

Analysis of Reading and Writing Al Quran Difficulties in Islamic Religious Education learning at Class IX SMP Negeri 1 Colomadu

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ABSTRACT: *Learning and teaching the Koran is obligatory because the Koran is a guide to life for Muslims. However, learning it is certainly not easy and experiences various difficulties. This research aims to analyze students' difficulties in reading and writing the Al-Qur'an 'الْكَرِيم' when learning Islamic Religious Education (PAI) at SMP Negeri 1 Colomadu. This research used a descriptive qualitative method with the research subjects being class IX students and PAI teachers. The results of the research show that the difficulties faced by students include the inability to recognize hijaiyah letters, connect the letters, and read according to tajweed rules. This research also highlights the factors that cause these difficulties, which include internal factors such as low motivation and lack of interest in students, as well as external factors such as family factors, less varied learning media, limited time, and teacher qualifications. Efforts to overcome students' difficulties are carried out by implementing more varied learning methods, personality approaches and special guidance, increasing practice hours, involving parents and the home environment, and carrying out periodic evaluations.*

Belajar dan mengajarkan Al-Qur'an 'الْكَرِيم' hukumnya wajib karena Al-Qur'an 'الْكَرِيم' memanasifestasikan patokan hidup bagi umat muslim. Akan tetapi, dalam mengkajinya tentu tidak mudah dan mengalami berbagai kesusahan. Penelitian ini maksud untuk menganalisis kesusahan murid dalam melafalkan dan tulis ulang Al-Qur'an 'الْكَرِيم' pada belajar Pendidikan Agama Islam (PAI) di SMP Negeri 1 Colomadu. Penelitian ini menggunakan metode kualitatif deskriptif dengan subjek penelitian murid kelas

IX dan pendidik PAI. Hasil penelitian menunjukkan bahwa Kesusahan yang dihadapi murid termasuk ketidakmampuan dalam mengenali huruf hijaiyah, menyambung huruf, serta melafalkan sesuai kaidah tajweed. Penelitian ini juga menyoroti aspek-aspek penyebab kesusahan tersebut, yang meliputi aspek internal seperti motivasi yang rendah dan kurangnya minat murid, serta aspek eksternal seperti aspek keluarga, media belajar kurang variatif, keterbatasan waktu, dan kualifikasi pendidik. Upaya dalam mengatasi kesusahan murid dilakukan dengan Penerapan metode belajar yang lebih variatif, pendekatan personal dan bimbingan khusus, penambahan jam praktik, pelibatan orang tua dan lingkungan rumah, dan pelaksanaan evaluasi berkala.

Keywords: *Reading and Writing the Koran, Difficulty, Islamic Religious Education*

INTRODUCTION

Islam was developed with the teachings of human activity which originate from reason, hadith, and the Qur'an. So Islamic education manifests a branch of education that is based on reason, hadith and the Koran (Nadhifah, 2024). The holy library of Muslims, namely the Qur'an *صلى الله عليه وسلم*, was revealed to the Messenger of Allah *صلى الله عليه وسلم* by Allah *تعالى* through the angel Gabriel AS. It functions as a guide for human existence, guiding the community of believers towards happiness both in this world and in the afterlife. The greatest miracle that Allah gave to the Messenger of Allah *صلى الله عليه وسلم* was the Al - Qur'an *الكريم*. It manifests the basis of all knowledge, including religion, fiqh, revelation, morals, tajweed, as well as justification and rebuttal for disbelievers in society. Al - Qur'an *الكريم* manifests today's sacred literature which contains solutions to every problem faced by mankind (Sari, 2023). According to the words of Allah *تعالى*: *سُبْحَانَهُ وَتَعَالَى*: Surah Ibrahim 14:1 God bless you *مِنَ الظُّلُمَاتِ إِلَى النُّورِ بِإِذْنِ رَبِّهِمْ إِلَى صِرَاطٍ الْعَزِيزِ* ۱ *الْحَمِيدِ*

Alif Lām Rā` . (This is) the library that We have sent down to you (Muhammad) so that you can turn humanity from darkness into bright light with God's permission, (namely) towards the path of God, the Almighty, the Most Praiseworthy.

