



# Problems of Teachers and Santri in Learning the Qur'an

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## Abstract

This study aims to analyze the problems of teachers and students in learning the Qur'an. This study uses a qualitative method with a case study approach, data sources were taken from forty-two informants through in-depth interviews who were selected using a purposive sampling technique. All interview results were then analyzed thematically using Interactive Miles & Huberman's qualitative data analysis. The findings show that there are twelve findings of teacher and student problems in learning the Qur'an. Related to teacher problems include; i) lack of recitation and training activities for Al-Qur'an teachers, ii) lack of competency of the Qur'an teachers, iii) difficulty managing time, iv) class capacity of students, v) differences in student backgrounds, vi) organizing and conditioning students in class, vii) the lack of welfare of the teacher's Qur'an. Related to student problems; i) the level of student focus or concentration in learning, ii) lack of student discipline, iii) lack of student enthusiasm in learning. The research also found problems related to facilities and infrastructure, namely; i) lack of availability of the Qur'an, ii) lack of tables for the Qur'an.

## INTRODUCTION

The Qur'an and the hadith of the Prophet are the two main guidelines for Muslims in living life in the world, reading the Qur'an is a worship of high value by Allah SWT, especially if it is accompanied by an understanding of its meaning and its application in daily life (Nurhayati et al., 2018). The Qur'an is not only a guide about human life with Allah but also regulates human relationships with each other (*hablum min Allah wa hablum minannas*), even the relationship between humans and their natural surroundings Ratnawati et al., (2020) the Qur'an is one of the elements of scope or material Islamic religious education which is very urgent in everyday life. This means that the faith held by someone will then give birth to a system of values originating from the Qur'an, therefore, the ability to read, understand, understand, and at the same time live up to the contents of the reading of the Qur'an is very important (Jannah & Junaidi, 2020).

In the book by Shaykhul Islam Muhyuddin Abu Zakariyyah Yahya bin Syaraf An-Nawawi mentions some of the benefits of reading the Qur'an, which he conveys: The Qur'an will be an intercessor or a helper on the day of judgment for the readers, for those who study and teach it to become the best of human beings, for those who proficient in reading the Qur'an, then he will be with Jibril, for those who have not yet read and

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completed the Qur'an fluently, God gives two rewards, the Qur'an can raise the status of humans in the eyes of Allah (Wahyudi, 2017).

Given the importance of the Qur'an for life, it is necessary for every Muslim to study the Qur'an properly and correctly, currently reading the Qur'an is commonly carried out in Indonesia, this is indicated by the number of the Qur'an education parks in each region, especially urban areas. The Qur'an education parks in each region, especially (non-formal) religious schools (Hamdani, 2018). The process of learning the Qur'an is the same as the others, it's just that there is a fundamental difference in terms of the points contained in the teacher's plan, including objectives, learning resources, materials, media used, method, time, and evaluation. Some of these points can be a source of success in the process of learning the Qur'an if the teacher is able to implement it according to the procedures and characteristics of each student (Ratnawati et al., 2020).

According to Ratnawati et al., (2020) professional teachers are teachers who have competence as capital to be able to carry out the learning process including learning the Qur'an, a person must really have educational scientific quality and adequate desire to support the duties of his professional position, and not everyone can carry out tasks properly. Professionalism is an understanding that teaches that a professional person must do every job. Teachers have an important role in education, including as a motivator for students in the learning process in class (Manizar, 2015). According to Jannah & Junaidi, (2020); Engkizar et al., (2021) besides being a motivator the teacher also serves as a facilitator in a lesson.

The Qur'an teacher in practice in his nature lays the initial foundation for learning and understanding the Qur'an as well as the entry point for every process of developing Islamic-based moral values from an early age. Learning strategies, and being able to apply them in a variety of ways, being skilled at using various kinds of learning media, being able to understand the character of each student, and mastering good student management (Maya et al., 2018). Optimal learning of the Qur'an will give birth to a Qur'an generation that is able to prosper the earth with the Qur'an and save world civilization in the future. An absolute requirement for creating a Qur'an generation is an understanding of the Qur'an that begins with being able to read the Qur'an properly and correctly that has been determined (Hamdani, 2018).

