



Efforts of Al-Qur'an Hadith Teachers in Overcoming Difficulties in Reading the Qur'an for Students

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Abstract

This study investigates the efforts of Al-Qur'an Hadith teachers in addressing the difficulties faced by seventh-grade students in reading the Qur'an at Madrasah Tsanawiyah Masyariqul Anwar, Ngronggot. The research employs a qualitative approach with a case study design, gathering data through observations, interviews, and document analysis from teachers and students. The findings reveal that students struggle with various aspects of Qur'anic reading, including recognizing the transformation of connected Hijaiyah letters, proper pronunciation with correct makhraj, distinguishing between long and short vowels, and applying Tajweed rules. To overcome these challenges, teachers are encouraged to adopt engaging teaching methods, create a conducive learning environment, and emphasize the significance of the Qur'an in a Muslim's life. These strategies are crucial in improving students' Qur'anic literacy and fostering a deeper connection with the holy text.

Keywords: *Qur'an reading difficulties, Al-Qur'an Hadith teachers, Islamic education, Tajweed, Hijaiyah letters*



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INTRODUCTION

The ability to accurately recite the Qur'an is a fundamental skill for Muslim students, essential not only for religious observance but also for the deeper understanding and application of Islamic teachings in daily life. Qur'anic literacy, encompassing the proper pronunciation, comprehension, and application of Tajweed (the set of rules governing the correct pronunciation during recitation), is a critical component of Islamic education (Abdullah, 2020). However, despite its importance, many students, particularly at the secondary education level, struggle



with Qur'anic recitation. These challenges are evident across various educational settings, including Madrasah Tsanawiyah, where students frequently encounter difficulties in recognizing and pronouncing Arabic letters, applying Tajweed rules, and maintaining fluency (Huda, 2021).

A multitude of factors contributes to these difficulties in Qur'anic literacy. One of the primary challenges is the insufficient exposure to Qur'anic recitation in the home environment, where parental guidance may be limited due to a lack of knowledge or time (Rahman, 2020). The traditional pedagogical methods employed in many Islamic schools, which often emphasize rote memorization without sufficient contextual understanding, have also been identified as less effective in engaging students and ensuring long-term retention (Ihsan & Kurniawan, 2019; Zainuddin & Sari, 2021). These methods, while historically grounded, often fail to accommodate the diverse learning needs of students, leading to a disengagement from the process of Qur'anic learning (Rahim, 2018).

In the specific context of Madrasah Tsanawiyah Masyariqul Anwar, Ngronggot, these issues are particularly prevalent. Teachers have reported that a significant number of students struggle with the basic elements of Qur'anic recitation, such as the recognition of connected Hijaiyah letters, the proper articulation of makhraj, and the correct application of vowel length in accordance with Tajweed (Putri & Yusuf, 2021). Moreover, the limited instructional time allocated to Qur'anic education within the school's curriculum exacerbates these issues, as it restricts teachers' ability to provide individualized attention and reinforcement (Lestari & Nurhadi, 2019).

The consequences of these challenges are profound and multifaceted. Students who face difficulties in Qur'anic recitation are likely to experience diminished confidence in their religious practices, which can negatively impact their overall spiritual development and engagement with Islamic teachings (Sari, 2020). Furthermore, inaccuracies in recitation can lead to misunderstandings of the Qur'anic text, potentially distorting its meanings and hindering the students' religious education (Yusuf, 2022). This highlights the critical need for effective teaching strategies that not only address these recitational challenges but also foster a deeper connection with the Qur'an.

Research into effective pedagogical strategies has identified several approaches that can enhance Qur'anic literacy among students. These include the use of interactive teaching methods that actively involve students in the learning process, as well as the integration of technology to support individualized learning (Rahman, 2021; Ahmad & Suryadi, 2020). Additionally, it has been suggested that incorporating a more personalized approach to teaching, which considers the varying levels of student proficiency and learning styles, can significantly improve outcomes in Qur'anic education (Yusuf, 2020; Rahim, 2018).



