

TEACHING AND LEARNING TO READ AND WRITE THE QUR'AN USING AL-BARQY METHOD: A STUDY ON FACULTY OF TEACHER TRAINING AND EDUCATION STUDENTS IN SRIWIJAYA UNIVERSITY

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Abstract: This article aimed to reveal the teaching-learning process of how to read and write the Qur'an with the Al-Barqy method to Faculty of Teacher Training and Education students at Sriwijaya University. The research method used qualitative method. The data collection was taken from observation, interviews, and documentation. The respondents consisted of students and lecturers of Islamic Education. This research focused on the learning process of how to read and write the Al-Qur'an using the Al-Barqy method? What are the advantages and disadvantages used in the Al-Barqy method? The information obtained was analyzed with interactive analysis through several components, namely data collection, data reduction, data presentation, and drawing conclusions. Then the data from the observation and documentation were adjusted. This teaching-learning process only emphasized on the ability to read and write the Qur'an in Faculty of Teacher Training and Education students at Sriwijaya University. The result of this research of the teaching-learning process to read and write Al-Qur'an with the al-barqy method made students learn the Qur'an quicker and easier compared to other methods. This method used easier steps and a fun process. And there were several advantages, namely: Used a short period of time which was up to 8 hours and for adults was only up to 200 minutes to read the Qur'an, can be used for all ages both children and adults. While the drawbacks

of this method include: This method was called the 8-hour method meaning that the learning time was relatively short and if it was for children's education then we must pay attention to their conditions both endurance and their memories, the understandings of hijaiyah letters was not very deep.

Keywords: Al-Qur'an; Al-Barqy; Method; Learning.

Abstrak: Artikel ini bertujuan untuk mengungkap proses belajar-mengajar tentang cara membaca dan menulis Al-Qur'an dengan metode Al-Barqy di Fakultas Keguruan dan Ilmu Pendidikan di Universitas Sriwijaya. Metode penelitian menggunakan metode kualitatif. Pengumpulan data diambil dari observasi, wawancara dan dokumentasi. Responden terdiri dari mahasiswa dan dosen Pendidikan Agama Islam. Penelitian ini difokuskan pada proses belajar membaca dan menulis Al-Qur'an menggunakan metode Al-Barqy? Apa kelebihan dan kekurangan yang digunakan dalam metode Al-Barqy? Informasi yang diperoleh dianalisis dengan analisis interaktif melalui beberapa komponen, yaitu pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Kemudian data dari observasi dan dokumentasi disesuaikan. Proses belajar-mengajar ini hanya menekankan pada kemampuan membaca dan menulis Al-Qur'an di Fakultas Keguruan dan Ilmu Pendidikan mahasiswa di Universitas

Sriwijaya. Hasil penelitian ini dari proses belajar-mengajar membaca dan menulis Al-Qur'an dengan metode al-barqy membuat siswa belajar Al-Qur'an lebih cepat dan termudah dibandingkan dengan metode lain. Metode ini menggunakan langkah-langkah yang lebih mudah dan proses yang menyenangkan. Dan ada beberapa keuntungan, yaitu: Digunakan waktu yang singkat yaitu hingga 8 jam dan untuk orang dewasa hanya sampai 200 menit untuk membaca Al-Qur'an, dapat digunakan untuk segala usia baik anak-anak maupun orang dewasa. Sementara kelemahan dari metode ini meliputi: Metode ini disebut metode 8 jam yang berarti bahwa waktu belajar relatif singkat dan jika itu untuk pendidikan anak-anak maka kita harus memperhatikan kondisi mereka baik daya tahan dan ingatan mereka, pemahaman tentang hijaiyah suratnya tidak terlalu dalam.

Kata kunci: Al-Qur'an; Al-Barqy; Metode; Pembelajaran.

