
Alleviating Al-Qur'an Illiteracy in Public Universities: A Case Study of the Al-Qur'an Reading Guidance Program at Universitas Negeri Malang

Siti Lailatul Isnaini

Department of Arabic Education, Faculty of Letters, Universitas Negeri Malang
Email: sitilailatul.170231@student.um.ac.id

Yusuf Hanafi

Department of Arabic Education, Faculty of Letters, Universitas Negeri Malang
Email: yusuf.hanafi.fs@um.ac.id

Ahmad Munjin Nasih

Department of Arabic Education, Faculty of Letters, Universitas Negeri Malang
Email: munjin.nasih.fs@um.ac.id

Ibnu Samsul Huda

Department of Arabic Education, Faculty of Letters, Universitas Negeri Malang
Email: ibnu.samsul.fs@um.ac.id

Article Accepted: September, 19, 2021, Revised: June, 10, 2022, Approved: July 17, 2022

Abstrak

Kemampuan membaca kitab suci dengan baik dan benar merupakan kewajiban setiap insan beragama. Ironisnya, banyak mahasiswa Muslim tidak memiliki kemampuan yang memadai dalam membaca al-Qur'an. Karena itu, Universitas Negeri Malang (UM) mencanangkan kampanye bebas buta aksara al-Qur'an untuk peserta didiknya. Penelitian ini bertujuan untuk mendeskripsikan perencanaan, pelaksanaan, evaluasi, dan efektivitas pembelajaran al-Qur'an di UM, serta korelasi kemampuan bahasa Arab mahasiswa terhadap kemampuannya dalam membaca al-Qur'an. Metode yang digunakan adalah mixed method dengan exploratory sequential design. Teknik analisis data kuantitatif menggunakan uji normalitas, wilcoxon signed ranks, d-effect size, dan perhitungan nilai N-gain. Hasil penelitian adalah sebagai berikut: (1) perencanaan pembelajaran dilakukan secara terpusat dan detail; (2) pelaksanaan pembelajaran menyesuaikan dengan pengelompokan kelas dan langkah-langkah pembelajaran yang ditetapkan dalam kurikulum Bimbingan Baca al-Qur'an (BBQ); (3) evaluasi pembelajaran dilakukan dengan teknik tashih, post-test, dan penilaian sikap belajar; (4) efektivitas pembelajaran masuk dalam kategori tinggi, yang ditunjukkan oleh nilai d-effect size sebesar 0,76, dan (5) kemampuan bahasa Arab ditemukan memiliki korelasi yang signifikan terhadap kemampuan membaca al-Qur'an. Secara umum, UM tergolong berhasil menurunkan tingkat kebutaaksaraan al-Qur'an di kalangan mahasiswa.

Kata kunci: Pendidikan Agama Islam, bimbingan baca al-Qur'an, memberantas buta aksara al-Qur'an.

Abstract

The ability to read the scriptures correctly and adequately is the obligation of every religious person. Ironically, many Muslim students lack adequate reading skills in the Qur'an. Therefore, Universitas Negeri Malang (UM) launched a campaign to be free of al-Qur'an illiteracy for its students. This study describes the planning, implementation, evaluation, and effectiveness of al-Qur'an learning at UM and the correlation between students' Arabic language skills and their ability to read the Qur'an. The method used is a mixed-method with an exploratory sequential design. The quantitative data analysis technique used normality test, Wilcoxon signed ranks, d-effect size, and calculation of N-gain value. The results of the study are as follows: (1) learning planning is carried out in a centralized and detailed manner; (2) the implementation of learning adapts to class groupings and learning steps specified in the Qur'an Reading Guidance (BBQ) curriculum; (3) learning evaluation is carried out using tashih techniques, post-test, and assessment of learning attitudes; (4) learning effectiveness is in the high category, which is indicated by the d-effect size value of 0.76, and (5) Arabic language ability is found to have a significant correlation with the ability to read the Qur'an. In general, UM is considered successful in reducing al-Qur'an illiteracy among students.

Keywords: Islamic education, guidance on reading the Qur'an, eradicating illiteracy in the Qur'an

Introduction

Islamic Religious Education (PAI) is a compulsory subject for all Muslim students in the national curriculum for higher education. The PAI course aims to make students know, understand and can implement Islamic teachings in real life (Umar & Ismail, 2020). The implementation of PAI learning at Universitas Negeri Malang (UM) is divided into two, namely regular face-to-face meetings in the classroom and religious mentoring outside the classroom, which is framed in the Tafaqquh fi Dinil Islam (TDI) program, which there are the Qur'an Reading Guidance (BBQ). BBQ is a learning activity to read the Qur'an, where the target is for students can read the Qur'an properly and correctly.

Many students have not been able to read the Qur'an properly and correctly, even some of them are illiterate in the Qur'an. Even though the ability to read the Bible is a demand for every Muslim because it is closely related to the validity of the implementation of worship (Hanafi et al., 2020), public Universities (PTU), including UM, must ensure that their students have standardized Al-Qur'an reading skills (Hanafi et al., 2019). Ironically, many PTUs have not organized and maximized religious mentoring activities for teaching reading the Koran in order to strengthen the literacy of reading the Koran among their students.

Implementing guidance on reading the Qur'an at the university level is not an obligation. Hanafi et al. (2019) contended that the development of reading the Qur'an at PTU is not a curriculum requirement, but it is essential to be carried out to support PAI courses. Universities must appear as the central controller of the implementation of mentoring to read the Qur'an so that the program for strengthening al-Qur'an literacy on campus can run well (Hanafi et al., 2019). In this context, UM takes BBQ activities seriously and intensely through the Al-Qur'an Study Club (ASC) Student Activity Unit (UKM). ASC UKM is a student organization specializing in the syiar and the study of the Qur'an. Under the ASC management structure, a TDI division is the technical implementer of BBQ activities. The BBQ activity was attended by all UM Muslim students who program PAI courses.

