


# Analysis of Difficulties in Writing Quran Verses in Islamic Religious Education Subject of Grade V Students of Keraton State Elementary School, Baubau City

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## ABSTRACT

At the elementary school level, learning difficulties are a natural part of the educational process, particularly in Islamic religious education. One common challenge faced by students is the difficulty in writing fragments of Qur'anic verses or surahs. This study aims to analyze the underlying causes of students' difficulties in writing Qur'anic texts, as well as to identify the inhibiting and supporting factors involved in the process. The research employs a qualitative approach and follows three stages: observation, interviews, and documentation. These data collection procedures are essential steps in obtaining a comprehensive understanding of the issue. This study further explores the challenges students face in writing Qur'anic verses accurately and in accordance with proper writing conventions. Learning to write the Qur'an offers numerous benefits. Not only does it enhance students' fine motor skills, but it also supports the development of their memorization abilities. Through the practice of repeated writing, students are more likely to internalize and remember the verses, as repetition is a powerful tool in reinforcing memory – people often recall what they repeatedly write.

**Keywords:** *Learning Difficulties, Writing Verses, Elementary School, Al-Qur'an*

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## INTRODUCTION

The Qur'an is a holy book for Muslims which is expected to be a guideline in living everyday life. Islam is widely recognized as the last religion revealed to the Prophet Muhammad SAW through revelation. The Qur'an contains various important aspects, such as teachings of faith, knowledge, exemplary stories, and rules that govern human behavior both as individuals and as social beings (Septianti et al., 2021). Meanwhile, writing is defined as the process of pouring out graphic symbols from a language that is understood so that it can be read and understood by others. Through writing activities, we can record and trace the history and development of human traditions. Writing allows humans to understand events in the past and convey ideas to the public. Thus, writing functions as an effective communication medium, even though it is separated by space and time. (Rofi'i, 2020).

Learning the Qur'an in formal education environments, especially at the elementary school level, has a very crucial role. This is because Qur'an education at the elementary school level is the initial foundation that influences the success of character formation at the next stage of development (Harahap et al., 2024). Children's difficulties in writing verses of the Qur'an are common, considering the many long and complex verses that can make it difficult for them in the writing process. However, these challenges should not be used as an excuse for parents or educators to ignore the importance of fostering and training children's skills in reading and writing the Qur'an. Students who experience obstacles in writing, such as being unable to complete writing words, errors in recognizing letters, or inconsistencies in writing, are at risk of being left behind in the learning process. This condition has a direct impact on the achievement of suboptimal learning outcomes and hinders their overall academic development (Fauziah, 2024).

Therefore, it is very important for schools and teachers to pay attention to the learning process of their students. Especially at Keraton State Elementary School, students have been trained to write the Qur'an, because in the Islamic Religious Education subject there are several materials in the form of excerpts of verses from the Qur'an and short surahs related to the material that will be taught by the teacher. Like one of the materials that tells the story of the Prophet Muhammad SAW whose story is in the Al-Fill surah. From these verses, students are then trained to write them in order to facilitate and improve their ability to write Arabic letters. It should be noted that studying the Qur'an from reading it or writing it is very important because this book contains knowledge that must be given first to children. By providing this, it can foster good attitudes from an early age (Mutiah et al., 2024).

This study analyzes the difficulties experienced by students when writing the Qur'an and what factors inhibit and support students during the learning process. The purpose of this study is to find out more about the difficulties experienced by students when writing the Qur'an, then from the statement to provide support, prevent inhibition, and provide suggestions for students to continue to improve their ability to write the verses of the Qur'an.

Islam is a religion that emphasizes the importance of the learning process for every follower. Therefore, Allah SWT bestows reason and mind on humans, making them special creatures and given the responsibility as Caliphs on earth. The Qur'an has a primary function as a guide to life for all Muslims in the world, which is able to guide humans out of the era of darkness to an era full of light and guidance according to the will of Allah SWT (Septina et al., 2023). The Qur'an is the word of Allah Subhanahu Wa Ta'ala which was revealed as a miracle to the Prophet Muhammad Sallallahu 'alaihi wassalam through the intercession of the angel Gabriel Alaihissalam. The revelation was then recorded in a mushaf, narrated mutawatir, and reading it is part of worship. The specialty of the Qur'an lies in the incomparable fluency of its language, the depth of its meaning, and the beauty of its structure and style of delivery. One of the real forms of forming a generation of Muslims who love the Qur'an is by instilling Islamic values from an early age. Thus, children will grow up with a strong love for the Qur'an and be encouraged to study it and understand its contents in depth (Wibowo et al., 2025).

Students are the most important part of the object of maturity who try to develop their potential within themselves through the learning process in a particular educational path. Students can be pupils, students, or students from various levels of education. In Islamic Religious Education Learning, several problems are still found that vary in students. As is known, students in schools or madrasas are individuals who can be sure to have problems in the learning process, where the problems faced by individuals between one and another are certainly different. In each learning, there are three dominant aspects of problems, namely learning interest, learning motivation, and learning difficulties. (Nusroh & Ahsani, 2019).