INTRODUCTION

The best of the people are the ones to learn and teach the Qur'an. The Holy Qur'an is the miraculous word of God that was revealed to the last prophet, Prophet Muhammad SAW as a legal foundation for Muslims and passed down in a Mutawatir fashion (Ma'mun, 2018). As in (QS: Al-A'raaf: 52) which reads:

وَلَقَدْ جِئْنَاهُمْ بِكِتَابٍ فَصَّلْنَاهُ عَلَىٰ عِلْمٍ هُدًى

وَرَحْمَةً لِّقَوْمٍ يُؤْمِنُونَ

Meaning: And We had certainly brought them a Book (al-Qur'an) which we detailed by knowledge - as guidance and mercy to a people who believe". (Surat al-A'raf: 52)

In our daily lives we need a guide to live this life, therefore the Qur'an is the

Muslim's holy book which is used as a guide for us all. Da'wah or issuing teachings of the Qur'an is a must for all Muslims. With the existence of the Qur'an, people will be more directed in living their lives according to the guidance of the Qur'an so that they will be saved in this world and the hereafter. Therefore, efforts to improve the learning process of the Qur'an are indispensable because the Qur'an is the main source of law and regulation for Muslims and an incomparable blessing for human life because in it is a collection of divine revelation from God which becomes a compass, a guide and a lesson anyone who believes it (Erna Wati: 2017).

It should be noted that the teaching institutions that exist in Islamic history, begins with Kuttab and ends with a halaqah in the mosque (Nurkholis, 2018). In learning the Qur'an, a special method is needed so that the learning process runs easily and in accordance with the learning objectives. By using a method the teaching-learning process will be more effective and well received by our students (Ramayulius, 2006). Therefore, the success or failure of teachers in carrying out the teaching-learning process is largely determined by their ability to choose and use teaching methods (Delly, 2017).

When we talk about methods, especially in learning process of the Qur'an, in Indonesia there are already developing various ways to quickly learn the Qur'an.

The first is the Baghdadiyah method, which was used by the clerics especially in teaching to read and write the Qur'an, the method of the Baghdadiyah is that they were told to go forward one by one to read the Qur'an and the clerics listened carefully to the readings in accordance with the reading rules. Corresponding with the era, several more interesting and relevant methods have emerged for reading the Qur'an. These methods include the Iqro method, the Thaqifa method and the Qiro'ati method.

Some of these methods have advantages and disadvantages therefore there are still more methods that can make children feel happy in learning to read and write the Qur'an which is the al-Barqy method.

The term of al-barqy is a method in learning the Qur'an that is designed practically so that students who use this method can learn with a relatively short time (Usman, 2003).

Islamic education learning course in the reading and writing Qur'an chapter at Sriwijaya University begins with the Qur'an reading test. The test results showed that there were still many students who could not read and write the Qur'an. When asked, there are several reasons that make them unable to read the Qur'an some of which is that they never recite the Qur'an and some were converts. In fact, if we look at their age, they can already read the Qur'an. So as a lecturer in Islamic Education chose Al-Barqy learning method in studying the Qur'an. From this phenomenon through this research is going to find out the process of learning to read and write the Qur'an by using the Al-Barqy method and what are the advantages and disadvantages of the method.

Learning using the Al-Barqy method is really good to explore more deeply in learning to read and write the Qur'an because it can provide ease when we want to learn the Qur'an. In learning the Qur'an, guidance and direction are needed to direct them to love and like the Qur'an more.

A Muslim must be able to read the Qur'an because the Qur'an is the holy book of Islam. So they can understand and practice it in their daily life. In this modern era many methods have already been developed and are more relevant for

studying the readings of the Qur'an. From year to year the method of learning the Qur'an continues to experience growth. This is due to the large number of Muslims who are unable to read the Qur'an both from children and adults. Many of the religious institutions that are functioned to carry out the teachings of the Qur'an do not carry out their functions properly (Umihani, 2018).

Thus, educators, both teachers and lecturers, must be creative and are able to use several methods that are suitable and relevant for students to learn. There are several additions that are used in the Al-Barqy method, namely:

1. The way to introduce difficult readings is called transfer method.
2. Introducing readings that have a dead or shiddah mark namely silsilatul ibil.
3. Recognize the signs of Maad and Tajweed by using Morse technique.

The process using the Al-Barqy method goes through these process, as follows:

1. Using a mark reminding the explanation of the sound and form.
2. The similarities in mentioning hijaiyah letters.
3. Not introducing single letters other than conjunctions.
4. Introducing the signs of readings (fatah, dhomah, kasrah, tanwin, long-short, and recitation).

The following explains the steps of the learning process with Al-Barqy Method:

First step: After the lecturer explains the study of how to read and write the Qur'an to the students, the lecturer will instruct the students to memorize the keywords in the Al-Barqy method. The main word contained in the Al-Barqy

method is a group of letters with the sound *ada raja-maha kaya- kata wana - sama labathat* consists of hijaiyah letters. Then the lecturer will explain the main words above with the pronunciation that must be followed by all students.

