



THE ROLE OF SELF AWARENESS IN MEDIATING THE INFLUENCE OF USMANI METHODS AND LEARNING INTENSITY ON ABILITY TO READ THE QUR'AN MAHASANTRI MA'HAD AL-JAMI'AH IAIN PONOROGO

Yusuf Annas Muazamsyah ^{1*}, Rihab Wit Daryono ², Muhammad Ghafar ³

^{1,2,3} Institut Agama Islam Negeri (IAIN) Ponorogo, Indonesia

Abstract

This research investigates the role of self-awareness in mediating the impact of the Usmani method and learning intensity on Al-Qur'an reading proficiency among Ma'had Al-Jami'ah IAIN Ponorogo students. Using a quantitative survey method, data were collected from 61 mahasantri through a Likert scale questionnaire and analyzed with descriptive statistics and regression analysis. Findings revealed that while the Usmani method positively influenced self-awareness (0.419; 0.001), self-awareness itself did not significantly affect Al-Qur'an reading ability (0.512; 0.057). Additionally, self-awareness did not mediate the effects of the Usmani method (0.215; 0.101) and learning intensity (0.288; 0.090) on Al-Qur'an reading proficiency. These results underscore the limited mediating role of self-awareness. Consequently, it is recommended that Ma'had Al-Jami'ah IAIN Ponorogo incorporate self-awareness development programs into the Al-Qur'an curriculum through workshops and reflection sessions. The Usmani method should be tailored to individual needs, and learning intensity should be optimized to ensure effective and efficient use of students' time and energy.

Keywords: Usmani Method, Learning Intensity, Reading Ability, Al-Qur'an, Self-Awareness

* Correspondence Address:	Annaskentell23@gmail.com			
Article History	Received	Revised	Accepted	Published
	2024-06-10	2024-06-19	2024-07-28	2024-08-15

INTRODUCTION

مقدمة

Reading the Qur'an correctly and fluently is one of the important aspects of basic Islamic education. In various Islamic educational institutions, including Ma'had Al-Jami'ah IAIN Ponorogo, efforts to improve the ability to read the Qur'an among mahasantri are a top priority. This skill is important not only in maintaining the authenticity and purity of sacred texts but also in facilitating a deeper understanding of the messages contained within them. (Alfisyah et al., 2023 and Fitri et al., 2021). The importance of understanding the Al-Qur'an as the main guideline in the life of Muslims is an important starting point in learning to read the Al-Qur'an. As a holy book, the Qur'an is not only a source of religious teachings but also a direct instruction from Allah SWT that must be understood and implemented by Muslims. Therefore, the ability to read the Al-Qur'an becomes very important, not only as a technical skill but also as a means to obtain correct life guidance. (I. Saifudin, Basuki, and Daryono 2024) The Usmani method, widely known for its meticulousness in maintaining the authenticity of Qur'anic readings, has been widely used as the main approach in teaching Qur'anic reading. This method is based on the standard mushaf compiled during the time of Caliph Uthman bin Affan, which aims to eliminate differences in readings and ensure uniformity in the reading of the Qur'an. By prioritizing strict Tajweed rules,

the Usmani method helps students to read with tartil (slowly and accurately) according to the established rules. (Azizah, 2023 and Hasanah, 2017) However, the effectiveness of this method does not only depend on its application, but also on other factors such as the intensity of learning and self-awareness of the students.

Self-awareness is a key component in optimizing the influence of the Usmani method and learning intensity on the ability to read the Qur'an in students. By having high self-awareness, students can evaluate their personal strengths and weaknesses in the learning process, so that they can adjust the appropriate approach to improve reading skills. Self-awareness allows them to understand how they respond to different teaching methods, including the Uthmani method which may be more effective for some individuals than others. In addition, by knowing their level of motivation and self-consistency, students can set the optimal learning intensity, which contributes to achieving better results in reading the Qur'an. The ability to reflect on personal progress and obstacles also helps them to stay motivated and focused on learning goals. (Dromer et al., 2024 and Kurniawan et al., 2020) Thus, the integration of self-awareness in the learning process is very important to maximize the effectiveness of the methods used and improve the final results of the ability to read the Qur'an. Without self-awareness, students may not be able to fully utilize the potential of their learning methods and time, which can hinder their progress in mastering the reading of the Qur'an. Therefore, self-awareness is not just a complement, but an important element in a successful learning strategy.

