RESEARCH ARTICLE

Management of Integrated Al-Qur'an Reading and Writing Learning Using IT-Based Media and Kurrasah At Thoriqoh Al-Hamidiyah in Islamic Secondary Education

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Abstract

Al-Qur'an reading and writing (Baca Tulis Al-Qur'an/BTQ) is a fundamental component of Islamic education that requires effective instructional management to ensure optimal learning outcomes. This study aims to analyze the management of BTQ learning through the integration of Information and Technology (IT)-based media and Kurrasah At Thoriqoh Al-Hamidiyah Fi Tahsinil Kitabah Al-I'tiyadiyah at SMP Plus Darussholah Jember. Employing a qualitative case study approach, data were collected through classroom observations, semi-structured interviews with school administrators, teachers, and students, as well as documentation analysis. The findings reveal that BTQ learning management was implemented systematically through collaborative planning, structured instructional implementation, and differentiated evaluation strategies. IT-based learning media were found to effectively enhance students' Qur'anic reading skills by supporting pronunciation accuracy, tajwīd mastery, and learner autonomy. Meanwhile, the Kurrasah method significantly contributed to improving students' Qur'anic writing accuracy through gradual instruction and continuous corrective feedback. The integration of both approaches addressed the multidimensional nature of BTQ learning more effectively than single-method instruction. This study concludes that the successful integration of modern technology and traditional pedagogical methods, supported by sound learning management practices, can enhance Qur'anic literacy in Islamic secondary education. The findings offer theoretical and practical implications for the development of innovative BTQ learning models in similar educational contexts.

Key words: Al-Qur'an Literacy; Baca Tulis Al-Qur'an (BTQ); Learning Management; IT-Based Learning Media; Kurrasah At Thoriqoh Al-Hamidiyah; Islamic Education

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INTRODUCTION

Al-Qur'an literacy, encompassing both reading and writing skills (Baca Tulis Al-Qur'an/BTQ), occupies a central position in Islamic education. The ability to read the Qur'an accurately and to write Arabic script correctly is not merely a technical competence, but a foundational element for understanding Islamic teachings, cultivating spiritual discipline, and developing moral character among Muslim learners (Husain, 2002). This emphasis on literacy is firmly rooted in Islamic doctrine, as reflected in Surah Al-'Alaq (96:1–5), which explicitly commands reading and learning as the primary gateways to knowledge.

In the Indonesian educational context, BTQ instruction has been formally integrated into Islamic schools and madrasahs as a compulsory component of religious education. However, despite its institutional importance, the effectiveness of BTQ learning remains uneven across educational institutions. Numerous studies have identified persistent challenges, including students' diverse initial abilities, limited instructional time, insufficient learning media, and the dominance of conventional teaching approaches that rely heavily on memorization and repetition without adequate pedagogical variation (Abidin, n.d.; Hartuti, 2018). These challenges often result in students experiencing difficulties in mastering makhārij al-ḥurūf, applying tajwīd rules accurately, achieving fluency in recitation, and producing correct Qur'anic writing.

The complexity of BTQ learning is further compounded by the dual nature of its objectives. On one hand, Qur'anic reading requires auditory sensitivity, pronunciation accuracy, and rhythmic fluency. On the other hand, Qur'anic writing (kitābah) demands fine motor skills, structural understanding of Arabic letters, and consistent practice to master letter forms and connections. Consequently, a single instructional method is often insufficient to address these multifaceted learning needs effectively (Hermawan, 2011; Tu'aimah, 1989).

In recent years, the integration of Information and Technology (IT) in education has emerged as a strategic response to various instructional challenges. IT-based learning media have been widely recognized for their potential to enhance student engagement, facilitate independent learning, and support differentiated instruction (Isjoni et al., 2008). Within Islamic education, the use of digital media has expanded to include Qur'anic applications, multimedia presentations, and interactive learning software that support recitation practice, tajwīd visualization, and verse exploration. Studies indicate that IT-based learning media can significantly improve students' motivation and learning outcomes when implemented appropriately (Pulungan, 2017; Qomariyah, n.d.).

Specifically, in BTQ learning, IT-based applications such as Holy Qur'an software offer practical advantages. These include audio-visual guidance for pronunciation, immediate feedback mechanisms, and flexible repetition opportunities that accommodate individual learning paces. Such features align with contemporary pedagogical principles emphasizing learner autonomy and active engagement (Djamarah, 2010). Empirical evidence suggests that students exposed to IT-supported Qur'anic learning demonstrate higher levels of confidence and accuracy in recitation compared to those taught exclusively through conventional methods (Hasri & Rahmah, 2016).

