

The Role of PAI Teachers in Overcoming the Ability to Read the Qur'an

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Abstract	
<p>This study aims to examine the role of Islamic Religious Education (PAI) teachers in improving the ability to read the Qur'an at MA Darut Tahfidz Ajun, where PAI teachers function as educators as well as role models for students in the context of education that emphasizes the importance of mastering the Qur'an. The research method used is descriptive qualitative, with data collection through interviews, observation, and documentation. The results showed that PAI teachers implemented various strategies, such as self-reward, personal approach, implementation of tadarus before learning, and periodic evaluation to help students in reading the Qur'an. In addition, support from a conducive learning environment and parental involvement also contributed significantly to the development of students' abilities. This study recommends the need for continuous training for PAI teachers as well as the development of innovative teaching methods to further improve the quality of Qur'anic learning in these educational institutions. With various efforts made by teachers, students' Qur'an reading ability can be improved significantly.</p>	<p>Keywords: Role of PAI teacher; PAI; Qur'an Reading Ability</p>

Abstrak	
<p>Penelitian ini bertujuan untuk mengkaji peran guru Pendidikan Agama Islam (PAI) dalam meningkatkan kemampuan membaca Al-Qur'an di MA Darut Tahfidz Ajun, di mana guru PAI berfungsi sebagai pendidik sekaligus teladan bagi siswa dalam konteks pendidikan yang menekankan pentingnya penguasaan Al-Qur'an. Metode penelitian yang digunakan adalah kualitatif deskriptif, dengan pengumpulan data melalui wawancara, observasi, dan dokumentasi. Hasil penelitian menunjukkan bahwa guru PAI menerapkan berbagai strategi, seperti pemberian self-reward, pendekatan personal, pelaksanaan tadarus sebelum belajar, serta evaluasi berkala untuk membantu siswa dalam membaca Al-Qur'an. Selain itu, dukungan dari lingkungan belajar yang kondusif dan keterlibatan orang tua juga memberikan kontribusi signifikan terhadap perkembangan kemampuan siswa. Penelitian ini merekomendasikan perlunya pelatihan berkelanjutan bagi guru PAI serta pengembangan metode pengajaran yang inovatif guna lebih meningkatkan kualitas pembelajaran Al-Qur'an di institusi</p>	<p>Kata Kunci: Peran Guru; PAI; Kemampuan Membaca Al-Qur'an</p>

pendidikan tersebut. Dengan berbagai upaya yang dilakukan oleh guru, kemampuan membaca Al-Qur'an siswa dapat ditingkatkan secara signifikan.

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1. Introduction

The ability to read the Qur'an is a very important aspect of Islamic religious education, serving not only as a technical skill, but also as a means to understand the spiritual and moral values contained therein (Arsyad & Salahudin, 2018). In this context, the role of PAI teachers becomes crucial, as they are responsible not only for teaching correct reading techniques, but also for arousing students' motivation and interest in the Qur'an (Hidayatulloh, 2023). This article aims to analyze the various strategies implemented by teachers in overcoming the challenges students face when reading the Qur'an, as well as evaluate the impact of the pedagogical approaches used on the development of students' reading skills. With an in-depth understanding of the role of PAI teachers, it is hoped that this research can make a significant contribution towards improving the effectiveness of Qur'anic teaching in educational institutions, while strengthening students' relationship with the Qur'an.

Religious education, especially in the realm of Qur'anic education, has a very significant role in shaping the character and spirituality of individuals among Muslim communities. In this context, Islamic Religious Education (PAI) teachers are expected to carry out strategic responsibilities, especially in facing various challenges related to the ability to read the Qur'an among students (Akbar & Azani, 2024). The ability to read the Qur'an not only includes technical aspects such as mastery of tajweed and correct pronunciation, but also involves a deep understanding, appreciation of the values contained in the Qur'an, as well as the application of its teachings in everyday life. Therefore, the role of PAI teachers in improving the ability to read the Qur'an becomes very crucial, because this has direct implications for the formation of students' spirituality and morality (Misbah & Mariyam, 2024).

