

Development of Al-QUR'AN Literacy Learning Management For Adults(Study on the Implementation of the Al-Heriyah Method for Uhamka's Employees)

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ABSTRACT:This research is research on the development of Al-Qur'an literacy learning management to use in supporting Al-Qur'an learning programs for adults. This research was conducted within the University of Muhammadiyah Prof. Dr. HAMKA (UHAMKA), while the object of research is employees of UHAMKA. Based on the preliminary study, there were still 74 employees or about 47% of the total 158 samples (Beginner category) who had not been able to read or write Al-Qur'an. This is caused by less active participation in Al-Qur'an learning program. Besides that, some employees also found difficult to learn Al-Qur'an, whether they were constrained by time or methods. The purpose of this research is to formulate an effective, easy, and fun learning management model. This research uses the research and development (R&D) method, terms used by Brog and Gall, comprising seven stages, first, the introduction of hijaiyah letters, second, disconnected punctuation marks, third, double punctuation marks or affixes, fourth, conjunctive punctuation marks, fifth, long punctuation marks, sixth mad rules, and seventh tanwin and sukun rules, waqaf and fawatihusuwaar marks. The learner design development technique uses the ADDIE (analysis, design, development, implementation, and evaluation) model. Data collection techniques used were interviews, tests, observations, questionnaires (expert validation) which were descriptively analyzed. Data analysis technique used Descriptive Analysis. Data that were obtained from several predetermined data collection techniques and instruments could be grouped into two, included qualitative data and quantitative data. Results of research on the development of learning management for adults that had been tested in the field were proven effective in improving the literacy skills of Al-Qur'an, namely when it was implemented to 50 UHAMKA employees with the following results: 5 employees (10%) were able to pronounce hijaiyah letters and could pronounce vocabulary, 27 employees (73%) could string vowels on words, long-short rules; nun sukun and tanwin rules, 7 employees (17%) understood the knowledge of Tajweed, eloquent, and fluency, as well as Waqaf and ibtida, and 33 employees (63%) were able to write hijaiyah letters and 17 employees (27%) were able to write vocabulary and dictation.

KEYWORDS:Development, Management, Literacy, Al-Qur'an, Al-Heriyah

I. INTRODUCTION

Al-Qur'an is a personal name (*al'alam al-asy-syakhsyi*), not a derivation for the Book that was revealed to the Prophet Muhammad (PBUH) (Muhammad bin Muhammad, 2017). The scholars have explained that this nomenclatures show that Al-Qur'an has compiled the essence of the other Books of Allah, even all existing knowledge It according to the fact that Al-Qur'an is the source of all sources of knowledge. "*We have revealed to you the Book (Al-Qur'an) as an explanation of all things*", (Q.S. AN-Nahl: 89).

Al-Qur'an is the word of Allah SWT, it is literacy for Muslims, even for all mankind, which contains faith, worship, morality, muamalah (social dealings), and history. Studying Al-Qur'an is an obligation for every Muslim, besides that, by reading Al-Qur'an someone can feel peace of mind, Allah Subhanahu Wata'ala said;

الَّذِينَ ءَامَنُوا وَتَطْمَئِنُّ قُلُوبُهُمْ بِذِكْرِ اللَّهِ أَلَا بِذِكْرِ اللَّهِ تَطْمَئِنُّ الْقُلُوبُ

“those who believe and whose hearts find comfort in the remembrance of Allah. Surely in the remembrance of Allah do hearts find comfort.. (QS: Ar-Ra’d, 28)

Learning and teaching Al-Qur'an is a very good activity, this according to the Hadith of the Prophet:

عَنْ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ خَيْرُكُمْ مَنْ تَعَلَّمَ الْقُرْآنَ وَعَلَّمَهُ

“The kindest person among you is the one who studies Al-Qur'an and teaches it.” (HR. Bukhari, No. 4639: the primacy of faith).

Al-Qur'an is a solution to all the problems of life. However, there are still Muslims who are not aware on the importance of having the ability to read Al-Qur'an according to the principles of recitation.

