

The Role of PAI Teachers in Overcoming Students' Difficulties in Qur'an Literacy

***Faelasup¹, Nurwati²**

^{1,2} Sekolah Tinggi Agama Islam Sangatta

Email : acupfaelasuf465@gmail.com¹, nurwaza91@gmail.com²

DOI: <https://doi.org/10.63142/educompassion.v2i2.214>

Received: 10 Maret 2025

Accepted: 31 Mei 2025

Published: 1 Juni 2025

Abstract :

This study examines the role of Islamic Religious Education (PAI) teachers in overcoming students' difficulties in Al-Qur'an literacy at the junior high school level. PAI teachers act as motivators, counselors, observers, facilitators, informants, and evaluators who actively support the learning process. Through regular guidance, the application of appropriate learning methods such as the Nderes method, and a personal and empathetic approach, teachers are able to help students overcome challenges in reading and writing the Al-Qur'an. Supporting factors such as a supportive curriculum, availability of learning media, teacher motivation, and family support strengthen the effectiveness of learning, while inhibiting factors such as lack of reading habits, low student awareness, and minimal family support pose challenges that need to be addressed. The positive impact of the PAI teachers' role is evident in the improved Al-Qur'an literacy skills of students, increased enthusiasm and self-confidence, as well as the strengthening of students' character and spirituality. In conclusion, the holistic role of PAI teachers, in synergy with various stakeholders, is crucial to the success of Al-Qur'an literacy learning and the formation of a faithful and morally upright generation.

Keywords : *The Role of PAI Teachers, Qur'an Literacy, Student Difficulties, Learning Methods, Learning Motivation, Islamic Religious Education.*

Abstrak :

Penelitian ini membahas peran guru Islam (PAI) untuk pendidikan agama dalam mengatasi kesulitan sekolah dalam kemampuan Qur'an di tingkat sekolah menengah. Guru PAI berperan sebagai motivator, konselor, observator, fasilitator, informator, dan evaluator yang secara aktif mendukung proses pembelajaran. Melalui bimbingan rutin, penerapan metode pembelajaran yang tepat seperti metode Nderes, serta pendekatan personal dan empati, guru mampu membantu siswa mengatasi kendala dalam menulis dan membaca Al-Qur'an. Faktor pendukung seperti kurikulum yang mendukung, ketersediaan media pembelajaran, motivasi guru, dan dukungan keluarga turut memperkuat efektivitas pembelajaran, sementara faktor penghambat seperti kurangnya kebiasaan membaca, rendahnya kesadaran siswa, dan minimnya dukungan keluarga menjadi tantangan yang perlu diatasi. Dampak positif dari peran guru PAI terlihat dari peningkatan kemampuan literasi Al-Qur'an siswa, perubahan sikap yang lebih antusias dan percaya diri, serta penguatan karakter dan spiritual siswa. Kesimpulannya, peran guru PAI yang holistik dan sinergis dengan berbagai pihak sangat menentukan keberhasilan pembelajaran literasi Al-Qur'an dan pembentukan generasi yang beriman dan berakhlak mulia.

Kata Kunci: Peran Guru PAI, Literasi Al-Qur'an, Kesulitan Siswa, Metode Pembelajaran, Motivasi Belajar, Pendidikan Agama Islam.

INTRODUCTION

Islamic Religious Education (PAI) is an important part of the Indonesian education system and aims to convey Islamic values and at the same time develop students' spiritual and intellectual potential.¹ One of the main aspects of PAI learning is Qur'an literacy, namely the ability to read, write, and understand the content of the Qur'an as the holy

¹ Hisyam Muhammad Fiqyh Aladdiin and Alaika M Bagus Kurnia Ps, "The Role of Islamic Religious Education Materials in Schools in Shaping National Character," *Journal of Medan Agama Research* 10, no. 2 (2019).

book of Muslims. However, the reality is that there are still many students who experience difficulties in Qur'an literacy, such as difficulties in reading hijaiyah letters, understanding the correct method of reading and writing the Quran. This challenge is a challenge that students must overcome to ensure that they can optimally internalize the value of the Qur'an in their daily lives. The role of PAI teachers is very strategic in overcoming these difficulties. The teacher acts not only as a teacher but also as a motivator, consultant, mediator, and evaluator to support students.² It is believed that a variety of learning strategies and proper instruction from PAI teachers can significantly improve students' ability to identify. Therefore, it is important to study in detail how the role of PAI teachers can be addressed in overcoming students' difficulties in corrank ability, especially in secondary schools (SMPs) or other related schools.

The purpose of this study is to explain the role of PAI teachers in overcoming students' difficulties in Qur'an skills and to find out the strategies and methods identified by PAI teachers in overcoming these difficulties in implementing the role of PAI teachers in relation to literacy in the Quran. Based on the above background, the language of this research question, such as the role of PAI teachers in overcoming students in Quran Al Quran teacher abilities, is used to address the difficulties of the Qur'an alphabet where students support the role of PAI teachers in skill transition.