The Qur'an is the holy book for Muslims revealed by God to the Prophet Muhammad, who is recognized as the last apostle. It is considered the greatest miracle among the miracles given to the prophets. The Qur'anic revelation process lasted 23 years and was divided into two phases: the Makiyah verses, which were revealed in Mecca, and the Madaniyah verses, which were revealed in Medina (Rifa'i et al., 2024). As the last revealed book, the Qur'an aims to be a universal guide for all mankind (humanity) until the end of time, by presenting noble values that cover various aspects of life, including the individual's relationship with God, social interaction, and environmental responsibility. As such, the Qur'an serves not only as a spiritual guide, but also as an ethical and moral guideline that is relevant in facing the challenges of daily life, encouraging people to reflect on and apply its teachings in diverse social and cultural contexts (Zaelani et al., 2021). Fazlur Rahman, a leading Muslim thinker, identified central

themes in the Qur'ān, such as Godhead, humanity, and understanding of the universe, as well as addressing prophethood, eschatology, and issues of evil facing Muslim societies. Through these identifications, Rahman provides deep insights into the complexity and relevance of Qur'ānic teachings in modern life, enabling individuals and societies to lead more meaningful and purposeful lives (Daulay, 2015).

In many situations, the challenges faced by students in reading the Qur'an are often influenced by a number of interrelated factors. Among these factors, ineffective teaching methods are one of the main causes, which can hinder students' understanding of correct reading techniques. In addition, students' lack of motivation to learn to read the Qur'an properly also plays a significant role, often due to a lack of understanding of the importance of reading the Qur'an appropriately and correctly in the context of everyday life. In this case, the Islamic Religious Education (PAI) teacher acts as an educational facilitator who is not only responsible for the transfer of knowledge, but also as a guide who must stimulate students' interest and enthusiasm for Qur'anic learning (Ramadhan & Hidayat, 2024).

This requires teachers to actively develop adequate pedagogical competencies, which include a deep understanding of various learning theories as well as skills in applying teaching methods that are appropriate to the context and characteristics of students. In addition, it is important for teachers to have a broad insight into the unique needs of each individual student, including factors such as cultural background, ability level and learning motivation. Thus, mastery of pedagogical competencies serves not only to improve teaching effectiveness but also to create learning experiences that are more inclusive and responsive to the diversity present in the classroom. In this case, teachers need to adapt and adjust their approach to meet the expectations and challenges faced by students, so that they can reach their full potential in the learning process.

One approach that can be applied by Islamic Religious Education (PAI) teachers is the use of interactive and contextual learning methods. This approach is designed to encourage students to be actively involved in the learning process, which in turn can increase their motivation and interest in Qur'anic studies. Through dynamic interactions between teachers and students, as well as between students themselves, this method creates a collaborative and supportive learning atmosphere. In this context, it is important for teachers to integrate modern learning technologies and media, such as digital learning applications, interactive videos and online learning platforms, to enrich students' learning experience and make it more interesting and relevant to their daily lives (Manah, 2024).

An educator, especially an Islamic Religious Education (PAI) teacher, must be a figure that is admired and emulated by students. Islamic learning intrinsically contains ethical content that can not only be conveyed through teaching materials, but also through the direct example of the teacher. Although humans have imperfect traits, an Islamic Education teacher needs to strive to continuously improve themselves through dedication, hard work, and the application of good ethics. In this case, the teacher acts as Uswatun Hasanah, a good example for

his/her students. The role of teachers in educating students has a significant impact on the lives and development of individuals, as well as society as a whole. Therefore, teachers must be able to make a positive contribution and play an active role in social life.

