

## **The Role of Quran Teachers in Eliminating Illiteracy Of The Quran at The Majelis Taklim Bani Tamim in Bugel, Karawaci, Tangerang City**

**Muhamad Lutfan Fahmi<sup>1</sup> and Mohamad Asrori Mulky<sup>2</sup>**

\* Correspondence Author: [lutfanfahmi08@gmail.com](mailto:lutfanfahmi08@gmail.com)

<sup>1,2</sup> Sekolah Tinggi Ilmu Syariah Nahdlatul Ulama Nusantara, Tangerang, Banten, Indonesia

INDEXING	ABSTRACT
<b>Keywords:</b> Keyword 1; Illiteracy of the Quran Keyword 2; Eliminating Keyword 3; Quran Teachers Keyword 4; Role Keyword 5; Iqra' method	This research aims to evaluate the role of Qur'an teachers in addressing illiteracy of the Qur'an in Bugel Karawaci Village, Tangerang City, as well as to identify the factors affecting the effectiveness of programs aimed at combating Qur'anic illiteracy in the community. The research method used is a case study with a qualitative approach. Data was collected through observations, in-depth interviews, and analysis of documentation related to religious study activities. Religious teachers employed the Iqra' method and a personal approach to tackle various learning obstacles faced by the community, especially teenagers, including a lack of self-confidence and limited access to formal education. The findings indicate that religious teachers play a vital role in fostering the community, effectively improving the ability to read the Qur'an. Internal factors such as learning motivation and external factors such as family support and socio-economic conditions significantly influence the success of the program. The conclusion of this study is that religious teachers play a crucial role in improving Quran literacy in the community. However, to achieve more optimal results, better synergy is needed between religious teachers, educational institutions, and families. This study recommends the development of more integrated and adaptive strategies for religious teachers that take into account the specific needs and conditions of the local community.

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## **INTRODUCTION**

Humans, as the most perfect creation of Allah SWT among all creations, are beings that always need assistance from their Creator, for they are ordinary humans in the presence of Allah who are not free from mistakes and sins (Juwaini, 2024). Therefore, it is certain that Allah SWT, as the Creator, who is All-Wise, Just, and All-Encompassing, will provide help to His obedient and submissive servants.

ذَٰلِكَ الْكِتَٰبُ لَا رَيْبَ فِيْهِ هُدًى لِّلْمُتَّقِيْنَ

"This Book (the Quran) has no doubt in it; a guidance for those who are conscious of Allah" (QS. Al-Baqarah Verse 2)

The Quran is the holy book of Islam that contains the source of Islamic teachings, wisdom, guidance, and directions for human life. Therefore, it is very important to study and understand the rules of Quranic recitation. Learning Quranic recitation can be carried out in various forms of activities, one of which is children's study groups (Joni, *et al*, 2020).

The issue of Quranic illiteracy in Bugel village, Karawaci has indeed become the focus of several previous studies; however, this research proposes a different approach by integrating an adapted Iqra' method to address the unique psychological and social challenges in the area. In addition, this study also expands the theoretical framework by delving deeper into the influence of socioeconomic factors. Through this approach, it is hoped that new insights will be gained regarding more effective strategies to improve Quran literacy in Indonesia, especially in communities with limited access to formal education.

For the community that is still unable to read the Qur'an, it will be difficult for institutions to determine which methods or teachers are concerned with combating illiteracy in the Qur'an (Yahya *et al.* 2019). In fact, some members of the community still struggle with the methods applied for combating illiteracy in the Qur'an (Hasan *et al.* 2024). This is the problem that occurs in the Bugel Karawaci Village.

The process of learning to read the Qur'an does indeed take a considerable amount of time, especially considering the speech patterns of Indonesians that need to be accustomed to reading. The eradication of Qur'anic illiteracy is not only for those who cannot read the Qur'an at all. In today's era, everyone knows about the letters in the Qur'an, yet many still struggle to read fluently and correctly (Haliza *et al.*, 2024). Many people can read the Qur'an quickly, but they do not pay any attention to the proper tajwid and their readings are incorrect. This piqued the author's interest to conduct research on the eradication of Qur'anic illiteracy in Bugel Village, Karawaci District, Tangerang City.

