



Problems of Teachers and Students in Learning the Quran

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Abstract

This research aims to analyze the problems of teachers and students in teaching the Quran. This research uses qualitative methods with a case study approach (case study design), data sources were taken from forty-two informants through in-depth interviews who were selected using techniques purposive sampling. All interview results were then analyzed thematically using Miles and Huberman qualitative data analysis. The findings show that there are twelve problematic findings for teachers and students in learning the Alquran. Teacher problems include the lack of Al-Quran tahsin activities and training for Al-Quran teachers, lack of competence of Al-Quran teachers, teachers having difficulty managing time, large capacity of students in the class, differences in students' backgrounds, difficulty in managing and conditioning students in the classroom, and the lack of welfare of Al-Quran teachers. Problems with students include the low level of focus or concentration of students in learning, lack of discipline among students, lack of enthusiasm for students in learning. Problems with facilities and infrastructure include lack of facilities and infrastructure such as the Alquran, lack of tables for the Alquran. The results of this research can be used as a basis and reference for future researchers to study problems related to this or issues that are different but have similar context and intent.

INTRODUCTION

The Alquran and the hadith of the prophet are the two main guidelines for Muslims in living their lives in the world (Akromusyuhada, 2018). Reading the Alquran is a form of worship that has high value in the sight of Allah SWT, especially if it is accompanied by an understanding of its meaning and application in daily life (Zakaki, 2021). The Alquran is not only a guide to human life with God, but also regulates human relationships with each other (Hablum minallah Wa Hablum min an-nas, even human relations with the natural surroundings (Badruzaman, 2014; Hidayat, 2017; Syam & Arif, 2022).

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The Alquran is an element of the scope or material of Islamic religious education which is very urgent in everyday life (Imelda, 2018; Samsudin, 2019). This means that the faith adhered to by a person will then give birth to a system of values that originates from the Alquran. Therefore, the ability to read, comprehend, understand and at the same time appreciate the contents of reading the Alquran is very important (M. Jannah & Junaidi, 2020).

In the book by Shaykhul Islam Muhyuddin Abu Zakariyyah Yahya bin Syaraf An-Nawawi mentions some of the benefits of reading the Qur'an, among them the Qur'an will be an intercessor or a helper on the Day of Judgment for the readers, for those who study and teach it to become the best of human beings, for those who are skilled read the Al-Qur'an then he will be with His angels, for those who have not yet read and completed the Al-Qur'an fluently, God gives two rewards, the Al-Qur'an can raise the status of humans in the eyes of Allah SWT (Kurnia et al., 2022).

Considering the importance of the Alquran for life, it is necessary for every Muslim to study the Alquran properly and correctly. Currently, the activity of reading the Alquran is commonly carried out in Indonesia, this is marked by the large number of Al-Quran educational parks in every region, especially urban areas. Al-Quran education parks in each region, especially religious (non-formal) schools (Hakim, 2014; Hamdani, 2018; Mulyani et al., 2018). The process of learning the Alquran is the same as any other, only there are fundamental differences in terms of the points contained in the teacher's planning, including objectives, learning resources, materials, media used, methods, time and evaluation. These several points can be a source of success in the Al-Quran learning process if the teacher is able to implement them according to the procedures and character of each student (Ratnawati et al., 2020).

According to Winata, (2021) a professional teacher is a teacher who has competence as capital to be able to carry out the learning process including learning the Alquran, a person must really have educational scientific qualities and adequate desires to support the duties of his professional position, and not everyone can carry out their duties properly. Good. Professionalism is an ideology that teaches that every job must be done by a professional person. Teachers have an important role in education, including as a motivator for students in the learning process in class (Al Amin, 2021; Ali Muhsin, 2019). According to Engkizar et al., (2018); Jannah & Junaidi, (2020) apart from being a motivator, teachers also serve as facilitators in learning.

Al-Quran teachers, in practice, in their nature, lay the initial foundation for learning and understanding the Al-Quran as well as the entry point for every process of developing Islamic-based moral values from an early age. A good Alquran teacher is a Quran teacher who not only masters learning materials related to the Alquran, but also masters various learning strategies, and is able to apply them in a varied way, is skilled in using various kinds of learning media, is able to understand the character of each student, and has mastered good student management (Maulana & Irfani, 2022). Learning the Alquran optimally will give birth to a Alquranic generation that is able to prosper the earth with the Alquran and save world civilization in the future. An absolute requirement for raising a Alquranic generation is an understanding of the Alquran which begins with being able to read the Alquran well and correctly as determined (Hamdani, 2018).