For all Muslims, learning to recite the Al - Qu'ran is very important because it provides access to Islamic knowledge about beliefs,

worship, morality. The first and main step in accessing Islamic advice is the process of reciting it. Muslims should start reciting the Qur'an **الْكَرِيمِ** from an early age and continue to do so so that they can develop methodically and carry out activities based on the teachings of the Qur'an **الْكَرِيمِ** as a standard for life, in order to produce people with noble character. The first time a student learns to recite the Qur'an **الْكَرِيمِ** is usually around the age of two or when they can speak more clearly. Students usually learn to recite the Al-Quran at home with parental supervision or at school with the guidance of a ustadz, or qualified Koran teacher (Muhammad Aman Ma'mun, 2019).

However, in this era of globalization, there are still many generations of teenagers who are not yet fluent in reciting the Al-Quran, let alone understanding it, so there are many changes in internal values (Juhadi et al., 2022; Santoso et al., 2024), in the thesis research by Dwi Rachmawati (2017), "The Influence of Islamic Religious Education on Al-Qur'an Reading Skills in Middle School Students" This thesis shows that many students, especially at the junior high school level, experience difficulties in reading the Al-Qur'an fluently and true. Even though religious education is provided in schools, guidance on reading the Al-Qur'an in depth is less than optimal, thereby reducing their understanding of the contents of the Al-Qur'an.

In this research, it was found that most teenagers consider reading the Koran as an activity that must be done regularly but without deep understanding. Another recent phenomenon of concern is that Muslims themselves are considered to be less and less fond of reciting the Al-Quran, especially among the younger generation (Sari, 2023). Based on the explanation above, it shows that Islamic religious education focuses on students' learning in the formation of faith, morals and devotion to Allah Almighty, Al-Qur'an, Al-Qur'an. Thus, studying the Qur'an **الْكَرِيمِ** is very important for Muslims so that they become "human beings" and carry out their duties as leaders on this earth well. Reciting and rewriting the Qur'an **الْكَرِيمِ** is the first step in studying the Qur'an **الْكَرِيمِ** for Muslims. However, in practice, many students at junior high school level face challenges in reciting and rewriting Al - Qur'an **الْكَرِيمِ**. These various difficulties are related to the skills of reciting and rewriting Al - Qur'an **الْكَرِيمِ**, and reflect the low quality of Al - Qur'an **الْكَرِيمِ** education at that level, which can be related to aspects such as educators, student aspirations, facilities, and the role of people old (Jessy Okta Nalysta & Ahmad Kosasih, 2021).

Based on the observation and interviews done in SMP Negeri 1 Colomadu, the superior and leading school in Karanganyar Regency faces similar problem in learning to recite the Al - Qu'ran. Muslims

should start reciting the Qur'an **الْقُرْآنِ** from an early age and continue to do so so that they can develop methodically and carry out activities based on the teachings of the Qur'an **الْقُرْآنِ** as a standard for life, in order to produce people with noble character. The first time a student learns to recite the Qur'an **الْقُرْآنِ** is usually around the age of two or when they can speak more clearly. Students usually learn to recite the Al-Quran at home with parental supervision or at school with the guidance of a *ustadz*, or qualified Koran teacher (Muhammad Aman Ma'mun, 2019).

Previous research conducted by (Nadhifah, 2024) stated that there were still many students who were worried about their skills in reciting the Al-Qur'an because they experienced hijaiyah illiteracy. (Sari, 2023) stated that in reciting the Qur'an, students showed several challenges faced in class. These difficulties include learning to distinguish between long and short vowels, applying the laws of Tajweed, understanding changes in the connecting forms of Hijaiyah letters, memorizing the similarities between the three characteristics and shapes of several Hijaiyah letters, and pronouncing Makhraj correctly. Looking at the current problems, of course there are several aspects why students have difficulty pronouncing the Al-Quran correctly. These aspects can originate from within the student or they can appear outside in the form of the environment around the student (Arzaq, 2018). The explanation above shows that efforts are needed by school institutions, especially Islamic religious education educators, to overcome the difficulties experienced by students in reading and writing the Qur'an. That is, the researcher is interested in discussing this with the title "Analysis of Difficulties in Reading and Writing Al-Qur'an **الْقُرْآنِ** In Learning Islamic Religious Education Class Ix at SMP Negeri 1 Colomadu", which discusses 1). Forms of difficulty in reading and writing Al - Qur'an **الْقُرْآنِ** in class IX students at SMP Negeri 1 Colomadu, 2). Aspects that challenge class IX students in reciting and rewriting Al-Qur'an **الْقُرْآنِ** in learning PAI, 3). Efforts and ideas to overcome the challenges of class IX students in reciting and rewriting Al-Qur'an **الْقُرْآنِ** in learning PAI. The purpose of this research is to describe the forms of difficulty and aspects that cause difficulties in reading and writing the Al-Qur'an.

