The influence of parental guidance on children's ability to read al-qur'an in Majlis Ta'lim As-Salafiyah Tegalwaru Purwakarta Indonesia

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ABSTRACT This research is based on the low ability to read al-Qur'an children in *Majlis Ta'lim* As-Salafiyah. This study aims to determine the effect of parental guidance on the ability to read al-Qur'an children in *Majlis Ta'lim* As-Salafiyah Tegalwaru Purwakarta. This research is a quantitative study using correlational techniques; the research sample is 44 respondents, with a significance level of 0.5%. The data collection technique used a questionnaire with scalable likers. Data analysis uses product-moment correlation. The results of hypothesis testing obtained "r" with the correlation coefficient value are 0.461. This value is in the interval 0.40 - 0.599, which is between the parental guidance variable and the variable of the ability to read the al-Qur'an have a moderate correlation. The percentage of the relationship is 0.212, which implies that the influence of the parental guidance variable on the variable of the ability to read al-Qur'an is 21.2%, and the remaining 79.8% is influenced by other factors. The value of F_{count} is 11.309. F table with df1 = k - 1 (2 - 1 = 1) and df2 = 44-2 = 42 with an error rate of 5%, the value of F table is 4.070. Based on this comparison, $F_{count} \geq F_{table}$, so it can be concluded that Ho is rejected and Ha is accepted, meaning that there is a positive and significant influence between parental guidance on the ability to read al-Qur'an children in Majlis Ta'lim As-Salafiyah Tegalwaru Purwakarta.

1. INTRODUCTION

Education is a valuable investment in the form of increasing human resources in the development of a nation (Karim, 2016). The term education in Islam is often expressed in the form of at-tarbiyah, al-ta'lim, and al-riyadlah. Each of these terms has a different meaning seen from the context of the sentence, even though in certain usage, it has the same meaning (Usman et al., 2020).

The quality of children's education has an impact on the success or failure rate depending on the involvement of parents. Parental guidance for children is very important to determine a child's development even though there are other factors such as; friends and the environment who contribute to success in education (Knauer et al., 2019).

Parents must provide lawful living, treat them fairly, and provide them with education and teaching. Good and bad behaviour depend on the attention of parents. Parents are educators for children in various matters, from general knowledge to the most important knowledge, namely religion given to children, such as reading and understanding the Qur'an (Corter & Pelletier, 2010).

Given the importance of the al-Qur'an in life, even the al-Qur'an will be of assistance to anyone who always reads, understands, and practices it in the afterlife. It will not hurt people who always do everything based on the guidance of the al-Qur'an. Therefore, parents need to teach, guide and direct their children to always love the Qur'an. Children are the hope of the nation who must be educated with religious values so that they have character (Q-Anees & Hambali, 2020; Rinto et al., 2020; Parinduri et al., 2020).

The results of interviews with teachers in Majlis Ta'lim As-Salafiyah showed the low ability of children to read al-Qur'an. This happens because not a few of the parents do not care less about their children's ability to read the al-Qur'an. Not optimal in guiding children's al-Qur'an recitation. Besides that, there are still many parents who fully surrender the responsibility of guidance to read al-Qur'an to others and there is a lack of parental responses in following up on children's activities in reading al-Qur'an (Masbukin, 2012). In addition, the problems encountered are that parents are less communicative and do not pay attention to the development of their children's ability to read the Qur'an because they are too busy with activities outside the home so that the natural needs of children are not fulfilled, parents spoil children too much by giving freedom to use gadgets (Bunujevac & Durisic, 2017).

The results of interviews with parents stated that they gave their children al-Qur'an tutoring at Majlis Ta'lim As-Salafiyah because they were busy with activities outside the home. In addition, they do not understand the reading of the Qur'an. The ability of children to read the Qur'an is very

much influenced by the background of their parents. It is assumed that one of the contributing factors is the factor of the two parents who in guiding their children at home, especially at pre-school age, are not handled properly (Karim et al., 2017; Matthes & Stoeger, 2021).

