

Teacher Strategies in Improving Interest in Reading Al-Quran Hadis

Sugisman¹, Nasruddin Supardi², Adi Irwandi³

¹STAI DDI Majene, Indonesia; sugismanman@gmail.com

²Universitas Sulbar Manarang, Indonesia; nasruddinsupardi19@gmail.com

³Universitas Al Asyariah Mandar, Indonesia; adiirwandi88@gmail.com

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ABSTRACT

Islamic Education Teachers 'Strategy Interest in Reading Al-Quran Hadis. The importance of reading the Al-Quran Hadis as a guide for our lives, especially Muslims. The purpose of this study is to develop teacher strategies to improve the ability to read. Describe the supporting and inhibiting factors for reading. This research uses a qualitative type of research through the observation, interview and documentation approach. The results of the research are known from the stage of presenting data and analyzing the interest in reading the strategies to what extent the learners' knowledge of its importance reading Al-Quran Hadis, to the process of increasing interest in reading Al-Quran Hadis and the existence of supporting and inhibiting factors in the field were carried out well in the Islamic Religious Education lesson. The research results show that the teachers' approaches to increasing interest in reading the Quran and Hadith among students at include habituation and individual approaches. The methods used are Drill and Sorogan. Supporting factors include facilities and infrastructure, extracurricular activities, and student motivation.

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Corresponding Author:

Sugisman

STAI DDI Majene, Indonesia; sugismanman@gmail.com

1. INTRODUCTION

The Quran is our guidance. As Muslims, we are obligated to recite the Quran, revealed by Allah SWT through the Prophet Muhammad (peace be upon him). Muslims are required to learn the correct method, reading calmly and repeating it until fluent. It is deeply concerning if someone claims to be Muslim, born into a Muslim family, but is unable to recite the verses of Allah SWT (Ruslandi, 2023).

The Quran is a book that has profoundly and profoundly influenced the human soul. Therefore, the Quran, a revelation from Allah SWT, is used for both individual and communal worship, and is recited on important days and family occasions.

The Qur'an is a book that has a profound influence on the human soul. Therefore, the Qur'an is a revelation from Allah Almighty which is used for worship either personally or in congregation, and

read in important days and family days. (Zaki Kirmani,2015). Allah swt in Q.S. Al-Ankabut/29:45, recommends always reading.

اَتْلُ مَا أُوحِيَ إِلَيْكَ مِنَ الْكِتَابِ وَأَقِمِ الصَّلَاةَ ۚ إِنَّ الصَّلَاةَ تَنْهَىٰ عَنِ
الْفَحْشَاءِ وَالْمُنْكَرِ ۚ وَلَذِكْرُ اللَّهِ أَكْبَرُ ۚ وَاللَّهُ يَعْلَمُ مَا تَصْنَعُونَ

Read what was revealed to you, namely the book (Quran) and establish prayer. Indeed, prayer prevents evil and evil (deeds). And indeed remembering Allah (prayer) is more (priority than other acts of worship). And Allah knows what you do.

From this verse, humans are told to read the book and study it in order to increase their knowledge and insight and avoid misleading actions in our lives, as instructed by the Koran, when you ask for something, you must do so with a pure, healthy, peaceful and prosperous heart. (Sayyid Quthb,2017).

Learning the Koran is included in National Education which is based on Pancasila in the first principle, Belief in the One Almighty God, the 1945 Constitution, Chapter XI, Article 29, paragraph 1 and is the constitutional basis containing the State is based on Belief in the One Almighty God and the State guarantees the freedom of each citizen to freely embrace their respective religion and worship according to their religion and beliefs.

Hadith is the second source of law after the Koran in Islam. Hadith are the words, actions and agreements of the Prophet Muhammad SAW which serve as guidance for Muslims. Hadith provide further explanation and interpretation of the teachings of the Koran, as well as being a source of inspiration and guidance in everyday life (Faza MB,2019). Therefore, understanding and applying hadith in contemporary Islamic education is very important in efforts to form good character in Muslim individuals.

The ability to read the Koran hadith is important for elementary school age students as a provision for understanding the verses of the Koran hadith. If students are able to read and memorize according to Tajweed rules, it will be easier for them to understand and practice the Al-Quran and Hadith (Abdul Hamid, 210).

The command to read provides understanding for humans to study and deepen the creation of Allah SWT, including the natural environment. It is found in the first verse of Q,S Al-Alaq, the first verse in the first revelation received by the Prophet Muhammad SAW through the angel Gabriel. It is so important to read the Koran and repeat it twice from the first series of revelations, so reading is a way of gaining knowledge to increase knowledge which is very important in human life. As a basis for someone to gain knowledge, they can do so by reading (Muhammad Bahkrul Munir, Hilyah Ashomi,2019).

Reading is a way to gain knowledge which is very important in human life. Q.S Al-alaq explains that people gain knowledge through reading (Ali Rohmad, 2020). The command to read, study, research, collect, and so on is linked to the name of your Lord. This understanding is a requirement so that it is required to read not just to do the reading but to be sincere in doing it, and to choose reading materials that do not lead to things that are contrary to the name of Allah SWT. The Qur'an provides an explanation of the virtue of reading the Qur'an must be accompanied by a sense of sincerity and the ability to choose the right reading materials. Reading the Qur'an is included in the second commandment of the first revelation, this command is combined with wa rabbuka al-akram. This verse is among other things an encouragement to increase interest in reading (Quraish Shihab,2017).

