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Implementation of the Qur'an Reading and Writing Program at SMAS PGRI 1 Banjarmasin: Planning, Implementation, and Evaluation

Hajjah Mabrurah
Sekolah Tinggi Agama Islam (STAI) Al-Jami Banjarmasin, Indonesia
hajjahmabrurah728@gmail.com

Marfuah
Sekolah Tinggi Agama Islam (STAI) Al-Jami Banjarmasin, Indonesia
azzahramarfuah@gmail.com

Muhammad Hasbi Al-Amidy
Sekolah Tinggi Agama Islam (STAI) Al-Jami Banjarmasin, Indonesia
amidyhasbi@gmail.com

Nur Azizah
Sekolah Tinggi Agama Islam (STAI) Al-Jami Banjarmasin, Indonesia
azizahnr947@gmail.com

Raudatul Hikmah
Sekolah Tinggi Agama Islam (STAI) Al-Jami Banjarmasin, Indonesia
ahmadraudatul1192@gmail.com

Rizqa Nafisa
Sekolah Tinggi Agama Islam (STAI) Al-Jami Banjarmasin, Indonesia
nafisarizqa36@gmail.com

Abstract

This study describes the implementation of the Qur'an Reading and Writing Program (BTA) at SMAS PGRI 1 Banjarmasin, focusing on planning, implementation, evaluation, and learning challenges. It used a descriptive qualitative approach and was conducted in October 2026. The 12 informants were the principal, vice principal, BTA teacher, and nine students. Data were collected through interviews (about 30 minutes each), observations throughout October 2026, and documentation consisting of lesson schedules, learning materials, and student-group assignments. Data analysis involved reduction, display, and conclusion drawing and verification; credibility was examined through technique triangulation. The findings show that questions about prior learning and a reading test were used to map students' initial abilities and inform their grouping. Students were assigned to three groups according to their initial mastery: Group A studied volumes 1–3, Group B volumes 4–5, and Group C undertook advanced reading and preparation for tashih. Instruction employed the 'Allimna method through whole-class and individual activities, with materials sequenced from recognition of hijaiah letters to advanced Qur'anic reading. Writing practice included writing hijaiah letters and copying Qur'anic verses. Reading was

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evaluated orally, while the written test identified in the observed practice primarily assessed neatness. The main challenges concerned differences in letter recognition, correct articulation (makhraj), vowel length, and application of tajwid rules. These findings describe practice at one school; the study did not measure longitudinal improvement. Its descriptive contribution is to relate initial assessment to grouping and material adaptation, while documenting the observed limits of writing assessment.
Keywords: BTA Program, Evaluation, Qur'an Reading Ability

Abstrak

Penelitian ini bertujuan mendeskripsikan implementasi Program Baca Tulis Al-Qur'an (BTA) di SMAS PGRI 1 Banjarmasin, meliputi perencanaan, pelaksanaan, evaluasi, dan tantangan pembelajaran. Penelitian menggunakan pendekatan kualitatif deskriptif dan dilaksanakan pada Oktober 2026. Informan berjumlah 12 orang, yaitu kepala sekolah, wakil kepala sekolah, guru BTA, dan sembilan peserta didik. Data dikumpulkan melalui wawancara (sekitar 30 menit per informan), observasi sepanjang Oktober 2026, serta dokumentasi berupa jadwal pembelajaran, materi, dan pembagian kelompok. Analisis data meliputi reduksi, penyajian, serta penarikan dan verifikasi kesimpulan; keabsahan diperiksa melalui triangulasi teknik. Hasil penelitian menunjukkan bahwa tanya jawab tentang pembelajaran sebelumnya dan tes membaca digunakan untuk memetakan kemampuan awal dan menjadi dasar pembagian kelompok. Peserta didik dibagi ke dalam tiga kelompok sesuai penguasaan awal: kelompok A belajar jilid 1–3, kelompok B jilid 4–5, dan kelompok C mengikuti bacaan lanjutan serta persiapan tashih. Pembelajaran menggunakan metode 'Allimna dengan kegiatan klasikal dan individual, serta materi bertingkat dari pengenalan huruf hijaiah hingga bacaan Al-Qur'an lanjutan. Latihan menulis mencakup penulisan huruf hijaiah dan penyalinan ayat. Evaluasi membaca dilakukan secara lisan, sedangkan tes tertulis yang ditemukan terutama menilai kerapian tulisan. Tantangan meliputi perbedaan penguasaan huruf, makhraj, panjang-pendek bacaan, dan tajwid. Temuan ini menggambarkan praktik program pada satu sekolah; penelitian tidak mengukur peningkatan kemampuan secara longitudinal. Kontribusi deskriptifnya terletak pada pengaitan pemetaan kemampuan, pengelompokan, penyesuaian materi, dan keterbatasan penilaian keterampilan menulis.
Kata Kunci: Implementasi, Program BTA, Kemampuan Membaca Al-Qur'an.

