Problems of the Quran Learning Process During the Covid-19 Pandemic

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Abstract

The author's background in conducting this research is because there is a phenomenon that has occurred since the Covid-19 pandemic in the Quran Education teacher strategies have not varied in preparing learning to read the Quran since the covid-19 pandemic, there have been many mistakes made by students in applying tajwid knowledge when reading the Quran, and there have been obstacles in the learning process during Covid-19 resulting in learning dynamics both on the part of teachers and students. This research aims to determine the implementation of learning strategies to read the Quran since the Covid-19 pandemic and to find out the obstacles to implementing learning strategies to read the Quran since the Covid-19 pandemic. This type of research uses field research, which is a form of research intended to describe phenomena. Phenomena that exist in the field, whether natural phenomena or human engineering. The object of this research is the implementation of teacher strategies in learning to read the Quran since the Covid-19 pandemic. Data collection techniques include interviews, observation, and documentation. The obstacle from parents is that they don't agree with online learning because they don't have the money to buy a package and the network is often lost. Meanwhile, the problem

INTRODUCTION

Education is a process by which a nation prepares its young generation to live life and fulfill life goals effectively and efficiently (Anugrah & Mu'alim, 2022). Education also means a form of guidance and assistance in developing children's potential, both physical and spiritual, which is given by adults to children to reach maturity and achieve the child's goal of becoming a person of faith, knowledge, noble character, independence and creativity who can be accepted in society. Education will provide learning experiences in formal, non-formal, and informal education programs (Läänemets et al., 2018; Romi & Schmida, 2009).

There are many meanings of education in the Quran, for example in Surah Al-Alaq verses 1-5

Meaning: "*Read by the name of your lord who created, he has created man from a clot of blood. Read, and your lord is the most merciful, who teaches with the medium of the pen, he teaches man what he does not know*" (QS. Al-Alaq: 1-5).

The Iqra' command in Surah Al-Alaq verses 1-5 above contains information that is very important and basic for human life. The information is related to reading, researching god, the process of human creation, education, and teaching that can be found in the first revelation of Al-Alaq verses 1-5. Reading and researching is very important in the development of science and technology (Nagy et al., 2012; Driel, 2021).

According to Hamka, there are three institutions or bodies that take part in education, namely formal education institutions, non-formal education institutions, and informal education institutions. These three institutions are interrelated in strengthening each other (Moldan et al., 2012). So it can be said that educational institutions are a forum that becomes a vehicle for prospective teachers in the professional development process which ensures that they provide the highest quality services to education and those who need it (Watson, 2014). Formal institutions include schools at the levels of early childhood education, kindergarten, elementary school, middle school, upper school, and college. Non formal institutions consist of Islamic boarding schools and Quran Education Parks which are held in mosques, prayer rooms, and homes. Meanwhile, informal institutions are education obtained from families and the environment around students (Khaidir & Suud, 2020).

Quran Education Park is an out-of-school Islamic education and teaching institution for elementary school aged 4-12 years, which educates students to be able to read the Quran properly and correctly in accordance with the science of recitation as the main target. Reading the Quran is important in the world of education because the Quran is a guide and guidance for muslims (Murniyetti et al., 2016). A person can be said to be good at reading the Quran if he is fluent in reading it and has complied with the science of tajwid, mewaqofkan, and mewasalkan in its proper place (Supriadi et al., 2022). It is important for every child to read the qur'an well because every word of the qur'an has its own meaning, if you don't read it according to the procedure it will change the meaning (Gent & Muhammad, 2019). To be able to read well, a child cannot learn on his own, there needs to be an educator who directs the child on how to read the Quran properly and correctly (Ehri, 2014). By implementing social distancing It also has an impact on the world of education.

Almost all countries have decided to close schools, colleges and universities (Crawford et al., 2020). Governments everywhere in the world, including Indonesia, have taken the bitter decision to close schools to reduce the transmission of this diseas (Clark, 2013; Hefner, 2021). The Covid-19 outbreak has indeed had a significant impact on learning patterns and processes. In the past, learning was usually done face-to-face in a room, now learning is done online (Gherheş et al., 2021). From the results of previous research, it was confirmed that online learning is one solution for implementing teaching and learning activities during the Covid-19 pandemic, and its implementation is considered quite good. But the problem is that not all levels of society are able to adapt to online learning, especially people who live in rural areas (Murniyetti et al., 2016). Another problem is the lack of facilities to support teaching and learning activities in the systemonline starting from early childhood education to tertiary level, such as information and communication technology readiness (Tang et al., 2021).

