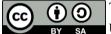# The Effectiveness of the BTA Program in Improving the Ability to Read and Write the Qur'an at MTs Ma'arif NU 1 Sumbang

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Abstract

This research will analyze the effectiveness and determine the obstacles and solutions in implementing the BTA program at MTs N 1 Sumbang. MTs Ma'arif NU 1 Sumbang is one of the private junior secondary education institutions in Banyumas, which is under the auspices of the Ministry of Religion. Reading and Writing the Al-Qur'an (BTA) is a mandatory program for grade 9. This research is qualitative research with descriptive methods, where data obtained from the field is described and presented in the form of written narratives. This qualitative research was chosen to describe and analyze in depth the phenomena related to the implementation of the BTA program at MTs Ma'arif NU 1 Sumbang. This research resulted that MTs Ma'arif NU Sumbang requires grade 9 students to carry out BTA every time they come home from school, namely 13.20-13.20 on Monday to Thursday. BTA was carried out with the usual courtesy, and then we tried to use a new approach using different methods, learning media, and duration. Obstacles that occur include students not paying attention, chatting alone, playing on their cellphones, or running away. Our solution is to approach the students and give them a warning. If they want to run away, the teacher will prevent them. Apart from that, they were also given motivation to be enthusiastic and were informed of the significance of the learning that would be carried out on that day. In 13 meetings, there were 16 children who we considered were able to continue from Iqro to al-Qur'an.

Keywords: *MTs, BTA, Method, Solution*

A. Introduction

Educational institutions are the right means to learn in gain knowledge for the community. With the existence of these educational institutions, every human being can maintain and continue their lives because it has become a primary need for every human being. One of the most important factors in shaping humans into a quality generation of the nation's successors is the focus on the field of education. A nation can be said to be more advanced, the first thing to look at is education. An advanced nation is also a nation that is able to produce superior generations and prioritize *akhlakul karimah.* "Education can also be said to be a means to process changes and behavior of a person or group of people in an effort to mature humans through a teaching and training system." In fact, being mentally mature is not enough, but we must also be intellectually and spiritually mature so that we will not be easily fooled by others and we can provide the best solutions to others (Nurhayati et al., 2023)

Education is a form of conscious and planned effort to create a learning atmosphere and learning process so that students can actively develop their potential to have spiritual, religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves and society (Cahyono, 2020). About education, the Qur'an can be used as a source of educational material because the first point in Islamic religious education is the Qur'an (Nurhayati et al., 2023).

The Qur'an is a comprehensive guideline for mankind in carrying out aspects of life. So that Muslims cannot be separated from the Qur'an. Therefore, the lesson of reading and writing the Qur'an will continue to exist and will always increase. The lesson of reading and writing the Qur'an will continue to exist and will always increase. The lesson of reading and writing the Qur'an should be taught/educated from an early age. This is in line with what Sajirun said that the Qur'an is really important to be educated from an early age and can foster a Qur'anic soul or character because later these children will become the successors of the nation

(Nurhayati et al., 2023).

MTs Ma'arif NU 1 Sumbang is one of the private junior high school educational institutions in Banyumas, which is under the auspices of the Ministry of Religion. This MTS is located on Jalan Raya Banteran RT 02 RW 02, Banteran Village, Sumbang District, Banyumas Regency, Central Java Province. This madrasah was established in 1998 and officially operated based on Operational Decree No., Wk / 5LPP032 / 4735/1998 dated December 14, 1998. MTs Ma'arif NU 1 Sumbang has received quality recognition with an A accreditation predicate based on Decree No. 220/BAP-SM/X/2016 dated October 16, 2016.

The Vision and Mission of MTs Ma'arif NU 1 Sumbang are as follows:

1. Vision

Madrasah Tsanawiyah Ma'arif NU 1 Sumbang as a basic education with Islamic characteristics, needs to consider the expectations of students, parents of students, Institutions that use Madrasah graduates, and the Community in formulating its mission. MTs Ma'arif NU 1 Sumbang are also expected to respond to the development and challenges of the future of science and technology. MTs Ma'arif NU 1 Sumbang wants to realize the hopes and responses in the following vision:

"Devout, Character and Achievement"

a. Devout

1) Performing obligatory and sunnah prayers correctly

2) Being able to read the Qur'an with tartil and fluently

3) Being able to memorize Juz 30 in the Qur'an

4) Getting used to sunnah fasting

b. Character

1) Having a character with high integrity is reflected in a religious personality in every action.

