

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 Al-Qur'an. The purpose of this study was to determine the motivation to learn to read the Qur'an of students at Madrasah Nurul Jihad, 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 Madrasah Nurul Jihad. 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 Madrasah Nurul Jihad are very good at learning to read Al-Qur'an. 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: This research presents findings that illustrate how the madrasah environment, family support, and students' internal factors influence their motivation to master the skill of reading the Al-Qur'an. By understanding these motivations, this research provides valuable insights into the development of more effective and in-depth learning approaches in the madrasa context, which can increase interest and quality of Al-Qur'an learning for students.

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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. Learning motivation also provides enthusiasm for learning, direction, and persistence of behavior [1]. 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 [2]. Intrinsic motivation according to (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 [3]. This motivation can be understood as a form of motivation in which activities are initiated and continued based on encouragement from outside the learner [4]. 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,

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for example studying [5]. 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. Reading the Qur'an is a very noble deed and will get multiple rewards. Because what he read was the Divine Word of God [6]. 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 [7]. The rules regarding how to read the Qur'an as well as possible are called the science of Tajweed. Teachers can be said to be qualified if the teacher has adequate competence. 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 [8].

This research is in line with research conducted by Ridwan et al [9], it can be concluded that to encourage motivation to learn to read the Qur'an, qualified teaching staff or teachers are needed. From the results of the initial interviews that the researchers conducted at Madrasah Nurul Jihad, Tembilahan Hulu, the researchers found gaps in the motivation to learn to read the Al-Qur'an. 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 Al-Qur'an [10], [11]. Based on this background, the authors are interested in conducting research to see the motivation to learn to read the Al-Qur'an at Madrasah Nurul Jihad.

This research highlights important aspects of Islamic religious education. This study reveals that motivational factors are diverse and complex in motivating students to learn to read the Al-Qur'an [12]. An interesting finding from this research is the emphasis on the role of the social environment, such as family and community support, which significantly influences students' motivation in learning Al-Qur'an [13], [14]. In addition, this research also highlights the importance of using innovative and interesting learning methods for students to increase their interest and motivation in studying the holy text of the Al-Qur'an.

Research on Students' Motivation to Learn to Read the Qur'an at Madrasah Nurul Jihad has a significant essence in the context of Islamic religious education. The results of this research can provide in-depth insight into the factors that influence students' motivation in studying the Qur'an, which in turn can help develop more effective learning strategies [15]. With a better understanding of student motivation, teachers and educational institutions can develop more targeted approaches to increase student interest and commitment to learning the Qur'an [16]. Apart from that, the findings of this research can also be a basis for developing a curriculum that is more relevant and oriented to student needs, as well as for designing motivational training programs that can be implemented in various Islamic educational institutions.

2. RESEARCH METHOD

2.1 Type of Research

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 [17]. Descriptive aims to systematically and accurately describe facts and characteristics regarding a particular population or field. The data collected is descriptive in nature so that it does not intend to seek explanations, test hypotheses, make predictions, or study implications. 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 Al-Qur'an of students at Madrasah Nurul Jihad.

2.2 Population and Sample

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:

Class	Population		Total
	Male	Female	
IV	5	8	13
V	13	15	28
Amount	18	23	41

2.3 Data Collection Techniques

Data collection techniques in this study are: Questionnaire, the purpose of distributing the questionnaire is to find complete information about students' motivation to learn to read Al-Qur'an at Madrasah Nurul Jihad.

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 Islamic religious education teacher at Madrasah Nurul Jihad. Documentation, is used to collect data about schools, teachers and other matters relating at Madrasah Nurul Jihad, Tembilahan Hulu.

2.4 Data Analysis Techniques

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.

Table 2. Category of student motivation

Likert scale	Category
1	Never
2	Sometimes
3	Often
4	Always

The assessment criteria in this study are classified into 5 categories, namely very good, good, pretty good, not good, not very good. As for the criteria of the given student needs, it can be seen on the following

Table 3. Assessment Criteria

Assessment Percentage	Category
81% – 100%	Very Good
61% - 80%	Good
41% - 60%	Pretty good
21% - 40%	Not good
0% - 20%	Not very good

3. RESULTS AND DISCUSSION

The results of this study are as follows:

