



## **Strategies of Islamic Religious Education Teachers in Improving the Literacy of the Qur'an for Grade VIII Students at State Junior High School 4 Palu**

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### **Abstract**

The purpose of this study was to determine the strategy of Islamic Religious Education teachers in improving the ability to read and write the Qur'an of class VIII students at State Junior High School 4 Palu Kel. Besusu Tengah Kec. East Palu. This type of qualitative research or field research consists of research location, researcher's presence, data and data sources, data collection techniques, data analysis techniques, and data validity checks. Qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and behaviors that can be observed. so that researchers collect three components, namely data reduction, data presentation and data verification. The results showed that 1). The implementation of strategies by Islamic Religious Education teachers at Palu State Junior High School 4 has not been maximized because there are still students who are not fluent in reading and writing the Qur'an. 2). The ability to read and write the Qur'an of students at Palu State Junior High School 4 is still lacking, it is evidenced by the existence of students who are in class VIII who have not been able to read and write the Qur'an based on observations and interviews at the research location.

Keywords: Islamic Religious Education; Teacher Strategy; Read and Write Al-Qur'an; Students

### **Abstrak**

Tujuan dari penelitian ini adalah untuk mengetahui strategi guru Pendidikan Agama Islam dalam meningkatkan kemampuan baca tulis Al-Qur'an peserta didik kelas VIII di Sekolah Menengah Pertama Negeri 4 Palu Kel. Besusu Tengah Kec. Palu Timur. Jenis penelitian kualitatif atau penelitian lapangan, terdiri atas lokasi penelitian, kehadiran peneliti, data dan sumber data, teknik pengumpulan data, teknik analisis data, dan pengecekan keabsahan data. Penelitian kualitatif yaitu prosedur penelitian yang menghasilkan data deskriptif berupa kata-kata tertulis atau lisan dari orang-orang dan perilaku yang dapat diamati. sehingga peneliti mengumpulkan tiga komponen yaitu reduksi data, penyajian data dan verifikasi data. Hasil penelitian menunjukkan bahwa 1). Penerapan strategi oleh guru Pendidikan Agama Islam di Sekolah Menengah Pertama Negeri 4 Palu belum maksimal dikarenakan masih ada peserta didik yang belum fasih dalam membaca dan menulis Al-Qur'an. 2). Kemampuan baca tulis Al-Qur'an peserta didik di Sekolah Menengah Pertama Negeri 4 Palu masih kurang hal itu dibuktikan dengan adanya peserta didik yang duduk di bangku kelas VIII yang belum mampu dalam baca tulis Al-Qur'an berdasarkan observasi dan wawancara di lokasi penelitian.

Kata Kunci: Strategi Guru; Pendidikan Agama Islam; Baca Tulis Al-Qur'an; Peserta Didik

## **INTRODUCTION**

The Qur'an is the main source of Islamic teachings, becoming a guide to the life of mankind. In it is collected Divine revelation which is a guide, guideline and lesson for those who believe and practice it.<sup>1</sup> Therefore everyone who believes in the Qur'an will have more love for it, love to read

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<sup>1</sup> Syed Muhammad Haroon Agha, Muhammad Siddique Ullah, and Naseem Akhter, "The Necessity and Significance of Hadith in The Light of Quranic Verses, Investigative Analysis," *Jahan-e-Tahqeeq* 6, no. 4 (2023): 674-84, <https://jahan-e-tahqeeq.com/index.php/jahan-e-tahqeeq/article/view/1088>.

it, to study it and to understand it and to practice and teach it.<sup>2</sup> An educator or teacher is expected to have various appropriate methods and have the ability to use methods that will be used in the learning process. The method of learning to read and write the Qur'an is essentially teaching the Qur'an to children which is a first stage of the recognition process with the aim that students recognize letters as sound signs or sound marks.<sup>3</sup> In accordance with the rules compiled in the science of Tajweed. The low motivation of students in learning the Qur'an is still one of the causes of the low quality of education, especially in the ability to read and write the Qur'an.<sup>4</sup> One of the efforts to increase the motivation to learn to read and write the Qur'an is to use appropriate methods and can be done by Islamic religious education teachers in the classroom.<sup>5</sup> In educating religion in secondary education students, certain approaches are needed, including through religious approaches. The religious approach is how educators process students through religious guidance, training and teaching activities, including directing, encouraging, and encouraging them to learn their religious teachings through reading and writing the Qur'an (BTA).

