



EFFORTS TO IMPROVE THE ABILITY TO READ AND WRITE THE QUR'AN WITH DEMONSTRATION METHOD

Adiba Maulidiyah¹, Lukman Hakim², Ahmat Zaini³, Ahmat Nizar⁴, M. Makhrus Ali⁵

¹ Institut Ahmad Dahlan Institute, Probolinggo, Indonesia

² Institut Ahmad Dahlan Institute, Probolinggo, Indonesia

³ Institut Ahmad Dahlan Institute, Probolinggo, Indonesia

⁴ Institut Ahmad Dahlan Institute, Probolinggo, Indonesia

⁵ STAI Ibnu Rusyd Kotabumi Lampung, Indonesia

¹ dibadb9@gmail.com, ² lukum6247@gmail.com,

³ mazahmad677@gmail.com, ⁴ ahmatnizar7@gmail.com, ⁵ muhammadali2518@gmail.com

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Abstract :

The ability to read and write the Qur'an is very important for every student at every level of education, especially at the Elementary School level which is the beginning of all levels of education. With good reading and writing skills, good learning outcomes will be achieved. However, the reading ability of third-grade students at Lambangkuning Elementary School is still low. The purpose of this study is to improve the ability to read and write the Qur'an by using a demonstration method for students. This type of research is classroom action research (CAR). The subjects were 17 third-grade students, covering planning, action, observation, and reflection. Data collection techniques used were observation and tests. Data analysis used was quantitative and qualitative. The results of the study showed an increase in the percentage of students' reading ability from cycle 1 to cycle 2. In cycle 1 it was only 46.9% and in cycle II it increased to 100% of students, said to have achieved the IDK determined by the researcher, namely 75%. This increase was achieved because the researcher made improvements to learning in the aspects of learning media, learning methods and learning models. In this study, the researchers used folio paper with letters, a demonstration method, and a cooperative learning model. Therefore, it can be concluded that the demonstration method, aided by folio paper with letters, improved the reading and writing skills of Lambangkuning Elementary School students.

Keywords : Demonstration Method, Ability, Reading, Al-Qur'an

INTRODUCTION

In the problem that has occurred in Islamic religious learning, especially in reading and writing the Qur'an, there is a lack of enthusiasm of students in learning the Qur'an and a lack of interest in reading and writing the Qur'an in students. This is caused by a lack of awareness by parents of students about the importance of learning the Qur'an for children and a lack of motivation and encouragement from parents so that they always do not neglect lessons about the Qur'an. Currently, the development of social media also influences the decline in education for a child. Almost all social media, including television, are very easy for students to see and are also able to provide bad stimuli to students, and there is also a lack of parents paying attention to their children's education and prioritizing general subject education rather than religious education such as reading and writing the Qur'an, etc., so that many children



are found who are still not right in learning to read or write the Qur'an.

Studying the Qur'an is A must for all man Good from circles children or adults, with reading and studying the Qur'an will get reward alone for those who study because the Qur'an is a holy book so that in study and read it there is rules (Sukron, 2020) . As for technique in reading the Qur'an is not like read book usual, will but there are procedures special in reading the Qur'an or normal called with tajweed science (Fitrian, 2021) . If someone is wrong in reading the Qur'an or recite No in accordance with rule then The same with changing the meaning of the words in the Qur'an.

Ability reading the Qur'an against child is base main for himself Alone or For implemented to others, because That effort increase ability reading the Koran is a urgent demands For practiced for Muslims in frame improvement, appreciation and practice of the Qur'an in life daily (Husna, 2020) . By being able to read moreover write the Quran with good and right is A inevitability to every Muslim. but how No at least amount people Muslims who have not capable read it, except to those who have get His guidance (Budiya, 2021) . That is caused by Because No solely Lots from activity they, or a pile activity daily from they, or caused by busy activities them. However Because part from they less free time time For learn reading and writing Al-Qur'an with seriously.

Reading the Quran is a form of worship in Islam. Of course, there are proper Quran reading etiquettes that should be emulated by all Muslims. Islam governs everything related to human life, including the etiquette of Quran reading. Reciting the Quran is a form of worship that Muslims offer to others. Because it is an act of worship, Allah will surely reward it with many good deeds. The previously mentioned hadith explains that angels will accompany those who read the Quran fluently. Rasulullah SAW said: "Whoever reads the Koran, studies it and practices it, will put on his parents on the Day of Judgment a crown of light and shine like the sun's rays, and put on his parents two pieces of jewelry whose value is unmatched by the world.

