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# The Effect of Using the Al-Hira 'Method and Guided Reading on the Ability to Read the Qur'an of Elementary Education Level Students

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## Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan metode *al-Hira'* dan membaca terbimbing terhadap kemampuan membaca al-Qur'an siswa jenjang pendidikan dasar. Penelitian ini menggunakan pendekatan kuantitatif dengan metode *quasi eksperiment* dan desain penelitian *one-group pretest-posttest design*. Populasi dalam penelitian ini berjumlah 48 orang. Pengambilan sampel dalam penelitian ini dilakukan dengan menggunakan *cluster random sampling* yang berjumlah 48 orang, terdiri dari 24 orang di kelas VII1 yang diajar dengan menggunakan metode Al-Hira' dan 24 orang di kelas VII2 yang diajar dengan menggunakan metode membaca terbimbing. Hasil penelitian ini menyimpulkan bahwa terdapat pengaruh metode Al-Hira' dan metode membaca terbimbing terhadap kemampuan membaca Al-Qur'an siswa/i Madrasah Sanawiah (MS) Swasta Maura El-Mumtaz Binjai, dimana hasil uji hipotesis yang telah dilakukan pada kelas metode Al-Hira' dan kelas metode membaca terbimbing menggunakan uji t, maka di dapatkan hasilnya $t_{hitung} > t_{tabel}$ (4,553 > 2,069) yang artinya $H_a$ diterima dan $H_0$ ditolak sedangkan perbedaan antara metode Al-Hira' dan metode membaca terbimbing dapat dilihat dari nilai rata-rata *pretest* dan *posttest*, dimana nilai rata-rata *posttest* metode Al-Hira' lebih tinggi dari nilai rata-rata *posttest* metode membaca terbimbing, serta nilai rata-rata *pretest* metode Al-Hira' lebih tinggi dari nilai rata-rata *pretest* metode membaca terbimbing.

**Kata Kunci:** Hafalan Al-Qur'an Siswa, Metode *Talaqqi*, Metode *Wahdah*.

## Abstract

*This study aims to determine the effect of using the al-Hira' method and guided reading on the ability to read the Qur'an of elementary education level students. This study uses a quantitative approach with a quasi-experimental method and a one-group pretest-posttest research design. The population in this study amounted to 48 people. Sampling in this study was conducted using a cluster random sampling of 48 people, consisting of 24 people in class VII1 who were taught using the Al-Hira' method and 24 people in class VII2 who were taught using the guided reading method. The results of this study conclude that there is an influence of the Al-Hira' method and the guided reading method on the ability to read the Qur'an of the students of Madrasah Sanawiah (MS) Private Maura El-Mumtaz Binjai, where the results of hypothesis testing that have been carried out in the Al method class -Hira' and the guided reading method class used the t-test, so the results were tcount > ttable (4.553 > 2.069) which means Ha is accepted and H0 is rejected while the difference between the Al-Hira' method and the guided reading method can be seen from the average value pretest and posttest, where the average value of the posttest of the Al-Hira' method is higher than the average value of the posttest of the guided reading method, and the average value of the pretest of the Al-Hira' method is higher than the average value of the pretest of the guided reading method.*

**Keywords:** *Students' Al-Quran Memorizing, Talaqqi Method, Wahdah Method.*

## PRELIMINARY

The ability to read the Qur'an is an obligation for every Muslim, especially reading al-Fatihah as one of the pillars of prayer (Kustianingrum, 2020). The obligation to read the Qur'an makes Muslims from an early age learn the Qur'an from the initial stage to the advanced (fluent) stage. In addition to the Qur'an that must be read, it also contains wisdom and guidelines for human life. All aspects of life and the various problems that accompany it have a solution in the Qur'an. In fact, reading the Qur'an is also worth worship (Suriansyah, 2020: 216-231).

Al-Qur'an learning is now a flagship program and a positive trend among education providers, both schools and madrasas (formal educational institutions). This is certainly a "fresh air" for strengthening character education and developing al-Qur'an-based Islam as a provision for the moral and religious development of elementary age children (Aquami, 2017: 77-88). Even so, there is a new problem that children at the elementary level also still have difficulty being able to read the Qur'an. This matter is influenced by internal and external factors of each student (Kurniawan, 2010).

