



## Analysis of the Alignment Between Reading and Writing Al-Qur'an (BTQ) Lessons and Islamic Education Curriculum for Junior High School Class VII

<sup>1</sup>Dhia Alfa Della, <sup>2</sup>Taufik Abdullah Attamimi, <sup>3</sup>Uswatun hasanah, <sup>4</sup>Ririn Khairunnisa

<sup>1</sup>Politeknik Negeri Tanah Laut, Indonesia.

<sup>1</sup>[dhiaalfa@politala.ac.id](mailto:dhiaalfa@politala.ac.id), <sup>2</sup>[taufik@politala.ac.id](mailto:taufik@politala.ac.id), <sup>3</sup>[uswatun@politala.ac.id](mailto:uswatun@politala.ac.id), <sup>4</sup>[ririn@politala.ac.id](mailto:ririn@politala.ac.id)

### INFORMASI ARTIKEL

Received: 28 Okt 2024

Revised: 06 Jan 2025

Accepted: 28 Feb 2025

**Abstract:** This research aims to determine the alignment between Quranic Education Learning textbooks for junior high schools (SMP/MTs) and the Quran Reading and Writing (BTQ) Instrument. The study analyzes the content of these textbooks to assess how well they align with the BTQ instrument. Using a library research approach under descriptive qualitative research, the data is analyzed through content analysis. The textbook Pendidikan Al-Qur'an, published by the South Kalimantan Education Office, is evaluated using the BTQ book from the Ministry of Religious Affairs. The results show that competency achievement indicators are not included, especially in reading examples and the application of reading rules in certain surahs. However, the textbook meets several important indicators. It covers reading and writing Quranic verses, tajwid, tahsin, and murajaah, following the Islamic Education Learning Outcomes. The material aligns with Arabic language rules, tajwid, and makhārijul ḥurūf progressively, while also integrating tahsin and murajaah aspects. Furthermore, it incorporates elements of scientific and technological development and ensures completeness and systematic progression according to student levels. From an enrichment perspective, this textbook strengthens students' ability to read and memorize the Quran. It also offers comprehensive practice and evaluation, covering knowledge, attitudes, and skills. The practice approach follows the Talaki method and includes multiple-choice and essay tests, ensuring in-depth learning and skill development.

**Keywords:** Lessons Material, Reading And Writing Al-Qur'an, Pedagogical Evaluation, Talaki Approach, Learning Outcomes

### INTRODUCTION

Local content subjects are aimed to cultivate competencies specific to the region's features. The content is established by the educational institution

(Sanjaya, 2008). The current curriculum in Indonesia is the Merdeka Curriculum (Sholeh, 2024). Educational institutions may incorporate local



material specified by the local government in alignment with regional wisdom or characteristics through three adaptable ways (Arifah & Noor, 2025). Firstly, establishing local content as an independent subject; secondly, including local content across all disciplines; and thirdly, utilizing projects to enhance the Pancasila student profile (Pengelola Web Kemdikbud, 2022).

The subject of Quranic Reading and Writing, sometimes abbreviated as BTQ, is included in the local curriculum and is offered from elementary to high school levels (Mahler et al., 2024). The study of Quranic reading and writing involves the recitation and transcription of Quranic passages while comprehending its norms, including tajwid, makharijul huruf, gharib, and others. (Ningrum et al., 2020) The objective of mastering the reading and writing of the Qur'an is to enable students to proficiently read and write the Qur'an, foster a passion for its recitation, and cultivate understanding,

comprehension, appreciation, and application of its verses in their daily conduct (Mukhlason, 2021). This previous explanation indicates that the lesson on Reading and Writing the Qur'an is crucial for students, as the Qur'an is the sacred text of Muslims, and it is incumbent upon them to read and comprehend its contents (Johnson et al., 2024).

The Educational Office of South Kalimantan Province has released a textbook entitled Al-Qur'an Education for Junior High Schools/Islamic Junior High Schools (Muzakki et al., 2023). This instructional book is designed to align with the 2013 curricular guidelines, emphasizing not just information but also attitudes and skills. Knowledge and skills are imparted to ensure students attain proficiency in the practical application of Qur'anic principles (Maesyaroh, 2024). Students are required to enhance their knowledge and comprehension of the Qur'an, develop



their reading and writing abilities, and elevate their character and personality (Sholeh, 2023).

In 2023, the Ministry of Religious Affairs, via the Center for Research and Development of Lectures, Religious Treasures, and Organizational Management of the Research and Development Agency and Education and Training, released the Quran Reading and Writing Book Instrument (K. Syafi'i & Ikwandi, 2023). This instrument serves as a grading tool for the structure or content of the Qur'an Reading and Writing educational materials (Al-Farisy et al., 2024). The evaluation of the BTQ book, developed under the Merdeka Curriculum, necessitates comprehension of the Ministry of Education and Culture Regulation Number 008/H/KR/2022 regarding Learning Outcomes in Early Childhood Education, Basic Education, and Secondary Education within the Merdeka Curriculum, as well as KMA

# JMPI

**Jurnal Manajemen, Pendidikan dan Pemikiran Islam**

**ISSN(Online): 2988-2141**

**Vol 3 no 1 (2025): June 2025**

<https://journal.as-salafiyah.id/index.php/jmpi>

Email: [jpmi@as-salafiyah.id](mailto:jpmi@as-salafiyah.id)

Regulation Number 347 of 2022 on the Guidelines for Implementing the Merdeka Curriculum in Madrasahs.

