

INCREASING TEACHERS' CAPABILITIES THROUGH ACADEMIC SUPERVISION USING THE TSAABITA METHOD IN LEARNING TO READ AND WRITE THE QUR'AN AT MI MA'ARIF GEDANGAN

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ABSTRACT

This research is quantitative research, using descriptive analysis method that is supported by data obtained through field research or by direct survey, research that looks at the description of an existing phenomenon, namely collecting data and facts from the object being studied. investigated by distributing questionnaires to respondents at a predetermined research location. The result of the research is that the level of teacher ability through academic supervision using the tsaabita method in learning to read and write Al-Qur'an MI Ma'arif Gedangan, Tuntang sub-district, Semarang district can be seen that students who have a low BTA ability level are 31 students or 28.70%, the level of There are 61 students or 56.48% of medium BTA abilities, and 16 students or 14.81% of high BTA abilities. These results indicate that some of the BTA ability levels of MI Ma'arif Gedangan students are in the medium category. The level of BTA ability of MI Ma'arif Gedangan students based on each question item can be seen that the BTA ability level of MI Ma'arif Gedangan students based on hijaiyah letters is in the medium category, in punctuation (harakat) is in the medium category, based on tajwid (law of reading).) in the medium category and based on reading and writing the Qur'an in the high category. This research aims to improve the ability of teachers through academic supervision using the tsaabita method in learning to read and write the Qur'an at MI Ma'arif Gedangan Tuntang Kab. Semarang District.

Introduction

An important role in controlling human life is religion, in fact, the potential of religion has already existed in every human being since birth. This potential is in the form of encouragement to serve the creator. In Islamic terminology, this urge is known as hidayat al-diniyyat, in the form of the seeds of religiosity bestowed by God on humans. With this innate potential, humans are essentially religious beings (Rakhmat, 2013).

Education is done so that someone gains an understanding of science. Education also makes it easier for a person to adapt to the surrounding environment. In its implementation, education starts with an educator who is able to make the atmosphere of education communicative and fun, so that the learning process can run smoothly and get satisfactory results. Al-Qur'an is kalamullah as a guide for human life. To be able to understand the teachings, namely by reading,

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writing, memorizing, understanding the meaning, and implementing the contents.

The Qur'an is given the understanding as to the word of Allah SWT which was revealed or revealed to the Prophet Muhammad through the intermediary of the Angel Gabriel, which is a miracle, which is narrated mutawatir written in manuscripts and reading it is considered worship (Syarifuddin, 2004). In Surah Al-Isra` verse 106, the process of the revelation of the Qur'an has been explained.

وَقُرْآنًا فَرَقْنَاهُ لِتَقْرَأَهُ عَلَى النَّاسِ عَلَى مُكْثٍ وَنَزَّلْنَاهُ تَنْزِيلًا

Artinya: "Dan Al Quran itu Telah kami turunkan dengan berangsur-angsur agar kamu membacaknya perlahan-lahan kepada manusia dan kami menurunkannya bagian demi bagian"

Allah has brought to mankind the Qur'an, which Allah has separated, namely Allah sent down the Qur'an separately and gradually on the night of Lailatul Qadar in the month of Ramadan for 23 years, in accordance with events related to down of each verse.

The purpose of the revelation of the Qur'an gradually, part by part is so that the prophet Muhammad can read and teach it to mankind slowly and carefully so that it is easy to live it. Thus it is more helpful to understand its meaning (Ahmad Musthafa Al-Maraghi, 1993).

Learning the Qur'an for every Muslim is an obligation. The first step to learning the Qur'an is learning to read. Because someone who can read writing then the next step someone can write, and by reading people memorize the basic letters of the alphabet. Reading the Qur'an cannot be separated from the term Murotal (reading with a rhythm or song). Because it relates to love and inspiration for people who recite the Qur'an and is also the sunnah of the Prophet, as he said:

Meaning: "Hadith from Uthman bin Abi Syaibah, hadith from Jarir from 'Amsy, from

Talhah, from Abdur Rohman bin 'Ausyajah, from Barai bin 'Azib said, Rasulullah SAW said: "Decorate your Qur'an with your voice." (HR. Abu Dawud).