Efforts made by teachers or al-Qur'an teachers in schools/madrasas to students cannot simply rely on gradual reading strategies through iqra' volumes 1-6 (Fauzan, 2015: 19-29). Because, with the development of the times, students need a special method from the teacher to teach the Qur'an to students (Andiana, 2016). Thus, the accuracy of the method used by the teacher greatly affects the students' ability to read the Qur'an.

So far, the conventional method used by teachers is one of the factors causing the low interest in learning the Qur'an among students (Utami & Maharani, 2018: 185-192). In addition, the teacher only tries to teach how to read, the law of recitation, and other rules of reading the Qur'an, without being accompanied by guidance, motivation and inspiration that can increase the spirit of learning the Qur'an among students. In fact, it is also necessary to take a special approach by the teacher, considering that the Qur'an is a guide to life that can save students in the future from the influence and swift currents of globalization (Rizalludin, 2019: 33-37).

The teacher's knowledge in reading the Qur'an is given to students in a gradual learning process, starting from introducing the hijaiyah letters, practicing the pronunciation of the sounds of each hijaiyah letter, recognizing the rules of recitation, and practicing reading according to the science of recitation. Along with developing, advancing, and sophisticated technology today, there are also various choices or alternative methods of teaching the Qur'an to elementary age children, including the al-Hira method and the guided reading method (Ikbal & Pratami, 2022: 954-961).

Both of these methods are actively used by teachers as an effort to facilitate the process of teaching reading the Qur'an to children from an elementary age. Likewise, these two methods are not as popular as other methods of reading the Qur'an. Thus, intensive efforts are needed from the teacher in using the al-Hira 'method and the guided reading method in improving children's ability to read the Koran. The main goal is of course to increase al-Qur'an literacy in Indonesia and minimize (even eliminate) the number of illiteracy in the Qur'an (Fuadi, *et.al*., 2021: 287-302).

One of them among students, as the researchers found in initial observations on January 28, 2022 in grades VII1 and VII2 of the Private Madrasah Sanawiah (MS) Maura El-Mumtaz Binjai, there is a very low ability to read the Qur'an of students in that class. . Many of the students in the class had difficulties in reading the Qur'an, such as difficulty in distinguishing hijaiah letters, difficulties in understanding continuous changes in the shape of letters, difficulties in distinguishing long and short vowels, difficulty in pronouncing letters (makhorijul letters), correct method, difficulties in learning the application of the law of recitation, lack of enthusiasm of students in the class in reading the Qur'an, as well as in terms of the role of teachers who do not master learning methods well so that it can hinder and complicate the learning process, in addition to being less effective and slowing down the learning process, the success of teaching reading the Qur'an at the Madrasah Sanawiah (MS) Private Maura El-Mumtaz Binjai.

Indeed, academic studies on students' ability to read the Qur'an and teaching methods of the Qur'an have been studied from various aspects of scientific studies. Among them are discussing aspects of the skills of reading the Qur'an of madrasa students (Suriyanti, 2018), the application of the tahsin al-Qur'an method in schools (Fitriani & Hayati, 2020: 15-30), interest in learning religion and reading the Qur'an. students (Arsyad & Salahudin, 2018), students' ability to read the Koran according to the view of social science (Mahdali, 2020: 143-168), implementation of Koranic learning in non-formal educational institutions (Mufaizin & Arafat, 2020: 39-54; Nurhayah & Muhajir, 2020: 41-62), the use of the drill method in learning the Qur'an (Jamhuri, 2016: 201-216), comparative studies in the use of the Qur'an learning method (Asy-Syahida & Rasyid, 2020: 186-191), the effectiveness of the Qur'anic learning method (Hermawan & Jurjani, 2021: 168-187), and the effect of khatam al-Qur'an activities on students' reading skills (Syafei, *et.al*., 2020: 131-150).

Observing the description of the literature review above, there is a gap analysis of this research, namely from the aspect of the study of the significance influence between the al-Hira' method and the guided reading method on the ability to read the Qur'an of elementary education level students. The research in question is summarized in the title, "*The Influence of the Use of the Al Hira 'Method and Guided Reading Method on the Ability to Read Al-Qur'an in Elementary Education Level Students*".

