

Application of the Tek-Press Method to Fluently Read the Al-Quran for Students at the Kyai Syarifuddin Islamic Boarding School in Lumajang

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Abstract: *This research examines the application of the tek-press method for fluency in reading the Koran, focusing on the application of the method itself. In this modern era, there are many developments and advances, one of which is that cellphones and televisions have become an option. so that when it comes to reading the Koran, they don't understand it. Someone who reads the Koran poorly must need guidance from someone who can read the Koran well. In carrying out this research, the researcher chose an profitable research method, which in this profitable research method improves or perfects an activity or program implementation. The results of this research show that the tek-tekan method is very helpful for students in learning the knowledge of the Koran.*

Abstrak: Penelitian ini mengkaji tentang penerapan metode tek-tekan untuk kelancaran membaca al-qur'an, dengan memfokuskan pada penerapan metode itu sendiri. di era modern ini sangatlah banyak perkembangan dan kemajuan salah satunya adalah HP dan Televisi telah menjadi pilihan. sehingga dalam hal membaca al-quran mereka kurang memahaminya Seseorang yang membaca alquran kurang baik harus memerlukan bimbingan dari orang yang bisa membaca al-quran dengan baik. Dalam melakukan penelian ini peneliti memilih metode penelitian improftif yang mana dalam metode penelitian improftif ini meningkatkan atau menyempurnakan suatu kegiatan atau pelaksanaan program. Hasil daripada penelitian ini mengatakan bahwa metode tek-tekan sangatlah membantu terhadap santri dalam belajar ilmu al-qur'an.

INTRODUCTION

According to Hasbullah, (2018); Idham, (2017); Komariah & Nihayah, (2023) in Mirrota et al., (2023) said that the ability to read the Koran fluently among young children or students is now very minimal. The Qur'an is the word of God which was revealed to the Prophet Muhammad through the angel Gabriel gradually, and true believers should be able to read, understand and practice the Qur'an properly according to what is in the Qur'an. El-Hussari, (2022);

Iwandri, (2019); Rojiyah, Basir, Yahya, Muhrin, & Syahbudin, (2023) in the journal Mirrota et al., (2023) saying that the Koran contains instructions or guidance for those who read and understand it, and how noble the Koran is, just by reading it is considered a form of worship.

Hapsari, (2013); Safariah & Masykur, (2022); Saragih, Mesiono, & Nasution, (2021) in Mirrota et al., (2023) like one of them, at the Kyai Syarifuddin Islamic boarding school in Lumajang, there is a problem between

students who can and cannot read the Koran, which is very worrying, and even according to Sarnapi, (2022) in Mirrota et al., (2023) in January 2022, 65% of Muslims in Indonesia are still illiterate in verses of the Koran.

According to Mirrota et al., (2023), in 2021, reports from the Ministry of Religion of the Republic of Indonesia also expressed the same thing. From these problems, it is necessary to develop several new methods of reading the Koran to facilitate students' reading of the Koran.

Said by Mastur, Mu'aidi, Sabaruddin, & Badaruddin, (2022); Redmon Windu Gumati, (2020) in Mirrota et al., (2023) in fact, in this modern era, there are a lot of developments and advancements, one of which is that cellphones and television have become an option, and they spend hours playing with cellphones and watching television instead of reading the Koran, so that when it comes to reading the Koran, they don't understand it. Someone who Reading the Koran poorly requires guidance from someone who can read the Koran well, in this context the person who can read the Koran well is the teacher/ustadz.

Said Dinda Gayatri Siregar, (2021); Hatim, (2018); Mansir, (2020) in Mirrota et al., (2023) from there we need to realize that learning to read the Koran in Islamic boarding schools is highly emphasized. Learning the Koran carried out in Islamic boarding schools will have no results if there is no method, because with the method the learning carried out becomes directed Wardani & Samsu, (2022); Rt Bai Rohimah & Istinganatul Ngulwiyah, (2023) in Mirrota et al., (2023). Based

on the quote above, this research focuses on the application of the press-and-press method to facilitate students' reading of the Koran at the Kyai Syarifuddin Islamic boarding school in Lumajang.