At this time there are still many methods of reading the Qur'an that tend to be conventional, namely with a straight tone so that it seems monotonous which has an impact on learning that is less attractive to students so that it has an impact on student learning outcomes. Learning the Qur'an, including how to read it properly and correctly, is not as easy as turning a hand. In addition to having to know the letters hijaiyah, of course, one's own skills are also needed in order to be able to read the Qur'an in tartil. Tartil means reading the Qur'an slowly and not in a hurry with good and correct reading in accordance with makhraj and its characteristics as explained in the science of tajwid. From the word tartil, the term murotal was born, namely reading the Qur'an properly, correctly and smoothly with a standard rhythm.

The basis of reading in the Qur'an has been explained that reading is a step to understand something

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ . خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ .
أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ . الَّذِي عَلَّمَ بِالْقَلَمِ . عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

Meaning: "Read by (mentioning) the name of your Lord who created. He has created man from a clot of blood. And your Lord is the most merciful, Who teaches (humans) by means of words. He taught man what he did not know."

The verse above reveals that reading is an initial step in which a person gains knowledge from reading and then understanding arises so that knowledge is created. Learning is one of the efforts to form a civilization that is aspired by the Muslim community, so understanding of the Qur'an must be improved so that there are no errors in capturing the message contained in it.

The term good reading has many aspects, besides ethics in reading the Qur'an, the word good also concerns attitudes towards the Qur'an. In reading the Qur'an, a Muslim does not only fulfill requirements such as purity of body, clothes, and place but also purifies the heart and feelings, so that when reading the Qur'an what arises in the heart is a feeling of love and longing for the owner of the Qur'an. - Qur'an.

Basically, the Qur'an is easy to learn, not difficult, and not heavy, provided that there is a will, seriousness, and sincerity in studying it. This is confirmed in the letter Al-Qamar verse 17

وَلَقَدْ يَسَّرْنَا الْقُرْآنَ لِلذِّكْرِ فَهَلْ مِنْ مُدَكِّرٍ

Meaning: "And indeed We have made the Qur'an easy for learning, so is there anyone who takes lessons?"

Allah SWT makes it easier to understand the Qur'an, among others, by lowering it little by little, repeating the description, giving a series of examples and parables regarding abstract things with something that is visible to the senses through choosing the language that has the most vocabulary and is easy to understand. say and be understood, feels beautiful to the heart that hears it, again in accordance with human natural reasoning so that there is no confusion in understanding the message (M.Quraish Shihab, 2009). This can be interpreted that reading is an action that can produce an understanding of science. Although this includes things that are visible to the eye or abstract.

The number of educational institutions that educate in learning the Qur'an, the educational institutions (schools) characterized by religion (Islam) has greater responsibility. Apart from that, students must be proficient in general science, they must also be proficient in religion.

Along with the development of the times, many methods were created to support the success of students in reading the Qur'an

with certain characteristics in order to achieve success in learning. A song is a literary work that is a symbol of the expression of souls, feelings, ideas, and ideas that have an important role for the listener as an understanding, a way of relating, and a way of creation.

Most young children tend to like songs (singings) and melodious voices, especially if they use words that are easy to memorize. The songs (singings) can be obtained orally and through cassettes. The themes of the songs are themes that can help and facilitate students in gaining knowledge. Like the stories contained in the Qur'an such as stories about animals and the prophets, good deeds such as honesty, reading the Qur'an, and sincerity (Syaiikh Muhammad Said Mursi, 2010).

The development of teacher abilities as a system in which there are several components that have a role and a close relationship with each other (Syam, 2019). The components involved in developing the ability of teachers are: (a) supervisors as teacher trainers who carry out their duties accompanied by dedication and commitment to their duties. (b) school cluster apparatus, namely SD/Madrasah Ibtidaiyah Inti, SD/Madrasah Ibtidaiyah Imbas, and KKG, (c) planning development programs through training activities, discussions, seminars, tutorials. The school supervisor is one of the education personnel who plays a significant and strategic role in improving the professionalism of teachers and the quality of education in schools. The supervisor's role includes monitoring, supervision, evaluation, reporting, and follow-up supervision which must be carried out regularly and continuously (PP19 of 2005, article 55). Government Regulation Number 74 of 2008 concerning teachers who are appointed to the position of supervisor of the education unit to carry out the duties of mentoring and professional training of teachers and supervisory duties.