Learning intensity, which includes the duration, frequency, and quality of effort invested in learning, is also a crucial factor influencing learning outcomes. Mahasantri who are committed to studying with high intensity tend to show more significant improvements in their ability to read the Al-Qur'an. High learning intensity reflects dedication and seriousness in achieving learning goals, which in turn can improve reading skills. (Hermansyah & Nasir, 2020 and Munfaidah, 2023) However, without adequate self-awareness, intensive learning efforts may not be completely effective because lack of awareness of correct reading techniques and errors that need to be corrected. For example, a mahasantri who studies with great intensity but does not realize that he is wrong in the pronunciation of makhraj (where the letters come out) or tajwid, may not see a significant improvement in his abilities.

This research aims to explore the role of self-awareness in mediating the effects of the Usmani method and learning intensity on Al-Qur'an reading proficiency among Ma'had Al-Jami'ah IAIN Ponorogo students. By understanding these interactions, the study seeks to enhance Al-Qur'an teaching effectiveness and provide practical insights for improving learning methods in Islamic education. The findings are expected to inform the development of a more adaptive and responsive curriculum, fostering individuals proficient in Al-Qur'an reading with high self-awareness and noble morals, thereby contributing to holistic Islamic education.

METHOD | منهج

Research Design and Participants

This research uses a quantitative approach with survey research methods (Dhewy, 2022; Santoso & Indrajaya, 2023). The survey method was chosen because this research aims to retrospectively examine the variable construction of the ability to read the Al-Qur'an. This research uses non-probability sampling with purposive sampling technique. The sample in this study was 61 Mahasantri at Ma'had IAIN Ponorogo, East Java, Indonesia.

Measures

The data collection technique uses a questionnaire with four variables. The independent variables include the Usmani Method (X1) and Learning Intensity (X2), the intermediate variable is Self-Awareness (Z), and the dependent variable is the Ability to Read the Al-Usmani method disagree (1) to strongly agree (4) (Daryono et al., 2020). Data collection was carried out using direct field survey methods. Research instrument variables are shown in Table 1.

Table 1. The Construct of the Research Variables

No	Variable	Indicator	Construct	Reference
1.	Usmani method	Introduction to Hijaiyah Letters	UM1	(Iskandar, 2020; Meinina, 2023; Saifudin & Lestariningsih, 2022; Sudin, 2022)
		Introduction to Hijaiyah Letters	UM2	
		Ability to memorize material	UM3	
		Mastery of makharijul letters	UM4	
		Mastery of voice volume	UM5	
		Mastery of Characters and Punctuation	UM6	
2.	Learning Intensity	Duration of Study Time	LI1	(Kusuma et al., 2020; Luo et al., 2021; Sari & Yulhendri, 2020; Sentia, 2022)
		Concentration and Focus	LI2	
		Use of Learning Strategies	LI3	
		Active Engagement	LI4	
		Supportive Learning Environment	LI5	
3.	Self Awareness	Emotional Awareness	SA1	(Rachmah, 2021; Seref Akin & Uzun, 2023; Sinurat et al., 2021)
		Self-Understanding	SA2	
		Personal Values and Beliefs	SA3	
		Social Awareness	SA4	
		Decision-making	SA5	
		pengelolaan Stres	SA6	
4.	Ability to Read the Al-Qur'an	Reading Fluency	ARQ1	(Marzuki & Sufiani, 2023; Safrina & Irfan, 2020; Suriyani & Desi, 2023)
		Understanding Meaning	ARQ2	
		Rhythm and song	ARQ3	
		Mastery of Gharibul Quran	ARQ4	
		Mastery of the science of recitation	ARQ5	
		Adab for Reading the Al-Qur'an	ARQ6	

Data Analysis

Statistical analysis of this research uses the PLS-SEM measurement technique (Daryono et al., 2023; Mutohhari et al., 2023; Triyono et al., 2023). The outer model testing stage is a measurement model testing stage that aims to prove the validity and estimate the reliability of indicators and constructs. Several requirements that must be met are the indicator loading factor >0.70, and the reflective construct AVE >0.50. Reliability estimates use Cronbach Alpha, Rho_A, and CR values >0.70. The goodness of fit model testing stage aims to test the predictive power of the model and the feasibility of the model. The criteria that must be met include predictive relevance to see the predictive power of the model on the blindfolding output. The conditions are SRMR <0.10 and NFI >0.50. The inner model testing stage is to test the significance of the direct (H-DIR1-5) and indirect effects (the mediating role of H-IND1-2).

