

Analysis of Factors Influencing Students' Ability to Read the Qur'an

Amin Abdul Hakim¹, Ruslan²

abd.alhakim99@gmail.com¹, skwruslan1@gmail.com²

Universitas Islam Negeri Siber Syekh Nurjati Cirebon^{1,2}

Abstract: *The low ability to read the Qur'an in Indonesia, especially among students, is a concern for the Muslim community itself. This study aims to analyze the factors influencing students' ability to read the Qur'an using a literature review method based on various global studies. The results show that students' Qur'anic reading ability is influenced by several main factors, including the teaching methods applied, mastery of tajwid, the role of teachers, students' motivation and interest, as well as support from family and the social environment. The availability of learning facilities also serves as an important supporting factor, while educational background and previous learning experiences contribute positively. Conversely, lack of tajwid mastery, ineffective teaching methods, low motivation, and minimal support from family and environment are identified as inhibiting factors. These findings highlight the importance of synergy between appropriate teaching methods, strengthening tajwid mastery, environmental support, and student motivation to improve Qur'anic reading skills. This review is expected to serve as a reference for developing more adaptive and effective Qur'anic learning strategies in various educational contexts.*

Keywords: *Qur'anic reading ability, supporting factors, literature review, teaching methods, tajwid.*

Abstrak: Rendahnya kemampuan membaca Al-Qur'an di Indonesia khususnya di kalangan siswa menjadi keprihatinan sendiri bagi masyarakat muslim itu sendiri. Penelitian ini bertujuan untuk menganalisis faktor-faktor yang mempengaruhi kemampuan membaca Al-Qur'an siswa dengan menggunakan metode kajian pustaka dari berbagai penelitian global. Hasil telaah menunjukkan bahwa kemampuan membaca Al-Qur'an siswa dipengaruhi oleh sejumlah faktor utama, antara lain metode pembelajaran yang digunakan, penguasaan ilmu tajwid, peran guru, motivasi dan minat belajar siswa, serta dukungan keluarga dan lingkungan sosial. Ketersediaan sarana dan prasarana pembelajaran juga menjadi faktor pendukung penting, sementara latar belakang pendidikan dan pengalaman belajar sebelumnya turut memberikan kontribusi positif. Sebaliknya, kurangnya penguasaan tajwid, metode pembelajaran yang kurang efektif, rendahnya motivasi, serta minimnya dukungan keluarga dan lingkungan menjadi faktor penghambat. Temuan ini menegaskan pentingnya sinergi antara metode pembelajaran yang tepat, penguatan penguasaan tajwid, dukungan lingkungan, dan motivasi siswa untuk meningkatkan kemampuan membaca Al-Qur'an. Kajian ini diharapkan dapat menjadi referensi dalam pengembangan strategi pembelajaran Al-Qur'an yang lebih adaptif dan efektif di berbagai konteks pendidikan.

Kata kunci: Kemampuan membaca Al-Qur'an, faktor pendukung, kajian pustaka, metode pembelajaran, tajwid.

INTRODUCTION

The ability to read the Qur'an is one of the fundamental aspects in Islamic religious education which is a benchmark for the success of religious development of students at various levels of education. Reading the Qur'an is not just an activity of reading text, but also includes understanding the rules of tajwid, correct pronunciation of makharijul huruf, and instilling the spiritual values contained therein. Therefore, efforts to improve the ability to read the Qur'an in students are a major concern in the world of Islamic education, both in formal and non-formal school environments.

