



HUMAN RESOURCES MANAGEMENT IN IMPROVING TEACHER COMPETENCE THROUGH QIRA'ATI METHOD TRAINING AT AL-QUR'AN IN TK AL-QUR'AN AN- NADWAH

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Abstract:

This study aims to find out human resource management in improving teachers competence through the training of Qira'ati method in Al-Qur'an Kindergarten of An-Nadwah. The research method is qualitative descriptive method with case study approach. Data collection techniques were carried out by interviews, observation, and documentation. The informants were the principal and 3 teachers selected by purposive sampling technique. Data analysis was carried out using the concept of Milles and Huberman, namely data presentation, data reduction, and conclusions. The result of the study shows that teachers education and training is one of the most effective activities to increasing teachers competence. With the achievement of teachers competence, the quality of teachers in Al-Qur'an Kindergarten of An-Nadwah will increase.

Keywords: *Curriculum Development, Based on Ahlussunah Waljamaah, Madrasah*

INTRODUCTION

According to Terry (1986), management is the process of achieving predetermined goals through the efforts of other people (management is the process of accomplishing the predetermined objective through the efforts of other people) (Kristiawan et al., 2017). Meanwhile, according to the Educational Administration Lecturer Team (2014), management comes from the English language "management", which was developed from the word to manage, which means to manage/manage. Educational institutions must carry out management, starting from the planning process of human resources (HR), recruitment, selection, placement, compensation, awards, and training and development.

According to Mondy and Martocchio (2016), human resource management is a process of achieving organizational goals through the use of humans or individuals within them (Suryani & FoEh, 2019). Human resource management is a process that consists of a series of activities that are interconnected, starting from planning and managing to monitoring the existing human resources. Human resources, in this case, educators/teachers in schools, need to be developed to have appropriate competencies to support their work.

The development of educators as human resources in schools is an absolute must in order to achieve the expected goals. Experienced educators must also continually improve their knowledge, skills, and attitudes to improve their performance (Wijaya et al., 2019). For this reason, school principals must have a plan to develop the professionalism of educators by the competencies needed so that the quality of learning can be improved.

Educators' development can be done through training (training). Training is a function of human resource management to increase knowledge, skills, and readiness to respond to tasks given by educational institutions (Suryani & FoEh, 2019). Competency-based integrated training is training that refers to the competencies to be achieved. Teachers who meet educational qualifications alone need to be more sufficient; training is needed to improve their professionalism. The proposed program is training according to the needs of teachers, which refers to competency demands.

Teacher competence is the ability of a teacher to carry out his obligations and

responsibilities (Depdikbud, 1989). Teacher competence is a condition that describes what a teacher should be able to do in carrying out his work. In order to be able to carry out a job, a teacher must have abilities in the form of knowledge, attitudes, and skills appropriate to the field of work (Wijaya et al., 2019).

Improving the quality of education can be done by carrying out reforms in the field of education, one of which is by increasing the competence of teachers according to the competencies needed. This follows the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System that improving the quality of human resources (HR) is needed through formal, non-formal and informal education.

With increasing public awareness of education, many organizers of Early Childhood Education institutions are very concerned about the quality and competence of teachers. However, in reality, few teachers are lacking; they do not even have the competence of an educator (Rochayadi, 2014). Thus, early childhood educators still need to improve their qualifications to meet the demands needed.

Al-Qur'an Kindergarten (TKQ) An-Nadwah is one of the PAUD institutions under the auspices of the Nadwatul Muta'allimin Foundation. This school was founded in 1999 until now. One of the superior programs offered in the education system at TKQ An-Nadwah is an integrated curriculum, namely the national curriculum combined with a local curriculum based on Islamic knowledge. In their lessons, the teacher inserts verses from the Koran or hadith that are relevant to the theme being studied.

Educating children in reading the Koran is a very important thing, because reading the Koran requires knowledge and should not be careless. This is what Muslims pay little attention to in this modern era (Wahyuningsih, 2021). For this reason, an appropriate method is needed so that children can read the Qur'an properly and correctly, and in accordance with the laws of their reading. From this demand, methods of reading the Koran emerged, including: the Alif Ba Ta Classical Method, the Iqra' Method, the Ummi Method, the Al-Barqi Method, and the Qira'ati Method (Ali, 2017). At TKQ An-Nadwah, Al-Qur'an education and learning for students uses the Qira'ati method.

