



# IMPLEMENTATION OF THE IQRA' METHOD IN LEARNING TO READ THE AL-QUR'AN IN EARLY AGE CHILDREN

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## Abstract

The first lesson given to children in Islamic education is learning about the Koran. By introducing the Qur'an from an early age, Qur'anic values will be ingrained and make people with character. This research aims to determine the implementation of the Iqra' method in learning to read the Koran in early childhood. This research uses descriptive qualitative methods to obtain broad and in-depth information related to the research objectives. The data sources in this research were the principal, class teachers, students and parents of the students at Sabbihisma 2 Padang Kindergarten. The research results show that the Iqra' method learning planning is not explained in detail in the form of a lesson plan. The teacher teaches it according to the teaching instructions in the Iqra' book. The Iqra' method learning is carried out privately, students are called one by one to come forward to read Iqra'. Students are required to be active in reading, while the teacher guides and directs the learning process. Evaluation of Iqra' method learning is carried out during Iqra' learning by the teacher and EBTA at the end of each volume of Iqra' is carried out by the school principal. Supporting factors for learning Iqra' are providing motivation to students, the role of parents who support learning Iqra' or the Koran at home, conveying the Iqra' method to parents of students, and teacher training. Meanwhile, the inhibiting factors are students' low memory capacity, students who are unable to concentrate, and lack of repetition of Iqra' or Al-Qur'an reading at home.

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## INTRODUCTION

The Koran is a life guide for Muslims in every aspect of their lives. Apart from being a guide to life, the Koran is also a source of knowledge (Akbar, 2022; Nasution & Nasution, 2023; Sari & Sari, 2024). As a Muslim, you are required to be good at reading, appreciating and practicing the contents of the Koran in your daily life. This is because reading and understanding the contents of the Koran can provide guidance and lessons for life (Syafei et al., 2020; Saleh, 2022; Tambusai et al., 2023).

The first lesson given to children in Islamic education is learning about the Koran (Ma'mun, 2019; Santoso, 2019; Muqit & Maskur, 2021). Learning the Qur'an for children has several important goals, namely, so that children can read the Qur'an fluently and correctly according to recitation, so that children can familiarize themselves with the Qur'an in their lives, and enrich their vocabulary. words and sentences from the Koran (Roozzaq & Abidin, 2022; Nurhanifah, 2023; Suharyat & Watini, 2023). Rasulullah SAW reminded every parent and teacher to educate their children so they can read the Koran. In the hadith it says:

عَنْ عَلِيِّ رَضِيَ اللَّهُ عَنْهُ قَالَ : قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ :  
: أَدَّبُوا أَوْلَادَكُمْ عَلَى ثَلَاثِ خِصَالٍ : حُبِّ نَبِيِّكُمْ وَحُبِّ أَهْلِ بَيْتِهِ وَ قِرَاءَةِ  
الْقُرْآنِ (رواه الديلم)

Meaning: *From Ali r.a He said: Rasulullah SAW said: "Educate your children in three things, namely loving your Prophet and his family and reading the Koran."* (HR. Ad- Dailami)

Furthermore, Rasulullah SAW said about the best generation, namely the generation that learns and teaches the Koran. As explained in the Bukhari hadith below:

عَنْ عُثْمَانَ بْنِ عَفَّانَ قَالَ؛ قَالَ النَّبِيُّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ إِنَّ أَفْضَلَكُمْ مَنْ  
تَعَلَّمَ الْقُرْآنَ وَعَلَّمَهُ (رواه البخاري)

Meaning: *"From Usman bin Affan r.a said, Rasulullah SAW said, "The best of you are those who study the Koran and teach it."* (HR. Bukhari)

The basic thing that must be known and understood in reading the Koran is knowing the hijaiyah letters and how to read them (Kusuma, 2018; Soekarta et al., 2023). Therefore, mastery of the material and how to read the Koran using the learning method to read the Koran is very important to achieve educational success. One method of learning to read the Koran is the Iqra' method, the easiest and most practical method. The Iqra' method is a perfecting method for several general methods of teaching the Koran. This Iqra' method was created by KH. As'ad Humam in Yogyakarta in 1983-1991. The Iqra' method is arranged in six volumes and each volume is equipped with teaching instructions, making it easier for students to read and use it and making it easier for teachers to teach students (Kusuma, 2018; Purwaka & Sukiman, 2018; Ulfah et al., 2019; Hasnah & Muliati, 2022)