RESULT | نتائج

Analysis: Evaluation of Measurement Models

Evaluation of the measurement model is very important to ensure that the indicators used to measure the construct or latent variable are in accordance with the research objectives and have good quality. Checking the validity of the construct is the main objective of the evaluation model measurement. Analyzing the measurement model. The relationship between the indicators and the construct can be measured to truly reflect aspects of the desired construct. By

analyzing factor loadings, reliability, and discriminant validity, researchers can decide which indicators should be included in the analysis and which should be removed.

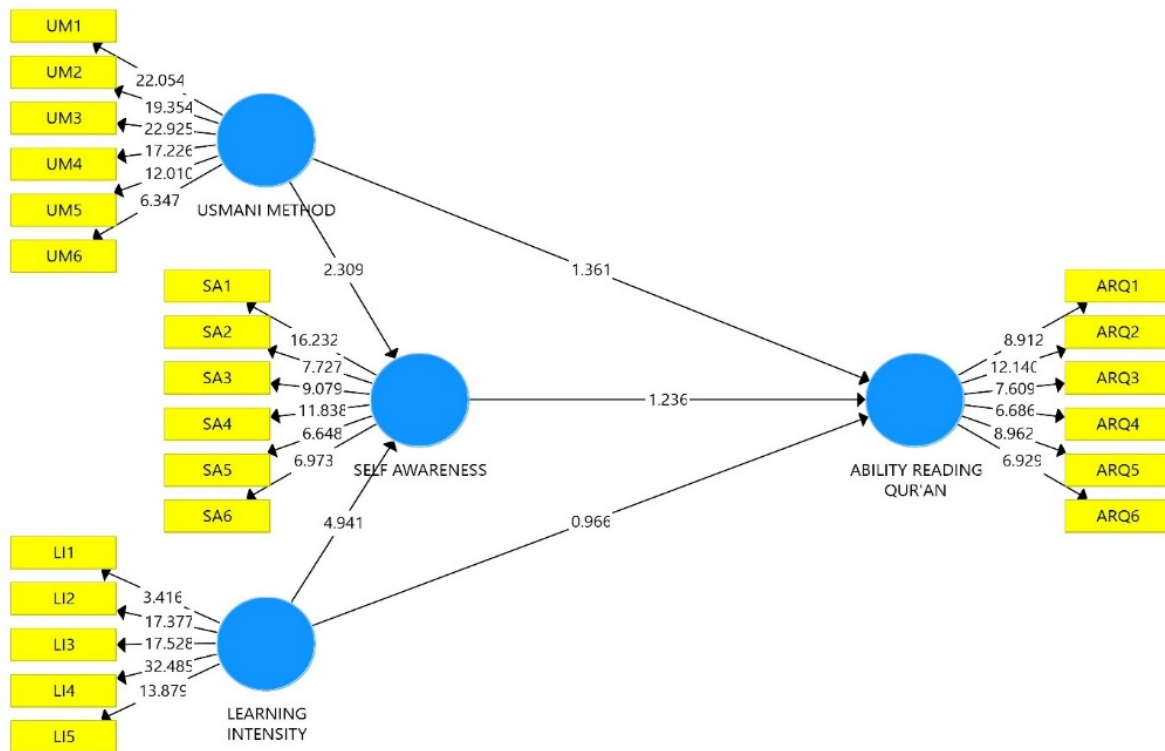


Figure 1. Evaluation of the Measurement Model

Convergent validity in PLS-SEM shows how well the indicators or manifestation variables used to measure the construct match the actual construct. The higher the convergent validity, the better the quality of the construct measurement. Researchers can test consistency between indicators used to measure the same construct by measuring convergent validity. Convergent validity helps ensure that the interpretation of PLS-SEM analysis results truly reflects the construct you want to measure. This is important to ensure the accuracy and reliability of research findings. Table 1 below shows the results of testing convergent validity, reliability, and AVE on the PLS algorithm output.