The Qira'ati method is a method that emphasizes the skills approach to reading quickly and precisely, both in makharijul letters, adjectives, and tajwid science, so that effective teaching results are obtained and can be developed according to the abilities of students. Teachers who are allowed to teach using the Qira'ati method are not just anyone, because the teacher must be tested first so that the quality of the teacher's reading can be properly monitored (Hasan and Tri, 2018). The quality of the teacher can be proven by the shahadah issued by the Qira'ati Coordinator which states that the teacher is fit to teach.

To achieve this goal, it is supported by education and training activities so that they still have the ability and skills in accordance with their field of work. Based on the preliminary study, teacher competence in the field of tahsin of the Qur'an, especially in the Qira'ati learning method, is still lacking. Some teachers are still not fluent in reciting pieces of verses of the Koran in the Qira'ati method, both in terms of the makharijul letters and the character of the letters. The low quality of these teachers can affect the low quality of education and learning held at these institutions.

Given how important the teacher's role is in education and the learning process at TKQ An-Nadwah, quality teachers are needed in accordance with the required competencies. Departing from these problems, this research is focused on efforts to improve teacher competence, especially in the field of tahsin of the Qur'an, through teacher education and training.

RESEARCH METHODS

The research method used is a qualitative descriptive method with a case study approach. Data collection techniques are carried out by observation, interviews, and documentation. This research was carried out in stages at the end of December 2022 at TKQ An-Nadwah. The informants include (1) Mrs. Hj. Syarqiyah, S.Pd. as school principal, (2) Ustadzah Sri Wahyuni, S.Pd. as a class A teacher, (3) Ustadzah Wita Yuli Wulandari, S.Pd. as a class B teacher, and (4) Ustadzah Penny, S.Pd. as a teacher assistant (assistant teacher). Data analysis in this study uses the concept of Miles and Huberman, namely data reduction, data presentation, and conclusions.

Development and improvement of teacher competence is carried out through training activities (training). This activity is seen as more effective if it is carried out on the basis of the teacher's own awareness and desire. This can be achieved if the school

principal provides teachers with an understanding of the importance of learning and improving competence, for the common good of the school. It would be nice if this understanding was given before the training activities, so that the teacher is ready to receive the training material to the fullest.

Implementation of training activities using demonstration methods and direct practice. The principal brings in mentors of the Qira'ati method directly from the center. The training activity was opened with a presentation from the mentor about the science of recitation (from makharijul letters, akhlakul letters, to mad law), then continued with individual reading practice. With this reading practice, the teacher's inaccurate reading will be corrected (dated) by the mentor until it is correct according to the standards of the Qira'ati method and the science of tajwid that has been explained. After the training, the teacher will take a number of tests, namely: reading the Koran, Gharib Musykilat, Tajweed science, and makharijul-letters. Teachers who pass the test will receive a certificate (syahadah) stating that the teacher is eligible to teach Qira'ati up to this volume, in accordance with the competencies achieved by the teacher.

RESULTS AND DISCUSSION

Murjito in Wahyuningsih (2021) explains the rules that must be obeyed by the teacher so that the learning process takes place as expected. The rules are: (1) direct reading without spelling, (2) easy and practical practice of reading tajwid, (3) lots of drills, (5) learning according to students' readiness and abilities, (6) evaluation of each meeting, (7) learning and teaching in a "Talaqqi-Musyafahah" way, (8) the teaching teacher must be in-tashih (have shahadah).

Based on the rules in teaching the Koran using the Qira'ati method, the teacher training process is carried out in three stages, namely: planning, implementation, and evaluation.

Qira'ati Method Training Planning

Planning is done to prepare teachers to participate in training activities. The school principal provides teachers with an understanding of the importance of participating in this Qira'ati training method. The Qira'ati method adheres to the principle that there are no stupid students, so that all students can take part in learning the Qur'an properly if they follow the appropriate procedures and methods. Thus, teacher competence in teaching the Qur'an with the Qira'ati method must be improved. Teachers who are ready consciously and of their own free will, it is hoped that the results of the training will be maximized.

Implementation of Qira'ati Method Training

The training was carried out for 3 days, led by the Qira'ati coordinator, Situbondo Regency. In the process, the speaker describes the history of the preparation, goals, and steps in learning Qira'ati.

History of Compilation of Qira'ati

The Qira'ati Qur'an reading method was discovered by KH. Dachlan Salim Zarkasyi from Semarang, Central Java. This method, which has been propagated since the early 1970s, allows children to learn the Koran quickly and easily. Qira'ati consists of six volumes that can be studied by children aged at least 4 years. KH. Dachlan had a will that not just anyone teach the Qira'ati method, so Qira'ati's books were not sold freely in stores.

