

Teachers' Professionalism in Improving the Quality of Students' Reading and Memorization of the Qur'an

Wahyudi¹, Supriyoko², Dardiri Hasyim³

Nahdlatul Ulama University Surakarta, Indonesia

Email: wahyudiumarabdurrahman@gmail.com

Article Info	ABSTRACT
Keywords: Teacher Professionalism, Al-Qur'an Reading and Memorization, Teacher Development.	The purpose of this article is to explore teacher professionalism in improving the quality of students' reading and memorization. Teacher professionalism in learning includes pedagogical competence, mastery of effective learning methods, and skills in creating an effective and supportive learning atmosphere. This research identifies the challenges teachers face in teaching the Koran. Through a literature review approach, this research seeks to explore the relationship between teacher professionalism and student learning outcomes. The results of the study show that teachers who have high expertise in their field, and are able to develop approaches that suit the needs of differentiated students, can significantly improve the quality of students' reading and memorization. However, several challenges that teachers often face, such as lack of training competency, limited time and facilities, hinder the teacher's role. This research tries to provide this picture as well as provide recommendations for strengthening teacher professionalism through continuous training and strengthening policies that support more professional and effective teaching of the Koran.
This is an open access article under the CC BY license	Corresponding Author: Wahyudi E-mail: wahyudiumarabdurrahman@gmail.com



INTRODUCTION

Qur'an education has an important role in shaping the character and morals of Muslim individuals (Azzahra & Irawan: 2023). Learning the Qur'an not only serves as a means of practicing reading and memorization skills, but also as a means of building discipline, concentration, and spiritual depth. According to Quraish Shihab, the Qur'an is a guideline for life that provides guidance for mankind towards happiness in this world and the hereafter. Because Al-Quran education from an early age is very important, because it can instill a love for the noble values contained in it.

In the family environment, the crucial role of people is to introduce the Qur'an to children. The habit of reading and memorizing the Qur'an from an early age, supported by a Qur'anic family

environment can create a strong foundation for children's spiritual development. (Soleh & Suhendi: 2021) Emphasizing that parents' love for the Qur'an will be reflected in children's behavior, making the Qur'an an integral part of daily life.

In addition to the role of parents, the role of teachers is no less important in supporting the learning of the Qur'an in formal and informal environments. Teachers are not only tasked with teaching reading and memorization but also as facilitators, motivators, and inspirations for students, in this context, the professionalism of teachers is a key factor in determining the success of the learning process. (Omar, Malik 2001: 19). Law Number 20 of 2003 concerning the National Education System article 39 paragraph 2 the position of teacher is stated as a professional position, namely educators are professionals who are in charge of planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, as well as conducting research and research and community service, especially for educators in universities.

Teacher professionalism can be understood as a combination of technical competence, ethical commitment, moral responsibility and the ability to adapt to the needs of the times. Hargreaves (2000) explained that teacher professionalism is the ability to face global challenges and technological advances, by continuing to learn and adapt. The professionalism of a teacher also includes the ability to collaborate between individuals, colleagues and the educational community, so as to be able to produce capable students.

Teachers' professionalism in this case includes various aspects such as mastery of the material, pedagogical skills, communication skills and dedication to the profession. (Mulyasa, 2009: 37) A teacher must be able to create a fun and conducive learning atmosphere, differentiate, provide feedback, motivate, and build good relationships with students. (Sihombing et al., n.d.). Professional teachers do not only rely on conventional methods but are able to develop and align with student needs, so that the learning provided can be easily understood by students. According to Kariyoto in his book quoted by Afnibar explained that there are three levels of teacher professionalism, the first level is capable personal meaning that teachers have the right knowledge to manage the learning process, the second level is teachers as innovators, namely commitment to renewal and dissemination of new ideas, and the third level is teachers as developers, in the sense that teachers have a far-ahead vision in answering the challenges of change.

Unfortunately, the challenges faced by tahsin and tahfidz teachers are very complex. Many teachers experience limitations such as professional competency training, access to educational resources, and institutional support. In addition, the administrative burden often reduces the teacher's time to focus on learning. (Purba & Sihotang, 2024). This is certainly an indication of the need for the intervention of policy makers and many parties to jointly develop teacher professionalism by providing

support such as continuous training, the development of supportive policies, and the improvement of educational facilities.