Introduction

The ability to read and write the Quran is a crucial part of Islamic Religious Education (IS) learning. Quranic reading skills encompass recognizing the hijaiyah letters, pronouncing them according to their proper makhraj, applying Tajweed rules, and reading fluency. Meanwhile, Quranic writing skills encompass recognizing the hijaiyah letter shapes and their accuracy. Quranic reading and writing instruction requires attention to the varying abilities of students to ensure that guidance is tailored to their needs (Hidayah et al., 2022).

Based on initial observations at SMAS PGRI 1 Banjarmasin, some students still experience difficulties reading the Quran. These initial

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observations revealed two students who had not yet grasped the hijaiyah letters. These difficulties included recognizing the hijaiyah letters, pronouncing them according to their proper pronunciation, and applying the rules of tajwid. These initial findings demonstrate the need for learning that accommodates the varying abilities of students.

One effort schools have made to support this learning is through the Al-Qur'an Reading and Writing Program (BTA). Safitri and Ikhlas (2023), in their research on the BTA program at SMA Negeri 6 Solok Selatan, explained that program implementation includes planning, selecting learning materials and methods, and evaluation. Learning is also carried out through preliminary, core, and closing activities. This research shows that the implementation of the BTA program can be assessed through its management stages and learning activities.

Research by Triasih and Irawadi (2026) discusses the low Qur'an reading ability of high school and vocational high school students in South Sumatra Province. The study attributes this condition to limited integration of Qur'an reading and writing learning, low intensity of habituation, and learning strategies that do not fully accommodate differences in student abilities. These findings emphasize the importance of focusing on Qur'an learning in secondary schools.

At the high school level, research at Muhammadiyah 2 Surakarta High School noted that the diversity of students' basic abilities requires learning designed with differentiated classes (Nareswari et al., 2025), and research on the GETBA program at Simpang Kiri District High School noted that there were students who were not yet familiar with the hijaiyah letters so they had to start from Iqra' (Hanum et al., 2024). These findings show that mapping and grouping abilities are relevant issues in the Al-Qur'an reading and writing program in secondary schools.

Previous research provides a basis for examining the BTA program through its management and learning stages. Hidayah et al. (2022) discussed the planning, implementation, and evaluation of the BTA program in madrasas, while Safitri and Ikhlas (2023) examined the planning and learning stages of BTA at the high school level. Studies on the 'Allimna method have also discussed its application to accelerate Qur'an reading skills (Havid & Shohib, 2021). However, the context, level, and focus of these studies differ. This article focuses on the practice of the BTA program at SMAS PGRI 1 Banjarmasin, specifically mapping initial abilities, grouping, tiered learning, evaluation, and implementation challenges. This difference in focus provides the descriptive contribution of this study.

