The Optimization of Quranic Reading And Writing: A Blended Learning Method On The Qur'an & Hadith Course At Min (State Islamic Elementary School) In Metro City, Lampung

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ABSTRACT
As the number of COVID-19 spreads shrinks, the government encourages face-to-face and online learning methods, commonly known as blended learning. The purpose of this research is to investigate how to optimize the blended learning approach and how the blended learning method affects the students' reading and writing skills of the Quran at MIN (State Islamic Elementary School) in Metro City, Lampung. The author employed qualitative and quantitative methodologies (mixed method) in the form of a sequential exploratory design to produce clearer and more accurate results. The researcher employed a closed interview triangulation approach to assessing the qualitative data, while the quantitative data analysis used statistical formulas using the questionnaire data and the results of the Quran reading and writing test. The samples taken for this research were fourth-grade students. Based on the study's findings, it is possible to infer that the blended learning method has been properly applied in each school by Quran & Hadith course teachers and that this method has a substantial influence on the literacy skills of MIN students in Metro City.
Keywords: Reading, Writing, Al-Quran, and Blended Learning

A. INTRODUCTION

Learning to read and write the *Qur'an* is preferably conducted face-to-face (*talaqi*). However, owing to the pandemic of coronavirus, or Covid-19, face-to-face learning had to be terminated by the end of 2019. Face-to-face learning is being phased out in educational institutions ranging from primary to university. During the COVID-19 pandemic, learning activities were done via a remote system online or through communication technology mediums. The government took this move as an anticipatory and preventative measure for widespread virus transmission.

For some teachers in Indonesia, the internet or online learning method is a novel concept. The teacher in the online learning system must alter and adapt the syllabus to school and regional conditions, as well as student characteristics (Mulyasa, 2011). Changes in the system and patterns of online learning made it difficult for some teachers. Even though some teachers were not technically prepared for these learning changes, many teachers master communication technology. During the Quranic reading activity, the teacher merely directed students to record the reading of the *Qur'an* and remember verses of *juz amma* in the online learning system, meanwhile, in the *Quranic* writing lesson, students were given the responsibility of copying some verses of the *Qur'an* and then submitting the writing over WhatsApp messaging. Students struggled to complete assignments as a result of the teacher's lack of preparation since the teacher did not explain the prescribed content. Students were only told to look up their answers in the book. The online learning application had a significant impact on the quality of learning and the capacities of students, particularly those who were unable to write and were not fluent in reading the *Qur'an*.

As time goes by, the government's attempts to minimize the amount of Covid-19 transmissions are beginning to bear fruit. This is demonstrated by the decreasing number of people infected with this virus. With the decrease in Covid-19 transmissions, the government has implemented a new policy in the learning system, notably enforcing online and face-to-face learning modalities in the classroom, also known as blended learning.

Blended learning is also implemented in *Madrasah Ibtidaiyah Negeri* (henceforth: MIN) such as MIN 1, MIN 2, and MIN 3 in Metro City, Lampung. The blended learning takes place over six days, separated into two sessions: three days face-to-face and three

days online. According to the *Qur'an & Hadith* course teacher, blended learning is better supervised than full online learning. During the face-to-face study, student's reading and writing errors in the *Qur'an* can be rectified in detail.

This research is intriguing to investigate since the blended learning method of teaching is novel, particularly for teachers at MIN in Metro City. As a result, teachers at MIN faced a problem in optimizing learning to read and write the *Quran*, even though it cannot be done entirely through face-to-face learning.

The author is interested in exploring "how are the reading and writing of the Qur'an optimized using the blended learning method at MIN in Metro City?" and "does the blended learning method have any effect on students' *Qur'anic* reading and writing abilities?"

