



# Analysis Problems of Quranic Education Teachers in Indonesia: Systematic Literature Review

Engkizar<sup>1</sup>, Azhar Jaafar<sup>2</sup>, Mohd Isa Hamzah<sup>3</sup>, Sukree Langputeh<sup>4</sup>, Ikhwan Rahman<sup>5</sup>, Afifah Febriani<sup>6</sup>

<sup>1</sup>Universitas Negeri Padang, Indonesia

<sup>2</sup>UCYP University, Malaysia

<sup>3</sup>Universiti Kebangsaan Malaysia, Malaysia

<sup>4</sup>Fathony University, Thailand

<sup>5</sup>Universitas Islam Negeri Imam Bonjol Padang, Indonesia

<sup>6</sup>Senior Researcher International Islamic Studies Development and Research Center, Indonesia

✉ [engkizar@fis.unp.ac.id](mailto:engkizar@fis.unp.ac.id)

## Abstract

Quran teachers play a role in producing a generation of Muslims who are able to read, understand, and memorize the Quran. However, reality shows that there are still many problems faced by Quran teachers in Indonesia. This article aims to identify and analyze the problems faced by Quran teachers in Indonesia. This article uses the Systematic Literature Review method with the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) approach. A search was conducted on 25 relevant articles from the Scopus and Google Scholar databases published between 2019 and 2024. These articles were analyzed to identify the main issues and solutions that can be applied to improve the quality of Quran teachers. The analysis results indicate that Quran teachers face various challenges, including i) lack of competence in tajweed, ii) low capacity in tahfidz, iii) monotonous teaching methods, iv) absence of standardized guidelines or learning modules, v) lack of formal training, and vi) insufficient training. All these analysis results highlight the need for interventions in the form of developing comprehensive training modules for Quran teachers, as well as recommendations for regular training programs and competency certification for Quran teachers that can be implemented by the government to promote the improvement of national Quran education quality. This analysis is expected to serve as a strategic guide for the government and educational institutions. This analysis is expected to serve as a strategic guide for the government and educational institutions.

## Article Information:

Received May 15, 2025

Revised June 15, 2025

Accepted July 10, 2025

**Keywords:** *Quranic education teachers, Quranic teachers, learning Quran, Quran learning method*

## INTRODUCTION

The Quran, the holy book of Islam, was first revealed on the night of Lailatul Qadar, in the month of Ramadan, to the Prophet Muhammad through the Jibril. The process of revelation took place over a period of 23 years, beginning with the first revelation in the Cave of Hira' and ending with the last revelation in Arafah,

### How to cite:

Engkizar, E., Jaafar, A., Hamzah, M. I., Langputeh, S., Rahman, I., Febriani, A. (2025). Analysis Problems of Quranic Education Teachers in Indonesia: Systematic Literature Review. *International Journal of Islamic Studies Higher Education*, 4(2), 92–108. <https://doi.org/10.24036/insight.v4i2.232>

### E-ISSN:

2964-1861

### Published by:

Islamic Studies and Development Center Universitas Negeri Padang

during the Wada' Hajj (Ali & Rifa'i, 2024; Nikmatullah, 2023; Riyadi et al., 2022; Rodliyatun et al., 2021). 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 (Gani, 2024; Haron et al., 2020; K & Haddade, 2024; Mainiyo & Sule, 2023).

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, which reads.

Meaning: *Read by (mentioning) the name of your God who created, who created man from a clot of blood. Read, and your God is the Most Merciful, who teaches (mankind) through the medium of the pen. He teaches man what he does not know.*" (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 SAW 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.

The gap in the analysis and research above is that there has been no 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 tajweed, 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 (Engkizar et al., 2025). The module aims to increase teacher competence in teaching the Quran, both in mastering tajweed, 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?

