

Challenges Faced by Teachers in Teaching Qur'anic *Tarannum*

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Abstract: This descriptive study was conducted to identify teachers' problems in teaching Qur'anic *tarannum*. The study involved 100 teachers (66 male and 34 female) at two Islamic schools in the city of Padang, West Sumatra, Indonesia. A questionnaire was used to collect data. In general, this study found that the teachers had moderate difficulties teaching Qur'anic *tarannum*, with a mean score of 2.37 (2.34-3.66). As far as the different types of problems was concerned, the level of administrative and management problems was high, with a mean of 2.12 (1.00-2.33). Teachers' knowledge and competency in *tarannum* were both moderately problematic, with means of 2.39 and 2.61, respectively. The problem of teachers' understanding of pedagogy was at a high level, with a mean score of 2.24. Problems related to teachers' ability and their amount of training are both moderate, with means of 2.38 and 2.62, respectively. Finally, problems related to teachers' attitudes scored high, with a mean of 2.23. The study supported the need to consider the problems surrounding the teaching of Quranic *Tarannum* to improve its effectiveness.

Key words: Qur'anic *tarannum* • *Tarannum* knowledge • *Tarannum* competences • Pedagogical understanding

INTRODUCTION

The Qur'an is the fundamental source of knowledge, serving as a master paradigm that covers all other knowledge in the human mind. The holy book is from Allah and revealed to mankind through the prophet. Since the highest objective in knowledge seeking is Allah the Almighty, ultimate priority should first be placed upon the Qur'an before other types of knowledge. In other words, the Qur'an serves as the epistemological foundation [1]. According to Quraish Shihab, Allah the Almighty (SWT) has placed the Muslim *ummah* in a very noble position by providing them with Allah's words in the form of the Qur'an [2].

The language used in the Qur'an is such an exquisitely beautiful language that no other languages in this world are comparable to it. This language becomes even more graceful and appealing if complemented with *tarannum* recitation. In relation to the Qur'an, *tarannum* refers to a rhythmic recitation of the holy book or passages from it. In adopting *tarannum* when reciting the Qur'an, one has to do it according to the correct

principles of *tajwid*, or Arabic elocution and in a melodious voice, while observing the meaning of the Qur'an so effectively that the recitation can embrace one's body and soul. Thus, it is appropriate for Qur'anic teachers to develop not only Qur'an-literate students, but also those who are able to perform *tarannum* with skill.

However, there are still many students who are unable to perform Quran'ic *tarannum* competently. One of the causes of this failure is some teachers' inadequate pedagogical ability in general. In addition, many teachers do not have the knowledge, competency, right attitude, or experience in teaching Qur'anic *tarannum*. Problems like this need strong solutions, so that students of the Qur'an can learn accurate and powerful *tarannum* and *tajwid*.

It is stated that Muslim *salaf* and *kalam* scholars as well as those from various states, have agreed that Qur'anic recitation with *tarannum* is *sunnah*, meaning that it is highly recommended (but not a requirement) as long as it does not violate any principles of *qira'ah* (Qur'anic reading) [3]. Adopting *tarannum* in reading the Qur'an in order to draw more awe and impact without neglecting the *tajwid* is *sunnah*. Observing the *tajwid* in

Qur'anic *tarannum* is crucial in order to avoid any misinterpretation or meaning changes in the meaning of the Qur'anic sentences. Recitation errors might originate from, say, careless articulation or lack of attention to *tajwid*. A student's ability to master the *tajwid* and *tarannum* of the al-Qur'an is very dependable on several attributes of the teacher. Among the identified attributes are *tarannum* knowledge, *tarannum*-performance competency, understanding of pedagogical theory, teaching ability, teacher training and attitude.

The issue at hand is that not all of the large number of students who have learned Qur'anic *tarannum* were able to read the Qur'an with good *tajwid* and *tarannum*, as reported in the findings of studies by [4-8]. These findings reported that many secondary-school students (especially those in state schools as opposed to religious schools) are still not able to recite the al-Qur'an with good *tarannum* and even more serious, they are still far from achieving the ultimate goals of Qur'anic education. This study intends to examine the problems faced by teachers in teaching Qur'anic *tarannum*.