In the large Indonesian dictionary, problematic is defined as the same as problem, which comes from English Problem, This means that a problem is a matter that requires thought to determine a solution, while problematic is an adjective for problem which means a problem that is a problem (Jannah, 2021). Every learning process will not be free from problems that can hinder the learning process in an effort to achieve goals, the problems faced by teachers must also not be allowed to

pass by which of course affects the quality of education (Abidin, 2021).

Regarding problems in learning the Alquran, there are several research results that have been carried out by previous researchers, namely the problems experienced by students, namely the lack of ability to read the Alquran according to the makhraj, applying tajwid, harakat, and distinguishing letters that have almost the same sound, differences in students' backgrounds, lack of interest of students, parents are less supportive after children return from recitation while the problems experienced by teachers in learning the Alquran are learning time is too short, lack of learning facilities, use of monotonous Al-Quran learning methods, inappropriate Al-Quran learning strategies, no innovation the use of sophisticated technology in learning the Alquran, lack of teacher competence in using learning methods, problems related to school management, namely evaluations that emphasize more on results, problems related to facilities and infrastructure and problems related to the learning environment (Fitriani, 2020; Jannah, 2021; Ratnawati et al., 2020).

Learning is a process or conscious effort by teachers to help students learn well so that changes in their behavior occur (Andi et al., 2023; Syaiful, 2015). Learning is a system consisting of various components that are interconnected with each other, these components include: objectives, materials, methods, strategies and learning approaches (Sodik et al., 2019). All learning processes lead to successful learning, but it is important to know that no matter how serious the teacher's efforts are in designing and implementing learning activities well, learning problems will still be encountered (Sahertian et al., 2021). Learning problems are issues or problems that occur in the teaching and learning process for which a solution must be sought to solve the problem so that learning objectives are achieved (Nurfitriyanti, 2016). The dimensions of learning problems can be seen from internal aspects such as student characteristics, learning attitudes, learning motivation, learning concentration, processing teaching materials, self-confidence, and study habits and external aspects such as teachers, social environment, school curriculum, facilities and infrastructure (Nur, 2015).

Regarding problems in learning the Alquran, there are several results of research that have been carried out by previous researchers, namely research conducted by Olivia et al., (2023) showing that the problems experienced by students are their lack of ability to read the Alquran according to makhraj, apply tajwid, harakat, and distinguishing between letters that have almost the same sound, while the problems experienced by teachers in learning the Alquran are that the learning time is too short, there is a lack of learning facilities, and parents are less supportive after the children come home from recitation. Fitriani, (2020) shows that the problems encountered in learning the Alquran include lack of student interest, minimal facilities and insufficient time allocation. The fundamental difference between the contents of this research and previous research is that it is a study related to the problems of learning the Alquran in terms of teachers, students and facilities and infrastructure.

METHODS

This research uses a qualitative method with a case study approach (Baxter & Jack, 2015; Crowe et al., 2011; Yin, 2003). The informants for this research were forty-two people (Quran teachers) who live in West Sumatra. The author decided to use the technique purposive sampling. The selection of informants refers to four criteria, namely having the competence to understand well the problems being researched, still being active in the field being researched, having time to provide information to researchers, and being honest in providing information according to data and facts that occur in the field (Engkizar et al., 2018; Rahawarin et al., 2020).

Furthermore, research data was collected through direct interviews with all informants using a set of interview protocols. All interview data was then analyzed thematically using Miles and Huberman qualitative analysis techniques. According to Castleberry & Nolen, (2018); Clarke & Braun, (2018); Engkizar et al., (2021); Herzog et al., (2019); Terry et al., (2017) thematic analysis is a technique in research for analyzing interview results so that they can be seen clearly and are easy for readers to understand. Miles & Huberman Interactive Analysis Model, consists of data collection (data collection), data reduction (data reduction), data display (data presentation), and conclusion (drawing conclusions) (Asril et al., 2023; Iskandar et al., 2023; Rahmiati et al., 2023; Ridwan et al., 2023).

