

Efforts of Islamic Religious Education Teachers in Improving the Reading and Writing Skills of the Quran among the Residents of Banyon Village

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ABSTRACT

The ability to read and write the Qur'an is one of the basic competencies that are important for Muslims. However, there are still many people, especially in rural areas such as Kampung Banyon, Sragen, who do not have adequate Qur'an reading and writing skills. This study aims to identify and describe the efforts made by Islamic Religious Education (PAI) teachers in improving the ability to read and write the Qur'an among residents of Kampung Banyon. This study uses a qualitative approach with a descriptive research type. Data collection techniques used are interviews, observations, and documentation. Data analysis is carried out through data reduction, data presentation, and drawing conclusions. The results of the research show that the efforts made by Islamic religious education teachers to improve the ability to read and write the Al-Qur'an in Banyon Village are to create a program of Al-Quran reading and writing activities every Monday and Friday on a regular basis, an inclusive approach to all levels of society, and the formation of Al-Futuh Foundation.

1. INTRODUCTION

The efforts of teachers are a series of actions taken by educators to achieve optimal learning objectives. These efforts not only focus on the transfer of knowledge but also on the development of all aspects of students' potential, including cognitive, affective, and psychomotor (Rahman et al., 2022). The role of teachers in the world of education is becoming increasingly complex with the passage of time. No longer just as conveyors of material, teachers now play the role of active learning facilitators. They create a conducive learning environment to encourage each student to explore their potential to the fullest. The diversity of student characteristics requires teachers to implement varied learning approaches. Amid the rapid development of technology, teachers are also required to continuously innovate in teaching methods to meet the demands of the times. The increasingly fierce global competition demands graduates with high competencies. Therefore, teachers' efforts should not only focus on the transfer of knowledge but also on the development of students' critical thinking

skills, creativity, and adaptability to prepare them for future challenges (Cahyani & Anggraeni Dewi, 2021).

Islamic Religious Education (PAI) teachers play a very important role in shaping the character and morals of students. They not only teach religious knowledge but also serve as spiritual and moral guides. In the context of national education, PAI teachers have a significant responsibility in instilling noble religious values in the younger generation (Mulyadi, 2024). Reading and writing the Qur'an is one of the fundamental skills in Islam. This ability not only allows someone to understand the meaning of the holy verses but also serves as a means to draw closer to Allah SWT. However, in the current educational context, various challenges are often encountered in improving the reading and writing skills of the Qur'an among students (Maghribi et al., 2023). The ability to read and write the Qur'an is one of the fundamental skills in Islam. This ability not only enables someone to understand the meaning of the holy verses but also serves as a means to draw closer to Allah SWT. Various studies have been conducted to identify the efforts made by Islamic religious education teachers in improving the reading and writing skills of the Qur'an among students (Syaifullah et al., 2022). In the study conducted by (Sari, 2022), it was shown that the efforts of Islamic religious education teachers in overcoming difficulties in reading the Qur'an at SMAN 7 Kota Bengkulu have been implemented quite well. The supporting factors for teachers in overcoming difficulties in reading the Qur'an at SMAN 7 Kota Bengkulu are good facilities, teaching methods, and the teachers' very active role in assisting students at SMAN 7 Kota Bengkulu in reading the Qur'an. Furthermore, based on the research results (Budiawan, 2020), it shows that the teachers' efforts in improving the students' ability to read the Quran at SDN 03 Kapuk Muara have resulted in 70% of the students being able to read fluently according to the rules of Tajwid. This was achieved using the Qiraati method, classical method, memorization submission, peer tutoring, and grouping of students with difficulties.

According to the research results (Soleha et al., 2023), it can be concluded that the efforts of PAI teachers in increasing the reading interest of Al-Qur'an among students of SMK Al-Fathimiyah Karawang have been adequately implemented. The results of the study (Sukmawati & Akbar, 2020) indicate that these efforts are quite effective in improving the reading and writing skills of the Qur'an among students. Based on various studies, Islamic Religious Education teachers have implemented a variety of strategies to improve students' reading and writing skills of the Qur'an. Some of these include the implementation of varied teaching methods such as the Iqra' method, recitation, memorization, as well as the use of technology and cooperative learning. In addition, teachers also strive to enhance students' learning motivation through awards, competitions, and being exemplary role models. The utilization of resources such as quality Qur'ans, conducive learning spaces, and

libraries also supports the learning process. Collaboration with parents through program socialization and guidance at home further strengthens these efforts.