Based on initial observations and previous research, this study describes the implementation of the BTA Program at SMAS PGRI 1 Banjarmasin, including planning, implementation, evaluation, and learning challenges. Unlike research in other school contexts, this study highlights the relationship between mapping early reading skills and grouping students and adapting tiered materials. It also documents the forms of writing skills evaluation found in school practice. The research contribution is descriptive and contextual; it does not test the program's effectiveness or measure student improvement longitudinally.

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The formulation of the research problem is how the BTA Program is planned at SMAS PGRI 1 Banjarmasin; how the learning is implemented, including writing activities; how the learning is evaluated; and what challenges are faced in its implementation.

Literature Review

1. Al-Quran Reading and Writing Program

A program is a series of activities designed to achieve a specific goal. In education, a program needs to be planned, implemented, and evaluated so that its implementation can be analyzed and used as a basis for consideration for follow-up (Arikunto & Jabar, 2004).

The Al-Qur'an Reading and Writing (BTA) program in this study refers to learning activities at SMAS PGRI 1 Banjarmasin, which provides guidance on reading and writing the Al-Qur'an to students. This research study focuses on the planning, implementation, and evaluation of the program. Discussions regarding materials, schedules, grouping, and assessments refer to the BTA practices implemented at the school.

2. Program Planning

Learning planning is the preparatory stage before implementing learning activities. In developing a plan, educators need to consider learning objectives, school conditions, availability of facilities, student abilities, materials, and the methods to be used (Dolong, 2016).

In this study, the BTA Program planning was assessed based on the activities carried out by the school to prepare for learning. Aspects considered included mapping students' initial abilities, assigning them to study groups, preparing teachers and materials, and developing schedules. These aspects were analyzed based on data obtained at SMAS PGRI 1 Banjarmasin.

3. Program Implementation

Program implementation is the stage when the plan is implemented in learning activities. In the BTA program, implementation can be seen through teacher and student activities, the material taught, learning methods, group arrangements, and activity schedules.

Hidayah et al. (2022) examined the implementation of the BTA program at MTs Darussalam Jenggawah, discussing aspects of planning, implementation, and evaluation. Safitri and Ikhlas (2023) also examined the BTA program at SMA Negeri 6 Solok Selatan. The study described learning activities, including preliminary, core, and closing activities. Both studies serve as references in understanding the implementation of the BTA program. Meanwhile, this study focuses on the implementation of the BTA program at SMAS PGRI 1 Banjarmasin.

4. Program Evaluation

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Program evaluation is conducted to obtain information regarding program implementation and to provide considerations in determining follow-up actions. Evaluation can be used to examine the processes and results of activities related to program objectives (Arikunto & Jabar, 2004).

In this study, the evaluation of the BTA Program was examined based on the assessment methods applied to students. The evaluation included oral and written tests. The oral test was used to assess fluency, tartil (recitation), tajwid (recitation of the Koran), and gharib (unskilled reading). The written test was used to assess the neatness of students' writing. This description reflects evaluation practices at the schools studied and is not a general standard for all BTA programs.

5. Method 'Teach us'

'Allimna is a method for learning to read the Quran discussed in the Encyclopedia of Quran Reading Methods in Indonesia (Effendi, 2022). Havid and Shohib (2021) also examined the application of the 'Allimna method in learning to read the Quran. In this study, the 'Allimna method was used as a guideline for BTA learning at SMAS PGRI 1 Banjarmasin. Its use was adjusted to the students' ability level through the division of learning volumes. Students who had not yet mastered the hijaiyah letters began learning from the first volume, while students who had mastered the basic material continued to the next volume. The description of the use of this method in the study was adapted to the material and learning practices found in the school.

6. Direct Guidance in Learning the Quran

Learning to read the Quran requires examples of direct pronunciation and correction, especially in the aspects of letter pronunciation and the application of tajwid. Zainal Abidin et al. (2019) explained the importance of talaqqi musyafahah, namely direct learning of the Quran between teachers and students. Aziz et al. (2025) also discussed the use of talaqqi and musyafahah to help students improve the pronunciation of letters according to makhraj and the application of tajwid rules. Both references are used to explain the importance of direct guidance in learning the Quran, not to state that the BTA Program at SMAS PGRI 1 Banjarmasin specifically applies the talaqqi musyafahah method.