RESULT AND DISCUSSION

Based on the author's interviews with forty-two informants, the results of the research analysis found twelve problematic findings for teachers and students in learning the Alquran. These problems are grouped into problems of teachers, students and facilities and infrastructure in learning the Alquran. Teacher problems include the lack of Al-Quran tahsin activities and training for Al-Quran teachers, lack of competence of Al-Quran teachers, teachers having difficulty managing time, large capacity of students in the class, differences in students' backgrounds, difficulty in managing and conditioning students in the classroom, and the lack of welfare of Al-Quran teachers. Problems with students include the low level of focus or concentration of students in learning, lack of discipline among students, lack of enthusiasm for students in learning. Problems with facilities and infrastructure include a lack of facilities and infrastructure such as the Alquran, a lack of tables for the Alquran. To make it easy to understand the findings in this research, the author displays them using Miles and Huberman qualitative data analysis as seen in the image below.

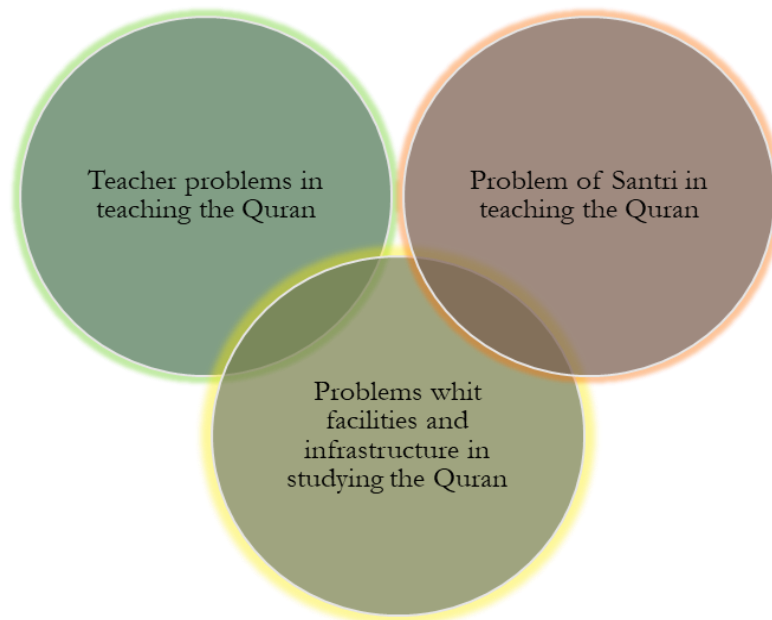


Fig 1. Problems in Teaching the Quran

To make it more interesting, below the author will describe excerpts from interviews with informants based on the results of an analysis of the problems of teachers and students in learning the Alquran as explained above. The description of the interview that the author presents is in the form of a quote from a short statement from the informant when the interview was conducted. Although the interview quotations were conveyed by the informant in slightly different language, the aims and objectives were more or less the same.

First theme namely the problems of teachers in learning the Quran, according to informants the problems are the lack of tahsin activities and training for Al-Quran teachers, lack of competence of Al-Quran teachers, difficulty in managing time, differences in the background of the students, the number of students is not proportional to class capacity, the difficulty of organizing and conditioning the students in the class and lack of welfare of Al-Quran teachers. The following are several interview excerpts related to teacher problems in learning the Alquran:

... the lack of tahsin of the Alquran is the real obstacle, ... (I-1), ... my mother attended training once, coincidentally at that time the iqra method training was held, if I'm not mistaken that was the first time I entered the iqra method in the field, after that there was no when I'm doing that kind of training,...(I-2), I have busy schedules that can't be left behind, so I have to be smart about dividing my time when teaching or personally,...(-3), Because the problem is that our backgrounds are different as parents tend to ignore children's religious education and focus more on formal education,... (I-4), Managing children, lack of teaching staff, lack of incentives from the government, namely three hundred and fifty thousand once every six months and monthly fees from parents. Students are not fluent,...(I-5), The teacher's ability as a Alquran teacher does not meet the criteria. Many are only high school graduates and there are also elementary school teacher education graduates, it doesn't match their field of expertise... (I-6), if there is Alquran teacher training, but the problem is that Alquran teachers don't want to take part, on average it's like that. ... (I-7).