Theoretical Framework

1. Method According to Previous Research

Teaching the Koran to deaf people is not as easy as teaching the Koran in general, but requires special methods. Rahmat said deaf children had difficulty reading and reciting the Koran, the most important holy book of Islam (Pambudi et al., 2023)

Atifah & Pitriana (2021) in Yahya & Risman, (2023) through the Tahsin Method, students can experience significant changes in themselves, because the Tahsin Process allows students to immediately receive improvements and modifications while practicing reading the Koran.

2. Fluency in reading the Koran

Smoothness is a condition that can cause implementation to be carried out well and optimally (Michael Page, 2022). According to Nurhadi (2016) in (Michael Page, 2022) says that reading is the critical and creative processing of reading by the reader in order to obtain a comprehensive understanding of it, and then assess the condition, value, function and effectiveness of the reading.

Ministry of Religion of the Republic of Indonesia, Teacher's Book of Al-Qur'an Hadith MTs class VII, (Jakarta: Ministry of Religion, 2014) in Michael Page, (2022) said that the

Koran is the only holy book whose contents are guarded by Allah SWT. We as Muslims are obliged to read fluently and practice the contents implied in the Koran.

METHOD

In conducting this research, the researcher chose an improve research method (improve research), which in this improve research method improves or perfects an activity or program implementation (Widodo, 2021). This research was carried out by researchers at the Kyai Syarifuddin Islamic boarding school in Lumajang, with stages namely the researcher observing the research location. Then the researcher will analyze the conditions that occurred at the location.

And describe or photograph the conditions at the location, then evaluate each activity that the researcher observes. From the results of the evaluation carried out by researchers, new methods will be applied at the Kyai Syarifuddin Islamic boarding school if there are deficiencies compared to before.

RESULT AND DISCUSSION

Sudjana, (2013) in Al Muiz & Umatin, (2022) said that the results of the author's analysis had helped obtain the right concept in grouping out-of-school education programs based on objectives, type of program and organizational basis. Based on its objectives, out-of-school education programs are classified according to the characteristics of prospective students such as age, gender,

education level, living environment and social origin.

Judging from the level of education, age and living environment, students' ability to read verses from the Koran varies. The students before entering the Kyai Syarifuddin Lumajang Islamic Boarding School came from different religious backgrounds, some had previously attended an Islamic boarding school and some had never attended an Islamic boarding school dormitory. This also affects students' ability to read the holy verses of the Koran.

The tek-tekan method is very rarely applied in Islamic boarding schools today. Especially with the emergence of new methods accommodated by jam'iyah qurro' wal huffadz in their respective regions. One example is the tartila method.

According to Yanti, (2022) states that the process of making letters comes from sound, while the sound comes from the breath that Allah SWT always gives to all of us. This press-method is a method where the qori' or reader cannot read the Qur'an quickly and the sound of the Qur'an that the qori' reads must be clear and fluent in accordance with the applicable rules of tajwid science.

Sheikh Muhammad bin Muhammad Ibnul Jazari mentioned it in his essay on the Jazariyah book (Islamic boarding school, n.d.) that with the method, people will easily understand the readings in the Koran. This push-and-pull method originates from the suggestion of the santri guardians and also the santri guardians who are alumni of the Kyai Syarifuddin Islamic boarding school, so that alumni and Islamic boarding

schools always exist in developing Islamic boarding schools. Apart from that, there is also support from the community around the Islamic boarding school and also from the chairman of the Lumajang Regency PCNU.

Initially, the boarding school administrators did not agree with the proposal of the student guardians/alumni, because at the Kyai Syarifuddin Islamic boarding school there was already a previous method, namely the tartila method. Due to the large number of proposals expressed by the guardians of the santri/alumni and the need for this method by the caregivers, the caregivers have allowed this technique to be implemented in Islamic boarding schools with the aim of creating collaboration between the board of caregivers and alumni, as well as To maintain uniformity of reading for all students, with trust in Allah SWT, the tek-tekan method is implemented at the Kyai Syarifuddin Islamic boarding school.

The tek-tekan method is a refinement of the previous method, because the previous method was applied to several volumes of books, each volume/juz of which measured the ability to read the Qur'an, but this previous method was considered to have less output. which is more for students. The tek-press method has its own Vision and Mission, namely:

Vision: Creation of Qu'ani and Amali Cadres.

