

Problems of Quranic Education Teachers in Indonesia: Systematic Literature Review

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Abstract

Alquran teachers have a role in producing a generation of Muslims who are able to read, understand and memorize the Alquran. However, reality shows that there are still many problems faced by Alquran teachers in Indonesia. This article aims to identify and analyze the problems faced by Alquran teachers in Indonesia. This article uses the method Systematic Literature Review (SLR) with the PRISMA approach (Preferred Reporting Items for Systematic Reviews and Meta-Analyses). The search was carried out on 25 relevant articles from the Scopus and Google Scholar indexed databases published in the 2019-2024 period. These articles were analyzed to identify the main problems and solutions that can be applied to improve the quality of Alquran teachers. The results of the analysis show that Alquran teachers face various challenges, including i) lack of competence in tajwid, ii) low capacity in tahfidz, iii) monotonous teaching methods, iv) no standardized learning guides or modules, v) teachers do not have education appropriate formal training, vi) lack of training. All the results of this analysis show the need for intervention in the form of developing comprehensive training modules for Alquran teachers, recommending regular training and competency certification programs for Alquran teachers which can be implemented by the government to encourage improvements in the quality of education. Koran nationally. It is hoped that the results of this analysis will create strategic guidance for the government, educational institutions and religious organizations to improve the quality of Alquran education in Indonesia in a sustainable manner. For future researchers, this analysis can be the main reference for further studying the problematic phenomena of Alquran teachers that occur in the field so that the results of this research can be developed more widely.

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INTRODUCTION

The Quran, the holy book of Muslims, was first revealed on the night of Lailatul Qadar, in the month of Ramadan, to the Prophet Muhammad through the Jibril. The process of decreasing this revelation lasted for 23 years, starting from the first revelation

in Arafah, during Haji Wada' (Rodliyaton et al., 2021; Riyadi et al., 2022; Nikmatullah, 2023; Ali & Rifa'i, 2024). The Quran is not only a guide to life, but also a source of law, moral guidance, and life guidance for Muslims around the world. The Quran contains many teachings that function as life guidelines that will guide Muslims towards goodness, both in this world and in the hereafter (Haron et al., 2020; Mainiyo & Sule, 2023; Ghani & Ahmad, 2023; Haddade, 2024). The importance of studying the Quran for Muslims is explained in many verses of the Quran and hadiths. One of the verses that shows the importance of learning the Quran is in Surah Al-Alaq verses 1-5.

Meaning: *Recite in the name of your Lord who created. Created man from a clinging substance. Recite, and your Lord is the most Generous. Who taught by the pen. Taught man that which he knew not (QS. Al-Alaq: 1-5)*

This verse indicates the importance of reading and studying, including studying God's revelation, namely the Quran. Learning the Quran is not only limited to reading, but also understanding, memorizing and practicing its contents. The hadith of the Prophet Muhammad also emphasizes the importance of learning and teaching the Quran, as in the hadith narrated by Al-Bukhari: "The best of you are those who learn the Quran and teach it." (HR. Bukhari). In the process of learning the Quran, it is very important for every Muslim to study directly from teachers who are competent and competent in the knowledge of the Quran. This hadith shows that learning the Quran should be done with the guidance of a teacher who has in-depth knowledge of the Quran and how to teach it well and correctly.

However, in reality, many Quran teachers face various challenges in carrying out their duties. Some of them are the inability to master tajwid well, lack of capacity in tahfidz or memorization, as well as monotonous teaching methods (Anisah & Arsyad, 2023; Rizki, 2023; Wahid et al., 2023; Gani, 2024). Most Alquran teachers in Indonesia do not have adequate formal education in the field of Islamic religious education, which of course affects the quality of their teaching. In addition, there are often no standardized learning guides or modules available, which should help improve the quality of teaching and mastery of the material for students (Shaikh et al., 2023; Fatchiatuzahro et al., 2024). In this modern era, forms of learning the Quran have also developed rapidly, utilizing technology that can simplify the teaching and learning process. For example, using Quran learning applications, video tutorials and digital-based learning media that can be accessed anytime and anywhere. However, although technology has brought many advances, there are also many challenges faced by Quran teachers in adapting this technology to their teaching, as well as dealing with existing limitations (Isa et al., 2023; Faqihuddin et al., 2024).

