Teacher's Efforts to Overcome Students Difficulties in Writing the Qur'an Verses

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Abstract
This study aims to identify the forms of student's difficulties in learning to write the Quran verses in the subject of Islamic Religious Education. This research uses a qualitative method with a case study approach. This research was taken through direct interviews with eight informants. Overall the research findings This shows four teacher efforts in overcoming students difficulties in writing the Quran verses, namely: i) using the alphabetic method (the letter recognition method) to make it easier for students to recognize hijaiyah letters first before writing the Quran verses, ii) using the drill method, students are taught to write pieces of the Quran verses repeatedly so that students dexterity is honed in writing, iii) Game-based Synthetic Analytical Structural methods, in this use can improve learning outcomes and the active role of students in writing and reading the Quran because it can overcome student saturation of the material Islamic Religious Education, iv) *Imla'* method, this method can be used if students are already proficient in the basics of writing the Quran verses because this method emphasizes the posture of letters in the form of words or sentences of the Qur'an.

INTRODUCTION

The orientation of education tends to forget about the development of value dimensions which have harmed students individually and collectively, because of this, a moral crisis occurs which is caused by formal educational institutions that have not optimally shaped the personality of students (Latifah, 2015). The development of non-formal and informal education is an alternative solution to solving various student solutions problems, this can be done by carrying out activities such as intense training, coaching, and mentoring of students (Sa'diyah & Nurhayati, 2019).Guidance in the field of the Quran, both concerning aspects of reading, writing, and understanding its contents, is a functional practical step to grow the Quran in students (Engkizar et al., 2018; Syaifullah et al., 2022).

In his "Muqoddimah", Ibnu Khaldum pointed to the importance of teaching and memorizing the Quran to students, he explained that the teaching of the Quran is the foundation of teaching for the entire curriculum. Because the Quran and Arabic are one of

the "*Syi'ar Ad-din*" which strengthens the creed and strengthens the faith (Ma'mun, 2019; Rizka et al., 2022). In his " As-Siyasah," Ibnu Sina advises that we start teaching students by teaching the Quran The full potential of the students, both physically and intellectually, should be poured into receiving this lesson so that the students get the original language and so that their belief can flow and be firmly embedded in his heart (Purba & Maturidi, 2019).

The role of the teacher in the learning process cannot be replaced by machines, radios, tape recorders or even sophisticated computers, because a teacher has many important roles for students (Saumi et al., 2021; Poluan et al., 2022). The task of a teacher is not just teaching or transferring knowledge to students, but must provide good examples, role models and role models so that it has a positive impact on students (Mbeo & Krisdiantoro, 2021; Naitili et al., 2019; Oviyanti, 2017). Therefore, it is not surprising that Islamic Religious Education teachers are required to interact a lot with the Quran, even though the demands of interacting with the Quran are not only the duties of Islamic Religious Education teachers, but people in general and not specific to a particular profession (Nardawati, 2021; Yuniendel, 2018). Based on the field survey, most of the students at the elementary school level had difficulties in participating in Islamic Religious Education learning, especially in writing the Quran verses, because of this, of course there were teachers' efforts to overcome the difficulties experienced by students in their ability to write he Quran verses. Learning the Qur'an, especially in writing, is something that is applied by the teacher to students as an activity to improve the ability to write the Quran verses properly and correctly, because the teacher as a facilitator should provide direction and motivation to students in writing the Quran verses (Abrianto et al., 2018; Syaifullah et al., 2022). From the background above, the purpose of this research is to identify the forms of students difficulties in participating in Islamic Religious Education lessons and what factors cause this, as well as how the efforts of Islamic Religious Education teachers are in overcoming students difficulties in writing the Quran verses.

Writing and reading the Qur'an have a very important relationship to the growth and development of the soul of Muslims, namely to the morals of students. Allah SWT commissioned the Prophet Muhammad. to provide complete information about the basics and study of the Quran is an obligation for all Muslims. Writing is the activity of pouring out letter symbols, while letters are forms that are sound symbols (Yusuf et al., 2019).

The basics of writing are generally the same as reading, the difference lies in the pose, if in the process of reading the eye retina converts light energy into nerve energy which is conveyed to the brain and then recorded and printed into the nerves of the speech apparatus, then the reading process occurs. Whereas in the process of writing, after being processed by the brain it is conveyed to the motor nerves which move the hand reflexes and writing occurs. Writing is an individual event and if a person's eye development is disrupted, his development and writing ability will be disrupted (Meria, 2018).

In fostering Al-Qur'an writing skills, it is implemented simultaneously with Al-Qur'an reading skills, because writing skills cannot stand alone, but must be accompanied by reading skills. In this case, the material used is the book Iqra', this book has the characteristic of strengthening elementary-level reading and writing material that is in accordance with the conditions of the students guidance. Besides that, for theoretical reinforcement material about letters and how to connect them, the theory of *Imla'* and the theory of recitation are used (Green, 2003).