Step two: if students can already read and memorize the keywords, so the lecturer will ask to rewrite the letters in the paper. For example: ادرجمككوتونسلملب Then they will be asked to read the letters one by one well and smoothly without having to look at the writing on the paper and if necessary while singing to remember it easier.

Step three: then students are asked to rewrite the keywords that they have memorized using hijaiyah letters. The first step taken by the educators will be to have students write the letters without having to look at Al-Barqy's guidebook. After that the lecturer will give exercises to students related to the use of available hijaiyah letters by using Al-Barqy method. One by one the letters will be mentioned randomly then students are asked to write them down again until they are fluent and can memorize them.

Step four: students will be asked to read the letters by randomizing the available letters so that they understand better even though they are mentioned in an irregular way (Sulthon, 1996)

When viewed from the process and practice this method is relevant to be used for those who are just starting to learn, who carry out the functions of the left and right brain in a balanced way so that it can make the memory stronger in remembering the letters. Therefore all this time the Islamic education lecturers teaching the Qur'an reading and writing materials use these methods.

Research related to the theme of learning to read and write the Qur'an with the Al-Barqy method has actually been done by several researchers, but each of these studies has a very fundamental differences. The example is from Disri Suminarsih with her research entitled *The Improvement of Reading and Writing of Al-Qur'an through Al-Barqy Method in the Satu Atap River Kindergarten in Solok Regency* in the scientific journal: *Pesona Paud* Fakultas Ilmu Pendidikan Universitas Negeri Padang. In her research, Disri Suminarsih stated that by using the Al-Barqy method, there was an increase in the ability to read and write the Qur'an in *Satu Atap Kindergarten, Soak Regency* (Suminarsih, 2012). This study is certainly different from the study of writers who tried to apply the Al-Barqy method in learning to read and write al-qur'an students from the faculty of teacher training and education at Sriwijaya University.

Other than Disri Suminarsih's research, there is also Annisa Mawada's research entitled "Al-Barqy Method toward the Ability to Read Hijaiyah Letters for Deaf Children". This study intends to study reading and writing of the Qur'an on hijaiyah letters using the Al-Barqy method. In conclusion, this study shows that there is an increase in the ability to read hijaiyah letters using the Al-Barqy method (Mawada, 2019).

There is also a research done by Rini Astuti with the title *"Improvement of Al-Qur'an Reading Ability towards Children with Attention Deficit Disorder Through Al-Barqy Method Based on Applied Behavior Analysis"*. In her research, Rini Astuti stated that the Al-Barqy Method can be applied in improving

and developing the ability to understand the readings of the Qur'an. And the results obtained have shown a significant increase of the ability to read the Qur'an of ADD children through the Al-Barqy method with Applied Behavior Analysis (Astuti, 2013).

Some of these studies are certainly different from the research conducted by this research. Previous studies only discussed the Improvement of the ability to read and write Al-Qur'an with the Al-Barqy method in kindergarten and the ability to read hijaiyah letters of deaf children then the ability to read the Qur'an in ADD children while this study is focused more on the ability to read and write Al-Qur'an with the adults using the Al-Barqy method with a 200-minute system. Thus these two studies are clearly different although using the same method but with different research objects namely Kindergarten children, Deaf children, ADD children and adults.

RESEACRH METHOD

1. Research site

This research was conducted at Sriwijaya University. The background of the students consisted of alumni, high schools, vocational schools, MAN / MAS and boarding schools students. Sriwijaya University is a state university under the auspices of the Ministry of Education and Culture located at Jl. Raya Palembang Prabumulih Km.32, Indralaya Ogan Ilir, Palembang, South Sumatra.

2. Research Method and Approach

The method used in this research was qualitative research. The approach used was a descriptive approach. According to (Suharsimi Arikunto, 2007), directed that

descriptive research is a research that is intended to collect information about a phenomenon that exists, namely the state of symptoms according to what they are at the time the study was intended.

Data sources in this study were Faculty of Teacher Training and Education students at Sriwijaya University who were directly involved in learning to read and write the Qur'an. In addition, supporting data was also collected from other related data sources such as Islamic education lecturers at Sriwijaya University.

