

## Implementation of Co-Curricular Programs in Improving the Ability to Read the Quran

**Ghina Ulpah<sup>1</sup>, Asep Nursobah<sup>2</sup>, Erni Haryanti<sup>3</sup>, Mohammad Erihadiana<sup>4</sup>,  
Husain<sup>5</sup>, Miftahul Huda<sup>6</sup>, Nabihah Husna Razali<sup>7</sup>**

<sup>1,2,3,4</sup> Universitas Islam Negeri Sunan Gunung Djati Bandung, Indonesia

<sup>5</sup> Sekolah Tinggi Agama Islam Negeri Majene, Indonesia

<sup>6</sup> Universitas Muhammadiyah Bandung, Indonesia

<sup>7</sup> International Islamic University Malaysia, Malaysia

Email: [ghinaulpah@gmail.com](mailto:ghinaulpah@gmail.com)<sup>1</sup>, [kangasnur@uinsgd.ac.id](mailto:kangasnur@uinsgd.ac.id)<sup>2</sup>, [erni\\_hk@uinsgd.ac.id](mailto:erni_hk@uinsgd.ac.id)<sup>3</sup>,  
[erihadiana@uinsgd.ac.id](mailto:erihadiana@uinsgd.ac.id)<sup>4</sup>, [humas@gmail.com](mailto:humas@gmail.com)<sup>5</sup>, [miftah.elhuda@umbandung.ac.id](mailto:miftah.elhuda@umbandung.ac.id)<sup>6</sup>,  
[nabihahhusnarazali1668@gmail.com](mailto:nabihahhusnarazali1668@gmail.com)<sup>7</sup>

DOI: <https://doi.org/10.63142/educompassion.v2i1.155>

Received: 14 November 2024

Accepted: 07 Maret 2025

Published: 08 Maret 2025

### Abstract :

*The ability to read the Quran is a fundamental skill in religious education for students in schools. Co-curricular programs can play an important role in improving this ability. This study aims to explore the implementation of co-curricular programs in improving the ability to read the Quran in primary schools. This study used a qualitative approach with an analytical description design. Data were collected through in-depth interviews with teachers, students, and parents, as well as observation of learning activities. The research subjects consisted of 30 students who participated in the co-curricular Quran reading program for one semester. The results showed that the implementation of this co-curricular program contributed positively to the improvement of students' Quran reading skills. Teachers reported significant improvements in students' Quran reading proficiency, as shown through increased evaluation scores. In addition, parents' involvement in supporting the program was also a determining factor in the success of students' improvement. This study indicates that a well-designed co-curricular program can be an effective solution in improving Quran reading skills. The findings emphasize the importance of collaboration between teachers, students and parents in creating a supportive learning environment. Recommendations for future research include the development of a more structured program as well as a long-term evaluation of the sustainability of improving Quran reading skills.*

**Keywords :** *Education Curriculum, Quran Reading Ability, Co-curricular Program.*

### Abstrak :

Kemampuan membaca Alquran merupakan keterampilan fundamental dalam pendidikan agama bagi siswa di sekolah. Program kokurikuler dapat berperan penting dalam meningkatkan kemampuan ini. Penelitian ini bertujuan untuk mengeksplorasi implementasi program kokurikuler dalam meningkatkan kemampuan membaca Alquran di sekolah dasar. Penelitian ini menggunakan pendekatan kualitatif dengan desain deskripsi analisis. Data dikumpulkan melalui wawancara mendalam dengan guru, siswa, dan orang tua, serta observasi kegiatan pembelajaran. Subjek penelitian terdiri dari 30 siswa yang mengikuti program kokurikuler membaca Alquran selama satu semester. Hasil penelitian menunjukkan bahwa implementasi program kokurikuler ini berkontribusi positif terhadap peningkatan kemampuan membaca Alquran siswa. Para guru melaporkan peningkatan signifikan dalam kemahiran membaca Alquran siswa, yang ditunjukkan melalui peningkatan skor evaluasi. Selain itu, keterlibatan orang tua dalam mendukung program ini juga menjadi faktor penentu dalam keberhasilan peningkatan kemampuan siswa. Penelitian ini mengindikasikan bahwa program kokurikuler yang dirancang dengan baik dapat menjadi solusi efektif dalam meningkatkan kemampuan membaca Alquran. Temuan ini menekankan pentingnya kolaborasi antara guru, siswa, dan orang tua dalam menciptakan lingkungan belajar yang mendukung. Rekomendasi untuk penelitian selanjutnya meliputi pengembangan program yang lebih terstruktur serta evaluasi jangka panjang terhadap keberlanjutan peningkatan kemampuan membaca Alquran.

