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CONTEXTUALIZATION OF BTQ LEARNING IN IMPROVING STUDENTS' INTEREST IN LEARNING THE QUR'AN AT ELEMENTARY SCHOOL

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Abstract

This research aims to analyze the Reading and Writing the Qur'an / *Baca dan Tulis Al Qur'an* (BTQ) learning model at SD Islam Al Amanah Setu Tangerang Selatan, reveal the implications of the contextualization of BTQ learning, and reveal future developments. The researchers used a qualitative approach with the type of field research. The data and sources in this research were primary and secondary data, while the researchers used data collection techniques through observation, interviews, and documentation. The research results indicate that the contextualization of BTQ learning at SD Islam Al Amanah has three aspects, namely planning, implementation, and evaluation. The implications of the contextualization of BTQ learning in this school are that teachers can remember and deepen the knowledge of the Qur'an, reduce students' difficulties in learning the Qur'an, students are more disciplined and hardworking, patient, independent, honest, have a better attitude, students' grades are according to target, achieve in the field of the Qur'an, and this BTQ learning can be an attraction for schools. The plan for developing BTQ learning at this school is special training for BTQ teachers, increasing BTQ

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teaching hours, collaboration between parents/guardians and teachers, creating BTQ certificates, and eliminating SPP and BTQ as a requirement for obtaining a diploma.

Keywords: Contextualization of Learning, Reading and Writing the Qur'an (BTQ), Learning Interest, the Qur'an

INTRODUCTION

For Muslims, the Qur'an is a guide to life, a basic guideline for living a social life, and a basic foundation for dealing with all matters (Abdulwaly, 2017). Every problem in the lives of devout Muslims will return and seek answers in the Qur'an. Therefore, Muslims should study, understand, and practice its contents (Rahayu, 2024). The Qur'an, as a guide to life, contains extraordinary concepts of teachings and life systems. All aspects of human life are regulated and directed by the Qur'an (Asrowi, 2020).

In reality, there are still many people who cannot read the Qur'an properly and correctly. Let alone appreciate and understand the contents of the Qur'an; they still find it difficult to read it. Referring to the results of a survey on the ability to read the Qur'an conducted by the Qur'an Recitation Development Institute / *Lembaga Pengembangan Tilawatil Qur'an* (LPTQ) of Banten Province show that Muslims who can read the Qur'an 87.6% those who cannot read are at 12.4% (Radar, 2018). It means that the difficulty of reading the Qur'an properly and correctly is still a big problem for Muslims today, especially Muslims in Indonesia.

Most children today consider the Qur'an unimportant or even consider the Qur'an to be just an ordinary book, so they are lazy to read it. The Qur'an is just a decoration in the house that is not read occasionally. In addition, they are willing to spend hours playing games (Ichsan, 2019), so they often postpone or even abandon their prayers and religious obligations. Such conditions prevent children from taking the time to study the Qur'an or learn how to read it, let alone practice it (Rahmad & Hadi, 2024).

In order to make it easier to read, the Qur'an has been written in Latin by a number of groups. It is not entirely wrong, but the problem that then arises is the difference between the sound of Arabic letters that are read directly with Arabic letters and those that have been transliterated into Latin letters, especially the pronunciation of makhraj. If the pronunciation is wrong, it will be fatal and can change the meaning of the verse being read. To minimize

this phenomenon, teachers who are fluent in knowing the difference need to be hired (Rokim et al., 2021). So the safest way to learn the Qur'an properly is to study with a teacher who is fluent in reading the Qur'an, so that there are no mistakes in pronouncing the letter characters (makhroj), so that it does not result in changing the meaning.

In the education of the Qur'an, especially in the part on how to read it, it needs to be started early from the family circle. The family environment (read: parents) who accustom their children to read and study the Qur'an well at home will help children to be able to read and understand the Qur'an faster. In other words, parents become the first and main educators because they are destined to be the parents of the children they give birth to (Umami & Ichsan, 2024). Therefore, they have no choice but to be the ones most responsible for their children's education.

