

The Role of Private Teachers in Enhancing Qur'an Literacy (Reading and Writing) of Grade V Students at SD Negeri 30 Baubau

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A B S T R A C T

This study aims to describe the role of private tutors in improving students' ability in Al-Qur'an reading and writing (Qur'anic Literacy) among fifth-grade students at SDN 30 Baubau. The study employs a descriptive qualitative approach. The participants consisted of 23 fifth-grade students selected through total sampling, and 3 private tutors of Qur'anic Literacy chosen using purposive sampling. Data were collected through observation, in-depth interviews, and documentation. The findings show that SDN 30 Baubau is located in a strategic area and accommodates students from diverse religious backgrounds. Students' abilities in Qur'anic Literacy vary. Private tutors play an important role in improving these abilities by applying individualized approaches and varied teaching methods, which contribute to positive outcomes in both cognitive and affective aspects.

Keywords: *Private Tutor, Al-Qur'an Reading and Writing, BTQ, Elementary School*

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INTRODUCTION

The ability to read and write the Qur'an is one of the fundamental competencies that must be mastered by Muslims, particularly at the elementary school level. At this stage, children are in a critical period of cognitive and moral development, making it an ideal time to instill religious literacy skills. Mastery of reading and writing the Qur'an (BTQ) not only supports students in performing religious practices correctly, but also contributes significantly to shaping their character, discipline, and spiritual awareness. Therefore, BTQ competence is not merely an academic target, but also a foundation for lifelong moral development.

In reality, however, the level of BTQ mastery among elementary school students is still far from optimal. Many students experience difficulties in recognizing hijaiyah letters, applying proper tajwid rules, and writing Arabic script correctly. These challenges are often caused by differences in students' learning backgrounds, varying levels of parental support, and limited opportunities for practice both at school and at home. As a result, students' abilities tend to vary widely, creating a noticeable gap in competence within the same classroom.

The limited allocation of time for religious education in formal schools is one of the main factors contributing to this issue. In many cases, Islamic education subjects are only taught a few hours per week, which is insufficient for developing comprehensive BTQ skills that require continuous practice and repetition. Moreover, teachers in formal settings often have to manage large classes, making it difficult to provide individualized attention to each student's specific needs and learning pace.

In response to these challenges, many parents seek alternative forms of educational support outside of school. One of the most common solutions is enrolling their children in private BTQ tutoring. Private teachers offer a more flexible and personalized learning environment, allowing students to receive focused guidance tailored to their individual

abilities. This approach enables students to learn at their own pace and gain more confidence in practicing their reading and writing skills.

Private tutors play a crucial role not only as instructors but also as mentors who motivate and guide students in their learning journey. Through direct interaction, tutors can identify students' weaknesses, provide immediate feedback, and apply appropriate teaching methods such as repetition, demonstration, and gradual skill-building. In addition, the more relaxed and supportive atmosphere in private tutoring sessions often helps students feel more comfortable, reducing anxiety and encouraging active participation.

This research was conducted at SD Negeri 30 Baubau by involving grade V students as the primary subjects. The selection of grade V is based on the consideration that students at this level should have already acquired basic BTQ skills and are in the process of strengthening them. However, preliminary observations indicate that there are still significant variations in students' abilities, making it important to explore the factors influencing their development, including the role of private teachers.

By focusing on grade V students, this study aims to provide a clearer picture of how private tutoring contributes to the improvement of BTQ skills. It seeks to examine not only the teaching strategies used by private tutors but also the impact of their guidance on students' reading fluency, writing accuracy, and learning motivation. Understanding these aspects is essential for identifying effective practices that can be replicated or integrated into formal education settings.

Ultimately, this research is expected to offer valuable insights into the importance of collaboration between schools, parents, and private tutors in supporting students' religious literacy. By identifying the strengths and challenges of private BTQ tutoring, this study contributes to the development of more effective and comprehensive strategies for improving students' ability to read and write the Qur'an, thereby fostering both academic competence and strong moral character from an early age.

METHOD

This study uses a descriptive qualitative approach, which aims to describe in depth the phenomena that occur in the field related to the role of private teachers in improving students' BTQ abilities. This approach was chosen because the researcher wanted to understand the meaning, perception, and experiences of the research subjects holistically and contextually.