In the Big Indonesian Dictionary, problematic is defined as a problem, which comes from the English "Problem", meaning a problem is a matter that requires thought to determine a solution, while problematic is an adjective of a problem which means a problem which is a problem. Every learning process cannot be separated from problems that can hinder the learning process in an effort to achieve goals, the problems faced by this teacher should not be allowed to pass by which of course affects the quality of education (Jannah, 2021).

Related to problems in learning the Qur'an, there are several research results that have been carried out by previous researchers, namely the problems experienced by students, namely the lack of ability to read the Qur'an according to *makharaj*, apply *tajwid*, vowel, and distinguish letters that are almost the same in sound, differences in students' backgrounds, lack of interest in students, parents are not supportive after children come home from recitation while the problems experienced by teachers in learning the Qur'an are too short learning time, lack of learning facilities, use of monotonous the Qur'an learning methods, inappropriate the Qur'an learning strategies, no innovation utilization of technological sophistication in learning the Qur'an, lack of teacher competence in using learning methods, problems related to school management, namely evaluation that emphasizes more on results, problems related to facilities and infrastructure and problems related to the learning environment (Khadijah, 2019; Fitriani & Hayati, 2020; Ratnawati et al., 2020; Siregar, 2020; Ratnawati et al., 2020; Abdillah et al., 2021; Jannah, 2021).

Based on the explanation above, the authors are interested in analyzing the problems of teachers and students learning the Qur'an. This research is the first step to improving

the learning of the Qur'an. The results of this study are expected to be used as a basis and reference for subsequent researchers to examine issues related to this or issues that are different but have similarities in context and intent.

Learning is a conscious process or effort from the teacher to help students learn well so that there is a change in their behavior (Nurokhamah, 2018). Learning is a system consisting of various components that are interconnected with one another, these components include objectives, materials, methods, strategies, and learning approaches (Sodik et al., 2019). All learning processes lead to successful learning, but it should be noted that no matter how serious the teacher's efforts are in designing and carrying out learning activities well, learning problems will still be encountered (Abdillah et al., 2021). Learning problems are problems or problems that occur in the teaching and learning process that must find solutions to solve these problems so that learning objectives are achieved (Nurokhamah, 2018).

The dimensions of learning problems can be seen from internal aspects such as the characteristics of students, learning attitudes, learning motivation, learning concentration, processing teaching materials, self-confidence, and study habits, and external aspects such as teachers, social environment, school curriculum, facilities and infrastructure (Setiawan, 2019). Related to problems in learning the Qur'an, there are several research results that have been carried out by previous researchers, namely research conducted (Khadijah, 2019). Shows that the problems experienced by students are the lack of ability to read the Qur'an according to *makharaj*, apply recitation, vowel, and distinguish letters which is almost the same as the sound, while the problems experienced by teachers in learning the Qur'an are too short learning time, lack of learning facilities, parents are less supportive after children come home from recitation. Fitriani & Hayati, (2020) shows that the problems encountered in learning the Qur'an include a lack of interest in students, facilities that are still minimal, and insufficient time allocation. Ratnawati et al., (2020) show that the problems of learning the Qur'an in the industrial era, namely the use of monotonous learning methods of the Qur'an, inappropriate learning strategies for the Qur'an, lack of learning infrastructure and no innovative use of technological sophistication in learning the Qur'an. Abdillah et al., (2021) show that the problems of learning to read the Qur'an for young children during the pandemic consist of external problems which include limited facilities and infrastructure and difficulty accessing the internet and internal problems which include the characteristics of students who are still at an early age and learning motivation low learners. Jannah, (2021) shows that the problems of learning the Qur'an include the weak ability of students, some students have not been able to read.