Various studies have shown that the level of ability to read the Qur'an of students in Indonesia varies greatly, influenced by a number of internal and external factors. In one of the studies conducted by the Indonesian Ministry of Religion, delivered by the Minister of Religion Fachrul Razi in 2022. He said: "Our current data shows that 65% of Muslims in Indonesia are still illiterate in the Qur'an. Ramlah Hakim's study (2007) in South Sulawesi, for example, found that although Islamic traditions in society are very strong, modernization and changes in lifestyle have also influenced the interest of the younger generation in studying the Qur'an. The study also highlighted that the learning method used is a significant factor influencing students' ability to read the Qur'an, while other factors such as educational background before junior high school, age, and learning motivation, did not show a statistically significant effect. Meanwhile, the study by Islamul Qaromah (2021) in East Lombok emphasized the importance of mastering the science of tajwid in improving the quality of students' reading of the Qur'an. The results of his study identified that in addition to learning methods, the role of teachers, facilities and infrastructure, and support from the family and school environment also contributed to students' ability to read the Qur'an. Another study by Nurbiah (2021) in Pontianak revealed that students' educational background and region of origin also influence their ability to read the Qur'an, where students who come from madrasahs or religious environments tend to have better reading abilities.

Globally, factors that influence students' ability to read the Qur'an can be categorized into several main aspects, namely: (1) learning methods and media, (2) teacher quality and competence, (3) student motivation and interest in learning, (4) family and social support, and (5) student educational and demographic background. Literature reviews from various articles also show that innovations in learning methods, such as the use of technology, individual approaches, and community-based learning, can have a positive impact on improving students' ability to read the Qur'an.

Based on this background, this study aims to comprehensively analyze the factors that influence students' ability to read the Qur'an by reviewing the findings of various previous studies globally. It is hoped that the results of this analysis can

be the basis for developing a more effective and adaptive Qur'an learning strategy for students in the modern era.

RESEARCH METHOD

This study uses a qualitative approach with a literature review method (library research). Literature review was chosen because it allows researchers to analyze and synthesize various empirical findings from previous relevant studies, both on a national and global scale, related to factors that influence students' ability to read the Qur'an. Data collected from various sources were analyzed descriptively-qualitatively. With this method, the study is expected to provide a comprehensive picture of the factors that influence students' ability to read the Qur'an, as well as provide strategic recommendations for the development of more effective Qur'an learning in various educational contexts.

The data sources in this study were obtained through a literature review (library research) by reviewing and analyzing various scientific works, journal articles, and theses that are globally relevant related to factors that influence students' ability to read the Qur'an. All data sources used have been selected purposively based on the criteria of relevance, recency, and contribution to the research topic. All data sources were analyzed qualitatively with the aim of identifying, grouping, and synthesizing various factors that influence students' ability to read the Qur'an, both supporting and inhibiting, so that a comprehensive and scientifically accountable picture is obtained.

The data analysis technique in this study used a qualitative approach through the library research method. All data analyzed came from articles, journals, and scientific works that were relevant to the theme of factors that influence students' ability to read the Qur'an in various global contexts. The data analysis process was carried out systematically through several stages. First, the researcher identified and selected literature by selecting credible and relevant sources, both from national and international research. These sources were reviewed to find the main findings related to supporting and inhibiting factors in the ability to read the Qur'an.

Second, the researcher reduced the data by selecting the most relevant information and in accordance with the focus of the research, namely the factors that influence the ability to read the Qur'an. Similar or repetitive information is grouped to facilitate the synthesis process. Third, the reduced data is then classified into categories of supporting and inhibiting factors, such as learning methods, tajwid mastery, teacher role, student motivation, family support, social environment, facilities and infrastructure, and educational background and learning experience.

Furthermore, the researcher conducted a comparative analysis by comparing findings from various sources to find patterns, differences, and similarities in factors that have a global influence. The results of this analysis are presented descriptively-qualitatively to provide a complete and in-depth picture of the factors

that influence students' ability to read the Qur'an. Finally, the researcher draws conclusions based on the synthesis of the data that has been analyzed, so that a comprehensive understanding is obtained of the main factors that influence students' ability to read the Qur'an. This data analysis technique is expected to contribute to the development of more effective and adaptive Qur'an learning strategies in various educational contexts.

RESULTS AND DISCUSSION

Based on a literature review of various global studies, it was found that students' ability to read the Qur'an is influenced by a number of interrelated factors. Ramlah Hakim's (2007) research in South Sulawesi showed that the level of junior high school students' ability to read the Qur'an was generally in the good category, with an average score of 80.7 to 86.9. However, of the 15 factors tested, only the learning method was proven to significantly affect students' ability to read the Qur'an. Other factors such as education before junior high school, age, place of study, teachers who teach, motivation to learn, length of study, and students' physical condition did not have a statistically significant effect.

