

Comparative Study Between Learning to Read and Write the Qur'an Using Traditional Methods and Modern Methods in Islamic Vocational High Schools

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Abstract

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This study aims to compare the effectiveness of learning to read and write the Qur'an using traditional methods and modern methods in Islamic Vocational High Schools (SMK). The research method employed is quantitative with an experimental approach, involving two groups of students from Islamic vocational schools who received different treatments: one group used traditional methods (muroja'ah and manual memorization), and the other used modern methods (digital applications and interactive media). Data were collected through pre-and post-tests on the ability to read and write the Qur'an, as well as questionnaires to assess students' perceptions of both methods. The results showed that the modern method led to a more significant improvement in students' ability to read and write the Qur'an compared to the traditional method. However, students who underwent traditional learning reported a deeper emotional connection to the Qur'an. In conclusion, while the modern method is more effective in enhancing technical reading and writing skills, the traditional method remains valuable in fostering a spiritual connection with the Qur'an.

Keywords:

Qur'an Learning, Traditional Methods, Modern Methods

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A. Introduction

Al-Qur'an is an eternal miracle where the more science advances, the more the validity of its miracles becomes apparent. Allah SWT revealed it to the Prophet Muhammad SAW in order to free people from the various darkneses of life towards the divine light, and guide them to a straight path. The existence of the Qur'an in the middle of human life is truly a lamp that will never go out until the end of time. This is proven since the beginning of the revelation of the holy book Al-Qur'an until now it has never receded, let alone disappeared from the hearts of those who believed in it.

In Tafsir Al Maraghi, "And We sent down to you O Messenger from the Qur'an something that can cure people from ignorance and error, and remove the diseases of doubt and hypocrisy, deviation and anti-God."¹

¹Ahmad Musthafa Al Maraghi, *Tafsir Al Maraghi*, Works by Toha Putra: Semarang, 1999, p. 30.

Islam views learning as something worth worshiping. The obligation and recommendation of learning and teaching has been mentioned a lot in the Qur'an and in the hadith of the Prophet Muhammad SAW as a form of command about the obligation to learn and teach both for men and women. Allah SWT has explained in His word as the first revelation revealed to Prophet Muhammad SAW surah Al Alaq verses 1-5 which means as follows: Read by mentioning the name of your God who created, He has created man from a clot of blood. Read and your Lord is Most Merciful. Who teaches people through the medium of the pen. He teaches people anything that is not yet known. (Q.S. Al-Alaq: 1-5).²

In Tafsir Ibnu Katsir surah Al Alaq verses 1-5 above are interpreted as follows: Indeed, the first Al-Qur'an that was revealed was these noble verses, it was the first mercy that Allah SWT gave to His servants and the first favor that Allah SWT revealed to them. He is a reminder of the beginning of the creation of man from a clot of blood. And truly among the generosity of Allah SWT is to teach people something that they did not know before. So Allah SWT raised and glorified him with knowledge. This is the position that Allah SWT only gave to the Father of mankind, namely Adam, so that distinguishes him from the Angels and knowledge is sometimes in the mind, sometimes with the tongue. Sometimes it can also be in writing and be mentalistic and formalistic, the word formalistic ensures knowledge is in writing, but not the other way around. Therefore Allah SWT said: "Read, and your Lord is the Most Merciful, Who teaches through the medium of the pen, He teaches man what he does not know."³

From the verse above, it can be clearly understood that the command to read is the initial or first command that was revealed by Allah SWT, and this command is universal for understanding the teachings contained in the Al-Qur'an. Apart from reading the Al-Qur'an properly and correctly, it is also equally important to write the letters of the Al-Qur'an, so that when the verses of the Al-Qur'an are read, one will be able to write well and correctly so that the reading and writing are appropriate. Learning the Koran is actually not as difficult as some people think or imagine, because now there are many methods taught to make reading and writing the Koran easier.

²Republic of Indonesia Ministry of Religion, *Al-Quran and its translation*, Foundation for the Implementation/Interpretation of the Al-Quran: Jakarta, 1983/1984, p. 1079.

³Muhammad Nasib Ar Rifa'i, *Tafsir Ibn Katsir*,... h. 101

Based on the results of preliminary observations carried out at the Al Fatah Islamic Vocational School, Astambul District, Banjar Regency, the implementation of learning to read and write the Al-Qur'an has not been carried out optimally. It can be seen that there are some students who can read and write the Al-Qur'an fluently, but are less fluent and their recitation is not correct, and there are even those who do not understand the theory of recitation itself. On the other hand, some students' interest in learning about Al-Qur'an reading and writing is still low, facilities and equipment are still limited, such as recitation books, and the habit of reading the Al-Qur'an is still low.

