

STRATEGIES FOR STRENGTHENING THE PROFESSIONAL COMPETENCES OF QUR'AN TEACHERS IN DIGITAL ERA

Wahyudi

Universitas Nahdlatul Ulama Surakarta
wahyudiabdurrahman@gmail.com

Dardiri Hasyim

Universitas Nahdlatul Ulama Surakarta
dardiri.hasyim@uni.ac.id

Abstract: This study aims to describe the role of teacher competency education in reading and memorizing the Qur'an and its contribution to improving the quality of students' recitation and memorization. This competency education directly correlates with teacher professionalism, which plays a crucial role in the success of the learning process. Using a qualitative approach through literature review, this study finds that professional teachers can motivate students to focus on learning to read and memorize the Qur'an. Teacher professionalism contributes to students' recitation accuracy, memorization ability, mastery of tajwid, and mental resilience in studying the Qur'an. The findings affirm that strengthening the competence of tahfidz teachers is key to the success of Qur'anic learning programs. This competence development is essential in preserving the Qur'anic heritage and forming a Qur'anic generation.

Keywords: Teacher Competency Education, Teacher Professionalism, Recitation.

PENDAHULUAN

Qur'anic education constitutes a fundamental aspect in shaping students' religiosity within Muslim societies. Learning the Qur'an plays a crucial role in forming individual character and morals. As devout Muslims, it is imperative to integrate the Qur'an as a central part of daily life. According to Quraish Shihab, the Qur'an serves as a guidebook that offers direction for Muslims towards happiness in both worldly and afterlife affairs. Thus, introducing the Qur'an to children from an early age is essential.

The family environment acts as the primary channel in raising children to become Qur'anic individuals. Parental love for the Qur'an is often reflected in their children's behavior. In teaching the Qur'an, parents are supported by teachers specialized in Qur'anic reading and memorization.¹ These educators serve as pivotal agents in stimulating students' interest in deepening their Qur'anic knowledge. The success of Qur'anic education programs hinges on the professionalism of teachers in guiding and directing students in their learning journey. The

¹ Sholeh, N. S. M., & Suhendi, H. (2021). Pola Asuh Orang Tua Membentuk Anak Cinta Al-Qur'an melalui Hafalan Al-Quran Sejak Usia Dini. *Aulad: Journal on Early Childhood*, 4(1), 53-58.

role of teachers—through mastery of content and diverse teaching methods—can significantly enhance students' Qur'anic reading and memorization.² UU No. 14 of 2005 concerning Teachers and Lecturers states that a profession is a type of occupation requiring expertise, skills, and proficiency that meets established standards and quality, necessitating professional education.

Teacher professionalism includes mastery of subject matter such as tajwid, psychological approaches, the ability to implement varied instructional strategies, and the ability to motivate students. In the Islamic context, teacher professionalism also encompasses virtues like patience, sincerity, and empathy.³ Professional teacher competencies offer proper guidance for students in overcoming learning challenges, making tactical competence a key success factor in Qur'anic education. A professional teacher is expected to move beyond conventional methods and be innovative in stimulating students' learning enthusiasm.

In the context of the Industry 5.0 era, teachers are also expected to adapt to technological advances. Integrating technology into modern Qur'anic instruction adds significant value. digital tools and applications can enhance students' learning experiences.⁴ Technology can support Qur'anic education through tools such as animation for correct pronunciation or PowerPoint presentations to deliver tajwid material. Thus, integrating education with technology is no longer supplementary but rather a critical part of strengthening teachers' competencies in the digital age. This aligns with the demands of modern times, requiring teachers to be creative and adaptive in utilizing technological developments for engaging and effective learning processes.

Given the importance of professional Qur'an teachers in improving student recitation and memorization, professional development programs for Qur'anic reading and memorization teachers are necessary. However, based on the researcher's findings, such professional competency training remains insufficient. This gap must become a focal point for policymakers. Providing prophetic training for Qur'an teachers is essential to achieving high-quality Qur'anic education, which also demands the development of human resources.⁵ A renewed framework

² Sihombing, R. M., & Hakim, R. (2020). Profesionalitas Guru dalam Meningkatkan Kemampuan Membaca Al-Qur'an Peserta Didik Di MTsN 1 Kota Sungai Penuh Kerinci. *At-Tarbiyah: Jurnal Pendidikan Islam*, 11(2), 74-92.

