



Efforts to Guide Reading the Qur'an Through Drawing Media in Adolescents

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ABSTRACT

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This study aims to explore the effectiveness of using drawing media to guide Qur'an reading for teenagers at the Al-Jihad Mosque in Bengkulu City, Bengkulu. To address this research question, the study employs a qualitative approach, with data collected through observations and interviews. The data analysis follows the Miles and Huberman model, which includes the steps of data reduction, data presentation, and conclusion drawing. The findings indicate that using image media in Qur'an reading guidance helps clarify previously unclear aspects of the text and improves comprehension. Previous research has shown that such media can attract attention, engage students, and significantly enhance their interest and understanding of the Qur'an. Therefore, incorporating image media into Qur'an reading instruction can effectively motivate students while increasing their knowledge and understanding.

Key words: *Guidance, Image Media, Reading the Qur'an, Teenagers*

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INTRODUCTION

Adolescence is a transitional period between childhood and adulthood, marked by biological and cognitive changes. During this phase, adolescents are part of a family system that plays a significant role in shaping their identity and understanding of themselves (Rais, M. R. (2022). The family provides essential support in helping adolescents navigate their developmental stages (Lee, B. R., 2016). At this stage, adolescents strive to develop an understanding of their identity and the roles they must play in society. In this process of identity formation, adolescents' relationships with their parents are crucial. The family's influence is vital in shaping adolescents' understanding of who they are, thus playing an important role in their overall development (Wahyuningsih, R.,2020).

Adolescents go through three stages of development: pre-adolescence, early adolescence, and late adolescence (Coleman, J. C, 2022). During pre-adolescence, adolescents often experience a phase of resistance, particularly in communication with their parents, which may result in

negative behaviors. In early adolescence, there is a surge in development, as adolescents search for their identity, and their relationship with their parents begins to evolve. In this phase, adolescents often make decisions based on their thinking, marking a desire for independence. Finally, in late adolescence, adolescents begin to design their ideals as they experience physical changes and have greater spiritual energy (Lestari, F.,2020).

Successfully navigating these developmental tasks can ensure that adolescents do not face difficulties in their social lives, leading to success and happiness in future developmental phases (Larson, R. W, 2011). Conversely, failure to meet these tasks can have negative consequences, such as social rejection, personal unhappiness, and difficulties in future development (Hendi, H.,2023).

The term "media" originates from the Latin word *medium*, meaning an intermediary. In Arabic, the term *wasaila* refers to a medium that transmits a message from the sender to the receiver (Aini, C. N.,2020). In the context of education, the main purpose of learning media is to enhance understanding, facilitate the learning process, and help achieve educational goals. Additionally, it can motivate students, capture their interest, and allow for both individual and group learning (Permana, B. S.,2024).

One effective media in learning is picture media (Liando, N. V. F.,2022). Image media is considered effective if it is aligned with learning objectives. It is a two-dimensional visual presentation that uses images to reflect everyday life, such as people, events, objects, and places. Image media can be found in a variety of sources, including magazines, books, and brochures. Media is considered effective when aligned with learning objectives (Dewi Surani, S. S.,2024). It is a two-dimensional visual presentation that uses images to reflect daily life, such as people, events, objects, and places. Picture media can be found in various sources, including magazines, books, and brochures. When used effectively, picture media can assist in the teaching and learning process by helping students improve their understanding. Teachers can select images that align with the learning objectives, which aids students in comprehending the material. Furthermore, picture media can be utilized in reading exercises, allowing students to interpret or understand the meaning of the images they view (Wardani, N. W.,2024).

Reading is the process of seeing and understanding the content of written material. It is an essential part of individual development, serving as the gateway to more effective learning. One form of reading, the Qur'an, plays a critical role in brain development (Baharuddin, B.,2024). Reading the Qur'an is also a form of devotion to Allah, as Muslims are required to read the Qur'an properly and understand its teachings. This practice helps in acquiring knowledge and applying it in daily life (Suryanto, A.,2025).

The Qur'an is the primary source of Islam, and it contains the words of Allah, revealed to Prophet Muhammad (SAW). The Qur'an is a source of guidance, with many Muslims dedicating themselves to memorizing it. Additionally, many Qur'an reciters (*qori* and *qoriah*) strive to improve their recitation and beautify the sound of their readings. Scholars (*mufassir*) interpret and explain the meanings of the Qur'anic verses to the public (Markhabi, F, 2024).

Reading the Qur'an is a noble act of worship, offering double rewards. It not only brings spiritual benefits but also alleviates anxiety and stress. The Qur'an was revealed not just to be recited but to be understood. Thus, it is essential to instill a love for the Qur'an in children from an early age by guiding them in reading it. One effective method for teaching children or adolescents to read the Qur'an is through the use of media, particularly image media (al-Busthomi, U. Y, 2016). Students become more enthusiastic and engaged when learning with picture media,

and it greatly assists teachers in teaching Qur'an reading. This study aims to examine the efforts to guide Qur'an reading through image media for adolescents at the Al-Jihad Mosque in Bengkulu City.

METHOD

This study employs a qualitative descriptive research design. The research aims to provide a comprehensive, clear, and detailed understanding of the research topic, making it easier for the researcher to gather relevant information. The research was conducted at the Al-Jihad Mosque in Bengkulu City, from October 1 to November 5, 2022. The population for this study consists of teenagers at the Al-Jihad Mosque, with a sample size of 5 individuals: 2 supervisors and 3 students.

Two data collection techniques were employed in this research: observation and interviews. Observation involved directly observing the activities of the research subjects to understand their behaviors. The interviews were conducted by asking questions to the informants to gather in-depth information related to the research problem.