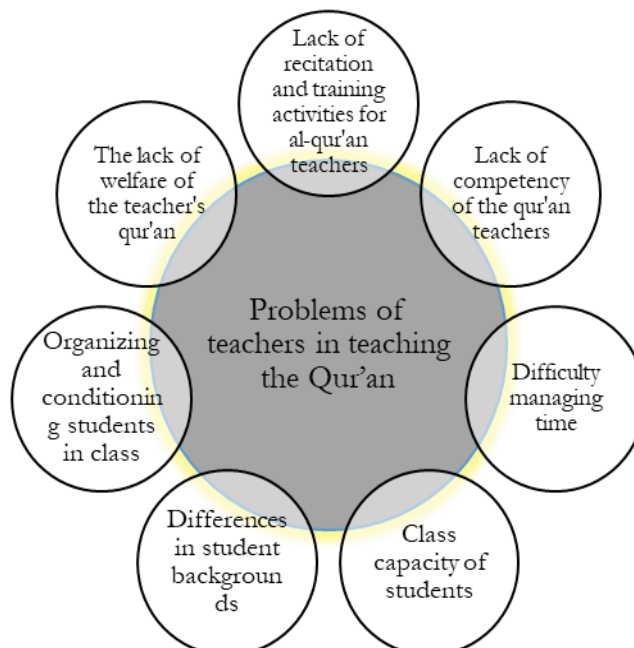
The Qur'an with the rules of recitation, reading is still stale and some students still cannot write Arabic due to heterogeneous backgrounds of students, lack of parental participation and lack of learning tools and resources to support learning activities. Siregar, (2020) shows that the problems in learning the Qur'an are differences in the backgrounds of students, differences in the level of knowledge of students, lack of interest, socio-economic conditions, and lack of facilities. Ratnawati et al., (2020) shows that the problems of learning the Qur'an are student's problems such as lack of interest and perseverance, the large number of students who have not been able to write and read the Qur'an fluently, and the lack of resources (background) for students, teacher problems, namely the lack of time allocation for learning and the lack of teacher competence in using learning methods, problems related to school management, namely evaluation which emphasizes more on results, problems related to facilities and infrastructure and problems related to the learning environment. Revealed problems in learning the Qur'an experienced by students, namely difficulties in recognizing the meaning of letters and difficulties in understanding the science of recitation. The basic difference between the contents of this research and previous research is that it is a study related to the problems of learning the Qur'an in terms of the aspects of teachers, students and facilities, and infrastructure.

## METHODS

This study used a qualitative method with a case study approach (Crowe et al., 2011; Baxter & Jack, 2015). The informants of this study were forty-two people who live in West Sumatra, the authors decided to use a technique purposive sampling. The selection of informants refers to four criteria, namely having the competence to understand well the problems under study, being active in the field being studied, having time to provide information to researchers, and being honest in providing information according to data and facts that occur in the field (Engkizar et al., 2018; Rahawarin et al., 2020; Amnda et al., 2020). Furthermore, research data was taken through direct interviews with all informants using a set of interview protocols. All interview data were then analyzed thematically with Analysis Interactive Miles and Huberman's qualitative analysis techniques. According to Terry et al., (2017); Clarke & Braun, (2018); Castleberry & Nolen, (2018); Herzog et al., (2019); Sivakumar, (2020); Engkizar et al., (2021) thematic analysis is a technique in research to analyze interview results so that they can be seen clearly and easily understood by readers. Analysis Interactive Miles & Huberman model consists of data collection, data reduction, data display, and conclusions.