B. LITERATURE REVIEW

Several relevant studies have been carried out by several previous researchers:

The first research was a thesis written by Mernawati from UIN Alaudin Makasar titled "*PAI Teacher Strategy in Improving Al-Qur'an Reading and Writing Skills at MTS Pondok Pesantren Nahdotul Ulum, Maros Regency*" in 2011.(Mernawati, 2011) This research employed a pedagogic, social, and psychological approach. The findings of this study aimed to increase the capacity of *Quran* instructors by conducting reading and writing activities outside of classroom hours. Outside of school hours, classes were held under a variety of situations, including students' maturity, interests, abilities, and circumstances. The distinction between this research is that the research was conducted at the educational unit level, outside of instructional hours, and carried out with a different strategy.

The second study was an article titled *"Al-Quran Learning in the Covid-19 Era in Darussalam Village, Southeast Kutacane Aceh",* written by Rahmat Rifai Lubis et al and published by Lamongan Islamic University in the Journal of *Kuttab Ilmu Pendidikan Islam* Vol. 4, No. 2 in September 2020.(Lubis et al., 2020) The study's findings showed that during the pandemic, students went to a teacher's house, where the teacher taught reading and writing the *Quran* directly or face-to-face with the target audience of elementary school-age children. The study of *al-Quran* learning during the pandemic was

carried out in non-formal institutions employing the *halaqah* system. This research only focused on reading the *Quran* and did not assess the ability to write the *Quran*.

The third was Moch. Makhsun's thesis, titled *"Teacher innovation in BTQ Mulok learning during the Covid-19 pandemic at MI Yanbaul Kesugihan, Cilacap."* in 2021.(Makhsun, 2011) The study's findings showed that even during a pandemic, instructors can accomplish optimum learning. Teachers used social media extensively to help students. This study employed a qualitative descriptive approach, whereas the author employs a mixed method, both qualitative and quantitative methodologies.

The fourth study was a research titled *"Al-Qur'an Learning Innovation Based on Blended Cooperative e-Learning in School"* in 2020, which was written by Ahmad Mujib and Marhamah, and was published in the Journal of Educational and Social Research, Vol. 10, No. 4.(Mujib & Marhamah, 2020) The study was carried out at SMA Muhammadiyah 16 in Jakarta. The R&D approach was employed in the study. According to the study's findings, traditional (face-to-face) *al-Quran* learning should be developed utilizing a blended cooperative e-learning model. According to the teacher, employing the blended cooperative e-learning strategy resulted in more passionate student responses. Student learning results were enhanced over the traditional method.

The fifth was Ika Wahyu Nurdiana's thesis, *"The Use of Flipped Classroom Type Blended Learning with Audiovisual Media in the Qur'an & Hadith course."* This research employed descriptive qualitative phenomenology in the form of documentation, interviews, and observations. The findings of the study of learning effectiveness were categorized as good and increased after the use of the blended learning method application.

C. RESEARCH METHOD

The study employed mixed methods and a sequential exploratory design. The study site was in 3 MINs (State Islamic Elementary Schools) in Metro City, Lampung. A sample of 62 students was drawn from a population of 120 students. The following research methodologies were used in this study, which employs a sequential exploratory design:

The qualitative data in this study were gathered through documentation and interviews with three teachers who taught the *Quran* and *Hadith* course in grade IV.

Quantitative data-gathering approaches were used, including a numerical reading and writing exam of the *Qur'an* and a closed questionnaire about blended learning. The author's qualitative data analysis approach focused on the source of the use of blended learning techniques. In order to acquire good study findings, data sourced from documents, recordings, interviews, and physical evidence were reviewed and discussed in length and depth. The author triangulated the data to finish and prove the outcomes of this qualitative data analysis.

Statistical formulae were employed in the quantitative data analysis technique on the student's ability to read and write the *Qur'an*. The data was analyzed using blended learning questionnaire data and the *Qur'an* literacy test scores. The following is the research paradigm:

$$X\text{-------------------}Y$$

Blended learning assessment included the following components: live event, self-paced learning, collaboration, assessment, and performance support materials. While literacy indicators include: *Tajwid, Tartil,* and *Makhraj*.