The Islamul Qaromah (2021) research in East Lombok highlighted the importance of mastering the science of tajwid in the ability to read the Qur'an. Students who understand tajwid and makharijul huruf tend to have better reading quality. In addition, the role of teachers in guiding and providing solutions to students' difficulties is also an important factor. Teachers who are active in identifying and overcoming student difficulties, such as pronunciation errors or misunderstanding of the rules of tajweed, are able to significantly improve students' ability to read the Qur'an.

Meanwhile, the results of Nurbiah's (2021) research in Pontianak showed that students' educational background and region of origin influenced their ability to read the Qur'an. Students from Islamic high schools had better ability to read the Qur'an compared to those from high schools or vocational schools. In addition, students from areas with strong religious traditions also showed higher reading ability.

Supporting Factors

The ability to read the Qur'an in students can be explained comprehensively based on various research findings. One of the most significant supporting factors is an effective learning method. Learning methods that are systematic, easy to understand, and adjusted to the level of student development, such as the Iqra', Qira'ati, and Tilawati methods, greatly influence students' success in reading the Qur'an. In addition, innovations in learning methods, such as the use of digital media, audio-visual, and individual learning approaches, also significantly increase student motivation and learning outcomes.

The competence and role of teachers are also important factors in supporting the ability to read the Qur'an. Teachers who have in-depth knowledge of the science of tajwid and Qur'an pedagogy and are able to guide students patiently and diligently will greatly assist the development of students' abilities. In addition, teachers who are able to create a pleasant learning atmosphere and provide continuous motivation are key to maintaining students' enthusiasm for learning.

Support from family and the surrounding environment also plays a major role in the process of learning the Qur'an. The role of parents in guiding, motivating, and providing study time at home greatly supports students' ability to read the Qur'an. Religious social environments, such as study communities, Al-Qur'an Education Parks (TPA), and Islamic boarding schools, also provide a positive influence that strengthens students' ability to read the Qur'an.

Student motivation and interest in learning are internal factors that greatly determine the success of learning. Students who have strong internal motivation and high interest in learning the Koran tend to master reading more quickly and easily. This motivation can be fostered through various means, such as giving awards, competitions, and continuous encouragement from teachers and parents. The availability of facilities and infrastructure is also no less important in supporting the learning process. The availability of reading books, appropriate mushafs, teaching aids, as well as adequate learning facilities such as comfortable classrooms, adequate lighting, and audio devices help students understand and practice reading the Al-Qur'an. In the digital era, access to technology, such as Al-Qur'an learning applications, is also a supporting factor that makes it easier for students to learn.

Mastering the basics of reading the Koran, especially the introduction of hijaiyah letters, makhraj, and the laws of tajwid from an early age, really helps students improve their reading skills. Learning that emphasizes consistent pronunciation and repetition practice has been proven to be effective in strengthening the ability to read the Koran.

Previous learning experiences also contribute to students' ability to read the Koran. Students who have received Qur'anic learning from an early age, either through learning at home or at TPA, tend to have better reading skills. However, research shows that education before junior high school does not always have a statistically significant effect, unless supported by other factors such as appropriate learning methods and motivation.

Inhibiting Factors

One of the main obstacles that hinders students' ability to read the Qur'an is the lack of mastery of the science of tajwid and makharijul huruf. Many students have difficulty in recognizing and applying the laws of tajwid and makharijul huruf correctly, so that the lack of understanding of the rules of tajwid causes errors in pronunciation that have a negative impact on the quality of their reading.

In addition, ineffective learning methods are also a significant obstacle. The use of monotonous, less innovative, or inappropriate methods for students' needs makes the learning process less than optimal. The lack of variation in learning methods and media causes students to quickly get bored and lose motivation to learn. Low motivation and interest in learning are also important factors that hinder the ability to read the Qur'an. Low internal motivation of students is often the main obstacle, while external factors such as lack of encouragement from family or the surrounding environment also exacerbate the condition. Lack of support from the family, both in the form of attention and guidance, is a significant obstacle because the family environment that does not support religious practices slows down the development of the ability to read the Qur'an.