³ Yumawan, R. L., & Anwar, C. (2022). Profesionalisme Guru Menurut Perspektif Al Quran Dan Al Hadist. *Basha'ir: Jurnal Studi Al-Qur'an dan Tafsir*, 2(1), 29-37.

⁴ Ansori, A., Rohmatulloh, D. M., Sudrajat, D., Am, S. A., & Utami, S. (2022). Digital Innovation in Pesantren Education: Prediction to Welcome Global Islam Awakening. *Nazhruna: Jurnal Pendidikan Islam*, 5(2), 645-661.

⁵ Basuki, sutrisno , 2017 menejemen sumberdaya manusia, jakarta: Penerbit KENCANA

is necessary to enhance the quality of Qur'anic teachers so they become truly professional educators with vision, goals, and competencies aligned with Islamic teachings.⁶ Ultimately, through teacher professionalism, students will be better equipped in both reading and memorizing the Qur'an.

One of the key factors contributing to the low quality of Qur'anic education is the insufficient teaching competence of instructors. Teachers often face obstacles such as monotonous instructional methods, limited access to formal training, and a lack of standardized learning guidelines.⁷ The increasing complexity of modern education—reaching into the psychological dimensions of each student—has prompted the researcher to undertake this study. Moreover, the widespread integration of technology into the education sector demands adequate preparation on the part of educators. Therefore, the researcher aims to contribute to the development of Qur'anic education in Indonesia by offering a critical analysis of strategies for strengthening the competencies of teachers in Qur'anic reading and memorization.

METHODE

This study employed a library research method as the primary approach.⁸ This approach involves a comprehensive analysis and synthesis of relevant literature to gain in-depth insights into teacher professionalism in improving the quality of Qur'anic recitation and memorization. The methodology encompasses a structured and detailed examination of high-quality literature within the field. The initial step in the research involved identifying and collecting scholarly materials, including peer-reviewed journal articles indexed by SINTA and Scopus, academic texts, and other publications that discuss various aspects of teacher professionalism.

Data collection was conducted systematically through online databases, libraries, and other accessible sources. The snowball sampling technique was also applied to discover additional references through the citation lists of relevant literature.⁹ Once the data were

⁶ Nata, A. (2010). Ilmu Pendidikan Islam, Jakarta: Prenada Media Group

⁷ Rahawarin, Yunus.. (2024). Learning of Islamic Religious Education Through Al-Ishlah Wa At-Tagyir Method in Realizing Student's Goodness. *International Journal*, 5(8), 581-590.

⁸ Zed, M. (2008). *Metode penelitian kepustakaan*. Yayasan Pustaka Obor Indonesia.

⁹ Sugiyono, D. (2013). Metode penelitian pendidikan pendekatan kuantitatif, kualitatif dan R&D.

gathered, a structured analysis was carried out. The collected literature was categorized according to key themes, such as teacher competence, instructional methods, and challenges in Qur'anic education. These findings were then synthesized to generate comprehensive insights into how teacher professionalism influences students' Qur'anic reading and memorization skills. The research results are presented in a descriptive-analytical format, highlighting the relationship between teacher professionalism and the quality of student outcomes. Furthermore, the study offers practical recommendations aimed at contributing valuable insights for practitioners, researchers, and policymakers engaged in Qur'anic education.

RESULT AND FINDINGS

Through an extensive literature review, the researcher sought to gain a deeper understanding of Qur'anic education. Several key aspects were identified that can enhance the quality and effectiveness of Qur'anic instruction. The findings indicate that the effectiveness of Qur'anic teaching can be improved through several core factors. The first factor is the teacher's in-depth understanding of the Qur'an. A teacher's knowledge of the Qur'an—including its interpretation (tafsir) and the context of revelation (asbāb al-nuzūl) enables a more comprehensive and accurate delivery of material to students.

