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THE IMPLEMENTATION OF THE IQRA' EXTRACURRICULAR PROGRAM IS MANDATORY IN IMPROVING STUDENTS' QUR'AN READING SKILLS AT BUDISATRYA MEDAN PRIVATE JUNIOR HIGH SCHOOL

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ABSTRACT

This study aims to describe and analyze the implementation, supporting and inhibiting factors, and evaluation of the mandatory Iqra' extracurricular program at Budisatrya Private Junior High School Medan. This program was initiated in 2015 as a response to the low ability of students to read the Qur'an due to the lack of parental attention and the dominance of gadget use. This research is a descriptive qualitative research. Data collection is carried out through observation, interview, and documentation techniques, with data analysis techniques including data reduction, data presentation, and conclusion drawn. The research data sources are the principal, the iqra' extracurricular coach, the Iqra' extracurricular coordinator, and students who participate in iqra' extracurricular activities at the Budisatrya Private Junior High School in Medan. The results of the study showed that: First, the implementation of the program began with a diagnostic test that netted 79 students, followed by a homogeneous grouping into three study groups every Saturday. Learning applies a variety of methods (bandongan, sorogan, Qiraati, and Wafa) as well as a peer tutor system, with the sorogan method as the most dominant and effective method. Second, the supporting factors of the program include strict policies of school leaders, the competence of supervisors of S1 PAI graduates, motivational support from parents, and the existence of peer motivation. Meanwhile, the inhibiting factors are the low interest of students, the dominance of the use of gadgets that interfere with murajaah, and limited time allocation. Third, program evaluation runs systematically through monthly process evaluation using a monitoring book and evaluation of results in the form of practical exams at the end of the semester. The results of the evaluation in the sample class (VII-1) showed a significant increase in the ability to read the Qur'an individually, where the majority of students managed to increase the volume level (Iqra') even until they were declared passed. Based on these results, the Iqra' extracurricular program must prove effective in improving the Qur'an reading ability of students at Budisatrya Medan Private Junior High School.

Keywords: Mandatory Iqra' Extracurricular Activity; Quranic Reading Ability; Program Implementation; Evaluation.

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INTRODUCTION

The ability to read the Qur'an is a basic skill that has a very important position in Islamic education. The Qur'an is not only positioned as a holy book to be read in ritual worship, but also as a guide to life that guides the behavior, morals, and moral values of Muslims. Therefore, every Muslim student is required to have the ability to read the Qur'an correctly in accordance with the rules of tajweed and makhārijul letters. The first stage that is very decisive in the process is learning to read Iqra', because Iqra' It serves as the main foundation in the introduction of hijaiyah letters, pronunciation of letter sounds, as well as the habit of reading tartil and sequentially. (Munawaroh & Rahmawati, 2021).

Learning to read Iqra' is not only oriented to the technical aspect of reading letters, but also contains dimensions of character formation and students' spirituality. Through the process of learning to read Iqra', students are trained to be patient, disciplined, and consistent in learning, because reading the Qur'an requires repeated and continuous practice. The Iqra' method, which is applied systematically and in stages, is able to improve the quality of Qur'an reading as well as form students' religious attitudes from an early age. Thus, Iqra' learning activities function as a means of internalizing Islamic values that are integrated between cognitive, affective, and psychomotor aspects.

In addition, learning to read Iqra' also has long-term implications for students' spiritual habits in daily life. The habit of reading the Qur'an that is instilled from an early age will form a religious lifestyle and increase students' closeness to Islamic values. Emphasizing that the right learning method of reading the Qur'an, including the Iqra' method, has a significant relationship with the improvement of reading skills as well as students' religious attitudes (An & Ability, 2020).

However, the reality in many schools shows that students' Iqra's reading ability has not been fully developed optimally. This condition is also found at the junior high school level, including at the Budisatrya Private Junior High School in Medan, where there are still a number of students who are not able to read Iqra' fluently and in accordance with the rules of makharijul letters and basic tajwid. This phenomenon is not a mere individual problem, but a reflection of structural problems in the Islamic Religious Education learning system in formal schools. Several studies confirm that the limited allocation of Qur'an learning time in the school curriculum is one of the main factors in students' low Qur'an reading and Iqra' ability (Hayi et al., 2025).

In practice, Islamic Religious Education subjects in schools only have a limited time and must include various competencies at once, such as faith, morals, jurisprudence, Islamic history, and the ability to read the Qur'an. As a result, learning to read Iqra' often does not get an adequate and continuous portion of practice. Research at the junior high school and MTs levels shows that the limited class hours cause teachers to be unable to provide intensive and individual guidance on reading the Qur'an according to students' basic abilities. This condition has an impact on the inequality of students' abilities, where students who already have a basic reading background from the family environment or TPQ develop faster than students who do not have this background.

In addition to the learning time factor, low student motivation to learn is also a significant cause of the lack of optimal reading ability of Iqra'. Weak motivation to study is often influenced by the lack of habit of reading the Qur'an in the family environment and the dominance of the use of gadgets and digital entertainment that distract students from religious activities. Studies conducted on junior high school students show that the lack of practice of reading the Qur'an outside of school and the low internal motivation of students cause the Iqra' learning process to be less effective. This is in line with Slameto's opinion that learning motivation is the main internal factor that determines the success of students' learning, including in learning reading skills.