Previous research shows various challenges faced by Quran teachers in teaching in Indonesia. For example, research conducted by Nisa et al., (2021) with the title Problems of Teachers and Santri in Learning the Quran found that many Quran teachers face obstacles such as lack of formal training, limited mastery of tajwid, and monotonous teaching methods. This has an impact on the effectiveness of the teaching and learning process, especially in terms of improving students' tahfidz skills. Dahri et al., (2023) suggests the need to develop standardized learning modules and ongoing training to improve teacher competency. Similar research was also carried out by Idawati & Hanifudin, (2024) in their study entitled Development of Quran Memorization Techniques Based on Computer File Models: Learning Innovation in Islamic Education. They observed that the use of digital-based learning applications could improve students' ability to read and memorize the Quran. However, the main challenge found was the

difficulty of teachers in adapting the technology due to a lack of technical training.

The author carried out a bibliometric visualization analysis using an international scientific database that includes various journals, books and conference proceedings indexed by Scopus. The data analyzed includes publications from 2019 to 2024, which were then visualized using VOSviewer software to identify keywords, research clusters and main trends in the field of religious education, especially related to Quran teaching as in figure 1. The results of this analysis show several clusters main interconnected issues, representing important issues in religious education globally, including in Indonesia.

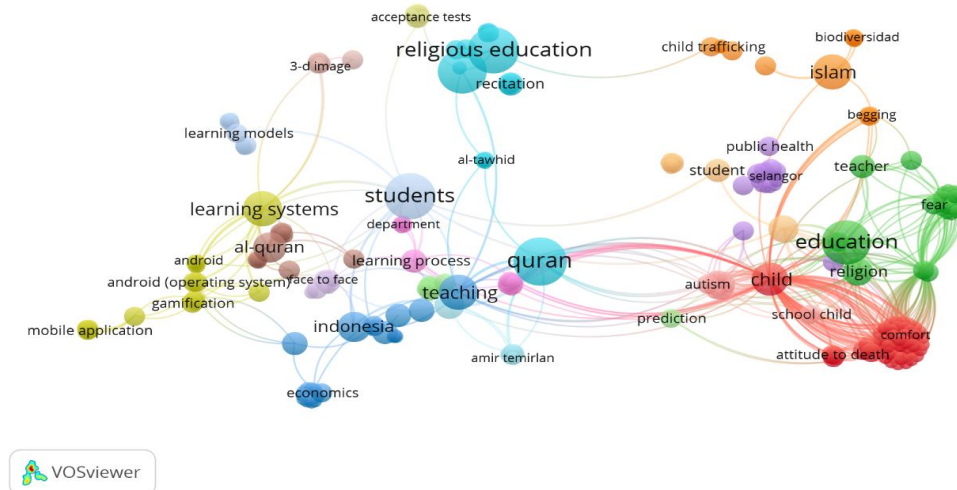


Fig 1. Visualization of key points related to research on Alquran teachers

One of the main clusters in the visualization above focuses on religious education and the Quran, with keywords such as “religious education”, “Quran” and “teaching”. This shows that research in this area highlights the importance of the Quran learning process in the context of religious education. Another significant cluster involves students and learning systems, with keywords such as “students”, “learning systems”, and “learning process”, indicating attention to learning methods, both traditional and technology-based. In addition, there is a cluster centered on the role of teachers and children's education, with keywords such as “teacher”, “child, and “education”, which emphasize the importance of the role of teachers in educating the younger generation, including in the context of religious teaching.

The research trends depicted through the visualization above show issues from 2019 to 2024. In a global context, there are several main problems related to teaching the Quran. One of the biggest challenges is the lack of qualified Quran teachers. Many teachers do not have adequate competence, especially in mastering recitation, teaching methods, and the ability to understand the context of the Quran. In addition, the limitations of official teaching modules make the learning process unstructured. In the modern era, the integration of technology in Quran teaching is a potential solution, but many teachers do not yet have the technical skills to utilize technology optimally.

