

## The Role of the Islamic Religious Education Teacher in Overcoming Difficulties Learning of Students on Reading and Writing the Qur'an at Private Islamic Elementary School

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### Abstract

This study aims to describe and analyze the role of Islamic religious education teachers in overcoming learning difficulties of student on reading and writing the Al-Qur'an. The research method uses a qualitative description using Miles, Huberman, and Saldana's technical data analysis, namely data reduction, and data presentation. To collect data using interview techniques, observation, and documentation. The role of the teacher in this research is first as a motivator, the teacher motivates students to be enthusiastic to participate in the Al-Qur'an learning process. Second, as a guide, the teacher provides direct guidance to students on their ability to participate in learning. Third, as an evaluator, evaluation is the final series in the learning process to be able to find out the extent of student success in participating in the learning process of reading and writing the Al-Qur'an. This research resulted in the finding that teacher professionalism is very important to be a motivator and to give stimulus to students so they continue to be motivated to learn. As for overcoming students' learning difficulties the Qur'an, namely by repeating readings called *talaqqi*. Furthermore, there is an active role in teachers, parents, and the environment. The three of them can communicate with each other productively to be able to find out the progress of students' progress in learning the Qur'an both reading and writing.

**Keywords:** Learning Difficulties, The Role of the Teacher, Reading and Writing Al-Qur'an

### Abstrak

*Penelitian ini bertujuan untuk mendeskripsikan dan menganalisis peran guru pendidikan agama Islam dalam mengatasi kesulitan belajar membaca dan menulis al-Qur'an. Metode penelitian menggunakan deskripsi kualitatif dengan menggunakan teknis analisis data Miles dan Huberman yaitu reduksi data, penyajian data. Untuk mengumpulkan data menggunakan tehnik wawancara, observasi dan dokumentasi. Adapun peran guru dalam penelitian ini yaitu pertama sebagai motivator, guru memotivasi siswa agar bersemangat dalam mengikuti proses pembelajaran al-Qur'an. Kedua sebagai pembimbing, guru memberikan bimbingan secara langsung kepada siswa terhadap kemampuan mereka dalam mengikuti pembelajaran. Ketiga sebagai evaluator, evaluasi merupakan rangkaian akhir dalam proses pembelajaran untuk dapat mengetahui sejauh mana keberhasilan siswa dalam mengikuti proses pembelajaran membaca dan menulis al-Quran. Penelitian ini menghasilkan temuan bahwa profesionalitas guru sangat penting untuk menjadi motivator dalam memberikan stimulus kepada siswa agar terus termotivasi untuk belajar. Adapun mengatasi kesulitan siswa dalam belajar al-Qur'an yakni dengan cara mengulang-ulang bacaan yang disebut talaqqi. Selanjutnya, adanya peran aktif guru, orang tua dan lingkungan. Ketiganya dapat saling berkomunikasi secara produktif agar dapat mengetahui perkembangan atas kemajuan siswa dalam belajar al-Qur'an baik membaca dan menulis.*

**Kata kunci:** Baca dan Tulis Al-Qur'an, Kesulitan Belajar, Peran Guru

## INTRODUCTION

The role of the teacher as a professional educator is always to provide guidance, and motivation in the learning process activities. Effective learning will run optimally with the role of the teacher who can manage the class and play an active role in students (Copriady et al., 2021; Setyawan et al., 2020). The teacher playing an active role in the classroom is an effort to establish productive interactions so that learning becomes fun (Kuswanto, 2014). The teacher becomes very important with his presence in front of the class. The teacher is an important part of the learning process. As the learning process is the core of the educational process. The learning process is a series of activities that take place in the classroom, there are teachers, and students have a reciprocal relationship in conditions, and educative situations to achieve certain goals in accordance with ongoing learning. Therefore, this process makes the teacher a multi-role in its implementation (Nardawati, 2021).

In its implementation, the teacher has various roles, as a learning manager, has a role in creating conducive environmental conditions, thereby increasing students' desires in the learning process and learning becomes more conducive and more comfortable. The role of the teacher has a bearing on the competency of the field involved. In its implementation, the teacher can increase the motivation of his students to take part in learning according to the learning objectives. According to Thomas E. Curtis and Wilma W. Bidwell said the role of the teacher in the classroom has a very narrow meaning in the sense that there is a relationship between the teacher and students in the learning process. The role of the teacher as an organizer of the learning environment and as a facilitator in learning. Specifically, the role of the teacher is the teacher as a model, the teacher as a planner, the teacher as a leader, and as a guide or guide (Zen, 2016).

