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**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 الْكَرِيمُwhen 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.

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

Belajar dan mengajarkan Al - Qur’an الْكَرِيمُ hukumnya wajib karena Al - Qur’an الْكَرِيمُmemanifestasikan 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 الْكَرِيمُpada 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 personalal dan bimbingan khusus, penambahan jam praktik, pelibatan orang tua dan lingkungan rumah, dan pelaksanaan evaluasi berkala.

Kata Kunci: Baca Tulis Al - Qur’an , Kesusahan, Pendidikan Agama Islam

**INTRODUCTION**

IIslamic religious education aims to develop students so that they always understand the entire teachings of Islam and then live according to its ultimate purpose (Dzuriyat, 2016 in Nadhifah, 2024). In the context of Islamic education, the curriculum implemented in educational institutions should be structured so that it can instill Islamic values ​​comprehensively. This means that students not only understand, but also believe in and support Islamic beliefs, so that they grow into a generation that adheres to religious values ​​and is able to apply them in their daily activities. Islam serves as the foundation for Islamic education.

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 الْكَرِيمُ, was revealed to the Messenger of Allah صلى الله عليه وسلم by Allah سُبْحَانَهُ وَ تَعَالَى 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 الْكَرِيمُ. 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 الْكَرِيمُmanifests today's sacred literature which contains solutions to every problem faced by mankind (Sari, 2023). According to the words of Allah سُبْحَانَهُ وَ تَعَالَى: Surah Ibrahim 14:1 God bless you مِنَ ٱلظُّلُمَـٰتِ إِلَى ٱلنُّورِ بِإِذْنِ رَبِّهِمْ إِلَىٰ صِرَٰطِ ٱلْعَزِيزِ ٱلْحَمِيدِ ١

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 and other topics. The first and main step in accessing Islamic advice is the process of reciting it. Muslims should start reciting the Qur'an الْكَرِيمُ 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 الْكَرِيمُas a standard for life, in order to produce people with noble character. The first time a student learns to recite the Qur'an الْكَرِيمُ 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. 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 الْكَرِيمُis 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 الْكَرِيمُis the first step in studying the Qur'an الْكَرِيمُfor Muslims. However, in practice, many students at junior high school level face challenges in reciting and rewriting Al - Qur'an الْكَرِيمُ. These various difficulties are related to the skills of reciting and rewriting Al - Qur'an الْكَرِيمُ, and reflect the low quality of Al - Qur'an الْكَرِيمُ 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 results of observations and interviews, SMP Negeri 1 Colomadu, as a superior school in Karanganyar Regency, also faces a similar problem, namely that although learning PAI has been carried out through various techniques, for some students, for all Muslims, learning to recite the Al - Qu'ran is very important because it provides access to Islamic knowledge about beliefs, worship, morality, and other topics. The first and main step in accessing Islamic advice is the process of reciting it. Muslims should start reciting the Qur'an الْكَرِيمُ 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 الْكَرِيمُas a standard for life, in order to produce people with noble character. The first time a student learns to recite the Qur'an الْكَرِيمُ 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. 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 الْكَرِيمُis 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 الْكَرِيمُis the first step in studying the Qur'an الْكَرِيمُfor Muslims. However, in practice, many students at junior high school level face challenges in reciting and rewriting Al - Qur'an الْكَرِيمُ. These various difficulties are related to the skills of reciting and rewriting Al - Qur'an الْكَرِيمُ, and reflect the low quality of Al - Qur'an الْكَرِيمُ 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 results of observations and interviews, SMP Negeri 1 Colomadu, as a leading school in Karanganyar Regency, also faces a similar problem, namely that although PAI learning has been carried out by various techniques, some students still face various challenges in reciting and rewriting Al - Qur'an الْكَرِيمُ. Considering that studying the Qur'an الْكَرِيمُmanifests the basic skills that students deserve to be able to pass the PAI curriculum, this is certainly very concerning. Delays in reciting and rewriting the Al - Qu'ran by students manifest identified challenges. This occurs due to state-based education which lacks depth and skill in teaching students to recite and rewrite the Al-Quran. This has an impact on how difficult it is for students to learn to recite and rewrite the Al-Quran. Apart from that, the lack of enthusiasm for learning to recite and rewrite the Al-Qur'an also plays a role in the failure of educational institutions. Students' poor understanding of reciting the Qur'an and the difficulty of rewriting hijaiyah letters are clear indicators of this failure. As a result, these obstacles cause poor learning outcomes for students. They still face various challenges in reciting and rewriting Al-Qur'an الْكَرِيمُ. Considering that studying the Qur'an الْكَرِيمُmanifests the basic skills that students deserve to be able to pass the PAI curriculum, this is certainly very concerning. Delays in reciting and rewriting the Al - Qu'ran by students manifest identified challenges. This occurs due to state-based education which lacks depth and skill in teaching students to recite and rewrite the Al-Quran. This has an impact on how difficult it is for students to learn to recite and rewrite the Al-Quran. Apart from that, the lack of enthusiasm for learning to recite and rewrite the Al-Quran also plays a role in the failure of educational institutions. The students' poor understanding of reciting the Qur'an and the difficulty of rewriting the hijaiyah letters are clear indicators of this failure. As a result, these obstacles cause poor student learning outcomes.