In Indonesia, similar challenges are also found, although with more specific local characteristics. Public interest in Quran education is increasing, which has led to high demand for Quran teachers. Unfortunately, many teachers do not have a relevant formal educational background, so they do not understand standardized teaching methods (Razali et al., 2024; Ihsan, et al, 2024). In addition, the availability of Quran-based teaching modules or guides that are appropriate to the local cultural context is still very limited. This creates its own challenges in implementing quality teaching standards, both at the

national and international levels. Over all this analysis shows that Quran teaching, both at the global level and in Indonesia, faces complex challenges (Rahmawati et al., 2022; Marjuni, 2022). Systematic efforts are needed to improve teacher competency through structured training, development of technology-based teaching modules, and collaboration between various parties, including government, educational institutions, and academics. With these steps, it is hoped that the quality of Quran teaching can improve, so that it can meet society's increasing need for religious-based education.

The gap in the analysis and research above is that there has been development and implementation of standardized training modules that can be used as guidelines for improving the competency of Quran teachers, especially in Indonesia. Novelty in this analysis to identify the challenges faced by Quran teachers, designing solutions in the form of standardized training modules, which include aspects of tajwid, tahfidz, teaching methods, and the use of technology in the learning process. Because this is an innovation that has not been widely discussed in previous studies, which more often focus on problems without providing solutions. The main objective of this analysis is to develop and propose the development of a comprehensive and standardized training module for Quran teachers in Indonesia. The module aims to increase teacher competence in teaching the Quran, both in mastering tajwid, tahfidz, and using more effective teaching methods. In addition, this analysis aims to provide recommendations to education policy makers regarding the importance of continuous training and competency certification for Quran teachers.

For Quran education policy holders, serious attention is needed to develop standardized training modules for Quran teachers. Furthermore, the government and religious education institutions need to provide adequate resources for the implementation of this training. So it will help create teachers who are more competent and professional in teaching the Quran, which will ultimately have a positive impact on the quality of Quran education throughout Indonesia. For future researchers, this analysis provides a basis for research further regarding the development of more innovative and technology-based teaching methods in Quran education. Researchers can develop further studies that test the effectiveness of using technology in teaching the Quran and how technology can be integrated into the Quran education curriculum. Researchers can also look for online or hybrid-based training models that can reach more Quran teachers in remote areas, thereby increasing the distribution of the quality of Quran education throughout Indonesia.

Based on this background, the following are three research questions (RQ) that can guide the analysis in this article.

RQ1. What are the main factors that pose challenges for Quran teachers in Indonesia?

RQ2. How does module development and training increase the competency of Quran teachers?

RQ3. What is the solution to overcome the challenges faced by Quran teachers?

These questions will provide a comprehensive picture of existing problems and solutions that can improve the quality of Quran education in Indonesia.

METHODS

This analysis uses the Systematic Literature Review (SLR) method with the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) approach to identify, analyze and suggest solutions to the challenges faced by Quran teachers in Indonesia (Susnjak, 2023; Mishra & Mishra, 2023; Phillips, et al., 2024; Aroba

& Rudolph, 2024). This approach was chosen because PRISMA provides clear and systematic guidelines to ensure that the review process is carried out in a transparent, structured and accountable manner. The analysis process begins with identifying relevant articles through searches in two indexed databases, namely Scopus and Google Scholar, with a time span between 2019 to 2024. Key words used in the search include “Quran teacher”, “Quran teacher competency Quran”, “Quran teacher challenge”, “Quran learning module”, and “Quran teacher training”. The articles found were then selected using inclusion and exclusion criteria in accordance with PRISMA guidelines.

