PAI Teacher’s Role In Increasing Student Motivation In Learning To Read The Quran In Smk Bina Insani Pinang City Tangerang

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Abstract

This research is motivated by many students who have not been able to read the Koran well and correct and aims to determine the role of Islamic religious education teachers, in increasing student motivation to learn to read the Koran at SMK Bina Insani Pinang Tangerang City. This study uses a qualitative method of field study research. With the subject of 7 respondents. Data collection techniques in this study used observation, interviews, and documentation. The data analysis technique uses data reduction, data presentation and conclusion drawing. The results showed that the role of PAI teachers in increasing students’ motivation to read the Koran greatly influenced students’ success in learning to read the Koran because PAI teachers not only played a role as teachers but also played a role as parents of students in schools of course very high and had a big role in educating students to be a human being. One of the roles of Islamic Religious Education teachers is to teach the Qur’an to students through the method of giving assignments to students, giving motivation to be serious, always giving advice to students, the role of Islamic religious education teachers as mentors for students. The ability to read the Koran is the ability of students to read the Koran well, fluently and correctly in accordance with the rules of tajwid science and understand the Koran is the word of God revealed to the prophet Muhammad SAW. The role of Islamic education teachers in increasing students’ motivation to learn to read the Koran is to plan and implement teaching and learning activities according to students’ abilities so that students are accustomed to reading the Koran through the tadarusan in class for 5 to 10 minutes every day. And through the method of memorizing short letters along with the science of recitation and the laws of reading, giving examples of how to read the Koran correctly, practicing in turns. With the habit of reading the Qur’an in students is expected to increase the motivation of faith and piety. The factors that support the role of PAI teachers externally are the pedagogic and professional competence of good teachers, creativity in the implementation of learning. And the inhibiting factors consist of internal factors, namely from the personality of each student who is less motivated to learn the Qur’an and the attention of parents to their children since childhood. While external factors are one of the inhibiting factors from outside the surrounding community environment who are still less concerned about the various problems that exist in students, even though the community is a further education from the school level, and usually the community environment is part of non-formal education which greatly affects students’ lives. in the motivation to learn to Read the Koran.

Key words: islamic religious education, student motivation, learning to read the koran, teacher’s role.
Introduction

One of the important factors in the successful process of Islamic education is the educator or teacher. On the shoulders of educators lies a very large responsibility in an effort to lead students towards the educational goals that they aspire to. This is because education is cultural transition towards a continuous change, as a vital means in building the culture and civilization of mankind.

Educators in the perspective of Islamic education are people who are responsible for the efforts of physical and spiritual development of students to lead them to reach the level of maturity, so that they will be able to fulfill their humanitarian duties both as world leaders and as servants of Allah (khalifa fi al-aridh wal ’abd) in accordance with the values of Islamic teachings. Therefore, educators in this context are not only limited to people who work in schools but also people who involve themselves in the process of educating children from the time they are in the womb until they are adults, even until they die (of course in the last context are all individuals who have responsibility in the family and in society).

Al-Rasyiddin & Samsul Nizar (2002: p.44), said that the main task of educators is to perfect, clean, purify, and bring the human heart to taqarrub ila Allah. Educators should direct students to know God more closely through all of His creation. Meanwhile, in other terms, the task of educators can be described in several points, namely:

a. Educators as instructors (instructional) are tasked with planning teaching programs, implementing programs that are compiled, and finally being able to carry out assessments after the program is implemented.
b. Educators as educators (educators) who direct students at the level of perfect personality maturity (insanul kamil), towards the goal of the creator.
c. Educators as leaders (managerial) who lead and are able to control themselves, students, and the community, seek to provide direction, supervision, organizing, controlling, and participation in all programs that should be carried out.

