

THE EFFECTIVENESS OF THE NURUL BAYAN METHOD IN IMPROVING THE QUR'AN READING SKILLS OF SMP IT AL-FIDAA BEKASI STUDENTS

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ABSTRACT

This study aimed to determine the implementation of the Nurul Bayan method in learning to read the Qur'an at SMP IT Al-Fidaa Bekasi and the effectiveness of its implementation. The research was conducted from September 2021 until the end of January 2022. The method used in this study was a combination method, specifically the Sequential Exploratory approach. The qualitative method involved library research, while the quantitative method involved field research. Data collection techniques included observation, interviews, and documentation. This research utilized a pretest-posttest instrument. The validity of the research data was tested using the data triangulation method for the qualitative approach and validity and reliability tests for the quantitative approach. The data analysis technique used percentage calculations. The results of this study indicated that the implementation of the Nurul Bayan method in learning to read the Qur'an at SMP IT Al-Fidaa Bekasi proceeded smoothly and successfully enabled students to read the Qur'an fluently, accurately, and correctly. Furthermore, the effectiveness of the Nurul Bayan method in learning to read the Qur'an at SMP IT Al-Fidaa Bekasi was proven to be effective.

Keywords: *Effectiveness, Learning, Al-Qur'an, Nurul Bayan Method*

I. INTRODUCTION

The Qur'an is a holy book revealed by Allah to Prophet Muhammad (SAW) through the angel Jibril (AS) as a guide for humanity. It was also sent down to educate people, especially the Muslim community, on how to live their lives in the best possible way, as they believe in the Day of Judgment. The Qur'an encourages people to always pay attention to and reflect upon the signs of Allah's power in the heavens and on the earth. Nature serves as a subject for contemplation, a source of knowledge, and evidence of the unity of divine governance and order.

The Qur'an was first revealed on the night of Monday, the 17th of Ramadan, in the 41st year after the birth of Prophet Muhammad (SAW). The first revelation was Surah Al-Alaq, verses 1-5. The very first word received by the Prophet was "Iqra" (أَقْرَأْ), which means "Read!" The word "Iqra" (أَقْرَأْ) is derived from "qara'a" (قَرَأَ), which originally meant "to gather." In linguistic terms, "Iqra'" has various meanings, including conveying, studying, reading, analyzing, and researching. In Surah Al-Alaq, the word "Iqra'" is repeated twice, emphasizing the importance of reading. Therefore, reading the Qur'an should also involve understanding its meaning.

According to Hasan al-Banna, reading the Qur'an is the first obligation for Muslims. However, this fundamental duty is often neglected, especially by Muslim youth, resulting in difficulties in reading the Qur'an. In the teaching and learning process, the role of the teacher is crucial. Teachers interact directly with students during lessons and act as facilitators. To address the issue of students struggling to read the Qur'an fluently and correctly, teachers must adopt appropriate teaching strategies and use effective methods for learning to read the Qur'an. However, in practice, many Islamic studies teachers themselves still struggle with reading the Qur'an fluently. This issue can be resolved by requiring Islamic studies teachers to participate in Qur'anic reading training, either in person or through online seminars (webinars). Additionally, the limited number of Qur'anic reading lessons in schools contributes to students' inability to read the Qur'an fluently. A lack of self-discipline and an unsupportive home environment also discourage students from learning to read the Qur'an. Family support plays a significant role, and when parents do not encourage their children to learn, students may struggle to read the Qur'an fluently.

To motivate students in learning to read the Qur'an, it is essential to use simple and practical teaching methods. In Indonesia, four major methods for learning to read the Qur'an have developed: the Baghdadiyah method, the Qiraati method, the Iqra' method, and the Yasiniyah method. The Qiraati method was created by K.H. Dachlan Salim Zarkasyi in 1963 but was officially recognized as a Qur'anic reading method at the Raudhatul Mujawwidin Qur'anic Learning Center in 1986. The Iqra' method emerged in Indonesia at the end of the 20th century. The Baghdadiyah method originated from the Middle East (Arabia) and was developed by a methodology expert from Iraq, while the Iqra' method was created by an Indonesian scholar. The Yasiniyah method involves learning to read the Qur'an by first mastering and memorizing Surah Yasin. Students are required to read it fluently with proper recitation (tartil) and according to the rules of Tajweed. Furthermore, all students are expected to memorize Surah Yasin.

