

The Role of Al-Qur'an Hadith Teachers in Overcoming Difficulties in Learning to Read the Qur'an in Class X Students at Madrasah Aliyah Negeri Batang

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Abstract

We often encounter student learning difficulties in the teaching and learning process. This is because each student has a different level of reasoning and a different level of experience. Many factors affect students have difficulty in receiving lessons. Moreover, learning the Qur'an which has hijaiyah letter construction. The focus of this research is: 1) What is the role of the Al-Qur'an Hadith teacher in overcoming the learning difficulties of class X students at Madrasah Aliyah Negeri Batang in learning to read the Qur'an? 2) What are the supporting factors and inhibiting factors in overcoming difficulties? learn to read the Qur'an in class X at Madrasah Aliyah Negeri Batang? This research uses a qualitative approach. The data sources used are primary and secondary data. The data will be analyzed through a description of the qualitative analysis. The presence of researchers is very important to explore information in obtaining data. Important data sources of this research are words in the form of interviews, documentation and observation. The analysis is carried out by examining all data, reducing data, compiling data in units, and categorizing data. The last step is to check the validity of the data. Based on data analysis, it can be concluded that the role of the Alqur'an Hadith teacher in overcoming students' learning difficulties is by detecting children's learning difficulties first. Once difficulties are detected, the role of the teacher becomes visible. The role of the AlQur'an Hadith teacher in overcoming children's learning difficulties includes being a mentor, motivator and facilitator according to the needs of their students. The factors that cause these difficulties are the lack of habituation in students, as well as the factor of being lazy and ashamed to take part in the study. The role played by Al-Qur'an Hadith teachers in overcoming them is by reciting the Qur'an every morning, matriculation of reading the Qur'an and tahfidul Qur'an.

Keywords: The role of the teacher and learning difficulties.

A. Introduction

Al-Qur'an Hadith education is an integral part of Islamic Religious Education. Learning Al-Qur'an Hadith in schools is a process of delivering knowledge, education, and inculcating Qur'an and Hadith values in students, as instructions and guidelines in all aspects of their lives. Al-Qur'an Hadith lessons have a great contribution in motivating students to practice reading the Qur'an by the science of tajwid and makhorijul letters, it becomes one of the main goals in the process of learning the Qur'an Hadith.

The task of a teacher is not easy, not only teaching in the classroom and then just finishing. However, the teacher really strives for the learning abilities of their students, so that after the learning activities are completed, students still remember what was taught, even students can practice it. As well as Al-Qur'an Hadith teachers must have their own methods of teaching so that students easily understand the material presented, the use of appropriate methods can support successful learning. Because successful learning is that there is reciprocal feedback between educators and students. Where a teacher uses a method to facilitate the understanding of students in the learning process and overcome the difficulties faced by their students.

The difficulty of learning to read the Qur'an usually lies in small children, where the age is still difficult to understand the letters. However, in an Islamic educational institution such as the Madrasah Aliyah Negeri Batang, the students have difficulty in reading the Qur'an. Based on the results of initial interviews at Madrasah Aliyah Negeri Batang, especially in tenth-grade, the researchers found several problems in learning to read the Qur'an. For example, the ability to read the Qur'an of students at Madrasah Aliyah Negeri Batang is still relatively low, where their way of reading the Qur'an still has errors in the field of tajwid and makhorijul letters so that students at Madrasah Aliyah Negeri Batang are in first grade. X in reading the Qur'an is still stammering. Because in the previous educational background there were those from public schools and some from Madrasah Tsanawiyah (MTs).

C. Theoretical Studies

1) The Role of Al-Qur'an Hadith Teacher

Teaching in the learning process is not only someone who has material to give to students. However, teaching means that the teacher must have an active role

in developing the thinking of his students. In the context of learning, the teacher as a mentor does not mean just directing it, so that the teacher's role is replaced by tools and inanimate objects that represent.