The learning process is not only in formal education which is affected by the Covid-19 pandemic, but non-formal education is also experiencing the impact of the Covid-19 pandemic, one of which is the Quran Education Park (González & Bonal,

2021). So the process of learning the Quran this needs to be packaged with strategies that are interesting, fun, and intelligent so that students still enjoy learning the Quran even during the Covid-19 pandemic. A child will easily learn to read the Quran if the atmosphere is comfortable and enjoyable (Sutejo et al., 2021). Based on the author's initial interview with Quran Education Park teacher Nurul Iman Jorong Talang Nagari Talang Maur, Mungka District, Lima Puluh Kota Regency on February 9 2021, when this area was in the red zone category in 2020, this Quran Education Park was closed so that students were hampered by deepening their religious knowledge, such as learning to read Quran.

When conditions returned to the green zone, the Quran Education Park had just reopened, at that time we tried to conduct interviews about reading the Quran, it turned out that there were 20 students who were not yet fluent in reading the Quran out of a total of 28 students. Then teachers' strategies have not varied to overcome the impact of the Covid-19 pandemic (Munastiwi, 2021). Researchers chose Quran Education Park Nurul Iman Jorong Talang Nagari Talang Maur, Mungka District, Lima Puluh Kota Regency as a research location for several reasons, including that Quran Education Park Nurul Iman often had holidays during the Covid-19 pandemic, however, this Quran Education Park sometimes came in. Researchers also found that in practice students were very minimal in reading the Quran according to the rules, and procedures for reading the Quran, and teachers' strategies for teaching Tajwid during the Covid-19 pandemic had not been implemented well (Murniyetti et al., 2016).

METHODS
This research is included in field research this study used descriptive qualitative method (Phillippi & Lauderdale, 2018). According to Suharsimi Arikunto, it is emphasized that: Descriptive research is not intended to test a particular hypothesis, but only describes what is there about a variable, symptom or situation (Warsito, 2022). The descriptive research that the author uses is to describe and analyze existing and ongoing situations in verbal language. Here the author will describe the application of learning strategies for the science of recitation during the Covid-19 pandemic at Quran Education Park Nurul Iman Jorong Talang Nagari Talang Maur, Mungka District, Lima Puluh Kota Regency. And obstacles to implementing the recitation science learning strategy during the Covid-19 pandemic at Quran Education Park Nurul Iman Jorong Talang Nagari Talang Maur, Mungka District, Lima Puluh Kota Regency.

RESULT AND DISCUSSION
The implementation of learning strategies for reading the Quran since the Covid-19 pandemic at Quran Education Park Nurul Iman Jorong Talang Nagari Talang Maur, Mungka District, Lima Puluh Kota Regency, consists of 3 parts, namely:
Learning Door to door
Quran Education Park Nurul Iman during the Covid-19 pandemic, when Lima Puluh Kota Regency entered the red zone in 2020, Quran Education Park was forced to close, but learning continued regularly. Door to door Quran learning was carried out according to the students' abilities, which was carried out at 15.00 wib, namely reading the Iqra' as many as 42 people, were divided into 3 groups, and at 16.00 wib 28 people learned to read the al-quran. There were 8 people in groups and

10 people. The government's direction was listened to to close Quran Education Park when Lima Puluh Kota Regency was declared a red zone but the teachers continued to teach. Teachers visit the homes of children who have been designated as learning places (Fitriani et al., 2021; Sari et al., 2022).

Children are divided into groups according to their ability to read the Quran. Children who have just learned to read the Quran cannot do so if they don't control their recitation. There are 8 children who are good at reading the Quran and there are 10 people per group. If the Iqra' number of children is also divided into 3 groups, there are a total of 42 people. Furthermore, in accordance with the statement by Quran Education Park teacher Nurul Iman that learning is implemented to door during the Covid-19 pandemic, the implementation is by sitting halaqah and keeping your distance and bringing a mask, then the children are told to read the Quran in turns while the others listen.

Learning luring or face-to-face learning

Based on research conducted by the author at Quran Education Park Nurul Iman, when the Lima Puluh Kota Regency area was included in the green zone category, Quran Eduction Park was reopened with the aim of controlling the quality of reading the al-quran among students, especially for students who were still minimal in mastering the proper procedures for reading the Quran correct rule. In its implementation, teachers continue to comply with health protocols such as wearing masks when coming to Quran Education Park, providing a place to wash their hands, controlling the distance between students when studying, no more rest hours for students, and applying a shift system if the number of students is more than 30 people. Then the teacher changes the children's sitting pattern from halaqah to sitting in rows (Murniyetti et al., 2016).

