



Improving the Quran Reading Skills of Students at TPQ Fathun Qarib UIN Ar-Raniry Banda Aceh: Implementation of Drill and Peer Tutoring Methods for Iqlab Material

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Drill method; Peer Tutoring; Tajwid Knowledge; Iqlab Reading; TPQ students

Abstract

Iqlab reading skills are very important for TPQ students, but there are still errors in changing the nun mati or tanwin sound to be similar to the mim reading, there are still things missing. The formulation of the problem is (1) how to apply the combination method (drill and peer tutor) in improving the iqlab reading skills of students at TPQ Fathun Qarib UIN Ar-Raniry Banda Aceh, and (2) whether the combination method (drill and peer tutor) can improve the iqlab reading skills of students at TPQ Fathun Qarib. The method used is Classroom Action Research which consists of 2 cycles, with the stages of planning, implementation, observation, and reflection. The results of the study showed that the application of the combination method (drill and peer tutor) is categorized as very good, with an increase in the percentage of ustadzah activity in cycle I (75%, good), and in cycle II to 97.8% (very good). While the activity of students in cycle I (78%, good), and increased in cycle II to 96.7% (very good). After implementing the combination method, there was an increase in Iqlab reading skills, namely students were able to exchange the nun mati/tanwin sound for mim, hum it, and stretch their lips. This study shows that the combination method (drill and peer tutoring) can improve the Iqlab reading skills of students at TPQ Fathun Qarib UIN Ar-Raniry Banda Aceh.

Abstrak

Keterampilan membaca iqlab sangat penting bagi santri TPQ, namun masih ditemukan kekeliruan dalam merubah bunyi nun mati atau tanwin menjadi mirip seperti bacaan mim, masih terdapat hal yang kurang. Rumusan masalahnya adalah (1) bagaimana penerapan metode kombinasi (drill dan tutor sebaya) dalam meningkatkan keterampilan bacaan iqlab santri di TPQ Fathun Qarib UIN Ar-Raniry Banda Aceh, dan (2) apakah metode kombinasi (drill dan tutor sebaya) dapat meningkatkan keterampilan bacaan iqlab santri di TPQ Fathun Qarib. Metode yang digunakan adalah Penelitian Tindakan Kelas yang terdiri dari 2 siklus, dengan tahapan perencanaan, pelaksanaan, observasi, dan refleksi. Hasil penelitian menunjukkan bahwa penerapan metode kombinasi (drill dan tutor sebaya) tergolong kategori baik sekali, dengan peningkatan persentase aktivitas ustadzah pada siklus I (75 %, baik), dan pada siklus II menjadi 97,8 % (baik sekali). Sedangkan aktivitas santri pada siklus I (78 %, baik), dan meningkat pada siklus II menjadi 96,7 % (baik sekali). Setelah penerapan metode kombinasi, terjadi peningkatan keterampilan bacaan iqlab yaitu santri sudah menukarkan bunyi nun mati/tanwin menjadi mim, mendengungkannya dan sudah merenggangkan bibir. Penelitian ini menunjukkan bahwa metode kombinasi (drill dan tutor sebaya) dapat meningkatkan keterampilan bacaan iqlab santri di TPQ Fathun Qarib UIN Ar-Raniry Banda Aceh.

Kata kunci:

Metode drill; Tutor sebaya; Ilmu tajwid; Bacaan Iqlab, santri TPQ

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INTRODUCTION

The ability to read the Quran for Muslims is mandatory, so learning to read is something important that starts from childhood (Fauji, et.al., 2020). There are many methods, techniques and strategies to read the Quran. Methods are ways of working that are based on teaching knowledge and experience and applied to achieve learning objectives. In the learning process, methods have an important role because they can affect the smoothness of learning. The use of the right methods can increase interest in learning, increase learning effectiveness, and reduce boredom during learning activities (Abror, et.al., 2023).

Methods are a way of educating, so that students can choose and use the right method according to the goals and supporting conditions. The educational process allows interaction between educators and students. That way, the educational method can be based on the pattern of the relationship between the two parties (Samad & Samad, 2024). Among the methods in learning are *the drill* method and peer tour. The drill method is an effective way of learning to help students master the material and become skilled, so that they can understand the lesson quickly and accurately (Sri Rahayu, 2024). The peer tutor method is a learning strategy so that students who understand the material better help explain and guide their friends in small groups (Safarianti, 2023). These two methods are very helpful in the teaching and learning process, including in learning tajweed.

