ANALYSIS OF LEARNING DIFFICULTIES IN READING AL-QUR'AN IN ADOLESCENT STUDENTS AT THE KHODIJAH TAHFIZH HOUSE, PONDOK AREN SOUTH TANGERANG

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Abstract

This study aims to explain and describe the difficulties of adolescent students in overcoming learning difficulties in reading the Qur'an at Khadijah Tahfizh House. This research uses a qualitative method with a descriptive type. Data collection techniques used observation, interviews, and documentation techniques. The data analysis stage includes limiting research studies by reducing data, displaying and verifying data. Test the validity of the data using the necessary observation and triangulation. The subjects of this research are Tahsin subject teachers and teenage students of Khadijah Tahfizh House. The results of the research on the difficulties of adolescent students in reading the Qur'an, among others: (1) teenage students have difficulty in distinguishing letters, (2) errors in makhroj (the place where letters come out) and properties (properties that accompany each letter), (3) mad duration errors (short length of letters), (4) errors in ghunnah (holding or buzzing letters). Among the influencing factors are: (1) not associating with competitive friends, (2) lack of support and cooperation from parents when studying at home. The implication of difficulties in learning to read the Qur'an is that teachers at tahfidz institutions can serve as references in the learning process. As for solutions for tahfidz institutions, they can develop programs when accepting new students, teaching methods, and evaluate them regularly.

Keywords: Learning to Read the Qur'an, Tahsin Teacher, Teenage Students

Abstrak

Penelitian ini bertujuan untuk menjelaskan dan mendeskripsikan kesulitan santri remaja dalam mengatasi kesulitan belajar membaca al-Qur'an di Rumah Tahfizh Khadijah. Penelitian ini menggunakan metode kualitatif dengan jenis deskriptif. Teknik pengumpulan data menggunakan teknik observasi, wawancara, dan dokumentasi. Tahap analisis data meliputi pembatasan kajian penelitian dengan mereduksi data, display dan verivikasi data. Uji keabsahan data menggunakan observasi yang diperlukan serta triangulasi. Adapun subjek penelitian ini adalah guru mata pelajaran Tahsin dan santri remaja Rumah Tahfizh Khadijah. Hasil penelitian kesulitan santri remaja dalam membaca al-Qur'an, antara lain: (1) santri remaja kesulitan dalam membedakan huruf, (2) kesalahan dalam makhroj (tempat keluarnya huruf) dan sifat (sifat yang menyertai setiap huruf), (3) kesalahan durasi mad (panjang pendek huruf), (4) kesalahan dalam ghunnah (menahan atau mendengungkan huruf). Diantara faktor yang mempengaruhinya ialah: (1) tidak bergaul dengan teman yang kompetitif, (2) kurangnya dukungan serta kerjasama dari orang tua ketika belajar di rumah. Implikasi dari kesulitan belajar membaca al-Qur'an adalah pengajar di lembaga tahfidz dapat menjadi referensi dalam proses belajar.

Adapun solusi yang untuk lembaga tahfidz dengan menyusun program saat menerima santri baru, metode mengajar dan mengevaluasi setiap waktunya.
Kata Kunci: Belajar Membaca Al-Qur'an, Guru Tahsin, Santri Remaja

INTRODUCTION

The Qur'an is the last and most sacred book that Allah revealed to His Messenger Muhammad SAW, as a guide for humanity to achieve salvation in this transient world and the eternal hereafter. As such a noble book, it naturally requires a noble manner of recitation as a form of reverence for the Book of Allah..(Muhammad Al Farabi Bin Asmar, 2020)

The Book of Allah, also known as the Qur'an, is not read like other books written by humans. Reading the Qur'an must be done in accordance with what Allah SWT has commanded and as demonstrated by His Messenger.(Kurnaedi, 2010) Allah SWT states in its meaning:

And recite the Qur'an slowly (QS. Al-Muzammil 73:4) (Yasin, n.d.)

M. Quraish Shihab in his tafsir titled *Al-Mishbah* explains that what is meant by *tartil* al-Qur'an is reading slowly while clarifying the letters, stopping and starting (*ibtida'*), so that the reader and listener can understand and internalize the content of its messages (Shihab, 2002).