Online learning and obstacles in implementing Quran reading learning strategies since the Covid-19 pandemic

Based on the results of the author's research at Quan Education Park Nurul Jorong Talang, there was 1 teacher out of 6 teachers who tried to practice online learning. Based on the author's observations and interviews at Quran Education Park Nurul Iman Jorong Talang, there are many obstacles felt by both teachers, students, and parents. The obstacles are as follows, i) obstacles from students. This problem is experienced by students because the network is often lost and the atmosphere at home is noisy. There are also students who like holidays, with so much time to play. ii) constraints from the teacher. The impact of the Covid-19 pandemic on learning to read the Quran is that changes in government regulations disrupt the learning process. The student's learning outcomes are not as expected by the teacher (Kirkwood & Price, 2013).

There are some parents who are worried that their children will study the Quran at Quran Education Park, so during the Covid-19 pandemic their children rarely come to learn the Quran. In previous years, we gave children a lot of material, such as reading the Quran, memorizing prayers, practicing fardhu prayers, practicing funeral prayers, and memorizing juz amma, but during Corona, our study time has been reduced to 1 hour, usually, we have to study now.

The time was very short, not all of the material was conveyed (Bianco et al., 2013). Another obstacle is that the children have also been divided into study groups, but many of them don't come, and those who do come lack focus (Adair et al., 2017). Third, Facilities and infrastructure constraints in the learning process, teachers' strategies for using online learning often encounter obstacles or things that are not

appropriate, one of which is a lack of facilities and infrastructure to support the learning process (Gilli & Gilli, 2016).

Many students do not have cell phones as a means of supporting the learning program from home (Gikas & Grant, 2013). Teachers are also not very good at using Android cellphones or laptops and computers because many of them are already in their 60s. They don't even have laptops or computers. Thus, it can be concluded that in general Quran Education Park Nurul Iman Jorong Talang Nagari Talang Maur, Mungka District, Lima Puluh Kota Regency follows regional government policies. From the research results, it can be concluded that the process of learning the science of recitation during the Covid-19 pandemic was less effective.

When the teacher applies learning door obstacles were encountered such as children not attending, children not focusing on studying, and not listening to friends' reading (Plessis & Mestry, 2019). If learning is applied during or face-to-face, many students do not attend due to concerns from some parents, and teachers often repeat material due to lack of study time, whereas if online learning is implemented, students don't understand and not all students have android cellphones, the network is often lost and parents also don't agree if studying online (Marchand & Gutierrez, 2012). Even though the facilities and infrastructure are not supportive, the lack of facilities and infrastructure such as laptops and computers hinders the learning process (Mutisya & Makokha, 2016). Even if there are facilities and infrastructure, teachers at Quran Education Park Nurul Iman are not proficient in using android cellphones or are not proficient in using laptops and computers.

CONCLUSION

This research has succeeded in revealing strategies for learning the science of recitation during the Covid-19 pandemic at Quran Education Park Nurul Iman Jorong Talang Nagari Talang Maua, Mungka District, Lima puluh Kota Regency. The strategy in question is, i) implementing the learning strategy to read the Quran since the Covid-19 pandemic at Quran Education Park Nurul Iman Jorong Talang Nagari Talang Maur, Mungka District, Lima Puluh Kota Regency, which is divided into 3 parts, namely, learning door to door, learning luring or face-to-face, and online learning. ii) obstacles to implementing Quran reading learning strategies since the Covid-19 pandemic at Quran Education Park Nurul Iman Jorong Talang Nagari Talang Maur, Mungka District, Lima Puluh Kota Regency, namely: obstacles from students when learning to door many students are absent, students do not focus while studying and do not listen to friends' reading. Applied learning during or face to face, many people are not present, and time is also limited, whereas if students don't understand online learning, sometimes the network is often lost. Apart from that, there are also obstacles from teachers, namely government policies have an impact on teachers to find solutions for teaching reading the Quran to their students and teachers are also less adept at using android cellphones, laptops, or computers, obstacles from parents, namely they don't agree with online learning and problems with facilities and Infrastructure also does not support online learning. The teachers have tried to minimize the impact of the Covid-19 pandemic on learning to read the Quran at Quran Education Park Nurul Iman Jorong Talang Nagari Talang Maur, Mungka District, Lima Puluh Kota Regency, but it is still not as expected.

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