The next factor is the interaction between teacher and student. A professional teacher must be able to understand the psychological dynamics of their students.¹⁰ Through personalized learning approaches, teachers can build strong relationships with students, recognize their individual needs, and provide appropriate responses or treatment that support each student's development. Acknowledging student diversity is therefore crucial for teachers to effectively differentiate their instruction.

Beyond personal understanding, technological proficiency is equally essential for educators. Innovation in teaching Qur'anic reading and memorization through the use of tools such as PowerPoint, video, and audio materials can spark students' curiosity in understanding the context of the Qur'an. Moreover, technology can serve as a bridge for communication among teachers, students, and parents, enabling seamless connectivity and interaction among all parties involved.

¹⁰ Yumawan, R. L., & Anwar, C. (2022). Profesionalisme Guru Menurut Perspektif Al Quran Dan Al Hadist. *Basha'ir: Jurnal Studi Al-Qur'an dan Tafsir*, 2(1), 29-37.

The use of technology can serve as an integral part of a teacher's instructional style variation. A combination of conventional, modern, and technology-based teaching approaches can create engaging and dynamic learning experiences.¹¹ In addition, the use of artificial intelligence (AI) can support teachers in delivering personalized instruction. AI can assist teachers in analyzing learning patterns, methods, and outcomes for each student. Furthermore, regular and continuous learning assessments are essential supporting factors for enhancing teaching effectiveness. Structured evaluations can serve as benchmarks to monitor a student's progress over time. Teachers can then provide summaries of these assessments to parents, which in turn can inform and guide at-home learning activities. This evaluation process enables teachers to make necessary adjustments to improve students' capabilities.

1. Challenges in Developing Teacher Competency

The literature review revealed several significant barriers to developing teacher competency. One of major obstacle is the lack of development programs for Qur'anic reading and memorization teachers. Not only are these programs scarce, but access to them is also limited. Many government and educational institutions do not provide structured training or workshops for Qur'anic teachers.¹²

Another challenge is the drastic transformation in education following the COVID-19 pandemic, which has altered the educational landscape. Many teachers were unprepared for the sudden shift from conventional to technology-integrated learning models. In addressing these fundamental issues, the researcher not only identifies key problems but also offers practical solutions as a reference for the sustainable advancement of Qur'anic education.¹³.

In this context, the researcher not only highlights the fundamental issues related to the development of professional teaching skills but also offers solutions that can serve as a reference for the sustainable advancement of Qur'anic education in the future.

2. Qur'an Teacher Training and Development

¹¹ Ansori, A., Rohmatulloh, D. M., Sudrajat, D., Am, S. A., & Utami, S. (2022). Digital Innovation in Pesantren Education: Prediction to Welcome Global Islam Awakening. *Nazhruna: Jurnal Pendidikan Islam*, 5(2), 645-661.

¹² Irfan, I., Abubakar, A., Ulfah, M., & Nasaruddin, N. (2024). Eksplorasi Pengalaman Guru dan Siswa dalam Pembelajaran Tahfidz Al-Quran melalui Pendekatan Eklektik di SMP IT Insan Kamil Kota Bima. *Jurnal Pendidikan dan Pembelajaran Indonesia (JPPI)*, 4(2), 546-555.

¹³ Harahap, N. N., Suryani, I., Hasugian, N., Hutasuhut, P. A., Prasetyo, I., & Rabiatul, R. (2023). Tantangan Pendidik Di Era Pasca Pandemi. *Innovative: Journal Of Social Science Research*, 3(2), 14960-14971.

The findings suggest clear directions for improving teacher development strategies. Many teachers still lack mastery of Qur'anic pedagogy. Nawawi et al. (2021) found that foundational concepts—such as *makhārij al-ḥurūf* (points of articulation), *ṣifāt al-ḥurūf* (characteristics of letters), *gharīb al-Qur'ān* (uncommon vocabulary), and basic *tajwīd*—remain poorly understood by many instructors. This deficiency can be addressed through expanded forums, workshops, training programs, and teacher certification systems.¹⁴ The lesson study can be an effective way to build teacher professionalism.¹⁵ Qur'anic teacher coaching is essential in empowering educators to reach optimal performance.¹⁶ This empowerment is expected to be implemented in daily teaching practices.