Reading the Qur'an is not something difficult. Allah SWT has stated in Surah Al-Qamar, verse 40, that He will provide ease for those who wish to learn to read the Qur'an.

وَلَقَدْ يَسَّرْنَا الْقُرْآنَ لِلذِّكْرِ فَهَلْ مِنْ مُدَكِّرٍ ۝٤٠

"And indeed, We have made the Qur'an easy for remembrance, so is there any who will remember?"

This verse clearly shows that Allah will make it easy for those who strive to learn the Qur'an. However, the question remains: who is willing to make a sincere effort in learning it? Reading the Qur'an should not be done carelessly; it must be accompanied by proper Tajweed rules. By understanding Tajweed, one can read the Qur'an fluently and correctly (tartil).

Allah SWT commands us to always recite the Qur'an with tartil. In Surah Al-Muzzammil, verse 4, He says:

أَوْ زِدْ عَلَيْهِ وَرَتِّلِ الْقُرْآنَ تَرْتِيلًا ۝٤

"Or add to it, and recite the Qur'an with measured recitation."

Despite this divine instruction, many people still struggle to read the Qur'an correctly. Various factors contribute to this difficulty. Internal factors include a person's interest and natural ability, while external factors include their environment and family support. Recognizing the challenges Muslims face in

learning to read the Qur'an, in 1963, KH. Dachlan Salim Zarkasyi from Semarang developed a new method that does not require spelling out words: the Qira'ati method. Initially, Qur'anic learning was conducted informally in TPQ (Qur'anic learning centers), TKA (early childhood Qur'anic education), or TPA (Islamic study groups). However, today, Qur'anic learning has become part of the formal education system. Some schools have incorporated it as a compulsory subject, while others have made it an extracurricular activity.

In the learning process, methods are not everything, but they play a crucial role in both the teaching process and student success. Since student achievement is the primary goal of education, effective teaching methods must be applied. Based on this background, the author seeks to understand the impact of using the Nurul Bayan method in schools. Therefore, the author will conduct a study titled "The Effectiveness of Using the Nurul Bayan Method to Improve the Qur'anic Reading Ability of Students at SMP IT Al-Fidaa Bekasi."

II. LITERATURE REVIEW

The Qur'an holds a central role in the life of Muslims, serving as a divine guide for spiritual and practical aspects of life. According to Al-Banna (1996), reading the Qur'an is a fundamental duty for Muslims, as it strengthens faith and provides moral guidance. However, many young Muslims struggle with proper Qur'anic recitation due to a lack of structured learning and effective teaching methodologies (Rahman & Abdullah, 2018). Given the importance of Tajweed in ensuring correct pronunciation and articulation, scholars emphasize the need for effective methods to enhance Qur'anic literacy, especially among school-aged children (Al-Zubaidi, 2020).

Previous studies have highlighted several challenges in Qur'anic education, particularly among students in formal school settings. A study by Yusuf et al. (2019) found that many students face difficulties in reading the Qur'an fluently due to limited practice, insufficient exposure to structured learning, and a lack of trained instructors. Environmental factors, such as family support and peer influence, also play a crucial role in students' ability to read the Qur'an (Hassan & Jamil, 2021). Furthermore, limited instructional time allocated for Qur'anic studies in schools has contributed to students' struggles in mastering Qur'anic recitation (Nurhadi, 2022).

The Nurul Bayan method has gained attention as an alternative approach to enhance Qur'anic literacy. Developed as a systematic and structured teaching

methodology, it emphasizes phonetic recognition, repetition, and step-by-step progression to ensure students grasp proper recitation techniques (Ismail & Khalid, 2020). Unlike traditional methods that often require spelling out words, the Nurul Bayan method focuses on whole-word recognition, which accelerates the learning process (Ali & Mahmood, 2017).

Several studies have examined the effectiveness of this method in improving students' ability to read the Qur'an fluently and accurately. For instance, a study conducted by Farhan and Azzam (2021) in Malaysia found that students who were taught using the Nurul Bayan method showed significant improvement in their reading fluency and Tajweed accuracy compared to those who followed conventional methods. Similarly, research by Rahmatullah (2022) in Indonesia revealed that students exposed to this method demonstrated better retention and confidence in reading the Qur'an.