In the context of Islamic education, educators are spiritual fathers or spiritual fathers for students. An educator is able to provide soul or spiritual food with knowledge, with morals and provide justification with true truth, for that it is true that educators, namely a teacher, must be respected both by students and by the community. Omar Mohammad, (1979: 136)

The main goal in education is to make students find themselves who have an inner dimension, understand their capacities and discipline themselves. (Bayrakli. 2004: 128). Islamic Religious Education has goals that have three core aspects: namely aspects of faith, knowledge, and charity which basically contains such as:

a. To foster and develop and form positive attitudes and discipline and love for religion in various children’s lives who are later expected to become human beings. who fear Allah SWT. obedient to the commands of Allah and His Messenger.
b. Obedience to Allah SWT and His Messenger is an intrinsic motivation for the development of knowledge that must be possessed by children in growing and fostering religious skills in all fields of life and life and being able to understand and live the teachings of Islam deeply and thoroughly.

Thus, it can be concluded from this opinion, that the role of the teacher is not just a provider of knowledge to students in front of the class but is a professional who can make students able to plan, analyze and collect the problems they face. The teacher must also be able to see and pay attention to whether the students really follow the lessons he conveys, the success of all of that is certainly related to the learning methods applied by a teacher in delivering lessons. While the concept of Islamic religious education is not just taking the cognitive (intelligence) of students by emphasizing the mere mastery of the material, but more than that how to provide an approach to the affective (attitudes) and psychomotor (skills) of students so that in themselves students will grow a complete personality in accordance with Islamic teachings and increase their piety and faith in Allah SWT.

From the description above, it can be understood that the complex challenges of Islamic religious education can basically be grouped into two kinds of challenges, namely internal challenges and external from Islamic religious education.challenge internal concerns the inappropriate side of Islamic Religious Education, the narrow understanding of the essence of Islamic religious lessons, the design and preparation of materials that are not appropriate, as well as the methodology and evaluation, as well as the implementation of the implementation of Islamic religious education which is still exclusive and has not been able to interact and synchronize with the environment. other. Challenges, external form of various advances in science and technology that have an impact on the emergence of scientific criticism to the explanation of religious that are conservative, traditional, textual, and scripturalistic; the era of globalization in the field of information, as well as changes socio-economic and cultural and the plurality of religious communities who are still not ready to have different understandings and instead tend to be apologetic, fanatical, absolutist, and truth claims wrapped in knots of interest, both personal and those that are political and sociological.
For this reason, understanding the true and high religion must of course be balanced with studying the Koran and its contents. The Qur’an is the revelation of Allah. Allah SWT which was conveyed to the Prophet Muhammad SAW as a guide for human life. We are encouraged to read more and understand the contents of the Qur’an, because for Muslims reading the Qur’an is an act of worship. (Ilmy. 2006: 58). Just reading it already gets a reward, let alone understanding the verses contained in it and practicing it will get a reward from every word in the verses that we read. By reading, memorizing and understanding His verses, Allah will surely bestow His mercy and compassion on us all. (Wahidi & Maksum. 2006: 43).

As explained in the Qur’an Surah Fathir: 29–30. Allah SWT. Said:

"Meaning: Verily, those who always read the book of Allah and establish prayer and spend part of the sustenance that We bestow on them secretly and openly, they are expect a commerce that will not lose money. So that Allah will perfect to them their reward and increase to them from His bounty. Verily Allah is Forgiving, Most Gracious."

Likewise, various problems that grow and develop in people’s lives must be resolved by referring to the Qur’an (Ilmy. 2006:58–59). We will be released from the weight of life’s problems and the problems of today’s life if we want to open our hearts to be enlightened by the Qur’an. But in fact, the progress of this era makes some people begin to forget the Qur’an and even tend to be far from it (the Qur’an). Some of them even (adults, youth, teenagers to children) they prefer to play gadgets, watch television and are busy with their own work rather than filling their spare time by reading the Qur’an.