The majority of previous research has focused on students at various educational levels. Your research will make a unique contribution by shifting the focus to the general public, particularly village residents. This will provide a more comprehensive picture of the efforts to improve Quran literacy among various age groups and backgrounds. In this research, I feel there is a gap that has not been extensively explored, namely the lack of attention to Quran literacy among the general public, especially among village residents who may not have equal access to formal education. Most existing research focuses more on academic aspects in schools, while I want to look from a broader perspective, namely how to improve the ability to read and write the Qur'an among people of various ages and backgrounds. This research seeks to fill that gap by paying special attention to efforts to improve Quran literacy outside of school.

The uniqueness of the research lies in the approach used to develop Quranic literacy skills in Kampung Banyon. I not only emphasize innovative and engaging teaching methods but also build structured and inclusive learning routines. The presence of the Al-Futuh Foundation supporting these activities is also very important, as a supportive community is a key factor in the success of this program. I hope that through this research, it can provide new insights into how religious education can be effectively implemented in local communities, and how this can influence their interest and ability to read and write the Qur'an. Based on the presentation, the researcher concludes that the main objective of this study is to understand and describe the efforts made by Islamic Religious Education (PAI) teachers in improving the Quran reading skills among the residents of Kampung Banyon Sragen.

2. METHODS

This research applies a field research approach with a qualitative descriptive type aimed at comprehensively understanding a phenomenon (Sugiyono, 2019). The research was conducted in the village of Kampung Banyon, Sragen, Central Java. The location was chosen because most of the residents still do not have good BTA (Basic Teaching Ability) skills. The data sources for the research come from informants, namely the residents of Kampung Banyon village in Sragen. Data collection techniques were carried out through observation, interviews, and documentation (Ahmad Mukhtar et al., 2024). Then, the data analysis technique in this study uses data reduction, data presentation, and conclusion drawing.

Data condensation is a process that involves the selection, simplification, centralization, abstraction, and/or transformation of data obtained from field notes, interview transcripts, documents, and other empirical materials. The purpose of this process is to strengthen the existing

data. Data condensation continues the data reduction process by summarizing, integrating, and complementing information that may have been overlooked during reduction. At this stage, all data are considered relevant as they have been directed towards the research topic and can be enriched with additional theories to deepen the researcher's analysis. For example, this includes the transformation of data from field notes, interview transcripts, documents, and other empirical sources (Matthew B. Miles, A. Michael Huberman, 2018).

The purpose of data presentation is to identify significant patterns and provide a basis for accurate conclusions and actions. In this research, the aim of data presentation is to interpret the collected data and organize the information in a structured manner. The focus is on simplifying complex information into a more understandable yet still informative format, such as through narrative text (like field notes), matrices, graphs, networks, or diagrams.

Conclusion Drawing/Verification

In the third stage of analysis, the main focus is on concluding and verifying. From the early stages of data collection, researchers strive to understand the meaning of the collected symbols, note emerging patterns, provide explanations, and identify cause-and-effect relationships. From this process, initial conclusions that are general and open in nature are obtained, which are then gradually developed into more specific conclusions. The process of drawing conclusions is an important part of the review in research, by comparing the collected data with previous records. Initial conclusions begin to be formulated from the early phase of data collection. The verified data serves as the basis for formulating the final conclusion. The initial conclusion produced will be re-verified based on the researcher's notes and developed into a more definitive conclusion. The final conclusion is expected to provide useful and relevant answers to the previously formulated research focus questions. For further details, see the image below:

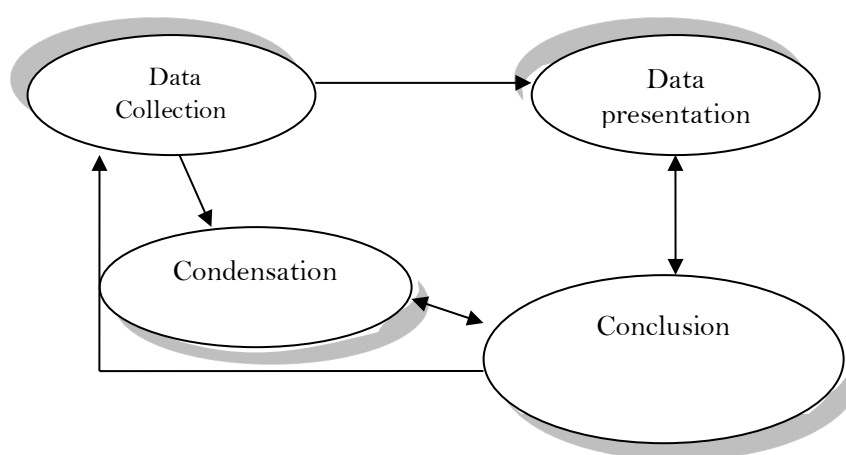


Figure 1. Research stage

3. RESULTS AND DISCUSSION

Based on the findings in Kampung Banyon village, there are three actions taken by the teachers to improve the residents' Quran reading and writing skills. First, making BTA activities a routine, this effort was realized by creating a regular schedule every Monday. This is done to provide enough time for the residents to participate in the BTA learning activities, making it easier for them to remember and follow these activities. In addition, the teacher is trying to add a study schedule on Fridays. These efforts demonstrate continuity, evidenced by the increasing enthusiasm of the community in participating in these regular activities. In line with the research conducted by (Andini & Faelasup, 2024), which states that consistency in improving one's reading is very important to achieve optimal results, because learning to read the Qur'an requires continuous practice. The commitment of PAI teachers and the community to regularly conduct BTA activities indicates an awareness of the importance of improving Quran reading skills. In line with the research conducted by Fadhila & Masnawati (2024), it shows that the efforts used by Islamic religious education teachers to maximize students' reading and writing abilities of the Qur'an include routine activities.

Second, the efforts made by the teacher involve approaching the residents, engaging all layers of society in BTA activities in Kampung Banyon. This was done to increase interest and ability in reading the Quran, provide benefits to the local residents, strengthen religious values, and strengthen the bonds of brotherhood among the residents. The results of this study are in line with the research by Tasdiq & Anjani (2019), which states that the efforts of teachers to improve Quran reading skills involve good interaction between male and female teachers with students so that the students can easily grasp the lessons.

Third, the teacher is making efforts to establish a foundation assisted by an ustadz named Yayasan Al-Futuh. These efforts enable the development of more structured and sustainable programs, so that the programs implemented by the teacher are not only temporary but also have clear visions and missions as well as targets to be achieved. The Al-Futuh Foundation is a very positive step in efforts to improve the quality and sustainability of the BTA program for the residents of Kampung Banyon. According to research (Ulya, 2023), it explains that with the presence of adequate facilities, an educator in enhancing students' abilities can become a stronger foundation and has the potential to develop into something better. The existence of the Al-Futuh Foundation as a more structured development platform for the BTA program becomes the key to long-term success in improving the religious quality of life in the Banyon Village community.

Based on the analysis results, the teachers' efforts to improve Quran reading and writing skills in Kampung Banyon demonstrate seriousness and sustainability. By regularizing BTA activities, involving all layers of society, and establishing the Al-Futuh foundation, this program not only succeeded in attracting the interest of the residents but also had a significant positive impact. The continuity of activities, an inclusive approach, and the presence of a clear organizational

structure through the foundation have been the keys to the success of this program in improving the Quran literacy skills of the residents of Kampung Banyon and strengthening religious values in the community.

3.1 Improvement of residents' reading skills through efforts made by teachers in Kampung Banyon Sragen

Based on the results of data collection in the field, it shows that the residents of Kampung Banyon have high enthusiasm from various groups, ranging from children to adults. That achievement indicates a significant need and interest in learning the Qur'an. The increase in residents with high enthusiasm is inseparable from the efforts of creative and innovative PAI teachers in delivering learning materials. The PAI teachers have successfully created a pleasant and engaging learning atmosphere, so that more and more BTA enthusiasts of various ages feel motivated to continue learning. According to the research findings (Maya Sari & Wanto, 2020), the role played by PAI teachers has greatly assisted students in learning to read the Qur'an. PAI teachers have successfully helped students who did not understand or even did not know the hijaiyah letters to understand and start recognizing the hijaiyah letters. The results of the observations conducted show that the program provided by the PAI teacher in an effort to schedule routine programs in BTA activities has significantly impacted both children and adults, improving their ability to read and write the Quran in terms of both the number of verses that can be read and the quality of the reading. Here are the documentation results of the BTA activities in Kampung Banyon



Figure 2. The enthusiasm of the residents of Kampung Banyon Sragen for the routine activities

Based on the figure 2, it shows that the teacher's efforts in establishing the BTA routine program on Mondays and Fridays have resulted in an increasing number of BTA participants over time, indicating the success of the PAI teacher's program in attracting the interest of residents in Kampung Banyon Sragen who are motivated to learn BTA. Analysis of the enthusiasm of the residents of Kampung Banyon in participating in Quranic studies shows very positive results. The high interest from various age groups, especially thanks to the creative and innovative efforts of the PAI teachers, has created a conducive learning environment. The structured and routine learning

program has had a significant impact on improving the reading and writing skills of the Quran among the community. This indicates the success of the Qur'an learning program in Kampung Banyon and shows a significant need for religious activities like this in the community.