In schools or madrasahs, PAI teachers are responsible for carrying out Islamic education activities that aim to assist individuals or groups of students in improving their perspective on life in accordance with Islamic teachings and values (Harahap et al., 2024). Muslims' attitudes towards life are reflected in their daily life skills, which are manifestations of their understanding and practice of religious teachings. In this context, educational programs implemented in schools or madrasah should be designed with an orientation to increase the potential of students (Oktavian & Hasanah, 2021). This can be achieved through various efforts, such as facilitation, encouragement, support, guidance, training, and inspiration, so that students can live and utilize their lives optimally in accordance with Islamic principles (Lesmana et al., 2024).

Meanwhile, according to research conducted by the Institute for Community Development (LPKM) of the Jakarta Institute of Qur'anic Sciences (IIQ), which aims to evaluate and analyze the level of Qur'anic literacy in Indonesia, it was revealed that the level of Qur'anic illiteracy among the community reached an alarming figure, namely at 58.57% to 65%. This figure represents a major challenge in efforts to improve religious education in the country (Jaya, 2024). Meanwhile, another study conducted by the Ministry of Religious Affairs also provides an overview of a similar phenomenon, showing that the level of Qur'anic illiteracy is at 38.49 percent. The significant difference between these two studies highlights the complexity of the Qur'anic illiteracy problem and indicates the need for a more holistic approach in addressing this issue, including the role of formal and non-formal education, as well as support from various elements of society in improving the ability to read and understand the Qur'ān among Muslims in Indonesia.

To overcome this, it is necessary to have the role of an Islamic Education teacher in overcoming the ability to read the Qur'an. This research will discuss in depth the various aspects of the role of PAI teachers in overcoming the ability to read the Qur'an at MA Darut Tahfidz Ajun, including teaching methods, learning environment, and evaluation. This research is expected to provide a more comprehensive insight into the importance of the teacher's role in Qur'an education, as well as strategies that can be applied to improve reading skills among students.

Various studies have explored the role of Islamic Religious Education (PAI) teachers in overcoming the challenges faced by students in reading the Qur'an, but there are a number of gaps that still need to be considered and addressed, such as research researched by (Surawan & Fatimah, 2021), entitled The role of PAI teachers in overcoming students' difficulties in Qur'an literacy at SMPN Satap-1 Kamipang. The results of this study indicate that the role of the teacher includes several important functions, including as a motivator who provides enthusiasm and encouragement to students, a counselor who provides an understanding of the material, an observer who assesses students' abilities in

Qur'an literacy, a facilitator who provides direct guidance, an informant who conveys the necessary information and directions, and an evaluator who assesses student progress. As for the difference between research and the research above, for this study only focuses on the efforts made by teachers to overcome the difficulty of reading the Qur'an. While the research above, in addition to providing efforts in overcoming reading the Qur'an also provides recommendations for additional infrastructure to support the difficulty of reading the Qur'an. The similarities between the research and the research above both discuss the difficulties in reading the Qur'an.

The difference between this study and the research to be conducted by the researcher lies in the focus taken, namely this study specifically emphasizes the efforts made by teachers to overcome difficulties in reading the Qur'an. Meanwhile, the research to be carried out not only discusses these efforts, but also provides recommendations for the addition of facilities and infrastructure that can support the development of Al-Qur'an reading skills. On the other hand, the similarity between the two studies lies in the discussion of the difficulties faced by students in reading the Qur'an.

In the article studied (Firdaus, 2010) entitled *The Role of Islamic Religion Teachers in Overcoming Difficulties in Reading the Qur'an*: The results of this study also identified various difficulties experienced by students, including challenges in the pronunciation of hijaiyah letters, mastery of tajweed, recognition of punctuation marks, and reading fluency. Factors contributing to these difficulties include students' lack of interest, lack of motivation from their families, inadequate time allocation, and the origin of the students' schools. At SMP Negeri 17 South Tangerang, the strategies implemented by the Islamic Education teachers include Qur'anic tadarus activities before the lesson begins, providing additional hours outside of school hours, and providing additional guidance. In the article researched (Nardawati, 2021) entitled *The Role of Islamic Religious Education Teachers at SDN 119/X Rantau Indah*. Furthermore, the results of this study confirm the ongoing efforts to foster students' interest in learning to read the Qur'an. In order to overcome the difficulties faced by students, there are a number of supporting factors, such as the availability of adequate learning facilities and the presence of more advanced peers, as well as inhibiting factors, including the lack of guidance and attention from parents and the influence of the students' living environment. The difference between this research and the research to be reviewed lies in the main focus taken, namely this research only examines the strategies applied by teachers in overcoming difficulties in reading the Qur'an. Meanwhile, the research to be studied not only offers efforts to overcome these difficulties, but also provides recommendations for additional facilities and infrastructure that can support the learning process of reading the Qur'an. On the other hand, the similarity between this research and the previous research is that both discuss difficulties in reading the Qur'an.