Besides that. Completing the Qur’an is the most beloved deed to Allah. In the hadith narrated by Imam Tirmidhi it is explained that:

From Ibn Abbas ra. he said there was someone who asked the Messenger of Allah


As Muslims, of course we must be able to read the Koran, reading the Koran has many benefits. The benefits of reading the Qur’an include getting protection from Allah SWT, a house in which the holy verses of the Qur’an are recited will receive blessings from Allah, the Qur’an will become intercession in the hereafter for its readers, and people who read the Qur’an will also get a great reward.

Abdullah bin Mas’ud said that the Messenger of Allah said: "Whoever reads one letter from the Qur’an, then for him one good deed with that reading. One good deed is multiplied into 10 good deeds for example and I do not say Alif Lam Mim is one letter, but Alif is one letter, Lam is one letter, and Mim is one letter." (HR. Tirmidhi no. 62,69).

From this hadith it can be understood that the reward of reading one letter of the Qur’an is rewarded with ten goodness. If we regularly read the Qur’an every day you can imagine how much reward we will get. Reading the Koran can also calm a restless heart so that our hearts become calm and peaceful, because when we read it we will feel that Allah SWT is so close to us. We know that Allah SWT will not never left His servant who always remembers Him, namely the ahlul qur’an.

It does take a long process to be able to read the Koran, for that one form of community service at SMK Bina Insani Pinang, Tangerang city through the role of PAI teachers in increasing motivation to learn to read Qur’an to students, then a program of teaching reading the Qur’an is carried out. This is part of community to distribute the knowledge acquiredPAI teachers to guide students in reading the Koran.

Bina Insani Pinang Vocational School every Monday to Saturday organizes teaching activities to read the Qur’an starting from tadarusan, memorizing short letters, as well as providing an understanding of how to read the Qur’an properly and correctly through tajwid. This activity is carried out in the classroom and using the school mosque facilities. Bina Insani Pinang Vocational School, Tangerang City, located in Neroktog Village, Pinang District, Tangerang City is part of a vocational high school under the auspices of the Ministry of Education and Culture of Banten province, with the vision of “Realizing Excellent People in Faith and Taqwa, Science and Technology based on Akhlakul Karimah.

And the school’s mission is

a. Realizing faith and piety as a provision to actively worship Allah SWT.

b. Maximizing the use of science and technology to continue high school and the world of work.

c. Realizing religious values, cultural education and national character as well as the environment in daily life from the realization of a society with good morals.
d. Making English, Arabic, and information technology as superior insights, so that they can be competitive in the era of globalization.
e. Build a quality culture by realizing good cooperation with parents, stakeholders and related agencies from the realization of the community's first choice school

Meanwhile, the objectives of SMK Bina Insani Pinang are as follows:

a. Provide the widest possible opportunity for junior high school graduates to continue their education at SMK Bina Insani Pinang.
b. Fostering and improving noble character for students.
c. Equipping students with faith through religious guidance in accordance with their respective religions to create good human beings pious, noble character, and character noble
d. Establish and cultivate cooperation, as a pioneer in the implementation of professional culture.
e. Equipping students for careers and independence who are able to adapt to the work environment according to their field of expertise, and are able to deal with changes that occur in society.
f. Equip students with a professional attitude to develop themselves, and be able to compete at national and global levels

While learning activities starting from grade 10 to grade 12 all students are required to take part in tadarusan, memorizing short letters or juz 'Amma and sorogan verses to PAI teachers with the aim that students can read the Koran properly and correctly after they are declared graduated. Tadarusan is done every Monday to Saturday before the subject matter starts for 5 to 10 minutes. And for Quran learning activities carried out according to the lesson schedule or following the school KBM schedule. This activity was followed by all students under the guidance of each PAI teacher at each level. Class 10 will be tutored by Mr. Samlawi, and grade 11 will be tutored by Mr. Ahmad Baihaqi, and grade 12 will be tutored by Mr. Lesson's Qur'an. Learning activities are carried out by starting to introduce the letters hijaiyah or Iqra which is followed by all students. If the child's reading is fluent, it will proceed to a higher reading stage, namely memorizing short letters or juz 'amma.

