

ANALYSIS OF DIFFICULTIES IN LEARNING TO READ AND WRITE THE QUR'AN OF GRADE V STUDENTS AT MI YAKTI DLINGGO NGADIREJO MAGELANG

Ainul Hasna El Khumaira¹, Abdul Majid¹, Noor Aziz¹

¹Department of Islamic Education, Faculty of Teaching Education, Universitas Sains Al-Qur'an,
Wonosobo, Indonesia

Email corresponding author: ainulkhasna@gmail.com

ARTICLE INFO	ABSTRACT
<i>Article history :</i> Received: 02//2025 Accepted: 11/12/2025 Published: 30/12/2025 Kata Kunci: Learning Difficulties Quran Reading Quran Writing	Madrasah Ibtida'iyah Yakti Dlinggo Ngadirejo Tegalrejo Magelang is not only about learning to read and write the Quran, but also about contemplating the beauty of the meaning embedded in each letter presented. This study examines the difficulties of fifth-grade students in reading and writing the Quran at Madrasah Ibtida'iyah Yakti Dlinggo Ngadirejo Tegalrejo Magelang. The aim is to understand these problems and offer strategic solutions. The implications go beyond the school, providing relevant insights for similar educational settings. This research contributes to discussions on educational equity and inclusivity, and highlights the importance of tailored interventions to improve students' language and cultural skills.

1. INTRODUCTION

The Al-Qur'an is the word of Allah which was revealed to the Prophet Muhammad SAW through the angel Gabriel and then compiled into manuscript sheets, which began with Surah Al-Fatihah and ended with Surah An-Nass which we all received from generation to generation mutawatir through writing or memorizing at that time, and was preserved from various changes and forgeries. Muhammad Ali ash-Shabuni defines the Qur'an as the incomparable word of Allah, which was revealed to the Prophet Muhammad SAW where he was the Seal of the prophets and apostles through the angel Gabriel, if we read it and study it, it is worship (Hamid, 2016).

The ability to read and write the Qur'an is very important among Muslims, teaching it cannot be equated with reading and writing in general lessons or other books. Because in learning the Quran, children are taught letter forms and words they don't understand and whose pronunciation (Izan & Syehudin) is unfamiliar to them, Madrasah Ibtida'iyah Yakti Dlimas Tegalrejo Magelang has a sufficient staff and teachers, but a small number of students with varying interests in reading and writing the Quran.

In learning to read and write the Quran, students experience difficulties. Difficulties can be defined as conditions that exhibit characteristics of obstacles in achieving goals, requiring greater effort to overcome them. Therefore, what is meant by difficulties here is the difficulty encountered or encountered in learning to read and write the Quran. The difficulties experienced by students include pronunciation of the letters, unfamiliarity with punctuation, inadequate understanding of Tajweed, and faltering reading fluency.

2. METHOD

A research method is a general strategy adopted in collecting and analyzing the necessary data to address the problem at hand. The type of research used by the author is quantitative. This research is descriptive in nature, where statistics are concerned with analyzing, describing, depicting, explaining, or breaking down data to facilitate understanding of what actually occurs on the ground. The data type used is quantitative (Siregar, 2015). The author chose a quantitative correlational research method because this study aims to determine the relationship between problem-solving analysis and learning difficulties in reading and writing the Qur'an among fifth-grade students at Madrasah Ibtida'iyah Yakti Dlinggo Ngadirejo Tegalrejo Magelang. In data collection, the researcher used four methods:

2.1. Observation

Observation is a complex process, one composed of various biological and psychological processes. Two of the most important are the processes of observation and memory.

2.2. Questionnaire

A questionnaire is a series of written questions used to obtain information from respondents, in the form of reports about themselves or things they know (Fatikhudin, 2015). The purpose of distributing this questionnaire is to serve as a tool to determine the level of difficulty in learning to read and write the Quran among fifth-grade students at MI Yakti Dlinggo.