This research is expected to contribute both in theory and in practice. In theory, the results of this study can enrich the study of the role of PAI teachers when studying the Quran and religious literacy. Practically, the research output can be an input for PAI teachers, schools, and education stakeholders in designing effective learning tactics to increase students' Qur'an literacy and overcome the difficulties faced.

Untuk menjaga fokus dan kejelasan penelitian, maka batasan penelitian ini adalah:

This study only discusses the role of Islamic teachers (PAI) for religious education in overcoming students' difficulties in Quranic ability, especially in the aspect of reading and writing the Quran. The study focuses on high school or equivalent students with difficult Quranic competencies. Support and inhibition of factors related to the role of PAI teachers in the context of literacy in the Quran.³

RESEARCH METHOD

This study applies a qualitative research approach with a descriptive nature. The qualitative approach was chosen because it aims to gain a deep understanding of the phenomenon that occurs naturally, namely the function of PAI teachers in helping students who have difficulty in reading the Qur'an.⁴ The data collected consisted of terms, behaviors, and experiences of teachers and students which were then analyzed descriptively to describe real conditions in the field without using statistics. The research was conducted in schools that have active PAI learning programs, such as junior high schools or Madrasah which are the focus. The subjects of the study are PAI teachers who teach Qur'an literacy and students who have difficulties in literacy. In addition, data can also be obtained from school principals and related staff as secondary data sources. Data was collected through several techniques, including: Interview: Conducted to PAI teachers and related parties to obtain in-depth information about the function of educators and methods applied to overcome the challenges of understanding the Qur'an in students,

² Titis Prasetyaningsih, *Educators' Interaction with the Surrounding Environment: A Sociological Study* (Garudhawaca, 2023).

³ Mochammad Yusuf Sya'bani, "The Strategy of PAI Teachers in Class XI of SMK Pondok Pesantren Syubbanul Wathon Tegalrejo Magelang in Facing the Challenges of the Society 5.0 Era" (Islamic University of Indonesia, 2023).

⁴ Sahlatul Ula Hasbiallah, "THE ROLE OF TEACHERS IN OVERCOMING STUDENTS' LEARNING DIFFICULTIES IN THE SUBJECT OF AL-QUR'AN HADITH GRADE VII AT MTS AL AWWABIN PUTRI DEPOK" (FITK, n.d.).

Observation: Directly supervising the implementation of the learning process of reading the Qur'an in the classroom to see how teachers interact with students and implement strategies Learning, Documentation: Collecting secondary data in the form of school documents, learning notes, archives of Qur'an literacy activities, and teaching materials used by teachers.

FINDINGS AND DISCUSSION

Students' Difficulties in Qur'an Literacy

The phenomenon of students' difficulties in Qur'an literacy, especially at the junior high school level, such as what happened at SMPN Satap-1 Kamipang,⁵ shows that many students experience obstacles in writing and reading the Qur'an properly and correctly.⁶ These difficulties include stammering the pronunciation of hijaiyah letters, difficulty determining the law of recitation (tajweed), word reversal, and pronunciation errors. These difficulties have an impact on the low ability of students to understand the content of the Qur'an in depth, so the active role of Islamic Religious Education (PAI) teachers is needed to overcome this problem.

Research at SMPN Satap-1 Kamipang revealed that the difficulties of Qur'an literacy for students are not only related to the technical aspects of reading and writing hijaiyah letters, but also related to psychological aspects and learning environments. In addition, the lack of the habit of reading the Qur'an at home and the lack of help from the family also aggravated this condition. In addition, PAI teachers reported that some students had difficulty in memorizing letters and punctuation, which affected their ability to apply the rules of tajweed correctly. Another aspect identified was the monotonous teaching approach and the lack of interesting learning tools, which resulted in students feeling bored and lacking enthusiasm.

The difficulties in Qur'an literacy experienced by students of SMPN Satap-1 Kamipang are a complex and multidimensional phenomenon. In addition to technical obstacles such as mispronunciation and word reversals, psychological aspects such as fear of mistakes and low motivation to learn are the main factors that hinder the development of Qur'an literacy for students. This is in line with educational theories that reveal that self-confidence and drive are important factors in achieving success when learning to read and write. Inadequate learning environment conditions, both in the school environment and at home, also play an important role. Lack of good engagement with the Qur'an outside of learning time causes students to be less exposed and practice consistently. Previous research has shown that family support and a conducive environment are very influential in forming good Qur'an literacy habits. In addition, monotonous learning methods and the lack of use of innovative learning media make students less interested in learning. PAI teachers need to create more innovative and engaging approaches to learning, for example by using digital technology, learning games, or project-focused teaching methods to make students more engaged and excited.

