



Islamic Religious Education Teacher Efforts in Increasing Students Interest in Reading the Quran

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Abstract

The aim of this research is to determine the reading interest of Class VII students at the Legusa Community Learning Activity Center, Luak District, Lima Puluh Kota Regency, and the efforts of Islamic Religious Education teachers in increasing students' interest in reading the Quran, as well as to determine the supporting and inhibiting factors. Which influences the efforts of Islamic Religious Education teachers to increase students' interest in reading the Quran. This research uses descriptive qualitative methods. Data was collected through observation, interviews, and documentation. The data analysis uses the following steps, namely data reduction, data display, and drawing conclusions. The results of the analysis show the condition of interest in reading the Quran of class VII students at the Legusa Community Learning Activity Center, Luak District, Kab. Lima Puluh Kota showed results that students' interest in reading the Quran was still low. The efforts carried out by Islamic Religious Education teachers are quite diverse. Starting from motivating students to be enthusiastic and happy when studying the Quran. Gives an overview of the virtues of reading the Quran. Give rewards to students who are serious about studying. Tadarus at the beginning of learning. Factors that influence Islamic Religious Education teachers in increasing interest in reading the Quran are factors within students, namely physiological and psychological factors in children. Factors from outside the student, the student's family, and their environment. lack of available lesson hours.

INTRODUCTION

Along with the times and advances in science and technology, the role of education will become increasingly important, because education plays a role in producing quality people and also as a guide so that people are on the right path and do not destroy human values. One of the government's efforts to improve the quality of Indonesian people is to increase development in the education sector. Education is the most important factor in a person's life because education can differentiate a person's ability to think (Brinkerhoff & Wetterberg, 2013; Pradhan et al., 2014; Rantau Itasari, 2020). In RI Law no. 20 of 2003 concerning the National Education

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System, chapter I article 1 states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual, religious strength, self-control, personality, intelligence, morals, noble qualities and skills needed by himself, society, nation, and state (Putri et al., 2022).

Every education provider must be based on the objectives they wish to achieve Islamic religious education in society, as stated in Law No. 20 of 2003 concerning the National Education System where National Education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life, aiming to develop the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and a democratic and responsible citizen (Jannah & Fahlevi, 2018). Judging from the goals of national education above, it can be concluded that education in Indonesia is not only directed at intellectual intelligence but is also directed at the formation of character with good morals faith, and devotion to God Almighty.

Through Islamic religious education, Islamic religious education can be achieved and realized because religious education concerns all aspects of goodness in the world and in the afterlife (Anwar et al., 2018; Taufik, 2020). Educational institutions in this case are schools, whether public or private, formal and non-formal, that have a very big responsibility in producing graduates who at least have sufficient knowledge and are able to compete (Connell, 2013; Valenzuela et al., 2014). In this case, it is not only general knowledge that is considered but knowledge about one's religion as a foundation for belief and balance in playing a role in wider society. Currently, the government is paying great attention to memorizing the Quran. This can be seen in government regulations regarding the Quran education.

West Sumatra Regional Regulation no. 3 of 2007 concerning the Quran education is intended as a strategic and systematic effort to build and shape the nation's character and civilization which is useful in order to make the life of the nation intelligent and reflect the characteristics of the quality of the whole human being, as a form of Islamic Religious Education, the ideals of National education (Arifin, 2018; Febriani et al., 2022; Sartika et al., 2020; Zulmuqim, 2017). The Quran education aims to develop the potential of students to become human beings who believe and are devoted to Allah SWT, intelligent, skilled, good at reading and writing the Quran, with noble character, understands and comprehends and practices the contents of the Quran (Sanusi & Albantani, 2020; Stimpson & Calvert, 2021). Reading the Quran is an act of worship of great value in the eyes of God, especially if it is accompanied by understanding the meaning of the verses of the Qur'an and applying them in everyday life (Wolszczak-Derlacz, 2017). Allah says in Surah Al-'Alaq verses 1-5:

Meaning: *Recite by (mentioning) the name of your god who created (1) has created man from a clot of blood (2) read, and your lord the most high (3) who teaches man with the pen (4) He teaches man what is not known to him (5)* (QS. Al-'Alaq 1-5)