Teachers of the Qur'an will pay attention to the length and short reading of the letters in the Qur'an that are pronounced by students, because students often make mistakes in reading the Qur'an such as the law of recitation that is not precise and correct. This needs to be considered so that students can get used to reading the Koran according to the law of recitation of recitation. As a teacher, the role of the PAI teacher is very heavy because the average student teaches teenagers who are already teenagers, so as a teacher it is required to have high patience in dealing with the difficulties of students reading the Qur'an. And it is hoped that the role of PAI teachers can help in solving difficulties in reading and studying the Qur'an for students of SMK Bina Insani Pinang.

Given the problems mentioned above, the authors are interested in conducting research related to the role of PAI teachers in increasing students' motivation to read the Koran at SMK Bina Insani Pinang, Tangerang City. Therefore, the role of the teacher is very basic in terms of placing students as learning subjects so that this ability needs to be possessed by PAI teachers. The learning carried out is not merely a process of transforming information or skills, but is a learning process that must involve themselves actively both students and teachers in developing good behavioral communication. Therefore, the authors are interested in conducting research with the title "The Role of Islamic Religious Education Teachers (PAI) in Increasing Students’ Motivation to Read the Qur’an at SMK Bina Insani Pinang, Tangerang City".

Methods

This research is motivated by the problem of the number of students who have not been able to read the Koran properly and correctly. This study aims to determine the role of PAI teachers in increasing students’ motivation to read the Koran at SMK Bina Insani Pinang, Tangerang City. By using qualitative methods, namely field study research. As Nana Syaodih Sukmadinata said, according to her, qualitative research is a research unit aimed at describing and analyzing the phenomenon of events, social activities, attitudes, beliefs, thoughts of people individually and in groups. Meanwhile, according to Lexy J. Moleong Qualitative research is an attempt to present the social world and perspective in the world in terms of concepts, behaviors, perceptions and issues about the human being studied.

The location of this research was carried out at SMK Bina Insani Pinang, Tangerang City. With data collection techniques as a tool that supports research, to obtain relevant data. Data collection is done by means of observation, interviews and documentation. And the analysis technique used is data reduction, data presentation, and conclusion/data verification using the subject of 7 respondents.

Results & Discussion
The role of PAI teachers in Improving Student Motivation for Learning to Read the Qur’an at SMK Bina Insani Pinang Tangerang City

Islam is a teaching that fosters a complete Muslim personality in the manifestation of the qualities of faith, taqwa, honest, fair, patient, intelligent, disciplined, wise and responsible. Through Islamic religious education, efforts are made to internalize the values of Islamic teachings so that the output can develop Muslim personalities who have these characteristics. At this time, the way of life is colored by information, globalization, democracy and human rights accompanied by the development of a large population and the increasing scarcity of economic resources, an increasingly complex life atmosphere causes humans to compete with each other, challenges like this also occur in the field of education, especially Islamic religious education to answer future challenges.

Increasing students’ motivation to learn to read the Qur’an is not only the task of PAI teachers, but parents at home or in the environment have an important role in the success of students participating in learning to read the Qur’an. It is the responsibility of all parties, including stakeholders who are in the ranks of the school environment and education staff who also have a moral responsibility for the success of students in their ability to read the Koran.

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Likewise, at SMK Bina Insani Pinang, Tangerang City, PAI teachers have a big role in increasing students’ motivation to learn to read the Koran. In the context of achieving educational goals and success, PAI teachers are one of the spearheads for the success of students learning to read the Koran, because PAI teachers, as educational motivators, have an important role in the success of students learning to read the Koran. As an educator, PAI teachers become figures of student success.

Based on the results of interviews with researchers with Ustadz Ahmad Baihaqi, Ustad Samlawi, and Ustadz Itang Iskandar as PAI teachers at SMK Bina Insani Pinang, they collected information data that there were still many students who were less interested and less motivated in reading the Qur’an. It is evident that many students cannot read the Al-Qur’an fluently, even if they are not familiar with Hijaiyah letters. For the category that is able to read the Al-Qur’an well in accordance with the rules of recitation and makhraj of 60 students only 15% (9 students) are able to read the Koran properly and correctly, while 85% (51 students) are still unable to read Quran in the category not yet fluent 50% and do not know the letters hijaiyah 10%. (Interview with Ustadz Samlawi, Ahmad Baihaqi, and Ustadz Itang Iskandar, class XII PAI teacher on 24 May 2022).

