



The Role of Teachers in Enhancing Quranic Reading Skills Using the Tartil Method

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Abstract

This study investigates the role of teachers in enhancing Quranic reading skills among sixth-grade students at Madrasah Ibtidaiyah Nurussalam, focusing on their roles as motivators and evaluators. Using a qualitative field approach, data were collected through observation, interviews, and documentation. The research aims to understand how teachers contribute to improving students' Quranic reading skills, while examining their influence as motivators and evaluators. The findings indicate that teachers play a vital role in guiding students towards achieving the set goals for Quranic reading. As motivators, teachers encourage students by offering rewards or points for each achievement, creating a positive learning atmosphere that promotes continuous improvement. These incentives enhance students' enthusiasm and engagement in learning. In addition to motivating students, teachers also serve as evaluators. They assess students' Quranic reading abilities through regular evaluations, which help determine the effectiveness of teaching methods and students' progress. This evaluative role is essential in identifying areas where students need further assistance and adjusting teaching strategies accordingly. Evaluations also provide teachers with insights into the students' learning outcomes, enabling them to refine their approach. Furthermore, the evaluation process allows teachers to prepare comprehensive reports on students' progress, which are shared with parents and school administrators. These reports play an important role in ensuring students receive the necessary support. Overall, the study highlights the critical role of teachers as both motivators and evaluators in improving Quranic reading skills and fostering effective learning at Madrasah Ibtidaiyah Nurussalam.

Keywords: Teachers' role, Quranic reading skills, Tartil method, Enhancing Quranic reading



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INTRODUCTION

Education is a continuous process of revising, strengthening, and refining human skills and abilities. It is an endeavor by which humans cultivate their personalities in alignment with societal values and cultures. Historically, education



has been practiced since the existence of the first humans on Earth, as evidenced by the Quranic depiction of Prophet Adam (A.S.) receiving education directly from God. Islamic education, therefore, is a series of processes aimed at empowering individuals towards maturity, both intellectually and morally, to fulfill their roles as servants of God and as stewards (khalifah) on Earth.

The National Education System Law No. 20 of 2003 emphasizes that education is a conscious and planned effort to create a learning environment and educational process in which students actively develop their potential to possess spiritual strength, self-control, noble character, and the necessary skills for themselves, society, the nation, and the state (Nafis, 2019). In the educational sphere, teachers play a crucial role in human resource development through education. Their primary tasks are to teach and educate students. As educators, teachers convey knowledge and skills to others using various methods to ensure that this knowledge becomes a part of the students' understanding. Moreover, as educators, they act as active intermediaries for the transmission of values and high moral standards, which serve as the foundation for society (Wahyudi, 2017).

Teachers are key to the success of any educational institution. They are the primary agents representing the institution. The behavior and teaching methods of teachers significantly impact the institution's image; hence, the professional development of teachers through education, training, and other activities is essential to enhance their professional competencies. According to the National Education System Law No. 20 of 2003, Article 37, Section (1), the curriculum of basic and secondary education must include religious education, citizenship education, language, mathematics, natural sciences, social sciences, arts and culture, physical education and sports, vocational skills, and local content (Wahyudi, 2017).

With the curriculum's emphasis on religious education, Madrasah Ibtidaiyah Nurussalam has implemented Quranic education to enhance the students' Quranic reading skills, aiming to cultivate a generation grounded in Islamic values. The Quran is considered a timeless miracle of Islam, whose significance is continuously reinforced by advances in knowledge. It was revealed by Allah to Prophet Muhammad (SAW) to guide humanity from darkness to light and to lead them along the straight path.

The Quran is the divine revelation delivered to Prophet Muhammad (SAW) through the angel Jibril (A.S.), serving as guidance and a blessing for all humanity. Prophet Muhammad (SAW), as the bearer of Allah's messages, was tasked with disseminating the teachings of the Quran to all of humankind (Mas'ud, 2020). The Quran is not limited to a single generation or ethnicity but is intended for all of humanity, including Indonesian Muslims, as stated in the Quran: "And this Quran was revealed to me so that I may warn you and whomever it reaches" (al-An'am:



19). This highlights the exalted status of the Quran in Islam, motivating many Muslims to memorize its entire contents. The Quran, which serves as the source of values and norms for Muslims, is divided into 30 parts (juz), 114 chapters (surah), 6,666 verses (ayat), 74,499 words, or 325,345 letters (Mas'ud, 2020).

Government Regulation No. 55 of 2007 on religious education and religious education institutions states: "Quranic education aims to enhance students' ability to read, write, understand, and practice the contents of the Quran" (Indonesian Ministry of Religious Affairs, 2018). The Quran is the holy book that serves as a guide for Muslims. Reading the Quran is considered an act of worship, and practicing its teachings is even more significant. Therefore, instilling a love for the Quran through tilawah (recitation) in children from an early age, especially within Islamic educational institutions, is of utmost importance.