## METHOD

This study uses a quantitative research approach with a quasi-experimental research method (quasi-experimental) and a one-group pretest-posttest research design. The population in this study amounted to 48 people. Sampling in this study was conducted using a cluster random sampling of 48 people, consisting of 24 people in class VII1 who were taught using the Al-Hira' method and 24 people in class VII2 who were taught using the guided reading method. The research instrument in this study used a test in the form of an oral test and observation. Data collection techniques used in this study were observation, documentation and tests in the form of oral tests. The instrument testing in this study used a validity test with the product moment correlation technique and a reliability test using the Cronbach alpha formula. The data analysis technique used in this research is the normality test with the Liliefors formula, the homogeneity test, and the hypothesis test with the t-test (Assingkily, 2021).

## RESULTS AND DISCUSSION

Based on this thought, there is an influence of the Al-Hira' method and the guided reading method on the students' ability to read the Qur'an, which can be illustrated in the following scheme 1:
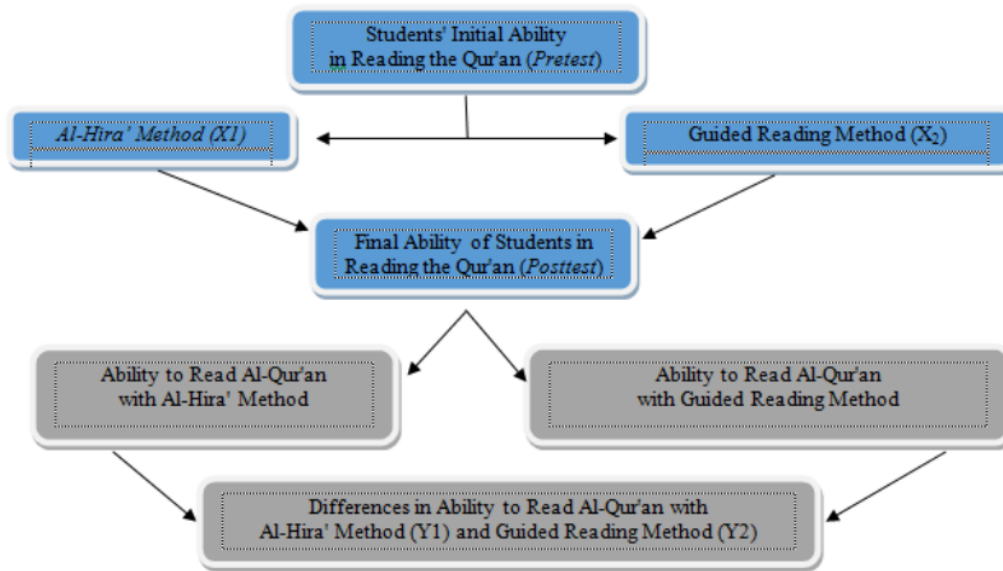


Schematic 1. Research Framework (Flow).

Researchers have collected the necessary research data related to how the influence of the Al-Hira' method and the guided reading method on the ability to read the Qur'an of the students of Madrasah Sanawiah (MS) Private Maura El-Mumtaz Binjai. As for the data, the authors group it into several points, as follows:

***Pre-test Results Data Application of Al-Hira 'Method and Guided Reading Method Against Students' Al-Qur'an Reading Ability***

It is known that the mean value in the pretest results of the application of the al-Hira method in class VII1 is 35.75, the median value is 35, and there are two mode values, namely 40 and 43. Meanwhile, other results related to the application of the guided reading method are known that the mean value in the results The pretest for class VII2 is 35.58, the median value is 35, and the mode value is 40. Thus, a comparison can be made between the results of the pretest group that will be applied using the Al-Hira' method and the group that will be applied with the guided reading method, as follows:

Table 1. Comparison of the Effects of the Al-Hira' Method and Guided Reading
Against Students' Al-Qur'an Reading Ability (Pre-Test)

| Characteristics | Pretest Results (Initial Test) | |
|---|---|---|
| | Class VII1 (Al-Hira' Method) | Class VII2 (Guided Reading |

|  |  | Method) |
|---|---|---|
| *Mean* | 35,75 | 35,58 |
| *Median* | 35 | 35 |
| *Modus* | 40 and 43 | 40 |

Based on the data above, it can be seen that there are slight differences in the results of the students' reading ability of the Qur'an pretest in the class that will be applied with the Al-Hira' method and in the class that will be applied with the guided reading method. As for the Al-Hira' method class, the mean value is 35.75, while in the guided reading class the mean value is 35.58. Thus, there is a difference in the mean value in the two classes of 0.17. Meanwhile, the median value in the two classes is 35 and the mode value in the Al-Hira method class is 40 and 43, and the mode value in the guided reading method class is 40.