𝙋𝙧𝙚𝙫𝙞𝙤𝙪𝙨 𝙧𝙚𝙨𝙚𝙖𝙧𝙘𝙝 𝙘𝙤𝙣𝙙𝙪𝙘𝙩𝙚𝙙 𝙗𝙮 (𝙉𝙖𝙙𝙝𝙞𝙛𝙖𝙝, 2024) 𝙨𝙩𝙖𝙩𝙚𝙙 𝙩𝙝𝙖𝙩 𝙩𝙝𝙚𝙧𝙚 𝙖𝙧𝙚 𝙨𝙩𝙞𝙡𝙡 𝙢𝙖𝙣𝙮 𝙨𝙩𝙪𝙙𝙚𝙣𝙩𝙨 𝙬𝙝𝙤 𝙖𝙧𝙚 𝙬𝙤𝙧𝙧𝙞𝙚𝙙 𝙖𝙗𝙤𝙪𝙩 𝙩𝙝𝙚𝙞𝙧 𝙨𝙠𝙞𝙡𝙡𝙨 𝙞𝙣 𝙧𝙚𝙘𝙞𝙩𝙞𝙣𝙜 𝙩𝙝𝙚 𝘼𝙡-𝙌𝙪𝙧'𝙖𝙣 𝙗𝙚𝙘𝙖𝙪𝙨𝙚 𝙩𝙝𝙚𝙮 𝙚𝙭𝙥𝙚𝙧𝙞𝙚𝙣𝙘𝙚 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 𝙘𝙖𝙣 𝙖𝙥𝙥𝙚𝙖𝙧 𝙛𝙧𝙤𝙢 𝙤𝙪𝙩𝙨𝙞𝙙𝙚 𝙞𝙣 𝙩𝙝𝙚 𝙛𝙤𝙧𝙢 𝙤𝙛 𝙩𝙝𝙚 𝙚𝙣𝙫𝙞𝙧𝙤𝙣𝙢𝙚𝙣𝙩 𝙖𝙧𝙤𝙪𝙣𝙙 𝙩𝙝𝙚 𝙨𝙩𝙪𝙙𝙚𝙣𝙩 (𝘼𝙧𝙯𝙖𝙦, 2018). 𝙋𝙧𝙚𝙫𝙞𝙤𝙪𝙨 𝙧𝙚𝙨𝙚𝙖𝙧𝙘𝙝 𝙘𝙤𝙣𝙙𝙪𝙘𝙩𝙚𝙙 𝙗𝙮 (𝙉𝙖𝙙𝙝𝙞𝙛𝙖𝙝, 2024) 𝙨𝙩𝙖𝙩𝙚𝙙 𝙩𝙝𝙖𝙩 𝙩𝙝𝙚𝙧𝙚 𝙖𝙧𝙚 𝙨𝙩𝙞𝙡𝙡 𝙢𝙖𝙣𝙮 𝙨𝙩𝙪𝙙𝙚𝙣𝙩𝙨 𝙬𝙝𝙤 𝙖𝙧𝙚 𝙬𝙤𝙧𝙧𝙞𝙚𝙙 𝙖𝙗𝙤𝙪𝙩 𝙩𝙝𝙚𝙞𝙧 𝙨𝙠𝙞𝙡𝙡𝙨 𝙞𝙣 𝙧𝙚𝙘𝙞𝙩𝙞𝙣𝙜 𝘼𝙡-𝙌𝙪 '𝙧𝙖𝙣 𝙗𝙚𝙘𝙖𝙪𝙨𝙚 𝙝𝙚 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 𝙛𝙤𝙧𝙢 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 الْكَرِيمُIn Learning Islamic Religious Education Class Ix at SMP Negeri 1 Colomadu", which discusses 1). Forms of difficulty in reading and writing Al - Qur'an الْكَرِيمُ in class IX students at SMP Negeri 1 Colomadu, 2). Aspects that challenge class IX students in reciting and rewriting Al-Qur'an الْكَرِيمُin learning PAI, 3). Efforts and ideas to overcome the challenges of class IX students in reciting and rewriting Al-Qur'an الْكَرِيمُin 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. The explanation above shows that efforts are needed, namely school institutions, especially Islamic religious education educators, to overcome the difficulties experienced by students in reading and writing Al-Qur'an. Qur'an الْكَرِيمُ. That is, the researcher is interested in discussing this with the title "Analysis of Difficulties in Reading and Writing Al-Qur'an الْكَرِيمُIn Learning Islamic Religious Education Class Ix at SMP Negeri 1 Colomadu", which discusses 1). Forms of difficulty in reading and writing Al - Qur'an الْكَرِيمُ in class IX students at SMP Negeri 1 Colomadu, 2). Aspects that challenge class IX students in reciting and rewriting Al-Qur'an الْكَرِيمُin learning PAI, 3). Efforts and ideas to overcome the challenges of class IX students in reciting and rewriting Al-Qur'an الْكَرِيمُin learning PAI. The purpose of this research is to describe the forms of difficulty and aspects that cause difficulty in reading and writing the Qur'an