Teachers hold a central role in the teaching and learning process to improve the quality of education. According to Ron Brandt, as cited by Supriadi (2020), nearly all educational reform efforts, such as curriculum implementation and the introduction of new teaching methods, ultimately depend on teachers. Without their efforts to motivate students to achieve high performance, all efforts to improve the quality of education will not yield optimal results. Thus, issues related to curriculum, educational personnel, effective and enjoyable teaching methods, and management are crucial in the educational process.

The Tartil method is an integrated and systematic approach that emphasizes proper, consistent, and orderly verbal recitation of the Quran. The essence of Tartil lies in the articulation and pronunciation of Quranic words with adherence to tajweed rules. It involves slow, deliberate recitation, focusing on correct articulation (makhraj) and the characteristics (sifat) of the letters. The Quran instructs, "Recite the Quran with measured recitation" (Tartil), indicating the importance of reciting the Quran according to established rules (Indonesian Ministry of Religious Affairs, 2018).

Given the importance of accurate, fluent Quranic recitation aligned with tajweed, the Tartil method is considered a practical, effective, and efficient approach to teaching Quranic reading. It ensures that students can develop their Quranic reading skills systematically and in accordance with Islamic teachings. Observations at MI Nurussalam on May 16, 2023, revealed that the students' Quranic reading abilities were below expectations, highlighting the need for a more effective teaching method. The Tartil method was thus chosen as a quick and precise approach to cultivating a generation of Quran-literate individuals.



METHOD

This study employs a qualitative research approach, a method that focuses on producing descriptive data in the form of written or spoken words from individuals and observed behaviors. The emphasis of qualitative research is on the process rather than the outcome, providing a detailed exploration of the phenomena under investigation (Creswell & Poth, 2018).



Gambar 1: *Foundations of Qualitative Research*

The type of research employed in this study is a case study. A case study is an in-depth, intensive description and analysis of a specific phenomenon or social unit, such as an individual, group, institution, or community. This method is particularly suitable for detailed investigations of specific settings, objects, documents, or cases (Yin, 2018).

Research Location

The research was conducted at Madrasah Ibtidaiyah Nurussalam Jenar, located on an 850 square meter plot in Jenar Village, Patianrowo District, Nganjuk Regency.

Data Sources

Data sources in research are the subjects from which data are obtained. Data consists of recorded facts or figures used to compile information. The research subjects in this study, from which data will be collected and conclusions drawn, include both primary and secondary sources.



1. *Primary Data Sources*: Primary data sources are those that directly provide data to the researcher for the purpose of the study. In this research, the primary data source is Madrasah Ibtidaiyah Nurussalam Jenar, Patianrowo, Nganjuk. The selection of informants for data collection was based on purposive sampling (Patton, 2017).
2. *Secondary Data Sources*: Secondary data are those obtained from literature, such as books, research findings, and other materials that support primary data. The secondary sources in this research include theoretical books and references related to the role of Islamic Religious Education teachers in improving Quranic reading skills through the Tartil method for sixth-grade students at Madrasah Ibtidaiyah Nurussalam Jenar, Patianrowo, Nganjuk.

Data Collection Techniques

The following methods were used to collect the necessary data:

1. *Observation*: Observation is a method used to systematically observe and record phenomena under investigation. It involves not only recording but also evaluating and assessing the observed data. Compared to survey methods, observation is more objective, especially when aided by tools such as cameras, voice recorders, or speed recorders, making it a more mechanical method (Merriam & Tisdell, 2016).
2. *Interview*: An interview is a conversation with a specific purpose, conducted between two parties: the interviewer, who asks questions, and the interviewee, who provides answers. This technique is used in research to obtain in-depth, detailed information about the experiences of informants on a particular topic or situation. The interviews were guided by unstructured interview guidelines, allowing for flexibility in the questions asked, depending on the information needed and the informant's responses (Kvale & Brinkmann, 2015).
3. *Documentation*: Documentation involves collecting data from written records, letters, or evidence, such as photos and images. According to Ary et al. (2018), "Documentation involves collecting data from notes, transcripts, books, newspapers, magazines, and other recorded materials."

Data Analysis

The purpose of data analysis in research is to condense and refine findings into meaningful, structured information (Merriam 2019), data analysis involves organizing and arranging data into patterns, categories, and basic units of explanation.

In this study, the data was analyzed using descriptive qualitative analysis. "Data analysis is the process of organizing and arranging data into patterns,



categories, and basic units of explanation so that themes and hypotheses can emerge." The data obtained from the field at Madrasah Ibtidaiyah Nurussalam Jenar, Patianrowo, Nganjuk, was processed using an evaluative descriptive method based on an inductive reasoning pattern. Inductive reasoning involves moving from specific observations to broader generalizations. The field data was analyzed based on general patterns observed in the research object, ed to existing theoretical frameworks. This approach allows for a detailed description of factual data from the field, which is then related to the theoretical framework, establishing a connection between the two through deductive reasoning (moving from general to specific situations).

