

## Strategies for Overcoming Al Qur'an Enlightenment in Children Through Real Work College Programs

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**Abstract:** *This study aims to obtain accurate information about the causes of illiteracy in the village of Manyabar, Panyabungan sub-district and the strategies of UINSU students to overcome illiteracy. This research is descriptive qualitative research. According to Sugiyono, as quoted by Salim and Haidir, qualitative research is research aimed at understanding social phenomena from the participant's point of view. Respondents in this study were students in Manyabar Village, totalling 30 children (12 men and 18 women). The research was conducted for one month, starting from June 18 to August 18, 2022. The results of this study found that the factors causing the occurrence of the Al-Qur'an script in the village of Manyabar, Panyabungan sub-district, were among others due to economic factors and lack of a supportive environment. The strategy is by using various methods and using a curriculum that refers to the competence of students; evaluation is by measuring the level of ability of students both in terms of writing, reading and listening, which UINSU students then give an assessment.*

**Keywords:** Literacy Strategy, Qur'an Enlightenment, Children's Literacy.

### Introduction

According to the results of UNESCO research, Indonesia ranks second lowest in the world in literacy levels (Nasrullah, 2017). However, in terms of infrastructure assessment, Indonesia ranks above European countries for supporting reading facilities (Nopilda & Kristiawan, 2018);(Kurnia, 2019).

In Hiryanto's journal, Indonesia as one of the developing countries always strives to promote an illiteracy eradication program (Hiryanto, 2009). Eradication of illiteracy is very important and strategic, considering the education condition of the Indonesian population is still low (Ikhwan, 2019). Data from the Central Statistics Agency (BPS) shows that the illiterate population aged ten years

overreaches 8.75% or around 15.04 million people spread throughout Indonesia.

It is undeniable that North Sumatra Province is an area that still has illiterate students. Based on the results obtained from the Central Statistics Agency (BPS), in 2020, North Sumatra province has an illiterate population aged 15 years and over as much as 0.84%, aged 15 years to 44 years with a percentage of 0.20%, and age 45 years and above as much as 2.09%.

In another research journal, Friska's writings explain that in Indonesia, approximately 2.9 million students are still illiterate (Harahap, Ari, Hasibuan, & Anggraini, 2021). As stated by the Director General of Early Childhood Education, Basic Education, and Secondary Education, Ministry of Education, Culture, Research, and Technology (Ikhwan, 2021b), in 2020, there has been a decline in the illiteracy rate from 1.78% to 1.71%. Illiterate people in 2019 were 3,081,136 people or 1.78% of the population aged 15 years and over. In 2020 it fell to 2,961,060 people or 1.71% of the population aged 15 years and over. He said that the percentage level and the number of illiterate people are still very high, especially in the Papua area where around 22% of the population is still illiterate (Maf'ullah & Atmaja, 2013).

The holy book of Al-Qur'an is Allah's word, which was revealed to Muhammad SAW. Gradually brought by the angel ruhul amin (Jibril), worth worship for those who read. The Qur'an is a book that contains knowledge that must be given first to children because by teaching the Qur'an it can give rise to the seeds of zauq religion (Ikhwan, Noh, & Iman, 2020).

Difficulties in teaching the Qur'an to children are common. Among the difficulties of reading the Qur'an for children are many long verses that are difficult for children to read (Hariandi, 2019). Not fluent in reading separate sections for children's beginners in learning the Qur'an. The difficulty is that the science of tajwid has not been taught at the basic level (Hanafi, 2012). Sometimes children only memorize it through the guidance of the teacher. Therefore, they must use various strategies with variants of ways that are appropriate, accurate, and effective when guiding how to read the Qur'an. Strategies are used as tactics or certain ways to achieve goals, including teaching methods. This method applies and implements a list of lesson plans that will be transferred to students.

From the initial activities carried out when carrying out real work training (KKN) in Manyabar village, North Panyabungan sub-district, it was found that there were still children who experienced stunting in physical growth and also found children who were still illiterate Al-Qur'an (Pattah, 2014);(Siti, 2020). Based on these observations, this paper will review the Strategy of UINSU Students Overcoming Al-Qur'an Illiteracy in Children in the Real Work Lecture Program (Kkn) in Manyabar Village, Panyabungan District.

## **Method**

This research is descriptive qualitative research. According to Sugiyono, as quoted by Salim and Haidir, qualitative research is research aimed at understanding social phenomena from the participant's point of view. According to Moelong descriptive research emphasizes data in the form of words, pictures, and not numbers caused by applying qualitative methods.