Based on the above evidence, Muslims should strive to improve themselves in reading the Qur'an as much as possible (Kurnaedi, 2013). As stated by Sheikh Muhammad Ibnul Jazari in his text titled *al-Muqoddimah al-Jazariyyah* in verses 27 and 28, which read in meaning:

And practicing tajwid is an absolute obligation for all Muslims who are mukallaf. Anyone who (intentionally) does not practice tajwid when reading the Qur'an (to the point of changing the meaning) is sinful.(Al-Fadhli, 2019)

Tahsin is another name for the science of tajwid. The word Tahsin (تحسين) comes from the words *hasana, yahssinu, tahsinan* (حسن – يحسن – تحسينا). Meanwhile, the word Tajwid is derived from the words *jawwada, yujawwidu, tajwiidan* (جوّد - يجوّد – تجويدًا) which all share the meaning of improving, embellishing, beautifying, or making something better than before. In terms of terminology, tajwid/tahsin refers to pronouncing each Arabic letter from its *makhraj* (point of articulation) while giving it its due rights and obligations.(Al-Fadhli, 2019) The science of tajwid is very important for Muslims to study as a foundational science in reading the Qur'an.

Learning to read the Qur'an requires examples and guidance from a teacher who has knowledge and a chain of transmission that goes back to the Prophet Muhammad SAW. Because the Prophet taught his companions using the methods of talaqqi and musyafahah, so too did the companions teach their students, and this

has continued down to the Muslim community today. Therefore, teachers must have a chain of transmission in the practice of reading the Qur'an.

A teacher is anyone who imparts specific knowledge or skills to individuals or groups. Therefore, to become a teacher, one must possess skills, knowledge, and specialized expertise, and a teacher must be able to professionally fulfill the role not only of teaching but also of educating. (Purwanto, 2000) In addressing the challenges faced by students, teachers must optimize their efforts to achieve the desired learning outcomes.

Education is a conscious effort undertaken by families, communities, and governments through counseling, mentoring, and training activities inside and outside of schools throughout one's lifetime. The purpose of education is to prepare students to play appropriate roles in various environments in the future. Education is a programmed learning experience in the form of formal, non-formal, and informal education inside and outside of schools that aims to optimize the development of individual skills.(Tafsir, 2014)

Education at Rumah Tahfizh Khadijah (RTK) is education that focuses on improving the way of reading the Qur'an before entering the phase of memorizing the Qur'an. Because if memorization is prioritized over improving reading, there is a potential for errors in pronunciation, length, ghunnah, ikhfa, and other aspects related to reading the Qur'an. Therefore, before memorizing, it is advisable to improve the way of reading the Qur'an first. (Fathullah, 2021)

Based on preliminary studies at Rumah Tahfizh Khodijah, the researcher obtained interview results with Ustadzah Rosyidah, the head of Rumah Tahfizh Khodijah, who stated that in the second semester of the 2021-2022 academic year, many teenage students failed rather than passed. The high number of teenage students who failed was due to various factors, including the fact that the way teenage students read the Qur'an was not in accordance with the rules of tajwid and that their reading of the Qur'an was still stuttering.(Saputra, 2022)

This is supported by the findings of a study conducted by Tasdiq and Anjani, which highlighted several barriers to improving children's ability to read the Quran, including varying levels of cognitive ability among teenage students, insufficient awareness among both children and parents regarding the importance of reading and understanding the Quran, and the societal environment as a supporting factor. (Tasdiq & Anjani, 2019)

According to the KBBI, a santri is someone who studies religion or worships sincerely. (Digital, 2020) Teenage santri who study how to read the Qur'an refer to teenagers who study religion at the Khadijah Tahfizh House Foundation through the tahsin and tahfizh Qur'an programs. Teenage santri who study how to read the Qur'an have similar activities, namely studying tajwid and memorizing the Qur'an, in addition to formal school activities that they still carry out as students.