The science of tajweed is a science that studies *the haqqul of letters* and *mustahaqqul of the letters*. The law of reading nun mati/tanwin is included in the law of *'aridhah (mustahaqqul letters)*, which are new laws in tajweed that arise for certain reasons. This law serves to maintain and maintain the rights of letters in correct pronunciation. (Abdurohim, 2016). The science of tajweed functions so that Muslims have the ability to read the Quran properly and correctly. The command to learn to read the Qur'an in Islamic teachings is *fardhu 'ain* (obligatory for every Muslim), while learning to become an expert in law is *fardhu kifayah*. This is so that Muslims in reading the Quran avoid mistakes; either fatal mistakes that cause a change in meaning, such as incorrectly pronouncing letters or wrong lines; as well as minor errors (*lahnul khafy*) related to the length and short of *madness* (Samad & Fajriyah, 2017; al-Hafidz, 2007; Jalante, 2006).

The ability to read the Qur'an properly and correctly is an important competency for every Muslim, including students at the Al-Qur'an Education Park (TPQ). One of the mistakes that is often found in tajweed learning at TPQ is the inaccuracy in reciting the law of nun mati or tanwin reading, especially in *iqlab reading*. *Iqlab* is a tajweed rule in which nun mati or tanwin that meets the letter ب is changed in pronunciation to resemble the letter م. The difficulty in pronouncing *iqlab* is due to the similarity of makhraj between the letters م and ب. The letter ب is pronounced from the two bellies of the inner lip, while the letter م comes from the two bellies of the middle lip (Fathoni, 2014).

The researcher found problems related to the skills of students in reciting *the iqlab reading law* at TPQ Fathun Qarib UIN Ar-Raniry Banda Aceh. Based on the results of observations and initial tests conducted on TPA level B students, even though they can read the Qur'an, there are still some students who have not pronounced the *iqlab reading law* correctly (Initial Test July 23, 2024). Such as not changing the sound of nun mati into mim, not buzzing the reading, or closing the lips excessively.

One of the approaches that can be used to improve students' skills in *reading iqlab* is to combine *the drill* method and peer tutors in learning the law of *iqlab* reading. The *drill* method

focuses on repetitive exercises that help students master the material quickly and precisely, while the peer tutor method allows more proficient students to help their friends in reciting *iqlab* readings.

Based on these problems, the researcher is interested in conducting further research on how to improve the skills of students in reciting *the law of iqlab* reading at TPQ Fathun Qarib by applying a combination of *drill* methods and peer tutors. This research is important because errors in reciting the law of *iqlab reading* not only affect the quality of reading, but can also change the meaning of Qur'anic verses. Therefore, the application of the right and effective method is very necessary so that students are able to understand and recite *iqlab* readings correctly and skillfully.

RESEARCH METHODS

This study uses a qualitative research method with the type of classroom *action research*. Classroom Action Research (PTK) is a type of research that is carried out in the classroom during the learning process (Saputra, 2021). In this study, PTK aims to overcome the problems faced by students in understanding and applying the law of *iqlab* reading. This study applies a classroom action research design according to the model of Kemmis and Mc. Taggart. The model is a series of stages that include four main components: planning, action, observation, and reflection. These four components are interconnected in one continuous cycle (Taniredja, et.al., 2013). Each cycle provides an opportunity to improve the learning strategy based on the results of observations and reflections in the previous cycle. Thus, the learning process becomes more oriented towards improving the skills of students gradually and continuously.

The data collection techniques in this study include observation, tests, and interviews, all of which are used by researchers to obtain comprehensive data.

1. Observation was carried out using observation sheets of the activities of ustadzah and students during the learning process.
2. The test is carried out through *pre-test* and *post-test* using a question sheet containing pieces of Qur'anic verses that contain the laws of *iqlab reading*. *The pre-test* is carried out before the application of the combination method, and *the post-test* is carried out afterwards. This test aims to measure the improvement of students' skills in reading *iqlab*.
3. The interview uses a question sheet aimed at finding out the opinions or attitudes of students and observers about learning combination methods (*drills* and peer tutors).

According to Malik and Chusni (2018), the percentage formula to see the tendency of students' activities in the learning process is.

$$P = \frac{F}{N} \times 100\%$$

Information:

P = Percentage of activity

F = Frequency (score) of activity

N = Total average value

100% = Fixed value

Table 1: Research Category Results of Observation of Ustadzah and Santri Activities

Value %	Rating Categories
81-100%	Very good
61-80%	Good
41-60%	Enough
21-40%	Less good
0-20%	Very bad

This table is used to assess the level of participation and activeness of ustadzah and students during the learning process. A high percentage shows that students are very active and involved in the application of combination methods (*drills* and peer tutors), while a low percentage shows minimal involvement in learning activities.