## RESULT AND DISCUSSION

Based on the author's interviews with forty-two informants, the results of the research analysis found twelve findings of teacher and student problems in learning the Qur'an. These problems are grouped into problems of teachers, students, and facilities and infrastructure in learning the Qur'an. Teacher problems, including the following; i) lack of *tahsin* activities and training for the Qur'an teachers, ii) lack of competency of the Qur'an teachers, iii) it is difficult to manage time, iv) differences in the background of students, v) the number of students is not proportional to class capacity, vi) organizing and conditioning students in class, vii) the lack of welfare of the Qur'an teachers in the figure below:



**Fig 1. Problematics of teacher in learning the Qur'an**

Based on the research that the author has done regarding the problems of teachers and students in learning the Qur'an. Clearly found twelve problems of teachers and students in learning the Qur'an. Each problem is grouped into three discussion groups, namely teacher problems, students' problems, and problems of facilities and infrastructure in learning the Qur'an. The results of these findings will be discussed based on theory, expert opinion and the results of previous research that discusses this problem in more or less the same context and issues.



In order to make it more interesting, in the following, the author will describe excerpts from interviews with informants based on the twelve results of the analysis of the problems of teachers and students in learning the Qur'an as explained 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 intent and purpose were more or less the same.

Problems teacher in learning the Qur'an, according to the informant the problems are the lack of *tahsin* activities and training for Qur'an teachers, lack of competence of the Qur'an teachers, difficulty managing time, differences in the background of students, the number of students is not proportional to class capacity, the difficulty of organizing and conditioning students in class and the lack of welfare of the teacher of the Qur'an. Here are some excerpts from interviews related to teacher problems in learning the Qur'an:

*...the lack of tahsin of the Qur'an is the real obstacle (I-1). ...once my mother attended an instructing course once, coincidentally at that time there was an Iqra method training, if I'm not mistaken at that time, she first entered the iqra method in Padang, and after that, there was no more such training (I-2). ...There is a busy life that cannot be left behind so that I also have to be smart about managing my time when teaching or privately (I-7). ...Because the problems of our different backgrounds are different, so parents tend to ignore their children's religious education more and focus more on their formal education (I-4). ...Managing children, lack of teaching staff, lack of incentives from the government, which is three hundred and fifty thousand once every six months, and monthly fees from students' parents are not smooth (I-10) ...The ability of the teacher as a teacher of the Qur'an is not yet meet the criteria. Many are just graduates of High school and there are also PGSD graduates, not appropriate with his field of expertise (I-15). ...if there is training for teachers of the Qur'an, however the problem is the tutor who doesn't want to follow, on average like that (I-4)*

Teacher problems in learning the Qur'an. Based on the interview results, there are seven teacher problems in learning the Qur'an, namely:

First, the lack of Qur'an teacher training activities. Not all of the Qur'an teachers have a background in teacher education or the Qur'an science, for this reason, training for the Qur'an teachers is of course very much needed in order to create adequate teaching staff. [Sodik et al., \(2019\)](#) states that training has a positive and significant effect on teacher professionalism, meaning that training is able to make changes to teacher professionalism. According to [Lubis, \(2020\)](#) in order to increase teacher professionalism, intense training and upgrading are needed for teachers, the required training is training that is tailored to the needs of teachers, namely training that refers to the demands of teacher competence such as implementing Qur'an learning skills for Qur'an teachers. *Tahsin* training activities are a form of coaching given to Qur'an teachers to improve the quality and professionalism of the Qur'an teachers. This is in line with the opinion of [Aziz, \(2015\)](#) which states that increasing teacher professionalism is more directed at coaching and training in order to create professional teachers.

However, the results of the interviews revealed that the training for Qur'an teachers had only been attended once during the teaching period. It is very unfortunate that in such a situation, even though the teacher of the Qur'an is required to teach children to be able to read the Qur'an, attention to teacher competence is not too important.

Second, the lack of competency of the Qur'an teacher. As a teacher of the Qur'an, of course, you must have the appropriate skills and competencies to teach the Qur'an. If a teacher of the Qur'an does not have the ability to read the Qur'an properly and correctly according to the rules of *tajwid* science, then how can he teach how to read the Qur'an correctly to his students. The teacher's ability to implement his competence determines the success of the teaching and learning process ([Ratnawati et al., 2020](#)). Competencies that must be possessed by the teacher of the Qur'an are the accuracy in pronouncing the letters which are commonly called *makharijul* letters, fluency in reading words and sentences of the Qur'an, and mastery of *tajwid* ([Lubis, 2020](#)). Apart from that, the Qur'an teachers must also

master four teacher competencies, namely pedagogic competence, personal competence, social competence, and professional competence (Ratnawati et al., 2020).

