



# Teachers' Efforts in Improving Students' Reading the Qur'an

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## Abstract

This study aims to explore the teacher's effort to upgrade students' the Qur'an recitation. The study used a qualitative method with a phenomenology approach, research data is taken through direct interviews with three informants (Islamic education teachers) with deep interviews. All interviews were then analyzed thematically using NVivo 12 software. Overall, the results of the analysis showed that there were six efforts the teacher used to upgrade students' the Qur'an recitation. The six efforts are: i) explain the subject, ii) know the *makbarijul* huruf, iii) explain the tajwid, iv) create the groups, v) the present illustration and video, vi) remind and guide. The results of this study can be used as initial data for future researchers in examining different issues.

## INTRODUCTION

Discussion about efforts to increase the Qur'an reading is always an interesting thing to study, because the ability to read the Qur'an is a basic ability for every soul who believes in Islam to worship and change personality (Rasidin et al., 2021). This requires that every Muslim and Muslim woman who reads the Qur'an is required to be able to follow the laws of length and short readings, pressure, intonation, rhythm and tempo in reading the Qur'an properly and correctly (Karyawati & Kejora, 2022).

Allah SWT has given information in the Qur'an surah ad-dzariyat verse 56:

وَمَا خَلَقْتُ الْجِنَّ وَالْإِنْسَ إِلَّا لِيَعْبُدُونِ

The Meaning: "And I did not create the jinn and humans except that they serve Me". (QS. Ad-dzariyat verses 56)

Likewise with the hadith narrated by Imam Al-Bukhari from Hajjaj bin Minhal from Syu'bah from Alqamah bin Martsad from Sa'd Bin Ubaidah from Abu Abdirrahmah As-Sulami from Uthman bin Affan (ra), that the Prophet Muhammad SAW said:

خَيْرُكُمْ مَنْ تَعَلَّمَ الْقُرْآنَ وَعَلَّمَهُ

The Meaning: "The best of you are those who learn the Qur'an and teach it". (HR. Bukhari)

The Qur'an is the word of Allah SWT that was revealed to Prophet Muhammad SAW through the angel Jibril and became a miracle for him, which was delivered mutawatir, became worship for those who read it, which began with Surah Al-Fatihah and ended with Surah An-Nas (Abrianto et al., 2018). The Qur'an is the holy book of Muslims which contains the words of Allah SWT to Prophet Muhammad SAW to be read, understood and practiced

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the words of Allah SWT to Prophet Muhammad SAW to be read, understood and practiced (Hariandi, 2019). The Qur'an is a truth that cannot be rejected because it is a book that provides guidance and guides people to live life correctly (Wijaya et al., 2021).

From some of the arguments above, it becomes the basis for every Muslim to be active in learning the Qur'an and teaching it as a form of worship to Allah SWT. That way, studying the Qur'an is not only limited to memorizing it but also learning how the rights of each hijaiyah letter are pronounced. The Qur'an learning efforts carried out in formal education, especially at the MI/SD level, have a very high urgency (Ali Muhsin, 2019).

Efforts to increase students' the Qur'an reading cannot be separated from the efforts made by teachers, especially elementary school-age children who need extra guidance from the teacher to improve their the Qur'an reading. Teachers must have skills in solving such problems because reading is also interpreted as the basic key to learning the Qur'an for children (Bisri, 2017).

Efforts made by the teacher in increasing students' the Qur'an reading as a form of understanding the The Qur'an need to be improved, aiming so that there are no mistakes in capturing the messages contained therein (Norman et al., 2022).

According to his words in the Qur'an, Surah Al-Qamar verse 17:

وَلَقَدْ يَسَّرْنَا الْقُرْآنَ لِلذِّكْرِ فَهَلْ مِنْ مُدَكِّرٍ

The Meaning: *“And indeed We have made the Qur'an easy for learning, so are there people who take lessons?” (QS. Al-Qamar verses 17).*

The success carried out by the teacher can be seen from what kind of learning strategies are applied to achieve the goals that have been planned as well as the causal factors that encourage the implementation of these strategies so that students achieve an increase in the Qur'an reading. Learning strategies are general patterns designed by teachers and students to create teaching and learning activities (Wijaya et al., 2021). The impact of the success of the teaching and learning process in learning is determined by the strategy used because strategy is the key to learning (Khairunnisa & Supriansyah, 2022). Teachers must have a teaching strategy so that learning runs systematically (Rambe & Wirdati, 2022).