LITERATURE REVIEW

Several previous studies have shown an understanding of reading and writing in the Qur'an. The word read means to reading, from the verb "to recite". According to KBBI, recite is the condition of writing and understanding every pronouncement contained in the Qur'an. The

following are some Arabic words that are often found and difficult to learn:

1. Qira'ah, a similar masdar to qara'a, qira'atan which means the Qur'an as God's treatise revealed to the Messenger of Allah.
2. In the view of al-Jurjani, the Qur'an as a prophet and documentation in the mushaf which can be narrated without any hesitation
3. Prophet Ibrahim means the Qur'an as a state where Allah Almighty sends a message and the Messenger of Allah through Gabriel to His servant (suriandi, 2014 in Sari, 2023).
4. Al-Qur'an diartikan sebagai firman Allah dari Nabi Muhammad Saw yang harus dipahami oleh setiap umat Islam terkait makna yang ditunjukkan dalam Al-Qur'an (Tumin et al., 2020)

According to the description given above, reciting manifests a complex mental process that involves various aspects, namely the reader's own point of view and that of outsiders to obtain information, namely written sources. So reciting the Qur'an manifests worship which forms the initial stage in studying the Qur'an. By reciting it, a person will easily understand the meaning of the Qur'an which will be used as a benchmark for life in daily activities.

Writing is the process of interpreting or describing the symbols of moving something that people can read. Rewriting ordered activities that require finger and arm movements are carried out in an integrated manner. In re-written skills manifesting something that must be possessed by each person. Proficiency in written communication is a valuable learning purpose both in the official and informal educational environment. Students who are rewriting can recite each letter he wrote. In addition, this is attached longer to students and is more quickly remembered (Lutfi, 2009 in (Sa'diyah, 2022)). In rewriting verses of the Qur'an, it requires great skills, which need to be developed so that these skills can develop and produce the best results.

In the literature of Riyaadhus-Shaalihin, Sheikhul Islam Muhyiddin Abu Zakariyya Yahya Bin Nerve An-Nawawi poured out the Special Chapter on the Virtue of reciting the Qur'an **الْكَرِيمُ**, which included (Arifin & Rizaldy, 2023). The Messenger of Allah said, "And the person who recited the Qur'an **الْكَرِيمُ**, while he was still stagnant again in pronounced it, then he would get two rewards. " (Hadith History of Muslim Bukhari). Namely Abu Amamah Ra, I heard the Messenger of Allah **صلى الله عليه وسلم** said, "Read the Qur'an **الْكَرِيمُ**, because in fact he will drive intercession for his readers on the Day of Judgment." (Hadith Muslim History).

Several studies such as Hanafi et al., 2024 stated that religious learning in Islam presents a great challenge. Not all individuals can understand the learning of the Qur'an easily. In this case, understanding is needed by educating students. However, in its application there will be several challenges felt by teachers and students. According to Wangi et al., (2022), the difficulty of students in learning the Qur'an is from writing the Qur'an verses. The formation of the Muslim soul, namely the morality of students, is closely linked to the act of writing and reading the Qur'an. All Muslims are required to study the Quran, and Allah SWT commissioned the Prophet Muhammad to give comprehensive knowledge regarding its fundamentals. Soleha and Fatimah (2024) have stated that in reading Qur'an, consistency is needed in practicing reading and writing. Islamic learning can help in improving education and learning of the Qur'an. Teachers have a very big role in teaching Islamic learning to students.

