

Improving Qur'anic Literacy among Students through Qur'an-Hadith Instruction at MI Al-Mustariyah Panongan

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Abstract

This study explores the role of Qur'an-Hadith teachers in improving students' Qur'anic reading abilities at MI Al-Mustariyah Panongan, an Islamic elementary school. The research adopts a qualitative descriptive approach, collecting data through semi-structured interviews with three selected teachers understand their instructional strategies, challenges, and contributions to Qur'anic literacy. Findings reveal that teachers use student-centered methods such as iqra' and talaqqi, combined with spiritual mentorship and motivational support, to help students overcome difficulties in recognizing Arabic letters, applying tajweed rules, and developing fluency and comprehension. The study also highlights the importance of a supportive learning environment fostered by positive teacher-student interactions, collaboration with parents and school leaders, and the use of interactive media. Continuous professional development is identified as essential for enhancing teaching effectiveness. This research contributes to a deeper understanding of integrated teaching practices that promote Qur'anic literacy in primary Islamic education, offering valuable insights for educators and institutions aiming to improve Qur'anic reading skills among young learners.

Keywords : *Qur'anic Literacy, Qur'an-Hadith Instruction, Teaching Strategies*

Introduction

The Qur'an is the primary source of Islamic teachings and serves as a comprehensive guide for human life. It provides direction for achieving happiness and well-being in both this world and the hereafter. In order to explore and understand the contents of the Qur'an, one must first be able to read it properly with attention to the pronunciation of Arabic letters and the application of tajweed rules. Learning to read the Qur'an requires consistent effort, sufficient time, and a supportive environment.

In practice many elementary-level students face numerous obstacles in developing Qur'anic literacy. Common challenges include difficulty recognizing hijaiyah letters limited fluency in recitation struggles with memorization and a lack of comprehension of the verses they read.

These issues often manifest as students reading haltingly unfamiliarity with Arabic letters and insufficient understanding of reading marks and tajweed rules. Additionally many students experience forgetfulness lack of motivation low confidence fear of making mistakes and general reluctance to engage in learning. These difficulties stem from both internal factors such as low motivation and laziness and external factors including unsupportive family environments or peer influences that do not encourage learning and limited study time. Students often face difficulties in maintaining concentration, compounded by varying levels of information retention among individuals. Some lack adequate vocal skills or have not practiced proper voice control. Additionally, age-related factors contribute to inaccuracies in intonation and articulation (Adelia, 2022).

These challenges are further exacerbated by limited instructional time, insufficient parental involvement (Rizki, Kurniawan & Mubinah, 2025) and inadequate access to proper learning resources. These three aspects serve as significant barriers to achieving effective Qur'anic reading proficiency. On the other hand, the availability of supporting facilities and learning materials such as printed Qur'ans and educational books plays a crucial role in helping students overcome these obstacles and develop their Qur'anic reading skills effectively (Mulia, 2021).

Several studies have addressed these concerns by examining the role of Qur'an teachers and the strategies they employ. Hermawan emphasized that teachers who actively engage in Qur'anic recitation and model correct pronunciation play a vital role in improving students' tajweed skills. Ja'far supported this view by highlighting the importance of structured teaching methods, continuous guidance, and repetition in minimizing errors in recitation. In another study, Julhadi identified a range of learning difficulties among students, including challenges in reading, writing, memorization, and comprehension. He noted that teachers respond to these difficulties through personal approaches, simplified language, repetition, motivational techniques, and tailored memorization exercises.

Although previous research provides valuable insight into the individual strategies used by teachers, there remains a need to explore how these approaches work in combination within a real classroom setting. There is also a gap in understanding how collaboration between teachers, parents, and school leadership can support students' Qur'anic literacy in a more

holistic way. This study aims to fill that gap by examining the experience of Qur'an-Hadith instruction at MI Al-Mustariyah Panongan, a primary Islamic school where students show varying levels of ability and motivation in reading the Qur'an.

The novelty of this study lies in its focus on the integrated role of Qur'an-Hadith teachers as facilitators, mentors, and collaborators in improving students' ability to read the Qur'an meaningfully. By exploring how these teachers adapt their instruction, motivate students, and create a supportive learning environment, the study offers a deeper understanding of effective Qur'anic education at the elementary level.