**LITERATURE REVIEW**

1. 𝙐𝙣𝙙𝙚𝙧𝙨𝙩𝙖𝙣𝙙𝙞𝙣𝙜 𝙍𝙚𝙖𝙙𝙞𝙣𝙜 𝙩𝙝𝙚 𝙌𝙪𝙧'𝙖𝙣 الْكَرِيمُ

𝙏𝙝𝙚 𝙬𝙤𝙧𝙙 "𝙧𝙚𝙖𝙙" 𝙘𝙤𝙢𝙚𝙨 𝙛𝙧𝙤𝙢 𝙩𝙝𝙚 𝙫𝙚𝙧𝙗 "𝙩𝙤 𝙧𝙚𝙘𝙞𝙩𝙚". 𝘼𝙘𝙘𝙤𝙧𝙙𝙞𝙣𝙜 𝙩𝙤 𝙩𝙝𝙚 𝙆𝘽𝘽𝙄 𝘽𝙞𝙜 𝙄𝙣𝙙𝙤𝙣𝙚𝙨𝙞𝙖𝙣 𝘿𝙞𝙘𝙩𝙞𝙤𝙣𝙖𝙧𝙮, 𝙧𝙚𝙘𝙞𝙩𝙞𝙣𝙜 𝙞𝙨 "𝙨𝙚𝙚𝙞𝙣𝙜 𝙬𝙧𝙞𝙩𝙞𝙣𝙜 𝙖𝙣𝙙 𝙪𝙣𝙙𝙚𝙧𝙨𝙩𝙖𝙣𝙙𝙞𝙣𝙜 𝙤𝙧 𝙗𝙚𝙞𝙣𝙜 𝙖𝙗𝙡𝙚 𝙩𝙤 𝙥𝙧𝙤𝙣𝙤𝙪𝙣𝙘𝙚 𝙬𝙝𝙖𝙩 𝙞𝙨 𝙬𝙧𝙞𝙩𝙩𝙚𝙣". 𝙏𝙝𝙚 𝘼𝙧𝙖𝙗𝙞𝙘 𝙬𝙤𝙧𝙙𝙨 𝙦𝙞𝙧𝙖'𝙖𝙝, 𝙢𝙖𝙨𝙙𝙖𝙧, 𝙣𝙖𝙢𝙚𝙡𝙮 𝙩𝙝𝙚 𝙬𝙤𝙧𝙙𝙨 𝙦𝙖𝙧𝙖'𝙖, 𝙦𝙞𝙧𝙖'𝙖𝙩𝙖𝙣, 𝙖𝙣𝙙 𝙦𝙪𝙧'𝙖𝙣𝙖𝙣, 𝙢𝙖𝙣𝙞𝙛𝙚𝙨𝙩 𝙩𝙝𝙚 𝙨𝙤𝙪𝙧𝙘𝙚 𝙤𝙛 𝙩𝙝𝙚 𝘼𝙡 - 𝙌𝙪𝙧'𝙖𝙣. 𝙏𝙝𝙚 𝙢𝙚𝙖𝙣𝙞𝙣𝙜 𝙤𝙛 𝙩𝙝𝙚 𝙌𝙪𝙧'𝙖𝙣 𝙖𝙘𝙘𝙤𝙧𝙙𝙞𝙣𝙜 𝙩𝙤 𝙩𝙝𝙚 𝙫𝙞𝙚𝙬𝙥𝙤𝙞𝙣𝙩𝙨 𝙖𝙣𝙙 𝙫𝙖𝙧𝙞𝙖𝙣𝙩𝙨 𝙤𝙛 𝙩𝙝𝙚 𝙨𝙘𝙝𝙤𝙡𝙖𝙧𝙨 𝙫𝙖𝙧𝙞𝙚𝙨, 𝙛𝙤𝙧 𝙚𝙭𝙖𝙢𝙥𝙡𝙚 𝙩𝙝𝙚 𝙂𝙤𝙨𝙥𝙚𝙡 𝙗𝙮 𝙃𝙖𝙩𝙩𝙖 𝙎𝙖𝙢𝙨𝙪𝙙𝙙𝙞𝙣 𝙞𝙨 𝙂𝙤𝙙'𝙨 𝙩𝙧𝙚𝙖𝙩𝙞𝙨𝙚 𝙧𝙚𝙫𝙚𝙖𝙡𝙚𝙙 𝙩𝙤 𝙩𝙝𝙚 𝙈𝙚𝙨𝙨𝙚𝙣𝙜𝙚𝙧 𝙤𝙛 𝘼𝙡𝙡𝙖𝙝. 