In addition to the role of parents, educational institutions (schools) must also be involved in preparing a generation that is good at reading, understanding, and memorizing the Qur'an. Schools, especially religious schools, must pay attention to teaching reading and writing the Qur'an and include it in the school curriculum. In addition, teachers are considered to have an important role in managing education and can help parents create a good generation to read, understand, and memorize the Qur'an. Teachers are part of the strategic aspect of education (Khabibullah et al., 2022). It means that education cannot be separated from the role of teachers. Teachers are also often called the spearhead in the educational process that leads students to success. Because of its importance, Nana Syaodih Sukmadinata, as quoted by Abuddin Nata, "If there is no written curriculum, no classrooms and other learning facilities, but there are teachers, education can still run." (Nata, 2016).

In teaching activities, various methods are needed to facilitate the presentation of materials so that they are easily understood by students and learning objectives can be achieved properly. One way to do this is to use the right method. The principle that can be used when applying this method is that teaching is presented interestingly and enjoyably so that students can easily accept and understand the learning material well (Kusumawati & Marut, 2019).

Learning to read and write the Qur'an at the elementary school level aims to provide basic skills or the ability to read and write the Qur'an. Many studies have shown that learning the Qur'an has a positive impact on life, including research from Menentang Habibi Muhammad, which revealed that learning the Qur'an through the Qira'ati method can

accelerate the process of learning to read and write the Qur'an for children (Muhammad, 2018). Likewise, Andi Asmawandi's research revealed that BTQ learning improves the quality of students' reading and writing (Ismawadi, 2021). However, the study of the Qur'an or BTQ in schools today is still not considered to have had a big impact on the ability to read the Qur'an. The causal factor is the allocation of study time, which is considered insufficient (Syazi, 2016). Not a few schools combine learning the Qur'an with religious education, so students do not have time to learn to read and write the Qur'an (Basri et al., 2023). Studying the Qur'an or reading and writing the Qur'an requires sufficient time because studying the Qur'an requires good and ideal time to get maximum results (Nisak, 2018).

Related to the above problems, the researchers want to know more deeply about the BTQ learning model at SDI Al Amanah Setu Tangerang Selatan and find out the impacts arising from its use so that if obstacles exist, they can be immediately evaluated and then fixed. In addition, this school organizes and integrates BTQ learning into the curriculum, so this research is interesting to explore.

METHODS

Researchers use a qualitative approach to understand what is experienced by explaining and describing it in the form of language or words (Sugiyono, 2019). The type of research used is field research, which is an observation activity in which the researcher participates directly to obtain the required data. The researchers apply a qualitative descriptive method, namely explaining an event, object, reality, and others that will be included in a narrative (Nasution, 2023).

In this case, the researchers use data collection techniques through observation, interviews, and documentation. Observation is a data collection technique that involves making observations of ongoing activities (Kusumastuti & Khoiron, 2021). In this case, the researchers use participant observation because they research directly or are involved in the situation being observed as a source of data. Interviews are questions and answers between researchers and informants in order to obtain information either verbally, video, or audio. The informant is given questions that have been prepared in advance (Moleong, 2014). The documentation that the researchers obtained at SD Islam Al Amanah was in the form of archives, related documents, facilities and infrastructure, with a general description of the location and a brief history of the establishment of the school and others.

Data analysis is a mandatory rule that a researcher carries out. Without analysis, raw data will only be created, which has no meaning, so with that analysis, it becomes the root of new knowledge or the development of previous science (Anggito & Setiawan, 2018). The stages are data reduction, data presentation, and data verification. Data reduction is the process of summarizing, summarizing, or selecting the collected data so that each data can be categorized, focused, or adjusted to the problem being studied. After reduction, the data is presented in the form of a brief description in the form of narrative text, which can also use matrices, networks, and charts whose purpose is to facilitate concluding (Rosidah et al., 2023). The third step is to draw conclusions or verify discoveries in the form of descriptions or images of an object that has not been previously depicted.