One of the schools that uses the Iqra' method in the process of learning the Koran is Sabbihisma 2 Kindergarten, Padang City. Based on the results of initial observations, researchers noted that there were 26 students out of 64 students who were able to read the Koran using the Iqra' method, during approximately four months of the teaching and learning process in the odd semester of the 2023/2024 academic year. You can see data on students in the 2023/2024 academic year who can read the Koran as follows:

Number	Class	Number of Students	Those who can read the Koran
1.	B1	11	7
2.	B2	11	4
3.	B3	10	3
4.	B4	11	4
5.	B5	10	4
6.	B6	11	4
Amount		<b>64</b>	<b>26</b>

Every year Sabbihisma Kindergarten 2 Padang City graduates approximately 80% of students who can read the Koran using the Iqra' method. This shows positive results related to the main learning program at Sabbihisma Kindergarten 2 Padang City, namely the Al-Qur'an reading ability program using the Iqra' method.

## METHODS

The type of research used in this research is field research (Mutawali, 2020; Syahrizal & Jailani, 2023; Sari & Sari, 2024) while the research method used by researchers is descriptive qualitative, namely research that describes the data according to the situation as it is. field (Imanina, 2020; Manurung, 2022). Informants in research are people or actors who can provide information regarding research problems (Nur & Utami, 2022; Asrulla et al., 2023). The informants in this research were the Principal, Class Teachers, Students and Parents of Students. The data collection techniques used include observation, interviews and documentation (Saefuddin et al., 2023; Syahrizal & Jailani, 2023). The data analysis techniques in this research include data reduction (Data Reduction), data presentation (Display Data), drawing conclusions (Conclusion Drawing).

## RESULT AND DISCUSSION

1. Planning the Iqra' Method in Learning to Read the Al-Qur'an in Early Childhood at Sabbihisma 2 Kindergarten, Padang City.

The planning of the Iqra' method in learning to read the Koran at Kindergarten Sabbihisma 2 Padang City in determining materials, methods, media and evaluation from volumes one to volume six is not explained in detail in the form of the RPP. However, Iqra' learning activities are mentioned in the National Education Curriculum RPP as a report on the implementation of Iqra' learning activities every day.

Based on the results of observations and interviews at Sabbihisma 2 Kindergarten, Padang City, in implementing Iqra' learning, the teacher directly taught it to students by looking at the teaching instructions in the Iqra' book as a guide for students to read Iqra' properly and correctly.

This is in line with the guidelines for implementing the Iqra' method, namely the Iqra' method is a method of learning to read the Al-Qur'an which has been designed practically and systematically, so that it can make it easier for everyone to learn and teach reading the Al-Qur'an. The Iqra' method makes it easier for all groups to learn to read the Koran because this method is made in volumes one to six, where each volume has structured teaching instructions or guidelines. The Iqra' method is one of the choices in learning to read the Koran, because learning starts from a simple level to a perfect level. One of the advantages of the Iqra' method is the module, students who have completed the volume can continue to the next volume (Chan et al., 2021; Awliyah & Darras, 2024; Baiti et al., 2024).

## 2. Implementation of the Iqra' Method in Learning to Read the Qur'an for Early Childhood in Sabbihisma 2 Kindergarten, Padang City.

The implementation of learning to read the Qur'an using the Iqra' method in Sabbihisma 2 Kindergarten, Padang City is carried out privately, students are called one by one to come forward to read Iqra'. Children are required to be active in learning to read, while the teacher's task in this activity is to guide and direct students when the learning to read process takes place. This is in line with the opinion of As'ad Humam who said that the nature of the Iqra' Method is first private or listening to one by one in turn. Students come forward in turn to the teacher according to the order of calling determined by the teacher. The second is CBSA (Active Santri Learning Method), where students are required to actively read by themselves while the teacher listens to what is read by the students. The third is communicative nature, meaning here that the teacher gives appreciation to students if the reading read by the students is correct (Kiromi & Ula, 2023; Rosyadi et al., 2023; Wardani et al., 2023).