2) Having a disciplined, honest, and creative attitude

3) Cultivating a love of reading by utilizing the school library

4) Getting used to having *akhlakul karimah*

    c. Achieving

      1) Excelling in achieving exam scores

      2) Excelling in scientific paper competitions

      3) Excelling in sports competitions

      4) Excelling in artistic achievements

1. Mission

    a. Instilling faith through the experience of religious teachings, the *Ahlu Sunnah Wal Jamaah* ways

    b. Optimizing learning and guidance so that each student develops and has character.

    c. Cultivating a spirit of excellence so that it can build a character with high integrity.

    d. Instilling clean, healthy living behavior in everyday life.

    e. Increasing teacher professionalism through formal education, developing knowledge and skills through curricular and extracurricular activities.

    From the vision & mission, there is a BTA Program which also helps and strives to improve student quality.

B. Theoretical Review

1. Basic Concepts of the BTA Program

BTA is an abbreviation for Read and Write the Quran. Reading means seeing writing or speaking it, while writing means making letters or numbers, etc., using a pen. So, reading and Writing the Al-Qur'an is learning about how to read and write the Al-Qur'an properly and correctly, accompanied by understanding the meaning and applying it in everyday life. This program has at least three main objectives, namely that students can read the Al-Qur'an according to the rules of the science of Tajwid well and correctly, can write the Al-Qur'an in writing that follows the

provisions of the rules of good and correct Al-Qur'an khat, and are able to understand the content of the verses of the Al-Qur'an and apply them in everyday life (Hidayah & Hanifiyah, 2022)

BTA is carried out using various learning methods. For example, classical methods, private, sorogan, *talaqqi*, lectures, etc.

1. Classical Method

Classical Learning is a learning model that we usually see every day. One teacher or instructor teaches 30-40 students in one room. Students in one room are assumed to have minimum abilities and have relatively the same learning speed and interest. That way, the teacher's role is so dominant in determining all lessons. This is usually done if, in the learning process, there is more material to be taught (Afrianti, 2023)

2. *Sorogan* Method

Sorogan comes from the Javanese word *sorog,* which means to present. This method is usually carried out in Islamic boarding schools with students coming forward one by one to read in front of the kyai, then the kyai will listen and show their mistakes. This activity is individual, so there is interaction between teachers and students (NAJIB, 2019).

3. *Talaqqi* Method

Talaqqi comes from the Arabic word *laqia,* which means to meet, while *talaqqi* means meeting or meeting. The *Talaqqi* method is to listen to new memorization from the teacher by meeting him directly to find out the memorization or get guidance as needed. *Talaqqi* is a way for teachers to convey readings through *musyafahah* (to see the teacher's lip movements correctly), namely, the teacher and students face each other in a sitting position, then students are guided to repeat the verses that are heard until they are completely memorized (Putra, 2023).

4. Concept Song

Concept Song is the delivery of learning materials that package the material with the

rhythm of songs that are popular with students and directly instill the material in students. This is intended to emphasize the aspect of diversity or the desire to sing. Songs are used as intermediaries to instill knowledge in the child's body and soul, and songs foster children's emotions. With growing emotions, children will usually remember the learning material taught longer (Hakiki, 2017).

2. Learning theories that support the BTA program

a. Constructivism

Constructivism comes from the word to construct which means to build or compose. According to Von Glasersfeld, constructivism is part of the philosophy of knowledge that emphasizes that our knowledge is our construction. Constructivism tries to explain how students learn to build understanding for themselves (Akhiruddin et al., n.d.). According to Jean Piaget, constructivism emphasizes the process of finding theories or knowledge that comes from reality. The teacher here only acts as a moderator or facilitator. Piaget also mentioned that knowledge is built in students' minds through assimilation and accommodation activities according to the schemata they have. The following is the construction process according to Jean Piaget:

1. Schemata

It is a process of building thoughts that contain concepts used to interact with the large environment (Akhiruddin et al., n.d.).