To realize the level of BTA ability, supervisors provide guidance to the Head of Madrasah or to teachers about the use of the Tsaabyte method applied in learning, and students are expected to be able to master BTA with the Tsaabyte method, the right and easy way to learn to read the Qur'an. Tsaabita is a method of learning to read the Qur'an with two features, namely: there is no system of memorizing letters, qoidah-qoidah reading, and recitation that makes it easy and there is no need for a system of thinking because this method does not require to think in understanding one chapter to another. another chapter.

In this discussion, the author will explain further about improving the ability of teachers through academic supervision using the tsaabita method in learning to read and write the Qur'an at MI Ma'arif Gedangan, Tuntang District, Kab. Semarang.

Method

Research is an activity to find, develop or study knowledge. Therefore, research must be carried out systematically and rationally.

This research is quantitative research, using descriptive analysis method that is supported by data obtained through field research or by direct survey (Soendari, 2012), research that looks at the description of an existing phenomenon, namely collecting data and facts from the object being studied. researched by distributing questionnaires to respondents in a predetermined research place (Nurlan, 2019).

This method departs from specific facts, concrete events, then the specific concrete facts and events are drawn generalizations that have a general nature (Hadi, 1967). It can be interpreted that this method starts from specific facts and then is drawn into general conclusions.

This method is to analyze the facts in the field and then draw conclusions into general conclusions in accordance with the

existing theoretical basis. This method is used to analyze data regarding the object of research, namely MI Ma'arif Gedangan, Tuntang District, Semarang Regency, as well as to conclude data in the field related to the implementation of the tsaabita method in learning to read the Qur'an.

To find out what percentage of each alternative answer will eventually be analyzed according to the conditions in the field. The formula used to analyze the results of the questionnaire distribution used the following percentage formula:

$$P=f/N \times 100\%$$

Information:

P = Rating percentage

F = Frequency (alternative answers from respondents) on the scores obtained

N = Number of subjects used as samples

(Sudijono, 2010).

Research Results.

A. Research results

1. Teacher's Ability

PP No. 74 of 2008, explains that there are three types of "pure teacher" teacher positions, namely classroom teachers, subject teachers, and subject teachers. The respective tasks are presented as follows; 1) Develop a learning curriculum in the education unit; 2) Develop a learning syllabus; 3) Develop a learning implementation plan; 4) Carry out learning activities; 5) Arrange to measure instruments/questions according to subjects; 6) Assess and evaluate the process and learning outcomes in the lessons in the classroom; 7) Analyzing the results of the learning assessment; 8) Carry out learning/improvement and enrichment by utilizing the results of the assessment and evaluation; 9) Implementing guidance and counseling in the class that is their responsibility; 10) To supervise the assessment and

evaluation of learning processes and outcomes at school and national levels; 11) Guiding novice teachers in the induction program; 12) Guiding students in extracurricular activities in the learning process; 13) Carry out self-development; 14) Carry out scientific publications; 15) Creating innovative works.

The ability to teach is an essential thing that must be possessed by a teacher as a professional task (Anwar, 2018). The Ministry of National Education divides teacher competence into four dimensions, namely: (1) pedagogic competence, (2) personality competence, (3) professional competence, and (4) social competence (Badan Standar Nasional Pendidikan, 2007).

Referring to some of the opinions that have been put forward, it can be concluded that the ability of teachers is grouped into four main aspects, namely, the ability to design lessons, the ability to carry out the learning process, the ability to carry out evaluations and the ability to carry out relationships between teachers, fellow teachers, students, parents and the community.

2. Academic Supervision

Academic supervision is carried out with the aim of increasing the ability of teachers in preparing RPP in accordance with the Minister of Education Regulation No. 41 of 2007. Preparation of Learning Implementation Plans through Academic Supervision is carried out using a collaborative approach, and is carried out through sharing experiences with other teachers, with supervisors from school supervisors. So that the problem of the lack of teacher ability in preparing the Learning Implementation Plan can be resolved (Siraj, 2014).