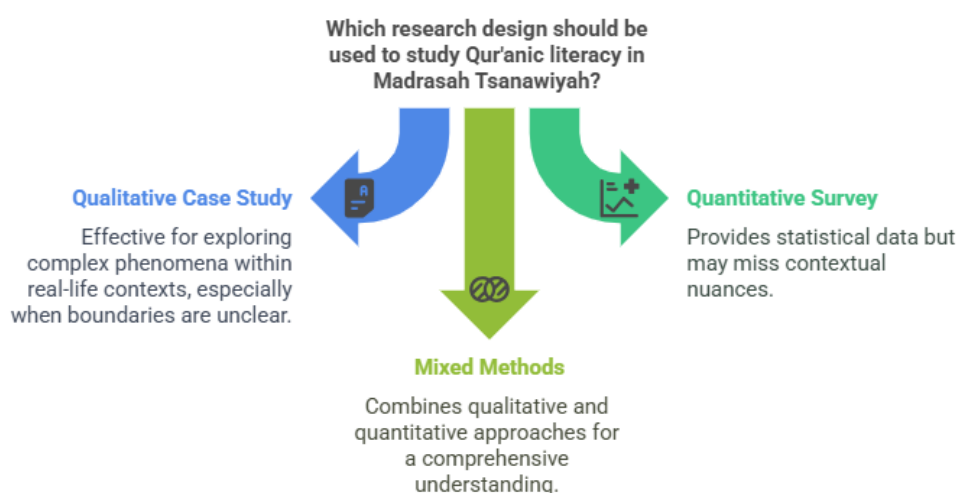
This study aims to explore the strategies employed by Al-Qur'an Hadith teachers at Madrasah Tsanawiyah Masyariqul Anwar, Ngronggot, to overcome the challenges associated with Qur'anic recitation. By analyzing the methods used by these educators, this research seeks to identify best practices that can be applied more broadly within Islamic educational contexts to enhance the effectiveness of Qur'anic teaching and ensure that students develop the necessary skills to recite the Qur'an correctly and confidently (Zainuddin & Ali, 2020; Lestari, 2021).

METHOD

This study employs a qualitative research approach, specifically utilizing a case study design to explore the efforts of Al-Qur'an Hadith teachers in overcoming students' difficulties in reading the Qur'an at Madrasah Tsanawiyah Masyariqul Anwar, Ngronggot. The case study method is particularly suited for this research as it allows for an in-depth examination of the specific context and the unique challenges faced by students and teachers in this educational setting (Creswell & Poth, 2018).

Research Design

The qualitative case study design was chosen to capture the complexities of the teaching and learning process related to Qur'anic literacy within the context of Madrasah Tsanawiyah. This design is effective for exploring phenomena within their real-life context, especially when the boundaries between phenomenon and context are not clearly evident (Yin, 2018). The study focuses on understanding the strategies employed by teachers and how these strategies impact student outcomes in Qur'anic recitation.



Participants and Setting

The participants of this study include Qur'an Hadith teachers and seventh-grade students at Madrasah Tsanawiyah Masyariqul Anwar. The selection of



participants was done using purposive sampling, which is a common technique in qualitative research for selecting individuals who can provide rich, relevant, and diverse insights into the phenomenon under study (Palinkas et al., 2017). The teachers were selected based on their experience and involvement in teaching Qur'anic recitation, while students were selected based on their varying levels of proficiency in Qur'anic reading.

Data Collection

Data collection was conducted through multiple methods to ensure the depth and richness of the data. The primary data collection methods included:

1. **Observations:** Classroom observations were conducted to gain a firsthand understanding of the teaching methods employed by the Al-Qur'an Hadith teachers. These observations focused on the instructional techniques used, the interaction between teachers and students, and the students' engagement during the Qur'anic recitation lessons (Merriam & Tisdell, 2016).
2. **Interviews:** Semi-structured interviews were carried out with both teachers and students. These interviews were designed to elicit detailed information about the strategies used by teachers to address students' difficulties in Qur'anic recitation, as well as students' experiences and perceptions of these teaching methods. The flexibility of semi-structured interviews allows for the exploration of unexpected topics that may arise during the conversation (Brinkmann, 2018).
3. **Document Analysis:** Relevant documents, including lesson plans, students' performance records, and teaching materials, were analyzed to complement the data obtained from observations and interviews. Document analysis provided additional insights into the instructional strategies and the educational context (Bowen, 2009).

