

The Role of Teachers in Enhancing Qur'anic Literacy at Madrasah Diniyah Tarbiyatulhidayah

Wardah Luthfiyyah

IAIN Syaikh Abdurrahman Siddik Bangka Belitung

Wahyudin Noor

IAIN Syaikh Abdurrahman Siddik Bangka Belitung

Utin Mutia

IAIN Syaikh Abdurrahman Siddik Bangka Belitung

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ABSTRACT

The background of this research is the researcher's view regarding the lack of Qur'anic literacy, which necessitates that students engage in Qur'anic literacy. However, what the researcher observed during school observations indicates that students have been engaging in literacy. This raises the researcher's concern about the role of teachers in fostering Qur'anic literacy at Madrasah Diniyah Tarbiyatulhidayah. The issue raised in this research is about the role of teachers in improving students' Qur'anic literacy. The objective of this research is to understand the role of teachers in enhancing students' Qur'anic literacy. The method used in this research employs a descriptive qualitative method. The sources of data used are primary and secondary data. And the collection techniques used were observation, interviews, and documentation. After conducting the research, it was found that there are several roles used by teachers in improving Quran literacy. The roles of the teacher used include the role of the teacher as a facilitator, as a guide, as an educator, a motivator, and an evaluator. In improving literacy, teachers provide adequate facilities in terms of place and time, encourage students to habitually read several surahs from the Qur'an at the beginning of each lesson, offer special guidance with additional time and materials related to the Qur'an for students both individually and in groups, and provide extra training for some students who have difficulty in literacy of the Qur'an.



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Correspondence:

Wardah Luthfiyyah

Email: wardahluthfiyyah6@gmail.com

INTRODUCTION

Teachers are not merely responsible for delivering knowledge during the teaching process; more importantly, they are responsible for the holistic development of each student. Therefore, a teacher must be capable of creating and demonstrating their role effectively in the learning process so that they can inspire students to learn well and foster their enthusiasm for education (Zulfatunnisa, 2022).

The role of the teacher is crucial in education not only in teaching students in the classroom but also in acting as an educator, mentor, motivator, role model, administrator, evaluator, and source of inspiration. This role is especially significant in improving students' Qur'anic literacy. Teachers play an essential role in fostering student development, setting an example, encouraging religious practices, and offering guidance. They also help instill discipline and religious values in students (Wulandari Wangi Ni Kadek, 2024).

When the teacher's role is not internalized by the students, their Qur'anic literacy skills tend to be low. In other words, students may lack the ability to read, comprehend, and interpret the Qur'an correctly, which can negatively affect their overall religious learning. Qur'anic literacy is part of a broader literacy movement that involves the ability to study the Qur'an through reading, writing, and understanding. It

includes not only reading and writing but also conveying, analyzing, internalizing, and researching the Qur'an and its characteristics (Syarifuddin et al., 2021).

The issue of Qur'anic literacy is not exclusive to primary and secondary education levels; it is also evident among university students. Data shows that many senior high school students in Indonesia fall into the moderate or low levels of Qur'anic literacy, especially in reading proficiency. For instance, in Bandung, 80% of students in SMA/SMK reportedly struggle with Qur'anic reading. Similarly, 49 out of 952 students at MAN 1 Malang were categorized as unable to read the Qur'an properly. At the tertiary level, a study at Universitas Negeri Malang during the 2017–2018 academic year found that 86% of students enrolled in Islamic Religious Education courses could not read the Qur'an according to tajwid rules. This indicates that reading proficiency remains the most fundamental problem in Qur'anic literacy for high school and university students. In response, Islamic education teachers and lecturers must treat this issue as both a challenge and an opportunity to create innovative learning strategies focused on problem-solving. Qur'anic literacy requires not only the ability to read but also to write, memorize, understand, and apply the teachings in daily life (Nurhidin, 2022).

If this problem is left unaddressed, few students will become literate in the Qur'an. Therefore, the teacher's role is vital in building students' spiritual and moral values. Such moral development cannot be achieved instantly; it must begin early with solid religious education. Students' ability to develop Qur'anic literacy is a direct result of strong religious foundations. Teachers play a crucial role in supporting this development by offering guidance and corrections when students encounter difficulties in reading the Qur'an. For example, if a student struggles with pronunciation or tajwid rules, the teacher must provide appropriate instruction to prevent misreading (Wulandari Wangi Ni Kadek, 2024)

Based on the researcher's observation at the selected Madrasah, many students were found to have difficulties in Qur'anic literacy. These difficulties included a lack of fluency in reading, limited understanding of tajwid, unfamiliarity with hijaiyah letters (especially in joined writing), and inaccurate pronunciation. One of the contributing factors is the influence of technology; students are more inclined to use smartphones and neglect their Qur'anic studies. Given these challenges, the roles of teachers as instructors, guides, facilitators, motivators, and evaluators are essential to help students become more focused and guided in their Qur'anic literacy journey.