The role of the teacher referred to here is related to its role in the learning process. The teacher is a very dominant determining factor in education because a teacher is the mastermind or setting of the learning process, which aims to change the behavior of children so that they become better. The more dominant the role of a teacher, it is hoped that learning will be closer to the intended goal.

The teacher's role includes many things, where the teacher can act as a teacher, class leader, mentor, regulator of the learning environm:

a) The teacher is a guide.

Where teachers are expected to guide students in order to discover their various potentials. Because without guidance, children will have difficulty in dealing with their development..

b) The teacher as a counselor.

Teachers are expected to understand the attitudes of their students, because students often find it difficult to overcome problems that are so burdensome, and will go to their teachers to ask for help solving problems.

c) The teacher as an evaluator.

In this role, the teacher is not solely to assess students. However, teachers work carefully to encourage growth, to help students stand where they are in the process, to guide them in a helpful way, and to encourage students with strengths to advise them on their weaknesses.

d) The teacher as an example.

The teacher as an example is a teacher who sets a good example for students and the community so that the teacher will appear as a person who should be "digugu" (obeyed by his advice / words / orders) and "imitated" (exemplified in his attitudes and behavior).

e) Teacher as Information

Teachers must be able to provide information on science and technology, in addition to a number of lesson materials for each subject that has been

programmed in the curriculum, effective information is needed from teachers. A good informant is a teacher who knows what the students need.

f) Teacher as Motivator

Teachers must always encourage students to be enthusiastic and active in learning. The teacher's role as a motivator is very important because it involves the essence of work and education that requires social skills, concerning performance in personalization and self-socialization.

g) Teacher as Facilitator

Teachers can provide facilities that allow the ease of student learning activities because an environment that is not comfortable will make students lazy. Therefore, teachers must be able to master the facilities so that students will feel comfortable in learning.

h) Teacher as Class Manager

One of the competencies possessed by the teacher is being able to manage the class well. It is closely related to the ongoing learning process. No matter how smart a teacher is, if he cannot manage the class, then the learning objectives will be hampered by his inability. The teacher must be able to manage the class well because the class is a place where all students and teachers gather for learning or there is reciprocity, lesson planner, supervisor, motivator, and evaluator.

2) Understanding Learning Difficulties

“Learning difficulties” can be interpreted as a learning process that is characterized by the presence of certain obstacles to achieve learning outcomes. Learning difficulties are a condition in which students cannot learn properly, due to conditions of threats, obstacles, or disturbances in learning.

The problem of learning difficulties that are often experienced by students at school is an important problem that needs serious attention among educators. It is said that, because learning difficulties experienced by students at school will have a negative impact, both on the students themselves, and on their environment.

Learning difficulties in learning range from mild learning difficulties to severe learning difficulties. This difficulty may affect one or more of the processes of receiving, processing, and using information, including:

- a) Oral language skills which include (listening, speaking, and understanding speech).
- b) The ability to read which includes encoding, knowledge of phonetics, recognition, and understanding of the meaning of the word Madrasah Aliyah Negeri.
- c) Writing ability, which includes spelling, writing, and composing.
- d) Mathematical ability, which includes counting and problem-solving.

Reading is a complex activity because this activity involves the ability to remember symbols in the form of letters, remember the sounds of these symbols, and write graphic symbols in a series of words and sentences that contain meaning. Therefore, the ability to read is based on cognitive abilities. Reading ability is also related to the ability in sensory processing. Thus, reading ability is influenced by detailed sensory and cognitive abilities.

Learning is always not by what we want, but often some things fail so that it becomes an obstacle in the progress of students to read. This learning difficulty is not always caused by the low intelligence factor of each child (mental disorders), but can also be caused by other factors outside of intelligence.

Broadly speaking, the factors that can cause learning difficulties in students can be grouped into internal and external factors.

a) Internal factors

Factors that can cause learning difficulties in students include intellectual abilities, feelings, and self-confidence, motivation, maturity to learn, study habits, or lies within the students themselves. Such as physiological and psychological factors of students.