Mission: (1) Creating a cadre of Qur'an experts in reading and practicing; (2) Grounding Rasm Ustmany; (3) Promoting the Al-Qur'an by means of mudarrasah, musofahah, idaroh al-Qur'an to khatam.

According to Romziana et al., (2023) said that this tek-tekan method was aimed at students at the Kyai Syarifuddin Lumajang Islamic Boarding School, aiming to help understand and know the science of Tajwid as well as the proper and correct pronunciation of the hijaiyah letters so that the students could read the Al-Quran easily and correctly.

Khotimah, (2021) in Al Muiz & Umatin, (2022) stated that the majority of students who had attended Islamic boarding schools were able to read the Koranic text correctly and accurately, but there were some who still needed guidance in reading the Koranic verses. Vice versa, for students who have never attended an Islamic boarding school, each has their own level of competence based on their background in teaching the Koran while at home. There are many methods for reading the Koran, it is possible that there are also those who use methods other than the Ummi method. There are some of them who have the ability to read the Koran very well, but there are also those who are still very poor. Therefore, classes are held that are appropriate to students' abilities in learning to read the Koran, so that they can learn well with the same average ability and can study together from beginning to end until the tashih stage.

In applying the tek-tekan method, researchers took more learning material from the book of tajwid written by Sheikh Muhammad Bashori Alwi which is usually known as the book Principles of the science of tajwid.

In applying this technical method, researchers divided classes according to their respective stages.

There are several stages that must be paid attention to (Romziana et al., 2023). There are 4 stages of the tek-press method, namely:

1. First stage (grade 1)

In class 1, teachers/chaplains must have achievement standards for students, such as:

- a. Invite students to read prayers before reciting the Koran simultaneously.
- b. Provides an introduction to the letters hijiyah & ahkamun nun wat tanwin.
- c. Asked to read short surahs in the Koran.
- d. Test at the end of each semester by: asking students one by one to read and ask 2 questions about the material in front of their respective teachers.
- e. The teacher/cleric must have a commitment, if the student can't do it when tested then don't take it to the next level.

2. Second stage (grade 2)

In class 2, teachers/chaplains must have achievement standards for students, such as:

- a. Invite students to read prayers before reciting the Koran simultaneously.
- b. The teacher/ustadz provides material about ahkamul mim and qolqolah.
- c. Asked to read short surahs in the Koran.
- d. Test at the end of each semester by: asking students one by one to read and ask 2 questions about the material in front of their respective teachers.
- e. The teacher/cleric must have a commitment, if the student can't do it when tested then don't take it to the next level.

3. Third stage (grade 3)

In the third stage or class 3, this is a class level that is quite higher than

the previous class or stage, because there are some students who have to be delegated to the annual activity, namely UTQ (Qur'an Tilawatil Test), with that the ustadz/teacher must have achievement standards more, including:

- a. Invite students to read prayers before reciting the Koran simultaneously.
- b. The teacher/cleric provides material about ahkamul mad and makhoriijul letters.
- c. Asked to read short surahs in the Koran using the press-press method.
- d. Tell him to stop reading if the reading is not in sync with the tap-press method.
- e. Test at the end of each semester by: asking students one by one to read and ask 5 questions about the material in front of their respective teachers.
- f. Teachers/ustadz distinguish between students who are fluent and not in reading the Al-Qur'an.
- g. The teacher/cleric must have a commitment, if the student can't do it when tested then don't take it to the next level.

4. Fourth stage (grade 4)

In the fourth stage or class 4, this is the highest stage from the previous stage, because this is the stage that determines the success and failure of a tek-press method in being applied, the ustadz/teacher must really train his students so that they always practice in applying this tek-press method, By practicing every day, the result is that students will pass the end-of-year activity or exam, namely UTQ (Qur'an Tilawatil Exam).

Ite students to read prayers before reciting the Koran simultaneously.

- a. The teacher/ustadz provides material about shifatul letters, ghorib, musykilat and menulang from class 2 material.
- b. Asked to read the ghorib and musykilat surahs in the Koran using the tek-tekan method.
- c. Tell him to stop reading if the reading is not in sync with the tap-press method.
- d. Test at the end of each semester by: asking students one by one to read and ask 7 questions about the material in front of their respective teachers.
- e. Teachers/ustadz distinguish between students who are fluent and not in reading the Al-Qur'an.
- f. Delegating all students who are considered fluent in reading and understanding the Koran in the annual activity namely UTQ (Qur'an Tilawatil Test)
- g. When students pass this annual UTQ (Qur'an Tilawatil Test) activity, the students will be made ustadz/teachers.