To address these issues, teachers at the Madrasah have implemented strategies to foster students' interest in Qur'anic literacy. This includes allocating additional study hours for Qur'anic recitation, dictation, and memorization. These sessions are designed to improve students' literacy skills. Another strategy employed is the habituation method, encouraging students to regularly practice reading the Qur'an within the school environment.

Hence, it is important to further explore how teachers contribute to improving students' Qur'anic literacy. This is what led the researcher to conduct a study at Madrasah Diniyah Tarbiyatulhidayah under the title *"The Role of Teachers in Enhancing Qur'anic Literacy at Madrasah Diniyah Tarbiyatulhidayah."*

LITERATURE REVIEW

This research is grounded in previous studies that serve as the foundation for developing and differentiating it from existing literature.

The first literature reviewed is a study titled "The Role of Islamic Education Teachers in Improving Qur'an Reading Ability among Students at SMP Negeri 2 Sinjai Barat" (Suriani, 2019). This study concluded that many students struggle to understand the Qur'an, with varied learning experiences. Some students find it difficult to focus on the text, while others can memorize it easily. The Islamic education strategies at SMP Negeri 2 Sinjai Barat were found to be ineffective, as teachers were perceived to lack dedication. This negatively impacted students' learning experiences, as teachers tended to focus more on teaching than guiding students through the text.

The second study, titled "The Influence of Qur'anic Literacy on Qur'an Reading Competence among Tenth Grade Students at UPT SMA Negeri 3 Sinjai" (Nurafiah, 2022), revealed that students' ability to comprehend the Qur'an remained poor, with many unable to apply their knowledge effectively. The study found a significant influence of Qur'anic literacy on students' comprehension skills, showing an 18.3% impact on their ability to understand the Qur'an—potentially enhancing their learning outcomes and understanding.

The third study reviewed is "The Role of Islamic Education Teachers in Enhancing Qur'anic Literacy among Students at SMA Negeri 3 Ponorogo" (Ayub Bahrudin, 2022). The findings indicated that students at SMA Negeri 3 Ponorogo faced challenges in understanding the Qur'an and its tajwid rules. Many students struggled with Arabic language comprehension due to a lack of grammatical knowledge and understanding of Qur'anic verses. Factors contributing to the success of Qur'anic literacy programs included motivation,

desire, and a sense of purpose. Teachers were shown to play a crucial role in teaching and assisting students in their Qur'anic learning journey.

METHOD

This research employs a qualitative descriptive approach. Qualitative research typically explains and analyzes phenomena, events, social dynamics, attitudes, beliefs, and perceptions of individuals or groups. A descriptive qualitative study falls under the qualitative research category because it investigates real-life phenomena and allows subjects to recount events they experienced that are relevant to the study topic (Agus Rustamana, Nurul Rohmah, Putri Frilly Natasya, 2023).

Through this approach, the researcher seeks to understand the phenomenon related to the role of teachers in enhancing students' Qur'anic literacy. The primary sources of information are the teachers, while the students serve as supporting informants at Madrasah Diniyah Tarbiyatulhidayah.

1. Data Sources

Primary Data: Primary data includes verbal responses, behaviors, or gestures directly obtained from trusted sources, in this case, research subjects (informants) relevant to the variables studied. This data was collected through direct interviews with key informants such as the head of the school, teachers, and students at Madrasah Diniyah Tarbiyatulhidayah.

Secondary Data: Secondary data refers to information provided indirectly through other people or documents. In this study, secondary data includes books, journals, articles, and institutional documentation related to the research topic.

2. Data Collection Techniques

Observation: Observation involves focused attention using all the senses to systematically collect data about the research object (Prawiyogi et al., 2021). This study used structured observation, which was designed to identify what, when, and where to observe. The researcher observed the school environment and the learning process, especially students' practices in reading the Qur'an.

Interview: An interview is a direct oral exchange between two or more individuals. In qualitative research, the researcher acts as the interviewer, while the informants are the interviewees. This study used semi-structured interviews, which allowed for open-ended exploration of issues and in-depth responses.

Documentation: Documentation involves collecting data through the examination of documents and records (Ika Kartika, 2024). In this research, documentation was used to gather information about the institution, particularly regarding the role of teachers at Madrasah Diniyah Tarbiyatulhidayah.

3. Data Analysis Techniques

Data Reduction: Data reduction is the process of selecting, simplifying, and transforming raw data from field notes, interviews, and documents to focus on key issues relevant to the research problem. It helps provide a clearer understanding and facilitates the next stage of data collection (Sugiyono, 2021).

Data Display: Data display refers to the organized presentation of information that enables researchers to draw conclusions. In this study (Jufrida et al., 2019), the data were displayed to describe the roles of teachers in improving Qur'anic literacy among students at Madrasah Diniyah Tarbiyatulhidayah.

Verification and Conclusion Drawing: This is the final step in qualitative data analysis. Conclusions were drawn continuously throughout the research process—from the initial data collection to pattern identification and the establishment of relationships. These conclusions were validated by reviewing field notes, discussing findings with other researchers, and cross-checking with other data sources (Millah et al., 2023).