3. Data Analysis Technique

In this study the researcher used data analysis techniques that used the Miles and Huberman model (Huberman, 1984). The process of data analysis was carried out by starting to examine all available data from various sources of observations, interviews and documentation. The data was then analyzed through several components which included data collection, data reduction, data presentation and drawing conclusions.

RESEACRH RESULTS

A. Learning the Al-Barqy Method of Teaching How to Read and Write he Qur'an

According to Baharudin and Esa Nur Wahyuni, (2008) the origin of the word the word Learning is to learn. Learning is a process of human effort from those who do not know to know then that human will have an expertise in a field. While learning in the sense of language means the process, the way, the act of learning something. That difference can be seen when the learning process was taken place. When the learning process was

taken place the teacher teaches while the students learn, while in the teaching-learning process the teacher was an attempt at organizing the environment so that the teaching-learning process takes place. A teacher provided a variety of facilities while students only learn it. That is what's called student-centered learning.

Before carrying out the mentorship of learning how to read the Qur'an to children, it took an initial understanding of the basic concepts of learning to read the Qur'an (Anggranti, 2016). During this time learning courses in Islamic Education have been going well, especially in the chapter on how to read and write the Qur'an by using the Al-Barqy method. Moreover, they feel more happy when using the method because it was easier to understand.

Reading is a process carried out and used by readers to obtain messages conveyed by the author through written media (Huliyah, 2017). Reading is an activity in the process of learning to read Al-Qur'an, the basic word of reading is "read" which is often interpreted as words orally in accordance with applicable rules. In reading activities that need to be understood, there are several aspects:

1. Aspects of activities involving the eye as the five senses of vision are called visual activities.
2. Aspects of activities that organize a process systematically from beginning to end.
3. Aspects that deal with abstracts theoretically.
4. Aspects related to certain languages and societies (Srijatun, 2017).

From the explanation above we have understood the meaning of reading is

different from reading and writing. If reading and writing means seeing the writing or can rewrite what is learned either verbally or in writing either letters or numbers using stationery. While the Qur'an comes from an Arabic namely Qara'a which means read. Terminologically, the scholars define that the Qur'an is *kalam* or the word of God revealed to the Prophet Muhammad who read it is worship (Mudzakir, 2015).

It started from they who could not read the Qur'an which lead to decrease of interest in reading or the desire to read the Qur'an. While the Rector of Sriwijaya University's Islamic Education program courses are held at the mosque with the aim that students can directly practice the Sunnah, one of which is reading the Qur'an.

Learning to read and write the Qur'an at the beginning of the semester was always done because it becomes one of the chapters in Islamic Education courses. After observing this chapter, not all Sriwijaya University students can read the Qur'an because their educational background was not from an Islamic boarding school but from high schools, vocational schools and other public/private schools. So the lecturers of Islamic Education used the Al-Barqy method in the teaching-learning process of reading and writing the Qur'an. Thus, what was the process of teaching-learning to read and write the Qur'an by using the Al-Barqy method and what were the advantages and disadvantages of the method.

B. Teaching-Learning the Al-Barqy Method of How to Read and Write he Qur'an Implementation

According to Nurdin and Usman (2011) learning implementation is a process of implementing or applying learning activities. Hence, it can be interpreted broadly as an action that was arranged systematically and in detail when implementing the learning process.

According to Hamzah B. Uno (2012) implementation of learning is often interpreted as a form of interaction of students to educators and learning resources in a learning environment that includes teachers and students exchanging information.

From the explanation above it can be concluded that the implementation of teaching-learning is a process of applying the teaching-learning, especially in the discussion of reading and writing of the Qur'an, hoping that there will be a change in the students being taught.

Learning to read and write the Qur'an in the Faculty of Teacher Training and Education at Sriwijaya University students can be grouped into several groups, namely the lower level, intermediate level and upper level, when carrying out teaching-learning process at the lower level of reading and writing the Qur'an, they are followed by students who are still at Iqro or can't yet can read Al-Qur'an, at an intermediate level they are followed by students who have not read the correct length of the Qur'an but are able to read the Qur'an and at an advanced level are followed by students who read the Qur'an well.

