

Teacher strategies for developing qur'anic reading skills in sixth grade: A case study at sdn 1 tempursari

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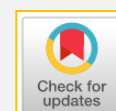
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ABSTRACT

This research aims to identify and analyze various approaches used by Islamic Religious Education teachers in improving Qur'an reading skills among 6th-grade students at SDN 1 Tempursari in the 2024/2025 academic year. The study employs a descriptive qualitative methodology, collecting data through participatory observation, in-depth interviews, and document analysis. Research participants include Islamic Religious Education teachers, school principals, and 6th-grade students. The research findings reveal that strategies implemented by Islamic Religious Education teachers include: (1) application of the Iqro' method adapted to each student's proficiency level; (2) utilization of audio-visual learning media and digital applications for Qur'an learning; (3) organization of peer tutoring study groups; (4) implementation of regular Qur'an recitation activities for 15 minutes before Islamic Religious Education lessons begin; and (5) establishment of collaboration with parents and local Qur'anic Education Centers (TPQ) in the school environment. Several factors supporting the success of these strategies include supportive school policies, availability of adequate facilities and infrastructure, and active parental involvement. Meanwhile, factors hindering strategy implementation include limited time allocated for Islamic Religious Education learning, diversity in students' basic abilities, and minimal habituation of Qur'an reading in the family environment. Based on the research results, several recommendations are proposed including increasing time allocation for Qur'an learning, developing religious extracurricular programs, and optimizing parents' role in accompanying children learning to read the Qur'an at home.

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Introduction

Islamic Religious Education is a mandatory curriculum component at the elementary school level that aims to develop students with a foundation of faith, devotion to Allah SWT, and noble character. Among the various essential skills in Islamic Religious Education learning, proficiency in reading the Qur'an serves as a fundamental foundation for students to comprehensively master Islamic teachings. Qur'anic reading competency encompasses not only recognizing Arabic letters (hijaiyah), but also includes the proper

application of tajwid rules, reading fluency, and understanding of content meaning (Hidayat & Syafe'i, 2022).

The actual conditions in the educational environment indicate that mastery of Qur'anic reading among elementary school students remains a significant problem in Islamic Religious Education learning. A case study conducted by Wahyuni and Puspasari (2021) revealed that at least 45% of Indonesian elementary school students still face difficulties in reading the Qur'an accurately and according to proper rules. This problem is influenced by several factors, including limited duration of Islamic Religious Education learning in schools, minimal support from family environments, and learning approaches that lack creativity in fostering student interest and motivation.

Several previous studies have examined efforts to improve Qur'anic reading abilities among elementary school students. Nurhayati (2020) found that the implementation of the Tilawati method was able to improve students' Qur'anic reading abilities in elementary school students by 30%. Meanwhile, Fadhillah and Maryam (2023) revealed that the use of information technology-based learning media can increase student motivation to learn Qur'anic reading. Furthermore, Hasan and Mahmud (2021) emphasized the importance of collaboration between Islamic Religious Education teachers and parents to enhance a conducive learning environment for developing Qur'anic reading abilities.

Although these studies have made significant contributions, there has been no comprehensive study on Islamic Religious Education teachers' strategies for improving Qur'anic reading abilities that simultaneously adheres to pedagogical, psychological, and sociological approaches. The scientific novelty of this research lies in the effort to identify and analyze holistic strategies implemented by Islamic Religious Education teachers at SDN 1 Tempursari in improving students' Qur'anic reading abilities while considering elementary school student characteristics, limited class hours, and social-cultural environmental dynamics in the digital era.

Based on this background, the research problems proposed are: How do Islamic Religious Education teachers strategize to improve Qur'anic reading abilities of students at SDN 1 Tempursari? What are the supporting and inhibiting factors in implementing these strategies? How effective are Islamic Religious Education teachers' strategies in improving Qur'anic reading abilities of 6th grade students at SDN 1 Tempursari?

