

Guidance Strategy for Strengthening Al-Quran Reading at Elementary Madrasah Level

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Abstract: *Learning to read the Qur'an in Madrasah Ibtidaiyah (MI) still faces various obstacles, such as limited teacher competence, lack of learning time, and minimal support for ongoing guidance at home. This study aims to explore effective guidance strategies in improving the ability to read the Qur'an while strengthening the formation of students' religious character. The research method uses literature studies, by analyzing various studies and theories related to Al-Qur'an learning strategies in Madrasah Ibtidaiyah (MI). The results of the study show that the Qiro'ati and Tilawati methods have proven effective, but a holistic approach is needed that integrates technical skills and spiritual values. Synergistic support between teachers, parents, and schools is also an important factor for the learning process to run optimally. This study emphasizes the importance of developing a more structured curriculum and teacher training to improve the quality of teaching. Further research is recommended to explore technological innovations in supporting Al-Qur'an education in Madrasah Ibtidaiyah (MI).*

Keywords: *Guidance Strategy, Reading the Qur'an, Elementary Madrasah (MI).*

Abstrak: Pembelajaran membaca Al-Qur'an di Madrasah Ibtidaiyah (MI) masih menghadapi berbagai kendala, seperti keterbatasan kompetensi guru, kurangnya waktu pembelajaran, dan minimnya dukungan bimbingan berkelanjutan di rumah. Penelitian ini bertujuan untuk menggali strategi bimbingan yang efektif dalam meningkatkan kemampuan membaca Al-Qur'an sekaligus memperkuat pembentukan karakter religius siswa. Metode penelitian menggunakan studi literatur, dengan menganalisis berbagai penelitian dan teori terkait strategi pembelajaran Al-Qur'an di Madrasah Ibtidaiyah (MI). Hasil penelitian menunjukkan bahwa metode Qiro'ati dan Tilawati terbukti efektif, namun diperlukan pendekatan holistik yang mengintegrasikan keterampilan teknis dan nilai spiritual. Dukungan sinergis antara guru, orang tua, dan sekolah juga menjadi faktor penting agar proses pembelajaran dapat berjalan maksimal. Kajian ini menekankan pentingnya pengembangan kurikulum dan pelatihan guru yang lebih terstruktur untuk meningkatkan kualitas pengajaran. Disarankan penelitian selanjutnya untuk menggali inovasi teknologi dalam menunjang pendidikan Al-Qur'an di Madrasah Ibtidaiyah (MI).

Kata Kunci: Strategi Bimbingan, Membaca Al-Qur'an, Madrasah Dasar (MI).

Introduction

Social phenomena show that the ability to read the Qur'an among students of Madrasah Ibtidaiyah (MI) still faces various obstacles. There are still many students who have difficulty in mastering reading with proper tajwid and pronouncing the hijaiyah letters correctly (Putri Sayekhti & I Zahra, 2020) . This situation is a serious concern because Qur'an literacy is an integral part of the formation of students' religious character, as expected in Islamic education (Mahfuzdoh et al., 2023) . Ironically, although various strategies have been implemented by teachers and educational institutions, the achievement of strengthening Qur'an reading in several Madrasah Ibtidaiyah (MI) has not been fully optimal.

In the literature, although there are several studies discussing Al-Qur'an learning strategies, the focus on a systematic approach in guidance to strengthen Al-Qur'an reading at the MI level is still limited. Previous studies have emphasized more on the general aspects of religious character education (Salsabila, 2023) ; (Mahfuzdoh et al., 2023) or the application of certain methods such as Qiro'ati and Tilawati (Putri Sayekhti & I Zahra, 2020) ; (Supriyanto & Nisak, 2024) . However, specific discussions on holistic guidance strategies that are relevant to Madrasah Ibtidaiyah (MI) have not been widely found.

This article attempts to offer a solution to these limitations by initiating a guidance strategy to strengthen reading the Qur'an in Elementary Madrasahs (MI). The purpose of this study is to formulate practical steps that can be implemented by teachers and Elementary Madrasahs (MI) institutions in strengthening students' ability to read the Qur'an effectively and sustainably. This strategy is important because the ability to read the Qur'an is not only a technical skill, but also functions as a foundation for the formation of students' morals and spiritual values (Sufia et al., 2023). With the right guidance strategy, it is hoped that a more conducive and focused learning environment will be created to support mastery of reading the Qur'an. In addition, this strategy is relevant to efforts to strengthen character education which is part of the national education vision in Indonesia (Abidin et al., 2021) ; (Sani & Kadri, nd)

This research is expected to provide practical contributions for teachers and managers of Madrasah Ibtidaiyah (MI) in designing a more effective and contextual Al-Qur'an reading guidance program. This is in line with the objectives of madrasah education to not only improve academic competence, but also to shape students' personalities with noble and religious morals.

Research methods

This study uses a qualitative approach with a literature study method (*library research*), which focuses on in-depth understanding and critical analysis of concepts, theories, and research results related to guidance strategies in strengthening Al-Qur'an reading at the Elementary Madrasah Institution (MI). The qualitative approach was chosen because this study does not focus on collecting empirical data in the form of numbers or statistics, but rather on exploring the concepts and practices of Islamic education, especially in Al-Qur'an reading guidance which is associated with the formation of students' religious character. Through this approach, the study aims to interpret the phenomenon in depth based on the analysis of secondary data obtained from various academic literature.

