

AL-QUR'AN LITERACY PROGRAM: A SOLUTIVE EFFORT TO STRENGTHEN STUDENTS' INTEREST IN LEARNING

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ABSTRACT

The focus of this research lies in strengthening students' interest in learning through the Al-Qur'an literacy program at MAN 1 Tapin. As a school intracurricular activity, the Al-Qur'an literacy program has contributed to strengthening students' interest in learning. Based on Hellmut W. Krapp's cognitive theory, this research relies on a qualitative approach with the type of case study research. Data collection was carried out by observation, interview and documentation techniques. The results of the study concluded that MAN 1 Tapin has a Qur'an literacy program that is capable of being an alternative solution in increasing students' interest in learning, based on two things. First, the form of Qur'an literacy activities that are easy and relevant for students, and second, the presence of consistent supporting activities for the Qur'an literacy program, namely "Jum'at Taqwa" and "Tajwid training". The two activities work together to support the Qur'an literacy program which takes place at MAN 1 Tapin.

Keywords: *Literacy program, Students's interest, Learning design*

ABSTRAK

Fokus penelitian ini terletak pada penguatan minat belajar siswa melalui program literasi al-Qur'an di MAN 1 Tapin. Sebagai kegiatan intrakurikuler sekolah, program literasi al-Qur'an memiliki andil dalam menguatkan minat belajar siswa. Berbasis pada teori kognitif Hellmut W. Krapp, riset ini berpancang pada pendekatan kualitatif dengan jenis penelitian studi kasus. Pengumpulan data dilakukan dengan teknik observasi, wawancara dan dokumentasi. Hasil penelitian menyimpulkan bahwa MAN 1 Tapin memiliki program literasi Qur'an yang mampu menjadi solusi alternatif dalam meningkatkan minat belajar peserta didik, berdasarkan pada dua hal. Pertama, bentuk kegiatan literasi Qur'an yang mudah dan mengena bagi peserta didik, serta kedua, hadirnya kegiatan penunjang program literasi Qur'an yang ajeg, yakni "Jum'at Taqwa" dan "Pelatihan tajwid". Kedua kegiatan tersebut bersinergi mendukung program literasi Qur'an yang berlangsung di MAN 1 Tapin.

INTRODUCTION

Qur'an literacy has become a mandatory program in formal schools, starting at the elementary school level (Chandra, 2022; Syahrani, Triputra, & Nurpratiwiningsih, 2022), middle school (Nurhidin, 2022; Suhadi & Zakariyah, 2021), to tertiary levels (Supriadi & Anwar, 2022). Through their scientific articles, academics concluded that the Qur'an literacy program has positive benefits in supporting the success of the learning process, as the results of research (Rohman, 2019) found the benefits of Qur'an literacy in increasing students' mental readiness for learning; instill and foster religious character in children (Nurisman, Suyana, Fahrudin, & Widiyanto, 2022; Syarifuddin, Munir, & Haddade, 2021); strengthening the ability to read the Qur'an and the motivation of students (Pasaribu & Afandi, 2022); as well as in improving the skills of memorizing the Qur'an (Rio Anjasmara, 2020).

However, behind these positive benefits, Qur'an literacy, which is designed in mandatory programs in formal educational institutions, is also not free from the accompanying problems. The primary problem underlies the urgency of the Qur'an literacy program, one of which lies in students' low reading skills in the Qur'an. It is recorded that 65% of Indonesian people are illiterate in the Qur'an (Itang & Wahyuddin, 2020). Moreover, the quality of education in Indonesia emphasizes the achievement of design-based learning objectives and independent curriculum management (Sholeh, 2022). This condition, of course, is a paradox and raises problems that should be sought for alternative solutions empirically.

Experts have tried to examine academic solutions to the problems behind implementing Qur'an literacy programs in schools. Fatimah, for example, concluded that learning media has an essential role in improving the quality of learning -including learning the Qur'an- in class (Fatimah, Supangat, & Sinensis, 2023); Hermawan's research indicates that the union of the heart and mind is the key to success in Qur'an literacy (Hermawan & Karawang, 2023); In fact, the theological support sourced from the Qur'an and Hadith cannot be separated from the perspectives used in maximizing the Qur'an literacy process in students, as the conclusions of research (H. Mansyur, 2021; Hizliah, 2022). These various studies found that the quality of Qur'an literacy is also related to students' learning interests. In other words, the psychological aspects of students - read: interest in learning - have influenced the quality of the learning process.

Uniquely, the aspect of interest in learning is the focus of many studies discussed by academics, especially those related to students' learning process. Apart from being an essential element in driving disciplined learning behavior (Lahmi, Rasyid, & Jummadillah, 2020), interest in learning also plays a role in improving the ability to read the Qur'an in students, according to research results (Icha Resita Ningtyas, Syafri, & Betti Dian Wahyuni, 2022).