The purpose of this article is to analyze how Qur'an-Hadith instruction at MI Al-Mustariyah Panongan improves students' Qur'anic literacy through a combination of pedagogical strategies, spiritual guidance, and institutional support.

Methods

This research adopts a qualitative descriptive approach to explore how Qur'an-Hadith instruction contributes to improving students' ability to read the Qur'an at MI Al-Mustariyah Panongan. The data were obtained through observations of 19 students with poor Qur'an reading ability, interviews with their Qur'an teacher, and data on their reading ability progress. A qualitative method is considered appropriate because it allows the researcher to understand complex educational phenomena in their natural context through the perspectives and experiences of participants. Creswell and Poth (2018) describe qualitative research as an approach for exploring and understanding the meaning individuals or

groups ascribe to a social or human problem. In line with this view, the present study seeks to capture the insights of Qur'an-Hadith teachers regarding their strategies, challenges, and roles in enhancing students' Qur'anic literacy.

Data were collected through semi-structured interviews with selected Three Qur'an-Hadith teachers who have direct experience in teaching and mentoring students in Qur'anic reading. The participants were chosen through purposive sampling, ensuring that the individuals involved had relevant knowledge and practical engagement with the subject matter. The semi-structured format of the interviews provided a flexible framework that enabled the researcher to maintain consistency across interviews while also allowing the participants to elaborate on issues they considered significant. This approach is supported by Creswell and Poth (2018), who emphasize the importance of open-ended questioning in qualitative inquiry, as it facilitates the emergence of rich and detailed data.

The data obtained from these interviews were analyzed using qualitative descriptive analysis. Rather than presenting direct quotations from participants, the researcher synthesized the information into a coherent narrative, identifying key patterns, recurring themes, and relevant insights. Fraenkel, Wallen, and Hyun (2012) explain that qualitative descriptive analysis is useful when the goal is to provide a clear and accurate account of a phenomenon without excessive interpretation. In this study, the data analysis process focused on how the instructional practices of Qur'an-Hadith teachers relate to the development of students' reading proficiency in the Qur'an.

The research was conducted at MI Al-Mustariyah Panongan, an Islamic elementary school located in Panongan, Tangerang. This institution was selected because it integrates Qur'an-Hadith education as a central component of its curriculum and provides a relevant environment for investigating the teaching and learning processes related to Qur'anic literacy. There were 19 students who had deficiencies in reading the Qur'an being studied. The setting allowed the researcher to engage closely with the subjects and obtain data that reflect authentic educational practice.

Results and Discussion

This session presents the findings of the study and offers a thorough discussion based on data collected from interviews with Qur'an-Hadith teachers at MI Al-Mustariyah Panongan. The primary objective is to explore and explain the multifaceted role of these teachers in enhancing students' Qur'anic reading abilities through their instructional approaches, experiential knowledge, and educational strategies. Understanding how teachers actively contribute to this critical skill development helps shed light on effective Islamic educational practices within primary schools.

The discussion draws on relevant literature and theoretical perspectives in the field of Islamic education to situate the findings within a broader scholarly context. By integrating empirical data with established research, this chapter emphasizes the vital importance of Qur'an-Hadith instruction as a cornerstone in fostering Qur'anic literacy among young learners. It further highlights how the teachers' engagement goes beyond traditional instruction by including

mentorship, motivation, and personalized guidance that address the unique needs and challenges of each student.

Findings reveal that Qur'an-Hadith teachers at MI Al-Mustariyah Panongan play a highly influential role in improving students' ability to read the Qur'an accurately and fluently. Their role is not limited to transferring knowledge but also includes acting as spiritual mentors and facilitators who nurture students' emotional and cognitive readiness to engage with the Qur'anic text. Before every lesson, teachers explicitly set and communicate clear learning objectives to ensure students understand the lesson's goals and can focus their efforts effectively. This preparatory step is crucial in mentally orienting students toward the learning process, which fosters a more productive classroom environment.