1. Physiological Factors

Physiological factors can cause learning difficulties in students such as the condition of students who are sick, unwell, weak or disabled, and so on. These disabilities that have a significant effect include weak hearing, lack of vision, or other physical pain such as paralysis, wilting, or the like, making it difficult to move.

2. Psychological Factor

Psychological factors of students that can cause learning difficulties to include generally low levels of intelligence, low aptitude for subjects, poor learning requests, low motivation.

b) External Factors

This factor can cause learning difficulties for students, among others: teachers, quality of learning, learning instruments and facilities (hardware and software), as well as the social and inner environment. Consists of social and non-social factors:

1. Social Factor

On social factors that cause learning difficulties in students such as family, school (playmates), and the wider community environment. Family factors affect the student's learning process, such as how to educate children in the family, patterns of parent-child relationships, and how to guide children to learn. And the condition factor is also very influential, such as the atmosphere of the family condition, and the socio-economic situation of the family.

2. Non-Social Factors

In terms of non-social factors, what is meant is that what causes learning difficulties for students can be in the form of facilities and infrastructure in schools that are incomplete, such as learning equipment, learning media, and inadequate building conditions, and most importantly a curriculum that is very difficult to describe by teachers and so difficult for students to master. Or the teacher in explaining in a language that is difficult for students to understand.

So, the learning objectives to be achieved are not carried out well enough.

Therefore, this situation should be overcome by the teacher.

c) The meaning of reading the Qur'an

The Qur'an is taken from the word **قَرَأَ** **يَقْرَأُ** **قِرَاءً** which means something that is read. So the meaning of the Qur'an in lughawi means to encourage the people to read the Qur'an, not just used it as a home decoration.

Al-Qur'an etymologically Al-Qur'an means reading/reading. Meanwhile, in terms of the Qur'anic terminology, it means the words of Allah SWT (Revelation) which is a miracle of the Prophet Muhammad SAW which is written in a mushaf narrated with mukhabarat, and reading it includes acts of worship.

At the beginning of learning to read the Qur'an will not be left with mistakes in reading the Qur'an, mistakes that often occur when reading the Qur'an: The mistake is not the makharijul letters, where this error changes the grammar Arab (Maharaj), do not know waqf and washal, and the error in the science of tajwid is the placement of the long and short is wrong. As mentioned in the book Ilmu Tajwid Lengkap, errors in reading the Qur'an are called Al-lahnu. Al-lahnu itself is divided into two, namely Allahnu Jali and Al-lahnu khafi.

1. Al-lahnu jali errors that occur when lafazh-lafazh in the Qur'an, whether that can change the meaning or not, so as to violate „urf qurro (, ain is read hamzah, or change harakat).

Example: Rabbil`aalamin- read- Rabbil aalamin

2. Al-lahnu khafi errors that occur when reading the words in the Qur'an that violate the tradition of the qari ' , but not to change the meaning. Like not reciting ghunnah and less length in reciting mad wajib muttashil.

Makharijul letters are the letters that are in the Qur'an or a group of hijaiyah letters, hijaiyah letters in pronunciation there are 29 letters, while in writing there are 28 letters. The 29 hijaiyah letters were sorted and published by Imam Nash bin Ashim Al-Laitsi (Died in 90 H) according to the similarity in writing and dots, to distinguish between the same letters, the sequence of hijaiyah letters, among others:

لايهنم لك ق ف غ ع ظ ط ض ص ش س ز ر ذ د خ ح ج ث ت ب أ

The alif at the beginning of the hijaiyah letter is hamzah, while the long alif is the letter in the section before the end of the hijaiyah letter written لا (Lam Alif). That is, if read there will definitely be the letter ء (hamzah) after the letter لا (Lam Alif), and if the letter ء (hamzah) is considered as a separate letter will amount to 29 hijaiyah letters.

