

**LEARNING STRATEGIES OF AL-QUR'AN
AND HADITH TEACHERS IN
IMPROVING THE ABILITY TO READ
THE QUR'AN
AT ISLAMIC SENIOR HIGH SCHOOL 1
(MAN 1) MAKASSAR**

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Abstract: The objectives of this research are describe the description of the ability to read the Koran of students at MAN 1 Makassar as well as describe learning strategies of Al-Qur'an Hadith teachers in improving students ' reading skills of Al-Qur'an at MAN 1 Makassar. This research is a type of field research with a qualitative approach. Data collection methods used are observation, interviews, and documentation. The data analysis technique starts from data collection, data reduction, data presentation and drawing conclusions. Checking the validity of the data using the triangulation method. The results of this study show that The ability to read the Qur'an of students at MAN 1 Makassar is indeed quite low. There are still many students who have difficulty reading the Qur'an , stammering in reading the Qur'an and are still wrong in pronouncing the letters or in the laws of reading. Besides it, The strategy that the teacher uses in an effort to improve the students ' ability to read the Qur'an is that the teacher conducts additional lessons outside of school hours, starting at 2 to 3 in the afternoon.

Keywords: Strategy Of Learning, Al-Qur'an Hadith, Read The Qur'an

INTRODUCTION

Reading the Qur'an properly and correctly is something that should be known by students, especially those at the upper secondary level, especially for students who attend madrasas. Students at the madrasa level, of course, interact more often with the verses of the Qur'an due to the large number of religious lessons, so that it is natural and imperative that students who study in madrasas are better at reading the Koran than those who attend school in madrasas. public school .

However, in reality there are still many students in madrasas who are not good at reading the Qur'an . As in the initial observations and interviews conducted at MAN 1 Makassar, on January 4-7, 2021, it was found that most of the students were still stammering in reading the Qur'an , the pronunciation of letters was not in accordance with the makhraj, the pronunciation was often neglected and not in accordance with the law of reading. There are also many students who do not have the enthusiasm to learn and try to improve their reading of the Qur'an .

The inability of students to take advantage of today's increasingly sophisticated technological developments is also one of the causes of the decline in students ' reading abilities of the Qur'an . The development of increasingly sophisticated technology brings many positive impacts for the learning process, but not a few students who are less able to take advantage of the advantages of this technology. In fact, many students are addicted to cellphones, social media, and games

online , so that students are increasingly lazy to learn and read the Qur'an . Moreover, during the COVID-19 pandemic, it made students more flexible to play and made them farther away from the Qur'an .

Another reason for the low ability to read the Qur'an and the motivation to learn is the lack of parental attention and awareness of the importance of learning to read the Qur'an . Sometimes parents just let it go when their children play too much and hang out with their friends. This is in line with research conducted by Mariatul Soleha Indriani, that the low ability to read the Qur'an of students is caused by a lack of attention and support from parents in teaching the Qur'an to their children, resulting in a child being lazy and not caring. motivated to read and study the Qur'an .¹

The current state of education shows that educators are required to have overall competence. The competencies that must be possessed by teachers in the learning process are pedagogic competencies, personality competencies, social competencies, and professional competencies, with these competencies teachers are expected to be able to carry out the learning process well. Teachers are expected not only to have the ability to convey knowledge to students, but teachers must always be able to innovate to develop an interesting and fun learning strategy.

¹Anwar Thalib, “Upaya Guru dalam Meningkatkan Motivasi Belajar Peserta Didik terhadap Pembelajaran Al-Qur’an di MTs Negeri Kelara Jeneponto”, *Tesis* (Makassar: Jurusan Pendidikan Agama Islam, Program Pascasarjana, UIN Alauddin Makassar, 2011), p. 6-7.

Based on the explanation above, the researcher is interested in raising a research title "Learning Strategies of Al-Qur'an Hadith Teachers in Improving Students' Al-Qur'an Reading Ability at MAN 1 Makassar". In this case, the researcher will try to describe the facts related to the teacher's learning strategy and the students' ability to read the Qur'an .