Experts such (Fajriani, 2019; Hsb, 2021; Kristin, 2016; Yanuarti & Sobandi, 2016; Delyana, 2021; Ariyani, 2022), are experts in the field of education who have discussed related research on strategies in learning. Strategy is very important as a plan to achieve the goals that have been implemented (Setiawati, 2020; Purnasari & Sadewo, 2021; Putra et al., 2022; Batubara et al., 2023). The strategies used in learning are able to influence students to study harder to improve learning outcomes. Even though it is common for students to have difficulties reading the Qur'an due to a large number of long verses, difficulties in connecting verses, reciting, and not understanding recitation and the rules for reading the Qur'an (Rifa'i, 2018). However, it should not be used as an excuse for parents or teachers to continue teaching the Qur'an to students (Muslim et al., 2022).

Strategy is also interpreted as a pattern that is determined and planned intentionally to carry out an activity in achieving the goals that have been set (Ramadhaniar et al., 2022). Teachers must be able to use appropriate learning strategies to create a conducive, active and fun learning atmosphere (Wibowo et al., 2022).

Learning strategy is also interpreted as a teacher's decision to act with the skills and available educational resources in order to achieve goals through an effective relationship between the environment and favorable conditions (Fauziyyah et al., 2018).

Learning with the right strategy by involving students directly makes students more enthusiastic, mentally prepared, and able to understand what they are experiencing (Hidayat et al., 2022). Learning strategies are certain thoughts that are used to understand and access new knowledge (Haiyudi & Art-In, 2021).

Strategy is a pattern that has been planned and determined intentionally and structured to carry out an activity or action which includes activity objectives, activity content, activity processes, and activity-supporting facilities (Alfarizi et al., 2021). This means that the right strategy will be a solution for students, especially in an effort to increase the Qur'an reading.

Research related to learning strategies has been widely studied by previous researchers such as (Ifadah & Utomo, 2019; Nursyarifah et al., 2016; Hasyim, 2017; Muhamad & Saifuddin, 2020), but the researchers only discussed student learning strategies in general. The fundamental difference between the issue of this research and previous research is that this study discusses the strategies used by teachers to improve students' reading of the Qur'an.

## METHODS

This study uses a qualitative method with a type of phenomenological research (Yusanto, 2020). Data sources were taken through in-depth interviews with an interview protocol instrument. The informant is an Islamic religious education teacher at Madrasah Diniyah Takmiliah Awaliyah (MDTA), while the selected informants have met four criteria, namely understanding well the problems being studied, being active in the field being studied, having time to provide information to researchers, and providing information according to with facts that occur in the field (Mutathahirin et al., 2022; Sabrina et al., 2022). After the interview is completed, the transcript process is then carried out, then the writer takes themes that are in accordance with the needs of the research. The analysis process uses thematic analysis with the NVivo 12 software which aims to improve the quality of the analysis (Anggraeni et al., 2021).

## RESULT AND DISCUSSION

Based on the results of interviews conducted with three informants, the results of the research analysis found six steps in efforts to improve teachers in improving students' reading of the Qur'an. The six steps are: i) explaining the matrix, ii) recognizing punctuation, iii) explaining recitation, iv) recognizing *makbrijul* letters, v) forming groups and vi) displaying media images within focus. To make it easy to understand the five findings in the study can be seen in Figure 1, below:

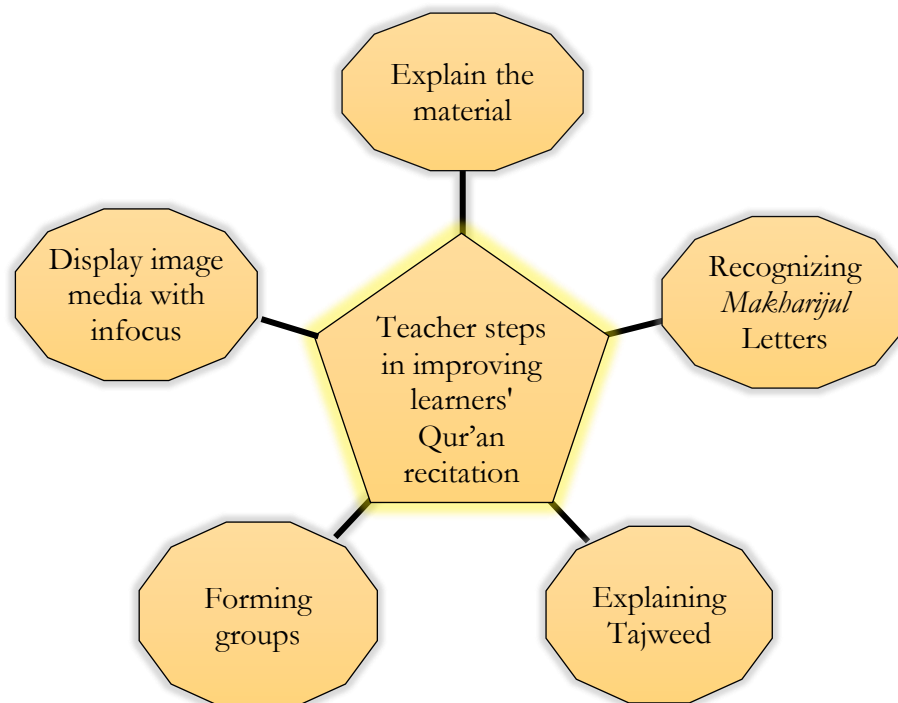


Fig 1. Steps of learning to read the Qur'an

To make it more interesting, in the following, the author will describe excerpts from interviews with informants based on the six themes described above. The description of the interview that the author presents is in the form of a short statement excerpt from the

informant when the interview was conducted. Although the interview excerpts were delivered by the informant in a slightly different language, the meaning and purpose were more or less the same.