## **LITERATURE REVIEW**

Although reading the Qur'an is one of the most fundamental acts of worship in Islam, unfortunately, the ability of Muslims in Indonesia to read the Qur'an is still considered minimal. Given the importance of studying the Qur'an, it is crucial to be able to read and understand the meaning contained in each verse of the Qur'an. Therefore, the ability to read the Qur'an is a fundamental aspect that should be known by Muslims (Abdurrahman and Fahmi 2022). In learning the readings of the Qur'an, teachers or instructors play an integral role, as direct educational practices between teachers and students ensure the improvement of reading quality, and the accuracy of makhraj and tajwid can be corrected in a clearer manner (Hasibuan *et al.*, 2025). Therefore, in studying the Qur'an, gadgets that only display two-dimensional visuals are insufficient, as well as explained by Aeni *et al.*, (2022).

## **RESEARCH METHOD**

The research method used in this study is a qualitative case study approach, which aims to gain an in-depth understanding of the activities of religious teachers in the eradication of Quranic illiteracy (Muslim *et al.*, 2023). This research held in Bugel Village, Karawaci, Tangerang City. This approach was chosen because it allows the researcher to describe and analyze phenomena in a real context by directly observing the interactions and practices that occur in the field.

The data for this research were collected through several complementary methods, namely in-depth interviews, participatory observation, and documentation analysis of study activities. In-depth interviews were conducted to gain a broad understanding of

the perceptions and experiences of religious teachers. Participatory observation provided the researcher with the opportunity to directly engage and observe the study activities, allowing the collection of data on the dynamics of interaction and the learning processes that occurred during study sessions. Documentation analysis involved reviewing the materials used for guidance and other related activities to support contextual understanding of existing teaching practices.

In addition, to strengthen the validity of the collected data, this study implements source and method triangulation techniques. This triangulation involves the use of various sources and methods in collecting data, where information from one source or method is verified or confirmed by another source or method (Rosmita *et al*, 2024). This technique is crucial to ensure the accuracy and reliability of the interpretations of the researched phenomena, as comparing various sources and perspectives can minimize researcher bias, providing a more objective and in-depth understanding of the phenomena under investigation (Erlianti *et al*. 2024).

## **RESULT AND DISCUSSION**

### **Findings Data**

- **Quran Teacher**

Generally, a Quran teacher is someone who teaches religious knowledge, especially the knowledge of the Quran, to their students. A Quran teacher is responsible for teaching how to read the Quran, proper tajwid, and understanding the contents and meanings of the Quran. In addition, they often teach the basic principles of Islam, such as prayers, methods of worship, and good morals.

The main duty of a Quran teacher is to teach how to read the Quran well and correctly, including tajwid (correct pronunciation) and makhraj (the point of articulation of letters).

- **Illiteracy**

According to the Ministry of National Education, illiteracy is someone who cannot write, read in Latin, and count (Siregar *et al* 2023). Meanwhile, functional illiteracy is a person who cannot take advantage of reading, writing, and arithmetic skills in daily life (Puspitasari *et al*. 2023).

- **Kampung Bugel Karawaci**

Bugel Village is located in Bugel Village, Karawaci District, Tangerang City.

### **Discussion of Findings**

Bugel Karawaci Village is one of the villages located in the City of Tangerang, where the majority of its residents are Muslim.

Bugel Karawaci Village is categorized as a disciplined and safe area, although it is not free from the impacts of moral decadence due to the rapid development of technology that is not supported by religious education as a foundation of faith.

Through religious guidance in the establishment of study groups that have been set up in each study group in Bugel Karawaci Village, it is hoped that they can serve as a moral defense for the youth in particular and the wider community in general.

### **1. The Role of Quranic Teachers in Overcoming Illiteracy of the Quran in the Bugel Village Community, Karawaci, Tangerang City**

Essentially, Quranic teachers serve as guides for the community. They lead the society towards a righteous life with a strong sense of responsibility and act as a platform for the community to provide solutions to the problems they face. The role of religious teachers is to be leaders in religious outreach for their community. With their leadership, it does not mean they intend to be the most correct authority, but rather to collectively practice and implement religious commands and abandon what is forbidden by religion.

The discussion in this research delves into two main issues. First, the condition of Quranic illiteracy in Bugel Karawaci Village shows that despite significant efforts from various parties, many residents still struggle to read the Quran correctly. The main contributing factors include limited access to quality religious education and a lack of supportive facilities. Second, the role of Quran teachers in eradication of Quranic illiteracy is critical. Quran teachers not only serve as instructors but also as motivators and facilitators in empowering the community. They use innovative and interactive methods to attract interest and improve residents' Quran reading skills, thereby creating a conducive environment for learning and practicing Quran reading.