From the problems studied, this research is descriptive research. Descriptive research is intended to describe how situations or events occur in the research environment, provide an accurate picture of the data, and describe the process mechanism/relationship between events (Ikhwan, 2021a).

The purpose of the research is to be able to take a holistic understanding of the phenomena experienced by the research subject (motivation, action, behaviour, perception, etc.) by way of description using words and language in a special context using various scientific methods.

Respondents in this study were farmer students in Manyabar Village, totalling 30 children (12 boys and 18 girls). The research was conducted for one month, starting from June 18 to August 18 2022. In the first observation phase, observation activities were carried out related to how many children were illiterate (Rifauddin, Ariyanti, & Pratama, 2020). In the second phase of observation, observations were made on the condition of children who were illiterate and in the third phase of research conducted interviews of illiterate children (Pratiwi & Pritanova, 2016);(Fatmawati, 2019).

The researcher used observation, interview, and discussion techniques to collect the data. Observation is a technique or method of collecting data by recording all information carried out during the research. After making observations, the researchers interviewed

students in Manyabar Village about the obstacles or factors causing illiteracy ('Ayuni, 2015). Then, after finding the problems experienced by the students, the researchers conducted discussions to solve the illiteracy problem. In this research, the target that we make as the object of research is children at the elementary school level (SD) who need literacy education (Moleong, 2014).

## Result and Discussion

### *Learning to Read the Qur'an*

Etymologically in the Big Indonesian Dictionary, learning means "trying to gain intelligence or knowledge. In the Qur'an there are many verses that indicate learning activities, including the letter an-Nahl verse 78:

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَرَ  
وَالْأَفْئِدَةَ ۗ لَعَلَّكُمْ تَشْكُرُونَ

“And Allah brought you out of your mother's womb knowing nothing, and He gave you hearing, sight and heart so that you may be grateful.”

The word learning in Arabic terms is called Ta'allama and Darasa. The Qur'an uses the word Darasa, which is often associated with studying the Bible (Al-Qur'an).

According to Quraish Shihab, the word darasta, which means "you have learned" is reading carefully to be memorized or understood. Learning in Islam is often referred to as seeking knowledge (*Thalab Al-'Ilm*). Because by learning, a person will gain knowledge that is beneficial to himself, and the knowledge obtained must be applied to change students' personalities and behaviour (Shihab, 2002).

In a narrow sense, reading is an activity to understand the meaning contained in writing. Meanwhile, in a broad sense, reading is a critical-creative reading processing process carried out by the reader to gain a thorough understanding of the reading, which is followed by an assessment of the state, value, function, and impact of the reading. Good Al-Quran learning requires a system that can guarantee the quality of every learning citizen who wants to learn to read the Qur'an so that it is fast and easy to read the Al-Quran.

As with other learning programs, learning the Qur'an also requires development in terms of content, context and support system.

As stated in the Joint Decree of the Minister of Home Affairs and the Minister of Religion of the Republic of Indonesia number 128 of 1982/44 A 82, Th 1990, it is stated that: "The need for efforts to improve the literacy and writing skills of the Qur'an for Muslims in order to increase the appreciation and practice of Al-Qur'an. Qur'an in everyday life."

For this reason, it must have indicators for learning to read the Koran as follows:

1. Fluency in reading the Qur'an. Fluency comes from the word smoothly. In the Big Indonesian Dictionary, it means not stuck; unbroken; no hiccups; fluent; not delay. What is meant here is reading the Qur'an fluently.
2. The Accuracy of Reading the Qur'an in accordance with the Rules of Tajwid Science. The science of tajwid is the science that explains how to read the Qur'an, where it starts and stops, and other things related to it.
3. Conformity of Reading Al-Qur'an with Makharijul Letters. Makhraj letters means the exact location or location from which the letters were issued.
4. Compatibility Reading the Qur'an in accordance with the Laws of Nun Sukun and Tanwin.

In the Qur'an Allah swt says:

أَوْ زِدْ عَلَيْهِ وَرَتِّلِ الْقُرْآنَ تَرْتِيلًا

"Or more than (half of) that, and read the Qur'an slowly."

In the Qurthubi interpretation, the meaning of reading with Ummi is explained. That is, don't be in a hurry when reading Al-Qur'an, but read it carefully, slowly, and accompanied by contemplating the meaning of what you read. Adh-Dhahhak interpret it, read it word for word sentence per sentence. Mujahid said that the person who is most loved by Allah when he is reading Al-Qur'an is the one who understands better what he is reading (Qurthubi, 2007).

### ***Illiterate Children in Manyabar Village***

Based on the results of the analysis conducted by researchers, the following factors influence the number of children in Manyabar Village who are illiterate.