Based on the interview results, there are seven teacher problems in learning the Alquran, namely: first, the lack of training activities for Al-Quran teachers. Not all Al-Quran teachers have a background in teacher education or Al-Quran science, therefore training for Al-Quran teachers is of course very necessary to create an adequate teaching staff. Mulyawan, (2012) stated that training has a positive and significant effect on teacher professionalism, meaning that training is able to make changes to teacher professionalism. According to Lubis, (2020) in order to increase teacher professionalism, intense training and upgrading is needed for teachers. The training required is training that is tailored to teacher needs, namely training that refers to teacher competency demands such as implementing Al-Quran learning skills for Al-Quran teachers. Tahsin training activities are a form of coaching given to Al-Quran teachers to improve the quality and professionalism of Al-Quran teachers. This is in line with the opinion of Aziz, (2015) who states that increasing teacher professionalism is more directed at coaching and training in order to create professional teachers. However, from the results of the interview it was discovered that this training for Al-Quran teachers was only attended once during the teaching period. This situation is very unfortunate, even though Al-Quran teachers are required to teach children to be able to read the Al-Quran, but attention to teacher competence is not given much importance.

Second, the lack of competence of Al-Quran teachers. As a Quran teacher, of course you must have the appropriate abilities and competencies to teach the Alquran. If an Al-Quran teacher does not have the ability to read the Al-Quran properly and correctly, according to the rules of Tajwid science, then how will he teach his students how to read the Al-Quran correctly? The teacher's ability to implement their competencies greatly determines the success of the teaching and learning process (Winata, 2021). The competencies that Al-Quran teachers must have are accuracy in pronouncing the letters which are usually called makharijul letters, fluency in reading Al-Quran words and sentences, mastery of the science of recitation (Lubis, 2020). Apart from that, Al-Quran teachers must also master four teacher competencies, namely pedagogical competence, personality competence, social competence and professional competence (Winata, 2021).

Third, it is difficult to divide time between teaching and other work. As is known, being a Quran teacher is not a priority job because apart from being a teacher at TPQ, they also have other activities, which can conflict with their teaching schedule. This is in accordance with the findings of Adib, (2022) that Al-Quran teachers on the one hand are faced with having to dedicate their knowledge by teaching the Alquran and preaching it and on the other hand earning a living by doing other work such as farming, trading and others to meet family needs, this influences the intensity of his role as a Alquran teacher and the impact on service quality, competence and professionalism.

Fourth, the students' backgrounds are different. Every child is not the same as one another, they come from different families, different living conditions, education from different parents. Of course, this difference is a challenge for teachers, how to deal with students living like that, especially nowadays when students tend to interact more with cell phones. From the interview results, it is known that parenting styles and parental concern for children's Alquran education also influence children's reading ability. This is in accordance with the findings of Kaputra et al., (2021) that children's religious habits are influenced by the religious attitudes and habits of parents in the family, besides that parents' choices and directions regarding children's education are also no less determining.

Fifth, the number of students exceeds class capacity. The number of students in one class is one of the factors that influences learning (Wahyuningsih et al., 2019). If there are more than 20 students in a class with less than two hours of teaching time, it is possible that the learning objectives are not optimal. Based on the research results of Wahyuningsih et al., (2019), there is a relationship between the ratio of the number of students in a class and the effectiveness of learning. For this reason, 2-3 teachers should handle the learning of the Alquran in one class so that learning activities can run more effectively.

Sixth, it is difficult to organize and condition students during learning. This problem is related to classroom management by teachers. The ability to manage the classroom is very important for teachers so that learning remains effective and conducive. This is in line with the opinion of Mahmudah, (2018) that the ability to manage a class is an activity or effort to overcome a problem, which aims to create and maintain a class atmosphere that supports the learning program to run effectively and efficiently.

Seventh, the lack of welfare for Al-Quran teachers is due to the lack of incentives from the government which are only given once every six months and the monthly money from the students' parents is not smooth. This problem is related to the welfare of Al-Quran teachers. The lack of welfare of an Al-Quran teacher results in their concentration being divided, Al-Quran teachers often have to look for other sources of income in order to meet their basic daily needs.

Second theme is the problems of students in learning the Quran, according to informants the problems are the lack of focus or concentration of students in learning the Alquran, the lack of discipline of students, the lack of enthusiasm of students in learning the Alquran. The following are several interview excerpts related to students' problems in learning the Alquran.

... the focus of the children is the problem, okay, we are good at using methods, but if the students themselves are no longer focused, no matter how much the teacher teaches they will definitely not get in,... (I-8), Many of them are not serious about learning (I-9), ... they are naughty because there are no punishments applied here, that's why many of them are free to study the Alquran, ... (I-10), Children who are a bit slow in learning, because they rarely go to the Alquran, this is due to lack of attention from parents and children who do not repeat their memorization at home, will have difficulty or forget in learning, so the teacher has to repeat the lesson again,...(I-11).