2.3. Documentation

Documentation is the author's notes about various activities or events from the past. The documentation method involves collecting data on things or variables in the form of notes, transcripts, books, newspapers, magazines, and so on. Using the documentation method is not particularly difficult, meaning that if there are errors, the data source remains unchanged (Sugiyono, 2017).

2.4. Interviews

An interview is a data collection method conducted by holding a meeting between two people to exchange information and ideas through questions and answers, either directly or indirectly, face-to-face with the data.

3. RESULT AND DISCUSSIONS

3.1. Research Object Profile

3.1.1. History

Yakti Ngadirejo Elementary Madrasah, located in Koripan Hamlet, Dawung Village,

Tegalrejo District, Magelang Regency, was initially established in 1990 as a religious school, not an elementary school. It did not yet have a permanent building. Learning took place in the homes of residents, namely the late Mr. Sunar and Mbah Puriyah. Because it was still a religious school, students came to the Madrasah to study the Quran. At that time, learning was limited to religious subjects, and general education was not yet available. Students from various surrounding hamlets come to Dawung to learn the Quran. Approximately 20 students attend, making the available space insufficient to accommodate them.

3.1.2. Vision and Mission

Vision: "To Establish a Quality, Competitive, and Morally Noble Madrasah"

Mission:

- a) To develop students' potential to the maximum through effective and conducive education.
- b) To develop students' thinking skills through effective, creative, and innovative learning.
- c) To provide students with opportunities to develop their interests and talents.
- d) To internalize religious teachings and Islamic values in a concrete way.
- e) To foster a respectful environment that can serve as a good example for friends and the community.

3.1.3. Teachers and Students

Based on the researcher's observations, MI Yakti Dlinggo has six classes. Class I has 22 students. Class II has 26 students. Class III has 20 students. Class IV has 25 students. There are 28 students in grade V and 24 in grade VI, making the total number of students at MI Yakti Dlinggo 145.

Table 1. Number of Students

Kelas	Jumlah siswa
1	22
2	26
3	20
4	25
5	28
6	24
Jumlah	145

Currently, the number of teachers at MI Yakti Dlinggo is 11. 3 male teachers and 8 female teachers.

Table 2 Teacher Data

Jumlah Guru	
Laki-laki	3
Perempuan	8
Jumlah	11

3.2. Research Description

3.2.1. Description of interview results

The following is the result of an interview with the Quran Reading and Writing (BTQ) instructor, Mrs. Istiqomah, or familiarly known as Mrs. Isti, who is an educator at MI Yakti Dlinggo regarding the implementation of learning activities to read and write the Quran. "To address the problem of children having difficulty reading and writing the Quran, the school conducts Quranic Recitation (BTQ) activities. The schedule for BTQ varies. For fifth grade, it's held on Mondays from 9:35 a.m. to 10:10 a.m., with selected verses. On Tuesdays, it's tajweed (recitation of the Quran) from 7:30 a.m. to 8:05 a.m., with selected verses. Typically, the selected verses are covered in two to three short surahs per week. For example, on Monday, I read Surahs Adh-Dhuha and At-Tin. Then, on Thursday, I have my children submit these surahs. For children who still have difficulty reading, I have them read the book of Yanbu'. For tajweed, I explain the material and then randomly ask the children questions," said the Administrative Operator.

Every learning process is bound to face challenges. As professional teachers, they should be able to resolve these challenges.

"As for the challenges, MI students are still underage, so they naturally have a strong desire to play. Training them to focus on learning can also be quite draining. The solution is to utilize school facilities like projectors. Kids love cartoons, so I prepared Tajweed PowerPoint materials with cute animated backgrounds to help them focus," said the BTQ instructor.