KAJIAN THEORITIS

A. Basic Concepts of *the Drill Method*

1. Definition of Drill Method

The *drill method* consists of two words, namely "method" and "drill." Etymologically, the word "method" can be interpreted as a way or steps used in a discipline to achieve a certain goal (Fitrah, 2017; Mulati, Kuswati & Rejeki, 2014). *Drill* means practice, *the drill method* is a teaching method that allows students to practice skills intensively with the guidance of teachers (Amirudin, 2017).

From the above understanding, it can be concluded that *the drill method* is a learning approach that is carried out through repeated exercises with the aim of forming students' skills and agility. In the context of this study, the *drill method* is used by ustadzah by providing repeated exercises on *iqlab* readings to train students' skills in reciting it.

2. Drill Method Steps

According to Tabrani Lubis (2020), the steps in the *drill method* include several stages as follows:

1. The teacher conveys the goals to be achieved, accompanied by appropriate illustrations;
2. The teacher gives preparatory exercises as a first step before moving on to the core exercises;
3. The teacher provides guidance, direction, and supervision during the exercise; and
4. The teacher provides comments or feedback on the implementation of the exercise.

3. Advantages and Disadvantages of the *Drill Method*

The advantages of *the drill method* include: helping to improve students' motor and mental skills, increasing accuracy, speed, and agility in tasks, building confidence through special skills, and making it easier for teachers to observe and identify students' discipline levels (Amiruddin, 2017).

The *drill* method has drawbacks, including being limited to automatic skills, can cause boredom if not varied, and requires an explanation of the benefits to keep students motivated. Its use must also be adjusted to the individual's ability to avoid boredom, and requires intensive guidance from teachers to be effective (Lubis, 2020).

Based on the advantages and disadvantages that have been described, it can be concluded that *the drill* method can improve basic skills, such as accuracy and speed in reading, but it needs to be varied and adjusted to individual abilities. In this context, *the drill* method can strengthen the basis of *iqlab* reading skills for students.

B. Basic Concepts of the Peer Tutor Method

Definition of Peer Tutor Method

Peer tutoring refers to a learning method in which a supervisor who has the same age or level as the student gives lessons to his peers (Fu'adah, 2021). Peer tutors are part of *cooperative learning*.

In this method, students learn from friends who are almost the same age, so they feel more comfortable receiving ideas and help. Peer tutors are students who have high learning motivation and a special interest in lessons. They are expected to motivate and help their friends, reducing awkwardness in learning in class or outside the classroom (Mukhlis, 2016). The criteria for a good peer tutor include better-than-average academic ability, high motivation, tolerance, responsibility, empathy, and friendliness. Tutors must also be able to help friends with awareness, be accepted by friends, be able to explain the material clearly, not arrogant, and be creative in providing guidance (Sulistiawati and Darmayanti, 2018).

Based on several definitions and criteria that have been described, it can be concluded that the peer tutor method is a learning approach that utilizes relationships between students to help each other in understanding *iqlab material*.

Steps of the Peer Tutor Method

According to Fu'adah (2021), the steps of applying this peer tutor learning method can be described as follows:

- a. Pre-Learning Activities, namely:
 - 1) Choose students who will be peer tutors.
 - 2) The tutor group was given an explanation after school hours.
- b. Implementation of Learning, namely:
 - 1) Ustadzah divided the students into several groups.
 - 2) Each tutor is placed in their group.
 - 3) Ustadzah explained the purpose and purpose of the division of the group.
 - 4) The tutor explains the material to the group members.
 - 5) Ustadzah assigns tasks to each group and supervises and guides them.
 - 6) The group presented the results of the discussion in front of the class and other students responded.
 - 7) Ustadzah corrected the final results of the students' work and concluded the material that had been explained.
 - 8) Giving awards to the group that gets the best results.

9) Rewarding the best tutors.

The steps of peer tutors described above are very structured, starting from tutor training, preparation of instructions, to direct supervision by ustadzah. This approach is considered more suitable for TPA students who need guidance and guidance so that learning runs effectively and in a directed manner.

1. Advantages and Disadvantages of Peer Tutoring Methods

The peer tutor method has several advantages, including creating a familiar learning atmosphere between students, improving understanding of the material for both tutors and those being guided, and strengthening students' sense of responsibility, confidence, and social skills. In addition, this method can be more effective for students who are awkward or reluctant to interact with ustadzah, strengthen relationships between students, and train tutors' patience (Arifin and Ekayanti, 2021).