Such professional development should receive government and institutional support, similar to the treatment of school or madrasa teachers. It is essential to enhance teacher competency sustainably so that educational quality—particularly in Qur'anic instruction—can be reflected in effective planning, organizing, implementing, and evaluating practices. Providing widespread training opportunities should be prioritized, as greater access to learning leads to greater opportunities for teachers to improve their instructional skills. Nawawi and Rahmawati's research affirms that theoretical mastery remains a major weakness among Qur'anic teachers. Government bodies and religious foundations must take responsibility for equipping teachers with the necessary theoretical and methodological knowledge. Prioritizing teacher education is an effective strategy for strengthening professional competencies in Qur'anic instruction. A teacher's professional competence in theory, content, and pedagogy enables students to achieve optimal learning outcomes. professional competence in Qur'anic instruction is strongly related to a teacher's fundamental knowledge in both learning and teaching the Qur'an.¹⁷

3. Technology-Based Qur'anic Instruction.

In addition to theoretical competence, digital literacy is an essential skill for modern Qur'anic educators. Digital competence as reflective engagement in instructional

¹⁴ Nawawi, S. S., Nasir, N. F., Syah, M., & Zaqiah, Q. Y. (2021). Peningkatan Profesionalisme Guru Al-Qur'an Sekolah Dasar Islam Terpadu. *Jurnal Cakrawala Pendas*, 7(2).

¹⁵ Ratnawati, D., Abidin, A. Z., & Zulfikar, E. (2020). Problematika pembelajaran Al-Qur'an di era industri dalam konteks indonesia. *Potensia: Jurnal Kependidikan Islam*, 6(1), 72-92.

¹⁶ Foster, Bill & Seeker, K.R., (1997), *Pembinaan Untuk Meningkatkan Kinerja Karyawan*, Jakarta: Ppm.

¹⁷ Idhar, I. (2017). Profesionalisme Guru Pendidikan Agama Islam Dalam Menanamkan Akhlak Mulia Peserta Didik. *Fitrah: Jurnal Studi Pendidikan*, 8(1).

activities using technology.¹⁸ Today's Qur'an teachers must be able to design instructional media that enhances students' motivation and aligns with the paradigms of Education 4.0 and 5.0, which integrate rapid technological advancement.

Equipping teachers with technological proficiency should receive serious attention. Technology-based Qur'anic instruction must become a central topic of discourse. Technology enriches a teacher's understanding and facilitates access to instructional materials—such as videos, quizzes, Canva, and interactive simulations—that can significantly increase student engagement. It also provides instant feedback, which teachers can use for one-on-one evaluations.¹⁹

Through targeted training programs, teachers can optimize technological tools to support both content delivery and student learning. This optimization must be seen as a strategic move toward achieving a more advanced, technology-driven educational system. Simultaneously, urgent steps must be taken to improve infrastructure and minimize educational disparities. The government and educational institutions must work together to ensure adequate access to technology and internet connectivity.²⁰ Additionally, clear implementation plans for teacher digital upskilling should be developed and executed without delay.

CONCLUSION

The strategy for developing the professionalism of Qur'anic reading and memorization teachers emphasizes enhancing the personal capabilities of the educators themselves. Through improved professionalism, it is expected that the development of religious education particularly in preserving Qur'anic values can be sustained in the post-truth era. Teachers' capabilities and their ability to adapt to shifting conditions from conventional to digital learning must be recognized and addressed proactively.

¹⁸ Sitompul, B. (2022). Kompetensi guru dalam pembelajaran di era digital. *Jurnal Pendidikan Tambusai*, 6(3), 13953-13960.

¹⁹ Nasution, N., & Nurhafizah, N. (2019). Profesionalisme Guru Anak Usia Dini Era Digital. *Jurnal Pendidikan Tambusai*, 3(2), 666–675

²⁰ Roffi'i, A. (2023). Penerapan teknologi informasi dalam manajemen pendidikan Islam: Tantangan dan peluang. *JIEM (Journal of Islamic Education Management)*, 7(2), 157-163.