In Keraton State Elementary School, specifically in grade V, there are still some students who have learning difficulties. The learning difficulties of the students are the difficulty in writing the verses of the Qur'an, especially in their subject of Islamic religious education where in the material there are pieces of surah or verses of the Qur'an related to the title of the material. So, the Islamic Religious Education teacher directs them to learn to write it in order to train their motor skills in writing the verses. In the process of learning, there are complaints from students who say that their writing uses Arabic letters, the verses are long, and so on. From some of these complaints, it does not hinder the teacher's efforts to train their ability to write the verses of the Qur'an because the teacher's hope to train their ability is none other than to recognize the hijaiyah letters, memorize the sounds of letters, read words to sentences in Arabic, and strengthen their memorization and memory because with what they write they will definitely remember it.

Students' ability to write the Qur'an can be influenced by two factors, namely Internal and External factors. Both factors can affect various things such as learning outcomes, company success, and national awakening. Internal factors come from within a person. While External factors come from outside a person. Factors that can hinder students' ability to write the Qur'an are lack of Mastery of Reading the Qur'an, limited time and practice, messy writing,

lack of learning and guidance, psychological factors, limited access to resources, lack of understanding of the structure of the Qur'an, and health factors.

Various factors can support students in improving their ability to write the Qur'an. Among them are good Qur'an reading skills, mastery of tajwid and makharijul huruf science, appropriate training and learning processes, basic writing skills, environmental support, fine motor skills, mastery of hijaiyah letters, and the application of effective learning methods (Rowis, 2024). Writing the Qur'an not only has a value of worship, but also provides a number of benefits and virtues. Among them are strengthening memorization and memory, training systematic thinking skills, balancing left and right brain functions, increasing creativity, bringing peace of mind and submission to Allah SWT, developing cognitive abilities, fostering appreciation for history, forming a missionary character, training accuracy, and forming an honest (Shiddiq) and trustworthy (Amanah) person.

The ability to write the Qur'an is a special skill that is very valuable for every Muslim to master. Mastery of this ability not only enriches one's knowledge, but also adds to the virtues of the individual who has it. Therefore, there is no reason for Muslims not to continue to develop the skill of writing the Qur'an. Apart from the fact that the Qur'an is the main source of Islamic teachings that must be studied, absorbed, and practiced, the activity of writing the Qur'an also has high educational value (Caesaria Maulida, 2023). Introducing learning to write the Qur'an to children is very important, because through writing activities, they can re-read and understand the letters they have written. This has proven to be beneficial, considering that children who learn to write, both verses of the Qur'an and other forms of writing, tend to have a stronger memory of the material they have learned.

## METHOD

This study uses a qualitative approach, where the researcher attempts to explore information about the difficulties experienced by fifth grade students at Keraton State Elementary School in the process of learning to write verses of the Qur'an. The population in the study refers to all individuals, events, or objects that are relevant to the research problem. The population in this study consisted of fifth grade students of Keraton State Elementary School, which included one Islamic Religious Education (PAI) teacher and 12 students, consisting of 8 male students and 4 female students. Thus, the total population in this study was 13 people. Meanwhile, the sample is part of the population selected through a certain procedure in order to represent the entire population (Sugiyono, 2021).

Regarding the information to be collected to discuss the problem, the researcher took several steps first. The first is observation, which is one of the data collection techniques by directly observing the PAI learning process taking place and identifying supporting and inhibiting factors and seeing directly the location that will be the research site. Second, interviews by asking respondents directly and digging up in-depth information related to the difficulties experienced by students. And the last is documentation, namely collecting written data as evidence and complementing data from observations and interviews. The type of documentation can be in the form of photos or videos of learning activities taking place.

In the data analysis process, researchers systematically process and compile data based on interview results, field notes, and documentation. The data obtained is then classified into certain categories, broken down into information units, arranged in certain patterns, and selected which information is relevant and significant for further analysis. This entire process aims to ensure that the data can be concluded accurately and easily understood by both the researcher himself and other parties. This study applies a descriptive qualitative approach, and in analyzing the data, researchers use field analysis techniques and refer to the interactive analysis model developed by Miles and Huberman (Sugiyono, 2021).

The initial stage in data analysis begins with the data condensation process, which is the activity of reducing data after the data collection process is complete. Data reduction includes summarizing, selecting relevant information, and focusing attention on important aspects of

the data obtained, while eliminating irrelevant information. The purpose of this stage is to simplify the data so that researchers obtain a clearer and more focused picture, thus facilitating the further analysis process. After the data is reduced, the next stage is data presentation. In qualitative research, data is usually presented in the form of concise narratives, diagrams, or visualizations of relationships between categories, to help researchers understand the structure of information and draw conclusions from the data that has been analyzed.