Based on these descriptive narratives, the researcher indicated that students' interest in learning is essential in supporting the achievement of learning objectives in the Qur'an literacy program. Therefore, this research outlines efforts to strengthen students' interest in learning through the Qur'an literacy program at State Islamic Senior High School.

RESEARCH METHODS

This research is based on a qualitative approach with the type of case study research. Data was collected through interviews, observation, and documentation. Interviews were conducted with the primary data source informants, namely teachers and students at MAN 1

Tapin. In contrast, secondary data was obtained from literature on implementing the Qur'an literacy program at MAN 1 Tapin. After the data is collected, the data is then analyzed using the interactive technique of Miles, Huberman, and Saldana, which includes data condensation, data presentation, and conclusion.

FINDINGS AND DISCUSSION

Qur'an Literacy

Qur'an literacy refers to a person's ability to read, understand, interpret, and apply the contents of the Qur'an, the holy text in Islam. Qur'an literacy is very important for Muslims because the Qur'an is considered a guide to life and a source of religious teaching (Jayana & Mansur, 2021).

Within the scope of educational institutions, the Qur'an literacy program in schools is an educational program that aims to introduce, teach, and develop students' understanding of the Qur'an, the holy text in Islam, in the school environment. This program is designed to raise the level of Qur'an literacy among students and help them develop a closer relationship with the holy book of the Qur'an. This program can be implemented in Islamic schools or with Muslim student populations.

Several essential points often the focus of Qur'an literacy programs in schools include: *First*, recitation teaching. Students will be taught how to read the Qur'an correctly according to the rules of *tajwid*. Teachers will assist students in pronouncing Arabic letters and words correctly so that the messages contained in the verses are not distorted (H. Mansyur, 2021). *Second*, interpretation and understanding. Students will be introduced to the interpretation of the text of the Qur'an so that they understand the meaning contained in the verses. This lesson will discuss and explain the Qur'an's historical context, stories, and concepts. *Third*, memorize and listen. Qur'an literacy programs in schools can also include teaching memorization of verses from the Qur'an or at least several short surahs. Students will also be encouraged to listen to the recitation of the Qur'an properly and correctly. *Fourth*, the application of Qur'anic values. Students will be taught to apply the teachings of the Qur'an in their daily lives (Nurisman et al., 2022). The teacher will describe how values such as honesty, compassion, and justice can be realized in the life of a Muslim.

Thus, it can be said that the Qur'an literacy program in formal educational institutions aims to create a generation of Muslims who have a good understanding of Islamic teachings and can apply Qur'anic values in their daily lives. In addition, this program helps strengthen students' religious identity and provides a solid foundation for their spiritual life.

Student Learning Interest

Student learning interest refers to students' level of interest, enthusiasm, and motivation toward learning and gaining knowledge. This condition includes students' interest and enjoyment in understanding and following the subject matter, active participation in learning, and a desire to continue learning and improving their abilities. This concept is crucial in creating an effective learning environment that benefits students' academic and personal development.

These definitive aspects converge on essential aspects that can affect student learning interests. In this context, several elements that can be sorted and become the focus of the discourse are: *First*, material relevance. Interest in learning increases when students see the relationship

between the material being taught and their daily lives or personal goals. Material that is considered relevant and valuable tends to attract students' interest.

The second is learning style. Every student has a different learning style, such as visual, auditory, or kinesthetic. When learning is adapted to students' learning styles, they tend to be more interested and eager to learn; moreover, if these learning styles are supported by appropriate learning media (Magdalena, Fatakhatus Shodikoh, Pebrianti, Jannah, & Susilawati, 2021).

Third is previous positive experiences. Students with positive learning experiences or achievements in specific fields are more interested in continuing to learn and develop themselves.

Fourth is the learning environment. A learning environment that is fun, safe, and encourages active participation will help increase students' interest in learning. Inspirational and enthusiastic teachers can influence student learning interests (Sari, Murtono, & Ismaya, 2021).

Fifth is choice and autonomy. This aspect is closely related to giving opportunities to students to choose topics or projects that interest them or giving them autonomy in some aspects of learning, which can increase interest in learning and a sense of ownership of the learning process.

Sixth is goals and expectations. It means that setting clear and realistic goals and providing positive expectations for students' abilities can help increase their interest in learning, especially goals and expectations that tend to be related to the student's learning habits (Simamora & Saragih, 2021).

Through this description, students' interest in learning is essential to their academic achievement. Students with a high interest in learning tend to be more enthusiastic, focused, and easier to digest new information. Therefore, educators need to understand and encourage students' interest in learning so that the learning process becomes more effective and beneficial for the overall development of students.

Qur'an Literacy and Efforts to Strengthen Students' Learning Interests at MAN 1 Tapin

Madrasah Aliyah Negeri (MAN) 1 Tapin is an educational institution that pays more attention to developing Qur'an reading skills for its students. It can be pointed out from the Qur'an literacy program organized by the school. The main goal of the Qur'an literacy program at MAN 1 Tapin is to increase the students' Qur'an literacy skills, especially in terms of reading the Qur'an *tartil* correctly.