RESULTS

Contextual Analysis of Learning to Read and Write the Qur'an / *Baca dan Tulis Al Qur'an* (BTQ)

1. Planning Aspects

In order for learning to be more effective, it is necessary first to plan as well as possible, create a learning plan, determine the learning objectives to be achieved, and direct, guide, and motivate students so that the learning that takes place is in accordance with what is desired, namely the quality of learning. From the planning aspect, SD Islam Al Amanah implements several points in its learning, namely teacher assignments, providing direction for teachers to be optimal in teaching, setting goals and considerations for choosing a learning model, creating learning planning tools, selecting teaching materials, and determining targets to be achieved.

a. Teacher assignment

SD Islam Al Amanah has assigned several BTQ teachers who have competent qualifications in the field of the Qur'an. This is an important assignment to improve the quality of BTQ learning for all students in this school.

b. Giving teachers direction to maximize their teaching

During the learning process, a teacher is required to be creative in order to create a more varied and non-monotonous Qur'an learning process. Therefore, good planning is needed by coordinating the elements of teaching objectives, teaching materials, teaching and learning activities, methods, and assessment or evaluation.

The results of the interview with the coordinator of the teacher working group showed that BTQ teachers in schools were asked to always prepare teaching materials optimally before carrying out learning activities, in order to make it easier for students to understand BTQ subject matter. Teachers always try to understand the material that will be taught in advance and the suitability of the teaching materials so that students feel happy and comfortable in learning because they are handled by professional teachers in the field of BTQ. From the interview results above, the researcher understands that teachers in planning and striving for good learning are efforts to contextualize learning. In a contextual class, one of the teacher's tasks is to help students achieve their goals. It means that teachers deal more with strategy than information.

c. Setting goals and considerations for selecting learning models

The main goal of the school and several teachers related to BTQ learning at SD Islam Al Amanah is to instil students' love for the holy book of the Qur'an so that students who graduate from this school are at least able to read the Qur'an well and correctly according to the rules. If students are good at reading, it can make it easier to memorize the Qur'an independently. The results of an interview with one of the BTQ subject teachers stated that the goal of BTQ learning is for students to love the Qur'an, improve their reading, and know the rules of good and correct reading, according to Tajwid. It can help at a higher level of education.

In addition to those mentioned above, BTQ learning can also facilitate learning other subjects, especially Islamic and Arabic learning, so that it can improve the quality of schools as educational institutions that Islam inspires. From the research results, teachers' efforts in determining the objectives of BTQ learning above are included in the contextualization of learning. Among the characteristics of contextual learning is integrated learning, meaning that there is synergy between BTQ learning and other subjects.

After determining the objectives, the next step is to consider the selection of learning models. The basis for these considerations includes the alignment between the instructional objectives to be achieved, subject matter consisting of several aspects of knowledge, attitudes, skills, and values, teacher professionalism, sufficient time, good media, adequate equipment and facilities, a conducive classroom and educational

institution environment, and activities that are in harmony with the needs and interests of students because they are closely related to the level of learning motivation to achieve learning objectives.

d. Creating a learning planning tool

Based on the analysis conducted by the researcher at SD Islam Al Amanah, the teachers created learning planning tools such as annual programs, semester programs, syllabuses, and Learning Implementation Plans (RPP) in accordance with the rules of the relevant education authorities that a teacher who is going to teach a subject must create a learning plan first so that the process is more planned, systematic, precise, and in accordance with the objectives to be achieved.

e. Selecting of teaching materials

The selection of teaching materials used by SD Islam Al Amanah in BTQ learning includes BTQ learning guidelines compiled by teachers of SD Islam Al Amanah and the qiran method book by KH. As'ad Humam, Juz 'Amma, Al Qur'an, and still visual media in the form of pieces of verses from the Qur'an written quite large on cardboard media. The researcher obtained this based on the results of interviews, seeing directly, then documenting by taking pictures while conducting observations.

f. Determining the target to be achieved

There are several targets that Al Amanah Islamic Elementary School teachers want to achieve in BTQ learning. Namely, students are able to read the Qur'an according to the rules of tajwid science. It can be seen from observations made by researchers directly during the KBM process and the many achievements of student scores according to the minimum completion criteria of 70. It is also reinforced by the results of interviews with the coordinator of the BTQ teacher working group, who stated that for this BTQ lesson, the target is that students are at least able to read the Qur'an properly and correctly in terms of length, the makhorijul of the letters, and the laws of tajwid. This target can be checked through oral and written tests. The Minimum Completion Criteria / *Kriteria Ketuntasan Minimal* (KKM) for the BTQ subject at this school is a minimum score of 70.