However, the peer tutor method also has disadvantages, such as the students who are guided may be less serious because they feel more relaxed studying with their peers, as well as embarrassment that can prevent them from asking questions. In addition, this method can be difficult to apply in classrooms with gender differences between tutors and those being guided, and teachers may have difficulty choosing tutors who are not only smart, but also effective in teaching their friends (Arifin and Ekayanti, 2021).

Based on some of the advantages and disadvantages that have been described, it can be concluded that the peer tutor method is an effective approach to create a familiar learning atmosphere and improve material understanding, although it requires attention in the selection of tutors and handling challenges such as the lack of seriousness of the students being guided.

C. Combination of Drill Method and Peer Tutor

The combination of *drill* methods and peer tutors can be applied sequentially in learning tajweed at TPQ, especially in the law of *iqlab* reading. This method begins with the application of the *drill* method thoroughly to train students' skills in reciting *iqlab* readings well then continued with the selection of tutors who are in charge of guiding their friends in small groups to master the material more deeply.

The following are the stages in the application of this combination method:

1. Drill Method Stage

The *drill* method is focused on training students to be skilled in reciting the laws of *iqlab* reading. The researcher chose the *steps* of the drill method proposed by Lubis (2020) because this approach is more structured including:

- a. Ustadzah gave an explanation, namely by delivering the legal material of *iqlab reading*.
- b. Ustadzah gave a *drill*, by distributing cards containing fragments of verses about examples of *iqlab* readings.
- c. Ustadzah provides guidance, by listening to the students' *iqlab reading deposits* and doing *drills* (exercises) by reciting the laws of *iqlab reading* properly and correctly.

- d. Ustadzah gave a comment, by re-evaluating the students' *iqlab* readings and strengthening the material by displaying a *Power Point* containing the meaning of *iqlab*, how to read it, mistakes in practicing it and also reading examples.

2. Peer Tutor Method Stage

After the *drill method* is completed, the peer tutor method is applied to maximize the understanding of other students. *Peer Tutoring* is one of the methods in the learning process that is currently widely used. A group of students in *peer tutoring* who have completed the subject matter, providing assistance to students who have difficulty understanding the subject matter they are studying. Peer study help can eliminate awkwardness. Peer language is easier to understand, besides that with peers there is no reluctance, inferiority, embarrassment, and so on, so it is hoped that students who do not understand will not hesitate to express the difficulties they face ((Samad, 2020; Samad & Fajriyah, 2017; Sukmadinata, 2007).

The researcher chose the steps of the approach, namely; tutor training, instruction preparation, and direct supervision by ustadzah. The steps include (Fu'adah, 2021):

- a. Ustadzah chooses peer tutors by determining students who are skilled in reciting *iqlab* at the time of the *drill method* to be used as tutors.
- b. Ustadzah divides the group by dividing the students into 4 groups and assigning a tutor in each group.
- c. Ustadzah explained the purpose of group division by telling how tutors and group members work so that students understand how it works.
- d. Ustadzah assigns tasks and guides each group by distributing the Santri Worksheet (LKS) to each group and guiding them to practice how to pronounce *iqlab* correctly.
- e. Ustadzah corrected the work of the students and gave awards by listening back to the students' *iqlab* readings and correcting if the pronunciation was still incorrect and giving awards to the best group as motivation.
- f. Ustadzah concluded the material that had been taught by inviting the students to join in concluding together.

With this approach, students are not only trained to understand the material but also empowered to become mentors for their friends, resulting in more effective and in-depth learning.

D. *Iqlab* Reading Law (اقلاب)

1. Definition of *Iqlab*

Iqlab literally means changing the letters from their original form (Al-Juraisy, 2016). In tajweed terms, *iqlab* is replacing one letter with another. In the law of *nun mati/tanwin*, *iqlab* means replacing *nun mati/tanwin* with mim mati (مْ) before the letter *ba'* (ب), with a faint and buzzing reading (Ummah, 2020).

In Fathul Aqfal quoted by Ahmad Annuri states that *iqlab* in the sense of the law of *nun mati / tanwin* is:

النُّونُ وَالتَّنْوِينُ إِذَا وَقَعَا قَبْلَ الْبَاءِ تُقْلَبَانِ مِيمًا خُفَاءَةً فِي اللَّفْظِ لَا فِي الْحُطِّ

“When *the nun* dies or *the tanwin* meets the letter *ba'* (ب), then the two are changed to *mim* (م), but only in the form of sound, not in writing” (Annuri, 2023).

In At-Tajwid Al-Mushawwar, the work of Shaykh Aiman Rusydy Suwaid quoted by Fathoni (2014) said that the shape of the two lips in *the practice of iqlab* is that the two lips are not too stretched and not too closed.