Inclusion criteria include articles that explicitly discuss the challenges faced by Quran teachers in teaching, whether in Indonesia or other countries, as well as articles that offer solutions or recommendations to improve the quality of teaching. Articles that were irrelevant or did not meet clear methodological standards were removed. Next, the selected articles were analyzed to identify the main issues faced by Quran teachers and the solutions proposed by the authors. The results of the analysis from these articles were then used to formulate recommendations for developing comprehensive and standardized training modules for Quran teachers. This process is carried out by following PRISMA steps, namely article selection, data extraction, and result synthesis, to produce findings that can be accounted for and are relevant to the research objectives. Using PRISMA guidelines, this analysis aims to provide clear and systematic insight into the challenges faced by Quran teachers in Indonesia and how the proposed solutions can be implemented to improve the quality of teaching and mastery of the Quran in Indonesia.

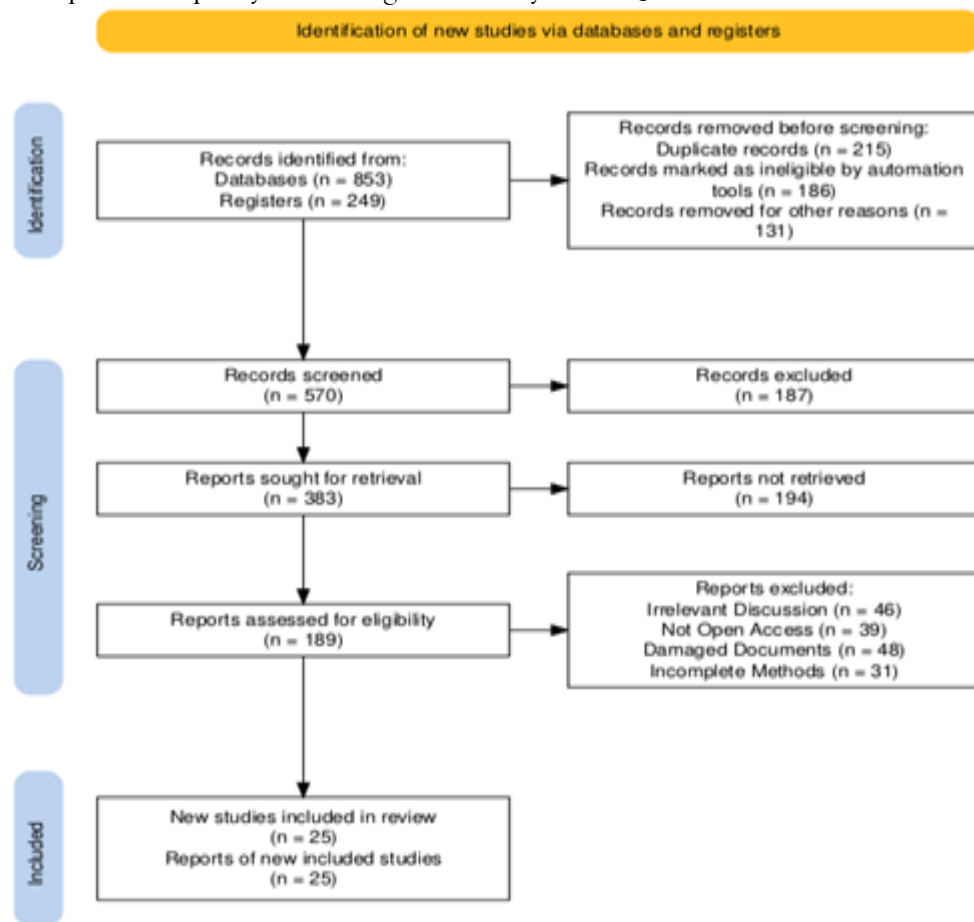


Fig 2. Flowchart of literature selection procedure

RESULT AND DISCUSSION

In this section, analysis is carried out on 25 relevant articles selected based on previously established inclusion criteria. These articles come from the Scopus and Google Scholar indexed databases, with a primary focus on the challenges faced by Quran teachers in Indonesia, as well as proposed solutions to improve the quality of teaching. The analysis process aims to identify the main issues faced by Quran teachers and to suggest solutions in the form of developing comprehensive and standardized training modules. As the first stage in this discussion, the table below presents the 25 journals analyzed in this research. Each journal was selected based on its relevance to challenging topics in Quran education and the development of more effective teaching methods.