Several studies examine the learning of the Qur'an in universities. Khadijah and Rejeki (2019) revealed that the effectiveness of tutor communication had an effect of 39.4% on students' ability to read the Qur'an. The remaining 60.6% was influenced by other factors, such as facilities, memorization, and memorization targets. Febriyarni (2019) explained that the ability to read the Qur'an in the students of the Syari'ah Faculty of IAIN Curup was still relatively moderate, with a count of 50% being able to read well and another 50% needing intensive and programmed guidance. Rumainur (2019) uncovered that experimental and control groups had a significant mean difference, which showed that the Tartil method effectively taught the Qur'an to STAI Tahsin al-Qur'an students in East Kalimantan. The similarity of this research with previous research lies in the research object, which is both targeting college students as objects of research and using specific methods in learning to read the Qur'an. The difference lies in the object, place, teaching materials, and methods used in learning.

Hanafi et al. (2019) describe the application of the talqin-taqlid-based tahsin-recitation learning model in the BBQ program at UM. The similarity with this research lies in the object of study material (BBQ UM). However, this study focuses more on the details of the implementation of learning, ranging from planning, implementation, evaluation, and correlation of Arabic language skills to the ability to read the Qur'an. In this paper, the author tries to photograph the conditions of learning al-Qur'an at UM, which is obsessed with Eradicating illiteracy in the Qur'an. The researcher also wants to reveal the correlation between students' Arabic language skills and their ability to read the Qur'an.

This is not an exaggeration because the teaching of reading the Qur'an and the teaching of the Arabic language have a close bond (Rahmi, 2017). This study aimed to describe the planning, implementation, evaluation, and effectiveness of learning to read the Qur'an at Universitas Negeri Malang and the correlation of students' Arabic language skills with their ability to read the Qur'an.

Research Method

The type of research used is a mixed-method with an exploratory sequential design developed by Creswell and Clark (2018). This research was conducted at UM by using the students of the Faculty of Letters (FS) and the Faculty of Engineering (FT), who programmed Islamic Religious Education (PAI) courses in the odd semester of 2019-2020, as research samples. The selection of the two faculties was based on the distribution of sample representations with different scientific backgrounds, namely natural sciences (FT) and social sciences & humanities (FS). The research instrument used was an interview guide and document study.

The research data is divided into two, namely qualitative data and quantitative data. Qualitative data in the form of planning, implementation, and evaluation of BBQ learning. Quantitative data in the form of pre-test and post-test results. The tests are the normality test, Wilcoxon signed ranks test, d-effect size, and calculation of N-gain value. Qualitative data analysis was carried out using several steps: data condensation, data presentation, and concluding. Quantitative data analysis was performed with the IBM SPSS Statistics 24 for Windows program.

Research Finding

In this section, the results of research and discussion related to the planning, implementation, evaluation, and effectiveness of learning to read the Koran through BBQ activities are presented at the State University of Malang are presented, as well as the correlation between students' Arabic language skills and their ability to read the Koran.

Lesson Planning

The learning planning presentation includes the BBQ activity's objectives, the curriculum for BBQ activities, the recruitment of BBQ administrators and instructors, the BBQ participant pre-test, the process of distributing mentors and BBQ participants, and

training of teachers (ToT). Detailed explanations related to lesson planning are presented as follows.

1. Purpose of BBQ Activities

The BBQ activity aims to accommodate and facilitate students to improve and improve their ability to read the Qur'an, which is focused mainly on materials related to the pillars of prayer, such as Surah al-Fatihah. This is in line with the research by Alhamuddin et al. (2018) that religious education cannot be separated from implementing worship obligations. For planning to be prepared and determined correctly, the activity's objectives must be formulated as clear and measurable targets (Ananda, 2019). After the goals are set and formulated in the curriculum, planning activities are prepared to achieve these goals. Careful planning can optimize the achievement of the desired goals. This is because when planning, the mindset is directed at achieving goals effectively and efficiently (Ananda, 2019).

2. BBQ Activities Curriculum

UM's BBQ team of experts develops the curriculum used in BBQ activities. The content of the curriculum focuses on the primary purpose of holding a BBQ, which is to improve and improve the reading of the Qur'an, which is emphasized in the reading of the obligatory prayers. The reason for compiling this independent curriculum is because there is no appropriate Qur'anic learning curriculum for learning to read the Qur'an at the university level. The second reason is that allocating Al-Qur'an learning hours at UM is inappropriate when using other curricula

3. BBQ Management and Teacher Recruitment

The recruitment of management is done through interviews using interview guidelines, emphasizing their commitment and ability to be fully involved in busy BBQ activities. This commitment aspect is essential so that no board member resigns before the solemn period ends. In this stage, the reading of the Qur'an from the prospective mentor is verified using the specified maqra'. The recruitment process is carried out long before the start of the BBQ program, even before the number of BBQ participants is known. The recruitment of mentors is carried out in a planned manner because they are the ones who will teach the BBQ.

