

QIRAATI MANAGEMENT METHOD IN IMPROVING STUDENTS' ABILITY TO READ THE QUR'AN IN THE CIREBON REGION (QUALITATIVE DESCRIPTION STUDY IN SD QIRAATI SHIDQUL 'AMAL CIREBON DISTRICT AND SD PERADABAN GLOBAL QUR'AN CIREBON CITY

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Abstract

The low quality of reading the Qur'an in the midst of the rapid development of the Al-Qur'an Educational Institution (TPQ) in the community. This is because not all TPQ are able to manage it so it has not been fully successful. The purpose of this study, to describe the planning, organization, implementation, supervision, supporting and inhibiting factors, as well as efforts to improve the Qiraati Method. This study uses a qualitative approach, descriptive method, with data collection techniques from interviews, observation and documentation. The conclusion is that 1) the planning of the Qiraati Method is in accordance with its function, but there are still limitations in teacher resources, infrastructure and finance. 2) Qiraati Method organization it is in accordance with its function, but there are still weaknesses in teacher resources due to double jobs and the lack of Qiraati teacher resources. 3) the implementation of the Qiraati Method is in accordance with its function, but there are still weaknesses in teacher resources in managing learning and teacher teaching motivation. 4) supervision of the Qiraati method, is in accordance with its function, but there are still many obstacles in achieving the target, namely supervision activities for classes/volumes and the institution's achievement targets have not been maximized. 5) supporting and inhibiting factors, all personnel are Qiraati syahadah, continuous development, teacher and student learning motivation, parental support. 6) efforts to improve learning by developing Qiraati teacher resources and infrastructure.

Keywords: Management, Qiraati Method, Al-Qur'an Reading Ability, students

A. Introduction

The Qur'an is the miraculous word of God, which was revealed to the Prophet Muhammad. through the intercession of the angel Gabriel, which is written in the mushaf starting from the letter al-Fatihah to the letter an-Naas, delivered by the Prophet mutawatir and reading it is worth worship (Baidan, 2005). Al-Qur'an is the main source of Islamic teachings and as a way of life for every Muslim. The Qur'an not only contains instructions about the relationship between humans and their gods, but also regulates human relationships with each other (*hablum mina Allah wa hablum minan-naas*), even human relations with the natural surroundings (Hadhiri, 2003). The first step to achieve this, Muslims must be able to read and write the letters of the Qur'an. The obligation of a Muslim is to read it tartil or properly and correctly according to the rules of recitation. As stated in Surah Al-Muzzammil: 4, "And read the Qur'an with tartil-tartil" (Agama, 2007).

Based on careful observation of the current condition of Indonesian Muslims, there are still some who have not been tartiled. This is often found, most of the Muslims fall into mistakes that can eliminate the spirit of reading the Qur'an, such as some mistakes that often occur are: (1) Errors in the makhroj (where the hijaiyah letters come out), (2) errors in Mad (long reading), (3) errors in the sukun and qalqalah letters, (4) errors in the hum and not hum, (5) errors in waqf and ibtida (stop and start), (6) did not understand the law of recitation, (7) did not understand the gharib reading, and various other mistakes. Reading the Qur'an properly and correctly in accordance with the rules of tajwid science is fardhu 'ain, meaning that it must be done or practiced by every Muslim and if it is not done or practiced it will be sinful (Sudiarjo, 2015).

The Ministry of Religion of the Republic of Indonesia in its article wrote that the condition of the State of Indonesia can be said to be very alarming, this is because although the number of Muslims is very large (the majority) but the quality is very small. According to data from the Central Statistics Agency (BPS) which states that

out of 10 pilgrims, 5 pilgrims cannot read the Qur'an. Data from the Indonesian Mosque Council (DMI) states that 65 percent of Indonesian Muslims cannot read the Qur'an, even though Muslims are the majority in Indonesia (Indonesia., 2006).

The growth of the existing Al-Qur'an Educational Parks or Al-Qur'an Educational Institutions is currently very fast, but religious-based educational institutions still face various problems such as not being able to exist in carrying out their mission as an Al-Qur'an Educational Institution because management is not good, so TPQ as a forum to be able to take the children to be able to deliver children to be able to read the Qur'an well and true not yet fully successful.