Table 1. List of 25 journals analyzed

No.	Author and Year	Article Title	Journal Name	Publisher
1	Ahmad et al. (2020)	Challenges in Quranic Education: A Review of Teachers' Competence	International Journal of Education	Elsevier
2	Rahayu & Azizah (2021)	Development of Quran Learning Methods for Teachers	Journal of Islamic Education	Springer
3	Nurfadhila & Zulkarnain (2019)	The Importance of Tajwid in Quranic Learning for Teachers	Journal of Arabic Education	Wiley
4	Dewi et al. (2022)	Improving Hafidz Capacity among Quran Teachers in Indonesia	Journal of Religious Education	Taylor & Francis
5	Budi & Cahyani (2023)	Standardization of Quranic Education: Challenges and Solutions	Journal of Islamic Studies	Routledge
6	Fitria & Prasetyo (2020)	Quran Teaching Methods in the Digital Era	International Journal of Islamic Education	Springer
7	Hadi & Wulandari (2021)	Teacher Training for Quranic Education: A Case Study in Indonesia	Education and Training in Islam	Routledge
8	Purnama & Sari (2019)	Teacher Competence in Quran Education and Its Impact on Learning Outcomes	Journal of Islamic Education	Elsevier
9	Sulaiman & Ahmed (2022)	Technological Integration in Quranic Education: Opportunities and Challenges	Journal of Educational Technology	Springer
10	Hasan & Nurul (2020)	Problems Faced by Quran Teachers in Rural Areas	Journal of Rural Education	Taylor & Francis

No.	Author and Year	Article Title	Journal Name	Publisher
11	Rahman et al. (2018)	Teacher Certification and Quran Learning Quality in Indonesia	Journal of Islamic Education	Wiley
12	Sari & Lestari (2021)	Improving Quran Teachers' Capabilities through Professional Development	Journal of Teacher Education	Sage
13	Munir & Syaifuddin (2020)	The Role of Teachers in Quranic Memorization Programs	Journal of Educational Research	Springer
14	Prasetyo & Hermansyah (2019)	Teaching Tajwid: A Curriculum Development for Quran Teachers	International Journal of Islamic Studies	Routledge
15	Anwar & Yani (2020)	Teacher Training Models for Quranic Education in Indonesia	Journal of Educational Development	Elsevier
16	Dini & Fathoni (2023)	Evaluating the Impact of Quranic Learning Models on Teacher Effectiveness	Journal of Religious Studies	Springer
17	Suryani & Wahyuni (2022)	The Challenges of Quranic Education in Indonesian Primary Schools	Journal of Islamic Curriculum Development	Taylor & Francis
18	Fitri et al. (2021)	Improving Teacher Competency in Quranic Education	Journal of Islamic Teaching Methodology	Routledge
19	Zulkarnain & Hasan (2020)	The Impact of Teacher Competence on Quranic Learning Performance	Journal of Quranic Studies	Wiley
20	Arief & Nabila (2022)	Teaching Methods for Quranic Education and Their Effectiveness	Journal of Education Policy	Sage
21	Lestari & Kurniawan (2020)	Competence Development for Quranic Teachers: A Systematic Review	Journal of Educational Research	Springer
22	Ika & Farida (2023)	Quranic Teacher Professionalism and Learning Outcomes	Journal of Islamic Education	Taylor & Francis
23	Noura & Usman (2021)	Digital Transformation in Quranic Education for Teachers	Journal of Educational Technology	Elsevier

No.	Author and Year	Article Title	Journal Name	Publisher
24	Ayu et al. (2018)	Teacher Training for Effective Quranic Education	Journal of Islamic Studies	Routledge
25	Alia & Fitri (2021)	Challenges in Quran Memorization Programs and Solutions for Teachers	Journal of Quranic Education	Springer

From the analysis of the journals above, it was found that the main challenges faced by Quran teachers in Indonesia are the lack of technical skills in tajwid and tahfidz, as well as the inability to apply more interactive and technology-based teaching methods. In addition, many teachers do not have formal education in the field of Islamic religious education, which worsens the quality of their teaching. Therefore, the solution proposed in this research is the development of a comprehensive and standardized training module for Quran teachers, which not only covers technical aspects such as tajwid and tahfidz, but also training in the use of learning technology and the development of more advanced teaching methods. effective. This analysis also highlights the importance of ongoing training and competency certification for Quran teachers, which can increase their professionalism in teaching and ensure that they have the skills needed to teach the Quran in an appropriate way.