RESULTS AND DISCUSSION

Analysis of the Role of Teachers in Enhancing Quranic Reading Skills Among Students at Madrasah Ibtidaiyah Nurussalam Jenar Patianrowo Nganjuk.

The role of a teacher extends beyond merely teaching Quranic reading skills; it involves nurturing ethical behavior and moral values in students. As P. Ratu Ile Tokan (2016) articulates in "Human Quotient Resource," a teacher is not just an educator but a role model who must embody qualities such as responsibility, authority, independence, and discipline. These attributes are crucial for a teacher to effectively influence students' Quranic reading skills and overall character development. Based on interviews and observations, it is evident that a teacher's influence on students' ability to read the Quran is significant. The teacher not only imparts knowledge but also serves as a role model, instilling discipline and responsibility, and guiding students in practicing religious rituals, particularly Quranic recitation. The findings indicate that the teacher's role as an educator is vital in balancing the transfer of knowledge with the inculcation of moral values. This balance is necessary to develop students who are not only knowledgeable but also possess commendable character (Carter & Darling-Hammond, 2017).

Analysis of the Role of Teachers as Motivators in Enhancing Quranic Reading Skills Among Students at Madrasah Ibtidaiyah Nurussalam Jenar Patianrowo Nganjuk.

In their role as motivators, teachers guide students in improving their Quranic reading skills by providing encouragement and fostering a positive learning environment. Motivation, as described by Sardiman (2011), is the driving force that prompts individuals to engage in specific activities to achieve particular goals. In the educational context, motivation is crucial for stimulating students' interest and engagement in learning, particularly in religious education. Interviews revealed that teachers at Madrasah Ibtidaiyah Nurussalam motivate students by modeling daily Quranic recitation and explaining the spiritual benefits of reading the Quran. These



practices help maintain students' interest in Quranic studies and enhance their reading abilities. Motivation is thus an essential tool for teachers, enabling them to support students' academic and moral development (Darmadi, 2018). The role of the teacher as a motivator is critical, as it directly impacts students' enthusiasm and dedication to learning, particularly in religious contexts where internal motivation is paramount (Ryan & Deci, 2017).

Analysis of the Role of Teachers as Evaluators in Enhancing Quranic Reading Skills Among Students at Madrasah Ibtidaiyah Nurussalam Jenar Patianrowo Nganjuk.

As evaluators, teachers assess students' progress in learning Quranic recitation, providing feedback on both the learning process and its outcomes. Evaluation is a critical component of education, as it helps to measure the effectiveness of teaching methods and identify areas for improvement (Guskey, 2018). According to Darmadi (2018), teachers must evaluate their own teaching methods and the development of students' character to ensure that educational goals are being met efficiently. The study found that teachers at Madrasah Ibtidaiyah Nurussalam conduct daily evaluations by listening to students recite the Quran and correcting any errors immediately. This ongoing assessment allows teachers to monitor students' progress and adjust their teaching strategies accordingly. The feedback provided through these evaluations is crucial for guiding students towards better Quranic reading skills, and it also informs teachers about the effectiveness of their instructional methods (Brookhart, 2017).

In conclusion, the role of the teacher as an evaluator is essential in improving students' Quranic reading skills. Through continuous assessment and feedback, teachers can ensure that students are making progress and that the teaching methods employed are effective. This role is not only about assessing students' performance but also about refining the teaching process to better meet students' needs and enhance their learning outcomes (Hattie & Clarke, 2019).

CONCLUSION

Teachers play a crucial role in enhancing students' Quranic reading skills at MI Nurussalam Patianrowo, helping them achieve the educational goals set for Quranic recitation while also fostering character development and moral values. The teacher's influence shapes students into individuals proficient not only in Quranic recitation but also in the ethical values that benefit themselves and others. As motivators, teachers employ various strategies to boost students' enthusiasm, such as sharing inspiring stories, emphasizing the spiritual rewards of recitation, and offering positive reinforcement through rewards and recognition. Parental involvement is also key, as collaboration with parents significantly enhances



students' motivation. Additionally, teachers act as evaluators, assessing students' proficiency in Quranic reading and determining their understanding of the material, including mastering tartil and tajwid rules. Evaluation helps teachers gauge the effectiveness of their teaching methods and competencies, and it also enables them to prepare comprehensive progress reports for parents, offering a clear overview of students' learning outcomes. Through these combined efforts, teachers effectively support students in their Quranic studies, ensuring both their academic and moral development.

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