Method

This study uses a descriptive qualitative approach to describe the implementation of the Al-Qur'an Reading and Writing Program (BTA) at SMAS PGRI 1 Banjarmasin, which includes planning, implementation, evaluation, and learning challenges. This approach is used to understand program practices based on information and conditions found in the field

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(Rukajat, 2018). The study was conducted at SMAS PGRI 1 Banjarmasin during October 2026.

Informants were selected purposively, based on their role and influence on the program. The principal, vice principal, and BTA teacher were selected because they were directly involved in decision-making, planning, and program implementation. Nine students were selected based on their reading ability levels as reflected in the program groupings: group A with the lowest ability, group B with moderate ability, and group C with fairly good ability. This selection aimed to reflect the experiences of each ability level. A total of 12 informants participated. In the reporting, students are listed with codes S1–S9, while other informants are referred to by their positions.

Data were collected through interviews, observations, and documentation. Interviews were conducted with all informants, each lasting approximately 30 minutes to obtain information on program planning, implementation, evaluation, and challenges. Observations were conducted from the beginning to the end of October 2026, involving participants participating in activities during BTA learning hours. Documentation was used to supplement the interview and observation data; the documents reviewed included the learning schedule, materials, and student group allocation.

Researchers were present at the research location and participated in BTA learning activities during the observation period. The research was conducted with the school's permission, and informants were given an explanation of the research objectives before being interviewed.

Data were analyzed through three stages: data reduction, data presentation, and drawing and verifying conclusions, referring to the interactive data analysis model of Miles, Huberman, and Saldana (2014). In the reduction stage, interview, observation, and documentation data were selected and grouped according to the research focus. Data were presented in descriptive and tabular form, and conclusions were drawn based on findings regarding program planning, implementation, evaluation, and challenges. Data validity was checked through technical triangulation, which compared information from interviews, observations, and documentation; for example, information about schedules and group divisions in interviews was matched with school documents and observed activities.

Results and Discussion

A. Planning a Quran Reading and Writing Program

The planning of the Quran Reading and Writing Program (BTA) at SMAS PGRI 1 Banjarmasin includes mapping students' initial abilities, selecting teachers, conducting preparatory meetings, and developing a learning program. These activities prepare learning according to the students' conditions and needs.

Initial ability mapping is conducted in two steps. Upon arrival, the new teacher first asks about the students' previous Quran lessons and then asks them to read (BTA Teacher, interview and observation, October 2026). The results serve as the basis for assessing students' abilities and

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determining study groups, allowing learning materials to be tailored to their individual abilities.

The BTA program is supervised by a female Islamic teacher. The selection of instructors takes into account teaching experience, understanding of the 'Allimna method, passing the Quranic recitation exam, and a commitment to teaching according to the schedule. Prior to the program's implementation, teachers and school leaders hold a preparatory meeting to discuss group program development, learning times and locations, and task allocation. The learning program is also structured for both the long and short term.

These findings suggest that program planning does not stop at scheduling. Planning begins with identifying different learning needs through questions and answers about previous learning and reading tests, then translates into group assignments and material levels. This pattern aligns with Dolong's (2016) view that learning planning needs to consider school conditions, student abilities, materials, and methods. Hidayah et al. (2022) and Safitri and Ikhlas (2023) similarly view planning as part of BTA program management; the findings at this school further illustrate that planning relies on mapping initial abilities and teacher qualification requirements, namely having passed the Tashih exam. This initial mapping can also be seen as an effort to address the problem noted by Triasih and Irawadi (2026), namely that learning strategies do not fully accommodate differences in student abilities. Grouping based on ability test results was also reported in the MTs Zainul Hasan Genggong matriculation program, where test results were analyzed to divide students into groups and determine appropriate learning approaches (Naqsyabandiyah et al., 2024), as well as in the Tahfidz, Tilawah, and Iqra differentiation classes at SMA Muhammadiyah 2 Surakarta (Nareswari et al., 2025).

