

Implementation of the Al-Qur'an Literacy Program to Improve the Ability to Read the Al-Qur'an at the Al-Abid Islamic Elementary School in Medan

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Abstract

The research aims to analyze: (1) the Al-Qur'an literacy program (2) the implementation of the Al-Qur'an literacy program (3) the evaluation process for the implementation of Al-Qur'an literacy (4) supporting factors and inhibiting factors for Al-Qur'an literacy 'an. This research was conducted at the Al-Abid Islamic elementary school in Medan Selayang. This research is qualitative analysis research with a descriptive approach. The data source is the wafa Qur'an literacy coordinator and the right brain wafa method book, while the secondary data source is library materials, literature and research first. Data collection instruments are documentation and interviews. Qualitative data analysis techniques include descriptions of material, construction and language aspects, while quantitative analysis of validity, reliability, level of difficulty, distinguishability and distractors. Research findings show: (1) Al-Qur'an literacy program at Al Islamic Private Elementary School -Abid refers to government regulations, in this case Minister of Education and Culture Regulation No. 23 of 2015 as a form of implementing literacy to support the educational process and teaching and learning activities. (2) Implementation of the Al-Qur'an literacy program, using the wafa method, using hijaz tones, using special Wafa books, using a level system, evaluation (3) Evaluation process of the results of implementing Al-Qur'an literacy, carried out every 2 weeks includes daily, weekly and monthly assessments to determine the extent of students' Al-Qur'an literacy results (4) Supporting and inhibiting factors for the Al-Qur'an literacy program, Supporting factors for Al-Qur'an literacy, Continuous method , Good cooperation between teachers and parents of students, Factors inhibiting Al-Qur'an literacy, From teacher factors, lack of time in teaching Al-Qur'an literacy, Students who do not repeat their lessons at home, Short implementation time.

Keywords: Program Implementation, Al-Qur'an Literacy

INTRODUCTION

Education is knowledge, skills, attitudes taught by a teacher to students so that they have intelligence, skills and good morals that will be useful for themselves, the nation and the people around them. Education can be carried out anywhere, not limited by space and time. Education is sometimes called formal education, non-formal education and informal education. (Lestari, 2022: 151)

Education is one of the core tasks contained in school activities. Slameto argues in his book that the success or failure of achieving educational goals depends largely on the learning process experienced by students as students. (Slameto, 2001:1) This proves that learning is something that must be paid attention to and taught to students according to the characteristics of the subjects contained in the curriculum. The better the educational value of a nation, the better the quality of that nation, this is the general opinion regarding a nation's educational program. In fact, education is a series of activities of a group of people, for example the principal, teachers and students, in which there is close interaction in implementing education and working together with people from educational backgrounds. From an educational perspective, it is direction, content, contents and appropriate choices as a forum for the future development of students which cannot be separated from human control as educators. One of the things that influences education is the level of writing and reading and applying it in everyday life. That educational

practices in schools broadly do not yet demonstrate the function of schools as learning organizations that strive to make students skilled in writing, reading, etc. to support them in becoming lifelong learners.

Islamic religious education is a conscious effort made by teachers in order to prepare students to believe, understand and practice Islamic teachings through predetermined guidance, teaching or training activities to achieve predetermined goals. (Abdul Majid, 2005: 132) So Islamic religious education can be understood as a planned effort by teachers to make students understand and practice the material taught through guidance activities. The activities carried out to support the learning process are Al-Qur'an literacy. Thus, to deepen students' understanding beyond just reading and writing, there is a literacy activity. Literacy comes from Latin, namely *literatus*, (Basyiroh, 2017: 121) which means marked by letters, literate or educated. The old definition of literacy is the ability to read and write, but currently the term literacy is increasingly developing in its meaning. Now there are expressions of scientific literacy, computer literacy, information literacy, virtual literacy, mathematical literacy and others. So it can be broadly concluded that literacy is understanding, involving, using, analyzing and transforming texts so as to produce something that can be understood and produce a work.

There are several factors that cause the literacy level in Indonesia to be very low, namely: first, the habit of reading has not been instilled in children from an early age. Parents who have a role in teaching reading habits are important in improving children's literacy skills. Second, access to educational facilities is uneven and minimal. Many facts prove that in Indonesia many children have dropped out of school, educational facilities do not support teaching and learning activities, and the long bureaucratic chain in the world of education. This is what indirectly makes the development of literacy in Indonesia underdeveloped. Third, there is still a lack of book production so that books are found that are obsolete and can no longer be used. Schools really need book updates for libraries to support literacy activities. (Wandasari, 2017:372)

Literacy is a window to the world, with the implementation of literacy everyone can understand information, text and other things easily, but not many people have the habit of implementing literacy regularly. The level of literacy implementation in Indonesia is still considered very low. In responding to this concern, the School Literacy Movement was established as stated in the Minister of Education and Culture Regulation Number 23 of 2015. In this regulation, the school literacy movement was implemented so that students could develop noble character attitudes. Part of this movement is reading non-study books for 15 minutes before starting study time. This activity is carried out to grow and increase students' interest in reading. The school literacy movement has two goals, namely general goals and specific goals. The general aim of the school literacy movement is to develop the character of students through cultivating the school literacy ecosystem which is realized in the school literacy movement so that they become lifelong learners. Meanwhile, the specific objectives of school literacy are (1) developing a culture of literacy in schools, (2) improving the school community and environment so that they become literate, (3) making the school a fun and child-friendly learning park so that school residents are able to manage knowledge, (4) maintain the continuity of learning by presenting a variety of reading books and accommodating various reading strategies. (Wandasari, 2017:153)