2. Implementing Aspects

In this BTQ learning, SD Islam Al Amanah makes several points, such as motivating students about the advantages of learning and reading the Qur'an, implementing the right learning process, implementing predetermined methods, implementing materials at each meeting, and implementing peer tutoring methods. To find out more clearly, here is a detailed explanation:

a. Motivating students

Before entering the BTQ learning process stage, the BTQ teacher first provides information about the advantages and greatness of the Qur'an, as well as information about the virtues of people who study and read the Qur'an. It is done to increase the motivation and interest of students in studying the Qur'an. Thus, the teacher's efforts in motivating students are included in the contextualization of learning. The teacher's task is not only to transfer information but also to provide motivation so that students' interest in participating in learning can increase and learning objectives can be achieved properly.

b. Carrying out the stages of the learning process

To increase interest in learning BTQ in students, a teacher must have a strategy for learning and take good steps to achieve learning goals. A teacher of the Qur'an must be active and creative in carrying out his learning by utilizing good facilities, learning media that support learning, and contextual learning models so that learning does not seem monotonous and students can be more enthusiastic about learning so that it can help students understand the material that the teacher conveys. Before starting learning, the teacher begins by reading a prayer together. The teacher provides information about the virtues of people who learn and read the Qur'an, continued with *Muroja'ah* juz 30 (QS *Al-Buruj* and QS *Al-Insyiqaq*). The teacher repeats the learning material from the previous meeting by asking several students questions. Next, the teacher explains the learning objectives and then explains the learning materials in the BTQ learning guidebook, which sometimes uses visual media such as the Qur'an. While students are working on the questions, the teacher calls students one by one to read their readings.

c. Determining the material for each meeting

There are important aspects that need to be present in the BTQ learning process in order to provide good results, including the main material. The main material is material that students need to master, namely reading the Qur'an properly and correctly according to the rules. In this case, students who are not yet able to read the Qur'an must be guided using a special method so that students can immediately read the Qur'an. In this case, SD Islam Al Amanah uses the Iqra method. In addition to the main material, there is also additional material. Additional material is material that is important and must be mastered by students so that the results of BTQ learning are holistic and comprehensive. The additional material includes the science of tajwid, memorization, and writing the letters of the Qur'an. The BTQ learning material in this school is already listed in the BTQ learning guidebook that was previously compiled.

d. Implementing the specified method

Educators' methods must be effective and can help achieve the learning objectives set. Not all learning methods are appropriate and can be used to achieve certain learning objectives. Therefore, a teacher should be able to understand and choose a method appropriate to the material and learning objectives.

In BTQ learning at SD Islam Al Amanah, the approach to learning to read is the Iqra method. KH initiated the Iqra method, which As'ad Humam from the National LPTQ Research and Development Center, in collaboration with the Qur'an Tadarus Team of AMM Yogyakarta, initiated. The Iqra method is a way of learning to read the Qur'an without spelling, but students are given examples from teachers. Students immediately learn to read one, two, or three letters, then words or sentences accompanied by pronouncing the correct letters.

The method here is a factor that can determine the success or failure of a learning process. Therefore, the accuracy of the method greatly influences the student learning process. If the method used can improve the quality well, then it can also have a good influence on students (Falakhudin, 2018). Among the reasons for SD, Islam Al Amanah are that supporting books (Iqra' books) are easy to obtain at very affordable prices, students are active in practising reading, flexible in increasing volumes, the arrangement of the Iqra' method is from easy to difficult, making students who are proficient able to help students who are not yet proficient in learning to read.

e. Implementing the peer tutoring method

BTQ learning at SD Islam Al Amanah is also implemented through peer teaching. Among the reasons for implementing peer tutoring is so that class conditions become more active, students can share experiences and show mutual concern. Not only that but this method is also used because of the limited hours of BTQ learning at this school.