**Kata Kunci:** *Kurikulum Pendidikan, Kemampuan Membaca Alquran, Program Kokurikuler.*

## INTRODUCTION

The co-curricular program of reading the Qur'an at SMP Fathul Khoir Bina Muda (FKBM) Tenjolaya, Cicalengka District, Bandung Regency, West Java, aims to help students who are not fluent in reading the Qur'an. As part of efforts to build the foundation of society through education, Fathul Khoir Bina Muda Junior High School is present to answer the challenges of the times by supporting the goal of Islamic education, which is to form a person who fears God Almighty.

Based on Law of the Republic of Indonesia Number 29 of 2003 Article 3 concerning the National Education System, education aims to develop students' potential so that they can grow into individuals who are faithful, independent, creative, democratic, and responsible for every action they take.<sup>1</sup>

From the results of initial observations at SMP Fathul Khoir Bina Muda (FKBM), each homeroom teacher is required to provide additional learning in reading the Qur'an to students in the class they supervise. For example, if Mrs. X is a math teacher as well as a homeroom teacher for class IX, then she is responsible for ensuring that students in that class are free from Quranic illiteracy. In general, the low ability of students to read the Qur'an is influenced by the lack of in-depth religious education from an early age.

Some of the factors that cause religious education to be less embedded can come from the family environment, play environment, and school. In addition, the lack of ability to read the Qur'an is also influenced by the lack of character cultivation from an early age, especially by mothers as the First Madrasah. Therefore, teaching Qur'an reading is important and needs to be made a co-curricular activity, by adding an additional time once a week for 40 minutes for students who are not fluent, outside of school hours.

The co-curricular program of reading the Qur'an at Fathul Khoir Bina Muda Junior High School is being researched to observe its implementation, especially for grade IX students. This study aims to understand whether this program can accelerate the understanding of students who still have difficulty reading the Qur'an or is it more effective in preparing students to become peer tutors, considering the limited number of teachers who are proficient in teaching the Quran. In this school, although some homeroom teachers have enough Quran reading ability to guide students, not all of them have the appropriate teaching methods to teach the Quran effectively.

Some students still show a lack of enthusiasm in participating in Co-Curricular activities, with unexpected attitudes, such as lack of discipline, laziness, and nosy towards friends during activities. To improve this situation, the homeroom teacher took the initiative to invite tahsin teachers to improve the quality of the program. However, the condition of students is still not as expected, which is caused by several obstacles from the school environment, family, and society. Cooperation from these three aspects is very necessary to support the Co-Curricular program of reading the Quran. In addition, the daily practice program of reading the Qur'an assigned to students has not gone as planned. Many students are reluctant to recite at maghrib time because they feel they are adults, embarrassed because they feel incapable, afraid of being ridiculed, or lazy.

One of the challenges in improving the ability to read the Qur'an through co-curricular programs is the difficulty of maximizing the potential of talented students who are often not identified. Some students even avoid participating in co-curricular activities, and there are also those who attend but do not participate in recitation for various reasons.

---

<sup>1</sup> Khotimah, Annisa Husul, Afiq Azizah, Nurhanisa Ginting, Mhd Fajar Siddik, and Ahmad Darlis. 2022. "Islamic Religious Education in the National Education System". *At-Tadris: Journal of Islamic Education* 2 (1), 82-91. <https://doi.org/10.56672/attadris.v2i1.69>.