### Post-test Result Data Application of Al-Hira 'Method and Guided Reading Method on Students' Al-Qur'an Reading Ability

After conducting the pretest, the next researcher will carry out learning activities to read the Qur'an using the Al-Hira' method in class VII1 with a total of 24 students and also carry out learning to read the Qur'an using the method guided reading in class VII2 with a total of 24 students. This learning activity to read the Qur'an was carried out for 12 meetings for each class with an activity time of 2 lesson hours x 40 minutes (80 minutes), starting from May 11 to July 27, 2022 in each class that researchers have determined.

As for the results of the application of the al-Hira' method, it is known that the mean value of the posttest results of group VII1 is 42.62, the median value is 44, and the mode value is 49. While the results of the application of the guided reading method are known that the mean value of the posttest results for class VII2 is equal to 40.70, the median value is 41, and the mode value is 40.

Based on the data above, it is known that there are slight differences in the posttest results of students' Al-Qur'an reading abilities in the classroom that is applied using the Al-Hira' method and in the class that is applied using the guided reading method. As for the Al-Hira' method class, the mean value is 42.62, while in the guided reading class the mean value is 40.70. Thus, there is a difference in the mean value in the two classes of 1.92. Meanwhile, the median value in the class that was applied using the Al-Hira' method was 44 and the median value in the class that was applied with the guided reading method was 41 and the mode value in the Al-Hira' method class was 49, and the mode value in the method class. guided reading is 40. Furthermore, the data changes can be seen in the table below:

Table 2. Comparison of the Effects of the Al-Hira' Method and Guided Reading
Against Students' Al-Qur'an Reading Ability (Post-Test)

| Characteristics | Comparison of Pretest and Posttest Results | | | |
|---|---|---|---|---|
| | Al-Hira' Method | | Guided Reading Method | |
| | *Pretest* | *Postest* | *Pretest* | *Postest* |
| *Mean* | 35,75 | 42,62 | 35,58 | 40,70 |
| *Median* | 35 | 44 | 35 | 41 |
| *Modus* | 40 and 43 | 49 | 40 | 40 |

### Testing Data Analysis Requirements

The classical assumption test used in this research includes normality test and homogeneity test. The results of the normality test and homogeneity test for the pretest and posttest can be seen in tables (3) and (4) below:

Table 3. Results of Normality Test and Homogeneity Test for Pretest
On the Al-Hira 'Method and the Guided Reading Method

| Characteristics | Preliminary Test Results (*Pretest*) | | Results | Interpretation |
|---|---|---|---|---|
| | Al-Hira' Method Class | Guided Reading Method Class | | |
| Average | 35,75 | 35,58 | | |
| $L_{count}$ | 0,094 | 0,088 | $L_{count} < L_{table}$ | Normal Distribution |
| $L_{table}$ | 0,165 | 0,165 | | |

| | | | |
|---|---|---|---|
| $F_{count}$ | 10,50 | $F_{count} \geq F_{table}$ | Homogeneous |
| $F_{table}$ | 4,30 | | |
| level Significant | 0,05 | | |

Table 4. Results of Normality Test and Homogeneity Test for Final Test (Posttest)
On the Al-Hira 'Method and the Guided Reading Method

| Characteristics | Hasil Tes Akhir (*Posttest*) | | Results | Interpretation |
|---|---|---|---|---|
| | Al-Hira' Method Class | Guided Reading Method Class | | |
| Rata-rata | 42,62 | 40,70 | | |
| $L_{count}$ | 0,092 | 0,099 | $L_{count} < L_{table}$ | Normal Distribution |
| $L_{table}$ | 0,165 | 0,165 | | |
| $F_{count}$ | 10,51 | | $F_{count} \geq F_{table}$ | Homogeneous |
| $F_{table}$ | 4,30 | | | |
| Level Significant | 0,05 | | | |

Based on the table above, the results of the normality test for the pretest were obtained. Lcount for the Al-Hira method class was 0.094 and Lcount for the guided reading method was 0.088, while Ltable was 0.165. Thus, the results of the pretest for the Al-Hira' method class and the guided reading method class are normally distributed because Lcount < Ltable, i.e. 0.094 < 0.165 and 0.088 < 0.165. In the final test (posttest) the L count for the Al-Hira method class is 0.092 and in the guided reading method class Lcount is 0.099, while Ltable is 0.165. It also shows that based on the results of the final test (posttest) the Al-Hira' method class and the guided reading method class are still normally distributed because Lcount < L table , namely 0.092 < 0.165 and 0.099 < 0.165.