From the verse above it can be concluded that Allah teaches His servants through reading. Because the first step to understanding the messages and teachings contained in the Quran is to read it. So the ability to read the Quran is very important in the Islamic community. However, the phenomenon that exists in society in terms of reading the Quran is expected in two opposite conditions. One condition is that people are aware of the importance of reading the Quran as a first step in understanding the contents contained in it, so many parents go to majlis ta'lim or other places of study to study the Quran. Apart from that, quite a few parents send their children to Madrasah Ibtidaiyyah, Madrasah Tsanawiyah and Madrasah Aliyah, Islamic boarding schools and TPA in the hope that their children can receive

adequate religious education, more specifically being able to read the Quran properly and correctly.

On the other hand, there are people who do not realize the importance of reading the Quran, so they put aside religious education and prioritize general education, and they are lazy about learning the Quran. In fact, they should balance religious education and general education (Gordon et al., 2021). The support from all parties is a positive hope for the realization of awareness of reading the Quran among Muslims. Creating a generation that is intelligent, skilled, good at reading and writing the Quran, can be realized in Islamic Religious Education learning. Because it is part of the competency that must be realized. And as one part of achieving Islamic Religious Education, the success of Islamic education in society. Specifically, this was carried out at the Legusa Community Learning Activity Center, Luak sub-district, Lima Puluh Kota district.

The Community Learning Activity Center, abbreviated as the Community Learning Activity Center, is an institution formed by the community that operates in the field of Non-Formal education. Non-Formal Education according to Article 1 paragraph 12 of Law Number 20 of 2003 concerning the National Education System, which was strengthened by the issuance of government regulation Number 17 of 2010 concerning the Management and Implementation of Education, specifically Article 1 paragraph 31 states that non-formal education is a pathway to education in outside formal education that can be carried out regularly and in stages (Zimmerman, 2013). This Community Learning Activity Center is still under the supervision and guidance of the National Education Service. As a non-formal education unit, the Community Learning Activity Center is expected to be a forum for the community to further improve their potential and skills.

Based on the results of the author's observations at the Legusa Community Learning Activity Center, information was obtained (Gong et al., 2013). From the initial data that the author obtained in the field during observations, the Legusa Community Learning Activity Center is located in Jorong Indobaleh Barat, Nagari Mungo, Lima Puluh Kota Regency. The number of students at the Legusa Community Learning Activity Center is 150 people. With several teaching staff. There are three teaching staff for Islamic Religious Education subjects, one person at each level of education. The author carried out further observations to obtain additional data and refine information regarding the Legusa Community Learning Activity Center. Until the latest information that the author received in June 2022, namely: there are still many who are not fluent in reading the Quran, rarely read the Quran, and so on.

This research departs from the meaning of what should be. students should be interested in reading at the Legusa Community Learning Activity Center sub-district. Luak district. These Fifty Cities are effective in teaching and learning in reading the Quran. However, the dasolen is the reality that occurs at the Legusa Community Learning Activity Center, sub-district. Luak is the lack of children's interest in reading the Quran. This can be seen from me making the first observation by walking to the location and finding that the teaching and learning process only runs situationally. It can be seen that the teacher's competence is less able to generate interest in reading, learning, and teaching effectively (Anwar et al., 2022; Novita et al., 2022). So there is less interest in reading and understanding. In addition, with the condition of children with different characters from various backgrounds like this, I interviewed students at an observation place called Akbar.

There, the control of reading the Quran is very much motivated by teachers and parents at home, and several questions are also asked to the same students, that it is rare for the social control of parents, and teachers at the Community Learning Activity Center to be total in teaching. With the problems described above, the

authors took the initiative to study and find out about the efforts of Islamic Religious Education teachers carried out at the Community Learning Activity Center in Luak District, Lima Puluh Kota Regency, with the title Islamic Religious Education Teachers' Efforts to Increase Interest in Reading the Quran learner (Von Schomberg, 2013).