Imlak is writing the letters according to their position correctly in words to prevent misunderstandings from occurring (Wijaya et al., 2019). Imlak (*Imla'i*) is a writing category that emphasizes the appearance or posture of letters in the form of words or sentences. In general, there are three basic skills developed in Imlak skills, namely observing skills, listening skills, and hand flexibility in writing. Quoting from Pakcosma (2015) that there are four types of *imlak* that can be applied to someone according to their cognitive stage, namely; (i) *Imla' manqul*, students copy the reading text or sentences in the teacher's book or

writing on the blackboard into the notebook. *Imla'* of this type is for the beginner level, where they are more emphasized to be careful and thorough when reading writing, and copying it. (ii) *Imla'mandhur*, students see and study the reading text or sentences in the book or blackboard, then close the book or what is on the blackboard. Then the teacher dictates the reading text or the same sentence. *Imla'* mandhur not only requires students to be more careful and thorough when reading but also must remember the form of the writing and concentrate with the teacher. Eyes, ears, and memory power must support each other. *Imla' mandhur* is applied in the middle class. (iii) *Imla' ghairu al-mandhur (masmu')*, students write reading texts or sentences that are read by the teacher without seeing them first (as in the second method). This method is for higher stages, where students have mastered well the theories of dictation that have been taught. When students listen to the teacher's reading, students describe (in their minds) the form of their writing in accordance with the theories in their brain memory, then write it quickly. (iv) *Imla' ikhtibari,* is a form of *Imla'* given to students who have mastered and understand well the theories of *Imla' ikhtibari*, which have more practical content than theoretical content.

The alphabetic method is a method by applying the introduction of hijaiyah letters one by one, starting with introducing the names of the letters and orthography or forms of writing. Then introducing the sound of consonants combined with vowels to form a phoneme (Wulandari & Samiha, 2015). The drill method is a method in the learning process that is carried out by training students in acquiring skills on what students are learning, and is ready to be used if needed by students. This method can be applied to students who have not been able to write by teaching them repeatedly by practicing writing from pieces of the Quran verses, and students are invited to write in beautiful writing (calligraphy) to entice students to become more fond of writing (Purwati, 2010; Tambak, 2016).

The Synthetic Analytical Structural Method is a method used in the initial process of learning to write which uses sentence structure as its starting point. The Synthetic Analytical Structural Method is a method that starts as a whole which then from the whole is searched and found certain parts and functions. After getting to know the parts and their functions, they then develop a totality structure such as the original vision (Lisnawati & Muthmainah, 2018). The Synthetic Analytical Structural Method can stimulate students to be actively involved because apart from listening, reciting, and taking notes, students also use tools display. The learning process using the Synthetic Analytical Structural method begins with displaying the complete sentence structure first, then the sentence is analyzed and finally returned to the original sentence (Nursuci & Kaltsum, 2022). The steps for learning the SAS method are, (i) structural: learning to write beginning with the Synthetic Analytical Structural method begins by displaying and introducing a complete sentence, (ii) analytical: the complete sentence which is used as the basis for learning to write the beginning is described into one-unit smaller languages called words. (iii) synthetic: students are guided to do synthetic (assemble). Students continue to assemble letters into syllables, syllables into words, and words into sentences. Thus, through the process of synthesis, students will rediscover the form of the original structure, namely a complete sentence. The development of religion in children is largely determined by the education and experiences they go through, especially during the first growth period between the ages of 0 -12 years old. This period is the period that plays the most role in growth for the next period, for students who have never received religious education or the Quran education, then when they grow up the child will tend to have a negative attitude towards religion and vice versa.

Related to the issue raised by the author in this study regarding the teacher's efforts to overcome students difficulties in writing the Quran verses, it can be concluded that previous research focused more on students difficulties in reading the Qur'an (Anjarwati, 2020; Astuti & Nugraheni, 2021), where as in this study the students focused more on writing the Quran verses but still reading together because reading and writing skills are a learning concept that is very related and cannot be separated from one another but must

coexist (Safitri & Dafit, 2021; Wardiah, 2017).

METHODS

This study uses a qualitative method with a case study approach. The research informants were eight people (out of four informants Islamic Religious Education teachers and four students at the elementary school level) who live in the village of Tanjung Rejo, Margo Tabir through in-depth interviews. The selection of informants refers to the criteria, namely understanding well the problems under study, being active in the field being studied, having the time to provide information to researchers, and providing information in accordance with the facts that occur in the field. To meet the criteria as an informant, all informants are Islamic education teachers who are still actively teaching, and their assignments are in different institutions. After the interviews were completed, all informants were taken, a transcript process was carried out, then the authors took themes that were in accordance with research needs. All interview and observation data were then analyzed using the Miles and Huberman technique. According to (Engkizar et al., 2018). Analysis using the Miles and Huberman analysis technique is an interactive data analysis and takes place continuously until complete.

RESULT AND DISCUSSION

Based on the results of interviews with students, it was found that there were several forms of difficulties for students in participating in Islamic Religious Education learning, namely too long the Quran verses written by the teacher on the blackboard so that students had difficulty following the teacher's writing during the learning process. Learning starts not according to the schedule which makes study hours pass too short for students.