𝙍𝙚𝙘𝙞𝙩𝙞𝙣𝙜 𝙞𝙩 𝙢𝙖𝙣𝙞𝙛𝙚𝙨𝙩𝙨 𝙖𝙣 𝙖𝙘𝙩 𝙤𝙛 𝙬𝙤𝙧𝙨𝙝𝙞𝙥. 𝘼𝙡-𝙅𝙪𝙧𝙟𝙖𝙣𝙞 𝙛𝙪𝙧𝙩𝙝𝙚𝙧 𝙨𝙖𝙞𝙙: 𝘼𝙡 - 𝙌𝙪𝙧'𝙖𝙣 𝙣𝙖𝙢𝙚𝙡𝙮 𝙩𝙝𝙚 𝙡𝙞𝙩𝙚𝙧𝙖𝙩𝙪𝙧𝙚 𝙨𝙚𝙚𝙣 𝙗𝙮 𝙩𝙝𝙚 𝙋𝙧𝙤𝙥𝙝𝙚𝙩 𝙖𝙣𝙙 𝙙𝙤𝙘𝙪𝙢𝙚𝙣𝙩𝙚𝙙 𝙞𝙣 𝙩𝙝𝙚 𝙢𝙪𝙨𝙝𝙖𝙛, 𝙬𝙝𝙞𝙘𝙝 𝙬𝙖𝙨 𝙣𝙖𝙧𝙧𝙖𝙩𝙚𝙙 𝙬𝙞𝙩𝙝𝙤𝙪𝙩 𝙝𝙚𝙨𝙞𝙩𝙖𝙩𝙞𝙤𝙣 𝙖𝙣𝙙 𝙢𝙪𝙩𝙖𝙬𝙖𝙩𝙞𝙧. 𝙈𝙚𝙖𝙣𝙬𝙝𝙞𝙡𝙚, 𝙋𝙧𝙤𝙥𝙝𝙚𝙩 𝙄𝙗𝙧𝙖𝙝𝙞𝙢 𝙨𝙩𝙖𝙩𝙚𝙙 𝙩𝙝𝙖𝙩 𝙩𝙝𝙚 𝙌𝙪𝙧'𝙖𝙣 𝙢𝙖𝙣𝙞𝙛𝙚𝙨𝙩𝙨 𝙩𝙝𝙚 𝙨𝙖𝙘𝙧𝙚𝙙 𝙡𝙞𝙩𝙚𝙧𝙖𝙩𝙪𝙧𝙚 𝙧𝙚𝙫𝙚𝙖𝙡𝙚𝙙 𝙗𝙮 𝘼𝙡𝙡𝙖𝙝 𝘼𝙡𝙢𝙞𝙜𝙝𝙩𝙮 𝙩𝙤 𝙃𝙞𝙨 𝙛𝙞𝙣𝙖𝙡 𝙈𝙚𝙨𝙨𝙚𝙣𝙜𝙚𝙧 𝙖𝙣𝙙 𝙍𝙖𝙨𝙪𝙡𝙪𝙡𝙡𝙖𝙝 𝙩𝙝𝙧𝙤𝙪𝙜𝙝 𝙩𝙝𝙚 𝙖𝙣𝙜𝙚𝙡 𝙂𝙖𝙗𝙧𝙞𝙚𝙡 𝙨𝙤 𝙩𝙝𝙖𝙩 𝙞𝙩 𝙘𝙖𝙣 𝙗𝙚 𝙘𝙤𝙣𝙫𝙚𝙮𝙚𝙙 𝙩𝙤 𝙖𝙡𝙡 𝙢𝙖𝙣𝙠𝙞𝙣𝙙 𝙛𝙤𝙧𝙚𝙫𝙚𝙧 (𝙎𝙪𝙧𝙞𝙖𝙣𝙙𝙞, 2014 𝙞𝙣 𝙎𝙖𝙧𝙞, 2023).

