

Islamic Education Teachers' Strategies for Improving Students' Qur'an Reading Skills at SMA Negeri 3 Poso

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ABSTRACT

Islamic Religious Education (PAI) teachers' strategies play an important role in improving students' Qur'an reading skills. This study aims to examine what strategies are employed by PAI teachers and how they are implemented to improve students' Qur'an reading skills at SMA Negeri 3 Poso through the Dirosa method. Given the relatively low awareness among some students of the importance of Qur'an reading skills, this study examines the implementation of the Dirosa method in a senior secondary school setting. This study employed field research using a qualitative approach. Data were collected through observation, interviews, and documentation. The data were analyzed inductively through three stages: data reduction, data presentation, and data verification. The findings reveal that: (1) students' initial Qur'an reading abilities at SMA Negeri 3 Poso varied in terms of skill level and understanding. While some students demonstrated good reading abilities, others required additional attention and practice. Reading speed, fluency, application of tajwid rules, and understanding of Qur'anic verses remained areas requiring improvement; (2) the PAI teachers' strategy for improving students' Qur'an reading skills involved utilizing and maximizing 15–20 minutes before the beginning of lessons for students to read the Qur'an; and (3) the strategy was effective in improving students' ability to understand and read the Qur'an, as indicated by significant improvements following the implementation of the Dirosa method by PAI teachers. Based on these findings, the study recommends that school principals, PAI teachers, students, and other stakeholders maintain and sustain the effective implementation of the Dirosa method.

ARTICLE INFORMATION

Islamic Education;
PAI Teachers;
Qur'an Reading
Skills; Dirosa
Method.

1. Introduction

The ability to read the Qur'an, also referred to as Qur'an memorization, is an important skill in the initial process of understanding the contents of the Qur'an. Being able to read the Qur'an can strengthen faith and piety and provide opportunities for its application in everyday life. Reading Qur'anic verses

is closely related to worship, particularly prayer and other religious practices. For example, during prayer, it is not appropriate to use language other than the Qur'anic recitations prescribed for the prayer (Mahdali, 2020).

Qur'an reading and writing instruction aims to foster the quality of faith and piety toward God Almighty in

social, national, and civic life. Through this instruction, students are expected to become motivated, receive appropriate guidance, and develop a sound understanding of the Qur'an. In addition, they are expected to develop their abilities and gain a deeper appreciation of its teachings, so that these values can be reflected in their daily behavior as a concrete manifestation of faith and piety toward Allah SWT.

Therefore, special attention to the study of the Qur'an is essential so that we can continue to live out religious values in our daily lives (Aprilia, 2023).

2. Literature Review

2.1 Theory of Quranic Reading Ability

This reading skill possesses a unique character and plays a vital role in the advancement of knowledge, while also serving as a tool for communication in daily life (Nurfaiqah, Nurdin, & Alhabsyi, 2022). Through reading, one can access information, knowledge, and new experiences. Everything gained from reading helps enhance thinking skills and serves to sharpen and broaden our horizons (Aziz et al., 2023; Damayanti, 2025; Irma Sari et al., 2021).

Survey results indicate that the Qur'anic Literacy Index in Indonesia reached 66.038. The survey found that 61.51% of respondents were able to recognize Qur'anic letters and diacritical marks, while 59.92% were able to combine letters into words. Furthermore, only 48.96% were able to read Qur'anic verses fluently, and 44.57% were able to read them correctly in accordance with the rules of tajwid. Meanwhile, 38.49% of respondents had not yet developed basic Qur'anic reading literacy. The survey

also revealed that 11.3% of respondents did not have a copy of the Qur'an (mushaf) at home. In addition, 22.2% reported that there was no Qur'an reading and writing learning group (BTQ) in their local community. Among those who had access to such learning groups, 59.36% reported that they had never participated in the available BTQ learning activities.