The objectives of academic supervision are: 1) helping teachers develop their competencies, 2) developing curriculum, 3) developing teacher working groups, and guiding classroom action research (CAR) (Glickman et al., 2001). The three objectives of academic supervision can be in the image below:



Figure 1. Three objectives of academic supervision

Academic supervision is one (essential function) in the entire school program. The results of academic supervision serve as a source of information for the development of teacher professionalism.

3. The Tsaabita Method in Learning to Read and Write the Qur'an

Tsaabita is a guide book compiled by Bony Azwar (2009) in (Dewi, 2017) which contains the most convenient method of learning to read and write the Qur'an equipped with recitation of recitation.

There are two features of the tsaabita method in reading and writing the Qur'an, namely:

- a There is no system of memorizing letters, qoidah-qoidah reading, and recitation that makes it easy.
- b There is no need for a system of thinking because this method does not require anyone to think in

understanding one chapter to another. This method is very systematic because the compilation of this book is the fruit of the compiler's years of experience dealing with thousands of congregations. Tsaabita is the easiest method of learning to read the Qur'an, the learning system does not burden anyone who has always aspired to be able to read the holy book.

The method is basically the arrangement of teaching in accordance with the absorption of students, which means that the subject matter should be actual for students, and given gradually, as the verses of the Qur'an were revealed in parts.

Based on the description above, it can be concluded that the tsaabita method is a guidebook compiled by Bony Azwar containing the method of learning to read and write the Qur'an, where the guidebook does not require volumes of books.

4. Steps of the Tsaabita Method

Some of the steps of the tsaabita method in teaching reading and writing the Qur'an (Bony Azwar, 2009), at MI Ma'arif Gedangan are:

a. Recognize hijaiyah letters

1) Recognize hijaiyah letters and their changes.

a) Recognize the letters **أ ب ت ث** and their changes

أ	ب	ت	ث
Tsa	ta	ba	A
أ	ب	ت	ث
أ	ب	ت	ث

b) Recognize the letter **ح خ ج** and its changes

ح	خ	ج
kh	ha'	ja
ح	خ	ج
ح	خ	ج

c) Recognize the letter **ذ ذر ز** and its changes

ذ	ذر	ز
dza	ra	za
ذ	ذر	ز
ذ	ذر	ز

d) Recognize the letter **س ش ص ض** and its changes Etc

س	ش	ص	ض
Sa	sya	sho	dho
س	ش	ص	ض
س	ش	ص	ض

2) Mahroj (where letters come out)

a) Emphasis on the tip of the tongue and the tip of the upper front teeth

ث ذ ط

b) The tip of the tongue is attached to the inner upper teeth

ث ذ ظ

c) The sound from the throat

ح ع

d) Upper throat

ح ع

e) The tip of the right tongue is attached to the upper molar

ض

f) Base of tongue and inner throat

ق

g) Deep throat

ه ء

h) The tip of the tongue is attached to the palate

ز س ص

b. Punctuation

- 1) Harokat fathah.
- 2) Harokat kasroh
- 3) Harokat dhommah
- 4) Breadfruit (punctuation off)
- 5) Tasydid
- 6) Mad (Long reading 2 harokat/beat).
- 7) Tajweed.

B. DISCUSSION

1 Level of BTA Ability Using the Tsaabit Method at MI Ma'arif Gedangan

Distribution of data on improving the ability of teachers through academic

supervision using the tsaabit method in learning to read and write the Qur'an at MI Ma'arif Gedangan, Tuntang District, Kab. Semarang on statement items no. 1-5 in terms of hijaiyah letters are as follows.