1. Economic factors are the main factor that causes students to be less literate because they are not able to meet basic needs, let alone get an education.
2. The existence of social, cultural, and habitual influences on students in the neighbourhood who considers education not too important is the reason that there are still members of students who do not know letters.
3. Support from the internal environment of illiterate students (family factors) is lacking due to busy family members who are not concerned with education, so they do not foster interest in reading and plus they have a large number of family members.
4. This means obtaining reading resources such as student reading parks (TBM), libraries, and the role of the government in eradicating illiteracy.

Based on the results of the field analysis, students' interest in reading is still experiencing several obstacles. There are several strategies or solutions that can be done in an effort to eradicate illiteracy and increase students' reading interest, including the following:

1. Create a reading garden for students that is easily accessible so that students can easily access information and meet their needs.
2. Growing awareness of students about the importance of reading, writing, and arithmetic because reading can increase knowledge about science and technology.
3. Making innovations with interesting and serious learning methods to eradicate illiteracy in order to educate the students of Manyabar Village; and
4. Involving various parties in supporting the learning process in order to eradicate illiteracy.

The strategies of UINSU students in the real work college program in overcoming illiteracy in reading the Qur'an in the village of Manyabar include:

### ***Method***

1. The learning methods used are varied, including lectures, exercises, assignments, competitions (games) and individual mentoring.

2. Learning media used are tutors' workbooks, children's workbooks, notebooks, pictures, real objects, natural surroundings, newspapers, and magazines.
3. Evaluation Process: Stages of the Assessment Process is carried out in the following stages:
  - a. Initial assessment through interviews conducted by tutors by preparing questions for residents to learn about biodata and information about the abilities that the children already have.
  - b. Assess writing ability
  - c. Assess reading ability

Assessment of learning citizens is carried out periodically, once a week. The steps that have been taken include the following: *Firs*, Preparation Phase, At this stage, the tutors have prepared the place, time, tools, media and supporting human resources. In addition, assessment instruments as well as answer keys or answer signs, are also prepared to measure children's learning abilities. Provide flexibility for each tutor to develop test forms and devices according to the characteristics of each child.

*Second*, Implementation Phase, At this stage the tutors record biodata and inform each student to check their identity, active attendance in guidance, learning activity and the required data. Then the assessment is carried out in accordance with the instruments that have been prepared in a relaxed and informal manner by explaining to the children that the test is not an exam but to check their learning progress. But in this case, the children are still motivated to be honest without cheating. Then match the results of the children's work, and in the end, the supervisor or tutor reflects on the level of children's learning progress and the study group as a whole.

### ***Curriculum***

Curriculum Used; This Basic Literacy Education Toolkit refers to Competency Achievement as follows:

1. Listening competence; Students understand oral discourse in the form of messages, commands, and instructions that are functional in everyday life.
2. Speaking competence; students are able to use oral discourse to express thoughts, feelings, and information in introductory activities, greetings, conversations, asking questions, telling stories, describing objects, and providing functional

responses/suggestions in the process of learning to read the Qur'an.

3. Reading competence; students understand written discourse in the form of messages, commands, and instructions about the rules of learning to read the Qur'an that is functional in everyday life.
4. Writing competence; students are able to perform various types of writing activities to express thoughts, feelings and functional information in the learning process.
5. Students are required to obtain a minimum score of 60 for each literacy competency and have an average score of at least 80 for all literacy competencies.
6. The students passing grades and predicate are determined as follows:

**Table 1. Graduation scores and student predicates**

Score	Value	Predicate
90-100	A	Very good
75-89	B	Good
60-74	C	Not good
50-59	D	Less
Less 50	E	Very less

In the activation process, there is still a shortage where there are still less than 6% of registered residents who are not present or ten people. Therefore, it is necessary to have a continuous learning process in easy and fun ways.

## Conclusion

Based on the results of research conducted by UINSU students in the real work college program (KKN) in Manyabar village, the following conclusions can be drawn: Factors causing illiteracy to read the Qur'an in Manyabar village, northern Panyaungan sub-district, among others, are economic factors, lack of support from the environment, lack of supporting facilities and media such as Al-Qur'an reading parks, environmental influences which are still illiterate.

The strategy used by students who carry out real work lectures (KKN) in Manyabar village using varied and varied methods so that children do not feel bored while studying such as lecture methods, games and so on. and by using a curriculum that refers to the competence of students so that students really feel supervised during

the learning process. The next step is to conduct an evaluation, namely by measuring the level of students' abilities both in terms of writing, reading and listening, which is then given an assessment by UINSU students.

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