2.2. The Development of an Achievement-Oriented School Culture

a. Cultural Level

According to Schein, human nature is complex, adaptive, and subject to change in response to life development and social conditions. In the school context, school culture and climate are interrelated constructs that can be analyzed through three levels of culture: artifacts, espoused values, and basic underlying assumptions. At the level of basic underlying assumptions, culture is reflected in the belief that students are expected to achieve both academic and non-academic accomplishments, while teachers are required not only to master instructional practices but also to develop their creativity, research, innovation, and leadership. At the level of espoused values, school culture is manifested through the values of religious devotion, humanity, nationalism, and environmental awareness (Rustina et al., 2026). Meanwhile, at the artifact level, these values are reflected in the physical conditions and behaviors of school members, such as a clean and well-organized environment, various learning motivation media, and students' polite behavior (Kurnali, n.d.; Schein, 2004).

b. Self Determination Theory (SDT)

e-ISSN: 2715-4572

p-ISSN: 2716-1439

This theory explains how individuals are motivated to act based on either intrinsic motivation, which originates from within, or extrinsic motivation, which is driven by external factors. Autonomous forms of extrinsic motivation, as well as intrinsic motivation, are associated with positive student outcomes, while the underlying goals and regulations are also important in predicting educational outcomes. Intervention programs designed for teachers or parents that focus on fulfilling psychological needs generally tend to promote extrinsic motivation (Guay, 2022).

c. Trend Analysis

Trend analysis using the time series method is a statistical approach used to identify patterns or trends in data collected sequentially over time. In the context of students' non-academic achievements, this analysis can help understand how students' performance in extracurricular activities or competitions develops over time. The application of time series analysis to non-academic achievement involves several stages. First, historical data on students' non-academic achievements are collected, such as the number of awards received and participation in non-academic activities over a specific period. Second, patterns are identified by analyzing the data to determine particular trends, such as increases or decreases in students' participation in non-academic activities over a given period. Third, forecasting is conducted based on the identified patterns, enabling schools to predict students' future non-academic performance and develop strategies to increase their participation and achievements

(Kharimah et al., 2023; Mustopa et al., 2025).

d. Assumptions Regarding School Environment Indicators

The school environment plays an important role in influencing students' academic achievement, particularly in relation to the physical aspects of the school. Several indicators that describe the school environment include teacher-student relationships, social interactions among students, the condition of students' learning spaces, classroom facilities, the availability of learning resources, the school library, classroom ventilation, and classroom lighting (Basri, 2021).

3. Methodology

This study employed a descriptive qualitative approach because it was appropriate for gaining an in-depth understanding of the strategies used by Islamic Religious Education (PAI) teachers to improve students' Qur'an reading skills based on the experiences, practices, and perspectives of the participants. This approach enabled the researcher to obtain data directly through interaction with the research subjects in their natural setting. The study was conducted at SMA Negeri 3 Poso, Poso Kota District. The data consisted of qualitative data obtained from primary sources, namely PAI teachers and students, and secondary sources, including relevant reference books and research articles. Data were collected through passive participant observation, interviews with PAI teachers, and documentation, including the school profile and supporting research documents.

4. Results and Discussion

4.1 *Students' Initial Qur'an Reading Ability at SMA Negeri 3 Poso*

The initial Qur'an reading abilities of students at SMA Negeri 3 Poso varied in terms of skill level and understanding. Some students demonstrated good reading abilities, while others required further attention and practice. Reading speed, fluency, the application of tajwid rules, and understanding of Qur'anic verses remained areas that needed improvement.

Before the implementation of the Dirosa curricular program, students had limited knowledge of tajwid and the rules governing Qur'an recitation. Some of them lacked a thorough understanding of proper Qur'an reading techniques, including the pronunciation of hijaiyah letters, the use of diacritical marks, and the appropriate ways to stop and resume recitation. Their Qur'an reading abilities could generally be described as underdeveloped, with limited fluency, speed, and accuracy.

Following the implementation of the Dirosa curricular program, organized by the school in collaboration with the Wahdah Islamiyah organization over approximately the past six months, students demonstrated positive changes in their knowledge and ability to read the Qur'an correctly and appropriately. They showed improvement in their understanding of tajwid, makhraj, and the characteristics of Qur'anic letters, as well as in their understanding of the rules of Qur'an recitation, although these improvements were not yet comprehensive. They also demonstrated

progress in applying proper Qur'an reading techniques, including more accurate pronunciation, appropriate use of diacritical marks, and greater proficiency in stopping and resuming recitation.