Therefore, the existence of the mandatory Iqra' Extracurricular Program is very important as an alternative solution to cover the limitations of learning in formal classes. This program not only serves as an additional learning time, but also as a means of coaching that is more focused, gradual, and in accordance with individual students' abilities. Islamic educational literature emphasizes that learning to read the Qur'an will be more effective if it is carried out intensively, repeatedly, and supported by a conducive learning atmosphere and continuous habituation. Thus, the implementation of the mandatory Iqra' Extracurricular Program at Budisatrya Medan Private Junior High School is expected to be the right strategy in improving students' ability to read the Qur'an comprehensively and continuously.

Iqra' reading extracurricular is designed not only as an additional activity, but as a form of systematic learning assistance with an individualized approach. In practice, students are guided

according to their respective reading ability levels, so that teachers can pay special attention to makhraj errors, letter sifatul, and reading fluency. This approach has proven to be more effective than classical learning alone, as students get immediate feedback and more frequent practice opportunities.

Recent studies show that learning the Qur'an with the Iqra' method which is carried out intensively is able to significantly improve the quality of students' reading. The Iqra' method emphasizes the stages of multi-level learning, starting from the introduction of hijaiyah letters, combining syllables, to the reading of simple verses, making it easier for students to understand the structure of reading the Qur'an gradually. When this method is applied in the form of mandatory extracurricular activities, the frequency of student practice increases and has a direct impact on the fluency and accuracy of reading.

In addition to improving technical reading skills, Iqra' extracurricular activities also contribute to increasing students' learning motivation. A more relaxed but directed learning environment, as well as not tied to formal academic pressure, makes students more comfortable and enthusiastic in learning to read Iqra'. This is in line with the findings of the study which states that the success of learning to read the Qur'an is greatly influenced by the learning atmosphere, active involvement of students, and the support of teachers and schools.

Theoretically, extracurricular activities function as a means of developing students' potential beyond core academic competencies. In the context of Islamic education, the extracurricular reading of Iqra' plays a role as a vehicle to support religious learning oriented towards strengthening practical skills and spiritual values. This is in line with the view that learning the Qur'an will be more effective if it is done repeatedly, consistently, and accompanied by direct guidance.

The mandatory Iqra' Extracurricular Program is a relevant and effective educational strategy in improving students' Qur'an reading skills. Through intensive, structured, and continuous learning, the program not only improves the cognitive aspects and reading skills, but also contributes to the formation of students' overall religious character.

Thus, a comprehensive understanding of how the implementation of the mandatory Iqra' Extracurricular Program is needed to help improve the ability to read the Qur'an in real life at Budisatrya Private Junior High School in Medan. Program implementation is not only understood as the implementation of routine activities outside of school hours, but includes the entire process of planning, organizing, implementing, and evaluating that is carried out systematically and continuously.

Based on this description, it can be concluded that a deep understanding of the implementation of the mandatory Iqra' Extracurricular Program is very necessary to assess the extent to which the program really contributes to improving students' Qur'an reading skills. This study is important to reveal how the implementation of the compulsory Iqra' Extracurricular Program in improving students' Qur'an reading ability, its supporting and inhibiting factors, and how the evaluation system of the mandatory Iqra' Extracurricular Program in Budisatrya Medan Private Junior High School, so that the results of the research are expected to make a real contribution to the development of Islamic education in junior high schools.

RESEARCH METHODS

The research conducted by the researcher is a research that uses a qualitative approach, which is an activity of systematically collecting data obtained from interviews or ordinary conversations, documentation and observations, then sorted according to certain categories and described and interpreted. In simple terms, the goal of qualitative research is to find an answer to a phenomenon or question through a systematic scientific procedure using a qualitative approach (Abdul, 2015).

The type of research used is descriptive qualitative which aims to make a systematic, factual, and accurate description of the facts, characteristics, and relationships between the phenomena being investigated. This research is focused on efforts to "describe" or describe a situation or event as it is, without manipulating or testing hypotheses on existing variables. In practice, researchers act as the main instrument to collect rich and in-depth data (thick description) through observation, interviews, and document studies in the natural environment.

The final result of this study is not in the form of a causal conclusion, but a detailed explanation that provides a deep understanding to the reader about the essence and dynamics of the phenomenon being studied. The problems to be studied are about the Implementation of the Mandatory Iqra'

Extracurricular Program in Improving the Ability to Read the Qur'an of Students at Budisatrya Medan Private Junior High School, to find out what are the supporting and inhibiting factors for the implementation of the mandatory Iqra' Extracurricular Program in improving the ability to read the Qur'an of students at Budisatrya Medan Private Junior High School, to find out how the evaluation of the Implementation of the Mandatory Iqra' Extracurricular Program in improving the ability to improve reading the Qur'an students at Budisatrya Private Junior High School Medan.

RESULTS AND DISCUSSION

Results

This Special Finding presents the results of research findings in the field related to the implementation of the mandatory Iqra' extracurricular program at Budisatrya Private Junior High School Medan. Data was obtained through interviews with school principals, program coordinators, supervisors, and students, and supported by observation results and documentation studies. All data will be systematically elaborated based on the research subfocus without being accompanied by analysis, because the analysis will be discussed in depth in the discussion.

