



## Training Of Reading Writing The Qur'an Creating Generation Qur'ani Village Island Nine Substance Pangkalan Susu Langkat District

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### ABSTRACT

The flow of globalization has a positive impact and a negative impact. Advances in technology have brought us ease of activity, but technological advances have also eroded children's lives with the emergence of nature, materialism, capitalism, pragmatism, and hedonism. Children start with bad traits and characters. We are also responsible for the progress of the times by continuing to equip children to continue to be on the correct Islamic corridor. The Qur'anic generation is the generation that uses the Qur'an as a way of life and believes in its truth. They can show strong aqidah, true worship, and good morals, and high civilization. They also read, memorize, and understand properly and correctly the meaning contained in the Qur'an and practice all its contents in aspects of their lives. Thus the community service team for the Islamic Education Management Study Program at the Islamic High School carried out training in reading and writing the Qur'an in Pulau Sembilan Village, Pangkalan Susu District, Langkat Regency. This activity was carried out using the meeting method with the head of Pulau Sembilan Village and MDA teachers, TPQ. Then the training using the lecture method, discussion, and practice. As a result of this activity, the MDA, TPQ teachers were very enthusiastic in participating in this activity. It is proven by the discussions from the participants in honoring the understanding of this training.

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### INTRODUCTION

The Qur'an is the holy book of Muslims which is the main source of law. Al-Qu'ran read ur's different d ith read the Latin alphabet, the Newspaper in Arabic. Al-Qur'an has taught us one character Muslims because actually, Al-Qu'ran is a guideline and *rahmatan lil alamin* for all mankind in the world. A Muslim must learn the Al-Qu'ran and practice it, as for the implementation of the laws that exist in the life real.

To make the Qur'an a guide and guidance in life, of course, it must begin with the ability to read the letters of the Qur'an. This activity should be a habit

that cannot be separated from the life of a Muslim, not a day without reading the Qur'an.

Al-Qur'anur according to scholarly Manna was quoted as saying by Sheikh Khalil al-Qattan is the word of Allah Ta'ala revealed to Prophet Muhammad SAW and the worship to those who read it (Manna Khalil Al-Qatta, 2009) . The Newspaper is the holy book of Muslims that contains various sources of Islamic teachings. Serves as a guide and as a guide to life to achieve the pleasure of happiness in the hereafter.

The Qur'an is seen from its side, it is related to two big problems, namely the problem of the world and the problem of the hereafter. World problems include economics, social, family, politics, science and relations between people, morality, and so on. While the problems of the hereafter are related to faith in the afterlife, rewards, and sins, rewards and torments, as well as various other problems of the afterlife (Nata, 2003).

Many verses in the newspaper instruct to read Al-Qur'an, namely the first paragraph is paragraph 1-5 drops of the letter Al-Alaq. The first revelation revealed it is *iqra bismi rabbika* read it (call) the name God you are creating. Allah has commanded that the first lesson is reading. Read what course that has been the creation kan His. Speaking of generations Qur'ani is the generation that makes the Al-Qur'an ur's as a way of life and believes in the truth. They can show strong aqidah, true worship, and good morals, and high civilization. They also read, memorize and understand properly so contained within the Al-Qur'an early and practice the entire contents in the aspects of life.

The Qur'anic generation is the generation that makes the Qur'an a way of life and believes in its truth. The generation whose daily life leads to the Qur'an and its sunnah, the generation that is close to the Qur'an, the generation who loves and who always reads the Qur'an in their daily life. We hope that the generation that learns the Qur'an and teaches it and implements its contents and contents in their lives is under the guidance of the Prophet Muhammad, who makes the Qur'an a reference in every business. So important is the Qur'an in the eyes of the Messenger of Allah, that at the end of his life he advised his people: " I leave for you two things. You will not go astray as long as you hold on to it, namely the Book of Allah (the Qur'an) and the Sunnah of the Messenger of Allah." (HR Muslim).