From those various levels above all Faculty of Teacher Training and Education at Sriwijaya University students

participated in these activities as a routine with the following explanation:

1. Lower Level

In the initial / lower level stages the material they will learn is, as follows:

- a. To read Iqro' first using the Al-Barqy method and to memorize the short surah
- b. To give guidance about moral theology (the pillars of faith, the pillars of Islam, hasbuminallah).
- c. To explain about thaharah and prayer.

2. Intermediate Level

In this stage they will learn, as follow:

- a. To study the readings of the verses in the holy Qur'an with correct recitation rules that starts from Surah Al-Baqarah and subsequent verses by explaining the meaning of the verses..
- b. To guide them by explaining the pillars of Islam, the pillars of faith and ihsan.
- c. To guide them by giving an explanation of the chapter of Fiqh (purification, prayer, zakat, fasting and mu'amalah).

3. Higher/Advanced Level

In this stage they will learn, as follow:

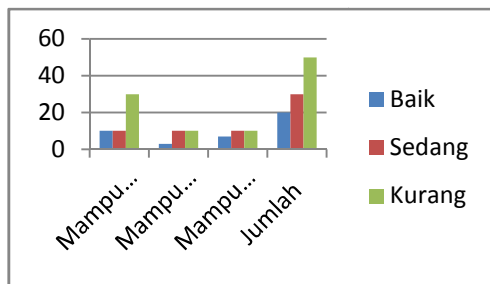
- a. The first material is about reading the Qur'an, the contents of the Qur'an and the memorization of the verses of the Qur'an.
- b. The second material is about morals.
- c. The third material about the worship of Shari'ah munakahat, mu'amalah, aqeedah, hadhanah, and Imamah.

Mentoring is done outside the hours of Islamic Education courses because of limited time of the lecture's hours. They followed the guidance program of LDK Nadwa of Sriwijaya University, an Islamic organization which

has a program, one of which was the guidance to read the Qur'an. This was done so that students had a forum or place to have Islamic discussions. Each faculty had their own mentor whose activities were held once a week during holidays.

The ability to read Al-Qur'an at Faculty of Teacher Training and Education students can be seen in the following table:

Picture 1
Student's ability to read the Qur'an



Source: (The results of the observation of the Al-Qur'an reading class in the Faculty of Mathematics and Natural Sciences Sriwijaya University as many as 3 classes each class 35,35 and 30 with a total of 100 people on August 12, 2019)

If we look at the graph above, it can be concluded that the ability to read and write the Qur'an of the students in Faculty of Teacher Training and Education of Sriwijaya University is still lacking.

Furthermore, from the observation of students that consist of 50 people some of those lack the ability to read the Qur'an with the correct pronunciation of the letters, were unable to write hijaiyah letters, and were less able to read short surahs correctly. In guiding students' activities related to Al-Qur'an reading, they were divided into two types of activities, namely for students who cannot read the Al-Qur'an, then they were guided

by the al-barqy method while those who can continued to the stage next.

By using the al-barqy method, it can facilitate the learning process of the Qur'an, so the method used the term as unforgettable and there was a guidebook that made students more happy to learn it. All students who were considered to be still lacking in reading the Qur'an were guided by reading the Qur'an using the al-barqy method. This guidance activity was given as a routine, each time when starting the Islamic education course was by calling one student at a time. From the observation, out of 100 students, 50 people were still lacking in their ability to read Al-Qur'an, so they must follow the al-barqy method in order to quickly understand the Qur'an.

This was also explained by Nurbuana who is a lecturer in Islamic education who said that: "In an effort to foster the ability to read the Qur'an it was expected that later all students would be diligent in reading the Qur'an as the Muslim's holy book. Because how can you hold on to the Qur'an if you can't even read it, when of course the Qur'an must be used as a way of life for all Muslims" (Interview with Nurbuana, 12 August 2019).

In learning to read and write the Qur'an by using the al-Barqy method, the preferred facility was mainly from modules (Al-Barqy books) so that every student who learns to read and write the Qur'an with the Al-Barqy method must have a book/module, I, as a lecturer in Islamic education facilitate by providing the book/module of al-barqy. Then when observations was taken place in the learning process there were a number of important points, namely: each student

will be called one by one to face the lecturer, then they repeat the lessons that have been learned at home, then when they are fluent they can face the lecturer again.