Implementation of the Mandatory Iqra' Extracurricular Program

The mandatory Iqra' extracurricular program at Budisatrya Private Junior High School in Medan has been implemented since 2015. The implementation of this program is motivated by the fact that there are still many students who are not able to read the Qur'an, and even do not know the hijaiyah letters. Based on the results of observation and documentation of the activity schedule, the Iqra' Mandatory extracurricular is carried out routinely every Saturday at 08.50-10.10 WIB. The activity took place on the 3rd floor of the Budisatrya Private Junior High School building in Medan, precisely in classroom VII-1. The scheduling of this activity was carried out after the morning series of activities was completed. The series of morning activities began with joint gymnastics at 07.15–08.10 WIB, then continued with a break time for 40 minutes at 08.10–08.50 WIB. Thus, the implementation of extracurricular Iqra' does not interfere with intracurricular teaching and learning activities. The supervisor acts as the manager who develops the curriculum and evaluation, the supervisor becomes the field executor with a small group system and the sorogan method, while the student is involved through a peer tutor. In the bandongan method, the teacher reads the verse first then all students listen and follow it together. Meanwhile, in the sorogan method, students go forward one by one in front of the teacher to read Iqra'. The teacher is in charge of directly correcting the students' readings if there are errors in makhraj or tajweed. In contrast to the previous meeting, the results of observations on April 14, 2026 showed that the supervisor combined the sorogan method with the Qiraati approach. The technical implementation of sorogan remains the same, namely students advance one by one. However, there is a special rule for students who are at the Iqra' 6 level, which is not allowed to use rhythm. The focus of learning at this level is the fluency of reading and the application of the rules of tajweed without songs. The supervisor applies the Wafa method by forming small groups. The members of each group consist of students with different levels of Iqra'. During the activity, teachers go around to each group to ensure that the learning process remains conducive and check students' readings.

Supporting and Inhibiting Factors for the Implementation of the Mandatory Iqra' Extracurricular Program

Based on the findings in the field, there are several factors that support the implementation of the mandatory Iqra' extracurricular program. These supporting factors will be described in the following section.

a. Supporting Factors

1) Firm School Leadership Policy

The existence of a rule that students who have not passed the Iqra' extracurricular are not allowed to take part in other extracurriculars is the main driving factor. This is as conveyed by the Principal of Budisatrya Medan Private Junior High School in an interview session:

> "... For students who cannot read the Qur'an, they are required to participate in the Iqra' extracurricular and cannot take other extracurriculars while not completing this Iqra' extracurricular. Now for those who can read the Qur'an, they are free to take any extracurricular they are interested in" (Monday, May 18, 2026).

The findings were strengthened by the results of interviews with students with the initials RW who stated:

> "This Iqra' extracurricular is mandatory for students who cannot read the Qur'an, and before graduating from this extracurricular, they cannot take other extracurriculars. So I try to graduate from this Iqra' extracurricular as soon as possible so that I can take futsall extracurriculars". A similar opinion was also conveyed by a student with the initials AKA: Motivated to immediately complete this mandatory Iqra' extracurricular so that he can take dance extracurricular (Monday, May 25, 2026).

2) Supervisor Competencies

The competence of the supervisor is one of the determining factors for the success of the Mandatory Iqra' Extracurricular Program. Based on the results of observations, it is known that two of the supervisors are graduates of S1 Islamic Religious Education and have experience teaching the Qur'an. This educational background and experience are important capital for teachers in understanding the rules of tajweed, makhraj letters, and learning methods to read the Qur'an gradually through the book Iqra'.

3) Parents

Based on the results of interviews with school principals, supervisors, and students, data was obtained that parental support is one of the main supporting factors in the successful implementation of mandatory Iqra' extracurriculars. With the support of teachers and parents, Iqra' extracurriculars can achieve the vision and mission of this school. With this Iqra' extracurricular, students can be more solemn when praying, because when students are able to read the Qur'an, students are able to memorize prayer readings, and short surahs, so that they can produce students who are able to read the Qur'an in the midst of many students and even students who cannot read the Qur'an. This statement was strengthened by the Supervisor who stated that the positive response of parents was the first supporting factor in the implementation of the program, The first supporting factor is the support of parents who are very happy with the existence of this Iqra' extracurricular, second, the supervisors, the third is the support from the school in the form of clean and comfortable classrooms. From the student's side, parental support is also felt directly in the form of learning motivation. This is as conveyed by a student with the initials NM that his parents always provide motivation to be more enthusiastic in learning Iqra'.

4) Peers

The existence of motivation from peers is one of the supporting factors in the implementation of the program. Based on the results of observations on April 19, 2026, the supervisor formed several study groups with members who have different levels of Iqra'. In this group, students who are at the level of Iqra' 5 and 6 play the role of teaching their friends who are at a lower level.

b. Inhibiting Factors

1) Low Interest of Students in Iqra' Learning

One of the main inhibiting factors in the implementation of Iqra' extracurricular activities is the low interest in learning of students, which has a direct impact on the level of attendance and activeness in the classroom. This can be seen during observations 2, 3, and 4 where some students were less enthusiastic when participating in the Iqra' learning activities and there were some students who were not present in the activity. This was also conveyed by the Principal of Budisatrya Private Junior High School Medan in an interview session that the biggest challenge of this Iqra' extracurricular is the interest of students. The decrease in student interest which makes it sometimes difficult for students to learn and play more when learning Iqra'. Students who have just graduated from elementary school are a little difficult to study seriously so the supervisor needs extra patience and prepare varied learning methods so that students do not get bored easily.

2) The Dominance of Gadget Use That Disturbs Students' Concentration

The use of gadgets is one of the main causes of the decline in students' interest in participating in Iqra' extracurriculars, especially related to the habit of repeating readings at home. This is indicated by the results of observations on April 14, 2026, where when teachers conducted a reading memorization test for the previous meeting, 5 out of 24

students were unable to repeat smoothly and admitted that they were not happy at home because they were busy playing cellphones. This phenomenon was confirmed directly by the Principal of Budisatrya Medan Private Junior High School who emphasized that gadgets are the root of the main problem: The biggest challenge of implementing this Iqra' extracurricular is the reduced interest of students in learning Iqra which is influenced by the use of gadgets or cellphones, students often play games rather than learning the Qur'an. So teachers must be creative in choosing interesting learning methods so that students do not get bored easily.