The ability to read the Qur’an among students of Bina Insani Pinang Vocational School in Tangerang City has finally become a problem. Therefore, there is a need for efforts and efforts for the role of PAI teachers in motivating students and trying to increase and foster interest in learning the Qur’an. Even though this institution is a public school, to support students’ knowledge and support the quality of school graduates, education providers from foundations to schools continue to try to provide ample space and time for PAI teachers to teach the Qur’an through systems and methods that are appropriate. According to the abilities and conditions of students.

This Qur’an Reading and Writing (BTQ) activity program uses the Sorogan or ‘ardul qira’ah method. The Sorogan method involves students reading in front of the teacher, while the teacher listens. The Sorogan method is widely applied among children today because in this method there is a positive side, namely active students (active student learning methods). Like the method that was practiced by the Prophet Muhammad, while teaching his friends. The Messenger of Allah was also with the angel Gabriel when he was tested for reading the Qur’an in the holy month of Ramadan using the sorogan or listening method. All of that is for the purpose of growing students’ motivation and interest in reading the Qur’an properly and correctly (Syarifuddin. 2008: 81). Thus the concept of Islamic religious education does not only take the cognitive side (intelligence) but emphasizes the mastery of the material. By providing an approach to affective (attitude) and psychomotor (skills) values in students. So that in students will grow a complete personality in accordance with Islamic teachings and increase their piety and faith in Allah SWT.

Islamic religious education is more aimed at changing attitudes (behavior) and mental which will be manifested in good deeds for himself and for others. Islamic religious education is not only theoretical but also practical. Therefore, Islamic religious education is individual education and community education, because Islamic teachings contain personal and community attitudes and behavior.

The education carried out for students is one of the ideals of forming skilled, intelligent, and ihsan kamil human beings, which is based on Allah SWT. The concept of the ability to read the Qur’an is very important to have and will affect the educational process, especially the love of the Qur’an. The role of PAI teachers must be able to identify students personally so that it is easy to apply guidance and find out who is good at reading the Qur’an and who has not mastered reading the Qur’an, as well as students who are not familiar with the hijaiyah letters. This can be done in a way, namely, firstly, PAI teachers recognize and know it through test reading of the Qur’an on students at the beginning of the learning process individually, both PAI teachers can classify students’ abilities in reading the Koran into fluent, moderate and substandard/not familiar groups. hijaiyah letters. The three roles of PAI teachers...
are to provide students with an introduction and understanding of real contexts as the basis for formulating more successful PAI learning objectives, targets, methods, and means.

Based on the research results obtained from the role of PAI teachers as educators in increasing students' learning motivation to learn to read the Qur’an are as follows:

a. Empowerment
What is meant by empowerment is the functioning of all school staff as a moral community to share responsibilities in religious education and loyal to the basic values of Islam.

b. Exemplary
The role of PAI teachers in educating students works together with competent and puts forward examples (good examples). An example of a teacher’s efforts in applying exemplary skills at SMK Bina Insani Pinang starting from the principal to all teachers must show an attitude that reflects an attitude that should be imitated by students. Starting from the smallest to the biggest things such as throwing garbage in its place, greeting each other, respecting each other and working together.

c. Intervention
The teacher’s role in the success of educating students at SMK Bina Insani Pinang requires intervention (direct involvement) so that it can consistently be directed effectively in accordance with the goals that have been set.

d. Integrated
The role of PAI teachers as educators can be done through school programs both intra curricular and extracurricular with integrated supervision.

e. Introducing various kinds of tajwid in the form of reading laws that have been exemplified.

f. Screening
The role of PAI teachers as educators at SMK Bina Insani Pinang puts forward an screening individual to increase the close emotional relationship between teachers and students. Through this screening, it is hoped that teachers can correct students’ problems in depth. Thus the teacher is able to provide solutions to the problems experienced by students.