D. RESULT AND DISCUSSION

According to the findings of interviews with the *Qur'an* and *Hadith* course teachers in MIN in Metro City, the teacher went through many steps before implementing the blended learning technique, i.e:

1. The teacher developed an online or offline learning lesson plan (RPP) that was personalized to the time constraints and learning materials.
2. The teacher created a WhatsApp group to ensure effective communication while studying and reached an agreement on classroom regulations.
3. The teacher divided students into two study groups: face-to-face (PTM) learning study groups that took place in classrooms and online learning groups that took place at home.
4. Face-to-face (PTM) and online study groups were held alternately with 50% online and 50% offline (PTM).
5. Teaching materials and tests were provided during online and offline learning.
6. Online assessments were delivered over a WhatsApp group along with media images, videos, or voice messages.

Based on the findings of the questionnaire that was presented to the respondents, the data acquired for blended learning are as follows: The highest score is 41, the lowest score is 22, and the class interval is 6. As a result, it is known that the frequency distribution of the questionnaire findings on blended learning is as follows:

Table 1. The findings of frequency distribution on blended learning.

No.	Class Interval	Frequency	Category	Percentage
1	22-28	19	Inadequate	31%
2	29-35	10	Adequate	16%
3	36-42	33	Good	53 %
	Total			100%

According to the frequency distribution table above, 19 students (31%) are classified as "inadequate" in blended learning, 10 students (16%) are classified as "adequate," and 33 students (53%) are classified as "good." As a result, it is possible to infer that blended learning at MIN in Metro City is of good quality.

Table 2. The questionnaire results of blended learning implementation.

No	Aspect	Question Item	Total
1	Live event	1,3,5	454
2	Self Paced Learning	6,10	307
3	Collaboration	7,9	346
4	Assesments	4,8	374
5	Performance Support Material	2,11	384

According to the table above, the number of the *live event* aspect is bigger than the other parts, while the number of *self-paced learning* is the lowest aspect of learning.

Based on the findings of interviews in learning to read and write the *Qur'an* in the course of *Qur'an* and *Hadith* utilizing the blended learning method, the following are the steps to conduct:

1. Online Learning
   a. The teacher usually distributed material via the WhatsApp group. Students were asked to write verses of the *Quran* by emulating them from the book during the writing session, then to take a photo and send it back over WhatsApp. The teacher then handed out an assessment and feedback.
   b. The teacher directed each student throughout the reading session to send a voice tape or video of the *Quran* recitation via WhatsApp. The teacher then graded the students' reading.

2. Face-to-face Learning (PTM)

   a. The teacher directed the students to read the Qur'an and then read a predetermined verse together.

   b. The teacher demonstrated correct reading, which the students then imitated.

   c. Students were instructed to write verses that had been read by copying the writings in the Quran.

   d. The instructor directed the students to come forward one by one to read the verses that the teacher had previously read.

   e. The teacher graded the students' writing and reading.

In the next step, the researcher administered a test of the ability to read and write the Qur'an to 62 fourth-grade students from 3 MINs in the Metro city. The researcher used the scores and predicates in the appendix table to create a good frequency distribution table and clear and concise literature:

Table 3. The result of the reading ability.

No	Class Interval	Frequency	Category	Percentage
1	80-89	2	Good	3%
2	70-79	39	Adequate	63 %
3	50-69	21	Inadequate	34 %
	Total			100 %

According to the table, 2 students or 3% have the good reading ability, 39 students, or 63% have the adequate reading ability, and 21 students, or 34% have the inadequate reading ability.

In terms of reading ability, the data show as follows:

Table 4. The aspects of reading ability.

No	Aspect	Total
1	Tartil	4260
2	Tajwid	4220
3	Makhraj	4234

It is known that *tartil* has the highest reading ability score, followed by *makhraj* and finally *tajwid*.

