

The Role of The Teachers of Islamic Religious in Overcoming Students Difficulties in Reading The Quran at SMA Negeri 1 Penukul

Zulkipli Jemain^{1*}, Ani Aryati², Tima³

¹²³ Universitas Muhammadiyah Palembang

* author corresponden: zulkiplijemain@gmail.com

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ABSTRACT (10PT)

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This study aims to determine students' ability to read the Qur'an on SMA Negeri 1 Penukul, how students have difficulty reading the Qur'an on SMA Negeri 1 Penukul, and how the teacher's role in overcoming students is "Difficulties in reading the Quran on SMA Negeri 1 Penukul. SMA Negeri 1 Penukul. This type of research is qualitative research. With primary data sources obtained through observations, interviews and systematic recording of the problems encountered, and secondary data sources obtained from supporting data in the form of books, journals and reports The data sample included 26 students in class XII MIPA 1 SMA Negeri 1 Penukul The techniques of data collection through observation, interviews, documentation and oral tests The collected data fed data -analysis techniques through data reduction, data presentation and drawing conclusions Then the following results were obtained: Firstly, the students' ability to read the Qur'an on the SMA Negeri 1 Penukul consisted of a) reading the letters but not pronouncing them correctly, b) being able to read but not the rules of master the Tajwid, c) can read but cannot yet use good and correct punctuation and d) can read but cannot read fluently / still stutters. Second, students of SMA Negeri 1 Penukul have difficulty reading the Qur'an by a) finding a motivator (religion teacher), b) learning to use a tutor, and c) continuing to try to learn to read the Qur'an 'a. Third, the role of the teacher in overcoming the difficulties students face in reading the Quran in SMA Negeri 1 Penukul, namely a) as a motivator, encouraging students to learn enthusiastically and actively, b) providing guidance , c) communicating with the parents, d) keeping extra hours, e) giving demonstrations while reading the Quran and f) acting as a mediator by providing situations and circumstances that the individual needs while studying

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1. Introduction

Educational In general, Islamic religious education teachers have a duty to teach students to read the Qur'an, as this is a very important thing among Muslims. Not everyone can read the Qur'an because the



letters in the Qur'an are different from the usual letters, because that makes it difficult for people to read the Qur'an. Al-Quran literally means (perfect reading) which is a name chosen by Allah and there is no reading like the Quran read by hundreds of millions of people who do not understand its meaning.

Reading the Qur'an is a fundamental skill that a Muslim must have because reading the Qur'an is an act of worship, even the prophet SAW once said to be multiplied by ten goodness. The Al-Quran is a guide to life that is a guide to humanity, the guide is a religious guide that governs the safety of human life in this world and the hereafter (Al-Maliki, 2001).

The word of God, which the Qur'an discusses as a guide to life, namely (Surah Al-Baqarah 2:185)

شَهْرُ رَمَضَانَ الَّذِي أُنزِلَ فِيهِ الْقُرْآنُ هُدًى لِّلنَّاسِ وَبَيِّنَاتٍ مِّنَ الْهُدَىٰ وَالْفُرْقَانِ فَمَن شَهِدَ مِنْكُمُ الشَّهْرَ فَلْيَصُمْهُ وَمَن كَانَ مَرِيضًا أَوْ عَلَىٰ سَفَرٍ فَعِدَّةٌ مِّنْ أَيَّامٍ أُخَرَ يُرِيدُ اللَّهُ بِكُمُ الْيُسْرَ وَلَا يُرِيدُ بِكُمُ الْعُسْرَ وَلِتُكْمِلُوا الْعِدَّةَ وَلِتُكَبِّرُوا اللَّهَ عَلَىٰ مَا هَدَاكُمْ وَلَعَلَّكُمْ تَشْكُرُونَ

Meaning: *“The month of Ramadan is (the month) in which the Qur'an was revealed as a guide to mankind and explanation of the guidance and the difference (between truth and falsehood). So, whoever of you is in this month, then fast. And whoever is sick or on a journey (he must not), then (should make up for it) as much as on the day he left, on other days. Allah wills relief for you, and will not cause you any trouble You must meet the number and praise Allah for His guidance that you have been given to make you thankful.”*(RI, 2011).

The Qur'an is very important for the students because the presence of the Qur'an not only enables the students to read the Qur'an correctly, but also makes the Qur'an content or meaning understandable to the students, the letters of the Quran can write Quran and in daily life can apply to happiness in this world and the hereafter (Mansur, 2005). Learning the Quran is highly recommended because where people who learn and read the Quran receive goodness and blessings. Rasulullah SAW recommended to study the Qur'an at an early age, because at that time there was a very strong and great learning potential. Children will be very sensitive to catching something that has been ordered and learned so that it will be easy to accept the lessons given (Mubarak, 2013).