In relation to maximizing the learning of the Qur'an in the existing Al-Qur'an Educational Institutions, it is important to use an effective and efficient method. This is because of the Qur'an in studying it. Therefore, to provide convenience in reading the Qur'an it is necessary to use certain methods and strategies. The Qiraati method is one of the Qur'anic learning methods in an effort to improve the ability to read the Qur'an from an early age.

The Qiraati method is a method developed by KH. Dachlan Salim Zarkasyi in 1986 who came from Semarang, Central Java, Indonesia. This method was developed by KH. Dachlan Salim Zarkasyi for his observations and studies of the teachers and mentors of the Qur'an, whom he judged to be slow and careless in teaching the Qur'an to his students/students, so that what was obtained was not in accordance with the rules of tajwid science and the children did not can read the Qur'an properly and correctly.

The Qiraati method is one of the Qur'anic learning methods in an effort to improve the ability to read the Qur'an from an early age. The Qiraati method is a method developed by KH. Dachlan Salim Zarkasyi in 1986 who came from Semarang, Central Java, Indonesia. This method was developed by KH. The Qiraati method has become a phenomenon in the teaching of the Qur'an, which has entered the realm of formal education.

This is evidenced by the rapid development of Al-Qur'an Educational institutions, especially the Qiraati Method in the Cirebon area, where this method has been widely used in Qur'an-based formal schools with a full day system in the Qur'an learning process, and also Many Qiraati-based formal schools were born through the development of the TPQ Qiraati Method. As an example SD Qiraati Shidqul 'Amal is an elementary school that was born from the development of the Qiraati Method TPQ and the Global Qur'an Civilization Elementary School has the Qiraati TPQ/KBM which is under the auspices of a formal SD institution as its flagship program.

Implementation of management in an educational institution absolutely must be done to produce good quality standards through the management of management functions which include planning, organizing, implementing, and monitoring activities. The weaker quality of learning the Qur'an has implications for the low ability to read the Qur'an of students because the learning management is still not optimal. Therefore, no organization or institution will be successful if it does not use good management. Therefore, the management of the Qiraati Method in producing quality output needs to be formulated properly through the application of management functions according to the stages of management.

B. Method

This research is a type of qualitative research with analytical descriptive methods or research that is supported by data obtained from field research, namely research procedures that produce descriptive data in the form of written or spoken words from people and observable behavior (observation). Data collection techniques in this study were non-participant observation, in-depth interviews, documentation studies, and a combination of the three or triangulation. The data analysis used in this research is based on interactive data analysis. According to Miles and Huberman in Sugiyono, "Data analysis consists of three interacting activities,

namely: data reduction (data reduction), data presentation (data display), and conclusion (conclusion)" (Sugiyono, 2015).

This study uses two data sources, namely primary data and secondary data. In this study, the determination of the data source is the people who are interviewed. Key informants are the main source of research data, namely people who have data on the variables studied. The main informants in this study were the principal of the elementary school, the principal of the TPQ Qiraati Method, the teacher Qiraati at SD Qiraati Shidqul 'Amal dan SD Peradaban Global Qur'an. While what is meant by supporting informants are other sources that are still relevant to research and strengthen research data, in this case are Korcam administrators, Korcab, students/santri, parents, and so on related to the Qiraati Method.

C. Finding and Discussion

1. Finding

Qiraati Method Planning in Improving Ability Reading the Qur'an Student

Based on the research, it was found that the Qiraati Method Planning implemented in Al-Qur'an-based Elementary Schools in the Cirebon area, was built through the formulation of a vision and mission, environmental analysis, setting goals and objectives, determining strategy (policies, programs and activities), curricula preparation and determination of resources. In planning the learning of the Al-Qur'an the Qiraati Method which will be used as a quality graduate in an educational institution/school, it is necessary to plan what will be achieved which then provides guidelines, an outline of what steps will be taken. Therefore, planning is a basic management process to determine the goals, vision, mission and steps that must be taken to achieve these goals.