The responsibilities of being both a student and a religious student pose challenges for teenage students learning to read the Quran. Additionally, the adolescent stage they are going through presents unique challenges for teenage Quran memorizers. This is because adolescence is a transitional phase from childhood to adulthood, resulting in significant changes in their lives. This aligns with Hall's statement in Ardina and Qurotul Uyun that adolescence is a period filled with conflicts and mood swings, often referred to as the "storm and stress" phase (*storm and stress*).(Uyun & Putri, 2017)

Learning difficulties can be addressed through the efforts of the school, namely teachers or class advisors and guidance counselors, by providing specialized services and support. This includes monitoring their progress, asking about their difficulties, providing guidance, and offering motivation through words and behavior that serve as examples for the students. (Abdul Aziz Nasution, dkk., 2022)

Based on several theories related to learning difficulties, it can be concluded that learning difficulties are obstacles or disruptions experienced by individuals in learning activities, hindering the achievement of learning objectives and the improvement of individual learning levels. These difficulties are caused by internal factors from the individual themselves and external factors from the environment, society, culture, and learning facilities. (Siti Urbayatun, et., al., 2019).

Specifically, no investigation has been conducted on tahsin teachers in overcoming difficulties in learning to read the Qur'an among teenage students at the Tahfizh House. Therefore, the purpose of this study is to analyze and describe the analysis of difficulties in learning to read the Qur'an among teenage students at the Khadijah Tahfizh House. Students' efforts to overcome difficulties by repeating, studying with friends, and focusing while memorizing the Qur'an.

Based on the above background, the researcher is interested in conducting research that will be presented in a study titled "Analysis of Difficulties in Learning to Read the Qur'an among Adolescent Students at the Khadijah Tahfizh House in Pondok Aren, South Tangerang."

METHOD

The research approach used by the researcher is a qualitative approach with a qualitative descriptive method. Qualitative research, commonly known as qualitative research, is research that aims to understand the social reality experienced by the subjects being studied. The purpose of qualitative research is to gain understanding based on findings or conditions in the field of study. The research method used is the descriptive analytical method, which describes the current situation based on available facts.

This research was conducted in the odd semester of the 2021/2022 academic year, with the research period starting on September 5, 2022, and ending on January 31, 2023. The research location is at Rumah Tahfizh Khadijah 02, located at Komplek

Pondok Kacang Prima, Jl. Ketapang blok I2 no 2, Pondok Kacang, Kec. Pondok Aren, South Tangerang. And Rumah Tahfizh Khadijah 09, located at Mushola Al-Hikmah RT 05 RW 02 Jl. Hj Asep gg H Sanan, Jurangmangu Barat, Kec. Pondok Aren, South Tangerang.

The subjects of this study are two Tahsin teachers and twelve teenage students from the Khadijah Quran Memorization House. The teachers are Ustadz Faaza and Ustadz Roby. The students participating in the activity are: Dzaki: 14 years old, Utsmani Volume 2. Difficulties: reflecting letters that should not be reflected and stuttering. Lefi: 16th, Utsmani Volume 2. Difficulty: Sometimes unable to distinguish similar letters, such as ح and ه, and other nearly identical letters.

Arvi: 14th, Al-Qur'an. Challenges: Difficulty pronouncing the letter Sin. Fauzan: 18th, Quran. Challenges: Occasional issues with the length of vowels (mad). Irgi: 14th, Uthmani Volume 3. Challenges: Lack of fluency in reading. Ayesa: 13th, Uthmani Volume 2. Difficulty: Lack of thickness when pronouncing letters with the ithbaq (thick) quality, length and shortness (mad). Halil: 14th, Uthmani Volume 2. Difficulty: Articulation of letters, qualities of letters. Hasya: 15th grade, Utsmani Volume 3. Difficulty: Ghunnah, lengthening (mad), Ikhfa. Habib: 15th grade, Utsmani Volume 2. Difficulty: Ithbaq characteristics, lengthening (mad).

Data After the required data has been collected using data collection techniques, the next step is to analyze the data. Data analysis is a series of processes involving the search for and organization of data obtained through interviews, field notes, and documentation. This is done by organizing data into categories, breaking it down into units, synthesizing it, arranging it into patterns, selecting what is important and what will be studied, and drawing conclusions that are easy to understand for oneself and others.