At the State Junior High School 4 Palu, students' ability to read and write the Qur'an is still low, not in accordance with the rules of tajweed. There are many factors that affect this condition. It could be because the learning method is not right, or maybe it is due to the student's readiness factor in receiving the subject matter that is not optimal.<sup>6</sup> However, from some of these factors, based on the initial observations made by the author, there is a tendency that leads to learning method factors that must be improved. Where the method used previously was limited to theory, the active role of students was not paid attention to, so that the learning results of BTA were not maximized. The presence or formation of the learning process of reading and writing the Qur'an at the State Junior High School 4 Palu can be one of the alternatives to the process of implementing the development of students who cannot read and write the Qur'an so that students are no longer unfamiliar with the language and writing of the Qur'an itself. Based on the above background, the author is interested in conducting research at the State Junior High School 4 Palu, namely one of the problems in the implementation of Islamic religious education at the State Junior High School 4 Palu is the lack of students, who cannot even read and write the Qur'an, with a total of 84 students from 5 classes researched by the author. This causes a gap among students.

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<sup>2</sup> Abdullah Mahmud, "The Value of Religious Tolerance in the Interpretation of the Qur'an and Its Relevance in Learning in Higher Education," *International Journal of Social Service and Research* 3, no. 5 (2023): 1247-57, <https://ijssr.ridwaninstitute.co.id/index.php/ijssr/article/view/358>.

<sup>3</sup> Yadi Fahmi Arifudin, Ajat Rukajat, and M. Makbul, "Implementation of Learning to Read and Write the Qur'an in Improving the Ability to Read the Qur'an in Madrasah Taklimiyah Awwaliyah Miftahul Huda Karawang Students," *At Tuots: Jurnal Pendidikan Islam*, 2023, 264-74, <https://www.journal.stitmadani.ac.id/index.php/JPI/article/view/150>.

<sup>4</sup> Muh Yahya Obaid et al., "IMPLEMENTATION OF ISLAMIC EDUCATION CURRICULUM DEVELOPMENT IN INTEGRATED ISLAMIC SCHOOLS IN SOUTHEAST SULAWESI," *Edukasi Islami: Jurnal Pendidikan Islam* 13, no. 01 (2024), <https://www.jurnal.staialhidayahbogor.ac.id/index.php/ei/article/view/6196>.

<sup>5</sup> Rani Darmasari, "Teacher Efforts and The Characteristics Of Islamic Religious Education Teacher In Improving Students' Reading Ability," *IJGIE (International Journal of Graduate of Islamic Education)* 4, no. 1 (2023): 224-37, <http://journal.iaisambas.ac.id/index.php/IJGIE/article/view/2077>.

<sup>6</sup> Darmawan Harefa et al., "Relationship Student Learning Interest to the Learning Outcomes of Natural Sciences," *International Journal of Educational Research & Social Sciences* 4, no. 2 (2023): 240-46, <https://ijersc.org/index.php/go/article/view/614>.

From this condition, various efforts are made to overcome this problem, namely by holding guidance on reading and writing the Qur'an during the learning process in the classroom and outside the classroom.

The Islamic Religious Education learning strategy is a strategy that describes the general components of a set of Islamic religious education learning materials and the procedures that will be used together with these materials to achieve the learning objectives that have been set effectively and efficiently.<sup>7</sup> The Qur'an is the main guideline for Muslims, as a people who are blessed by Allah SWT, the holy book of the Qur'an should be read, understood and appreciated the Qur'an to then be practiced as a must.<sup>8</sup> As a first step to be able to understand and practice the Qur'an is to learn to read and write the Qur'an. This is in accordance with the first verse of the Prophet Muhammad (Q.S. Al-Alaq [96]: 1-5). Read by the name of your Creator Lord, He created man from a clot of blood. Read, and your Lord is the Most Merciful, the One who teaches (man) by the intercession of kalam. He teaches man what he does not know." (Q.S. al-Alaq [96]: 1-5).