Fajri, (2023) Widodo, (2017) in Al Muiz & Umatin, (2022) believes that of the four stages, the teacher/cleric's ability to teach the Koran is very influential. Of course, remembering the importance of students learning the Koran must be balanced with the importance of finding their ustadz. A recitation teacher is certainly different from a science teacher in general. Koran teachers must meet requirements with their own criteria to become experts in their field. In teaching, teachers must be able to produce knowledge in the form of the Al-Quran, both in terms of mastery of reading, writing and interpreting it. The teacher's ability greatly influences the quality of his students.

Learning the Qur'an using the tek-tekan method is very different from using the Qur'an method in general, the difference lies in the teacher/ustadz who teaches. Teachers/ustadz who teach usually bring the Al-Qur'an then textbooks or other equipment, but teachers/ustadz who teach using the tek-tekan method bring the Al-Qur'an and sticks made of bamboo or wood.

The uniqueness of Al-Qur'an learning at the Kyai Syarifuddin Islamic boarding school using the technical method is when the teacher/cleric plays his teaching skills with the stick he carries. The purpose of the teacher or ustadz carrying sticks when teaching is so that the students in the class can recite the holy verses of the Koran simultaneously.

It starts with the teacher/ustadz giving an example of reading a verse of the Koran, then the teacher/ustadz hits the stick he is carrying on the floor by telling the students to imitate the reading of the verse of the Koran as exemplified by the teacher. Slowly, the teacher will check the students' reading one by one by asking each student to read by following the instructions of a stick that the teacher hits on the floor. If a student makes a mistake in reading it, the teacher will remind him and tell him where the error is in his reading. the student.

At the Kyai Syarifuddin Islamic boarding school, the teachers/clerics who teach the Al-Qur'an must have their own standards, in the sense that the Islamic boarding school administrators choose first before forming classes according to the stages above.

The following are the requirements to become a teacher/cleric who teaches the Al-Qur'an at the Kyai Syarifuddin Islamic boarding school:

- a. The teachers come from students/alumni of the Kyai Syarifuddin Islamic boarding school.
- b. Teachers must have completed the stages of each class.
- c. Teachers must have passed the annual event, namely the Qur'an tilawatil (UTQ) exam, proven by a diploma/certificate of graduation from the UTQ committee.
- d. Teachers are ready to serve and practice their knowledge at the Kyai Syarifuddin Islamic boarding school.

And no less interesting, the tek-tekan method taught by the teacher/utadz at the Kyai Syaarifuddin Islamic boarding school was developed according to the teacher's teachings. One of them is the teacher who teaches in class 4, while the teacher/cleric who teaches in class 4 is a teacher who is able/understands all the material and reading of the Koran. The teacher in this class also added 1 material based on his own strengths, 1 material that was added was material about rhythm and songs.

However, before teaching the songs and rhythms to the students, the teacher emphasized that the students had to read the Al-Qur'an fluently first, then the teacher taught the rhythms of the songs one by one. Students who are considered capable and fluent by the teacher/ustadz are reading the Al-Qur'an fluently without any mistakes in terms of makhroj, character and so

on. After all students feel fluent in reading the Qur'an according to the rules of tajwid science, the teacher/ustadz continues with 1 additional material, namely songs/rhythms. Before the teacher gives examples of songs/rhythms from some of the Qur'anic rhythms, the teacher will explain the various types of rhythms/songs in the Qur'an.

The purpose of adding 1 material in the form of a song/rhythm is so that students do not get bored with the reading in class. Fahmi, (2021) in Ramadan, (2024) believes that the art of reading the Koran is the science of reading the Koran by applying the verses (naghom) every time you read it. Suryati, (2017) in Ramadan, (2024) said that the science of song (naghom) recitations has techniques and rules, on average the songs used in Indonesia use 7 types of songs.

There are several rhythms/songs used in Indonesia, namely: (1) Bayyati song, (2) Nahawan's song, (3) Hijaz song, (4) Shoba song, (5) Shika song, (6) Rost song, and (7) Jiharka song.