This Quranic reading co-curricular program is carried out every Monday, involving 26 classes coached by 5 special PAI teachers who also teach Qur'an reading. This program is designed and run under the supervision of educational institutions and teachers there. In addition, training for peer tutors is held so that they are skilled in teaching co-curricular reading of the Quran. This is an effort to overcome the challenge of not having a special test for reading the Qur'an during the registration of new students, because what is tested is only the memorization of juz 30, which is related to the scholarship at Fathul Khoir Bina Muda Tenjolaya Junior High School, Cicalengka District, Bandung Regency, West Java.

From the results of initial observations, the researcher analyzed the BTQ scores of students in grade IX. This data was obtained from the deputy principal of the curriculum section, who provided a list of BTQ scores for students in grade IX. Based on this analysis, the researcher decided to focus on the lowest BTQ score in these IX classes, namely in the class where the score is far below the KKM.

### **RESEARCH METHOD**

This research uses a qualitative approach with a qualitative descriptive method. Primary data was obtained from students, BTQ teachers, homeroom teachers while secondary data was obtained from books, documents and scientific journals obtained from the results of literature studies. Data collection techniques by means of observation, interviews and documentation. Meanwhile, data analysis uses several stages, including data reduction, data presentation, and finally drawing conclusions.

### **FINDINGS AND DISCUSSION**

#### **Co-Curricular Program: A Model of the Grass Roots Approach**

Basically, the co-curricular program at SMP FK Bina Muda is a breakthrough initiated by the school or teachers in the school environment. The *grass roots* approach, which is also known as *the bottom-up* approach, is a curriculum development process that begins with the desire that arises from the lower levels, namely the school as an educational unit or teachers.<sup>2</sup>

This desire is usually driven by the results of experience felt by the school or teachers, where the ongoing curriculum is felt to have several problems or inconsistencies with the needs and potentials available in the field. For the implementation of the development of the *grass roots* model curriculum, high concern and professionalism from the school are required, including:

- a) Schools or teachers are critical to respond to the ongoing curriculum.
- b) Schools or teachers have innovative ideas and are responsible for developing a curriculum that suits their needs and potential.
- c) Schools or teachers are constantly involved in the curriculum development process.
- d) Schools or teachers are open and accommodating to receive input in the context of curriculum development.

The development of the *grass roots* model curriculum can technically be carried out in the development of the curriculum as a whole (the whole curriculum), or the development of only certain aspects. For example, development for one subject or a specific group of subjects, development of learning methods and strategies, development of vision and mission and goals, and so on. Thus, curriculum development, both with a

---

<sup>2</sup> Muhammad Rouf, Akhmad Said, and Dedi Eko Riyadi HS, "SCHOOL CURRICULUM DEVELOPMENT: CONCEPT, MODEL AND IMPLEMENTATION," *Jurnal Al-Ibrah* 5, no. 2 (2020); Rouf, Said, and HS; Mohammad Bisri, "Components and Models of Curriculum Development," in *National Proceedings*, vol. 3, 2020; Rouf, Said, and HS, "SCHOOL CURRICULUM DEVELOPMENT: CONCEPTS, MODELS AND IMPLEMENTATION"; Rouf, Said, and HS.

*top down approach* and a *grass roots approach*, can technically develop the curriculum as a whole (whole curriculum), or development only with regard to certain parts or aspects according to needs.

