustadzah Iim, a PAI teacher and class 5C teacher at SDI NU Pare, regarding the impact of the PAI teacher's efforts on the quality of students' reading of the Qur'an, Ustadzah Iim stated: "This Ummi method has actually been implemented for a long time, even before I taught here. In my opinion, compared to the method I used before, this Ummi method is more organized, both in terms of administration and implementation. Students sit in a U-formation, so that teachers can be more optimal in delivering the material, and what is conveyed can be well received by students.

Researchers also asked students taught by Ustadzah Iim, a religious education teacher and class 5C teacher at SDI NU Pare, about their assessment of their current Quran reading skills compared to the beginning of the school year. Amel, a class 5C student, responded that she now has a better understanding of tajwid and gharib, whereas previously she had not fully grasped these aspects.

Based on the data presented, the researcher made an analysis as follows: the efforts of Islamic Religious Education teachers in improving the quality of Quran reading in class 5C have had a significant impact. The implementation of structured and routine learning methods, such as the Ummi method, as well as periodic training called upgrading, has proven

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effective in improving students' Quran reading skills. Ustadzah Ulifah emphasized the importance of regular upgrading to improve the quality of teachers' teaching, which in turn has a positive impact on students' Quran reading abilities. Ustadzah Iim also emphasized that the Umami Method, when optimally implemented, helps students learn in a more organized and effective manner. Students, such as Amel, gave direct recognition to the improvement in their ability to understand Tajweed and gharib, which indicates that the learning efforts made by the teacher have been successful.

Meanwhile, according to the researcher's assumption, the researcher believes that the upgrading program carried out regularly for Islamic Religious Education (PAI) teachers plays an important role in improving the quality of learning at SDI NU Pare. By receiving frequent training, teachers can refine their teaching methods, which leads to an increase in the quality of students' Qur'an reading. The implementation of the Umami method, which has long been used in this school, has proven effective in creating an orderly and conducive learning environment. The researcher assumes that this method, when implemented well by trained teachers, can improve students' understanding and skills in reading the Qur'an. The researcher also assumes that improving students' abilities in reading the Qur'an, especially in tajwid and gharib, contributes to increasing students' self-confidence, as felt by Amel. In conclusion, the researcher sees that the consistent efforts of Islamic Religious Education (PAI) teachers, through continuous training and the implementation of effective teaching methods, have a positive impact on the quality of Qur'an reading of class 5C students at SDI NU Pare.

Conclusion

Based on the research results, the main strategy of Islamic Religious Education teachers in improving the quality of Quran reading of class 5C students of SDI NU Pare is the application of the Umami Method. This method prioritizes direct learning, repeated practice, the use of tajwid and tartil, and delivery with compassion. Students are grouped according to ability level, accompanied by daily murojaah activities that support memorization and reading comprehension. The role of teachers is very important, from planning to evaluation, reinforced by routine supervision and Aswaja halaqoh to improve teaching competence. Learning effectiveness is supported by internal factors such as comprehensive school facilities, including internet-connected Android TVs in every classroom, facilitating the use of interactive media. External factors include strong support from parents and the surrounding community, who actively participate in school religious activities. This synergy creates a conducive learning environment and strengthens student motivation. The impact of these efforts was significant. The bimonthly teacher upgrading program improved the quality of teaching, which resulted in improved students' Quran reading skills, particularly in tajweed and gharib. Students demonstrated increased self-confidence and interest in continuing their learning. Researchers concluded that consistent implementation of the Umami Method, supported by adequate facilities, learning technology, ongoing teacher training, and parental and community support, were key to successfully improving the quality of Quran reading at SDI NU Pare.

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