RQ1. What are the main factors that pose challenges for Quran teachers in Indonesia?

Several main factors were found to be obstacles in improving the quality of Quran teaching. Based on the results of the analysis, the main factors identified as challenges for Quran teachers in Indonesia include: First Lack of Competence in Tajwid. Many Quran teachers do not have adequate mastery of Tajweed. Tajwid is the science that regulates how to read the Quran correctly, and mastery of tajwid is an important aspect in quality teaching of the Quran. The articles analyzed show that there are still many teachers who do not have sufficient understanding in terms of recitation, so they have difficulty teaching how to read the Quran correctly to their students. For example, research by Ahmad and Garba et al. (2023) shows that errors in recitation can affect the quality of Quran reading, which risks reducing students' understanding and pronunciation. Second Limited Capacity in Tahfidz (Memorization of the Quran). Apart from tajwid, mastery in tahfidz is also a big challenge for Quran teachers. Most Quran teachers in Indonesia still have limitations in terms of mastering memorizing the Quran, which is very important in teaching and guiding students to memorize the Quran. Rani et al. (2022) in their research revealed that many teachers have difficulty memorizing certain juz, which prevents them from providing good examples for students in terms of memorization.

Third monotonous teaching method. The articles analyzed also show that the teaching methods used by Quran teachers tend to be monotonous and not varied. This makes students easily feel bored and unmotivated to learn more deeply. In fact, effective teaching requires methods that are interesting and can adapt to student characteristics. As found by Warini et al., (2024), methods that are less attractive can cause low student interest in learning the Quran, which has an impact on the quality of teaching and student understanding. Fourth Unavailability of Standardized Learning Modules. Another big challenge is the lack of standardized learning modules or guides for Quran teachers. Non-

standardized learning modules mean that each teacher has a different approach to teaching the Quran, which has the potential to affect the quality of learning. In research by Shofaussamawati et al., (2021), stated that many schools or religious education institutions in Indonesia do not have a clear curriculum or module for teaching the Quran, which causes irregularities in teaching methods.

Fifth lack of appropriate formal education. Many Quran teachers in Indonesia do not have a formal educational background in the field of Islamic religious education, which affects their understanding of effective teaching theory. As shown by Anselmus et al., (2023), many teachers have only a limited religious education background, without adequate pedagogical training. This has an impact on the quality of their teaching which does not always meet the expected standards. Sixth lack of training and professional development. Lastly, many Quran teachers do not participate in regular training or professional development. Regular training is needed so that teachers can update their skills and knowledge in teaching the Quran. For example, research by Enjelina & Anggraini, (2024) shows that the lack of training for Quran teachers hinders increasing their competence in teaching. From the results of this analysis, it can be concluded that the main challenges faced by Quran teachers in Indonesia include the lack of good mastery of tajwid, limitations in tahfidz capacity, use of monotonous teaching methods, unavailability of standardized learning modules, limitations in appropriate formal education, and lack of ongoing professional training. Therefore, to improve the quality of Quran teaching in Indonesia, efforts need to be made to overcome these challenges through the development of standardized learning modules, regular training, and providing competency certification for Quran teachers.

RQ2. How does module development and training increase the competency of Quran teachers?

There are various findings regarding the development of modules and training that can improve the competency of Quran teachers in Indonesia. In general, the development of modules and training for Quran teachers is a much-needed solution to overcome the challenges faced by teachers in teaching the Quran, especially those related to competence in recitation, tahfidz, and more effective teaching methods.