Participants. If this stage is carried out carelessly, the output of the participant's ability to read the Qur'an does not match expectations. According to Efendi (2019), recruitment of educators is the arrangement of the process of finding, finding, and attracting

applicants by institutions to obtain educators as people who carry out activities in the field of education and who are tasked with planning and implementing the learning process, assessing learning. When data is obtained that the number of BBQ participants is vast, it will be decided to use participants with good reading to become peer tutors. Enforcement of peer tutoring policies is good to apply in learning because participants are not awkward and embarrassed to learn. After all, the age gap is not much different. This is in line with Munthe and Naibaho's (2019) research that using peer tutors can bring students to a comfortable learning process because students can express their opinions or difficulties without hesitation or awkwardness..

a. BBQ Participant Pre-test

The pre-test was conducted to know the initial abilities of BBQ participants. The pre-test was carried out in two weeks. The materials read (maqra') for the pre-test in the first week are Q.S. Al-Fatihah, Q.S. Maryam: 10, QS. Ash-Syura: 2. Meanwhile, for the pre-test in the second week, Q.S. Al-Fatihah, Q.S. Nur: 35. Determination of Q.S. Al-Fatihah as maqra' 'must be based on the consideration that the letter is an obligatory reading in prayer. The selection of different maqra'-maqra' is intended so that the secrecy of the maqra' is maintained every week.

b. Distribution of Mentors and BBQ Participants

The process of distributing mentors is carried out after the announcement of the selection results. The stage of dividing participants begins with grouping BBQ participants based on the results of the pre-test into the following classes: class A (muraja'ah), class B (tahsin recitations), C (tadrib recitations), and D (talqin-taqlid). In the next stage, the administrator calculates the number of participants and the availability of mentors at each grade level. After knowing the number of mentors needed, participants choose a mentor through a Google form containing a list of mentors according to class and hours of implementation. This is so that participants can adjust their Al-Qur'an study hours to their leeway. In the next stage, the mentor and participants mutually agree on the hours of the BBQ activities.

c. Training of Teachers (ToT)

The purpose of the Training of Teachers (ToT) is to improve the reading of the Qur'an, equalize the teaching standards of mentors, and convey important information about the implementation of BBQ. The implementation of the mentor's ToP is divided into two, namely Saturday mornings and outside Saturdays in small groups. The ToT on Saturday morning was divided into two: the ToP for mentors and the TopP for peer tutors.

The ToT of mentors started at 09.00 WIB at Shuffah Masjid, with facilitators from a BBQ experts and administrators team. The BBQ expert team is tasked with translating the mentors' readings. Management is tasked with overcoming technical problems related to learning. The peer tutor ToT was conducted at the Al-Hikmah Mosque Library at the same time as the TDI implementation with the facilitator from the mentor. After the ToP activity, a briefing was held on implementing the day's activities.

The ToT outside Saturday is devoted to mentors. In it, the mentor acts as a consultant to monitor the mentor's teaching, activeness, commitment, and reading. All mentors are divided according to the number of mentors into small groups using WhatsApp groups for communication. Readings, microteaching practices, and discussion of the material contained in the BBQ Practical Guidebook were carried out in this ToP activity.

Learning Implementation

The implementation of BBQ activities is described in the stages of learning and implementing the BBQ Practical Guidelines *textbook*. The detailed explanation regarding the implementation of learning is presented as follows.

1. Learning Stages

Learning to read the Qur'an through BBQ activities was carried out 12 times with details, four times on Saturdays within the TDI program frame, and eight times outside Saturdays as extra tutorials (*dars idhafi*) with an allocation of 60 minutes. The method used in learning is the Jibril method, which relies on dictation and imitation (*talqin-taqlid*) activities to hone pronunciation fluency (*tadrib al-nuthq*) (Hanafi et al., 2019).

The Jibril method is the practice of learning the Qur'an, which the Prophet Muhammad SAW applied to his companions. Methodologically, he taught the Qur'an to his companions, just as he received revelation teachings through the Angel Gabriel. Namely, the Prophet SAW recited the Qur'an (*talqin*) to be followed by his companions with the same reading (*taqlid*) (Arafat, 2020). The application of the Jibril method in learning the Qur'an is carried out by the mentor giving examples of reading, either piecemeal by a piece of verse, or one whole verse, to be imitated by the participants (Hanafi et al., 2021).

Based on the results of interviews with tutors and tutors, it can be seen that the *talqin-taqlid*-based Jibril method is very suitable and adequate for BBQ participants. The learning stages are carried out according to the class level classification: A (*muraja'ah* class), B (*tahsin* recitation class), C (*tadrib* recitation class), and D (*talqin-taqlid* class).

In each class, the learning steps are adjusted to the Learning Implementation Plan (RPP) contained in the Mentor's Handbook.

2. *Preliminary activities*

The tutor conditions the class, so it is ready to start learning, followed by reading the opening prayer with the class members. The tutor explains the teaching materials and the learning steps that will be carried out and continues with the attendance of the participants. This opening activity is carried out at all grade levels for five minutes.

3. *Core Activities*

The core activities include the drilling stage, the independent reading stage, and the *tashih* stage. The implementation of core activities is documented in Figure 3.1 below.



Figure 3.1 Men's and women's BBQ on Saturday

(a) *Drilling Stage (Dictation and Imitation)*

The material used adjusts the class level classification. Class B+ (tahsin recitations – above) is conducted by the mentor reading one verse repeated three times and then imitating the participants one by one. If there is an error, the mentor immediately corrects and corrects it. For class B (tahsin recitations – below), the pilot stage is carried out in two divisions. The first division of the stages is the same as for class B+. The second division is done by the way the mentor reads a verse repeated twice, and then the participants imitate classically. Next, the mentor reads by chopping off the verse by word (Jibril's method), followed by the mentor repeating one verse in its entirety and then classically imitating the participants.