3) Limited Time Allocation in the Implementation of Activities

It was found that time constraints are one of the obstacles in the implementation of the program. This is due to the indifference between the number of students and the available time allocation. Students revealed that the Iqra' extracurricular participants were too crowded and the time was too short. A similar opinion was also conveyed by students with the initials RW who stated that the time was too short and there were quite a lot of extracurricular participants. In response to these conditions, the supervisor seeks to provide solutions for students who are late in getting their reading turn. As conveyed by Mrs. Rosmawati Siregar as the Coordinator Coach, students who experience delays will usually be given additional classes, outside of Iqra Extracurricular hours.

Evaluation of the Implementation of the Mandatory Iqra' Extracurricular Program

The evaluation mechanism for the Iqra' extracurricular program at Budisatrya Private Junior High School in Medan is carried out through two forms, namely process evaluation and result evaluation. The evaluation of the process is carried out periodically by the supervisor to monitor the development of each student's Iqra' reading ability. Recording is not done at every meeting, but every 4 meetings or 1 time a month. This is in accordance with the statement of Mrs. Rosmawati Siregar as the Coordinating Supervisor that the supervisor usually records student progress in the guidebook, every 4 weeks (Monday, May 18, 2026). Evaluation of results is the final stage of assessment to determine the increase in the volume of students' Iqra' which is carried out at the end of each semester through a reading practice exam. Based on data obtained from the supervisor, an overview of the achievements of grade VII-1 students who participated in the Iqra' extracurricular in the even semester of the 2025/2026 school year was obtained. The most visible indicator of the success of the Iqra' extracurricular program is the increase in the ability to read the Qur'an in students. This was confirmed directly through the results of interviews with several students participating in extracurricular activities.

Discussion

In this chapter, a discussion will be carried out on the results of the research findings that have been presented in the Research Results Chapter. The discussion is carried out by analyzing and interpreting the data of research results by connecting them to relevant theories and the results of previous research. The purpose of this discussion is to answer the formulation of research problems and provide a deeper meaning to the phenomena found in the field.

Implementation of the Mandatory Iqra' Extracurricular Program in Improving Students' Qur'an Reading Ability

Based on the results of the research that has been presented previously, this discussion aims to explain and elaborate the findings obtained from interviews and observations, relevant to the theoretical studies used. The discussion of the research can be detailed as follows:

1) Background of the Implementation of Compulsory Iqra' Extracurricular

Based on the results of the research that has been conducted, the implementation of the mandatory Iqra' extracurricular program since 2015 is motivated by the gap between the ideal competencies and the real conditions of students. Ideally, students at the junior high school level should be able to read the Qur'an fluently. However, findings in the field show that there are still 79 students at Budisatrya Private Junior High School in Medan who do not have this ability, even some of them do not know the hijaiyah letter.

These conditions are relevant to the view Muhaimin, (2015) which states that advanced formal education institutions often face problems Input students who have not completed basic religious skills. This is due to the limited allocation of Islamic Religious Education learning time in public elementary schools, so that the Qur'an reading material cannot be taught optimally.

As a result, the next level of education has the responsibility to complete these basic competencies. Thus, the policy set by the Budisatrya Medan Private Junior High School is a form of institutional response to the objective problems faced, as well as a form of implementing the school's function as an institution responsible for quality assurance of graduates, both in academic and religious aspects.

The results of the study identified two main factors behind the low Qur'an reading ability of students. The first factor is the reduced attention of parents to children's Qur'an education from an early age. The family, which should be the first educational institution for children, in practice many do not carry out this function optimally due to busyness or lack of awareness.

This condition is exacerbated by the second factor, namely the high intensity of gadget use among students. Gadgets with their various entertainment features are a more dominant attraction than Qur'anic learning activities that require perseverance and repetition. This results in students preferring to use their time to play gadgets rather than learning to read the Qur'an. Therefore, the presence of the mandatory Iqra' extracurricular program can be seen as a form of school intervention to fill the void in the role of the family. This is in line with the opinion Azra (2018) who called this phenomenon a shift in family function, where the responsibility for children's religious education was more left to the school.

Responding to these complex problems, Budisatrya Private Junior High School Medan has established a policy that the Iqra' extracurricular program is mandatory for all students who are not able to read the Qur'an. In fact, there is an additional rule that students who have not graduated from this program are not allowed to participate in other extracurricular activities. Viewed from the perspective of Islamic education management, the policy is an implementation of the principle of mas'uliyahor responsibility. As explained by Qamar (2020) Islamic educational institutions are not only responsible for the development of cognitive aspects, but also have an obligation to maintain and develop the religious aspects of students.

The urgency of establishing "mandatory" status is also based on the reality that religious programs that are optional in public schools tend to have low participation rates. Without binding regulations, the program will not be able to reach the students who actually need it most. Therefore, the habituation strategy through the program must be an alternative that is considered effective to ensure that all students receive learning services.

Thus, the policy of implementing mandatory Iqra' extracurricular activities at Budisatrya Private Junior High School in Medan is a strategic and solution step. This program not only aims to solve Qur'anic illiteracy, but also as a preventive effort to fortify students' morale from the negative impact of the digital era. It is hoped that through this program, graduates of Budisatrya Medan Private Junior High School will not only be able to read the Qur'an tartil, but also have a character with good morals.