Nevertheless, reliance on IT-based learning media alone presents certain limitations, particularly in the domain of Qur'anic writing. Writing Arabic script requires systematic, step-by-step instruction that emphasizes letter formation, proportion, and connectivity—elements that are not always optimally addressed through digital platforms. For this reason, traditional instructional resources such as *Kurrasah At Thoriqoh Al-Hamidiyah Fi Tahsinil Kitabah Al-I'tiyadiyah* continue to play a vital role in BTQ education. This method, rooted in classical Arabic pedagogy, emphasizes gradual mastery through structured drills, imlā' exercises, and continuous correction (Tu'aimah, 1989).

The Kurrasah At Thoriqoh Al-Hamidiyah method has been widely implemented in pesantren-based institutions and Islamic schools due to its effectiveness in improving students' Qur'anic writing accuracy. By guiding learners from single-letter recognition to connected letter forms and full words, the method provides a coherent learning trajectory that supports writing proficiency development (Hermawan, 2011). However, when applied in isolation, this traditional approach may face challenges related to student motivation and adaptability to contemporary learning environments.

From a pedagogical perspective, the integration of IT-based learning media with traditional BTQ methods represents a promising hybrid instructional model. Such integration allows educators to capitalize on the strengths of both approaches: the interactivity and flexibility of digital media, and the structural rigor of classical writing instruction. This hybrid model aligns with modern educational management principles that emphasize adaptability, resource optimization, and contextual relevance (Hikmat, 2009; Saefullah, 2012).

Effective implementation of this integrated model, however, requires careful learning management. Learning management encompasses systematic planning, organized implementation, and continuous evaluation to ensure that instructional objectives are achieved efficiently (Syafaruddin & Nasution, 2005). In the context of BTQ learning, management plays a critical role in aligning instructional goals with appropriate methods, media, and assessment strategies. Without effective management, even innovative instructional models may fail to produce optimal learning outcomes.

Previous research on BTQ learning in Indonesia has largely focused on specific aspects, such as the correlation between Qur'anic literacy and academic achievement (Hasri & Rahmah, 2016), the effectiveness of IT-based learning media (Qomariyah, n.d.), or the impact of traditional BTQ methods on reading and writing proficiency (Abidin, n.d.; Erwin Lailia, 2016). While these studies provide valuable insights, research that examines the management of integrated BTQ learning models—particularly those combining IT-based media and traditional methods—remains limited.

SMP Plus Darussholah Jember presents a relevant and strategic research context to address this gap. As an Islamic junior high school that prioritizes Qur'anic literacy as a core educational outcome, the institution has implemented both IT-based BTQ learning through Holy Qur'an software and traditional writing instruction using Kurrasah At Thoriqoh Al-Hamidiyah. This dual approach reflects an institutional commitment to innovation while preserving pedagogical traditions.

Therefore, this study aims to analyze the management of Al-Qur'an reading and writing learning using IT-based media and Kurrasah At Thoriqoh Al-Hamidiyah at SMP Plus Darussholah Jember. The study focuses on three main aspects: (1) planning of BTQ learning, (2) implementation of instructional activities, and (3) evaluation of learning outcomes. By exploring these dimensions, the study seeks to contribute to the theoretical discourse on Islamic learning management and provide practical guidance for educators seeking to enhance Qur'anic literacy through integrated instructional models.

METHODS

This study employed a qualitative research approach with a case study design. The qualitative approach was selected to gain an in-depth understanding of the management processes involved in Al-Qur'an reading and writing (BTQ) learning using Information and Technology (IT)-based media and Kurrasah At Thoriqoh Al-Hamidiyah Fi Tahsinil Kitabah Al-I'tiyadiyah. Qualitative research is particularly suitable for exploring educational phenomena that are complex, contextual, and closely embedded in social and institutional practices (Satori, 2014; Sugiyono, 2010).

The case study design enabled the researcher to investigate BTQ learning management holistically within its real-life setting at SMP Plus Darussholah Jember. According to Yin (2011), case studies are appropriate when the research seeks to answer "how" and "why" questions and when the researcher has limited control over events. In this study, the case study design facilitated a comprehensive examination of planning, implementation, and evaluation processes as they naturally occurred within the school context.