At this stage, the data collected by the researcher is data obtained from various sources and types. In the qualitative data research process, this will be done before the researcher enters the field, while in the field, and after completing the fieldwork. After the required data has been collected, the researcher will manage the data based on a qualitative analysis approach, which will be managed into a final result in the form of qualitative data.

In obtaining data for this research, the researcher uses several techniques, namely: Observation Guidelines, Interview Guidelines, and Documentation Guidelines. The researcher will seek data or information at the location as much as possible on a regular basis, so that the researcher has the necessary data until it is saturated or there is no new data or information during the data search and collection process. The validity of the research data is verified using confirmability.

The researcher will then analyze the data or information obtained by presenting the data based on facts and theories determined from relevant sources.

Finally, the researcher will draw conclusions and compare the data obtained with the theories derived.

The data obtained will be documented in a conceptual framework and used as the basis for data analysis. In this study, the researcher will analyze the data descriptively. The data collected from the location will then undergo analysis and be presented in written form in a report based on data obtained through interviews, observations, and documentation of research activities related to optimizing tahsin teachers in overcoming difficulties in learning to read the Qur'an among teenage students at Rumah Tahfizh Khadijah.

The data obtained will be documented in a conceptual framework and used as the basis for data analysis. In this study, the researcher will analyze the data descriptively. The data collected from the location will then undergo analysis and be presented in written form in a report based on data obtained through interviews, observations, and documentation of research activities related to optimizing tahsin teachers in overcoming difficulties in learning to read the Qur'an among teenage students at Rumah Tahfizh Khadijah.(Siyoto & Sodik, 2018). Indicators of learning difficulties include difficulty understanding material, completing assignments, or achieving academic performance commensurate with one's potential.

RESULTS AND DISCUSSION

Based on observations and interviews with tahsin teachers and Rumah Tahfizh Khadijah, several factors contributing to the difficulties faced by teenage students in learning to read the Qur'an can be identified, including:

Various difficulties experienced by teenage students at Rumah Tahfizh Khadijah

After conducting observations, researchers found difficulties experienced by students when reading the Qur'an, including a lack of duration of ghunnah in the letters ن (nun) and م (mim) when they are doubled, failing to give each letter its proper characteristics, confusing letters that are similar in shape, such as س (sin) and ش (syin), improperly applying long and short vowels as they appear in the Qur'an, and reflecting (qolqolah) letters that should not be reflected.

The researcher's observations are supported by the results of interviews with tahsin teachers: first, applying the *qolqolah* (vibration) to letters that should not have it. Second, the length of vowels (*mad*) does not align with the Qur'an or the Uthmani text. Third, occasionally forgetting letters that are nearly identical in shape, such as س and ش. Fourth, the duration of *ghunnah* (nasalization) is too short or sometimes omitted. Fifth, the *makhraj* and characteristics are sometimes inaccurate, such as the letter ش with the characteristic of *tafasysyi* (force of air) and *rokhowah* (flow of sound) not being fully realized.

The speaker explained that there are several difficulties in learning to read the Qur'an experienced by teenage students:

"First, reflecting letters that should not be reflected. Second, mad (long-short) does not match what is in the Qur'an or Uthmani. Third, sometimes forgetting letters that are similar in shape, such as س (sin) and ش (shin), and others. Fourth, the duration of the ghunnah is too short or sometimes omitted. Fifth, the makhraj and characteristics are sometimes inaccurate, such as the letter ش (shin) having unclear tafasyi and rokhowa characteristics, or the letter ج (jim) having excessive airflow."

In line with this, the researchers also interviewed tahsin teachers at RTK 09, who said that:

"The difficulties experienced by students are difficulties in fluency, usually due to a lack of focus and not getting used to reading the Qur'an at home. Then there is the accuracy of makhraj and the nature of letters such as the letter ك (kaf) which is similar to the letter ق (qof) when kasrah and dhommah."