The etymology of the Qur'an in the abstract noun *Masdar* comes from the word (*qara'ayaqra'u Qur'an*) which means reading. The Qur'an is the word of Allah SWT, which is a miracle from Allah revealed to the Prophet Muhammad Saw. Through the intermediary of the Angel Gabriel. written greetings from the Mushaf and sent down *mutawatir* and those who read it will get a reward. (Muhammad, 2006:2) Therefore, the Al-Qur'an must be understood by every Muslim so that it becomes a guide to life. The Al-Qur'an is the holy book of Muslims, because

the Al-Qur'an is the eternal basis and basic guideline for life as a creature. As explained by Abd. Wahid, that there are five missions of the Al-Qur'an, namely: 1) The Al-Qur'an makes humans rich in knowledge, 2) The Al-Qur'an was revealed so that human life would be of quality (monarchy, trustworthy, have the will to continue to purify oneself, become someone who always benefits others), 3) build a just social order, 4) provide demands to humans, 5) invite humans to uphold truth and goodness and prevent bad actions. (Abd. Wahid, :112)

Educational success is determined by two factors, namely formal and informal factors. Formal factors are factors or devices that exist in the school environment. Meanwhile, informal factors relate to family, friends, society and the media. In schools, teachers are central figures in the school environment, which influence student learning, including teaching methods, curriculum, teacher-student relationships, student-student relationships, school regulations, learning tools and media, school time, teaching standards, school facilities, etc. -other. Reading and studying the Koran is a glory given by Allah, who revealed the Koran to his chosen servants. Everyone has the opportunity to obtain this glory and Allah has promised to make it easy for anyone who truly wants to understand the Koran.

In this case Allah SWT says:

إِنَّ الَّذِينَ يَتْلُونَ كِتَابَ اللَّهِ وَأَقَامُوا الصَّلَاةَ وَأَنفَقُوا مِمَّا رَزَقْنَاهُمْ سِرًّا وَعَلَانِيَةً يَرْجُونَ تِجَارَةً لَّن تَبُورَ ۚ ٢٩

Meaning: In this verse Allah mentions some of the signs of people who fear Him. Indeed, those who always read the Book of Allah, namely the Qur'an, then they study and put into practice its contents, and perform the prayers in accordance with the conditions and pillars, and spend some of the sustenance that We have bestowed upon them quietly and openly. clearly, whether in wide or narrow circumstances, they hope for a trade with Allah that will never lose, so that Allah will complete His reward for them and increase His bounty. Indeed, Allah is Forgiving of all mistakes and sins, Most Grateful, that is, rewarding His servants for their good deeds, forgiving their mistakes, increasing His favors, and so on. (Q.S Fathir, 35:29)

This verse convinces Muslims that the Koran is actually easy to memorize for those who like to memorize it. The convenience in question includes reading, memorizing, understanding, studying and knowing the wonders contained in it. (Abdul, 2010:13) Because every word in the Koran, its editors and verses contain the beauty of pleasure and ease. (Supian, 2012:190)

As reported in Republika, even though it is the largest Muslim majority country in the world, only around 0.5% of Muslims in Indonesia are able to read the Koran well. Based on research by IIQ (Institute of Al-Qur'an Sciences), the level of Koran illiteracy in Indonesia is still quite high, with 65% of Indonesians recorded as illiterate in the Koran. Literacy traditions must be truly embedded in people's lives. That is if we want to create a developed city with an intelligent society because low literacy levels are closely related to high school dropout rates, poverty and unemployment. These three aspects are some of the indicators of a low human development index. So if society is not ready to accept individuals whose quality is low, let's try from an early age to create a conducive atmosphere towards creating a scientific culture in people's lives, namely creating a literacy tradition. Accompanying this general literacy tradition, the Koran literacy tradition is also very necessary for Muslims. This is because many things of worship come from the Koran. Meanwhile, much of the worship itself must be done individually, or what is called Fardhu'Ain. This is where the need for teaching the Koran. (Solehudin: 170)

One manifestation of the development of educational progress, the form of implementing literacy in schools can be formed with various types of literacy, such as Al-Qur'an literacy which is carried out as a way to introduce students from an early age to the values contained in The Al-Qur'an, as well as how to read the Al-Qur'an properly and correctly according to recitation, understand the meaning of the verses of the Al-Qur'an easily and memorize them to understand the interpretation of the Al-Qur'an. This kind of thing requires special attention so that students

are motivated to be more enthusiastic about knowing the Koran, especially at an early age. Introducing students who are still at elementary level to the implementation of Al-Qur'an literacy is an initial process to know and understand the content and teachings contained in the Al-Qur'an which are closely related to the child's world in accordance with their development. The comfortable atmosphere of Al-Qur'an literacy will make students interested and enjoy it without burden and pressure. Students carry out the Al-Qur'an literacy process based on their life experiences. Good and enjoyable experiences have a positive impact on children's development. Children learn from everything they see. He heard and he felt. Al-Qur'an literacy that is implemented well will have a good influence on the development of a child's soul. (Mulyani, 2019:206)

Currently, there are many interesting ways or methods used by people to form a procedure or theory for reading the Al-Qur'an. The use of a method has a significant role in learning activities. The abilities that students are expected to have will be largely determined by the accuracy of using the method in accordance with the specified objectives. So that the goal of implementing Al-Qur'an literacy can be achieved by using relevant methods, in accordance with the standards of success to be achieved. The methods used can vary. Its use is in accordance with the formulation of objectives so that it becomes a guide for every educational institution, especially Islamic educational institutions which emphasize the implementation of Al-Qur'an literacy to find unique and interesting ways or methods.