Gambar 1: *The Shape of Both Lips when Reciting Iqlab*

Based on the picture above, it can be concluded that in reciting *iqlab*, the pronunciation of *nun mati* or *tanwin* that meets the letter *ba'* must be changed to *the sound of mim* with the position of both lips closed, accompanied by a buzz from the bridge of the nose. This process needs to be held for a moment to signify the law of *iqlab*.

There is only one letter involved in *the law of iqlab*, which is *ba'* (ب). The examples of *iqlab reading* and how to read it can be seen in the following table (Marzuki and Ummah, 2020).

Tabel 2: Examples of *Iqlab Reading Laws*

No.	Tertulis	Dibaca	Keterangan
1.	أَنْبِئْهُمْ	أَمْبِئْهُمْ	<i>Nun</i> dies replaced by <i>Mim</i> dies because he meets <i>ba'</i> and reads vaguely.
2.	عَلَيْمٌ بِذَاتِ	عَلَيْمٌ بِذَاتِ	<i>Tanwin</i> was replaced by <i>Mim</i> Die because he met <i>Ba'</i> and read it vaguely.

Based on the table of examples of *iqlab reading laws*, it can be seen that the *iqlab* law occurs when the letter *nun mati* or *tanwin* meets the letter *ba'* (ب). In each instance, the *sound of nun mati* or *tanwin* is changed to a *dead mim* that is read faintly, with the position of the lips closed and accompanied by a buzz. This shows the correct application of *the law of iqlab*, which must be done correctly so that the reading remains in accordance with the rules of *tajweed*. Each example in the table illustrates the application of *the law of iqlab* in various forms of reading, such as *nun mati*, *tanwin*, or a combination of both.

DISCUSSION

A. Profil Taman Pendidikan Al-Qur'an (TPQ) Fathun Qarib

1. History of TPQ Fathun Qarib

TPQ Fathun Qarib is an Al-Qur'an educational institution located in the city of Banda Aceh, precisely in the environment of UIN Ar-Raniry. This institution was established on March 23, 1997 as a form of support for Qur'an education for children. Since its inception, recitation activities have been carried out at the UIN Ar-Raniry Mosque (Interview with the Director of TPQ (MA) at TPQ Fathun Qarib on October 15, 2024).

Currently, TPQ Fathun Qarib has become one of the Qur'anic educational institutions that contributes to producing a generation with noble character and knowledge. With a commitment to continue to develop, TPQ Fathun Qarib strives to provide wider benefits to society, especially in forming a generation that is not only intelligent in science but also has good morals according to the teachings of the Qur'an (Interview with the director of TPQ for the period 1999-2012 (CH), dated October 30, 2024).

2. Visi

Preparing the Qur'anic generation to welcome a glorious future.

3. Misi

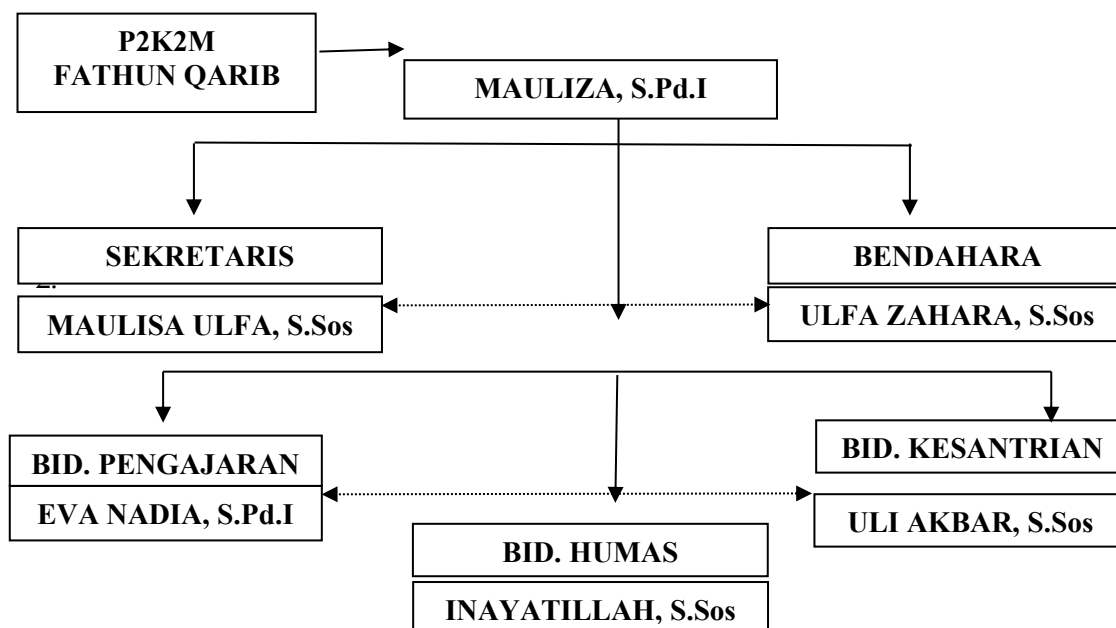
- a. Intellectual education, Islamic spiritual mentality for the formation of the character of a pious generation.
- b. Providing the ability to students to improve knowledge, skills and a good learning attitude
- c. Deceiving the potential of students to produce creations that are beneficial to themselves and others.