This step was not carried out during lessons on Saturdays at the same time as TDI to keep the implementation conducive. After that, the participants read the verses one by one, and the mentor immediately corrected if there were errors. These steps are repeated until the entire verse has been read. For class C (tadrib tilawah) and class D (talqin-taqlid), the drilling stage is carried out in two divisions. The first division of the stages is the same as the second division for class B; only the difference is that the reading of the verse at the beginning is

repeated three times instead of two times. Then the second division's stages are the same as the second division in class B. The duration of this drilling stage is 10 minutes.

(b) Independent Reading Stage

In grades B+, B, and C, the independent reading stage is carried out by the mentor reading a verse and participants imitating. Then one of the participants read and imitated other participants. These steps are repeated until all participants have read the passage and the verses have been read. This stage is carried out at the final meeting according to the development of participants' abilities for 30 minutes.

Class D, the independent reading stage is carried out for 40 minutes with the mentor explaining the material on the top of the At-Tartil page. Then one by one, the participants read the passages in turn with one breath. Then the other participants imitated together. If there is an error, the tutor immediately corrects it; the participant repeats the reading correctly.

(c) Tashih Stage

Materials that must be recited for classes B+, B, and C: Al-Fatihah, final tasyahud, takbir, greetings, and QS. An-Nas s.d. QS. At-Takatsur. As for class D: Al-Fatihah, final tasyahud, takbir, and greetings. Reading recitation is done using one by one participant depositing one complete reading to the mentor by bringing a BBQ book. It is done after the mentor delivers the material. The tashih stage is completed before the implementation of the post-test.

The technique of tashih is as follows: 1) the mentor holds the BBQ book of the participants who are tashih; 2) participants borrow a friend's book and read it in front of the Mentor; 3) if an error occurs, the mentor underlines the wrong word in the participant's book; and 4) if the participants' readings that have been recited are correct in their entirety, then the teacher signs the available column, but if it is not correct, the participants are asked to repeat the tashih at the next meeting. Through the tashih stage, the mentor can review the participants' readings at the next meeting.

The way the mentor reviews each participant varies, including the participants pronouncing the isti'la letters, sending voice notes via WhatsApp, or rereading material for 3-4 participants simultaneously. All of these methods are carried out by the mentors so that the participants are fluent and well-read before continuing to deliver the following material. The material achievement targets for each class classification are presented in Table 3.1.

Table 3.1 Material Achievement Target

Class	Material Achievement Target
A	At-Tartil 5-6, chapters 1-2, BBQ book review
B+	Juz 30 (An-Naba 'and below, at least until Al-Ghasiyah)
B	Juz 30 (An-Nas and above, min. to Al-Lail)
C	Juz 30 (An-Nas and above, min. to Adl-Dluha)
D	At-Tartil 1, 2, 3, and 4 (according to the chapter that has been determined)

Source: Mentor Handbook Documentation

The condition of participants who have language problems affects their learning development. The difference in the phonological system between Arabic and Javanese results in frequent changes in pronunciation that occur because there are some phonetic characteristics in Javanese that are not found in the phonetic characteristics of Arabic, so there are changes in the pronunciation of some Arabic consonants (Supriyadi et al., 2019). This impact is that mentors need to be extra for drilling participants so that their tongues become accustomed to pronouncing certain letters.

This language problem occurs because of linguistic or non-linguistic factors. If it occurs due to non-linguistic factors, the mentor can try to improve so that the reading or letters are appropriate. However, if it is due to linguistic problems, the mentor will require extra effort to overcome them, for example, the pronunciation of the letters dal and ra'. In this case, the last option used by the mentor is to understand the participant's condition. The results will be less than optimal because it is trained as often and as intensely as possible.

(d) Closing Activities

In the closing activity, the mentor motivated the BBQ participants before reading the closing prayer for five minutes. Motivation can support participants to be more enthusiastic about participating in the coaching. Motivation has a large enough role in learning efforts; without motivation, it is almost impossible for students to carry out learning activities. Efforts that mentors can make to stimulate student learning include: using various methods and media to reduce boredom; creating a pleasant learning atmosphere and prevent students from being reproached; as well as creating healthy competition for student learning outcomes, and in this competition, prizes can be awarded (Sanjaya, 2013 in Ananda, 2019).

BBQ Practical Handbook Implementation

Participants and mentors use the BBQ Practical Handbook during learning. The mentor reminds participants to study the book before the lesson takes place. Some mentors require participants to bring a book as a prerequisite for attendance. As for the other uses, according to the mentor's direction and needs, some of them are used to tashih, justify, and explain the law of reading or makharij letters. The use of books in learning is not optimal due to time constraints, and there are a few editorial errors in writing mumaddadah which lacks one letter dal to mumaddah, which confuses participants. How to deal with participants who forget to bring books or are left behind, the mentor directs them to join other participants. Sometimes mentors do not use books during learning except when encountering specific Tajweed laws.

Learning Evaluation

The description of the learning evaluation includes a post-test and reading recitation of BBQ participants and an evaluation of learning with a team of lecturers and BBQ elements. A detailed explanation regarding the learning evaluation is presented as follows.

1. *Reading Tashih and BBQ Participant Post-test*

Reading *tashih* are carried out at each meeting to know the abilities according to the achievement of the material that must be recited at each grade level. The material that must be authenticated is presented in Table 3.2.

Table 3.2 Materials that Must Be Certified

Class	Material Achievement Target
A	Al-Fatihah, final tasyahud, takbir, greetings, An-Nas s.d. At-Takatsur
B+	
B	
C	
D	
	Al-Fatihah, final tasyahud, takbir, greetings

Source: Mentor Handbook Documentation (BPM)

The reading *tashih* was carried out as an ongoing evaluation to monitor the progress of the participant's abilities and understanding, and their history was recorded in the BBQ book of each participant. Readings that must be recited in each class classification include prayer readings, including QS. Al-Fatihah, final tasyahud, takbir, and greetings.