Previous studies also tend to be limited to the role of teachers in dealing with difficulties in reading or writing the Qur'an at the junior high school level, while studies on the role of Islamic Religious Education (PAI) teachers in improving the ability to read the Qur'an at the senior high school (SMA) or

Madrasah Aliyah (MA) level are still very minimal and limited. Therefore, the novelty of this study lies in emphasizing the role of PAI teachers in overcoming the ability to read the Qur'an, which has not been widely studied, especially at the MA level.

By identifying these gaps, the research to be studied is expected to make a more substantial contribution to the understanding of the role of Islamic Religious Education (PAI) teachers in overcoming the challenges faced by students in their ability to read the Qur'an. This research is expected to not only be able to explain in more depth the strategies and approaches applied by PAI teachers, but also consider various factors that influence the effectiveness of teaching. Thus, the results of this study will enrich academic discussions and educational practices, as well as provide a more comprehensive insight into the dynamics of interaction between teachers and students, which in turn can support efforts to improve Qur'an reading skills among students. The research can also serve as a basis for more informed and evidence-based policy recommendations in the development of a more effective Islamic education curriculum.

2. Methods

The researcher applied a descriptive qualitative research approach in this article. In contrast to methods that rely on measurement as an assessment tool, descriptive qualitative research aims to describe and identify certain symptoms or phenomena systematically and in depth. This approach allows researchers to understand the context and dynamics behind the event, resulting in a more comprehensive picture.

Using descriptive methodology, this research focuses on collecting rich qualitative data, which includes observations, interviews, and analysis to reveal the complexity of the situation being studied. In this way, we hope to provide a deeper insight into the phenomenon being explored, as well as present findings that can be used for the development of theory and practice in related fields. This research uses descriptive methodology in MA with the aim of providing a detailed description of the role of PAI teachers in overcoming the ability to read the Qur'an, and the participants in this study are Grade 1 PAI Teachers of MA Darut Tahfidz Ajun.

3. Result and Discussion

The Role of Islamic Education Teachers in Overcoming the Ability to Read the Qur'an

Islamic religious education is an effort made by Muslim adults who have good morals and obedience, aiming to intentionally and consciously direct and guide the process of forming and developing the character of scholars, where this education not only focuses on the transfer of knowledge, but also plays an important role in shaping personality and high moral values (Bukit & Hartanti, 2024). By integrating Islamic teachings, this education seeks to produce individuals who are academically intelligent and have spiritual depth and commitment to religious principles, creating an environment that supports optimal growth both intellectually and emotionally (Nurhovivah Alfiyah, n.d.). In addition,

Islamic religious education serves as a means to instill essential Islamic values in daily life, so that individuals can grow into scholars who not only understand sacred texts, but are also able to apply them in a broader social context (Luwihita, 2016). This educational process involves various learning methods that support character development, such as teaching by example, discussion, and deep reflection on Islamic teachings, thus playing a crucial role in shaping a generation of qualified scholars, ready to face the challenges of the times and make significant contributions to society, as well as achieve the highest level of growth as individuals and community members with integrity and morality (Qurrota A'yuni, Syafira Maharany, Nonik Kasiari, 2021) .

