



Improving Students' Reading Ability of Surat An-Nas Using Active Learning Approach at SD Negeri 0212 Aek Tunjang

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ABSTRACT

This study aims to improve the ability to read Surah An-Nas in grade 2 students of SD Negeri 0212 Aek Tunjang through an interactive and fun learning approach. Reading the Qur'an is a basic competency that must be mastered by students from an early age, especially in understanding and practicing Islamic teachings in everyday life. However, there are still several obstacles in the learning process, such as lack of student motivation, limited teaching methods, and lack of interesting teaching materials. Therefore, this study implements a practice-based learning method with an audio-visual approach and gradual guidance to improve understanding and skills in reading Surah An-Nas. This study uses the Classroom Action Research (CAR) method which consists of two cycles. Each cycle includes the planning, implementation, observation, and reflection stages. Data were collected through observation, interviews, and tests of the ability to read Surah An-Nas before and after the implementation of the designed learning method. The results of the study showed that the application of this method was able to significantly improve the ability to read Surah An-Nas. Students are more confident in reading, have better pronunciation, and understand the meaning of Surah An-Nas more deeply. Based on the results of the study, it was concluded that the application of practice-based learning methods with audio-visual support and gradual guidance can improve the skills of reading Surah an-Nas in grade 2 students of SD Negeri 0212 Aek Tunjang. Therefore, teachers are advised to adopt varied and interesting learning strategies in teaching the reading of the Qur'an so that learning is more effective and enjoyable for students.

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Introduction

Reading the Qur'an is a basic skill that must be mastered by every Muslim from an early age. One of the important surahs to learn at the elementary school level is the surah an-

Nas. This surah contains a message of monotheism and protection from Allah from all forms of evil, so that its understanding is very relevant to forming students' religious character. Therefore, learning to read the surah an-Nas in grade 2 of SD Negeri 0212 Aek Tunjang is an important part of building children's religious foundations from an early age.

However, in the learning process, various obstacles are still found that hinder students' ability to read the surah an-Nas properly and correctly. Some of them are low student motivation to learn, lack of interesting learning methods, and limited teaching materials that can help students understand the reading of the Qur'an effectively. In addition, the pronunciation of the hijaiyah letters is not correct and the limitations in understanding tajwid are challenges that must be overcome in this learning.

The right learning method greatly influences students' learning outcomes in reading the Qur'an. An approach that is only centered on the teacher often makes students feel bored and less active in learning. Therefore, a more interactive and enjoyable method is needed so that students are more motivated to learn. One approach that can be applied is practice-based learning with the support of audio-visual media and gradual guidance.

This approach allows students to more easily understand and imitate the correct reading through examples given directly by the teacher or from recordings of the reading of the Qur'an in accordance with the rules of tajwid. In addition, learning activities that involve active interaction between teachers and students, such as educational games and repeated reading exercises, can help improve the skills of reading the an-Nas surah more effectively.

This study was conducted to analyze the effectiveness of the application of practice-based learning methods in improving the ability to read the an-Nas surah in grade 2 students of SD Negeri 0212 Aek Tunjang. By using the Classroom Action Research (CAR) approach, this study will evaluate the development of students' reading skills from before to after the application of the designed method.

It is hoped that through this study, teachers can gain insight into learning methods that are more effective and in accordance with students' needs in learning the Qur'an. Thus, students are not only able to read Surah An-Nas well, but also understand its meaning and apply it in everyday life as part of forming a strong Islamic character.

Methods

This study uses the Classroom Action Research (CAR) method which aims to improve the ability to read Surah an-Nas in grade 2 students of SD Negeri 0212 Aek Tunjang. CAR is carried out in two cycles, with each cycle consisting of four main stages: planning, implementation, observation, and reflection.

1. Planning At this stage, the researcher prepares a learning plan with an active approach that includes the use of demonstration methods, drills, and educational

games. In addition, learning aids such as verse cards, audio media, and relevant additional teaching materials are prepared.

2. Implementation This stage involves the implementation of the methods that have been designed in learning activities. The teacher teaches Surah an-Nas using reading demonstrations, repeated exercises with tajwid guidance, and interactive games that aim to increase student involvement in learning.