Technological advances have an extraordinary impact and influence on religious learning in overcoming Quranic illiteracy in study circles, both positive and negative influences. On the other hand, technology can have a negative impact on society in general and particularly on teenagers. One of the reasons is that the majority of teenagers prefer playing on their mobile phones rather than studying in study circles.

Therefore, the role of parents, the community, and religious teachers is crucial in guiding adolescents to prevent the negative influences of technological advancements. It is necessary to implement filtering through the eradication of Quranic illiteracy so that these influences do not have a detrimental impact on youth. By studying the Quran, the values contained within it can be useful in everyday life. Religious teachers or Quranic instructors are one of the appropriate facilitators for addressing illiteracy, and they can also help shape the morals and character of children to become faithful generations. They will always promote what is good and forbid what is wrong, and foster love for religion, the nation, and the homeland.

The study on the eradication of Quranic illiteracy conducted by religious teachers has been carried out by previous researchers with different objects of study. Certainly, each Quran teacher has various roles in combating Quranic illiteracy. In this research, the focus of the religious teacher or Quran teacher in Kampung Bugel Karawaci is to embrace and approach the community first. This is because the area has challenges due to the character of its people who are shy, lacking in self-confidence, and easily discouraged.

## **2. Factors Influencing the Improvement of Quran Literacy Skills**

Efforts to enhance Quran literacy among adolescents are influenced by various factors. There are many reasons that affect the results of children's Quran literacy. The factors influencing the improvement of children's Quran literacy are as follows:

### **a. Internal Factors**

#### **1) Interest**

Interest also affects the teaching and learning process in reading the Qur'an, because if the reading lesson of the Qur'an interests the students, they will study diligently. However, if the Qur'an reading lesson does not interest the students, then those students will not study as best as they can. Because interest enhances the learning activity.

#### **2) Talent**

Talent is a quality possessed by individuals that shows the difference in levels between one individual and another in a certain field. Talent is a quality possessed by students that shows the difference in levels between one student and another in the ability to read the Qur'an.

#### **3) Motivation**

Motivation is a change of energy within a person that is marked by the emergence of feelings and is preceded by a response to the existence of a goal. Motivation is the driving force within students that generates learning activities so that the goals desired by the students are achieved. Since the Qur'an is a process, the factor of motivation also plays a role in the process of learning to read the Qur'an. If teachers or parents can provide good motivation to their children, it will arise within the children a drive and desire to learn better; children can understand the purpose of learning and what goals they aim to achieve in that lesson if given proper and appropriate stimulation or motivation.

### **b. External Factors**

#### **1) Guidance of Parents**

Parents are educators and therefore are also responsible for the achievement of educational goals. In this case, it refers to the education of reading the Qur'an.

#### **2) Environmental Factors**

The environment is a part of the students' life. Throughout their lives, students cannot escape from the natural environment such as temperature and humidity, as well as from the socio-cultural environment, like the construction of school buildings that are not far from the noise of traffic, which can cause disruptions in the classroom atmosphere. Interaction between these two different environments always occurs in filling the lives of students.

#### **3) Community and Family Factors**

The state of the community also determines learning achievement. If the surrounding community consists of educated people, especially when their children generally pursue higher education and have good morals, this will encourage children to study harder. On the contrary, if living in

an environment with many mischievous children, who do not go to school and are unemployed, this will diminish and result in a lack of desire to study the Quran.

### **3. Quran Teacher Method**

The common problem faced by participants in the Quran reading assistance program is the lack of self-confidence in reading the Quran among children. This is caused by feelings of shame towards their peers due to not being able to read Iqra yet. The solution implemented by the team is to motivate the children to believe in themselves so they can read the Quran, and to provide understanding that there are people of all ages who have not yet been able to read the Quran, as what Allah cares about is the effort to learn the Quran.

Seeing the condition of adolescents that is very concerning, there needs to be a method to restore and grow back the spirit and interest of teenagers in all forms of religious development in Kampung Bugel Karawaci. Teenagers are the soul of the family, the heart of society, as a strength that becomes the support and hope, the responsibility is placed on the shoulders of the teenagers. Therefore, we need teenagers who are faithful, honest, and trustworthy.

Based on Interview session with Mrs. Neng on Sunday, 31 August 2025, at 18.00 Indonesia Western Time (GMT +7), they stated that many ways and efforts have been made in nurturing teenagers. The following is a statement from one of the Quran teachers in Kampung Bugel Karawaci: 'They come to learn Quran without any fees and with a comfortable approach so that indirectly, they are happily learning to recite the Quran'.