What strategies are used to increase students' motivation to read the Koran

Implementation of the learning process for students who are not fluent in reading the Koran to be even more fluent in reading the Koran. Then the strategy of the steps taken by the PAI teacher in improving the ability to read the Koran are as follows:

Based on the results of research on the method of PAI teachers in increasing student motivation to learn to read the Koran are several ways, namely: 1. The teacher gives the task of memorizing letters – short letters to students 2. The teacher trains students to read the Koran in turns. 3. First, the teacher gives an example of how to read the Koran correctly in accordance with the rules of the science of recitation.

Researchers can conclude that an educator must be a mentor who is always ready to direct his students to become students who are able to read the Koran well. The researchers conducted interviews with class XII AKL students (Alfina Damayanti) who said that: When reading the Koran I was not able to recognize long punctuation marks, both long signs in the form of Alif, yes Sukun / dead, or wau sukun / dead and other difficulties that I experienced. That is, my reading of the Koran still sounds stammered because at this time my reading of the Koran is still at the Juz Amma level. (Alfina Damayanti, a student of Bina Insani Pinang Vocational School, Tangerang City, May 25, 2022).

There are some students who are still not fluent in recitation, such as stammering in reading verses of the Koran, have not practiced reading mad correctly, namely reading mad is not read long and what should be short is instead extended.

Researchers can conclude that the important role of an educator is to provide learning Al Quran that will help students recognize letters and reading laws in the Koran and specifically for long and short readings of the Koran (Mad). By applying methods that are in accordance with the character of students' abilities, in the process of learning the Koran students will be able to more quickly understand what is conveyed by the educator, namely the PAI teacher.

Statement of students when conducting interviews during recess (Joesy Amanda Putri class XI SMK Bina Insani Pinang) who said that: In reading the Koran I am not too fluent in mentioning the sounds of letters that have different pronunciations because since when I was little the mention of the hijaiyah letter was not what is taught by the Koran teacher who does not really understand the correct pronunciation of the hijaiyah letters and is in accordance with the
science of tajwid. Amanda Putri (Class XI student of Bina Insani Pinang Vocational School, Tangerang City, May 25, 2022)

So here is the role of a PAI teacher in helping students who have not been able to distinguish the sounds of the hijaiyah letters and the places where the letters come out, in order to be able to distinguish the sounds of the hijaiyah letters and the hijaiyah letters. where the sound of each letter comes out.

One of the basic strategies that must be possessed by teachers is the ability to plan and carry out teaching and learning process activities, therefore these abilities are to equip teachers in carrying out their duties and responsibilities as educators and teachers. However, teachers as teaching staff or educators play a very important role in carrying out tasks and managing programs to be applied to students, therefore teachers are very important in educating students to be able to provide good learning motivation in order to achieve these teaching goals.

One of the strategies of PAI teachers is to increase motivation to learn to read the Koran by using methods that students need in the learning process, meaning that PAI teachers have a role to look at students’ abilities personally. To improve the ability to read the Koran students at SMK Bina Insani Pinang as PAI teachers must take a good step to achieve this goal. So that the implementation can run well and steadily, as expected. Therefore, in this effort, teachers are required to be creative in having teaching skills, especially in terms of reading the Koran, PAI teachers are able to increase students’ motivation to learn to read the Koran by assigning students regularly and guiding students to read the Koran first before the teaching and learning process is carried out, using methods it easier for students who are not fluent in reading the Koran to become fluent.