METHODS

This research uses qualitative techniques in field research design. Field research is defined as research that uses information collected, namely research targets, also called respondents and informants, using instruments such as surveys, observations, interviews, and so on (Rahmadi, S.Ag., 2011). In this research using a phenomenological approach, (Herdiansyah, 2010 in Sugiyono, 2021) defines phenomenology as a deliberate study that offers a summary of the importance of extraordinary experiences that many people have in relation to a particular topic. The data collection technique was observation carried out by students at SMP N 1 Colomadu, interviews were conducted directly with resource persons from class IX students and PAI educators and document studies. Three steps were used in data analysis for this research: data reduction, data presentation, and drawing conclusions.

FINDINGS

Based on research conducted at SMP N 1 Colomadu, it was found that several students had difficulties in reading and writing the Al-Qur'an for students in the field of study of Islamic Religious Education, as follows:

Forms of Difficulty for Students in Reciting and Rewriting the Qur'an **القرآن** In the Field of PAI Class IX SMP N 1 Colomadu

1. Based on research conducted at SMP N 1 Colomadu, it was found that several students had difficulties in reading and writing the Al-Qur'an for students in the field of study of Islamic Religious

Education, as follows: Forms of Difficulty for Students in Reciting and Rewriting the Qur'an **الْكَرِيمُ** In the Field of PAI Class IX SMP N 1 Colomadu. Difficulty reciting and rewriting the Qur'an **الْكَرِيمُ** often occurs in society, namely students and adults. At SMP N 1 Colomadu, forms of difficulty in reciting and rewriting Al-Qur'an **الْكَرِيمُ** were found, including:

Difficulty in saying the names of the hijaiyah letters according to the makhoriijul letters. The difficulties experienced by class IX students in reciting the Qur'an **الْكَرِيمُ** can happen to anyone who rarely opens the Qur'an **الْكَرِيمُ** and ends up stuttering when reciting it. Apart from that, it can also cause other problems, such as forgetting some letters when pronouncing or identifying hijaiyah letters. Letters that are often forgotten and difficult for students to pronounce according to their makhoriijul letters are: خ (Kho), ص (Shod), and ق (Qof). This was also conveyed by (Kamil & Murniyetti, 2023) that Allah sent down the Qur'an **الْكَرِيمُ** in Arabic. Therefore, we need to know and memorize the Hijaiyah letters which range from ا (alif) to ي (ya), so that we can recite the Al - Qur'an. Many students are still lacking in memorizing the hijaiyah letters starting from ا (alif) to ي (ya). Students still often mispronounce letters such as خ ّ (Kho) even though they pronounce ج (Ja). This is what forms the basis for why reciting the Qur'an **الْكَرِيمُ** manifests challenges for students. Difficulty reciting and rewriting the Qur'an **الْكَرِيمُ** often occurs in society, namely students and adults. At SMP N 1 Colomadu, forms of difficulty in reciting and rewriting Al-Qur'an **الْكَرِيمُ** were found, including:

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2. Difficulty in connecting letters to other letters.

Students' inability to connect one letter to another manifests the type of difficulty that researchers found. Based on observation and interview findings, there are several students who have difficulty remembering how the shape of a letter changes when combined with other letters. Because they need to remember various letter shapes, as a result they often stutter when reciting the Qur'an.

Students at school also still experience difficulties in rewriting cursive hijaiyah letters. This may be caused by the lack of strong intention of the students to study the Al-Quran in one part or another because of the students' different backgrounds. This challenge is especially true for letters that change shape when combined, such as ك (Kaf), ل (Lam), ج (Jim), and other characters that change shape when combined in the middle and at the front.

3. Difficulty pronouncing the Qur'an according to the tajweed.

The form of difficulty in reciting the Koran at SMP N 1 Colomadu, class IX students often have difficulty understanding the law of tajweed. Tajweed is very necessary in reciting the Al - Qu'ran. Challenges like this manifest problems that are often felt by class IX students of SMP N 1 Colomadu in the field of PAI studies. Often seen is a lack of student skills in recognizing letters and punctuation marks. Pronunciation naturally seems difficult for them as they struggle with spelling and punctuation. This challenge has an impact on the PAI field of study, namely students stutter when reciting and studying verses from the Qur'an الْقُرْآنِ الْكَرِيمِ. Thus, difficulty pronouncing manifests difficulties that have a major impact on the development of learning activities at school. If students don't know or can't pronounce it, they won't be able to carry out learning activities well. Difficulty pronouncing the Qur'an according to tajweed. According to the conceptual application of students in learning Tajweed, it is claimed that they are lacking in interpreting the Qur'an الْقُرْآنِ الْكَرِيمِ because many students still find it difficult to pronounce the Qur'an. Even though there are students who can recite, they still have difficulty applying tajweed, and there are also students who cannot recite the Qur'an at all.