Limited facilities and infrastructure also affect the learning process. Inadequate facilities, such as a lack of books, mushafs, teaching aids, or comfortable study rooms, are serious obstacles. In addition, the lack of access to learning technology such as audio or digital applications limits the variety and effectiveness of learning.

The quality and competence of teachers also play an important role in students' success in mastering the reading of the Qur'an. Teachers who do not master the science of tajwid or are unable to convey the material well can hinder student understanding. Lack of teacher training in Qur'an teaching techniques makes the learning process less effective and less interesting for students.

The educational background and environment of students also affect their abilities. Students who come from public schools or less religious environments tend to have lower Qur'an reading abilities. Differences in regional origin also have an influence, where students from areas with weak religious traditions tend to have more difficulty mastering Qur'an reading.

Limited learning experience is also an inhibiting factor. Students who do not receive Qur'an learning from an early age or have never attended TPA/TPQ are usually slower in mastering the reading. The lack of a habit of reading the Qur'an regularly also slows down the development of their abilities.

Finally, demographic and psychological factors also influence the ability to read the Qur'an. Age factors, clarity of hearing, vision, and perfection of speech are sometimes obstacles, although statistically not always significant. Negative attitudes towards learning, such as shame or fear of making mistakes, can also hinder students' learning process.

All of these factors are interrelated and the level of influence can vary depending on the social, cultural, and educational context of each student. Therefore, a holistic and contextual approach is needed to overcome these obstacles so that students' ability to read the Qur'an can develop optimally.

REFERENCES

- Fitriani, S. (2020). Peran guru dalam pembelajaran membaca Al-Qur'an di MTs Al-Falah Jakarta. *Jurnal Studi Keislaman*, 8(2), 78-89.
- Hakim, R. (2007). Kemampuan membaca Al-Qur'an bagi siswa SMP dan faktor-faktor yang mempengaruhinya (Studi kasus SMPN 1, SMPN 4, dan SMPN 5 Kabupaten Bone). *Al-Qalam*, 13(2), 37-44.
- Hidayat, M. (2019). Analisis faktor internal dan eksternal yang mempengaruhi kemampuan membaca Al-Qur'an siswa. *Jurnal Pendidikan Agama Islam*, 7(2), 134-146.
- Mahmuda, O. V. (2023). Analisis faktor penyebab kesulitan membaca Al-Qur'an pada siswa kelas V di SDN 1 Sukamaju. *Jurnal Pendidikan Islam*, 15(2), 112-123.
- Nurbiah. (2021). Pemetaan demografis kemampuan membaca Al-Qur'an mahasiswa Akademi Kebidanan Aisyiyah Pontianak. *Ta'dibuna: Jurnal Pendidikan Islam*, 10(1), 100-118.
- Putri, D. A. (2018). Hubungan motivasi belajar dan prestasi membaca Al-Qur'an pada siswa SMPN 2 Bandung. *Jurnal Psikologi Pendidikan Islam*, 6(1), 23-34.
- Qaromah, I. (2021). Analisis kemampuan membaca Qur'an berdasarkan tajwid pada siswa kelas VII MTs Nahdhatul Wathan (NW) Rumbuk Lombok Timur (Skripsi, Universitas Islam Negeri Maulana Malik Ibrahim Malang).
- Rahman, A. (2021). Efektivitas metode Iqra' dalam meningkatkan kemampuan membaca Al-Qur'an pada anak usia dini. *Jurnal Pendidikan Anak Usia Dini*, 10(3), 201-210.
- Suryani, L. (2022). Pengaruh lingkungan keluarga terhadap kemampuan membaca Al-Qur'an siswa di MI Al-Hikmah Surabaya. *Jurnal Ilmu Pendidikan Islam*, 14(1), 55-65.