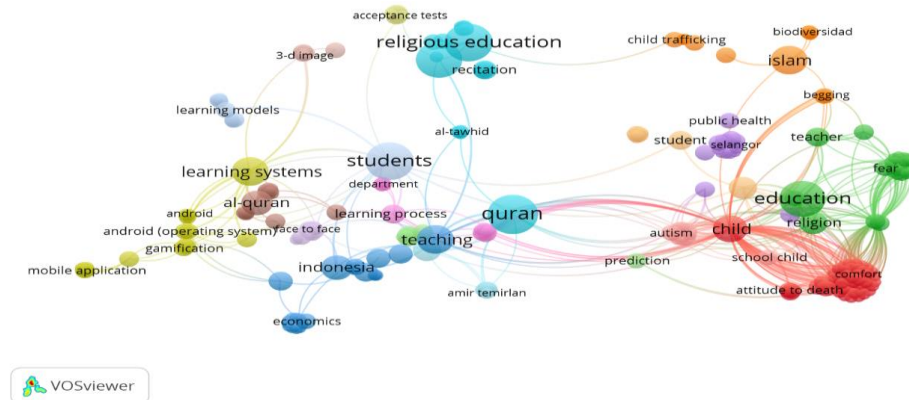
These questions will provide a comprehensive picture of existing problems and solutions that can improve the quality of Quran education in Indonesia.

## LITERATURE REVIEW

Unfortunately, many the Quran teachers face various challenges in carrying out their duties. Some of them are the inability to master tajweed well, lack of capacity in tahfidz or memorization, as well as monotonous teaching methods (Anisah & Arsyad, 2023; Gani, 2024; Rizki, 2023; Wahid et al., 2023). Most Quran 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 (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 (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 tajweed, 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 Alqura 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 (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. Overall this analysis shows that Quran teaching, both at the global level and in Indonesia, faces complex challenges (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.

## METHODS

This analysis uses the Systematic Literature Review 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 (Aroba & Rudolph, 2024; Habibi et al., 2025; Mishra & Mishra, 2023; Phillips et al., 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, covering the period from 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 (Markhmadova et al., 2025).

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 (Albshkar et al., 2025; Hamzah et al., 2025). 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.

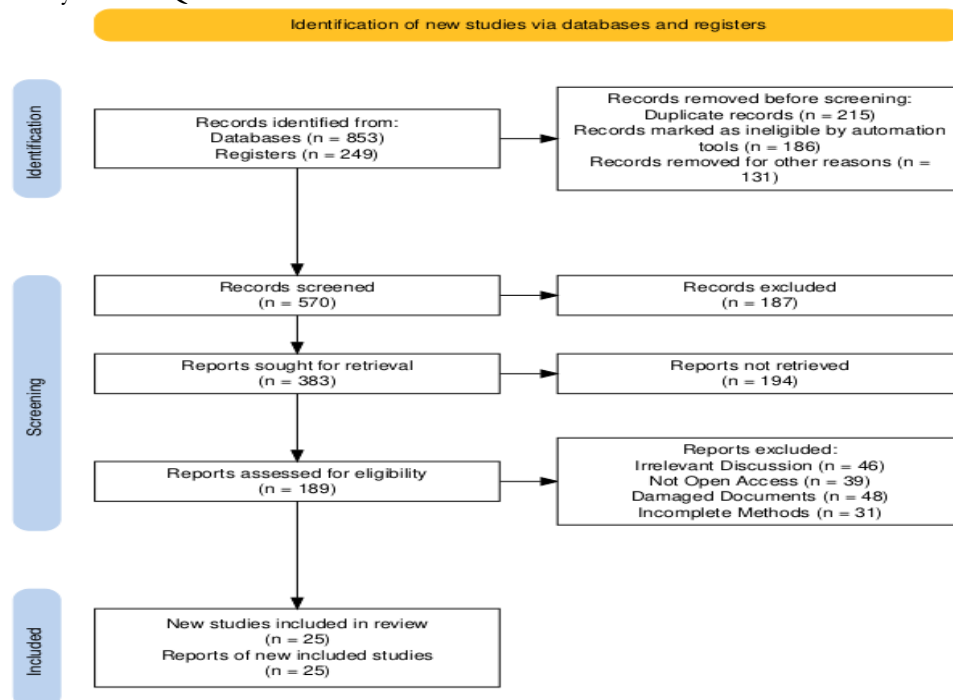


Fig. 2. Flowchart of literature selection procedure.