By teaching the science of tajwid gradually will be able to improve the ability to read the Koran starting with the introduction of the science of tajweed for example mad, idgham, izhar, ikhfa, idzhar and many more tajwid sciences that PAI teachers have to teach students at SMK Bina Insani Pinang, especially in the above students. Because the role of the PAI teacher is very important in improving the students’ ability to read the Koran at the Bina Insani Pinang Vocational School, because the role of the PAI teacher will help students to be more fluent in reading the Koran correctly in accordance with the rules of recitation.

Based on the results of interviews conducted by researchers with several teachers at Bina Insani Pinang Vocational School, Tangerang City about PAI teacher strategies in increasing students’ motivation to read the Koran at Bina Insani Pinang Vocational School, Tangerang City Nurbaniah, SE. (interview on May 24, 2022), as a teacher at SMK Bina Insani Pinang he said that:

The strategy of teachers as educators must be more effective and intensive in order to achieve what will be achieved in the PAI learning process, in order to increase student motivation to learn to read the Koran, PAI teachers who really understand the provisions To read the Koran properly and correctly, PAI teachers must be professional in their fields sciences Qur’an about the laws of reading in the Qur’an and must be skilled and have skills in mastering learning media technology because in the learning process and without learning skills A good teacher will not succeed in the learning process, so the strategy of Islamic education teachers in improving the ability to read the Koran in SMK Bina Insani Pinang students. Tangerang City must really become educators who are experts in reading the Koran and able to teach their knowledge to their students, and must Be a good role model for students both inside and outside school.

The teacher’s strategy in education is very important in terms of increasing students’ motivation to learn to read the Qur’an, the students in learning, especially the PAI teachers themselves who must be professional in their fields by mastering the science education itself. The PAI teacher is also not only an educator whose job is to educate students, but also provides an example for students to create a generation of students who are obedient to Allah and His Messenger, that is the main task of an educator.

The PAI teacher’s strategy in teaching and learning activities determines the final results of students. PAI teachers are not only required to teach but must be able to educate students, instill moral values into their students so that they can develop knowledge that is in accordance with Islamic principles.

From the results of interviews conducted by researchers, researchers can conclude that the PAI teacher strategy in increasing student motivation to learn to read the Koran at SMK Bina Insani Pinang Tangerang City is still not effective because PAI teaching staff are still lacking and not proportional to the number of students.

Batcheach and teaching staff need to be added as PAI teachers because there are still very few. That way it will affect the level of ability and motivation of students in learning to read the Koran, because there are very few educators compared to so many students. An interview with Mr. Itang Iskandar as a PAI teacher said that one of the strategies I applied to improve the students’ ability to read the Qur’an was to generate motivation to learn in my teaching using the Iqro’ method and other methods that were appropriate to the circumstances during the teaching process.

Based on the results of interviews conducted by researchers to Drs. H. Musa Kaisan, MM., as the principal of SMK Bina Insani Pinang, Tangerang City, said: “Actually, there are many ways that PAI teachers do in increasing student motivation to learn to read the Koran, one of which is by giving students the task of memorizing short surat asr so that they can improve their ability to read the Qur’an fluently”. (interview on May 24, 2022),

Based on the results of the two interviews above, the researcher can conclude that the use of various methods is one strategy to stimulate students to learn which in turn can affect students’ motivation to learn to read the Koran.
and learn students at SMK Bina Insani Pinang, Tangerang City, therefore, in the implementation of the teaching and learning process in the classroom, teachers should use varied teaching methods.

The strategy of Islamic Religious Education teachers in improving the ability to read the Koran can be done with several strategies, for example:

a. Provision of books that support teaching and learning activities. Providing books that support will help improve students' ability to read the Qur'an.
b. Sending teaching staff to trainings to broaden the knowledge of the Qur'anic teaching staff.
c. The availability of facilities and infrastructure will increase the ability and motivation of students in learning to read the Koran, complete facilities and infrastructure will help in the teaching and learning process
d. Additional time allocation, holding art lessons to read the Koran (Qiroah) and Koran tartil.