THEORETICAL FRAMEWORK

As for what is meant by learning strategy is a series and overall actions of the teacher's strategy in realizing the realization of actual learning activities that are effective and efficient, to achieve learning objectives. Learning strategies are the methods chosen by the teacher in carrying out the learning process that can provide convenience or facilities for students towards achieving learning objectives. ²Learning strategy is the teacher's effort in creating an environmental system that allows the teaching process to occur so that the learning objectives that have been formulated can be achieved. ³Strategy is an activity that must be implemented so that learning objectives can be achieved effectively and efficiently. The strategy is a set of materials and procedures that are used together to achieve an expected result.⁴

²Jamal Ma'mur Asmani, *7 Tips Aplikasi PAKEM* (Cet. XI; Jogjakarta: DIVA Press, 2013), p. 24.

³ Ahmad Sabri, *Strategi Belajar Mengajar* (Cet.III; Jakarta: Quantum Teaching, 2010), p. 1.

⁴ Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan* (Cet. II; Jakarta: Prenadamedia Group, 2016) p. 126.

Strategy is also a specification for selecting and sequencing events and activities in an activity. Strategy is concerned with determining the order in which goals will be achieved and deciding how to implement instructional activities for each individual. Strategy is also a comprehensive approach in a system, in the form of general guidelines and a framework of activities to achieve general goals that describe systematic procedures in helping businesses, organizing experiences, organizing and planning things to achieve certain goals.⁵

Based on the explanation above, it can be concluded that what is meant by learning strategies are the ways in which a teacher conveys or carries out the learning process, and with this strategy it is hoped that students can be more motivated to follow the learning process, and can facilitate students in learning. accept and understand the learning material, which in the end the expected learning objectives can be achieved properly.

There are four basic strategies in the learning process, namely:

- a. Identify and determine the specifications and qualifications for changes in behavior and personality of students as expected.
- b. Choose a teaching and learning approach system based on the aspirations and views of the community.

⁵ Etin Solihatin, *Strategi Pembelajaran PPKN* (Cet. I; Jakarta: Bumi Aksara, 2012) p.4.

- c. Selecting and establishing procedures, methods, and teaching and learning techniques that are considered the most appropriate and effective, so that they can be used as a guide for teachers in carrying out their teaching activities.
- d. Establish norms and minimum success limits, or criteria and standards of success, so that they can be used as teacher guidelines in evaluating teaching and learning activities.⁶

The four basic strategies are something that teachers must know, in order to create a good and fun learning environment. A good and pleasant learning environment will certainly increase the opportunity for increasing student motivation in participating in the learning process, so that learning objectives can be achieved properly.

Strategies are different ways to achieve different learning outcomes. Learning strategies are classified into several, namely :

- a. Direct learning strategy, direct learning is usually deductive. The advantage of this strategy is that it is easy to plan and use, while its weakness is in developing the skills, processes, and attitudes needed for critical thinking and interpersonal relationships and group learning.
- b. Indirect learning strategy, this strategy is generally student-centered. the role of the teacher changes from

⁶ Jamal Ma'mur Asmani. *7 Tips Aplikasi PAKEM*, p.23.

- being a lecturer to being a facilitator, supporter, and source of facilitator.
- c. Interactive learning strategy, this strategy refers to the form of discussion and sharing among students. Discussion and sharing will provide opportunities for students to react to ideas, experiences, and views.
 - d. Empirical learning strategies, learning strategies through experience using the form of inductive sequences , centered on students, and oriented to activities and goals. The real orientation of the learning process is to provide experience for the long term.
 - e. Independent learning strategy, the basic concept of an independent learning system is a learning program arrangement that is organized in such a way that each student can choose or determine their own learning materials and progress.⁷

Meanwhile, according to Wina Sanjaya, learning strategies can be classified into four, namely:

- a. The delivery strategy (*exposition*), namely the lesson material is presented to students in a finished form then they are required to master it.
- b. *Discovery* strategy , namely learning materials are sought and found by students through various activities , the teacher's task is more as a facilitator.

⁷ Abdul Majid, *Strategi Pembelajaran* (Cet. V; Bandung: PT. Remaja Rosdakarya, 2016), p. 73.