Third, difficult to divide time between teaching and other work. As is well known, being the Qur'an teacher is not a priority job because besides being a teacher at TPQ, they also have other activities, which can conflict with teaching schedules. This is in accordance with the findings of Maya et al., (2018), that on the one hand, the Qur'an teachers are faced with having to devote their knowledge to teaching the Qur'an and preaching it, and on the other hand, earning a living by doing other jobs such as farming, trading, and others to make ends meet. Family needs, this affects the intensity of his role as a teacher of the Qur'an and has an impact on the quality of service, competence, and professionalism.

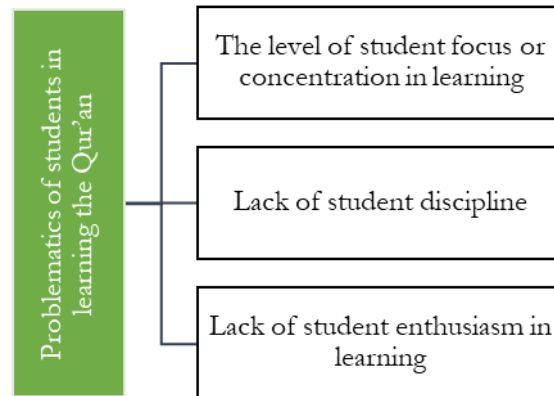
Fourth, the background of the students is different. Every child is not the same as one another, they come from different families, different living conditions, education from different parents. Of course, these differences are a challenge for teachers, how to deal with students with such a life, especially nowadays students tend to interact more with cell phones. According to Ratnawati et al., (2020) students are the most important element in the teaching and learning process, students have individual differences both due to heredity and environment, therefore educators take an approach to deal with a variety of attitudes and differences in a dynamic atmosphere without having to sacrifice the interests of one party. For this reason, in this case, the teacher needs parents to supervise children while at home so that children repeat learning. From the results of the interviews, it is known that parenting style and parental concern for children's Qur'an education also affect children's reading ability. This is in accordance with the findings of Engkizar et al., (2021), that children's religious habits are influenced by the attitudes and religious habits of parents in the family, besides that parents' choices and directions regarding children's education are no less decisive.

Fifth, the number of students exceeds the class capacity. The number of students in one class is one of the factors that influence learning. If there are more than 20 students in a class with less than two hours of teaching time, it is possible that the learning objectives are not optimal. Based on the research results of there is a relationship between the ratio of the number of students in the class to the effectiveness of learning. For this reason, learning the Qur'an in one class should be handled by 2-3 teachers so that learning activities can run more effectively.

Sixth, the difficulty of managing and conditioning students during learning. This problem is related to classroom management by the teacher. The ability to manage a class is very important for teachers so that learning remains effective and conducive. This is in line with the opinion Mahmudah, (2018) that the ability to manage a class is an activity or attempt to solve a problem, which aims to create and maintain a classroom atmosphere that supports learning programs to run effectively and efficiently.

Seventh, the lack of welfare for the Qur'an teachers is due to a lack of incentives from the government which are given only once every six months, and monthly payments from students' parents are not current. This problem is related to the welfare of the Qur'an teacher, the lack of welfare of a the Qur'an teacher results in their concentration being split, often the Qur'an teacher has to find other sources of income in order to be able to meet their basic daily needs (Maya et al., 2018). Economic welfare for every teacher is very fundamental so that teachers focus more on their field (Ratnawati et al., 2020). According to Nahdliyah et al., (2018) referring to the mandate of Law Number 2 of 1989, then again updating Number 20 of 2003 concerning the National Education System, then updating again to Law Number 14 of 2005 which states that educators and education staff (should also include teachers the Qur'an reciters or teachers) have the right to receive income and social welfare insurance that is appropriate and adequate, based on these articles what is meant by an appropriate and adequate income is income that reflects the teacher's dignity as a professional educator above minimum living needs.