This statement is in line with the results of research conducted by the Institute of Al-Qur'an Mushaf Rectification (Lembaga Pentashihan Mushaf Al-Quran - LPMQ) on 14 State Islamic Universities (UINs) in Indonesia, with the very astonishing results of research results, where placing UIN Sultan Syarif Kasim Pekanbaru, UIN Ar-Raniry Banda Aceh, and UIN Mataram as three campuses. with the lowest index value for the ability to read and write Al-Qur'an, (Syakir NF: 2019).. This has been explained by the Head of the Institute of Al-Qur'an Mushaf Rectification (LPMQ) Muchlis M Hanafi, who wants the institution he leads to continue researches up to Al-Qur'an literacy index. Research on the skills to Read and Write Al-Qur'an (Baca Tulis Al-Quran - BTQ) of students at the State Islamic University (UIN) is a new research with its own significance. Because, looking at the results in general, the BTQ index for UIN students, which is still at 3.19 figure for reading and 3.20 for writing, still needs almost 2 more points to arrive at a maximum number of 5.

Results of the research on the ability to read and write Al-Qur'an by UIN students in Indonesia, which are conducted by the Institute of Al-Qur'an Mushaf Rectification highlight that the literacy might mean three things, namely (1) reading and writing skills, (2) expertise in certain fields, or (3) the ability to process information to be life skills. The completed research shows the first literacy index, namely reading and writing. The ability to process or their understanding of Al-Qur'an comprising internalization according to their attitude, (Syakir: 2019).

Results of research on Learning to Read Al-Qur'an for Adults (Dilla Ideharmidah, Solfema: 2018) that the reason for the emergence of adult participants is due to interest and self-awareness and in general, each participant returns to improve the skills to read Al-Qur'an. Learning to read Al-Qur'an may emerge because of the high interest in religion in adulthood. Where the self is increasingly aware because of increased responsibility, as well as encouragement from inside and from outside so that making adult participants return to learn and read Al-Qur'an.

Research conducted by Suherman (2019), concerning the Development of Al-Qur'an Reading System with the Multimedia Development Life Cycle Method. This study uses two method approaches, namely the Multimedia System Development method and the Tartil method. Results of this study comprising an android-based application that can help to learn and read Al-Qur'an properly.

Data from the United Nation Development Program (UNDP) in 2014 noted that the literacy rate of Indonesian people reached 92.8% for the adult group, (Muhamad Sadli; 2019).. The 2014 UNDP data shows that Indonesia has passed the stage of a literacy crisis in literacy. However, the challenge that is being encountered and is in the spotlight at this time is the low interest in reading among the public, including students (Surgangga, 2017). The low interest in reading certainly has an impact on the low skills of reading literacy, including reading Al-Qur'an.

Uhamka, one of the Islamic colleges under the Muhammadiyah Association, through Al-Islam and Kemuhmadiyah Institute (LPP AIK) maintains, cares, and teaches the values of Al-Islam and Kemuhmadiyah, and makes it a habit to read Al-Qur'an to the entire academic community, from the leadership (Rector), Institutions, Study Centers, Faculty Leaders, Post-Graduate Director, Bureau, Lecturers, and Employees, This activity program is a manifestation of Al-Islam and Muhammadiyah Quality Standards. One of which is included in the quality standard of AIK is in the chapter of Human Resources section b, which contains that all of Uhamka's human resources are always upholding Al-Qur'an.

In implementing quality, Uhamka through Al-Islam and Kemuhmadiyah programs, provides service, guidance, and learning programs covering recitation and study, such as Employee Recitation every Wednesday at 13.00, Kalam Subuh (Read Al-Qur'an after the Dawn) every Friday, Saturday, and Sunday. And various activities of recitation and guidance in each faculty. As well as Baitul Arqam activities as cadre activities, strengthening Muhammadiyah ideology, worship, and understanding (tadarus) of Al-Qur'an.

Looking at the problems above, it seems that there are still employees who are incapable of reading Al-Qur'an properly and correctly. It was known after the Rector issued instruction Number: 1423/ F.08.06/2020, to all Uhamka lecturers and staff from various elements to join the movement in Reading Al-Qur'an Together within Uhamka (Uhamka Bertadarus). From results of activities in Uhamka Bertadarus, the level of ability conditions to read Al-Qur'an for employees can be mapped, namely: Beginner, Intermediate, and Advanced Level (Tahsin).

From the activities of UhamkaBertadarus, it shows that the mapping results of the ability to read Al-Qur'an are 74 employees or around 47% of the total 158 samples are still in the Beginner category, and 71 are in the Intermediate category, and 13 are Tahsin (Advanced) category.