Various Qur'anic teaching methods have been developed over time to address the needs of different learners. The Baghdadiyah method, one of the oldest, involves a traditional phonetic approach that requires students to spell out words before reading them fully (Ahmad & Syukri, 2019). Meanwhile, the Qira'ati method, introduced by KH. Dachlan Salim Zarkasyi, promotes a non-spelling approach, making it easier for young learners to recognize patterns in Arabic script (Hidayat & Nasir, 2020). The Iqra' method, which emerged in Indonesia in the late 20th century, employs a more practical approach that allows students to read without having to spell each letter individually (Sulaiman, 2021). Lastly, the Yasiniyah method emphasizes reading and memorizing Surah Yasin as a foundational exercise for mastering Qur'anic recitation (Fauzan & Karim, 2022).

When compared to these methods, the Nurul Bayan method offers a structured yet flexible approach that combines phonetic recognition, Tajweed application, and practical exercises, making it particularly effective for students in formal school settings (Ibrahim & Latif, 2023). Studies indicate that students taught using the Nurul Bayan method demonstrate higher fluency and better comprehension of Tajweed rules than those using more conventional approaches (Salim & Rahman, 2022).

III. METHODOLOGY

This study employed a mixed-methods approach. A mixed-methods approach is a type of research that combines two research methods: quantitative

and qualitative. According to Creswell, mixed-methods research is a type of study that collects, analyzes, and integrates both quantitative and qualitative research methods within a research framework to better understand the research problem. The mixed-methods approach used in this study is Sequential Exploratory. Sequential Exploratory is a research design in which the initial phase uses qualitative methods, followed by a quantitative phase. The qualitative method, utilizing library research, was employed to gather data on the Nurul Bayan method. Meanwhile, the quantitative method, utilizing field research, was used to measure the Qur'anic reading ability of students at SMP IT Al-Fidaa Bekasi for the 2021-2022 academic year.

The population in this study consisted of all ninth-grade students at SMP IT Al-Fidaa Bekasi for the 2021-2022 academic year, totaling 164 students. The sampling technique used in this research was simple random sampling. If the number of subjects is fewer than 100, it is preferable to take all subjects, making the study a population study. However, if the number of subjects is large (more than 100), a sample of 10-15% or 20-25% or more can be taken. Based on this consideration, the researcher selected 15% of the total population, resulting in a sample of 27 ninth-grade students from SMP IT Al-Fidaa Bekasi for the 2021-2022 academic year. The data collection techniques used in this study included observation, interviews, and documentation. The research instruments used were pre-tests and post-tests. To ensure the validity of the data, this study applied data triangulation for the qualitative method and validity and reliability tests for the quantitative method.

IV. RESULTS AND ANALYSIS

Based on the research findings, in order to make the learning process of reading the Qur'an using the Nurul Bayan method effective, concise, and systematic, SMPIT Al-Fidaa Bekasi has made it mandatory for all students from Grade VII to Grade IX to use Nurul Bayan as a reference in learning to read the Qur'an. The teachers who teach the Nurul Bayan method are proficient in reading the Qur'an fluently and have memorized at least five Juz. All students are required to attend Qur'anic reading lessons using the Nurul Bayan method for 2 lesson hours per session. Quality control is divided into two levels: daily monitoring and a biannual evaluation. Daily quality control is conducted through progress reports recorded by Qur'an teachers, while the biannual quality control involves a tahsin

(recitation improvement) exam assessed by each student's respective Qur'an teacher.

To address the various challenges and factors affecting students' ability to read the Qur'an, SMPIT Al-Fidaa Bekasi has implemented several teaching strategies. To ensure the success of the Nurul Bayan method in helping students read the Qur'an fluently, correctly, and properly, students are motivated every morning before starting their Qur'an reading lessons. One of the motivational aspects emphasized is that the Qur'an will provide intercession in the afterlife.

The next strategy involves reading the Nurul Bayan book three times a week, practicing recitations independently at home and at school before submitting their readings to the Qur'an teacher. For parents who are less concerned about their children's progress in Qur'anic reading, another strategy is employed: inviting parents to the school and providing guidance on the importance of their support in encouraging their children to learn the Qur'an. Through these strategies, the implementation of Qur'anic reading lessons using the Nurul Bayan method becomes effective, concise, and systematic. As a result, by the time students reach Grade IX, all students at SMP IT Al-Fidaa Bekasi can read the Qur'an fluently, correctly, and properly.