Students also demonstrated positive changes in their self-assessment, reporting greater confidence in their Qur'an reading abilities and receiving more specific and constructive feedback from teachers and instructors. These developments provided additional motivation for students to continue improving their Qur'an reading skills.

The findings show that some students had a moderate level of interest in reading the Qur'an. They read the Qur'an when they had the opportunity, but were not consistently engaged in learning and practicing it. This difference indicates variation in students' levels of engagement with Qur'an reading prior to the implementation of the Dirosa program.

In addition, some students showed little or no interest in reading the Qur'an before the implementation of the Dirosa program. This presented a challenge in motivating students who had no initial interest in Qur'an reading activities. Therefore, the Dirosa program is important to consider as an approach to increasing students' interest in reading the Qur'an at SMA Negeri 3 Poso.

Through the Dirosa program, students who initially had moderate or no interest are expected to become more actively and consistently engaged in Qur'an reading. The program can also enhance students' understanding of tajwid and other essential aspects of

Qur'an recitation. Overall, the Dirosa program is expected to increase students' interest and engagement in reading the Qur'an at SMA Negeri 3 Poso, both among students who already have a strong interest and those who initially show little or no interest.

The Dirosa curricular program can provide significant benefits in increasing students' interest and willingness to read the Qur'an. It can help students deepen their understanding of and appreciation for the Qur'an.

At SMA Negeri 3 Poso, the Dirosa program is integrated into the daily lesson schedule. Each day, the first 15–20 minutes of the lesson are devoted to the Dirosa program. Through this program, students are given opportunities to develop their Qur'an reading skills through structured and planned instruction. They are taught essential tajwid techniques and engaged in practical Qur'an reading exercises individually and in groups. The Dirosa program is scheduled at the beginning of the school day, allowing students to start their learning activities by focusing on Qur'anic learning. With the program implemented consistently each day, students have regular opportunities to develop their Qur'an reading skills progressively.

4.2 PAI Teachers' Strategies for Improving Students' Qur'an Reading Skills

The findings show that PAI teachers at SMA Negeri 3 Poso employ several strategies to improve students' Qur'an reading skills through the Dirosa

program. The main strategy is to allocate 15–20 minutes each morning before lessons for structured Qur'an reading activities, allowing teachers to monitor students' progress continuously. The activities include guided individual and group reading, introduction to tajwid, makharij al-huruf, mad, and other rules of Qur'an recitation, as well as teacher demonstrations and short-surah memorization. Qur'anic verses related to PAI learning materials are also used as learning tasks, particularly through worksheets that require students to identify and analyze tajwid rules. The findings further indicate that teachers adapt instructional methods to students' different levels of reading ability. Students are grouped according to their proficiency, with demonstration methods used for beginners and memorization or more advanced activities for proficient students. Teachers also provide motivation through encouragement, constructive feedback, consistent assessment, and guidance to build students' confidence and interest in reading the Qur'an.

The findings also indicate that the effectiveness of these strategies is supported by teachers' active role as learning resources and mentors, the availability of Dirosa books and Qur'ans, parental support, and a positive learning environment. At the same time, students' limited ability to recognize Arabic letters and sounds, apply tajwid rules, distinguish long and short vowels, and read fluently remains a challenge. Electronic media, particularly smartphones, and inappropriate peer environments were also identified as factors that could reduce students' concentration and engagement in Qur'an

reading activities. Therefore, continuous guidance from PAI teachers, collaboration with parents, consistent implementation of the Dirosa program, and a supportive social environment are important in strengthening students' Qur'an reading skills and encouraging them to practice Qur'an reading both at school and at home.

4.3 The Effectiveness of PAI Teachers' Strategies in Improving Qur'an Reading Skills

Through the use of the Dirosa method, students at SMA Negeri 3 Poso are expected to develop a better understanding of Qur'anic literacy, as the method is considered capable of helping students recognize Qur'anic letters and reading patterns systematically.