DISCUSSION

Difficulties in reading and writing the Al-Qur'an have been felt at SMP N 1 Colomadu. In this case, difficulties in reading and writing the Al-Quran occur because students do not have an understanding and are easy to forget some letters. As is known, some writings sometimes have similar forms. This makes students feel more confused and need more learning to be able to understand the writing of the Al-Quran. Mulia et al., (2021) revealed that students can quickly forget when memorizing the Quran. This also happens because of the unwillingness to read the Quran. Motivation in learning the Quran is very important to ensure that each individual can get more opportunities and experiences to learn.

Ibrahim and Qiza (2023) shows that there needs to be several activities that can be implemented to help students not easily forget to differentiate between long and short words. This was also conveyed by (Kamil & Murniyetti, 2023) that Allah sent down the Qur'an الْقُرْآنُ in Arabic. Therefore, we need to know and memorize the Hijaiyah letters which range from ا (alif) to ي (ya), so that we can recite the Al - Qu'ran. Many students are still lacking in memorizing the hijaiyah letters starting from ا (alif) to ي (ya). Students still often mispronounce letters such as خ (Kho) even though they pronounce ج (Ja). This is what forms the basis for why reciting the Qur'an الْقُرْآنُ manifests challenges for students. Every memorization of the Qu'ran can have a big impact on human life. Not only do students have difficulty in reading and writing, they also have difficulty in connecting some letters.

Difficulty in connecting letters to other letters is one of the problems in reading the Qur'an. This difficulty is usually caused by students continuing to study the letters but not really understanding them or because of the limited amount of time given for education (Septianingsih et al., 2023). According to Ndraha et al., (2022), the difficulty in connecting one letter to another makes it difficult for students to read. Not all individuals have the ability to quickly connect one word to another. In this case, students need to learn more deeply about each meaning and writing between one word and another. Time constraints in learning are also one of the problems in learning. Each individual has a different way of learning. In this condition, each individual must get a longer study time in order to understand each word well.

In the process of learning the Qur'an, they will be taught how to read and identify each letter. Although they have difficulty distinguishing, sometimes some students will learn according to their needs. Each letter that is difficult to distinguish will be connected to become one phrase to make it easier in the learning process. The teacher provides lessons to ensure that each child can combine each word to form the right phrase according to the Qur'an (Rohman et al., 2022). Some words are combined like ك (Kaf), ل (Lam), ج (Jim), and other will make different meanings when combined. This becomes one of the difficulties for individuals to understand the words given in a limited time. *Qur'an needed to be recite to student in the first time test. This can help student in memorizes every word in Qur'an through the test done. Every test given to the student will help them obtain challenge* (Kurniadi and Inayati, 2024).

Difficulty pronouncing the Qur'an according to the tajweed makes student hard to differentiate between each word. However, as a

result of studying the Al-Qur'an, those who wish to do so still receive beneficial rewards (Rahma, L. Vidya dkk 2021). Lack of student skills in recognizing letters and punctuation marks indicates something that is struggling in individuals. Some individuals find it more difficult to pronounce because of insufficient learning. Difficulty in pronouncing the Qur'an based on tajweed is hard because they can't recite the words in the Qur'an. Difficulty in student reciting and rewriting makes it hard for students to learn. Faradillah and Akbar (2024) stated that the Qur'an serves as a guide for a Muslim's life in this world, especially in the hereafter, everyone who believes in the Qur'an has obligations and responsibilities for this holy book. Salah satu dari these obligations and responsibilities is learning and teaching the Qur'an, which is a wonderful holy task. However, the difficulty in pronouncing the Qur'an according to Tajweed is a major obstacle for students.