The authors of the Al-Qur'an Education textbook for junior high schools/Islamic junior high schools acknowledge that, as a first edition, it contains numerous deficiencies. Consequently, the author seeks to investigate the compatibility between the Al-Qur'an Education Learning textbook for junior high schools/Islamic junior high schools and the Al-Qur'an Reading and Writing Instrument. The author undertakes this research without the aim of disparaging or casting an unfavorable light on the team responsible for compiling the Quranic Education Learning textbooks for junior high schools/madrassas. This journal article aims to analyze the Al-Qur'an Education textbook to assess its alignment with the BTQ textbook instrument.



## METHOD

This study employs a descriptive qualitative research approach, which aims to provide a systematic and detailed description of the studied phenomenon without manipulating variables (Creswell, 2007). The research is conducted using a literature study technique, focusing on the analysis of textual materials related to the subject of Qur'anic education. Specifically, this study examines the *Qur'an Education* textbook, published by the Education Office of the South Kalimantan Provincial Government, utilizing the BTQ (Baca Tulis Qur'an) book instrument developed by the Research and Development Center for Religious Literature and Organization Management of the Ministry of Religious Affairs.

The primary data source for this research is the *Qur'an Education* textbook, which serves as a guideline for teaching the reading and writing of the Qur'an.

# JMPI

Jurnal Manajemen, Pendidikan dan Pemikiran Islam

ISSN(Online): 2988-2141

Vol 3 no 1 (2025): June 2025

<https://journal.as-salafiyah.id/index.php/jmpi>

Email: [jpmi@as-salafiyah.id](mailto:jpmi@as-salafiyah.id)

This book is analyzed to evaluate its structure, content, and instructional approach. Additionally, this study utilizes secondary sources such as academic literature on Qur'anic education, research articles on teaching methodologies for reading and writing the Qur'an, policies and guidelines from the Ministry of Religious Affairs, and other relevant studies on religious education and literacy. These additional sources provide a broader context for understanding the effectiveness and alignment of the textbook with national educational standards.

Data collection in this research is conducted through document analysis, a method that involves systematically reviewing and interpreting textual materials (Yin, 2009). The steps include identifying and selecting relevant documents, examining the *Qur'an Education* textbook in detail, comparing its content with the BTQ book instrument, and reviewing scholarly



articles and policy documents related to Qur'anic education. Through this process, the study ensures a comprehensive understanding of how the textbook facilitates the teaching and learning of Qur'anic literacy.

To analyze the data, this research employs descriptive content analysis, which is used to systematically categorize and interpret textual content by focusing on meaning, themes, and patterns (Krippendorff, 2004). The analysis follows several stages. First, data reduction is conducted by extracting relevant information from the textbook and other sources to focus on

key themes. Second, data categorization is performed by organizing the extracted data into categories such as teaching methodology, content alignment, instructional approach, and effectiveness of the material. Third, interpretation is carried out to determine how the textbook aligns with the BTQ standards and its implications for Qur'anic education. Finally, conclusion drawing is done to synthesize findings and provide insights into the effectiveness and relevance of the textbook in improving Qur'an reading and writing skills among students.

## RESULT AND DISCUSSION

### 1. The Significance of the Material Content to Fundamental Competencies

The Quranic Education textbook published by the South Kalimantan Province Educational Office aligns with the 2013 Curriculum and Basic Competencies. This textbook comprises nine subtopics that address the history of

the Qur'an's revelation, the etiquette associated with the Qur'an, the norms of tajwid for reading the Qur'an, and the composition of brief surahs. The Basic Competencies and Indicators of Competency Achievement for each learning chapter are delineated in the table below:



Basic Competencies		Indicators of Competency Achievement
3.1	Describing the significance, designation, objective, and advantages of the revelation of the Qur'an.	<ul style="list-style-type: none"> <li>- Describing the significance of the Qur'an.</li> <li>- Identifying an alternative designation for the Qur'an.</li> </ul>
3.2	Understanding the methodology and timeframe of the revelation and preservation of the Qur'an.	<ul style="list-style-type: none"> <li>- Clarifying the objectives and advantages of the Qur'an's revelation.</li> <li>- Describing the process of the Qur'an's revelation.</li> </ul>
3.3	Understanding the merits and regulations of the study of the Qur'an.	<ul style="list-style-type: none"> <li>- Outlining the chronological phases of the Qur'an's revelation.</li> <li>- Detailing the methods employed to preserve the Qur'an.</li> <li>- Discussing the merits and regulations associated with the study of the Qur'an.</li> </ul>
3.4	Discussing norms within the Qur'an.	<ul style="list-style-type: none"> <li>- Discussing the norms about the Qur'an.</li> <li>- Understanding the rules for reading the Qur'an.</li> </ul>
4.1	Demonstrating etiquette in relation to the Qur'an.	<ul style="list-style-type: none"> <li>- Explaining the rules for completing the Quran.</li> <li>- Implementing politeness in everyday interactions within the family, educational institutions, and the community.</li> <li>- Discussing the merits and advantages of reading the Qur'an.</li> </ul>
3.5	Understanding the principles and aims of studying the subject of Tajwid.	<ul style="list-style-type: none"> <li>- Understanding the decision about the study of Tajwid studies.</li> <li>- Understanding the objective of examining the subject of Tajwid.</li> </ul>
3.6	Explaining the <i>hijaiyah</i> letters.	<ul style="list-style-type: none"> <li>- Mentioning the <i>hijaiyah</i> letters.</li> </ul>
3.7		<ul style="list-style-type: none"> <li>- Showing the places where the letters come out.</li> </ul>