However, the songs taught by the teacher/cleric at the Kyai Syarifuddin Lumajang Islamic boarding school are not all the songs above, but take 3 songs which are considered easier and all students can understand them. One of the songs chosen by the teacher/cleric to teach to his students is: (1) Bayyati song, (2) Rost song, (3) Nahawan's song.

The teacher/cleric chose the 3 songs above, because these 3 songs are very commonly used among Islamic boarding schools, and the way to teach these songs must be by reading slowly (tartil) so that the songs being taught can be understood easily. If the teacher

teaches this song material not in a tartil manner, then students will have difficulty distinguishing the rhythms of the song one by one.

From the addition of 1 material by the teacher/ustadz mentioned above, there are also advantages to this tec-te-press method. The advantages of this press-on method are: (1) Students quickly understand each reading of the Koran, (2) Students easily accept the recitation material taught, (3) Pupils are very happy with their learning, (4) Students do not get bored with their learning because the teacher/cleric always accompanies his students happily and happily, (5) Students really agree with this method and want to develop it every time they read the Al-qu'an even outside of learning activities.

In terms of timing design, the implementation of Al-Qur'an learning carried out at the Kyai Syaarifuddin Islamic boarding school in Lumajang is: carried out every evening after the congregational Maghrib prayer, then Tuesday night and Friday night off. The time required each night is one hour starting from 18:00 WIB-19:30 WIB for one meeting. It is hoped that with this hit-and-miss method, Al-Qur'an learning at the Kyai Syaarifuddin Lumajang Islamic boarding school will run optimally, as expected by the caretakers and administrators of the Islamic boarding school.

The Al-Qur'an learning place at the Kyai Syaarifuddin Lumajang Islamic boarding school is divided into four places according to the stages or classes in this tek-tekan method. The location of the learning place is in the MTs building classes. Syarifuddin is located north of the Kyai Syaarifuddin Islamic boarding school, which is a

cool and quiet place suitable for studying the Koran.

The class members' designs are arranged by the Islamic boarding school administrators, which in this case are managed directly by the Watta'lim tarbiyah administrators. The design of the class members is adjusted to the capacity of the class and the abilities of the teacher or ustadz teaching in the class.

The way to evaluate the Al-Qur'an learning process using the tek-tekan method at the Kyai Syaarifuddin Lumajang Islamic boarding school is by holding an Asatidz council meeting or what is usually called an Asatidz council forum (FDA) meeting. This FDA meeting is held once a month, where at this meeting the learning process will be discussed, problems that exist in the classroom, special problems in applying the press-and-press method, student activity while in the classroom and so on. Then, the results of the problem solving at the evaluation meeting will be refined again in the coming month, with the hope that students will better understand this push-and-pull method.

a. Supporting and inhibiting factors

From the explanation above, there are supporting and inhibiting factors for this press-on method.

- 1) The supporting factors for the tek-press method are: (a) The teachers who teach are very competent in their fields, (b) Teachers who teach have a PASS diploma/certificate, (c) Friendship between teachers is highly prioritized.

The quality of a teacher cannot be separated from the profession he

studied before becoming a teacher. Most people with a high level of education often show high maturity in thinking and analyzing various problems. In teaching, teachers will encounter many problems, so teachers must be creative in implementing the methods applied in the teaching process. Learning must be more than just looking and observing. Students should participate more actively and enthusiastically in the teaching and learning process.

According to E. Farida, Lestari, & Ismail, (2021) in (Zumrotun, 2023) believes that prospective educators/teachers have a creed or proof that educators/teachers have been given the authority to educate students using the tek-tekan method to teach and learn to read the Al-Quran in accordance with their tajwid knowledge.

- 2) The inhibiting factors of the tek-press method are: (a) The participation of students who are less interested in learning will reduce their interest and motivation in carrying out learning activities making it difficult to acquire new skills and knowledge; (b) Students who are not interested in learning will have difficulty paying attention and cannot concentrate on learning activities, making it more difficult to develop reading skills, (c) Participation Students are less motivated and participate less in class activities and have fewer opportunities to practice and provide feedback, (d) Peer influence is a lack of motivation to learn so that students can be influenced by their peers. If most of their peers lack interest in

learning, it will be difficult for them to be interested in learning and motivated. So it will take a lot of time to proceed to the next step.

b. Solutions to face inhibiting factors

According to Rohim, Prasetya, & Hidayah, (2022) in Zumrotun, (2023) said of course students need encouragement from teachers and parents during the learning process. According to KBBI, motivation is an effort that can cause a person or group to achieve something because of a desired desire. So, as teachers, educators, and parents, you need to encourage your students to learn.