This research aims to identify and analyze strategies implemented by Islamic Religious Education teachers in improving Qur'anic reading abilities of 6th grade students at SDN 1 Tempursari, reveal factors that support and hinder the implementation of these strategies, and evaluate the effectiveness of strategies in improving students' Qur'anic reading abilities. The results of this research are expected to serve as a reference for Islamic Religious Education teachers in developing effective and innovative learning strategies to improve elementary school students' Qur'anic reading abilities.

Method

This research employs a qualitative approach with a descriptive research design. The purpose of the study is to examine strategies implemented by Islamic Religious Education (PAI) teachers in efforts to increase students' interest in Qur'anic reading, specifically among sixth-grade students at SD Negeri 1 Tempursari, Sidoharjo District during the 2024/2025 academic year. Research data is sourced from two categories: primary data collected through in-depth interviews with PAI teachers and students, and secondary data consisting of supporting documents including learning activity reports.

Data in this research is collected through three methods: interviews, direct observation during the teaching and learning process, and documentation of student activities. Data collection is conducted regularly and meticulously to ensure that the

information obtained is accurate and reliable. After data collection, researchers analyze it through three sequential steps: filtering important data, presenting data in an easily understandable format, and drawing conclusions from the analysis results. Data that is not related to the research topic is filtered first, then relevant data is grouped according to specific themes. This data is then presented in descriptive form that explains the methods and strategies used by teachers. This process aims to obtain a deeper understanding of the problem being studied.

Research conclusions are formulated based on important findings that have been analyzed and supported by concrete evidence from the field. Additionally, this research also utilizes literature study as a theoretical foundation to understand effective learning methods for increasing students' interest in reading the Qur'an. Reading sources related to the research topic, such as scientific articles and academic books, are reviewed to strengthen the analysis of data obtained from the field. This literature study is conducted so that research results have a solid theoretical foundation and can be connected with previous studies. Through this approach, the research not only explains what happens in the field, but also provides theoretically-based suggestions for improving learning methods in the future.

Result and Discussion

Islamic Religious Education Teachers' Strategies in Improving Quranic Reading Skills. Based on the research findings, several strategies were identified that Islamic Religious Education (PAI) teachers at SDN 1 Tempursari implemented to enhance Quranic reading abilities among 6th-grade elementary school students, including:

Implementation of Diverse Methods in the Learning Process

The PAI teachers at SDN 1 Tempursari employed various Quranic reading instruction methods tailored to accommodate the diverse characteristics of their students. The most frequently applied methods were the Iqra' method and the Tilawati method, with the latter utilizing tilawati rhythm patterns that significantly assisted children in reading the Quran according to proper recitation rules (Tahsin). Some students showed preference for reading the Quran using the tilawati method due to their familiarity with this approach gained from their home environment. Interview results with several students revealed that reading with the tilawati method was not only enjoyable but also facilitated memorization of Quranic verses. Consequently, PAI teachers actively modified these methods to align with the specific situations and needs of their students. I use the Iqra' method as a foundation, but I combine it with the Tilawati method to strengthen tajwid instruction. For students who are still struggling, I provide individual assistance using a simpler method, namely Qiro'ati by memorizing hijaiyah letters, rewriting them, and Alhamdulillah, this activity is part of our school program called BTQ (Baca Tulis Al-Qur'an - Reading and Writing the Quran)," explained one of the PAI teachers (Interview, May 16, 2025). This combination of various methods aligns with the findings of Mustafa & Basri (2020), who stated that the use of varied methods can accommodate different student learning styles, making it more effective in improving Quranic reading abilities.

Image 1: Iqra



Image 2: Tilawati



Development of BTQ (Baca Tulis Al-Qur'an) and Tahfidz Programs

The Quranic reading and writing program encompasses improving recitation (Tahsin) and memorization (Tahfidz) of the Quran, as well as learning how to write Quranic text. This program is implemented systematically through BTQ activities or morning habituation programs before regular class hours begin. The program aims to provide additional time for students to practice reading the Quran outside of regular PAI class hours.