Concrete steps are needed to address this problem, such as expanding teachers' access to technology competency-based training programs, increasing education budget allocations, especially religious education, and strengthening collaboration between educational institutions and the government in providing conducive learning services. In addition, entering industry 5.0, the use of technology-based programs such as interactive learning, can help teachers overcome resource and time limitations, for this reason digital literacy training is important to be carried out.

This research focuses on the influence of teachers' professionalism in improving the quality of reading and memorization of the Qur'an. The complexity of education, especially education today, requires teachers to be able to differentiate in order to be able to adapt to the needs of each individual student. This research seeks to contribute to the development of Qur'an education in Indonesia, thus providing a critical study related to the professionalism of Qur'an teachers.

METHOD

The method chosen in this study is the literature method. (Zed 2008,) This approach involves analyzing and synthesizing relevant literature to gain in-depth insights into teachers' professionalism in improving Reading and Memorization Quality. The methodology used includes a detailed and structured analysis of relevant and quality literature in the field. The first step of this research is to identify and collect reading materials in the form of scientific journals indexed by SINTA and Scopus, scientific articles, textbooks, and other publications that cover various aspects of teacher professionalism.

The data collection process is carried out systematically through online data searches, libraries and other sources. Snowball sampling techniques are also applied to find additional literature through relevant reference lists. (Sugiyono, 2013). Once the data is collected, the analysis is carried out with a structured approach. The literature found is categorized based on main themes such as teacher competence, teaching methods, and challenges in learning the Qur'an. The results of this were then synthesized to provide in-depth insights into the influence of teacher professionalism on the quality of students' reading and memorization of the Qur'an.

The results of the study are presented in a descriptive analytical manner, highlighting the relationship between teacher professionalism and the quality of students' reading and memorization, as well as providing recommendations to practitioners so as to produce valuable literature contributions for practitioners, researchers, and policymakers in this field.

RESULTS AND DISCUSSION

This study shows that teacher professionalism has a significant influence on the quality of students' reading and memorization of the Qur'an. In many studies, several aspects of professionalism as a teacher must be fulfilled to achieve teacher professionalism. (Nawawi, et al. 2021) said that indicators of teacher professionalism include mastery of educational knowledge, developing learning programs, implementing teaching programs, assessing a teacher's *self-esteem*, teachers' attitudes towards themselves and others, having a good personality, and teacher welfare. This is the main indicator of a teacher's professionalism in improving the quality of reading and memorization of students.

Teachers' professionalism plays a significant influence on the quality of students' reading and memorization. Professional teachers are not only teaching material but are able to support student development holistically. These results also highlight the importance of professionalism not limited to the individual success of students, but the development of overall learning of the Qur'an. Professional teachers are able to shape students not only good at reading and memorization, but also further than that, but also able to internalize the value of the Qur'an, so that teachers as second parents can help students form intellectually, morally, and more spiritually.

This professionalism is absolutely owned by teachers to achieve significant learning outcomes. Sugiarto & Sutikno (2020) explained that in their research, the competence of teachers and the methods applied – in this study using the ummi method – had a significant influence on students' ability to read the Qur'an by 68.8% and the rest were determined by other factors. Therefore, the professionalism of a teacher is absolute to get maximum results. The better the competence of a teacher, the better the student's reading ability.

In several studies, such as the research conducted by (Ansori, et al., 2023), professional teachers are able to use various strategies to improve the quality of students' reading and memorization. One of the important strategies to use is the method of teaching reading and memorization. This method has significant results. This variety of learning methods can also stimulate students to be more active in learning. In this study, using the talaqqi method which emphasizes direct interaction between students and teachers, can accurately ensure student learning outcomes in the form of reading and memorization. In other studies with different methods, the use of the halaqah

method can increase students' motivation to learn, the use of this method consistently can increase giving significant results. (Shah, et al., 2024).