Basic Competencies	Indicators of Competency Achievement
Explaining the places of articulation of letters and pronouncing them.	- Pronouncing letters according to their place of articulation.
3.8 Clarifying the significance of the laws of <i>mad thabi'i</i> and <i>mad far'i</i> recitation. 3.9 Mentioning examples of <i>mad thabi'i</i> and <i>mad far'i</i> readings. 4.2 Applying the recitation of <i>mad thabi'i</i> and <i>mad far'i</i> .	- Explaining the meaning of the rules of <i>mad thabi'i</i> and <i>mad far'i</i> readings. - Mentioning the examples of <i>mad thabi'i</i> and <i>mad far'i</i> readings. - Practicing the rules of <i>mad thabi'i</i> and <i>mad far'i</i> recitation.
3.10 Writing the surah of <i>Al-Fatihah</i> , <i>Al-Ikhlash</i> , <i>Al-Falaq</i> , and <i>An-Nas</i> .	- Writing the sections of Surah <i>Al-Fatihah</i> , <i>Al-Ikhlash</i> , <i>Al-Falaq</i> , and <i>An-Nas</i> . - Writing the entire Surah <i>Al-Fatihah</i> , <i>Al-Ikhlash</i> , <i>Al-Falaq</i> , and <i>An-Nas</i> . - Writing the meanings of the words found in Surah <i>Al-Fatihah</i> , <i>Al-Ikhlash</i> , <i>Al-Falaq</i> , and <i>An-Nas</i> . - Writing the meanings of Surah <i>Al-Fatihah</i> , <i>Al-Ikhlash</i> , <i>Al-Falaq</i> , and <i>An-Nas</i> .
3.1 Explaining the rules of <i>nun sukun</i> and <i>tanwin</i> pronunciation. 3.2 Differentiating between the pronunciation of <i>nun sukun</i> and <i>tanwin</i> . 4.1 Accurately implementing the rules of <i>nun sukun</i> and <i>tanwin</i> recitation in the Qur'an.	- Explaining the meaning of <i>nun sukun</i> . - Explaining the meaning of <i>tanwin</i> . - Mentioning the examples of <i>nun sukun</i> and <i>tanwin</i> readings. - Understanding the various rules of <i>nun sukun</i> pronunciation. - Understanding the various rules of <i>tanwin</i> pronunciation. - Explaining the difference between the rules of <i>nun sukun</i> and <i>tanwin</i> . - Finding for examples of <i>nun sukun</i> and <i>tanwin</i> readings in Surah <i>Al-Ikhlash</i> and <i>Al-Falaq</i> . - Reading the verses in Surah <i>Al-Ikhlash</i> and <i>Al-Falaq</i> that contain <i>nun sukun</i>



Basic Competencies	Indicators of Competency Achievement
	and <i>tanwin</i> correctly.
3.3 Clarifying the rules of <i>idgham mutamatsilain</i> , <i>idgham muta qaribain</i> , and <i>idgham mutajanisain</i> recitations. 3.4 Identifying the phonetic characteristics of <i>idgham mutamatsilain</i> , <i>idgham muta qaribain</i> , and <i>idgham mutajanisain</i> readings. 4.4 Implementing the phonetics of <i>idgham mutamatsilain</i> , <i>idgham muta qaribain</i> , and <i>idgham mutajanisain</i> recitations.	<ul style="list-style-type: none"> <li>- Explaining the meaning of <i>idgham mutamatsilain</i></li> <li>- Explaining the meaning of <i>idgham muta qaribain</i>.</li> <li>- Explaining the meaning of <i>idgham mutajanisain</i>.</li> <li>- Mentioning the sound of <i>idgham mutamatsilain</i>.</li> <li>- Mentioning the sound of <i>idgham muta qaribain</i>.</li> <li>- Mentioning the sound of <i>idgham mutajanisain</i>.</li> <li>- Mentioning the examples of <i>idgham mutamatsilain</i> readings.</li> <li>- Mentioning the examples of <i>idgham muta qaribain</i> readings.</li> <li>- Mentioning the examples of <i>idgham mutajanisain</i> readings.</li> </ul>
4.3 Reciting and memorizing <i>Surah Al-Fatihah</i> according to the rules of Tajwid. 4.4 Reading and memorizing <i>Surah Al-Ikhlash</i> according to the rules of Tajwid. 4.5 Reading and memorizing <i>Surah Al-Falaq</i> according to the rules of Tajwid. 4.6 Reading and memorizing <i>Surah An-Nas</i> according to the rules of Tajwid.	<ul style="list-style-type: none"> <li>- Reciting a segment of <i>Surah Al-Fatihah</i> in accordance with the rules of Tajwid.</li> <li>- Reciting the complete <i>Surah Al-Fatihah</i> in accordance with the rules of Tajwid.</li> <li>- Memorizing <i>Surah Al-Fatihah</i> in accordance with the rules of Tajwid.</li> <li>- Reciting a segment of <i>Surah Al-Ikhlash</i> in accordance with the rules of Tajwid.</li> <li>- Reciting the complete <i>Surah Al-Ikhlash</i> in accordance with the rules of Tajwid.</li> <li>- Capable of memorizing <i>Surah Al-Ikhlash</i> in accordance with the rules of Tajwid.</li> <li>- Capable of reciting a segment of <i>Surah Al-Falaq</i> in accordance with the rules of Tajwid.</li> <li>- Reciting the complete <i>Surah Al-Falaq</i> in</li> </ul>