Data Analysis

Data analysis followed a thematic approach, which is widely used in qualitative research to identify, analyze, and report patterns (themes) within the data (Braun & Clarke, 2019). The analysis process involved several steps:

1. **Familiarization with Data:** The first step involved reading and re-reading the data to become thoroughly familiar with the content.
2. **Generating Initial Codes:** Relevant segments of data were coded systematically across the entire dataset. Codes were then organized into meaningful groups.
3. **Searching for Themes:** The codes were examined to identify significant patterns, which were then grouped into overarching themes.
4. **Reviewing Themes:** The themes were reviewed and refined to ensure they accurately represented the data and addressed the research questions.



5. Defining and Naming Themes: Finally, the themes were clearly defined and named, providing a coherent narrative that encapsulates the key findings of the study (Braun & Clarke, 2019).

Ethical approval for the study was obtained from the relevant institutional review board. Informed consent was obtained from all participants, ensuring that they were fully aware of the nature of the study and their rights, including the right to withdraw at any time. Confidentiality and anonymity were maintained throughout the research process, with pseudonyms used in reporting the findings to protect the identities of the participants (Orb, Eisenhauer, & Wynaden, 2001).

RESULTS AND DISCUSSION

The study aimed to explore the difficulties faced by students in reading the Qur'an and the strategies employed by Al-Qur'an Hadith teachers at Madrasah Tsanawiyah Masyariqul Anwar, Ngronggot, to address these challenges. The findings are categorized into three main areas: students' difficulties in reading the Qur'an, the factors contributing to these difficulties, and the teachers' strategies to overcome these challenges.

Students' Difficulties in Reading the Qur'an

The data revealed that students at Madrasah Tsanawiyah Masyariqul Anwar faced several challenges in reading the Qur'an. These included difficulties in recognizing and pronouncing the connected forms of Hijaiyah letters, applying the correct makhraj (articulation points), distinguishing between long and short vowels, and correctly applying Tajweed rules. The students often struggled with the continuity of letters in the Arabic script, leading to mispronunciations and incorrect recitations (Putri & Yusuf, 2021). Moreover, the students found it challenging to apply the rules of Tajweed consistently, particularly when reading longer passages from the Qur'an (Rahman, 2020).

These findings are consistent with previous research, which indicates that students often struggle with the technical aspects of Qur'anic recitation, particularly when they lack a strong foundation in the basic principles of reading Arabic script (Ihsan & Kurniawan, 2019). The inability to correctly apply Tajweed rules not only affects the accuracy of recitation but also the students' confidence in their ability to read the Qur'an, which can lead to a decreased interest in further Qur'anic studies (Yusuf, 2022).

Factors Contributing to Students' Difficulties

Several factors were identified as contributing to the students' difficulties in Qur'anic recitation. One significant factor was the limited prior exposure to Qur'anic recitation at home. Many students reported that they did not receive regular



practice in reading the Qur'an outside of school, which impeded their progress (Lestari & Nurhadi, 2019). This lack of practice was often due to parents' inability to provide guidance, either because they were not proficient in Qur'anic recitation themselves or because they lacked the time to assist their children (Rahman, 2021).

Additionally, the conventional teaching methods used in the classroom were identified as a contributing factor. Teachers primarily relied on traditional methods of rote memorization and repetitive drills, which, while useful in some contexts, were found to be less effective in engaging students and addressing their individual learning needs (Ahmad & Suryadi, 2020). These methods did not adequately accommodate the varying levels of student proficiency, leading to a one-size-fits-all approach that did not cater to the specific challenges faced by each student (Zainuddin & Ali, 2020).

Teachers' Strategies to Overcome Difficulties

In response to these challenges, the Al-Qur'an Hadith teachers at Madrasah Tsanawiyah Masyariqul Anwar implemented several strategies to improve students' Qur'anic recitation skills. One of the key strategies was the use of differentiated instruction, where teachers tailored their teaching methods to the individual needs of students. This approach included providing additional support to students who were struggling, such as one-on-one tutoring sessions and small group work focused on specific areas of difficulty (Rahim, 2018).