Development of Standardized Learning Modules

Several articles reveal the importance of developing standardized learning modules as a first step to improving the quality of Quran teaching. As an example, Mujahideen & Nursalam, (2021) and Memon et al., (2024) emphasized that many Quran teachers teach without clear guidelines, which results in teaching that is not well structured. Standardized modules can help teachers design a more systematic learning process, as well as ensure that all important aspects of teaching the Quran, such as recitation, memorization, and understanding the meaning, are taught in a correct and consistent way. This learning module not only includes teaching material, but is also accompanied by practical application examples, as well as the use of technology in teaching. For example, using Quran learning applications or other digital tools that can increase effectiveness and interactivity in the classroom. According to Ullah & Anwar, (2020) the integration of technology in learning modules is very important, because it can help increase student involvement and make it easier for them to understand the material.

Quran Teacher Training and Certification

Regular teacher training is also an important part of developing the competency of Quran teachers. The results of the analysis show that many Quran teachers do not have special training on how to teach the Quran correctly, especially in terms of recitation and

tahfidz methods. For example, research conducted by Qatanany et al., (2023) and Shukri et al., (2020) revealed that many teachers do not master Tajwid well, which causes the teaching of Tajweed to students to be inappropriate. Training that is structured and held regularly will increase teacher competence in teaching the Quran. This training can cover tajwid teaching techniques, increase capacity in teaching tahfidz, and provide insight into more modern and effective methods of teaching the Quran. One of the things that needs to be considered in training is competency certification for Quran teachers, which can be proof of their expertise in this field. This is also driven by research conducted by Wijaya et al., (2023), which emphasizes the importance of certification for teachers to improve the quality of teaching and ensure that teachers have adequate competencies. Apart from developing modules and training, it is also important to introduce teaching methods that are more flexible and adaptive to the needs of the times. Many articles show that monotonous and unvaried teaching methods are one of the challenges in teaching the Quran. Therefore, developing modules that can accommodate various teaching methods, such as using digital technology, project-based teaching, or application-based learning, will be very helpful in improving the quality of Quran teaching. Article by Heriyanto et al., (2023) shows that the use of interactive Quran learning applications can provide a more enjoyable and effective learning experience for students.

The Influence of Module Development and Training on Teacher Competency

The results of the analysis show that good module development and training can significantly increase the competence of Quran teachers, especially in terms of teaching recitation, tahfidz, and the use of varied teaching methods. For example, training that focuses on improving tajwid and tahfidz competence will make teachers more confident in teaching this material to students. This in turn will improve the quality of Quran teaching at primary and secondary education levels. Overall, the development of standardized modules and regular teacher training are very effective steps to improve the competence of Quran teachers. The development of modules that include the use of technology, as well as training that focuses on improving tajwid and tahfidz skills, will help teachers overcome the challenges they face, and will ultimately improve the overall quality of Quran teaching. Therefore, there is a need for collaboration between the government, educational institutions and related organizations to design and implement training and develop modules that can improve the quality of Quran teaching in Indonesia.

RQ3. What is the solution to overcome the challenges faced by Quran teachers?

Analysis of 25 relevant articles reveals various challenges faced by Quran teachers in Indonesia, as well as proposed solutions to overcome these problems. Based on the research results, several main problems identified include a lack of competence in tajwid, low capacity in tahfidz, monotonous teaching methods, the absence of standardized learning guides or modules, and the inability of teachers to adopt technology in teaching the Al-Qur'an. Considering the important role of Quran teachers in guiding generations of Muslims who are able to read, memorize and understand the Quran, the solutions proposed by the authors in these articles are focused on several key aspects, namely developing teacher competence, increasing training, and providing more structured learning modules.

First development of teacher competency in tajweed and tahfidz. One of the biggest challenges faced by Quran teachers is the lack of competence in recitation and teaching tahfidz. Some articles, such as those found by Nasrul et al., (2024), suggests that

teachers be given in-depth training on recitation and correct rote teaching. This is not only related to theoretical understanding, but also to direct practical application in teaching students. Special training and competency certification for Quran teachers can improve the quality of their teaching (Suharsongko et al., 2023). Second Capacity Building through Periodic Training. Many Quran teachers do not have a formal educational background in Islamic religious education, which leads to limited understanding of the material being taught. Therefore, the proposed solution is to hold regular training that not only focuses on knowledge of the Quran, but also on effective teaching methods. Pramesworo et al., (2023) in their research suggests that this training should be carried out regularly, emphasizing teaching techniques based on student needs and technological developments.