The need for Al-Qur'an learning management is a must in the implementation of Al-Qur'an learning programs, both at the age of children and in adulthood. Mainly, in religious education institutions. Al-Qur'an education is a very basic education for a Muslim. If a Muslim cannot read Al-Qur'an, surely that there is something wrong in his/her religious education. Therefore, it is very important to have a management model for learning Al-Qur'an that may address the problem of being unable to read Al-Qur'an.

Management comes from English 'to manage' that means to organize, manage, implement, or manage, (John-Echols and HasanShadaly, 2013: 372). Then from the Italian '*managgio*' from the word '*managgiare*' which is taken from Latin, from the word '*manus*' which means hand and '*agere*' which means to do. '*Managere*' is translated in English into the form of the verb '*to manage*', with the noun '*management*' and '*manager*' for people who perform management activities. *Management* is translated into Indonesian as management or management (HusainiUsman, 2006).

According to Terry, the concept of management includes activities to achieve goals, performed by individuals who contribute their best efforts through predetermined actions (Tery GR, 9). This includes the knowledge on what to do, determines how to do it, understands how to do it, and measures the effectiveness of the efforts done. Usman (2009: 3) mentions that management in a broad sense includes planning, organizing, directing, and controlling organizational resources to achieve goals effectively and efficiently. In the management process related to the main functions performed by a manager or leader, namely: planning, organizing, leadership, and control (Nanang Fatah, 2008: 4).

According to Hilgart and Marquis, learning is a process of seeking knowledge that occurs in a person through training, learning and so on, so that changes occur in oneself (Muhammad AmanMamun: 2018). According to Arifin, learning is a student activity in receiving, responding to, and analyzing the subject matter taught by the teacher which ends with the ability to master the subject matter presented (Cahyaningsih: 2017).

Meanwhile, Romiszowski, refers to the teaching process focused on goals (goal directed teaching process). Therefore, the learning process that occurs is a process of behavior change in the context of experience, which is largely designed. From here, the terms instruction are often interpreted as a learning process, namely the process of making people carry out the learning process according to the design (Nana Suryapermana: 2016).

Learning is also identical with teaching, which is an activity in which the teacher teaches or guides children towards the maturation process. Thus, the terms learning are corresponding with the terms teaching or instruction. This means that on a diametrical basis, there is no need to argue between teachers. (teacher centered) with learning (student centered), because in essence these two activities can take place on a synergistic manner, (Suyono and Hariyanto, 2000: 183).

The concept of management if translated into learning activities, according to Sergiovani (HadieEfendy: 2018) management is defined as the efforts and actions of instructional leaders and the efforts and actions of teachers as learning leaders in the classroom to obtain results to achieve the objectives of the learning program. Learning management is an effort to regulate and control learning activities based on learning concepts and principles to make learning goals successful to be achieved more effectively, efficiently, and productively (Flores, et al: 2016)

Meanwhile, literacy can be understood by a set of individual abilities and skills in reading, writing, speaking, counting, and solving problems at certain skill levels needed in everyday life (IbnuAjiSetiawan: 2018). Literacy can also be interpreted as a person's ability to use his/her potential and skills in processing and understanding information while carrying out reading and writing activities. The terms literacy is also defined as various cognitive abilities, written and spoken language knowledge, genre knowledge, and cultural knowledge (Richard Kern; 2000)

The concept of management when applied to literacy learning in Al-Qur'an can be interpreted as the efforts and actions of leaders in an organization or institution. This is done to obtain results corresponding with the objectives. This means that the management of learning literacy of Al-Qur'an can run according to the plan if the management functions can be implemented properly.

In general, literacy of Al-Qur'an is the individual's ability to „read, understand the messages conveyed by Al-Qur'an, and understand its objectives, history and teachings, including moral teachings. In terms of literacy in general, literacy cannot be separated from 3 issues, namely: Literacy culture; literacy culture raises the effectiveness and efficiency of using written symbols. The community can accumulate a more permanent body of knowledge (knowledge building) and legate this knowledge on to the next generation.

The terms *andragogy* is often used in the process of helping adults to learn to their full potential, (H.M..SalehMarzuki, 2012), Assistance in this regard requires a combination of the use of science and art so that adults have a high awareness of learning both structured and independent learning. Adult behavior is

expected to foster adaptive, independent, creative, and innovative behavior accompanied by high self-control, all of which are the basic characteristics of an adult in learning activities. Learning in adults tends to emphasize entrepreneurial principles (IrwanDjumena; 2016), which is the creation of a learning process that can generate independent, creative and innovative soul ownership.