Teaching children to recite the Qur'an is a right that must be fulfilled by parents, and this also applies to teaching children to write the Qur'an and learn various aspects related to the recitation (NAHJI, 2024). The reading process is an important first step to better understanding the Qur'ān. By starting the reading activity from letter by letter and verse by verse, children can develop their ability to understand the meaning contained in each verse (Erwina et al., 2024). Through this understanding, they will be able to take the guidance contained in the Qur'an and apply it in their daily lives. Every believer believes that reading the Qur'an is a very noble deed and will bring multiple rewards (Haris, 2019). The reading learning process begins with introducing the hijaiyyah letters, which are the basic foundation in reading the Qur'an. This learning starts from the letters alif, ba', ta', tsa', and so on, with a simple and fun approach so that children can understand and remember them well. In this way, parents not only fulfill their children's right to religious education, but also prepare them to become a generation that knows and loves the Qur'an. With a good understanding of the reading and writing of the Qur'an, it is hoped that children can grow into obedient and noble individuals, who always make the Qur'an a guide in their lives (Handayani, 2018).

Teachers have a significant impact on the quality of instruction provided in the classroom. A teacher who has solid basic competencies, both in cognitive aspects such as mastery of teaching materials and exemplary, as well as in behavioral aspects such as teaching skills and the ability to assess learning outcomes, will be able to create a quality learning experience (Sheleysha, 2024). In addition, an attitude of love for the profession and dedication to education will further strengthen the quality of teaching. However, the quality of learning is not only influenced by the teacher; student and environmental factors also play an important role. Learners who have high ability, strong motivation, interest in learning, and deep attention to the learning process, along with good study and worship habits, will contribute to the achievement of optimal learning outcomes. On the other hand, a supportive learning environment, such as a democratic, peaceful and safe atmosphere, and the availability of adequate learning facilities and resources, are crucial elements that support an effective learning process. These conditions can reduce various learning difficulties that students may experience at school. These difficulties, if not handled properly, have the potential to hinder students' ability to master the skill of reading the Qur'an. Therefore, it is important for all elements - teachers, students and the environment - to

collaborate in creating an optimal learning process, in order to improve Qur'an reading skills and achieve the expected results in religious education (Adelia et al., 2022).

Based on the results of interviews that have been conducted with the Islamic Religious Education teacher of class 1 MA Darut Tahfidz Ajun, the results are that:

Students' ability to read the Qur'an

The problems faced by students in the ability to read the Qur'an at Madrasah Aliyah (MA) Darut Tahfidz Ajun show that the majority of students still experience difficulties and have not achieved fluency in reading the holy book of A;-Qur'an. Based on the researcher's observation, most students have been able to recognize the letters of the Qur'an, both in the context of reading and recognition of the hijaiyah letters. However, the biggest challenge they face lies in the pronunciation of these letters, where many students experience significant difficulties. Although some students are able to recognize the letters, they still experience problems when learning tajweed, which is an important aspect of reading the Qur'an correctly. This difficulty is further increased when students are asked to memorize verses or letters, which is often an additional task in learning. This is reinforced by an interview with one of the Islamic Religious Education (PAI) teachers who teaches in grade one, who revealed that challenges in mastering tajweed and memorization are the main problems that need to be addressed in the learning process of reading the Qur'an at this institution.

"I think that some of the students are able to read the Qur'an both in terms of recognizing letters, makhrojul letters, tajweed. As for the other part, they can recognize letters but are still wrong in pronunciation and recognition and tajweed."

Reading the Qur'an has different characteristics in a major way compared to reading other reading materials, such as books, newspapers, or other types of reading. The activity of reading the Qur'an is not just a process of reading verses, but also a form of worship that involves reading the words of Allah SWT, where this activity serves as a means of interacting with Him. In general, reading can be understood as a complex and diverse activity, because it involves a number of interrelated skills, including the ability to remember the shape of letters, recognize the sounds produced by each hijaiyah letter, and understand a series of words and sentences that have deep meaning (Khasanah, 2019). This process requires not only technical mastery of reading, but also a deep understanding of tajweed and the meaning behind each verse read, thus demanding higher cognitive and emotional involvement from the reader. Thus, reading the Qur'an becomes an activity rich in spiritual and educational value, which cannot be equated with reading ordinary texts.