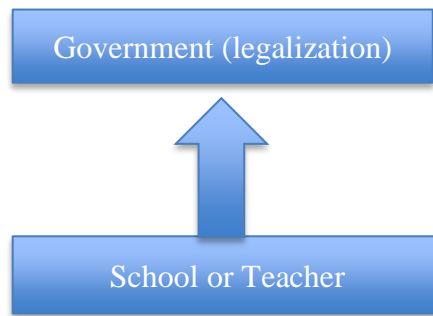
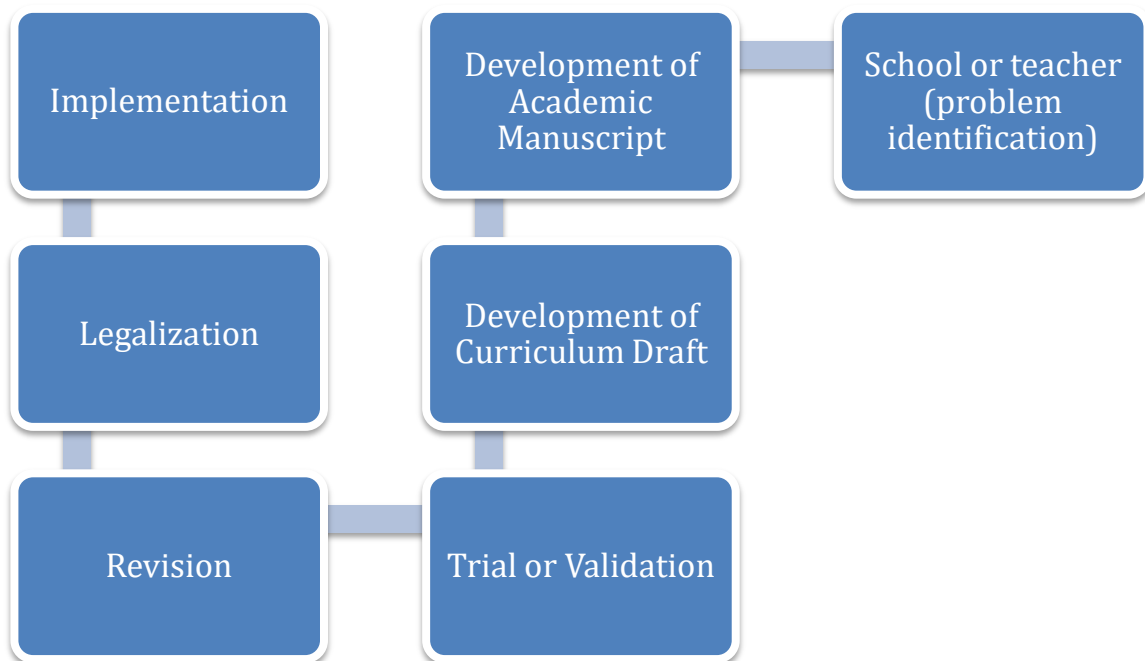


Figure 1. Grass roots approach flow

The very fundamental difference that the *grass roots* approach, improvement and improvement initiatives arise from the undercurrent (school or teacher) as shown in the picture. The stages carried out when developing the curriculum using the grass roots approach are basically the same as the steps of the administrative approach. While the *grassroot bottom up*, which is like the following chart:



Gambar 2. Tahapan Mengembangkan Kurikulum dengan pendekatan *grass roots*

These stages must be achieved, so that a good curriculum is created in accordance with the expected planning.

### **Students' Ability to Read the Qur'an Before the Co-Curricular Program of Reading the Qur'an Class IX Junior High School FK Bina Muda**

Based on the results of observations and interviews with Ela Merlia regarding the ability to read the Qur'an of grade IX students at FK Bina Muda Junior High School, before the Quranic reading co-curricular program was implemented, there were students who dressed according to the rules (Muslims and Muslim women) and followed the instructions for Qur'an reading activities. They gathered in the Hall, then divided into two

groups: the group that was already fluent in reading the Quran, and the group that was not fluent, who would be given guidance through the Co-Curricular program of reading the Quran.<sup>3</sup>

In the face-to-face exam, all grade IX students were retested in their ability to read the Quran. As a result, some students showed fluency in reading, but there were also students who initially had high BTQ scores instead became stiff and forgot the hijaiyah letters when tested face-to-face. Many of them even forgot to read, and some did not know the hijaiyah alphabet at all, on the grounds that during the pandemic they had never learned to recite. As a result, some students need to return to the Iqra level. On the other hand, students who have been fostered through the Co-Curricular program reading the Qur'an from the beginning, tend to remain fluent even though they study via Zoom.