2) Mechanism for the Implementation of Compulsory Iqra' Extracurricular

Based on the analysis that has been carried out by the researcher on the results of interviews and observations, the mechanism for implementing the mandatory Iqra' extracurricular program at Budisatrya Private Junior High School in Medan will be described based on four main stages.

a. Initial Selection and Mapping Stage as the Foundation of the Program

The mechanism for implementing the Iqra' extracurricular program must begin with the selection and mapping stage which is carried out at the beginning of the odd semester. The coaching team conducts an oral and written test of the Qur'an to all new students to identify their basic abilities. Based on the results of the test, data was obtained that there were 79 students who were not able to read the Qur'an and were required to participate in the Iqra' extracurricular program. Meanwhile, students who have been declared able to read the Qur'an are given the freedom to choose other extracurricular activities according to their interests.

This selection stage is a form of implementation of the principle assessment in program management. According to Sutrisno (2017) In Educational Management: Practical Steps for Managing Educational Institutions, the initial mapping activity serves as diagnostictest which aims to find out the real condition of students before the program is implemented. With accurate mapping data, the program can be designed in a targeted manner according to the needs of students. The policy that students who have not

completed the Iqra' program are not allowed to participate in other extracurriculars also shows the existence of a strict control system to ensure the achievement of program goals.

b. Student Grouping Based on Ability Level

After the selection process was completed, as many as 79 students who participated in the program were then recapitulated and grouped into three study groups based on the level of Iqra' ability. Rombel 1 consists of 25 students at the Iqra' 3 level with the supervisor Rosmawati Siregar, S.Ag. Rombel 2 consists of 27 students at the Iqra' 2 level with the supervisor Maimunah Hasibuan, MH. Rombel 3 consists of 27 students at the Iqra' 1 level with the supervisor Drs. Koan Maruanto, S.Ag. This system of grouping by ability level is relevant to the concept homogeneous grouping in learning. Ananda (2019) in the Journal of Education Administration Vol. 26, No. 2 explains that the grouping of students who have the same relative level of ability will create learning effectiveness. This is because teachers can adjust the material, methods, and learning speed according to the characteristics of the group, so that no student feels left behind or is too easy to follow learning.

c. Strategic Determination of the Time and Place of Implementation

Based on the results of observation and documentation, Iqra' extracurricular activities must be carried out regularly every Saturday at 08.50-10.10 WIB. The location of the activity is located on the 3rd floor of the Budisatrya Private Junior High School building, precisely in classroom VII-1. This scheduling was carried out with careful consideration, which was carried out after a series of morning activities in the form of joint gymnastics at 07.15–08.10 WIB and a break time at 08.10–08.50 WIB. The determination of the schedule shows that there is a program planning that pays attention to the principle of time efficiency. As stated by Noble (2020) in the Management and Leadership of the Principal, the scheduling of extracurricular activities should not clash with intracurricular learning hours so as not to interfere with the achievement of the main curriculum objectives. By placing activities on Saturdays after all academic activities are completed, the school ensures that the Iqra' program can run optimally without compromising students' rights to formal learning.

d. Role Sharing Based on Human Resource Organizing Strategy

The success of the program implementation is also supported by a clear human resource organization strategy. In the organizational structure of the program, the coordinator coach plays the role of a manager who is in charge of compiling the curriculum, dividing supervisor duties, and evaluating the program every month. The supervisors act as implementers in the field by implementing a small group system according to the Iqra' level and using the sorogan method and monitoring books to assess the development of individual students.

In addition, students are also actively involved through the peer tutor system, where students who are in higher volumes are in charge of listening and guiding their younger classmates. This strategy is in line with the participatory management theory put forward by Usman (2016) In Educational Management: Theories, Practices, and Cases Usman states that the involvement of all components, including learners as subjects, will create a sense of belonging and shared responsibility for the success of the program. The peer tutor system is also an implementation of the peer teaching which has proven to be effective in improving understanding, because students tend to be more open when studying with their peers. Thus, the mechanism for implementing the mandatory Iqra' extracurricular program at Budisatrya Private Junior High School Medan has been systematically designed, starting from the selection stage, grouping, scheduling, to organizing human resources. The integration of these four aspects is an important factor in supporting the achievement of the program's goals, which is to improve students' ability to read the Qur'an.

Learning Methods Used by Supervisors

From the results of observations and interviews conducted by the researcher, related to the methods used by teachers as Extracurricular Coaches, which are as follows:

1) Variety of Learning Methods to Avoid Boredom

Based on the results of observations on April 4 and May 16, 2026, the supervisor applied the bandongan and sorogan methods in the implementation of Iqra' extracurricular learning. In the bandongan method, the teacher reads the verse first then all students listen and follow it classically. Meanwhile, in the sorogan method, students go one by one in front of the teacher to read Iqra' and the teacher is in charge of correcting directly if there are mistakes in makhraj or tajweed. The use of these varied learning methods is an important strategy in learning the Qur'an. This is strengthened by the statement of the supervisor Mrs. Rosmawati who emphasized that the learning method is deliberately changed so that it is not monotonous, sometimes using sorogan, sometimes bandongan, and sometimes forming groups with members from different levels of Iqra' so that students can help each other. This statement shows the pedagogical awareness of teachers to create a dynamic learning atmosphere. The principle of variation of this method is in line with the opinion Amalia & Khoiriyah (2021) in the Journal of Islamic Education Vol. 7, No. 1 which states that the use of diverse learning methods can increase students' motivation to learn and prevent boredom. When only one method is used, students tend to feel bored, thus reducing the effectiveness of material absorption.