Problems of students, including the following; i) the level of focus or concentration of students in learning, ii) lack of discipline of students, iii) lack of enthusiasm for students in learning in the figure below:



**Fig 2. Problematics of students in learning the Qur'an**

The problems of students in learning the Qur'an, according to informants the problem is the lack of focus or concentration of students in learning the Qur'an, lack of discipline of students, and lack of enthusiasm of students in learning the Qur'an. The following are excerpts from interviews related to the problems of students in learning the Qur'an:

*...The focus of the children is the problem, okay, we are good at using methods, but if the students themselves are not focused, no matter what the teacher teaches, they will definitely not enter (I-20). ...Many of them are not serious about studying (I-11). ...They are naughty because there is no punishment applied here, that's why many of them are free to study the Qur'an (I-31). ...Children who are a bit slow in following lessons, because they rarely enter the Qur'an, this is due to a lack of attention from parents, and children who do not repeat their memorization at home, will have difficulty or forget in learning, so the teacher has to repeat the lesson (I-27).*

Problems of students in learning the Qur'an. Based on the results of the interviews, there are three problems of students in learning the Qur'an, namely first, low level of focus or concentration of students.

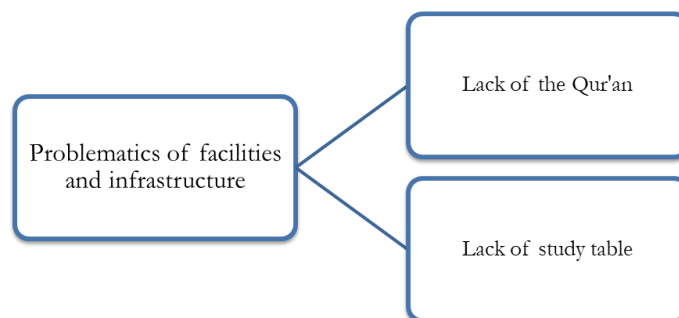
First, of the problems faced by teachers is the focus or concentration of students during learning. Students who lack focus or concentration on learning will affect student learning outcomes. For this reason, the teacher needs to make every student focus on learning, moreover, this is learning the Qur'an. No matter how good the teacher is in teaching and using certain methods, if the students themselves are less focused or unfocused then what is being taught cannot be understood by the students properly. This is in accordance with the findings [Aviana & Hidayah, \(2015\)](#) the mental readiness of students, especially in terms of learning concentration, greatly affects the understanding of the material in the learning process in class, low concentration of students will lead to low-quality activities and can cause seriousness in learning. The importance of learning concentration in students determines their learning achievement, this learning concentration can be seen from the focus of students learning and can be seen from the characteristics of learning concentration itself ([Hasanah et al., 2017](#)).

Second, lack of discipline among students. A form of student indiscipline is arriving late. [Sari & Hadijah, \(2017\)](#) revealed that one of the factors causing the lack of discipline of students was the lack of discipline coaching and the absence of sanctions. Students often do things that are counterproductive when studying, this is an indicator that a student has a disciplinary crisis within him. The crisis of Santri discipline is a challenge for a teacher in teaching, therefore maximizing the development of Santri discipline must be a special concern for teachers and the school ([Sari & Hadijah, 2017](#)). The research results of [Septyaningrum. Setyaningrum et al., \(2020\)](#) reveal that class teachers play a role in forming the character of discipline in students using three techniques, namely; the inner control technique is exemplary in all aspects of school life as outlined in the school regulations, the

external control technique is enforcing school rules in two ways, giving educational punishments to students who violate the rules and giving praise or prizes or positive responses to students who obey cooperative control rules and techniques, namely establishing cooperation which is manifested in the form of work contacts which contain school discipline regulations in the form of rules and sanctions for violators.