These readings are routinely read at the opening stage and the opening prayer reading. While waiting for their turn, the other participants can practice independently by listening to each other or sharing their readings to be more prepared when they come before the mentor. This is in line with the primary goal of BBQ, which is to improve students' reading of the Qur'an, especially the readings found in prayer.

During the tashih, the mentor will listen carefully to each participant's reading to be evaluated and corrected directly. This reading tashih is in line with the evaluation of learning to read and write the Qur'an with the At-Tartil method Maskur (2019) said that the daily assessment was carried out at the end of each learning meeting, and students were tested one by one in front of the teacher. Sauri et al. (2021) added that the evaluation carried out at the end of each discussion of a subject or topic was intended to determine the extent to which the learning process had proceeded as planned.

After doing BBQ 12 times, a post-test was conducted to determine the development of the BBQ participants' abilities at the end of the lesson to know and measure the participants' final abilities and understanding of the material that had been taught (Ain, 2013). The maqra 'used for the post-test is different at each grade level due to the different curriculum and letter achievements taught at each grade level. So when the post-test adjusts to what has been taught according to the curriculum. The selection of maqra 'is based on the agreement of the BBQ expert team and mentor mentors.

Details of maqra 'for each class, namely for class A using maqra' QS. Al-Baqarah: 49–54, class B+ and B using maqra 'QS. Al-Balad: 1–20, class C using maqra' QS. Al-Zalzalah: 1–8, as well as for class D using maqra 'QS. Al-Lahab: 1–5. Before the post-test was held, the examiners held a briefing. The aspects assessed in the post-test are fashahah, recitation, and fluency. As a transcript of the post-test results, participants will receive a certificate with their final score listed.

The post-test was carried out using the maqra' sheet held by the participants and post-test examiners. This is done so that the mentor can listen in a guided manner, not only listening but having a handle before fully memorizing the writing of the tested maqra'. The assessment of the post-test is based on predetermined aspects. This is in line with the opinion of Nuriyah (2014) that the assessment must be based on criteria, namely, the assessment is based on the size of the achievement of the specified competence.



Figure 3.2 Post-test of even week and odd week BBQ participants

2. *Evaluation of Learning with the Lecturer Team and BBQ Elements*

Other forms of evaluation are carried out, namely internal elements and BBQ mentors. The internal evaluation of BBQ elements and mentors is carried out after the learning takes place on Saturday or during the BBQ final evaluation, which is carried out at Sartas. Technical evaluation is done by conveying problems and then finding solutions together. The main problem raised in the evaluation was a large number of participants. The impact of this is that learning is not optimal due to lack of time, the number of participants is too many, the mosque cannot accommodate all participants, and sudden peer mentors are held so that the Training of Teachers (ToP) activities are not optimal, mentors and administrators are tired of coordinating and managing the administration of participants, so that results in a decrease in commitment.

Learning evaluation and monitoring are also carried out in meeting forums at the beginning and end of the semester. Evaluation and reflection are also held, and planning future programs at the meeting. In addition, the Education and Learning Development Institute (LP3) UM also sent lecturers as envoys to attend on Saturday to directly monitor the BBQ implementation. At the end of the semester, ASC UKM reports on the implementation of BBQ activities so that administrators and lecturers can monitor each other and fill in grades. Participants' scores are processed and sent to the supporting lecturer. Then the lecturer checks and clarifies if there is a discrepancy between the post-test scores and the al-Qur'an reading exam conducted by the lecturer, this is done so that optimal results are obtained.

Learning Effectiveness

The effectiveness of the implementation of learning is known by comparing the increase in the average pre-test and post-test scores of students from the Faculty of Engineering and the Faculty of Letters who participate in BBQ activities. Both values were tested using the IBM SPSS Statistics 24 for Windows application. Testing the data begins with a normality test to determine if the data distribution is usually or is not normally distributed. The results of the normality test of the two faculties are shown in table 3.3.

Table 3.3 Normality Test Results

	Pretest Score	Posttest score
Number of BBQ Participants	2262	2262
Mean	66.52	77.516
Std. Deviation	14.302	14.6164
<i>Asymp. Sig. (2-tailed)</i>	.000 ^c	.000 ^c

From the normality test, it is known that the significance value of the pre-test and post-test values of the two faculties is 0.000. The significance value is less than 0.05, so it can be seen that the pre-test and post-test values are not normally distributed. So that the following data analysis used is a nonparametric analysis using the Wilcoxon signed Wilcoxon signed ranks test to find out whether there is a difference or not from the pre-test and post-test scores. The results of the Wilcoxon signed ranks test for the pre-test, and post-test values in both faculties are shown in Table 3.4.

Table 3.4 Wilcoxon Signed Ranks Test Results

Posttest Score - BBQ Participants' Pretest Score				
Negative	Positive	Ties	Total	<i>Asymp. Sig</i>
473	1753	36	2262	.000

Based on the table of Wilcoxon signed ranks test results above, it can be seen that: The positive ranks value is 1753, meaning that 1753 values have increased from the pre-test and post-test or equivalent to 77.5% of the total data. The negative rank value of 473 means that 473 values have decreased from the pre-test and post-test or are equivalent to 21% of the total data. The ties value of 36 means that 36 values have not changed either the increase or decrease in the value of the pre-test and post-test or equivalent to 1.5% of the total data. From the Value. Sig. of 0.000, which is less than 0.05, it can be concluded that there is a

difference in the pre-test and post-test scores in the two faculties, with the amount of increase in value being more significant than the value that has decreased or remains.