2) Combination of the Sorogan Method with the Qiraati Approach at an Advanced Level

The observation findings on April 14, 2026 show the development of the method at a certain level. The supervisor combines the sorogan method with the Qiraati approach. The technical implementation still uses sorogan, namely students advance one by one. However, there is a special rule for students who are at the Iqra' 6 level, which is not allowed to use rhythm in reading. The focus of learning at this level is emphasized on the fluency of reading and the accuracy of applying the rules of tajweed without using songs. The application of the Qiraati approach at the Iqra' 6 level shows that there is a systematic leveling of the material. According to Nursobah (2022) In the Tarbiyah Journal Vol. 29, No. 2, the Qiraati method has the characteristic of emphasizing tartil reading and according to the rules of tajweed without using songs, so it is very appropriate to apply to students who have entered the stage of refining reading. By eliminating the element of rhythm, students are trained to focus more on the accuracy of makhraj and the law of reading, which are core competencies in reading the Qur'an correctly.

3) Application of the Wafa Method with a Heterogeneous Group System

Furthermore, the results of observations on April 19, 2026 showed that the supervisor applied the Wafa method by forming small groups. The composition of the members of each group is deliberately made heterogeneous, consisting of students with different levels of Iqra'. During the activity, teachers acted as facilitators by going around to each group to ensure that the learning process remained conducive while checking students' readings directly.

This heterogeneous group formation strategy is an implementation of the concept Peer Tutoring in learning. Judge (2023) in the Journal of Islamic Religious Education Vol. 20, No. 1 explains that the Wafa method emphasizes group-based learning with peer tutors, where students who have higher abilities help their friends who are still in the learning stage. This system not only accelerates the learning process, but also fosters a mutual helping and social responsibility attitude among students. This is relevant to the purpose of the guidance teacher who states that the formation of groups whose members are at different levels of Iqra' is intended so that children can help each other.

4) The Sorogan Method

Although teachers use various methods, the sorogan method is the most commonly applied. In practice, students are asked to go one by one to the teacher's desk, then the teacher listens to the reading and immediately corrects the mistakes of makhraj, tajwid, and the short readings at that time. The reason for choosing this method is to make it easier for teachers to find out the level of individual students' reading ability and to make students more focused when learning.

The effectiveness of the sorogan method was also recognized by students. One of the students with the initials HSN stated that the most preferred method is the method of advancing one by one in the future, because if learning is done in crowds, he becomes less focused. These findings corroborate the arguments of Fadillah (2020) In the Journal of Obsession: Journal of Early Childhood Education Vol. 5, No. 1 that the sorogan method provides a space for personal

interaction between teachers and students, so that corrections can be made directly and deeply. This method is also considered effective for building students' concentration because of individual responsibility when facing the teacher.

Thus, it can be concluded that the supervisors at Budisatrya Medan Private Junior High School apply varied, contextual, and tiered learning methods. The combination of bandongan, sorogan, Qiraati, and Wafa methods is adjusted to the level of ability of students and learning objectives at each meeting. The dominance of the sorogan method was chosen based on considerations of effectiveness in conducting individual assessments and maintaining the focus of students' learning.

Supporting Factors and Inhibiting the Implementation of the Mandatory Iqra' Extracurricular Program in Improving Students'

Based on the results of data analysis in the field, three main factors were found to support the implementation of the mandatory Iqra' extracurricular program at Budisatrya Private Junior High School in Medan.

1) Supporting Factors
   a. Firm School Leadership Policy as a Driving Force

      The main supporting factor in the implementation of the mandatory Iqra' extracurricular program is the existence of a firm and binding policy of school leaders. The school stipulates that students who have not graduated from the Iqra' extracurricular program are not allowed to participate in other extracurricular activities. This policy indirectly creates extrinsic motivation for students to immediately complete the Iqra' program so that they can channel their interest in other extracurriculars such as futsal and dance. The existence of this strict regulation has proven to be an effective driving force. This is in line with the concept policy enforcement in the management of education put forward by Rahmawati (2021) in Journal of Educational Administration Vol. 28, No. 1. Rahmawati stated that policies that are binding and have clear consequences will increase the compliance and seriousness of students in participating in the program. When learners understand that there is a "price" to be paid for not participating in the program, then the level of participation and effort to graduate will increase significantly.

   b. Supervisor Competence as the Main Capital of Learning

      The second supporting factor is the competence possessed by the supervisor. Two of the three supervisors of this program are graduates of Strata One of Islamic Religious Education and have experience in teaching the Qur'an. A linear educational background and teaching experience are important capital in the knowledge transfer process, especially in learning skills such as reading the Qur'an which requires exemplary and precision in the correction of makhraj and tajweed.

      Teacher competence is a key variable in the success of an educational program. (Putra & Suryana (2022) in the Tarbawi Journal Vol. 19, No. 2 emphasizes that teachers with appropriate and experienced academic qualifications tend to be better able to design effective learning strategies, diagnose students' learning difficulties, and provide constructive feedback. Thus, the competence of supervisors at Budisatrya Private Junior High School in Medan is a quality guarantee in the implementation of the mandatory Iqra' extracurricular program.

   c. Parents

      Based on the results of interviews with school principals, supervisors, and students at Budisatrya Private Junior High School in Medan, it can be concluded that parental support is the main and strategic supporting factor in the successful implementation of mandatory Iqra' extracurriculars. The Principal, Mr. Ir. Herri Novandi Yoes, emphasized that the synergy between teachers and parents is very crucial to realize the school's visions and missions, especially in producing a generation that is able to read the Qur'an and be more solemn in prayer. In line with this, the supervisor places the positive response of parents as the first supporting element in addition to the readiness of educators and comfortable classroom facilities. From the perspective of students, the great contribution of parents is directly felt in the form of strong learning motivation, as expressed by students with the initials NM who feel more excited to explore Iqra' in order to pursue their dreams of continuing their education in public religious schools. The alignment of views from these

three parties shows that the active involvement of parents is an important foundation for the effectiveness of religious programs in schools.

d. Peer Support through the Peer Motivation System

The existence of motivation from peers is a significant supporting factor. Based on the results of observations, the supervisor deliberately formed a heterogeneous learning group whose members consisted of students with different levels of Iqra'. In this group, students who are at the level of Iqra' 5 and 6 play the role of tutors who teach their friends at the lower level.

