

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

Alhamuddin¹, Fahmi Fatwa Rosyadi Satria Hamdani², Dikdik Tandika³,
Rabiatul Adwiyah⁴

¹Faculty of Tarbiyah and Teaching Training, ²Faculty of Syariah, ³Faculty of Economics and Business, Universitas Islam Bandung, Indonesia

alhamuddinpalembang@gmail.com

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Abstract

This research has the intention to develop the model of Quran learning which is creative and innovative to increase students' ability in reading the Quran. This method is applied by the use of puzzle game, *iqro* bar, and monopoly game, so that the students can recognize the Quran letters well and correctly. This research applied the research and development approach. The trial was done to all students in every faculty at UNISBA. The number of the students who participated in this research was 519. The sample was selected on the basis of students' abilities in reading the Quran, especially the students who were in group E. The result of the research shows that the application of 3A learning media for the group that does not know Quran letters well significantly helped them recognize the *Hijaiyyah* letters easily. The process of learning was designed actively, creatively, effectively, innovatively, fun, and with student-centered approach. Based on the result, the researchers recommended do the further study as part of the design's development and improvement of learning Quran through 3A media.

Keywords: Learning Quran, Learning Media, 3A Learning Media

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INTRODUCTION

Education in people's life is very important. Without education, people cannot develop themselves. Education is a part of efforts to help human being gain meaningful life in order to achieve individual happiness or the happiness with their environment. The above description shows that education is a process or the effort that is done because people think it is necessary for them in order to make them better (Hamdani, 2016). All the goals of education, whether it is general education or religious education, always focus on the attitude of students from the intellectual, emotional, and spiritual aspects. The process of education which only focuses on intellectual maturity and avoids spiritual and emotional maturity will produce smart people with less morality, intolerance, less solidarity, and lack of humanity. Our country currently is heading towards the development of science and technology that causes social and economic gaps and rapid society development.

The constitution Number 12 Year 2012 regarding Higher Education defines education as a process that is done with plan, and it is done

because people think it is necessary to implement in order to create learning conditions and processes that can help students to develop their potential to have spiritual strength, self-control, personality, intelligence, good attitudes, and the skills that are valuable for themselves, the society, and the country. In the context of Islamic education, it is important to teach good moralities based on the Quran to students. In order to be able to do that, it is necessary for students to develop themselves gradually and systematically. Muslims are now living in the century in which technologies developed by Europeans and Americans have expanded over the world. This case has led Moslems to forget that they have Quran as their holy book that has given a wide and deep influence to human's soul.

Quran is the reference for Muslims and it guides human beings in their lives. Based on both functions, Quran deserves to get special attention. Recently, the condition is significantly worrying. Quran is getting increasingly left by Muslims. Rarely is it heard recited in the mosque or individually. It also happens because most parents tend to separate the religious education of their children

from the worldly education. This is obviously a big mistake according to Islam. It is because Islam has a principle that states the present life is strongly related to the hereafter. According this principle, what causes our present life to be happy is the same as what causes our life in the hereafter happy.

Hence, religious and worldly education should not be totally separated. This also applies to the education at the university level. In the university context, it is the lecturers who have an obligation to educate their students to be the people who are useful for their country and especially for their religions from the time they get admitted to the university to their graduation.

UNISBA or Islamic University of Bandung is one of the universities in Bandung which establishes

itself as an Islamic university. This is why religious education becomes paramount in the university. More particularly, the university pays special attention to the students' ability in reading Quran, because as mention above Quran is the guidance for Muslims and the source of knowledge as well. Thus, students who study at Islamic University of Bandung (UNISBA) are obliged to have Quran reading test to determine the group of religious studies classes in each study program of their faculties. Based on the data acquired from LSIPK (Research Center) UNISBA, there were 1511 students who were not able to read Quran. These students were then grouped into C, D, and E groups, which also show their grades. To find out the details, we can see Figure 1 below.