METHODS

The research method that the author uses is a qualitative research approach (Hammarberg et al., 2016), through a descriptive approach, (Bradshaw et al., 2017), namely this research describes an event that occurred in the field as it really is (Runco & Jaeger, 2012), which in this case relates to the efforts of Islamic Religious Education teachers to increase interest in reading the Quran and students. Data collection in this research used observation, interviews, and documentation (Morgan et al., 2017). Meanwhile, data analysis in this research refers to the opinions of Milles and Huberman. There are three methods of descriptive data analysis, namely: data reduction, data presentation, conclusion determination, and verification (Nassaji, 2015).

RESULT AND DISCUSSION

Interest is closely related to attention. Interest and attention are related to mental symptoms. A student who has an interest in learning will pay attention to the subject he is interested in. The emergence of students' attention depends on the teacher who attracts the students' attention, and naturally, their level of attention will be high. This can be achieved by varying the use of tempo in teaching. From the results of research using interview instruments and direct observation as well as through documentation, it was found that student's interest in learning, especially reading the Quran, at the Legusa Community Learning Activity Center was still low. This can be seen when the teaching and learning process is taking place, students are not enthusiastic even though they appear to be present. There are also those who leave during class time and some don't even come back to study (Hong, 2012).

Interest in reading the Quran of class VII students at the Community Learning Activity Center sub-district. Badger needs to be improved. There are still students who do not know the correct punctuation and recitation rules. This is in accordance with what was described by the school principal and also the Islamic Religious Education subject teacher. Students' interest in reading the Quran needs to be increased. Learning activities usually start with the delivery of Islamic Religious Education, motivation, and enthusiasm for learning by the teacher. Then followed by alternating tadarrus for each student, while their reading tadarrus is revised in a guided manner by the Islamic religious education teacher. There has been visible synergy from Islamic religious education teachers in increasing students' interest in reading the Quran (Sya'bani, 2021).

However, there is no special agenda for students in the form of a scheduled task to read the Quran at home. And there are no other steps to increase students' interest in reading the Quran in a systematic and sustainable manner. To read the Quran, especially for students who are not fluent or even have not memorized the letters. So it is necessary to first arouse interest in reading the Quran. So that students have a continuous desire to read the Quran. When students can be enthusiastic about reading the Quran so that the goal of reading the Quran is achieved, Islamic Religious Education. Enthusiasm is the main asset for every student in reading the Quran. On the other hand, students who have a high interest in studying the Quran can be sure that the results will be better. Because of his inclination and intense enjoyment of the material being studied, it is this that makes students diligent and persistent, which in turn will obtain satisfactory results (Carless & Lam, 2014).

It can be concluded that an active mental tendency causes a person or individual to carry out activities. Interests are closely related to meeting needs. Willingness, activities and feelings based on fulfilling needs have the potential to enable individuals to choose, pay attention to things that come from outside themselves so that the individual concerned becomes acquainted and familiar with the Quran. A person who has an interest in a particular subject tends to feel happy and thus pays greater attention to that subject. Interest is closely related to the drive within the individual which then gives rise to the desire to participate or be involved in something that interests him (Daugherty & Hoffman, 2014).

Islamic Religious Education Teachers' Efforts in Increasing Students' Interest in Reading the Quran

One of the interesting things about studying Islamic religion is Islam's very high respect for teachers. Who works in the field of education has chosen a job that is honorable and very important. So let him maintain manners and manners in this task. One of the most important elements in education is the teacher. In this case, educators should be able to arouse students' interest in mastering Quran reading in more or less the same way as building a positive attitude. The position of educators is very strategic in increasing students' interest in reading the Quran. Educators in their role are role models, upholding a professional code of ethics, agents of change, responsible for creating student learning outcomes, acting as facilitators who create learning conditions in children, and are responsible for professionally improving their abilities (Salmela & Uusiautti, 2015).

The existence of interest in students when carrying out the teaching and learning process is something that must be fostered, because if children's interest in learning grows and is developed then it is very easy for educators to bring children into an active and effective learning atmosphere. In turn, the lessons presented to students will create a good impression. Guidance and direction from the head of the Community Learning Activity Center to all tutor to always improve the quality of learning must continue to be provided so that the vision and mission of the Community Learning Activity Center can be realized. Because students come to study at the Community Learning Activity Center only three days a week, namely Thursday, Friday, and Saturday. For this reason, maximum efforts are needed to improve the quality of learning and try to increase students' interest in learning (Dunlosky et al., 2013).