Learning activities are said to be effective if there is a main teacher and an assistant teacher in the class, this is to make it easier for teachers to apply reading activities to children (Syarifuddin & Adiansha, 2023; Utami et al., 2023). The comparison for the Iqra' method privately is 1:10 children while for classical 1:15/20 children, while in class there is 1 teacher with 13-14 children, so that reading activities can be effective. As the results of the researcher's observations, there are 10 to 11 students in each class (Nisa, 2024). This shows that learning to read the Qur'an using the Iqra' method at Sabbihisma 2 Kindergarten, Padang City can be said to be effective.

## 3. Evaluation of the Iqra' Method in Learning to Read the Qur'an for Early Childhood at Sabbihisma 2 Kindergarten, Padang City.

One of the important and inseparable components of the entire learning process is evaluation (Saputra, 2022; Muntatsiroh, 2023). Based on the results of observations, interviews and documentation conducted by the researcher, it was found that the evaluation activities for learning to read the Qur'an using the Iqra' method were carried out during the Iqra' learning process, formative evaluations were carried out during the teaching and learning process, which were held periodically, the contents of which covered all teaching units that had been taught. Summative evaluation in the form of EBTA at the end of each Iqra' volume was also carried out, in the form of an evaluation at the end of each learning process (Anam, 2021).

The aspects considered in the assessment are fluency, eloquence, accuracy of makhraj, and mastery of Iqra' material. The assessment will be written by the teacher on the Iqra' checking sheet also for students who are at the stage of reading the Qur'an, the assessment is written on the tadarus achievement card, this checking sheet is taken home by students as a form of report to parents. Based on the results of observations, interviews and documentation of the EBTA assessment at the end of each Iqra' volume, it is carried out directly by the principal, this is in line with the Iqra' method teaching guide that for EBTA, the examiner teacher should be determined (Kafrawi & Mulyadi, 2020). Regarding the assessment of the ability to read the Qur'an using the Iqra' method in students, the school uses an assessment based on the category of development of reading Iqra' and the Qur'an in students as follows:

Number	Development Category	Assessment Aspects
1.	Not Yet Developed	There is no apparent interest or motivation in students to learn Iqra'.
2.	Starting to Grow	Students are willing and able to mention and memorize all the hijaiyah letters.
3.	Growing As Expected	Students can achieve the target for each volume of Iqra'.
4.	Developing Very Well	Students can read the Qur'an independently and are able to reprimand or teach their friends.

#### 4. Supporting and Inhibiting Factors of the Iqra' Method in Learning to Read the Qur'an for Early Childhood at Sabbihisma 2 Kindergarten, Padang City.

Based on the results of the study, the supporting factor in learning to read the Qur'an using the Iqra' method is providing motivation to students. The motivation given by the teacher is in the form of giving praise, rewards, telling exemplary stories, and also giving encouragement and positive affirmations. Providing motivation has a very good impact on children so that many of them are very enthusiastic about getting rewards. By giving this reward, students are enthusiastic about learning (Sutrisno et al., 2023).