Regarding the data validity test, this research used library research for the qualitative method and field research for the quantitative method. To ensure qualitative data validity, the researcher applied triangulation by consulting multiple sources, including the school principal, the curriculum vice-principal, and the Qur'an program coordinator. For the quantitative data validity test, the researcher used validity and reliability tests. The validity test was conducted using the Corrected Item-Total Correlation method, which correlates individual item scores with the total score using Microsoft Excel 2016. The validity criteria are as follows:

1. If $r_{\text{calculated}} > r_{\text{table}}$ (degree of freedom), the instrument is considered valid.
2. If $r_{\text{calculated}} < r_{\text{table}}$ (degree of freedom), the instrument is considered invalid and cannot be used in the study.

The validity test results were compared with the critical r_{table} value at a 5% significance level with a sample size (n) of 27. The degree of freedom (df) was calculated as $N-2=27-2=25$.

= $25N-2=27-2=25$, yielding an r_{table} value of 0.396 (5% significance level).

After conducting the validity test, a reliability test was performed. If Cronbach's alpha value is greater than 0.6, the research instrument is considered reliable. If Cronbach's alpha is less than 0.6, the instrument is deemed unreliable. The reliability test in this study was conducted using IBM SPSS Statistics version 28.0, as shown in the following table:

Case Processing Summary

		N	%
Cases	Valid	27	100.0
	Excluded ^a	0	.0
	Total	27	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.754	20

Based on the table above, the results of the reliability test for the assessment items on Qur'anic reading ability using Cronbach's alpha show a result of $r_{11} = 0.754$ and $r_{table} = 0.396$. It can be observed that Cronbach's alpha for this variable is higher than r_{table} , specifically $0.754 \geq 0.396$. Based on this result, it can be concluded that $r_{11} \geq r_{table}$, indicating that the assessment items for Qur'anic reading ability are reliable in measuring the sample and suitable for data collection on students' Qur'anic reading skills.

The assessment results of the pretest and posttest instruments on Qur'anic reading ability using the Nurul Bayan method indicate that students demonstrate excellent proficiency in various aspects. In terms of pronunciation (makharijul huruf), 88.89% of the 27 students were able to pronounce halqi (throat) letters, lisan (tongue) letters, syafatain (lips) letters, and jauif (oral cavity) letters with excellence, while all students (100%) demonstrated excellence in pronouncing al-khaisyum (nasal cavity) letters. Regarding fluency, the same percentage (88.89%) of students excelled in connecting two, three, four, five, and six Hijaiyah letters, as well as in reading one verse of the Qur'an fluently and accurately. In the aspect of tajweed,

students showed excellent performance in applying the rules of Idzhar, Idgham Bi Ghunnah, Idgham Bila Ghunnah, Ikhfa, and Iqlab, each with a success rate of 88.89%. As for clarity (fasahah), 88.89% of the students were able to read the Qur'an clearly and without stuttering, while 59.25% of them managed to read with a loud and clear voice. Based on these findings, it can be concluded that the Nurul Bayan method has proven to be an effective approach in teaching Qur'anic reading at SMP IT Al-Fidaa Bekasi.

CONCLUSION AND RECOMMENDATION

The ability to read the Qur'an refers to the skill of reciting Qur'anic verses while adhering to established rules such as makharijul huruf (points of articulation), mad (lengthening), tajweed, and gharib (uncommon readings) to ensure that the meaning of the verses remains intact. Qur'anic reading proficiency includes aspects such as articulation, fluency, tajweed, and clarity. The implementation of Qur'anic reading lessons in Grade IX at SMP IT Al-Fidaa Bekasi using the Nurul Bayan method has been quite effective, as students can read the Qur'an correctly and properly in accordance with makharijul huruf and tajweed principles.

The Nurul Bayan method was developed by Surasman. It is a fast, precise, and practical approach to learning the Qur'an, designed for shorter study sessions while emphasizing correct recitation according to tajweed rules. The lessons are structured systematically and supplemented with an Indonesian-style reading guide. The Nurul Bayan method is applicable to elementary, middle, and high school levels, with the number of sessions serving as a benchmark for learning progress. One of its advantages is that the duration of study can be shortened for those focusing only on mastering proper recitation and the rules of elongation. This is particularly useful for beginners in learning Qur'anic reading. The findings of this study confirm that the Nurul Bayan method has proven to be an effective approach in teaching Qur'anic reading at SMP IT Al-Fidaa Bekasi.

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