In addition to improving the quality of reading and memorization, a teacher who reads and memorizes the Qur'an is also required to also be able to develop students' spirituality and morals. (Azzahra & Irawan: 2023) explained that improving students' spirituality is a challenge for a teacher. By studying the Qur'an, teachers are able to encourage students to be able to improve their devotion, morals, faith, and also revolutionize students' mentality. So the teacher's task is not only to improve reading and memorization, but also to refine feelings. This is the focus of Qur'an education. Student morals are the most important thing to pay attention to besides abilities and results.

Of the various methods used by teachers, many of them have succeeded in improving the quality of reading and memorization of students. However, there are several things that need to be considered, namely the teacher's knowledge of the method applied. (Sihombing & Hakim, 2020) emphasizes that one of the indicators of teacher professionalism is teachers' knowledge of the right teaching methods. Therefore, a teacher in teaching reading and memorizing the Qur'an, it is important to master various learning methods. From the literature, the ability of teachers to vary these various methods is important to provide maximum learning results of the Qur'an.

Research conducted by Amaliyah Tunnaimah F.R. on the application of the 3T+! M (*Talqin, Takrar, Tasmi' and Muroja'ah*) has a significant influence on the quality of reading and memorization of students specializing in tahfidz MTsN 2 Jakarta. It is very important then for a teacher to learn various learning methods to help students improve the quality of reading and memorization

In addition to mastery of learning methods, mastery of technology in teaching is no less important. The integration of teaching methods with the use of technology such as interactive videos and simulations, can help students understand the concept of learning the Qur'an. For example, *the makhorijul letter* animation can provide students with a visualization of how to pronounce certain letters. In simple terms, mastery of technology cannot be separated from teachers in encouraging students to learn the Qur'an.

The use of simple local resources can also be another solution for teachers to create learning aids. Such as letter cards from scrap materials or simple pictures to help students understand the material. This tool allows teachers to provide media-based learning that is environmentally friendly

and also cheap because it is common knowledge that the salary of a teacher is very minimal, especially a teacher learning the Qur'an.

In addition to the importance of the competency base, a teacher certainly also acts as a motivator for his students. This means that a teacher must be able to encourage students to learn to read and memorize the Qur'an. (Muntaqo & Fitriana, 2018) explained that one of the important strategies to increase interest in reading and memorizing the Qur'an is to provide motivation. The motivation of teachers is in the form of strengthening advice to their students that it is very important to study the Qur'an for daily life.

Then the question is how effective it is to motivate students. In various related studies such as research conducted (Mustofa, 2020) said that providing motivation has a positive influence on student learning outcomes. Providing motivation has an impact on the formation of students' trust in teachers. This is in accordance with previous research conducted by (Waliyah, 2018) he concluded that there is a positive and significant influence between students' motivation and memorization ability.

To increase the effectiveness of learning to read and memorize the Qur'an, collaboration between teachers, parents and students is also very important. Teachers can involve parents in supporting reading and memorization activities at home. Parents can help students do muroja'ah reading and memorization at home before or after studying with teachers, besides that teachers can also facilitate regular communication with parents to support student development and provide advice related to effective learning methods for students.

However, with the competence of qualified teachers above, there is one area that has not been paid much attention to. One of them is the mastery of teaching materials that include the theory of learning the Qur'an. Mastery of the theory of *makharijul letters, sifatul letters, gharib al Qur'an*, and basic tajweed practice. (Nawawi, et al. 2021). Many of the teachers have not mastered the theory of lessons related to learning the Qur'an. Basically, teachers are good at practice, but the deepening of theory is not enough for many of them.

These challenges are a result of a lack of access to relevant training. The lack of opportunities to develop skills through continuous training is faced by many teachers of tahsin and tahfidz of the Qur'an. There are not many government programs that can be used as a crater for the preparation of professional tahfidz teachers. It should be the main focus on the development of tahfidz teacher competencies by various parties, especially the government and related institutions, so that the quality

of tahfidz teachers can be well maintained. (Rahmawati, et al., 2020) explained that teacher professionalism can be formed through *lesson study*. The important meaning is then to facilitate teachers in their learning to provide opportunities for teachers to explore creativity and improve their competence. It is unfair if we demand satisfactory results when the competence of Qur'an teachers is less of a concern.