Table 1.
Hijaiyah letters
(Questions 1 – 5)

Interval	Category	f	Percentage
0 - 1	Low	25	23.15%
2 - 3	Currently	49	45.37%
4 - 5	Tall	34	31.48%
Amount		108	100%

Based on the table above, the percentage for each question item in the questionnaire no. 1-5 is the level of teacher ability through academic supervision using the tsaabita method in learning to read and write Al-Qur'an MI Ma'arif Gedangan sub-district Tuntang Kab. Semarang, based on hijaiyah letters conveyed to students, showed that in the low category it reached 25 students or 23.15%, the medium category reached 49 students or 45.37%, and the high category reached 34 students or 31.48%.

These results indicate that the level of teacher ability through academic supervision using the tsaabita method in learning to read and write Al-Qur'an MI Ma'arif Gedangan based on hijaiyah letters delivered to students is in the medium category. For more details, see the following graph.

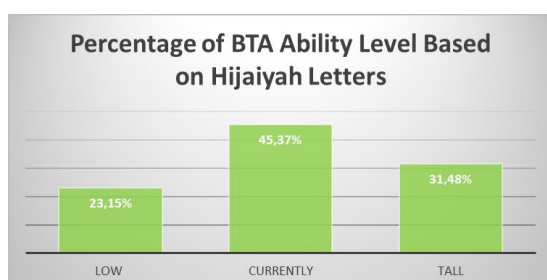


Figure 2

Percentage of Al-Quran Reading and Writing Skills Based on Hijaiyah Letters

The distribution of data about the level of teacher ability through academic supervision using the tsaabita method in learning to read and write Al-Qur'an MI

Ma'arif Gedangan on statement items no. 6 - 10 in punctuation (harakat) conveyed to students is as follows.

Table 2
Punctuation (harakat)
(Questions 6 – 10)

Interval	Category	f	Percentage
0 - 1	Low	25	23.15%
2 - 3	Currently	43	39.81%
4 - 5	Tall	40	37.04%
Amount		108	100%

Based on the table above, the percentage for each question item number 6-10, the level of teacher ability through academic supervision using the tsaabita method in learning to read and write Al-Qur'an MI Ma'arif Gedangan in punctuation (Harakat) is delivered the students showed that in the low category it reached 25 students or 23.15%, the medium category reached 43 students or 39.81%, and the high category reached 40 students or 37.04%. These results indicate that the level of teacher ability through academic supervision using the tsaabita method in learning to read and write Al-Qur'an MI Ma'arif Gedangan in punctuation (harakat) delivered to students is in the medium category. For more details, see the following graph :

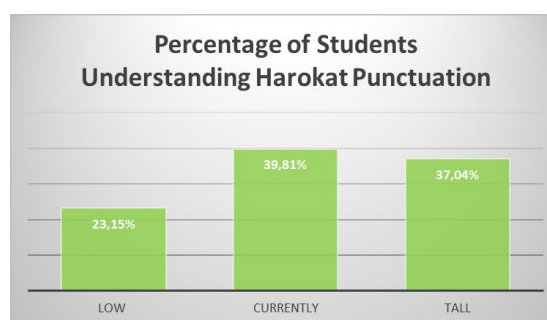


Figure 3

Percentage of Students Understanding punctuation (harakat)

The distribution of data about the level of teacher ability through academic supervision using the tsaabita method in learning to read and write the Al-Qur'an MI Ma'arif Gedangan on statement items

no. 11-15 in Tajwid (reading law) is as follows.

Table 3
Tajweed (Law of Reading)
(Questions 11 – 15)

Interval	Category	f	Percentage
0 - 1	Low	23	21.30%
2 - 3	Currently	53	49.07%
4 - 5	Tall	32	29.63%
Amount		108	100%

Based on the table above, the percentage for each question item number 11-15, the level of teacher ability through academic supervision using the tsaabit method in learning to read and write Al-Qur'an MI Ma'arif Gedangan based on tajwid (reading law) shows in the low category reached 23 students or 21.30%, the medium category reached 53 students or 49.07% and the high category reached 32 students or 29.63%. These results indicate that the ability of teachers through academic supervision using the tsaabita method in learning to read and write Al-Qur'an MI Ma'arif Gedangan based on tajwid (reading law) is in the medium category. For more details, see the following graph :