The best solution to deal with obstacles from this push-and-pull method is to provide assistance to students whose motivation to learn is low by understanding and responding to student differences. Teachers also take an individual approach to find out the factors or problems that students are experiencing which cause students to have low learning motivation and not yet read the Al-Qur'an fluently.

RESEARCH RESULT

Based on the results of this research and analysis, the researchers found that the press-on method was divided into several stages, including:

1. In the initial stage, students are accustomed to reading prayers and reciting the Qur'an and are introduced to the hija'iyah letters in the verses or short surahs contained in it Al-Qur'an.
2. In the second stage, students are given material about ahkamun nun wat tanwin, ahkamul mim,

qolqolah and practicing the tek-tekan method.

3. In the third stage, students are given material about ahkamul mad and makhorijul letters and practice the tek-press method.
4. The fourth stage is the final stage and determines the success of this tek-tekan method, where students are given material about shifatul letters, ghorib, musykilat and repeat the class 2 material and practice the tek-tekan method.

Of the four stages in the tek-tekan method, there is continuity, one of which is between the third and fourth stages, because both of them prioritize the application of the method, namely by not advancing to the next level if the method is not applied when reading the Koran.

Of these four stages, the role of the teacher/ustadz really has a big influence on the students, therefore the teacher/ustadz who teaches must have quality skills in teaching. As for the tek-tekan method, it is different from other methods, the difference lies in the skills of the teacher/ustadz when teaching, each teacher/ustadz when teaching brings sticks made of bamboo or wood, the aim is that all students when they start reading the Al-Qur'an, they read it simultaneously by following the guidance of the sticks brought by the teacher/ustadz then the sticks are hit on the floor while accompanying the chanting of the holy verses of the Koran that they are reading.

As has been said above, the teacher/ustadz who teaches must have more scientific abilities, so before the teacher/ustadz is assigned to teach,

the teacher/ustadz must meet the requirements for teaching the Qur'an set by caretaker and administrator of the Kyai Syarifuddin Lumjang Islamic boarding school.

The following are the requirements to become a teacher/cleric who teaches the Al-Qur'an at the Kyai Syarifudin Islamic boarding school:

a. The teachers come from students/alumni of the Kyai Syarifuddin Islamic boarding school.

b. Teachers must have completed the stages of each class.

c. Teachers must have passed the annual event, namely the Qur'an tilawatil (UTQ) exam, proven by a diploma/certificate of graduation from the UTQ committee.

d. Teachers are ready to serve and practice their knowledge at the Kyai Syarifuddin Islamic boarding school.

No less interesting is the application of the tek-tekan method, the teacher/ustadz provides additional material in the form of rhythms/songs, the aim of which is so that all students who receive lessons in class do not get bored. There are not so many songs/rhythms taught, namely consisting of 7 songs/rhythms: (1) Bayyati song, (2) Nahawan's song, (3) Hijaz song, (4) Shoba song, (5) Shika song, (6) Rost song, (7) Jiharka song

From the display of the 7 types of songs above, the teacher/cleric does not teach all of them, but only chooses 3 to teach to students, the reason is because it is easy for students to understand the songs/rhythm. The 3 songs chosen are: (1) Bayyati song, (2) Rost song, (3) Nahawan's song.

When teaching the song above, the teacher/cleric uses a slow tempo (Tartil). From the addition of 1 material by the teacher/ustadz mentioned above, there are also advantages to this tec-te-press method. The advantages of this press-on method are: (1) Students quickly understand each reading of the Koran, (2) Students easily accept the recitation material taught, (3) Pupils are very happy with their learning, (4) Students do not get bored with their learning because the teacher/cleric always accompanies his students happily and happily, (5) Students really agree with this method and want to develop it every time they read the Al-qu'an even outside of learning activities.

In the Al-Qur'an learning activities carried out at the Kyai Syarifuddin Islamic boarding school, the time design used is from 18:30-19:30 WIB or 1 hour. In Al-Qur'an recitation activities, the learning place is located in the north of the Islamic boarding school using MTs classroom facilities. Syarifuddin, from all classes in the MTs building. Syarifuddin is not used by all, but only used by 4 classes.