Based on the research results, it can be concluded that the efforts of Islamic Religious Education (PAI) teachers in implementing the Quran Reading and Writing Program (BTA) in Kampung Banyon Sragen have significantly increased the community's interest and ability to read and write the Quran. This success is inseparable from the active role of Islamic Religious Education (PAI) teachers as facilitators, supported by the strong commitment of volunteers and the local community. Relevant and engaging learning methods, along with the presence of an official platform through the Foundation, have made a significant contribution to creating a conducive and sustainable learning environment.

Islamic Religious Education (PAI) teachers are not only educators but also mentors who shape the character and spirituality of students. Their main task is to teach various aspects of Islamic teachings, such as the Qur'an, Hadith, fiqh, aqidah, Islamic history, and ethics (Kurniawan et al., 2023). In addition, they also play a very important role in instilling religious values that help students understand their relationship with God, others, and their surroundings. As a teacher, they are required to possess various competencies, both in terms of pedagogy, professionalism, personality, and social skills (Kurniawan et al., 2024).

PAI teachers must also be able to connect religious theory with practice in everyday life. They use various methods, media, and technology to make learning more engaging and easier to understand. Despite facing various challenges, such as limited facilities or differing religious understandings among students, they remain committed to shaping a generation that is not only intelligent but also possesses good morals (Nawawi et al., 2023). In addition to teaching at school, PAI teachers often engage in da'wah and study group activities in the community, which allows them to spread Islamic values more widely. Thus, PAI teachers not only play a role in educating within the classroom but also have a positive impact on the religious and social life of the community (Yana et al., 2024).

3.2. Ability to Read and Write the Qur'an

The ability to read and write the Quran is a very important skill for Muslims because it is directly related to our relationship with the holy book, the Quran. This skill encompasses two main aspects: the ability to read and write the Qur'an correctly, in accordance with the rules of tajwid, makhraj letters, and Arabic grammar. When we read the Qur'an, we must pronounce each letter and word correctly, paying attention to tajwid, which governs the pronunciation of letters, such as whether the letter is pronounced thick or thin, and the length or shortness of the recitation. In addition,

we also need to understand the makhraj of the letters, which is the place where the sound of each letter comes out, so that our recitation remains accurate and correct. By mastering tajwid and makhraj, our recitation of the Qur'an will sound clear and precise (Ulya, 2023). On the other hand, the ability to write the Qur'an is also very important. This means we must be able to write the Quranic text correctly using the appropriate Arabic letters, as well as pay attention to the correct shape and size of the letters. Punctuation marks such as harakat (fathah, kasrah, dammah) and waqaf (pause marks) must also be observed to ensure our writing adheres to the intended rules and meanings. Correct writing is very important to maintain the authenticity and accuracy of the Quranic text (Fadhila & Masnawati, 2024).

Overall, the ability to read and write the Quran is not just about mastering the techniques of reading and writing, but also about how we understand and internalize the contents of the Quran. With this ability, we will find it easier to memorize, understand, and practice the teachings of the Qur'an in our daily lives (Inayah et al., 2024). In addition, the ability to read and write the Qur'an also serves as a foundation for studying tafsir (interpretation of the Qur'an) and fiqh (Islamic law), which helps us deepen our understanding of the religion. Therefore, this ability not only enriches our spiritual life but also our intellectual life as Muslims.

4. CONCLUSION

Based on the discussion results, the conclusion of this research is that the efforts of PAI teachers in improving the reading and writing skills of the Qur'an in Kampung Banyon, Sragen, show positive results through the routine BTA program activities every Monday and Friday, an inclusive approach to all layers of society, and the establishment of the Al-Futuh Foundation as a means to enhance the residents' BTA skills. These steps not only enhance the interest and ability of the residents in reading the Qur'an but also strengthen religious values and tighten the bonds of kinship among the residents.

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