



Analysis of Teachers' Problems in Learning the Quran

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Abstract

The Quran is the holy book of Muslims, a guide and instruction in life for the Muslim community. A hadith says “The best of you are those who learn the Quran and teach it”. Someone who is said to be successful in anything is due to the encouragement and assistance of a teacher who teaches it, but in this study will discuss the problematics of teachers in learning the Quran. This study aims to analyze i). Profile of the Quran teacher in a village ii). What methods are used by Quran teachers in teaching it iii). problems faced by Quran teachers. This research uses a qualitative method with a case study approach. Data sources were taken from four informants through in-depth interviews. All informants are Quran teachers in a village. The results showed that the profile of the Quran teacher has not met the requirements as a Quran teacher, because some of them do not have an educational background according to the department they are teaching now. The methods used by Quran teachers to teach are recitation, tartil and iqro' methods. Problems faced by the Quran teacher are: i). Inadequate facilities and infrastructure, ii). Teachers do not get a salary or intensive from the government, iii). Lack of teacher competence as a Quran teacher, iv). Quran teachers do not attend Quran teacher training from the government, v). The lack of government attention to the places and welfare of Quran teachers. vi). Lack of attention from student guardians to their children's Quran education.

INTRODUCTION

Quran teachers have always been a topic of discussion among the community. Because the Quran is the first and main source that contains many general teachings (Afni, 2023; Daulay et al., 2023; Fitria Ma'rifat, Norhaliza, Rachel Sri Widiastuti, Salasiah, 2023). As a guide to life, the Quran is a guide for all mankind. The Quran is linguistically derived from the term “qara'a-yaqra'u-qira'atan-Quran”, which is something that is read or narrated. At the same time, in terms of terminology, it is the Kalamullah sent to the Prophet Muhammad which reached us mutawatir or gradually and reading it can serve as worship. According to M. Quraish Shihab, the Quran is a perfect reading, the name of Allah's right choice. Because there is no reading anywhere, since humans have known reading and writing that can match, the Quran is a perfect and noble reading.

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Profile of a state or potential and a picture that exists in a person. Although many experts and research results have concluded that the importance of teacher abilities or competencies that must be mastered by teachers in an effort to improve the teaching and learning process, the reality on the ground is that there are still many teachers who are less competent in carrying out their duties (Iskandar et al., 2025; Putri et al., 2025; Rahman et al., 2025; Rambe et al., 2025). A village, there are several Quran teachers who are not in accordance with their education majors. As the main element in educational institutions, teachers as instructors are expected to have competence in accordance with their teaching fields.

problematic is something that contains problems (Khiyaroh, 2023; Nawal Nur Arafah et al., 2022; Ratnawati et al., 2020). Problems can also be interpreted as something that hinders the achievement of goals. In general, the problems of learning to read and write the Quran in Madrasah Diniyah Awaliyah: i). Educators in teaching reading and writing the Quran are less fluent and less experienced. ii). Students lack interest and motivation in reading and writing the Quran both from parents and from teachers during learning. iii). The method applied by the teacher is less than perfect, because it does not follow the steps of teaching the method. iv). The facilities needed in reading and writing the Quran are inadequate (Oktavia, Febriani, Asril, et al., 2024; Sari et al., 2024; Ummah et al., 2025).

Based on the above background, the author wants to know how the profile of a Quran teacher, the methods used by Quran teachers and what are the problems faced by Quran teachers in the Quranic Education Park. The results of this study can be used as initial data for subsequent researchers in studying this problem in different contexts and issues.

Research related to the issue of profiles, methods, and problems of Quran teachers has not been studied much by previous researchers. However, here researchers can conclude from several journals about the methods used by Quran teachers in teaching the Quran. Methods that are often used in the place of Quran education: Qiraati method, Tilawati method, Iqra method, Aba Ta Tsa method, Ummi method, Al-Tibyan method, and so on (Eva Shofiyatun Nisa & Dewi Maharani, 2022; Junaidin Nobisa & Usman, 2021; Khoiruddin & Kustiani, 2020; Nasikhah, 2021; Salma Nadhifa Asy-Syahida & A. Mujahid Rasyid, 2020; Sauri et al., 2021). There are classical and phonoc approaches used in applying the tilawati method. This approach is used continuously in order to facilitate students in reading the Quran. The problems of students' learning to read the Quran are related to the age level, students' knowledge, methods, classroom processing, as well as problems related to media and resources. This research refers to the problem of the profile of the Quran teacher affecting the competence of the Quran teacher. The Quran learning method used is also important so that the learning process and objectives can be achieved effectively and efficiently. Problems that occur and are faced by Quran teachers in the Quran Education Park.

