

The Role of Islamic Religious Education Teachers in Developing Interest in Reading the Qur'an in Grade V Students of State Elementary School 4 Baubau

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ABSTRACT

The purpose of this study is to examine in depth the ways carried out by PAI teachers at Sekolah Elementary Negeri 4 Baubau in encouraging fifth grade students to read the Qur'an. The purpose of this research is to understand the approaches, contributions, and tactics used by PAI teachers in encouraging students to read the Qur'an regularly. A descriptive qualitative method is used. Data was collected by observing the learning process and conducting in-depth interviews with teachers and students, as well as reviewing various relevant documents and learning materials. The results show how important the role of Islamic Religious Education teachers is in encouraging students to read the Qur'an by acting as mentors, motivators, and guides. The strategies applied include the habit of reading together, giving awards or awards, and the use of creative and fun learning methods. However, this effort is still faced with obstacles such as limited time for religious lessons and the lack of parental involvement in supporting reading activities at home. Nevertheless, educators always strive to create a friendly and supportive learning atmosphere. This study shows that an ongoing interest in reading the Qur'an is largely fostered through collaboration between educators, educational institutions, and families.

Keywords: *Role of Teachers, PAI, Reading Interest, Al-Qur'an, Elementary Students*

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INTRODUCTION

One of the main pillars of Islamic religious education is to foster a love of reading the Qur'an from an early age. This is especially important in elementary school, as it is during this time that children's personalities and characters are developing. Apart from being a holy book, the Qur'an is a guideline for life that influences all aspects of the behavior and morals of Muslims, providing moral direction, ethical guidelines, and practical guidance in living life. By being introduced to the Qur'an from the beginning, it is hoped that children will grow up with a strong moral and spiritual foundation, which will later be a support in the formation of their future identity.

In the context of formal education, the teaching of reading the Qur'an should not only be limited to technical skills, especially in Islamic Religious Education (PAI), such as the mastery of hijaiyah letters and the rules of tajweed, but also directed at the formation of a complete religious understanding, covering all cognitive, affective, and psychomotor, affective, and psychomotor domains. The ultimate goal is for students to be able to understand Islamic teachings, internalize their values, and apply them in daily behavior. Thus, PAI learning is an important part of forming a virtuous character as well as a strong Islamic identity.

However, the current situation shows that students' motivation to study the Qur'an is always changing. Some of them do not have the habit or drive to read competently, both in the academic environment and in the household environment. This situation can be influenced by a number of factors, one of which is low intrinsic motivation, lack of habituation from an early age, and limited time allocated to religious lessons at school, as well as lack of role and assistance from parents. Social environmental factors also have an effect, especially if students are in an environment that does not provide a positive stimulus to the habit of reading the Qur'an.

At SD Negeri 4 Baubau, PAI teachers try to overcome this challenge by implementing various learning strategies. One of the steps that can be taken is to hold a special session as an effort to train the skills of reading the Qur'an, especially for students at the initial level of education who refer to the book of Iqra'. Through this activity, teachers play a role in providing direction, guidance, and motivation so that students feel interested and excited to read consistently.

Another obstacle faced is the lack of family involvement in carrying out the habit of reading at home. The busy work makes some parents not have time to accompany their children to learn to read the Qur'an. In addition, the limitation of the ability to read the Qur'an in some parents is also an obstacle, so the guidance provided is less than optimal. This condition ultimately has an impact on students' reading ability and interest.

In situations like this, PAI teachers have a strategic role, not only as a giver of property, but also as a mentor in spiritual and character development. For this reason, teachers need to build positive emotional relationships with students, instill love for Islamic teachings, and use innovative and fun learning methods. Interactive learning, giving appreciation to students who show progress, and getting into the habit of reading together in class are some of the effective strategies that can be used.

The main function of PAI teachers is that students need to be taught that reading the Qur'an is mandatory for all Muslims. This understanding is important because reading the Qur'an offers more than just inner peace, but it also strengthens faith and guides behavior according to Islamic teachings, but it is also a source of authentic life guidance. When this awareness is embedded, students will be encouraged to read without the need for coercion. Furthermore, teachers are tasked with maintaining the consistency of this habit, guiding students to be able to read fluently, fluently, and according to the rules of tajweed.