RESULTS AND DISCUSSION

1. The Role of Teachers in Enhancing Qur'anic Literacy at Madrasah Diniyah Tarbiyatulhidayah

Teacher as Facilitator: Teachers act as facilitators to help students gain meaningful learning experiences and acquire life skills (Siti Nurzannah, 2022). Teachers provide ample opportunities for students to ask questions, speak, and actively engage in the learning process. As facilitators, they are responsible for creating supportive environments and providing adequate facilities during the learning process, as well as guiding students to develop a deeper understanding of the Qur'an. At Madrasah Diniyah Tarbiyatulhidayah, teachers employ various methods and strategies to enhance students' Qur'anic literacy, ensure effective communication, and establish a conducive learning environment.

Teacher as Guide: Teachers also serve as guides who are committed to helping students achieve their learning goals and overcome obstacles. At Madrasah Diniyah Tarbiyatulhidayah, teachers observe students during classroom activities to understand their challenges and provide proper guidance

(Widiatmoko & Dirgantoro, 2022). They foster student interest in Qur'anic literacy, offer appreciation, and encourage active participation. The collaboration between teachers and parents is essential in creating a supportive environment that helps students reach their full potential and take control of their own learning (Kasi, 2022).

Teacher as Educator: Teachers are expected to contribute to curriculum development that aligns with contemporary needs and provides meaningful educational experiences (Maulida Laily Kusuma Wati et al., 2024). As educators, teachers build relationships based on respect and character, which enhance trust and influence over students. In the context of Qur'anic literacy, teachers provide instruction on recognizing hijaiyah letters, proper pronunciation, memorization, and writing in accordance with the correct rules of Qur'anic recitation (Muslimin et al., 2021). Teachers also reinforce students' understanding of the Qur'an and offer constructive feedback.

Teacher as Motivator: In their role as motivators, teachers not only encourage students to learn but also shape their character through example and habit formation. In line with (Rahman, 2022) findings, direct strategies such as providing examples, motivation, and training have proven effective in shaping students' moral character and religious behavior. Therefore, teachers at Madrasah Diniyah Tarbiyatulhidayah also implement regular practices such as reading short suras, performing congregational prayers, and engaging in Quranic literacy activities to develop both the skills and religious character of students,

Teacher as Evaluator: Teachers also serve as evaluators, assessing students' academic performance and social skills. As evaluators, they monitor student progress and evaluate the effectiveness of learning processes. Various assessment tools are used, including tests, assignments, and classroom observations. The objective is to determine students' understanding of Qur'anic literacy and their ability to apply it in daily life (Fidia Arief Diyanti, 2024). At Madrasah Diniyah Tarbiyatulhidayah, teachers identify students' strengths and weaknesses, then adjust strategies to help them improve their Qur'anic literacy. When students demonstrate successful recitation, it reflects the teacher's achievement in teaching goals. Otherwise, teachers must provide additional support and strategies to address learning difficulties.

2. The Process of Improving Qur'anic Literacy

In addition to fulfilling their roles, teachers must actively help students improve their Qur'anic literacy. Based on the research findings, the following efforts were made:

Providing Facilities: Teachers allocate adequate time and space for students to learn the Qur'an. Qur'anic learning sessions are held on Wednesdays during break time or after school, with a flexible schedule for each class. This creates an opportunity for regular practice.

Establishing Reading Habits: Teachers encourage students to develop a habit of reading and listening to Qur'anic recitation. This practice is done directly and regularly during class sessions.

Providing Personal Guidance: Teachers build strong relationships with students and offer personalized guidance. This includes helping students with pronunciation and comprehension challenges.

Offering Additional Training: Teachers organize special training sessions to help students improve both their reading and writing of the Qur'an. At the end of each semester, students are required to submit Qur'anic memorization assignments. Students are considered to have passed when they meet the expected standards of Qur'anic literacy performance.

The head of the madrasah and teachers play an important role by offering motivation, consistent guidance, and adequate facilities to ensure the sustainability of Qur'anic literacy programs. On the other hand, students are expected to adhere to rules and actively participate in literacy activities, gradually improving both their skills and interest in Qur'anic learning.

CONCLUSION

Based on the research focus and findings regarding the role of teachers in improving Qur'anic literacy, the conclusions of this study are as follows:

The role of teachers in enhancing Qur'anic literacy at Madrasah Diniyah Tarbiyatulhidayah includes several key functions, such as acting as facilitators, mentors, motivators, guides, and evaluators. These roles are actively carried out by teachers to support the improvement of students' Qur'anic literacy at the institution.

The process of improving Qur'anic literacy at Madrasah Diniyah Tarbiyatulhidayah involves organizing extracurricular or supplementary activities led by appointed teachers. These activities are held once a week, on Wednesdays, during recess or after school hours. During these sessions, students are grouped according to their literacy levels. Improvement efforts include providing adequate time and space, encouraging the habitual reading of selected surahs at the beginning of lessons, offering special guidance

with extended time and materials related to the Qur'an for both individual and group sessions, and conducting additional training for students facing difficulties in Qur'anic literacy.

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