The research was conducted at SMP Plus Darussholah Jember, an Islamic junior high school that integrates formal academic instruction with Qur'anic literacy programs. The school was purposively selected due to its consistent application of two distinct but complementary BTQ learning approaches: IT-based learning using Holy Qur'an software and traditional Qur'anic writing instruction through Kurrasah At Thoriqoh Al-Hamidiyah. BTQ learning at this institution is positioned as a core component of Islamic education and serves as one of the requirements for students' academic progression. This institutional commitment provided a rich context for examining how integrated instructional models are managed within Islamic secondary education.

Research participants were selected using purposive sampling to ensure relevance and depth of information. Participants included school administrators, BTQ teachers (ustadz and ustadzah), and students from grades VII, VIII, and IX. Administrators were involved to provide insights into institutional policies and learning management strategies. Teachers were selected based on their direct responsibility for BTQ instruction, while students were included to capture learner perspectives and learning experiences. The selection of diverse participants allowed for triangulation of perspectives, thereby strengthening the credibility of the findings (Patilima, 2016).

Data were collected using three primary techniques: observation, semi-structured interviews, and documentation analysis. Participant observation was conducted during BTQ learning sessions involving both IT-based media and Kurrasah At Thoriqoh Al-Hamidiyah. Observations focused on instructional activities, teacher–student interactions, use of learning media, and student engagement. This technique enabled the researcher to capture authentic classroom practices and contextual dynamics. Moreover, semi-structured interviews were conducted with school administrators, BTQ teachers, and selected students. Interview guides were developed to explore planning strategies, instructional implementation, media utilization, and evaluation procedures. This flexible interview format allowed participants to elaborate on their experiences while ensuring alignment with the research objectives (Sugiyono, 2016). Next, documentation included lesson plans or instructional outlines, MGMP (teacher forum) records, student achievement data, learning media samples, evaluation instruments, and school policy documents related to BTQ learning. Document analysis served to corroborate observational and interview data and to provide institutional evidence of learning management practices.

Data analysis followed the interactive model proposed by Miles, Huberman, and Saldaña, which consists of three interconnected stages: data condensation, data display, and conclusion drawing and verification. During data condensation, relevant data were selected, focused, simplified, and transformed to align with the research questions. Data display involved organizing information into thematic narratives and matrices to facilitate interpretation. Conclusions were drawn through continuous comparison and verification to ensure analytical rigor (Miles et al., 2014).
This iterative process allowed analysis to occur concurrently with data collection, enabling the researcher to refine focus and deepen interpretation throughout the study.

To ensure trustworthiness, the study applied four criteria: credibility, transferability, dependability, and confirmability. Credibility was enhanced through triangulation of data sources and techniques, prolonged engagement in the research site, and member checking with selected participants. Transferability was supported by providing detailed descriptions of the research context and procedures. Dependability and confirmability were ensured through systematic documentation of research processes and analytical decisions (Sugiyono, 2010).

Finally, ethical considerations were addressed by obtaining formal permission from the school, ensuring voluntary participation, and maintaining participant confidentiality. Participants were informed about the purpose of the study, and pseudonyms were used to protect their identities. Data were used solely for academic purposes in accordance with ethical research standards.

RESULTS AND DISCUSSION
Planning of Al-Qur'an Reading and Writing (BTQ) Learning

The planning of Al-Qur'an reading and writing (BTQ) learning at SMP Plus Darussholah Jember was conducted systematically and collaboratively. Planning activities were primarily carried out through internal teacher forums, particularly the *Musyawarah Guru Mata Pelajaran* (MGMP) for BTQ subjects. This forum functioned as a strategic platform for aligning instructional objectives, materials, methods, and learning media across grade levels.

Based on document analysis and interviews, BTQ learning objectives were formulated to ensure that students achieved both reading and writing proficiency in the Qur'an. The objectives emphasized accuracy in *makhārij al-ḥurūf*, mastery of *tajwīd* rules, fluency in recitation, and correctness in Arabic writing. These objectives reflect the fundamental goals of Qur'anic education as articulated in Islamic educational literature, which views literacy as an essential gateway to religious understanding (Husain, 2002).