"The BTQ program is conducted every Monday, Wednesday, and Friday for 30 minutes before teaching and learning activities begin. Students read short surahs together under teacher guidance and are divided into groups based on their respective reading abilities. For tahfidz, it is implemented twice a week after school hours," explained the Principal of SDN 1 Tempursari (Interview, May 16, 2025).

This program aligns with research by Hakim & Rahmawati (2021), who found that regular Quranic reading habituation programs can improve fluency and accuracy in elementary school students' Quranic recitation.

Image 3: Female student reading Iqra



Image 4: female student reading Iqra



Inhibiting Factors in Improving Quranic Reading Ability

The lack of support from family environment and surrounding community towards Quranic learning becomes a particular obstacle for Islamic Religious Education teachers. "Many parents are busy working, some are in trade, farming, and migrating, so they don't have time to accompany their children in reading the Quran at home. There are also parents who cannot read the Quran themselves, so they cannot teach their children," explained the principal (Interview, May 17, 2025). This challenge aligns with the findings of Yusuf & Sobandi (2020) who stated that family and community environmental factors significantly influence students' Quranic reading abilities. The majority of students are influenced by digital technology advancement, which causes gadget addiction among them, resulting in

decreased levels of activity in Quranic learning activities at TPQ (Quranic Learning Centers). Some of them also feel they have sufficient ability even though they have not actually achieved optimal fluency, so they are less motivated to deepen the quality of their recitation, particularly in aspects of Tahsin, tajwid rules, and Quranic memorization. This becomes a challenge for Islamic Religious Education teachers at school to provide Quranic learning that becomes an additional activity outside of Islamic Religious Education class hours (Interview, May 17, 2020).

Effectiveness of Islamic Religious Education Teacher Strategies in Improving Quranic Reading Ability

Based on observation and documentation results, the strategies implemented by Islamic Religious Education teachers have proven effective in improving the Quranic reading ability of 6th grade students at SDN 1 Tempursari. This is demonstrated by the increased proportion of students who can read the Quran accurately and fluently.

From the pre-test and post-test results conducted at SDN 1 Tempursari, an improvement in Quranic reading ability of 25-30% was found. At the beginning of the semester, only about 60% of students were able to read the Quran fluently. However, by the end of the semester, this percentage increased to 85-90%.

"Alhamdulillah, thanks to the strategies we implemented, the Quranic reading ability of 6th grade students has experienced significant improvement. Almost all students can now read the Quran fluently, although there are still some who need special guidance in applying tajwid," stated the Islamic Religious Education teacher at SDN 1 Tempursari (Interview, May 17, 2025).

This improvement in reading ability supports the research findings of Rosyid & Fauzan (2023) which show that the implementation of effective and consistent learning approaches can provide significant improvement to elementary school students' Quranic recitation abilities.

Conclusion

Based on the research results and discussion, it can be concluded that Islamic Religious Education teacher strategies in improving Quranic reading ability for 6th grade students at SDN include: (1) implementation of varied learning methods; (2) formation of BTQ (Baca Tulis Quran/Read Write Quran) and tahfidz programs; (3) grouping students based on ability; (4) collaboration with parents through liaison books; and (5) use of technology-based learning media. The challenges faced by Islamic Religious Education teachers include limited learning time, differences in students' basic abilities, and lack of environmental support. "However, the applied strategies have demonstrated effectiveness in enhancing students' Quranic reading skills, which is proven by the rise in the proportion of students capable of reciting the Quran according to proper tajwid regulations."

Based on the research results, several recommendations can be provided, including; For Islamic Religious Education teachers, it is recommended to continuously develop competencies in the Quranic teaching and learning process and implement approaches that are relevant to the uniqueness of students. For schools, special periods should be allocated for Quranic teaching and learning activities apart from Islamic Religious Education class time, accompanied by the provision of facilities and equipment that support Quranic learning activities. For parents, it is recommended to play an active role in guiding children to read the Quran at home and establish good communication with Islamic Religious Education teachers. For future researchers, it is recommended to study more deeply about the effectiveness of technology-based Quranic learning methods and collaborative strategies between schools, families, and communities in improving students' Quranic reading abilities

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