It was found that the factors that cause students difficulties in participating in Islamic Religious Education learning activities, especially when writing the Quran verses, are due to internal factors where the physical condition of students includes their low intellectual capacity, uncontrolled attitudes or emotions, and disruption of tools. senses and ways of learning that are less effective and efficient will greatly affect success in learning. External factors include family, community, and school environment. In addition to the two factors above, there are special factors that make it difficult for students to participate in learning, namely psychological syndromes in the form of learning disabilities. From the factors described above, the authors found four attempts to overcome students' difficulties in writing the Quran verses, namely using, i) the alphabetic method, ii) the drill method, iii) the synthetic analytic structural method, and iv) the *Imla'* method. A more detailed description of the four efforts can be seen in Figure 1.
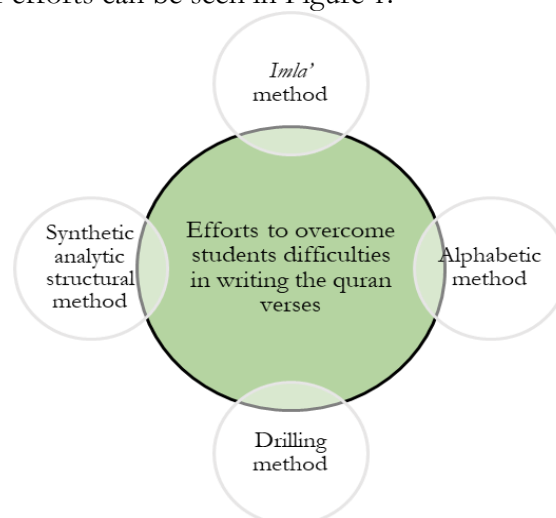

Fig 1. Description of Efforts to Overcome Students Difficulties in Writing the Quran Verses

To make it more interesting, the writer describes the excerpts from interviews with informants based on three themes. The description of the interview that the author will display is a brief statement excerpt from the informant when the interview was conducted.

First Theme, namely the difficulties experienced by students in the learning process of Islamic Religious Education, this statement stated that almost all students said the same thing, they had difficulty following the lesson because the writing was very long and the way the father taught was very fast. However, in this interview excerpt, the author includes two informants as shown in from the below.

…During the subject of Islamic Religious Education, I often had difficulty following your father's writing when writing the Quran verses, because I also still had difficulty writing the letters of the alphabet (student 1)… I still have difficulty following your father's writing, because I sit at the back, I also often fall behind in writing and follow the father's lessons, because the father explains too fast (student 2)... The father sometimes comes in late, and sometimes doesn't come to class at all. When the father came in late it made our learning rush, and it was difficult for us to understand because it was too fast to convey (student 3)

Second Theme, namely the level of understanding of informants (educators) on the learning strategy of Islamic Religious Education. According to one informant, the learning strategy is an attempt to gain success in achieving learning objectives. This statement was stated by two informants as quoted in the interview in from the below.

... According to the father of the learning strategy, how do we work in the learning process so that the objectives of the learning itself are in accordance with what is expected (teacher 1)… According to the mother, the strategy in the learning process is our effort in managing the class in the learning process so that a learning goal is achieved (teacher 2)

Third Theme, namely the efforts of educators in overcoming students difficulties in writing the Quran verses. This statement was stated by four informants as quoted in the interview in from the below.

… Efforts to be made in class if students have difficulty writing the Quran verses, by teaching these students to be clever slowly until these students begin to get used to writing the Quran verses (teacher 1) … Changes the learning method that is usually applied with a method that matches the learning theme of the students. And it will certainly also make them do their homework to write hijaiyah letters, connect Arabic letters as in iqra' so that they get used to writing verses from the Qur'an, and try to get to class on time (teacher 2) …In the learning process they will apply a demonstration learning model in which they will also be asked to come forward and write single and continuous hijaiyah letters alternately before the learning hour is over, giving homework to write verses of the Quran (teacher 3) …Using the demonstration method in the learning process, making additional assignments at home, and helping them if they have difficulties in which part so that they can be exemplified, conducting lessons on writing the Quran verses for those who are interested (teacher 4)

CONCLUSION

Based on the results of the research above, the authors conclude that the factors that cause students to find it difficult to accept or participate in Islamic Religious Education learning activities are internal factors that come from themselves and external factors which come from the family environment and school environment.

Efforts made by teachers and prospective teachers of Islamic Religious Education in dealing with students difficulties in writing the Quran verses are updating learning methods for elementary school level participants through the stages in carrying out the learning process starting with; i) using the alphabetic method (letter recognition method) to make it easier for students to recognize hijaiyah letters first before writing the Quran verses, ii) using the drill method, where students are taught to write pieces of the Quran verses repeatedly so that students dexterity is honed in writing, iii) then the game-based Synthetic Analytical Structural method, in this use it can improve learning outcomes and the active role of students in writing and reading the Quran because it can overcome

student saturation of Islamic Religious Education material. iv) the last method in the process of learning to write the Quran verses is the *Imla'* method, this method can be used if students are proficient in the basics of writing the Quran verses because this method emphasizes the posture of letters in the form of words or sentences of the Qur'an.

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