Efforts made by school leaders to encourage the achievement of Qur'an literacy goals can be studied by researchers in two ways—*first*, support in the form of formal policies. MAN 1 Tapin issues an academic policy requiring all students to participate in mandatory Qur'an literacy program activities. It was revealed in an interview with one of the teachers at MAN 1 Tapin. The teacher said that implementing the Qur'an literacy program at the MAN 1 Tapin educational institution was based on the Minister of Education and Culture Regulation Number 23 of 2015 concerning the Movement for the Growth of Moral Character in Schools through Habits.

The concrete form of implementing the central policy is framed in the vision and mission of MAN 1 Tapin. Based on the results of documentation at the school, researchers analyzed the implementation of the Qur'an literacy program at MAN 1 Tapin based on the school's vision. Textually, the vision of MAN 1 Tapin is to develop faith and piety (IMTAQ) through awareness and habituation of implementing religious worship according to their beliefs. Thus, it is clear that formal policy support is one of the main pillars of implementing the Qur'an literacy program at MAN 1 Tapin.

Second, the implementation of an effective Qur'an literacy program. The school's efforts to encourage the achievement of Qur'an literacy goals at MAN 1 Tapin are illustrated through learning activities directly related to improving students' reading skills of the Qur'an. This condition follows the results of research (Rohman, 2019) which emphasizes that the indicator of achievement of Al-Qur'an literacy lies in a person's ability to read the Qur'an properly and correctly.

Furthermore, the formal policy and implementation of the Qur'an literacy program, which is an effort to achieve the goals of Qur'an literacy at MAN 1 Tapin, focuses on strengthening students' interest in learning at the school. The pattern of habituation carried out continuously and repeatedly is the reason researchers reveal as a trigger factor for strengthening students' interest in learning.

The researcher examined this based on the results of observations made during the Qur'an literacy activities at MAN 1 Tapin. The students required to participate in the program indirectly discover the habituation process of learning in a conducive situation. Moreover, the Qur'an literacy program organized by MAN 1 Tapin is a series of extracurricular learning. Implementing Qur'an literacy activities goes hand in hand with implementing subject learning during active school hours. These conditions place students in an environment that supports the learning process, as research (Sari et al., 2021) reveals that learning environmental factors contribute to determining a person's learning interest.

The Qur'an literacy program at MAN 1 Tapin has become a suitable medium to increase students' interest in learning there. The critical analysis that the author can reveal regarding the linkage of these conclusions can be described by the researcher in two main points.

First is the form of Qur'an literacy activities that are easy and relevant for students. The researchers concluded from observations and interviews with students during the Qur'an literacy program. Through these two data collection techniques, the researcher cross-checked the documentation of student learning outcomes after participating in the Qur'an literacy program.

Qur'an Literacy in MAN 1 Tapin, which is easy to follow and right on target, is an alternative solution to increasing student interest in learning. The school profile document also clearly describes the existence of the Qur'an literacy program so that the Qur'an literacy program becomes the flagship program at the school.

Second, supporting activities for the Qur'an literacy program are constant. This reality the researchers found in the existing curriculum provisions at MAN 1 Tapin. In this context, the supporting activities referred to are "*Jum'at Taqwa*" and "*Training of Tajwid*." The two activities work together to support the Qur'an literacy program, which takes place at MAN 1 Tapin.

"*Jum'at Taqwa*" is an activity that invites all academicians of MAN 1 Tapin to perform *hajat* and *dhuha* prayers in the congregation every two weeks. In this "*Jum'at Taqwa*" activity, students are trained in reading the Qur'an and reciting it over the years. Indirectly, learning patterns with repetitive mechanisms and carried out with confidence are the reasons behind achieving learning objectives, as are the conclusions of research results (Susanto, 2009).

CONCLUSION

Within the scope of educational institutions, the Qur'an literacy program in schools is an educational program that aims to introduce, teach, and develop students' understanding of the Qur'an, the holy text in Islam, in the school environment. This program is designed to raise the level of Qur'an literacy among students and help them develop a closer relationship with the holy book of the Qur'an. Efforts made by school leaders to encourage the achievement of Qur'an

literacy goals can be studied by researchers in two ways—*first*, support in the form of formal policies. MAN 1 Tapin issues an academic policy requiring all students to participate in mandatory Qur'an literacy program activities. *Second*, the implementation of an effective Qur'an literacy program. The school's efforts to encourage the achievement of Qur'an literacy goals at MAN 1 Tapin are illustrated through learning activities that are directly related to improving students' reading skills of the Qur'an.

MAN 1 Tapin has a Qur'an literacy program that can be an alternative solution to increasing students' interest in learning based on two things. *First*, forms of Qur'an literacy activities that are easy and relevant for students and supporting activities for the Qur'an literacy program are constant, namely "*Jum'at Taqwa*" and "*Training of Tajwid*." The two activities work together to support the Qur'an literacy program, which takes place at MAN 1 Tapin.

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