Reading the Qur'an for Muslims including worship (Della Indah, 2020) . Therefore, studying the Quran is also an act of worship. The Quran is a living message, always pressing until the Day of Judgment, so the door to interpreting the Quran must always be open and never closed (Muhsin, 2017) . Even some scholars believe that studying the Qur'an is obligatory, because the Qur'an is the most basic guidelines for every Muslim. Show that Muslims are responsible answer on the holy book they with studying the Qur'an (Nisa et al., 2020) . Rasulullah see it. We are encouraged For studying the Qur'an and spreading it to other people. As often We hear hadith :

خَيْرُكُمْ مَنْ تَعَلَّمَ الْقُرْآنَ وَعَلَّمَهُ (رواه البخاري)

The best of you are those who learn the Quran and teach it." (HR Bukhari)

For teach the Qur'an with more easy, necessary use method correct teaching. Also necessary updated and developed Because public wide specifically Muslims are very need it (Defy Habibi Muhammad, 2018) . The most important thing in teaching the Qur'an is ability reading the Qur'an with

Correct in accordance developed rules in memorize knowledge (Rudjiono, 2020). Teaching the Qur'an at the elementary school level First containing introduction letter hijaiyah and sentences (words). This is Then to be continued with introduce sign read (Farihah, 2021) . Teaching read No only can increase ability reading, but also improving interest and enthusiasm read students. In the process of improving interests and passions read will influence attitude positive student to read (Setiawan, 2018) .

For reach matter this school Work The same with parents For develop interest reading and writing students. Now, there are Lots method new For Study reading the Quran, and all practical and easy. Those who don't fluent or No Can reading the Qur'an is the same very Can use method new. Many institutions Al-Quran education uses method new For support success student in Reciting Al-Qur'an (Suhaeti, 2019) . There are also various methods used in methods, such as method demonstration.

The demonstration method is a method teach with demonstrate ways use of learning media in relation with the material presented. This model method more suitable For material learning that teaches sports, procedures, or routine (Devv Habibi Muhammad, 2022) . The demonstration method is a learning effort or learning process by means of modeling. is something effort Study or learning process that uses demonstration special students to make it easier all student understand and practice what has been obtained as well as capable overcome related issues with what has been studied (Achmad, 2020). Through method demonstration, students own chance For develop ability observe all objects involved in progress and interesting expected conclusion.

RESEARCH METHODS

Type of research conducted is Classroom Action Research. Classroom Action Research or more known with the term the term for classroom action research is research conducted with study systematically about the problems that occur in class with method do various planned action as well as analyze every influence from action the with objective For overcome problems that occur And effort increase quality the resulting learning process through action practical and reflective results his actions.

The location of this class action research was conducted at SDN Lambangkuning, Lumbang District, Probolinggo Regency. For Islamic Religious Education subjects. The subject of this research is Class III students SDN Lambangkuning with a total of 17 students.

Data Collection Techniques in the form of tests, observations, documentation, For the data analysis technique used in the research is through qualitative and quantitative data obtained from the results of student learning tests in the learning process.

The stages in this classroom action research will be implemented in one cycle, where in this cycle there will be approximately four meetings. And the implementation of cycle II will be carried out based on the results of the reflection of cycle I, if the results of the learning process in cycle I are still

categorized as less than optimal, such as student learning outcomes are still low. Then cycle II will be implemented because basically the implementation of cycle II is to improve the shortcomings that exist in cycle I.

Cycle I

1. Planning (Planning)

- a. Planning research for the action cycle and selecting classes and determining the classes that will be used for research activities.
- b. Planning and determining research time in semester I, as well as determining learning materials according to the applicable curriculum.
- c. Compiling the material that will be applied in the research being conducted.

2. Acting (Implementation)

- a. Opening activities (beginning)
- b. Activities in the learning process (core)
- c. Completion and conclusion (closing) activities
- d. Observation activities
- e. Reflection based on the results of the cycle reflection implemented.

RESULTS AND DISCUSSION

Before do action pre cycle, researcher collect initial data in the form of a list of names students and grades beginning student with do learning read and write the Koran without method demonstration. Result value Study students at the stage beginning taken from mark pre cycle. Pre -point cycle can seen in table following :

Category	Amount Student	Value Range	Percentage of Results	Learning Achievement Key
Very well	0	86 -100	0	-
Good	5	76 -85	29.4 %	<i>Tecapai</i>
Enough	7	46 - 75	41.1 %	<i>Not achieved</i>
Not enough	5	36 -45	29.4 %	<i>Not achieved</i>
Amount	17	-	100%	-

Figure Table 1. *Percentage student learning outcomes in the pre-cycle*

At the stage pre cycle can it is said that activity student Still very minimal because only a number of active students respond presentation material by the teacher. Based on the percentage table of learning outcomes above, it can be described that 5 students or 29.4% are said to have achieved, while 12 other students or 70.5% are said to have not achieved. These learning outcomes are not ideal and do not meet the achievement indicators (IDK) that the researcher

has determined, namely 75%. Therefore, in the next cycle, the researcher will apply the demonstration method in learning to improve students' reading and writing of the Qur'an.

