



# The Role and Strategy of Educators in Improving the Quality of Students' Ability to Read the Quran Students

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## Abstract

The ability to read the Quran is one of the basic competencies that is the main focus of non-formal Islamic religious education. Quranic Education Institutions serve as learning spaces that support the mastery of this skill through various learning approaches and strategies tailored to the characteristics of the students. This study aims to analyze the role and strategies of educators at Quran Education Institutions in improving the quality of students' Quran reading skills, as well as to identify the supporting and inhibiting factors that influence this process. This study uses a qualitative method with a case study approach. Data sources were obtained from educators at the Quran Education Institution, parents, and students involved in learning activities at the Quran Education Institution. Data collection was carried out through observation, interviews, and documentation. The data were analyzed through the stages of data reduction, data presentation, and gradual conclusion drawing. The results of the study indicate that educators play a role in improving Quran reading skills through the application of the *Iqra'* method with classical learning techniques, such as educators reading and students listening, educators reading and students imitating, as well as reading together and reading comprehension activities. These strategies contribute to supporting the process of learning to read the Quran, although the achievement of students' abilities is influenced by their level of involvement and learning conditions. The implications of this study indicate that strengthening the role of educators in applying structured and contextual learning strategies can support the improvement of the quality of Quran reading learning in Quranic Education Institutions.

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## INTRODUCTION

Nowadays, many children have limited knowledge of both general and religious subjects. Seeing this phenomenon, in relation to religious knowledge, since the most dominant source of religious law is the Quran, children must be given sufficient knowledge about the Quran (Aziz et al., 2023; Husna et al., 2021; Sari & Arif, 2020). The first step that parents must take with their children is to read the Quran and understand its meaning (Aziz, 2017; Haryani & Sholeh, 2019).

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The Quran is a holy book revealed by Allah SWT to the Prophet Muhammad SAW as a blessing and guidance for mankind. It contains divine revelations that serve as guidance, direction, and lessons for those who believe in and practice it. Not only that, but the Quran is also the most perfect holy book revealed by Allah SWT, whose contents cover the main points of Sharia law found in the holy books revealed previously. Therefore, everyone who believes in the Quran will increase their love for it, their love for reading, studying, and understanding it (Ainia et al., 2021; Husna et al., 2021; Tabroni et al., 2020).

Reading the Quran is an obligation for every Muslim, as the Quran is the source of law and a guide for the lives of Muslims. Therefore, every Muslim should be able to read it in accordance with the rules of tajwid. As Allah SWT says:

أَوْ زِدْ عَلَيْهِ وَرِتَلَ الْقُرْآنَ تَرْتِيلًا

Meaning: *Or add to it, and recite the Quran with measured recitation* (QS. Al-Muzammil: 4)

In this verse, it is clear that we as Muslims are encouraged to read the Quran slowly and carefully, paying attention to the rules of recitation. Teachers play a very important role in the process of learning the Quran, because they teach, set an example, and provide guidance to their students. Without the maximum role of a teacher, it would be impossible to achieve all of this. The success of students in learning, both in Quranic educational institutions and in other educational institutions, cannot be separated from the role and strategies of the teachers who educate them. The role and strategies of teachers as educators and mentors in student learning activities are influenced by various factors, such as motivation, maturity, the relationship between students and teachers, verbal ability, level of freedom, sense of security, and teachers' communication skills (Hariandi, 2019; Winata, 2021). If the above factors are fulfilled, then through learning, students can learn well.

Islamic educational institutions play a strategic role in providing religious education that aims to shape students' basic understanding and skills regarding Islamic teachings. One of the fundamental competencies that is the main focus of religious education is the ability to read the Quran correctly in accordance with the rules of recitation. In this context, non-formal Islamic educational institutions, such as Islamic boarding schools, tahfiz houses, majelis taklim, and Quran education parks, contribute significantly to supporting the process of learning the Quran in the community (Lubis, 2020; Olivia et al., 2023).

However, various studies and preliminary observations show that the ability of students at non-formal Islamic educational institutions to read the Quran has not yet been fully developed. Some students still face difficulties in applying the rules of Quran recitation and understanding tajwid correctly. In addition, there are indications that students' ability to read the Quran tends to be based on memorization, without adequate knowledge of letters and pronunciation. This condition indicates a gap between memorization and the skill of reading the Quran based on an understanding of the rules of recitation (Afda, et al., 2023; Olivia et al., 2023; Prameswati, 2019).

If these conditions are not addressed systematically, they have the potential to affect the students' ability to continue reading the Quran. The role of educators and family support are important factors in overcoming this problem, particularly through the application of learning strategies that are appropriate to the characteristics of the students. Therefore, a study is needed that examines in depth the role and strategies of educators in improving the quality of Quran reading skills in non-formal Islamic educational institutions, so that it can contribute conceptually and practically to the development of more effective Quran learning (Lubis, 2020b; Winata, 2021).