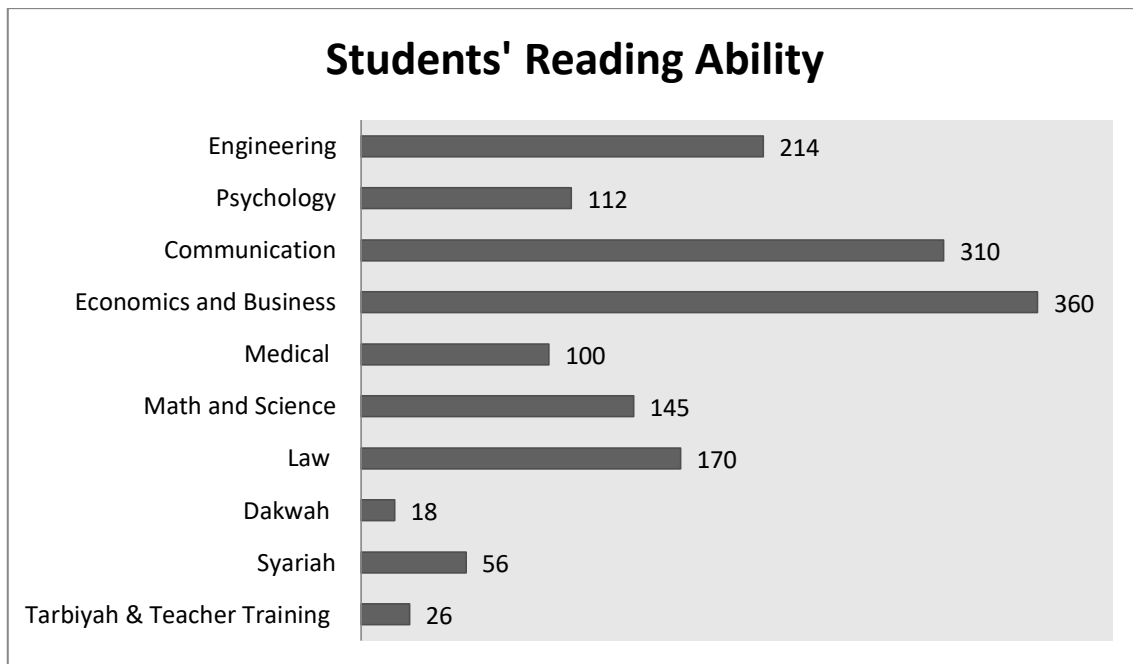


Figure 1. UNISBA's Students who were identified to be unable to read Quran at each faculty (Source: LSIPK UNISBA, 2016)

The data above reveal that there were many UNISBA's students who were not able to read Quran well and correctly. This case becomes the greatest motivation for the researchers to motivate students through creative activities by developing the 3A method in order to create *Iqra* Group University Students who have the love for Quran. At the first step of this research, a test to the students who got E grade was conducted. The next step, similar test was conducted to the students who got C and D, respectively.

Based on the above explanation, it becomes necessary order to educate the undergraduate students according to Islamic guidance, the Quran. In this case, the word 'educate' means educating the university students. One of the materials in religious education is to develop the skill of Quran reading. Reading Quran must be done very carefully. The letters and words must be pronounced correctly according to the *makhraj* and

tajwid because they have to do with their meanings. This is why, the teaching and learning of Quran requires the most suitable media to help the students able to read the Quran well and correctly based on the regulations.

Some experts such as Dale (1946), Kemp (1975), Schram and Porter (1982), Heinich, Molenda, and Russel (1996), Susilana & Riyana (2009), and Drowniany & Jewler (2014), stated that the media are the sources of creativities to send messages. The media are also used as communication tools in both hardware and software for the needs of learning.

The media which are usually used for the needs of learning consist of two elements. The two elements are: tool element which is used and message element which will be sent by the use of the tool element. Both elements must be applied continually. This way will make the learning process applicable and the message can be delivered and received easily by the students.

Research on the application of certain media in teaching Quran has been conducted by previous researchers. Nurhakim, Saepudin, & Alhamuddin (2017), for instance, applied the Cordoba method in Improving Students' Reading Ability of Quran at the Fifth Grade of State Elementary School 2 Sudimampir Bandung Barat in Academic Year 2016/2017. The results of the research indicated that the implementation of Cordobana method were able to significantly improve elementary school students' ability in reading Quran. Similarly, Syarifuddin (2014) developed methods to help children improve their ability in reading Qur'an and increase their love for the Qur'an.

Akkila & Naser (2017) introduced an intelligent tutoring system for teaching reciting "Tajweed". The system was evaluated by reciting teachers and students, and the results were auspicious. Mssraty & Faryadi (2012) addressed the current problem faced by teachers in teaching Quran recitation in Malaysian primary schools by using multimedia-based interactive learning method. This method helps to increase students' skills, attitude, motivation, grade, and knowledge, while learning how to recite the Quran. Meanwhile, a study was also carried out by Tsaury et al. (2016) on the teaching and learning of Qur'an to senior citizens.

However, similar research at the level of higher education has not been found in the literature. Subhan (2012) conducted a study on the teaching and learning of Qur'an at a university, but did not specifically discuss any method or media to teach the Qur'an. Certainly, undergraduate students who are mostly teenagers and young adults have different interests compared to the younger students. Hence, a different method and media are needed. One of the media considered appropriate to teaching the reading of Aquran to undergraduate students is 3A method (*Ajari Aku Al Quran/Please Teach Me Quran*).