So that the application of the al-barqy method can be done thoroughly so that the learning process of the Qur'an becomes the main part. After that, the mentoring process was continued to the students by explaining the contents of the verses of the Qur'an, through the explanation of the verses in the Qur'an which are interpreted first by the lecturer and after interpreted related to commands, prohibitions, and any wisdom contained in the verses of the Qur'an. Then the lecturer opens a question and answer session related to the material discussed to students so that they understand more about the lesson.

In learning to read and write al-Qur'an, there are several points concerning language, namely Arabic. Because in the Qur'an all language rules were used and we must understand it. Therefore, in the process of learning to read and write the Qur'an, it also used Arabic learning methods.

In fact there were already several books that had discussed learning at the ibtida'iyyah level and even those abroad especially in the Arab countries have long used this al-barqy method. They used the introduction of the letters ا, ب, ت, and so on, while the sound of the letters they used the letters ا, ب, ت, and so on.

Each method/strategy in learning must have 3 things, namely: techniques, systems and approaches. Therefore in the al-barqy handbook there were key words that were easily memorized by using a global approach and are synthetic analytic. From this approach the method was

considered feasible and interesting to study.

In this method it had an approach that used the word institution so that it is easy to understand. The words of this institution have existed since the days of our ancestors so that the words were familiar to be heard and easy to understand. As an example of the series of letters below:

1. هن-ج-ر-ك
2. د-ت-ث-و-ل
3. ف-د-ج-ي-ن
4. م-غ-ب-ت-ع

This book also used institution words like:

1. ا-د-ر-ج
2. م-ه-ك-ي
3. ك-ت-و-ن
4. ث-م-ل-ب (Muhadjir sulthon, 1996)

The words of the institution consist of 4 syllables, each syllable that resembles the sounds of Indonesian language so it was easy to pronounce these words. The most important thing was that each of these words has a meaning so that would be easily understood. Then the word will be used to recall it as a keyword. Therefore this method was also often called the unforgettable method.

Students are considered to have stock or preparation of knowledge about Al-Barqy by reading the available Al-Barqy guidebook. Then students were told to open the exercise book or teaching aids. They have prepared in advance what would be learned in the reading of the Qur'an. So that in practice students would look smarter. With the above learning criteria, the Al-Barqy method can be included in the Active Student Learning (CBSA) learning category.

The advantages of the al-Barqy method is:

- (a) Fast Cepat
- (b) Easy Mudah
- (c) Joyful Gembira
- d) Unforgettable

Some of the advantages of these methods made the al-barqy method very favorable. Especially the word unforgettable that made this method more and more desirable by teachers. The term unforgettable was a medium for learning so that the letters of the Qur'an were easily remembered without the help of a teacher or lecturer.

At the observation stage it turns out that the al-barqy method was very effective in the learning process of how to read and write the Qur'an. Even students prefer and felt happy when learning to read and write Al-Qur'an with the Al-Barqy method. Edwin, a student in the faculty of teacher training and education from Sriwijaya University, said that learning to read and write Al-Qur'an was more simple, easy to remember and fun.

Even the results of the interview of one of the students (Vima Aryati, a faculty of teacher training and education student) who was still at iqro said that with this method helped her a lot in learning the Qur'an. At home she can also repeat or study on her own because this method had guidelines in the form of books and a vcd so that it was more efficiently used for students.

C. Advantages and disadvantages of Al-Barqy method

The Al-Barqy method itself had several characteristics that distinguish it from other methods of reading and writing the Qur'an as follows;

- 1) No need for volumes;
- 2) Its practical for all ages;
- 3) Can quickly read conjunctions;
- 4) Equipped with practical dictation and writing techniques (khath);
- 5) Using the real method which is the SAS method;
- 6) Provided with Al-Barqy exercise books (LKS). (Pransiska, 2015)

1. Advantages of Al-Barqy Method

- a. Used a short period of time of only 8 hours or even 200 minutes for an adult to read the Qur'an.
- b. It can be used for all ages whether it's children or adults.
- c. Used simple and structured method to make it easier for students to learn the Qur'an.
- d. Used various methods and techniques in the learning process.
- e. It's easier to learn the connected hijaiyah letters
- f. The guide book also contains exercises of the materials.
- g. The learning process was fun and not boring.
- h. Provides the ability to read the Qur'an quickly.

From several points above this method was very relevant to use in the study of Al-Qur'an reading and writing for students of Sriwijaya University.