The research subjects consisted of two groups. First, all grade V students of SDN 30 Baubau, totaling 23 students, were selected using the total sampling technique. Second, three BTQ private teachers were selected using the purposive sampling technique based on the criteria of direct involvement in BTQ guidance activities for some of the class V students.

Data collection techniques include participatory observation, in-depth interviews with religious teachers, private teachers, homeroom teachers, parents, and students, as well as documentation studies. The data was analyzed using Miles and Huberman's interactive analysis model which included the stages of data reduction, data presentation, and conclusion drawn. The validity of the data is guaranteed through source triangulation techniques and method triangulation.

FINDINGS AND DISCUSSION

Overview of Research Locations

SD Negeri 30 Baubau is one of the public elementary schools located in Baubau City, Southeast Sulawesi Province. This school stands in a strategic area and is easily accessible to the surrounding community. Geographically, the environment around the school is a densely populated residential area with diverse socio-economic backgrounds of the community, ranging from employee families, traders, to fishermen.

Based on school profile data, SDN 30 Baubau is led by a definitive principal and has a number of educators consisting of classroom teachers, subject teachers, and education staff. The principal of SDN 30 Baubau said:

"Our school has been established for quite a long time and has become one of the trusted schools of the community here. We always strive to improve the quality of learning, including in the field of religious education, especially students' Qur'an literacy skills." (Husmin, Interview, February 9, 2026)

The statement describes the school's commitment to improving the quality of religious education for its students.

In the 2025/2026 school year, grade V students of SDN 30 Baubau totaled 23 students consisting of 12 male students and 11 female students with varied family backgrounds. Most of the students are Muslim and come from families that have a concern for religious education, although the intensity of religious coaching at each student's home varies. This condition is the background for the difference in BTQ abilities among grade V students, and encourages some parents to include their children in the guidance of BTQ private teachers outside of school hours.

Reading and Writing Ability of the Qur'an in Grade V Students of SDN 30 Baubau

Based on the results of observations and interviews, it was found that the BTQ abilities of grade V students of SDN 30 Baubau are still very diverse. This condition is natural considering that the religious education background in each student's family is different. Darmawati, an Islamic Religion Teacher at SDN 30 Baubau who supervised all 23 students in grade V gave a comprehensive overview of the condition of students' BTQ abilities:

"Of the 23 class V students I teach, I can group them into three levels. About 7 children are quite fluent in reading with relatively good tajwid. About 10 children can read but there are still many mistakes in tajweed and makhraj. The rest, about 6 children, are still very basic, some have even not memorized all the hijaiyah letters." (Darmawati, Interview, February 10, 2026)

The mapping provides a clear picture that there is a significant ability gap among students. Furthermore, Darmawati explained the condition of students' writing ability:

"For the ability to write hijaiyah letters, the condition is more concerning. Many students can read but have difficulty when asked to write. The direction of writing is often reversed, the shape of the letters is disproportionate, and the connection of letters is still often wrong. This is our big homework together." (Darmawati, Interview, February 10, 2026)

The statement confirms that the khat (writing) aspect is the dimension of BTQ that requires the most attention and intensive assistance. This was also acknowledged by several students, one of which was La Ode Yamin:

"I find it difficult if I have reached similar letters, such as □ and □, or □ and □. In class, if I don't understand it, I'm embarrassed to ask, so at home I ask my tutor." (La Ode Yamin, interview, February 11, 2026)

This recognition shows that the limited time and student-teacher ratio in the classroom make some students feel less free to ask questions, so that private teacher guidance becomes a more comfortable and personal learning space for them.

Another factor that also affects students' BTQ ability is the intensity of the habit of reading the Qur'an at home. Muhammad Rafli said:

"At home I sometimes read the Qur'an, but not regularly. My parents are busy working, so there is no one to remind them. That's why I like lessons, because there is a schedule so I am more organized." (Muhammad Rafli, Interview, February 11, 2026)

The statement describes that private teachers play a role not only as teachers, but also as providers of an orderly learning structure for students who lack supervision of learning at home.