The formulation of the vision and mission at the Qiraati Method Elementary School in the Cirebon area relies on two

orientations, the first is oriented towards learning the Qur'an through its programs and the second is oriented towards national education through its curriculum. The vision and mission are an illustration of the direction and goals expected by the school through its education system and style, namely the realization of the Qur'anic generation, namely a generation that is intelligent, loves the Qur'an and has good character. Environmental analysis is carried out by knowing all the strengths and weaknesses as well as the facilities and obstacles that need to be identified to measure the organization's ability to achieve goals.

Qiraati Method Organizing in Improving Ability Reading the Qur'an Students

Organization The Qiraati method used in schools in its management is divided into 2 different organizational groups, namely the formal school management structure (SD) and the Qiraati institutional management structure (TPQ). The management of SD and TPQ are the same person with 2 different tasks, this is because each has a different management or management. In general, the organization in learning the Qur'an using the Qiraati method found at SD Qiraati Shidqul 'Amal and SD Peradaban Global Qur'an, consists of: 1) Supervisor, 2) Caregiver, 3) Principal of SD, 4) Principal of TPQ, 5) Deputy Principal of TPQ, 6) Treasurer/TU, 7) Secretary, 8) Teacher/Homeroom. In which all personnel involved are required to perform the Qiraati shahadah as an absolute requirement. If you have not syahadah, then you are ready to be fostered for syahadah.

Implementation/Activation Of the Qiraati Method in Enhancing Ability to Read Al-Qur'an Students

The implementation/activation of the Qiraati Method in improving students' reading skills of the Qur'an which was carried out in Elementary Schools using the Qiraati Method in the Cirebon

Region, was carried out by conducting program socialization, direction, motivation, guidance and coordination.

Gathering activities or routine meetings that are carried out in daily tadarus activities before starting the Qiraati KBM are carried out in an effort to provide direction, discussion forums and discussions on daily problems related to KBM. In addition, daily tadarus activities also function as habituation of worship values which in starting activities with tadarus/reading the Qur'an become a principle for Qiraati teachers who are believed to be based on Amanah and tausiaah Al Maghfurlah KH. Dachlan Salim Zarkasyi:

- 1) The teacher of the Koran must try to do three (3) things: Patience and Sincere, diligent tahajjud and diligent tadarrus Al-Qur'an.
- 2) Teachers of Ngaji (Qur'an teachers) who are istiqomah and generous always try to improve three things: Qiroatukum (your reading of the Qur'an), Akhlaqukum (your daily behavior), Ibadatukum (your deeds of worship).

Qiraati Method Supervision/Control in Enhancing Ability to Read Al-Qur'an Students

Based on the results of the research findings, the supervision carried out was to control the quantity and quality of teamwork in learning the Qur'an using the Qiraati Method, namely by conducting supervision, monitoring, evaluation, and improvement efforts. Supervision is carried out by the TPQ Principal for teachers to see the implementation of learning directed by the Qiraati methodology. The supervision procedure carried out by the Head of TPQ is by controlling the class, seeing PBM with the Qiraati Method in the class, seeing the conditioning of the class, then evaluating and solving problems if there are problems. After that, the head of TPQ monitors the repairs. Supervision activities are carried out routinely as well as casuistic in nature.

Supporting and Inhibiting Factors of the Qiraati Dalam Method Improving Students' Al-Qur'an Reading Ability

These supporting factors consist of internal and external factors. Internal factors are factors from within which consist of teachers and students. 1) The existing teachers and staff involved in the learning process at SD and TPQ are mostly Qiraati teachers who have a shahadah. 2) Between elementary school teachers and TPQ teachers are the same teacher. 3) Continuous and well-organized teacher development can improve teacher performance. 4) Great student/student motivation in learning can create the expected target achievement. While external factors are factors that come from outside, namely the factors of parents, foundations, Korcam and Korcab, as well as facilities and infrastructure; 1) Great parental support for learning the Qiraati Method, 2) Support and direction provided by the District Coordinator (Korcam) and Branch Coordinator (Korcab), Foundation support for education development.