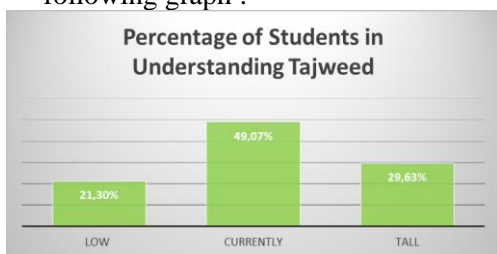


Figure 4
Persentase dalam Memahami Tajwid
(hukum Bacaan)

The distribution of data about the level of teacher ability through academic supervision using the tsaabita method in learning to read and write Al-Qur'an MI Ma'arif Gedangan, on statement items no. 16 - 20 in reading and writing the Qur'an is as follows.

Table 4
Reading and Writing Al-Qur'an
(questions 16 – 20)

Interval	Category	f	Percentage
0 - 1	Low	24	22.22%
2 - 3	Currently	41	37.96%
4 - 5	Tall	43	39.81%
Amount		108	100%

Based on the table above, the percentage for each item in the questionnaire number 16-20, the level of teacher ability through academic supervision using the tsaabit method in learning to read and write Al-Qur'an MI Ma'arif Gedangan based on reading and writing the Qur'an. A shows that in the low category it reached 24 students or 22.22%, the medium category reached 41 students or 37.96% and the high category was 43 students or 39.81%. These results indicate that the level of teacher ability through academic supervision using the tsaabita method in learning to read and write Al-Qur'an MI Ma'arif Gedangan based on reading and writing the Qur'an is in the high category. For more details, see the following graph :

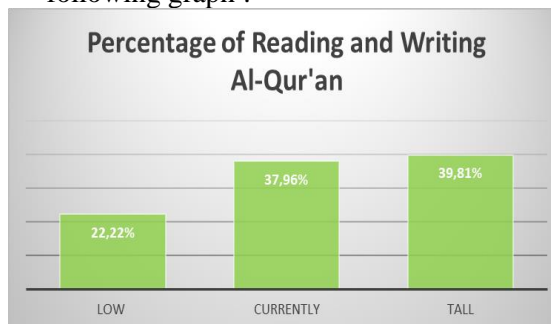


Figure 5
Percentage of Reading and Writing Al-Qur'an

The distribution of data about the level of teacher ability through academic supervision using the tsaabita method in learning to read and write Al-Qur'an MI Ma'arif Gedangan on statement items no. 1 - 20 is as follows:

Table 5
Distribution of BTA ability levels of MI Ma'arif Gedangan students (Statement no. 1 - 20)

Interval	x	f	Fx	x ²	fx ²
1 - 4	3	10	26	7	67
5 - 8	7	21	138	43	910
9 - 12	11	33	349	112	3696
13 - 16	15	28	408	213	5955
17 - 20	19	16	297	345	5525
21 - 24	23	0	0	510	0
Amount		108	1219	1230.0417	16153.4167

The variable data of the teacher's ability level through academic supervision using the tsaabita method in learning to read and write the Al-Qur'an MI Ma'arif Gedangan delivered to students has a maximum value of 20 and a minimum of 1, so it has a data range of 19. From these data, the average value is 11.287, the median value is 23.2, the mode is 12, and the standard deviation is 3.3596. Based on this analysis, the average value in the interval 9-12 is in the middle position. The level of BTA ability of MI Ma'arif Gedangan students is as follows

Table 6
Frequency Distribution of BTA ability levels of MI Ma'arif Gedangan students

Interval	Category	F	Percentage
1 - 8	Low	31	28.70%
9 - 16	Currently	61	56.48%
17 - 24	Tall	16	14.81%
Amount		108	100.00%

Based on the frequency distribution table of BTA ability levels of MI Ma'arif Gedangan students, it can be seen that students who have low BTA ability levels are 31 students or 28.70%, medium BTA ability levels are 61 students or 56.48%, and high BTA ability levels are 16 students or 14.81%. These results indicate that some of the BTA ability levels of MI Ma'arif Gedangan students are in the medium category. The frequency distribution of the BTA ability level of MI Ma'arif Gedangan students can be seen in the graph below :