This research aims to determine the implementation of Al-Qur'an reading and writing learning and the factors that influence the implementation of Al-Qur'an reading and writing learning at Al Fatah Islamic Vocational High School, Astambul District, Banjar Regency.

B. Theoretical Framework

1. Learn to Read and Write the Koran

Arifin explained that learning is a student's activity in receiving, responding to and analyzing the lesson materials presented by the teacher which ends in the student's willingness to master the lesson materials presented.⁴ Hamalik explained that learning is a growth or change in a person which is expressed in new ways of behaving thanks to empirical experience and practice.⁵ Then Slameto explained that learning is a process of effort carried out by a person to obtain a new change in behavior as a whole as a result of his own experience in interaction with his environment.⁶ Meanwhile, according to Muhibbin Syah in his book Educational Psychology, learning is the acquisition of relatively permanent changes in behavior as a result of training and experience.⁷

⁴M. Arifin, *The Reciprocal Relationship of Religious Education in the School and Family Environment*, Bulan Bintang: Jakarta, 1993, p. 172.

⁵Oemar Hamalik, *Teaching Methods and Learning Difficulties*, Tarsito: Bandung, 1995, p. 141.

⁶Slameto, *Learning and Factors That Influence It*, Rineka Cipta: Jakarta, 2003, p. 89.

⁷Muhibbin Shah, *Educational Psychology*, PT. Rosdakarya Youth: Bandung, 1999, p. 56.

Reading and writing consists of two words, namely the word read and the word write. To facilitate understanding and discussion, the author presents the meaning of reading. Reading, in the compound meaning of reading, has the meaning of "seeing writing and understanding or being able to pronounce what is written".⁸

According to Zainuddin, reading is voicing letters or a series of letters in the form of words or sentences. The essence of reading is seeing writing and voicing or not voicing (in meaning) and understanding the contents of the writing.⁹ Meanwhile, according to Abu Louis Ma'luf, reading is speaking in writing or to strengthen the mind and repeat it over and over again.¹⁰

Based on the understanding stated by the experts above, it can be concluded that reading is speaking or reciting written materials or symbols passively, whether the reader understands or does not understand what they read.

Furthermore, learning to read and write the Al-Qur'an can be understood as an effort made by someone to be able to recite the reading of the Al-Qur'an well and correctly.

2. Al-Qur'an learning objectives

The aim of learning the Al-Qur'an refers to South Kalimantan Provincial Regulation Number 3 of 2009 concerning Al-Qur'an Education in South Kalimantan which is stated in article 3, namely "Al-Qur'an education aims to ensure that every student can read and write the letters of the Al-Qur'an well and correctly, also be fluent, understand, appreciate and practice the contents of the Al-Qur'an."¹¹

There are two opinions regarding the purpose of learning the Koran. Firstly, the objectives of learning the Koran are:

- a. Protecting and preserving the honor, purity and purity of the Qur'an from the correct way of reading in accordance with the rules of tajwid, as recited by the Prophet SAW.

⁸WSJ Poerwadarminta, *General Indonesian Dictionary*, Balai Pustaka: Jakarta, 1985, p. 71.

⁹Zainuddin, *Indonesian Language and Indonesian Literature Material*, Rineka Cipta: Jakarta, 1984, p. 124.

¹⁰Abu Louis Ma'luf, *Al Munjid fi al Lughah wa al Alam*, Dar al Masyriq: Beirut, 1969, h. 124.

¹¹South Kalimantan Province Regional Regulations, *Number 3 of 2009 concerning Al-Quran Education*, Banjarmasin: 2009.

- b. Spreading the knowledge of correct reading of the Qur'an in the correct way.
- c. Reminding Al-Qur'an teachers that when teaching Al-Qur'an reading they must be careful, not carelessly.
- d. Improving the quality of education teaching the science of reading the Koran.¹²

The second opinion according to H. M. Syatiri Ahmad, et al, the objectives of learning the Koran are:

- a. So that children can read and write the Koran well and correctly.
- b. So that children like and enjoy getting used to reading the Koran.
- c. So that children can memorize short chapters in the Qur'an in daily prayers.¹³

From the description above, if we combine it with learning objectives in general, the objectives of learning the Al-Qur'an, especially learning to read and write the Al-Qur'an, are:

- a. Instill knowledge about how to read and write the Al-Qur'an properly and correctly through presentation and application.
- b. Develop reading and writing skills as well as memorizing verses and surahs of the Koran both classically and privately.
- c. Cultivating the noble values and morals of the Qur'an and making people who love the Qur'an by reading and practicing its content.