The Dirosa method was selected and implemented for students at SMA Negeri 3 Poso because it has been shown to be relatively effective as a strategy used by Islamic Religious Education (PAI) teachers to improve Qur'an reading skills, particularly among adult learners or students who are beginning from a basic level. Based on previous studies, the effectiveness of this method can be observed in several aspects:

- a. The Dirosa method has been shown to be effective in improving Qur'an reading skills, particularly among adults or learners who are starting from the very beginning. Its effectiveness is supported by a systematic and gradual learning approach, beginning with the recognition of hijaiyah letters and progressing to the study of tajwid. The method significantly improves reading skills through intensive practice, regular evaluation, and

individualized attention provided by instructors. In addition, it encourages active participation because the learning materials are delivered using simple and easily understandable language.

- b. The Dirosa method offers flexibility in Qur'an reading instruction. This flexibility allows the method to be implemented in various settings, both individually and in groups, and adapted to students' learning needs. The approach also allows adjustments to learning time and location, making it suitable for learners with busy schedules.
- c. The method is complemented by regular evaluations to ensure that participants understand the learning materials and are able to read the Qur'an correctly.

In this study, the researcher used the results of participant observation and interviews with students and teachers as the basis for evaluating the effectiveness of the Dirosa method implemented by Islamic Religious Education teachers at SMA Negeri 3 Poso as one of the strategies for improving students' Qur'an reading skills.

The observations provided an understanding of the implementation of the program and the interactions between teachers and students. The researcher noted that these interactions took place very well, with teachers providing clear guidance and effectively facilitating discussions. The Dirosa method was implemented during 15–20-minute sessions before the main lesson, in which students actively participated in Qur'an reading, meaning comprehension, and fluency practice. Students' responses to this learning

method were positive, with several students demonstrating significant improvement in their Qur'an reading abilities.

Interviews with students provided deeper insights into their experiences of participating in the Qur'an learning support program. Most students stated that the method made it easier for them to understand and read the Qur'an. They also indicated that the Dirosa approach helped them explore the meanings of the Qur'an more deeply.

Based on the results of the observations and interviews, the researcher concludes that the Dirosa method, as a strategy for improving Qur'an reading skills among students at SMA Negeri 3 Poso, can be considered effective.

The positive responses from students and teachers, together with the observable progress in students' abilities, indicate that the method is appropriate and has a positive effect on the Qur'an learning process. However, the researcher also recognizes that conclusions regarding larger populations should be drawn cautiously, considering that the study was conducted at only one institution and over a limited period.

The findings show a significant improvement in students' ability to read and understand the Qur'an after participating in a program that employed the Dirosa method. The method was found to be effective because it provided students with a strong foundation for understanding the meanings of the Qur'an through deeper engagement with the historical and cultural contexts and the teachings contained in the sacred text. With a deeper understanding, students were

able to connect more effectively with the messages conveyed in the Qur'an, making their reading more meaningful and purposeful.

The Dirosa method is not only relevant to basic education but also provides benefits for secondary education. The method is designed with flexibility that allows it to be applied to students from diverse backgrounds. Through a systematic and gradual approach and the use of simple language, the method can be adapted to individual levels of understanding. The data show that students at SMA Negeri 3 Poso demonstrated substantial progress in their ability to read, understand, and memorize the Qur'an after using this method. This finding suggests that a comprehensive approach to Qur'an instruction through the Dirosa method can be effectively applied across different educational levels, providing further evidence of the relevance and effectiveness of the method in improving Qur'anic literacy among students.

5. Conclusion

Based on the findings, the Dirosa method was implemented effectively at SMA Negeri 3 Poso through 15-20 minute sessions each morning before the main lesson. The PAI teachers applied several strategies, including guided Qur'an reading, the introduction and practice of *tajwid*, teacher demonstrations of correct recitation, and memorization of short surahs for students who had achieved greater reading proficiency. The findings indicate that the implementation of the Dirosa method contributed to improvements in students' Qur'an reading skills and understanding of Qur'anic meanings. Therefore, the Dirosa method can serve

as a practical approach for supporting the development of students' Qur'an reading and comprehension skills in secondary education.

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