Such as taking an approach according to the conditions and background of students so that they feel interested and enthusiastic about learning (Singh et al., 2021). Opening their horizons of thinking and motivating them to be interested in reading the Quran. Developing more appropriate strategies to make it easier for students to learn under conditions in the field where they only study three days a week. And they have jobs. Then use a more interesting method for students to be enthusiastic about learning and interested in reading the Quran. Islamic Religious Education Teachers, especially in this research, are the focus point in looking at efforts to increase students' interest in reading the Quran. The efforts must be taken by an Islamic Religious Education teacher to increase students' interest in reading the Quran is that the teacher must be able to know the background of each student, especially those who have problems or obstacles in learning.

Either because you can't read well and correctly or because of other factors. The professionalism of a teacher requires him to maximize efforts to achieve Islamic Religious Education's educational goals. If teachers cannot maximize their own duties, they can collaborate with institutions or individuals to maximize their efforts. Regarding interest in reading the Quran, teachers must encourage students with various motivations and encouragement so that students are interested in reading the Quran. Islamic Religious Education teachers in this regard have made efforts in the

form of implementation of tadarus at the beginning of learning.

Then provide motivation through discussion with students to convey Islamic Religious Education on the merits of reading the Quran. Sometimes teachers also give gifts to students who are earnest and serious in learning the Quran. The method of learning the Quran in essence is teaching the Quran to children is a process of introducing the Quran at the first level with the aim of students recognizing letters as signs of sounds or sounds. The teaching of reading the Quran cannot be disguised as the teaching of reading and writing in primary school (Sultani et al., 2021). Because in the teaching of Quran, children or students learn letters and words that they do not understand the meaning of. The ability to read the Quran well with the rules compiled in the science of tajwid.

The most important thing in this case is to increase interest in reading so that students actively attend and learn to read so that they can immediately complete the ability to read the Quran. If students do not increase their interest in reading the Quran, they will stagnate or even not be fluent in reading the Quran. In fact, reading the Quran must be correct to avoid incorrect reading which can change the meaning. A Muslim will carry out worship every day. This is always related to the Quran, such as reading for prayer. Of course, learning the Quran must be maximized because it is closely related to the obligatory worship of a Muslim. Before students can read the Quran, students must first know the hijaiyah letters. The ability to recognize letters can be done by looking at and paying attention to the writing teacher. Meanwhile, reading practice can be done by reading sentences accompanied by pictures or writing (Sultani et al., 2021).

Supporting and Inhibiting Factors of Islamic Religious Education Teachers' Efforts to Increase Students' Interest in Reading the Quran.

One of the factors that drives students' interest in reading is environmental factors. The condition of the environment in which a person lives also influences a person's interest in reading, because the environment can be a driving force or motivation for readers (Lövdén et al., 2020). Factors that influence children's interest in reading are factors that originate from within the child and his environment. Internal factors include physiological factors related to physical condition and health. Furthermore, psychology is related to the child's spiritual and mental state. Factors originating from outside the child include the family, family environment society and developments over time or culture (Anaby et al., 2013). Among the supporting factors for Islamic Religious Education teachers in increasing students' interest in reading the Quran is support from the Community Learning Activity Center which always motivates Islamic Religious Education teachers in providing learning material, especially regarding worship and students' ability to read the Quran.

Giving special attention in the form of motivation and enthusiasm to achieve the Islamic Religious Education learning objectives of Islamic Religious Education at the Legusa Community Learning Activity Center, Lima Puluh Kota district. Opportunities are provided to provide learning programs to read the Quran according to students' conditions. Provide input and suggestions as needed as the teaching and learning process of Islamic religious education subjects progresses (Astuti et al., 2020). Apart from that, the background of the Islamic religious education teachers assigned to the Community Learning Activity Center comes from teaching staff at Islamic boarding schools. This becomes capital for the Community Learning Activity Center to stimulate students' learning abilities and enthusiasm for Islamic religious education.