The same thing was conveyed by the homeroom teacher Agustini who said that 70% of students know the *Hijaiyah* alphabet. and 30% are still confused.<sup>4</sup> According to the presentation of the Academic Vice President, Mr. Dadang Muslim, he emphasized that students in knowing basic tajweed are still difficult, especially related to the mahharijul of letters and the tahsin method, for example, it is still too far, because in principle, how we or the school equip students so that there is a development from not knowing letters to understanding letters, the majority of students stop reciting for the reason of keeping their distance. However, the Co-Curricular Implementation of reading the Qur'an in grade IX of SMP FK Bina Muda is still carried out.<sup>5</sup>

Student representatives were interviewed via whatsapp who participated in the Co-Curricular reading of the Quran, which at the beginning was not netted Co-Curricular because it was already juz 4 in reading the Quran, including Aqilah, Nesha, Riska and Ziekra they explained that Nesha was lacking in short length is not correct, while Ziekra and Riska are also the same as the Qur'an because they are still swapped letters are returned to iqro 3 and 4.

The teacher of BTQ Aceng, gave permission to enter the Co-Curricular class of students, during the observation to the Junior High School of FK Bina Muda, the interview was carried out directly with actions in the classroom to students who were carrying out the Co-Curricular BTQ class IX, namely Arja Galpiano iqra 2, Rizal iqra 1, Rizki iqra5, Widuri iqra 5, Orange iqro 5, Razkia iqro 6, Safa iqro 2.

Further information from the first student named Aufa, a student who lives on Jalan Haji Darham RT 1, RW 7, Tenjolaya Village, Arnetta Sandriana Dewi from Babakan Jenjing village, Canguang Village, Rancaekek District, class IX H, and Syifa who has an address at Parakan Muncang, Cimanggung district, Sumedang district. These three students serve as peer tutors who are given a mandate by the teacher or homeroom teacher from their respective classes to teach their friends about Co-Curricular Reading the Qur'an, precisely teaching their friends' iqra, according to them learning begins, some are from iqro, some are from iqro 2, some are from the Qur'an which is indeed not the right length and shortness.

Based on the description above, it can be concluded that the ability to read the Qur'an of grade IX students of SMP FK Bina Muda, before co-curricular reading the Qur'an, basically has a built-in provision from home, only their abilities vary depending on the potential that exists in each of them and the role of parents as well as the environment that educates them. School assignments facilitate and bridge students to get a proper education in accordance with the 45th Constitution.

Schools should facilitate and bridge students to get a proper education in accordance

---

<sup>3</sup> Interview with the principal of Ela Merlia, About BTQ co-curricular / dated 15/09/2024.

<sup>4</sup> Interview with Agustini's homeroom teacher, About BTQ co-curricular / dated 15/09/2024.

<sup>5</sup> Interview with the academic vice president, About co-curricular BTQ / dated 15/09/2024.

with Constitution 45, article 50 concerning Qur'an education.<sup>6</sup> Qur'an education as in paragraph 1 can also be held in mosques, PP. No. 55 of 2007 concerning religious education and religious education.

Answering the PP, SMP FK Bina Muda facilitated the Co-Curricular program of reading the Qur'an for students which began with the collection of data on students' Qur'anic reading ability in addition to the results of interviews, documentation was also carried out field observation by starting with planning, to participate in Co-Curricular learning activities of reading the Qur'an for students with the subject matter of reading Iqra, the Quran.

Initial data was obtained from 35 students in one group ranging from 5-14 people who participated in Co-Curricular reading the Quran. The ability to read the Qur'an for grade IX students of SMP FK Bina Muda was obtained from the results of the documentation study and the format report of the student's Qur'an reading ability that was deposited by the homeroom teacher to the student as a result of the implementation of the Co-Curricular Reading of the Qur'an for grade IX students of SMP Bina Muda.

The ability to read the Qur'an for grade IX students of SMP FK Bina Muda, before co-curricular reading the Qur'an, basically has a built-in provision from home, only their abilities vary according to the talents they have, and depending on the potential that exists in each of them, as well as the role of parents and the surrounding environment who educate them.