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.

1. Understanding of writing al - Qur'an

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).

1. Rewriting verses of the Qur'an

requires great skills, which need to be developed so that these skills can develop and produce the best results.

The virtue of studying the Qur'an الْكَرِيمُ

In the literature of Riyaadhus-Shaalihiin, 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)

1. 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)
2. 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).
3. Aspects of Reading and Writing Skills of the Qur'an

A number of aspects can encourage students' skills during the teaching and learning process. The same thing also happens to students' understanding of the Al-Quran. According to Sadirman A.M (in Iwandi, 2009), in general, there are two components that encourage personal skills, namely internal variables and external influences. The external aspect is an element that comes from outside a person, while the internal aspect is an element that is owned by the student.

There are two categories of elements that encourage someone's skills in reciting and rewriting the Qur'an, namely internal aspects and external influences: (Siddiq, 2020).

* Internal Aspects

This internal aspect is divided into two categories: psychological and physiological. Physiological aspects are conditions in general that have a significant influence on a person's learning capacity. A person whose physical condition is abnormal will easily get tired. In addition, the condition of the five senses of the nose, taste, ears and body are equally important, with special emphasis on the skills of the eyes to see and the ears to hear. Meanwhile, the psychological aspects include (Djamarah, 2008 in Siddiq, 2020)

Intelligence: A person who has intelligence is born with the skills to do things in a certain way. A person's intelligence can be determined through several things, including: (a) Skills in quickly understanding subject matter. (b) Maintain sustained concentration on teachings and practice. (C) Strong curiosity and initiative. (b) Principles and understanding are quickly understood. (e) Able to work with abstract understanding. (f) Have various interests (Drajat, 1995 in Siddiq, 2020).