The implementation of the literacy program can be adjusted to the circumstances of the school and the students themselves. Al-Abid Islamic Elementary School, Medan City implements literacy implementation, but it is implemented in a different way from other schools. What is of concern in implementing literacy in elementary schools is the type of literacy carried out as well as adequate methods and facilities so that an Al-Qur'an literacy program can be realized. The implementation of Al-Qur'an literacy at Al-Abid Islamic Elementary School is carried out in a systematic manner, both in terms of facilities, teachers and implementation systems, up to the evaluation process of students' Al-Qur'an literacy outcomes. Al-Abid Islamic Elementary School, Medan City, is conducting an Al-Qur'an literacy program with the hope of encouraging students to be more interested in knowing and studying the Al-Qur'an in a more innovative way that is adapted to the thinking abilities of students at the elementary school level. The literacy program implemented is also a form of supporting the government which has planned a literacy movement, and at the Al-Abid Islamic Primary School in Medan City, it is trying to carry out these activities, but in its implementation it prefers Al-Qur'an literacy as a form of school characteristic. Islam.

The Al-Abid Islamic Elementary School in Medan City carries out a literacy program as an effort to achieve government programs through the Ministry of Education and also culture. Therefore, an Al-Qur'an literacy program was held using the wafa method with the aim of making students able to read well, write, interpret and memorize the Al-Qur'an very easily and practically. The implementation of Al-Qur'an literacy at the Al-Abid Islamic Primary School, Medan City, this activity was carried out after carrying out the school morning assembly at 07.15 WIB, followed by Dhuha prayers, then Al-Qur'an literacy activities began with guidance carried out. by study teachers and assisted by homeroom teachers, the program is implemented every day and is also attended by all students from class 2 to class 6 and what is very interesting is that SDI Al-Abid uses a special method in implementing Al-Qur literacy 'an, namely using the wafa method. This wafa method is a method of learning the Koran using a right-brain approach which refers to the concept of quantum teaching which can create a very effective learning environment. (Zuraidah, 2022).

RESEARCH METHODS

This research uses qualitative analysis methods. In this research, the data obtained using observation, interviews and the use of documents, regarding the steps in research are the same as the steps for qualitative research in general, only the approach differs from the types of approaches in qualitative research. This research was carried out at SDI Al-Abid which is located on Jalan Bunga Baldu No.19/23, Asam Kumbang, Kec. Medan Selayang, Medan City, North Sumatra 20113. This research will be carried out in the even semester (II) of the 2022-2023 academic year and will be carried out no later than March 2023.

The data analysis used in this research is interactive analysis. The analysis stages in this research are data collection, data reduction, data presentation, drawing conclusions. There are seven data validity tests, namely: Extension of research presence, Deeper observation, Triangulation, Peer discussion, Negative case analysis, Referential adequacy, and member checking. (Moleong J. Lexy, 2014).

RESULT AND DISCUSSION

Based on the results from several sources that the author interviewed and from the results of observations that have been made as well as the results of studies obtained, the author obtained data regarding the implementation of the Al-Qur'an literacy program at the Al-Abid Islamic Elementary School in Medan Selayang which has been implemented in accordance with existing provisions. This is proven by explaining to the school, the Al-Qur'an literacy coordinator and the teacher council that the implementation of the Al-Qur'an literacy program at the Al-Abid Islamic Elementary School has been carried out as optimally as possible. This is reinforced by data obtained from the principal, Al-Qur'an literacy coordinator and the teacher council and school documentation. The analysis of the implementation of the Al-Qur'an literacy program at the Al-Abid Islamic Elementary School in Medan Selayang can be explained as follows:

1. Al-Qur'an reading literacy activity program in an effort to improve Al-Qur'an reading skills at SDI Al-Abid Medan

a. Background to Al-Qur'an Literacy Activities



Figure 1. Basic concepts of implementing Qur'anic literacy

According to the author's analysis, the Al-Qur'an literacy program is based on adaptation to regulations regarding literacy movements in schools and then the emergence of

various literacy activities that can be adapted to the level of education and the form of literacy activities implemented, considering that the Al-Abid Islamic Elementary School is a school that implements Islamic values in the process of teaching and learning activities then literacy activities were also developed in religious activities, so the Al-Qur'an literacy program emerged which of course is closely related to the teaching and learning process. Al-Qur'an literacy activities do not only focus on the process of learning to read and write, but also include a series of activities in their implementation which include media, teaching materials, methods and evaluation processes. So that all activities have been structured based on the school's vision and mission which has a direct impact on students and parents. Thus, the basis for implementing Al-Qur'an literacy, if the author looks closely, comes from government regulations that are innovated with current educational needs, where these activities must be able to produce an interesting learning process for students to make it easier for students to learn.