**First**, explaining the material, according to the informant's efforts to improve students' the Qur'an reading begin first by explaining the main material. This theme was stated by informant 1 as excerpts from the below:

*... Of course before that the teacher must first explain the main material (2).*

**Second**, recognizing the *makbrijul* of letters, according to the informant each spoken letter has its meaning, if the pronunciation is wrong it can change the existing meaning. Therefore, it is necessary to recognize the rights of each letter issued to students. This theme is stated by informants 1, 3, 2 & 4, as excerpts from the interview below:

*...I taught that every letter that is pronounced incorrectly will change the meaning or the existing meaning (1). ...the difference in the sound of letters... (3). ...makbrijul letters and others... (2). ... I always emphasize that you have to be able to distinguish the hijaiyah letters starting from the alif to the letter yes... (4).*

**Third**, recognizing recitation, according to the informant the students who read the Qur'an must read the tajwid, therefore recognize the students that the writing of the Qur'an has short lengths of reading. This theme was stated by informants 2 & 3, as excerpts from the interview below:

*... recognize that tajwid consists of long and short letters (2). ...for example about the length of reading two vowels, 5 vowels... (3).*

**Fourth**, forming groups, according to informants forming groups makes it easier for students to improve their reading of the Qur'an. Groups of students can learn from each other. This theme was stated by informants 1 & 2, as excerpts from the interview below:

*...then divide into groups so we can study together (1). ... in groups two people take turns, one reads the Qur'an and the other friend listens and corrects his friend's reading... (2).*

**Fifth**, displays media images and videos with infocus, according to the informant displaying images using infocus can attract students' interest in learning the Qur'an. This theme was stated by informant 3 as excerpts from the interview below:

*...for example by displaying image and video media via in focus (3).*

**Sixth**, reminding and guiding, according to the informant one of the efforts in improving students' reading of the Qur'an is to be constantly reminded and guided in every process because something that is repeated will quickly understand. This theme was stated by informant 4 as excerpts from the interview below:

*...in following up on this I always remind and guide the child about hijaiyah letters (4).*

As previously discussed by the authors, basically learning will run effectively and efficiently if there are learning strategies implemented by the teacher in it. This strategy contains patterns with forms of a series of activities and actions of teachers and students that lead to the achievement of learning objectives (Parawangsa et al., 2022).

In general, the Qur'an learning process is still not well-conditioned due to a discrepancy with what is expected by students and teachers do not understand this which can impact the learning outcomes themselves. There are students who feel insecure because their other friends easily learn every punctuation mark in the Qur'an that is taught, some are still stammering in pronouncing each letter. Therefore, it is important for teachers to make learning as interesting and varied as possible. Various strategies result in the quality of students' the Qur'an reading also varies (Erisa, 2021).

Based on the research that the author has done regarding the teacher's efforts to improve students' the Qur'an reading. It clearly found seven important themes related to the teacher's efforts to improve students' the Qur'an reading. The seven findings that the authors obtained will be discussed based on theory, expert opinion, and the results of previous research that discusses these issues in more or less the same contexts and issues.

**First**, to explain the material first. If analyzed one's professional abilities can be seen from abilities in the form of knowledge, attitudes, and skills that are relevant to the field of

work (Supadi, 2022). That is, professional teachers are able to master the learning material given to students in order to create meaningful learning for students (Eliza et al., 2022; Yasin, 2022).

Students are given an explanation of the material so that they are more enthusiastic and enthusiastic in learning the Qur'an and remind students about the importance of learning the Qur'an in everyday life.

**Second**, to recognize the letters of the alphabet. The teacher explains and exemplifies the pronunciation of the hijaiyah letters that are issued and the students see the movement of the teacher's lips and follow the teacher's reading (Muhamad et al., 2019). As Allah SWT says in Surah Al-Muzammil verse 4:

أُورِدُ عَلَيْهِ وَرَتَّلِ الْقُرْآنَ تَرْتِيلًا

The Meaning: "Or more than (half) of that, and read the Qur'an slowly" (QS. Al-Muzammil verses 4).