Based on Table 2, the overall Loading Factor value for each subvariable is >0.70 (0.700- Character and Punctuation Mastery to 0.982- Active Involvement). The average variance extraction (AVE) value for each variable has a value of >0.50 (0.559- Self Awareness to 0.911- Learning Intensity). So it can be concluded that each subvariable and variable in the instrument has met the requirements for convergent validity. Based on the factor loading coefficient value, the statement item that most dominantly measures the success of the Mahasantri Ma'had Al-Jami'ah IAIN Ponorogo Al-Qur'an Reading Ability is the Active Involvement construct 0.982 (LI4). This can be interpreted that the Active Involvement construct can measure 98.20% of Al-Qur'an Reading Ability. Meanwhile, the weakest item is the Character and Punctuation Mastery construct of 0.700 (LI4 or 70.00%). A variable is declared reliable if it has CA, Rho A and CR values >0.70 . The SmartPLS output in Table 2 shows that all variables have CA values (0.843 to 0.975), rho_A (0.848 to 0.977), and CR (0.884 to 0.981). It can be concluded that the internal consistency of the instrument's reliability in 3 aspects has a value of >0.70 so it has good reliability in measuring Al-Qur'an Reading Ability.

Table 2. Outer Model: Convergent Validitas y and Reliability

No	Variable	Indicator	Conver Validity		Consistency Reliability		
			FL (λ>0.70)	AVE (>0.50)	CA (α>0.70)	rho_A (φ>0.70)	CR (δ>0.70)
1	Usmani Method (X1)	UM1	0.854	0.691	0.910	0.922	0.930
		UM2	0.873				
		UM3	0.879				
		UM4	0.850				
		UM5	0.819				
		UM6	0.700				
2	Learning Intensity (X2)	LI1	0.886	0.911	0.975	0.977	0.981
		LI2	0.973				
		LI3	0.958				
		LI4	0.982				
		LI5	0.969				
3	Self Awareness (Z)	SA1	0.808	0.559	0.843	0.848	0.884
		SA2	0.764				
		SA3	0.748				
		SA4	0.733				
		SA5	0.723				
		SA6	0.707				
4	Ability To Read The Quran (Y)	ARQ1	0.810	0.612	0.873	0.874	0.904
		ARQ2	0.775				
		ARQ3	0.769				
		ARQ4	0.776				
		ARQ5	0.823				
		ARQ6	0.750				

Evaluation of Structural Model

Structural evaluation in testing on PLS-SEM has the main objective, namely assessing the accuracy of the predictions of the proposed model. This is done by evaluating the extent to which the model can explain variations in empirical data and predict endogenous variables well. Overall, structural evaluation aims to increase understanding of the phenomenon under study in the research context. By analyzing the relationships between variables, can identify the factors that contribute to the phenomenon and develop deeper insight into the dynamics involved.

Table 3. Measurement of Structural Model: R2, F2.

Variabel	R2		F2	
	Value	Decision	Value	Decision
Usmani Method	-	-	0.055	Small
Learning Intensity	-	-	0.001	Small
Self Awareness	0.719	Substantial	0.136	Medium
Ability to Read Al-Qur'an	0.457	Moderate	-	-

Based on the table above, the R2 coefficient for the Self-Intention variable is obtained at a value of 0.719. This can be interpreted as the independent variables to Read the Al-Qur'an influencing the Self-Awareness variable by 71.90% and the remaining 28.10% being influenced by other variables. outside the research model. So the output effect size shows that the most dominant variable influencing Al-Qur'an Reading Ability is Self-Awareness (f2 = 0.136) in the large category and the weakest variable is Learning Intensity (F2 = 0.001) in the small category.

Hypothesis Testing and Path Analysis

Testing direct effects is an important part of the analysis to understand the direct relationship between the independent variables and the dependent variable in the model.

Bootstrapping is a commonly used method to calculate standard estimates and confidence intervals for model parameters in PLS-SEM. The normalized path coefficient describes the strength and direction of the relationship between the independent variable and the dependent variable in the model. The larger the coefficient, the greater the influence of the dependent variable on the dependent variable.