The main characteristic of a learning method is the presence of stages and more meaningful and sustainable learning changes. A method is a pattern or plan designed to create successful and beneficial learning in the classroom to achieve the desired objectives. Teaching methods need to be possessed and understood by educators because the success of teaching depends on how teachers convey their learning material. If the teaching method used by the teacher is enjoyable according to the students, then the students will be diligent, industrious, motivated, stimulated, interested, and enthusiastic in receiving the lessons delivered in an optimal way. Among the methods that educators can use in teaching Quranic reading and writing are habituation, sorogan, exercises, iqra, memorization, and exemplification.

In this research, the researcher employed the iqra method. The iqra method is a method of reading the Qur'an that emphasizes direct practice in reading. The iqra guidebook consists of 6 volumes starting from a simple level, step by step, up to the perfect level. This iqra method was compiled by Ustadz As'ad Human who resides in Yogyakarta. The six volumes of iqra are supplemented by an additional volume that contains prayers. Each volume includes instructional guidance aimed at facilitating both learners and teachers of the Qur'an.

The implications are to provide basic teaching for children about the letters of the Qur'an and to be able to distinguish the hijaiyah letters correctly in both sequential and random order. This can serve as a foundation for children to read the Qur'an properly and correctly according to the established rules. In practice, this method does not require various tools, as it emphasizes the reading itself (reading

the letters of the Qur'an fluently). Reading is done directly without being spelled out. This means it does not introduce the names of the hijaiyah letters through active student learning (CBSA) and is more individual in nature.

In its implementation, the research is not only bound to the iqro' method, but also introduces the science of tajwid (the science that discusses the articulation of hijaiyah letters and the correct way of reading the Qur'an according to its reading rules). For teaching this tajwid science, the Quran teacher begins with discussions on the initial materials about the rules of nun sukun. In addition to teaching activities, the service team also holds a quiz with prizes to enhance the enthusiasm for learning the Qur'an. This quiz is more focused on children to boost their motivation to study, memorize short surahs and daily prayers, as well as to serve as a means of applying the verse about competing in goodness.

The advantages of using the iqra method are as follows:

- a. Children can learn privately as the teacher attends to each child individually.
- b. Children become more familiar with the teacher, making the learning process more enjoyable.
- c. Children will be motivated and gain confidence to continue learning.
- d. It fosters and enhances a competitive mentality in children.
- e. Children can easily understand because the Iqra' method is simple to learn.
- f. Teachers find it easy to teach as the Iqra' method is organized systematically.



**Figure. 1 KKM Activities at the Location**

*Source: Author (2025)*

## CONCLUSION

Based on the theoretical description and research results presented above, the following conclusions can be drawn:

- The role of the Quran Teacher in overcoming illiteracy of the Quran in Bugel Karawaci shows positive results, emphasizing that Quran teachers play an important role in instilling religious values and enhancing Quran literacy. Through innovative methods and an empathetic approach, Quran teachers have successfully addressed the social and psychological challenges that hinder the Quran learning process.
- The factors influencing the improvement of Quran reading and writing in Bugel Karawaci village include internal and external factors, such as interest, talent, environment, and the role of parents. This research shows that the synergy

between family support and effective programs is essential in enhancing the ability to read the Quran.

- The learning methods to address Quran literacy for children and teenagers in Bugel Karawaci village involve the use of the Iqra' method. This approach has proven effective in building confidence and motivation to learn among teenagers, while paying attention to individual needs and ensuring an engaging and relevant learning experience.

Based on the author's observations in the field of the Role of Religious Teachers in Overcoming Al-Qur'an Literacy, it is hoped that Religious Teachers can provide motivation to children and teenagers in the best possible way so that the motivation given can influence students' learning processes and also coordinate with various parties for further improvement.

- Factors Influencing the Improvement of Teenagers' Al-Qur'an Reading and Writing skills must be addressed through new and more interesting breakthroughs to capture their attention and thoughts. By utilizing technology to seek new information needed by teenagers, it can motivate and enhance their knowledge and insights.
- Religious activities that produce a number of adolescents will be achieved as previously set if there is a strong commitment between the Quran teachers and the adolescents themselves, along with support from parents and the local community.
- Monitoring is needed in every implementation of religious activities that produce adolescents who can live or thrive in the community environment.

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