Things that must be applied by all Qira'ati teachers, including: (1) sincere and patient intentions, (2) diligent in praying, and (3) diligent in tadarus or reading the Koran. This can help teachers to be more fluent, fluent, and steady in understanding the Qira'ati method.

Purpose of the Qira'ati Method

In general, the goal in learning the Qur'an is to instill divine values in children from an early age, as well as a basis for dealing with life's problems. In teaching the science of reading the Koran, the Qira'ati method has a goal so that the teaching can go well in accordance with the demands of worship as desired by Allah SWT. The objectives of the Qira'ati method include: (1) guarding and maintaining the Qur'an (in terms of tartil recitation according to the tajwid rules), (2) spreading good and correct knowledge of reading the Qur'an, (3) remind teachers to teach the Koran carefully, and (4) improve the quality of education and teaching the Qur'an.

Steps in Qira'ati Learning

The teaching system of the Qira'ati method is as follows: (1) immediately read the hijaiyah letters which have a vowel without spelling, (2) immediately practice tajwid reading starting from an easy and easy way, (3) learning with a volume system, starting from volumes from low to high volumes, and are completed in stages, (4) learn repeatedly from the subject to lots of practice, (5) study according to ability. The teacher raises the page according to the students' reading ability and speed, (6) students learn with the teacher's instructions and read the examples correctly, then students read on their own based on the examples given by the teacher, and (7) students read without teacher guidance.

After getting to know more about the Qira'ati method, the teacher is then asked to imitate the speaker's reading individually. The teacher's reading which is considered inaccurate will be corrected by the presenter until the reading is correct. This must be done by direct and individual practice so that the speaker knows the teacher's ability and mastery in the science of the Koran. This activity lasted for two days.

Evaluation of Qira'ati Method Training

On the last day, the teacher took several tests to assess the teacher's ability after attending the training. Some of these tests are: (1) reading several volumes of Qira'ati in stages, starting from the lowest to the highest volumes according to the ability of the teacher, (2) reading Gharib Musykilat's readings, (3) understanding of the science of Tajweed which includes the characteristics of the letters, makharijul-letter, letter law, and mad law. Teachers who pass the test will receive a certificate (syahadah) stating that the teacher is eligible to teach Qira'ati up to this volume, in accordance with the competencies achieved by the teacher.

In TK Al-Qur'an An-Nadwah, satisfactory test results were obtained, namely as follows: (1) Mrs. Hj. Syarqiyah, S.Pd. as a school principal capable of teaching Qira'ati from volume 1 to volume 6 and Gharib Musykilat reading, (2) Ustadzah Sri Wahyuni, S.Pd. as a class A teacher able to teach Qira'ati from volume 1 to volume 3, (3) Ustadzah Wita Yuli Wulandari, S.Pd. as a class B teacher able to teach Qira'ati from volume 1 to volume 2, and (4) Ustadzah Penny, S.Pd. as an auxiliary teacher able to teach Qira'ati from volume 1 to volume 2.

CONCLUSION

One of the management of human resources, in this case educators/teachers at TKQ An-Nadwah, is the implementation of training activities to improve teacher competence in teaching the Qira'ati method. This method is considered very important because the Koran program at the institution is a superior program which is the main attraction for the surrounding community. The Qira'ati method is able to improve the ability to read the Koran in early childhood because the teaching of this method is very disciplined so that it makes children accustomed to reading the Koran properly and correctly according to the science of tajwid.

Qira'ati method training for several teachers at TKQ An-Nadwah showed the following results; 1) Mrs. Hj. Syarqiyah, S.Pd. as a school principal capable of teaching Qira'ati from volume 1 to volume 6 and reading Gharib Musykilat, 2) Ustadzah Sri Wahyuni, S.Pd. as a class A teacher able to teach Qira'ati from volume 1 to volume 3, 3) Ustadzah Wita Yuli Wulandari, S.Pd. as a class B teacher able to teach Qira'ati from volume 1 to volume 2, and 4) Ustadzah Penny, S.Pd. as an auxiliary teacher able to teach Qira'ati from volume 1 to volume 2.

With the achievement of teacher competence according to needs, it is hoped that the quality of educators in TKQ An-Nadwah will increase so that it will have an impact on the quality of teaching to students. Therefore, teachers should not stop learning, hone their skills, and develop their competence in other fields.

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