## RESULTS 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 Tajweed 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

No.	Author and Year	Article Title	Journal Name	Publisher
10	Hasan & Nurul (2020)	Problems Faced by Quran Teachers in Rural Areas	Journal of Rural Education	Taylor & Francis
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 Tajweed: 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

No.	Author and Year	Article Title	Journal Name	Publisher
23	Noura & Usman (2021)	Digital Transformation in Quranic Education for Teachers	Journal of Educational Technology	Elsevier
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 include a lack of technical skills in tajweed and tahfidz, as well as limited ability to apply more interactive and technology-based teaching methods. In addition, many teachers lack formal education in Islamic religious studies, which further affects 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 covers not only technical aspects such as tajweed and tahfidz, but also training in the use of educational technology and the development of more effective teaching methods. This analysis also highlights the importance of ongoing training and competency certification for Quran teachers, which can enhance their professionalism in teaching and ensure that they possess the necessary skills to teach the Quran effectively.

#### **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 tajweed. Many Quran teachers do not have adequate mastery of tajweed. Tajweed is the science that regulates how to read the Quran correctly, and mastery of tajweed 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 [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 tajweed, 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., \(2024\)](#) 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., \(2024\)](#), 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 [Dami 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 tajweed, 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, [Memon et al., \(2024\)](#); [Mujahidin et al., \(2021\)](#) 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. \(2023\)](#); [Shukri et al. \(2020\)](#) revealed that many teachers do not master Tajweed 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 tajweed 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., \(2024\)](#) 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 tajweed 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 tajweed 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 tajweed, 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 Quran. 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 ([Engkizar et al., 2024](#)). 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 [Ruhyan & 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 ([Engkizar et al., 2023](#)). Some authors, such as ([Kilag et al., 2023](#)), 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 tajweed, 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 ([Oktavia et al., 2025](#); [Putri et al., 2024](#)).

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 ([Arjoni et al., 2024](#); [Izati et al., 2024](#)). 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 ([Engkizar et al., 2025](#)). 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 tajweed 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 tajweed, 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.

## ACKNOWLEDGEMENT

We would like to express our deepest gratitude to everyone who contributed to the success of this research.

## DECLARATIONS

### Author Contribution

**Engkizar & Azhar Jaafar:** Writing-Preparation of original manuscript, Conceptualization, Methodology, **Mohd Isa Hamzah & Ikhwan Rahman:** Visualization, Investigation, Improve Content, **Sukree Langputeh & Afifah Febriani:** Data accuracy, Improve Language.

### AI Statement

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.

### Funding Statement

The author(s) declare that no financial support was received for the research, authorship, and/or publication of this article.

### Conflict of Interest

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

### Ethical Clearance

The place or location studied has agreed to conduct research and is willing if the results of this study are published.

### Publisher's and Journal's Note

Islamic Studies and Development Center Universitas Negeri Padang as the publisher and Editor of International Journal of Islamic Studies Higher Education state that there is no conflict of interest towards this article publication.