The command to 'read' in the above verse, is mentioned twice, namely to the Prophet Saw, and then to all his people, reading is a means of learning and the key to science, both etymologically in the form of reading the letters written in books and terminologically, namely reading in a broader sense, namely reading the contents of the universe (*kauni verse*).<sup>9</sup> To be clearer about the factors that affect students in learning to read and write the Qur'an are as follows: Physical factors, this factor is a factor related to the condition of the student's body, for example health factors. When our health is disturbed, for example, we get sick. Psychological factors, psychological factors have a large contribution to students' learning ability compared to other factors, such as interest. The factor of fatigue, being too tired or tired will also affect the active role of students in the classroom. Family factors include the family's economic situation, the atmosphere of the house.<sup>10</sup> School factors include curriculum, facilities and infrastructure. Community factors such as environmental conditions, friends hanging out.

Previous studies related to the strategies of Islamic Religious Education teachers in improving the literacy of the Qur'an show that the success of learning is greatly influenced by the methods and approaches applied by teachers. Abdul Syakur et al found that methods such as tilawati, iqra', and tartil have proven to be effective in improving students' ability to read the Qur'an. This method places emphasis on repetition, correct pronunciation, and tajweed

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<sup>7</sup> Mujamil Qomar and Agus Zaenul Fitri, "Innovative Learning Strategies for Islamic Religious Education Based on Merdeka Belajar Curriculum in Vocational High Schools," *Al-Hayat: Journal of Islamic Education* 8, no. 3 (2024): 966–81, <https://ejournal.alhayat.or.id/index.php/ajie/article/view/43>.

<sup>8</sup> Attahir Shehu Mainiyo and Muhammad Maga Sule, "Impact of Qur'anic Moral Excellence on the Lives of Muslim Society: An Exposition," *Demak Universal Journal of Islam and Sharia* 1, no. 03 (2023): 188–205, <https://journal.walideminstitute.com/index.php/deujis/article/view/73>.

<sup>9</sup> Haryono Purwo et al., "Improving Multiliteracy Ability in the Integration of Islamic and Science Learning," *Al-Ishlah: Jurnal Pendidikan* 14, no. 4 (2022): 6025–38, <http://repository.unwidha.com:880/id/eprint/3309>.

<sup>10</sup> Abdolmanaf Nazari, Nader Soleimani, and Hamid Shafizadeh, "Identifying and Evaluating Factors Affecting Poverty and Academic Achievement of Poor Students in Hormozgan Province," *Iranian Evolutionary Educational Psychology Journal* 6, no. 3 (2024): 277–302, [http://ieepj.hormozgan.ac.ir/browse.php?a\\_id=713&sid=1&slc\\_lang=fa](http://ieepj.hormozgan.ac.ir/browse.php?a_id=713&sid=1&slc_lang=fa).

comprehension, thus helping students achieve fluency in reading.<sup>11</sup> This research also highlights the importance of using individual and group guidance to accommodate students' differences in abilities. A study by Nizarudin Wajdi et al. examines the application of the Drill and Practice method in learning to read and write the Qur'an. The results of the study show that this method not only improves reading ability, but also the accuracy of writing Arabic letters.<sup>12</sup> Ukenova recommends a combination of traditional methods and modern technology, such as the use of digital learning applications, to create more engaging and efficient learning.<sup>13</sup> This technology-based approach is further strengthened by Salman Faris who revealed that applications such as Learn Quran Tajwid help students understand the concept of tajweed in an interactive and accessible way.<sup>14</sup>

Another research by Nasucha highlights the strategic role of Islamic Religious Education teachers as facilitators in learning the Qur'an.<sup>15</sup> Teachers' pedagogic competencies, such as the ability to understand student psychology and communication skills, are important factors in determining learning success. This study also emphasizes the need for continuous training and development of teachers' competencies so that they can adapt various methods that suit the needs of students. A study by Faqihuddin offers an innovative approach using a multisensory method. This approach involves the use of visual, audio, and kinesthetic, which has been shown to have a positive impact on students' ability to read and write the Qur'an.<sup>16</sup> The study found that students taught with multisensory methods had better levels of understanding and retention compared to conventional methods. In addition, Afriani et al. emphasized the importance of learning environment factors, parental support, and the availability of learning media in supporting the success of learning to read and write the Qur'an.<sup>17</sup> Collaboration between teachers, students, and parents is a key element to create optimal learning.

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<sup>11</sup> Abdul Syakur et al., "Implementation of Qur'anic Literacy at the Elementary School Level in South Sulawesi," *Formosa Journal of Multidisciplinary Research* 3, no. 8 (2024): 2823-44, <https://journal.formosapublisher.org/index.php/fjmr/article/view/10475>.