In line with this, the researcher also interviewed students at RTK 02 who said:

"It's a little stuttery, like the letters ل (lam), ن (nun), م (mim), which should not be reflected but are reflected instead (example in QS. Al-Fatihah verse 2)."

"For example, the letters are the same, like the letters ح and ها, I still can't remember them, and I can't tell the other letters apart either."

From several observations and statements made during the interviews above, according to the researcher's observations, it is consistent with what the researcher has correctly observed that the difficulties experienced by teenage students in learning to read the Qur'an are, first, pronouncing the qolqolah (bouncing) sound on letters that should not have it. Second, the mad (lengthening or shortening of vowels) does not align with what is found in the Qur'an or the Uthmani text. Third, they occasionally forget letters that are nearly identical in shape, such as the letters س and ش. Fourth, the duration of ghunnah (nasalization) is too short or sometimes omitted. Fifth, the makhraj and characteristics are sometimes inaccurate, such as the letter ش with the tafasysyi (force of air) and rokhowah (flow of sound) characteristics not being fully executed.

This is closely related to efforts to produce high-quality students in Quran recitation lessons, as demonstrated by the characteristics of their abilities, namely that students are able to accurately and correctly recite verses from selected surahs in accordance with the rules of Tajwid, understand the verses well, and know their meanings.(Hanafi, 2023)

Factors Influencing Adolescent Students in Learning to Read the Qur'an at Rumah Tahfizh Khadijah

The factors influencing adolescent students in learning to read the Qur'an can originate from within the students themselves, such as their spiritual and physical

aspects (internal), or from external sources such as learning facilities and infrastructure (external). Other factors include those related to the tahsin teacher, such as the manner of presenting the material, teaching methods, classroom management, and the teacher's expertise.

Based on the researcher's observations, physically, none of the students have disabilities or special needs. When the lesson begins, the students follow along orderly, but by midway through the session, they start to become disorderly because the tasks assigned by the tahsin teacher have already been completed, so the students fill the idle time by talking to their peers, which influences other students to join in the conversation. (Observation at the Khodijah Tahfizh House on January 19, 2023)

The researcher's observations were reinforced by the results of interviews with tahsin teachers who explained that the factors influencing adolescent students in learning to read the Qur'an included the intentions of adolescent students, their ability to understand, their sincerity in learning, support from parents, and the ability of tahsin teachers to deliver the material. and through clarification based on interviews with students in the form of interviews as well.

Parental Parenting Patterns Towards Teenage Students at Rumah Tahfizh Khadijah

Parenting styles can also be a factor influencing the difficulty or even success of the process of learning to read the Qur'an among adolescent students. The attention given by parents is crucial for children as an effort to support the success of the learning process. Adolescent students who receive support from their parents will be enthusiastic about learning to read the Qur'an. This researcher's observation is reinforced by the results of interviews with tahsin teachers and teenage students, indicating that parental support significantly influences the learning process of teenage students, particularly in learning to read the Qur'an. Regardless of the form of support, even small gestures such as reminding them to recite the Qur'an or instructing them to practice reading it will have a positive impact on the child.

In social phenomena, there are many parents who are unaware of the importance of supporting their children, making parents a factor contributing to difficulties in learning to read the Quran. This is reinforced by interviews with Quranic recitation teachers, who mentioned that mistakes made by parents include a lack of communication with their children, resulting in no monitoring or guidance for the child's development in the process of learning to read the Quran, Parents have not mastered the science of parenting children, do not accustom children to learn from an early age (any subject), so that children do not love the learning process, making them feel burdened by learning and affecting their learning success.

The Influence of Friends on Teenage Students at Rumah Tahfizh Khadijah

Friends can also be a factor that influences the difficulty of adolescent students in learning to read the Qur'an. From the results of the observation, the

researcher found that there were students who were active in talking and students who easily shifted their focus when invited to talk.

This observation was reinforced by interviews with teenage students, who stated that the influence of friends on the difficulty of learning to read the Qur'an among teenage students includes being easily distracted when talking with other students and not wanting to compete in goodness because they are friends with students who are not competitive.