Mr. Imron Muaviq, the principal, also explained the school's facilities. An explanation regarding school facilities was also provided by Mr. Imron Muaviq, the school principal. The head of the madrasah, Mr. Imron, stated, *"Praise be to God, regarding school facilities, we have classrooms equipped with whiteboards, student desks, and chairs. We also have a library, instructional aids, and projectors available for use during the learning process."*

The interview results align with the observations made by the researcher at the school. Learning activities encompass the processes of planning, implementation, and evaluation. Once the plan is formulated and implemented during the learning process, the next step is evaluation. Not all students necessarily achieve a passing grade after a single lesson; inevitably, some students will score below the passing mark. Addressing this issue is a matter that teachers need to attend to after the lesson concludes.

Furthermore, the BTQ (Quran Recitation and Writing) instructor stated, "We have optimized the scheduled activity hours effectively; however, children naturally face their own individual challenges. Some may have lower cognitive aptitude, others may lack attention from others, and so forth. In my view, the majority are capable of reading Hijaiyah letters, and their writing skills are reasonably good, though there are still some who struggle. Most children find

the Tajweed material difficult to grasp because the subject matter is extensive—it is a lot for young children to memorize and Tajweed is taught in only one session per week. To overcome these difficulties, the BTQ instructor asks homeroom teachers to urge parents to reinforce their children's Quran recitation practice at home. The instructor has also proposed holding additional BTQ sessions after school, but this remains a proposal and has not yet been implemented. Based on the interview results, the instructor has effectively maximized the BTQ activity hours. However, due to the varying challenges faced by individual children, their proficiency levels in reading and writing the Quran differ.

3.2.2. Description of Questionnaire Results

The following are the results of the questionnaire on solving problems in reading and writing the Quran, which consisted of 15 statements.

Table 3. Problem Solving Questionnaire Results

BUTIR SOAL	ALTERNATIF JAWABAN				SKOR			
	TS	KS	S	SS	1	2	3	4
1	0	8	7	13	0	16	21	52
2	0	7	7	13	0	14	21	52
3	0	7	7	12	0	14	21	48
4	0	7	6	12	0	14	18	48
5	0	7	6	11	0	14	18	44
6	0	6	6	11	0	12	18	44
7	0	5	6	11	0	10	18	44
8	0	5	6	10	0	10	18	40
9	0	5	6	9	0	10	18	36
10	0	5	5	9	0	10	15	36
11	0	5	5	8	0	10	15	32
12	0	5	5	7	0	10	15	28
13	0	4	5	7	0	8	15	28
14	0	4	4	7	0	8	12	28
15	0	3	4	7	0	6	12	28

3.2.3. Description of Test Results

The following are the results of a test conducted by the researcher on fifth-grade students at MI Yakti Dlinggo, with a total of 15 questions.

Table 4. Problem Solving Questionnaire Results

BUTIR SOAL	ALTERNATIF JAWABAN				SKOR			
	TS	KS	S	SS	1	2	3	4
1	0	7	10	11	0	7	10	11
2	0	7	10	10	0	7	10	10
3	0	7	10	9	0	7	10	9
4	0	7	9	9	0	7	9	9
5	0	7	9	8	0	7	9	8
6	0	6	9	8	0	6	9	8
7	0	6	8	8	0	6	8	8
8	0	6	8	7	0	6	8	7
9	0	6	8	6	0	6	8	6
10	0	5	8	6	0	5	8	6
11	0	5	8	5	0	5	8	5
12	0	4	8	5	0	4	8	5
13	0	4	8	4	0	4	8	4
14	0	4	7	4	0	4	7	4
15	0	4	7	3	0	4	7	3

The data above are the results of tests and questionnaires distributed to class V of MI Yakti Dlinggo. The results of the questionnaire on solving problems of reading and writing the Qur'an are the independent variable (X) and the results of the test on reading and writing difficulties of MI Yakti Dlinggo are the dependent variable (Y). Preliminary analysis and hypothesis analysis will be conducted next.

3.3. Analisis Data

3.3.1. Preliminary Analysis

Contains a description of the range, interval, class length, frequency, and questionnaire criteria using data from two variables: the independent variable (X) - the results of the questionnaire on solving the problem of difficulty reading and writing the Quran - and the dependent variable (Y) - difficulty reading and writing the Quran at MI Yakti Dlinggo.

