

The Role Of Teachers In Improving The Ability To Read The Quran At State Elementary School 8 Jeumpa

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ARTICLE INFO	ABSTRACT
<p>Entered : May 05, 2025</p> <p>Revised : May 20, 2025</p> <p>Accepted : May 25, 2025</p> <p>Published : May 29, 2025</p> <p>Keywords: <i>Teacher's Role, Qur'anic Reading Ability.</i></p>	<p>This study aims to analyze the role of teachers in improving Qur'an reading ability at SD Negeri 8 Jeumpa. The ability to read the Qur'an correctly is a crucial aspect of Islamic religious education, yet students face challenges such as limited learning time, varying reading skills, and lack of family support. This qualitative descriptive research collected data through observation, interviews, and documentation. Research subjects included Islamic Religious Education teachers and upper-grade students. Primary data came from teachers and students, while secondary data was sourced from school documents and literature. The study found that teachers play a significant role in enhancing students' Qur'anic reading, particularly in tajwid, makharijul huruf, adab in recitation, and rules of waqaf and wasal. Strategies such as peer learning, extra guidance, and use of digital media were effectively applied. Students in Grade III showed basic understanding but with pronunciation difficulties, while Grade IV students demonstrated more mastery, though some struggled with waqaf and recitation art. Main obstacles include limited time, ability gaps, and minimal parental support. Solutions implemented involve peer methods, extended learning hours, teacher training, intensive mentoring, small group teaching, and parental involvement, all contributing to improved Qur'an reading proficiency among students...</p>

INTRODUCTION

The Qur'an is the holy book of Muslims which contains life guidance for all humans. As a revelation of Allah, the Qur'an has beautiful language and dense content, covering various aspects of life, both in terms of faith, sharia, and muamalah. Therefore, understanding the Qur'an is an obligation for every Muslim in order to be able to practice Islamic teachings correctly. One of the first steps in understanding the contents of the Qur'an is to have the ability to read well and correctly (Shihab, 1996)

The ability to read the Qur'an is a basic skill that every Muslim must have. It not only functions as a means of worship, but also as a foundation in understanding and



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practicing Islamic teachings. Islamic Religious Education in schools has an important role in guiding students to be able to read the Qur'an well, understand the laws of tajwid, and apply the values contained therein in everyday life.

However, reality shows that there are still many students who have difficulty in reading the Qur'an properly and correctly. Some factors that influence this include lack of motivation to learn, limited learning time at school, and lack of support from parents and the surrounding environment (Arifin, 1996). In addition, the role of teachers in guiding students is also a crucial factor in the success of learning the Qur'an. Teachers do not only act as teachers, but also as motivators and facilitators who help students improve their abilities (Zuhra, 2013).

This study aims to analyze the role of teachers in improving the ability to read the Qur'an at SD Negeri 8 Jeumpa. The main focus of this study is how the teaching methods applied by teachers, the challenges faced in the learning process, and the strategies used to overcome existing obstacles. By understanding the role of teachers in more depth, it is hoped that this study can contribute to the development of more effective Qur'an learning methods at the Elementary School level (Syarifuddin, 2009).

Apart from that, this research also attempts to see newness compared to previous research. If previous research has highlighted aspects of the curriculum and teaching methods in general, this research focuses on the specific role of teachers in shaping students' Al-Qur'an reading skills. Thus, this research can provide a new perspective on how more effective teaching strategies can be implemented in the context of basic education, especially at SD Negeri 8 Jeumpa.

With this research, it is expected to provide recommendations for teachers, schools, and related parties in improving the effectiveness of learning the Qur'an in elementary schools. Better Qur'an education will have a positive impact on students, not only in academic aspects, but also in shaping their character and spirituality as a Muslim generation that has a strong understanding of religion.