3. Evaluating Aspects

SD Islam Al Amanah carries out several evaluation points, namely supervision during the learning process, checking learning outcomes, and strengthening motivation. For a broader discussion, here is the explanation:

a. Carrying out supervision of the learning process

In general, the teacher supervises the learning process from the beginning of the opening and core activities to the closing activities. Usually, the teacher asks students to practice the reading rules that they have learned directly. Meanwhile, in terms of writing, the teacher assigns students to find the tajwid reading rules that are studied in the Qur'an or Juz 'Amma.

b. Carrying out learning outcome checks

Teachers usually conduct tests, both written and oral, to determine learning outcomes. SD Islam Al Amanah measures students' learning outcomes using oral tests. Students read the Qur'an directly while asking several questions about the Tajweed material. Then, they are asked to write down excerpts of the Qur'an verses that contain the Tajweed reading rules. All of these tests are conducted either at the end of a chapter in one theme, mid-semester, or at the end of the semester.

c. Strengthening in motivating

There are many ways that teachers can motivate students to want to study the Qur'an. One of them is by providing information about the advantages of studying the Qur'an. For example, teachers explain that there are two very important practices if a Muslim carries out these practices, namely studying the Qur'an and teaching it. In addition to this information, there is other information that teachers can provide, such as the more and more diligently someone reads the Qur'an, the higher the heaven they will get because the Qur'an is a noble book. Thus, it is hoped that students will be

motivated to study the Qur'an because by studying it, the opportunity to reach the highest (noble) heaven will be increasingly open.

The research results show that students must continue to be motivated while learning so that they can increase their interest in studying the Qur'an. The motivation that teachers and schools attempt is to provide prizes or rewards for students who excel. It is certainly in line with the characteristics of contextual learning, where students are given the opportunity to work on meaningful tasks, and learning is carried out by providing meaningful experiences to students (learning by doing).

DISCUSSION

Implications of Contextualization of Learning to Read and Write the Qur'an / *Baca dan Tulis Al Qur'an* (BTQ)

The positive implications or impacts that emerge are very much felt with the contextualization of BTQ learning at SD Islam Al Amanah. Several implication points can be explained. Namely, teachers remember and deepen their knowledge of the Qur'an that they have studied, reducing the difficulties or obstacles for students in studying the Qur'an; students are more disciplined and hardworking, students are more patient, students are more independent, students are always honest, students have better attitudes or morals than before, student grades are according to targets or even better, students achieve achievements in the field of the Qur'an, and this activity becomes an attraction for schools in public spaces. The detailed discussion is as follows:

a. Teachers remember and deepen their knowledge of the Qur'an that they have studied.

   Through teaching activities, teachers can better understand and repeat teaching materials that have been studied previously. Anything that is done continuously or repeated at any time has the potential to be remembered and understood more, and everything will be imprinted in the brain. If knowledge is likened to a knife's edge, then it needs to be continuously sharpened to become sharper (Panuju, 2018).

b. Reducing students' difficulties in learning the Qur'an

   Studying the Qur'an is sometimes hampered by several difficulties. The various difficulties or obstacles that usually arise in BTQ learning include: some students have difficulty in recognizing Arabic letters, difficulty in pronouncing hijaiyah letters, difficulty

in using the rules of tajwid science, and sometimes they are bored or tired of studying the Qur'an. Understanding the obstacles above, teachers can overcome them through interesting methods so that they do not get bored and lazy. Teachers repeat and continuously give examples of letters that are difficult for students to pronounce, then repeat the tajwid material that has been taught until they understand and are able to apply the reading of the Qur'an.

c. Students are more disciplined and hardworking.

BTQ learning contributes to student discipline. Discipline is obeying the rules set by the principal and teachers. All students follow the BTQ learning process without exception and are responsible for the tasks given by the teacher. The implementation of discipline certainly greatly affects student learning achievement because when the rules are enforced, it will encourage students to obey (Sukma et al., 2021). Therefore, students will adhere to the rules in the future because of habit. It has the potential to produce a golden generation that has integrity and strong character.