REFERENCES

Ansori, A., Rohmatulloh, D. M., Sudrajat, D., Am, S. A., & Utami, S. (2022). Digital Innovation in Pesantren Education: Prediction to Welcome Global Islam Awakening. *Nazhruna: Jurnal Pendidikan Islam*, 5(2), 645-661.

Fauzi, M., Nursalim, N., Fadilah, A., & Gunawan, A. (2023). Islamic Higher Education Role on Teacher Competence and Students' Learning Difficulties in Islamic School. *JIE (Journal of Islamic Education)*, 8(1), 92-109.

Foster, Bill & Seeker, K.R., (1997), Pembinaan Untuk Meningkatkan Kinerja Karyawan, Jakarta: Ppm.

Harahap, N. N., Suryani, I., Hasugian, N., Hutasuhut, P. A., Prasetyo, I., & Rabiatul, R. (2023). Tantangan Pendidik Di Era Pasca Pandemi. *Innovative: Journal Of Social Science Research*, 3(2), 14960-14971.

Idhar, I. (2017). Profesionalisme Guru Pendidikan Agama Islam Dalam Menanamkan Akhlak Mulia Peserta Didik. *Fitrah: Jurnal Studi Pendidikan*, 8(1).

Moyang, S. N., & Razak, K. A. (2022). Kompetensi guru pendidikan Islam menggunakan Google Meet untuk pengajaran al-Quran. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 7(3), e001329-e001329.

Nasution, N., & Nurhafizah, N. (2019). Profesionalisme Guru Anak Usia Dini Era Digital. *Jurnal Pendidikan Tambusai*, 3(2), 666–675

Nawawi, S. S., Nasir, N. F., Syah, M., & Zaqiah, Q. Y. (2021). Peningkatan Profesionalisme Guru Al-Qur'an Sekolah Dasar Islam Terpadu. *Jurnal Cakrawala Pendas*, 7(2).

Nata, A. (2010). Ilmu Pendidikan Islam, Jakarta: Prenada Media Group, Cet.

Rahawarin, Yunus.. (2024). Learning of Islamic Religious Education Through Al-Ishlah Wa At-Tagyir Method in Realizing Student's Goodness. *International Journal*, 5(8), 581-590.

Ratnawati, D., Abidin, A. Z., & Zulfikar, E. (2020). Problematika pembelajaran Al-Qur'an di era industri dalam konteks indonesia. *Potensia: Jurnal Kependidikan Islam*, 6(1), 72-92.

Rofi'i, A. (2023). Penerapan teknologi informasi dalam manajemen pendidikan Islam: Tantangan dan peluang. *JIEM (Journal of Islamic Education Management)*, 7(2), 157-163.

Sholeh, N. S. M., & Suhendi, H. (2021). Pola Asuh Orang Tua Membentuk Anak Cinta Al-Qur'an melalui Hafalan Al-Quran Sejak Usia Dini. *Aulad: Journal on Early Childhood*, 4(1), 53-58.

Sihombing, R. M., & Hakim, R. (2020). Profesionalitas Guru dalam Meningkatkan Kemampuan Membaca Al-Qur'an Peserta Didik Di MTsN 1 Kota Sungai Penuh Kerinci. *At-Tarbiyah: Jurnal Pendidikan Islam*, 11(2), 74-92.

Sitompul, B. (2022). Kompetensi guru dalam pembelajaran di era digital. *Jurnal Pendidikan Tambusai*, 6(3), 13953-13960.

Sugiyono, D. (2013). Metode penelitian pendidikan pendekatan kuantitatif, kualitatif dan R&D. sutrisno, Edy 2017, *menejemen sumberdaya manusia* , jakarta: Penerbit KENCANA

Yumawan, R. L., & Anwar, C. (2022). Profesionalisme Guru Menurut Perspektif Al Quran Dan Al Hadist. *Basha'ir: Jurnal Studi Al-Qur'an dan Tafsir*, 2(1), 29-37.

Zed, M. (2008). *Metode penelitian kepustakaan*. Yayasan Pustaka Obor Indonesia.