From several observation results and statements through interviews, the study found that the difficulties faced by teenage students in learning to read the Qur'an at the Khadijah Tahfizh House include difficulties in pronouncing letters from the perspective of their articulation points and characteristics, sometimes being unable to distinguish between letters with similar shapes, and inconsistent vowel lengths and ghunnah. The factors influencing teenage students in learning to read the Quran include their intention to seek knowledge, their ability to understand, their dedication to learning, competitive peers, and support and cooperation from parents when learning at home.

As discussed above, in line with the research findings of Dhevi Kartika Nur Pratiwi, the difficulties faced by students when learning to read the Qur'an include difficulties in memorization due to the similarity in characteristics and shapes of some Arabic letters, difficulties in understanding the changes in the shapes of connected Arabic letters, difficulties in distinguishing between long and short vowels, difficulties in pronouncing the correct articulation points, and difficulties in applying the rules of tajwid.(Dhevi Kartika Nur Pratiwi, 2017)

Based on the overall results of the above discussion, the researcher can conclude that the difficulties faced by adolescent santri in learning to read the Qur'an are the difficulty of pronouncing letters according to their makhraj and characteristics, stuttering when reading the Qur'an, such as long-short, ghunnah, ikhfa, inappropriate qolqolah, and confusing letters that are similar in shape.

Based on the research findings obtained, a discussion of the research findings can be conducted. This discussion of the research findings is intended to interpret the data into a more easily understandable form.

The discussion of research findings that the researcher will present regarding the optimization of tahsin teachers in overcoming difficulties in learning to read the Qur'an among teenage students at the Khodijah Pondok Aren Tangerang Selatan Tahfizh House, From the observation process and interview results with relevant sources, the author found that there are various optimizations carried out by tahsin teachers to address the difficulties experienced by teenage students through various efforts, including:

Difficulties Faced by Teenage Students at Rumah Tahfizh Khadijah

From several observations and statements obtained through interviews in this study, it was found that the difficulties faced by teenage students in learning to read the Qur'an at Rumah Tahfizh Khadijah include difficulties in pronouncing letters in terms of their articulation points and characteristics, sometimes being unable to distinguish between letters that are similar in shape, and inconsistencies in vowel length and ghunnah. The factors influencing teenage students in learning to read the Qur'an include their intention to seek knowledge, their ability to understand, their dedication to learning, competitive peers, and the support and cooperation of their parents when studying at home.

The discussion above aligns with the research findings of Dhevi Kartika Nur Pratiwi, who states that the difficulties students face when learning to read the Qur'an include difficulty in memorization due to the similarity in characteristics and shapes of some Arabic letters, difficulty in understanding the changes in the shapes of connected Arabic letters, difficulty in distinguishing between long and short vowels, difficulty in pronouncing the correct articulation points, and difficulty in applying the rules of tajwid. (Dhevi Kartika Nur Pratiwi, 2017)

Based on the overall results of the above discussion, the researcher can conclude that the difficulties faced by adolescent santri in learning to read the Qur'an are the difficulty of pronouncing letters according to their makhraj and characteristics, stuttering when reading the Qur'an, such as incorrect lengthening, ghunnah, ikhfa, qolqolah, and confusion with letters that are similar in shape.

The Tahsin Teacher's Strategy in Overcoming Difficulties in Learning to Read The Qur'an Among Teenage Students at Rumah Tahfizh Khadijah

From several observations and statements obtained through interviews, the research findings indicate that the first strategy used by tahsin teachers in overcoming difficulties in learning to read the Qur'an among teenage students at Rumah Tahfizh Khadijah is a process-based approach, whereby students continuously experiment and practice to overcome mistakes when reading the Qur'an. Second, the tahsin teacher positions themselves not only as a teacher but also as a friend to the teenage students, making it easier for them to accept and understand what the teacher communicates. Third, understanding the psychological state of the teenage students and providing advice and motivation to help improve their mental well-being. Fourth, providing motivation at the beginning of each lesson to prepare the teenage students for learning. Fifth, providing an overview before introducing new material to help students better understand previous material and its connection to the new material. Sixth, maintaining classroom discipline by adopting a serious yet relaxed facial expression, issuing reprimands to those who violate etiquette or rules in the classroom, arranging seating for students who talk frequently with those who are quieter, assigning additional tasks to keep them engaged, and finally enforcing discipline firmly.