METHODOLOGY

This study uses a qualitative approach with a descriptive research type, which aims to describe and analyze phenomena systematically and accurately regarding the role of teachers in improving the ability to read the Qur'an at SD Negeri 8 Jeumpa (Sugiyono, 2019). Data were obtained through observation, interviews, and documentation, which were then analyzed qualitatively. The location of the study was at SD Negeri 8 Jeumpa, Jeumpa District, Bireuen Regency, which was chosen because it has an Al-Qur'an learning program that is the focus of the study.

The data sources in this study consist of primary and secondary data. Primary data were obtained from interviews with PAI subject teachers and students who participated in Al-Qur'an learning (Arikunto, 2010). Meanwhile, secondary data were obtained from relevant documents, literature, and previous research. Data collection techniques were carried out through direct observation of the Qur'an learning activities in class, interviews with teachers and students to gather information about teaching methods and challenges faced, and documentation used as supporting evidence for the research (Muhson, 2006).

Data analysis was conducted through three stages, namely data reduction, data presentation, and drawing conclusions. Data reduction was conducted by sorting and simplifying the data obtained from the research results. The data was then arranged in narrative form to make it easier to analyze. Finally, the conclusion is drawn by looking for patterns and meanings that support the research objectives. With this method, the

research is expected to provide a clear picture of the role of teachers in improving the ability to read the Qur'an at SD Negeri 8 Jeumpa.

RESULTS AND DISCUSSION

The Role of Teachers in Improving the Ability to Read the Qur'an at SD Negeri 8 Jeumpa

Teachers have a central role in improving students' ability to read the Qur'an, especially in understanding *ahkamul huruf* or the law of reading. Based on an interview with Mrs. Rauzati, S.Pd., the main strategy applied is the introduction of *makhraj* and the nature of letters in a structured manner. Students are taught the correct position of the tongue, lips, and mouth parts in pronouncing the *hijaiyah* letters. This understanding is the basis for building good and correct reading skills.

In learning, teachers utilize digital media such as YouTube recitation recordings to help students understand the practical application of *tajweed*. This strategy is effective in increasing students' awareness of the differences in correct pronunciation and enriching their learning experience. In addition, the pair learning method is applied to increase students' confidence in reading the Qur'an and provide an opportunity for them to correct each other's reading.

Properties of letters is an important aspect in *tajwid* that affects the quality of the recitation of the Qur'an. Mrs. Wulandari, S.Pd., explained that the method used in teaching the characteristics of letters is to provide a detailed explanation of the characteristics of letters such as *tafkhim* and *tarqiq*, then followed by direct pronunciation practice. This method aims to build theoretical understanding as well as good practical skills. Learning strategies include direct demonstrations by the teacher, followed by imitation exercises by students. This approach allows students to understand the nuances of different sounds in each *hijaiyah* letter and improve their reading skills gradually.

Makharijul letters refers to the place where the letters come out in the pronunciation of the Qur'an. Mrs. Rauzati emphasized that the main strategy in teaching *makharijul huruf* is a combination of theoretical explanation and direct practice. The *talqin* approach is used where the teacher pronounces the letters first, then the students imitate them to ensure correct pronunciation. In learning, students are taught to compare letters that have similar *makhraj* to avoid mistakes in pronunciation. This strategy has proven effective in improving the accuracy of students' reading as well as ensuring that they can read the Qur'an according to the correct rules of *tajweed*.

The customs of recitation or ethics in reading the Qur'an is an important aspect in learning. Mrs. Rauzati explained that the approach used in teaching the *adab* of *tilawah* is to provide a deep theoretical understanding, including the procedures for purifying oneself before reading, good sitting positions, and respect for the *mushaf*. On the other hand, Mrs. Wulandari emphasizes more on direct practice where students are asked to apply the *adab* of *tilawah* directly in the learning session. This combination approach shows its effectiveness in forming positive habits in students in respecting the Qur'an and improving the quality of their worship in reading the holy verses.

Endowment and *wasal* are very important reading skills in maintaining the continuity of meaning in the Qur'an. Mrs. Rauzati and Mrs. Wulandari teach this concept through a direct demonstration method, where they read verses with the correct application of *waqf* and *wasal*, then students are asked to imitate them. This strategy has proven effective in helping students understand when to stop and when to continue

reading without changing the meaning of the verse. Through the method of repetition and correction, students are able to improve their understanding in the application of waqf and wasal better.

