Motivation to Learn to Read Al-Qur'an Students

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ABSTRACT

Purpose of the study: Motivation to learn to read the Qur'an is a driving force that arises both from outside and from within a person or student who encourages them to carry out noble worship activities whose rewards are multiplied by Allah if they read them seriously and play an important role in giving enthusiasm, enthusiasm and pleasure in learning to read the Koran. The purpose of this study was to determine the motivation to learn to read the Qur'an of students at Public Elementary School 015 Tembilahan Hulu, indicators of learning motivation.

Methodology: This type of research is a qualitative descriptive research. The population in this study were 13 grade IV students and 28 grade V students at Public Elementary School 015 Tembilahan Hulu. Data in this study were collected using questionnaires, interviews and documentation. Furthermore, the collected data was analyzed using the percentage formula.

Main Findings: The research shows that: students of grades IV and V at 015 Tembilahan Hulu Public Elementary School are very good at learning to read the Koran. All learning activities to read the Qur'an are carried out, but not optimal or perfect. The indicator of learning motivation is taken from the operational concept.

Novelty/Originality of this study: The novelty of this study is to look at students' motivation to learn to read the Koran at SD 015 Tembilahan Ulu.

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1. INTRODUCTION

The essence of learning motivation is internal and external encouragement to students who are learning to make changes in behavior [1]-[3]. Learning motivation also provides enthusiasm for learning, direction, and persistence of behavior. That is, motivated behavior is behavior that is full of energy, purposeful, and enduring.

Motivation that causes students to carry out learning activities can arise from within themselves or from outside themselves. Intrinsic motivation according to [4]-[6] (stimulation from within the learner) does not need to be stimulated from the outside, because within each student there is an urge to do something, for example (1) interest, (2) attitude positive, (3), needs. Extrinsic motivation (stimulation from outside students) where this motivation functions because of external stimulation. This motivation can be understood as a form of motivation in which activities are initiated and continued based on encouragement from outside the learner [7]-[9]. This type of extrinsic motivation arises as a result of outside influences from students, whether due to invitations, orders or coercion from other people so that in such circumstances students want to do something, for example studying [10]-[12]. For students with weak intrinsic motivation, for example, lack of curiosity, this motivation needs to be given. One of the motivations needed by students is motivation in reading the Al-Quran.

Al-Qur’an is the best reading for believers, both in times of joy and sorrow, when happy and anxious [13]-[15]. Reading the Qur’an is a very noble deed and will get multiple rewards. Because what he read was the Divine Word of God [16]-[18]. Therefore, every believer is required to be able to read the Qur’an as well as possible. To be able to read the Al-Qur’an properly, a set of knowledge and rules are needed for how to read the Al-Qur’an fluently and properly. The rules regarding how to read the Qur’an as well as possible are called the science of Tajweed.

Based on the results of the research above, it can be concluded that to encourage motivation to learn to read the Qur’an, qualified teaching staff or teachers are needed. Teachers can be said to be qualified if the teacher has adequate competence [19], [20]. Therefore, the role of the teacher as a teacher in an effort to make children the next generation of nation and religion cannot be replaced by any sophisticated tools, because psychologically the influence of the teacher when teaching gives its own value to the development of students’ learning motivation. So to support this role a teacher must have skills in providing motivation.

From the results of the initial interviews that the researchers conducted at Public Elementary School 015 Tembilahan Hulu, the researchers found gaps in the motivation to learn to read the Koran. This is shown by the presence of the following symptoms: some students lack motivation to learn to read the Qur’an, there are some students who are able to read the Qur’an properly and correctly according to their class level, including some parents guiding their children to read Al-Qur’an and there are also those who do not guide their children because they are not fluent in reading the Al-Qur’an, so it is the parents who take their children to the place where the teacher recites the Koran. Based on this background, the authors are interested in conducting research to see the motivation to learn to read the Koran at SD Negeri 015 Tembilana Hulu.