<sup>12</sup> Muh Barid Nizarudin Wajdi et al., "Implementation of the Improvement of the Qur'an Literacy Program for Modern Boarding School Students," *IERA, Islamic Education and Research Academy* 5, no. 2 (2024): 58-68, <https://ejournal.staimnglawak.ac.id/index.php/iera/article/view/1529>.

<sup>13</sup> Aru Ukenova and Gulmira Bekmanova, "A Review of Intelligent Interactive Learning Methods," *Frontiers in Computer Science* 5 (2023): 1141649, <https://www.frontiersin.org/articles/10.3389/fcomp.2023.1141649/full>.

<sup>14</sup> Salman Faris, "Exploring The Divine Message: Quranic Studies in The Context of Islamic Scholarship," *Dirasah International Journal of Islamic Studies* 1, no. 2 (2023): 111-25, <https://dirasah.pdtii.org/index.php/i/article/view/16>.

<sup>15</sup> Muhammad Raihan Nasucha and Khozin Khozin, "Synergizing Islamic Religious Education and Scientific Learning in the 21st Century: A Systematic Review of Literature," *Jurnal Pendidikan Agama Islam (Journal of Islamic Education Studies)* 11, no. 1 (2023): 109-30, <https://jurnalftk.uinsa.ac.id/index.php/jpai/article/view/4110>.

<sup>16</sup> Achmad Faqihuddin, Mokh Iman Firmansyah, and Abdillah Muflih, "Multisensory Approach in Memorizing the Al-Quran for Early Childhood: Integration of the Tradition of Memorizing the Al-Quran with Digital Technology," *AL-ISHLAH: Jurnal Pendidikan* 16, no. 2 (2024): 1289-1302, <http://www.journal.staihubbulwathan.id/index.php/alishlah/article/view/5326>.

<sup>17</sup> Rahmi Afriani et al., "The Role of Al-Quran Hadith Teachers in Increasing Qur'an Reading Interest During the Digital Age," *ISLAMIC PEDAGOGY: Journal of Islamic Education* 1, no. 1 (2023): 1-17, <http://jurnal.stisummulayman.ac.id/IslamicPedagogy/article/view/143>.

In an effort to foster literacy in the Qur'an, the learning process also indirectly occurs, namely the interaction between educators and students. In the learning process, methods have a very important role in efforts to achieve learning goals. Each subject has certain characteristics that can distinguish it from other subjects. In general, PAI is a subject developed from the basic teachings contained in Islam. The basic teachings are found in the Qur'an and Al-Hadith. For the sake of education, through *ijtihad*, the scholars develop PAI material at a more detailed level. The basic principles of PAI are contained in three basic frameworks in Islamic teachings, namely *aqidah*, *shari'ah*, and *akhlak*. *Aqidah* is an elaboration of the concept of faith, *shari'ah* is an elaboration of the concept of Islam, and *akhlak* is an elaboration of the concept of *ihsan*. PAI subjects not only lead students to master various Islamic teachings, but the most important thing is how students can practice these teachings in their daily lives. PAI subjects emphasize the integrity and integration between the cognitive, psychomotor, and effective shutters.

### **RESEARCH METHOD**

The approach used in this study is a qualitative descriptive approach, which is a formulation of a problem that guides the research to explore or photograph the social situation to be studied thoroughly, broadly and in depth.<sup>18</sup> The qualitative descriptive approach is also an approach that intends to understand the phenomenon of what the research subject experiences, for example, behavior, perception, interest, motivation, action, by way of description in the form of words and language. The qualitative descriptive approach is also based on data collected in the form of words, pictures or other documents and not numbers, so that in the future the description of the research results will contain data citations to provide a clear picture.<sup>19</sup> In this study, the author took the research location at the State Junior High School 4 Palu. The researcher chose this location based on considerations, that at the State Junior High School 4 Palu, there are many students who cannot read and write the Qur'an. Data and data sources are the determining factors for the success of a research. It cannot be said that a research is scientific, if there is no reliable data and data sources.

Data collection techniques using observation, interview and documentation techniques. The data analysis technique in this study follows the concept given by Miles and Huberman quoted by Saifudin Azwar revealing that activities in qualitative data analysis are carried out interactively and take place continuously at each stage of the research until it is complete.<sup>20</sup> The components in data analysis are: Data Reduction is a selection process, focusing on simplifying, abstracting, and transforming rough data that emerges from written records in the field. After the author obtains data, it must first assess its feasibility by choosing which data is really needed in this study.