Furthermore, to measure the level of learning effectiveness based on how much the average increase in the pre-test to post-test scores with BBQ activities is calculated using the d-effect size value. The calculation of the d-effect size is carried out to strengthen the Wilcoxon signed ranks test results. Because the Wilcoxon signed ranks statistical test is only limited to determining whether there is a difference in the average value of the pre-test and post-test without describing the amount of increase in the average. The results of the d-effect size calculation are shown in Table 3.5.

Table 3.5 Calculation of d-effect size

Score	Pre-test	Posttest	d-ES
Average	66.52	77.516	0,76
SD	14.302	14.6164	
Number of participants	2262	2262	

Based on the calculation, the d-effect size value is 0.76, with a high category based on the category initiated by Morgan et al. (2011). Based on these results, it can be represented that students' ability to read the Qur'an has increased more than before participating in BBQ activities. Learning to read the Koran from the BBQ mentor can improve the reading of the Koran well. In order to know which side needs to be improved so that the resulting output is better, it is necessary to carry out further analysis with a qualitative approach to learning to read the Qur'an that has been applied.

Several other studies have also been conducted to measure the effectiveness of learning the Qur'an. Putra & Syafrudin (2020) with the results of the Scramble Learning model in the Al-Qur'an-Hadith, which influences improving competence in reading selected short surahs after the Scramble model is applied, the research results show that the level of competence in reciting and reading verses of the Qur'an phase I reaches 91,3% category is sufficient and cycle II there is a significant goal that will read the Koran students by 91.5% outstanding category. Pratama (2020) studied the drill method to improve students' abilities. Before the treatment in the experimental class, the average result for class XII B was 55.3, while class XII C was 53.17. After the treatment in the experimental class, namely class XII B, a post-test was held three times; the average post-test result was 77.7, and in-class XII C was 63.8.

The average results of the two classes were processed using the t-test at $\alpha = 0.05$, $df = 59$ obtained $t_{count} = -16.125$, while $t_{table} = 1.687$. Because it uses a two-tailed test, the acceptance area is $t_{count} > t_{table}$. Meanwhile, $t_{count} (-16.125) > t_{table} (1.687)$, therefore $H_0 =$ rejected. This means that there is a difference in student achievement in learning the Qur'an Hadith between the drill method and the conventional model.

Ruslandi and Rochman's (2020) research revealed that the Iqra method at SDN 262 Panyileukan Bandung City indicated positive and significant results, with an average score of 3.6 approaching a pretty good value. From a number of these studies, it can be concluded that models, methods, and books are alternatives that can be used to help improve students' ability to read the Qur'an as measured by comparing the initial and final results.

Correlation of Arabic Language Ability to Al-Qur'an Reading Ability

The calculation of N-gain is carried out to determine how much impact the Arabic language ability of the Arabic Language Education (PBA) Class has on the ability to read the Qur'an compared to the results of the Non-Arabic Language Education Class (Non-PBA). The variables that determine the value of the N-gain are the pre-test and post-test scores for both classes. The results of the N-gain calculation are presented in Table 3.6.

Table 3.6 The results of calculating the N-gain scores of PBA and Non-PBA students

Score	PBA class			Non-PBA Class		
	<i>Pretest</i>	<i>Posttest</i>	<i>N-gain</i>	<i>Pretest</i>	<i>Posttest</i>	<i>N-gain</i>
Average	82.5	89.6	0.42	65.9	77.0	0.22
Minimum	50	50	.00	20	50	-14.83
Maximum	98	100	1.00	98	100	1.00
Number of participants	89			2173		

The opinion of Sutopo & Waldrip (2014) is determining the two categories of N-gain values. Table 3.6 shows that the N-gain value of the pre-test and post-test scores of students in the PBA class is 0.42 in the medium-low category. Meanwhile, the N-gain value of the students' pre-test and post-test scores in the Non-PBA class was 0.22 in the low category. Based on the results of the pre-test and post-test N-gain calculations, it is known that the N-gain value of the PBA class is higher than that of the Non-PBA. This is known from the difference in the average pre-test value of PBA and Non-PBA of 16.6 and the post-test value of 12.6. The difference in the minimum pre-test value is 30. The N-gain value is 0.20, with a difference in the lower medium category for PBA and the low category for Non-PBA.

These results show that Arabic language skills affect the ability to read the Qur'an on PBA because the difference in the average value and N-gain is relatively far compared to Non-PBA. Learning the Qur'an for PBA students allows their reading to be better than those who have never studied before. This happens because there are letters that are in Arabic but not in Indonesian such as the letters غ، ع، ط، ظ، ض، ث، خ، ذ، ش، ص and ق (Sholihin, 2020). The letters for PBA students are more often heard and spoken in daily life so that when applied to reading the Qur'an, they do not experience significant difficulties.

Several other studies have measured the relationship between Arabic language skills and the ability to read the Qur'an. Nuha (2015) revealed a positive and significant influence between mastery of Arabic lessons and students' ability to read the Qur'an. Hoyriah (2020), researching Arabic language skills and students' memorization skills at Ahlul Qur'an Islamic Boarding Schools are at a moderate stage, found an influence of Arabic language skills on Al-Qur'an memorization skills at Ahlul Qur'an Islamic Boarding Schools in Palembang. From several of these studies, it can be concluded that Arabic language skills influence the ability to read the Qur'an and memorize it.

This is because students who study Arabic will be accustomed to pronouncing the Hijaiyah letters, some of which are not found in their daily language, namely Indonesian. Sholihin (2020) recommends steps that can be taken if the teacher of the Qur'an wishes to reduce the difficulty of students in pronouncing certain sounds, namely by asking students to first listen to examples of letter sounds from the teacher who is spoken at an average speed, the teacher is more focused on paying attention to the pronunciation of *makhraj*. Correct and immediately justify if it is not right; the teacher knows the letters that are difficult to pronounce and prepares exercises to overcome these difficulties.