The forms of attention and guidance that parents can take towards their children are as follows; a. Motivating children in learning, motivation is important in learning, with strong motivation the children feel happy and excited to learn (StGeorge & Fletcher, 2020). This motivation can be in the form of praise to the child for the achievements he has achieved, then showing how to learn well: b. Providing learning facilities, what is meant by learning facilities are writing instruments, writing books, textbooks, and a place to study. This can encourage children to be more active, thereby increasing learning achievement; c. Supervise children's learning activities at home, so that they can find out whether their children are learning well; d. Supervise the use of children's learning time, so that parents can find out whether their children are spending time regularly and properly; e. Knowing the child's difficulties in learning, so can help the child's efforts to overcome difficulties in learning; f. Helping children overcome their difficulties by providing the learning guidance they need (Ariani, 2013; Qodriah et al., 2017).

In general, the factors that affect the ability to read the Qur'an are divided into 3, namely: 1) Internal factors (factors from within students); a) Physiological Aspects (which are physical) and; b) Psychological Aspects (which are spiritual). However, among the spiritual factors or psychological aspects of students in general, they are as follows: (1) Student Intelligence; (2) Student Attitudes; (3) Talent; (4) Student Interest; and (5) Student Motivation. 2) External factors (factors from outside students): a) Social environment, and; b) Nonsocial environment. 3) Approach to Learning Factors (Ambarita et al., 2021; Karim & Hartati, 2020).

Based on the theoretical study described above, the research hypotheses in this study are as follows:

Ha: There is an effect of parental guidance on the ability to read Al-Qur'an children at Madrasah As-Salafiyah.

Ho: There is no effect of parental guidance on the ability to read Al-Qur'an children in Madrasah As-Salafiyah.

The main factor in the involvement of parents in guiding the children's reading of the al-Qur'an greatly determines their reading ability. Parental guidance for children, especially attention in the process of learning to read the al-Qur'an, will foster high interest in children in reading al-Qur'an skills. The purpose of this study was to determine the effect of parental guidance on children's ability to read al-Qur'an.

2. METHOD

The approach in this research uses a quantitative approach. Researchers have made observations to the school, and these problems make it easier for researchers to use a quantitative approach. This is done because quantitative research requires a large population, the problems are clear, observable, measurable, and the researcher intends to test the hypothesis (Perumal, 2014).

While the method in this research uses the correlative method. This research was conducted to determine the correlation between the two variables, namely the effect of parental guidance and students' ability to read the Qur'an (Paterson et al., 2016).

The population in this study were all 50 children in Majlis Ta'lim As-Salafiyah. Sampling was adjusted to table 5.1 regarding the determination of the number of samples from a certain population with an error rate of 1%, 5%, and 10%. The researcher took a sample with an error rate of 5% according to the table. If the total population is 50 people, the sample taken is 44 people (Sugiyono, 2019).

The data collection technique used a questionnaire. Written questions or statements using a Likert scale with the interval data type. Test the validity of the internal instrument by asking for the opinion of an expert lecturer, and in testing the external validity and reliability of the researcher testing the instrument and the results are analyzed by comparing the prices of t count and t table (Abawi, 2013).

Data analysis techniques, namely: a) Description of the data for each variable, consisting of a percentage, size of data centering and distribution and data display. b) Prerequisite analysis, consisting of a normality test and a linearity test. c) testing the research hypothesis, consisting of hypothesis testing for each variable and correlation and regression (Miles & Hubeman, 2007).

3. RESULT AND DISCUSSION

In the validity test of variable X, out of 36 items, 28 items were obtained Valid questions and 8 points of sola are invalid. In reliability testing, invalid item numbers in the above validity test were not included. Cronbach's Alpha = (0.906) $\geq$ r table = (0.297), this shows that of the 36 questions in the instrument, 28 questions are stated as reliable and can be used as a data collection tool to measure the parental guidance variable (X). In the validity test of variable Y, out of 25 items, 22 items were valid and 3 items were invalid. Cronbach's Alpha = (0.942) $\geq$ t_{table} = (0.297), this shows that of the 25 questions in the instrument declared 22 questions are reliable and can be used as a data collection tool to measure the parental guidance variable (X).