The learning media has not been implemented and researched in the context university. This reason makes the researchers interested in creating and applying the 3A as an innovative and enjoyable learning media to teach Quran learning. By implementing this media, the researchers expect the learning atmosphere will be more interesting and more effective.

METHOD

This research was conducted using research and development approach. Research and development is a method that can be employed to develop a book, module, learning method, evaluation instrument, curriculum model, learning approach, evaluation, supervision, staff training, and others. Borg and Gall (1989, p. 782) defined this research method as "a process of using and validating education products." The product which comes from this research is the 3A media of Quran Learning (*Ajari Aku Al Quran/Please Teach Me Quran*).

This research was done at Islamic University of Bandung (UNISBA) by using the sample taken from groups C and D. Group C consisted of the students with the category of being able to read Quran but not knowing *hijaiyyah* letters well enough.

Group D consisted of the students with the category of being unable to read Quran. The techniques of data collection in this research were done by applying documentation study, interview, and tests. The data then were analyzed by using the qualitative and quantitative approaches. The qualitative data were finalized by applying an interactive model, while the quantitative data were analyzed by conducting *t*-test. The *t*-test was conducted in order to find out the difference of students' ability before and after they were treated by the 3A Quran learning media.

RESULTS AND DISCUSSION

After finding out about the lack of concern and abilities of UNISBA's students in reading Quran well and correctly, and the large number of them who could not read Quran, the researchers developed learning media that would be suitable for the students.

3A was developed from the use of organic trash, such as some coffee packs, newspapers, and other trashes. The media is designed to make students learn the materials actively (student-centered), and can continue the materials independently and continually. The first step in 3A learning is saying *Hijaiyyah* letters in *Bahdadiyah* manner. After the students are able to recognize and say the letters well and correctly, the next step is to group and review the letters that are occasionally exchanged, such as the first group: ن ي, the second group ب ف ع غ م هـ, third group ج ح خ, fourth group ط ظ ص ض, and fifth group ر و ز د ن. Figures 2 and 3 illustrate the 3A puzzles.



Figure 2: 3A Learning Media

6	5	4	3	2	1
و	ظ	ج	ا	ف	ب
ز	ظ	ح	ل	ع	ن
د	ص	خ	ك	غ	ي
ذ	ض	س	ق	م	ت
ر	-	ش	ء	هـ	ث

Figure 3: 3A Learning Media

For the learning media, the researchers used some materials which are commonly found in students' environment, such as puzzle, dice, and card. The whole learning media will be packaged well and simply in order to make students feel interested in learning Quran and have an impression that reading and leaning Quran is fun. Besides that, the learning media which are used will not be separated from what is going to be delivered to students. What this method wants to deliver is basic knowledge of Quran in the form of *hijaiah*, the Arabian words that are taken from Quran, the pieces of verses, and short letters from Quran. By using the 3A method, they could say all *hijaiyah* letters but they couldn't pronounce them well and correctly. But students haven't known how to differentiate the *harokat* when they read Quran based on its rules. If they have known these rules, they can read the Quran fluently.

Once the learning media was developed, the next step was to see the effectiveness of its implementation. First, the participating students were introduced to the materials and 3A. The students were also motivated to be more concerned with and love Quran better by reading it well and correctly. This introduction and motivation was conducted by using the rainbow bar media and *iqro* bar. After that, a demo was given. The demo was conducted by showing how to say and pronounce *hijaiyah* letters in 3A media properly and correctly through *tajwid* reading. The aim is to make the students know the difference among *tajwid* forms in *hijaiyah* letters. By knowing this, it is hoped that the students will be able to read the Quran better and pronounce what they read correctly.

After carrying out the demo and the training of reading *hijaiyah* letters, the team of researchers explained how to read Quran well and correctly. During this stage, the students could pay attention

Table 2: *t*-test result

Pair		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
1	pretest	-	9.51	1.58	-	-	-	35	.000
	posttest	15.81			19.02	12.59	9.97		

Table 2 indicates that *t*-score was -9.975 at the

well to the material delivering. At the beginning, students' comprehension on reading the *harokat* and *tajwid* was not good enough. This finding was acquired during the question-answer session. But, after the materials were given through the A3, students' comprehension was getting better. They could explain correctly the meanings of *harokat* and *tajwid* on *hijaiyah* letters and how to read Quran well and correctly.