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<sup>18</sup> John Gerring, "Qualitative Methods," *Annual Review of Political Science* 20, no. 1 (May 11, 2017): 15–36, <https://doi.org/10.1146/annurev-polisci-092415-024158>.

<sup>19</sup> Muhammad Naeem et al., "A Step-by-Step Process of Thematic Analysis to Develop a Conceptual Model in Qualitative Research," *International Journal of Qualitative Methods* 22 (January 2023): 16094069231205789, <https://doi.org/10.1177/16094069231205789>.

<sup>20</sup> Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis: An Expanded Sourcebook* (sage, 1994), [https://books.google.com/books?hl=id&lr=&id=U4IU\\_-wJ5QEC&oi=fnd&pg=PR12&dq=Miles+and+Huberman&ots=kF-H-FUZ1Q&sig=NP5tm16NpJLjqBzFbrpRz3o9vSY](https://books.google.com/books?hl=id&lr=&id=U4IU_-wJ5QEC&oi=fnd&pg=PR12&dq=Miles+and+Huberman&ots=kF-H-FUZ1Q&sig=NP5tm16NpJLjqBzFbrpRz3o9vSY).

Reducing data means summarizing, choosing the essentials, focusing on the important things, looking for patterns and discarding the unimportant. Thus, the data that has been reduced will provide a clearer picture and make it easier for researchers to collect data and be able to search for it if needed.

## **RESULTS AND DISCUSSION**

### **Learning Strategies for Reading and Writing the Qur'an**

State Junior High School 4 Palu has been operating since July 12, 1978. State Junior High School 4 Palu is located on Jalan Jend. Gatot Subroto No.6 Kel. The NPSN of Sekolah Menengah Negeri 4 Palu is 40203585 and NSS 201186003004. The status of the school is the State with the name of the Principal H. Tjipto Lahanto, SS, M.Si, M.Pd. The land area is 8,978 m<sup>2</sup> and the building area is 3000 m<sup>2</sup>. Since the State Junior High School 4 Palu, Kel. Besusu Tengah, Kec. Palu Timur was established until the time this research was carried out, there have been 9 principals who have led the State Junior High School 4 Palu Kel. A teacher is defined as someone who has a position or profession that requires special skills in teaching. This work cannot be done by people who do not have special teaching skills. People who are good at talking in certain fields cannot be called teachers. To become a teacher, special requirements are needed, especially as a professional teacher who masters the ins and outs of education and teaching. To find out more clearly about the condition of teachers at the State Junior High School 4 Palu with a total of 60 civil servants and 9 honorary.<sup>21</sup>

Students are a group of people who carry out learning activities, which is also one of the most important factors in education, because without these factors, education will not run directly. The number of students at State Junior High School 4 Palu in the 2013-2014 school year amounted to 990 people. Facilities and infrastructure are one of the things that support and support the learning process without facilities and infrastructure, all learning processes will not run as desired, it is because schools must need a place as a classroom etc. Then the media and equipment needed in the learning process, with that, the implementation of the learning process will run well.<sup>22</sup>

Learning is the process of changing the behavior of students after the students receive, respond, and master the subject matter that has been given by the teacher. In carrying out learning, it should be accompanied by clear goals, related to the system in the process of achieving the goals of Qur'an education, for example the Qur'an literacy program at the State Junior High School 4 Palu. The strategies for learning to read and write the Qur'an by Islamic religious education teachers are as follows. The sorogan or individual (private) system, in practice students take turns one by one according to their reading ability, maybe one, two or three or even four pages to read, the learning process is carried out in the classroom and also in the musholah. Individual classical, in practice part of the teacher's time is used to explain the subject matter, just two or three pages and so on, while reading is very emphasized on the value of achievement, this

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<sup>21</sup> Observation In Sekolah Menengah Pertama Negeri 4 Palu, 2024.