Conclusion

Referring to the research questions, the following conclusions can be drawn. First, learning planning is carried out centrally in great detail according to the BBQ curriculum, and a team has made of BBQ experts. Second, the implementation of learning adjusts to the class-level classification and the learning steps in the lesson plans, consisting of three stages: introduction, core, and closing. Third, the evaluation of learning is carried out using reading recitation and post-test. Fourth, the effectiveness of learning is known from the increase in the average score of participants at the pre-test by 66.52 and at the post-test to 77.51, and the

d-effect size value of 0.76, which is relatively high. So it can be concluded that learning to read the Koran through BBQ activities effectively improves the ability to read the Koran. Fifth, Arabic language skills significantly correlate with the ability to read the Qur'an. This is indicated by the K-PBA N-gain value of 0.42, including the lower medium category, while the KN-PBA N-gain value of 0.22 is included in the low category.

Al-Fatihah on the material being taught to maximize the achievement of the primary goal of BBQ. Based on these conclusions, the suggestions put forward are as follows. First, it is necessary to improve the tutor recruitment system and the division of participants and tutors so that the number of participants is not too many and balanced in each class. Second, it is necessary to prepare more supportive facilities and infrastructure so that learning becomes conducive and BBQ elements can be maximized in carrying out their duties. Third, it is better to include prayer readings other than the QS. Fourth, tutors should innovate learning, so participants are not bored and more motivated to participate in BBQ activities. Fifth, additional time should be allocated to maximize the use of the BBQ Practical Guidelines textbook. As a suggestion for further research, other researchers are expected to be able to study further and in-depth related to external factors that affect the effectiveness of learning to read the Qur'an in Public Higher Education (PTU).

Bibliography

- Ain, T. N. (2013). Pemanfaatan Visualisasi Video Percobaan Gravity Current untuk Meningkatkan Pemahaman Konsep Fisika pada Materi Tekanan Hidrostatik. *Jurnal Inovasi Pendidikan Fisika*, 2(2), 97–102.
- Alhamuddin, A., Hamdani, F. F. R. S., Tandika, D., & Adwiyah, R. (2018). Developing Al-Quran Instruction Model Through 3A (Ajari Aku Al-Quran Or Please Teach Me Al-Quran) To Improve Students' Ability In Reading Al-Quran At Bandung Islamic University. *International Journal of Education*, 10(2).
<https://doi.org/10.17509/ije.v10i2.8536>
- Arafat, Y. (2020). Implementasi Metode Jibril dalam Meningkatkan Kemampuan Membaca Al Qur'an Kelas C2 Tahsin Tilawah Lembaga Takhassusul Qur'an Darul Hikmah. *Jurnal at-Thiqah*, 3(1), 16.
- Creswell, J. W., & Clark, V. L. P. (2018). *Designing and Conducting Mixed Methods Research (3rd ed.)*. SAGE Publications, Inc.
- Efendi. (2019). *Rekrutmen Tenaga Pendidik dalam Meningkatkan Kualitas di Sekolah Alam Raya Muara Jambi di Kabupaten Muaro Jambi*. 115.

- Febriyarni, B. (2019). Upaya Dosen Tahsin Al-Qiraah dalam Meningkatkan Kemampuan Membaca Al-Quran Mahasiswa Jurusan Syari'ah Institut Agama Islam Negeri Curup. *FOKUS Jurnal Kajian Keislaman dan Kemasyarakatan*, 3(2), 103. <https://doi.org/10.29240/jf.v3i2.564>
- Hanafi, Y., Murtadho, N., Ikhsan, M. A., Diyana, T. N. & Sul-toni, A. (2019). Student's and Instructor's Perception toward the Effectiveness of E-BBQ Enhanced Al-Qur'an Reading Ability. *International Journal of Instruction*. Vol. 12, No. 3, pp. 51-68. <https://doi.org/10.29333/iji.2019.1234a>
- Hanafi, Y., Murtadho, N., Ikhsan, M. A., Saefi, M., & Diyana, T. N. (2019). *Literasi Al-Qur'an: Model Pembelajaran Tahsin-Tilawah Berbasis Talqin-Taqlid*. Sidoarjo: Delta Pijar Khatulistiwa.
- Hanafi, Y., Murtadho, N., Ikhsan, M. A. & Diyana, T. N. (2020). Reinforcing Public University Student's Worship Education by Developing and Implementing Mobile-Learning Management System in the ADDIE Instructional Design Model. *International Journal of Interactive Mobile Technologies*. Vol 14, No 02, pp. 215-241. <https://doi.org/10.3991/ijim.v14i02.11380>
- Hanafi, Y., Ikhsan, M.A., Saefi, M., Diyana, T.N. & Arifianto, M.L. (2021). *Pendidikan Agama Islam di Masa Pandemi Covid-19: Tantangan dan Respons*. Sidoarjo: Delta Pijar Khatulistiwa.
- Hoyriah, U. (2020). Pengaruh Kemampuan Bahasa Arab Terhadap Keterampilan Menghafal Al-Qur'an Di Pondok Pesantren Ahlul Qur'an Palembang. *Jurnal Lughoti: Jurnal Pendidikan Bahasa Arab*, 2(1), 76–85.
- Khadijah, S., & Rejeki, P. F. S. (2019). Efektivitas Komunikasi Tutor BTQ dan Kemampuan Membaca Al-Qur'an Mahasiswa. *Jurnal Makna*, 5(2), 25.
- Kusumanto, I. (2020). Analisa Tingkat Pengetahuan Keislaman Dosen Fakultas Sains dan Teknologi UIN Suska Riau dalam Upaya Mewujudkan Integrasi Keislaman Menggunakan Metode Analytical Hierarchy Process (Ahp). *Jurnal Teknik Industri: Jurnal Hasil Penelitian dan Karya Ilmiah dalam Bidang Teknik Industri*, 5(1), 73. <https://doi.org/10.24014/jti.v5i1.8977>
- Masduki, Y. (2018). Implikasi Psikologis Bagi Penghafal Al-Qur'an. *Medina-Te : Jurnal Studi Islam*, 18(1), 18–35. <https://doi.org/10.19109/medinate.v14i1.2362>
- Maskur, M. (2019). Seni Baca Al-Quran: Metode Efektif dalam Pembelajaran Al-Quran Hadits. *QUALITY: Journal of Empirical Research in Islamic Education*, 7(2), 100. <https://doi.org/10.21043/quality.v7i2.5783>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: a methods sourcebook* (Third edition). SAGE Publications, Inc.