The literature study method aims to identify and map the ideas and approaches that have been proposed and implemented in Al-Qur'an education at the Elementary Madrasah Institution, including best practices that are relevant to fostering students' religious character. This step allows researchers to dig deeper into various approaches that have been proven effective and identify gaps or limitations from previous studies. The results of this identification are expected to provide more appropriate and contextual recommendations to be implemented at the Elementary Madrasah Institution. The use of the literature study method is considered effective for exploring secondary data, namely data that is not obtained through direct observation or experiments, but from the results of previous research, books, scientific articles, and journals that are relevant to the topic.

Through literature study, researchers can explore various perspectives on how the strategy of Al-Qur'an reading guidance is applied in Islamic education and how the practice plays a role in strengthening students' characters. The use of data from credible sources, such as indexed journals and influential academic literature, helps maintain the validity and accuracy of the results of this study, so that they can be relied on in compiling the proposed new strategy framework.

This method is not only effective in understanding the phenomenon in depth, but also supports the research objective in providing a relevant and applicable strategic framework for guidance practices in Elementary Madrasah Institutions. Through the collection and analysis of data from previous research results that have been tested, the literature study method provides a broader and richer perspective, because the data analyzed has gone through a scientific verification process and has relevance in the context of Islamic education. Thus, this approach allows researchers to provide more informative suggestions, both for education practitioners and for MI who want to strengthen the character building and literacy of students' Al-Qur'an.

The data sources in this study come from scientific journals, books, and articles relevant to the topics of Islamic education, guidance on reading the Qur'an, learning strategies in Madrasah Ibtidaiyah (MI), and religious character education. Some of the main references include research discussing the Qur'an learning

method (Putri Sayekhti & I Zahra, 2020) ; (Supriyanto & Nisak, 2024) , strategies for strengthening student character (Mahfuzdoh et al., 2023) ; (Salsabila, 2023) , and literacy studies in the Madrasah Ibtidaiyah (MI) environment (Syahrani et al., 2022) ; (Abidin et al., 2021) .

To ensure validity and reliability, this study only uses sources that have academic reputations, such as indexed journals and recognized books in the field of Islamic education. The researcher also conducted *cross-referencing*, which is comparing findings from various literatures to avoid interpretation bias.

Results and Discussion

The results of the study indicate that the guidance strategy for strengthening Al-Qur'an reading in Madrasah Ibtidaiyah (MI) requires an integrated approach that includes learning methods, teacher involvement, and strengthening student character. Findings from various literature indicate that several methods such as Qiro'ati (Putri Sayekhti & I Zahra, 2020) and Tilawati (Supriyanto & Nisak, 2024) have been used effectively in several Madrasah Ibtidaiyah Institutions to improve the ability to read the Al-Qur'an. However, the effectiveness of this method is still limited due to several obstacles, such as limited learning time, lack of special competence among teachers, and the absence of ongoing guidance in the home environment. This situation shows that in addition to mastering technical aspects, continuous guidance is needed so that students can understand and live the Al-Qur'an as part of their religious personality.

In character education, this study also found that mastery of reading the Qur'an has an important role in the formation of noble morals and religiosity of students (Mahfuzdoh et al., 2023) ; (Sufia et al., 2023) . This study emphasizes the importance of guidance strategies that include the spiritual and emotional aspects of students, so that learning to read the Qur'an is not only mastering the text, but also forming a positive character. Support from parents and schools in Qur'an guidance activities greatly influences the development of better student character, as explained in the concept of literacy education that emphasizes a holistic approach. Al-Qur'an literacy education in this case has a dual function, namely honing technical skills while instilling spiritual values. This finding is in line with the theory of literacy learning which emphasizes the importance of a holistic approach, namely not only focusing on technical skills but also on character formation (Abidin et al., 2021) .

This study also found that synergistic support from teachers, schools, and families is very important in creating a learning environment that supports the development of students in Al-Qur'an literacy and forming a conducive learning environment that greatly influences the success of religious learning. This is in accordance with the theory of literacy education that emphasizes collective cooperation and motivation, which allows students to get positive encouragement

in their learning activities. Al-Qur'an literacy education not only functions as a means of mastering texts, but also as a medium to instill spiritual values and strengthen faith (Tholkhah, 2016).

Various previous studies also stated that the effectiveness of Al-Qur'an reading guidance in Madrasah Ibtidaiyah (MI) is influenced by varied learning methods and the teacher's ability to motivate students (Supriyanto & Nisak, 2024). Therefore, a comprehensive guidance strategy needs to combine creative methods, such as Qiro'ati and Tilawati, with a character education approach based on Islamic values and with the instillation of Islamic values that are rooted in the cognitive and affective aspects of students (Mahfuzdoh et al., 2023).