One of the BTQ teachers explained that learning objectives were explicitly communicated at the beginning of each lesson to provide students with a clear learning direction. As stated by one teacher:

> "*I always explain the learning objectives at the start of the lesson so students know what they are going to learn. If the objectives are not delivered, students tend to feel confused and learn without focus.*"

This practice aligns with instructional interaction theory, which emphasizes the importance of goal clarity in enhancing student engagement and learning effectiveness (Djamarah, 2010).

From a management perspective, the formulation of learning objectives at SMP Plus Darussholah Jember demonstrates effective planning, as objectives were not only aligned with institutional goals but also adjusted to students' developmental stages. Grade VII students were primarily focused on Qur'anic writing using the Kurrasah At Thoriqoh Al-Hamidiyah method, while higher grades gradually emphasized reading fluency and application of *tajwīd* using IT-based media.

Learning Materials and Curriculum Organization

The selection and organization of learning materials constituted a critical component of BTQ learning planning. The findings show that materials were sequenced from simple to complex, following a spiral learning model. For Qur'anic writing, materials began with recognition of single *ḥijā'iyyah* letters, followed by connected letters in initial, medial, and final positions, and eventually progressed to writing words and short verses. This sequencing reflects classical Arabic pedagogy principles, which emphasize gradual skill acquisition (Tu'aimah, 1989).

For Qur'anic reading, IT-based materials incorporated modules on *makhārij al-ḥurūf*, *ṣifāt al-ḥurūf*, *tajwīd* rules, and verse identification. Holy Qur'an software was utilized to support these materials, allowing students to listen to accurate recitations and practice independently. The integration of digital materials aligns with contemporary educational innovations that encourage learner autonomy and multimodal learning (Isjoni et al., 2008).

Teachers reported that material selection was discussed collectively during MGMP meetings to ensure consistency and coherence across classes. As noted by one BTQ coordinator:

> "*The BTQ materials are discussed together during MGMP meetings. We map the learning content from the easiest to the most difficult so that students are not overwhelmed.*"

This finding supports the notion that collaborative planning enhances instructional consistency and contributes to effective learning management (Saefullah, 2012).

Instructional Media Preparation

Instructional media preparation constituted another significant aspect of BTQ learning planning. The study identified two primary categories of learning media: IT-based media and conventional writing media. IT-based media included computers or laptops for students, Holy Qur'an software, and supporting audio-visual equipment. These media were prepared in advance to ensure smooth implementation during lessons. Teachers emphasized that familiarity with the software was crucial to avoid technical disruptions that could hinder learning effectiveness.

In contrast, Kurrasah-based learning relied on traditional instructional media, including *Kurrasah At Thoriqoh Al-Hamidiyah* guidebooks, student workbooks, practice sheets, and writing tools. Teachers also used colored pens—particularly red pens—for correction purposes. One teacher explained:

"I use a red pen to correct students' writing so they can clearly distinguish between their writing and my corrections. If I use a black pen, students often get confused."

This corrective strategy demonstrates pedagogical sensitivity and aligns with feedback principles that emphasize clarity and immediacy in formative assessment (Purwanto, 1994).
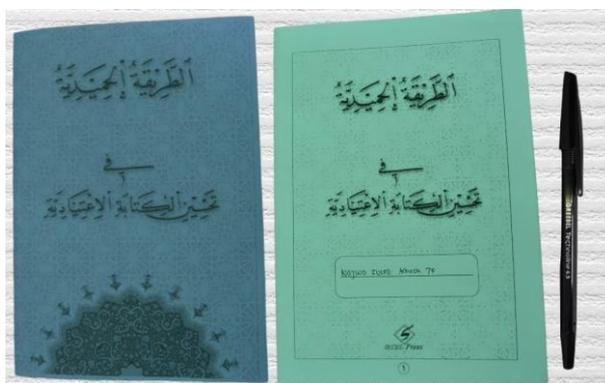

Figure 1. Students' writing media used in Kurrasah-based BTQ learning

Next, time allocation for BTQ learning was standardized at two instructional hours per session, both for IT-based learning and Kurrasah-based learning. The structured allocation allowed teachers to divide lessons into three main phases: opening, core activities, and closing. This structure was consistently observed across different classes and learning approaches.

The opening phase typically involved greetings, prayer, and a brief review of previous material. The core phase constituted the main instructional activities, while the closing phase included evaluation, feedback, and reflection. Such structured lesson organization reflects effective classroom management practices and supports sustained student engagement (Syafaruddin & Nasution, 2005).