Seeing the lack of professional training for Qur'an teachers, many related institutions have not prioritized teacher skill development. The education budget is more drained on infrastructure development or equipment procurement, while competency development is neglected. In addition, the government's policy regarding the training of Qur'an teachers is also inconsistent. In addition to the lack of opportunities to develop competencies, the workload of teachers is also very high. Usually in formal schools and Islamic boarding schools, teachers who read and memorize the Qur'an are also regular teachers who are charged with school administrative duties. Research (Ramdhani & Ramli, 2024) found that teachers' administrative burden has a negative influence on teachers' teaching intensity.

In addition to increasing the capacity of teachers who have received less attention, the assimilation of technology-based Qur'an learning has also not reached a good level of integration. Conventional learning that overrides technology leads to failure in achieving the goals of learning the Qur'an. The research findings of Juli Amaliya Nasucha explained that learning can be done using any technology. Including app-based Android technology. This finding is proof that the integration of education, especially the Qur'an, requires the presence of technology as a support for the success of learning the Qur'an.

This increase in professionalism can be an alternative solution and priority for related agencies. This is very important because improving teachers' abilities can basically help teachers in mastering learning media and technology. Therefore, it is important for the government in particular and also educational institutions such as universities, Islamic boarding schools, madrasas and related agencies to increase the professionalism training of teachers in memorizing and reading the Qur'an, both offline and so that it can be accessed by memorization teachers anywhere. Improving this competency is a priority because of its direct impact on the quality of learning.

In this kind of condition to improve the professionalism of teachers, one of them is to hold workshops, training, or mentoring for tahfidz teachers. Moreover, assistance in the integration of

media into learning the Qur'an. As with formal education teachers, skills education for teachers also needs to be held. It is important to then carry out prophetic certification for tahsin and tahfidz teachers of the Qur'an. So more attention to this kind of profession must be increased.

CONCLUSION

The professionalism of AL-Quran teachers can have a good impact on the quality of reading and memorization of students. The application of good strategies and good pedagogical skills are absolute requirements for a teacher of the Qur'an. But besides that, more support must be given to Qur'an teachers, both financially, competency development, certification and other assistance so that teachers can improve students' abilities properly. Synergy is needed between all parties so that the profession of Qur'an teachers can be seen as a profession equal to the teaching profession in general, so that later it will be able to create a Qur'anic generation.

REFERENCE

- Ansori, M. A. (2023). TEACHERS' EFFORTS IN IMPROVING THE QUALITY OF MEMORIZATION OF THE QUR'AN JUZ 30 TAHFIDZ SUBJECTS THROUGH THE TAHFIDZ TALAQQI METHOD FOR CLASS X STUDENTS AT MA MAARIF BUMIRESTU. *TARBIYAH JOURNAL: Journal of Teacher Training and Education*, 1(1).
- Arief, M., Saleh, M., Amin, S. J., Hamdanah, H., & Saepudin, S. (2024). TEACHERS' COMPETENCE IN IMPROVING QUR'AN MEMORIZATION ABILITY IN LEARNING QUR'AN HADITH FOR MAN 2 PAREPARE STUDENTS. *Journal of Education and Teaching Review (JRPP)*, 7(2), 5512-5520.
- Arifin, Z., & Yaqin, A. (2022). The Influence of Teacher Professionalism on Student Learning Achievement. *Indonesian Education Bulletin*, 1(02), 39-45.
- Azzahra, L., & Irawan, D. (2023). The importance of introducing the Qur'an from an early age through Islamic religious education. *Definition: Indonesian Journal of Education (PJPI)*, 1(1), 13-20.
- Basri, M. (2024). IMPROVING CHILDREN'S MEMORIZATION OF THE QURAN THROUGH THE RAMADAN PROGRAM AT THE MUHALLA IKHWANIAH. *Journal of Pema Tarbiyah*, 3(2), 38-47.
- E. Mulyasa, *Becoming a Professional Teacher Creating Creative and Fun Learning*, (Bandung, PT.

Remaja Rosdakarya, 2009), p, 37.