Basic Competencies	Indicators of Competency Achievement
	<p>accordance with the rules of Tajwid.</p> <ul style="list-style-type: none"> <li>- Memorizing <i>Surah Al-Falaq</i> in accordance with the rules of Tajwid.</li> <li>- Reciting a segment of <i>Surah An-Nas</i> in accordance with the rules of Tajwid.</li> <li>- Reciting the complete <i>Surah An-Nas</i> in accordance with the rules of Tajwid.</li> <li>- Memorizing <i>Surah An-Nas</i> in accordance with the rules of Tajwid.</li> </ul>

**Table 1. Basic Competencies and Indicators of Competency Achievement in the Textbook of Al-Qur'an Education for SMP/MTs Class VII**

Based on the analysis conducted by the author, the teaching material for the Quran Reading and Writing subject in the Quran Education textbook for 7th-grade Senior High School, published by the Educational Office of the South Kalimantan Province Government, still has some discrepancies. This is particularly evident in the lesson on "Rules of *Nun Sukun* and *Tanwin* Reading," where the achievement indicators are: 1) Explaining the difference between the rules of *nun sukun* and *tanwin* reading, 2) Finding examples of *nun sukun* and *tanwin* reading in *Surah Al-Ikhlās* and *Al-Falaq*,

and 3) Reciting the verses in *Surah Al-Ikhlās* and *Al-Falaq* that contain *nun sukun* and *tanwin* reading correctly. These aspects are not included in the teaching material. In this book, *Surah Al-Ikhlās* and *Surah Al-Falaq* are included in the lesson "Reciting and Memorizing Short Surahs." As for the other materials, they are all in accordance with the Basic Competencies and Competency Achievement Indicators.

## 2. Elements of Content/Material of the Book According to the BTQ Book Instrument

### a. Content/Material Eligibility



The indicators of material feasibility encompass the abilities to recite and write Quranic verses, as well as to practice *tajwid*, *tahsin*, and *murajaah*, which refer to the Learning Outcomes in Islamic Religious Education. The content in this Quran Education book for seventh-grade junior high school students meets the specified criteria. Four sub-lessons address the principles of Tajwid: the rule of studying Tajwid knowledge, the rule of reading *Mad* and its varieties, the rule of reading *Nun Sukun* and *Tanwin*, and the rule of *Idgham*. The competencies of reciting and writing Quranic verses are included into distinct sub-learning segments, specifically "Writing Short Surahs" in lesson 6 and "Reciting and Memorizing Short Surahs" in lesson 9. In this book, it is also in accordance with the learning outcomes in Islamic Religious Education for junior high school, which is for students to understand the Qur'an and the Hadith of the Prophet and their

# JMPI

Jurnal Manajemen, Pendidikan dan Pemikiran Islam

ISSN(Online): 2988-2141

Vol 3 no 1 (2025): June 2025

<https://journal.as-salafiyah.id/index.php/jmpi>

Email: [jpmi@as-salafiyah.id](mailto:jpmi@as-salafiyah.id)

position as sources of Islamic teachings (Kemendikbudristek BSKAP, 2022). Lesson 1 delineates the definition, purpose, advantages, merits, and principles of Qur'anic study. The content enables students to comprehend every aspect of the Qur'an before beginning the study of its reading and writing. Consequently, the material of the Quran Education textbook applies to the Learning Outcomes of Islamic Religious Education.