From the presentation described above, the researcher is motivated to offer a Literacy Learning Model of Al-Qur'an as an effort to improve reading (tahsin), writing (dictation') skills for Uhamka employees (adults). Hopefully with the purpose of this research, it can address the issues and expectations related to the findings of Al-Qur'an literacy learning model that can help employees to be able to read and write Al-Qur'an properly and correctly. Then it can also be used for the general public en masse.

II. RESEARCH METHODOLOGY

In this study using ADDIE model, this model stands for Analysis, Design, Development or Production, Implementation or Delivery and Evaluations. ADDIE model was developed by Dick and Carry (1996) to design a learning system. Furthermore, in the process of this research activity determines the steps for developing a learning model. The steps include 1) Analysis Stage, 2) Design Stage, 3) Development Stage, 4) Implementation Stage, 5) Evaluation Stage.

a. Analysis

In the analysis stage, the researcher collects information, which includes literature review, site observations, and preparation of a preliminary report. A preliminary research or needs analysis is very important to obtain initial information for development. such as through interviews, tests, documentation studies, and observation. Literature review and including related supporting literature, is very necessary as a basis for development.

In instructional technology, descriptions of the procedures and development research steps have been developed. Borg & Gall (1983) stated that the development research procedure basically consisting of two main objectives, namely: (1) developing the product, and (2) testing the effectiveness of the product in achieving its goals. The first objective is referred to as the carrier function while the second objective is referred to as validation. Thus, the concept of development research is more accurately defined as development efforts accompanied by validation efforts.

b. Model Development Planning

Conceptually, the research and development approach includes 10 general steps, as described by Borg & Gall (1983: 775), namely:

The steps for this development planning can be arranged as follows: 1) Preliminary Research and Information, 2) Planning, 3) Initial Product Development, 4) Testing, 5) Product Revision, 6) Field Testing, 7) Product Revision, 8) Field Testing, 9) Product Revision, 10) Dissemination and Implementation

c. Development

In the development stage contains activities regarding the realization of the product design. In this stage, it is realized into a product which is then implemented or applied in the process of teaching and learning activities. In this stage, new learning tools are also prepared, such as learning modules, media, and means-infrastructure. Development of initial product formats that include preparation of learning modules, and evaluation tools. The initial product development format comprising a module (the Al-Heriyah method book), which is accompanied by a presentation of the modules, namely: 1) Introduction to hijaiyah letters through stories (Motivation), 2) Introduction to changes in hijaiyah letters, 3) Recognition of broken punctuation marks, 4) Recognition of conjunctive punctuation marks, 5) Recognition of long punctuation marks, 6) recognition of waqaf marks, 7) introduction of initial letter punctuation marks (fawaatuhussuwaar), 8) Final Stage Learning Evaluation (EBTA).

In product development, expert validation checks are also conducted. The activity or validation procedure of the researcher asks the experts in their respective fields. Model validation is conducted by the expert including guidelines for using models and learning model tools. The team of experts involved in the validation process consists of learning technology experts, subject matter experts, language experts, and learning outcomes evaluation experts.

d. Model Implementation

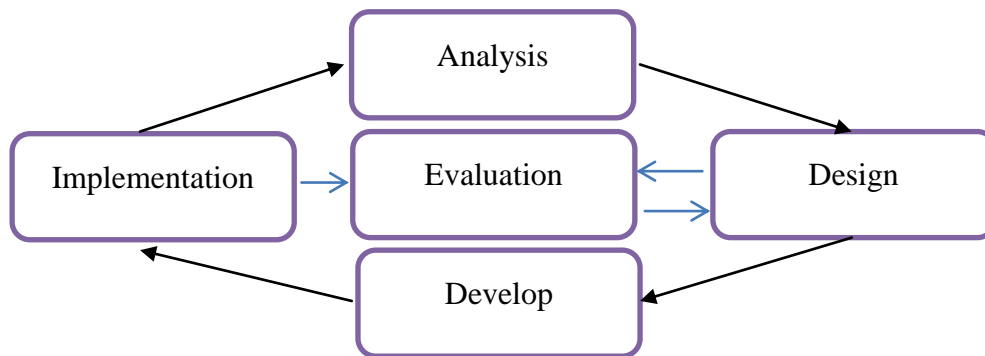
In this stage a new product can be implemented to learner participants, where designs and models have been developed in class groups. Modules are presented according to the established model. In this stage it is also the actual application of the model. It means that, in this stage everything that has been developed is set in such a way as to its role and function so that it can be implemented or the delivery of learning modules.