I am very grateful that today there has been a very significant increase, especially in special places for children to learn the Qur'an. Whether it's done at home, at a place of worship, at a school or madrasa, at a boarding school for the trend of the Newspaper or the Tahfidz House, and so on. Deng's the number of study places Al-Qur'an is getting much, learners Al-Qur'an an also increased.

Likewise, the number of hafidz and hafidzah also increased very significantly. The method of reading the Qur'an and Tahfidzul Qur'an is also developing, so it is hoped that it will have an impact on the speed of learning and the quality of Islam.

Therefore, it is very important to educate people with religious education that leads to *Kalamullah*. A public whose members consist of people who are the embodiment of the Al q Uran in every movement of life. People who are nurtured and guided by the direction of the Qur'an, live under its auspices and walk in its light. Only then can we produce a truly Qur'anic generation. Al-Qu'ran even understands ur an are mandatory under the following verse: "Will they not want can *tadabburi* Al-Qur 'an? Is it because their hearts locked up dead?" (Abdur, 2015).

The Qur'anic generation can be started from scratch since childhood. The existence of the Al-Quran Study Parks ur a usual short MDA or TPQ, has become imperative for the education and moral development of children, in globalization engulfing exposure public today. As MDA/TPQ was in charge it have to clean up to answer the challenges, especially those involving the management including learning methods were applied. To improve science, technology, and skills as well as increase the professionalism of teachers and MDA/TPQ managers. So that the existence of MDA/TPQ can be a forum for the development of non-formal education in the religious field (Destri, 2018).

Currently, there is a tendency for moral degradation in society. Of course, this needs to be taken into account by the whole community. By continuing to instill strong religious values in our children through formal, informal, and non-formal education, such as MDA/TPQ. For management, MDA/TPQ should be structured, focused, and be happy, to produce *output* that can and useful later.

Training is an effort to develop human resources in increasing their understanding and knowledge (Hasibuan, 2009). An effort to increase knowledge and expertise of something to someone in a particular field (Ulfatin et al., 2016).

To find alternative solutions above, training for MDA / TPQ teachers in the Pangkalan Susu sub-district of Pula u Sembilan Village in Langkat Regency was held by the Islamic Education Management study program, Jam'iyah Mahmudiyah Islamic High School Tanjung Pura to provide knowledge new in improving the reading and writing of the Newspapaer which in turn created the Qurani generation.

**RESEARCH METHODE**

This type of research is qualitative, namely, research that seeks to capture symptoms holistically contextually through data collection from the subjects studied as direct sources with the researcher's key instruments, namely the researcher is the planner, implementer of data collection, analysis, data interpreter, and in the end, he becomes the reporter. the results of his research.

In qualitative research, for example, the main data collection technique is using a list of written interviews with informants, the data obtained is qualitative. Furthermore, to strengthen and check the validity of the interview data, it can be equipped with observations or interviews with informants who have provided answers to questions posed by the author, or other people who understand the problems studied (Sugiyono, 2020). So that with the qualitative data through in-depth interviews with the management who is authorized to provide information so that the authors can arrange a proportion.

In the implementation of this community service activity, through internal discussion activities of the STAI Jam'iyah Mahmudiyah lecturer team who will go into the field, discussions with the Head of Pulau Sembilan Village and MDA/TPQ teachers throughout Pulau Sembilan Village.