The indicators of material precision about Arabic/Al-Qur'an regulations and the rules of tajwid and makhārijul ḥurūf continuously. The textbooks for Qur'anic Education for 7th-grade junior high schools/Islamic junior high schools exhibit a commendable adherence to the rules of the Arabic language and the Qur'an. At the lesson's outset, the initial surahs selected for reading are those most commonly utilized in daily life. Specifically, *Surah Al-Fatihah*, *Al-Ikhlās*, *Al-Falaq*, and *An-Nas*. The material about



*makharijul huruf* presented in the book is both suitable and precise. The subject of *makharijul huruf* in tajwid is a crucial aspect that warrants significant consideration. *Makharijul huruf* examines the points of articulation of *hijaiyah* letters, the letters of the Qur'an (Mahfud, 2017). Consequently, the articulation points of the letters must be explicit and taught with great precision to the students. Ensure that they do not fail to meet the required objective or significantly underperform relative to the minimum target in mastering *makharijul huruf*. This textbook for Islamic Education for SMP /MTs grade VII presents the material on *makharijul huruf* in alignment with the concepts of tajwid and the Arabic language. If instructed correctly, students will attain the requisite objectives pertaining to *makharijul huruf*. Upon completion of the *makharijul huruf*, the subsequent subject to be instructed in the subject of tajwid. Tajwid is the discipline of reciting the

# JMPI

Jurnal Manajemen, Pendidikan dan Pemikiran Islam

ISSN(Online): 2988-2141

Vol 3 no 1 (2025): June 2025

<https://journal.as-salafiyah.id/index.php/jmpi>

Email: [jpmi@as-salafiyah.id](mailto:jpmi@as-salafiyah.id)

Qur'an by adhering to the proper attributes and articulation of each letter (Zamani, 2012). The discipline of tajwid is required when reciting the Qur'an. This Quranic Education textbook encompasses effective, accurate, and systematic tajwid instruction. Do not instruct on the norms of recitation if the students' articulation points are incorrect or misaligned. Once it aligns with the appropriate articulation points, it can be taught and further pursued with the rules of Tajwid.

The next indicator is the accuracy of the material with aspects of *tahsin* and *murajaah*. The *tahsin* method aims to enhance the recitation of the Qur'an (Albadi et al., 2021, p. 103). meanwhile, the *murajaah* method involves the repetitive recitation of the Qur'an, aimed at both learning and memorizing its verses (Syaifullah et al., 2022). This Quranic Education textbook effectively directs the material towards the accurate reading of Tahsin and murajaah. Each



sub-learning segment incorporates verses from the Qur'an, which are then memorized through the practice of repetition (Azah, et al., 2024). Furthermore, the book includes guidelines and phases for reading and reciting the Qur'an in compliance with established regulations, ensuring that the learning process utilizing the tahsin and murajaah procedures is optimal.

The accuracy of the material in relation to advancements in science and technology (Nasihudin, et al., 2024). The author believes the material's correctness concerning the advancement of science and technology to be suitable. Each sub-learning section's activity column contains multiple tunes to enhance student interest (Shobirin, et al., 2024). The song is really appropriate for contemporary students to perform. The advancement of technology and information, if not used effectively, may render the current learning experience monotonous for certain

# JMPI

**Jurnal Manajemen, Pendidikan dan Pemikiran Islam**

**ISSN(Online): 2988-2141**

**Vol 3 no 1 (2025): June 2025**

<https://journal.as-salafiyah.id/index.php/jmpi>

Email: [jpmi@as-salafiyah.id](mailto:jpmi@as-salafiyah.id)

students (Ismanto & Trisatyawati, 2024).

The songs incorporated in certain classes will enhance their enthusiasm, as these melodies align with contemporary and recognizable tunes favoured by students of their age group. Moreover, the inclusion of these tunes will assist children in retaining the information. The advancement of information nowadays is highly sophisticated, featuring a diverse array of learning modalities. Some consist of programs, but others take the form of educational games that facilitate learning through play. Additionally, numerous others. Among them is the acquisition of knowledge through music. In addition to functioning as an icebreaker, the songs featured in the Quranic Education textbook for 7th-grade junior high school/Islamic junior high school students are certain to elevate students' motivation for learning and deepen their comprehension of the lessons.



The indicators of completeness, continuity, systematically according to differentiated levels. The textbook for Quranic Education is already rather commendable in this aspect. The beginning teachings of seventh grade commence with the comprehension of the Qur'an, followed by the etiquette of its recitation, and then the study of Tajwid, which leads to further discourse. Consequently, the order of courses presented in this book is systematic and suitable for the students' levels. The arrangement of the material is aligned with the proficiency level of seventh-grade learners, ensuring it neither overwhelms nor confounds them with the subjects they will study.

#### b. Content/Material Update

The material offered in the textbook for Quranic Education for 7th grade SMP/MTs aligns with its scientific ideas. All Arabic words and writings in the book are accurate, with no errors identified. In a similar way the

meanings of the Arabic phrases adhere to the principles of the Arabic language. The cited passages of the Qur'an are pertinent and coherent with the offered explanations. This book is highly suitable for student instruction due to its coherent flow of material, ensuring that no topics are overlooked or omitted, and that non-essential content is appropriately deprioritized. Consequently, students will acquire comprehension progressively and systematically, avoiding confusion with the content. Nonetheless, the identified flaw is that if students' comprehension of the content is insufficient, the teacher or instructor must furnish a suitable explanation to facilitate understanding. If it progresses to the subsequent content, the students will lag and fail to comprehend. If it persists, those will become more confused due to the interconnected significance of the conversation surrounding each subject. If they do not understand even one, then



if it continues to the next material, the students will not be able to understand and gain anything from the learning.