### **Co-Curricular Implementation of Reading the Qur'an in Class IX of SMP FK Bina Muda**

BTQ teacher Elah Jamilah, who is in full charge of the Co-Curricular program, explained about the implementation of Co-Curricular Reading of the Qur'an for grade IX students of SMP FK Bina Muda, most of the students when entering junior high school already have knowledge about the Hijaiyah alphabet, but the pronunciation and makh orijul of the letters are not adequate, this is proven when they are tested to read the Quran, there are still many mistakes, and swapped letters.<sup>7</sup>

Based on the results of interviews with students, the place for the implementation of BTQ Co-Curricular in their respective classes is on Monday, but not all homeroom teachers have lessons on Monday, so related to this day is optional, not all of them have to be Monday which is important in one week there is a deposit to students related to the implementation of BTQ Co-Curricular, but there are still those that are every two weeks. Some teachers who are responsible choose to enter in the morning before learning is carried out, on the schedule of students like many reasons to go home early, also many reasons not to participate in Co-Curricular, as said Mrs. Imas of student affairs, at half past seven homeroom teachers are usually in the classroom waiting for students to come.

Information from Aufa students, Arnetta Sandriana Dewi, Syifa was obtained regarding the implementation of Co-Curricular Reading of the Qur'an for students, precisely they participated in teaching iqra, according to them learning started from iqro, and was carried out every day or 4 days a week in helping students, some from iqro 2, some from the Qur'an which is indeed not correct in length and short, by the way students read first one line then if something is wrong is corrected, Likewise with the affixing and makharijul of the letters.

The implementation of Co-Curricular Reading of the Qur'an for students, even though it is only once a week for the implementation of Co-Curricular, but the assistance of friends as peer tutors is very helpful to quickly and fluently read iqra or the Quran,

---

<sup>6</sup>"pp\_55\_07.pdf," accessed September 10, 2024, [https://simpuh.kemenag.go.id/regulasi/pp\\_55\\_07.pdf](https://simpuh.kemenag.go.id/regulasi/pp_55_07.pdf).

<sup>7</sup> Interview with BTQ Teacher Mrs. Elah Jamilah, About BTQ co-curricular / dated 15/09/2024.

especially later once a week it will be deposited to the BTQ teacher so they are not ashamed because they cannot read iqra or the Qur'an in front of the teacher, that's how Aqilah, Nesha, Riska and Ziekra said.

Based on the description above, it can be described that the implementation of reading the Qur'an for grade IX students of SMP FK Bina Muda, the implementation of reading the Qur'an for students at SMP FK Bina Muda has basically gone well and is structured only depending on the readiness of both students and accompanying teachers in delivering their respective materials. So that it can realize the common goal, namely class promotion and zero graduation of Quranic illiteracy. And make the school its own pride, for the future. However, the implementation has not been as expected, for that the results have not been maximized.

The implementation of reading the Qur'an for grade IX students of SMP FK Bina Muda, basically has gone well and is structured only depending on the readiness of both students and accompanying teachers in delivering their respective materials. Reading according to Qurais Shihab in the Miracle of the Qur'an is taken from the root word which means to gather. From this word, various meanings emerge such as conveying, studying, deepening, researching, knowing the characteristics of something, and reading both written and unwritten texts.<sup>8</sup> Syariffudin added that the command to read, study, research, collect and so on is associated with the sentence "bismi rabbika" by mentioning the name of your Lord. The implementation has been carried out in accordance with George R. Terry's theory with his POAC, namely Planning, Organizing, Actuating, and Controlling.<sup>9</sup>

Based on this opinion, it can be concluded that planning is the beginning, in this case "reading", precisely the co-curricular reading of the Qur'an for students has been carried out at SMP FK Bina Muda by establishing a series of actions from planning to evaluation carried out in order to achieve the goal, including the implementation of co-curricular reading of the Qur'an for students. So that they have not received satisfactory results in realizing the common goal, namely class promotion and zero graduation of Quranic illiteracy at SMP FK Bina Muda. And make the school its own pride, for the future.