Data analysis:

1) Range

Largest data minus the smallest data.

Max: 60

Min: 38

$R = 60 - 38 = 22$

2) Class Interval

Using the constant of magnitude with the formula:

$I = 1 + (3.3) \log N$

N: 28

$I = 1 + (3.3) \log 28$

= 5.8 rounded to 6 class intervals.

3) Class Length

$$P = R/I$$

$$= 22/6$$

$$= 3.8 \text{ rounded to } 4.$$

4) Frequency

Table 5. Relative Frequency Distribution of Problem Solving in Reading and Writing the Qur'an

Interval			F	Xi	f*xi	mean
38	-	41	2	39,5	79	f*xi/Σf 49,93
42	-	45	4	43,5	174	
46	-	49	9	47,5	427,5	
50	-	53	5	51,5	257,5	
54	-	57	4	55,5	222	
58	-	61	4	59,5	238	
Jumlah			28		1398	

5) Mean

Table 6. Criteria for the Questionnaire for Solving Problems in Reading and Writing the Qur'an

Interval			Kategori	Kualitas
54,50	≤	X	Sangat Baik	49,93
50,83	≤	X < 54,50	Baik	
47,17	≤	X < 50,83	Cukup Baik	
43,50	≤	X < 47,17	Kurang Baik	Cukup Baik
X	<	43,50	Sangat kurang baik	

Based on the calculation of the results of the questionnaire on solving problems in reading and writing the Qur'an, it can be concluded that the highest score is 60 and the lowest score is 38. The average score obtained is 49.93, which is in the "Quite Good" category based on the specified interval.

3.3.2. Validity Test

The α at a 5% significance level in the product moment table is 0.374. If α is greater than α , the instrument is declared valid. The following are the calculation results of the validity test for the two questionnaire instruments with 28 respondents and a total of 15 questions.

Table 7. Validity Test of Questionnaire for Solving Problems in Reading and Writing the Qur'an

BUTIR SOAL	R TABEL	R HITUNG	KET
1	0,374	0,803299	Valid
2	0,374	0,634033	Valid
3	0,374	0,69039	Valid
4	0,374	0,541052	Valid
5	0,374	0,768898	Valid
6	0,374	0,768898	Valid
7	0,374	0,467655	Valid
8	0,374	0,52464	Valid
9	0,374	0,437209	Valid
10	0,374	0,797696	Valid
11	0,374	0,592265	Valid
12	0,374	0,541052	Valid
13	0,374	0,768898	Valid
14	0,374	0,634033	Valid
15	0,374	0,541052	Valid

Table 8. Validity Test of the Questionnaire on Difficulties in Reading and Writing the Qur'an

BUTIR SOAL	R TABEL	R HITUNG	KET
1	0,374	0,574206	Valid
2	0,374	0,775789	Valid
3	0,374	0,474837	Valid
4	0,374	0,452943	Valid
5	0,374	0,559045	Valid
6	0,374	0,809019	Valid
7	0,374	0,503674	Valid
8	0,374	0,406257	Valid
9	0,374	0,657374	Valid
10	0,374	0,775789	Valid
11	0,374	0,809019	Valid
12	0,374	0,452943	Valid
13	0,374	0,458132	Valid
14	0,374	0,510923	Valid
15	0,374	0,809019	Valid

3.3.3. Reliability test

Using the Cronbach's Alpha formula with a significance level of 0.60. If r_i is greater than r_{tabel} , the instrument is declared reliable.

$$\begin{aligned} r_i &= \frac{k}{(k-1)} \left\{ 1 - \frac{\sum s_i^2}{s_t^2} \right\} \\ &= \frac{15}{(15-1)} \left\{ 1 - \frac{6,805}{38,765} \right\} \\ &= 1,071 \times 0,824 \\ &= 0,883 \end{aligned}$$

It can be concluded that $r_i = 0.883$ is greater than $r_{tabel} = 0.60$, so the instrument is declared reliable.

$$\begin{aligned} r_i &= \frac{k}{(k-1)} \left\{ 1 - \frac{\sum s_i^2}{s_t^2} \right\} \\ &= \frac{15}{(15-1)} \left\{ 1 - \frac{8,011}{44,554} \right\} \\ &= 1,071 \times 0,820 \\ &= 0,878 \end{aligned}$$

It can be concluded that $r_i = 0.878$ is greater than $r_{tabel} = 0.60$, so the instrument is declared reliable.