The research instruments used include observation sheets and interview guidelines, consisting of 5 key questions focused on the process of Qur'an reading guidance through image media. These questions are: 1) What type of image media is used in guiding the Qur'an reading? 2) What is the situation of the students when engaging in Qur'an reading guidance with picture media? 3) How do students feel about learning the Qur'an with picture media? 4) What understanding do students gain when learning to read the Qur'an through image media? 5) How do students perceive the difference between learning to read the Qur'an using picture media and not using it?

Data analysis for this study follows the Miles and Huberman model, which involves three steps: data reduction, data presentation, and conclusion drawing. After the data is collected, the researcher analyzes it descriptively and presents the findings in narrative form.

RESULTS AND DISCUSSION

Result

Based on research conducted by researchers, data were obtained to see efforts to guide reading the Qur'an through image media in adolescents. The data can be seen in the table below:

Table 1. Results of Interviews with Research Subjects/Informants

No	Subject Name	Interview Aspects	Result
1.	MEP (Supervisor)	The researcher asked what kind of image media was used in the guidance of reading the Qur'an	The image media used by teachers in guiding the reading of the Qur'an is picture media in the form of <i>hijaiyah</i> letters printed or drawn on cardboard or large Qur'an writings complete with letter designations (<i>makharijul</i> letters). In using the media, the guide uses colorful images so that students are more enthusiastic about reading the Qur'an.
2.	LP (Supervisor)	The researcher asked how students were doing when carrying out guidance on	The supervisor stated that the state of the students there during the guidance of reading the Qur'an looked active and enthusiastic

		reading the Qur'an using picture media	
3.	RF	The researcher asked how it felt when the guidance on reading the Qur'an was carried out using image media	Rifa replied that with the use of image media when learning the Qur'an, I felt more excited and fun
4.	VN	The researcher asked how to understand the reading of the Qur'an	Viona stated that she became more understanding when carrying out guidance on reading the Qur'an.
5.	DF	The researcher asked about the feeling of reading the ordinary Qur'an by reading the Qur'an with image media	Dinda Fransisca explained that reading the Qur'an using image media is more interesting, fun, and exciting and the understanding of <i>hijaiyah</i> letters becomes clearer.

The results of the interview above show that students are very happy to learn to read the Qur'an using image media and can clarify what is not known and students' understanding of reading the Qur'an can increase. Guidance on reading the Qur'an through image media makes students more enthusiastic and fun in learning.

In general, the media includes people, materials, equipment, or activities that create conditions that allow students to acquire knowledge. The picture media used the supervisor in reading the Qur'an is by using picture media in the form of *hijaiyah* letters drawn on large colorful cardboard by writing *hijaiyah* letters (*makharijul* letters) clearly with the aim of making students more attention-grabbing and fun in learning to read the Qur'an.

The role of the supervisor in learning to read the Qur'an using image media seeks to maximize the facilities provided to students by preparing various image media materials that will later be used as materials to learn to read the Qur'an. Before the guidance begins, the instructor draws the *hijaiyah* letters first on large cardboard using colorful letters so that when the guidance to read the Qur'an begins, all the materials have been prepared.

The results of the observation made by the researcher that the image media used by the supervisor in the effort to guide the reading of the Qur'an to students is very effective because it can be seen with students who are so enthusiastic when the guidance is carried out, as well as students can better understand the recognition of *hijaiyah* or *makharijul* letters in the Qur'an. In addition, the students also became addicted to learning to read the Qur'an, they were very excited and looked fun.

Discussion

Reading the Qur'an is a very great worship. Reading it will also get double rewards. Reading the Qur'an is not only for goodness but also to drive away anxiety and anxiety of the soul. The Qur'an was revealed not only to be read but also to understand the content of its contents. So it is important to instill a love for the Qur'an in children from an early age so that they get used to reading it. It is also important to guide on reading the Qur'an to children through methods or media. So image media is one of the efforts to be used in learning to read the Qur'an for children or adolescents. (ALES, D, 2024)

Image media is a two-dimensional visual presentation that utilizes image design as a means of considering daily life, for example, those related to people, events, objects, places, and so on. In general, image media can be found in various sources, for example, magazines, books, and

brochures. This image media can be used by teachers effectively in teaching and learning activities because this image media can help students improve learning. In addition, it can develop the ability to understand the lesson. The images used in the teaching and learning process must be selected following the learning objectives of the subject. Then the selected image must also be able to develop understanding for the students. Image media can be used by students in reading practice by looking at pictures, students can interpret or understand the meaning of the pictures they see. (Mirnawati, 2020)

At this stage of their development, adolescents try to develop an understanding of themselves such as their identity and the role they must play in community life. In searching for his identity, this teenager is inseparable from his relationship with his parents. The family will help shape and understand who the teenager is, meaning that the family has an important role in the development of the adolescent. (Darmawan, C.,2019)

Based on the research that has been carried out by researchers, the results are obtained that the guidance of reading the Qur'an through image media can clarify the reading of the Qur'an that is not yet known and the understanding of reading the Qur'an can also increase. Similar to previous research conducted by (Ulfah et al., 2021) guidance in reading the Qur'an through the media can attract attention and is very easy to use in learning so that it can improve students' understanding of the lesson.

In line with the research conducted by (Muhammad Fathoni, and Didik Nugroho, 2013) that students' interest in Qur'an reading material conveyed through the media is of great value, and also enthusiasm in understanding Qur'an readings is of good value and can increase in terms of knowledge and understanding.

Thus, image media in an effort to guide reading the Qur'an can make students interested and enthusiastic in participating in learning to read the Qur'an so that their knowledge and understanding increase.

CONCLUSION

The use of image media to guide reading the Qur'an can be used to attract students' attention in learning to read the Qur'an so that reading the Qur'an becomes fun. So the students' understanding of the reading of the Qur'an becomes good and increases.

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