This is supported by research by Luk Luil Inayati, which shows that the efforts made by tahsin teachers to improve students' ability to read the Qur'an include providing encouragement and motivation, conducting Qur'an reading practice before starting lessons, repeating previously taught material, and conducting oral and written evaluations. The application of tajwid knowledge in Quran reading involves explaining tajwid theory, conducting question-and-answer sessions, practicing Quran reading, analyzing it according to tajwid principles, and having students present on the taught material for mental testing and knowledge reinforcement. (Inayati, 2021)

This can be linked to the discussion above, as explained in the Kholifatul Umroh journal, that the factors influencing students' learning difficulties are a lack of initiative in learning to read, the role of parents who do not provide maximum guidance to students at home, and a lack of self-awareness among students regarding the importance of reading. (Kholifatul, 2019)

In relation to the above discussion, Widi and Ratri in their journal stated that the role of the Qur'an teacher in overcoming students' difficulties in reading the Qur'an at SD IT Bina Insan Kamil is the role of the Qur'an teacher as an educator, namely the teacher provides guidance and encourages students to always remember Allah SWT, by consistently praying during every activity. Additionally, teachers must possess strong teaching skills, achieved through regular practice among Quran teachers, particularly in terms of delivering instructional content, maintaining a clear and firm voice, and providing examples of Quran recitation. This approach ensures that students achieve positive outcomes aligned with the objectives of Quran education. (Astuti and Nugraheni, 2019)

Based on the overall results of the above discussion, the researcher can conclude that the tahsin teacher's strategy in overcoming difficulties in learning to read the Qur'an in adolescent students is, (1) To use a process approach, whereby students continue to experiment and practice to overcome mistakes when reading the Qur'an. (2) The tahsin teacher positions themselves not only as a teacher but also as a friend to the teenage students, making it easier for them to accept and understand the teacher. (3) Understanding the psychological state of the teenage students and providing advice and motivation to help improve their mental well-being. (4) Providing motivation at the beginning of each lesson to prepare the teenage students for learning. (5) Providing an overview before introducing new material to help students better understand previous material and its connection to the new material. (6) Maintaining classroom discipline by adopting a serious yet relaxed facial expression, issuing reprimands to those who violate etiquette or rules within the gathering, arranging seating positions for students who tend to talk a lot with those who are more reserved, assigning additional tasks to keep them engaged, and finally enforcing discipline in a firm manner.

Factors Supporting and Inhibiting The Optimization of Tahsin Teachers in Overcoming Difficulties in Learning to Read The Qur'an Among Teenage Students at Rumah Tahfizh Khadijah

From several observations and statements obtained through interviews in this study, it was found that the supporting and inhibiting factors for the optimization of tahsin teachers in overcoming difficulties in learning to read the Qur'an among teenage students at Rumah Tahfizh Khadijah are as follows: The first supporting factor is that tahsin teachers have sufficient knowledge, have many teachers, and have a continuous chain of recitation and knowledge. Second, Tahsin teachers have experience in teaching Tahsin education. Third, the environment is close to a mosque and free from disturbances from the community. Fourth, adequate facilities and infrastructure are available. Fifth, the curriculum is appropriate. Meanwhile, the inhibiting factors include: First, limited time. Second, students rarely attend classes. Third, students do not review or correct their mistakes in reading the Qur'an at home. Fourth, a classroom environment that is not well-disciplined. Fifth, a community environment that is too crowded. Sixth, a lack of cooperation between teachers and parents when teenage students study at home. Seventh, a lack of parental support.