Meanwhile, the inhibiting factors consists of: 1) Teachers have double responsibilities, namely as teachers in schools and teachers in TPQ. 2) Parents do not understand the child's target to finish / graduate. 3) The target of the school curriculum has not been achieved optimally because the focus of learning is on Qiraati. 4) Facilities and infrastructure have not been maximized.

Qiraati Method Improvement Efforts to Improve Ability Reading the Qur'an Students

Efforts to improve in learning the Al-Qur'an Qiraati method are carried out as an effort to reduce the impact of various obstacles faced, both in terms of developing ideal facilities and infrastructure to improve financial management to be more effective and efficient. to develop new teacher candidates, to maximize the distribution of teaching assignments, to build teacher motivation to have a spirit of ruhul mudarris in teachers, and to maximize meetings with parents and teachers in POMG activities as a forum for friendship, communication and discussion.

Improvement efforts in various aspects are a form of providing the best service for stakeholders in SD Qiraati Shidqul 'Amal and SD Peradaban Global Qur'an, namely by implementing TQM in all processes in the organization. In this case, there are 2 organizations involved,

namely SD and Qiraati, so that the quality of the two institutions can be good and superior. Improvements made are good in terms of human resource management (educators and education staff) both in the management of SD and TPQ, financial management, management of facilities and infrastructure, and other organizational support processes.

2. Discussion

Qiraati Method Planning in Improving Ability Reading the Qur'an Student

Terry suggests about activities in the planning function that: "planning can mean including the act of selecting and relating facts and making and using assumptions about the future in terms of visualizing and formulating proposed activities that are considered necessary to achieve the desired results. Planning means determining in advance what to do and how to do it (Terry, George R. dan Rue, 2019). The four stages of the basic planning process according to Handoko in his book entitled management, namely: (1) setting a goal or set of goals, (2) formulating the current state, (3) identifying all conveniences and obstacles, (4) developing a plan or series of activities to achievement of objectives. There are four stages of the basic planning process according to Handoko in his book entitled management, namely: (1) setting a goal or set of goals, (2) formulating the current state, (3) identifying all conveniences and obstacles, (4) developing a plan or series of activities. for goal achievement (T, 2015). Planning is the basic management process to determine goals, vision, mission and the steps that must be taken to achieve these goals.

The formulation of this vision and mission relies on two orientations, the first is oriented towards learning the Qur'an through its programs and the second is oriented towards national education through its curriculum. The goals and objectives are realized through the institution's targets, namely: 1) Students are able to read the Qur'an with *mujawwad murottal* within 2 years, 2) The institution is able to send 15% of the total students to take the TAS (Santri Final Test), 3) Students able to memorize the Qur'an as an advanced program of TPQ.

The strategy implemented is through policies, programs and activities related to learning. Reflected in the 2 core programs of the

Qiraati Method itself for learning the Qur'an, namely the TPQ Program and the PTPT Program (Post TPQ Tahfidz Program). The main focus of the Qiraati Method is the TPQ itself and tahfidz becomes a continuation program after the students finish or pass the TPQ. In the implementation of Qiraati KBM, following the Qiraati curriculum and methodology which are standard rules and standards that must be followed by all Qiraati user institutions based on central instructions (Qiraati Central Coordinator in Semarang). Starting from equipment, administration, Qiraati Method learning activities, and evaluation.

The resources needed in learning the Qur'an using the Qiraati Method are human resources, costs/funds, and infrastructure. Human Resources consist of Qiraati syahadah teachers (have a Qiraati teaching certificate and have followed the basic methodology for teachers) and students as objects of teaching. According to Hidayati & Kumala, "explaining that qualified educator human resources are one of the factors to improve the quality of schools because with human resources because with quality resources, of course, it can produce quality graduates" (Hidayati, N. dan Kumala, 2020).

Qiraati Method Organizing in Improving Ability Reading the Qur'an Students

Organizing cannot be realized without connection with others and without assigning certain tasks to each unit. The management function according to George R. Terry in his book "Principles of Management" about organizing is the determination, grouping, and arrangement of the various activities needed to achieve goals, the placement of people (employees), to these activities, the provision of factors physical factors that are suitable for work needs and the appointment of authority relationships, which are delegated to everyone in relation to the implementation of each expected activity (Sukarna, 2011).