### c. Enrichment

Enrichment in learning is an assignment provided to students following the completion of a lesson. The objective of enrichment is to enhance the previously acquired material (Monika et al., 2018). Generally, regarding the material of Qur'anic Education, two factors will be evaluated. The initial part pertains to the students' recitation of the Qur'an, including the accuracy of their pronunciation, adherence to recitation standards, and other pertinent considerations. The second factor pertains to the manner in which students transcribe verses from the Qur'an. Whether they possess capability or lack it.

The textbook for Quranic Education in junior high schools/Islamic junior high schools effectively enhances those two features. This book instructs on the

proper reading techniques in accordance with the rules of Tajwid. Subsequently, the supplementary enrichment offered in this book will augment the students' comprehension of the subject presented. This book provides students with systematic guidance, enabling them to comprehend the material effortlessly if they attentively adhere to the lessons and utilize it as a study guide. Subsequently, students will recite the Qur'an with fluency and accuracy. The application of tajwid is similarly significant for enrichment. This enrichment is advantageous as it maintains an ordered discussion of the topic taught, aligning with the students' capabilities. Consequently, if the students diligently engage with the courses and comply with this Al-Qur'an Education textbook, the outcomes will be highly favorable or, at the very least, fulfill the established criteria. Likewise, about writing, this book includes numerous writing projects for the students. They are instructed to



focus on proper writing techniques, and subsequently, they are required to write down verses of the Qur'an from memory, without reference to examples. Regrettably, this book lacks content on calligraphy or *khat* writing, resulting in students experiencing difficulties in writing, particularly those unfamiliar with Arabic script.

#### d. Practice and Evaluation

The indicator of practice and evaluation is the application of the *talaki* approach in demonstrating recitation. *Talaki* refers to the direct, simultaneous learning of the Qur'an from teacher to student in a shared physical location, also termed *musyafahah* (Khodijah, 2022). This teaching method is essential for learning and memorizing the Qur'an, as it enables the teacher to directly correct the student's recitation. Conversely, students can acquire accurate recitation through direct practice with their teacher. This textbook incorporates the implementation and assessment of the

*talaki* approach in sub-learning section 9, which focuses on reading and memorizing the surahs *Al-Fatihah*, *Al-Ikhlash*, *Al-Falaq*, and *An-Nas*. The students are instructed to read and remember the surahs along with their verse portions, thereafter reciting the complete verses before their teacher, ensuring accurate pronunciation of letters (*makharijul huruf*) and perfect tajwid. This learning will undoubtedly facilitate the more effective attainment of educational objectives. The teacher can promptly correct any errors made by the learner. If all the students' readings are correct, the teacher will inform the students and ask them to read again until everything is correct, so that the best results can be achieved.

The practice and evaluation indicators encourage students in reading, writing, tahsin, and murajaah of Quranic verses. This is evident in sub-learning 9, where the assessment consists of questions pertaining to the surah that is read and memorized. If the students



finish that activity, they will inherently engage in reading and writing it.

The practice and evaluation indicators are comprehensive and holistic, encompassing knowledge, attitudes, and skills pertinent to BTQ(Satyawati & Dwikurnaningsih, 2024). In the 2013 curriculum, student evaluation is categorized into assessments of knowledge, attitude, and skills. Knowledge evaluation can be conducted by written examinations, oral assessments, or questionnaires (Mulyasa, 2018). The training and evaluation indicators are comprehensive and holistic, encompassing knowledge, attitudes, and skills pertinent to BTQ(Sholeh, Lestari, et al., 2024). In the 2013 curriculum, student evaluation is categorized into assessments of knowledge, attitude, and skills. Knowledge evaluation can be conducted by written examinations, oral assessments, or questionnaires (Mulyasa, 2018). The Al-Qur'an Education

textbook comprises exercises that include written assessments, such as multiple-choice and essay. The test components assess not just knowledge but also attitudes and skills.

The indicator of suitability practice and evaluation with the development or age level of the students(Ab Rahman, 2024). This book appropriately assesses the suitability of activities and evaluations concerning the developmental or age level of the students(A. Syafi'i et al., 2024). Students undertake a systematic and organized learning process, culminating in activities and evaluations. Students will be progressively guided to comprehend the material, which is presented in manageable portions from each sub-chapter of the learning process, ensuring it does not overwhelm them(Yuniarti, 2024). Consequently, as each sub-chapter is examined, students' comprehension will progressively enhance following the material covered(Habibulloh et al., 2024).



The surahs designated for memorizing in seventh grade are not lengthy and remain unfamiliar to the students (A. Syafi'i & El-Yunusi, 2024). These are commonly recited surahs that are frequently read regularly. Memorization will assist them, as the surahs are frequently utilized for daily needs. In sub-learning 9, the memorized surahs are Surah *Al-Fatihah*, *Al-Ikhlash*, *Al-Falaq*, and *An-Nas*.