Teaching and learning activities are interactions performed between teachers and learners during the learning process to achieve effective learning objectives. In the ongoing learning activities, methods are also needed, the method adapts to what we will speak about later. Like the method of reading the Qur'an, the goal of being able to read the Qur'an correctly and smoothly can be achieved. Among the methods of reading the Qur'an include:

Qira'ati Method

This method was compiled by K.H Dahlan Salim Zarkasyi in 1986. In Qira'ati teaching, there are several instructions including:

1. Teaching the vowels directly, should not be deciphered.
2. The teacher simply explains the subject matter (on its own from each page) and should not guide children in reading.
3. The teacher simply supervises and explains what is lacking.
4. If in reading, children still make many mistakes, they must be repeated until they can.

To teach volumes 1-2 of this method, the teacher is required to be patient in teaching students one by one. So that teachers understand the abilities of their students. Volumes 3-6 are carried out classically, with several students reading and listening together in one room. In its development, the objectives of the Qira'ati method have been expanded. Now there are Qira'ati for children aged 4-6 years, for 612 years, and students. The objectives to be achieved from this method are as follows: a. Maintain the sanctity of the Qur'an in terms of reading.

1. Reminding teachers of the Koran to be more careful in teaching the Qur'an.
2. Improving the quality of Al-Qur'an education.

C. Research Method

1) Type of Research

In this study, the authors use the type of field research (Field Research), namely research conducted in the field or the place to be examined. Researchers want to know firsthand how the state of the place is used for research. And what it means is the Madrasah Aliyah Negeri Batang.

2) Research Approach

This study uses a qualitative approach. Qualitative approaches are often used to produce grounded theory, namely theories generated from data rather than through hypotheses as in quantitative methods. Qualitative research is explored and deepened from social phenomena or social environments consisting of actors, events, places, and times.

D. Discussion

1. *Teacher's Role*

The problem of learning difficulties that are often experienced by students at school is an important problem that needs serious attention among educators. That said, because the learning difficulties experienced by students at school will have a negative impact, both on the students themselves, and on their environment, this is in line with what was conveyed by Mr. Muzakki, that learning difficulties make students less proficient in learning, especially the learning of the Qur'an that underlies him to take an active role in learning it.

This statement is in line with what Tampubolon said that the teacher's role is multidimensional, where the teacher occupies the role of a parent, educator or teacher, leader or manager, producer or service, mentor or facilitator, motivator or stimulator, and researcher or resource person. All that has been said above, becomes very complex if described one by one. In essence, the teacher's role in the learning process is as a locomotive that will move a learning process, so that it can run well and achieve the expected goals.

As a facilitator, the teacher should be able to provide facilities that can enable easy learning in teaching and learning activities for students. In the realm of the teacher as a facilitator, the teacher has carried out his role as a facilitator by providing textbooks in class, it's just that these books cannot be owned by students.

So the Al-Qur'an Hadith teacher as a facilitator, has prepared several facilities for student self-development, as described above through school programs, including matriculation of learning the Qur'an, studying the Koran in the morning, and tahfidul Qur'an. . The three activities complement each other. In addition to the above programs, facilities and infrastructure are also supporting facilities for students, so that teachers can be called facilitators for students. It can be seen that the role of the AlQur'an Hadith teacher at Madrasah Aliyah Negeri Batang, apart from being a

mentor but also as a motivator, is a way of motivating students to want to do Al-Qur'an learning continuously.

2. *Influencing Factors*

Based on the results of research that has been done by researchers, that there are factors that inhibit the role of teachers in overcoming difficulties in learning to read the Qur'an, there are several obstacles found, but these obstacles do not have serious consequences for the implementation of learning. Barriers that arise in the teacher's role in overcoming learning difficulties are due to the remote location, the environment of friends who mock if their friends can't, and from within students who are ashamed to not be honest if they can't and are lazy to leave early, because learning Al- Qur'an performed in the morning.