In addition to discipline, BTQ learning also impacts students' hard work because when remembering and pronouncing the hijaiyah letters, maximum sincerity is needed in any condition. Learning the Qur'an is not an easy job; it requires great sacrifice, such as remembering the hijaiyah letters, how to read them, applying tajwid every time you read the Qur'an, and maintaining it (consistently).

d. Students are more patient.

The aspect of patience is also seen in students based on the results of the implications of the contextualization of BTQ learning. It is like reading the Qur'an without having to rush because it must be in accordance with the rules of tajwid reading, being patient waiting for their turn to read Iqra' or the Qur'an, when there are those who are not fluent in reading. It needs to be repeated continuously because each student has a different ability to understand the learning material.

e. Students are more independent.

One of the impacts of the BTQ learning model is that students are more independent because they remember and pronounce the hijaiyah letters and apply readings according to the rules of tajwid reading. If students are not independent, their reading will be slow and difficult to achieve the target, even though they have been given

motivation and guided by any method. This learning has positive effects, so it impacts other subjects. Students are also more independent when at home.

f. Students are always honest

The character value of honesty has a real impact on the implementation of the BTQ learning model. In addition to written evaluations, students also need to be evaluated in the form of oral exams. If students are less honest in doing written exams, it will be detected during the oral exam. Students will sin if they lie because of dishonesty, especially in learning the Qur'an. Therefore, in the context of this honesty, students will be accustomed to other learning by avoiding cheating attitudes.

g. Students have better attitudes or morals than before

Children in the past were different from today. Nowadays, many children dare to argue with their teachers, even if their voices are louder than the teacher's. Different from the results of this study, when students meet their teachers, they immediately kiss their hands. When teachers invite them to worship at school, students are enthusiastic to participate in the activity. In terms of attitude in class, students are also quite calm in listening to the lesson without anyone arguing unless there is a question-and-answer session between the teacher and students.

h. Student grades are in line with targets or even higher.

From the implementation of the BTQ learning model, many students get scores on the threshold of the Minimum Completion Criteria / *Kriteria Ketuntasan Minimal* (KKM), and it can even be more than that. The KKM for the BTQ subject score is 70. By looking at this, it means that the learning model applied is appropriate, although it still needs improvement in several aspects. On the other hand, students whose reading of the Qur'an is good and have scores above the KKM cannot be separated from the role of parents at home who also teach them.

i. Students achieve achievements in the field of the Qur'an.

In addition to grades, students also prove the implications of contextualizing BTQ learning by participating in various competitions in the field of the Qur'an and often winning. For example, a student's statement that he had won second place in the Tilawah at the sub-district level and first place in the Tahfidz at the South Tangerang city level to the researcher. The researchers learned this from the results of interviews with several students concerned and BTQ teachers.

j. BTQ learning becomes a school attraction

The implementation of the BTQ learning model has a very big impact on the school because it is a major concern and reason for some parents of students who want their sons and daughters to enter SD Islam Al Amanah. It is not just the Islamic label attached to the school's name; its graduates have become superior graduates in the fields of both religion and education. This is in accordance with the spirit of the school's vision and mission, namely, synergizing Imtaq and Iptek in everyday life.

Model Development of BTQ Learning at SD Islam Al Amanah

Meanwhile, in an effort to develop and overcome several problems that arise that cause the quality of BTQ learning to be less than optimal, SD Islam Al Amanah also made several plans for developing BTQ learning in the future, including the school holding special training for BTQ teachers, increase the duration of BTQ lessons, invite parents/guardians of students to collaborate, create BTQ certificates, and exempt Education Development Contributions (SPP), and improve the requirements for taking diplomas. A clearer discussion can be presented as follows:

a. Special training for BTQ teachers

Not only students who need teaching so they can always learn well, but educators also need guidance so they can gain new knowledge. For educators, the teaching arena in schools cannot only rely on skills or part of the experience gained when they were still learning. The biggest thing in the world of education is the expertise of educators to react quickly or be responsive to changes (Rodiyah et al., 2024). Of course, educators cannot change themselves without a process of training and learning as well.