The Role of PAI Teachers in Overcoming Difficulties in Qur'an Literacy

Based on a descriptive qualitative study carried out at SMPN Satap-1 Kamipang and several other schools, the role of PAI teachers is very strategic in overcoming students' Qur'an literacy difficulties. The role includes several main functions as follows:

a) Motivator

PAI teachers provide encouragement and motivation to students to have a strong desire to learn to read and write the Qur'an correctly. This encouragement is very

⁵ Elisa Putri Ecca, "EFFORTS OF ISLAMIC RELIGIOUS EDUCATION TEACHERS IN OVERCOMING STUDENTS WHO HAVE DIFFICULTY READING THE QURAN AT MAN 2 TULANG BAWANG BARAT" (UIN RADEN INTAN LAMPUNG, 2024).

⁶ Syarif Maulidin and Siti Wardatul Janah, "The Effect of Qur'an Reading Ability on Students' Psychomotor Skills in Qur'an Hadith Subjects (Study at MTs Miftahul 'Ulum Kotabaru)," *Crossroad Research Journal* 2, no. 1 (2025): 22–35.

important so that students do not feel afraid or insecure when facing difficulties in learning the Qur'an. The role of PAI educators as a motivator is not only limited to providing verbal encouragement or praise, but also includes the ability of teachers to create a positive and empathetic learning climate.⁷ Teachers who are able to build a warm emotional connection with students will be more effective in fostering confidence and enthusiasm for learning. This is very important because Qur'an literacy is often a challenge that requires patience and perseverance.

The motivation provided by teachers also plays a role in shaping the mindset of students, from those who initially feel afraid and anxious to be more courageous to try and not afraid to make mistakes. A teacher's approach that is full of understanding and does not judge students' mistakes helps reduce the embarrassment and psychological pressure that often hinders the learning process. In addition, PAI teachers can utilize intrinsic motivational techniques, such as associating Qur'an learning with spiritual values and tangible benefits in students' daily lives. Thus, students learn not only out of obligation, but also because of personal awareness and desire to understand and practice the content of the Qur'an.

Teachers can also use extrinsic motivational strategies, for example giving simple rewards, recognition of achievements, or creating healthy competition between students to increase their interest and engagement in Qur'an literacy. This approach is effective in increasing students' enthusiasm and fighting power in facing difficulties.

b) Counselor

Teachers play a role in providing personal understanding and guidance to students about the importance of Qur'an literacy and how to overcome the difficulties faced, including providing solutions and emotional support.⁸

The role of PAI teachers as counselors is very important in providing personalized guidance that is holistic, not only focusing on the academic aspect but also on the emotional and mental state of students.⁹ In the context of Qur'anic literacy, many students experience obstacles not only due to technical difficulties, but also due to anxiety, fear of failure, or lack of internal motivation. PAI teachers as counselors are present to listen and understand the problem in depth. The counseling approach carried out by teachers helps students identify the root of the problems that cause literacy difficulties, such as feelings of inadequate ability, pressure from the environment, or lack of family support. By providing the right solutions and emotional support, teachers are able to reduce the psychological burden on students so that they feel more comfortable and confident in the learning process. In addition, PAI teachers also play a role in providing an understanding of the importance of Qur'an literacy in daily life and the spiritual values contained in it. This understanding helps students see Qur'an Learning as more than just an obligation, but as part of self-development and meaningful worship. This can increase students' intrinsic motivation to keep trying despite facing difficulties. In practice, PAI teachers can take an individual or group

⁷ Jamal Ma'mur Asmani, *Effective Tips for Cooperative Learning: Active, Creative, and Not Boring Learning* (Diva Press, 2016).

⁸ Amran Eku, "Problems Analysis in Reading the Qur'an in Semester 8 Students of the Department of Islamic Religious Education at the State Islamic Religious Institute (Iain) Ternate," *Scientific Journal of Wahana Pendidikan* 10, no. 3 (2024): 955-67.

⁹ Muhammad Ainul Yaqin and David Ari Setyawan, "THE ROLE OF ISLAMIC COUNSELING GUIDANCE TEACHERS IN INCREASING STUDENT LEARNING MOTIVATION," *Counseling For All: Journal of Guidance and Counseling* 4, no. 1 (2024): 37-45.

approach to counseling, providing direction that is personal and relevant to the needs of each student. This approach also helps to build a closer and trusting relationship between teachers and students, which is an important foundation in the success of Qur'anic literacy learning.

c) **Observator**

The teacher observes the students' ability to read and write the Qur'an to identify which students are experiencing difficulties and what types of difficulties they are experiencing, so that targeted guidance can be provided.¹⁰