- c. Group learning strategy (*group*), which is a form of large group or classical learning. Students are grouped and then guided by the teacher.
- d. learning strategies (*individual*), namely learning materials designed by teachers so that students learn independently. The speed, slowness, and success of students' learning are largely determined by their individual abilities.⁸

Learning Strategy Principles

The principles of using learning strategies in question are things that must be considered in using learning strategies. A teacher needs to understand the general principles of using learning strategies, by understanding the principles of these learning strategies, it will help teachers so that the strategies used can work well as expected. These principles are as follows:

- a. Goal oriented

In the learning strategy objectives are the main component. All activities of teachers and students must be pursued in order to achieve the goals that have been set. This is very important, because teaching is a purposeful process. Therefore, the success of a learning strategy can be determined from the success of students in achieving learning objectives.

- b. Individuality

⁸ Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan* (Cet. VII; Jakarta: Kencana, 2010), h. 128.

Teaching is an effort to develop the potential of each student. Even though we teach to a group of students, what we really want is a change in student behavior. Therefore, the standard of teacher success should be set as high as possible. Because the higher the standard of success that is set, the higher the quality of the learning process.

c. Activities

Learning is not memorizing a number of facts or information. Learning is doing to get certain experiences in accordance with the expected goals. Therefore, learning strategies must be able to encourage student activities, both physical and mental activities.

d. Integrity

Teaching should be seen as an effort to develop the personality of students. Teaching not only develops cognitive abilities, but also includes the development of affective and psychomotor aspects. Therefore, learning strategies must be able to develop all aspects of students' lives in an integrated manner.⁹

Learning strategies are common components of a set of learning materials and procedures that will be used together. There are six learning components, namely:

- a. Curriculum, which is a set of plans and arrangements regarding objectives, content, and learning materials, and is a guideline for organizing learning activities to achieve educational goals.

⁹ Nunuk Suryani dan Leo Agung, *Strategi Belajar Mengajar* (Cet. II; Yogyakarta: Ombak, 2012), p. 8-10.

- b. The teacher is a professional educator with the main task of educating , teaching, guiding, directing, training, assessing, and evaluating students.
- c. Learners, namely community members who try to develop their potential through the educational process at the level and type of education.
- d. Methods, namely ways that can be done by someone to help the learning process, so that the learning process can run well, effectively, and efficiently so as to achieve the expected goals.
- e. Material, which is the form or material of a set of learning substances to assist teachers in the learning process which is arranged systematically in order to meet the specified competency standards.¹⁰
- f. Learning tools (media), namely everything that can be used to stimulate the thoughts, feelings, attention, and abilities or skills of students so that they can encourage the learning process.¹¹

RESEARCH METHOD

This research belongs to the type of field research (*field research*). *research*) which uses a qualitative approach. Qualitative research is a cyclical and naturalistic research .

¹⁰ Isriani Hardini, *Strategi Pembelajaran Terpadu* (Cet. I; Jogjakarta: Familia, 2012), p. 55.

¹¹ Hasnida, *Media Pembelajaran Kreatif* (Cet. I; Jakarta: Luxima Metro Media, 2014), p. 9.

Qualitative research is a research method used to examine the condition of natural objects. In simple terms, it can be said that this research is intended to describe existing phenomena and facts.¹² This research can be categorized as qualitative research based on characteristics such as being carried out with a scientific background, humans as research tools or instruments, analyzed inductively.

RESULTS AND DISCUSSION

Madrasah Aliyah Negeri (MAN) 1 Makassar, is the first Madrasah Aliyah Negeri in Makassar, established in 1978, which was named Madrasah Aliyah Negeri Ujung Pandang. On the way, the city of Ujung Pandang, which is the city where the institution is located, changed its name to Makassar city, so MAN Ujung Pandang changed its name to MAN 1 Makassar.

The location of MAN 1 Makassar, right on the side of the main road, Jl. Tala'Salapang, in the west next to the UNISMUH Makassar campus, north of Jalan Raya Utama, east and south of settlements. In addition, it is also not far from the Makassar City Provincial axis road.¹³

1. Its Vision, Mission, and Purpose

a. Vision of MAN 1 Makassar

¹²Sukmadinata, *Metode Penelitian Pendidikan* (Cet. I; Bandung: Rosdakarya, 2006), p. 72.

¹³Dokumen Profil MAN 1Makassar.