The results of the homogeneity test of Fcount for the pretest of 10.50 and Fcount for the final test (posttest) of 10.51 with Ftable of 4.30 at a significant level of 0.05. Then Fcount Ftable, which is 10.50 4.30 and Fcount Ftable, which is 10.51 4.30. This shows that there is a significant effect, and it means that the data is homogeneous or the same, so it can be used as an object of further research.

**Data Hypothesis Test**

The researcher has conducted a normality test and a homogeneity test of the ability to read the Qur'an, then the researcher will analyze the data to test the hypothesis that has been proposed. This hypothesis test was conducted to determine whether or not there was a difference in the effect of the Al-Hira' method and the guided reading method on the students' ability to read the Qur'an at the Private Madrasah Sanawiah (MS) Maura El-Mumtaz Binjai. The recapitulation of the results of hypothesis testing can be seen as follows:

Table 5. Recapitulation of Hypothesis Test Results (t-test)
Al-Hira' Method Class and Guided Reading Method Class

| Class | $T_{count}$ | $t_{table}$ | Decision |
|---|---|---|---|
| **Al-Hira' Method Class and Guided Reading Method Class** | 4,553 | 2,069 | $T_{count} > t_{table}$ then $H_0$ is rejected |

Based on the t-test test that has been carried out in the Al-Hira method class and the guided reading method class, it is found that tcount gets a value of 4,553 and ttable gets a value of 2,069. So the result is tcount > ttable (4,553 > 2.069) which means Ha is accepted and H0 is rejected. So it can be concluded that there is an influence of the Al-Hira method and the guided reading method on the ability to read the Qur'an of the students of the Private Madrasah Sanawiah (MS) Maura El-Mumtaz Binjai.

Thus, it can be concluded from the findings of this study that the Al-Hira' method and the guided reading method have an effect on the ability to read the Qur'an, but the Al-Hira' method has a faster effect on teaching students to read the Qur'an. , because students are able to read the Qur'an faster than the guided reading method.

## CONCLUSION

Based on the findings and discussion above, it can be concluded that there is an effect of the Al-Hira' method and the guided reading method on the students' ability to read Al-Qur'an at the Private Madrasah Sanawiah (MS) Maura El-Mumtaz Binjai, where the test results the hypothesis that has been carried out in the Al-Hira' method class and the guided reading method class using the t test, then the result is tcount > ttable (4,553 > 2,069) which means Ha is accepted and H0 is rejected while the difference between the Al-Hira' method and the reading method guided reading can be seen from the average value of the pretest and posttest, where the average value of the posttest of the Al-Hira' method is higher than the average value of the posttest of the guided reading method, and the average value of the pretest of the Al-Hira' method is higher than the average score of the Al-Hira' method. the average of the guided reading method pretest.

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**P/V** You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.

**Article Error** You may need to remove this article.

**Run-on** This sentence may be a run-on sentence. Proofread it to see if it contains too many independent clauses or contains independent clauses that have been combined without conjunctions or punctuation. Look at the "Writer's Handbook" for advice about correcting run-on sentences.

**Confused** You have used **to** in this sentence. You may need to use **two** instead.

**P/V** You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.

**Wrong Article** You may have used the wrong article or pronoun. Proofread the sentence to make sure that the article or pronoun agrees with the word it describes.

**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

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**Article Error** You may need to use an article before this word. Consider using the article **the**.

**Prep.** You may be using the wrong preposition.

**Sentence Cap.** Remember to capitalize the first word of each sentence.

**Article Error** You may need to remove this article.

**Possessive** You may need to use an apostrophe to show possession.

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**ETS** **Article Error** You may need to use an article before this word. Consider using the article **the**.

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**ETS** **Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.

**ETS** **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

**ETS** **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

**ETS** **Missing ","** You may need to place a comma after this word.

**ETS** **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

**ETS** **Run-on** This sentence may be a run-on sentence. Proofread it to see if it contains too many independent clauses or contains independent clauses that have been combined without conjunctions or punctuation. Look at the "Writer's Handbook" for advice about correcting run-on sentences.

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**Sentence Cap.** Remember to capitalize the first word of each sentence.