Based on the results of interviews in Majlis Ta'lim As-Salafiyah, it was found that the cause of the low ability to read al-Qur'an children was low parental guidance. This is indicated by the fact that there are still many parents who fully surrender the responsibility for guidance to read al-Qur'an to others so that parents are not maximal in improving guidance to read al-Qur'an (Raharjo, 2005). Forms of parental guidance include motivating children in learning, guiding children in associating with the living environment, providing learning facilities, supervising children's learning activities, finding out children's difficulties in learning, and helping to overcome children's difficulties in learning (Benson et al., 2016). Based on these forms of parental guidance, if one of them is not fulfilled, the guidance from parents will not be optimal.

The questionnaire was distributed to respondents as many as 44 people and obtained from the X variable, namely parental guidance with an average value of 75.20% of all statements. Referring to the percentage and assessment criteria, these numbers are in the interval 63 - 81 with a good category. Thus, it shows that on average the respondent's parental guidance is good. The calculation results show that the histogram has a normal shape (symmetrical/bell shape), the average histogram is located in the mid-

dle of the data range. The highest data frequency is located in the middle and decreases gradually and symmetrically on both sides.

The results of the calculation of the hypothesis test with a degree of error of 5% obtained t_{count} = 11.630 and t_{table} = 2.015. if $t_{count} \geq t_{table}$ then Ha is accepted and Ho is rejected, whereas if $t_{count} \leq t_{table}$ then Ho is accepted and Ha is rejected. If you look at the table above, t_{count} is 11.630 which is greater than t-table, which is 2015, then Ha is accepted and Ho is rejected. So, parental guidance is more than 60%.

Based on the interviews conducted in Majlis Ta'lim As-Salafiyah, it was found that there was a problem regarding the low ability to read the al-Qur'an for children (Aji et al., 2020). This is indicated by the fact that children are fluent in reading al-Qur'an but the principles of reading al-Qur'an are ignored and some of the children are not fluent in reading al-Qur'an (Bin Baba, 2018). A person who can read the Koran is well marked by fluency in reading the al-Qur'an, the accuracy of reading the al-Qur'an with the rules of tajwid, and the compatibility of reading the al-Qur'an with the makhorijul letters. Meanwhile, based on the results of interviews, some indicators are not fulfilled (Masbukin, 2012).

To prove the results of the interview, the researchers researched Madrasah As-Salafiyah, by first testing the variable Y instrument by giving a questionnaire in the form of a statement of 25 items. The questionnaire refers to the indicator of the ability to read the al-Qur'an as attached (Aswirna & Fahmi, 2020). After testing the instrument, 22 valid and reliable questionnaires were used. Then the researcher spreads the questionnaire to the place understudy regarding items that are valid and reliable.

The results of the calculation were obtained from the variable Y, namely the ability to read al-Qur'an with an average value of 71.46% of all statements. Referring to the percentage and assessment criteria, these numbers are in the interval 63 - 81 with a good category. Thus, it shows that the average respondent's ability to read the Qur'an for children is good. From the calculation results show that the histogram has a normal shape (symmetrical / bell shape), the average histogram is located in the middle of the data range. The highest data frequency is located in the middle and decreases gradually and symmetrically on both sides.

According to Rahim, children who get good language examples from adults and parents who speak and encourage their children to speak will support the development of children's language and intelligence. Likewise with children's reading skills. Children who come from homes that provide many reading opportunities in an environment full of diverse reading will have high reading skills (Berthelon et al., 2020; Erdawati et al., 2016).

This view shows that if a child is not allowed to read and is in an environment that is lacking in a variety of readings, he will have less ability to read the Koran. The normality test used is the one-sample Kolmogrov-Smirnov method with a significance level of 0.05. It is known that the significant value of the variable X (Parental Guidance) and variable Y (Ability to Read al-Qur'an) is 0.200. This value is greater than the significant level used, namely 0.50. So, it can be concluded that the data studied were normally distributed. Based on the linearity test, a significant value was obtained of 0.812. This value is greater than the significant error level, namely 0.05, which means that there is a significant linear relationship between the X variable (Parental Guidance) and the Y variable (the ability to read the al-Qur'an).