### REFERENCES

- Albshkar, H. A., Alouzi, K. M., Numan, M., Anuar, K. A. B. A., & Domdom, C. B. (2025). Five Activities to Enhance Spiritual and Emotional Intelligence in International Students. *Journal of International Affairs and Students Mobility*, 1(1), 29–40.  
<https://doi.org/https://jiasmy.intischolar.id/index.php/jiasmy/article/view/3>
- Ali, S. M., & Rifa'i, A. (2024). The Use of Journalistic Language in Writing Religious Rubrics in the Malut Post Newspaper. *Jurnal Ilmiah Mandala Education*, 10(1), 37. <https://doi.org/10.58258/jime.v10i1.6494>
- Anisah, I. D., & Arsyad, J. (2023). Student Problematics in Islamic Education Learning at High School. *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme*, 5(3), 324–337.  
<https://doi.org/10.37680/scaffolding.v5i3.3690>
- Anselmus Dami, Z., Butarbutar, M., & Kusradi, S. W. (2023). Two different models of pedagogy: Rethinking teachers' pedagogy competency in Christian religious education. *International Journal of Christianity & Education*, 27(2), 142–167.  
<https://doi.org/10.1177/20569971221118075>
- Arjoni, A., Oktavia, G., Akmal, F., Zeky, S., Fajri, J., & Febriani, A. (2024). Yanbu'a Method: A Solution to Increase Students' Proficiency in Al-Qur'an Education. *Al-Hashif: Jurnal Pendidikan Dan Pendidikan Islam*, 2(2), 65–70.
- Aroba, O. J., & Rudolph, M. (2024). Systematic literature review on the application of precision agriculture using artificial intelligence by small-scale farmers in Africa and its societal impact. *Journal of Infrastructure, Policy and Development*, 8(13), 8872. <https://doi.org/10.24294/jipd8872>
- Dahri, N. A., Al-Rahmi, W. M., Almogren, A. S., Yahaya, N., Vighio, M. S., & Al-Maatuok, Q. (2023). Mobile-Based Training and Certification Framework for Teachers' Professional Development. *Sustainability*, 15(7), 5839.  
<https://doi.org/10.3390/su15075839>
- Albshkar, H. A., Alouzi, K. M., Numan, M., Anuar, K. A. B. A., & Domdom, C. B. (2025). Five Activities to Enhance Spiritual and Emotional Intelligence in International Students. *Journal of International Affairs and Students Mobility*, 1(1), 29–40.  
<https://doi.org/https://jiasmy.intischolar.id/index.php/jiasmy/article/view/3>
- Engkizar, E., Jaafar, A., Alias, M. F. B., Guspita, R., & Albizar, A. (2025). Utilisation of Artificial Intelligence in Quranic Learning: Innovation or Threat? *Journal of Quranic Teaching and Learning*, 1(2), 73–89.
- Engkizar, E., Jaafar, A., Masuwd, M. A., Rahman, I., Datres, D., Taufan, M., Akmal,