FaiqoTurrizqiyah, A. T. Application of the 3T + 1M Method (Talqin, Takrir, Tasmi', Muraja'ah) in Improving the Quality of Qur'an Memorization in Tahfizh Specialization Students Group A at MTsN 2 Jakarta (Bachelor's thesis, Jakarta: FITK UIN Syarif Hidayatullah Jakarta).

Fitriani, Z. (2018). PAI teachers' strategies in increasing interest in reading and memorizing the Qur'an in students at 31 Pagaram State Elementary School. *Muaddib: Islamic Education Journal*, 1(1), 53-62.

Hakim, A., Garancang, S., Chalik, S. A., Syarifuddin, E., & Ahmad, M. (2023). Assistance and Training in Memorizing the Qur'an to Develop the Tahfiz Program at the Sultan Hasanuddin Islamic Boarding School, Gowa. *KHIDMAH: Journal of Community Service*, 3(2), 115-121.

Hargreaves, A. (2000). Four ages of professionalism and professional learning. *Teachers and Teaching: Theory and Practice*, 6(2), 151-182.

HUSIN, A., Natuna, U., Hidayat, M. R., ZALISMAN, Z., & WISMANTO, W. (2023). The Government's Efforts to Improve the Quality of "Professional Teachers" in Facing Education in the Era of Disruption. *HIKMAH: Journal of Islamic Education*, 12(2), 241-251.

Joni, R., Rahman, A., & Yanuarti, E. (2020). Village Religion Teachers' Strategies in Improving the Ability to Read the Quran of Village Residents. *JOEAI (Journal of Education and Instruction)*, 3, 59-74.

Muntaqo, R., & Fitriana, N. (2018). The Effectiveness of the 30-Day Quarantine Program in Memorizing the Qur'an 30 Juz at PP Miftahul Huda Wonosobo. *AL QUDS: Journal of Qur'an and Hadith Studies*, 2, 173-186.

Murtaqiatusholihat, M., Ali, M., & Hernawan, A. H. Training on the Simple Evaluation Recitation Method (TES) to Improve the Competence of Qur'anic Tahfidz Teachers. *DWIJA CENDEKIA: Journal of Pedagogic Research*, 7(1), 474-484.

Mustafa, M. (2020). The Effect of Memorization Methods and Student Learning Motivation on the Achievement of Memorizing the Qur'an. *Alim*, 2(2), 165-184.

Nawawi, S. S., Nasir, N. F., Shah, M., & Zaqiah, Q. Y. (2021). Improving the Professionalism of Al-Qur'an Teachers in Integrated Islamic Elementary Schools. *Journal of Pendas Horizons*, 7(2).

- Purba, A. A., & Sihotang, H. (2024). The Effect of Teacher Administrative Obligations and the Teaching and Learning Process on the Learning Outcomes of SDS 019 Austine Students. *JIP-Scientific Journal of Education*, 7(5), 4396-4402.
- Ratnawati, D., Abidin, A. Z., & Zulfikar, E. (2020). Problems of learning the Qur'an in the industrial era in the Indonesian context. *Potentiala: Journal of Islamic Education*, 6(1), 72-92.
- Sholeh, N. S. M., & Suhendi, H. (2021). Parenting Patterns Shape Children to Love the Quran through Memorization of the Quran from an Early Age. *Aulad: Journal on Early Childhood*, 4(1), 53-58.
- Sihombing, R. M., & Hakim, R. (2020). Teachers' Professionalism in Improving the Ability to Read the Qur'an for Students at MTsN 1 Kota Sungai TFull Kerinci. *At-Tarbiyah: Journal of Islamic Education*, 11(2), 74-92.
- Sugiarto, A. (2020). The Influence of Teachers' Professional Competence and the Use of the Ummi Method on the Ability to Read the Qur'an Siwaa. *An Naba*, 3(2), 150-163.
- Sugiyono, D. (2013). Educational research methods are quantitative, qualitative and R&D approaches.
- Syah, M., Nurmalina, N., & Hanafi, I. (2024). The Effect of the Halaqoh Method on the Reading and Memorization of the Quran for Grade III Students of SD Tahfiz Al-Fatih. *Journal of Intellectual Persons Scholars*, 1(8), 3975-3983.
- Zed, M. (2008). Literature research methods. Indonesian Pustaka Obor Foundation