4. Goal

TPQ as a non-formal educational institution has the following institutional objectives:

- a. Helping to develop children's potential towards the formation of religious attitudes, knowledge and skills, through an approach that is adapted to the environment and level of child development, based on the guidance of the Qur'an and the Sunnah of the Prophet PBUH.
- b. Preparing children to be able to develop the religious attitudes, knowledge, and skills they already have through their advanced programs.

5. TPQ Fathun Qarib Management Structure



Gambar 2: *TPQ Fathun Qarib Management Structure*

KETERANGAN:

P2K2M = Pusat Pembinaan Kerohanian dan Kemakmuran Mesjid

————→ = Garis Intruksi

←-----→ = Garis Koordinasi

B. Application of Combination Methods to Improve *Iqlab* Reading Skills of Students at TPQ Fathun Qarib UIN Ar-Raniry Banda Aceh

This study applies a combination method (*drill* and peer tutor) carried out at TPQ Fathun Qarib UIN Ar-Raniry Banda Aceh, especially in the TPA B Al-A'la class, which takes place from October 2 to 15, 2024. Aims to find out the improvement of students' skills in reciting the laws of *iqlab* reading. This study consisted of 2 cycles that were observed directly by two observers, namely (IR) as the homeroom teacher of TPA B Al-A'la and (SF) as a colleague.

1. Cycle I

In the first cycle, the activity starts from the planning, implementation, observation to reflection stages which show that this combination method can improve *students' iqlab*

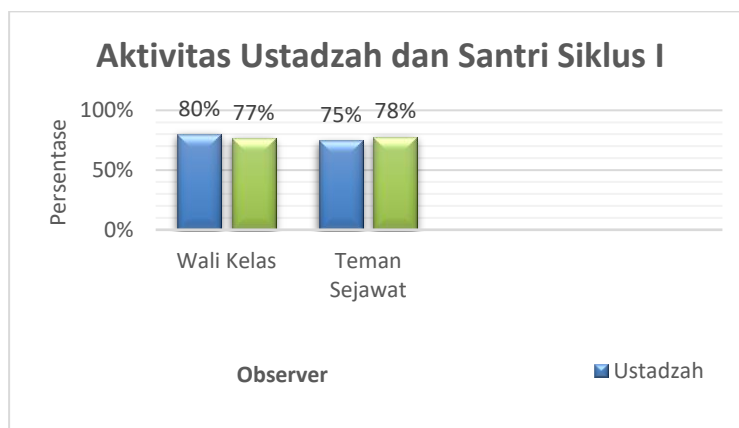
reading skills. This is evidenced by the activities of ustadzah and students who are considered good at every stage, with the active involvement of students. The results of observation of the activities of ustadzah and students during the learning process were obtained through observation sheets that had been prepared. This observation was carried out using an instrument in the form of an observation sheet filled by an observer, namely (IR) as the homeroom teacher of TPA B Al-A'la and a colleague, SF.

Based on the results of observations made by observers on the activities of the ustadzah, the total score which includes the initial activities, core activities, and closing activities reached 69. Therefore, the average value is then calculated using the formula: $P = \frac{F}{N} \times 100\% = 75\%$. The stage of success of ustadzah activities based on observations in the first cycle is in the good category. From these results, it can be seen that a score of 4 (very good) on the observation sheet was recorded as many as 10 items, a score of 3 (good) as many as 7 items, a score of 2 (sufficient) as many as 2 items and a score of 1 (less) amounted to 4 items.

$\frac{F}{N}$

Meanwhile, the results of observations made by observers on student activities, the total score that includes the initial, core and closing activities reached 72. Therefore, the average value is calculated using the formula: $P = \frac{F}{N} \times 100\%$, so that the result is 78.2%. The stage of success of student activities based on observations in cycle I is included in the good category. Of the scores obtained, 11 items on the observation sheet scored 4 (very good), 6 items scored 3 (good), 4 items scored 2 (adequate), and 2 items scored 1 (poor).