2. Assimilation

Is the process of integrating new perceptions, experiences, or knowledge into pre-existing schemes or patterns by connecting them with new knowledge (Akhiruddin et al., 2020).

3. Accommodation

Is the formation of a new scheme to match new stimuli or modifying the previous scheme to match the stimulus (Akhiruddin et al., 2020).

4. Balance

Is the balance of assimilation and accommodation. In addition to Jean Piaget, Vygotsky

also popularized the theory of constructivism. According to him, there are 2 important concepts in constructivist learning:

1. Zone of Proximal Development

Is the distance between the actual development level and the potential development level of students. The actual level is obtained through problem solving carried out independently, while the potential development level is obtained through solving by peers or adults who are more capable (Akhiruddin et al., 2020).

2. Scaffolding

It is the provision of assistance according to students' basic knowledge in stages. Then encouragement, motivation, evaluation, and problem solving are given. This is done so that students have a greater sense of responsibility (Akhiruddin et al., 2020).

b. Behaviorist Theory

Behaviorism is a learning theory that focuses on changes in student behavior caused by drives and responses that cause an interaction. This theory was pioneered by John B Watson and considers the main focus of psychology studies to be behavior. So that the behaviorist school focuses on analyzing the learning process based on changes in student behavior (Oktavania, 2023).

According to Edward Lee Thorndike, there are three principles in the learning process: First, the law of readiness. Namely, students are ready to carry out and respond to the learning process. Second, the law of exercise. Namely, repetition in practice is the key to successful learning. Third, the law of effect. Namely, informing students that they will get good results will increase their enthusiasm in the learning process (Oktavania, 2023).

To find out whether the learning outcomes are good or not, an evaluation needs to be carried out in the learning stages. Evaluation is a systematic process to determine students' abilities and determine whether learning has been carried out well or not. Evaluation has a basis or principles that must exist. According to Sukmadinata,

evaluation includes three aspects, namely cognitive, affective, and psychomotor. Simply, evaluation includes intellectual aspects, feelings, and motor skills such as handwriting and typing (Nadhifah & Silfiyah, 2018).

Evaluation is closely related to three almost identical terms, namely tests, assessments, and measurements. Tests are a way to measure the extent of a person's ability. This ability is carried out by measuring in the form of determining numbers, and if the measurement is given to students in qualitative form, that is what is called an assessment. Evaluation usually includes measurement and assessment. Simply, evaluation is the process of assessing something (Nadhifah & Silfiyah, 2018.).

Previous Research

Many studies have been conducted on the effectiveness of the BTA program in schools. Such as the research of Khoirun Nisa, Choirun Niswah, and Dian Syafitri entitled "Implementation of the BTA Program at MI Mambaul Hidayah Suban Baru, Kelekar District, Muara Enim Regency". The stages carried out are assignments, coordination, and evaluation. From all these stages, the results are more than just technical reading and writing, namely, strengthening student competence in Al-Quran literacy. However, the evaluation results stated that there was a lack of student involvement in learning. Almost the same as the research conducted by Maya Puji Rahayu and Syarif Maulidin entitled "Management of Extracurricular Reading and Writing of the Qur'an (BTA) at SMK Bina Negara Gubug Grobogan", the results showed that students' enthusiasm decreased, and the weather factor needs to be addressed. Then the evaluation is carried out routinely at the end of each semester and becomes a measuring tool whether the program being run is effective, and becomes a reference for further decision making.

Research conducted by Yuli Yani Safitri and Al Iklas entitled Implementation of the Al-Qur'an Reading and Writing Program (BTA) in Improving the Ability to Read the Qur'an at SMA Negeri 6 Solok Selatan. The study revealed that the planning of the BTA program begins with determining learning objectives, choosing the material to be taught, determining the appropriate method, and conducting learning evaluations.

In Dede Abdurrahman's thesis entitled "Effectiveness of the Al-Qur'an Education Park (TPA) Learning Program in Improving the Ability to Read the Qur'an at TPA Al Hikmah in Sidosari Village, Natar, South Lampung". The study resulted in the effectiveness of learning at TPA Al-Hikmah, Sidosari Village, Natar, South Lampung, having been achieved well through the evaluation process using oral or written tests in accordance with the existing operational targets. Improvement in reading the Qur'an can be seen in the CBSA test and direct methods in the teaching and learning process.