The role of PAI teachers as observers is very important in the learning process of Quran literacy for systematic and new observations of the Quran. This allows teachers to recognize the difficulties of individual students. Careful observation of their ability to read and write the Quran allows teachers to identify different types of difficulties. Regular and structured observations help teachers gather valid data on student learning steps. This data is the basis for teachers to design learning strategies that meet the individual needs of students. Therefore, although the prescribed instruction is not common, they are correct and effective when it comes to overcoming certain barriers for students. In addition, the role of the observer also allows teachers to monitor changes and development of students' literacy skills over time. It is important to assess the effectiveness of the learning methods used and adjust them as needed. Continuous observation helps teachers recognize students who may need special attention or additional intervention.¹¹ In addition, teachers' ability to make objective and comprehensive observations supports the creation of integrative and responsive rapid learning for the diversity of students' skills. Teachers can identify students with special needs or more complex learning difficulties, allowing them to refer or cooperate with other stakeholders, such as school counselors and parents

d) **Facilitator**

Teachers provide facilities and direct guidance in the learning process, such as practicing reading the Qur'an regularly, using effective learning methods (e.g. the Nderes Al-Qur'an method), and providing examples of correct reading.¹²

The role of PAI teachers as intermediaries determines the success of the learning process of Qur'an skills. Teachers not only provide institutions in the form of media and learning time, but also lead directly through effective and structured learning methods.¹³ A widespread method is the Nderes method, which regularly, repeatedly and continuously describes the activity of reading the Quran regularly to start reading the students.

In the Nderes method, the teacher gives a specific time of about 10 minutes per session, allowing students to take turns reading the Qur'an in front of the teacher. The teacher reads the reading examples clearly and aloud, while students imitate them with direct instructions. The teacher also corrected the letters and readings. How to open your mouth, track your lips, and follow the right ones to reduce your

¹⁰ Munirah Munirah, "The Role of Teachers in Overcoming Students' Learning Difficulties," *Tarbawi* 3, no. 02 (2018): 111-27.

¹¹ Sri Novianti, Vivik Shofiah, and Yuliana Intan Lestari, "THE ROLE OF PSYCHOLOGICAL ASSESSMENT IN EDUCATION: IMPLEMENTATION FROM EARLY CHILDHOOD TO HIGH SCHOOL," *Scientific Journal of Human Psychology* 9, no. 12 (2024).

¹² Ruslan Abdul Gani, "The Tahfizh Al-Qur'an Learning Method in Improving the Quality of Memorization of Blind Students at the Raudlatul Makfufin Islamic Boarding School, South Tangerang" (PTIQ Institute Jakarta, 2024).

¹³ Hamzah B Uno and Nurdin Mohamad, *Learning with the PAILKEM Approach: Active, Innovative, Environmental, Creative, Effective, Interesting Learning* (Bumi Aksara, 2022).

lips. This approach is very effective in correcting reading errors and improving students' audio equipment.

In addition, as moderators, teachers also provide supportive learning media such as Qira'ati teacher assistance and Quran digital applications, which allow students to easily learn independently and in groups. The teacher also encourages students to regularly make Nders at home with the support of their parents. Therefore, learning is maintained not only in school but also in the family environment. This active and interactive help approach helps students overcome fear and technical difficulties in reading and writing the Quran. Teachers who provide correct readings and direct revision examples can create a useful and comfortable learning atmosphere so that students are more motivated and confident.

e) **Informant**

The teacher provides clear information and direction regarding the techniques of studying and reading the Qur'an as well as ways to carry out a good teaching and learning process.¹⁴ As informants, PAI teachers have important tasks in mediating more accurate, clear and systematic information about the skills to read and write the Quran to students. Since the submission of appropriate information is the main foundation, students will understand the steps they must take in the process of learning Qur'an skills. The teacher will provide detailed instructions on how to read hijaiya letters, apply reading methods, and improve Arabic letter writing techniques. This information is delivered gradually and adapts to students' skills to promote material comprehension without overloading them. The teacher also explains the purpose and benefits of all the technologies taught, so that students draw a clear picture of the importance of championing Qur'anic ability.¹⁵ In addition, teachers will provide instructions on how to implement excellent learning. Teachers will also inform regular training plans and provide instructions to help students optimize their learning time outside of the classroom. The role of information also includes providing information on additional learning resources such as books, digital apps, and learning videos, which allow students to independently improve their ability to identify the Quran. Therefore, students not only rely on teaching in the classroom, but can also learn actively and independently.

f) **Evaluator**

Teachers conduct periodic evaluations of students' progress in Qur'an literacy, provide feedback, and assess students' abilities so that they can monitor the progress and effectiveness of learning.¹⁶ The role of PAI teachers as evaluators is very important to ensure that the Quran literacy learning process is effective and achieves the expected goals. Regular assessments allow teachers to supervise the development of students' reading and writing skills systematically and objectively. Assessments allow teachers to recognize which aspects of the student are acquired and which parts are still barriers. Thus, teachers can provide

¹⁴ Anggraeni Putri, "THE ROLE OF TEACHERS IN IMPROVING THE ABILITY TO READ AND WRITE THE QUR'AN IN STUDENTS AT THE QUR'AN AR-RAHMAN HOUSE, TEGINENENG PESAWARAN DISTRICT" (UIN RADEN INTAN LAMPUNG, 2023).