The following table shows the results of the writing test:

Table 5. The result of the writing ability

No	Class Interval	Frequency	Category	Percentage
1	68-75	38	Good	61%
2	59-67	23	Adequate	37%
3	50-58	1	Inadequate	1 %
	Total			99 %

According to the table, 38 students (61% of the total) are in the good category, 23 students (37% of the total) are in the adequate category, and 1 student (1% of the total) is in the inadequate category.

By constructing class intervals, the researchers combined the assessment of grade IV students' reading and writing of the Quran in the 3 MINs (schools) in Metro City with the categories: good, adequate, and inadequate. The result shows that the highest score is 78 and the lowest is 55. Thus, the result of the interval score is 7.

Table 6. The combination results in the ability to read and write the *Quran*

No	Class Interval	Frequency	Category	Percentage
1	55-62	7	Inadequate	11%
2	63-70	33	Adequate	53%
3	71-78	22	Good	36%
	Total	62		100%

According to the table above, 7 or 11% of students are in the inadequate category, 33 or 53% are in the adequate category, and 22 or 36% are in the good category.

By using *db* of 4, the chi-squared (x2) value at the 5% significance level is 9.488. Based on these findings, the chi-squared (x2) table with a 5% significance level equals 9,488 < 22,774. Thus, the hypothesis in this study can be regarded as a sign that there is an influence on improving MIN students' ability to read and write the *Quran* in Metro City.

Based on the contingency coefficient calculation above, the C value of 0.816 indicates a very strong influence. Furthermore, the correlation between variables is 63.7%.

The first question addressed in this research is how to optimize *Qur'an* reading and writing using the blended learning method in the *Qur'an* and *Hadith* course at 3 MINs in Metro City.

According to the findings of the blended learning questionnaire, 33 (53%) of the 62 students who were sampled while responding to questions are in the good category, 10 (16%) are in the adequate category, and 19 (31% are in the inadequate category. Based on these findings, it is clear that blended learning in MIN in Metro City can be successfully implemented. The use of self-paced learning in the blended learning technique, which enables students to study freely from diverse web-based or internet-based learning resources, has not been adequately applied.

This is due to a variety of circumstances, including a lack of parental assistance when learning at home, a bandwidth throttling limit, and a lack of teacher creativity in the use of learning media. This support Susanti and Prameswari 2020's research.(Susanti & Prameswari, 2020, p. p.2) The utilization of web-based learning media is limited during the blended learning process. This study supports the findings of Jepri Ding's research on the usage of learning media in the online class at SDN 03 Samarinda Ulu, which found that teachers did not use other learning media since they exclusively used the WhatsApp application.(Hermawati, 2020) The intensity of *live events* or face-to-face learning processes was more often done by teachers. According to the findings of interviews with various students and teachers, face-to-face learning was more enjoyable and stimulating for students. This is because of the direct connection between teachers and students, as well as between students themselves. However, no significant differences in learning outcomes were found between online and face-to-face instruction. This is identical to the findings of Anthony Angrawan's (2019) research, which found no significant differences between face-to-face and online learning outcomes.(Anggrawan, 2019)

A home visit is one of the factors that influence learning success, albeit it is not one of the five pillars of blended learning implementation. However, teachers did not conduct the home visit. Based on the findings of interviews conducted at each school sampled throughout the implementation of blended learning, due to limited distance and time, teachers did not make home visits. This is similar to Wahyu Mardikan Indrayanti's (2021) research, which said that a home visit is the most significant aspect of performing online and offline learning.(Indrayanti et al., 2021) With the implementation of home visits, teachers can ensure that children obtain a learning experience whether they require additional direction or are independent during the learning process.(Kebudayaan., n.d.)

One of the indications of accomplishment for the overall outcomes of the optimization of blended learning in MIN in Metro City is the deployment of blended learning at least leveraging considerable online activities up to 50%. This confirms the findings of a study done at SMP Negeri 01 Kusam Ilir, South Sumatra, by Suhairi and Jumara Afif (2021)(Suhairi & Santi, 2021) on the management of blended learning implementation.