C. Research Methods

This research is qualitative research with a descriptive method, where data obtained from the field are described and presented in the form of written narratives. This qualitative research was chosen to describe and analyze in depth the phenomena related to the implementation of the BTA program at MTs Ma'arif NU 1 Sumbang.

This research was conducted at MTs Ma'arif NU 1 Sumbang, located on Jalan Raya Banteran RT 02 RW 02, Banteran Village, Sumbang District, Banyumas Regency, Central Java Province. And the subjects of this study included all grade IX students of MTs Ma'arif NU 1 Sumbang, educators (teachers) involved in the implementation of the BTA program, and BTA program supervisors (the party responsible for managing the BTA program).

In this study, data were collected using three methods, namely observation, interviews, and documentation. The data collected were then analyzed using descriptive analysis to assess the effectiveness of the program, and to measure student progress through gradual evaluations (Cahyani. P, 2021).

D. Results and Discussion

A. Implementation of the BTA Program at Mts Ma'arif NU 1 Sumbang

1. Observation

   a. BTA program techniques

      This BTA program is carried out in a classroom like a school. The groups that have been divided are different from the student classes

when they are at school. This program is carried out after school around 13.20 to 14.20. On Tuesday, January 7, 2025, we immediately replaced the tutors in each BTA class. Because of the short time and the large number of children, they studied the Quran in pairs. The tutors listened to the reading of the two children and corrected the reading if there were mistakes. For those who read the Iqro and the Quran, read 1 page, while for those who read Juz 'amma, read 1 surah. This is done so that children can read the Quran quickly.

b. Student abilities

To identify student abilities, an evaluation table is made. The table contains what abilities the child should have if they were already in the group. This is done by assessing children according to their abilities and adjusting them to their respective groups. For children who are already able, a check mark is given in each ability column. (The results of the child's ability observation table can be seen in the attachment.)

For the evaluation technique, for those who are still reading the Iqro, it is done by reading the last page in the Iqro. For example, Daffa is on page 10 of iqro 5, so when the evaluation takes place, Daffa reads the last page in iqro 5.

2. Planning

After conducting observations and evaluations, we conducted an analysis of the data obtained. We also coordinated with the DPL regarding the evaluation results that we obtained previously. The analysis and planning took place for three days, namely January 10-12, 2025. From the results of this analysis, we planned the BTA program with several changes, namely:

1.) Addition of Material

The previous BTA program only taught ordinary sorogan, without any material. However, after we conducted observations and evaluations, it was necessary to emphasize the main material for those who were still reading the Iqro. So that it can directly reach the abilities needed in the iqro, such as letter and mad recognition. Meanwhile, for those who read the Qur'an, some still have not mastered the basic knowledge in reading the Qur'an, such as tajwid and waqf. Moreover, an evaluation has been carried out, so that the abilities that children do not yet have are mapped. (Additional material for each group can be seen in the attachment.)

2) Addition of the Duration of Studying

As explained when conducting observations, the duration of studying was considered too short for the number of children in one group. So we increased the duration from 60 minutes to 90 minutes. This was done so that students would receive more attention and could study the Qur'an one by one.

3) Evaluation

Evaluation is an important dimension in education. This is done to monitor a program so that its quality improves. The evaluation process here is divided into 2, namely daily evaluation and stage evaluation. Daily evaluation is carried out to find out whether the material taught on that day has been accepted and understood well by students. The stage evaluation is to determine whether the child is worthy of moving up to the next group or not. One stage lasts for 4-6

days, and the stage evaluation is on the last day

3. Implementation

    After going through the previous stages, in the second week and so on, the new BTA program was implemented. The implementation of this program takes place in 2 stages, which we can explain as follows:

    a. Stage 1

        1) Group 1

            The first and third meetings are learning with materials. While the second and fourth meetings are practice. Learning is done by saying hello, asking how students are, and taking attendance. Before learning, students are also informed about the learning objectives and their urgency. In the first week, group one uses poster learning media. And the materials taught are mad and waqf letters, and the end of the verse. In addition to strengthening the material taught, games are also played. The game played is a verse connection game in the first meeting. This game is played by each student reading a verse until they find a mad in the form of fathah or kashrah, or long dhommah. If it has been found in the verse, the student stops reading the verse and continues to the next friend, and so on.