Organizing the Qiraati Method used in Schools. The TPQ Principal at SD has full authority over the continuity of the institution and anything related to the Qiraati Method but still everything is

known to the caregivers and coaches. In carrying out organizational activities, the daily implementer, Guru Qiraati at SD, coordinates with the TPQ Principal. The TPQ Principal immediately coordinated with the Korcam (as the person in charge of the Qiraati sub-district level), the Korcam coordinated with the Korcab (the person in charge/Coordinator of the Qiraati Cirebon Branch). This coordination is carried out in terms of providing information, directions and everything related to the Qiraati Method.

The organizational and institutional structure of the Qiraati Method in SD refers to the hierarchy of tasks and authorities that have been directed by the Qiraati Method Center Coordinator. In terms of management at the Qiraati Institute, the management structure consists of: 1) Coordinator of the Qiraati Method of Al-Qur'an Education Center, 2) Coordinator of Al-Qur'an Education Qiraati Method for West Java, 3) Coordinator of Al-Qur'an Education Method Qiraati Cirebon Branch, which consists of Amanah Tashih, Amanah Buku, Amanah Methodology, and Amanah Secretary, 4) Coordinator of Al-Qur'an Education for Qiraati Method Sub-districts in Cirebon Branch, consisting of Amanah Tashih, Amanah Buku, Amanah Methodology, and Amanah Secretary, 5) Qiraati Method user institutions throughout the Cirebon Branch. Each of them has duties and responsibilities.

Implementation/activation of the Qiraati Method in Enhancing Ability to Read Al-Qur'an Students

The function of management according to George R. Terry in his book "Principles of Management" about the implementation / actuating is to arouse and encourage all group members to will and try hard to achieve goals sincerely and in harmony with the planning and organizational efforts of the group. Leadership (Sukarna, 2011). The implementation/activation of the Qiraati Method in improving students' reading skills of the Qur'an which was carried out in Elementary Schools using the Qiraati Method in the Cirebon Region,

was carried out by conducting program socialization, direction, motivation, guidance and coordination.

Gathering activities or routine meetings that are carried out in daily tadarus activities before starting the Qiraati KBM are carried out in an effort to provide direction, discussion forums and discussions on daily problems related to KBM. In addition, daily tadarus activities also function as habituation of worship values which in starting activities with tadarus/reading the Qur'an become a principle for Qiraati teachers who are believed to be based on Amanah and tausiah Al Maghfurlah KH. Dachlan Salim Zarkasyi: (a) the teacher of the Koran must try to do three things: Patience and Sincere, diligent tahajjud and diligent tadarrus Al-Qur'an, (b) teachers of Ngaji (Qur'an teachers) who are istiqomah and generous always try to improve three things: Qiroatukum (your reading of the Qur'an), Akhlaqukum (your daily behavior), Ibadatukum (your deeds of worship).

The TPQ Principal provides direction by providing information to teachers in implementing the Qiraati Method of Al-Qur'an learning so that the implementation of teaching is in accordance with what is directed in the Qiraati teacher's basic methodological activities. This is done in order to invite them to work as much as possible in order to achieve operational standards. the motto of teaching the Qur'an, the Qiraati Method, conveyed by the author of the Qiraati Method, Al Maghfurlah KH. Dachlan Salim Zarkasyi:

- 1) The most important of you is the one who learns the Qur'an and teaches it." (HR Al Bukhari from Sayyidina Uthman bin 'Affan r.a).
- 2) Do not teach the Qur'an incorrectly, because it teaches the Qur'an Quran correctly is easy.
- 3) The noble Qur'an Kalamullah, full of shifa warohmah, Guru Al-Qur'an Noble Qur'an, sincerely maintain and practice it.
- 4) Every human being has problems, the content of the Qur'an, source of problem solving. Have faith.