Prey Katz quoted from Siti Maemunawati and Muhammad Alif (2020) describes the role of the teacher as a communicator, a friend who can provide advice, a motivator, an inspiration and encouragement, guidance in developing attitudes and behavior and values, people who master the material being taught. These statements conclude that the role of Islamic religious education teachers is theoretically, the teacher acts as a teacher, class leader, and mentor, and regulates the learning environment, lesson planner, supervisor, motivator, and evaluator (Rusman, 2012; Mahdali, 2020). The role of the teacher is certainly very complex in carrying out his profession. Managing active classes and being able to generate motivation and enthusiasm for learning students, especially those who experience learning difficulties. In learning the Qur'an there are many obstacles faced by students when reading and writing (Setiawan, 2017). Therefore, the ability to read and write the Qur'an is also determined by the role of the teacher through teaching and guidance activities with various effective strategies and methods (Solikhah, 2019; Sungkowo, 2020).

Education is currently experiencing various metamorphoses in its development. Various kinds of educational institutions have characteristics in improving the quality of education. Improving the quality of education is essentially influenced by several factors, this can be in line with Amien's thoughts in his work stating that education is an effort to humanize humans, the process that takes place in it includes teachers, students, costs, facilities, learning situations/environment, and the learning process. The process supports each other to achieve the goals of education. All of them have an important role in improving the quality of education, one of which is the teacher teaching the Al-Qur'an (Zulaiha & Busro, 2020). Teachers who experience

natural processes directly in the classroom their role as teachers who have goals in each learning process (Agustini Buchari, 2018; Wiyani, 2012).

The role of the teacher is needed in terms of educating and teaching students about reading and writing the Al-Qur'an. The teacher's role is to help students to read the Qur'an in a way or method that exists and is often used in learning for students, namely by using the Iqro' book for learning media and forming a circle system (halaqah) for students, this aims so that students can be evenly distributed to learn and mutually focused on one point in front of them. There are many problems in learning, such as a very short time, a very large number of students, and each individual has different abilities so the outcomes are different. This is the main problem in this research.

Based on the results of observations made at MI Ma'had Islamy Palembang, even though the school has provided a TPA, low-grade children still experience difficulties in reading and writing the Al-Qur'an, the teacher's efforts are expected to be able to help overcome problems with reading and writing difficulties -Quran. Such as getting students used to writing and reading the Al-Qur'an together repeatedly and then inviting students to move forward to get used to and train students' courage (Khotimah, 2021).

The teacher's role is very complex in presenting an active class, animating a pleasant learning climate, and the motivation that is presented has a positive influence on students (Bujuri, 2021; Ninković et al., 2022). Many Al-Qur'an learning places with various student characteristics make the teacher's role important in the process of implementing learning so that the teacher becomes enthusiastic for students in learning the Qur'an (Hanafi et al., 2019). As is the research case that explains the role of Islamic religious education teachers in overcoming students' difficulties in Al-Qur'an literacy. The focus of this research is only limited to students' Al-Qur'an literacy and not on aspects of reading skills (Surawan & Fatimah, 2021; Nurhidin, 2022). As for research (Astuti & Nugraheni, 2021) in his research only discussed the problem of the teacher's role in overcoming difficulties in reading the Al-Qur'an in elementary grade students and the supporting and inhibiting factors. It can be seen that the discussion in this study has various similarities and differences in learning the Al-Qur'an, but the difference is regarding the role of the Islamic religious education teachers in overcoming difficulties in reading and writing the Al-Qur'an. The Role of The Islamic Religious Education Teacher to Overcome Difficulties Learning To Read and Write The Qur'an At Islamic Elementary School. Focused on the role of Islamic religious education teachers in overcoming difficulties in reading and writing the Al-Qur'an.