e. Evaluation

This evaluation stage is conducted twice, namely a formative evaluation which is done every time the learning activity process ends. And summative evaluation, which is conducted after the learning activity ends

as a whole (EBTA). In this final evaluation stage, a student can be declared passed if he/she had been declared good and true in according to the target objectives of the learning activity.

Figure of ADDIE Model Development Design Steps



Data collection techniques used were interviews, tests, observations, questionnaires (expert validation) which were descriptively analyzed. Data analysis technique used Descriptive Analysis. Data that were obtained from several predetermined data collection techniques and instruments could be grouped into two, included qualitative data and quantitative data.

III. RESULTS AND DISCUSSION

1. Stages of analysis

In the tradition of reading Al-Qur'an, it had been regulated in the knowledge of tajweed. The Science of Tajweed was how to read Al-Qur'an properly and correctly, namely the rules for pronouncing the *hijaiyah* letters according to its *makhraj* (places where the letters come out), and its *fashohas*. If someone had mastered the knowledge of tajweed, he/she would read Al-Qur'an properly and correctly. such as pronouncing vocabulary (*mufrodat*), sentence (word) and the number of sentences Besides, the knowledge of tajweed included the rules of reading Al-Qur'an, such as; long reading and short reading and *sukun* or *nun* off. This was the minimum standard ability that a person had to master in reading Al-Qur'an.

In this stage of the analysis, the researcher observed employees who had not been able to read and write Al-Qur'an properly according to the principles of tajweed. This was known after carrying out the UHAMKA Bertadurus activities. From the results of the mapping, the ability to read Al-Qur'an, around 74 employees were still in the beginner category. Thus, in this period, efforts were made to provide Al-Qur'an learning programs as a form of service to employees so that no UHAMKA employees were unable to read Al-Qur'an anymore.

Among the reasons why employees had not been able to read Al-Qur'an were businesses and inactivity in participating in the recitation activities organized by the Institute for the Study and Development of Al-Islam and Muhammadiyah (LembagaPengkajiandanPengembangan Al-Islam dankemuhammadiyah - LPPAIK). In addition, the employees responded that learning to teach Al-Qur'an was hard and difficult, so it needed an easy, fast, and fun method.

2. Stages of Design

In the planning stage, this learning design done by designing teaching and learning activities (KBM).

Begins with setting learning objectives, designing scenarios or teaching and learning activities, designing learning tools, designing learning modules, and learning outcome evaluation tools.

3. Stages of Development

In the development stage contains activities regarding the realization of the product design. In the stage of realizing into a product (book). In this stage, new learning tools were also prepared, such as learning modules, methods, media and means-infrastructure. In this development, it had stages. Among others:

1. The first stage was able to read *hijaiyah* letters properly and correctly according to its *makhraj*.
2. The second stage was able to pronounce the changes in the sound of the letters (*harakatfathah, kasrah and dlomah*).
3. The third stage was able to pronounce the punctuation of *tanwin* (*fathahtain, kasrahtain, and dlomahtain*).
4. The fourth stage was able to pronounce the punctuation of *sukun* and *tasdid* (*siddhah*).
5. The fifth stage was able to pronounce long punctuation marks (*mad ashli*).
6. The sixth stage was able to pronounce the rules of reading *mad far'I* (various laws of reading *mad*), reading *qolqolah*, the rules of *alif lam*.

7. The seventh stage was able to read the *rules of tanwin* and *nun sukun*, *waqaf* marks, and the initial reading of the chapter (*fawatihussuwaar*).

4. Stages of Implementation

In this stage, a new product (the guide book for the AL-Heriyah method) could be implemented with designs and models that were already developed in class groups. The modules were presented according to the developed new model. In this stage it was also the actual application of the model. In the application of this method there were several steps included the classical first stage, the private second stage, and the assistance third stage.