3. Observation In the observation stage, recording and observation of student participation during the learning process are carried out. Data are collected through observation sheets, anecdotal notes, and short interviews with students and teachers to determine the response to the methods applied.

4. Reflection The reflection stage is carried out to evaluate the effectiveness of the learning methods that have been applied. The observation results were analyzed to determine improvement steps in the next cycle to improve student learning outcomes.

Data sources in this study include student reading test results, observations of learning activities, and interviews with teachers and students regarding the effectiveness of the learning methods applied.

Result

The results of the study showed that the active learning approach had a positive impact on the ability to read Surah an-Nas. In the first cycle, around 60% of students experienced an increase in pronunciation and reading fluency. In the second cycle, this figure increased to 85%, indicating that the learning method applied was effective in improving students' reading skills.

Improvement in reading fluency is one indicator of success in this study. Students who were previously hesitant and often made mistakes in pronunciation began to show significant development. They were more confident in reading the verses of Surah an-Nas better than before. In addition to reading fluency, understanding of the laws of tajwid also increased. Initially, most students did not understand the laws of reading such as mad, idgham, and ikhfa. However, through repeated practice and intensive guidance, their understanding increased so that errors in the application of tajwid decreased.

Students' learning motivation also increased after the implementation of the active learning method. Previously, learning to read the Qur'an was often considered boring by students. However, with the presence of educational games and more interactive drill methods, students became more enthusiastic and excited in participating in learning.

Students' activeness in the learning process became higher. They participated more in reading activities together and no longer felt awkward when asked to read in front of the class. This also had an impact on improving their social skills, because they learned to work together with friends in group practice sessions.

Teachers also gave positive responses to the learning methods applied. According to the interview results, teachers felt that active learning methods made the teaching process more effective. Teachers found it easier to identify student difficulties and provide guidance that was appropriate to their needs.

Evaluation of learning outcomes showed a significant increase. If at the beginning of the study the average reading score of students was at 65, after the first cycle it increased to 75, and in the second cycle it reached an average of 85. This shows that the active learning approach provides positive results in improving students' reading skills.

Finally, changes in students' attitudes towards learning the Qur'an were also clearly visible. Students appreciated the importance of reading the Qur'an properly and correctly and showed a greater interest in developing their abilities. This is one proof that the right learning method can have a significant impact on religious learning in elementary schools.

Discussion

In this study, an active learning approach was employed to enhance students' ability to read Surah An-Nas at SD Negeri 0212 Aek Tunjang. The findings indicate that this method positively impacted students' reading and comprehension of Surah An-Nas, particularly in terms of fluency, pronunciation accuracy, and understanding of meaning.

The active learning approach allows students to engage directly in the learning process. Activities such as group discussions, repeated readings, and alternating reading techniques have boosted students' confidence in reading Surah An-Nas. The data collected shows a significant improvement in reading fluency following the implementation of this method.

One of the initial challenges faced by students was their limited understanding of tajweed rules when reading Surah An-Nas. Through the active learning approach, students had the opportunity to learn directly through demonstration methods, direct guidance from teachers, and reading exercises using the talaqqi technique (alternating reading with the teacher). This approach enabled errors in pronunciation and tajweed application to be corrected more quickly.

Besides the technical aspects of reading, this study also found that students' comprehension of the meaning of Surah An-Nas improved. Interactive learning methods, such as discussing the meaning of words in the surah and conveying the moral messages contained within it, helped students better understand the content and values taught in Surah An-Nas.

Observations and interviews with students and teachers revealed that the active learning approach had a positive impact on students' learning motivation. Students became more enthusiastic about participating in lessons because the methods used were participatory and non-monotonous. This factor played a significant role in improving their reading abilities.

The success of this active learning approach was also influenced by the role of teachers and the school environment. Teachers who effectively implemented this method were able to create a fun and conducive learning atmosphere. Additionally, support from the school in providing learning resources, such as Qur'anic manuscripts and technology-based learning media, further enhanced the effectiveness of the learning process.