The teaching of the Qur'an at the beginning level contains the introduction of letters, words, and sentences, training, and getting used to Arabic letters with correct and correct mahkrijul letters (Ma'mun, 2019).

**Third**, to explain tajwid. The teacher recognizes and explains tajwid or the law of reciting the Qur'an to students by exemplifying the characteristics and ways of reading. The ability to read the Qur'an well is that which is in accordance with the Sharia explained by the knowledge of tajwid, the skill of pronouncing each letter by giving the right to each letter that is issued (Syaifullah et al., 2022).

The purpose of learning to read and write the Koran is so that students are able to read the Koran properly and correctly or fluently in accordance with the science of recitation and can enrich the treasures of words or sentences that are beautiful and attractive (Ma'mun, 2019).

**Fourth**, to form groups. Group activities are activities that are carried out collaboratively or work together in solving problems to achieve the learning objectives that have been determined by the teacher.

According to Oemar Hamalik, a group is an association consisting of several people. Each student actively participates and participates in completing the assignments given by the teacher by working together and discussing to achieve the objectives of the lesson. In the Qur'an, there are verses that encourage mutual help, unity, unity, brotherhood, and deliberation. As the word of Allah SWT in Surah Ali-Imran verse 103 reads:

تَقَرَّبُوا وَلَا جَمِيعًا لِلَّهِ بِحَبْلِ وَاعْتَصِمُوا

The Meaning: "And hold fast to the rope (religion) of Allah SWT, and do not be divided" (QS. Ali imran verses 103).

Likewise in the Qur'an surah Al-Maidah verses 2:

الْعُقَابُ شَدِيدُ اللَّهِ ۗ إِنَّ اللَّهَ وَاتَّقُوا ۗ وَالْعُدْوَانَ الْأَنْمُ عَلَى تَعَاوُنًا وَلَا وَالْتَقْوَىٰ الْبِرَّ عَلَىٰ وَتَعَاوَنُوا

The Meaning: "And help each other in (doing) good deeds and piety, and do not help each other in sinning and violation. And fear Allah SWT, verily Allah SWT is very severe in punishment" (QS. Al-maidah verses 2).

Allah SWT has ordered Prophet Muhammad SAW to consult in all matters even though there is no one who exceeds his intelligence. As Allah SWT says in Surah Ali-Imran verses 159:

الْأَمْرَ فِي وَشَاوَرَهُمْ

The Meaning: "and consult with them in that matter" (QS. Ali-Imran verses 159).

Ali bin Abi Thalib (ra) said:

ما هلك امرؤ عن مشورة

The Meaning: "One will not be harmed by consulting".

Learning with a group strategy consisting of one or two students who have the ability to read the Koran well aims to be able to share various knowledge and understand learning together with friends who are not proficient in this matter.

This group learning strategy was applied by Islamic religious education teachers in one

of the Diniyah Takmiliah Awaliyah in Pekanbaru City to their students in learning to read the Koran. This activity is carried out so that students who already have skills in reading the Qur'an can share their knowledge with friends who are still not proficient in reading the Qur'an. In addition, students listen to each other's reading of the Qur'an in their group and the teacher will participate in correcting students' reading if there are errors.

The Qur'an learning is not only done by reading but also taught how the rights of each letter are pronounced because every letter that is pronounced incorrectly will change the meaning or meaning of the verse being read. With the group strategy, it is hoped that the learning experience can be conveyed properly the intended message and information so that the end of the learning activity itself gives birth to valuable meaning.

**Fifth**, displaying image and video media with Infocus. Learning that provides information to students through the form of images and videos makes learning interesting (Safitri et al., 2022). Video is useful cognitively for matters related to the ability to recognize the movements in the video (Khairunnisa & Supriansyah, 2022). Learning media used by teachers to improve students' reading of the Qur'an is an effective way so that learning does not feel boring.

**Sixth**, to remind and guide. As we know that everything that has been learned needs to be constantly reminded so that it becomes more attached to the learning that has been taught. The development of religion at an early age greatly influences religious life as adults. Thus, reminding and guiding students to continue interacting with the Qur'an is an important task (Rustiana, 2021).

## CONCLUSION

This study has revealed the forms of behavior and factors causing the occurrence of plagiarism among undergraduate students in accomplishing the coursework in religion education subject. There are three forms of plagiarism behaviors undertaken by students that are, to quote the entire writings of the other person without mentioning the source, quoting half of the text or writing of others and quoting the writing of others then converted into their own statements. While the cause of plagiarism behavior was background by eight factors which are; No knowledge about plagiarism, instant culture of students in accomplishing academic coursework, high volume of coursework from lecturers, students' low interest in reading, not enough time to solve coursework with books, the ease of Information Technology facilities, low purchasing power for buying books, and lack of knowledge in how to write scientific paper.

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