5. Stages of Evaluations

This evaluation stage was conducted twice, namely a formative evaluation which is done every time the learning activity process ends. And summative evaluation, which was conducted after the learning activity ends as a whole (EBTA). In this final evaluation stage, a student might be declared passed if he/she had been declared good and true in according to the target objectives of the learning activity.

At the evaluation stage each participant had a control card (achievement) as data on the development of participant understanding and skills. This achievement card consisted of seven column stages containing modules in each meeting and each stage is assessed by levels (categories) such as less, enough, and good.

Before the researcher implemented the product implementation comprising Al-Qur'an Al-Heriyah learning method, the researcher conducted a pre-test on ten participants.. The pre-test results can be seen in the following table:

Table 1. Pre-Test Results Data on Reading and Writing Al-Qur'an

No.	Total Participants	Wrote				Wrote		
		A	B	C	D	E	F	G
1	10 Participants	4	6			4	6	
2	Percentage (%)	40%	60%				60%	

Remarks:

- Beginner Category: Had not recognized letters, letters were still exchanged or *harokat*, often lengthened and guessed. (40%)
- Second category: Was able to pronounce *hijaiyah* letters and might pronounce vocabulary(*mufrodat*). (60%)
- Third category: Was able to arrange vowels in words, long-short rules, - *nun sukun* rules, and *tanwin*, (0%)
- The fourth category was to understand the science of Tajweed, eloquent, and fluency, as well as *Waqaf* and *ibtida*. (0%)
- Was not able to write *hijaiyah* letters. (40%)
- Was able to Write *hijaiyah* letters (60%)
- Composed sentences (vocabulary), and dictation. (0%) (0%)

From results of the pre-test data above, there were still 4 participants or about 40 percent had not been able to read Al-Qur'an. And there were still 4 participants or about 40 percent had not been able to write *hijaiyah* letters.

Table 2. Post Test Results Data of Reading and Writing Al-Qur'an

No.	Total Participants	Read				Wrote		
		A	B	C	D	E	F	G
1	10 Participants		2	5	3		2	8
2	Percentage (%)		20%	50%	30%		20%	80%

Remarks:

- Beginner Category: Had not recognized letters, letters were still exchanged or *harokat*, often lengthened and guessed. (0%)
- Second category: Was able to pronounce *hijaiyah* letters and might pronounce vocabulary(*mufrodat*). (20%)
- Third category: Was able to arrange vowels in words, long-short rules, - *nun sukun* rules, and *tanwin*, (50%)
- The fourth category was to understand the science of Tajweed, eloquent, and fluency, as well as *Waqaf* and *ibtida*. (30%)
- Was not able to write *hijaiyah* letters. (0%)

- F. Had been able to write *hijaiyah* letters, and composed words (20%)
- G. Was able to write *hijaiyah* letters, composed sentences (vocabulary), and dictation. (80%)

In the table above it could be said that the post-test results after participating in the lesson had undergone significant changes, namely that they had been able to read Al-Qur'an with a category: two participants were able to pronounce *hijaiyah* letters and can pronounce vocabulary (*mufrodat*), five participants were able to compose *harokat* on words, the rules of long-short, the rules of *nun sukun*, and *tanwin*, and three participants were able to master the knowledge of tajweed, eloquent, and fluency, as well as *Waqaf* and *ibtida*. And also there were two participants who were able to write *hujaiyah* letters and there were eight participants who could write *hijaiyah* letters with dictation.

T test results: Read

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PRE TEST	59,0000	10	7,74597	2,44949
POST TEST	71,5000	10	5,79751	1,83333

- The pre-test in reading had an average value (mean) of 59.00 out of 10 data. The data distribution (Std. Deviation) obtained was 7.74597 with a standard error of 2.44949.
- The post-test in reading had an average value (mean) of 71.50 out of 10 data. Data distribution (Std. Deviation) obtained was 5.79751 with a standard error of 1.83333

This showed that there was a difference between the Pre-test and Post-test in reading

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 PRE TEST & POST TEST	10	,594	,070

The Paired Sample Correlations table showed a correlation value of 0.594 between the Pre-test and Post-test

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PRE-TEST - POST TEST	-12,50000	6,34648	2,00693	-17,04000	-7,96000	-6,228	9	,000

This Paired Sample Test Table showed a significance value (2-tailed) of 0.000 < 0.005. So it could be concluded that there was a significant change between the Pre-test and Post-test in reading.