Interaction in this group raises internal motivation in students. Those who initially lacked enthusiasm became encouraged to be able to read the Qur'an like their friends who were already fluent. This phenomenon can be explained through theory social learning Updated by Stuart (2020) in Journal of Educational Psychology and Counseling Vol. 6, No. 2. Handayani stated that a positive peer environment can create peer pressure constructive, where students are motivated to achieve the same standards as their group. The desire to match one's ability is a natural driver that is more effective than coercion from teachers.

2) Inhibiting Factors

a. Lack of Student Interest as a Psychological Challenge

The main inhibiting factor faced in the implementation of the program is the decline in students' interest in learning. This condition has a direct impact on the level of attendance and activity of students in the classroom. Students who have just graduated from elementary school tend to be more difficult to learn seriously and play more during learning. This situation requires the supervisor to have extra patience and the ability to vary learning methods so that students do not get bored easily. The decline in interest in learning at the junior high school level is a common phenomenon. Zulkifli (2023) in the Journal of Islamic EducationVol. 9, No. 1 explains that the transition period from elementary to junior high school is a phase in which students experience a change in interest and attention. In this phase, activities that are monotonous and require high concentration such as learning Iqra' often lose competition with activities that are considered more fun. Therefore, the biggest challenge is not in the material, but in efforts to arouse and maintain students' interest in learning.

b. Distraction of Gadget Use

The use of gadgets is the dominant cause that exacerbates the decline in students' interest in participating in Iqra' extracurriculars, especially related to the habit of repeating reading at home. The results of the observation showed that when the teacher did the memorization test of the previous meeting, there were students who were unable to repeat it smoothly and admitted that they did not do murajaah at home because they were busy playing gadgets. This phenomenon is a real impact of technological disruption on character and religious education. Hasanah (2024) in the Journal of Educational Technology Vol. 26, No. 1 explains that the intensity of use Gadgets uncontrolled adolescents of junior high school age are negatively correlated with independent learning habits at home. The time that should be used to repeat religious lessons is actually diverted to playing games or social media. As a result, the process of internalizing learning at school is not strengthened at home, so that students' learning progress slows. This challenge forces teachers to be more creative in designing learning methods that are able to compete with attraction Gadgets.

c. Limited Time Allocation in the Implementation of Activities

Based on the results of interviews regarding the implementation of Iqra' extracurriculars, the limited time allocation is the main obstacle due to the incomparability of the duration of activities with the number of students. This was confirmed directly by students with the initials NM and RW who complained about the short time in the midst of the crowd of participants present. The impact of this imbalance was felt psychologically by a student with the initials AKA, who admitted that he had felt lazy because he often did not get a turn to read forward to the front of the class, even though he had prepared himself well from home. The real conditions in the field are in line with the results of research conducted by Hambali & Eva (2018) in the Journal of Pedagogics (Vol. 05, No.02, 2018), which explained that in the evaluation of the implementation of religious extracurriculars,

inhibiting factors in the form of time constraints often minimize program efficiency if not accompanied by more structured activity planning.

Furthermore, the limitation of the duration of face-to-face contact per individual is a serious challenge considering the characteristics of learning to read the Qur'an. As studied by Rahma et al., (2025) In the Journal of Education and Teaching Review (Vol. 08, No. 01, 2025), the limited limited time allocation and the large number of students who are not comparable to the teachers are the main challenges that can affect the focus, interest, and motivation of students to learn in the Qur'an literacy program. In response to these problems, the school through the Coordinator Coach, Mrs. Rosmawati Siregar, provided a tactical solution in the form of providing additional classes outside of regular extracurricular hours for students who were late or had not had time to get their turn to read. This tactical step of adding hours is very relevant so that students' individual learning rights are still fulfilled fairly.

Evaluation of the Implementation of the Mandatory Iqra' Extracurricular Program

The evaluation carried out by the Iqra' Extracurricular Supervisor Must consist of process evaluation, evaluation of results. The evaluation is carried out with the aim of finding out whether the content of the teaching material delivered has been understood and understood by students or not. Not only that, the evaluation also aims to assess whether the teaching activities carried out are in accordance with the expected goals or not. Overall, the evaluation carried out by the Supervisor is in the form of practice and memorization. Then it ended with a formative test, namely with writing.

