

Islamic Religious Education Teachers' Strategies in Overcoming Students' Difficulties in Reading the Qur'an at MTs An Nur Buuts Palu

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ARTICLE INFO	ABSTRACT
Volume: 4 ISSN: 2963-5489 KEYWORD Quran, Tajweed Learning, Teacher Strategies, Islamic Junior High School, Reading Difficulties	Reading the Qur'an is different from reading ordinary texts because it has special rules such as makhraj, letter properties, and tajwid that must be mastered to avoid errors in meaning. This study used a descriptive qualitative approach at MTs An Nur Buuts Palu in April–July 2025 with subjects of grade VII Islamic Religious Education teachers as well as informants of the madrasah principal, students, and parents. Data were obtained through interviews, observations, and documentation, then tested with triangulation of techniques and sources, and analyzed through collection, reduction, presentation, and drawing conclusions (Sugiyono, 2012). The results showed that students experienced difficulties in fluently pronouncing the hijaiyah letters, did not understand the rules of tajwid, and did not read the harakat regularly. The teacher's strategy to overcome this was carried out by providing materials and motivation, involving peer tutors, and an additional one-hour program specifically for reading the Qur'an outside the classroom. Inhibiting factors found included peer influence, diverse student backgrounds, and the impact of electronic media. This study emphasizes the importance of integrated learning strategies involving teachers, parents, and schools to optimally improve students' ability to read the Qur'an.

1. Introduction

Education plays a crucial role in shaping individual quality; one of the fundamental aspects of Islamic education is the ability to recite the Quran fluently and accurately according to the rules of tajwid (Ahmad, 2001). However, initial observations at MTs An Nur Buuts Palu revealed that many students, particularly seventh-grade students, still experience difficulties reading the Quran. These difficulties relate to letter pronunciation (makhraj), mastery of the rules of recitation, and recognition of punctuation (harakat). This situation requires Islamic Religious Education (PAI) teachers to implement effective learning strategies to enable students to read fluently and correctly (Suryani & Agung, 2012). This research was motivated by the need to identify the types of difficulties, teacher strategies, and supporting and inhibiting factors in efforts to improve Quranic recitation skills at the MTs.

To address this issue, this study employed a descriptive qualitative approach involving seventh-grade Islamic Religious Education (PAI) teachers as the primary subjects, along with the principal, parents, and students as additional informants. Data were collected through interviews, observations, and documentation, which were then systematically analyzed through the

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stages of reduction, presentation, and conclusion drawing. The research results are expected to provide a concrete picture of the obstacles students face in reading the Quran, the strategies teachers employ in the learning process, and the role of the school and family environment in supporting the development of these skills. Therefore, these findings are expected to not only contribute to the development of Quranic learning strategies at MTs An Nur Buuts Palu but also serve as a reference for other Islamic educational institutions in designing more effective and contextual learning methods.

2. Literature Review

Previous research has shown similar findings: students' difficulties in reading the Quran include weak pronunciation, a lack of understanding of Tajweed, and difficulty reading words with multiple syllables (Mufidah, 2023; Sa'adah, 2018). Effective strategies involve repetitive practice (drill), the use of context-appropriate Qira'ati/Ummi/Iqra methods, developing a reading habit, utilizing peer tutors, and strengthening the role of the family (Bahri, 2014; Wena, 2012). Internal factors (health, intelligence, motivation) and external factors (family, school, social circles) also influence the success of learning to read the Quran.

Considering the findings of previous research and the real-world conditions at MTs An Nur Buuts Palu, this study is crucial to provide more contextual and applicable solutions. The results are expected to not only contribute to improving students' Quran reading skills but also serve as a basis for Islamic Religious Education (PAI) teachers, parents, and the madrasah (madrasah) in formulating sustainable learning strategies. In addition, this research can also provide practical benefits for the development of curriculum and methods of learning the Qur'an in other Islamic educational institutions, so that it can produce a generation that is not only proficient in reading, but also has a strong spiritual attachment to the Qur'an (Abdurrahman, 2012).

3. Methodology

This research used a descriptive qualitative approach (Sugiyono, 2012). The research location was MTs An Nur Buuts Palu, conducted from April to July 2025. The primary subjects were seventh-grade Islamic Religious Education teachers; additional informants included the madrasah principal, students, and parents. Data collection techniques included semi-structured interviews, observations of learning activities, and documentation. Data validity was tested using triangulation of techniques and sources, while data analysis was conducted through data reduction, presentation, and drawing conclusions.