Talent. The learning process and outcomes are greatly influenced by talent, especially in reciting and rewriting the Al-Quran. Hilgard defines talent or talent as “the capacity to learn”. Over time, "learning skills, new skills will be realized, giving rise to real skills after learning or practicing" which is another name, namely talent (Siddiq, 2020). Aspects of Al-Qur'an Reading and Writing Skills.

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There are two categories of elements that encourage someone's skills in reciting and rewriting the Qur'an, namely internal aspects and external influences: (Siddiq, 2020).

* External Aspects

External aspects are aspects that come from sources other than students. The following are several external variables that influence the skills of reciting and rewriting the Qur'an, including:

A. Instrumental aspect

This aspect consists of: (1). The human element in the field of education whose presence is very decisive in this situation is the educator. There will be no teaching and learning activities in the classroom if there are only students without educators. (2). Curriculum, study plan or curriculum is an important component in education. There will be no sustainable teaching and learning activities without a curriculum because the instructor needs to cover the content, namely the previous educator's program, in class meetings (Djamarah, 2008 in Iwandi, 2009). (3). Community environment, learning achievement is also determined by the condition of society. Students will be inspired to work harder in school if they live in an area where the majority of the population is educated, especially if their offspring have strong values. However, if students live in an environment where many students are naughty, do not go to school, or are unemployed, this will reduce students' enthusiasm for learning (Dalyono, 2007 in Iwandi, 2009).

B. Family aspect, the influence of a family can come from its educational methods, understanding of its parents, relationships between its members, atmosphere at home, and financial status of the family.

C. External Aspects

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Family aspects, the influence of a family can come from its educational methods, understanding of its parents, relationships between its members, atmosphere at home, and financial status of the family.

Aspects of the surrounding community, external aspects that encourage students to learn, namely the community. The existence of students in the school community environment causes this influence. In this case, bias is manifested in the sociocultural environment, social friends, student involvement in society, and forms of social activity (Slameto, 2010 in (Siddiq, 2020). Aspects of the surrounding community, external aspects that invite students to learn, namely the community. The existence of students in the environment The school community causes this influence. In this case, bias is manifested in the sociocultural environment, social friends, student involvement in society, and forms of social activity (Slameto, 2010 in (Siddiq, 2020). Meanwhile, according to Madyan (2008 in Siddiq, 2020), the following are the characteristics of someone who can recite and rewrite the Al-Quran:

a. Get to know how to pronounce and pronounce hijaiyah signs and letters.

b. Arrange words in hijaiyah letter order, either sequentially or separately.

c. Meanwhile, according to Madyan (2008 in Siddiq, 2020), the following are the characteristics of someone being able to recite and rewrite the Al-Qur'ran

Get to know how to pronounce and pronounce hijaiyah signs and letters.

Arrange words in hijaiyah letter order, either sequentially or separately.

Interpreting the Qur'an الْكَرِيمُaccording to the scientific principles of Tajweed.

1. Difficulty Reading and Writing the Qur'an

Learning difficulties refer to a situation where students face learning obstacles, which cause failure and not achieving learning goals (Jessy Okta Nalysta & Ahmad Kosasih, 2021). There are four categories of learning difficulties for student development (Mudini, 2016): The first category is educational learning challenges, which include problems in rewriting, reciting and arithmetic. The second category is symbolic dysfunction, namely the inability to identify objects even though there are no physical problems with the person. The third category is non-symbolic disorders, or the inability to understand the lesson. The fourth category is emotional, namely disturbances caused by feelings in the student and in society.