¹⁵ Peti Tresia, Rafia Arcanita, and M Taqiyuddin, "Teachers' Efforts in Improving the Ability to Read and Write the Qur'an through Calligraphy Art at the Darussalam Kepahiang Islamic Boarding School" (IAIN Curup, 2018).

¹⁶ Ahmad Akbar et al., "The Application of Portfolio Evaluation in Islamic Religious Education and Ethics Learning at SMP Negeri 6 Sukadana," *Journal of Education Research* 5, no. 4 (2024): 5567-75.

constructive and concrete feedback that not only assesses the final outcome, but also pays attention to the way students learn. This feedback serves as motivation and direction so that students can correct mistakes and continue to improve their skills. The assessments also help teachers to adjust their teaching methods and tactics more efficiently and according to what is needed by the students. For example, if the assessment shows that it is still difficult for many students to apply a particular reading, the teacher may increase the specific training period or use a different teaching method for these aspects. In addition, this assessment serves to measure the effectiveness of the contribution of PAI teachers in general in dealing with challenges related to the ability to read the Qur'an. The evaluation data can be used as a resource for teachers' reflection and professional development so that they are better qualified to study the Quran.¹⁷

Strategies and Methods Used by PAI Teachers

To help students experience challenges, PAI teachers use various tactics and methods in the teaching and learning process, including: Regular Guidance and Practice, Teachers provide practice reading the Qur'an every day so that students are used to and able to master reading well.¹⁸ The Use of the Qur'an Nderes Method, This method is an approach to reading the Qur'an that is integrated in PAI learning, which helps students to recognize and remember the words in the Qur'an gradually. In addition to reading, teachers also encourage students to memorize certain parts of the Qur'an, such as Juz Amma, as part of comprehensive Qur'an literacy. Personal and Empathetic Approach, Teachers pay extra attention to students who face challenges with a loving and friendly approach, so that students feel safe and inspired to learn.

The strategies and methods applied by PAI teachers to overcome challenges in Qur'an mastery reflect teachers' understanding of students' characteristics and individual learning needs.¹⁹ A personal and empathetic approach not only makes students feel comfortable, but also helps to increase the effectiveness of learning. In addition, daily instruction and the use of practice and guidance play a consistent role in building the field for the school of study. The habit of reading the Quran daily forms a routine that supports long-term memory and strengthens reading skills. This is consistent with the principle of neuroplasticity, where consistent repetition can strengthen the neural pathways associated with literacy. Integrated with PAI Learning, the Nderes method provides students with a space to learn together and interactively.

By reading and receiving feedback alternatively directly from the teacher, students can learn from mistakes and improve their reading in real time. This approach also promotes a sense of unity and mutual support among students. This is important to create important motivation. Memorizing Juz Amma is not only to improve reading and writing skills, but also serves to foster a sense of love. and the student's emotional closeness to the Quran. This memory is a means to internalize religious values that strengthen the personality and morality of the student, which allows Quranic literacy to be part of the

¹⁷ Efendi Nur and Imam Junaris, "Evaluation and Monitoring of Islamic Education Learning Management in an Effort to Improve the Quality of Education," *Refresh: Islamic Education Management* 1, no. 2 (2023): 48–73.

¹⁸ Koimah Sahro, "Strategies of Islamic Religious Education Teachers in Overcoming Difficulties in Learning to Read and Write the Qur'an for Students in Grade V of SDN 200508 Sihitang Southeast Padangsidimpuan District, Padangsidimpuan City" (IAIN Padangsidimpuan, 2021).

¹⁹ Muh Judrah et al., "The Role of Islamic Religious Education Teachers in Building Students' Character in Efforts to Strengthen Morals," *Journal of Instructional and Development Researches* 4, no. 1 (2024): 25–37.

formation of the perfect personality. In addition, the personality and empathy used by teachers can also help identify psychological or social disorders that students may be experiencing. Shyness, lack of trust or pressure from the environment. By providing special attention and emotional support, it creates an integrated and supportive learning atmosphere that will attract and motivate students to develop further.