Madarasah Aliyah Negeri 1 Makassar endeavors to be able to respond to future developments and challenges in the era of reform and globalization through filtering faith and piety as well as science with technology.¹⁴ The vision is that MAN 1 Makassar will always try to adapt to the times and accept all inputs, but of course still prioritize knowledge, faith, and piety. As long as it is good and does not violate Islamic religious values, MAN 1 Makassar will always be open to all input from outside, and if it is not appropriate or violates Islamic religious values, then MAN 1 Makassar will firmly reject it, even if the input is can develop MAN 1 Makassar. This is of course to maintain the personality of students so that they are always in faith and piety.¹⁵

b. Mission of MAN 1 Makassar

To realize the vision that has been set, MAN 1 Makassar has five missions to be implemented:

- 1) Making MAN 1 Makassar as one of the leading madrasas;
- 2) Improving achievement in academics, sports and arts;
- 3) Increase the knowledge of the professionalism of educators and education staff in accordance with the development of the world of education;
- 4) Realizing the formation of Islamic characters who are able to carry out religious teachings well;

¹⁴ Dokumen Profil MAN 1Makassar.

¹⁵Luqman. Kepala Sekolah MAN 1 Makassar. *Wawancara* 15 September 2021.

- 5) Preparing human resources capable of actualizing Islamic values in society.¹⁶

Through this mission, MAN 1 Makassar will of course always try as much as possible to give birth to the next generation who is superior, knowledgeable, faithful and devoted to Allah, and always devotes themselves to the nation, state and religion. Every educator, of course, will always be provided with education and training, because good students are born from good educators.

In addition, if you look more deeply into the vision, mission and goals of MAN 1 Makassar, it implicitly contains the responsibility of citizens to participate in educating the life of the Indonesian national who has personality . Pancasila with an inspiration to the value of the first precept, namely Belief in the One and Only God and the second principle of just and civilized humanity. In addition, it is also understood that the target of this goal is not only in the field of education but covers all areas of life.

Thus, in addition to educating people with personality and civility, MAN 1 Makassar also wants to create an intelligent society that masters science and technology so that it can compete with other communities. Through this path, a skilled and noble intelligent generation will be born, and this generation will be a role model in realizing civil society as aspired by the school.

¹⁶Dokumen Profil MAN 1Makassar.

Learning Strategies

Many problems that teachers face in their efforts to improve students' reading skills of the Qur'an, especially during a pandemic like today. If this problem is not immediately addressed or a solution is found, it will certainly have an impact on the future of the students themselves. Moreover, this is not general knowledge that will be carried only to the world, but it is related to knowledge that will be carried to the hereafter and will give us help in the last days. Therefore, reading the Qur'an properly and correctly has become a must for students. Muslims who have reached puberty should not be able to read the Qur'an properly and correctly.

Therefore, to overcome this problem, a teacher must be a good guide. The teacher patiently and diligently must be able to find and implement the best strategy in an effort to improve the students' reading ability of the Qur'an at MAN 1 Makassar. Meanwhile, based on the results of observations and interviews with several teachers at MAN 1 Makassar, it was found that the strategies or methods applied by the Al-Qur'an Hadith teachers in an effort to improve the students' ability to read the Qur'an were as follows:

1. Iqra Method

The originator of this iqra method is KH. As'ad bin Humamatau (Yogyakarta, 1933-1996). He only graduated from grade 2 Madrasah Mualimin Muhammadiyah Yogyakarta (junior high school level). He quit his education

because he experienced a physical disorder in the form of premature calcification in the spine.¹⁷

Iqra is a medium or method of learning the Qur'an from the introduction of hijaiyyah letters that are adjusted based on volumes 1 to 6. When viewed in terms of the meaning of the word iqra means read, which can be interpreted everything related to science must start from read. Likewise with iqra whose function is as an early stage to be able to and fluently read the Qur'an .

The purpose of this method is to speed up and make a person fluent in reading the Koran both in length and short and knowing the tajwid, where the law of recitation is presented in different volumes from the first to the sixth volume but is not explained.