- F., Dasrizal, D., Oktavia, G., Yusrial, Y., & Febriani, A. (2025). Challenges and Steps in Living Quran and Hadith Research: An Introduction. *International Journal of Multidisciplinary Research of Higher Education (IJMURHICA)*, 8(3), 426–435. <https://doi.org/https://doi.org/10.24036/ijmurhica.v8i3.396>
- Engkizar, E., Jaafar, A., Sarianto, D., Ayad, N., Rahman, A., Febriani, A., Oktavia, G., Guspita, R., & Rahman, I. (2024). Analysis of Quran Education Problems in Majority Muslim Countries. *International Journal of Islamic Studies Higher Education*, 3(1), 65–80. <https://doi.org/https://doi.org/10.24036/insight.v3i1.209>
- Engkizar, Engkizar, Jaafar, A., Taufan, M., Rahman, I., Oktavia, G., & Guspita, R. (2023). Quran Teacher: Future Profession or Devotion to the Ummah? *International Journal of Multidisciplinary Research of Higher Education (IJMURHICA)*, 6(4), 196–210. <https://doi.org/https://doi.org/10.24036/ijmurhica.v6i4.321>
- Faqihuddin, A., Firmansyah, M. I., & Muflih, A. (2024). Multisensory Approach in Memorizing the Al-Quran for Early Childhood: Integration of the Tradition of Memorizing the Al-Quran with Digital Technology. *AL-ISHLAH: Jurnal Pendidikan*, 16(2), 1289–1302. <https://doi.org/10.35445/alishlah.v16i2.5326>
- Fatchiatuzahro, F., Imronudin, I., & Reza, R. M. (2024). Edutainment in Quran Publishing: Integrating Learning Theories and Entertainment in Indonesian Mushaf. *Jurnal Studi Ilmu-Ilmu Al-Quran Dan Hadis*, 25(1), 23–56. <https://doi.org/10.14421/qh.v25i1.4666>
- Gani, R. A. (2024a). Learning Methods of Tahfizh Al-Quran in Improving the Quality of Memorization of Visually Impaired Santri in Islamic Boarding Schools. *Jurnal Impresi Indonesia*, 3(7), 550–571. <https://doi.org/10.58344/jii.v3i7.5296>
- Gani, R. A. (2024b). Learning Methods of Tahfizh Al-Quran in Improving the Quality of Memorization of Visually Impaired Santri in Islamic Boarding Schools. *Jurnal Impresi Indonesia*, 3(7), 550–571. <https://doi.org/10.58344/jii.v3i7.5296>
- Garba, M. M., Adnan, M. A. M., & Zailani, M. A. (2023). Assessment of the Critical Period Hypothesis among Adult Fulbe Adamawa in the Traditional Way of Learning the Glorious Quran. *Journal of Usuluddin*, 51(2), 63–88. <https://doi.org/10.22452/usuluddin.vol51no2.3>
- Habibi, U. A., Khairat, H., Simanullang, S., & Rambe, K. F. (2025). Kolaborasi Lintas Sektor: Membangun Kesepakatan untuk Indonesia yang Inklusif. *Jurnal Ilmu Pengetahuan Sosial*, 12(4), 1554–1565. <https://jurnal.um-tapsel.ac.id/index.php/nusantara/article/view/19864>
- Hamzah, M. I., Fakhrudin, F. M., Mokhtar, M. M., Langputeh, S., & Syafrimen, S. (2025). Six Office of International Affairs Programs to Achieve World Class Universities. *Journal of International Affairs and Students Mobility*, 1(1), 1–16. <https://doi.org/https://jiasmy.intischolar.id/index.php/jiasmy/article/view/1>
- Haron, H., Jamil, N. N., & Ramli, N. M. (2020). Western and Islamic Values and Ethics: Are They Different? *Journal of Governance and Integrity*, 4(1), 12–28. <https://doi.org/10.15282/jgi.4.1.2020.5609>
- Heriyanto, I., Rubai, D., Mukhlisin, M., Heryana, R., Bustom, A. Al, & Nazriyah, N. (2024). Development of Quran and Hadith-Based Interactive Learning Media. *International Education Trend Issues*, 2(2), 329–338. <https://doi.org/10.56442/iet.v2i2.884>