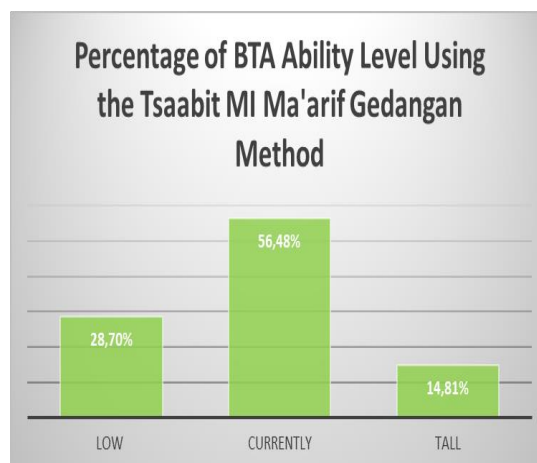


Figure 6
 The percentage of BTA ability level using the Tsaabit MI Ma'arif Gedangan Method

2 Analysis of Teacher Ability Through Academic Supervision Using the Tsaabita Method in Learning to Read and Write the Qur'an at MI Ma'arif Gedangan

The results of the study of 20 research respondents showed that the percentage for each item in the questionnaire no. 1-5, the level of BTA ability of MI Ma'arif Gedangan students in terms of hijaiyah letters in children, showed that in the low category it reached 25 students or 23.15%, category medium category reached 49 students or 45.37%, and the high category reached 34 students or 31.48%. These results indicate that the level of BTA ability using the tsaabita method of MI Ma'arif Gedangan students based on hijaiyah letters in children is in the medium category. This shows that most of the BTA ability levels of MI Ma'arif Gedangan students based on hijaiyah letters are in the medium category.

The percentage for each item in the questionnaire number 6-10, the BTA

ability level of MI Ma'arif Gedangan students in punctuation marks (Harakat) shows in the low category reaching 25 students or 23.15%, the medium category reaching 43 students or 39.81 %, and the high category reached 40 students or 37.04%. These results indicate that the level of teacher ability through academic supervision using the tsaabita method in learning to read and write Al-Qur'an MI Ma'arif Gedangan in punctuation (harakat) is in the medium category.

The percentage for each question item number 11-15, the level of teacher ability through academic supervision using the tsaabit method in learning to read and write Al-Qur'an MI Ma'arif Gedangan based on tajwid (reading law) shows in the low category reaching 23 students or 21.30%, the medium category reached 53 students or 49.07% and the high category was 32 students or 29.63%. These results indicate that the BTA ability level of MI Ma'arif Gedangan students based on tajwid (reading law) is in the medium category.

The percentage for each item in the questionnaire number 16-20, the level of teacher ability through academic supervision using the tsaabit method in learning to read and write Al-Qur'an MI Ma'arif Gedangan based on reading and writing the Qur'an shows in the low category reached 24 students or 22.22%, the medium category reached 41 students or 37.96% and the high category was 43 students or 39.81%. These results indicate that the level of teacher ability through academic supervision using the tsaabita method in learning to read and write Al-Qur'an MI Ma'arif Gedangan based on reading and writing the Qur'an is in the high category.

Conclusion

Based on the results of the study, the conclusion of the study is the level of teacher ability through academic supervision using the tsaabita method in learning to read and write Al-Qur'an MI Ma'arif Gedangan, Tuntang sub-district, Semarang district, it can be seen that students who have a low BTA ability level are

31 students or 28.70%, there are 61 students or 56.48% of the medium BTA ability level, and 16 students or 14.81% of the high BTA ability level. These results indicate that some of the teacher's ability levels through academic supervision using the tsaabita method in learning to read and write Al-Qur'an MI Ma'arif Gedangan are in the medium category.

The level of teacher ability through academic supervision using the tsaabita method in learning to read and write Al-Qur'an MI Ma'arif Gedangan based on each question item it can be seen that the BTA ability level of MI Ma'arif Gedangan students based on hijaiyah letters is in the medium category, in the middle category. punctuation marks (harakat) are in the medium category, based on tajwid (law of reading) in the medium category, and based on reading and writing the Qur'an in the high category.

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