Supporting and Hindering Factors in Learning Qur'an Literacy

Supporting Factors: The existence of a curriculum and instruction from schools that support Qur'an literacy learning,²⁰ The availability of adequate Qur'an literacy books and learning media, High internal motivation of teachers and experience in teaching the Qur'an, Support from families and the environment that encourages students to learn the Qur'an. Success in learning Qur'an literacy is highly dependent on the existence of structured whole-body support. The Quran Literacy curriculum explicitly provides a solid foundation for teachers to be directed consistently. Instruction from the school supports the support creating a shared commitment with teachers, students and school representatives to prioritize the development of Qur'an skills. The availability of the right books and learning media not only serves to support learning activities, but also increases students' attraction to the material.²¹ A variety of media such as print books, audio, and digital applications can achieve a wide range of student learning styles, making learning more effective and engaging. High internal motivation and proper teaching experience from teachers are the main capital of the learning task. Motivated teachers are usually more innovative in developing learning methods, leading to more patience to lead difficult students. This has a positive effect on the quality of student interaction, teachers, and learning outcomes. Support for the family and the surrounding area is also important. Religious and family environments that actively accompany children to study the Qur'an create a beneficial atmosphere to build Qur'anic literacy habits. . This support strengthens student motivation and provides opportunities for sustainable practice outside of school.

Inhibiting Factors: On the other hand, the lack of the habit of reading the Qur'an by students is the main obstacle that reduces the effectiveness of the learning process..²² Low reading habits make it difficult for students to internalize the Qur'an's reading and writing techniques optimally. This also has an impact on their low speaking ability and understanding of the content of the Qur'an. The lack of the habit of reading the Qur'an among students results in a decrease in interest in learning, low student understanding of the significance of reading the Qur'an, lack of attention and support from family in the process of learning the Qur'an.

Students' low awareness of the importance of Qur'an literacy is often related to a lack of understanding of the spiritual and practical benefits of mastering the Qur'an. Without this awareness, students tend to see Qur'anic learning as a mere obligation, not as a meaningful need in their lives. Lack of attention and family support is also an important barrier. If families do not encourage or ignore the importance of Quran literacy, students will lose their motivation at home and the main source of direction. This can lead to students becoming less motivated and not instructed to develop Qur'an literacy skills. In addition, external factors such as parents' businesses, lack of home learning facilities,

²⁰ Edi Nurhidin, "The Role of Islamic Religious Education Teachers in Improving the Quality of Qur'an Reading Literacy for Senior High School Students," *Edudeena: Journal of Islamic Religious Education* 6, no. 1 (2022): 1–11.

²¹ Amelia Putri Wulandari et al., "The Importance of Learning Media in the Teaching and Learning Process," *Journal on Education* 5, no. 2 (2023): 3928–36.

²² Rahmat Indra Hermawan, "The Implementation of the Tartili Method in Improving the Ability to Read the Quran for Students at the Siraajul Ummah Bekasi Islamic Boarding School" (IAIN Ponorogo, 2024).

and the impact of a less supportive environment have contributed to this circumstance. Therefore, learning the ability of the Quran must be supported by a synergistic effect between the school, family and society, so that they can be kept to a minimum.

The Impact of the Role of PAI Teachers on Students' Qur'an Literacy

The optimal role of PAI teachers can contribute significantly to improving students' skills in reading and writing the Qur'an.²³ This change can be seen through the attitude of students who are more enthusiastic and confident in learning the Qur'an, as well as their better ability to read and write the Qur'an in accordance with the rules of tajweed and correct pronunciation of letters.

The optimal role of PAI teachers not only needs to improve their technical ability to read and write the Quran, but also has a far-reaching impact on the character development and mental development of students. A PAI teacher who can effectively fulfill his or her role can communicate the religious values that come in to help students not only master reading, but also understand the meaning and verses they have learned. Another positive impact is improved student learning and consistency. Under the guidance of a patient and a polite teacher, students are accustomed to embracing the routine of reading and remembering the Quran. This suggests that the role of Pai's teacher contributes to the formation of a more orderly and responsible lifestyle. In addition, the role of communication and inspiring PAI teachers can increase students' inherent motivation. Students become more motivated, independent and proactive according to their knowledge, not only because of their schooling requirements but also because of the awareness of the importance of the Qur'an in daily life. This motivation also encourages students to continue to improve the quality of reading and comprehension. Social impact also arises, where students who have good Qur'an literacy tend to be role models for peers and family members. They can act as a driving force in the social environment to increase awareness and practice of reading the Qur'an, so that the role of PAI teachers indirectly extends a positive influence to the surrounding community. Furthermore, the increase in Qur'anic literacy driven by the role of PAI teachers also contributes to strengthening students' religious identity. This is important in forming a sense of pride and love for Islamic values, which can be the basis of morals and ethics in daily life.