The art of tilawah or rhythm in reading the Qur'an is a skill that requires intensive practice. Mrs. Rauzati introduces certain maqams by reading slowly so that students can understand the right rhythm transitions. Meanwhile, Mrs. Wulandari uses digital media such as qari videos from YouTube to introduce variations of maqams and correct vocal techniques. This approach allows students to learn from professional qari and understand the aesthetics of the art of tilawah. Through regular practice and direct guidance from teachers, students can improve their skills in reading the Qur'an with beautiful sounds that are in accordance with the rules of tajwid.

Based on the results of interviews, observations, and documentation, the role of teachers in improving the ability to read the Qur'an at SD Negeri 8 Jeumpa has shown positive results. Various learning strategies applied, such as the use of technology, the talqin method, and a direct practice approach, have helped students understand tajwid, makharijul huruf, and tilawah etiquette better. Although there are still some challenges, such as differences in student abilities and limited learning time, the efforts made by teachers have had a significant impact on improving the quality of student reading. Therefore, further support is needed, both from schools, parents, and the government, to ensure that learning to read the Qur'an can continue to be improved and provide maximum benefits for *students*.

Students' Ability in Reading the Qur'an at SD Negeri 8 Jeumpa

Evaluation of students' ability in reading the Qur'an at SDN 8 Jeumpa was carried out using an assessment criteria-based approach that includes main aspects such as ahkamul huruf, sifatul huruf, makharijul huruf, adab tilawah, wakaf and wasal, and the art of tilawah. This study assessed the level of student mastery through interviews with teachers, learning observations, and Qur'an reading tests.

The test results show that in the aspect of *ahkamul huruf*, many third grade students still have difficulty in distinguishing reading laws such as idgham, izhar, and ikhfa. Of the 22 students tested, most of them are in the "Less" and "Enough" categories with an average score of 2.8. Meanwhile, fourth grade students showed an increase with an average score of 3.2, although there are still some who need further assistance in understanding reading laws.

In the aspect of letter properties, it was found that the majority of third-grade students were in the "Less" category, indicating difficulty in understanding letter properties such as tafkhim and tarqiq. Meanwhile, fourth-grade students showed improvement with more reaching the "Enough" and "Good" categories. Teachers identified that lack of reading practice and minimal guidance from parents were the main factors in students' difficulty in understanding letter properties.

The makharijul huruf aspect showed better development. In grade III, most students scored "Enough," although some still had difficulty in distinguishing the sounds of letters with similar makhraj. In grade IV, there was a significant improvement with more students entering the "Good" and "Very Good" categories, indicating the effectiveness of more intensive training at this level.

In tilawah etiquette, most of the third grade students already understand the importance of etiquette when reading the Qur'an, with 20 out of 22 students getting a score of "Good." In fourth grade, there were more students who achieved the "Very

Good” category, indicating that longer experience and practice contributed to their increased understanding in respecting the Qur'an when tilawah.

The ability in waqf and wasal is still a challenge for many students, especially in grade III, where the majority are still in the “Poor” category. Common mistakes include stopping in inappropriate places and difficulty in connecting verses correctly. In grade IV, more students understand the signs of waqf better, although additional practice is still needed so that they can read fluently without hesitation.

In the aspect of tilawah art, it was found that most of the students in grade III were still in the “Very Poor” category with readings that tended to be monotonous and without variation in tone. In grade IV, there was a slight improvement with some students beginning to understand the rhythmic pattern in reading the Qur'an. However, overall, tilawah art skills still need strengthening through more systematic exercises and based on direct guidance from teachers or murottal media.

In general, the results of the study indicate that there is a significant development in the ability to read the Qur'an from grade III to grade IV. Factors such as the duration of learning, teaching methods, and learning environment greatly influence students' success in understanding and applying the rules of reading the Qur'an. Therefore, more interactive learning strategies, more structured exercises, and support from parents and schools are needed to ensure continuous improvement in students' ability to read the Qur'an.