This method is the method most frequently used by Al-Qur'an Hadith teachers at MAN 1 Makassar in teaching the Qur'an to their students. As stated by Drs. Abdurrauf , that:

The method commonly used in teaching the Qur'an is the Iqro method, I think this is a good method, because here students will be introduced to the hijayyah letters and how to pronounce them correctly, as well as students will be introduced to the short length of the vowels, and it is in volume from stage to stage, so it will

¹⁷Ahmad Izzan, *Metode Pembelajaran Al-Qur'an* (Bandung: 2018), p. 47.

be very easy for students and we also feel very helpful with this because the book is complete.

His statement above is in line with the statement of Mr. Ansar, S.Pd.I that the method most often used is the Iqra method.

In teaching the Koran , we usually use the iqro method , this is a simple and very good method, because the iqro book is available, the book is also easy for students to understand, so students recognize the hijayyah letters and how to pronounce it easier. The book is also very helpful for teachers in teaching, so we can explain well, train and familiarize students to read independently because the book is also simple and easy to use . everywhere . So if we teach at school because the schedule for additional study of the Koran is only 3 times a week, so we also sometimes give assignments to students to read independently and then send them via voice message through their group, from there, we correct the letters. misspelled letters.

In addition to the above statement, Mrs. Hasni, S.Pd.I , as a teacher of Al- Qur'an Hadith also said that:

So here , learning the Qur'an and Hadith is only once a week online , but especially for those who are not good at reading the Qur'an, we give additional lessons face to face three times a week, namely on Mondays , Wednesdays, Fridays , starting at 2 to 3 o'clock. But we think that 's still not enough, so we always give assignments to the children every day to read the

Qur'an at their house , then they record it via voicemail and then send it via WA, so after we listen to it, we will confirm wrong. In this way the children recite the Koran every day at home. So yeah , these are the efforts that we do to get the children used to the Koran every day.

Based on the statements of several teachers above, it can be seen that the method most often used by teachers in learning the Qur'an is the Iqra method, this was also conveyed by several students such as Muh. Asr class X Religion, Khairullah M.Jafar Class X MIA 1, Afatillah Putra Class X MIA 2, and several other students, have also been observed where the method used by the teacher is the Iqra method.

In the implementation of the Iqra method, students are divided into three groups, and each group consists of about 10-15 people. Each group is handled by a different teacher. The teacher teaches the Koran in the school mosque in a circular sitting form, where the teacher sits in the middle and the students sit around the teacher. Before starting learning, the teacher always opens the lesson by providing motivation about the importance of reading the Qur'an so that students are always ready and enthusiastic in learning. The time used by the teacher in providing motivation at the beginning of the lesson is about 5-10 minutes, after that learning begins by reading a prayer, and then the teacher directs to read the Qur'an at the same time. Then the teacher guides the students one by one.

Each student reads differently, some are read in volumes 3, 4, 5, and 6. So the teacher has to work extra to pay attention to each student and guide students one by one. The time of approximately one hour to guide students, which number around 10-15 people, is indeed very short, moreover there are many things that must be corrected in the students' reading. Even so, the teacher still tries to maximize learning and always monitors so that students continue to read the Qur'an at home independently, by asking students to send voice messages to the Koran at home every day, and the teacher provides corrections every time they make mistakes in reading.

The Iqra method is a good method in teaching the Qur'an to students. The Iqra method requires active students, not teachers. Students are given examples of letters that are required as an introduction on the initial sheet and each time they start learning students are required to recognize the hijayyah letters .

This method is private (*individual*) . Each student faces the teacher to get direct guidance individually. The Iqra method is quite systematic and easy to follow, learning is carried out from easy to difficult, books with this method are flexible for all ages and the books are easy to get for the characters. The book is easy to follow and comes with some technical instructions for learning for teachers and students. However, there are a few shortcomings of this iqra book, namely recitation readings are not introduced from the beginning of learning, so that students do not know the terms

or names of readings in recitation science. So the teacher must be able to cover up these shortcomings and always provide explanations.

As for the very limited time in learning the Qur'an , the additional learning to read the Qur'an is only focused on the first grade. As stated by Mr. Ansar S.Pd.I , as one of the teachers of the Qur'an that:

Here, we also hold additional learning for those who are not good at the Koran, and actually before this pandemic existed and it took place six times a week, it was held from 2 to 3 pm, but during the pandemic the study time was reduced to 3 times a week, namely Sunday Mondays , Wednesdays, Fridays , and this additional study is only focused on first grade students, so that the second and third grade students do not have any additional study of the Qur'an .