Usually, students learning ability is often associated with intellectual skills. There are students with above-average or high intellectual intelligence who, however, do not perform satisfactorily in their expected learning capacity. Then there are students who have good learning opportunities with good skills, but who have insufficient learning performance. And there are also students who study very seriously, who are less capable and whose learning performance is still lagging behind. This shows that there are obstacles and problems in the learning process of the students themselves, both at school and at home. Therefore, teachers as educators should always be able to encourage or motivate less enthusiastic students and provide solutions to their students learning difficulties (Asep, 2019).

According to Prof. Dr. Djalaludin, the ability to read the Qur'an in volume has been declining in recent times among Muslims, and is becoming more and more worrisome, especially among teenagers, where the condition is caused by several factors, including the state of orientation of the mind. of our society, which leads to practical knowledge thinking and can sustain life, then it is not surprising that the teaching of reading the Qur'an cannot compete with other teachings. In addition, there are also features that are rarely used by Islamic Religious Education (PAI) teachers, and teaching methods have also contributed to the decline in the number of Muslims who can read the Qur'an (Djalaludin, 2004).

The ability to read the Qur'an is a given when you enter high school because when you are in primary school students receive Islamic religious education through the Qur'an as students can name, read and interpret the Qur'an then when they sitting on the couch High school students should be able to read the Quran (Permendiknas, 2006). Learning disabilities are a condition that prevents student participants from studying properly. The learning difficulties mentioned here are the difficulties in recording lessons taught or taught by a teacher (Mulyadi, 2016).

In a classroom management, it is played by a teacher who is responsible for the teaching and learning activities so that it matches the expectations of the teacher and the existing students in a teaching and learning process. The teacher's role is that of organizer, demonstrator, class manager, moderator and facilitator (Mujtahid, 2011). This is where the strategic role of a teacher in the learning process lies. Teachers must be able to adapt teaching styles and strategies to the different abilities of students. The differences that exist in students, must really be considered by a teacher, so that they can achieve the desired competencies. When the teacher can respond to student differences well, it will not be an obstacle in the learning process (Ru'iyah, Kistoro, Sutarman, 2021).

In Islam, the teacher plays a very important role in human life, both from an individual and social point of view. From an individual point of view, the teacher is a symbol of such noble qualities as unshakable faith in Allah, willingness to make sacrifices, willingness to make sacrifices for the good of the group, love of good, loyalty and others (Dede AM, Unang Wahidin, 2019). Of the noble values that teachers can use to help individuals instill them in themselves. From a social point of view, the teacher is the most important social institution and the most important social unit (Wahidin, 2021).

Religion teachers are very important in overcoming the difficulties that students face especially in reading the Quran so that they can later understand its contents so that they can acquire knowledge and have good morals in accordance with what is in the religion has been taught (Tinwarul Ahillah, Moh. Murtadho, 2020).

2. Method

2.1 Survey types

The nature of the data in this study is qualitative, qualitative data is the most important data about the problems that arise in formulating the problem. This research is based on the business philosophy used to study the state of natural objects, where the researcher is the main tool, triangulation techniques for data collection (observation, interview, documentation, oral test) (Sugiyono, 2019). The data sources used are: Primary data sources, is data that come directly from the researched source, through observations, interviews and systematic recording of the problems that have arisen. As well as secondary data sources, namely research data sources obtained from researchers indirect, namely data that supports the discussion and is obtained from other people in the form of books, magazines, reports.

2.2 Research topic

The object of study in this study that became the population was SMA Negeri 1 Penukal students, the total number of students was 304, which made it impossible for the researchers to take samples from all the students, and here the researchers also took class XII MIPA 1 samples The researchers used the snowball throwing method to reduce the sample size again, since there are 26 students in class XII MIPA 1, it is impossible for the researcher to interview that much, and this is where it comes from the term "rolling "throwing the snowball", which can be interpreted as a learning method with round roll paper in the form of a ball, which is alternately thrown and asked to those who are asked questions.

2.3 Data Acquisition Technology

Techniques for collecting data through observation, interview, documentation and oral exam.