B. Implementation of BTA Learning

BTA lessons are guided by a female teacher and last for two hours per class. The schedule for each grade level is presented in Table 1.

Table 1. BTA Learning Schedule

Class	Day and time	Time Allocation
X	Friday afternoon	2 hours of lessons
XI	Friday morning, after Friday health, literacy, or piety	2 hours of lessons
XII	Monday morning, after the ceremony activities	2 hours of lessons

Source: learning and interview schedule document, October 2026.

Learning materials are tailored to the students' abilities and use the 'Allimna method. Students who have not yet mastered the hijaiyah letters begin learning from the initial volume, students who have mastered the basic material continue to the next volume, and students who are able to read the Qur'an participate in advanced learning and

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prepare themselves for tashih. Based on the ability mapping, students are divided into three groups as shown in Table 2. This grouping is an arrangement in the schools studied, not a general standard for all BTA programs.

Table 2. Grouping of Students and Learning Materials

Group	Ability condition	Learning materials
A	Not yet mastered the Hijaiyah letters	Volumes 1–3
B	Already know the hijaiah letters	Volumes 4–5
C	Have been able to read the Quran	Further reading and preparation for corrections

Source: group division and learning materials document, October 2026.

Learning is conducted in both classroom and individual settings. In classroom activities, students read the material together. In individual activities, students take turns reading according to their respective pages or volumes. In classroom learning, the female teacher opens the activity with a prayer, then students read the same reading together, then come to the front one by one to read (classroom observation, October 2026).

Students' reading abilities vary. Some students are familiar with Tajweed terms and signs but still have difficulty applying them when reading. Other difficulties relate to letter pronunciation, accuracy of pronunciation, and length. Students still struggle to pronounce letters, and different letters are sometimes pronounced the same (interviews and observations, October 2026).

The use of volumes in the 'Allimna method provides structure to the material when students' starting points are diverse. Havid and Shohib (2021) discuss the application of this method to accelerate Quranic reading skills; this study adds insight into its application in a secondary school program that combines reading and writing activities, with volumes as the basis for grouping students.

Groupings A, B, and C define the material levels, while individual activities allow teachers to listen to each student's reading. The two complement each other, as students within a group can still differ in fluency, accuracy of pronunciation, and application of tajweed. This focus on individual reading aligns with the importance of pronunciation examples and direct correction in Qur'an learning (Zainal Abidin et al., 2019; Aziz et al., 2025). These references explain the pedagogical rationale and do not indicate that the talaqqi and musyafahah methods are specifically implemented in this school. The division of students according to ability level is also found in the Complete Quran Reading Movement (GETBA) program at high schools in Simpang Kiri District, namely the Iqra' and Al-Qur'an categories at SMAN 1 Simpang Kiri, and Iqra', Tahsin, and Tahfiz at SMAN Unggul Subulussalam (Hanum et al., 2024). The difference is, the group division at SMAS PGRI 1 Banjarmasin

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follows the 'Allimna method volume, and group C is directed at tashih preparation.

The finding that some students are familiar with tajweed terms but have difficulty applying them indicates that knowledge of the rules does not automatically translate into reading skills. Therefore, reading practice and direct feedback from teachers are essential components of learning (Zainal Abidin et al., 2019; Aziz et al., 2025). This represents a pedagogical interpretation of the challenges encountered, not evidence that a particular strategy has improved students' abilities. The types of difficulties encountered, namely makhraj, length and shortness of recitation, and tajweed application, align with Rahman's (2025) findings among adolescent Islamic students, who noted errors in makhraj and letter properties, mad duration, and ghunnah, as well as difficulty distinguishing letters with similar shapes.