The role of Islamic Religious Education (PAI) teachers has a significant contribution in helping students who have difficulty understanding the Qur'an. Teachers play the role of motivators, counselors, observers, facilitators, informers, and evaluators in the learning process. Through regular guidance, the right learning methods, and a personal approach, teachers are able to help students overcome the difficulties of reading and writing the Qur'an. Supporting and inhibiting factors also affect the success of this learning. With the active role of PAI teachers, the students' Qur'an literacy can flourish, which in turn strengthens the insight and application of Islamic principles in daily activities. In addition to the main roles that have been mentioned, the success of PAI teachers in overcoming the challenge of reading the Qur'an is also greatly influenced by their ability to establish good and interactive relationships with students. A humanistic and empathetic approach allows teachers to understand students' learning needs and obstacles more deeply, so that the interventions provided become more targeted. Resilience and harmony in the implementation of learning strategies are also important elements in improving the understanding of the Qur'an. PAI teachers who can combine technology and creative learning methods can increase interest and success in learning, so that students become more motivated and play an active role during the learning

²³ Arsyad Arsyad and Salahudin Salahudin, "The Relationship between Qur'an Reading Ability and Students' Learning Interest with Islamic Religious Education (Pai)," *Education* 16, no. 2 (2018): 294352.

process. Furthermore, the synergy between teachers, schools, families, and the surrounding environment greatly determines the success of the formation of quality Qur'an literacy. The involvement of all parties in supporting the learning process not only accelerates the improvement of students' abilities, but also forms a sustainable culture of Qur'an literacy.

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that Islamic Religious Education (PAI) teachers have a very important and strategic role in overcoming students' difficulties in Qur'an literacy, both in the aspects of reading, writing, understanding, and practicing the content of the Qur'an in daily life. PAI teachers not only function as teachers, but also as guides, motivators, and facilitators in the learning process of the Qur'an. Through an individual and collaborative approach, PAI teachers are able to identify students' difficulties more accurately and provide solutions that suit the needs of each student, such as the talaqqi method, Iqra' reading coaching, the use of learning technology, and the habit of reading the Qur'an regularly.

In addition, the involvement of PAI teachers in creating a conducive learning environment, building emotional closeness with students, and establishing active communication with parents is also a supporting factor for success in overcoming obstacles to Qur'an literacy. The active role of teachers in developing learning media and modifying learning strategies based on student needs has been proven to be able to significantly increase motivation and literacy skills of the Qur'an. Thus, the role of PAI teachers cannot be separated from efforts to increase Qur'an literacy among students. Strengthening teacher capacity, providing supporting facilities, and collaboration between schools, families, and the community are important factors that need to be considered to support the optimization of these roles in a sustainable manner.

REFERENCES

Akbar, Ahmad, Mas'adah Mas'adah, Annisa Rezki Eka Putri Wahyudi, Nadiya Ulya Rahmatika, Ainin Ainin, dan Muhamad Tisna Nugraha. "Implementasi Penilaian Portofolio Dalam Proses Pembelajaran Pendidikan Agama Islam dan Akhlak di SMP Negeri 6 Sukadana." *Jurnal Penelitian Pendidikan* 5, no. 4 (2024): 5567–75.

Aladdiin, Hisyam Muhammad Fiqyh, and Alaika M Bagus Kurnia Ps. "Peran Materi Pendidikan Agama Islam Di Sekolah Dalam Membentuk Karakter Kebangsaan." *Jurnal Penelitian Medan Agama* 10, no. 2 (2019).

Arsyad, Arsyad, and Salahudin Salahudin. "Hubungan Kemampuan Membaca Al Qur'an Dan Minat Belajar Siswa Dengan Hasil Belajar Pendidikan Agama Islam (Pai)." *Edukasi* 16, no. 2 (2018): 294352.

Asmani, Jamal Ma'mur. *Tips Efektif Cooperative Learning: Pembelajaran Aktif, Kreatif, Dan Tidak Membosankan*. Diva Press, 2016.

Ecca, Elisa Putri. "TINDKAN GURU PENDIDIKAN AGAMA ISLAM UNTUK MEMBANTU SISWA YANG MENGALAMI KESULITAN DALAM MEMBACA AL-QURAN DI MAN 2 TULANG BAWANG BARAT." UIN RADEN INTAN LAMPUNG, 2024.

Eku, Amran. "Analisis Problematika Dalam Membaca Al-Qur'an Pada Mahasiswa Semester 8 Jurusan Pendidikan Agama Islam Di Institute Agama Islam Negeri (Iain) Ternate." *Jurnal Ilmiah Wahana Pendidikan* 10, no. 3 (2024): 955–67.

Gani, Ruslan Abdul. "Metode Pembelajaran Tahfizh Al-Qur'an Dalam Meningkatkan Kualitas Hafalan Santri Tunanetra Di Pondok Pesantren Raudlatul Makfufin Tangerang Selatan." Institut PTIQ Jakarta, 2024.

