


Strategies of Islamic Religious Education Teachers in Improving the Literacy and Writing of the Qur'an for Grade 4c Students of Elementary School Integrated Islamic Scholars Bau Bau Bau City

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ABSTRACT

This study aims to systematically describe the instructional strategies implemented by Islamic Education teachers to improve Qur'anic reading and writing skills among fourth-grade students at SD Islam Terpadu Insan Cendekia, Baubau City. Qur'anic literacy represents a core competence in Islamic Education because the Qur'an functions as the primary source of Islamic teachings, encompassing faith, moral conduct, and character development. Therefore, mastery of Qur'anic reading and writing at the elementary level is essential to support students' religious character formation and their understanding of Islamic values in daily life. Preliminary observations revealed that several students had not yet achieved adequate fluency in reading the Qur'an. Common challenges included inaccurate pronunciation of Arabic letters, limited understanding of tajwid rules, and inconsistent recitation fluency. These conditions indicate the need for structured, systematic, and continuous instructional strategies to strengthen students' foundational competencies in Qur'anic literacy. The study employed a qualitative approach with a descriptive design. Participants consisted of Islamic Education teachers and fourth-grade students. Data were collected through classroom observations, in-depth interviews, and document analysis. The analysis followed three stages: data reduction, data display, and conclusion drawing to ensure systematic interpretation. The findings show that teachers applied various instructional strategies, including the use of Qur'an reading and writing (BTQ) methods, regular Qur'anic reading habituation, gradual and repetitive practice, and supportive learning media to create a conducive learning environment. These strategies contributed positively to students' learning outcomes, as reflected in improved reading fluency, better comprehension of tajwid rules, and increased motivation to learn the Qur'an. Overall, effective instructional strategies play a significant role in enhancing Qur'anic literacy at the elementary level.

Keywords: PAI Teacher Strategy, Qur'an Reading and Writing, Islamic Education, Elementary School

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INTRODUCTION

Islamic Religious Education (PAI) has a very strategic position in the national education system, especially at the elementary school level. At this stage, students are in the phase of forming basic personality, religious attitudes, and learning habits that will affect their future development. One of the fundamental aspects of PAI learning is the ability to read and write the Qur'an, because the Qur'an is the main source of Islamic teachings that are the guideline for Muslims' lives.

The ability to read and write the Qur'an is not only related to the technical skills of reading hijaiyah letters and writing verses of the Qur'an, but also includes a basic understanding of the rules of tajweed, makhrijul of letters, and the habit of reading the Qur'an tartil. Therefore, learning to read and write the Qur'an needs to be designed systematically and continuously so that learning goals can be achieved optimally.

The Qur'an as the holy book of Muslims has the function of guidance, mercy, and guidelines for life for humans. The position of unu emphasizes that studying and teaching the Qur'an is the obligation of every Muslim, as affirmed in the Qur'an and the hadith of the

Prophet Muhammad PBUH. Thus, Qur'an literacy education in elementary school is an inseparable part of efforts to instill faith values and noble morals from an early age.

In the context of formal education, Islamic Religious Education teachers play an important role in improving students' Qur'an literacy skills. Teachers not only function as material presenters, but also as guides, motivators, and role models for students. Successful learning that matches the characteristics of the students.

Learning Strategy is a plan that is systematically prepared to achieve certain learning objectives. In learning to read and write the Qur'an, the right strategy will help students understand the material more easily, increase learning motivation, and create a fun learning atmosphere. On the other hand, inappropriate strategies can cause students to feel bored and have difficulty understanding the material. At the elementary school level, especially in grade IV, students are at the stage of cognitive and effective development that requires a varied and contextual learning approach. PAI teachers are required to be able to combine various learning methods, media, and techniques so that the learning process of reading and writing the Qur'an runs effectively and efficiently.

The reality in the field shows that there are still students who are not able to read the Quran fluently according to the rules of tajweed and makharijul letters. This condition is influenced by various factors, including differences in educational backgrounds in the family, lack of habituation to read the Qur'an in the home environment, and limited allocation of learning time at school. Integrated Islamic Elementary School Insan Cendikia Baubau City as an Islamic-based educational institution is committed to improving the quality of PAI learning, including students' Qur'an literacy skills. However, based on initial observations, there are still grade IV students who need guidance in reading and writing the Qur'an correctly and fluently.

These problems require appropriate and innovative learning strategies from PAI teachers. The strategies implemented are expected not only to improve students' technical skills, but also to grow their interest and motivation in studying the Qur'an. The study of Islamic Religious Education teachers' strategic efforts in learning to improve the literacy of the Qur'an is important as an effort to obtain an empirical picture of the learning practices applied in schools. The results of this study are expected to provide theoretical and practical contributions to the development of PAI learning in elementary schools. Based on the description above, this research is focused on the strategies of Islamic Religious Education teachers in improving the literacy of the Qur'an for grade IV students of Integrated Islamic Scholars in Baubau city.

METHOD

This research uses a qualitative approach with a descriptive type of research. The qualitative approach was chosen because this research aims to understand in depth the strategies and applications by PAI teachers in improving students' Qur'an literacy skills. This study seeks to describe the conditions that occur based on data obtained from the research subjects.

This research was carried out at the Integrated Islamic Elementary School Insan Cendekia Baubau City with the research subjects of Islamic Religious Education Teachers and grade 4c students. Data collection techniques are carried out through observation, interviews, and documentation. Observation is used to see firsthand the learning process of reading and writing the Qur'an Interviews are conducted to obtain in-depth information from teachers and students, while documentation is used to complete data in the form of archives and learning notes.