Factors inhibiting students in reading the Qur'an

Based on the findings obtained from interviews that have been carried out with one of the Al-Qur'an teachers:

"Their inhibitors in reading al-qur'an include internal and external factors. Internal factors include lack of motivation from themselves, and parental support. And as for external factors such as the influence of the surrounding environment such as socialization."

Based on the results of the interviews that have been submitted, it can be concluded that one of the most important factors that must be owned by individuals when doing an activity, such as reading the Qur'an, is intrinsic motivation that comes from oneself. This motivation plays a crucial role in achieving learning goals, because without internal motivation, individuals tend to experience difficulties in understanding the Qur'an. This can be seen from the challenges faced, such as difficulties in distinguishing letters, understanding the length and shortness of the recitation, and other aspects related to the recitation of the Qur'an.

In addition, support from parents is needed to arouse children's enthusiasm and interest in learning, especially in the context of mastering religious knowledge. Parents' responsibilities include encouraging children to be actively involved in the learning process and providing positive guidance.

In addition to internal factors and family support, external factors also play an important role, particularly in the choice of friends. Good friends can have a positive impact, support the learning process and build a constructive spirit, while less supportive friends can potentially disrupt learning focus and motivation (Noviyanti et al., 2024).

Therefore, it is imperative for parents to actively guide their children in choosing a positive and supportive social environment, so that children do not fall prey to influences that may hinder their development. With a combination of self-motivation, parental support and wise choice of friends, it is hoped that children's ability to read the Qur'an can improve significantly and they can develop a deeper understanding of the teachings contained in the holy book.

Facilities and infrastructure to support student learning in overcoming the ability to read the Qur'an

Based on the results of interviews conducted related to learning facilities and infrastructure that support students in improving their ability to read the Qur'an, there are several important components identified, namely:

1. Al-Qur'an that comes with the tajweed: Providing a Qur'an that includes the complete tajweed signs is very important, as this helps students understand how to read correctly according to the rules set out in the science of tajweed.
2. Supportive speakers for listening to the murottal: The use of quality speakers allows students to listen to Qur'anic recitations from competent reciters. By listening to murottal regularly, students can become more familiar with tajweed pronunciation and letter recognition, which in turn improves accuracy and fluency in reading.
3. A supportive tajweed guidebook: The existence of an informative and easy-to-understand tajweed guidebook can enrich students' understanding of how to recite the Qur'an. This book serves as an important reference to help students overcome difficulties in applying tajweed when reading.

Based on these components, it can be concluded that adequate facilities and infrastructure have a significant impact on students' ability to read the Qur'an. With the right learning tools and resources, students can not only improve their

reading skills, but also develop a deeper understanding of the meaning and values contained in the Qur'an. Therefore, it is important for educational institutions to ensure the availability of optimal facilities and infrastructure to support an effective and effective learning process.

Efforts made to overcome students' ability to read the Qur'an.

Efforts made by teachers in helping students overcome difficulties in reading the Qur'an have a very important role in the learning process. Based on the findings obtained from the results of interviews conducted in the field, namely:

1. Tadarus before learning

One of the methods implemented by the teacher is the implementation of tadarus before starting the learning session. . This is in accordance with what the MA Darut Tahfidz PAI teacher Ajun said.

"Indeed, tadarus is important before the start of learning so that students get used to reading the Qur'an, the more often the better."

This tadarus practice has become an integral part of the curriculum in almost all schools in Indonesia, where Al-Qur'an reading activities are carried out before learning begins. The purpose of this practice is to familiarize learners with the recitation of the Qur'an, so that they not only improve their reading skills, but also build spiritual closeness to the holy book. This approach is in line with the opinion expressed by the Islamic Religious Education (PAI) teacher at MA Darut Tahfidz Ajun, who emphasizes the importance of reading the Qur'an as part of students' daily routine.