3. Factors that influence the implementation of learning to read and write the Koran

There are several factors that influence the implementation of learning to read and write the Al-Qur'an. These factors are:

a. Student Factors

Students are the subject of education, because every educational and teaching activity definitely requires the student element as a means of that activity, thus students are a very important factor in educational and teaching activities as stated by Abu Ahmadi that without students, education would not be able to take place.¹⁴

¹²I have Murjita, *Guidelines for the Practical Method of Teaching the Knowledge of Reading Al-Quran Qiraati*, Semarang: 2000, p. 9.

¹³Republic of Indonesia Ministry of Religion, *Al-Quran Teaching Guide for Children*, Director General of Islamic Guidance and Hajj Affairs: Jakarta, 1982, p. 33.

¹⁴Abu Ahmadi, *Special Methodology for Religious Education*, CV. Armico, Bandung: 1997, p.

b. Teacher Factors

In discussing this teacher factor, of course in our minds we imagine the interaction between the teacher who teaches and the students who learn. In general, a teacher is a person who bears responsibility for educating. Among the components of the education system that have received more attention so far are teachers, because many people think that it is in the hands of teachers that the quality of our education depends a lot.

This can be understood from the fact that schools are helpless if there are no teachers. The teacher is seen as the main factor, because he is the one who integrates directly with students in the learning process. Apart from that, the quality level of teachers is seen as a cause of the quality level of school output. The low and declining quality of education, as indicated by many people, is almost always accompanied by pointing fingers at teachers.

According to Ali Imron, as a teacher whose job is to teach and educate, the teacher will carry out various activities to achieve the formulated goals. To achieve this goal the teacher must play the function of a guide, reformer, model or example, investigator, counselor, creator who knows something, generator of views, story teller and an actor.¹⁵

c. Facility Factors

Educational facilities are a very important factor in supporting successful learning. Learning facilities are tools and media that are commonly used by students and must also be owned by teachers. The means in question are textbooks related to the subject.

According to Suryo Subroto in his book *Some Basic Aspects of Education*, facilities in education include space, equipment for learning activities and educational media. This is in line with the fact that education is a communication activity that has pedagogical value for students, thus educational facilities are seen to be able to help towards the success of communication activities that have pedagogical value.¹⁶

d. Environmental Factors

¹⁵Ali Imran, *Teacher Development in Indonesia*, Pustaka Jaya, Jakarta: 1995, p. 4.

¹⁶Suryo Subroto, *Some Basic Aspects of Education*, Rineka Cipta, Jakarta, 1997, p. 29.

Education does not occur in a vacuum but rather takes place in a structured world, namely in the form of human social and cultural structures with all forms of culture as well as the values and norms adhered to.

The environment in question is external conditions that influence the formation and development of each student's personality. According to Amir Daen Indra Kusuma, the environment includes the family environment, school environment and community environment.¹⁷

C. Research methods

This type of research is field research (*field research*) with a qualitative approach. This research aims to get an overview of the Implementation of Learning to Read and Write the Al-Qur'an and to get an overview of the results of the Implementation of Learning to Read and Write the Al-Qur'an at Al Fatah Islamic Vocational High School, Astambul District, Banjar Regency.

Meanwhile, the subjects in this research were all class Data collection uses observation, questionnaire, interview and documentary techniques. Data processing techniques for editing and classifying data, then tabulating and interpreting the data. As for drawing conclusions using the inductive method. Next, the collected data is processed through editing, coding, tabulating and data interpretation techniques. Meanwhile, to analyze the data, quantitative descriptive analysis was used.

D. Research Results and Discussion

Several things related to the implementation of learning to read and write the Koran at the Al Fatah Islamic Vocational School, Astambul District, Banjar Regency, are as follows:

1. Objective

Based on the results of interviews with Al-Qur'an reading and writing teachers regarding the goals that have been achieved, students are expected to be able to read and write the Al-Qur'an well and correctly, in addition to being able to recite the Al-Qur'an.

¹⁷Suryo Subroto, *Some Basic Aspects of Education*, ..., h. 141.

Then, based on the results of observations while the learning was in progress, it was seen that most students were able to follow the Al-Qur'an reading and writing lessons, meaning that students were able to receive and absorb the lessons that had been delivered.