**RESULT AND DISCUSSION**

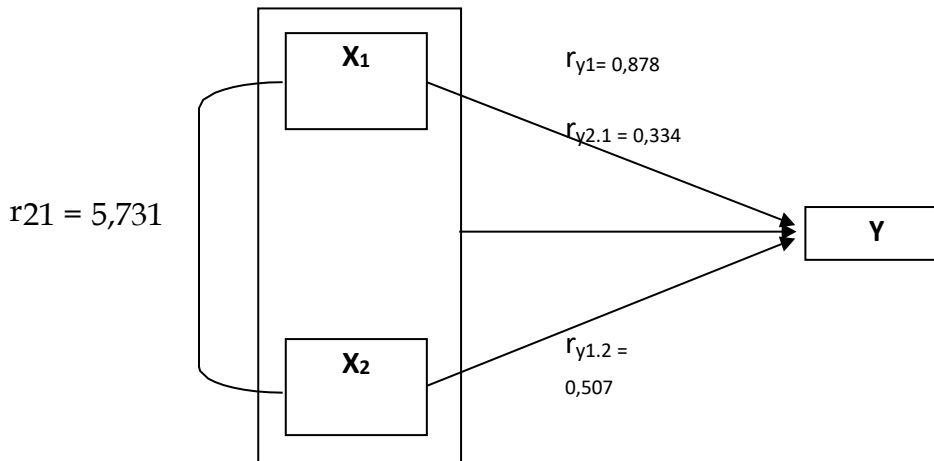
From the calculation of correlation double between variables motivation work and the management of stress with the commitment affective teacher obtained coefficient of correlation by using SPSS as that seen in the table below :

**Table 1**  
**Summary of the Results of Correlation Analysis and Significance Test for X2 Variables with Y and its Significance Test**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,911 <sup>b</sup>	,830	,827	4,803

Based on Table 4.17 on the calculation using SPSS then obtained coefficient of correlation of simultaneous (R) = 0911, the value of this shows that the relationship between all the variables free with variable bound is unbelievably strong. Jams it can be obtained information also information how coefficient determination is of  $(0.911) \times 100\% = 91.1\%$ . Value this signifies the most that the contribution of all variables is free to the variable bound by simultaneously is 91.1%, while the remaining 8.9% the rest is the contribution of factors other

outside research this. With such hypothesis research that states there is a relationship that is positive and means of motivation to work and the management of stress with the commitment effective teacher can be accepted and proven truth.



Based on the results of the analysis of the correlation is simple and correlation partial found the relationship that a positive and significant among the variables of motivation work with commitment effective teacher in Senior High School all Subdistrict Datuk Bandar Tanjungbalai City. It is can be seen from the results of the analysis of the correlation is simple ( $r$ ) obtained correlation between motivation to work ( $X_1$ ) with commitment effective teacher ( $Y_1$ ), namely ( $r$ ) of 0.878. It is demonstrated that happen relations are strong between the motivation of work ( $X_1$ ) with commitment effective teacher ( $Y_1$ ). While the direction of the relationship is positive because the value of  $r$  is positive, meaning more high motivation to work ( $X_1$ ) then further increase the commitment effective teacher ( $Y_1$ ). Furthermore, the significance test was carried out at the 5% level. If significance  $< 0.05$  then the relationship between motivation to work ( $X_1$ ) with a commitment to the effective teacher ( $Y_1$ ) is said to be significant. From table 4.13, the result of significance  $< 0.05$  is  $0.00 < 0.05$ . With such hypothesis research that states there is a relationship that is positive and significant between motivation to work with commitment effective teacher can be accepted and proven truth.

The analysis of the correlation is simple and correlation partial found the relationship that a positive and significant between managing stress with commitment effective teacher in Senior High School all Subdistrict Datuk Bandar Tanjungbalai City. It is can be seen from the results of the analysis of the correlation is simple ( $r$ ) obtained correlation Manage stress ( $X_2$ ) with a

commitment effective teacher ( $Y_1$ ), namely ( $r$ ) of 0.899. It is demonstrated that happen relationships are strong among Manage stress ( $X_2$ ) with a commitment effective teacher ( $Y_1$ ). While the direction of the relationship is positive because the value of  $r$  is positive, meaning more high- Manage stress ( $X_2$ ) then further increase the commitment effective teacher ( $Y_1$ ). Furthermore, the significance test was carried out at the 5% level. If significance  $< 0.05$  then the relationship between the management of stress ( $X_2$ ) with a commitment effective teacher ( $Y_1$ ) is said to be significant. From table 4.15, the result of significance  $< 0.05$  is  $0.00 < 0.05$ . With such hypothesis research that states there is a relationship that is positive and significant between managing stress with commitment effective teacher can be accepted and proven truth.