The Role of Private Teachers in Improving the Reading and Writing Ability of the Qur'an for Grade V Students of SDN 30 Baubau

BTQ private tutors play a very significant role in helping students improve BTQ abilities. Through an individualized approach, private tutors can identify each student's specific weaknesses and design appropriate learning methods. Some of the methods used include the Iqra method, the Qiro'ati method, and the habituation method through repetition (tikrar). The first private teacher, Muhammad Ferdin, explained his approach:

"Every child I teach has different needs. Some need to be taught from the basics, some just need to improve tajweed. So I can't use one method for all children. I adjust it to their abilities and learning speed." (Muhammad Ferdin, interview, February 13, 2026)

The differential approach shows the sensitivity of private teachers to the individual learning needs of students. Fathur Rahman also added:

"I always try to make my children feel comfortable first. If they are comfortable, learning becomes easier. I also often give small targets so that they feel successful every week, so that their motivation is maintained." (Fathur Rahman, Interview, February 14, 2026)

The strategy shows a good understanding of the importance of building student confidence as the foundation of learning success. The students' parents, Serni and Amran, also felt the impact of the approach:

"My son used to be lazy when he was told to read the Qur'an. But after tutoring with his private teacher, he became enthusiastic. He said that his teacher was patient and always praised him if he could make a little progress." (Serni and Amran, Interview, February 15, 2026)

The story shows that private teachers succeed in building students' intrinsic motivation through positive reinforcement and a patient and personal approach.

The Impact of the Role of Private Teachers on Improving BTQ Ability

The presence of private teachers has a real positive impact on the development of students' BTQ skills. Students who received guidance from private teachers on a regular basis showed more significant improvements compared to students who relied solely on learning in school. This was felt directly by the students who took part in the lessons, one of which was Nurul Cantika:

"Now I can read the Qur'an until juz 3, even though I used to only read juz 1. My tutor always said 'slow but true, better than fast but wrong'." (Nurul Cantika, interview, February 11, 2026)

These advances prove that intensive guidance from private teachers has a real impact on the development of Qur'anic reading skills. Aisyah Azzahra also confirmed this finding based on her observations:

"On average, students who regularly tutor at least twice a week can increase one to two levels of Iqra in one month. That is quite significant compared to those who do not teach. In addition, I also see their confidence increase, they are no longer embarrassed to be told to read." (Aisyah Azzahra, Interview, February 15, 2026)

These observations show a strong correlation between the intensity of private teacher guidance and the rate of improvement in students' BTQ ability. The homeroom teacher of SDN 30 Baubau also gave his testimony:

"I can see the difference in the way students respond to religious lessons in the classroom. Children who take BTQ private lessons are usually more confident when asked to read the Qur'an in front of the class, and there are fewer tajweed errors." (Homeroom Teacher of SDN 30 Baubau, Interview, February 16, 2026)

This information strengthens the finding that the impact of private teachers is not only felt academically, but also on the affective aspects of students. In terms of writing skills, Muhammad Rafli conveyed his development:

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"Now writing Arabic letters is not too difficult. My tutor always corrects my writing method one by one until it is correct. He said that if it is wrong from the beginning, it will be difficult to fix it." (Muhammad Rafli, Interview, February 11, 2026)

The statement describes how individual mentoring from private teachers forms the habit of writing the correct hijaiyah letters from an early age, which ultimately has an impact on improving students' overall BTQ skills.

CONCLUSIONS

Based on the results of the research and discussion, it can be concluded that: first, SD Negeri 30 Baubau is a school with diverse student characteristics in terms of BTQ ability, influenced by family environment factors and the intensity of learning at home. Second, based on the observation of religious teachers who teach all 23 students, the BTQ ability of grade V students is divided into three groups with different levels of ability, so that guidance outside of school is a real need. Third, private teachers play an important role through a personalized approach, the use of diverse methods, and the provision of an organized learning structure. Fourth, the role of private teachers has a significant positive impact on cognitive aspects in the form of improving reading fluency and writing accuracy, as well as affective aspects in the form of increasing student motivation and confidence. This study recommends the need to increase synergy between religious teachers in schools, private teachers, parents, and schools in supporting the development of students' BTQ abilities as a whole. In addition, competency standardization is needed for BTQ private teachers so that the quality of learning can be guaranteed and provide optimal results.

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