Compared to Safitri and Ikhlas (2023) who described BTA learning through preliminary, core, and closing activities, and Hidayah et al. (2022) who studied the BTA program through planning, implementation, and evaluation, the implementation of the program at SMAS PGRI 1 Banjarmasin is evident in the arrangement of schedules per class, group division, tiered materials, as well as classical and individual activities.

C. The Ability to Write the Qur'an in the BTA Program

In addition to reading, the ability to write the Al-Quran is also considered in the BTA Program. Writing activities are carried out through two forms of practice, namely writing hijaiah letters one by one and copying Al-Quran verses. Letter writing practice aims to help students recognize and distinguish the shape of each letter, while copying verses provides an opportunity to write letters in word and verse order sequentially. At the beginning of the lesson, the ustazah explains the makhraj of letters, then the students write hijaiah letters (BTA Teacher, interview and observation, October 2026).

The two exercises are at different unit levels: single letters and verse sequences. This difference suggests that the aspects that need to be examined are also different, such as the accuracy of letter shape, changes in shape according to position, connection, copying accuracy, and neatness. Yassin et al. (2020) explain that the visual characteristics of Arabic script pose a challenge in spelling learning, and Hakim et al. (2022) emphasize the importance of learning to read and write the Quran for developing student competencies. Both references reinforce the rationale for making writing skills a crucial component of the BTA program, although neither provides direct evidence of student writing errors in this study. Najah et al. (2026) practiced writing in MTs students in stages, from single letters, connected letters, words, to sentences or short verses, and assessed their writing based on the accuracy of letter shape, neatness, consistency of letter size, and the accuracy of letter position on the baseline. The sequence of exercises from letter to verse at SMAS PGRI 1 Banjarmasin is similar, but the assessment aspect found at this school is limited to neatness.

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Writing skills were evaluated through a written test that assessed the neatness of students' writing. Assessment of letter shape accuracy, letter connection, and accuracy of copying verses were not found in the observed practice. This misalignment between what is practiced and what is assessed is a significant finding: assessments that focus solely on neatness do not reflect the full range of writing skills being practiced.

As a development recommendation, rather than a description of existing procedures, schools could consider separate assessment criteria, such as legibility of letterforms, appropriateness of letterforms in specific positions, letter joining, copying accuracy, and neatness; the assessment aspects in Najah et al. (2026) could serve as a reference. Clear criteria can help teachers provide more targeted feedback and help students understand areas for improvement.

D. BTA Learning Evaluation

BTA learning evaluations are conducted to determine students' abilities in following the learning process and to identify material that needs reinforcement. Evaluations are conducted through oral and written tests, with the assessment aspects as shown in Table 3.

Table 3. Forms and Aspects of BTA Learning Evaluation

Form of evaluation	Skills	Rated aspect
Oral test	Reading	Fluency, tartil, application of tajweed rules, and gharib reading
Written test	Writing	Neatness of writing

Source: interviews and observations, October 2026.

The oral test is used to assess students' ability to read the Quran, while the written test is used to assess the neatness of their writing. The oral test is conducted by students coming forward facing the female teacher, usually starting with short surahs. The written test begins with writing the hijaiyah letters, then short surahs and other verses of the Quran (classroom observation, October 2026).

Reading assessment encompasses several important elements of Qur'anic reading ability and is not limited to fluency in reciting the text, while writing assessment is still limited to neatness. This finding relates to the view that program evaluation serves to provide information for follow-up (Arikunto & Jabar, 2004). In this study, the data did not record how oral and written test results were followed up in subsequent groupings or lessons, so this study does not conclude that there is a systematic feedback cycle. In other programs, student progress is linked to volume achievement: monthly evaluations at SMAN 1 Simpang Kiri form the basis for proposing volume increases when student abilities meet the criteria (Hanum et al., 2024), and weekly evaluations at MTs Zainul Hasan Genggong test achievement in the volume studied (Naqsyabandiyah et al., 2024). The relationship between oral test results

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at SMAS PGRI 1 Banjarmasin and volume transfer is not yet reflected in the data of this study.