Regarding the time to study the Qur'an , this student was also conveyed by Drs. Abdurrauf , that:

During this pandemic period, we really focused on the additional learning for the first grade, because many of the first grade students were not able to read the Qur'an properly. But that doesn't mean we ignore the second and third graders. We continue to guide them to read the Qur'an but there is no additional learning, because before the first grade he had received Al-Qur'an guidance , so we think they are able to read independently at home, it's just a matter of how we always direct them to keep reading al-Qur'an .

Then also conveyed by Mrs. Hasni, S.Pd.I , as one of the teachers of the Qur'an Hadith, that:

additional learning of the Qur'an during this pandemic period in grade one, but we also continue to guide the second and third grades but there is no additional face-to-face learning, we just need to direct and motivate them to keep reading the Qur'an. an at his house . Why do we focus on learning the Koran for the first grade , because the time for additional study is very short, and if we want to guide all students, the time will not be enough. Unlike before the pandemic, there was an IRMAS (Mosque Youth Association) organization that could help us teach. So before the pandemic we used to do peer tutoring, but during the pandemic we can no longer apply that method because students are prohibited from going to school , crowds are prohibited. So if we want to handle everything, I think it will be a bit difficult because of the very short time.

Based on some of the teacher's statements above, we can conclude that the method that teachers usually use in learning the Qur'an is the Iqra method. This additional learning of the Koran is focused only on students in grade one, because seeing the condition of students in grade one there are still many who have not been able to read properly and correctly. But that does not mean that students in grades two and three are ignored. Because students in grades two and three have already received guidance from the Qur'an when they were in grade one and the teacher already assumes that

students in grades two and three are able to read the Qur'an independently, then for students in grade two and three teachers only guide online through the whatsapp (WA) application. The teacher motivates and directs students in grades two and three to keep reading the Qur'an every day, so that in this way students can get used to reading the Qur'an every day.

In addition, another reason for the focus on additional learning for students in grade one is because the number of students who have not been able to read the Qur'an is quite large so that the teacher has a bit of difficulty in handling everything. Unlike in conditions before the pandemic, teachers can use the peer tutoring method so that teachers can be assisted by other students in teaching. In addition, the time which is only three times a week is very short if it is used to guide all students who have not been able to read the Qur'an well, so that learning may be disrupted and run ineffectively.

So the focus on additional learning is only for the first grade because during the pandemic the additional learning time of the Qur'an for students is very short and the number of students is quite large.

This is as stated by the principal of MAN 1 Makassar Lukman MD., S.Ag., SE, MM, that:

During this pandemic, teachers do experience many problems in the learning process. Such as the difficulty of supervising children, the difficulty of finding a good method, and the diminishing learning time. But as a school principal, of course, I always hope that teachers

will remain patient and enthusiastic about carrying out their duties, and keep trying their best to maximize the learning process during this pandemic.

Based on the explanation from the principal of the MAN 1 Makassar school above, it can be seen that the schedule for additional study of the Koran which before the pandemic period was reduced to six times a week was reduced to three times a week due to an appeal from the government not to gather in crowds, and also the government has not allowed to conduct face-to-face schooling in its entirety. So that the school can only hold additional face-to-face learning during the pandemic three times a week and for now it is only focused on students in first grade. As for the second and third grade students, although there is no additional learning, the principal of MAN 1 Makassar still urges and hopes that the teachers do not ignore students who have not been able to read the Qur'an well, by always providing guidance online . _

2. Wafa method

The Wafa method is one of the methods that emerged among other methods in order to make scientific contributions to the public. This Wafa method was created in 2012 by KH Muhammad Salih Drehem , Lc . He is the founder of the Syafa'atul . Foundation Qur'an Indonesia (YAQIN) and also the chairman of IKADI (Ikatan Dai Indonesia) East Java. ¹⁸Then this method was developed by

¹⁸Tim Wafa, *Wafa Belajar Al-Qur'an Metode Otak Kanan Ghorib Musykilat* (Surabaya: Yayasan Syafa'atul Qur'an Indonesia, 2013), p. 41.