The research data collection was carried out on January 26-6 in stages at the Integrated Islamic Elementary School Insan Cendekia Baubau City, Southeast Sulawesi province. This subject includes all students in grade 4c of SD Islam Terpadu Insan Cendekia Baubau City which totals 19 people, as well as 1 Islamic Religious Education (PAI) teacher. The sampling technique used is total sampling, so that the entire population is used as a research subject.

During continuous learning, teachers in the classroom use animation video media as a means of supporting learning. The use of this media aims to help increase students' understanding and interest in learning. The animation video was chosen because it was able to present the material visually and attractively, making it easier for students to understand the learning content, especially those related to Islamic values and the ability to read and write the Qur'an. During the learning activities, the researcher observed students' responses, activeness, and behavior when participating in animated video-based learning.

Data collection was carried out through observation of student activities and involvement during the learning process, interviews with Islamic Religious Education teachers and several students, and documentation of learning activities using animated video media. The data obtained were then recorded systematically and structured to illustrate the effectiveness of the use of animated videos in supporting learning strategies and improving the quality of the student learning process.

FINDINGS AND DISCUSSION

Introduction of Hijaiyah Letters in Learning to Read and Write the Qur'an

Based on the results of the study, the ability of grade 4c students to recognize hijaiyah letters is not completely evenly distributed. Some students are able to pronounce and distinguish hijaiyah letters well, but there are still students who have difficulties with certain letters. This shows that the introduction of hijaiyah letters still requires a continuous learning process. The results of observations during learning showed that some students were still not focused when the teacher explained the hijaiyah letter material. Classroom conditions that are sometimes less conducive also affect students' concentration in getting to know letters optimally.

The Islamic Religious Education teacher said that the difference in students' ability to recognize hijaiyah letters was influenced by previous learning habits. There are students who are used to learning to read the Qur'an at home, but there are still those who are still very dependent on school learning.

Interviews with students showed that some students still found it difficult to remember the hijaiyah letters which were almost the same shape. Some students admitted that they were often confused when reading or mentioning certain letters, the use of learning media such as animated videos helped students get to know hijaiyah letters more easily. Students look more interested when the letters are displayed visually and in simple animations. However, the results of the study show that using media alone has not completely made students understand hijaiyah letters well. Teachers still need to provide guidance and repetition regularly. Thus, learning to recognize hijaiyah letters needs to be done patiently and gradually so that all students can master the basics of reading the Qur'an well.

Pronunciation of Makharijul Letters

Based on the results of the research, students' ability to pronounce hijaiyah letters according to the makharijul of letters is still at the process stage. Some students are able to pronounce letters well, but there are still some students who experience pronunciation errors. Observation shows that students equate the sound of hijaiyah letters with the letters that are commonly used daily. This causes some letters to not be pronounced correctly.

The Islamic Religious Education teacher said that the pronunciation of makharijul letters does require repeated practice. Students cannot be immediately right in one or two lessons.

Student interviews show that they understand how to pronounce letters more easily when accompanied by voice samples. Students admitted that they were still confused if it was only explained without examples. The use of animated videos helps students see and hear examples of letter pronunciation more clearly. This makes it easier for students to imitate reading letters. These findings show that learning literacy requires consistent assistance from teachers in improving reading. With the practice carried out by students in reciting hijaiyah letters, it can increase gradually.

Application of Simple Tajweed Law

Students' understanding of the simple law of tajweed is still not completely evenly distributed. Some students are able to follow long and short readings, but there are still those who have not consistently applied them. The results observed showed that students tended to imitate the teacher's or media readings without understanding the reading rules used. Although the reading sounds quite good, the authenticity of tajwud still needs to be improved. The teacher conveyed that the tajweed learning of elementary school students is more emphasized on reading practice.

Interviews with students show that they understand tajweed more easily through examples of readings that are displayed visually and soundly. However, students still need exercises that are carried out regularly so that the application of tajweed becomes better. With good habituation, it is hoped that students can read the Qur'an in a more orderly and correct manner according to their abilities.

Practice of Reading Short Sentences

Based on the results of the study, the practice of reading short verses helps students improve their fluency in reading the Qur'an. Most of the students showed quite good development after participating in regular exercises. The results of the observation show that students are more confident when reading short verses compared to longer verses that are considered easier to remember and read. The Islamic Religious Education teacher said that reading short verses is very helpful for students in combining the material that has been studied before.

Interviews with students show that they feel comfortable reading short verses. The use of animated videos makes reading practice more enjoyable. Students can follow along with the readings by looking at the text and hearing examples together. However, there are students who read in a hurry so that they do not pay attention to the accuracy of the reading. Teachers need to encourage students to read slowly reading exercises that are carried out repeatedly to help students improve fluency and reading accuracy. This habituation is very important in learning to read and write the Qur'an with continuous practice, it is hoped that students can read the Qur'an well and confidently.

CONCLUSIONS

Based on the results of the research and discussions that have been carried out, it can be concluded that the strategies implemented by Islamic Religious Education teachers have a very important role in improving the literacy of the Qur'an for grade 4c students at SD Islam Terpadu Insan Cendekia Baubau City. Learning strategies that are used appropriately can help students' reading skills develop gradually. PAI teachers apply various learning strategies, such as the use of the Reading and Writing of the Qur'an (BTQ) method, the habit of reading the Qur'an regularly, practicing reading short verses, and the use of learning and varied media, including animated videos. The implementation of this strategy is able to create a more interesting and conducive learning atmosphere, thereby increasing motivation and interest in learning. The results of the study showed that there was an increase in students' ability to recognize hijaiyah letters, pronunciation of letters, and the application of simple tajweed. Although there are still students who need follow-up guidance, teachers' learning strategies have a positive impact on students' abilities. Thus, the success achieved by students is greatly influenced by the role and creativity to implement strategies that suit the characteristics of the students. Therefore, PAI teachers are expected to continue to improve learning competencies in a sustainable manner.

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