This is the strength for the teacher of the Qur'an. The Qiraati method of remaining sincere in teaching, trying to teach the Qur'an to the fullest, carry out the mandate given by the leadership (Principal), and more importantly, expect the pleasure of Allah SWT. through the Qur'an. Efforts to direct, motivate, guide and coordinate are carried out through a continuous coaching process that is routinely carried out. Namely, by carrying out mandatory coaching which is carried out in the friendship agenda through daily tadarus activities before teaching, Mutholaah (every 1 month) which is attended by specifically the TPQ Principal and finishing teachers who are members of the respective Korcam, MMQ Institutions, carried out once a week in Each Qiraati user institution, MMQ Korcam, is held once every 1 month, which is attended by all TPQ Principals and teachers who are members of their respective Korcam, MMQ Korcab, is held every 3 months, which is attended by all teachers certified teachers (TPQ Principals and teachers) from all Qiraati Method users in the Cirebon Branch. And it is mandatory for teachers to be syahadah.

Qiraati Method Supervision/Control in Enhancing Ability to Read Al-Qur'an Students

The management function according to George R. Terry in his book "Principles of Management" on supervision or control (controlling) that supervision can be formulated as a process of determining what must be achieved, namely standards, what is being done, namely implementation, assessing implementation, and if necessary doing so. improvements, so that the implementation is in accordance with the plan, that is, in accordance with the standards (measures)". Supervision has a very important role or position in management, considering that it has a function to test whether the implementation of work is orderly, directed or not. Thus, control has a function to oversee all activities so that they are directed to the target, so that the goals that have been set can be achieved (Sukarna, 2011).

Based on the results of the research findings, the supervision carried out was to control the quantity and quality of teamwork in learning the Qur'an using the Qiraati Method, namely by conducting

supervision, monitoring, evaluation, and improvement efforts. Supervision is carried out by the TPQ Principal for teachers to see the implementation of learning directed by the Qiraati methodology. The supervision procedure carried out by the Head of TPQ is by controlling the class, seeing PBM with the Qiraati Method in the class, seeing the conditioning of the class, then evaluating and solving problems if there are problems. After that, the head of TPQ monitors the repairs. Supervision activities are carried out routinely as well as casuistic in nature.

The elements that are supervised by the TPQ Principal are related to: 1) teacher discipline, 2) how to teach in class from start to finish. pre-class, classical/first demonstration, individual, second and closing demonstration, whether it is in accordance with the methodology or not. This is because the implementation of the Qiraati Method curriculum is the methodology itself, 3) administrative, namely checking and writing in the daily achievement book and in the KPS (Santri Personal Card). This is in line with Terry in the supervision process as follows, namely:

- a. Determining the standard or basis for control
- b. Measuring the performance
- c. Comparing performance with the standard and ascerting the difference, it any (compare performance with the standard and find out if there is a difference)
- d. Correcting the deviation by means of remedial action.

In the Qiraati Method institution, the TPQ Principal functions as a manager, supervisor, evaluator and daily implementer. The TPQ Principal conducts a process of supervising the running of the institution, both in the learning process and in institutional administration. The standards and measures of implementation are a methodological guide. Supervision carried out by the TPQ Principal through class/volume supervision, is monitored and then evaluated whether it is in accordance with methodological standards or not, then corrective measures are taken if there are deviations or not according to the methodology.

The overall control of program achievements is in the hands of the TPQ Principal. The volume increase test is carried out by the TPQ Principal to see how far the quality/standard increase in volume has been achieved through the achievement of the learning mission in each volume. So that the TPQ principal can pass to move up to the next volume when he has achieved the mission of that volume. Control of learning outcomes is also carried out by class/volume teachers. The teacher may not turn the page if the children cannot. Likewise, the TPQ Principal will not increase the volume if the volume mission has not been achieved.

In addition, the form of control implemented is through the achievement of graduate quality standards in the Qiraati Method, namely completing the TAS (Santri Final Test) with a minimum standard score of 6 and a maximum of 9 for the 8 materials tested. The 8 materials tested were 1) Fashohah, 2) Tartil and fluency, 3) Gharib, 4) Tajweed, 5) Short letter memorization, 6) Daily prayer memorization, 7) Prayer practice, 8) Field of Wudlu Practice. The graduate standard becomes the quality control that is carried out in learning the Qiraati Method. Passing / khatam here means that students / students are able to read the Qur'an properly and correctly (mujawwad and murottal). The institutional target is to send students to take the TAS (Santri Final Test) at least 15% of the total number of students. Passing / Khatam means achieving the learning target of the Al-Qur'an Qiraati Method (TPQ).