Implementation of reading the Qur'an for students, by using their resources to the maximum: 1) initial activity ( $\pm$  10 minutes): Carrying out learning activities and ice breaking after students are tired of learning from morning to late morning. Ice breaking is carried out so that the time that is only once a week is taught by the homeroom teacher, students are focused and can absorb their knowledge and are not wasted. If the homeroom teacher has a peer tutor in the class, the student learns Co-Curricular every day or at least 4 times a week. according to plan; BTQ homeroom teachers and teachers also hold pre-tests to explore students about the learning concepts they are undergoing or that teachers will teach in the following week.; 2) Core activities: ( $\pm$  30 minutes) Conditioning students to dare to read iqra on their own or the Qur'an themselves without being assisted so that their mistakes will be easily overcome by BTQ teachers and homeroom teachers. 3) Final activity ( $\pm$ 10 minutes): The teacher gives an evaluation to make exercises at home individually or in groups; Teachers and students make conclusions together; The teacher ends the lesson.

The above can be a reference for school principals and teachers to make a good plan, must meet the following requirements: 1) Made based on data. 2) It must be made by people who really understand planning techniques.

---

<sup>8</sup> <https://repository.uinjkt.ac.id/dspace/bitstream/123456789/31830/3/RIDHOLLOH-FITK.pdf> accessed on 15/09/2024.

<sup>9</sup> "CHAPTER II.pdf, <http://repo.uinsatu.ac.id/12469/6/BAB%20II.pdf> accessed on 15/09/2024.

### **Supporting Factors and Factors Inhibiting Co-Curricular Reading of the Qur'an in Class IX of SMP FK Bina Muda**

The implementation or implementation of the program always has supporting and inhibiting factors, each of which is divided into two parts. Supporting factors are divided into two, namely: Internal supporting factors and external supporting factors, as well as inhibiting factors, there are internal inhibiting factors and internal inhibiting factors. Below is an explanation of the factors above, including:

a) Internal Supporting Factors

Internal factors are an interest that arises from within the student or part of the activity directly. To answer high curiosity, thirst for information, high student curiosity makes students have life principles, for example following Co-Curricular Reading the Qur'an students is a spiritual need, and students' thirst for information becomes a reinforcement for students to want to learn.

From the results of the description above, it is concluded that the Co-Curricular program for reading the Qur'an for students in grade IX of SMP FK Bina Muda includes: 1) students, 2) homeroom teachers, 3) BTQ teachers, 4) infrastructure. So between students, BTQ teachers, program homeroom teachers, infrastructure. All of these things are interconnected with each other in the internal co-curricular support of reading the Qur'an students.

b) External Supporting Factors

Based on the findings that have been described above regarding external supporting factors, it can be concluded that external supporters consist of foundations, school principals, BK teachers and picket teachers, as well as parents.

c) Internal Inhibiting Factors

In addition to the supporting factors, there are also inhibiting factors that consist of two parts, namely internal inhibiting factors that if realized with co-curricular reading of the Qur'an students, it can be concluded that what makes the internal inhibiting factors of co-curricular reading of the Qur'an for students at SMP FK Bina Muda consist of: Decrease in BTQ scores, Lack of motivation for students to participate in Co-curricular, Lack of discipline, laziness, Truancy, and others. This condition will affect the level of intellectuality/intelligence of individual students, so the utilization and development of Co-Curricular learning media for reading the Qur'an should also pay attention to the value of being effective (on target) and efficient (economical) so that it has a positive influence on cognitive aspects (knowledge), affective (attitude) and psychomotor (skills). In addition, students need stimulation with varied learning media so that students' sensory tools can be used optimally.

d) External inhibiting factors

Family, school, inadequate materials, teacher discipline, the surrounding environment, and parents' economic factors are very influential in hindering the success of co-curricular reading of the Qur'an for students at SMP FK Bina Muda. Ahmad Thabrani argues that learning is a behavior because of practice and experience. Exercises will not be possible without repetition and family assistance to become a habit of repeating because from the perspective of learning is a mental (psychological) activity that produces changes that are relatively constant, meaning that there is a change in behavior or behavior that is relatively permanent as a result of experiences or exercises that are taught in a structured and

continuous manner.