KH. DR. Muhammad Baihaqi, Lc . The wafa method as a method used in developing a comprehensive Qur'anic education system as well as instilling a love for the Qur'an and the focus of learning aims to instill closeness to the Qur'an .¹⁹

The wafa method is assisted by the media "Book of Recitations of Wafa: Learning the Qur'an with the Right Brain Method" which consists of five volumes of recitation books and ten volumes of recitation books and one volume of ghorib books . As stated by Mr. Drs. Abdurrauf , that,

In this wafa method the books are already available, there are three types of books used. The recitation volume itself is divided into 5 chapters that discuss the introduction of mahkraj , hijaiyah letters with fathah , kasrah, and dhomah letters, continuous letters, long reading of one alif on fathah , kasrah, dhomah , sukun letters of jahr and hams , tasydid, ghunnah readings , ikhfa haqiqi , idghom bighunnah , iqlab , idghom miss , ikhfa syafawi , fawatihussuwar , waqaf way , idghom bilaghunnah , qolqolah , idzhar syafawi , idzhar halqi , and punctuation. The Tajweed volume consists of 10 chapters discussing ghunnah , nun sukun or tanwin, tribal mim, idhom , obligatory idzhar , alif lam, lafdzul jalalah, ro law , qolqolah , long reading law or mad.

¹⁹Siti Rohmaturosyidah Ratnawati dan Imrotus Solihah, "Pembelajaran Al-Qur'an Metode Wafa: Sebuah Inofasi Metode Pembelajaran Al-Qur'an dengan Optimalisasi Otak Kiri dan Otak Kanan", *Jurnal Annual Conference on Islamic Early Childhood Education* Vol. 2, 2017, h. 153.

While the ghorib volume discusses reading isyamm , imalah , tashil , naql , nun wiqoyah , impossible shifrul , shifrul mustadir , saktah , badal, and baroah . But for now, the student is still focused on the volume of recitations, because students are still in the process of improving their reading.

So there are three types of books used in this wafa method, but in the learning process it is evident that students are still learning to perfect the pronunciation of the hijayya letters and are still trying to learn the basic laws of reading, so the book used for now is the Wafa book. Recitations consisting of five volumes.

With this wafa method, the learning atmosphere becomes lively, interactive, and fun, because it is in accordance with the learning style of each student. Thus, students will more easily capture learning and recognize the material being studied. The steps or stages in learning the Qur'an wafa method are explained by Drs. Abdurrauf , namely:

In the learning process it contains steps or stages such as opening, imitating, reading and closing. And it should also be noted that the Wafa method is a method in providing the teaching of the Qur'an by using the right hemisphere of the brain. The right brain itself is musical, emotional, creative and long-term remembering. In the wafa method itself in reading using hijaz tones and also in this method there are modalities or learning styles of each student. To imitate reading

itself, there are two ways, namely the teacher reads and the students imitate, then the students read and the others imitate. Then to read, there are also two ways, namely the teacher reads, the students listen, then the other students read and listen. After that the learning is concluded and then closed.

Based on the explanation of Mr. Drs. Abdurauf above, it can be described the steps for learning the wafa method, namely the first opening. Where in this opening section before starting learning the teacher always starts by praying together, after that the teacher always gives advice or motivation to students so that students are always enthusiastic in learning the Koran and are not lazy in learning. After that, the teacher starts learning.

As for giving motivation to students, the teacher does not only do it every time they want to start learning the Koran, but at other times the teacher always reminds and motivates students to learn the Koran. The teacher always sends religious advice in the class group of students as a form of encouragement, it is hoped that students will always remember and keep getting used to learning to read the Qur'an.

This is as conveyed by Mrs. Hasni, S.Pd.I., as one of the teachers of the Qur'an Hadith, that:

In a pandemic condition like this, there is a great chance that children are lazy in learning, because they rarely meet at school, at home some parents are also unable to fully supervise, so if we as teachers are also

indifferent to this, the children -children will definitely not learn.