The original sample value (B-value) shows how much influence the independent variable has on the dependent variable. The positive or negative sign of the path coefficient indicates the direction of the relationship between the independent and dependent variables. The T-statistic value is used to test the statistical significance of the direct effect. This statistical test allows us to determine whether the direct effect is significant. The P value is a measure that determines the statistical significance of a direct effect. A low p value (<0.05) indicates that the effect is statistically significant.

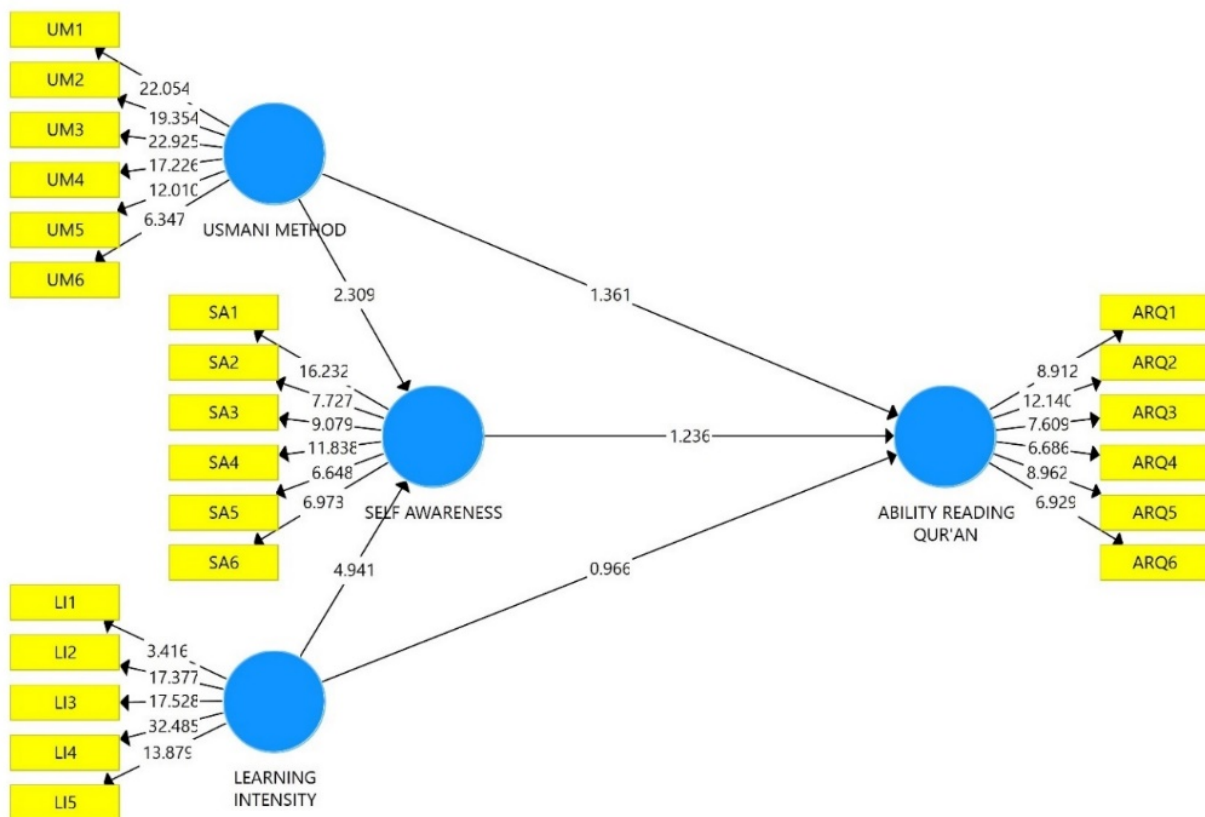


Figure 2. Evaluation of Path Analysis

Based on the table below, the hypothesis H-DIR1 Usmani Method (X1) → Al-Qur'an Reading Ability (Y) obtains β -values = 0.240, T-statistic = 1.383 (>1.96) and p-values = 0.167 (<0.05). This shows that the Usmani Method variable (X1) has a positive and insignificant effect on the ability to read the Al-Qur'an (Y). This can be interpreted as meaning that when the Usmani Method variable (X1) increases, the Al-Qur'an Reading Ability variable (Y) also increases but is not significant. Hypothesis H-DIR2 Learning Intensity (X2) → Al-Qur'an Reading Ability (Y) obtained a value of β = 0.033, T-statistic = 0.165 (>1.96) and p-value = 0.869 (<0.05). This shows that the Learning Intensity variable (X2) has a positive and insignificant effect on the ability to read the Al-Qur'an (Y). This can be interpreted as meaning that when the Learning Intensity variable (X2) increases, the Al-Qur'an Reading Ability variable (Y) increases. will also experience an increase but not significantly.