2. Disadvantages of Al-Barqy Method

Although this method had a fast system but still has its drawbacks:

- a. This method was called the 8 hour method which means a relatively short learning time but if it was for children's class then we had to pay attention to their condition either their endurance or their memory.

- b. The understanding of hijaiyah letters is not very deep.
- c. The introduction of the hijaiyah letters was at the last session.
- d. The early childhood education should be integrated with some games.
- e. The lack of kinesthetic and naturalist intelligence.

The advantages and disadvantages of this method are common but with the disadvantages of this method the lecturer should be more passionate about teaching reading and writing of the Qur'an materials and striving to achieve maximum results in learning

DISCUSSION

Learning to read and write Al-Qur'an in the Faculty of Teacher Training and Education of Sriwijaya University has several levels, as follows :

The lower level, at this level students learn to read and write the Qur'an starting of by reading Iqro using Al-Barqy method and memorizing short surahs. Afterwards they are given the materials about the morals/aqeedah that discusses the pillars of faith, pillars of Islam, hasbuminallah. And explanation the materials related to jurisprudence about thoharoh and prayer.

Intermediate level, at this level students study the readings of the verses of the Holy Qur'an with the correct tajweed recitation rule starting from Surah Al-Baqarah and subsequent verses and the explanation the meaning of the verses. Afterwards is the discussion about the pillars of Islam, the pillars of faith and ihsan. In the fiqh material an explanation of purification, prayer, alms, fasting and mu'amalah is given.

Upper Level, At this stage students will get materials about: reading the Qur'an, the contents of the Al-Qur'an and the memorization of Al-Qur'an verses. After that, the materials continues about the moral creed and materials about the worship of Shari'ah munakahat, mu'amalah, aqidah, hadhanah, and Imamah.

The al-barqy method of learning to read and write the is done easily and joyful. From a number of students who took part in reading al-Qur'an with the al-barqy method, they made a good contribution of about 50 percent in the previous learning to read Al-Qur'an.

Only 30 percent of them begin to read the Qur'an, understand the text, write hijaiyah letters and memorize short letters. From these indicators it made it easier for students to understand the process of learning to read and write the Qur'an. Even using the Al-Barqy method is able to make more easier to read the Qur'n which previously used hours and even days, but with the Al-Barqy method it only takes 200 minutes for adults. In this method there are advantages and disadvantages. In this case, a teacher or lecturer must be more creative facing this. Moreover, this method is used for adults who only need 200 minutes which is adjusted to the teaching time of Islamic education courses which had limited time that required the right method in learning to read and write the Qur'an. Thus, this method is relevant to be used in learning to read and write the Qur'an, especially in the Faculty of Teacher Training and Education of Sriwijaya University. Other than making the teaching and learning process easier, it followed by a sense of excitement. And it does not become a burden for them when

attending Islamic education courses, especially in the chapter on reading and writing the Qur'an.

CONCLUSION

The Al-Barqy method is a method that is very practical, applicable, easy, and fun. With a learning process that is simpler and easier and uses words that are easy to remember. In learning to read and write the Qur'an using the al-Barqy method, it makes researchers very interested to know the process of using this method that is considered unique which made it easier for students to learn the readings of the Qur'an in a teaching-learning process that is very enjoyable. The aim of this teaching-learning process is that it wants to provide motivation for students to love the Qur'an so that they can read and practice it in their daily life both in the school or in society.

After being observed, interviewed and documented, it turns out that this teaching-learning process uses easier steps and a fun process. And there are several advantages, namely: Using a short time period that consists only up to 8 hours and for adults can be up to 200 minutes in reading the Qur'an, can be used for all ages both children and adults, used simple and structured methods to make students easier to learn the Qur'an, used several methods and techniques in the teaching-learning process, made it easier to learn the connected hijaiyah letters, has the guidebook with exercises, the teaching-learning process is fun and not boring, provides a quick reading skills for the Qur'an

However, the drawbacks of this method includes: This method is called the 8-hour method meaning that the learning time is relatively short and if its for

children's education then we must pay attention to their conditions both endurance and their memories, the understandings of hijaiyah letters is not very deep, the introduction of the letters hijaiyah letters are at the last session, for the teaching-learning process for young children should be collaborated with various games., Lack of sharpening the kinesthetic and naturalist intelligence.

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