2.4 Data Analytics Technology

Data analytics technology is the process of systematically seeking and collecting data from interviews, field notes and documentation by categorizing, describing into units, synthesizing, grouping into patterns, selecting and drawing conclusions that others are easy to understand (Sujarweni, 2014). The steps of qualitative analysis are: a. Data reduction (data reduction) b. Presentation of data (data display) c. conclusion drawing

3. Research results

3.1 Students' ability to read the Quran on SMA Negeri 1 Penukal

To determine the ability to read the Quran in students of the SMA Negeri 1 Penukal Class XII MIPA 1, the researchers received documents in the form of student values from teachers of Islamic religious education, as follows:

Table 1. Student abilities on read Qur'an

No	Name	M/F	Value
1.	Anggun Jannati Nain	F	69
2.	Anisa Bela	F	80
3.	Armen	M	70
4.	Abel Pratama	M	69
5.	Cindy	F	69
6.	Charles	M	79
7.	Dadang Jopi	M	80
8.	Imam Samudera	M	80
9.	Indri Puspita	F	69
10.	Jeri Arga Putra	M	69
11.	Melisa	F	69
12.	Miranda	F	80
13.	Okta Pratama	F	79
14.	Rati Puswari	M	69
15.	Rindi Antika	F	69
16.	Ronaldo	M	80
17.	Riski Febriansyah	M	79
18.	Riski Fernando	M	80
19.	Sandi Satria	M	70
20.	Shevira Febriani	F	80
21.	Tia Novia Sari	F	69
22.	Vingki Anggraini	F	69
23.	Widia Anggraini	F	69
24.	Yeyen Tari Hariska	F	70
25.	Yuniar Rahmatia	F	79
26.	Zakia Ade Sapitri	F	80

Based on the results of interviews with high school students in which students who can read the Qur'an can read the Qur'an because they are used to reading the Qur'an from childhood with the Qur'an teacher and with peers, and now they can read the Qur'an, and now they can still learn to read the Quran with the teacher at school.

After interviewing students with the highest marks mentioned above, the researcher also conducted Al Quran reading test for these students based on a letter established as follows:

شَهْرُ رَمَضَانَ الَّذِي أُنزِلَ فِيهِ الْقُرْآنُ هُدًى لِّلنَّاسِ وَبَيِّنَاتٍ مِّنَ الْهُدَىٰ وَالْفُرْقَانِ فَمَن شَهِدَ مِنْكُمُ الشَّهْرَ فَلْيَصُمْهُ
وَمَن كَانَ مَرِيضًا أَوْ عَلَىٰ سَفَرٍ فَعِدَّةٌ مِّنْ أَيَّامٍ أُخَرَ يُرِيدُ اللَّهُ بِكُمُ الْيُسْرَ وَلَا يُرِيدُ بِكُمُ الْعُسْرَ وَلِتُكْمِلُوا الْعِدَّةَ
وَلِتُكَبِّرُوا اللَّهَ عَلَىٰ مَا هَدَاكُمْ وَلَعَلَّكُمْ تَشْكُرُونَ

Meaning: *“The month of Ramadan is (the month) in which the Qur'an was revealed as a guide to mankind and explanation of the guidance and the difference (between truth and falsehood). So whoever of you is in this month, then fast. And whoever is sick or is on a journey (he must not), then (must make up for) as much as on the day he left, on other days. Allah wills relief for you, and will not cause you trouble, you must with the number suffice and glorify Allah for his guidance given to you so that you may be thankful”* (Surah Al-Baqarah 2:185) (RI, 2011).

Based on the results of the Al-Quran reading test on some of the above students, the researcher can describe the students' ability to read the Al-Quran as follows:

- A. Can read the Quran but cannot yet pronounce the Hijaiyah letters (Makharijul letters) correctly

Knowing hijaiyah letters is a first step for anyone who reads the Quran as well as for students. If you do not know it well, students will find it difficult to read the Quran correctly to recite it. One of the difficulties students still face is reciting the Hijaiyah letters (Makharijul letters). The students could not distinguish the letters jim and kha. Based on the test of reading the Qur'an, students are able to do this, but they often forget or are often confused between one letter and another. This shows that the students are confronted with very basic obstacles when reading the Qur'an. And here the role of parents is asked to teach children, motivate children or ask the Quran teacher to come home and teach the children to read the Quran.

- B. Can read the Qur'an but masters the rules of the Tajwid

Many students still have the problem of mastering the rules of the Tajwid while reading the Quran, although the students understand it well in theory, but in practice, there are still students who are forgotten or confused, especially about the length of the reading problems (crazy) death / breadfruit and many other laws. The test results show that some students have difficulty reciting.

- C. Can read the Quran, but can't use proper and correct punctuation

The punctuation marks / shakal when reading are small but very important things because if you read the Quran (the Hijaiyah letters) without the syakal you will be confused how to read it and therefore know the syakal like Fathah, Kasroh , Dhomah, Syadah and Tanwin are very important and fundamental for students to read Quran. So that it can distinguish between the sound of fathah read a and kasroh read I or dhomah read u

- D. Can read the Quran, but not fluently (stuttering)

Reading the Qur'an still shows that many students can read the Qur'an but still stutter the Tajwid, so it is not uncommon for researchers to find students reading the Qur'an who still stammer or are not reading fluently.