MATERIALS AND METHODS

This study collected data on teachers' problems in teaching Qur'anic *tarannum*. In order to identify teachers' problems in teaching Qur'anic *tarannum*, questionnaires were distributed to *tarannum* teachers at two schools in the city of Padang in West Sumatra, Indonesia, to get their feedback on those problems. Approximately 100 teachers participated as respondents in this study by completing the questionnaires.

The data were then analysed using Statistical Package for Social Sciences (SPSS) v. 11.5. Data were analysed with descriptive statistics to ascertain the sample's perceptions towards the items of the study. Data were also analysed using inferential statistics (t-tests). Before the real study; a pilot study was conducted in order to determine the reliability of the items and the internal consistency of the questionnaires. Thirty questionnaires were randomly distributed to teachers. The pilot study indicated that the overall alpha value (reliability) of the items was 0.689. Mean score were interpreted to fall into three levels, as shown in Table 1.

Table 1: Mean-Score Interpretation

Mean Score	Interpretation
1.00 to 2.33	High
2.34 to 3.66	Moderate
3.67 to 5.00	Low

RESULTS AND DISCUSSION

The findings of this study revealed that most of the Qur'anic *tarannum* teachers at Taman Pendidikan Seni al-Qur'an (The School of Qur'anic Arts Education) in Padang were between 21 and 30 years old. It was found that most of the participants held a bachelor's degree and a plurality of 42% (42 teachers) held qualifications in Qur'anic-knowledge development from *madrasah* (Islamic high schools). The study also found that only 41% (41) of the teachers had Qur'anic *tarannum*-teaching background and only 10% (10) knew the basics of teaching Qur'anic *tarannum*. Most of the teachers were found to have qualifications in teaching acquired their bachelor's degree, especially in the field of teaching Qur'anic knowledge. All the teachers had some teaching experience.

Overall, the results, as seen in Table 2, indicated that the teachers faced moderate problems in teaching Qur'anic *tarannum*, with a mean score of 2.37. Specifically, it was found that teachers had a high level of administrative and management problems, with a mean of 2.12, as well as a high level of problems relating to pedagogy, with a mean of 2.24 and attitude, with a mean of 2.23. Moderate problems were found relating to *tarannum* knowledge, *tarannum* skill and *tarannum* teaching capability, with means of 2.39, 2.61 and 2.38, respectively. Additional moderate problems were found relating to teacher training, with a mean score of 2.62.

Teachers' Problems in Teaching Qur'anic *Tarannum*:

Administrative and Management: The results of this study indicated that administrative and management problems faced by the teachers in teaching Qur'anic *tarannum* ranked at a high level, with a mean score of 2.12. This shows that there is a serious problem in this regard. Based on this result, the researcher concluded that school administrators and governmental authorities are not very interested in the Qur'anic *tarannum* as a subject area. This is in line with the findings of previous studies which reported on teachers' problems in teaching the Arabic language. The administrators were found to be lacking in understanding of the importance of the Arabic language as a subject and as a result they conducted insufficient training to enhance teacher performance and capability in teaching the language, failed to obtain useful reading material and textbooks in Arabic, allocated insufficient time to Arabic study [9], had a less-than-harmonious relationship with the Arabic teachers, did not foster a school culture that valued learning of Arabic and

Table 2: Problems Faced by Teachers in Teaching Qur'anic *Tarannum*

No	Problems Due to:	Mean	SD	Interpretation
1	Administration and Management	2.12	663.00	High
2	Lack of <i>Tarannum</i> Knowledge	2.39	679.00	Moderate
3	Low <i>Tarannum</i> Competency	2.61	510.00	Moderate
4	Lack of Understanding of Pedagogy	2.24	10.09	High
5	Low <i>Tarannum</i> -teaching Ability	2.38	7513.00	Moderate
6	Lack of Teacher Training	2.62	1871.00	Moderate
7	Attitude	2.23	670.92	High
	Overall Mean	2.37	1702.43	Moderate

did not foster a national educational policy which guarantees students' comprehension of the religious values and knowledge in Arabic-language books. Other subsidiary issues were the current exam-oriented education policy in Indonesia, heavy workloads and improper scheduling of Arabic classes.