            Meanwhile, for the waqf and end of verse materials, games are also played. Namely, singing the song topi saya bulat. Every word 'round' is replaced with 'meong', if there is a mistake, then come forward and explain the material that has been explained. After the material is reinforced with games, each student continues to recite the Quran one by one in turns, even though it is only 3-5 verses. When the practice schedule is, students only recite the Quran as usual, one by one. If it is finished, it is closed

with words of thanks and apology, then read greetings.

2) Group 2

In the first and second meetings, it is learning with material. While the third and fourth meetings are practice. Learning is done by saying hello, asking how the students are, and taking attendance. Before learning, students are also informed about the learning objectives and their urgency. In the first week, group one uses large-sized card learning media. And the material taught is the introduction to the hijaiyah letters. After the material taught is finished, students are asked to recite the Quran as usual, practicing the material that has been taught. When the practice schedule is, students only recite the Quran as usual, one by one. If it is finished, it is closed with words of thanks and apology, then read greetings and prayers together.

3) Group 3

Almost the same as group two, the first and second meetings are learning with materials. While the third and fourth meetings are practice. Learning begins with greetings, asking students how they are, and taking attendance. Before learning, students are also informed about the learning objectives and their urgency. In the first week, using learning media posters depicting the oral cavity to the neck. And the material taught is makhraj and mad. After the material taught is finished, students are asked to recite the Quran as usual, practicing the material that has been taught. When the practice schedule is, students recite the Quran using the Iqro method one by one. If it is finished, it is closed with words of thanks and apology, then reading greetings and prayers together.

4) Group 4

Not much different, group four also has two meetings each for material and practice. This is done alternately, namely, on the first and third days of the material. While on the second and fourth days of practice. Learning begins with greetings, asking students how they are, and taking attendance. Before learning, students are also informed about the learning objectives and their urgency. In the first week, group one uses learning media, using posters. For stage one, the material explained is the reading of mim mati and tanwin in the form of idzhar, ikhfa, idghom, and iklab. In addition, to strengthening the material that has been taught, a game is also played. The game used is my hat, mother, as in group 1. After that, each student continues to recite the Quran one by one in turn, even though only 3-5 verses. When the practice schedule is, students only recite the Quran as usual, one by one. If it is finished, it is closed with an expression of thanks and apology, then reading greetings.

b. Stage 2 (Thursday-Thursday, January 30-February 6, 2025)

In this second stage, the BTA program has changed in terms of time. The BTA program has added days, which were originally Monday-Thursday, now Saturday has been added. In addition to the addition of days, there is also an addition of time in terms of duration. From the previous 60 minutes to 90 minutes, so that BTA starts at 13.30-15.00 every Monday-Thursday and Saturday.

This adjustment was made after seeing the development of students in the first stage, who had progressed. The time for providing materials, games, and reciting the sorogan was considered

too short. So, adding time became our option to improve quality without increasing the intensity of learning. The faces of tired students who want to go home are always visible when learning begins. So we do not want to burden a material with coercion. We consider that adding days and duration can increase children's habits of reading the Qur'an. This simple thing can make students more fluent in reading the Qur'an and practicing the material taught directly. So, the second stage is only different in material from the first stage. The routine is still the same, only learning is supplemented with songs to help students understand the material taught.

4. Evaluation

After the new BTA program was implemented, an evaluation was held every day. The evaluation was in the form of a table containing student scores at each meeting. This was done to see the trend of understanding and how effective the methods used in the classroom were. The table at the end also had an achievement column for stage evaluation. By passing stage 1, they moved groups and received new material in the next group. (The daily evaluation table for each class can be seen in the attachment).