The approach that can be given to learning the words of the Koran is with student centered learning. In this case, there are several activities that are given in-class or co-circular. With this, it is important for students to be able to participate in learning in order to gain learning experience. Some learning strategies must also show discovery for students to be able to obtain valuable learning (Santoso et al., 2023). Based on the views given, it is also known that there are several aspects that make it difficult for students to learn the Qur'an. The obstacles faced by students in PAI classes when learning to recite the Qur'an *class IX* students of SMP N 1 Colomadu can be caused by several things which can be differentiated into two aspects, namely internal and external aspects:

1. Internal Aspect

Internal aspects are aspects that originate within the student, such as motivation, interest, and so on. The lack of desire and willingness to learn to recite and rewrite the Al-Qur'an *class IX* is an internal element that makes it difficult for class IX students at SMP N 1 Colomadu to study it. Students will lack curiosity and be lethargic in learning if they do not have motivation that drives and makes them interested in themselves. Interest manifests as the main determinant of a person's work performance. Likewise, reciting the Al-Qur'an requires a strong desire to achieve the desired goal or create something superior and flawless. Lack of interest does not mean there is nothing, as demonstrated by many students who expressed their embarrassment over their inability to recite the Qur'an *class IX* fluently and their desire to be able to recite the Qur'an *class IX* fluently; On the other hand, their interests are too small compared to other areas of study or fields, including sports and the

arts. Motivating others, offering help, and spreading knowledge about the importance of the responsibility of reciting the Qur'an **الْكَرِيمِ** is a difficult thing. Therefore, an educator needs to continue to try to provide variety. guidance, inspiration and direction to arouse student interest and encouragement can gradually trigger curiosity and encourage students to be more active in reciting the Al-Quran (Sari, 2023)

2. External Aspect

External aspects are aspects that originate from sources other than the students themselves. The following are external variables that contribute to the learning challenges experienced by class IX students of SMP N 1 Colomadu when reciting and rewriting the Qur'an: 1.) Family aspect A student's development begins at home, where as he grows up, he is influenced by his family members. From an early age, religious households will provide religious education for their students. On the other hand, lay families often ignore their students' religious education from an early age (Supriandi, 2020). Therefore, there is a lack of support, namely parents, in terms of religious education at home, also encouraging the skills of reading and writing the Qur'an. Many students do not receive guidance from their families in studying the Koran outside school hours. 2.) Learning media is less varied Students will be more interested in learning when the learning media is varied, this is because students easily get bored while studying. So that less varied learning media and monotonous teaching methods also result in students' lack of interest in learning the Qur'an. 3.) Time limitations Students do not get enough time to deepen their reading and writing of the Qur'an, usually only doing it three to five times in studying Islamic religious education so their skills develop slowly.

3. Qualification of educators Islamic Religious Education Educators at SMP Negeri 1 Colomadu already have good competence in the religious field, but their personal approach to the learning process is felt to be less than optimal, especially in terms of assisting students who have difficulty studying the Qur'an.

"Learning to recite the Al-Qur'an is a form of religious preaching that was originally taught by previous scholars," said Ibnu Kaldum. To help students grow into teenagers who love the Qur'an, it is the parents' responsibility to foster interest in learning the Qur'an. his students, even though their interest was only limited to learning to pronounce. Al - Qur'an **الْكَرِيمِ**. This will form the first step

in understanding the contents of the Qur'an **الْكَرِيمُ** and then applying it in daily activities. (Muhammad&anshori, 2022)

CONCLUSION

The conclusion is that the article "Analysis of Difficulties in Reading and Writing Al - Qur'an **الْكَرِيمُ** Students in Learning Islamic Religious Education at SMP Negeri 1 Colomadu" can be concluded based on existing findings, namely first, there are forms of difficulty for class IX students in reading and writing Al - Qur'an **الْكَرِيمُ** in the PAI field of study, namely difficulties in pronouncing hijaiyah letters, difficulty in connecting letters, patterning words and pronouncing the Qur'an according to tajweed law. The two aspects that make it difficult for students to recite and rewrite the Qur'an **الْكَرِيمُ**, namely the internal aspect, namely motivation and interest, while the external aspect, namely the family aspect, less varied learning media, time constraints, and teacher qualifications. Third, efforts, namely existing problems, namely, applying more varied learning methods, personal approaches and special guidance, increasing practice hours, involving parents and the home environment, and carrying out periodic evaluations.

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