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The Role of Madrasah Diniyah Takmiliyah Awaliyah (Mdta) Al-Furqon in Improving Al-Qur'an Reading and Writing Literacy for Students in Pematangsiantar

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A B S T R A C T

The improvement of reading and writing literacy of the Al-Qur'an among students is an important aspect of religious education in Indonesia, especially at the level of Madrasah Diniyah Takmiliyah Awaliyah (MDTA). This research aims to analyze the role of Madrasah Diniyah Takmiliyah Awaliyah (MDTA) Al-Furqon in enhancing the reading and writing literacy of the Al-Qur'an (BTQ) for students in Pematangsiantar. This study uses a qualitative approach with a phenomenological method. Data collection techniques were carried out through observation, interviews, and documentation, which were then analyzed using the Miles and Huberman model. The results show that MDTA Al-Furqon has a significant role in improving the ability to read tartil, understand the basics of tajwid, and write letters and verses of the Al-Qur'an. Overall, the existence of MDTA Al-Furqon has a real positive impact in supporting the strengthening of Quranic literacy from an early age, which serves as an important foundation in the formation of faith, morality, and love for the Quran among the youth. This research contributes significantly to the development of a holistic, accessible, and relevant non-formal Islamic education model that meets the community's needs.

1. Introduction

Diniyah Takmiliyah Awaliyah Madrasah is a non-formal educational institution that offers elementary education for elementary school students. In general, this institution is established for the general public and aims to provide basic skills to children who wish to learn more about Islamic education. This is why this institution has been so successful in enhancing students' abilities. As members of the Muslim community, reading and understanding the Qur'an is obligatory for Muslims because the Qur'an is a way of life for humans (Putri & Mahariah, 2023) children should be taught the basic skills of reading and writing the verses of the Qur'an from an early age because its significantly shapes children's character, morality, and spirituality from an early age (Ritonga et al., 2024). The Qur'an, as the holy book of Islam, serves as a source of law, a foundation of knowledge, and

a guide for shaping the character and behavior of children. Children can begin to understand the noble values contained in the Qur'an by learning the basics of reading and writing it. One important component of Islamic education is to enhance Qur'anic literacy, especially to form a generation with a deep understanding of religious teachings.

The ability to write and read the Qur'an is a fundamental skill and helps instill Islamic values from a young age (Nurfaizah & Harmilawati, 2023). Similar reports have been made by several research journals, one of the most common issues in improving the literacy of reading and writing the Qur'an is that most students face difficulties in pronouncing letters according to their makhraj, difficulties in learning and applying tajwid, and most students fail to write Qur'anic verses properly. It is not only the students who see this problem, but educators can observe it as well. The lack of teacher experience in teaching Qur'anic reading and writing makes students uninterested and unmotivated to learn. Poor teaching methods and inadequate facilities are also problems.

The National Survey on "The Potential of Quran Literacy in Indonesian Society" conducted by the Ministry of Religious Affairs in 2023 shows that the Indonesian society has the ability to read and write the Quran (BTQ). The survey results, which involved 10,347 people from 34 provinces, indicate that 61. 51% of the population can recognize letters and diacritics of the Quran, 59. 92% can read the arrangement of letters into words, 48. 96% can read verses fluently, and 44. 57% can read the Quran according to the rules of Tajweed. However, there are still 38. 49% of the population who do not have the ability to read the Quran properly. Additionally, the survey results show that 11. 3% of the participants do not have a Quranic manuscript (mushaf) at home, and 22. 2% of the participants admit that they do not have access to BTQ learning gatherings near their homes. The results show that the Indonesian society has a low level of Quran literacy and that there is a need for an improvement in access and more equitable Quran learning facilities (Kemenag, 2023).

Some data show that the Indonesian population does not understand the ability to read and write the Qur'an. According to a journal article in one area, MDTA Nagari Sawah Tangah, many students do not yet understand the Qur'an well, especially in terms of reading, recognizing hijaiyah letters, pronouncing hijaiyah letters, and determining tajwid in every reading of the Qur'an. Nevertheless, even with the right approach to teaching students to read and write the Qur'an, they are still not sufficiently skilled (Mdta et al., 2024). The focus of this research is closely related to previous studies. Zahratul Jannah, Jihan Safitri, and Ummul Huda conducted a study entitled 'Improving Students' Reading and Writing Literacy Skills of the Qur'an Verses at MDTA Nagari Sawah Tangah. ' The results of this research show that students' ability to read and write the Qur'an has significantly increased. This indicates that the application of interactive and practical learning methods has a significant impact on improving students' abilities to read and write the Qur'an at MDTA (Mdta et al., 2024). The study written by Nurfaizah and Harmilawati titled "Training and Teaching of Reading and Writing the Qur'an at the MDTA of Latellang Village" is also in line. According to this research, the success of Qur'anic