Table 4. Results of the Questionnaire on Learning Motivation to Read Al-Quran

Statement	Alternative Answers								Total	P
	Always		Often		Sometimes		Never			
	F	P	F	P	F	P	F	P		
Have a strong desire to read the Al-Qur'an	30	73%	3	7%	7	17%	1	3%	41	100%
Have the desire to successfully learn to read the Al-Qur'an	30	73%	6	15%	4	10%	1	2%	41	100%
Get encouragement from parents in learning to read the Al-Qur'an	24	58%	6	15%	9	22%	2	5%	41	100%
Get the needs of parents in learning to read the Al-Qur'an	20	49%	5	12%	12	29%	4	10%	41	100%
Have hope in the future in learning to read the Al-Qur'an better than before	29	71%	3	7%	8	20%	1	2%	41	100%
Has aspirations to learn to read the Al-Quran correctly	33	81%	2	5%	3	7%	3	7%	41	100%
Get good grades in reading the Al-Qur'an	17	41%	11	27%	11	27%	2	5%	41	100%
Develop interesting activities such as singing songs in reading the Al-Qur'an	22	54%	7	17%	7	17%	5	12%	41	100%
Get a conducive environment to learn to read the Al-Qur'an	24	59%	8	19%	7	17%	2	5%	41	100%
Get praise and prizes in learning to read the Al-Qur'an	18	44%	9	22%	5	12%	9	22%	41	100%
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. 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 Madrasah Nurul Jihad, reaching 81.95% is in the very good category.

Table 5. Interview Data Results

Question	Answer
What do you think about students having a strong desire to read the Qur'an?	"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 Madrasah Nurul Jihad and also In this Madrasah Nurul Jihad the whole lesson is found in us as an example of Jurisprudence, Al-Qur' an, Hadith, Aqidah akhlah are little by little included in Islamic Religious Education lessons according to the grade level"
Since when do students have the desire to succeed in learning to read the Al-Qur'an?	"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 rote. In Early Childhood or Kindergarten, you only know the shape of the letters, if you are already in grade I Madrasah Nurul Jihad you already know the reading of the letters".
Is there any encouragement especially from parents in learning to read the Al-Qur'an properly?	"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 Al-Qur'an 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 Al-Qur'an 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".
Is there a need from both parents in learning to read the Al-Qur'an?	"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".
Do you give hope to students in the future in learning to read the Al-Qur'an better than before?	"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".
Do students have aspirations to learn the Qur'an properly?	"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".
Do students get good grades in reading the Qur'an?	"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".
What do you think if students develop interesting activities such as singing songs while reading the Qur'an?	"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 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".

How do you get students to get a conducive learning environment to be able to learn to read the Al-Qur'an?	"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 Al-Qur'an, the second is Subuh Warriors and the third is Establishing a Tahfiz House."
Is there praise and prizes in learning to read the Al-Qur'an at school?	"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 Al-Qur'an, 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 Madrasah Nurul Jihad which have been included in Islamic Religious Education 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 [18]. 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 [19]. Teachers and parents work together to motivate children to learn to read the Qur'an and especially now that there are Magrib Al-Qur'an, Dawn Warriors and the Establishment of Tahfiz Houses [20]. 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-Quran.

This research is in line with research conducted by Santoso and Khisbiyah [21], research on students' motivation to learn to read Al-Qur'an. Although most students showed a strong interest in studying the Qur'an, findings showed variations in their level of motivation. Factors such as cultural background, level of understanding of religion, and support from the environment can be the cause of this difference [22]. Students who have strong support from family and society tend to have higher motivation, while those who do not receive such support may experience difficulty in maintaining motivation to learn [23]. Therefore, an in-depth understanding of the factors that influence students' motivation to learn the Qur'an is important for designing effective strategies in improving learning at Madrasah Nurul Jihad.

This study reveals that students' learning motivation in reading the Al-Qur'an is influenced by various factors, including the educational environment, social support, and perceptions of the importance of memorizing and understanding the contents of the Al-Qur'an [24]. The research results highlight that the use of teaching methods that are innovative and relevant to students' needs can increase their motivation to study the Qur'an, both individually and in groups [25]. These findings provide important insights for educators and madrasa administrators to design learning strategies that can maintain and increase student motivation in deepening understanding and appreciation of the Al-Qur'an.

The research has significant implications for motivation for learning and reading the Al-Qur'an. The results of this research may reveal that motivational factors such as the learning environment, social support, and understanding the importance of reading the Qur'an in depth influence the level of student motivation in studying and practicing reading the Qur'an [26], [27]. The implications of this research can help educators and supervisors to better understand students' needs in motivating them to study and read Al-Qur'an with enthusiasm and meaning. Apart from that, this research can also provide insight into the development of curriculum and teaching methods that are more effective in strengthening students' motivation in understanding and implementing the teachings of Al-Qur'an in everyday life.

4. CONCLUSION

It can be concluded that the motivation to learn to read the Qur'an for Madrasah Nurul Jihad students is driven by several factors. First, the efforts of Islamic Religious Education teachers to develop children's motivation through routine reading of the Qur'an at school. Second, awards are given to students who are active and rewarded in learning the Qur'an. And third, holding competitions or competitions on Islamic holidays which aims to motivate children to love studying the Qur'an.

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