- Idawati, K., & Hanifudin, H. (2024). Development of Al-Quran Memorization Techniques Based on Computer File Models: Learning Innovation in Islamic Education. *SYAMIL: Jurnal Pendidikan Agama Islam (Journal of Islamic Education)*, 12(1), 119–138. <https://doi.org/10.21093/sy.v12i1.9198>
- Ihsan, I., Pabbajah, M., Abdullah, I., & Hidayati, H. (2024). The contestation of national and religious curricula in indonesia's madrasas since the passage of the uuspn. *Educational Studies*, 50(4), 434–447. <https://doi.org/10.1080/03055698.2021.1958757>
- Izati, W., Febriani, A., Oktavia, G., & Nalus, S. (2024). Educator from the Perspective Quran. *Nida Al-Qur'an: Jurnal Pengkajian Islam*, 5(1), 19–27. <https://doi.org/https://doi.org/10.63061/jpi.v5i1.33>
- K, Ratna., & Haddade, H. (2024). Al-Quran Insights on Work Ethics. *Tafasir: Journal of Quranic Studies*, 2(1), 44–69. <https://doi.org/10.62376/tafasir.v2i1.26>
- Kilag, O. K. T., Malbas, M. H., Miñoza, J. R., Ledesma, M. M. R., Vestal, A. B. E., & Sasan, J. M. V. (2023). The Views of the Faculty on the Effectiveness of Teacher Education Programs in Developing Lifelong Learning Competence. *European Journal of Higher Education and Academic Advancement*, 1(2), 92–102. <https://doi.org/10.61796/ejheaa.v1i2.106>
- Mainiyo, A. S., & Maga Sule, M. (2023). Impact of Quranic Moral Excellence on the Lives of Muslim Society: An Exposition. *Demak Universal Journal of Islam and Sharia*, 1(03), 188–205. <https://doi.org/10.61455/deujis.v1i03.73>
- Marjuni, M. (2022). The Transformation of Islamic Education and the Global Future Challenges of Islamic Higher Education in Indonesia. *Lentera Pendidikan: Jurnal Ilmu Tarbiyah Dan Keguruan*, 25(2), 236–249. <https://doi.org/10.24252/lp.2022v25n2i5>
- Markhmadova, Z. K., Duisenbayeva, S. S., & Dasrizal, D. (2024). Exploratory Analysis of Challenges for international Students Studying in Muslim- Majority Countries. *Journal of International Affairs and Students Mobility*, 1(1), 57–70. <https://doi.org/https://jiasmy.intischolar.id/index.php/jiasmy/article/view/5>
- Memon, N. A., Abdalla, M., & Chown, D. (2024). Laying Foundations for Islamic Teacher Education. *Education Sciences*, 14(10), 1046. <https://doi.org/10.3390/educsci14101046>
- Mishra, V., & Mishra, M. P. (2023). *PRISMA for Review of Management Literature – Method, Merits, and Limitations – An Academic Review* (pp. 125–136). <https://doi.org/10.1108/S2754-586520230000002007>
- Mujahidin, A., Nursalam, Y. F., & Ju'subaidi, J. (2021). The Concept of Teacher in The Qur`An and Its Relevance to His Function in The Digital Era. *Jurnal At-Tibyan: Jurnal Ilmu AlQuran Dan Tafsir*, 6(2), 323–341. <https://doi.org/10.32505/at-tibyan.v6i2.3280>
- Nasrul, N., Gani, H. A., & Hakim, A. (2024). An Animated videos based on Tajweed science to improve students' ability to read the Al-Quran. *Journal of Research in Instructional*, 4(2), 380–393. <https://doi.org/10.30862/jri.v4i2.437>
- Nikmatullah, N. (2023). Quranic and Hadith Values in the Dile Jojor Tradition to Commemorate the Coming of Lailah al-Qadr in Lombok. *Jurnal Ushuluddin*, 31(2), 126. <https://doi.org/10.24014/jush.v31i2.22668>
- Nisa, F. K., Rido, M. A., & Izharman, I. (2021). Problems of Teachers and Santri in Learning the Quran. *International Journal of Multidisciplinary Research of Higher Education*, 4(1), 25–35. <https://doi.org/10.24036/ijmurhica.v4i1.152>