2. RESEARCH METHOD

The type of research used in this research is descriptive qualitative research. Qualitative research is a research method based on the philosophy of postpositivism, used to examine the condition of natural objects [21], [22]. Descriptive aims to systematically and accurately describe facts and characteristics regarding a particular population or field [23]-[25]. The data collected is descriptive in nature so that it does not intend to seek explanations, test hypotheses, make predictions, or study implications [26], [27]. This research only takes pictures of what happened in the field, then presented in the form of reports as they are. This study aims to describe a situation, describe and describe the motivation to learn to read the Koran of students at Public Elementary School 015 Tembilahan Hulu.

As for the population in this study less than 100, the researchers used saturated sampling, namely the sampling technique when all members of the population are used as samples. Where the population is as follows:

<table>
<thead>
<tr>
<th>Class</th>
<th>Population</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>IV</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>V</td>
<td>13</td>
<td>15</td>
</tr>
<tr>
<td>Amount</td>
<td>18</td>
<td>23</td>
</tr>
</tbody>
</table>

Data collection techniques in this study are:
1. Questionnaire. The purpose of distributing the questionnaire is to find complete information about students’ motivation to learn to read the Koran at 015 Tembilahan Hulu State Elementary School.
2. Interviews. Structured interviews are used as a data collection technique, if the researcher knows for sure what information will be obtained. The interview in this case was conducted with Drs. Ismail as the head of the school and at the same time as a PAI teacher at the 015 Tembilahan Hulu Public Elementary School.
3. Documentation. Documentation is used to collect data about schools, teachers and other matters relating to SD Negeri 015 Tembilahan Hulu.

The data analysis technique in this study was to obtain a score from the author's questionnaire using the Likert scale, which is a scale used to measure attitudes, opinions and perceptions of a person or group of social phenomena.

Often : 3 Sometimes : 2 Never : 1 Meanwhile, to get the percentage score criteria, it can be seen from the standard size categories as follows:

\[ P = \frac{F}{N} \times 100\% \]
Table 2. Assessment Criteria

<table>
<thead>
<tr>
<th>Assessment Percentage</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>81% – 100%</td>
<td>Very Good</td>
</tr>
<tr>
<td>61% - 80%</td>
<td>Good</td>
</tr>
<tr>
<td>41% - 60%</td>
<td>Pretty good</td>
</tr>
<tr>
<td>21% - 40%</td>
<td>Not good</td>
</tr>
<tr>
<td>0% - 20%</td>
<td>Not good</td>
</tr>
</tbody>
</table>

3. RESULTS AND DISCUSSION

The results of this study are as follows:

Table 3. Results of the Questionnaire on Learning Motivation to Read Al-Quran

<table>
<thead>
<tr>
<th>Statement</th>
<th>Alternative Answers</th>
<th>Total</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Always</td>
<td>Often</td>
<td>Sometimes</td>
</tr>
<tr>
<td>Have a strong desire to read the Koran</td>
<td>30</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Have the desire to successfully learn to read the Koran</td>
<td>30</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Get encouragement from parents in learning to read the Koran</td>
<td>24</td>
<td>58%</td>
<td>6</td>
</tr>
<tr>
<td>Get the needs of parents in learning to read the Koran</td>
<td>20</td>
<td>49%</td>
<td>5</td>
</tr>
<tr>
<td>Have hope in the future in learning to read the Koran better than before</td>
<td>29</td>
<td>71%</td>
<td>3</td>
</tr>
<tr>
<td>Has aspirations to learn to read the Al-Quran correctly</td>
<td>33</td>
<td>81%</td>
<td>2</td>
</tr>
<tr>
<td>Get good grades in reading the Koran</td>
<td>17</td>
<td>41%</td>
<td>11</td>
</tr>
<tr>
<td>Develop interesting activities such as singing songs in reading the Koran</td>
<td>22</td>
<td>54%</td>
<td>7</td>
</tr>
<tr>
<td>Get a conducive environment to learn to read the Koran</td>
<td>24</td>
<td>59%</td>
<td>8</td>
</tr>
<tr>
<td>Get praise and prizes in learning to read the Koran</td>
<td>18</td>
<td>44%</td>
<td>9</td>
</tr>
</tbody>
</table>