Based on the results of the literature synthesis, it can be interpreted that the success of the guidance program does not only rely on technical reading skills, but also on efforts to foster students' love for the Qur'an. This strategy includes a motivational and emotional approach so that students are more motivated and enthusiastic about learning the Qur'an. In addition, strengthening the reading of the Qur'an in Elementary Madrasah Institutions also requires the involvement of various parties, namely teachers, parents, and educational institutions. Teachers not only act as teachers, but also as spiritual guides are very important to direct students in internalizing the meaning and values in the Qur'an which have an impact on the formation of religious character. In addition, support from parents at home is very important so that students can continue to practice and practice reading skills outside the school environment. This finding also confirms that an effective guidance program must pay attention to the motivational and emotional aspects of students, so that it does not only emphasize reading skills, but also fosters students' love for the Qur'an. This is in line with educational theory that integrates cognitive and affective approaches in religious learning (Sani & Kadri, nd).

This study has several limitations. First, because it uses a literature study method, there is no direct empirical data in the form of interviews or observations in the field. This limitation makes the study rely entirely on the available literature, so it cannot dig deeper into the specific dynamics in each Madrasah Ibtidaiyah (MI). Second, some of the literature analyzed focuses more on certain teaching methods, such as Qiro'ati or Tilawati, so there are limitations in explaining other methods that may be relevant, although there are other methods that may be effective in practice in Madrasah Ibtidaiyah institutions. In addition, this study has not explored in detail the role of technology in strengthening the reading of the Qur'an, although the use of digital media and applications has begun to develop in religious education in elementary schools as a modern and interesting learning alternative for students. This limitation can be a concern for further research that wants to explore the use of technology in Al-Qur'an education.

Based on these findings, this study provides an important contribution to the development of Qur'an education strategies in Madrasah Ibtidaiyah (MI).

Conceptually, this study highlights the importance of integration between technical reading skills and character building, which is relevant in the context of Islamic religious education. Practically, this study provides direction for Madrasah Ibtidaiyah institutions to develop guidance programs that not only teach reading skills, but also instill spiritual values and positive characters to students, so that learning the Qur'an becomes more meaningful.

The implication of the results of this study is the need for a collaborative approach in religious education in Madrasah Ibtidaiyah, involving the involvement of teachers, parents, and schools. This collaboration can be realized through the development of a more structured curriculum and more adequate time allocation for learning the Qur'an. In addition, the results of this study encourage educational policies in Madrasah Ibtidaiyah institutions that focus more on a holistic and contextual approach, where students are not only proficient in reading, but are also able to internalize and apply the values of the Qur'an in everyday life.

For further research development, it is suggested that subsequent research can conduct field studies to identify real challenges in Madrasah Ibtidaiyah institutions and develop innovative approaches involving digital technology in learning the Qur'an. Technology has the potential to provide more flexible independent learning access for students, especially in the context of religious education that requires continuous interaction and guidance. Thus, the findings of this study, along with recommendations for future research, are expected to enrich more effective and comprehensive Qur'an reading guidance strategies in Madrasah Ibtidaiyah, as well as improve the quality of Islamic education in this institution.

Conclusion

This study concludes that the guidance strategy for strengthening reading the Qur'an in Madrasah Ibtidaiyah (MI) requires a holistic approach that includes technical reading skills and fostering students' religious character. Methods such as Qiro'ati and Tilawati have proven effective in improving reading skills, but challenges such as limited teacher competence, minimal ongoing guidance at home, and limited learning time are still major obstacles. Synergistic support between teachers, parents, and schools is needed so that learning not only produces reading skills, but also fosters students' love for the Qur'an as a guide to life. This finding confirms that reading the Qur'an in MI must be more than just an academic activity, but must also include character building so that students can internalize Islamic values in everyday life.

The main contribution of this study is its emphasis on the importance of collaborative work between schools, teachers, and parents. The practical implications are the need to develop a more structured curriculum, training for teachers, and sufficient time allocation for regular Quran reading practice. This study can serve as a reference for Madrasah Ibtidaiyah in developing strategies for

strengthening character education based on Quran learning, which aims not only to improve technical reading skills, but also to strengthen students' noble morals.

The limitations of this study lie in the method used, namely literature study, without collecting empirical field data such as interviews or observations. This makes the study only able to analyze findings from existing literature, so it does not fully describe the specific context that may differ in each Elementary Madrasah Institution. In addition, the role of technology in supporting Al-Qur'an education has not been explored in depth, even though technology has significant potential to support more independent and flexible learning.

As a recommendation, further research is expected to conduct field studies to identify concrete challenges faced by teachers and students in learning the Qur'an in MI, especially in terms of support and motivation from the school and family environment. In addition, future research can explore technology-based innovations, such as interactive applications or digital learning media, which can help students learn to read the Qur'an independently or as a complement to learning at school. This approach can also be a solution for students who have limited formal learning time at school.

Thus, this research and further research are expected to enrich the strategy of guidance in reading the Qur'an which is not only technically effective, but also supports the formation of students' religious character as a whole. It is expected that this research can also contribute to the development of curriculum and education policies in Elementary Madrasah Institutions, and can also improve the quality of Islamic education and form a generation that is not only proficient in reading the Qur'an, but also makes its values a guide to life.

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