b. Methods used in implementing Al-Qur'an literacy

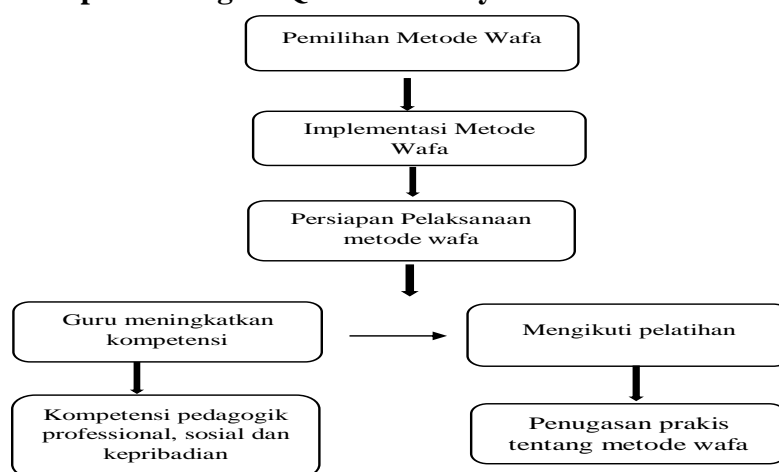


Figure 2. Scheme of Application of the Wafa Method

The role of the teacher is very important in the process of teaching and learning activities, in the process the teacher is also a determining factor in the success of the goals of a learning activity so that all the expected goals are achieved, so a learning activity is needed that can attract students' interest which is adapted to the student's educational level and is accompanied by strategies or methods. which is able to support the learning process. According to the author's analysis, the implementation of Al-Qur'an literacy at the Al-Abid Elementary School in Medan Selayang also pays attention to the role of the teacher, in order to achieve the process and objectives of implementing Al-Qur'an literacy, for this reason the school makes efforts to increase competence. teachers, one of the efforts made is to carry out training which is carried out in two ways. Based on research findings, the Al-Abid Medan Selayang Elementary School provides training to teachers who teach Al-Qur'an literacy in two ways, namely by independent or peer tutoring and training carried out collectively with scheduled implementation times. This is done systematically in order to achieve teacher competency in implementing Al-Qur'an literacy.

c. Evaluation of the implementation of Al-Qur'an literacy

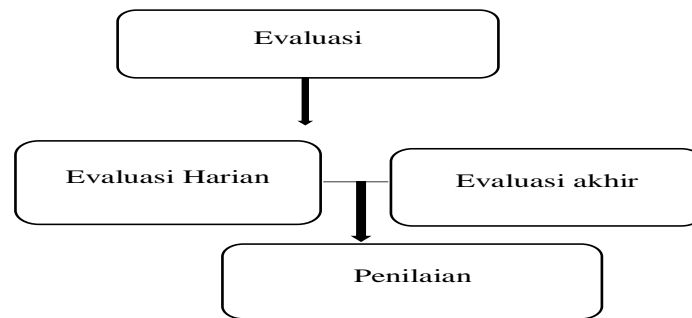


Figure 3. Evaluation Of Qur'anic Literacy Of Students

The process of evaluating student achievement in implementing Al-Qur'an literacy is assessed from daily evaluations and final evaluations. The purpose of the daily evaluation itself is to assess the results of students' abilities at each meeting according to a predetermined schedule. And usually this daily assessment is carried out when the teacher provides material about Al-Qur'an literacy, then after explaining it the teacher will give assignments to students. The form of the assignment is verbal or written, after which the teacher evaluates or assesses the daily assignments. Then, the final evaluation is basically also used to see or measure the extent of students' understanding or abilities regarding the material from Al-Qur'an literacy. Teachers continue to give assignments to students regularly. This final evaluation is part of the summative evaluation, which means an evaluation carried out on the results of understanding of students who have completed following the development or implementation of Al-Qur'an literacy in one semester or at the end of the year. This final evaluation also aims to find out how many students have achieved completeness and success in understanding the Al-Qur'an literacy program. Then in the final stage of assessment, in the assessment process when knowing all the students' scores regarding understanding of Al-Qur'an literacy the teacher assesses the average sum of all scores, both daily scores and final scores.

2. Implementation of the Al-Qur'an literacy program at SDI Al-Abid Medan

According to the author's analysis regarding the implementation of Al-Qur'an literacy based on observations in the field is as follows:

First, the media used by teachers when starting to implement Al-Qur'an literacy uses several media that are already available in schools, such as infocus media, pictures of hijaiyah letters, books and others that can be used to help students to be more easy to understand reading. Second, the teacher explains knowledge about the Koran, the knowledge is explained in a form that is easy for students to understand. Knowledge is displayed in the form of pictures, movements, using teaching strategies, the process of implementing Al-Qur'an literacy is assisted by media, tools, to avoid boredom. Third, Al-Qur'an literacy material is taught from the basic level in the form of an introduction to hijaiyah letters with hijaz songs with the order of the material starting from easy to difficult material. Students' mistakes often occur in short and long vowels, sometimes even because they are following a song, the students make long and short vowels, buzzing and not buzzing often occur. Fourth, teachers who teach Al-Qur'an literacy function to teach and monitor students in class during the implementation of Al-Qur'an literacy, even if the implementation is outside of Al-Qur'an literacy learning hours. So that whenever and wherever students can continue learning with their class teacher. Fifth, teachers in implementing Al-Qur'an literacy are always guided to always improve the quality of their Al-Qur'an reading, this is done so that teachers can be more optimal in providing lessons to students, because teachers must also be at a high level on the level of reading in implementing Al-Qur'an literacy. Sixth, in the implementation of Al-Qur'an literacy, students often make mistakes in the

pronunciation of almost the same letters such as alif and 'ain, and also the same letters Ja-Ha-Kha in writing. contained in the Al-Qur'an literacy book called Wafa Learning Al-Qur'an Right Brain Method, this book tends to make it easier for students to remember letters and sounds such as idgham, ikhfa, izhar, iqlab, isymam, imalah, emphasis, short length, waqaf and others. The teacher determines the choice of several pieces of verse or letters that must be read by students. If a student makes a mistake in reading, the teacher will immediately correct the student's reading, then at the next meeting it will be used as a reference for improving the student's reading. The teacher also carries out practice in pronouncing hijaiyah letters which emphasizes the sound, by giving examples of sounds that are similar to other sounds but can be differentiated. The students' practice is taken into account so that the makhraj sound can be pronounced correctly. The technique taught is to introduce sounds through hand movements and tongue position, and mouth movements so that the letters are pronounced properly and correctly. Seventh, assessment is carried out at the end of each activity by each class teacher using the student's score register book.

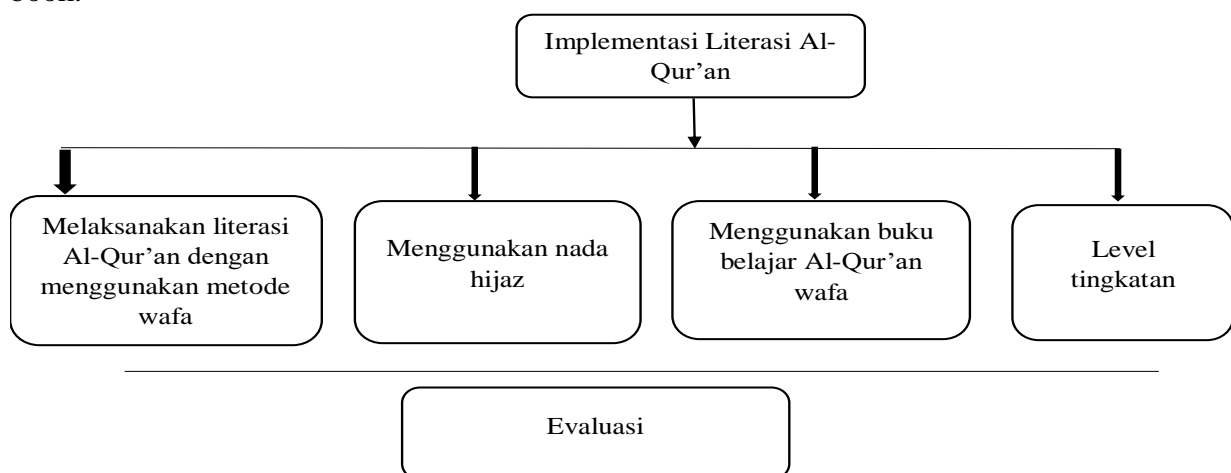


Figure 4. System for implementing Al-Qur'an literacy

There are 5 parts that must be implemented in the implementation of Al-Qur'an literacy, which is what differentiates it from the implementation of Al-Qur'an literacy carried out in general schools. First, implementing Al-Qur'an literacy using the wafa method has previously been explained in the research findings section, but based on the author's analysis, every time you carry out a teaching and learning process you must use a strategy or method, but specifically for implementing Al-Qur'an literacy using a method where the method is appropriate to the material taught to students and to the level of elementary level students. The wafa method is considered capable of making it easier for students to understand material, especially material related to reading the Koran. Second, the use of the hijaz tone in implementing Al-Qur'an literacy is because this type of tone moves slowly and solemnly, the hijaz tone has the characteristics of being beautiful and original, basic and easy to follow, this is very appropriate for elementary school students to make it easier for them in reading the Koran. Third, using the special book Wafa Learning Al-Qur'an Right Brain Method, in the research findings section the contents of this book's material have been explained, according to the author's analysis, this book not only contains Al-Qur'an reading material but there are also pictures and stories of friends and stories of prophets who will later tell the story or the picture is the teacher concerned, so that students do not get bored while learning, besides students reading the Al-Qur'an there is also story material that contains values Islamic teachings that students can apply in everyday life. This makes it easier for teachers who teach Al-Qur'an literacy because before the implementation of Al-Qur'an literacy takes place, teachers usually start telling stories of the prophet in the book and

then teach Al-Qur'an literacy to students. Fourth, the implementation of Al-Qur'an literacy uses a level system, this level consists of 5 levels, each level is followed by a variety of students from different classes, students are required to always level up in each stage of implementing Al-Qur'an literacy 'an. If students are able to level up then they will definitely be able to achieve a good completion score. Fifth, every final implementation of an activity must be evaluated, as is the implementation of the Al-Qur'an literacy program at Al-Abid Elementary School in Medan Selayang. The evaluation process here is more of an evaluation process for students. This is done to find out the results of student achievements during one semester. and also as a consideration for the school to raise the level of students' Al-Qur'an literacy. The evaluation process assesses all aspects of the implementation of Al-Qur'an literacy.