3.3.4. Normality test

Using the Schön-Wilk formula with a significance level of 5% = 0.924. If T_3 is greater than the table, the data distribution is considered normal.

$$\begin{aligned} T_3 &= \frac{1}{D} \left[\sum_{i=1}^k a_i (X_{n-i+1} - X_i) \right]^2 \\ &= \frac{1}{1046,678} \times (31,3581)^2 \\ &= 0,0009554 \times 983,330 \\ &= 0,939 \end{aligned}$$

It can be concluded that $r_i = 0.878$ is greater than $r_{tabel} = 0.60$, so the instrument is declared

reliable.

3.3.5. Hypothesis Testing

$$\Sigma X^2 = 70747$$

$$(\Sigma X)^2 = 1951609$$

$$\Sigma Y^2 = 69711$$

$$(\Sigma Y)^2 = 1918225$$

$$\Sigma X \Sigma Y = 1934845$$

$$\Sigma XY = 69336$$

$$\begin{aligned} r_{xy} &= \frac{n \Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{(n \Sigma x^2 - (\Sigma x)^2)(n \Sigma y^2 - (\Sigma y)^2)}} \\ &= \frac{6563}{31418,90643} \\ &= 0,208 \end{aligned}$$

Based on calculations using the Product Moment correlation formula, the results obtained are $r_{hitung} = 0.208$ which is smaller than $r_{tabel 5\%} = 0.374$ and $r_{tabel 1\%} = 0.478$, which means there is no influence between the problem solving of BTQ instructors in the learning process of reading and writing the Al-Qur'an in class V MI Yakti Dlinggo.

3.4. Interpretasi Data

Based on the data collected above, the following interpretations can be made:

- The overall average score for solving problems related to reading and writing the Quran is 43.6, falling within the "Quite Good" category based on the predetermined interval.
- The overall average score for problems in reading and writing the Quran in fifth grade at MI Yakti Dlinggo is 49.4, falling within the "Quite Good" category based on the predetermined interval.
- The results of the correlation calculation between the problem solving of the difficulty of reading and writing the Qur'an with the difficulty of reading and writing the Qur'an of class V MI Yakti Dlinggo using the Product Moment formula obtained the result of $r_{hitung} = 0.208$ which is smaller than $r_{tabel 5\%} = 0.374$ and $r_{tabel 1\%} = 0.478$. Thus, H_0 which states "the problem solving of the BTQ instructor does not influence the process of learning to read and write the Qur'an of class V MI Yakti Dlinggo" is accepted. And H_a which states "the problem solving of the BTQ instructor plays a role in the process of learning to read and write the Qur'an of class V MI Yakti Dlinggo" is rejected.

4. CONCLUSION

Based on the data and analysis results regarding the problem solving of difficulties in reading and writing the Qur'an in fifth grade students of MI Yakti Dlinggo, it can be concluded that the implementation of learning to read and write the Qur'an was carried out three times a week with different materials in each meeting. In the learning process, students experienced various different

obstacles, including students who still tended to play during learning activities and lack of focus on the material presented. Based on the results of the hypothesis testing, it was obtained that H_0 which stated that problem solving by BTQ instructors had no effect on the learning process of reading and writing the Qur'an in fifth grade students of MI Yakti Dlinggo was accepted, while H_a which stated that problem solving by BTQ instructors played a role in the learning process of reading and writing the Qur'an in fifth grade students of MI Yakti Dlinggo was rejected.

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