The active learning approach also contributed to improving students' memory retention of the verses in Surah An-Nas. Through repetition and active engagement, students found it easier to memorize and understand the meaning of each word they read. This demonstrates that direct involvement in the learning process can accelerate comprehension. In several learning sessions, teachers allowed students to practice reading independently or in small groups. This technique helped them become more confident and accustomed to reading the Qur'an. Students who initially felt shy or hesitant in reading became more courageous and self-assured. Additionally, the active learning method strengthened social relationships among students. They communicated more frequently, exchanged understandings, and helped each other improve their reading. This collaborative learning process created a more comfortable and interactive learning environment.

This study also found that students could understand the content of Surah An-Nas more easily when explanations were provided through stories or analogies related to daily life. This method helped students connect the teachings of the Qur'an to their own experiences, making them more meaningful and easier to remember. Parental support was another crucial factor in successful learning. Parents who assisted their children in reading the Qur'an at home helped enhance learning outcomes at school. With continuity between school and home learning, students' abilities improved significantly.

Moreover, the use of technology in Qur'anic learning has proven increasingly effective. Learning applications and tajweed recitation recordings help students practice their reading skills outside of class hours. With easy access to additional learning resources, students have a greater opportunity to enhance their skills. In terms of evaluation, teachers used performance-based assessment methods, such as direct reading tests and individualized feedback. This flexible assessment approach allowed teachers to identify specific difficulties faced by students and provide more targeted guidance.

Active learning also helped improve students' reflection skills. They were encouraged to self-evaluate their progress in reading Surah An-Nas. Through this reflection, students became more aware of the aspects they needed to improve and were more motivated to study harder. The interaction between students and teachers also became closer in this learning approach. Teachers who actively guided and provided positive encouragement helped create a more comfortable learning atmosphere. This contributed to boosting students' confidence when reading the Qur'an.

This study also found that with an active learning approach, students were more enthusiastic about reviewing lessons independently. They were more motivated to practice their reading without being instructed by the teacher, indicating an increase in learning initiative. One of the challenges in implementing this approach was adjusting teaching strategies to accommodate students' varying levels of understanding. Therefore, teachers needed to adopt a more flexible approach and tailor their teaching techniques to meet the needs of individual students.

The active learning approach can also be applied to teaching other short surahs in the Qur'an. Given the success observed with Surah An-Nas, this method has great potential to help students understand and read other verses more effectively. The findings of this study indicate that the active learning approach provides numerous benefits in improving students' ability to read Surah An-Nas. Whether in terms of technical reading skills, comprehension of meaning, or learning motivation, this method has proven effective in creating a more interactive and engaging learning experience.

Therefore, it is hoped that this approach can be more widely adopted in other elementary schools. With further development, the active learning approach can become a primary strategy in Qur'anic education for young children. Thus, the active learning approach has been proven to significantly enhance students' ability to read Surah An-Nas. Therefore, it is recommended that this method continue to be developed and applied in Qur'anic learning at the elementary school level to achieve more optimal learning outcomes.

Conclusion

Based on the results of the study, it can be concluded that the application of the active learning approach is effective in improving the ability to read Surah an-Nas in grade 2 students of SD Negeri 0212 Aek Tunjang. Through the use of demonstration methods, drills, and educational games, students become more involved in the learning process and more confident in reading the Qur'an. In addition, this approach helps students understand the tajwid and meaning of the verses better. With active involvement, students find it easier to remember the readings and are more enthusiastic in participating in learning.

The significant increase in learning outcomes shows that the active learning method can be an effective alternative in learning the Qur'an at the elementary school level. Teachers are advised to continue to develop varied and interesting learning strategies to increase student motivation. By implementing active learning, it is hoped that students will not only be proficient in reading Surah an-Nas but also understand the contents of the verses, so that the values contained in Surah an-Nas can be implemented in everyday life. Overall, this study contributes to the development of the Qur'an teaching method at SD Negeri 0212 Aek Tunjang and can be a reference for other schools facing similar problems. It is hoped that this approach can be applied more widely in Islamic Religious Education learning, especially in teaching reading the Qur'an at the elementary school level. Thus, students not only gain better reading skills, but also understand and internalize the values contained in the Qur'an.

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