3. Evaluation process of the results of implementing the Al-Qur'an literacy program at SDI Al-Abid Medan

Learning evaluation is a systematic process that includes collecting information (numbers, verbal descriptions), analysis, and interpretation of information to make decisions about achieving student learning outcomes based on established standards. In the field of education, including Al-Qur'an education, learning success can be measured and needs to be carried out to determine student progress, this measurement is called evaluation, as is the case at SDI Al-Abid Medan Selayang, which is an effort to improve the ability to read the Al-Qur'an. Students use the Wafa method with three types of evaluation as per existing theory. The results that the author got from the analysis of the results of implementing Al-Qur'an literacy at SDI Al-Abid which were carried out for approximately 2 months, evaluations or assessments were carried out every 2 weeks so that the author could assess the students' ability to read the Al-Qur'an as much as possible. 4 times.

4. Inhibitors and supporters of the Al-Qur'an literacy program at SDI Al-Abid Medan

a. Inhibiting factors for the Al-Qur'an literacy program at SDI Al-Abid Medan

The implementation of the Al-Qur'an literacy program at the Al-Abid Islamic Elementary School certainly has obstacles in its implementation, both in terms of teachers, students and implementation time. From the teacher's perspective, the teacher's ability (skill) is hampered in implementing Al-Qur'an literacy using the wafa method. The ability of active and creative teachers really needs to be improved because they are facing students at the elementary school level. In the history of the establishment of Al-Abid Islamic Elementary School which is under the auspices of the Maiyada Al Magribiyah Foundation, it is an Islamic educational institution that is still considered new, which was born for several reasons. namely the spirit of da'wah in the field of Islamic-based education as well as the hope of the community who really want to have a modern Islamic school that also applies lessons based on the Koran. According to the author's analysis, there are three things that are obstacles faced in implementing the Al-Qur'an literacy program at the Al-Abid Islamic Elementary School in Medan, namely:

First, obstacles from the teacher's perspective, in the previous presentation it was known that the ability of teachers who are still at a low level in Al-Qur'an literacy is an obstacle that needs to be taken into account, because teachers are the main teaching staff for students in schools, so teachers must be able to have more abilities, in this case the teacher must already be at a high level in implementing Al-Qur'an literacy. This happens because based on the data the author obtained there are still very few teachers at a high level. With details of 10 teachers at level 2, 1 teacher at level 3, 2 teachers at level 4, 3 teachers at level 5, and 3 teachers at level 7. Then this was also added to by the presence of several teachers who has been teaching at the Al-Abid Islamic Elementary School for a long time and has Al-Qur'an literacy skills at a high level and was forced to leave school for various reasons, whether the teacher graduated from civil service, the teacher chose to move for family reasons and so on. Of course, this will greatly

influence the continued implementation of Al-Qur'an literacy in students. And schools are faced with teachers whose Al-Qur'an literacy skills are on average at a low level. And to meet the need for teachers who have Al-Qur'an literacy skills at a high level of course requires time and a long process, while it is mandatory for every teacher to immediately have Al-Qur'an literacy skills at a high level. Because not only students are able to understand every material or reading of the Koran, but teachers must understand more. Teachers can easily memorize, repeat, and understand every reading or material that will be studied and taught to children at home. So that when providing material or direction to students, teachers do not experience the slightest problem in front of their students. Teachers also have limitations like ordinary people whose level of understanding is not all above average, so it is natural that there are some teachers whose understanding and understanding of Al-Qur'an reading is at a low level. In fact, there are other reasons why a teacher's level of understanding is below that level, usually there are reasons such as a lack of time to memorize due to his/her own busy schedule, inadequate hours for memorizing time, rarely muraja'ah or repeating memorized reading. Because you are too busy and even have the status of having a family, let alone being a housewife plus being a teacher at school, this becomes a burden in itself. Apart from thinking about family, husband, children, apart from that, we also choose to carry out our obligations as a teacher who must fulfill school duties and are required to be more professional and alert in providing understanding to students. It is impossible for a teacher's level of understanding to be below that of the students and vice versa. Because it will have an impact on the teacher if it is found that there are students who understand much more than the teacher, of course we as educators will be embarrassed. However, it is not uncommon for us to find that students are much more understanding and their level of understanding is above that of the teacher. This is based on the fact that the student's parents' form of teaching is much better, the family is also a benchmark and supporter for students, which is the first place of teaching at home. So we will be very proud if we find students whose understanding is much better than we imagined because we will also be able to easily teach students without being as troublesome as we imagined, starting from a basic understanding of Al-Quran literacy, for this reason teachers must be more alert and continue to learn so that We can increase the knowledge we can provide for our students in the future.