The second research question is: Does the *Quran* and *Hadith* course using the blended learning method at MIN in Metro City have any impact on the ability to read and write the *Qur'an*?

Based on the calculation of the students' *Qur'an* reading and writing abilities, it can be revealed that 22 (36%) of the 62 students in the research sample are in the good category, 33 (53%) are in the adequate category, and 7 (11%) are in the inadequate category. Based on these findings, it is possible to infer that students' ability to read and write Al-Quran in MIN in Metro City is adequate.

According to interviews with the *Qur'an* and *Hadith* teachers in MIN in Metro City, some school students frequently pray and study the Quran before beginning class. Furthermore, some students have begun learning Quran as part of their extracurricular activities. In addition, the student's parents asked their children to study at the TPA (Early *Qur'an* Education) in their home environment. This practice has an indirect impact on the student's ability to read and write the *Quran*. This is similar to Fitriyah Mahdi's (2020)(Mahdali, 2020) and Dian Nurinten's (2022)(Nur Inten & Agustina, 2022) research, which found that the process of internalizing students via habituation in the school, home, and community setting influences their *Qur'an* reading ability.

In terms of writing skills, most MIN students are still at an early stage in their writing skills, thus they can just imitate writing and have not been able to conduct *Imla* or dictation. This is aligned with the curriculum guideline for the *Qur'an* and *Hadith* course for grade IV at *Madrasah Ibtidaiyah* (MIN), which stipulates that the accomplishment indicator competence is students' ability to continue the verse by looking at the selected verse material that has been taught.Ahmad Marzuki, (2019) Buku Teks Pelajaran Al-Quran Hadis MI Kels IV (Jakarta: Direktorat KSKK Madrasah Direktorat Jenderal Pendidikan Islam Kementerian Agama Republik Indonesia).

In addition, the chi-squared (x2) formula is utilized for hypothesis testing in this study, and the chi-squared (x2) value is interpreted by examining the value of the chi-squared table at db = 4. For a significance level of 5% = 9,488, the estimated chi-squared value of 22.774 is higher than the chi-squared (x2) table. As a consequence, Ho was rejected whereas Ha was accepted in the study, demonstrating that there is an optimization of blended learning on the ability to read and write the *Qur'an* in MIN in Metro City. The resulting optimization, known as blended learning, has an influence on students' capabilities, with evidence indicating that reading and writing the *Qur'an* in MIN in Metro City is becoming increasingly significant.

Based on the significance level, which is at a high level, blended learning has a considerable influence on students' *Qur'an* reading and writing skills in MIN in Metro City. This is similar to the research of Indah Karika Sari, who revealed that the deployment of blended learning had an influence on learning outcomes.(Sari, 2021).

E. CONCLUSION

Based on the findings of the study, it can be concluded:

1. According to the questionnaire findings, 19 students (31%) are in the inadequate category, 10 students (16%) are in the adequate category, and 33 students (53%) are in the good category. As a result, the optimization of blended learning in MIN in Metro City is progressing well.

2. The ability of students to read and write the *Qur'an* in the *Qur'an Hadith* course in MIN in Metro City demonstrates; 1) in terms of reading ability, 2 students or 3% are in the good category, 39 students, or 63% are in the adequate category, and 21 students or 34% are in the inadequate category; 2) in terms of writing ability, 38 students or 61% are in the good category, 23 students or 37% are in the adequate category, and 1 student or 1% is in the inadequate category. As for the ability to read and write the Qur'an, 7 or 11% of students go into the inadequate category, while 33 or 53% go into the adequate category, and 22 students or 36% go into the good category. Thus, there is an effect of optimizing blended learning on the ability to read and write the *Qur'an* in MIN in Metro City with a chi-squared value (X2 calculation) of 22,774, which is higher than the chi-square table of 9.488. According to the coefficient of determination calculation, blended learning has a contribution of

63.7% or in the high category, blended learning has a considerable impact on students' reading and writing skills of the *Quran* in MIN in Metro City.

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