This research was conducted at SD Negeri 4 Baubau with a focus on grade V students, departing from the initial findings that most of them are still at the Iqra' learning stage and are not fluent in reciting the verses of the Qur'an. This condition emphasizes the urgency to examine the tactics used by Islamic Religious Education (PAI) instructors, address the challenges they face, and develop effective solutions. This study is expected to develop a deep understanding of the role of PAI teachers in introducing students to the recitation of the Qur'an and inculcating Islamic moral principles from elementary school.

METHOD

To provide a detailed overview of the role of Islamic Religious Education (PAI) teachers in motivating students to read the Qur'an, a qualitative method with a descriptive approach was used in this study. This approach allows researchers to reveal in detail the processes, strategies, and dynamics that occur during learning, so that the results of the research can reflect the reality in the field as a whole. Descriptive techniques are used to provide a comprehensive overview of the phenomenon being studied, based on real facts collected in the field. The purpose of this research is to understand the strategies, procedures, and difficulties faced by Islamic Religious Education (PAI) teachers at Sekolah Elementary Negeri 4 Baubau in getting their students used to reading the Qur'an.

Qualitative descriptive methods are used in this study for in-depth investigation. The research subjects consisted of 25 fifth grade students (15 boys and 10 girls) and an Islamic Religious Education (PAI) teacher, who played an important role in the learning process. Participants were selected by purposive sampling, which is a deliberate selection based on predetermined criteria. The level of student involvement in school activities that focus on reading the Qur'an is a criterion in this regard. This research was conducted at Sekolah Elementary 4 Baubau because of the diverse interest in reading the Qur'an among its students, most of whom are still in the early learning stage, such as using the book Iqra'.

Three main techniques are used to collect research data: documentation, interviews, and observations. Observations were carried out to carefully monitor the learning process of reading aloud, teacher-student relationships, and classroom behavior. In-depth interviews were conducted involving PAI teachers and students selected as participants, lasting 30–45 minutes for teachers and 15–20 minutes for students. The semi-structured nature of interview guides provides flexibility for researchers to gather information within a validated framework. Documentation, such as lesson notes, attendance lists, Qur'an reading guidebooks, and teaching materials used in schools, are used as sources of supporting data.

Data analysis is carried out in stages by applying thematic analysis techniques, minimizing data first, then filtering relevant information, compiling and presenting data as a narrative, and drawing conclusions based on research results. The results of the interview are first transcribed into text format. Second, the raw data is coded to identify important information. Third, the codes are grouped into main themes, such as the habit of reading the Qur'an, motivational strategies, and learning obstacles. Fourth, these themes were verified by comparing data from teachers, students' interviews, and observation results.

This study applies an interactive analysis model combined with a thematic analysis approach, the data reduction stage consists of three main stages: data reduction, data presentation, and conclusion formulation. During the data reduction stage, the researcher selects information that is considered relevant, then compiles it into a coherent and structured narrative description. By recognizing the patterns, relationships, and findings that emerge from the data, conclusions are drawn. To ensure the validity of the data, triangulation techniques are used, both in data collection methods and information sources. This ensures that the data obtained is complementary and trustworthy.

FINDINGS AND DISCUSSION

Findings

The results of the study showed that fifth grade students of SD Negeri 4 Baubau were greatly helped by the presence of PAI teachers in fostering the habit and culture of reading the Qur'an. Based on interviews, PAI teachers are responsible for habituation and continuous motivation, in addition to providing formal learning materials. The results of the study showed that fifth grade students of SD Negeri 4 Baubau were greatly helped by the presence of PAI teachers in fostering the habit and culture of reading the Qur'an. One of their strategies is to include the reading of the Qur'an in religious learning, assign the task of memorizing short letters, and use a rotating reading approach in the classroom. This rotating reading activity is designed to provide equal opportunities for all students to practice their reading skills while helping them overcome shyness or lack of confidence.

Islamic Religious Education teachers also use a personal approach by providing special assistance to students who have reading difficulties. Giving words of encouragement and appreciation for even the slightest progress is part of efforts to build students' confidence. This approach has proven to be effective in helping students who were initially reluctant to read to be more courageous to appear in front of their peers. In addition, teachers act as role models by

reading verses of the Qur'an in tartil, so that students can imitate correct pronunciation according to the rules of tajweed.

However, despite the various strategies that have been implemented, the teacher admitted that only a small percentage of students are able to read the Qur'an fluently, despite various methodologies that have been applied, while the majority are still at the stage of basic learning using the Iqra' book to recognize letters and punctuation. Factors that affect this condition include lack of reading habits at home, lack of supervision from parents, and limited time for religious learning at school. Teachers consider the limited duration of face-to-face meetings to be the main challenge in providing equitable learning for all students.