## **METHOD**

The research uses a qualitative approach using a descriptive approach (Sugiyono, 2007), with interactive methods and non-interactive methods. (Kuswanto, 2014). This study explores interesting facts about the role of Islamic religious education teachers in overcoming difficulties in reading and writing the Al-Qur'an at MI Ma'had Islamy Palembang. Data collection techniques are in the form of observation, interviews, and documentation. (Yunita et al., 2021). Observations were made to see directly the learning process activities. Interviews were conducted directly with informants regarding learning the Qur'an, namely 1 school principal and 2 Islamic Religious Education teachers, and 2 students. Furthermore, the documentation method is carried out to obtain

data directly from the data in the classroom which is documented by the learning conditions, to be able to summarize, and document the learning process activities in the classroom, the scope of the school, and the interaction of teachers and students during the learning process takes place.

Data analysis in this study was carried out interactively and continued continuously until the activity was completed, in data analysis namely reduction, data display, and conclusion drawing/verification, triangulation (Miles, et al., 2017) regarding the role of the Islamic religious education teachers on overcoming student difficulties in reading and writing the Qur'an. The validity of the data in this study was tested by data triangulation, namely combining the results of interviews with teachers and students, observational data, and documentation regarding the role of Islamic religious education teachers in overcoming students' difficulties in reading and writing the Al-Qur'an at MI Ma'had Al-Islamy Palembang.

## **RESULTS AND DISCUSSION**

### **The role of islamic education teacher in overcoming learning difficulties of student on reading and writing the Al-Qur'an**

The Role of the Islamic Education Teacher in overcoming learning difficulties of student on reading and writing the Al-Qur'an is that, first as a motivator, the teacher provides enthusiasm, and empathy, and fosters a desire for students to participate in the Al-Qur'an learning process. Instill an understanding of the importance of studying the Al-Qur'an. The results of the interview from teacher M said "the process of learning to read and write the Al-Qur'an needs special attention, the implementation of PAI learning in learning the Al-Qur'an is still ineffective because most of the students are still playing games and lack focus when learning takes place thus causing a lack of interest in student learning. This becomes a major influence on the success of the learning objectives of the Qur'an. If the decline in students' learning enthusiasm for learning becomes a serious problem for teachers in the class, there needs to be an in-depth evaluation of the student's interest in participating in Al-Qur'an reading and writing learning classes. As according to teacher A said: "There are various kinds of difficulties students have when learning to read and write the Qur'an, it is difficult to distinguish hijaiyah letters that are slightly the same."

Learning to read and write the Al-Qur'an, is a learning process that cannot be instantaneous, but requires self-enthusiasm in following the process of each letter, word, and sentence and fluency in reciting letters, as well as in writing (Arianti, 2019). In line with the results of the interview obtained from the R Islamic religious education teachers "to overcome the difficulties of learning the Qur'an in reading and writing what the teacher does is repeating in training students' reading." The process of learning to repeat is a process of practicing pronouncing, and reciting readings so that they are accustomed to, and trained in pronouncing them. So this process is very appropriate for the teacher to do in the learning process of the Qur'an so that there are no mistakes in mentioning the hijaiyah letters in the reading. Likewise writing, writing Arabic requires practice over and over again as learning to write other things cannot be done quickly.

In the learning process, various obstacles and solutions can be given by the teacher to their students, the writing process has obstacles in the learning process according to teacher A said: "There are various student difficulties when learning to write the Qur'an, it is difficult to distinguish the hijaiyah letters which are slightly the same and often wrong in writing. The interesting thing

from the interview was "the difficulty of distinguishing the hijaiyah letters", this statement identified that in reading the Al-Qur'an the student was still not fluent and did not pronounce the hijaiyah letters correctly. So there was an error in writing. So, reading and writing these two things need the attention and empathy that the teacher gives to students to keep motivating them to follow the learning process.

In response to this statement, the teacher's role in the learning process provides positive enthusiasm and good emotions, of course, has a good effect on student motivation in learning. The learning process of the Qur'an cannot be done only for a moment, or time is limited, but the learning process must be passed by students continuously and continuously (Khotimah, 2021). This process will create value for students. The process of repeating Al-Qur'an learning requires good enthusiasm so that it continues, therefore the motivation of a teacher is important for students in achieving the learning process.

The second is as a mentor, guiding students on the importance of learning to read and write the Al-Qur'an. Directing the goals of studying the Qur'an both reading and writing. The results of the principal's interview regarding the role of Islamic religious education teachers in guiding, namely: "the role of the teacher is very important in guiding students to be able to read and write, one of which is by inviting students to read repeatedly so that students can easily remember or memorize learning."