Second, the obstacles faced in implementing the Al-Qur'an literacy program lie in the students themselves. According to the author's analysis, this occurs because there are several factors, namely the first in terms of the age of the students, because this is implemented at elementary school level so special treatment is needed in implementing the program, it is not easy to directly introduce the Koran to elementary school age children. Plus all parties must be involved in it. The second factor is support from the students' parents. According to the author's analysis, many students' parents only hope that the school is responsible for learning the Qur'an so that many students do not repeat the implementation of Al-Qur'an literacy at home and this can lead to development. and the student's abilities are hampered when they are at school later. Parents just let go and leave their children to the school without any additional coaching at home. Parents should pay attention and repeat the lessons or understanding gained at school so that they are more balanced. The implementation of Al-Qur'an literacy must be carried out intensively both in the school environment and at home. So support and attention from parents is needed to guide their children when they are at home. Moreover, we see in the current conditions why children tend to be lazy in learning or understanding the Qur'an, because it is caused by other factors such as being more interested in playing with gadgets, spending more time playing than spending time studying, and sometimes this is not the case. know the time and place. We can even see elementary school students already using smartphones at school. Already able to use social media to update status rather than reading the Koran. In fact, reading the Koran, even if

you read it haltingly, is already rewarding. For this reason, impart good education and advice to children. Even though they have a fever and are poisoned to prioritize playing with gadgets, as a parent, make a strategy to let them know that the benefits of playing with smartphones are not limited to just playing games or other things that are not useful. Gadgets or smartphones can open the Al-Qur'an application, in which we can browse knowledge about the Al-Qur'an, either audio or interesting video, so that it attracts children's sympathy to understand the Al-Qur'an from various media.

Third, the duration of time for implementing Al-Qur'an literacy. Indeed, the problem of time is not something new in the teaching and learning process at school, Al-Abid Islamic Elementary School itself also has obstacles that are generally experienced by other schools, although Even though its implementation is separate from the hours of teaching and learning activities, this is still felt to be lacking considering that Al-Qur'an literacy activities also require a specific duration of time, often the time for implementing Al-Qur'an literacy must coincide with school agendas so that The process of Al-Qur'an literacy activities had to be stopped in several classes and this resulted in material being left behind, considering that elementary level students must always be intense in their learning. If implementation is disrupted it will be a burden for both teachers and students. Every time the implementation of Al-Qur'an literacy is delayed because the time is used by other school activities, the teacher at the next meeting will be burdened with multiple materials because students are expected not to be left behind by the previous material. From this, of course it is not only students who are burdened by being given additional material by the teacher, students could be stressed because they have received additional material, even though there is some material that they have not completed. This also has an impact on teachers, because they will experience a complicated situation, many students do not fully understand the Al-Qur'an material, on the other hand, there is additional material that must also be completed. So everything must be well conditioned, managed as well as possible, both time, place and conditions so that the goals we want to achieve can run as well as possible according to the desired targets.

b. Supporting factors for the Al-Qur'an literacy program at SDI Al-Abid

According to the author's analysis, there are three efforts made by the management to overcome obstacles in Al-Qur'an literacy at Al-Abid Islamic Primary School Medan Selayang: First, upgrade Al-Qur'an literacy skills using the wafa method so that the teacher is at high level. This is one of the efforts made by the school and as a form of evaluation for teachers, especially in implementing Al-Qur'an literacy, this is done so that teachers' abilities and understanding continue to develop to meet the demands desired by the school in order to carry out the process of implementing Al-Qur'an literacy. the Koran. This upgrade activity can be done anytime and anywhere. Without having to wait for special upgrading activities, there are many ways that teachers can upgrade their Al-Qur'an literacy skills using the wafa method, such as upgrading by studying together with colleagues or studying with peer tutors, or also usually studying with a teacher. whose level is already above one level with teachers who still have a low level of Al-Qur'an literacy skills who use the wafa method. However, the school also makes upgrade activities for teachers that are special and collective in nature, the day of which is usually carried out on Saturday because every Saturday there are no teaching and learning activities at school. This activity was carried out to make it easier to provide direction and guidance regarding the quality of Al-Qur'an literacy for teachers using the wafa method and to make the evaluation process easier because it was carried out jointly.

Second, teachers are expected to always coordinate with students' parents regarding the implementation of Al-Qur'an literacy at home, this is done as a form of cooperation between teachers and students' parents to remind students' parents to always provide direction and

guidance to their children when being at home in order to facilitate the student's reading, all forms of communication are carried out between the teacher and the student's parents, whether communicating via telephone, WhatsApp, SMS, even visiting the student's residence directly. In order for teachers to obtain information related to children's Al-Qur'an literacy. Because the Al-Qur'an literacy process is not only carried out when students are at school, but when students are at home, students are required to repeat the readings while at school. This is done in order to hone students' Al-Qur'an literacy skills using the wafa method, so that it will be easier and faster for students to increase their level of Al-Qur'an literacy.