Cycle I

The implementation of cycle I was carried out by applying the demonstration method to learning. Reading and writing the Quran. Cycle I will be held on July 22, 2022. After observing students during the learning process using observation instruments in cycle I, it can be stated that student activeness in the learning process is approaching the standard. This means that most students are able to express, read, write, and participate in the demonstration method. Student learning outcome points in cycle I were obtained from a test with 20 questions. Cycle I scores can be seen in the following table:

Category	Amount Student	Value Range	Percentage of Results	Learning Achievement Key
Very well	2	86 -100	11.7 %	<i>Tecapai</i>
Good	6	76 -85	35, 2 %	<i>Tecapai</i>
Enough	9	46 - 75	52.9 %	<i>Not achieved</i>
Not enough	0	36 -45	0	<i>Not achieved</i>
Amount	17	-	100%	-

Figure Table 2. *Percentage student learning outcomes in cycle I*

Based on the percentage table of learning outcomes above, it can be described that as many as 8 students or 46.9% are said to have completed the learning, while 9 other students or 52.9% are said to have not completed the learning. The learning outcomes are still not ideal and have not met the specified achievement indicators, namely 75%. Therefore, this research was continued in cycle II to improve learning outcomes to meet the specified completeness. The researcher conducted a reflection, namely evaluating activities in cycle I by seeking solutions to problems found in the classroom.

Cycle II

The results of the second cycle of research, the learning outcomes from Cycles I and II showed an increase, after observing students during the learning process using observation instruments in cycle II, it can be stated that student activity in the learning process experienced a significant increase and exceeded the standard. This means that all students in the class have been able to read and write the Qur'an and are active in the demonstration method and can be seen in the following table:

Category	Amount Student	Value Range	Percentage of Results	Learning Achievement Key
Very well	3	86 -100	17.6 %	Reach
Good	14	76 -85	82.3 %	Reach
Enough	0	46 - 75	0	-
Less	0	36 -45	-	-
Total	17	-	100%	-

Figure Table 3. *Percentage student learning outcomes in cycle II*

Based on the table of learning outcomes percentages above, it can be described that 17 students, or 100%, were said to have achieved the learning outcomes. These learning outcomes have experienced a significant increase and are already ideal because they have exceeded the completion indicator determined by the researcher, namely 75%. Thus, it can be said that learning read and write the Qur'an using method learning demonstrations can improve students' learning outcomes in Islamic Religious Education subjects, especially reading and writing the Qur'an, so this PTK activity does not need to be continued because it has been more or less successful in improving the ability to read and write the Qur'an.

Based on the results of the analysis at the action research stage of learning using the demonstration method, the comparison of learning outcome values and learning outcome percentages between cycles can be seen as follows:

From the description of the table and bar chart above, the results of the pre-cycle to cycle II have increased. In the pre-cycle stage of 17 students, there were 5 students who achieved the achievement with a percentage of 29.4% and an average value range of 76-85. Because it did not meet the specified IDK, cycle I was held. Then the results of the first cycle found 8 students with a percentage of 46.9%, the average value range was 76-85 and 86-100 and this also did not meet the IDK, so the PTK activity was continued with cycle II. From the results of cycle II, it was found that 17 students achieved all with a percentage of 100% and an average value range of 76-85 and 86-100. And it has exceeded the specified IDK, namely 75%, so this research activity was not continued and it can be concluded that this demonstration method shows enthusiasm in learning so that students can be motivated to carry out positive activities in the learning process. Also, this demonstration method shows an improvement in the student learning process and can be seen in the comparison of the percentage results of the activities of cycle I with cycle II above.

CONCLUSION

In implementing this research, each cycle lasted for two meetings, involving the planning, implementation, evaluation, observation, and reflection stages. At each meeting, students give *feedback* in the form of enthusiasm and

activeness in Participation After the implementation of using the demonstration method to improve students' understanding of Islamic Religious Education material, especially in the reading and writing of the Qur'an. Showing significant changes. In the pre-cycle, the percentage of student scores was 29.4% without the demonstration method and continued in the first cycle using the demonstration method and the level of student understanding of the material was in the moderate category, which is still below the IDK that has been determined, namely 46.9%. Therefore, a second cycle was necessary. In the second cycle, there was a significant increase, exceeding the predetermined IDK point of 100%, and this research activity did not need to be continued. This means that this demonstration method can help improve ability reading and writing the Koran student

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