According to Miller (Yuhana & Aminy, 2019) the purpose of the guidance carried out by the teacher to his students is an effort to help students to be able to understand the learning process that is being passed. The process of repeating existed at the time of the Prophet and companions in studying the Qur'an. So this process lasts until the current generation (<https://rumahtahfidzmuntilan.com/methode-talaqqi>, 2021). The role of the teacher and guiding the process of guidance in learning the Qur'an is a major part. Al-Qur'an learning will be very effective if the process is accompanied by a direct guidance process, the process is the integration between the teacher and students with the same goal in the learning process.

The problems that occur in the field as stated by Ms. M regarding learning to read and write the Qur'an are that "Learning to read and write the Qur'an has been running smoothly, but many of the children are still unable to read and write al-Qur'an. -Qur'an well, because most of them are still on average low Iqro. They can only read hijaiyah letters. This statement provides the view that the role of the teacher is needed as a guide and guides students directly in the learning process. The process of learning the Qur'an ideally is directly guided directly from the teacher, reciting each letter, word, and sentence until it is able to read well in the science of tajwid, the teacher's role is not only limited to motivating students, but guiding, telling directly, mentalaqqi , repeating the reading with the guidance of the teacher. Al-Qur'an learning in reading and writing must be carried out in a guided manner. This guidance is very good, it can be done directly, such as by giving repeated exercises in reading and writing, the mentalaqqi of students is a very important guidance process in learning the Qur'an. Even though there were facts on the ground, it was found from teacher informant M who said that:

"There is no special guidance yet, but we adjust the ability and extent to which students recite the Al-Qur'an. If they still have a low IQ, they read and write according to the limit they recite, as well as students with a high IQ recite and write according to their limits, so students who have high and low iqro cannot be equated for the material for reading and writing the Al-Qur'an."

Likewise, teacher R said "for special guidance regarding learning the Al-Qur'an there is still no one so we help by providing group study. In addition to students who are not yet fluent in reading and writing the Al-Qur'an, we schedule each child to attend guidance twice a week, for students who cannot yet read and write the Al-Qur'an, we ask them to attend every day." This agreed with Mrs. W who said, "for students who cannot read and write the Al-Qur'an, they are given more time to repeat reading and writing the Al-Qur'an and are required to attend additional hours of recitation."

This fact explains the condition of the guidance carried out by the teacher by providing learning that is carried out in groups twice a week, while children who have very difficulty following Al-Qur'an learning are required to attend every day. This, of course, is not effective if the teacher's role as a guide is not focused on the teaching teacher. The role of the teacher is not only limited to teaching but guiding (Juhji, 2016). In this case, according to teacher W "For student difficulties, there are different student abilities so that some students find it easy to understand learning and there are also those who do not easily understand learning." Class conditions with a variety of student abilities in receiving learning, a guide that the teacher's role as a guide is very important apart from the motivation needed by students. The pattern of giving direction to students is done by teacher A by "Giving advice, and offering these students specifically to study with the teacher." An excellent action in providing direction, guidance to students. Providing a special learning process, learning directly, with a method that is different from the others. This is a very good effort in improving the quality of learning the Qur'an both in reading and writing.

Third, as an evaluator, evaluating the learning process is an important part of learning objectives. Successful learning can be seen from the end of the learning process. The function of the learning evaluation is to see the result of the learning process by the learning objectives. Obtained an interview with the homeroom teacher for class II Mrs. R stated the following: "evaluation for learning to read and write the Qur'an is always carried out.

Furthermore, the interview obtained the purpose of evaluating the implementation of this lesson from the Islamic religious education teacher, Mrs. A, that "the learning process of the Al-Qur'an is certainly different from other learning. from the learning stages, and every semester a reading and writing test of the Qur'an will be held which will be carried out by the school and coordinated by Islamic religious education teachers." Evaluation of learning carried out in schools is very good, this is a teacher's effort to improve the quality of students during the learning process. Evaluation at the end of each learning indicator is part of an effective learning process (Wahyuningsih & Sriyanto, 2021; Inten et al., 2021).

Likewise, the opinion of teacher A said that "the evaluation process is adjusted to the level of student learning, both those who are already fluent and those who are not fluent. The level of students, both high and low class, will be grouped according to the reading level if the iqro level is included in the iqro group, as well as the level of the Al-Qur'an. Students learning difficulties in the Qur'an have a big influence on the learning outcomes achieved (Qodir, 2009).