The purpose of this training is for teachers to know more about how to deliver lessons in a fun way and always improve them according to the development of the times. Not only that, teachers must also be able to embrace students by playing an active role in every learning process. For that, SD Islam Al Amanah, in the future, needs to create routine BTQ teacher training, which aims to improve professionalism and learning activities in the classroom more optimally.

b. Adding BTQ lesson hours

To increase the effectiveness of BTQ learning at SD Islam Al Amanah, this school will add hours of lessons. With minimal hours of lessons in class, the transformation

and achievement of learning objectives will be slow, even difficult, so this school plans to add four hours per week. According to researchers, the decision to add BTQ lesson hours at this school is quite appropriate because if BTQ subjects are only studied for two hours per week with 30 students per class, then it is very ineffective and creates obstacles in its maximum implementation.

c. Inviting Parents/Guardians of Students to Collaborate

In order for BTQ learning to be more effective, the school invites parents/guardians of students to collaborate to improve the quality of BTQ in students. It means that the task of learning the Qur'an to students is not only the obligation of teachers at school but also the task of parents/guardians of students at home (Irwan et al., 2023).

The involvement of the role of parents/guardians of students is one of the important factors in achieving learning goals. However, the role of the family, especially parents, is very important in children's education (Ichsan & Samsudin, 2019). If ranked by the influence of children's education, then parents are at the top in providing enthusiasm, motivation, encouragement, and hope to children. Based on the results of the study, at SD Islam Al Amanah, students who are currently able to read the Qur'an and even excel cannot be separated from the role of parents, whether their parents teach directly at home, call a tutor, or join in reciting the Qur'an in the neighbourhood around the house, so that these students are not only learning to read the Qur'an at school.

d. Creating a BTQ certificate and waiving Education Development Contributions (SPP)

In BTQ learning, SD Islam Al Amanah also plans to hand over certificates to students who participate in competitions in the field of the Qur'an as an appreciation for the stages and efforts they have gone through. Students who excel will be exempted from tuition fees for six months (one semester) as an appreciation. Students who are able to read the Qur'an well and correctly and who have never participated in a competition will be given a certificate as a requirement to take a diploma at school.

e. As a requirement for obtaining a diploma

SD Islam Al Amanah plans to make students' BTQ skills a requirement for obtaining a diploma. It can be seen from the certificates held by students regarding the results of the assessment of reading skills, fluency, and the application of appropriate reading laws. The technique is that students will be tested by listening to their readings

by the examiners. The time for the exam is carried out at the end of each semester after the implementation of the Final Semester Assessment / *Penilaian Akhir Tahun* (PAT). If students still do not meet the BTQ quality criteria, the school will follow up by providing corrective guidance. After students are declared to have graduated from school, there will certainly be no more students who are illiterate in the Qur'an; this makes it easier at the next level of education.

CONCLUSION

There are three models of learning to Read and Write the Qur'an (BTQ) at SD Islam Al Amanah Setu South Tangerang, namely: First, planning (assigning teachers, giving teachers direction to maximize teaching, setting goals, making learning planning tools, selecting teaching materials, and determining targets to be achieved). Second, implementation (providing motivation to students, carrying out stages of the learning process, determining materials at each meeting, implementing predetermined methods, and implementing peer tutoring methods). Third, evaluation (carrying out supervision of the learning process, carrying out examinations of learning outcomes, and strengthening motivation again). The implications of the contextualization of BTQ learning in this school are that teachers can better remember and deepen the knowledge about the Qur'an that they have learned, reducing the difficulties or obstacles for students in learning the Qur'an, students are more disciplined, hardworking, patient, independent, honest, have better attitudes or morals than before, grades according to targets, achieve, and become an attraction for the school. The BTQ learning development plan at this school is special training for BTQ teachers to increase BTQ teaching hours, invite parents/guardians of students to collaborate, create BTQ certificates, exempt educational development contributions (SPP), and become a requirement for obtaining a diploma.

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