Based on the calculation of the significant value of the variables X and Y are 0.002, it means that these two variables have a relationship or are correlated. While the correlation coefficient value is 0.461. referring to the number is in the interval 0.40 - 0.599, which is between the X variable (parental guidance) and the Y variable (the ability to read the al-Qur'an) is moderately correlated. The correlation coefficient value shows a positive value in which the X and Y variables have a unidirectional relationship with the conclusion if the value of the X variable (parental guidance) is high, then the value of the Y variable (ability to read al-Qur'an) will also be high.

Based on the results of the calculation of the value of t_{count} is 3.363 while the t_{table} with df = n - 2 = 44 - 2 = 42, with an error rate of 5% is 1.687. Thus the value of t is greater than t_{table}, meaning that the value of t is located in the rejection area of Ho. The conclusion is based on the results of research on 44 respondents, it is found that there is a correlation between variable X (parental guidance) and variable Y (ability to read al-Qur'an).

Based on the calculation results, the value of the correlation/relationship (R) is 0.461. From this output, the coefficient of determination (R Square) is 0.212 which means that the influence of variable X (parental guidance) on variable Y (ability to read the Koran) is 21.2% and the remaining 79.8% is influenced by other factors. F_{count} of 11.309. While F_{table} with df1 = k - 1 (2 - 1 = 1) and df2 = 44-2 = 42 with an error level of 5%, the value of F_{table} is 4.070. If $F_{count} > F_{table}$, then Ha is accepted and Ho is rejected, whereas if $F_{count} \leq F_{table}$ then Ha is rejected and Ho is accepted. Based on this comparison, $F_{count} \geq F_{table}$, so it can be concluded that the X variable (parental guidance influences the Y variable (the ability to read the al-Qur'an). In the next calculation, in column B Constant (a) is 22.221 while the Trust value (b) is 0.483. So that the regression equation can be calculated as follows:Y = a + b X

Y = 22,221 + 0,483 X. This equation can be translated: (1) a constant of 22.221 means that the constant value of the variable of the ability to read al-Qur'an is 22.221, (2) the X regression coefficient of 0.483 states that for every 1% increase in the value of parental guidance, the value of the ability to read al-Qur'an increases by 0.483. The regression coefficient is positive, so it can be said that the direction of the influence of the variable X on Y is positive.

4. CONCLUSION

Based on the results of research in Majlis Ta'lim As-Salafiyah Tegalwaru, Purwakarta-Indonesia, with the research title "The Effect of Parental Guidance on Children's Reading Ability in Majlis Ta'lim As-Salafiyah Tegalwaru, Purwakarta-Indonesia". The researcher obtained the following conclusions: (1) Parental guidance in Majlis Ta'lim As-Salafiyah Tegalwaru, Purwakarta-Indonesia is considered good with an average score of 75.20% of all statements. (2) The ability to read al-Qur'an children in the Majlis Talim As-Salafiyah Tegalwaru, Purwakarta-Indonesia, is considered good with an average score of 71.46% of all statements. (3) Parental guidance influences the ability to read the al-Qur'an children with the correlation coefficient value is 0.461. This value is in the interval 0.40 - 0.599, which is between variable X and variable Y being moderately cor-

related. The correlation coefficient value shows a positive value in which the X and Y variables have a unidirectional relationship with the conclusion that if the value of variable X is high, then the value of variable Y will also be high. The percentage of the relationship is 0.212 which implies that the effect of variable X on variable Y is 21.2% and the remaining 79.8% is influenced by other factors. f_{count} of 11.309. While f_{table} with df1 = k - 1 (2 - 1 = 1) and df2 = 44-2 = 42 with an error level of 5%, the value of F_{table} is 4.070. If $f_{count} \geq f_{table}$, then Ha is accepted and Ho is rejected, whereas if $f_{count} \leq f_{table}$ then Ha is rejected and Ho is accepted. Based on this comparison, $f_{count} \geq f_{table}$, so it can be concluded that Ho is rejected and Ha is accepted, meaning that there is a significant influence between parental guidance on the ability to read al-Qur'an in Majlis Ta'lim As-Salafiyah Tegalwawu, Purwakarta-Indonesia.

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