The findings indicate that systematic planning served as a strong foundation for the successful integration of IT-based media and Kurrasah At Thoriqoh Al-Hamidiyah in BTQ learning. The collaborative nature of planning, clear formulation of objectives, structured material sequencing, and deliberate media preparation demonstrate sound learning management practices. From a theoretical standpoint, these findings reinforce the argument that effective educational innovation requires not only the adoption of new media but also robust management frameworks that align objectives, resources, and instructional strategies (Hikmat, 2009). The integration

of modern technology with traditional pedagogical methods at SMP Plus Darussholah Jember exemplifies contextualized innovation that respects Islamic educational values while responding to contemporary learning needs.

Furthermore, the emphasis on gradual skill development and differentiated instructional focus across grade levels reflects an understanding of learner-centered pedagogy. By allocating specific methods to address distinct learning domains—reading through IT-based media and writing through Kurrasah—the school effectively addressed the multidimensional nature of BTQ learning.

Implementation of IT-Based BTQ Learning

The implementation of Al-Qur'an reading and writing (BTQ) learning using IT-based media at SMP Plus Darussholah Jember followed a structured instructional sequence that emphasized student engagement, independent practice, and continuous feedback. The primary digital tool utilized was Holy Qur'an software, which functioned as both a learning resource and a practice medium for Qur'anic recitation. Classroom observations revealed that IT-based BTQ learning sessions were organized into three main stages: opening activities, core instructional activities, and closing activities. During the opening stage, teachers initiated the lesson by greeting students, leading a collective prayer, and conducting brief attendance. This ritualized opening not only established classroom discipline but also reinforced the spiritual atmosphere of Qur'anic learning.

In the core instructional stage, teachers guided students in operating the Holy Qur'an software. Learning activities included listening to model recitations, practicing *makhārij al-ḥurūf* and *tajwīd* rules, and searching verses based on specific themes or keywords. One teacher described this process as follows:

> "*When using the Holy Qur'an software, students can immediately listen to the correct pronunciation. They repeat it several times until they feel confident. This really helps students who are usually hesitant to read aloud.*"

This finding aligns with previous studies emphasizing the effectiveness of drill and repetition supported by digital media in improving Qur'anic recitation accuracy (Pulungan, 2017).

Students were observed to work individually using computers, allowing them to learn at their own pace. This individualized learning environment reduced anxiety among students with lower initial abilities and increased overall participation. Such findings support constructivist learning principles, which highlight learner autonomy and active engagement as key determinants of learning success (Djamarah, 2010).

Figure 2. Students using Holy Qur'an software during BTQ learning

The closing stage involved teacher-led reflection and formative evaluation. Teachers listened to individual students' recitations and provided immediate feedback on pronunciation, fluency, and *tajwīd* application. This formative assessment approach enabled teachers to identify learning difficulties promptly and to adjust subsequent instruction accordingly.

Implementation of Kurrasah At Thoriqoh Al-Hamidiyah in Qur'anic Writing

In contrast to IT-based learning, the implementation of Kurrasah At Thoriqoh Al-Hamidiyah focused specifically on improving students' Qur'anic writing (*kitābah*) skills. This method was predominantly applied in Grade VII, where students were introduced to the fundamentals of Arabic writing.

Instruction began with the recognition of *ḥijā'iyyah* letter anatomy, followed by guided practice in writing single letters, connected letters in various positions, and eventually words and short phrases. Teachers employed the *imlā'* method, dictating letters or words for students to write while closely monitoring their performance. One teacher explained:

> "*The purpose of using Kurrasah is so students do not write randomly. There are clear rules and steps. Even students who start from zero can gradually understand how to write properly.*"

Observational data indicated that teachers provided direct and detailed feedback by correcting students' writing using red pens. This visual distinction between students' original writing and teachers' corrections facilitated clearer understanding of mistakes and encouraged self-correction.

Figure 3. Teacher correcting students' Qur'anic writing using *Kurrasah*

Students also confirmed the effectiveness of this approach. One student stated:

> "*After practicing on the exercise sheets, I rewrite my work in the assignment book and submit it to the teacher. The teacher corrects it using a red pen, so I can easily see my mistakes.*"

This hands-on corrective process reflects traditional Arabic pedagogy, which emphasizes accuracy, repetition, and guided practice as essential components of writing mastery (Hermawan, 2011; Tu'aimah, 1989).