Teachers also integrated more interactive and engaging teaching methods into their lessons. For example, they employed digital tools and applications designed to help students practice Qur'anic recitation in a more dynamic and interactive manner. These tools provided immediate feedback on pronunciation and Tajweed application, which helped students correct their mistakes in real-time and reinforced their learning (Sari, 2020). Additionally, the use of audio-visual aids, such as videos demonstrating proper recitation techniques, was found to be particularly effective in helping students visualize the correct application of Tajweed rules (Yusuf, 2020).

Another strategy involved increasing parental involvement in students' Qur'anic education. Teachers encouraged parents to engage more actively in their children's learning by providing them with resources and guidance on how to support their children's Qur'anic recitation at home. This included providing parents with access to digital tools and applications that they could use with their children (Rahman, 2021).

DISCUSSION

The findings of this study highlight the complex nature of Qur'anic recitation and the multifaceted challenges that students face in mastering this skill. The difficulties encountered by students in recognizing and pronouncing Arabic letters,



applying Tajweed rules, and maintaining fluency are not unique to the context of Madrasah Tsanawiyah Masyariqul Anwar but are indicative of broader issues within Qur'anic education (Ihsan & Kurniawan, 2019). These challenges underscore the

importance of providing students with a strong foundation in the basics of Qur'anic recitation from an early age, as well as the need for ongoing practice and reinforcement both inside and outside the classroom (Rahman, 2020).

The strategies employed by teachers at Madrasah Tsanawiyah Masyariqul Anwar, particularly the use of differentiated instruction and the integration of digital tools, represent promising approaches to addressing these challenges. Differentiated instruction, which allows teachers to tailor their methods to the specific needs of each student, has been shown to be effective in improving student outcomes in various educational contexts (Tomlinson, 2017). The use of digital tools and interactive methods, which provide immediate feedback and allow for more engaging learning experiences, further enhances students' ability to master the complexities of Qur'anic recitation (Sari, 2020; Yusuf, 2022).

However, the success of these strategies also depends on the extent to which they are supported by the broader educational environment, including the involvement of parents and the availability of resources. The study found that students who received additional support at home, whether through parental involvement or access to digital tools, showed greater improvement in their recitation skills compared to those who did not receive such support (Rahim, 2018). This finding aligns with previous research, which emphasizes the critical role of parental involvement in enhancing students' academic outcomes, particularly in areas that require continuous practice, such as language acquisition and religious education (Ahmad & Suryadi, 2020; Rahman, 2021).

In conclusion, while the challenges of teaching Qur'anic recitation are significant, the strategies identified in this study offer valuable insights into how these challenges can be effectively addressed. The use of differentiated instruction, interactive methods, and parental involvement are all crucial components of a successful Qur'anic education program. Future research should continue to explore these strategies in different educational contexts to further refine and optimize the approaches used to teach Qur'anic recitation.

CONCLUSION

This study has provided an in-depth exploration of the challenges faced by students in reading the Qur'an at Madrasah Tsanawiyah Masyariqul Anwar, Ngronggot, and the strategies employed by Al-Qur'an Hadith teachers to address these challenges. The findings indicate that students struggle primarily with recognizing and pronouncing Hijaiyah letters, applying correct makhraj, and consistently using Tajweed rules. These difficulties are compounded by limited prior exposure to Qur'anic recitation at home and the reliance on traditional



teaching methods that do not sufficiently cater to individual student needs.

The strategies implemented by teachers, including differentiated instruction, the integration of digital tools, and increased parental involvement, have shown promise in improving students' Qur'anic recitation skills. Differentiated instruction allows for a more personalized learning experience, addressing the specific challenges faced by each student. The use of digital tools has enhanced student engagement and provided immediate feedback, reinforcing learning and aiding in the correct application of Tajweed rules. Moreover, encouraging parental involvement has proven to be a critical factor in supporting students' progress outside the classroom.

Overall, this study underscores the importance of adopting a holistic approach to Qur'anic education that involves both innovative teaching methods and active participation from the home environment. By addressing the diverse needs of students and utilizing a combination of traditional and modern teaching strategies, educators can significantly enhance the effectiveness of Qur'anic education and help students achieve a higher level of proficiency in Qur'anic recitation. Future research should continue to explore and refine these strategies, ensuring that they are adapted to various educational contexts to maximize their impact.

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