Some of the problems that occurred in the class were that many students did not pay attention when the material was delivered. Most of them were busy chatting with themselves or playing with their cellphones. We usually immediately approached them and reprimanded them to focus more on the lesson. In addition, there were also students who often asked permission to go to the toilet, but actually just wanted to get out of class for no apparent reason. Usually, we first observed whether they really went to the toilet or avoided the lesson. If they do not return within a reasonable time, we will reprimand them not to repeat the act and then motivate students about the

virtues of reading the Qur'an and the privileges and rewards that can be obtained when reading it, so that students can be awakened to be able to read the Qur'an.

We usually attach this evaluation in the form of a report to the school. And we present this report to the school, accompanied by the DPL. In this PPL, two stages have been carried out, so we have conducted 11 daily evaluations, 2 stage evaluations, and 1 program evaluation. We hope that the evaluations and reports that we have carried out can contribute to us and the school.

So that the total number of meetings that we have conducted is 13 times. 2 observations, 1 program evaluation, and 10 new BTA implementations. Each has a meeting with a different amount of material depending on the needs of the students in the group. With the method we use, there are 16 children that we appreciate because they have succeeded in continuing from Iqro to the Qur'an. And when we released the 16 children, we gave them the Quran and certificates as appreciation and encouragement.

B. Effectiveness of the BTA Program in Improving Student Abilities

Based on observations before the implementation of PPL, students tended to be less conducive, less enjoying participating in the BTA program at MTs Ma'arif NU 1 Sumbang. Then, when we, UIN Saizu students, implemented PPL, the students were enthusiastic in participating in BTA learning. The delivery of varied materials prevented students from getting bored in participating in learning. In percentage, 35% increased to 70% in the effectiveness of BTA program learning.

C. Constraints in the Implementation of the BTA Program include:

a. Limited implementation time after school hours

Because after Dhuhur, students tend to feel tired, they are not as conducive as during morning lessons.

b. Large number of students in 1 group

In one class consisting of approximately 30 students, the number of PPL students is 5 makes the number of students divided into groups too many.

c. Student motivation fluctuates

Students are given more motivation about the importance of studying BTA, reading, and writing the Qur'an.

C. Solutions and Innovations in the BTA Program

The solution to these obstacles is:

a. Divided into special groups according to the level of studying Iqro, Juz Amma, Al-Qur'an

b. Holding ice-breaking games for variation so that students do not get bored.

c. Approaching them to give them a warning to be more focused when, during their class, there are people chatting, playing with their cellphones.

d. Providing motivation to students about the virtues of reading the Qur'an and the special rewards that are obtained for those who read it.

E. Conclusion

Based on the results of the research that has been conducted, it can be concluded that the BTA (Read and Write the Qur'an) program implemented at MTs Ma'arif NU 1 Sumbang has been proven to have a significant impact on improving students' ability to read the Qur'an. The success of this BTA program is clearly seen in students who consistently follow BTA in each Learning Session, namely, students who are active during the Learning Material session and students who are actively present in the BTA Program. This shows that continuity and discipline in the learning process have an important role in achieving optimal results.

This study also found implications that MTs Ma'arif Nu 1 Sumbang needs to continue to develop and improve the BTA program so that it remains relevant and effective in improving student abilities. The application of learning methods that can be applied to students and an evaluation system that is in accordance with the needs and development of students is one of the factors that support the success of this BTA

program. With flexible learning that can be adjusted to the characteristics of students, it is hoped that the improvement in the quality of Reading and Writing the Qur'an (BTA) can continue to develop and continue in order to create a smarter generation in understanding and practicing the teachings of the Qur'an.

Several recommendations that can be considered by related parties as a follow-up to this study in increasing the effectiveness of the BTA program are:

1. For Madrasahs, it is recommended to optimize the implementation time of this program, for example, this BTA program can be scheduled in the morning before learning activities, so that students can concentrate more because their bodies are still fresh in the morning, or scheduled on holidays so that students have more time without disturbing other academic lessons.

2. For teachers, it is recommended to continue to increase creativity in delivering materials so that learning looks more interesting, so that student motivation is maintained, and more enthusiastic in participating in learning.

3. For researchers, it is recommended to use a quantitative approach to obtain more accurate data, so that the results of the study can provide broader insights into the effectiveness of the BTA program and the factors that influence it.

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