Obstacles and Solutions in Improving the Al-Quran Reading Skills of Elementary School Students 8 Jeumpa

In an effort to improve the ability to read the Qur'an in SD Negeri 8 Jeumpa, there are various obstacles faced both from the side of teachers, students, and environmental factors. One of the main challenges faced by teachers is the limited learning time. The duration of time provided in the Islamic Religious Education (PAI) lesson schedule is often not enough to guide students optimally, especially in the aspects of tajwid and makharijul huruf which require intensive practice.

In addition, the difference in the level of ability to read the Qur'an between students is also a challenge in itself. Some students are already able to read well, while others still have difficulty pronouncing the hijaiyah letters correctly. This causes learning to be less even and requires more effective strategies from teachers in accommodating students' learning needs.

From the students' perspective, learning motivation is also an important factor that influences the ability to read the Qur'an. Some students show high enthusiasm in learning, while others lack the awareness to practice reading outside of class hours. This factor is exacerbated by the lack of support from the family environment, where there are still parents who are less active in guiding their children to read the Qur'an at home. In fact, the family environment has a big role in forming the habit of reading the Qur'an from an early age.

In addition, the limited availability of learning media is also an obstacle in the learning process. SD Negeri 8 Jeumpa does not yet have complete learning aids for the Qur'an, such as illustrated tajwid books, audiovisual media, or digital applications that can help students understand the laws of reading more easily. This deficiency results in the learning methods used being conventional and lacking in variety, so that students quickly get bored and are less actively involved in the learning process.

To overcome these obstacles, several solutions have been implemented by schools and teachers. One of them is the implementation of a peer learning method, where students who are more proficient in reading the Qur'an help their friends who are still having difficulty. This approach not only improves students' overall abilities, but also fosters a sense of responsibility and concern among them. In addition, teachers have also begun to increase learning time outside of regular class hours through special tutoring programs for students who are still having difficulty reading the Qur'an.

Support from parents is also an important aspect in improving learning success. For this reason, the school seeks to improve communication with parents through regular meetings and socialization about the importance of Quran education at home. With the cooperation between the school and parents, it is hoped that students will be more accustomed to reading the Quran every day and receive more intensive guidance.

The government and related parties also play a role in supporting the improvement of the quality of learning the Qur'an in schools. The Department of Education and the Ministry of Religion can provide training for teachers in teaching tajwid and makharijul huruf more effectively. In addition, the provision of technology-based learning media is also needed so that the learning process becomes more interesting and interactive for students.

From the results of this study, it can be concluded that although there are various obstacles in improving the ability to read the Qur'an at SD Negeri 8 Jeumpa, various solutions that have been implemented have shown a positive impact. With the cooperation between teachers, students, parents, and support from the government and the community, it is hoped that learning the Qur'an in this school can continue to develop and provide greater benefits for students in understanding and practicing Islamic teachings in everyday life.

CONCLUSION

Learning the Qur'an in elementary schools has a very important role in forming good and correct reading skills for students. In this study, it was found that the role of teachers at SD Negeri 8 Jeumpa is very important in improving students' ability to read the Qur'an, especially in the aspects of tajwid, makharijul huruf, and tilawah etiquette. The approach applied by teachers by combining theory and practice has proven effective in helping students understand the laws of reading the Qur'an. However, several challenges are still found in the learning process, such as time constraints, differences in student ability levels, and lack of support from the family environment in guiding their children at home.

Various solutions have been implemented to overcome these challenges, including peer learning methods, additional tutoring outside of class hours, and increased communication between schools and parents so that learning the Qur'an is more optimal. In addition, the role of the community and support from the government are also very much needed to improve the quality of this learning, especially in providing supporting facilities and training for teachers. With the cooperation of various parties, it is hoped that learning the Qur'an at SD Negeri 8 Jeumpa can continue to develop, so that students are not only able to read the Qur'an well, but also understand and practice its values in everyday life..

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