- Munthe, A. P., & Naibaho, H. P. (2019). Manfaat dan Kendala Penerapan Tutor Sebaya untuk Siswa Kelas IV Sekolah Dasar Lentera Harapan Mamit. *Jurnal Pendidikan dan Kebudayaan*, 9(2), 10.
- Morgan, G. A., Barrett, K. C., Leech, N. L., & Gloeckner, G. W. (2011). *IBM SPSS for Introductory Statistics: Use and Interpretation* (4th ed.). New York: Routledge, Taylor and Francis Group, LLC. <https://doi.org/10.4324/9780429287657>
- Nuha, M. M. (2015). *Studi Korelasi Antara Penguasaan Pelajaran Bahasa Arab dengan Kemampuan Membaca Al-Qur'an Siswa MI Matholiunnajah Sinanggul Kec. Mlonggo Kab. Jepara Tahun Pelajaran 2014/2015*. Universitas Islam Negeri Walisongo.
- Nuriyah, N. (2014). Evaluasi Pembelajaran: Studi Kajian Teori. *Jurnal Eueksos (The Journal of Social and Economics Education)*, 3(1), 73–86.
- Pratama, M. G. (2020). *Efektivitas Penggunaan Metode Drill dalam Pembelajaran Al-Quran Hadits*. 7.
- Putra, P., & Syafrudin, S. (2020). Scramble Learning Model to Improve the Ability Reading the Quran in Elementary School/Model Pembelajaran Scramble untuk Meningkatkan Kemampuan Membaca Al-Quran pada Mata Pelajaran Al-Quran Hadits di Madrasah Ibtidaiyah. *journal AL-MUDARRIS*, 3(1), 26. <https://doi.org/10.32478/al-mudarris.v3i1.332>
- Rahmi, N. (2017). Relevansi Kurikulum dan Wujud Konkret Tujuan Pembelajaran Bahasa Arab. *An Nabighoh Jurnal Pendidikan dan Pembelajaran Bahasa Arab*, 19(1), 107. <https://doi.org/10.32332/an-nabighoh.v19i1.760>
- Rumainur, R. (2019). Efektivitas Metode at-Tartil dalam Pembelajaran Tahsin al-Qur'an Mahasiswa Perguruan Tinggi Keagamaan Islam di Kalimantan Timur. *FENOMENA*, 11(1), 1–10. <https://doi.org/10.21093/fj.v11i1.1403>
- Ruslandi, R., & Rochman, C. (2020). Peningkatan Kemampuan Membaca Al-Qur'an dengan Menggunakan Metode Iqra' (Kelas V di SDN 262 Panyileukan Kota Bandung). *Muaddib : Studi Kependidikan dan Keislaman*, 1(1), 13. <https://doi.org/10.24269/muaddib.v1i1.1732>
- Sauri, S., Amri, N., Jumadi, A., Najwa, S., Hapsah, S., & Sakrani, A. (2021). Implementasi Metode Iqra' dalam Pembelajaran Membaca Al Quran di TPQ Dusun Lelonggek Desa Suntalangu. *Jurnal Pengabdian Kepada Masyarakat*, 1(1), 7.
- Sholihin, M. N. (2020). Peran Ilmu Al-Ashwat dalam Pelafalan Huruf Hijaiyah (Kajian Teoritik Linguistik Terapan). *Salihah: Jurnal Pendidikan Dan Agama Islam*, 3(2), 110–127.
- Supriyadi, T., Julia, J., & Iswara, P. D. (2019). Phonological Interference in Reciting Al-Qur'an: A Critical Reflection on Learning Al-Qur'an Phonology through Action

Research. *International Journal of Learning, Teaching and Educational Research*, 18(9), 46–77. <https://doi.org/10.26803/ijlter.18.9.3>

Sutopo, & Waldrip, B. (2014). Impact Of A Representational Approach On Students' Reasoning And Conceptual Understanding In Learning Mechanics. *International Journal of Science and Mathematics Education*, 12(4), 741–765. <https://doi.org/10.1007/s10763-013-9431->

Taqo Sidqi, K. Z. (2018). Program Bimbingan Baca Tulis Al Qur'an Bagi Anak Berkebutuhan Khusus (Autis) DI SD Al Azzam Ketileng Semarang. *SOSIO DIALEKTIKA*, 3(1). <https://doi.org/10.31942/sd.v3i1.2197>

Umar, D. M., & Ismail, D. F. (2020). (Konsep Dasar bagi Mahasiswa Perguruan Tinggi Umum). *Banyumas: CV. Pena Persada*.