For more details, the activities of ustadzah and students in cycle I can be seen in the following diagram.



Gambar 3: *Graph of the Activity of Ustadzah and Santri Cycle I*

The graph above shows that in the first cycle, the activities of ustadzah and students have gone quite well although there are still some shortcomings. This can be seen from the fact that there are still observation items that get low scores, namely scores of 1 (less) and 2 (enough). However, most activity indicators scored highly, indicating active involvement in the learning process. These findings are the basis for improving and strengthening learning strategies in the next cycle so that the results obtained can be more optimal.

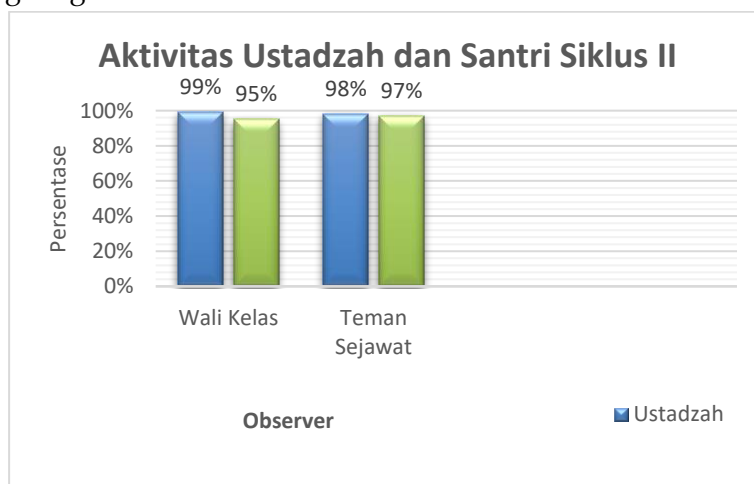
2. Cycle II

At this stage, the researcher conducts an analysis of the reflections from cycle I to identify the shortcomings and challenges faced. The researcher then designed improvements in learning. At the stage of core activities in cycle II, the ustadzah emphasized on improving the skills of students who were not correct in reciting *iqlab* readings in cycle I, namely by focusing on the mistakes of reading students when reciting *iqlab* using a combination method (*drill* and peer tutors). The implementation process begins with the application of the *drill* method to train students to be more skilled in reciting *iqlab* readings. Students who show the best progress during the training will be selected as peer tutors.

Based on observation data conducted by observers on ustadzah activities, the overall total score covering the beginning, core and closing activities reached 90. Therefore, the average value is calculated using the formula: $P = \frac{F}{N} \times 100\% = 97.8\%$. The success stage of ustadzah activities in cycle II is in the very good category. From these results, it can be seen that a score of 4 (very good) on the observation sheet was recorded as many as 21 items, a score of 3 (good) as many as 2 items, a score of 2 (adequate) and a score of 1 (less) amounted to 0 (none).

Meanwhile, the results of observations on student activities in cycle II, the total score that includes the beginning, core and closing activities is 89. The average value is calculated using the formula $P = \frac{F}{N} \times 100\%$, so that the result is 96.7%. The success stage of student activities in cycle II is included in the very good category. Of the scores obtained, 20 items on the observation sheet scored 4 (very good), 3 items scored 3 (good), and 0 items scored 2 and 1.

For more details, the activities of ustadzah and students in cycle II can be seen in the following diagram.



Gambar 4: Chart of Ustadzah and Santri Activity Cycle II

Based on the graph above, it can be seen that the activities of ustadzah and students in the second cycle have increased compared to the previous cycle. This shows that the application of combination methods (*drills* and peer tutors) can create an active and participatory learning atmosphere. This increase also reflects the involvement of ustadzah in guiding and increasing the activeness of students during the learning process.

C. Improving Iqlab Reading Skills of Students at TPQ Fathun Qarib UIN Ar-Raniry Banda Aceh through the Application of Combination Drill and Peer Tutor Methods

The implementation of the combination method (*drill* and peer tutors) aims to improve the *iqlab* reading skills of students at TPQ Fathun Qarib UIN Ar-Raniry Banda Aceh. To see the improvement of students' skills in reciting *iqlab*, two types of tests are given, namely *pre-test* and *post-test*.

The *pre-test* is given in the form of a sheet of paper containing a piece of Qur'anic verse containing examples of the laws of *iqlab* reading and is carried out before the application of the combination method to see the extent of the students' skills in reciting *iqlab*. The fragments of Qur'an verses that were used as *pre-test* instruments are as follows.