## METHODS

This study uses a case study approach to examine in depth the role and strategies of teachers in improving Quran reading skills through the *Iqra'* method at Quran Education Institutions (Abishev et al., 2025; Aryasutha et al., 2025; Engkizar et al., 2022, 2023, 2025; Kaema & Ulwi, 2025). Data sources were obtained from informants directly involved in learning activities, who were selected using purposive sampling techniques, taking into account several criteria, namely understanding the issues being studied, still being active in learning activities, having time to provide information to researchers, and conveying information in accordance with conditions in the field (Engkizar et al., 2024; Hamdi & Desvia, 2025; Kaema & Ulwi, 2025; Sugiyono, 2019). The informants in this study consisted of teachers at Al-Quran Educational Institutions who played a role in teaching Quran reading.

Data collection was carried out through in-depth interviews, observation of learning activities, and review of relevant documents. The data obtained was then transcribed and analyzed thematically by identifying themes related to the role of teachers, learning strategies, and supporting and inhibiting factors in improving Quran reading skills. Thematic analysis was used to help researchers understand the data systematically and in depth, so that the research findings could describe the phenomenon being studied in accordance with the context of the case being examined.

## RESULT AND DISCUSSION

The results of the study show that the role of Al-Quran Education Center teachers in improving the quality of Quran reading skills through the *Iqra'* method is reflected in several interrelated pedagogical aspects. One of the apparent roles is that of a mentor, where teachers not only guide students in the technical aspects of reading the Quran, but also build educational relationships based on mutual respect and affection. This approach contributes to creating a relatively conducive learning atmosphere, so that students are more open to receiving guidance and corrections during the learning process.

In addition, teachers at Quran Education Institutions also play the role of advisors, which is integrated into the delivery of learning materials. Advice and moral messages are conveyed contextually along with Quran reading activities, so that learning does not only focus on mastering reading skills, but also on shaping the religious attitudes of students. However, the success of this role is highly dependent on the clarity of the material delivery and the teacher's ability to adjust the content of the learning to the level of understanding of the students.

Teachers' mastery of teaching materials is an important factor in supporting the quality of Quran reading instruction. Teachers who thoroughly understand the stages and characteristics of the *Iqra'* method tend to be able to deliver material in a more systematic and focused manner. This condition has the potential to help students recognize Hijaiyah letters and the rules of reading the Quran in stages, even though the achievements of students show variations influenced by their respective backgrounds and abilities.

In terms of classroom management, the results of the study show that teachers strive to regulate the learning atmosphere, learning time, and interactions between students so that teaching and learning activities can run orderly. Relatively good classroom management allows students to focus more on learning to read the Quran. However, the effectiveness of classroom management is still influenced by the number of students and their learning behavior characteristics.

The role of teachers as mediators and facilitators is evident in their efforts to provide learning media as a means of supporting communication in the teaching and learning process. The use of simple learning media helps students understand the

material, especially in learning letters and correct pronunciation. Although the media used is still limited, its existence shows the teachers' efforts to improve the effectiveness of learning in accordance with the available conditions.

Furthermore, learning evaluation is carried out continuously through observation of students' attitudes and assessment of their ability to read the Quran and memorization tasks done at home. This evaluation provides an overview of the development of students' abilities over time, even though its implementation does not yet fully use standardized assessment instruments. Therefore, the evaluation results are more of an initial consideration in improving the learning process (Nashir & Halib, 2016; Nuruddaroini et al., 2022).

In addition to evaluation, teachers also demonstrated efforts to innovate in teaching Quran reading using the *Iqra'* method. This innovation was evident in the adjustment of learning strategies and the preparation of daily learning programs so that teaching and learning activities could be more focused. These efforts reflected the teachers' awareness of the importance of planning and creativity in learning, even though their implementation still faced limitations in terms of facilities and time.

Overall, the results and discussion of this study indicate that the role of teachers at the Quran Education Park in improving the quality of Quran reading skills through the *Iqra'* method is gradual and contextual. This role contributes to the learning process, although the level of achievement of students' learning outcomes is influenced by various factors, both from the competence of teachers and the conditions of students and the learning environment.