Evaluation of BTQ Learning

Evaluation constituted a crucial component of BTQ learning management at SMP Plus Darussholah Jember. The study found that evaluation strategies differed between IT-based learning and Kurrasah-based learning, reflecting the distinct objectives of each approach.

For IT-based BTQ learning, evaluation was primarily formative and conducted during each learning session. Teachers assessed students individually based on pronunciation accuracy, application of *tajwīd* rules, and reading fluency. This ongoing evaluation allowed teachers to monitor students' progress continuously and to provide immediate remedial instruction when necessary.

In contrast, Kurrasah-based learning employed summative evaluation methods to assess students' overall writing proficiency. Evaluation criteria included letter formation accuracy, consistency in writing, and the ability to connect letters correctly. Teachers reported that summative evaluations were particularly useful for comparing students' progress before and after using the Kurrasah method. This dual evaluation system aligns with Purwanto's (1994) principles of educational evaluation, which emphasize the complementary roles of formative and summative assessment in supporting learning improvement.
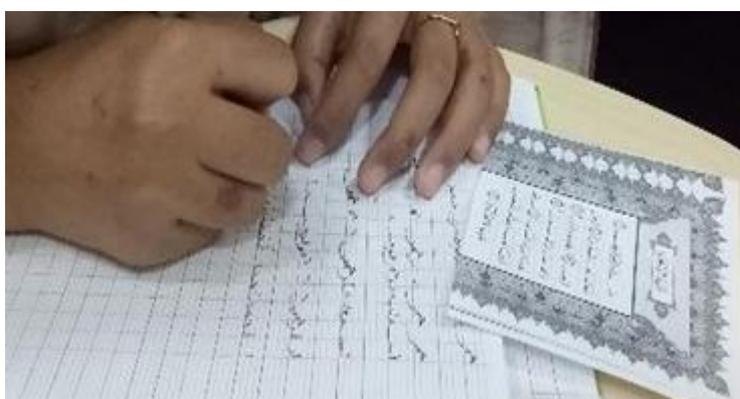

Figure 4. Students' work compilation

The findings of this study demonstrate that the integration of IT-based media and Kurrasah At Thoriqoh Al-Hamidiyah constitutes an effective instructional model for BTQ learning. Each approach addressed distinct but complementary learning domains: IT-based media enhanced Qur'anic reading skills, while Kurrasah strengthened writing accuracy.

From a learning management perspective, this integration reflects effective resource utilization and pedagogical alignment. By assigning specific methods to

specific learning objectives, teachers avoided methodological overlap and instructional redundancy. This finding supports educational management theories that emphasize strategic planning and method selection as determinants of instructional success (Saefullah, 2012; Hikmat, 2009).

Moreover, students' positive responses to both learning approaches indicate that contextualized innovation—rather than wholesale replacement of traditional methods—can enhance learning outcomes in Islamic education. This hybrid model demonstrates that technological innovation can coexist harmoniously with classical Islamic pedagogy when guided by sound management principles (Fauzi, 2012).

CONCLUSION

This study concludes that the management of Al-Qur'an reading and writing (BTQ) learning at SMP Plus Darussholah Jember is effectively implemented through the integration of IT-based learning media and Kurrasah At Thoriqoh Al-Hamidiyah Fi Tahsinil Kitabah Al-I'tiyadiyah. Systematic planning through collaborative teacher forums, structured implementation tailored to specific learning objectives, and differentiated evaluation strategies collectively contributed to improved BTQ learning outcomes.

The findings reveal that IT-based learning media significantly enhance students' Qur'anic reading skills by providing interactive, flexible, and learner-centered learning experiences. Meanwhile, the Kurrasah method plays a vital role in developing students' Qur'anic writing proficiency through structured, gradual, and corrective instruction. The complementary use of both approaches addresses the multidimensional nature of BTQ learning more effectively than single-method instruction.

Theoretically, this study contributes to the discourse on Islamic learning management by demonstrating the importance of integrating modern educational technology with traditional pedagogical methods within a coherent management framework. Practically, the findings offer valuable insights for educators and school administrators seeking to improve Qur'anic literacy through context-sensitive instructional innovation.

Future research is recommended to explore the quantitative impact of integrated BTQ learning models on students' academic achievement and to examine their applicability in diverse educational settings. Such studies would further strengthen the empirical foundation for innovative BTQ instruction in Islamic education.

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