The Co-Curricular Results of Reading the Qur'an for Grade IX students at SMP FK Bina Muda have not been satisfactory, there are factors that are the cause of the inhibition of the Co-Curricular results of reading the Qur'an for grade IX students of SMP FK Bina Muda, which comes from supporting and inhibiting factors as well as time constraints that are not synchronized or clashing. So that students do not participate in co-curricular reading of the Qur'an and at the end they do not pass in the sense of conditional graduation with the assignment delivered by the teacher, for students who are diligent, progress has already progressed, even they after graduating from Junior High School FK Bina Muda have a provision to read the Qur'an smoothly. The planning of the Qur'anic reading Co-curricular program is structured from planning to the final activity, as a complement there is the word of Allah swt in QS. As contained in the Qur'an Surah Al Hasyr verse 18 which means: *"O you who believe! Fear Allah and let everyone pay attention to what he has done for tomorrow (the hereafter), and fear Allah. Indeed, Allah is meticulous in what you do."* Johansson argues that schools play an important role in cultural transformation. In short, schools are essential and, in many ways, successful institutions.<sup>10</sup>

### CONCLUSION

The results of the study found that, the ability to read the Qur'an of grade IX students at SMP FK Bina Muda Bandung initially had their own provisions, but due to the pandemic and other things, their reading of the Qur'an was delayed and hampered. In addition, the implementation of the Co-Curricular program of reading the Qur'an for grade students at SMP FK Bina Muda has been running well and structured. There are many supporting factors for the Qur'anic reading co-curricular program for students in grade IX of SMP Bina Muda consisting of internal and external factors, as well as obstacles consisting of internal and external obstacles, including students, parents, BTQ teachers, school principals, surrounding environmental foundations, infrastructure, inadequate materials and others. In addition, the results of the Co-Curricular Reading of the Qur'an for grade IX students at SMP FK Bina Muda, Bandung have not been satisfactory, but there is progress that has been made, such as from students who initially did not know hijaiyah letters to know and understand how to read them, or students who were still confused with hijaiyah letters became fluent and not confused, as well as students whose long and short recitation was not correct became fluent and correct.

---

<sup>10</sup> Imran Mohammad, Abdul Rahmat, and Muh Akbar, "Proceedings of the National Seminar" Millennial Work Style and Collaboration Challenges in the Era of Technological Disruption, "" February 23, 2019.

## REFERENCES

- Bisri, Mohammad. "Komponen-Komponen Dan Model Pengembangan Kurikulum." In *Prosiding Nasional*, Vol. 3, 2020.
- Khotimah, Annisa Husul, Afiq Azizah, Nurhanisa Ginting, Mhd Fajar Siddik, and Ahmad Darlis. 2022. "Pendidikan Agama Islam Dalam Sistem Pendidikan Nasional". *Attadris: Journal of Islamic Education* 2 (1), 82-91. <https://doi.org/10.56672/attadris.v2i1.69>.
- Rouf, Muhammad, Akhmad Said, and Dedi Eko Riyadi HS. "PENGEMBANGAN KURIKULUM SEKOLAH: KONSEP, MODEL DAN IMPLEMENTASI." *Jurnal Al-Ibrah* 5, no. 2 (2020).
- Wawancara kepala sekolah ibu Ela Merlia, Tentang kokurikuler BTQ / tanggal 15/09/2024.
- Wawancara wali kelas ibu Agustini, Tentang kokurikuler BTQ / tanggal 15/09/2024.
- Wawancara bapak wakasek akademik, Tentang kokurikuler BTQ / tanggal 15/09/2024. "pp\_55\_07.pdf," diakses 10 September 2024, [https://simpuh.kemenag.go.id/regulasi/pp\\_55\\_07.pdf](https://simpuh.kemenag.go.id/regulasi/pp_55_07.pdf).
- Wawancara Guru BTQ ibu Elah Jamilah, Tentang kokurikuler BTQ / tanggal 15/09/2024. <https://repository.uinjkt.ac.id/dspace/bitstream/123456789/31830/3/RIDHOLLOH-FITK.pdf> diakses pada 15/09/2024.
- "BAB II.pdf, <http://repo.uinsatu.ac.id/12469/6/BAB%20II.pdf> diakses pada 15/09/2024.
- Imran Mohammad, Abdul Rahmat, dan Muh Akbar, "Prosiding Seminar Nasional" Gaya Kerja Milenial dan Tantangan Kolaborasi di Era Disrupsi Teknologi," 23 Februari 2019.