Reciting the Al-Qur'an is not the same as reciting other sacred literature, including books, newspapers and magazines. Reciting the Qur'an الْكَرِيمُis equivalent to reciting the word of Allah سُبْحَانَهُ وَ تَعَالَى which can develop into a means of communicating with Allah سُبْحَانَهُ وَ تَعَالَى. Help with pronunciation is a sign that someone is having difficulty understanding words and sentences. This can also indicate a learning disability. The term "difficulty pronouncing the Al-Quran" can also refer to situations or things that cause difficulty in pronouncing the text. For example, it is difficult to pronounce the hijaiyyah letters according to their makhraj, use punctuation marks correctly, practice pronouncing tajweed rules, pronounce the text slowly, or pronounce it incorrectly (Khoirunnisa Septianingsih et al., 2023). Difficulty Reading and Writing the Qur'an الْكَرِيمُ

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**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 AND DISCUSSION**

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 الْكَرِيمُIn the Field of PAI Class IX SMP N 1 Colomadu

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Difficulty in saying the names of the hijaiyah letters according to the makhorijul 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 makhorijul letters are: خ (Kho), ص (Shod), and ق (Qof). This was also conveyed by (Kamil & Murniyetti, 2023) that Allah sent down the Qur'an الْكَرِيمُin 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 الْكَرِيمُmanifests challenges for students. Difficulty reciting and rewriting the Qur'an الْكَرِيمُoften 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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1. 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), ΄ (Lam), ج (Jim), and other characters that change shape when combined in the middle and at the front.

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 (Khoirunnisa Septianingsih et al., 2023).

1. 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 الْكَرِيمُ. 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 الْكَرِيمُbecause 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. 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)

Aspects That Cause Difficulty for Students in Reciting and Rewriting the Qur'an in Learning Islamic Religious Education (PAI). Reference behind problems that often arise during the learning process. The obstacles faced by students in PAI classes when learning to recite the Qur'an الْكَرِيمُclass 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 الْكَرِيمُ 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 الْكَرِيمُ fluently and their desire to be able to recite the Qur'an الْكَرِيمُ 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 الْكَرِيمُis 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)

1. 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.

4. 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 الْكَرِيمُ. This will form the first step in understanding the contents of the Qur'an الْكَرِيمُand then applying it in daily activities. (Muhammad&anshori, 2022)

Efforts and Solutions to Overcome Students' Difficulties in Reciting and Rewriting the Qur'an in Learning Islamic Religious Education (PAI). At SMP Negeri 1 Colomadu, efforts are being made to overcome challenges related to reciting and rewriting the Al-Qur'an as part of Islamic Religious Education, including:

1. Application of more varied learning methods. Learning methods manifest the strategies educators use to teach material to students to help them achieve learning objectives. Thus, learning methods need to be considered. The more varied learning methods used at SMP N 1 Colomadu include: recitation, tahfidz, or talaqqi methods. The use of audio-visual media such as interactive Tajweed videos or digital Al-Quran applications can also increase student interest and understanding. Through this method, it is hoped that it will make it easier for students to memorize and understand the rules for reading the Koran

2. Individual approach and special guidance. Especially when learning to recite the Al-Qur'an, a student who has great difficulty will need help during the learning process. Because it will increase students' learning motivation, enthusiasm and sense of self-worth. Ngalim Purwanto emphasized that teaching and time management lead to learning, namely changes in behavior that are relatively long-lasting (Alam et al., 2022)

3. Additional hours of practice in reciting and rewriting the Qur'an الْكَرِيمُ. So that the available time is not wasted, provide additional time for students outside of the required class hours to learn to recite and rewrite the Qur'an. The purpose of this additional hour is to provide an opportunity for students to practice reciting the Al-Qur'an (Alam et al., 2022)

4. Involvement of parents and home environment. Considering the very important role of the family in supporting student learning, intense communication is needed between the school and parents. Schools can hold outreach programs for parents regarding the importance of studying the Quran at home. Apart from that, getting students used to reciting the Qur'an الْكَرِيمُ together at home can help improve students' skills in this regard.

5. Carrying out periodic evaluations The purpose of the evaluation process is to collect information or data and then use that data to try and make an assessment (Chamidah, 2019). Schools require regular evaluations to assess the development of students' Al-Qur'an reading and writing skills. With this evaluation, educators can find out how far students have progressed and identify which aspects need to be improved. This evaluation can also create a reference for developing better strategies in the future. In this case, evaluation is carried out by students through written and oral exams to assess students' skills, especially in reciting and rewriting the Qur'an. It is hoped that the above efforts will be able to resolve the difficulties experienced by students. Therefore, collaboration between schools and parents is very necessary to achieve this.

**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 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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