The learning media could also raise students' enthusiasm toward the 3A itself and the learning of Quran reading as a whole. The method employed in the use of the 3A media could also develop students' comprehension and love for the Quran. One of the end goals of the implementation of this learning media is to create students or Indonesian people in general who can remember the content of Quran and comprehend it (*hafiz Quran*) or *Qori Qoriah*. By doing this, it is hoped that UNISBA can produce the graduates who have "3M" characters, namely those who understand well the values of Islam through the reading of Quran properly and correctly.

To be more assured of the effectiveness of the 3A learning media in improving students' abilities in reading Quran, some statistical tests were conducted. The result of the statistical tests shows that there learning media had a significant influence on developing students' Quran reading ability in groups C and D. This can be proved by looking at the data analysis presented in table 1.

Table 1: Pre-Test and Post-Test Average Scores

	Mean	N	Std. Deviation	Std. Error Mean
Pretest	64.67	36	11.69	1.95
Posttest	80.47	36	9.06	1.51

Table 1 shows students' average scores on Quran reading before and after being given special treatment by using the 3A media. Before the students were given the special treatment, their Quran reading average score was 64.6. After they were trained with the 3A media, their average score in Quran reading rose to 80.4.

sig value of 0.000. Since the sig. value < 0.05, it can

be concluded that H_0 was rejected. It means that the average scores of students' ability in reading the Quran before and after the learning activity were different. This result made the researchers come into conclusion that the ability of students' Quran reading before and after the treatment was significantly influenced by the application of the 3A media.

The finding above attests to the argument of Sudjana (2005) on the benefits of using appropriate media, namely: (1) the learning which is being given will be more interesting for the students so that it can grow their learning motivation; (2) teaching methods will be more varied, not only verbal communication delivered by the teacher. These varieties will make the students feel interested and the teacher can save their energy, especially for the teacher who has long teaching time during the day; (3) the teaching materials will be more meaningful so that it can be easily understood by the students. It obviously will help the students master the goal of learning better; and (4) the students will get involved more to the learning activities. They are not only listening to what their teacher say, but they are also doing other learning activities such as observing, doing, demonstrating, and others. Appropriate use of media has been also proven to help students at various levels improve their abilities in reading Quran (Akbar, 2013; Akkila & Nasser, 2017; Mssraty, T., & Faryadi, 2012; Sariki, 2012)

In addition, Strauss and Frost (1999) mentioned nine factors that must be considered in selecting the media. Those nine factors are: (1) the problems that are faced by the institution; (2) the adjustment of the media to the learning materials; (3) learning characteristics; (4) teacher's attitude and skills; (5) learning goal; (6) the relationship in learning process; (7) leaning location; (8) learning time; (9) the level of medium richness. The 3A learning media has taken these factors into consideration, thus explaining the success of the media in helping improve the students' Quran reading ability.

Besides that, Nurhakim (2017) mentioned the internal and external factors will influence the learning. The internal factor is students' motivation and the external factor is the teacher. In this case, teacher has important roles to make the learning process in the classroom successful (Alhamuddin & Bukhori, 2016). It means the teacher must be creative in developing the learning media that are used in order to make the learning process conduct successfully. The 3A media, hence, will successfully help students in achieving the learning objectives if the teacher is creative in using and further developing the media.

Based on the findings above, the process of learning al-Quran by using creative and innovative media has become a necessity and an obligation. Alhamuddin (2016) stated that the substance of education basically is on the reflection of actual problems which are faced in people's social real life. The process of students' education or learning experiences should be in the forms of activities that mainly focus on the cooperation of all parties involved.

CONCLUSIONS

Based on the findings and discussions above, it can be concluded that the learning of Quran by using the 3A media had a significant influence on developing students' Quran reading ability in groups C and D. The interesting and innovative use of the media can help the students recognize easily *Hijaiyyah* letters well and correctly. The next researchers are hoped to do the research comprehensively in order to develop this model significantly.

Referring the descriptions above, the writer proposed the following ways to develop the love of UNISBA's students for reading Qur'an as development agent (*Mujaddid*): (1) Involving the institutions that are related to islamic study foundation and personal development of UNISBA to give extended training for the students in order to develop their understanding and concern in reading Qur'an well and correctly; (2) Involving the institutions or student units of UNISBA and faculties to give further training to the students of UNISBA in order to develop their understanding on the importance of reading Qur'an well and correctly for the development of competence quality, so that they can be graduates with the "3M" characteristics; (3) Conducting a reading Qur'an training with the coordination from the faculties and study programs in the university continuously. This program is hoped to be able to minimize the number of students who do not pass the *pesantren* program every year. It is finally suggested the next researchers do further investigation related to this topic more deeply and comprehensively.

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