Tabel 4. Results of Path Coefficient: Direct Effects

Hypothesis	Path Analysis	β -Values (+/-)	Sample Mean	SDV	T-Statistics (>1,96)	P-Values (<0,05)	Decision
H-DIR1	UM \rightarrow ARQ	0.240	0.245	0.173	1.383	0.167	Rejected
H-DIR2	LI \rightarrow ARQ	0.033	0.020	0.199	0.165	0.869	Rejected
H-DIR3	UM \rightarrow SA	0.419	0.397	0.128	3,280	0.001	Accepted
H-DIR4	LI \rightarrow SA	0.562	0.585	0.110	5.113	0.000	Accepted
H-DIR5	SA \rightarrow ARQ	0.512	0.492	0.269	1.908	0.057	Rejected

Based on the table below, in the H-IND1 hypothesis, the results of testing the mediating influence of the Self Awareness (Z) variable can be concluded that there is a positive influence (β -value = 0.215 and is not significant (T statistic 1.644 (<1.96) and P value 0.101 (>0.05) between the Usmani Method factors (X1) on the Ability to Read the Al-Qur'an (Y). The mediation variable Self Awareness (Z) can be concluded that there is a positive influence (β -value = 0.288) and is not significant (T statistic 1.644 (<1.96) and P value 0.101 (>0.05) between the Learning Intensity factor (X2) on Ability to Read the Al-Qur'an (Y). So H -IND2 stated "there is a positive and insignificant influence on the role of Self-Awareness in mediating Learning Intensity on the Ability to Read the Al-Qur'an.

Tabel 5. Results of Path Coefficient: Indirect Effects

Hypothesis	Path Analysis	β -Values (+/-)	SDV	T-Statistics (>1,96)	P-values (<0,05)	Decision	Mediating Role
H-IND1	UM \rightarrow SA \rightarrow ARQ	0.215	0.131	1.644	0.101	Rejected	No mediation
H-IND2	LI \rightarrow SA \rightarrow ARQ	0.288	0.170	1.696	0.090	Rejected	No mediation

DISCUSSION

مناقشة

The research results reveal that the factor that most influences the Usmani Method is the indicator of mastery of makharijul letters. So Mahasantri are expected to be able to pronounce each hijaiyah letter with the correct makrajirul letter (where the letter comes out). According to Maharaj, the pronunciation of letters will affect the speed and accuracy of reading the Al-Qur'an. The results of this research are in line with research (Amalia, 2019; Hasanah, 2017) that the most important indicator in measuring the Usmani Method is mastery of letter characteristics. So mahasantri need to increase their understanding of the special characteristics of each hijaiyah letter and how to pronounce it according to correct tajwid rules. Mahasantri who memorize and practice according to the essence of the letter will make it easier to read the Al-Qur'an.

This research reveals that the factor that is less supportive in influencing the Usmani Method is Mastery of Letters and Punctuation. Mahasantri Able to read hijaiyah letters with various harakat (fathah, kasrah, dhammah, sukun) correctly. This shows an increase in ability from the hijaiyah letter level to the kalamat level. This is in accordance with research (Azizah, 2023; Fakhrah & Istiqlaliyah, 2023) that the indicator of the ability to memorize material refers to a person's ability to memorize the conceptual material that has been presented. So mahasantri must improve their ability to memorize concepts so that it is hoped that all mahasantri can memorize and use these concepts according to their reading.

In this research, the most influencing factor related to Learning Intensity in measuring the ability to read the Al-Qur'an is the indicator of active involvement. Mahasantri who are actively involved will show enthusiasm and passion in the activity or learning process. So mahasantri need to increase their activity in the learning process of reading the Al-Quran so that learning

objectives are achieved. Learning Intensity has a positive and significant influence on the ability to read the Al-Qur'an. This research is not in line with research (Dassucik & Harisantoso, 2021; Muslim et al., 2022) which states that the length of study time greatly influences the ability to read the Al-Qur'an. Mahasantri need management regarding the time spent each day, so they can prioritize the duration of time for studying the Al-Qur'an.