METHODS

This research uses a qualitative method with a case study approach. Data sources were taken from four informants through in-depth interviews, while the selected informants met four criteria, namely understanding the problem under study, still active in the field under study, having time to provide information to researchers, and providing information in accordance with the facts that occurred in the field (Engkizar 2023; Guspita et al., 2025; Ikhlas et al., 2025; Wulandari et al., 2024; khairunisa et al., 2025; faddhia et al., 2025; akmal et al; istiqamah) (Akmal et al., 2024; Engkizar et al., 2023; Guspita, 2025; Ikhlas et al., 2025; Istiqamah et al., 2024; Khairunisa et al., 2025; Faddhia et al, 2025; Wulandari et al., 2024). To fulfill the criteria as an informant, all informants are active Quran teachers. After the interviews were completed to all informants, the transcript process was carried out, then the

researcher took themes that were in accordance with the research needs. This analysis process was carried out using qualitative analysis software NVivo 10. thematic analysis with NVivo software is an effective way for a researcher to analyze interview results so that they can be seen in detail and in depth (Engkizar et al., 2024; Mahira et al., 2024; Wati et al., 2025).

RESULT AND DISCUSSION

The first theme is the profile of the Quran teacher, from the survey results found seventeen Quran teachers with a total of five places. As the researchers researched, there were seventeen Quran teachers in the Al-Quran Education Park with a total of five places. The Quran teacher graduates consist of fourteen Strata 1 (S1) and three high school graduates. And only eight of the seventeen Quran teachers get a salary or intensive (Baroud et al., 2025; Engkizar, Guspita, et al., 2025; Htay et al., 2025; Jaafar et al., 2025; Mustafa et al., 2025; Okenova et al., 2025; Rahman et al., 2024).

The second theme is the method used by the Quran teacher in teaching the Quran at the Quran Education Park, according to the results of interviews with four informants, the method used by the Quran teacher when teaching the Quran is the tilawah, tartil and iqro' methods. This was conveyed by the informant as follows:

The method I use is the tilawati method, first I read the verses of the Quran, one by one, then the children listen, then I repeat it again and the children imitate it (Informant 1).

There are two methods, namely the tilawah method and iqro'. The children read the Quran in turn, then later if there is a mistake, they will correct it (Informant 2).

I use the tilawah and tartil method, at first we read the Quran together and then the children read the Quran individually, one by one (Informant 3).

using the tilawah and tartil method (Informant 4).

The third theme is the problems of Quran teachers. From the results of interviews with four informants and field surveys, we found six problems that occur in Quranic teachers For more details can be seen in the following figure:

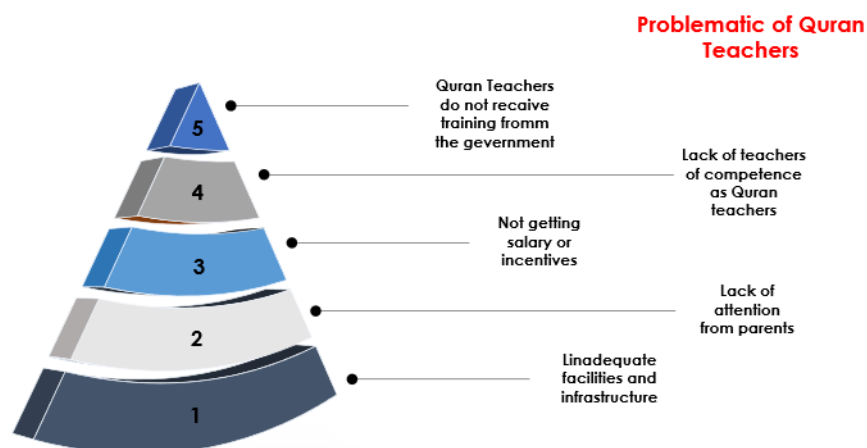


Fig 1. Problematika of Quran Taechers

Furthermore, in order to make the research results and discussions in this article more interesting to read and easy to understand, short interview quotes with informants about the six problems that have been obtained will be displayed. The

interview description that the author will display is a brief quote from the informant's statement when the interview was conducted. Excerpt from the second theme interview about the problems of the Quran teacher. This is as stated by the informant as follows:

Facilities and infrastructure are inadequate, due to lack of attention from the government. For example, the mic here has been damaged but cannot be replaced immediately, because you have to collect money first to buy it, like that. If the classroom is sufficient for the children who recite the Quran here (Informant 1).

The ability of teachers as Quran recitation teachers does not meet the criteria. Many have only graduated from senior high school and some have graduated from elementary school teacher education, not in accordance with their field of expertise (Informant 2).

Facilities are inadequate, we don't have a special classroom here for children to learn the Quran, they are only in the mosque (Informant 3).

There is training for Quran teachers, but the problem is that the Quran teachers don't want to follow it, on average like that (Informant 4).

Guardians don't care about their children. They just release their children to schools and Quran centers. They don't care if their children need to be guided at home so that their knowledge, how to read the Quran is better (Informant 5).

The funds are not there. There is but not enough (Informant 6).

The Quran is the main source of teachings for Muslims. As Allah's Word in Q.S. Al-An'am: 115

وَمَتَّ كَلِمَتُ رَبِّكَ صِدْقًا وَعَدْلًا لَا مُبَدَّلَ لِكَلِمَتِهِ وَهُوَ السَّمِيعُ الْعَلِيمُ.

Meaning: "The sentence of your Lord (the Quran) has been completed as a true and just sentence; no one can change His words, and He is the All-Hearing, the All-Knowing."

It is clear that the Quran is the "spirit" of Islam's existence, and is its basic building block. It is the first and foremost basic constitution upon which all Islamic legislation rests. Therefore, learning the Quran is an obligation for Muslims, as well as teaching it.

Profile of a Quranic teacher

Teachers who teach the Quran should be people who really have the ability and competence as Quran teachers (Engkizar, Muslim, et al., 2025; Sodik et al., 2019). Quran teachers must have four competencies, namely: i). Reading the Quran properly and correctly, according to the rules of tajweed science, ii). Microteaching, good classroom management and the use of appropriate learning methods, iii). Quran teachers must be good at writing Quranic verses, and iv). Have a good art of reading the Quran. However, what happens in the community is that the above competencies have not been fulfilled in a Quran teacher. From the survey conducted by the author, there are three Quran teachers in the Quran Education Park who graduated from high school and some graduated from Strata 1 (S1) Elementary School Teacher Education. Of course this is not in accordance with the field of expertise taught as a Quran teacher

Methods used

As explained, an educator must learn how to give his rights and obligations properly. He must know new developments about good educational methods and media to fulfill his duties so as to obtain maximum results. One of the main tasks of educators that must receive serious attention is to find the right method to teach the Quran to children. Teaching the Quran is one of the foundations of Islamic

education. So that children grow based on good fitrah and their hearts are guided by wisdom and subsequently able to stem the pollution of misguidance and the murkiness of disobedience (Asril et al., 2023; Engkizar et al., 2022; Oktavia, Febriani, Hasnah, et al., 2024).

The success of learning also depends on the teacher. How the teacher can manage the class well, prepare the material and use learning methods, strategies, techniques and tactics. Therefore, Quran teachers also need to pay attention to the use of appropriate methods in learning the Quran. A method is a precise and planned way to carry out all activities in order to achieve a goal with effective and efficient results.

The methods used by Quran teachers in a village are tilawati, tartil and iqro methods. In the tilawati method learning strategy book, tilawati is a method of learning to read the Quran which is presented in a balanced manner between habituation through a classical approach and reading truth through an individual approach and reading and listening techniques. The tilawati method is a method of teaching reading the Quran in accordance with its rules and regulations. They are experts or practitioners of Quran teachers conduct research from various existing methods, especially in Indonesia and finally this tilawati method was born.