A teacher's caring attitude is also a supporting factor in the emergence of students' enthusiasm for learning. For example, when a teacher finds obstacles in generating or increasing interest in reading, the teacher finds a quick and appropriate solution, either by doing it himself or asking for help from other parties who are able

to provide solutions for educational success. Factors inhibiting Islamic education teachers from increasing students' interest in reading the Quran include Students who incidentally do not read the Quran at home, due to work and other activities. Students do not repeat learning material at home, Students interact more with gadgets than with the Quran, There is no full awareness of improving the quality and willingness to read the Quran, There are few hours of the Quran lessons, only two hours of lessons per week, inadequate teaching materials and inadequate strategies, no family encouragement for their children's education because they are asked to focus on earning money (Menges et al., 2017).

There are already some students who have the desire to learn but are limited by time (Hew & Cheung, 2014). The low motivation of students in learning the Quran is still one of the causes of the low quality of education, especially in the ability to read the Quran. One effort to increase motivation to read the Quran is to use appropriate methods that can be carried out by teachers in the classroom. A Muslim must be aware and immediately try to learn when he finds himself still not knowing about his religion. This is different from students at school who generally have quite a lot of study hours. The Community Learning Activity Center only has three days a week and covers all subjects. Students in public schools go through the routine of just being students. Meanwhile, at the Community Learning Activity Center, most of them are busy working.

So this is one of the reasons they lack time to study and time to repeat lessons at home. Another factor that hinders students' interest in reading the Quran is a lack of awareness of the importance of being good at reading the Quran. Lack of student motivation in reading the Quran. Then you are embarrassed when you are asked to read the Quran while the reading is not yet fluent, so you are too lazy to change (Duncan, 2015). There is also a lack of curiosity about the Quran. This of course should be of great concern to both the head of the Community Learning Activity Center, as well as teachers and especially those who teach reading the Quran. Islamic education teachers should be able to work on this in the form of finding solutions so that students become enthusiastic and interested in studying the Quran so that they are confident in reading and students who are not yet able to read the Quran are given intensive guidance so that they can quickly become fluent reciting the Quran.

They are also given special assignments to repeat lessons at home even though they have little time. Then deliver a reward for those who show seriousness in learning to read the Quran. In addition to that, Islamic religious education always emphasizes the benefits and rewards that God gives to those who study the Quran. Apart from that, students' motivation in reading the Quran is also influenced by students' goals and aspirations, students' abilities, students' conditions, and students' environmental conditions. The lack of teacher professionalism also affects students' interest in reading the Quran. Parents are also busy setting aside time to accompany their children to read or just to increase their children's reading creativity. Apart from that, the school curriculum is not conducive or does not explicitly include reading activities in study materials (Marshman et al., 2016). Thus, a person's interest in reading cannot grow by itself but requires the role of other people with encouragement or other efforts that stimulate children to read. This situation cannot be separated from the quantity of reading and the quantity of reading material. Apart from that, a high interest in reading means that students' reading intensity will also be higher so that it indirectly influences the knowledge and insight gained to support the success of the student's learning process.

CONCLUSION

The results of the research above, it show that the condition of interest in reading the Quran for class VII students at the Legusa Community Learning Activity

Center, Luak sub-district, Lima Puluh Kota district shows that students' interest in reading the Quran is still low. There needs to be an effort from Islamic Religious Education teachers to increase students' interest in reading. The efforts made by Islamic Religious Education and Islamic Religious Education teachers are still not optimal, because there are still students who are not interested in reading the Quran. However, so far the various efforts carried out by Islamic Religious Education teachers are quite diverse. Starting from motivating students to be enthusiastic and happy when studying the Quran. Gives an overview of the virtues of reading the Quran. Give rewards to students who are serious about studying. Tadarus at the beginning of learning. Factors that influence Islamic Religious Education teachers in increasing interest in reading the Quran are factors within students, namely physiological and psychological factors in children. Physiological factors are the child's physical and spiritual condition. Then there are psychological factors, namely the child's spiritual and mental state. Factors from outside the student, the student's family, and their environment. lack of available lesson hours. This can be seen in students who do not repeat lessons at home. At least this research can be used as a basis and reference for future researchers to research this problem in different contexts and issues.

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