2. Material

Based on the results of observations when learning to read and write the Al-Qur'an was in progress, the material presented was well received. This is proven by asking questions and problems in reading and writing the Koran. The schedule for learning to read and write the Koran, especially for class X is as follows:

- a. Class X TKJ Monday from 08.00 to 09.00 WITA
- b. Class X MM Monday from 11.30 to 12.30 WITA
- c. Class X TB Friday from 10.25 to 11.25 WIT

3. Method

The methods used based on the results of observations in the implementation of learning to read and write the Al-Qur'an are lecture methods, question and answer, assignments and other methods according to the needs of the reference for learning to read and write the Al-Qur'an.

4. Facilities and facilities

Based on the results of the author's observations, the facilities and facilities available are quite adequate, where the holy book Al-Qur'an, iqro books and a book on how to quickly learn practical recitation by KH are available. As'ad Humam.

5. Evaluation

Based on the results of observations during the implementation of Al-Qur'an reading and writing learning, evaluations can be carried out by Al-Qur'an reading and writing teachers well by giving questions, and the results obtained are quite satisfactory, and this means that the implementation of Al-Qur'an reading and writing learning is in accordance with the specified targets.

Next, analyze the data on the implementation of Al-Qur'an reading and writing learning at Al Fatah Islamic Vocational High School, Astambul District, Banjar Regency and the factors that influence it>

1. Implementation of learning to read and write the Koran at Al Fatah Islamic Vocational High School, Astambul District, Banjar Regency

In terms of the frequency of student attendance in learning Al-Qur'an reading and writing subjects, this is very high, because 93% of students stated that they were always present in learning Al-Qur'an

reading and writing subjects, and only 7% of students said they sometimes attended.

Then, whether students are happy or not with the subject of reading and writing the Al-Qur'an can have an influence on motivation, because whether students enjoy studying the subject of reading and writing the Al-Qur'an in the implementation of learning can show that they are motivated towards this subject.

In terms of whether students are happy or not in taking the Al-Qur'an reading and writing subject, according to the author, students' motivation for the Al-Qur'an reading and writing subject is also very high, this is proven by 93% of students who stated that they were very happy with the Al-Qur'an reading and writing subject and only 7% of students said they were quite happy with the Al-Qur'an reading and writing subject.

Next, regarding students' activeness in studying at school during learning, according to the author, it really supports students in learning the subject of reading and writing the Koran, this is because in the implementation of learning, 83% of students stated that they always asked, and only 11% of students stated that they sometimes asked, and only 6% of students stated that they never asked.

Then, students' activeness in taking notes in lessons was seen by 87% of students who said they always took notes, and 17% of students who said they sometimes took notes on reading and writing the Koran.

Furthermore, regarding students' active learning at school in terms of concentration of attention, it is also very supportive, because students who stated that they always pay attention to reading and writing the Koran when learning is in progress were 87%, and students who stated that they sometimes paid attention were 13%.

Furthermore, regarding students' activeness in repeating Al-Qur'an reading and writing subjects at home, this is also quite supportive of the implementation of learning Al-Qur'an reading and writing subjects, because 74% of students stated that they always repeat them, and 17% of students stated that they sometimes repeat them, and only 9% of students stated that they never repeat Al-Qur'an reading and writing subjects at home.

Then, in terms of students' feelings if they do not take the Al-Qur'an reading and writing subject, there are 74% of students who state that they feel like they are at a loss, and 22% of students who state that their

feelings are mediocre even though they do not take the Al-Qur'an reading and writing subject.

Next, in terms of students' activeness in carrying out assignments given by the Al-Qur'an reading and writing subject teacher, it is also very supportive, because there are 83% of students who state that they always do the assignments given by the teacher, whether the assignment is done at school or at home, and there are 17% of students who state that they only do it sometimes, in fact there are no students who state that they never do the assignments given by the Al-Qur'an reading and writing subject teacher.

Furthermore, regarding students' reactions if the Al-Qur'an reading and writing subject teacher was unable to attend school, where 59% of students stated that they felt disappointed if the Al-Qur'an reading and writing subject teacher did not come to school, and 32% of students stated that it was normal, and there were only 9% of students who stated that they felt happy if the Al-Qur'an reading and writing subject teacher was unable to attend school.