T Test Results: Wrote

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PRE TEST	60,0000	10	9,12871	2,88675
POST TEST	78,5000	10	3,37474	1,06719

- The pre-test in writing had an average value (mean) of 60.00 out of 10 data. The data distribution (Std. Deviation) obtained was 9,12871 with a standard error of 2.88675
- The post-test in reading had an average value (mean) of 78.50 out of 10 data. Data distribution (Std. Deviation) obtained was 3.37474 with a standard error of 1.06719

This showed that there was a difference between the Pre-test and Post-test in writing

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 PRE TEST & POST TEST	10	,271	,450

The Paired Sample Correlations table showed a correlation value of 0.271 between the Pre-test and Post-test

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair1 PRE TEST - POST TEST	-18,50000	8,83491	2,79384	-24,82011	-12,17989	-6,622	9	,000

This Paired Sample Test Table showed a significance value (2-tailed) of 0.000 < 0.005. So it could be concluded that there was a significant change between the Pre-test and Post-test in writing.

6. Learning Management Development

Management of Al-Qur'an literacy learning was carried out by the fourth Vice Rector in the fields of Al-Islam and Muhammadiyah. For later, in its managerial implementation, it was developed by the Institute for the Study and Development of Al-Islam and Kemuhammadiyah (LPP AIK). In the process of managing activities for University units, the LPP AIK was managed and controlled directly by LPP AIK, and for faculty units the management and control was by each vice dean 4 and under the supervision of LPP AIK. The theme of this activity program was "UhamkaBertadurus". A program that became a culture for all Uhamkaacademicians. Bertadurus culture was a characteristic (Value) developed by Uhamka as a form of the Islamic campus movement.

The management of Al-Qur'an Literacy learning which was then referred to as the management activity of Al-Qur'an recitation program was an activity that had been implemented by the Institute for the Study and Development of Al-Islam and Kemuhammadiyah (LPP-AIK) which was designed to provide knowledge to Uhamka lecturers and employees to form the skills of lecturers and employees in reading or reading Al-Qur'an according to predetermined rules such as *makhoriul* of letters, short length, and tajweed rules, so that meaning did not change.

In learning management using the Al-Heriyah Method which was structured and presented in a systematic manner according to the aim that learning Al-Qur'an was easy and fun. This method could be used easily and effectively. This learning curriculum might be presented 7 to 8 meetings, each meeting took one hour and a half (time allocation 45x2 m).

The general purpose of learning from the Al-Heriyah method with the hope that after following the learning the participants would be able and skilled to read and write Al-Qur'an properly and correctly corresponding with the rules of recitation.

The modules were prepared and designed in the following steps:

- The first lesson was the introduction of *hijaiyah* letters. Also introduced Arabic-Latin transliteration, and introduced changes in the form of the *hijaiyah* letters. Competence in these modules, participants were able to understand and pronounce and write *hijaiyah* letters
- In the second lesson the introduction of broken punctuation marks. Namely punctuation mark a (*harakatfathah*), punctuation mark i (*harakatkasrah*), and punctuation mark u (*harakatdhomah*).also how to write, string, arrange *hijaiyah* letters. Competence in these modules, participants were able and understand the broken punctuation marks and were able to string and compose *hujaiyah* letters.
- In the third lesson, double punctuation marks or affixes were introduced. Namely the punctuation marks of *fathahtain*, *kasrahtain*, and *dhomahtain*. Competence in these modules, participants were able to understand the differences in double punctuation marks/affixes and were able to pronounce them.
- In the fourth lesson, connecting punctuation marks were introduced, namely *sukun* and *tasydid* punctuation marks Competence in these modules, participants were able to understand the punctuation marks of *sukun* and *tasydid* and were able to distinguish the sounds

- e. In the fifth lesson, long punctuation marks were introduced, namely: *alif, yasukun, and wausukun*. (Mad Ashli). Competence in these modules, participants knew and understood long punctuation marks and were able to pronounce them.
- f. In the sixth lesson the introduction of other punctuation marks of reading *mad, mad 'aridl, mad iwad* (Mad far'i), as well as reading *qolqolah*, as well as the rules of *alif lam*. Competence in these modules, the participants knew *mad far'i* and understood long punctuation marks and were able to pronounce them.
- g. In the seventh lesson, the rules of reading *tanwin, nun sukun, waqaf punctuation*, and initial chapter readings (*fawaatihu-Assuwaar*) were introduced. Knew and understood the rules of *sukun, waqf* marks, and were able to pronounce them
- h. Evaluation. In learning evaluation, it could be done at the end of each lesson. The teacher or tutor might evaluate it through live reading or writing tests or quizzes on each participant. In the final stage of learning evaluation, the teacher assessed the student's ability to read Al-Qur'an, students were deemed to pass if they had read Al-Qur'an properly and correctly even though the reading was not fluent. Similarly, in this evaluation, students were tested with Al-Qur'an writing test, both copying and dictation test.