### **Obstacles of the islamic religious education teacher overcomes learning difficulties of student on reading and writing the Al-Qur'an**

Obstacles of Islamic religious education teachers on overcoming learning difficulties of student on reading and writing letters of the Qur'an at MI Ma'had Islamy Palembang. Teachers with professional competence in carrying out their role in the learning process are the ability of their

scientific substance in providing learning, effective classroom management is certainly an important package in achieving learning, so teachers often face obstacles to students with various levels of intelligence in receiving learning material (Anwar, 2018).

From observations made at MI Ma'had Islamy Palembang in research, there were many obstacles encountered during the process of learning to read and write the Al-Qur'an during learning hours, there were students who were playing games and most students were lazy to take part in learning to read and write. writing the Al-Qur'an, and the lack of learning time because learning to read and write the Al-Qur'an requires a long duration, the learning process is carried out one by one, and the teacher checks students' reading or writing in great detail, this makes the learning time longer. Students are difficult to condition, difficult to regulate, and do not understand the importance of studying the Qur'an. According to Wahid, in his research, the media has a very important role in helping the learning process which can make learning much more interesting and fun so that learning becomes more interactive, efficient, and not boring (Wahid, 2018). In addition, Chiquet revealed that the minimal use of instructional media can make students bored and unenthusiastic in learning (Chiquet et al., 2023).

The description depicted in this case is certainly a concern for teachers to continue to improve their professional competence in teaching at MI Ma'had Al-Islamy Palembang. The teacher's role in class management becomes the professional part of the teacher in dealing with student problems while studying. Learning is a process of forming changes in students, these changes can relatively become permanent. According to Bujuri, in his research, he said that the learning process is closely related to children's cognitive development, especially elementary-age children where cognitive development influences children's mental and emotional development and their socialization abilities (Bujuri, 2018). Khodijah added that the learning process cannot be separated from his involvement with students' mental self either through practice, experience, and social interaction (Khodijah, 2011). Based on the results of research at MI Ma'had Islamy Palembang. There are obstacles and obstacles in the learning process, this can be seen from the professionalism of the teacher in teaching the lack of time management skills, causing student boredom, and learning media which are an important part of conveying learning, and being able to attract students' interest in learning and not feeling bored or bored.

### **Supporting Factors in overcoming Students' Learning Difficulties to Read and Write the Qur'an**

Success in the learning process is strongly influenced by several important factors, especially in learning to read and write the Al-Qur'an, namely first, fostering student interest. Students can be a supporting factor if during learning hours they study seriously and don't play games. Second, parental motivation. Motivation and support from parents are very influential on student success. Parents play a role in educating children at home and this is an important point in making it easier for students to learn the Qur'an (Malwa, 2017), (Tanjung, 2020). Third, the environment is an important part of student change and motivation, the environment is used as an educational tool that functions as a place or container to support student learning processes (Hasbullah, 2013).

Based on the opinion above, it can be concluded that the supporting factors in learning to read and write the letters of the Qur'an can foster student interest, parental motivation, and the environment. Following the results of Nugraheni's research on the role of parents, learning

motivation and family environment greatly affect student learning outcomes if done optimally (Fane & Sugito, 2019). Ideally, there is synergy between teachers, students, and parents in the learning process. So that the three of them can work together on overcoming students' difficulties in reading the Al-Qur'an and writing the Al-Qur'an.

## CONCLUSION

This study provides information on the teacher's role in overcoming students' difficulties in reading and writing Al-Qur'an letters, namely the teacher acts as a motivator, guiding and evaluating, the process is carried out by repeating Al-Qur'an readings and being trained to write Al-Qur'an letters. This pattern is carried out by providing training, through habits that are applied in repeating reading or writing the Qur'an in Arabic called talaqqi. The talaqqi process is a traditional, conventional pattern in the learning process. The learning process is adopted in learning the Al-Qur'an and is very good because it is obtained directly from native speakers, namely teachers who are experts in their fields. But on a different side, it can cause student boredom due to the long duration of learning, and monotony. The weakness of this study is that it is only limited to the teacher's role in overcoming learning difficulties to read and write the Al-Qur'an. Focus on the process of the teacher's role which is only limited to motivating, guiding, and evaluating students in reading and writing the Al-Qur'an. The process of further research can focus on the teacher's role in the process of classroom management or learning media.

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