Another supporting factor is the role of parents who support learning at home, the activity of reading Iqra' or the Qur'an with parents will help students to read Iqra' or the Qur'an smoothly. The success of learning to read the Qur'an using the Iqra' method at Sabbihisma 2 Kindergarten, Padang City is certainly inseparable from the involvement and participation of parents in the learning process of students. Good communication between teachers and parents can support the learning process of students. The driving factor for Iqra' learning is that schools collaborate with parents regarding Iqra' reading activities, communication with parents of guardians regarding student development. The role of parents in teaching reading activities at home makes it easier for schools to implement reading activities. The role of parents greatly supports the success of Iqra' or Al-Qur'an reading activities for students (Siagian, 2024). The activity of delivering the Iqra' method to parents of students every month in the odd semester also supports Iqra' learning. Delivering the Iqra' method to parents of students greatly influences the learning process of students, parents are given guidelines and understanding to teach Iqra' at home (Awliyah & Darras, 2024). This is done as an effort of cooperation between teachers and parents in making the main learning program at Sabbihisma 2 Kindergarten, Padang City a success, namely learning to read the Al-Qur'an using the Iqra' method. The routine monthly meetings held by the school regarding the development of students at school need to be highly appreciated. This activity is one form of supporting the socialization of activities well by teachers and parents can play a good role in supporting school activities (Sukatin et al., 2022). The delivery of the Iqra' method to parents of students has created significant progress, this can be seen in approximately four months, there have been several students who have been able to read the Qur'an fluently. So that approximately 80% of students can read the Qur'an well and fluently. As described above, it can be seen in the following data and images:

No.	Class	Number of Students	Those who can read the Koran
1.	B1	11	11
2.	B2	11	10
3.	B3	10	8
4.	B4	11	8
5.	B5	10	6
6.	B6	11	10
<b>Jumlah</b>		<b>64</b>	<b>53</b>

Another supporting factor is teacher training to improve teacher competence in teaching Iqra' to students. The training provided is in the form of makharijul huruf material, as well as teaching the Iqra' method. Training for a teacher is very important to follow because with this training it will further improve the quality of a teacher's teaching (Elkarimah & Sutisna, 2021).



Meanwhile, the inhibiting factors are in the form of low student memory skills so that they have difficulty remembering letter shapes, understanding changes in letter sounds, or changes in length and shortness. Other inhibitors are students who are less able to concentrate due to a lack of interest in learning Iqra' or the age of the students which affects the learning process, students are less able to concentrate when learning to read because students cannot read yet so that confusion arises from students so that students will look away when reading. Indeed, early childhood should not be taught to read, because at this stage children are learning while playing (Hidayah & Fathoni, 2022).

Another inhibiting factor is the lack of repetition by parents of reading Iqra' or the Qur'an at home. The role of parents in teaching reading Iqra' is very important so that students can be directed and can be guided if there are mistakes. However, not all parents here can play a good role in teaching reading Iqra', especially teaching at home. Parents should also help teachers in teaching reading to students, because apart from the teachers who teach at school, parents also play a very important role in the success of Iqra' learning activities (Oktaviana et al., 2022).

## **CONCLUSION**

The planning of the Iqra' method in learning to read the Qur'an for early childhood at Sabbihisma 2 Kindergarten in Padang City in determining the material, methods, media, and evaluation from volume one to volume six is not explained in detail in the form of a lesson plan. The teacher directly teaches it to students by looking at the teaching instructions that are already in the Iqra' book as a guide for students to read Iqra' properly and correctly.

Iqra' learning is carried out privately, students are called one by one to come to the front to read Iqra'. Children are required to be active in learning to read, while the teacher's task in this activity is to guide and direct students when the learning to read process takes place.

Evaluation of the Iqra' method in learning to read the Qur'an for early childhood at Sabbihisma 2 Kindergarten in Padang City is carried out when the Iqra' learning is taking place and EBTA at the end of each volume of Iqra'. The form of formative evaluation is carried out during the teaching and learning process, which is held periodically, its contents cover all teaching units that have been taught. Summative evaluation in the form of EBTA at the end of each volume of Iqra' is also carried out, in the form of an evaluation at the end of each learning process. Supporting factors for learning the Qur'an using the Iqra' method are providing motivation to students in the form of praise, rewards, exemplary stories, and positive affirmations. Furthermore, the role of parents who support learning Iqra' or the Qur'an at home, delivering the Iqra' method to parents of students, and teacher training. The inhibiting factors are in the form of low memory capacity of students so that they have difficulty remembering letter shapes, understanding changes in letter sounds, or changes in length and shortness. Furthermore, students who are less able to concentrate due to lack of interest in learning Iqra' or the age of students who affect the learning process, and lack of repetition by parents of reading Iqra' or the Qur'an at home.

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