Through tadarus, students can practice reading in a regular and structured way, which in turn can help them overcome various difficulties they may face, such as proper pronunciation and understanding of tajweed. Thus, teachers' efforts in applying this method not only serve to improve students' Qur'anic reading ability, but also to create a conducive learning environment and support students' spiritual growth.

The practice of tadarus before Qur'anic learning has significant potential to positively impact students' reading ability. Tadarus is not only a ritual activity, but also an effective pedagogical method in building good reading habits. Therefore, it is expected that all teachers, especially those teaching Islamic Religious Education, can consistently implement this practice to create a conducive learning atmosphere and strengthen students' attachment to the Qur'an. By practicing reading skills repeatedly through tadarus, students can improve fluency and accuracy of pronunciation, as well as foster a love for the holy book. The implementation of tadarus in the curriculum is expected to not only support the development of reading skills, but also strengthen students' spiritual and moral foundations, so that they become a generation more sensitive to religious teachings.

2. Personal Approach

The approach taken by the teacher individually to each student is an effective pedagogical strategy in overcoming the difficulties faced by students in reading the Qur'an. Through this personal interaction, the teacher can not only provide the encouragement and motivation needed to improve students' abilities, but can also clearly identify the limits of each student's abilities. This action, as

practiced by the Islamic Religious Education (PAI) teacher in class 1 of MA Darut Tafidz, allows for a more in-depth evaluation of each student's development.

"For students who have difficulty in reading the Qur'an, both in terms of pronunciation and understanding of hijaiyah letters, letter makhraj, and the rules of tajweed science, I provide personal guidance to help them read the Qur'an and memorize it until they are able to understand and memorize the contents of the Qur'an properly..."

By understanding students' individual learning characteristics and needs, teachers can tailor teaching methods that better suit their abilities and learning styles. This allows teachers to design more effective interventions, both in terms of strengthening reading skills and in developing tajweed comprehension. This personalized approach is therefore very important, as it not only provides an opportunity for teachers to recognize students' strengths and weaknesses, but also creates a more intimate and supportive relationship between teachers and students. Thus, this approach not only contributes to the improvement of students' Qur'an reading skills, but also to their emotional and spiritual growth, which is very important in the context of religious education.

3. Self reward

Based on the observations made, it can be identified that the teacher applies a reward system to students who successfully demonstrate the ability to read the Qur'an properly and correctly. This reward has a purpose that is more than just recognition of achievement, it serves as an intrinsic motivational driver for students to continue learning and trying to improve their skills. With rewards, students feel appreciated for the effort and progress they have made, which in turn creates a more positive and supportive learning atmosphere.

This self reward system not only boosts students' enthusiasm for learning, but also instills a sense of confidence which is very important in the learning process. When students receive recognition for their efforts, they are more likely to actively engage in learning and strive to overcome the challenges faced. This creates a positive cycle, where the success of one student can be an inspiration for another, building a mutually supportive learning community (Romdhonah & Watini, 2024).

The application of the self reward system by teachers in the context of Qur'anic learning serves not only as a motivational tool, but also as a mechanism to strengthen the positive relationship between teachers and students. This reward becomes an integral part of the learning process that can increase student engagement and strengthen their commitment to the mastery of reading the Qur'an correctly and effectively.

4. Providing evaluation

Based on the interviews conducted, it was revealed that teachers systematically conduct evaluations at the end of each learning session. This evaluation process not only serves as a tool to measure students' understanding, but also as a means to reinforce the knowledge that has been taught during the lesson. One of the evaluation methods applied is by giving students assignments, including working on tajweed-related problems.

These assignments are designed to assess the extent to which students can apply the concepts they have learned, as well as to identify areas where they may still have difficulty. By working on tajweed questions, students are not only tested on their knowledge, but also encouraged to better understand the rules of correct recitation in reading the Qur'an. This evaluation process is an important step in learning, as it provides constructive feedback for students regarding their progress.