<sup>22</sup> Interview 2024.

is carried out in the classroom along with the learning process of PAI material. Classical reading and listening, in practice the teacher explains the low lesson (classical), then the students in this lesson are tested one by one and listened to by other students and carried out in the classroom. And so on to the next subject.<sup>23</sup>

### **Students' Ability to Read and Write the Qur'an**

The development of education today is very rapid, not a few schools have used technology facilities in learning in order to improve the quality of students.<sup>24</sup> However, not a few schools also lack attention to Islamic Religious Education learning, especially in the field of reading and writing the Qur'an. In reality, many students of junior high school, junior high school, high school and their peers are unable to read and write the Qur'an. Meanwhile, reading and writing the Qur'an is a fundamental part of understanding the Qur'an as a source of Islamic religious teachings. Because Islamic Religious Education has a great influence on the formation of a person's behavior, the ability of human resources, so that it is useful and provides benefits for himself and society in general, towards a human being with noble character in daily social life.

Every educational institution must have a program, both student and institutional. Usually these programs are planned every year with the term "working meeting". A program can simply be interpreted as an event or agenda. This event or agenda is carefully planned and scheduled by all school managers. At the State Junior High School 4 Palu, this meeting is held at the beginning of every week, attended by all school managers and also attended by the school committee. Approximately five years ago, a meeting conducted by the State Junior High School 4 Palu, determined several program decisions, one of which was the addition of an extra curriculum, namely handicrafts and reading and writing of the Qur'an or BTQ. Both programs are carried out as a form of effort to prevent various negative things from entering and damaging future generations, by carrying out useful activities so that students do not think about doing bad things. Based on the results of the author's research on students who are fluent and not fluent in reading and writing the Qur'an at the State Junior High School 4 Palu, it can be concluded that the number of students in grade VIII who are fluent in reading and writing the Qur'an is 44 students while the number of students who are not fluent in reading and writing the Qur'an is 84 students. The results are based on observations and observations while at the location of the research site so that the existing data is in accordance with the conditions in the school.

The ability of students in reading and writing the Qur'an is seen from the individual students who I teach only class VIII, thank God, there are those who are fluent and fluent in reading and writing the Qur'an, although there are some students who are not fluent and now I have also taught class VII, from class VIII that I teach only some are fluent and fluent in reading and writing the Qur'an, The school is also still planning extra-curricular activities at school in the afternoon which is devoted to teaching reading and writing the Qur'an, the teaching method I use

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<sup>23</sup> Interview 2024.

<sup>24</sup> Manos Antoninis et al., "Global Education Monitoring Report 2023: Technology in Education: A Tool on Whose Terms?," 2023, <https://discovery.ucl.ac.uk/id/eprint/10195257/>.

is the Iqra method where I call students one by one in front of the class to read and write the Qur'an. If you read it, there are students who are just following along, so with this Iqra method I can know which ones can and which ones can't. The obstacles that I often get are also various such as the unwillingness of students to recite, and there are also those who can but are shy, to overcome these obstacles I work with the vice president of student affairs and other Islamic Religious Education teachers to try so that our students can read and write the Qur'an well.

## **CONCLUSION**

In the process of reading and writing the Qur'an carried out by Islamic Religious Education teachers at the State Junior High School 4 Palu by making various efforts and steps, namely by providing teaching and training in the day or in the application of the teaching and learning process in the classroom so that it can be known the extent of students' ability to read and write the Qur'an. This is done so that special and advanced guidance can take place for students who cannot read and write the Qur'an. In addition, in the implementation of the Qur'anic literacy learning process, the role of the method is very important because it is one of the factors that plays a role in supporting the smooth learning process of Islamic Religious Education, so that what is the learning goal can be achieved. The efforts made to improve the literacy of the Qur'an for students by Islamic religious education teachers are very varied and adjusted to the material or material to be taught. By using and combining two or more learning materials according to the student's ability. This is done so that the efforts implemented are really appropriate and effective, so that it can arouse students' interest or motivation in following the learning process of reading and writing the Qur'an, so that students will better understand and understand when receiving the subject matter and the learning goals of Islamic religious education can be achieved according to their wishes.

The literacy of the Qur'an for grade VIII students at the State Junior High School 4 Palu is still in a less than optimal condition, because there are still some students who are not fluent or even fluent in reading and writing the Qur'an. This can be proven from observations and interviews with various parties involved in it. One of the factors that causes students to be less fluent in reading and writing the Qur'an is from parents where their children have never been given an understanding of reading and writing the Qur'an so that when the child enters the level of education, his ability to read and write the Qur'an is very lacking. That is the purpose of formal institutions that provide and help these students to better master and understand the learning of reading and writing the Qur'an which is useful for their future.

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