The school has provided the Qur'an mushaf and the Iqra' book as a means of support, but the number is not enough for all students to use at the same time. To overcome these obstacles, teachers overcome this problem by dividing the class into smaller groups, and giving each child the opportunity to take turns reading, while utilizing simple learning media such as hijaiyah letter cards to strengthen letter recognition and pronunciation, in order to strengthen basic comprehension before students read the verses in their entirety.

The results of these interviews and observations indicate that some students have begun to build the habit of reading the Qur'an consistently, both at home and at school, so that these activities become part of their daily lives. This habit is generally formed through the active support of parents who guide children to read at home or involve them in religious activities in the neighborhood. On the other hand, there are also students who rarely read at home due to a lack of family support or lack of motivation if there is no encouragement from the teacher.

Students who are used to reading regularly show higher enthusiasm when asked to read or memorize surahs in class. They feel proud when they successfully recite the surahs correctly and receive praise from the teacher, which further strengthens their motivation to learn. Memorization activities are also a moment to look forward to because in addition to providing a sense of achievement, this activity creates a fun learning atmosphere. Through a combination of habituation, motivation, and appreciation, PAI teachers have succeeded in creating a conducive learning environment to foster students' interest in reading the Qur'an.

Discussion

The Role of Islamic Religious Education Teachers in Developing Interest in Reading the Qur'an

By implementing various strategies, PAI (Islamic Religious Education) teachers show their active involvement in fostering interest in reading the Qur'an for grade V students at Sekolah Elementary Negeri 4 Baubau, by playing a dual role as motivators, facilitators, role models, as well as material presenters. Efforts made include the habit of alternating reading in class, giving the task of memorizing short verses, and instilling this habit consistently so that it becomes a deep-rooted behavior, in line with the view of Sardiman (2011) Learning interest is formed by internal aspects such as motivation, as well as external factors such as learning strategies, learning contexts, and incentives.

In addition to technical reading skills, Islamic Religious Education teachers use new techniques that emphasize the moral and spiritual meaning of hijaiyah letters or verses of the Qur'an to help students read and understand their meaning. Praise and incentives are used to motivate students, both individually and collectively, and have been shown to increase students' confidence in subsequent practice. Lilik Nur Kholidah and Ahmad Munjin Nasih (2013) emphasized that Islamic Religious Education instructors play the role of mentors, facilitators, and cultivators of Islamic ideals.

This strategy is realized through the repetition of reading activities at each meeting, utilizing fun teaching strategies and creating a supportive learning atmosphere, as well as building positive emotional relationships between teachers and students to foster a sense of

comfort in the learning process. However, PAI teachers face challenges such as limited time for religious learning at school and lack of parental support, which makes some students rarely read at home.

To overcome this, teachers show patience and high dedication by providing individual guidance according to students' abilities, arranging the use of mushaf and limited Iqra' books in turn, and complementing learning with simple media such as hijaiyah letter cards.

This condition proves that limited facilities are not a barrier if teachers have creativity and enthusiasm to motivate students. Overall, the results of this study strengthen the theory that children's interest in learning is greatly influenced by their home and social environment, so fostering interest in reading the Qur'an requires an active role of the family, school, and community, with PAI teachers as the main driver who guides, inspires, and incorporates the values of the Qur'an into the lives of students.

CONCLUSIONS

Based on the results of the research, Islamic Religious Education (PAI) educators at Sekolah Elementery Negeri 4 Baubau play a very important role in fostering grade V students to have the habit of reading the Qur'an regularly, providing motivation, creative teaching methods, and instilling moral and spiritual values of the Qur'an. Despite facing obstacles such as limited study time and lack of parental support, teachers still strive to create a conducive learning atmosphere, provide rewards, and guide students individually according to their respective abilities. Therefore, schools are advised to increase the allocation of time for religious education, schools can help with this effort by providing extracurricular activities aimed at fostering the habit of reading the Qur'an, as well as encouraging parents to actively guide their children at home. Encouraging and maintaining an interest in reading the Qur'an requires sustained and cooperative cooperation between educators, educational institutions, parents, and the community. There were only a few participants in the study, which was conducted in only one school, so the findings cannot be generalized to a broader context. In addition, the data obtained is subjective based on interviews and observations, so the potential for researcher bias remains.

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