- Oktavia, G., Burhanuddin, B., Febriani, A., Asril, Z., & Syafril, S. (2025). Analysis of Quran Memorization Methods: Academically Talented Students. *Journal of Theory and Research Memorization Quran*, 1(1), 40–50.
- Phillips, M., Reed, J. B., Zwicky, D., & Van Epps, A. S. (2024). A scoping review of engineering education systematic reviews. *Journal of Engineering Education*, 113(4), 818–837. <https://doi.org/10.1002/jee.20549>
- Pramesworo, I. S., Sembiring, D., Sarip, M., Lolang, E., & Fathurrochman, I. (2023). Identification of New Approaches to Information Technology-Based Teaching for Successful Teaching of Millennial Generation Entering 21st Century Education. *Jurnal Iqra': Kajian Ilmu Pendidikan*, 8(1), 350–370. <https://doi.org/10.25217/ji.v8i1.2722>
- Putri, M. D. R., Nafian, Z. I., Febriani, A., & Sabiruddin, S. (2024). The Concept of Teacher Personality and Student Character. *Al-Kayyis: Journal of Islamic Education*, 2(2), 97–107.
- Rani, A. N., Romelah, R., & Boy, P. (2024). Implementation of the Wafa Method in Learning to Memorize the Quran at Integrated Islamic Junior High School. *Jurnal PAI Raden Fatah*, 6(2), 246–261. <https://doi.org/10.19109/pairf.v6i2.21794>
- Riyadi, S., Ramadana, S., Ulum, B., Effendi, Z., & Lubis, A. (2022). Utilization of online media as an emergency alternative for implementing community service activities during the COVID-19 pandemic. *Al-Arkehabil: Jurnal Pengabdian Masyarakat*, 2(1), 1–9. [https://doi.org/10.51590/jpm\\_assunnah.v2i1.218](https://doi.org/10.51590/jpm_assunnah.v2i1.218)
- Rizki, B. (2023). Learning Methodology of Tahfiz Al-Quran in Islamic Elementary School. *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme*, 5(1), 832–848. <https://doi.org/10.37680/scaffolding.v5i1.3028>
- Rodliyatun, M., Hermawan, A., Fatoni, Muh., & Zaidun, M. (2021). Increasing Teachers' Capabilities Through Academic Supervision Using The Tsaabita Method In Learning To Read And Write The Quran At MI Ma'arif Gedangan. *Jurnal Syntax Transformation*, 2(11), 1587–1597. <https://doi.org/10.46799/jst.v2i11.457>
- Ruhyani, & Hakim, L. (2024). Educational Media in the Perspective of the Quran and Al-Hadith. *EduLine: Journal of Education and Learning Innovation*, 4(2), 294–303. <https://doi.org/10.35877/454RI.eduline2705>
- Shofaussamawati, S., Khusniyah, A., Setyaningsih, E. O., & Kuzairi, M. (2024). Philological Insights in Quran and Tafsir Education: A Framework for Developing Teaching Materials. *Utamax: Journal of Ultimate Research and Trends in Education*, 6(2), 153–166. <https://doi.org/10.31849/utamax.v6i2.20273>
- Suharsongko, M. E., Munawiroh, M., & Suharwanto, S. (2023). Competence of Islamic Religious Education Teachers from The Perspective of the Quran. *Journal of World Science*, 2(8), 1291–1302. <https://doi.org/10.58344/jws.v2i8.397>
- Ullah, A., & Anwar, S. (2020). The Effective Use of Information Technology and Interactive Activities to Improve Learner Engagement. *Education Sciences*, 10(12), 349. <https://doi.org/10.3390/educsci10120349>
- Wahid, Abd., Mahmud, N. B., Asnawiyah, A., & Nazaryani, N. (2023). Study on The Nurul Quran Method at The Syakirin Center of Al-Quran Education. *Jurnal Ilmiah Al-Mu'ashirah*, 20(2), 369. <https://doi.org/10.22373/jim.v20i2.19861>
- Warini, S., Zakir, S., & Murdiana, M. (2024). Development Of Islamic Religious

Education Learning Media Based On Animation Videos. *FOKUS Jurnal Kajian Keislaman Dan Kemasyarakatan*, 9(2), 123–135.  
<https://doi.org/10.29240/jf.v9i2.11180>

Wijaya, C., Ginting, L. R., Iswanto, J., Nadia, M., & Rahman, A. A. (2023). Improving the Quality of Education by Developing the Social Competency of Teachers. *AL-ISHLAH: Jurnal Pendidikan*, 15(3).  
<https://doi.org/10.35445/alishlah.v15i3.1564>

**Copyright holder:**

© Engkizar, E., Jaafar, A., Hamzah, M. I., Langputeh, S., Rahman, I., Febriani, A. (2025)

**First publication right:**

International Journal of Islamic Studies Higher Education

**This article is licensed under:**

**CC-BY-SA**