Then another indicator that supports measuring the ability to read the Al-Qur'an is concentration and focus. Mahasantri must be able to study with high focus without being influenced by external distractions and have the ability to be truly involved and immersed in the learning process without losing concentration. This research is not in line with research (Ashary et al., 2023; and Munfaidah, 2023) regarding learning intensity which is less significant in measuring indicators of the use of learning strategies by applying various learning techniques that suit the student's character.

The research results reveal that the most influential factor in measuring Self-Awareness is the indicator of emotional awareness. So that mahasantri' ability to understand the causes and consequences of the emotions they feel will strengthen their self-awareness regarding their ability to read the Al-Quran. Mahasantri who have high emotional awareness will be better able to overcome challenges in the Al-Qur'an learning process. This research is in line with research (Akmal et al., 2021; and Chen et al., 2020) which states that self-understanding will identify a person's strengths and weaknesses and help strengthen their self-awareness. Through self-understanding, mahasantri will more easily recognize themselves and their strengths and weaknesses.

Then another indicator that is less supportive in influencing self-awareness is the stress management indicator. Therefore, mahasantri need Stress Management techniques by using effective techniques to manage and reduce stress and be able to maintain emotional and mental balance in stressful situations. This will increase mahasantri' self-awareness in improving their ability to read the Al-Qur'an. This research is in line with research (Çelik et al., 2021; Demetriou et al., 2020) which states that decision making in the process of learning to read the Al-Qur'an can be a direct indicator of self-awareness because you understand the consequences of the decisions taken and are prepared. bear it because of the decision taken by the mahasantri regarding the process of learning the Al-Qur'an.

The influencing factor in measuring the ability to read the Al-Qur'an is mastery of the science of recitation. So mahasantri need to understand and apply the laws of Tajweed reading as well as understand and apply the basic rules of Tajweed and mad laws correctly. This makes it easier for mahasantri to apply Al-Quran reading. This research is not in line with research (Adi, 2021; Fitri et al., 2021) which states that the ethics of reading the Al-Qur'an does not affect the ability to read the Al-Qur'an, but you need to realize that when learning to read the Al-Qur'an, mahasantri need to be polite towards science. This includes reading in a holy state, facing the Qibla, and with a solemn attitude.

This research identifies fluency and reading smoothness as key factors influencing the ability to read the Qur'an, enabling students to read verses clearly and without frequent errors. This pertains to reading the Al-Qur'an tartil, meaning slowly, clearly, and in accordance with recitation rules. The findings contrast with studies by Alfisyah et al. (2023) and Wirdati et al. (2020), which emphasize rhythm and melody. Reading with rhythm involves using tone and rhythm to enhance the beauty of the recitation without violating its rules, allowing students to read the Qur'an beautifully and accurately.

CONCLUSION

خاتمة

This finding means that the focus of attention should be shifted to other aspects that can be more influential in improving the ability to read the Al-Qur'an. For example, further research could deepen understanding of how factors such as internal motivation, learning environment, or interactions with teachers can influence the effectiveness of learning methods and learning intensity in the context of reading the Qur'an. Meanwhile, educational researchers and practitioners need to continue to pay attention to the importance of developing self-awareness in the context of religious learning. Even though it does not directly mediate the relationship between learning methods and the ability to read the Al-Qur'an, increasing self-awareness can have a positive impact on motivation, concentration and emotional management, all of which contribute to an effective and holistic learning process.

To increase the influence of self-awareness on the intensity of learning the ability to read the Al-Qur'an, several steps can be taken. First, regular reflection on personal motivations and goals in studying the Qur'an is important to increase self-awareness. Then, identifying strengths and weaknesses in the learning process will help in setting priorities for improvement. Additionally, maintaining emotional and mental balance with meditation and reflection will help manage feelings and thoughts that may affect motivation and focus. Lastly, seeking support from the community or a mentor to get constructive input and guidance will strengthen the journey of learning the Qur'an. By increasing self-awareness, it is hoped that the intensity of learning will increase, thereby supporting the ability to read the Al-Quran more effectively and in depth.

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