Teachers employ various student-centered strategies such as *iqra'* which is a step-by-step method of reading and *talaqqi* which involves direct oral transmission to build foundational skills in Qur'anic reading. These methods are adapted to suit the varying levels of student ability allowing for differentiated instruction that meets individual needs. The repetition of verses and contextual interpretation are also integral to these strategies facilitating not only memorization but deeper comprehension. Such approaches help students overcome common barriers to learning such as difficulty in recognizing Arabic letters and applying tajweed rules correctly.

In addition to pedagogical techniques teachers reinforce learning through daily religious routines and by exemplifying consistent Qur'anic reading and worship practices themselves. This modelling behaviour inspires students helping to

cultivate intrinsic motivation, self-confidence, and discipline necessary for sustained Qur'anic literacy development. Hermawan's research and Ja'far's findings confirm that teachers' active involvement and role modeling significantly enhance students' tajweed proficiency and reduce recitation errors. These findings demonstrate that effective teaching extends beyond formal lessons into creating an immersive religious environment that supports learning holistically.

Jalhadi elaborates on specific learning difficulties encountered by students including challenges in reading fluency, writing Arabic script, memorization, and understanding Qur'anic content. The teachers at MI Al-Mustariyah Panongan address these issues by applying personalized instructional methods such as breaking down complex content into manageable parts, using simple language explanations, and offering continuous motivational support. For instance, short surahs are introduced gradually to ease memorization pressure while key vocabulary words are carefully interpreted to improve comprehension. This personalized attention ensures that students develop not only the mechanical skills of reading but also the cognitive understanding of Qur'anic teachings.

Creating a positive and supportive classroom atmosphere is another critical dimension of the teachers' role. By demonstrating patience, kindness, and respect teachers foster an environment where students feel safe and motivated to participate actively without fear of making mistakes or embarrassment. This nurturing climate encourages consistent engagement and helps maintain students' interest over time. Furthermore, regular assessments in

the form of short tests and memorization checks are conducted to monitor progress, provide constructive feedback, and motivate students without causing undue stress.

The success of the Qur'an reading program is also attributed to strong collaboration between teachers, parents, and school leaders. Hanafi highlights the importance of this cooperation which includes parental encouragement at home, provision of additional study time at school, and the use of interactive learning media. Recognizing that many students face limited support outside of school due to parents' busy schedules teachers assign meaningful homework and monitor students' Qur'anic practice to ensure continuous progress. This holistic community involvement creates a network of support that reinforces the importance of Qur'anic literacy in both academic and familial settings.

These findings align with broader research in Islamic education such as Soleha's study which stresses the necessity of ongoing professional development for teachers. Continuous training equips Qur'an-Hadith teachers with the latest pedagogical skills and methods to effectively address the diverse learning challenges faced by students. This professional growth is crucial for maintaining high teaching standards and ensuring that students receive quality instruction that meets their evolving needs.

In conclusion, the study highlights the comprehensive role of Qur'an-Hadith teachers at MI Al-Mustariyah Panongan in elevating students' Qur'anic reading capabilities. Through a combination of clear instructional goals, tailored teaching methods, spiritual mentorship, positive classroom dynamics, and community

collaboration teachers provide a robust framework that supports students' academic and spiritual growth. Their dedication and multifaceted approach significantly contribute to overcoming common obstacles in Qur'anic learning and fostering a lifelong connection between students and the Qur'an.

Conclusion

This study confirms that the Qur'an-Hadith teachers at MI Al-Mustariyah Panongan play a crucial role in improving students' ability to read the Qur'an. Through structured and student-centered teaching approaches such as the iqra' and talaqqi methods, teachers are able to help students overcome difficulties in recognizing hijaiyah letters, applying tajweed rules, and developing fluency and comprehension in Qur'anic reading. The role of teachers extends beyond instruction to include spiritual mentorship and motivation, creating a positive and supportive learning environment.

The success of the learning process is also supported by close collaboration between teachers, parents, and school leadership, who together provide support both at home and at school. The use of interactive media and additional learning time further enhances the effectiveness of the Qur'an reading program. Moreover, ongoing professional development for teachers is a key factor in addressing various learning challenges faced by students.

Overall, this study highlights that the integrated combination of pedagogical strategies, spiritual guidance, and institutional support significantly promotes the improvement of Qur'anic literacy among elementary students. These findings contribute valuable insights into effective

Qur'an learning practices and can serve as a reference for the development of Islamic education in primary schools.

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