The evaluation conducted by the teacher also serves to build students' awareness of the importance of tajweed in reading the Qur'an. Thus, students will not only see evaluation as an academic obligation, but also as an opportunity to reflect on their understanding and skills. In this way, the evaluations provided focus not only on results, but also on the ongoing learning process, which can ultimately improve the quality of Qur'anic reading mastery among students.

Student response to activities carried out by the teacher

Based on the activities that the teacher has implemented, the results are as follows:

"Yes, the students' response, Alhamdulillah, is good, they are all excited, especially when there is a reward so they are competing to be able to do it."

It can be concluded that students' responses to the application of the various strategies mentioned above show an increase in enthusiasm and motivation in learning the Qur'an. The results of evaluations conducted after the application of these strategies show significant progress compared to previous conditions. This improvement reflects the effectiveness of the methods applied in creating a more conducive and supportive learning environment, so that students feel more motivated to actively participate in the learning process. This confirms the importance of a diverse and responsive approach in religious education to encourage maximum student involvement in understanding and mastering Qur'anic recitation.

Based on the findings above, the role of Islamic Religious Education (PAI) teachers in overcoming the challenges of reading Alqur'an ability is crucial. This is in line with research conducted by (Husna et al., 2024) showing that problems in the ability to read the Qur'an can be overcome through the application of innovative and interactive learning methods, which not only improve students' understanding of tajweed and letter makhraj, but also encourage their active involvement in the learning process. This is in line with research conducted by (Sa'ida, 2023), which emphasizes the importance of the differentiation approach in teaching, where PAI teachers can adjust teaching strategies according to the needs and characteristics of each student, so as to increase their motivation and learning outcomes. In addition, research by (Hidayati, 2016) mentioned that emotional and motivational support from teachers has a significant role in building students' self-confidence, which in turn contributes to the overall improvement of their ability to read Alqur'an. Thus, a combination of effective teaching methods, an approach that is responsive to students' needs, as well as strong emotional support is key in overcoming the challenges students face in reading the Qur'an.

4. Conclusion

Based on the research entitled “The Role of Islamic Education Teachers in Overcoming the Ability to Read the Qur'an,” conducted at MA Daarut Tahfidz Ajun, it can be concluded that the role of Islamic Religious Education (PAI) teachers includes several important aspects in overcoming the ability to read the Qur'an, such as providing self-reward, personal approach by teachers, implementing tadarus before learning sessions, and providing evaluation. All of these elements contribute significantly to improving Qur'an reading ability. In addition, supporting factors that play a role in the learning process include adequate facilities and infrastructure, such as the Qur'an equipped with tajweed, speakers to hear murottal, and tajweed guidebooks. However, there are also inhibiting factors that can come from internal and external aspects. Internal factors include lack of motivation from the students themselves and support from parents, while external factors involve environmental influences, including socialization. Thus, it can be concluded that the efforts of PAI teachers who use effective methods and environmental support have the potential to improve the ability to read the Qur'an, while the importance of students' motivation and self-awareness must also be considered in the learning process.

To improve Qur'anic learning at MA Darut Tahfidz Ajun, some materials to consider are:

- 1) Application of Variative Methods: PAI teachers are advised to use a variety of methods, such as tadarus and project-based learning, to increase student engagement and reading comprehension.
- 2) Professional Training: Educational institutions should provide continuous training for PAI teachers on pedagogy, tajweed, and reading techniques.
- 3) Family Support: Encouraging parental involvement in Qur'anic learning can strengthen students' learning experience, through information sessions or workshops.
- 4) Competency Evaluation: Develop an evaluation system that focuses on Qur'ānic reading competency, including comprehension of meaning, to provide a holistic picture of student progress.

By implementing these recommendations, PAI teachers are expected to be more effective in improving students' Qur'ānic reading skills, so that they are not only skilled in reading, but also understand and live the teachings of the Qur'ān.

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