literacy is greatly influenced by the duration of the training program at the madrasa (Nurfaizah & Harmilawati, 2023). Additionally, the research entitled "Assistance in Reading and Writing the Qur'an using the Ummi Method at the MDTA of Babussalam in Kotodua Village" was written by Muhammad Habil, Martin Kustati, and Rezki Amelia. Qur'anic learning is supported by the Ummi method, including talaqqi and musyafahah (reading directly in front of the teacher) (Habil et al., 2024).

The latest finding in this research is the application of an integrative learning model. This model combines various learning approaches and involves the active role of parents. The study was conducted in madrasahs in urban areas. These madrasahs face different challenges compared to madrasahs in rural areas, such as student diversity, social dynamics, and various environmental disturbances. Previous research has not significantly utilized a combination of integrative strategies, parental support, and adaptation to urban challenges. One of the important components of religious education in Indonesia, especially at the level of Madrasah Diniyah Takmiliyah Awaliyah (MDTA), is to enhance the reading and writing literacy of the Al-Qur'an among students. There are two main issues in this research based on this background: (1) how MDTA Al-Furqon helps students learn to read the Al-Qur'an; and (2) the methods or approaches used by teachers to improve reading and writing literacy of the Al-Qur'an. This research aims to teach and explain how MDTA Al-Furqon helps students in Pematangsiantar understand the reading and writing of the Qur'an. In addition, this research also seeks to find and explain the approaches or techniques used by teachers to improve students' literacy in reading and writing the Qur'an.

2. Methodology

This research uses a qualitative research method, this method involves the collection, analysis, and interpretation of non-numerical data. Therefore, this research is often referred to as "qualitative. " Creswell, as quoted by (Sembiring et al., 2024) states that qualitative research is a way to study and understand the meanings associated with individuals or groups in the context of social or human issues. In this study, a phenomenological approach is used. According to Creswell (1998:51), cited by (Bado, n. d.) Basri, the phenomenological approach aims to explain the meaning of concepts or phenomena experienced by several people in life (Bado, n. d.) . This research was conducted at the Madrasah Diniyah Takmiliyah Awaliyah (MDTA) Al-Furqon located at Tekukur street, No. 2, West Siantar District, Sipinggol-pinggol Village, Pematangsiantar. The subjects of the study are individuals directly involved in the learning process at MDTA Al-Furqon, such as the head of the madrasah, teaching teachers, and students. To obtain relevant and in-depth data, several data collection techniques were used, namely observation, interviews, and documentation. In the observation method, the researcher conducted direct observations of the learning process in the classroom, Quranic study activities, as well as interactions between teachers and students in Quranic learning. Additionally, in-depth interviews were conducted with the head of the madrasah, teaching teachers, and several students to gain their perspectives, experiences, and understanding of the role of the madrasah in enhancing Quranic

literacy. Data analysis, designed by Miles and Huberman (1984), consists of three steps: data collection, data reduction, data presentation, and conclusion drawing or verification (Abdussamad, 2021). The researcher uses triangulation techniques by conducting observations more than three times to obtain information and data related to the research to ensure the validity of the data.

3. Results and Discussion

Based on field observations conducted at *Madrasah Diniyah Takmiliyah Awaliyah* (MDTA) Al-Furqon, located at Tekukur street No. 2, West Siantar District, Sipinggol-pinggol Subdistrict, Pematangsiantar, a comprehensive overview was obtained regarding the implementation of literacy learning in reading and writing the Qur'an (BTQ) for students. The research informants consisted of the MDTA Grade III Teacher, the MDTA Grade IV Teacher, and the Head of the Madrasah. The observations were carried out directly on the teaching and learning process, Qur'anic recitation activities, as well as the interactions between teachers and students. In practice, learning at MDTA Al-Furqon focuses on the introduction of *huruf hijaiyah* (Arabic alphabet), training in *makharijul huruf* (articulation points of letters), the study of basic *tajwid* rules, and the ability to write short Qur'anic verses. From the beginning of their entry into the madrasah, students are introduced to the Arabic letters as the foundation of learning. Teachers actively guide students to read in *tartil* (measured recitation) and to understand simple *tajwid* principles. There are 20 questions posed to two informants, as follows:

Table 1. Interview Question

No	Question
1	At what level do students start learning Qur'an reading?
2	Importance of Qur'an literacy?
3	Do you see progress in students' reading ability?
4	Methods used?
5	Common difficulties?
6	How is assessment done?
7	Are students taught *tajwid*?
8	How are *makhraj* taught?
9	Main challenges?
10	How are exams conducted?
11	When do students learn to write Arabic?
12	Is writing taught separately from reading?
13	Do students write verses as practice?
14	How are letters first introduced?
15	Challenges in writing Qur'an verses?
16	Are common mistakes in writing addressed?
17	How is writing evaluated?
18	Do students show progress in writing?
19	Is calligraphy taught?
20	Strategy for weak writers?

Based on the interviews conducted with the Grade III and Grade IV teachers of MDTA, it can be concluded that students are introduced to the Qur'an from the

early grades, beginning with *Iqra'* and recognition of the *hijaiyah letters*, while fluency in reading is generally achieved in Grades III and IV. Both teachers emphasized that Qur'anic literacy is essential for students, as it serves not only as a foundation of religious knowledge but also as an important element of character building and preparation for life after completing their studies at the madrasah. The teachers observed that students demonstrate gradual progress in both reading and writing the Qur'an, although the pace of improvement varies among individuals depending on their initial abilities and level of focus.

In the learning process, teachers use the *sorogan* strategy, which is the individual recitation of the Qur'an in front of the teacher. With this method, students are called one by one to read, and the teacher provides direct correction regarding pronunciation, articulation of letters (*makhraj*), and the application of *tajwid*. In addition, writing activities are also an important part of instruction. Teachers write letters or verses on the board, and students copy them into their notebooks as practice. This strategy not only strengthens students' visual understanding of letter forms but also trains their motor skills in writing Arabic script correctly. The Grade IV teacher further explained that writing exercises of Qur'anic verses, including simple calligraphy, are carried out as a way to reinforce writing skills and the aesthetics of hand writing.

Along side individual methods and writing practice, MDTA Al-Furqon also applies the peer tutoring method, where more proficient students help their peers who face difficulties in reading or writing. This creates a more inclusive, supportive, and collaborative learning environment among students. Beyond the technical aspects, daily activities such as group recitation (*tadarus*), memorization of short chapters, and daily prayers are also regularly conducted to foster students' religious character. Learning is not only aimed at developing cognitive skills but also at nurturing spiritual attitudes from an early age.

Nevertheless, several challenges were observed during the learning process. Lower-grade students often lack focus during lessons because they prefer playing and are not yet able to maintain concentration. Teachers face difficulties in creating a conducive classroom atmosphere, especially when dealing with students who are not fully prepared for learning. Moreover, limited study time and inadequate facilities pose additional challenges for the madrasah in maximizing the development of Qur'anic literacy. Assessment of students' learning outcomes is conducted only at the end of each semester, namely in Semesters I and II, without midterm examinations, so that the evaluation process emphasizes gradual and comprehensive achievement.

Overall, the observations show that MDTA Al-Furqon plays a strategic role in improving students' literacy in reading and writing the Qur'an. The teaching strategies employed are able to address the needs of students across different ability levels while also fostering religious and moral character. The active involvement of teachers and the contextual approach to instruction make the Qur'anic literacy (*BTQ*) learning process more meaningful and effective. Although the institution still faces several obstacles, the madrasah has demonstrated a strong commitment to

nurturing a young generation capable of reading, writing, and understanding the Qur'an properly.

The Role of Madrasah Diniyah Takmiliyah Awaliyah (MDTA) in Al-Qur'an Literacy

Students in Pematangsiantar benefit greatly from the Al-Furqon Madrasah Diniyah Takmiliyah Awaliyah (MDTA) in enhancing their reading and writing skills of the Al-Qur'an. This is especially important amid the increasingly complex challenges of the times, where religious education becomes vital in shaping the character and spirituality of children. At MDTA Al-Furqon, students are not only trained to read the Al-Qur'an with tartil, but they are also taught the basics of tajwid, writing hijaiyah letters, and writing short verses from the Al-Qur'an. (Luthfiyyah et al., 2025). MDTA Al-Furqon has improved the reading and writing literacy of students in the Pematangsiantar area regarding the Quran. Field observations and interviews with teachers and student guardians showed that these institutions perform various strategic functions, including:

1. As a Quran Literacy Learning Institution

   The basic rules of tajwid, the points of articulation of letters, and the hijaiyah letters are taught systematically at MDTA Al-Furqon. The courses also teach writing and reading short verses from the Quran. The results of interviews conducted by the researcher indicate that children start learning to understand hijaiyah letters at least since they enter madrasah at the primary level. Additionally, Mr. Ghani, a teacher in the third grade, stated that children are also taught to write Quranic verses as a means of learning, so that they can understand it well. As shown by research (Mahmudah et al., 2024), learning the rules of Tajwid is very important for the study of the Qur'an as it helps students read the Qur'an correctly according to the established rules (Layyinah et al., 2024). Therefore, by mastering Tajwid from an early age, students not only acquire better pronunciation skills but also gain a better understanding of the greatness of the Qur'an through readings that comply with the rules.

2. As a Means of Forming Religious Character

   MDTA Al-Furqon provides opportunities for local children to participate in daily activities that enhance their religious character, such as reading prayers, group recitation, and memorizing short verses. MDTA Al-Furqon also helps improve the literacy of children who are still not fluent in reading and writing the Quran. The Complete Reading and Writing of the Qur'an (TBTQ) activity is one of the effective methods to enhance the understanding and practice of Qur'anic values in addition to improving their reading and writing skills (Tulis et al., 2024).

In addition, the MDTA Al-Fur'qon is an alternative learning place that allows children to further study the Qur'an, especially amidst the limited time for religious education in formal schools. As explained above, the teacher teaches

Qur'anic literacy starting from learning the hijaiyah letters, teaching the correct way to read according to the makharijul letters, and teaching basic tajwid. Students with different ability backgrounds can follow the lessons well thanks to a gradual and contextual approach, such as the Iqra' or Qira'ati methods. The learning is carried out not only to fulfill cognitive aspects but also to build psychomotor skills, such as the ability to write Arabic letters and accurately copy verses from the Qur'an. As stated by Mr. Abdul Ghani who explained that: "It is very important for children to be trained in their ability to read the Qur'an at least 100% until they graduate from the madrasah, because later when they graduate from the madrasah, they must be able to read the verses of the Qur'an. " (Interview with Mr. Abdul Ghani, 2025).

However, Mr. Ghani explained that teachers are still facing difficulties in helping the madrasah children better understand the reading and writing of the Al-Qur'an, especially in the lower grades. He explained that the children still lack focus in their lessons because they are too interested in playing, which sometimes causes them not to listen to the teacher's explanations. According to research (Taslim, 2022), third-grade MDTA Muhammadiyah students in Desa Panggorengan experience difficulties in reading the Al-Qur'an, especially with tajwid rules (such as tafkhim and tarqiq) and the articulation of letters. There are two internal factors (laziness and shyness) and external factors (lack of support from parents and the environment).

For MDTA Al-Furqon, assessments are only conducted at the end of the first and second semesters. This assessment can be used as a measure of how well the children learn each semester. Overall, MDTA Al-Furqon plays an important role in creating a young generation that understands the Qur'an. The Qur'an literacy program implemented from an early age enhances the students' technical skills, but also improves their religious and moral values.

Strategies or Methods to Improve Quran Literacy

Literacy is an important thing to teach children. This ability will be the basic capital of the child for his self-development. (Prasetyo & Fauzi, 2022) MDTA Al-Furqon strives to enhance students' understanding of reading and writing the Qur'an by using various learning strategies tailored to each student's abilities. These strategies are individual, practical, and prioritize active student engagement throughout the learning process. One of the main strategies used is as follows:

1. Individual reading of the Qur'an in front of the teacher

This method calls students one by one to read verses from the Quran directly to their teacher. The teaching of tajweed is a fundamental part of Qur'an education because it plays an important role in the accuracy and beauty of recitation. (Tazkirah, 2025) Furthermore, the teacher corrects the pronunciation of letters, the application of tajwid rules, and reading fluency. This method allows the teacher to more accurately assess students' reading abilities and provide attention that suits the needs of each child. Teachers also always

observe the students' character, for example, during the learning process, the teacher checks the students' Qur'an recitation by creating a table to record how often the students read the Qur'an at home. (Gultom & Azhar, 2023) "My usual way of guiding the children is to call them one by one and have them read in front of me, so that I can immediately provide an explanation of the correctness or incorrectness of their pronunciation of the verses. " (Interview with Mr. Abdul Ghani, 2025) According to research (Nurokhmiyati, 2021), proper implementation, individual attention, and good time management allow the sorogan method to improve learning outcomes of the Quran. Here, this sorogan method is also applied individually in front of the teacher.