## CONCLUSION

Based on the results of the analysis and discussion, the following conclusions can be derived. First, the 7th grade Junior High School/Islamic Junior High School Quranic Education textbook issued by the South Kalimantan Province Educational Office largely fulfils the content eligibility criteria, aligning with the 2013 Curriculum and Basic Competencies. This book encompasses significant elements of Qur'anic study, including the history of its revelation, the proper etiquette for reading, and an

introduction to the science of tajwid, which entails the principles of reciting and the articulation points of letters. The content of this book is logically and structurally organized, facilitating the acquisition of reading and writing abilities for the Qur'an, as well as exploring the essential rules of Tajwid, which are critical components of Qur'anic education. Nonetheless, the material concerning "Rules of *Nun Sukun* and *Tanwin* Reading" has deficiencies, particularly in the comprehensive listing of competency accomplishment indicators, notably regarding the reading instances and the application of these rules in certain surahs. This requires enhancement to more effectively match with the established Basic Competencies.

Secondly, regarding the practicality of the material of this textbook, it encompasses numerous indicators, specifically the abilities of reading and writing Quranic verses, practicing tajwid, tahsin, and murajaah, which



align with the Learning Outcomes in Islamic Religious Education. Subsequently, the precision of the content about the principles of Arabic/Al-Qur'an and the elements of tajwid and *makhārijul ḥurūf* will be assessed progressively. The subsequent sign is the precision of the material concerning the aspects of tahsin and murajaah. This book corresponds with the indications of scientific and technological development, completeness, continuity, and systematic differentiation based on levels.

Last, this enrichment is crucial for enhancing comprehension of the content and facilitating the development of students' reading and memorization skills in the Qur'an. Finally, regarding exercises and assessment, this book offers thorough and extensive exercises that encompass students' knowledge, attitudes, and skills. The teaching method employs the *talaki* technique, necessitating that students engage in

direct reading practice under a teacher's supervision to ensure the precision of their tajwid recitation.

## REFERENCE

- Ab Rahman, S. F. (2024). The Controversy of Hymenoplasty in Islamic Law and Saddu Al-Dhara'i Perspective for Contextual Learning. *JTL: Journal of Teaching and Learning*, 1(2), 91-106.
- Albadi, Supraha, W., & Indra, H. (2021). Implementasi Seni Baca Irama Al Qur'an (Naghām) Dalam Metode Pembelajaran Tahsin Al-Qur'an. *Rayah Al-Islam*, 5(01), 98-112. <https://doi.org/10.37274/rais.v5i1.389>
- Al-Farisy, A., Suhaeni, M. N., Satelo, D. T., Chiriace, E., & Robaz, L. M. (2024). Integration Of Religion Into Curriculum Design And Educational Institution Identity. *IJEMR: International Journal of Education Management and Religion*, 1(2).
- Arifah, E. K., & Noor, T. R. (2025). Analysis of Supporting and Inhibiting Factors in Learning at Community Learning Activity Centers. *IJEMR: International Journal of Education Management and Religion*, 2(1), 36-45.
- Creswell, J. W. (2007). Qualitative Inquiry & Research Design Choosing Among Five



- Approaches. *SAGE Publications*, 16(4).  
<https://doi.org/10.1177/1524839915580941>
- Habibulloh, M., Sholeh, M. I., & Idawati, K. (2024). Exploring Technological Innovations and Approaches in Modern Education. *SAHRI: Journal of Studies in Academic, Humanities, Research, and Innovation*, 1(1), 49-66.
- Ismanto, B., & Trisatyawati, S. (2024). Optimizing Financial Management to Enhance Curriculum Delivery and Student Development in Vocational High Schools. *JTL: Journal of Teaching and Learning*, 1(2), 107-120.
- Johnson, E., Mendoza, C., & Sobirin, M. S. (2024). Strategies of School Principals in Improving Educational Quality: An Analysis of Best Practices in American Schools. *JMPI: Jurnal Manajemen, Pendidikan, Dan Pemikiran Islam*, 2(2).
- Kemendikbudristek BSKAP. (2022). Capaian Pembelajaran Pendidikan Agama Islam dan Budi Pekerti. In *Kemendikbudristek BSKAP RI*.
- Khodijah, S. (2022). *Tahsin Al-Qur'an (Panduan Mengaji Al-Qur'an dengan Kaidah Tajwid)*. Deepublish Digital.
- Krippendorff, K. (2004). *Content Analysis: An Introduction to Its Methodology* (2nd ed.). Sage Publications.
- Maesyaroh, A. (2024). Strategi Kepala Madrasah Aliyah Swasta Al Falah Wuluhan Jember Menuju Madrasah Unggul. *JMPI: Jurnal Manajemen, Pendidikan, dan Pemikiran Islam*, 2(1).
- Mahfud, R. (2017). *Pelajaran Ilmu Tajwid*. Rajawali Pers.
- Mahler, S. S., Brances, A., Jeo, K., & Khusairi, A. (2024). Development of a Spiritual Character-Based Curriculum to Improve Learning Quality in the Digital Era. *IJEMR: International Journal of Education Management and Religion*, 1(1).
- Monika, K. A. L., Mahendra, S., & Suranata, K. (2018). Pelaksanaan Pengajaran Pengayaan untuk Siswa Yang Memiliki Prestasi Belajar dalam Pembelajaran Kurikulum 2013. *INOPENDAS: Jurnal Ilmiah Kependidikan*, 1(2), 75-82.  
<https://doi.org/10.24176/jino.v1i2.2303>
- Mukhlason, M. (2021). Prosedur Pengembangan Kurikulum Muatan Lokal Baca Tulis Al-Qur'an Tingkat Pendidikan Dasar dan Menengah di Kabupaten Pasuruan. *Bidayatuna Jurnal Pendidikan Guru Mandrasah Ibtidaiyah*, 4(2), 259-276.  
<https://doi.org/10.54471/bidayatuna.v4i2.1283>
- Mulyasa. (2018). *Implementasi Kurikulum 2013 Revisi*. Bumi Aksara.