Problems of students in learning the Alquran. Based on the results of the interview, there are three problems with students in learning the Alquran, namely first, the low level of focus or concentration of students. One of the problems teachers face is the students' focus or concentration during learning. Students who lack focus or concentration on learning will affect students' learning outcomes. For this reason, teachers need to make every student focus on learning, especially if this is learning the Alquran. No matter how good a teacher is at teaching and using certain methods, if the students themselves lack focus or are not focused then what the students are being taught cannot be understood well by the students. This is in accordance with the findings Aviana & Hidayah, (2015) that the mental readiness of students, especially in terms of concentration on learning, greatly influences their ability to understand the material in the learning process in class. Low concentration of students will result in low quality activities and can lead to a lack of seriousness in learning. The importance of studying concentration for students determines their learning achievement. This learning concentration can be seen from the students' focus on learning and can be seen from the characteristics of the study concentration itself.

Second, the lack of discipline among students. A form of student indiscipline is arriving late. The student discipline crisis is a challenge for a teacher in teaching, therefore maximizing the development of student discipline must be a special concern for teachers and parties. The results of research Setyaningrum et al., (2020) reveal that class teachers play a role in forming disciplined character in students by using three techniques, namely; Inner control techniques, namely exemplary behavior in all aspects of school life as outlined in school regulations, external control techniques, namely enforcing school regulations in two ways, giving educational punishments to students who break the rules and giving praise or gifts or positive responses to students who obey them. cooperative control rules and techniques, namely holding cooperation which is realized in the form of a work contract containing school disciplinary regulations in the form of rules and sanctions for violators.

Third, the students' lack of enthusiasm and perseverance in learning. This problem is related to students' learning motivation. Motivation is a process where activities carried out are directed at a particular goal. Learning motivation is important considering that learning success is also determined by whether students are motivated to learn or not. Low social support from parents results in a decrease in their children's learning motivation, this is related to factors that influence TPQ children's motivation and interest in learning (Aulia et al., 2022).

Third theme namely the problem of facilities and infrastructure for teachers and students in learning the Alquran. According to informants, the facilities and infrastructure that are problematic are the lack of facilities for carrying out reading the Alquran. Such as tables for reading the Quran, loudspeakers or microphones, then the lack of Al-Quran which has meaning and tajwid for children learning the Alquran. The following are several interview excerpts related to the problems of facilities and infrastructure in learning the Alquran.

Facilities and infrastructure are inadequate, due to lack of attention from the government. For example, the mic here is damaged but cannot be replaced immediately, because you have to collect money first to buy it, fees like that. If the classrooms are sufficient for the children who recite the Alquran here,... (I-12), Facilities and infrastructure are still incomplete for teaching the Alquran (I-13), Facilities are inadequate, we don't have special classrooms here for children learning to recite the Alquran, they only go to the mosque,...(I-14), here the problem at TPQ is mostly in the form of the Alquran, with this many children, only some of them bring the Alquran from home, some only rely on the Al-Quran at the mosque (I-15).

Problems related to facilities and infrastructure, namely; Firstly, there is a lack of translation of the Alquran and its Tajwid. Second, the lack of study tables. Facilities and infrastructure for learning the Quran influence the success of learning. Facilities and infrastructure are one of the factors that play an important role in supporting the achievement of learning success. The use of appropriate learning facilities in learning is expected to be able to provide ease in absorbing the material presented (Suryani, 2017).

CONCLUSION

This research has succeeded in uncovering the problems of teachers and students in learning the Alquran. Each of these problems is divided into three groups, namely problems of teachers, students, and infrastructure. Teacher problems include the lack of Al-Quran tahsin activities and training for Al-Quran teachers, lack of competence of Al-Quran teachers, teachers having difficulty managing time, large capacity of students in the class, differences in students' backgrounds, difficulty in managing and conditioning students in the classroom, and the lack of welfare of Al-Quran teachers. Problems with students include the low level of focus or concentration of students in learning, lack of discipline among students, lack of enthusiasm for students in learning. Problems with facilities and infrastructure include lack of facilities and infrastructure such as the Alquran, lack of Alquran study tables. Problems that occur and are faced by teachers and students in learning the Alquran at the Al-Quran Education Park should receive joint attention and solutions. The author hopes that this research can be used as a basis and reference for future researchers to research this problem in different contexts and issues.

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