Reading interest is an important motivation that can foster enthusiasm and a passion for reading over a period of time. Interest has a significant impact on Quran reading activities. Students who are interested in something will read attentively because it is appealing to them, and it is easier to read well and fluently when accompanied by interest. A teacher's strategy for fostering enthusiasm in students is to facilitate reading and motivate them to pay close attention to reading lessons.

2. METHODS

This research was conducted at MTs DDI Majene as the research location. The research location was selected based on convenience and expected benefits, while still considering important factors in the study. This study used a qualitative research type. In qualitative research, the data collected are not numbers, but in the form of words or images. The data in question came from interviews, field notes, photographs, personal documents, and other documents. Therefore, in this study, the researcher used a descriptive approach. Descriptive research is research that describes what occurs in a particular environment or population, obtained by the researcher from subjects in the form of individuals, organizations, or other perspectives.

The data sources in this study include primary and secondary data. Primary data is data obtained directly from sources. The primary data in this study are Al-Quran and Hadith teachers. Secondary data, on the other hand, are readily available data, including library data, institutional profiles, and documents. The instruments used were several observation guidelines, interview guidelines, and documentation. From these instruments, the author then collected data through observation, interviews, and documentation. The data analysis technique used in this study was an interactive model analysis technique, namely: data collection, data reduction, data presentation, and drawing conclusions and verification (Margono, 2022).

3. FINDINGS AND DISCUSSION

The Approach Used by Al-Quran And Hadith Teachers To Increase Students' Interest In Reading Al-Quran And Hadith At MTs DDI Majene.

1. Habituation Approach

At MTs DDI Majene, the habit of reading the Quran is implemented, including the madrasah program. Every day before the lesson begins, all students are required to read the Quran and Hadith in their respective classes for 5 minutes. This is mandatory for all students at 7:30 a.m. sharp. Students must read the Quran and Hadith before entering class. This approach is intended to get students used to enjoying the Quran and Hadith. Until now, we have not tried using other approaches because this approach is already appropriate for the current implementation. Every day, a refresher is carried out during class hours starting with reading the Quran. This method can provide motivation to always read the Quran correctly.

Activities carried out daily, repeatedly and continuously will help students to be more active in reading the Qur'an and Hadith, although not all of them, but it is useful to increase it a little. If not yet active, at least they are willing to open and read the Qur'an and Hadith. This habituation is an educational process, when a practice is done regularly, thanks to this habituation, it will become a habit for those who do it, then it will become a tradition that is difficult to abandon. This is where the importance of habituation in the educational process.

Learning and getting into the habit of reading Al-Qur'an hadith is an effort to increase the experience of religious values to realize the quality of faith and devotion to Allah SWT. Increasing reading of the Al-Qur'an hadith aims to provide motivation, guidance, understanding, ability and appreciation of the content contained in the Al-Qur'an hadith so that it can be realized in daily behavior as a manifestation of faith and piety to Allah SWT.

2. Individual Approach

The individual approach is a fundamental assumption of Islamic education; the methods used differ from one method to another. The approach always focuses on the goal. Besides the habituation approach, the approach I often use tends to be individual, approaching students individually. During the habituation process, the Quran and Hadith teacher will identify those who are fluent and those who are not. Those who are not fluent will be taught the next day.

Then the direct supervisor and guide while motivating to get a (+) score, likewise for those who are already fluent, they will get a (+) score, so the enthusiasm to study harder with the provisions will be entered into the report card score, so that we can understand the background of the students both from a cognitive aspect and a psychomotor aspect.

The approach used to increase interest in reading the Quran and Hadith in madrasas is an individual approach with a private system. Teachers also gain a better understanding of each individual's interests and motivations through face-to-face meetings. Teachers are particularly skilled at implementing this approach in this school, and students are enthusiastic about carrying out their instructions. So far, progress has been made in getting these students used to it.

The approach taken by a teacher in the teaching and learning process, including an individual approach, is very effective and closer to understanding the conditions of students, especially reading the Quran and Hadith. The individual approach in improving Quran reading at MTs DDI Majene also includes reading activities in one of the religious extracurricular activities at the school. Students who are interested aim to fluent Students for those who are not fluent, we teach them individually outside of class hours and these extra-religious activities, for one, increase the value of reading skills.

The approach used by teachers at MTs DDI Majene is an important component in always referring to Islamic education which is based on the implementation of reading the Qur'an and Hadith which cannot be separated from Islamic Religious Education (PAI) lessons, namely when there is a component of teaching and learning the subject of the Qur'an and Hadith in addition to the material carried out during the learning process, extra implementation is also held around the school environment. The day of implementation is according to the agreement of students with the Qur'an and Hadith teachers outside of class hours.

Methods used by Al-Quran and Hadith teachers to increase students' interest in reading the Al-Quran at MTs DDI Majene.