The word tartil means reading the Quran by paying attention to the length and shortness and tajweed, not by singing and chanting it, not exaggerating, and not having fun in singing and chanting it.

The Iqro' method is a way of teaching the Quran that refers to the "Child Centered" education pattern, which provides the widest possible opportunity for each student or santri to develop optimally according to ability. The iqro' method is a method of reading the Quran that emphasizes direct reading practice.

Problems of Quran teachers

From the research results, the author found six problems faced by Quran teachers. First, lack of facilities and infrastructure (Engkizar, et al., 2025; Mulyono et al., 2019). The number of places to learn the Quran, Quran recitation and the Quran Education Park in villages lacks facilities. Unlike those in big cities. The lack of government attention to these places of learning the Quran is one of the factors why the facilities and infrastructure in educational places in the village are inadequate. Besides the problem of funds and limited space and time. Another contributing factor is poor maintenance, not paying attention to how to care for the infrastructure that has been provided by the government. The lack of facilities and infrastructure affects the teaching and learning process, so that the learning objectives to be achieved do not run effectively and efficiently. Therefore, the government should pay attention to every educational place in the villages as a whole.

Second, teachers do not receive a salary or intensive from the government. As we know, the welfare of teachers in Indonesia is relatively poor. Likewise with Quran teachers, especially in villages. From the research according to Figure 1 that only eight people get wages or salaries from seventeen Quran teachers in the village. Third, the lack of teacher ability as a Quran teacher. In accordance with the researcher's survey that the teacher's ability to read the Quran when viewed in terms of short length is quite good, but in terms of makhoriijul letters it is less fluent as well as tajweed, still less able to malafazkan letters that have the same sound. As a Quran teacher, of course, you must have the proper abilities and competencies as a teacher who teaches the Quran. If a Quran teacher does not have the ability to read the Quran properly and correctly, according to the rules of tajweed science, then how will he teach how to read the Quran correctly to his students.

Fourth, Quran teachers do not attend training for Quran teachers from the government. The government provides and conducts trainings for Quran teachers but there are Quran teachers who do not attend these trainings. From the survey

conducted by the author, it was found that when there is training, the Quran Education Park sends one or two people from the Quran Education Park to attend the training. This certainly has an impact on the quality of the Quran teacher. Training is very important, because it is a process of a person achieving a certain ability. By not attending Quran teacher training, the quality and quantity of a Quran teacher is affected. Quran teachers will not be able to develop quickly, efficiently and cannot carry out their duties properly. So that it will affect the learning process and results (Engkizar et al., 2018).

Fifth, the lack of attention of student guardians to their children's Quranic education. From the results of the research, it was found that parents still adhere to the principle that their children's religious education is enough from school and the Quran alone. This was also revealed by one of the informants who stated that there are some students who are really difficult to teach because parents do not provide education and experience from an early age. So, the Quran teacher also has difficulty teaching the Quran to students because they are difficult to manage and advise. The state of the parents' soul has influenced the development of the child's soul since the fetus in the womb. Parents should have an awareness of the importance of parenting and education to children from an early age, so that children become better individuals. Of course the role of a teacher is no less important, especially the Quran teacher who teaches the Quran where the Quran is the source of Islamic law.

CONCLUSION

This research has succeeded in revealing the profile of a Quranic teacher, what methods are used by Quranic teachers in learning the Quran and the problems experienced by Quranic teachers in Quranic Education Places. From this research it can be seen that there are still many Quran teachers who lack competence as professional Quran teachers. The use of learning methods is also important so that the learning process can run well so that learning objectives can be achieved. From the results of the research the author has succeeded in finding six problems faced by Quran teachers, namely inadequate facilities and infrastructure, teachers do not get salaries or intensive from the government, lack of teacher competence as a Quran teacher, Quran teachers do not attend Quran teacher training from the government, the lack of government attention to the places and welfare of Quran teachers, and the lack of attention of student guardians to their children's Quran education. The author hopes that this research can be used as a foundation and reference for future researchers to examine this problem in different contexts and issues.

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