From the above results, the researcher concludes that there are students who can really read the Qur'an and there are also students who can read the Qur'an very poorly, the researchers find students who don't know the law of recitation, some don't know punctuation Signs, some don't pronounce correctly in the Hijaiyah letters, and some are not fluent.

3.2 How students have difficulty reading the Quran at SMA Negeri 1 Penukal

Based on the results of interviews with several students, the researchers explained the factors that led students to have difficulty in reading Al-Quran in SMA Negeri 1 Penukal students as follows :

- A. Lack of interest from students in reading the Quran

Interest is the most important factor for a person to do a job. Likewise, reading the Quran requires a very high level of interest to achieve the desired goal or to produce something good and perfect. Lack of interest does not mean that there is no evidence that there are students

who claim that they are ashamed of not reading and understanding the Quran fluently, it is just that there is not enough interest compared to other subjects or areas such as art and sport. This may be because they do not know the real benefits of reading the Quran. Herein lies the role of Islamic religion teachers in helping students to become interested in learning to read the Qur'an.

B. Lack of motivation from the student's family (parents)

In this case, family factors, i.e., parents, have a great influence on children's interest in learning the Qur'an, both at school and at home, so there is no incentive to improve the Qur'an reading skills. This shows that there is still very little awareness of the importance of reading the Quran for children. Parents pay more attention to the subjects of other students. This situation is in stark contrast to the extra guidance, which comes at the expense of costs, but the parents are very supportive.

C. Environmental conditions around the place of residence

The condition of a child's environment, including where they live, can affect a child's success or failure in reading the Qur'an. If the environment supports the presence of recitation rooms, this has a positive effect on the development of the children in reading the Quran. Conversely, if there is no supportive activity, it will have a negative effect on a child.

D. School where the student's study (school leavers)

The origin of the school they attended is also a factor in the difficulty of reading the Al-Quran for the students as they may be new to the different Hijaiyah letters in school when they are in boarding schools. As for the recognition of the above students, whose educational background also has an impact on the learning of Al-Quran.

E. Insufficient time commitment

Time is also an important factor when reading the Qur'an because if there are still many students in a class who are having difficulty and need extra repair or attention, the school time will be insufficient and extra study time will be left for students outside of class time. . . And that is also possible outside school hours, such as a private seminar to deepen the material for students who still have trouble reading the Quran, at SMA Negeri 1 Penukul there are already extra hours outside school hours, but there are always neither students who are not present or who do not participate in the study.

Thus, there are several factors that lead to students having difficulty in reading the Qur'an, namely, lack of interest on the part of students in reading the Qur'an, lack of motivation from the family (parents), environmental conditions at home, school of the students (school leavers), insufficient time management.

To find out what difficulties students have when read the Quran, the researchers interviewed several students. The results of the above interview, in which students have difficulty reading the Qur'an, namely: a) looking for a motivator (teacher of the Qur'an), b) learning to use a mediator, c) continuing to try to read the Qur'an read

3.3 The Role of Islamic Religion Teachers in Overcoming the Difficulties Facing Students in Reading the Quran at SMA Negeri 1 Penukul

As a result of multiple interviews with multiple teachers, researchers can describe the role of teachers in overcoming students' difficulties in reading the Quran as follows: a) As a motivator encouraging students to be enthusiastic and active in learning ; b) provide guidance; c) communication with the parents of the students, d) giving extra lessons, e) giving demonstrations while reading the Quran, and f) acting as a facilitator providing situations and conditions that the individual needs during the to study

4. Conclusion

4.1 The ability of students to read the Quran on SMA Negeri 1 Penukul is as follows:

- A. Can read the Quran but cannot recite the Hijaiyah (MakharijulHuruf) letters correctly
- B. Can read the Qur'an but masters the rules of the Tajwid
- C. Can read the Quran, but can't use proper and correct punctuation
- D. Can read the Quran, but not fluently (stuttering)

4.2 How students have difficulty reading the Quran at SMA Negeri 1 Penukul. to have

- A. Looking for a motivator (religion teacher)
- B. Learn to use a mediator
- C. Keep trying to read the Quran

4.3 The teacher's role in overcoming the difficulties students face in reading the Quran in SMA Negeri 1 Penukul is as follows:

- A. As a motivator that encourages keeping students enthusiastic and active in their studies
- B. Provide orientation
- C. Communication with parents
- D. Overtime
- E. Giving demonstrations while reading the Quran
- F. As a facilitator who provides situations and conditions that individuals need to learn

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