Third, based on the information obtained by the author, the efforts made by the school regarding the duration of time are considered to be insufficient, so the school plans to make new regulations regarding the special duration of time for implementing Al-Qur'an literacy. From the results of the information obtained, the school will provide additional time outside of the previously determined time. This is done for the convenience of teachers and students in implementing the Al-Qur'an literacy program without being burdened by a short time duration. This is done for the sake of the process. learn optimally and obtain results in accordance with what is expected by the school and the students' parents with the dream of achieving the best results when their children are able to study the Koran according to the elementary school level. With additional duration or a special duration of time, the Al-Qur'an literacy program can run as desired and not be done in a hurry so that the knowledge gained is easily absorbed and accepted by students. If this goes well, such as adding time outside the desired hours, then this Al-Qur'an literacy program can certainly be more effective. Students as objects in it are easily directed, it is easy to be sure that they will get much better knowledge. And teachers are slowly starting to develop more optimal strategies, developing more mature concepts from the contents of the Al-Qur'an literacy program that will be given to students, such as with additional time, teachers can approach students while providing assignments or understanding to them. Al-Qur'an material. Teach children by providing different methods so that they don't tend to get bored and easily accept the material even though the material is difficult material. Because what is being taught is still at the elementary school stage, it is necessary to add methods for teaching students while playing, but with the caveat that it still has educational value, meaning that it is not just playing, but there is also the value of learning about the Al-Qur'an. The memorization method is associated with pictures because elementary school level children understand it easier to remember. For this reason, both teachers and parents can create good time for children's learning. If the child is bored, invite him to play while learning, change his mood to be better and more fun because when the child is having fun that is where the teacher starts to interact with the students to steal opportunities so that the goal we want is that the child must be able to understand and understand the Koran easily achieved and the teacher will of course be happy. According to the researchers' analysis, the Al-Qur'an literacy program is not just an activity of reading the Al-Qur'an. However, Al-Qur'an literacy activities are activities that are oriented towards the process of approaching the Al-Qur'an to students by carrying out systematic and interesting stages, students not only carry out reading activities but also in the Al-Qur'an literacy process, including in the form of activities of writing, reading, understanding, memorizing, and instilling noble moral values in everyday life. In previous research, the implementation of Al-Qur'an literacy was only limited to reading and this was a common occurrence. The author's findings regarding the implementation of Al-Qur'an literacy at the Al-Abid Islamic Elementary School in Medan Selayang look more interesting, because only this school has started implementing Al-Qur'an literacy using different methods and supporting suggestions. The method used in implementing Al-Qur'an literacy at the Al-Abid Islamic Elementary School uses the wafa method and also uses

the Wafa book Learning Al-Qur'an Right Brain Method which has been conceptualized according to the student's grade level.

This research was structured as a form of development of previous research. In this research, the process of Al-Qur'an literacy is involved in its implementation, starting from the Principal to the students' parents, as well as the role of teachers who are also required to have the ability to read and understand the Al-Qur'an well so that the process of implementing Al-Qur'an literacy The Qur'an runs smoothly and according to the expected goals. Al-Qur'an literacy is a form of supporting activity in the teaching and learning process at school and the learning process at home. That it is important to instill Al-Qur'an values in children from an early age, additional supporting activities are needed whose implementation can be carried out simultaneously at the same time and in the same place, implementing Al-Qur'an literacy is an initial capital for students who are still in school. elementary school level so that in the future these students will become proficient in reading the Al-Qur'an, can understand the contents of the Al-Qur'an, and can memorize the surahs in the Al-Qur'an and in the end these students will be able to apply the values of the Qur'an in everyday life from childhood to old age and can be useful for society.

CONCLUSION

Based on the findings in the field as stated in the results of the analysis presented, it can be stated that the implementation of the Al-Qur'an literacy program at the Al-Abid Islamic Elementary School in Medan was carried out through a basic implementation process, and there were several obstacles and obstacles accompanied by efforts which is conducted. The implementation of the Al-Qur'an literacy program has generally been carried out well. This can be shown as follows:

1. Al-Qur'an reading literacy activity program to improve students' Al-Qur'an reading skills
 - a. The implementation of the Al-Qur'an literacy program at the Al-Abid Islamic Private Elementary School refers to government regulations, in this case the Minister of Education and Culture Regulation No. 23 of 2015 as a form of implementing literacy to support the educational process and teaching and learning activities as well as fostering the spirit of literacy among young people and at the basic education level. Second, through the school's vision and mission which prioritizes Islamic values so that activities are carried out that support the student learning process and in conjunction with Islamic activities, one of which is learning the Koran, a Koran literacy program is created which functions to teach Al-Qur'an values in everyday life
 - b. In improving students' ability to read the Al-Qur'an through the implementation of the Al-Qur'an literacy program at Al-Abid Islamic Primary School, Medan City, it is carried out in a systematic manner..
2. Implementation of the Al-Qur'an literacy program
 - a. By using the wafa method
 - b. Use of hijaz tones
 - c. Using a special Wafa book
 - d. Using a level system
 - e. Evaluation
3. Evaluation process of the results of implementing Al-Qur'an literacy
Evaluation of the Al-Qur'an literacy program is carried out every 2 weeks including daily, weekly and monthly assessments to determine the extent of students' Al-Qur'an literacy results.
4. Supporting and inhibiting factors for the Al-Qur'an literacy program

- a. Supporting factors for Al-Qur'an literacy at SDI Al-Abid by the management in overcoming obstacles in the implementation of the Al-Qur'an literacy program are: Continuous methods, good collaboration between teachers and students' parents
- b. Increasing special operational hours for Al-Qur'an literacy. Factors inhibiting Al-Qur'an literacy at SDI Al-Abid: From teacher factors, lack of time to teach Al-Qur'an literacy, Students who do not repeat their lessons at home, Implementation time short one.

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