2. Writing letters and verses of the Quran on the blackboard

The MDTA Al-Furqon study shows that teachers provide examples of hijaiyah letters or verses on the blackboard and ask students to copy them into their own notebooks. Students' fine motor skills are enhanced in writing Arabic letters through this practice. It also helps them distinguish letter shapes more clearly. As shown by the research (Ibrahim et al., 1854), the blackboard is an effective tool to assist students in practicing the makharijul huruf. Writing on the blackboard also becomes a great way to conduct visual evaluation to see how students' writing skills develop. "Usually, dear, the strategy that a mother can apply to her children is the use of whiteboard media as a facility for MDTA that can be used to explain to the children so that they can easily understand what the mother conveys. " (Interview with Mrs. Saujar, 2025) In addition, Mrs. Saujar, as the 4th-grade teacher, explained that calligraphy is also taught at MDTA Al-Furqon as an effort to train the children in writing verses of the Quran.

3. Learning through peer tutoring method

Students who are more skilled in reading or writing the Qur'an are asked to help their peers who are experiencing similar difficulties. In addition to making students feel responsible and cooperative, this system creates a more friendly and supportive learning environment. Both in the classroom and during free time, peer tutors usually work with small groups of students, resulting in an inclusive and mutually supportive learning environment. According to Winarno Surakhmad in Latifah's study, peer tutoring is one of the learning methods that can assist students. This method emphasizes collaboration over competition (Asnur et al., 2024).

To improve students' reading and writing skills of the Qur'an, MDTA Al-Furqon employs three main approaches: individual Qur'an reading in front of the teacher, writing practice on the whiteboard, and peer tutor methods. Individual reading allows the teacher to provide targeted evaluation and guidance according to each student's ability, and writing practice on the whiteboard trains the accuracy of the Qur'an writing form. However, the peer tutor method encourages students to work together and enhance their understanding of each other. The combination of these three approaches results

in a comprehensive and student-centered learning process. This process not only enhances students' technical skills in reading and writing the Quran, but also fosters self-confidence, character, and social bonds among students. In addition to the three strategies mentioned above, there is also a hadith that explains the importance of learning the Qur'an, which states:

خَيْرُكُمْ مَنْ تَعَلَّمَ الْقُرْآنَ وَعَلَّمَهُ

> The best among you are those who learn the Qur'an and teach it. HR. Bukhari, No. 5027 (Muhsin, 1997).

The Hadith of the Prophet Muhammad ﷺ narrated by al-Bukhari, "The best among you are those who learn the Qur'an and teach it" (HR. Bukhari, No. 5027), is one of the important foundations in Islamic education, especially to enhance the literacy of reading and writing the Qur'an (BTQ). This hadith shows that a person's understanding of the Qur'an is not the only thing that makes them a Muslim, but also their ability and desire to spread it to others. This hadith contains two directions of goodness: the internal learning process (ta'allum) and the external teaching process (ta'līm). Both indicate that a Muslim actively participates in reinforcing the scientific and spiritual traditions of Islam. This hadith serves as a normative foundation for teachers and students in understanding the importance of Qur'anic education from an early age in non-formal educational institutions such as Madrasah Diniyah Takmiliyah Awaliyah (MDTA).

4. Conclusion

Studies show that the Madrasah Diniyah Takmiliyah Awaliyah (MDTA) Al-Furqon helps students in Pematangsiantar read the Quran better. In addition to improving students' technical skills, such as reading with tartil, understanding basic tajwid, and writing hijaiyah letters, MDTA Al-Furqon also helps them build religious character through daily religious activities. Writing letters and verses on the board, individual Quran reading in front of the teacher, and using peer tutoring methods are some of the learning approaches used. These three methods have proven successful in encouraging students to actively participate in learning. They have also shown good results in creating a learning environment that supports cooperation. Nevertheless, issues such as limited learning time and low student focus still need to be addressed through adaptive pedagogical approaches. Overall, MDTA Al-Furqon is very helpful in improving Quran literacy at an early age; this becomes an important foundation for instilling faith, morals, and love for the Quran among the younger generation.

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