A teacher or instructor who taught the Al-Heriyah method could actually be practiced by anyone who was able to read Al-Qur'an well, however, it was better if the teacher or instructor that would use the Al-Heriyah method was someone who had attended Al-Heriyah method training.

7. Results of the Al-Heriyah Method Implementation

After conducting a validation test, the researcher implemented it in 50 UHAMKA employees in stages. In the first phase, the use of the method was given to employees on the Limau Campus, then employees of the post-graduate campus, and the PasarRebo campus (Employees of the Faculty of Economics and Business and FKIP). And the results of the learning process showed the significant progress. These results can be seen in the following table:

Table 3. Results of the Al-Heriyah Method Implementation

No.	Total	Read				Wrote		
		A	B	C	D	E	F	G
1	50 Employees		5	38	7		33	17
2	Percent		10%	73%	17%		63%	27%

Remarks:

- A. Beginner Category: Had not recognized letters, letters were still exchanged or *harokat*, often lengthened and guessed. Score range 0-55 (0%)
- B. Second category: Three employees were able to pronounce *hijaiyah* letters and could pronounce vocabulary (*mufrodat*). Score range 56-67 (10%)
- C. Third category: Thirty-eight employees were able to string *harakat* on words, the rules of length and short, the rules of *nun sukun* and *tanwin*. Score range 68-79 (73%)
- D. Fourth Category: Seven employees were able and understood the knowledge of Tajweed, eloquent, and fluency, as well as *Waqaf* and *ibtida*. Score range 80-100 (17%)
- E. Was not able to write *hijaiyah* letters. Score range 0-55 (0%)
- F. Thirty-three employees could write *hijaiyah* letters, and string words Score range 56-67 (63%)
- G. and 17 employees could write *hijaiyah* letters, composed sentences (vocabulary), and dictated. Score range 68-79 (27%).

IV. CONCLUSION

Based on the findings and analysis of research data as described in the discussion, the following conclusions can be drawn:

1. Management of Al-Qur'an literacy learning is carried out by the fourth Vice Rector in the fields of Al-Islam and Muhammadiyah. For later, in its managerial implementation, it is developed by the Institute for the Study and Development of Al-Islam and Kemuhammadiyah (LPP AIK). In the process of managing activities for University units, the LPP AIK was managed and controlled directly by LPP AIK, and for faculty units the management and control was by each vice dean 4 and under the supervision of LPP AIK. The theme of this activity program was "Uhamka Bertadurus". A program that became a culture for all Uhamka academicians. Bertadurus culture was a characteristic (Value) developed by Uhamka as a form of the Islamic campus movement.
2. The implementation of Al-Qur'an literacy learning activity program by the Institute for the Study of Al-Islam and Kemuhammadiyah Uhamka still varies, does not have a form or model of Al-

- Qur'an learning that has been specified in the implementation process. In other words, many methods or models are used. For example, the *Iqra* method is used by some lecturers to teach Al-Qur'an to UHAMKA employees. then the *Qira'ati* method, a method that teaches Al-Qur'an with *tilawah* songs or *tausyihrost*. And the Al-Banjari method which consists of discussing the virtues of reading Al-Qur'an, *maharijul* letters and character traits as well as the knowledge of recitation.
- The development of the Al-Heriyah model has shown very significant results, which are, when implemented to 50 UHAMKA employees with the following results: 5 employees (10%) can pronounce *hijaiyah* letters and can pronounce vocabulary (category B), 27 employees (73%) can string vowels in words, rules of length and short, rules of *nun sukun* and *tanwin* (category C) 7 employees (17%) understand the knowledge of Tajweed, eloquent, and fluency, as well as *Waqaf* and *ibtida*, and 33 employees (63%) are able to write *hijaiyah* letters (category F) and 17 employees (27%) are able to write connecting vocabulary, and dictation (category G)

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