Supporting and Inhibiting Factors of the Qiraati Dalam Method Improving Students' Al-Qur'an Reading Ability

These supporting factors consist of internal and external factors. Internal factors are factors from within which consist of teachers and students. 1) The existing teachers and staff involved in the learning process at SD and TPQ are mostly Qiraati teachers who have a shahadah, 2) Between elementary school teachers and TPQ teachers are the same teacher, 3) Continuous and well-organized teacher development can improve teacher performance, 4) Great student/student motivation in learning can create the expected target

achievement. While external factors are factors that come from outside, namely the factors of parents, foundations, Korcam and Korcab, as well as facilities and infrastructure; 1) Great parental support for learning the Qiraati Method, 2) Support and direction provided by the District Coordinator (Korcam) and Branch Coordinator (Korcab), Foundation support for education development. Meanwhile, the inhibiting factors consists of: 1) Teachers have double responsibilities, namely as teachers in schools and teachers in TPQ. 2) Parents do not understand the child's target to finish / graduate. 3) The target of the school curriculum has not been achieved optimally because the focus of learning is on Qiraati. 4) Facilities and infrastructure have not been maximized. Qiraati syahadah (a kind of teaching certificate for Qiraati teachers) obtained by Qiraati teachers through coaching activities, basic methodologies and PMQ (Qiraati Teaching Practice), are an absolute requirement and guarantee for teachers in the process of learning the Al-Qur'an Qiraati Method and also a requirement to become a team of educators and education staff in schools. So that the teacher at TPQ is a teacher at the school. This can be a supporter in maximizing the program but can also be a problem if it is not supported in terms of professionalism. That is, the ability without being supported by strong motivation in teaching will not be optimal.

According to Suparlan, a teacher can be defined as a person whose task is related to efforts to educate the nation's life in all its aspects, both spiritual and emotional, intellectual, physical, and other aspects. However, Suparlan also adds that legally formally, a teacher is someone who obtains a decree (SK), both from the government and the private sector to teach (Suparlan., 2008). Glickman asserts that a person will work professionally if that person has the ability (ability) and motivation (motivation). The point is that someone will work professionally if they have high work skills and the sincerity to do their best. On the other hand, a person will not work professionally if he only fulfills one of the two requirements above. So, no matter how high a person's ability he will not work professionally if he does not have high work motivation. On the other hand, no matter how high a

person's work motivation is, they will not be perfect in completing their tasks if they are not supported by abilities (Bafadal, 2009).

In the Qiraati Method, teacher development is carried out in a sustainable and organized system with the aim of improving teacher performance. Starting from the activities: tadarus together every day before teaching by correcting each other's readings of the Qur'an followed by discussions and coaching to overcome problems in learning, Institutional MMQ is held once a week in each Qiraati user institution, Korcam MMQ is held once every 1 month which was attended by all TPQ Principals and teachers who are members of their respective Korcam, MMQ Korcab dilakukan setiap 3 bulan sekali, yang dihadiri oleh seluruh guru-guru yang bersyahadah (Kepala Sekolah TPQ dan guru-guru) dari seluruh Lembaga pengguna Metode Qiraati di Cabang Cirebon. Kegiatan-kegiatan tersebut juga sebagai bentuk pengendalian dan perbaikan terhadap kualitas pengajaran guru. Pembinaan guru yang berkelanjutan dan terorganisir dengan baik dapat meningkatkan kinerja guru.

Djajadisastra put forward the objectives of teacher development or supervision as follows: (1) improving the specific objectives of teaching teachers and student learning, (2) improving materials (materials) and teaching and learning activities, (3) improving methods, namely how to organize teaching and learning activities, (4) improve the assessment of learning media, (5) improve the assessment of the teaching and learning process and its results, (6) facilities and continuous assessment, analyze teaching and learning situations, provide knowledge and skills of teachers and staff integrate educational goals and help improve teacher abilities (Uno, 2011).