Teachers' Problems: *Tarannum* Knowledge: Among the problems faced by most of the *tarannum* teachers was their lack of knowledge in Qur'anic *tarannum*. This is in line with the results of a study by [11], which found that teachers' attitudes influenced the quality of language teaching and suggested that language teachers should have appropriate knowledge, confidence, capability and related skills to teach students in their field.

Teachers' Problems: *Tarannum* Competency: One of the problems faced by *tarannum* teachers is that most of them are not skilful enough in the field which they teach. In this study, this issue is manifested in the teachers' low skill in Qur'anic *tarannum*. This finding is in line with the findings of [11], which reported an influence of teachers' attitudes on quality of language teaching. It is also suggested that as a language teachers, these individuals must possess the knowledge, confidence and capability to teach the students in the particular area to which they are assigned [11].

Teachers' Problems: Lack of Understanding of Pedagogy: The mean of 2.24 in this area showed a high level of problems stemming from lack of understanding of pedagogy. This problem is related to the approach or method adopted in teaching. Previous research also found that language teachers were not able to adopt a correct approach or method in teaching Arabic [11]. Among the reasons for this problem are adoption of out-dated teaching methods, unsuitable teaching materials, use of traditional methods such as translation, low levels of activities which encourage students' involvement in

Arabic study, weaknesses in teaching methods, lack of variety in teaching techniques, skewed focus on structure and grammar and resultant lack of development of communication skills, lack of supplementary activities, lack of intensive language activities, lack of correction and non-innovation in teaching and management practices.

Teachers' Problems: Teacher Incapability in *Tarannum*: Results showed moderate problems in terms of teachers' incapability to physically practice *tarannum*. The mean of 2.38 exhibited a serious problem in this regard. It was also found that the teachers were not able to utilize good approaches or methods in teaching *tarannum* and did not have suitable or up-to-date materials. According to [12], teachers should be able to recite the Qur'an fluently and pronounce the words clearly and correctly in front of their students. This can lead to feelings of humbleness, calmness and auditory pleasure. This will in turn create an interest in the students in listening further to the Qur'an and mastering it, because it is human nature to like hearing melodious voices or sounds.

Teachers' Problems: Lack of Training: Results showed a moderate level of problems coming from lack of training in teaching *tarannum*, with a mean score of 2.62. This finding supported the results of study conducted by [9] who reported teachers' lack of training, lack of interest, low commitment, lack of facilities, unattractive teaching techniques, lack of knowledge, failure to adopt good teaching approaches, weak educational policy, attitude and others.

Teachers' Problems: Attitude: Findings showed a high level of problems in terms of teachers' attitude in teaching *tarannum*, with a mean of 2.23. The finding of this study on attitude is similar to those of other studies on teaching of the Arabic language [10]. Among the identified problems in this regard are unwillingness of the teachers

to accept changes in teaching methods, teachers' propensity to use their own vernacular while teaching the Arabic language, lack of focus in Arabic-language activities and low usage of Arabic in interactions outside the classroom with colleagues and students [10].

CONCLUSION

The National Education System (*Sisdiknas*) in Indonesia is intended to vitalise the Indonesian public life and economy and provide Indonesian people with life opportunities. The vision shall be achieved by moulding the citizens into pious and religious people who serve The One and Only God Allah (SWT) characterized by pure manners, rich with knowledge and personality, physically and spiritually fit, with strong ethics, who display full societal and national responsibility, which echoes the philosophy of the National Education System. It is based on this need that the current researcher has conducted this study on the problems faced by teachers in teaching Qur'anic *tarannum*.

The findings of this study have highlighted problems which persist among teachers of Qur'anic *tarannum* in Padang, West Sumatra. It was found that these teachers faced problems in categories including administration and management, knowledge of *tarannum*, competency in *tarannum*, pedagogical understanding, teaching ability, training and attitude. Development of new modules to enhance the teachers' skills in reciting and teaching Qur'anic *tarannum* is highly recommended.

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