1) Mechanism for Assessing Students' Iqra' Reading Ability

The evaluation mechanism applied in the mandatory Iqra' extracurricular program at Budisatrya Private Junior High School in Medan is carried out through two complementary forms of evaluation. The first form of evaluation that is carried out on an ongoing basis is process evaluation.

a. Process Evaluation as Periodic Control of Student Development

The evaluation of the process is carried out periodically by the supervisor with the aim of monitoring the development of each student's Iqra' reading ability. Progress is not recorded at every meeting, but every four meetings or once a month using a monitoring book. This periodic evaluation system allows teachers to see the trend of students' learning progress without having to be burdened by daily administration. This periodic process evaluation model is in line with the concept formative assessment Explained by Pratiwi (2022) in Journal of Educational Evaluation Vol. 13, No. 1. Pratiwi stated that formative assessments that are carried out periodically aim to provide continuous feedback to students and teachers, so that improvements can be made immediately if obstacles are found in the learning process. By recording once a month, the supervisor has enough data to analyze the individual development of students while not sacrificing learning time that should be used for reading practice.

b. Evaluation of Results as a Determinant of Volume Increase

Evaluation of results is the final stage of assessment which is carried out at the end of each semester through a practice exam to read the Qur'an to determine the increase in the volume of Iqra' of students. Based on data obtained from supervisors in the even semester of the 2025/2026 school year, of the 11 students in grade VII-1 who participated in the program, there were 4 students who were declared to have passed Iqra', 1 student was at the Iqra' 3 level, 2 students were at Iqra' 5, and 3 students continued to Iqra' 6, and 1 student still remained at Iqra' 6. The implementation of evaluation of results at the end of this semester is a form of summative assessment which serves to measure the achievement of students' competencies comprehensively. According to Suryadi (2020) In the Journal of Education and Learning Vol. 27, No. 2, summative assessment at the end of the program is very important to provide objective decisions related to the completeness of students' learning. The data on the distribution of student achievement shows that the program has been running with progress, although the level of achievement varies. The existence of 3 students who successfully graduated is concrete evidence that the program is able to lead students to reach the final target.

Results Achieved

The success of a program can be seen from the concrete results achieved by students after participating in a series of activities. The main indicator of the success of the compulsory Iqra' extracurricular program at Budisatrya Private Junior High School in Medan is the increase in the ability to read the Qur'an in students.

Improving Students' Reading Ability as an Indicator of Program Success

The most obvious indicator of the success of the Iqra' extracurricular program is the increase in the ability to read the Qur'an in students. This increase is individual and varies from student to student. There are students who have experienced a significant increase, from those who were initially in Iqra' 3 to Iqra' 6 and have been able to read the Qur'an even though it is still in the fluency stage. Other students also experienced an increase of up to three levels of volume while participating in the program, from those who were initially not fluent in reading Iqra' and only knew the hijaiyah letters, now they can read even though they are still stammering.

This achievement shows that the mandatory Iqra' extracurricular program has had a positive impact on students' Qur'an reading competence. This is relevant to the research findings Kurniawan (2023) in the Journal of Islamic Religious Education Vol. 20, No. 2 which states that extracurricular programs based on the habit of reading the Qur'an intensively have proven to be effective in improving the fluency and accuracy of students' reading. Although the level of fluency varies from student to student, the movement from can't to can, and from stuttering to smoother, is empirical evidence that the program's goals have been achieved gradually.

Thus, the evaluation of the implementation of the Iqra' extracurricular program must show that the evaluation mechanism of the process and results has been carried out systematically. The results of the evaluation also prove that there is an increase in students' Qur'an reading ability as a direct impact of the program implemented.

CONCLUSIONS

The implementation of the mandatory Iqra' extracurricular program at Budisatrya Private Junior High School in Medan has been carried out systematically and has a real impact on improving students' Qur'an reading skills. This program has been implemented since 2015 as a response to the number of students who are still unable to read the Qur'an due to the lack of parental attention and the dominance of gadget use. The implementation mechanism begins with a diagnostic test at the beginning of the odd semester to map 79 students who are required to participate in the program. HR organization is carried out with a clear division of roles, where the supervisor plays the role of the curriculum manager, the supervisor as the field executor, and the student is involved through a peer tutor system. From the aspect of methods, the supervisor applies a variety of non-monotonous learning methods, including bandongan, sorogan, Qiraati in Iqra' 6, and Wafa with heterogeneous groups. The sorogan method is the dominant method because it is considered the most effective for making individual corrections and maintaining students' focus. The implementation of this program is supported by four main supporting factors while facing three inhibiting factors. The first supporting factor is the strict policy of school leaders, where students who have not passed Iqra' are not allowed to participate in other extracurriculars. This policy creates a strong extrinsic motivation for students to complete the program immediately. Second, the competence of supervisors who are S1 PAI graduates and experienced are a guarantee of learning quality. Third, there is support and motivation from parents who are happy with this program and provide encouragement to study at home. Fourth, peer support through a heterogeneous group system and peer tutors that foster peer motivation among students. Meanwhile, the inhibiting factors faced include the low interest of students which has an impact on attendance and activeness in class, the dominance of the use of gadgets that erode the time of murajaah at home, and the limitation of the allocation of implementation time that is not proportional to the number of students so that some students do not get a turn to read. The evaluation of the program implementation shows that the assessment mechanism has been systematically run through two forms, namely process evaluation and outcome evaluation. Process evaluations are carried out periodically every four meetings or once a month using a monitoring book to monitor individual student development. Evaluation of results is carried out at the end of each semester through a reading practice exam as a determinant of volume increase. The results of the evaluation showed concrete achievements, where of the 11 students in class VII-1 who participated in the program, there were 4 students who were declared to have passed Iqra', 1 student was at the

Iqra' 3 level, 2 students were at Iqra' 5, and 3 students continued to Iqra' 6, and 1 student was still at Iqra' 6. The most obvious indicator of the program's success is the improvement in individual Qur'an reading. There are students who have experienced a significant increase from Iqra' 3 to Iqra' 6 and have been able to read the Qur'an, as well as other students who have increased three levels of volume from only knowing hijaiyah letters to being able to read even though they are still stammering. Thus, the Iqra' extracurricular program must prove effective in improving the ability to read the Qur'an of students of Budisatrya Medan Private Junior High School.

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