The Al-Quran hadith learning process method requires extra guidance or more to introduce hijaiyyah letters and good and correct pronunciation of makhroj al-letters.

1. Drill Method

The drill method directs students to read according to the makhroj and the rules of recitation. Efforts made when teaching the Quran and Hadith to improve fluency often involve the use of the drill method. Before reading the Quran and Hadith, students are first given an example. After the example is completed, the students immediately imitate the reading. Students are asked to imitate the recitation. I do this repeatedly so that the students' tongues and mouths become accustomed to pronouncing the letters in the Quran and Hadith. During the lesson, the drill method, or practice, is used to improve fluency in reading the Quran and Hadith.

The Quran and Hadith teacher at MTs DDI Majene uses the drill method, paying close attention to the lesson. Using this method, students are seen to be very active in guiding them in reading the Quran and Hadith. The teacher seems to have tested the effectiveness of this method, specifically in increasing interest in reading the Quran and Hadith. The results obtained from this method motivated students to learn to read the Quran and Hadith. The drill method is commonly used in the learning process and is highly beneficial and motivating for learning.

2. Sorogan Method

In addition to the drill method, teachers also commonly use the sorogan method. After using the drill method, they use the sorogan method at the beginning of the lesson to assess learning outcomes at home. This method is typically used during Quranic and Hadith lessons, which require long periods of time, ensuring the appropriate time for the entire class. This method also yields positive results; some students don't see immediate significant improvements, but gradually improve.

This method provides a more critical approach to controlling students' reading fluency. Therefore, its implementation is combined with the drill method. A smart teacher is one who uses effective and

effective learning methods. The sorogan method is also suitable for development at MTs DDI Majene, as it offers significant benefits and is positive for increasing interest in reading the Quran and Hadith.

The current methods employed are only drill and sorogan, as those who observed the two methods combined yielded optimal results. Students are enthusiastic and motivated to read the Quran and Hadith, and their skill scores have improved. As stated, the results are also evident in the skill scores listed on teacher report cards. This is because the skill score is based solely on students' fluency in reading the Quran and Hadith.

The tutoring sessions typically last two hours. After reciting a prayer at the beginning of the lesson, Mr. Subarli typically uses a drill method. He typically reads the text first, then follows it through, repeating it until it's correct. Afterward, he's instructed to progress with guidance to assess our individual fluency. If we're not fluent, we'll have to repeat the lesson.

Quran and Hadith teachers use the sorogan and drill methods to improve student learning. This is more effective in schools because students can actively participate in the learning process. Both methods are implemented in madrasas, and bringing children to mosques provides more flexibility in evaluating student progress.

Supporting Factors Used by Teachers to Improve the Ability to Read the Qur'an and Hadith of Students at MTs DDI Majene

1. Facilities and infrastructure

Teachers utilize resources such as books in the library, mosque, and Iqro and Quran books. Students are also allowed to borrow and read when needed. Support through resources like the mosque and books makes students who enjoy reading the Quran even more enthusiastic. This is because we deeply care about and love the Quran.

Facilities and infrastructure can attract students' interest, they feel happy and proud if there are students who excel as hafiz and hafizah. Students have good morals as a reflection of frequently reading the Koran. After performing the midday prayer, we read it briefly to increase our interest in reading the Koran.

2. Extracurricular Activities

In addition to teaching during class hours, these classes are usually held outside of school hours. In other words, during hours other than Quranic lessons, there are extracurricular activities on Fridays at 4:00 PM WITA. We collaborate with religious leaders at the Madrasah to provide guidance for those who are not yet fluent. In this activity, students who are not yet fluent in reading the Quran and Hadith will receive guidance so they can read them fluently.

One way to improve students' religious literacy is through extracurricular activities, where students are guided until they are proficient. These extracurricular activities also help teachers monitor their progress in practicing reading fluency. Thus, students receive highly targeted guidance.

3. Student Motivation

Students' enthusiasm for learning, including the driving force behind achieving goals, will require reciprocal feedback between teachers and students, even if not everyone's Quran recitation is the same. When there is strong reciprocal feedback, the process will be easier and smoother.

Teachers contribute to fostering students' interest in reading the Quran and Hadith. Striving to foster this interest facilitates motivated students. This motivation also facilitates everything, producing students with noble character. Alhamdulillah, interest in reading the Quran and Hadith has increased, and the madrasah supports, facilitates, and facilitates this. This helps maintain the motivation to read and memorize the Quran and Hadith.

4. CONCLUSION

Increasing interest in reading the Qur'an and Hadith among MTs DDI students by using an effective and efficient approach. Teachers will design before the teaching and learning process takes place, Al-Qur'an and Hadith teachers design learning that is still classical in nature because students who can already read the Qur'an and Hadith will make it easier for teachers to create plans that suit the conditions and needs of students.

The strategy to increase students' interest in reading the Qur'an and Hadith at MTs DDI Majene uses supporting facilities and infrastructure to facilitate the process of reading the Qur'an, often participating in extracurricular activities, increasing students' interest and support or motivational guidance from parents.

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