Hasbiallah, Sahlatul Ula. "PERAN GURU DALAM MENGATASI KESULITAN BELAJAR SISWA PADA MATA PELAJARAN AL QUR'AN HADITS KELAS VII DI MTS AL AWWABIN PUTRI DEPOK." FITK, n.d.

Hermawan, Rahmat Indra. "Implementasi Metode Tartili Dalam Meningkatkan Kemampuan Membaca Al-Quran Santri Di Pondok Pesantren Siraajul Ummah Bekasi." IAIN Ponorogo, 2024.

Judrah, Muh, Aso Arjum, Haeruddin Haeruddin, dan Mustabsyirah Mustabsyirah. "Fungsi Guru Pendidikan Agama Islam Dalam Membentuk Karakter Siswa Usaha" Penguatan Moral." *Journal of Instructional and Development Researches* 4, no. 1 (2024): 25–37.

Maulidin, Syarif, and Siti Wardatul Janah. "Pengaruh Kemampuan Membaca Al-Qur'an Terhadap Keterampilan Motorik Peserta Didik Dalam Mata Pelajaran Al-Qur'an Hadis (Penelitian Di MTs Miftahul 'Ulum Kotabaru)." *Crossroad Research Journal* 2, no. 1 (2025): 22–35.

Munirah, Munirah. "Peranan Guru Dalam Mengatasi Kesulitan Belajar Siswa." *Tarbawi* 3, no. 02 (2018): 111–27.

Novianti, Sri, Vivik Shofiah, and Yuliana Intan Lestari. "PERAN ASESMEN PSIKOLOGI DALAM PENDIDIKAN: IMPLEMENTASI DARI PAUD HINGGA SMA." *Jurnal Ilmiah Psikologi Insani* 9, no. 12 (2024).

Nur, Efendi, dan Imam Junaris. "Penilaian dan Pengawasan Manajemen Pembelajaran Pendidikan Islam untuk Meningkatkan Kualitas Pendidikan." Refresh: Manajemen Pendidikan Islam 1, no. 2 (2023): 48–73.

Nurhidin, Edi. "Peran Guru Pendidikan Agama Islam Dalam Meningkatkan Kualitas Literasi Membaca Qur'an Siswa Sekolah Menengah Atas." *Edudeena: Journal of Islamic Religious Education* 6, no. 1 (2022): 1–11.

Prasetyaningsih, Titis. *Interaksi Pendidik Dengan Lingkungan Sekitarnya: Sebuah*

Kajian Sosiologis. Garudhawaca, 2023.

Putri, Anggraeni. "PENGARUH GURU DALAM MENINGKATKAN KETERAMPILAN MEMBACA DAN MENULIS AL-QUR'AN PADA SANTRI DI RUMAH QUR'AN AR-RAHMAN KECAMATAN TEGINENENG PESAWARAN." UIN RADEN INTAN LAMPUNG, 2023.

Sahro, Koimah. "Cara Guru Pendidikan Agama Islam Dalam Mengatasi Hambatan Belajar Membaca dan Menulis Al-Qur'an Siswa di Kelas V SDN 200508 Sihitang Kecamatan Padangsidimpuan Tenggara Kota Padangsidimpuan." IAIN Padangsidimpuan, 2021.

Sya'bani, Mochammad Yusuf. "Strategi Guru PAI Kelas XI SMK Pondok Pesantren Syubbanul Wathon Tegalrejo Magelang Dalam Menghadapi Tantangan Era Society 5.0." Universitas Islam Indonesia, 2023.

Tresia, Peti, Rafia Arcanita, and M Taqiyuddin. Usaha Pengajar Dalam Meningkatkan Keterampilan Membaca dan Menulis Al-Qur'an Melalui Kesenian Kaligrafi Di Pondok Pesantren Darussalam Kepahiang. IAIN Curup, 2018.

Uno, Hamzah B, dan Nurdin Mohamad. Pembelajaran Melalui Pendekatan PAILKEM: Aktivitas Belajar, Inovasi, Lingkungan, Kreativitas, Efektivitas, dan Daya Tarik. Bumi Aksara, 2022.

Wulandari, Amelia Putri, Annisa Anastasia Salsabila, Karina Cahyani, Tsani Shofiah Nurazizah, dan Zakiah Ulfiah. "Peranan Media Pembelajaran Dalam Aktivitas Belajar Mengajar." Jurnal Pendidikan 5, no. 2 (2023): 3928–36.

Yaqin, Muhammad Ainul, dan David Ari Setyawan. "Peran Guru Bimbingan Konseling Islam Dalam Meningkatkan Motivasi Belajar Siswa." Counseling For All: Jurnal Bimbingan Dan Konseling 4, no. 1 (2024): 37–45.