Parents who do not or insufficiently pay attention to their children's education, who may be indifferent or fail to monitor their children's progress, will become a cause of learning difficulties for their children. Parents who are harsh and authoritarian can cause unhealthy mental states in children. This can result in children feeling uneasy and unhappy at home, leading them to seek out peers and neglect their studies. Generally, parents do not encourage their children, causing them to dislike learning. In some cases, due to their parents' wrong attitudes, children may even come to hate learning. (Hasibuan, 2019)

This is reinforced by research conducted by Widi Astuti and Ratri Nugraheni, which suggests that factors hindering teachers in overcoming difficulties in reading the Qur'an include a lack of cooperation from parents when studying at home, students' lack of discipline in attending tutoring sessions, delayed supervision programs, some students lack practice in reading the Qur'an at home, poor behavior among some students, and inadequate personnel management. (Astuti and Nugraheni, 2019)

In relation to the above discussion, Ahmad Hariandi in his journal states that the factors that support PAI teachers' strategies in improving Quran reading skills include: First, students already have the ability to read the Quran. For example, they have undergone Quran education at TPQ, at a Quran teacher's place, and have the ability to follow lessons well. Second, a family environment that can serve as a role model and teach children to read the Qur'an. For example, after Maghrib prayers, parents read the Qur'an at home, and their children follow what their parents do. Third, competent PAI teachers who are committed to improving students' Qur'an

reading skills. Fourth, an Islamic community environment. Most of the students' residential areas have TPQs, Quran study groups at mosques, or at the Quran teacher's home. Fifth, adequate facilities and infrastructure at the school. The school has provided very adequate learning facilities and a very conducive learning environment. There are LCD projectors in some classrooms, and the school provides *Iqra', Qiro'ati, and Yanbu'a* textbooks. (Hariandi, 2019)

The above discussion is also in line with the results of Luthfiana Hanif Inayati's research, which states that the factors supporting PAI teachers' efforts in overcoming difficulties in learning to read the Qur'an are the availability of Qur'an learning facilities and the existence of qiraah and tartil extracurricular activities. Meanwhile, the inhibiting factors are student interest, limited learning time allocation, and the student environment. (Luthfiana Hanif Inayati, 2013)

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This aligns with Dwi Yulia Ningsih's research, which found that the factors supporting teachers in addressing difficulties in reading the Qur'an at SMK Negeri 2 Arga Makmur include learning resources, teaching methods, and teachers actively serving as mentors to students. The factors hindering these efforts include limited time and students who are still lacking in discipline. (Ningsih, 2019)

Based on the overall results of the above discussion, the researcher can conclude that the supporting factors for optimizing tahsin teachers in overcoming difficulties in learning to read the Qur'an among adolescent students include students who already have a basic knowledge of reading the Qur'an from school or their parents, a family environment that supports the development of students' abilities in reading the Qur'an, competent tahsin teachers who are committed to improving their students' Quran reading skills, an Islamic community environment, adequate facilities and infrastructure to support students' learning needs, and proper use of smartphones by students. The inhibiting factors include students lacking the desire and effort to correct their reading mistakes, parents who do not support the learning process at home, and an unfavorable community environment.

CONCLUSION

The difficulties faced by teenage students when reading the Qur'an at the Khadijah Pondok Aren Tangerang Selatan Tahfizh House can be attributed to two factors: internal and external factors. Internal factors include difficulties in pronouncing letters correctly in terms of their articulation points and characteristics, sometimes being unable to distinguish between letters that look

similar, inconsistencies in the length of vowels and the use of ghunnah, the students' intentions in seeking knowledge, their ability to understand, and their dedication to learning. External factors include not associating with competitive peers and a lack of support and cooperation from parents during home study sessions.

Recommendations:
1. After conducting the research process, the researcher can provide the following recommendations:
2. For the head of the foundation and teachers to provide more support and moral encouragement, as well as complete facilities, so that they can better nurture the character of the students and achieve the vision and mission of the Foundation. Continuously make improvements to produce graduates of the Rabbani generation. Align your intentions and be confident that Allah SWT will reward those who strive for the Qur'an with the best possible outcomes.
3. For Tahsin teachers, further enhance collaboration with parents. The success of the optimization efforts undertaken by Tahsin teachers will not be achieved smoothly without good cooperation between the Foundation's elements and parents.
4. For future researchers, continue this research by keeping up with developments in the digital age to further refine and improve upon previous research.

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