A descriptive qualitative approach was chosen because it allowed for in-depth exploration of the informants' experiences, perspectives, and practices in the process of learning to read the Quran. Through interviews, observations, and documentation, researchers not only obtained factual data but also understood the social and cultural contexts that influence students' abilities (Ghony & Almanshur, 2012). Thus, the research results are expected to provide a comprehensive picture of the types of difficulties, teacher strategies, and existing supporting and inhibiting factors, while also serving as a basis for formulating more effective efforts to improve Quranic learning in the madrasah environment.

4. Results and Discussion

The research results revealed the following main difficulties: (1) inaccurate pronunciation of the hijaiyah letters, (2) limited understanding of the rules of tajweed, and (3) difficulty reading the vowels. Teacher strategies included: delivering material and motivation in class, using peer tutors, and reading activities outside of class, including a dedicated hour for Quran reading. Supporting factors included teacher support and a reading habit program, while inhibiting factors included the influence of social circles, family background, and electronic media distractions.

These findings indicate that difficulties in Quran reading are not only influenced by technical aspects but are also closely related to the psychological condition and learning environment of students. Teachers' efforts in implementing learning strategies were deemed quite effective because they increased student motivation and engagement, although the results were not uniform across all students. School support through habituation programs and the active role of parents in accompanying their children at home are important factors that strengthen learning success. Conversely, the lack of control over electronic media use and undirected social interactions are challenges that must be addressed collaboratively so that students' Quran reading skills can develop optimally.

Furthermore, this study also shows variations in ability among students, influenced by reading habits at home and their family's religious educational background (Mubarak, 2023). Students who are accustomed to receiving guidance from their parents tend to master pronunciation and tajweed more easily than those who receive less attention in these areas. This confirms that successful Quranic recitation learning is not solely the responsibility of teachers at madrasahs but also requires synergy with families and the surrounding community to create a supportive learning environment (Nasrulloh, 2012).

Thus, the results of this study confirm that students' Quranic reading ability is greatly influenced by a combination of internal and external factors. While teacher strategies implemented at school have a positive impact, sustainable improvement in reading skills will not be achieved without the active involvement of families and the social environment (Purwanto, 2006). Therefore, close cooperation is needed between teachers, parents, and the madrasah in creating a consistent learning atmosphere both at school and at home (Suryani & Agung, 2012), so that the difficulties experienced by students can be minimized and the ability to read the Qur'an can develop optimally (Tafsir, 2001).

5. Conclusion

Types of difficulties in reading the Quran among seventh-grade students at MTs An Nur Buuts Palu include difficulty pronouncing letters, lack of understanding of tajweed, and irregular reading of the vowels. Effective Islamic Religious Education (PAI) teacher strategies include delivering material, utilizing peer tutors, and developing reading habits. Inhibiting factors include the influence of social circles, family background, and electronic media. Recommendation: Schools need to strengthen teacher-parent collaboration and improve peer tutoring programs to ensure optimal development of students' Quran reading skills.

The results of this study also confirm that difficulties in reading the Quran stem not only from the technical aspects of learning but also from students' study habits outside the classroom. Students who lack a Quran reading routine at home tend to have more difficulty mastering both pronunciation and tajweed. This suggests that successful Quran reading learning requires synergy between teachers at the madrasah and parents within the family environment, so that students receive continuous support.

Furthermore, peer tutoring programs have proven effective in helping students experiencing difficulties, as interaction with peers can create a more relaxed and receptive learning environment (Ghony & Almanshur, 2012; Sugiyono, 2012). However, the effectiveness of these programs will be further enhanced if schools provide specialized training and guidance to peer tutors so they have adequate tutoring skills. With full support from schools, teachers, and parents, along with the optimization of appropriate learning methods, students' Quran reading skills can develop more effectively and evenly across classes.

Furthermore, technological innovations such as artificial intelligence (AI) and the Internet of Things (IoT) have revolutionized the way we interact with the world. A study by the McKinsey Global Institute estimates that AI could contribute up to \$13 trillion to the global economy by 2030. A concrete example of this is the use of AI in the healthcare sector, where algorithms can diagnose diseases with greater accuracy than human doctors in some cases. However, challenges remain, including increasingly pressing ethical and data privacy issues. Research by the Pew Research Center shows that 81% of people feel that the risks to privacy outweigh the benefits offered by technology. Therefore, it is crucial for stakeholders to develop policies that balance innovation and the protection of individual rights.

Overall, science and technology not only contribute to economic progress but also influence the social and ethical aspects of everyday life. Given the importance of science and technology in shaping the future, collaboration between government, academia, and industry is crucial to ensure that innovation provides optimal benefits to society at large.

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