From the analysis of the correlation double-obtained coefficient of correlation of simultaneous ( $R$ ) = 0911, the value of this shows that the relationship between all the variables free with variable bound is unbelievably strong. Jams it can be obtained information also information how koefisoen determination is of  $(0.911) \times 100\% = 91.1\%$ . Value this signifies the most that the contribution of all variables is free to the variable bound by simultaneously is 91.1%, while the remaining 8.9% the rest is the contribution of factors other outside research this. With such hypothesis research that states there is a relationship that is positive and means of motivation to work and the management of stress with the commitment effective teacher can be accepted and proven truth.

## **Discussion**

Relationship between Work Motivation and Teacher's Affective Commitment People who have the motivation to achieve something will always move, take action, and work real to realize what they want. Commitment Affective a teacher associated with motivation to work that he had. Teachers who have the motivation to work will be committed to remedying achieve the purpose of the organization as a teacher professional. Teachers who do not have work motivation do not have the drive to have a teacher's affective commitment.

Relationship of Stress Management with Teacher's Affective Commitment Sulsky & Smith (in Safaria 2012) said that the source of stress on teachers that behavior negatively students, the burden of working excess, conflicts with superiors, conflict of roles, the ambiguity of the role of labor, facilities of teaching is not adequate, the environmental work is not convenient, and rewards the performance of the low. Teachers who have the management of

stress that will be able to commit effective as a teacher. Teachers who have an affective commitment will certainly contribute positively to the school.

Relationship between Work Motivation and Stress Management with Teacher's Affective Commitment Work motivation in this case can be a driving force for someone to have work spirit and the ability to manage stress by the teacher, both of which have a relationship with the teacher's affective commitment. For that, a teacher must have the motivation to work and the people it needs to manage stress so that stress is not to be negative or destructive to the commitment effective teacher. Teachers who already have both are certainly able to become optimal teachers in achieving the goals of the teaching profession and play an active role in achieving organizational goals (Hidayat & Wijaya, 2017; Mansur Hidayat Pasaribu, 2020; Zaini et al., 2020).

## CONCLUSION

Based on the results of the analysis of data and submission of the hypothesis, it can be stated conclusions as follows :

1. There is a significant relationship between work motivation and affective commitment of teachers in Senior High School in Datuk Bandar District, Tanjungbalai City. It can be seen from the results of simple correlation analysis ( $r$ ) obtained correlation between work motivation ( $X_1$ ) with an affective commitment of teachers ( $Y_1$ ), namely ( $r$ ) of 0.878. This shows that there is a relationship that is strong between work motivation ( $X_1$ ) with commitment effective teacher ( $Y$ ).
2. There is a significant relationship with stress management commitment effective teacher at Senior High School sub-district Datuk Bandar Tanjungbalai City. It can be seen from the results of simple correlation analysis ( $r$ ) obtained correlation Stress Management ( $X_2$ ) with the affective commitment of teachers ( $Y_1$ ), namely ( $r$ ) of 0.899. This shows that there is a strong relationship between stress management ( $X_2$ ) and the teacher's affective commitment ( $Y$ ).
3. There is a significant positive relationship between work motivation and stress management with teachers' affective commitment. From the multiple correlation analysis, the simultaneous correlation coefficient ( $R$ ) = 0.911, this value indicates that the relationship between all independent variables and the dependent variable is very strong. In addition, information can also be obtained on how the coefficient of determination is  $(0.911) \times 100\% = 91.1\%$ . These values signify the most that the contribution of all variables are free to the variable bound by

simultaneously is 91.1%, while the remaining 8.9% the rest is contributions from other factors outside of this study. With such hypothesis research that states there is a relationship that is positive and means of motivation to work and the management of stress with the commitment effective teacher can be accepted and proven truth.

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