The internal factor that supports students in Madrasah Aliyah Negeri Batang, especially tenth-grade, is that students are always motivated to learn the Koran because they feel the need to develop themselves. Or motivated by teachers who always encourage their students after learning. While external factors such as the beautiful environment around Madrasah Aliyah Negeri Batang, because there are many shady trees. In addition, teachers with interesting methods and learning are also a supporting factor, as well as adequate facilities and infrastructure.

The inhibiting factors as described above are from the students themselves who are lazy and shy, feel they are smart and have no desire to move forward. Meanwhile, from the environment such as students' homes that are too far from school, peers who make fun of friends who can't read, lack facilities and infrastructure.

The solutions offered by the teacher to overcome these learning difficulties are, the teacher motivates students at the end of the lesson, the teacher makes personal relationships both by telephone and face to face, the teacher facilitates students with supporting facilities and infrastructure such as the Al-Qur'an manuscripts. an iqro and tajwid books as well as some virtual facilities for distance learning like now. Then programs from schools that support learning to read the Qur'an such as matriculation to read the Qur'an, learning to recite the Koran in the morning before learning, and tahfidzul Qur'an in the afternoon.

E. Concluding Remarks

- a. The difficulties faced by tenth-grade students at Madrasah Aliyah Negeri Batang in learning to read the Qur'an.

Based on the statements surrounding the interview, it can be found some difficulties faced by students. These difficulties include:

- 1) Students do not master the law of good and correct tajwid recitation. This results in students being less fluent in reading the Qur'an.
 - 2) Students master the law of tajwid recitation but are not good at applying it.
 - 3) Students have difficulty pronouncing the correct mahorijul letters. So, it will stop the recitation activity because the teacher corrects the reading first.
 - 4) Students do not know or have not memorized the letters hijayah. This only applies to a small number of students.
- b. Supporting factors and inhibiting factors in overcoming difficulties in learning to read the Qur'an in tenth-grade students at Madrasah Aliyah Negeri Batang.

- 1) Supporting Factors

- a. The teacher as a guide and mentor for children in learning to read the Qur'an is the most dominant factor in producing quality learning.
- b. Facilities and infrastructure. Adequate buildings, furniture, and also several manuscripts of the Qur'an are supporters who facilitate learning. In addition, the classroom is also equipped with LCDs and projectors. Laptops for teachers and also the internet.
- c. A cool environment and pleasant State Madrasah Aliyah friends contribute good supporting factors.
- d. Students who have a passion for conducting studies.

- 2) Inhibiting Factors

- a. An unsupportive environment for students to learn. For example, his friends mocked when the students were not able to read well.
- b. The student's self includes a sense of laziness and shame that binds him.

- c. Geographical factors include students' homes which are far from school, making them late to school.
- 3) The role of the Al-Qur'an Hadits teacher in overcoming difficulties in learning to read the Quran in tenth-grade students at Madrasah Aliyah Negeri Batang.
 - a. Studying the Koran In the morning before class learning is carried out at least one hour of lessons is provided by the school.
 - b. Matriculation of Learning the Qur'an to evaluate students who are less complete in learning the Koran in the morning.
 - c. Tahfidul Qur'an is a study of memorizing the Qur'an, for students at Madrasah Aliyah Negeri Batang.

F. Suggestion

From the results obtained during the research, a suggestion can be given as a follow-up to the research results. The advice was given to teachers, administrators, and also students at Madrasah Aliyah Negeri Batang, in overcoming the obstacles faced in learning the Qur'an.

1) For School

- a. Increase learning about the basic science of reading the Qur'an such as the science of recitation which includes makhorijul letters and the law of tajwid.
- b. Teachers are more active in supporting learning.
- c. Synergy from all school members, namely teachers other than Al-Qur'an Hadith teachers and students.
- d. More firm sanctions on students who are late.
- e. Improve facilities and infrastructure.

2) For Students

- a. Be serious in carrying out learning.
- b. Time discipline.
- c. Follow all the advice of the teacher.
- d. Eliminate the feeling of laziness and shame if you feel you have not been able to read the Qur'an properly.

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