Third, lack of enthusiasm and perseverance of students in learning. This problem is related to the learning motivation of students. Motivation is a process in which the activities carried out are directed at one particular goal (Cook & Artino, 2016). Learning motivation is important considering that learning success is also determined by whether students are motivated to learn or not (Filgona et al., 2020). Low social support from parents results in a decrease in their children's learning motivation, this is related to the factors that influence the motivation and interest in learning of TPQ children. One of the efforts that can be made by the teacher to increase students' motivation to learn to read the Qur'an is to use the intervention method '*psycho education games*', namely psycho education which is also modified in the form of a game. Psycho education is an educative method that aims to provide useful information and training to change an individual's mental or psychic understanding. Aulia's research Engkizar et al., (2021) shows that the Intervention '*psycho education games*' have proven to be effective in increasing learning motivation and interest in reading the Qur'an.

Problems with facilities and infrastructure, including the following; i) lack of the Qur'an, ii) lack of study table. To make it easy to understand the findings in this study, the authors present them using Miles and Huberman qualitative data analysis as shown in the figure below:



**Fig 3. The problematic facilities and infrastructure**

The problematic facilities and infrastructure of teachers and students in learning the Qur'an, according to the informant the problematic facilities and infrastructure are the lack of facilities in carrying out reading the Qur'an. Like a table for reading the Qur'an, a loudspeaker or mic, then the lack of the Qur'an that has meaning and *tajwid* for children learning the Qur'an. The following are some excerpts from interviews related to the problems of facilities and infrastructure in learning the Qur'an:

*...Inadequate facilities and infrastructure, due to lack of attention from the government. For example, the mic here is broken but you can't replace it right away, because you have to collect money first to buy it, that's a fee. If there are enough classrooms for the children who recite the Qur'an here (I-19). ...Inadequate facilities and infrastructure for teaching the Qur'an (I-37). ...Inadequate facilities, we here do not have special classrooms for children to study the Qur'an, they are only in the mosque (I-33). ...here the problem at TPQ is mostly in the form of the Qur'an, with this many children, only some of them bring the Qur'an from home, and some only rely on the Qur'an to the mosque (I-42).*

Problems related to facilities and infrastructure namely; **First** the lack of translation of the Qur'an and its *tajwid*. **Second**, lack of study tables. Qur'an learning facilities and infrastructure affect the success of learning (Khadijah, 2019). Facilities and infrastructure are one of the factors that play an important role in supporting the achievement of learning success. With the use of appropriate learning facilities in learning, it is expected to be able to provide convenience in absorbing the material presented (Khoiriyah, 2017; Fatmawati et



al., 2019). The same thing was also expressed by Khoiriyah, (2017) Hasbullah Thabrany stated that learning facilities include; (i) a study room, the conditions are free from distractions, good circulation, and temperature, good lighting (not too bright and not too bright), (ii) adequate and good equipment, at least a writing desk and chair (Fatmawati et al., 2019).

## CONCLUSION

This research has succeeded in uncovering twelve problems of teachers and students in learning the Qur'an. Each of these problems is divided into three groups, namely problems of teachers, students, and infrastructure. The thirteen problems are, *First* teacher problems, including the following; i) lack of tahsin activities and training for the Qur'an teachers, ii) lack of competency of Qur'an teachers, (iii it is difficulty to manage time, iv) the number of students is not proportional to class capacity, v) differences in student backgrounds, vi) organize and condition students in class, vii) the lack of welfare of the Qur'an teachers. *Second*, problems of students, including the following; i) lack of focus or concentration of students in learning, ii) lack of discipline of students, iii) lack of enthusiasm of students in learning, *Third*, facilities and infrastructure issues, including the following; i) the lack of study tables, ii) the lack of facilities and infrastructure such as the translation of the Qur'an and its *tajwid*. The problems that occur and are faced by teachers and students in learning the Qur'an at the Qur'an education park should receive attention and a solution together. The author hopes that this research can be used as a basis and reference for subsequent researchers to examine this problem in different contexts and issues.

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