### **Educators' Strategies in Improving Students' Quran Reading Skills**

A strategy is a method or action used as a reference to achieve a goal. In education, strategy is a very important point in realizing the success of predetermined educational goals. In the implementation of a program, strategy also occupies a very important position, including strategies to improve the quality of Quran reading skills in students at the Quran Thariqatul Hidayah Solok Selatan Educational Institution, which will be maximally successful with the right strategy. In the institution's mission statement, it is stated that the institution instills Islamic character education, noble character, and good manners. The strategies used by teachers to increase students' interest in reading the Quran are as follows:

#### **Teachers Use Group and Individual Quran Reading Training**

Each student has different abilities in each subject, especially religious studies. Students are required to be able to read the Quran fluently before the lesson begins, but in reality, not all students are fluent in reading the Quran. Therefore, teachers use learning strategies that help students become fluent in reading the Quran, starting with grouping students according to their ability levels and reading the Quran individually. This is expected to help students read the Quran more fluently and make it easier for teachers to determine strategies according to the students' ability levels in reading the Quran.

#### **Habit of Reading the Quran Before Lessons**

Strategies to improve the quality of Quran reading skills among students at the Thariqatul Hidayah Quran Education Institute in South Solok include several steps taken by Islamic Education teachers, one of which is through the routine habit of students reading the Quran at school, namely instructing students to read the Quran every time they start learning, before the teacher delivers the learning material.

Repeatedly reading the Quran actually opens up knowledge and the mysteries of the universe. Reading the Quran will always add new interpretations, developments, ideas, and so on. Therefore, it is indeed important for us to get into the habit of reading the Quran.

#### **Teachers Set Memorization Targets for Students**

Memorization of the Quran is specifically for all students who can already read

the Quran, and this has been implemented by teachers at Taman Pendidikan Al-Qur'an Kindergarten have been implementing this program annually, memorizing short surahs from Juz 30 starting with An-Naas. However, some students have achieved the expected goals while others have not. The success rate will serve as a benchmark for teachers to continue implementing Quran reading exercises in the future. Students who are still learning the Hijaiyyah alphabet are not neglected; in fact, special attention is given to improving the Quran reading skills of those who are still at the basic level (Chairilsyah, 2020; Kurnia et al., 2022; Neliwati, Sipahutar, et al., 2023).

Based on the results of preliminary research and discussions, the researcher conducted initial observations on how teachers at the Quran Education Park use strategies to improve the quality of students' Quran reading at the Thariqatul Hidayah Jorong Solok Selatan Quran Education Institution. The importance of teacher strategies in every learning process is a major trigger for the success of students in learning and reading the Quran.

### **Challenges and Efforts of Teachers in Improving Quran Reading Skills**

The results of the study indicate that teachers at Quranic Education Institutions face a number of challenges in their efforts to improve Quran reading skills through the *Iqra'* method, which have the potential to hinder the effectiveness of the learning process. Although teachers play an important role in fostering students' enthusiasm for reading the Quran through various learning approaches, the improvement in reading skills is not always optimal. This indicates that there are inhibiting factors that need to be considered in the process of learning to read the Quran using the *Iqra'* method.

One of the obstacles found was the low interest of some students in reading the Quran. This condition affected the level of student engagement during the learning process. In addition, the influence of social environments, particularly peers who tend to encourage activities that are not conducive to learning, also affects the students' motivation. Another obstacle is the irregular attendance of students in learning activities, which hinders the continuous development of their Quran reading skills.

In response to these various obstacles, teachers at the Al-Quran Education Institute have made several efforts to address the problems faced. One of the efforts made is to foster students' interest in reading the Quran through a more persuasive approach that is in line with the characteristics of the students. In addition, teachers provide ongoing advice as a form of guidance and reinforcement of students' motivation to learn. Another effort made is the use of a communication book as a means of communication between teachers and parents, so that the development of students' attendance and learning activities can be monitored together. These various efforts show the teachers' efforts in overcoming learning obstacles, although their effectiveness is still influenced by the conditions of the students and the learning support environment.

### **CONCLUSION**

This study shows that efforts to improve Quran reading skills in Quranic Education Institutions take place through the role of teachers who integrate learning methods, mentoring strategies, and gradual management of students. The application of the *Iqra'* method, accompanied by a learning approach that adapts to the abilities of students, contributes to the process of developing Quran reading skills, although its achievement is inseparable from the dynamics of individual conditions and the learning environment.

In addition, the learning strategies applied by teachers, such as giving memorization assignments and grouping students based on their ability levels, demonstrate a systematic effort to respond to differences in Quran reading abilities.

These strategies serve as learning support tools that help students follow the learning process in a more focused manner, although their effectiveness is influenced by the consistency of student attendance and involvement.

On the other hand, this study also identified inhibiting and supporting factors that influence the implementation of Quran reading learning. Inhibiting factors originate from the internal aspects of students, their social environment, family support, as well as limited learning facilities and surrounding environmental conditions. Meanwhile, supporting factors are mainly related to the growth of awareness and motivation within students regarding the importance of reading the Quran. These findings confirm that improving Quran reading skills is a process influenced by the interaction of various factors, thus requiring the continuous involvement of teachers, students, and the learning support environment.

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