Tabel 3: Instrumen *Pre-test*

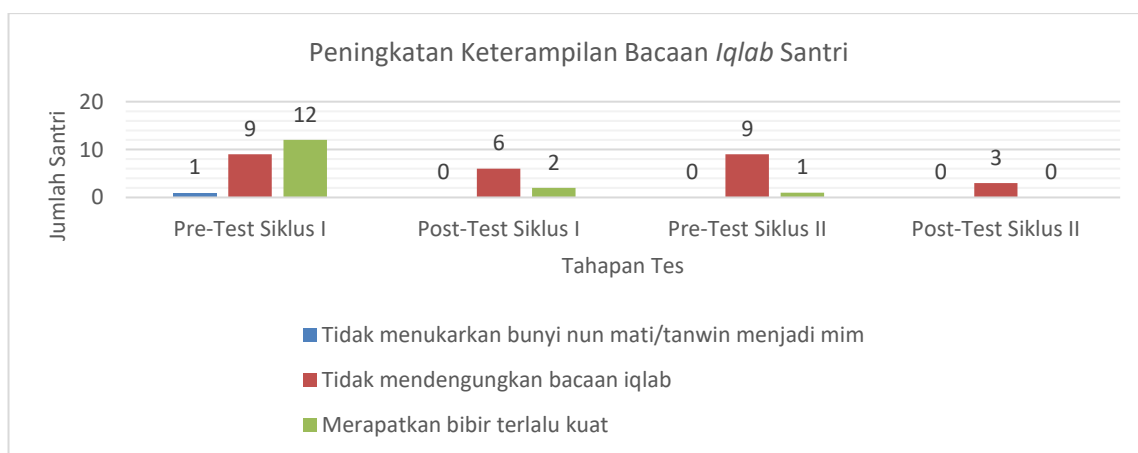
سُنْبِلَةٌ	مِنْ بَقْلِهَا	صَمٌّ بَكُمْ	سَمِيعٌ بَصِيرٌ	مِنْ بَعْدِهِ
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Meanwhile, *post-test* is given after the combination method is applied. These two tests are designed to measure changes in students' skills in reciting *iqlab* readings, both before and after the learning process with a combination method. The *post-test* provided contains the following instructions.

Instructions for answering questions:

1. Read the Qur'an verse below!
2. Find an example of *iqlab* in that sentence!
3. Round up an example of *iqlab* reading using a pencil/pen like the example below!
4. Read the *iqlab example* in front of the class well and correctly!

The results of improving students' skills in reciting the laws of *iqlab* reading in cycles I and II can be seen in the following graph.



Gambar 5: Improving Iqlab Santri Reading Skills

The graph above shows a decrease in the number of student errors from each cycle, both in terms of letter pronunciation and the proper application of *iqlab* rules. The mistake in closing the lips too tightly, which was initially the most common finding in the *pre-test* cycle I, was successfully minimized until it was no longer found in the *post-test* cycle II. Similarly, the error in buzzing also shows a considerable decrease. This is proof that the combination method of *drill* and peer tutors can gradually and sustainably improve students' *iqlab* reading skills.

CONCLUSION

Based on the results of research that has been conducted on the application of the combination method (*drill* and peer tutors) to improve the *iqlab* reading skills of students at TPQ Fathun Qarib UIN Ar-Raniry Banda Aceh, it can be concluded that the application of the combination method (*drill* and peer tutors) has succeeded in improving *iqlab* reading skills students at TPQ Fathun Qarib. The application of this method is classified as very good, with an increase in the percentage of ustadzah activity in the first cycle reaching 75% (good) and increasing in the second cycle to 97.8% (very good). Meanwhile, the activity of students in the first cycle reached 78% (good) and increased in the second cycle to 96.7% (very good). Then after the application of the combination method, there was an increase in the reading skills of *iqlab* students. In the first cycle, errors were still found in changing the sound of *nun mati/tanwin* to *mim*, buzzing *iqlab* readings, and stretching the lips. The test results showed that of the 13 students tested, 6 students did not hum when reciting *iqlab*, and 2 students closed their lips too closely. However, in cycle II, there was no longer any mistake in exchanging the sound of *nun mati/tanwin* into *mim*. The error in buzzing *iqlab* readings was reduced, only 3 students remained. In addition, all the students have pronounced correctly without closing their lips excessively. Based on these results, it shows that the combination method (*drill* and peer tutors) is a very useful approach in improving students' *iqlab* reading skills, and can be applied to improve learning in TPQ.

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