Then the design of the class members from the 4 classes is arranged by the administrator of the Kyai Syarifuddin Islamic boarding school. The design of the class members is adjusted to the capacity of the class and the ability of the teacher or ustadz who teaches in the class.

The process of learning the Al-Quran using the Tek-tekan method at the Kyai Syarifuddin Lumajang Islamic Boarding School can be evaluated by holding an Asatiz Council meeting or commonly called the Asatidz Council

Forum (FDA). These FDA meetings are held once a month.

In this meeting, the learning process, problems in the classroom, special problems in applying the push-and-pull method, student activities in the classroom, and so on were discussed. The results of the problem solving will be further refined at next month's assessment meeting to help students better understand this push-pull method.

In all methods, there must be supporting and inhibiting forces... just as in the tek-tekan method, there are also supporting and inhibiting forces according to the results of the research carried out.

a. Supporting and inhibiting factors

From the explanation above, there are supporting and inhibiting factors for this press-on method.

- 1) The supporting factors for the tek-press method are: (a) The teachers who teach are very competent in their fields, (b) Teachers who teach have a PASS diploma/certificate, (c) Friendship between teachers is highly prioritized
- 2) The inhibiting factors of the tek-press method are: (a) The participation of students who are less interested in learning will reduce their interest and motivation in carrying out learning activities making it difficult to acquire new skills and knowledge, (b) Students who are not interested in learning will have difficulty paying attention and cannot concentrate on learning activities, making it more difficult to develop reading skills, (c) Participation Students are less motivated and

participate less in class activities and have fewer opportunities to practice and provide feedback, (d) Peer influence is a lack of motivation to learn so that students can be influenced by their peers. If most of their peers lack interest in learning, it will be difficult for them to be interested in learning and motivated. So it will take a lot of time to proceed to the next step.

From several other analyzes there were also findings that further supporting and inhibiting factors were found, namely:

Supporting factors that facilitate the smooth application of the tek-tekan method at the Kyai Syarifuddin Lumajang Islamic boarding school include harmony between the management and the ustadz, adequate facilities and infrastructure, the method is easy to understand and easy to put into practice, the learning in it is not boring, ustadz those who teach are very knowledgeable in their fields.

The inhibiting factor is that each student himself is due to a lack of training outside of class and motivation from the ustadz/teacher to his students so that even after 2 years of implementing this method there are still students who are still not fluent and understand the Al-Qur'an.

In this part of the research, besides the researcher explaining the supporting and inhibiting factors that the researcher has observed, the researcher also includes solutions to the inhibiting factors.

b. Solutions to face inhibiting factors

According to Rohim, Prasetya, & Hidayah, (2022) in Zumrotun, (2023)

said of course students need encouragement from teachers and parents during the learning process. According to KBBI, motivation is an effort that can cause a person or group to achieve something because of a desired desire. So, as teachers, educators, and parents, you need to encourage your students to learn.

The best solution to deal with obstacles from this push-and-pull method is to provide assistance to students whose motivation to learn is low by understanding and responding to student differences. Teachers also take an individual approach to find out the factors or problems that students are experiencing which cause students to have low learning motivation and not yet read the Al-Qur'an fluently.

CONCLUSION

The application of the tek-press method that is applied is very good, the way to apply this method is to divide it into several stages, namely the first stage (class 1) the second stage (class 2) the third stage (class 3) the fourth stage (class 4) which where in each stage of this method the material presented is different. At each stage, one material is also added, namely rhythm/song, which aims to ensure that students in the class do not get bored. The time allocation for Al-Qur'an learning activities is starting at 18:30-19:30 WIB. The place for recitation is placed in the MTs building classroom. Syarifuddin, and the design of the class members was arranged by the administrator of the Kyai Syarifuddin Lumajang Islamic boarding school.

This press-press method is a method where the qori' or reader

cannot read the Qur'an quickly and the sound of the Qur'an that the qori' reads must be clear and fluent in accordance with the applicable rules of the science of tajwid . However, in applying this technique, there are supporting and inhibiting factors. After knowing the supporting and inhibiting factors, a solution emerges.

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