Then also conveyed by Ansar, S.Pd.I. , as one of the teachers of the Qur'an Hadith, that:

We have often given motivation and advice to children, not only we teachers of the Koran but teachers in other lessons as well, and I think this has become a must for every teacher. Not only in learning we give advice, but we also try to give it outside of learning, moreover students have a WA group (whatsapp) so that we can more easily send religious advice at any time in their WA group . Especially during this pandemic, we rarely meet children directly, so if we only provide motivation or advice when we meet, we will be able to give very little advice.

Based on the explanations of several teachers above, motivation or giving advice is one of the ways teachers do to raise or maintain the enthusiasm of students to continue learning. As for giving motivation and advice, the teacher does it before starting the process of learning the Qur'an , namely at the beginning or opening and also before ending the lesson, namely in the closing section .

In addition, the teacher also always provides advice and motivation to students outside of learning, namely by sending pictures or messages containing advice in the group . whatsapp (WA) for each student. Of course, the hope is that the messages sent every day to students can be a driving force

for every student to stay enthusiastic in learning, especially in learning to read the Qur'an .

This was also conveyed by students on behalf of Muhammad Riyadi class X MIA 2, that:

The teachers who teach me often send advice in class groups , sometimes I read it, sometimes I do n't have time to read it. In that day sometimes there is one or two advice sent, usually one advice in the form of a picture and one advice in the form of a rather long message.

Then the same statement was also conveyed by Ayla Putri class X MIA 1, that:

My teacher often sends messages and pictures of advice in class groups , I often read them, but sometimes if I don't have time to read long messages, but if the message is a picture I often read it and sometimes I share it on my WA status.

Several other students also said the same thing, such as Adrian Arjun, Nabila Sahra, Annisa and Muh, Ansar. Based on some of these student statements, it is true that teachers are always consistent in routinely providing advice and motivation to students, either in the form of pictures or written messages that are constructive in order to arouse and maintain the spirit of children to continue learning during this pandemic. Although some students rarely read the messages the teacher sent, the teacher never stopped giving advice and motivation to students.

So in learning this wafa method before starting learning the teacher always opens the lesson by reading a prayer together, after that the teacher gives advice or motivation to students. Then after that the teacher enters the core activity, namely the teacher begins to guide students in learning to read the Qur'an.

CONCLUSION

Based on research on "Learning Strategies for Al-Qur'an Hadith Teachers in Improving Students' Al-Qur'an Reading Skills at MAN 1 Makassar" it can be concluded that a conclusion can be drawn that can answer the problem formulation that researchers have made, while the conclusions are:

1. The ability to read the Qur'an of students at MAN 1 Makassar is quite low. There are still many students who have difficulty reading the Qur'an, stammering in reading the Qur'an and are still wrong in pronouncing the letters or in the laws of reading. Most of the students at MAN 1 Makassar still have difficulty reading the Qur'an properly and correctly. Many of them are not able to read according to their vowel, makharrijul letters and the law of reading, especially on the mention of the letters "kha ()", "ain ((", "ha (" (**and the law of reading ikhfa.**
2. The strategy that the teacher uses in an effort to improve the students' ability to read the Qur'an is the

iqro method . *Iqra* is a medium or method of learning the Koran from the introduction of hijaiyyah letters that are adjusted based on volumes 1 to 6. The purpose of this method is to speed up and make someone fluent in reading the Koran both in length and short and knowing the tajwid, where the law Tajweed is presented in different volumes from the first to the sixth volume. *The second* is the wafa method, this wafa method is assisted by the media "Book of Recitations of Wafa: Learning the Qur'an with the Right Brain Method" which consists of five volumes of recitation books and ten volumes of recitation books and one volume of ghorib books . The stages of implementing this wafa method are starting with the opening, where the teacher opens by greeting, praying, then giving a little motivation or advice to maintain the spirit of student learning. Then the core activities of the wafa method, namely the teacher doing imitation reading and listening reading activities together with students. After that, in the final activity, the teacher closed by giving reinforcement, motivation and advice so that students always maintain their learning spirit, then closed with prayers and greetings. *The third* method is the habituation method , namely the teacher's effort to familiarize students with reading the Qur'an at home. The teacher always directs students to recite the Koran every day at home and students record their voices,

then the recording is sent to the WA group to be corrected by the teacher, this way students will recite the Koran every day at home, and this habit can improve and improve their ability to read al -Qur'an. Qur'an Students.

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