Amount | 247 | 60% | 60 | 15% | 73 | 18% | 30 | 7% | 410 | 100% |

From the table above it is known that the overall results of the questionnaire obtained 247 answers always (60%), 60 answers often (15%), 73 times answers sometimes (18%), and 30 times answers never (7%). Furthermore, answers are always given a score of 4, answers often are given a score of 3, answers are sometimes given a score of 2, and answers are never given a score of 1. So the results are:

Always = 247 X 4 = 988
Often = 60 X 3 = 180
Sometimes = 73 X 2 = 146
Never = 30 X 1 = 30
Total number = 1344

Whereas,
N = Total Population X Number of Questions in Questionnaire X Highest Score.
N = 41 X 10 X 4
= 1640

To find out students’ motivation to learn to read the Koran at 015 Tembilahan Hulu Public Elementary School, the formula is used:

\[ P = \frac{f}{n} \times 100 \]
In accordance with the standard categories that have been set in chapter III, the Motivation to Learn to Read the Qur’an of Students at 015 Tembilahan Hulu Public Elementary School, reaching 81.95% is in the very good category.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you think about students having a strong desire to read the Qur’an?</td>
<td>“According to the child’s rating or according to what is in the book. For example, in class IV read the Al-Qur’an from Surah An-Nasr to Surah Al-Fil, class V reads the Al-Qur’an from At-Tin to Al-Qadr. Then there are levels according to class, that’s where you can find out the child’s ability to have a strong desire to read the Qur’an in accordance with the rules made by the Ministry of Religion in elementary schools and also In this elementary school the whole lesson is found in us as an example of Jurisprudence, Al-Qur’an, Hadith, Aqidah akhlah are little by little included in PAl lessons according to the grade level”</td>
</tr>
<tr>
<td>Since when do students have the desire to succeed in learning to read the Koran?</td>
<td>“In accordance with the class that is taught either the iqra method or the alifan method. However, now there is a difference if there to learn letter by letter it seems like reading the letter alif actually alip is one example of getting to know letters in grade I, even reading the Qur’an is rite. In Early Childhood or Kindergarten, you only know the shape of the letters, if you are already in grade I Elementary School you already know the reading of the letters”.</td>
</tr>
<tr>
<td>Is there any encouragement especially from parents in learning to read the Al-Qur’an properly?</td>
<td>“Of course there is a lot of encouragement from parents, even the most important parents, because what, if parents can’t teach their own children then it is the parents who take their children where there is a place where people can talk about the problems of reciting the Koran that the child is studying such as Makharijul Letters and The Laws of Reading, which can determine the reading are people who can read the Qur’an correctly, what was previously recommended was the Maghrib Koran which is managed by the Regent himself through Kasra which is held at the Regent’s house, which is taught by the regents. Qori’ and Qori’ah in the Al-Huda Mosque”.</td>
</tr>
<tr>
<td>Is there a need from both parents in learning to read the Koran?</td>
<td>“Here, look at the parents first, if the parents are Qori’ and Qori’ah then their child's reading is justified at home, but if the parents cannot teach their child then it is channeled through the mosque or surau, places where there is recitation of the Qur’an and more now it is mandatory for children to have tahfiz, so with tahfiz, children can read the Qur’an with encouragement from their parents”.</td>
</tr>
<tr>
<td>Do you give hope to students in the future in learning to read the Koran better than before?</td>
<td>“There are no two answers. From the parents’ side, so that the child can do well, he is given a wage. This salary is so that the child is active, for example, if he can read, for example, 2 surahs, then he buys a bicycle, if for example he can read 1 juz, bring him a recreation place for his vacation and usually parents give gifts of nature to support better memorization in the future. If the teacher usually uses a ranking, at school it is different from the parents at school using a ranking, why do you get a ranking, the first is ranking for the class from the class again ranking for the school, so class first then school, then the school is given general 1, general 2, general 3, as well as grade 1, rank 2, rank 3 and those given at school”</td>
</tr>
<tr>
<td>Do students have aspirations to learn the Qur’an properly?</td>
<td>“For the improvement of this child, it seems that at first his own will was difficult, with the encouragement of his parents, maybe with the guidance of the ladies and gentlemen of the teacher council at school he was able to carry out this activity, one example is that there are levels from grade I to grade VI as recommended by the Minister of Religion”</td>
</tr>
<tr>
<td>Do students get good grades in reading the Qur’an?</td>
<td>“Of course it is very clear, while in the Hadith it is also said that those who study it are not necessarily right after he learns so his reading scores get better the longer the better the more perfect he is to answer because of what, because he is trained to say the letters that are called the first is Makharijul Letters, then the second is Tajweed and the third is according to the level of the surah or juz”</td>
</tr>
</tbody>
</table>
| What do you think if students develop                                     | “Of course it is very clear, there, like people who are used to studying the Qur’an, they take kasidah songs or also sholawat, as soon as he makes a tone, there are
interesting activities such as singing songs while reading the Qur'an?
How do you get students to get a conducive learning environment to be able to learn to read the Koran?
Is there praise and prizes in learning to read the Koran at school?