- Muzakki, H., Maunah, B., & Patoni, A. (2023). Budaya Kepemimpinan Transformatif di Lembaga Pendidikan Islam. *JMPI: Jurnal Manajemen, Pendidikan, dan Pemikiran Islam*, 1(1).
- Ningrum, A. P., Dew, N., Apriyanti, I., & Tambunan, R. R. (2020). Mengenal Pembelajaran Baca Tulis Alqur'an. *Ihya Al-Arabiyah: Jurnal Pendidikan Bahasa Dan Sastra Arab Mengenal*, 6(1), 51-56.
- Pengelola Web Kemdikbud. (2022). Implementasi Kurikulum Merdeka, Muatan Kearifan Lokal Bisa Dimasukkan Melalui Tiga Opsi. <https://www.kemdikbud.go.id/main/blog/2022/08/implementasi-kurikulum-merdeka-muatan-kearifan-lokal-bisa-dimasukkan-melalui-tiga-opsi>
- Sanjaya, W. (2008). *Kurikulum dan Pembelajaran (Teori dan Praktik Pengembangan Kurikulum Tingkat Satuan Pendidikan (KTSP))*. Kencana.
- Satyawati, S. T., & Dwikurnaningsih, Y. (2024). Strategies For Organization In Educational Resource Management. *SAHRI: Journal of Studies in Academic, Humanities, Research, and Innovation*, 1(1), 33-48.
- Sholeh, M. I. (2023). Evaluation and Monitoring of Islamic Education Learning Management in Efforts to Improve Education Quality. *Communautaire: Journal of Community Service*, 2(2), 108-117. <https://doi.org/10.61987/communautaire.v2i2.159>
- Sholeh, M. I. (2024). Pengaruh Kinerja Guru dan Pengembangan Kurikulum Terhadap Prestasi Belajar Siswa di SDI Al-Badar Tulungagung. 3(1).
- Sholeh, M. I., Azah, N., Arifin, Z., Rosyidi, H., Sokip, S., Syafi'i, A., & Sahri, S. (2024). Development of a Multicultural Curriculum to Enhance Student Tolerance in Senior High School. *IJE: Interdisciplinary Journal of Education*, 2(3), 163-176. <https://doi.org/10.61277/ije.v2i3.147>
- Sholeh, M. I., Lestari, A., Erningsih, E., Yasin, F., Saleh, F., Suhartawan, V. V., Pattiasina, P. J., Widya, A., Sampe, F., Fadilah, N. N., & others. (2024). *Manajemen Kurikulum*. CV. Gita Lentera. <https://books.google.co.id/books?id=Ql8FEQAAQBAJ>
- Sholeh, M. I., Nasihudin, M., Ahmad, Z., & Azizah, M. (2024). Mengoptimalkan Penggunaan Teknologi Untuk Pemasaran Aksesoris Hp Anggota Onc Melalui Platform Digital. 2(1).
- Sholeh, M. I., Shobirin, M. S., & Rosikh, F. (2024). Implementation Of Kh Hasyim 'Aryari Educational Principles In Madrasah Reality. 30(4).
- Syafi'i, A., & El-Yunusi, M. Y. (2024). Humanities as a Catalyst for



- Innovation in Contemporary Education and Society. *SAHRI: Journal of Studies in Academic, Humanities, Research, and Innovation*, 1(1), 18–32.
- Syafi'i, A., Nur, 'Azah, & Arifin, Z. (2024). Developing Global Competencies in Teacher Education for 21st Century Learning Environments. *JTL: Journal of Teaching and Learning*, 1(1).
- Syafi'i, K., & Ikwandi, M. R. (2023). Strategi Kepala Sekolah Dalam Meningkatkan Mutu Pendidikan Melalui Program Unggulan di SMK Kiyai Mojo Tembelang Jombang. *JMPI: Jurnal Manajemen, Pendidikan, dan Pemikiran Islam*, 1(2).
- Syaifullah, M., Yus Nasution, A., Adek Putri Arianto, A., Srirahmayani, E., Widiya, I., Pasaribu, N. S., & Arfiandini, T. (2022). Upaya Meningkatkan Konsistensi Muraja'ah dalam Menghafal Al-Quran. *Jurnal Pendidikan Tambusai*, 06(02), 13319–13325.
- Yin, R. K. (2009). *Case study research: Design and methods* (Vol. 5). SAGE Publications.
- Yuniarti, P. (2024). The Management of Guidance and Counseling Teachers in Addressing Student Delinquency at MTs Al-Iman Mukomuko. *JTL: Journal of Teaching and Learning*, 1(2), 149–163.
- Zamani, Z. (2012). *Belajar Tajwid untuk Pemula*. Mediapressindo.