In qualitative data analysis, the process of drawing conclusions begins with compiling an initial interpretation of the data that has been collected. However, this initial conclusion is still temporary and can change if in the next data collection stage there is not enough strong evidence to support it. Conversely, if the initial findings are supported by valid and consistent data when the researcher returns to the field, then the conclusion can be considered credible and trustworthy (Sugiyono, 2021). Therefore, drawing conclusions in qualitative research is a dynamic process and is open to repeated validation based on empirical data. The Inductive method is a way of thinking that starts from specific data or facts and then draws general conclusions. This method is used in research and learning, namely by observing and observing a phenomenon or problem, then looking for specific facts that are relevant to the problem and finally drawing general conclusions based on specific facts that are relevant to the problem and then drawing conclusions based on these facts. The research was located at Keraton State Elementary School. It was carried out on Wednesday, March 19, 2025 with a duration of 2 hours from 10.00 - 12.00.

## FINDINGS AND DISCUSSION

### Finding

Based on the data analysis of the Qur'an writing learning outcomes of fifth-grade students at Keraton State Elementary School—through observations, interviews with Islamic Religious Education teachers, and reviews of student work—several key difficulties were identified. These include challenges in mastering Hijaiyah letters, where students struggle to differentiate similar-shaped letters, particularly when these letters appear at the beginning, middle, or end of words. Common mistakes involve letters such as ب (ba), ت (ta), ث (tsa) and ج (jim), ح (ha), خ (kha). In addition, students often make significant errors in writing harakat (fathah, kasrah, dhammah, sukun, tanwin), either misplacing or omitting them. Another challenge lies in the connection of letters, as students have difficulty identifying which letters can be connected and how their shapes change. These issues often accumulate, leading to errors in writing full words and sentences in Arabic. Furthermore, some students exhibit poor neatness and legibility, reflecting limited fine motor skills and accuracy. Analysis of student worksheets revealed that harakat errors account for approximately 40%, letter connection errors 30%, letter form confusion 20%, and neatness issues 10% of all errors. Several contributing factors were identified: a lack of individualized support due to varying student abilities, limited motivation among some students, and insufficient encouragement from the home environment in practicing Qur'an reading and writing.

The research results are presented using various forms, such as graphs, tables, or narrative descriptions. Before discussing, analysis and interpretation of the research results are essential. The tables must be placed in the middle of each section of the text describing the results or findings of the research. If the table width exceeds half a page, the table can be expanded to a full page to facilitate understanding.

Table 1. Student Completion Percentage Table

Indicator	Category	Many Students	Percentage
N ≥70	Completed	11	59%
N <70	Not finished	3	41 %

### Discussion

The results of this study indicate that fifth grade students of Keraton Elementary School face significant challenges in writing the Qur'an. The most prominent difficulties lie in

fundamental matters such as mastery of hijaiyah letters, writing harakat, and letter connection rules. This finding is also in line with previous studies which show that the strongest foundation in recognizing letters and harakat is a very important initial requirement for the ability to write the Qur'an well and according to the rules of writing.

Mistakes in writing harakat indicate that students may not fully understand the function and differences between the various types of harakat. This could be due to a lack of emphasis on this aspect in the learning process or a lack of adequate practice. Difficulties in connecting letters also indicate the need for a deeper understanding of the rules of morphology in Arabic writing.

The factors causing difficulties identified in this study provide important implications for efforts to improve learning to write the Qur'an. The lack of intensity of practice and less varied learning methods highlight the need for innovation in teaching strategies. Teachers can try to apply more interactive, visual learning methods, and use media that are interesting to students. The use of technology in learning to write the Qur'an can also be explored further.

In addition, individual attention to students with different levels of ability is crucial. Teachers can provide additional guidance or assignments tailored to the learning needs of each student. Parental involvement in supporting learning to write the Qur'an at home also cannot be ignored. Effective communication between teachers and parents can help create a learning environment that is conducive to the development of students' Qur'an writing skills.

Fine motor skills also play a role in neatness of writing. Exercises that can improve eye-hand coordination and the ability to control hand movements need to be integrated into the learning process.

## CONCLUSION

This study shows that fifth grade students of Keraton Elementary School still experience various difficulties in learning to write the Qur'an. The main difficulties lie in mastering the hijaiyah letters, writing harakat, and connecting letters, which are important foundations in Qur'an writing skills. Most of the mistakes made by students are caused by a lack of understanding of the shape of the letters, the position of the harakat, and the rules for connecting Arabic letters. In addition, the low neatness of writing is also an indication of the weak fine motor skills of students. The factors causing difficulties come from internal and external aspects, such as lack of individual attention in learning, low student interest, and minimal support from the family environment in reading and writing the Qur'an. Therefore, a more innovative, interactive learning strategy is needed, and is tailored to the needs of students. Teachers need to pay attention to a personal approach in learning and encourage active parental involvement. In addition, fine motor skills training also needs to be integrated into the learning process to improve the quality of students' writing.

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