From the opinions of some of these teachers, it was concluded that with the strategy of Islamic Religious Education teachers in increasing motivation to learn to read the Koran at SMK Bina Insani Pinang, Tangerang City by implementing all the strategies of Islamic education teachers above, it will greatly help improve the ability to read the Koran properly and in accordance with the rules of Tajweed.

**Actors Inhibiting and Supporting in enhancing Motivation of Students to Learn to Read the Koran at Vocational School Bina Insani Pinang**

Every effort made by PAI teachers as educators strives for student success in increasing motivation and ability to learn to read Koran influenced by several factors, namely the existence of supporting factors and inhibiting factors. And these factors are:

a. Supporting factors
   Factors that support the improvement of ability to learn to read the Koran comes from external factors. What is meant by external factors here are the pedagogic and professional competence of good teachers, creativity in the implementation of learning and supportive school regulations.

b. Inhibiting factors
   1. Internal factors
      Barriers from within are from the individual of each student. This obstacle is due to the lack of education and guidance for parents at home and the living environment that does not support the individual improvement process. A child who does not learn the Qur'an since childhood, it is difficult for him to accept learning after adolescence or adulthood, because the basic nature of his personality has been formed since childhood, there is no formation of religious elements, so students are rather difficult to accept learning the Qur'an.
      The PAI teacher explained that one of the obstacles faced in increasing students' learning motivation to read the Qur'an was the different ability of each student about the Qur'an and the habits of the home environment. When in the family scope, students do not receive comprehensive education, especially in Islamic religious education, it will be difficult for PAI teachers to direct them because these students have not been familiarized with the values of Islamic teachings, namely reading Koran.
      And vice versa, if students always get guidance from their parents about reading the Koran then without being forced students will obey the teacher, do the assigned tasks, memorize and read Koran well.

2. External Factors external factors are one of the inhibiting factors from outside the urban community environment which are not concerned with various kinds of problems that exist in students, even though the community is a further education from the school level, because the community environment is usually called non-formal education greatly affects the student life in improving the ability to read the Qur'an. In carrying out religious activities, worship and so on, students are usually strongly influenced by their friends, for example. Children who participate in groups who do not pay attention to their learning, tend to just play so that the students dissolve in the game solely.

   From the results of this study, it can be said that the inhibiting factors in increasing students' learning motivation to read the Qur'an include internal factors, namely the family itself which has not been maximal in directing and educating their children as a whole because most of the parents of students who still do not have concern for their children in understanding and learning to read the Qur'an.

**Conclusion**

a. The role of PAI teachers in increasing students' motivation in learning to read the Qur'an at SMK Bina Insani Pinang Tangerang City is needed by students, especially students who have not been able to read Quran which is very large in order to educate students to become human beings and Qur'anic based on piety to Allah SWT.
The roles performed by PAI teachers in increasing student motivation in learning to read the Qur’an at SMK Bina Insani Pinang Tangerang City include: Empowerment, exemplary, intervention, integrated, screening.

b. PAI teacher strategies in increasing students’ motivation in learning to read the Qur’an at SMK Bina Insani Pinang Tangerang City, including: Habituation of tadarusan, memorizing short letters, habituation of the sorogan system or offering memorization or reading to PAI teachers, habituation of discipline reading Qur’an, habituation to be honest.

c. Supporting and inhibiting factors in increasing student motivation to learn to read the Qur’an at SMK Bina Insani Pinang Tangerang City

Supporting factors come from external factors, namely pedagogical and professional competence of good teachers, creativity in the implementation of learning and supportive school regulations.

Inhibiting factors include:

1. Internal factors
   barriers, namely from the individual of each student. This obstacle is due to the lack of parental education and guidance regarding learning to read the Qur’an given to children since childhood, so it is difficult for him to learn when he is an adult, because the basic nature of his personality that was formed since childhood, is difficult from religious elements.

2. External factors External factors are one of the inhibiting factors from outside the city community environment which are less concerned about various kinds of problems that exist in students, even though the community is a further education from the school level, because the community environment is usually called non–formal education is also very influential on student life in the motivation to learn to read the Koran.

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