E. Challenges in Implementing the BTA Program

The main challenge in implementing BTA learning is the differences in students' initial abilities. Some students still require guidance in recognizing the hijaiyah letters, while others have learned the letters but struggle with tajweed, determining the length and shortness of recitation, or pronouncing letters according to the makhraj. These differences create unequal learning needs; grouping based on ability, as well as both classroom and individual learning, are part of the program's response.

This challenge aligns with Triasih and Irawadi's (2026) findings that learning strategies that do not fully accommodate differences in ability are associated with low Qur'an reading skills in high school and vocational high school students. In the case of SMAS PGRI 1 Banjarmasin, initial mapping and grouping can be seen as the school's way of responding to these differences, but this study did not measure the extent to which this approach was successful. Diversity in basic abilities, from students unfamiliar with the hijaiyah letters to those already proficient, was also noted as a challenge at SMA Muhammadiyah 2 Surakarta (Nareswari et al., 2025), and high school students unfamiliar with the hijaiyah letters and therefore having to start from Iqra' was noted as a hindering factor in the GETBA program at Simpang Kiri (Hanum et al., 2024). Overall, the findings illustrate a sequence of learning management: initial abilities are mapped, students are grouped, materials are adapted, activities are conducted both in a class and individually, and then reading and writing skills are assessed using different forms of evaluation. The descriptive contribution of this study lies in linking ability mapping to grouping and tiered materials, and in noting that the assessment of writing skills needs clarification.

This research was conducted at a single school, so its findings are contextual and not intended to describe all BTA programs. The study also did not measure student abilities at multiple points in time, so it cannot demonstrate the extent of improvement or assess the effectiveness of the 'Allimna' program or methods.

Several details were not analyzed because they were not included in the collected data, including the initial mapping criteria and rubric, the size of each group, the evaluation instrument and passing criteria, examples of assessment sheets or student writing, and follow-up on evaluation results. This does not mean these procedures do not exist. Further research could supplement them, including measuring student abilities at multiple points in time.

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Conclusion

Based on the research results, the implementation of the Al-Qur'an Reading and Writing Program (BTA) at SMAS PGRI 1 Banjarmasin was carried out through learning planning, implementation, and evaluation tailored to student abilities. The results showed that mapping initial abilities served as the basis for determining study groups and adapting learning materials to each student's ability level. The BTA program uses the 'Allimna method with a classical and individual approach. Learning is conducted through group division based on material mastery, starting with an introduction to the hijaiyah letters and continuing with advanced Quranic recitation. In addition to reading skills, learning activities also include practicing writing the hijaiyah letters and copying Quranic verses. Thus, the program encompasses the development of Quranic reading and writing skills. Learning evaluation is conducted through oral and written tests. The oral test is used to assess fluency, tartil (proper pronunciation), tajweed (recitation), and gharib (difficult reading), while the written test is used to assess the neatness of students' writing. However, the assessment of writing skills is still limited to neatness and has not been explained in detail regarding the accuracy of the form and connection of hijaiyah letters and the copying of Quranic verses.

This finding indicates that the evaluation aspect of writing skills still needs clarification so that the assessment more accurately reflects the skills being practiced. The main challenge in implementing the BTA Program is the differences in students' initial abilities, particularly in recognizing the hijaiyah letters, pronouncing letters according to their makhraj, applying tajwid rules and determining the length of recitations. Therefore, adapting materials, grouping learning, and mentoring based on student abilities are crucial in implementing BTA learning. Based on these findings, schools are advised to develop writing assessment criteria that include letter shape accuracy, letter connection, and accuracy in copying verses, as well as documenting initial mapping criteria and follow-up evaluation results. Future researchers are advised to measure student development at multiple time points to test the program's effectiveness.

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