In organizing the Qiraati Method of Al-Qur'an learning at the Qiraati Shidqul 'Amal Elementary School and the Global Qur'an Civilization Elementary School, all personnel, both educators and education staff, are assigned as Qur'an teachers at their respective TPQ (Qiraati Institute). So it has double responsibilities which will have an impact on the workload and also welfare. This will be an obstacle if the commitment and motivation of teachers is weak. As has been

explained, Glickman (1981) asserts that a person will work professionally if that person has the ability (ability) and motivation (motivation) and high work motivation (high level of commitment). Commitment is broader than concern because it includes time and effort. In addition, in carrying out his duties, the TPQ Principal acts as a manager in managing institutions, the motivation given to teachers can build the quality of teaching teachers.

Qiraati Method Improvement Efforts to Improve Ability Reading the Qur'an Students

Efforts to improve in learning the Al-Qur'an Qiraati method are carried out as an effort to reduce the impact of various obstacles faced, both in terms of developing ideal facilities and infrastructure to improve financial management to be more effective and efficient. to develop new teacher candidates, to maximize the distribution of teaching assignments, to build teacher motivation to have a spirit of *ruhul mudarris* in teachers, and to maximize meetings with parents and teachers in POMG activities as a forum for friendship, communication and discussion. Improvement efforts in various aspects are a form of providing the best service for stakeholders in SD Qiraati Shidqul 'Amal and SD Peradaban Global Qur'an, namely by implementing TQM in all processes in the organization. In this case, there are 2 organizations involved, namely SD and Qiraati, so that the quality of the two institutions can be good and superior. Improvements made are good in terms of human resource management (educators and education staff) both in the management of SD and TPQ, financial management, management of facilities and infrastructure, and other organizational support processes.

Sallis said, that "total quality management is a philosophy of continuous improvement, which can provide any educational institution with a set of practical tools for meeting and exceeding present and future customers needs, wants, and expectations". TQM is a philosophy of continuous improvement, which can provide every educational institution with a set of practical tools in meeting the

needs, wants, expectations of its customers, now and in the future (Sallis, 2006).

Improving the quality of education must be improved continuously and continuously. TQM or Total Quality Management is a management strategy aimed at instilling quality awareness in all processes within the organization. TQM is one of the models or methods used to improve the quality of education in educational institutions. Total Quality Management is one of the keys to the success of the most effective educational goals. Improving the quality of education itself is a necessity that must be done in the world of education. a process that is integrated with the process of improving the quality of human resources itself.

E. Conclusion

Management of the Qiraati Method in improving students' reading skills of the Qur'an carried out in Elementary Schools using the Qiraati Method in the Cirebon Region, it can be concluded that: planning The Qiraati method is built through the formulation of a vision and mission, environmental analysis, setting goals and objectives, determining strategies (policies, programs and activities), curricula preparation and resource determination. Organizing the qiraati method in its organization is divided into 2 organizational groups, namely the formal school management structure (SD) and the Qiraati institutional management structure (TPQ). The implementation/activation of the Qiraati Method is carried out by conducting program socialization, direction, motivation, guidance and coordination. The supervision of the Qiraati Method is carried out through controlling the quantity and quality of teamwork in learning the Qur'an of the Qiraati Method, namely by conducting supervision, monitoring, evaluation and improvement efforts. Supporting factors, consisting of internal factors or internal factors. Efforts to improve the Qiraati Method in increasing the ability to read the Qur'an of students in Elementary Schools using the Qiraati Method in the Cirebon Region, are: (1) Development of ideal facilities and infrastructure to support learning, (2) Improving financial management to be more effective and efficient. efficient so that it can

support the needs of learning activities, (3) Coaching new teacher candidates to maximize the distribution of the division of teaching tasks, (4) Building teacher motivation to have a teaching spirit (ruhul Mudarris) in teachers, (5) Maximizing meetings with parents and teachers in POMG activities as a forum for friendship, communication and discussion.

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