Then regarding the activities carried out by students if the Al-Qur'an reading and writing subject teacher is not present at school, there are 55% of students who say they remain silent in class if the Al-Qur'an reading and writing subject teacher is not present at school, and 32% of the students who say they study alone are if the Al-Qur'an reading and writing subject teacher is not present at school, and 13% of students who state they are studying and reading other books are 13% if the Al-Qur'an reading and writing subject teacher is not present at school.

Furthermore, regarding the relationship between teachers and students, this also has an influence on the implementation of learning in Al-Qur'an reading and writing subjects. It can be seen that the relationship between teachers in Al-Qur'an reading and writing subjects and their students is 100% harmonious.

2. Factors that influence the implementation of learning to read and write the Koran at Al Fatah Islamic Vocational High School, Astambul District, Banjar Regency
 - a. Student factors

With regard to students' needs for Al-Qur'an reading and writing subjects, it can be seen that 93% of students stated that they really needed Al-Qur'an reading and writing subjects, and only 7% of students stated that they needed quite a lot for Al-Qur'an reading and writing subjects.

Thus, the very high demand for Al-Qur'an reading and writing subjects can have a positive influence on the implementation of learning the Al-Qur'an reading and writing subjects themselves.

Then the students' responses regarding the benefits of studying Al-Qur'an reading and writing subjects, where 100% of students stated that it was useful to study the material or materials for Al-Qur'an reading and writing subjects.

This is also supported by students' motivation in studying Al-Qur'an reading and writing subjects, namely 86% of students stated that they wanted to gain in-depth knowledge as well as achieve high learning achievements.

Thus, it can be said that students' sense of need for Al-Qur'an reading and writing subjects is very high, the response of students studying Al-Qur'an reading and writing subjects which provides benefits is to gain knowledge and good learning achievement, all of this has a positive influence on the implementation of learning Al-Qur'an reading and writing subjects.

b. Teacher factors

The final educational background of the Al-Qur'an reading and writing subject teacher at the Al Fatah Islamic Vocational School, Astambul District, Banjar Regency, was undergraduate (S1) STAI Darussalam Martapura in 2014. According to the author's analysis, this is quite supportive in the implementation of learning the Al-Qur'an reading and writing subject, then supported by 6 years of teaching experience, and coupled with the teacher's mastery of the Al-Qur'an reading and writing subject because in teaching he is always guided by the RPP and GBPP is in effect, so this factor can be said to support success in the implementation of learning Al-Qur'an reading and writing subjects.

Regarding the methods used by the Al-Qur'an reading and writing teacher, according to the results of the interview he used a variety of methods, namely lecture, question and answer, practice and assignment methods. Thus, the use of teaching methods really supports the implementation of learning the Al-Qur'an reading and writing subject.

c. Facilities and facilities factors

As for the completeness of the facilities and facilities for reading and writing the Koran, 59% of students said they were complete, 32% of students said they were incomplete, and 9% of students said

they were incomplete. Likewise with the completeness of basic and enrichment handbooks in the school library where 74% of students stated that they were sufficient, and 26% of students stated that they were available but not sufficient.

As for the availability of sufficient teaching aids, this can be seen where there are 57% of students who state that teachers always use these props, and there are 32% of students who state that teachers sometimes use these props. Thus it can be said that quite complete teaching aids are available at this school.

d. Environmental factors

With regard to these environmental factors, according to the author's analysis, households are quite supportive of the implementation of learning Al-Qur'an reading and writing subjects. The author says this because 50% of students stated that their parents always guide them regarding difficulties in learning Al-Qur'an reading and writing subjects faced by their children, and 29% of students stated that their parents sometimes guide them regarding difficulties in learning Al-Qur'an reading and writing subjects faced by their children.

Next is the learning environment at home, apart from parents always providing guidance in studying subjects, it is also a calm learning atmosphere, where 86% of students stated that the learning atmosphere at home was calm and only 14% of students stated that they were not happy with the learning environment at home.

The environment at school and around the school (community) is very supportive of the implementation of learning Al-Qur'an reading and writing subjects, because the school environment and around the school (community) where 93% of students stated that they were calm, and there were only 7% of students who stated that the learning situation at school and around the school was less calm when learning Al-Qur'an reading and writing subjects.

E. Conclusion

This research shows that modern methods are more effective in improving the technical ability to read and write the Koran, but traditional methods provide a deeper emotional and spiritual experience for students. Therefore, both traditional and modern methods have complementary advantages and contributions in learning the Koran at Islamic Vocational High Schools. The combination of the two can be a more holistic approach to developing students' academic and spiritual abilities.

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