provisions for the short length of the reading law, one example is praying first with
There are high and low pitches of sholawat that we hear, so that's where the reading
is determined”.

"With this assistance from the government, thank God, it can support us like the
tahfiz house, with the houses of worship where they study, there are three local
government programs, the first is Magrib Koran, the second is Subuh Warriors and
the third is Establishing a Tahfiz House.”

“Earlier this was answered in question number 5, of course it was clear that there
was either the parents or the school. The parents were like sharing what the child
needs, for example, if you want to go to school if you can read the Koran, I bought
a bicycle for the first time, so it doesn’t have to be a problem for parents to take
their children to school, it’s enough for them to give the gifts to school. at school
it’s the same if he gets a ranking then he buys gifts such as books, bags and others,
the nature of which is to support him in carrying out his education”.

Based on the interview excerpts above, it can be concluded that students in grades IV and V have levels
or ranks in reading the Qur’an in elementary schools which have been included in PAI learning, while the
encouragement from parents is most important for their children to learn to read Al-Qur’an. With the gift of the
Qur'an the child is more active in learning to read the Qur'an. Judging from the child's own will, it seems
difficult if there is no encouragement from parents or an assembly of teachers at his school. Teachers and parents
work together to motivate children to learn to read the Qur'an and especially now that there are Magrib Koran,
Dawn Warriors and the Establishment of Tahfiz Houses. With the program provided by the government, it
makes children actively learn to read the Qur'an both at home, at school and at their study places. Thanks to
encouragement from parents and teachers who guide and give gifts, the child also wants to learn to read Al-Qur'an.

Based on the considerations above, it can be concluded that students in grades IV and V are very good
at learning to read the Koran. From the discussion of the data through the results of the questionnaire, data
analysis can be carried out as follows: Through data analysis, namely the motivation to learn to read the Qur'an
of students at 015 Tembilahan Hulu State Elementary School, at 81.95% and categorized very well, because it is
located at an interval of 81 ℅ - 100 ℅.

From the analysis of the data through interviews, it can be analyzed that the indicators of motivation to
learn to read the Koran for students at Public Elementary School 015 Tembilahan Hulu:
1. Have the desire and aspirations to succeed according to the class level.
2. Support from parents of students in supporting their children's learning motivation.
3. Obtaining appreciation from both parents and teachers.
4. There is a conducive learning environment

4. CONCLUSION

From the results of research that has been done using questionnaire data, interviews and documentation.
So the authors conclude that it can be seen that the motivation to learn to read the Koran of students at 015
Tembilahan Hulu Public Elementary School is as follows: 1). The efforts of Islamic Religious Education
teachers to develop children's motivation to take action, one of which is through habituation as a routine activity
for students to read the Qur'an at school. 2). Give awards to students who are active and achieve in learning to
read the Qur'an. 3). Holding competitions or contests on Islamic holidays so that they can motivate children to be
fond of learning the Qur'an.

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