Third use of technology in teaching. Technology has provided many advances in the world of education, but many Quran teachers have not been able to adapt technology in their teaching. Several articles such as by Hakim, (2024) suggest using Quran learning applications and other digital media to improve teachers' teaching skills. The use of video tutorials, mobile-based applications, and online learning platforms can help Quran teachers to overcome time and space limitations. This allows them to deliver material in a way that is more interactive and accessible to students. Fourth development of standardized learning modules. One of the problems faced by many Quran teachers is the unavailability of standardized and structured learning modules. Some authors, such as Kilaq et al., (2024), emphasizes the importance of developing training modules that can be widely used by teachers. This module must cover various topics for teaching the Quran, starting from tajwid, tahfidz, to various teaching methods. With clear modules, teachers can teach the Quran in a more structured way and in accordance with the standards set by educational institutions.

Fifth increasing teacher certification and accreditation. Many Quran teachers do not have official certification in teaching the Quran, which can affect the quality of their teaching. Therefore, the solution proposed by many studies is the development of certification and accreditation programs for Quran teachers. This certification can help ensure that teachers have adequate competency in teaching the Quran. Apart from that, accreditation programs for Quran educational institutions can also improve the quality of education provided. Sixth increased awareness of the importance of teacher qualifications. Several studies also show that many Quran teachers work without a formal educational background in the field of Islam. Therefore, there needs to be increased awareness among stakeholders about the importance of Quran teacher qualifications. One of the proposed solutions is to provide incentives or rewards for teachers who successfully complete formal education or training related to the Quran. Recognition of these teachers' qualifications will encourage them to continue to improve their competence. Overall, the solution to overcome the challenges faced by Quran teachers involves several important aspects, including developing competence in tajwid and tahfidz, increasing capacity through regular training, using technology in teaching, developing standardized learning modules, teacher certification, and increased awareness of the importance of teacher qualifications. Implementation of these solutions can help improve the quality of Quran teaching in Indonesia, so as to produce a generation of Muslims who are not only able to read the Quran correctly, but also understand and practice its contents.

CONCLUSION

The conclusion of this analysis shows that the main challenges faced by Quran teachers in Indonesia lie in the lack of competence in tajwid, low capacity in tahfidz, monotonous teaching methods, and the unavailability of standardized learning modules. The main aim of this analysis is to identify solutions that can overcome these problems and improve the quality of Quran teaching. Based on the results of the analysis, the proposed solutions include developing teacher competency through special training, increasing teacher capacity through regular training, using technology in teaching, developing more structured and standardized learning modules, as well as providing certification and accreditation for Quran teachers. It is hoped that the implementation of these solutions can improve the quality of Quran education in Indonesia, so that Quran teachers have better competence in teaching the Quran in an effective way and in accordance with current developments. In this way, the quality of Quran learning will increase, which in the end can produce a generation of Muslims who are better at reading, memorizing and practicing the Quran.

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DECLARATIONS

Author contribution

Yunus Rahawarin: Conceptualization, Methodology, Writing-Original draft preparation. **Clementina O Rumlus:** Data curation, Validation, Writing-Reviewing and Editing. **Rizki M. Ramdhan & Afdhalul Husni:** Supervision, Investigation, Data curation, alidation.

AI Statement

The grammatical structure of this article has been improved by using ChatGPT and Gemini and the authors have double-checked the accuracy and correctness of the generated sentences with the topic and data of this study. The data and language usage in this article have been validated and verified by English language experts and no AI-generated sentences are included in this article.

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Conflict of interest

The authors declare that this research was conducted without any conflict of interest in the research.

Ethical clearance

The research company has agreed to carry out the research and is willing if the results of this research are published.

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