

## **The Role of Al-Quran Hadith Teachers in Increasing Qur'an Reading Interest During the Digital Age**

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### **Abstrak**

Secara umum tujuan penelitian ini untuk menganalisis bagaimana peran guru Al-Quran Hadits dalam meningkatkan minat membaca Al-Quran di era digital di Madrasah Aliyah Negeri 1 Sarolangun. Secara khusus penelitian ini bertujuan untuk mengetahui mengenai: 1) Untuk mengetahui peran guru Al-Quran Hadits dalam meningkatkan minat membaca Al-Quran 2) Untuk mengetahui keberhasilan guru Al-Quran Hadits dalam meningkatkan minat membaca Al-Quran. Jenis penelitian yang digunakan adalah kualitatif deskriptif. Adapun sumber data penelitian ini adalah data primer dan data sekunder. Data primer Kepala Madrasah Aliyah Negeri 1 Sarolangun, Guru Al-Quran Hadits dan juga siswa kelas XI. Adapun data sekunder dari pengamatan ini, buku, artikel, serta penelusuran referensi yang ada relevansinya dengan penelitian. Metode pengumpulan data yang digunakan adalah observasi wawancara, dan

dokumentasi. Teknik pengolahan dan analisis data dilakukan dengan melalui empat tahap, yaitu pengumpulan data, reduksi data, penyajian data dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa peran guru Al-Quran Hadits dalam meningkatkan minat siswa dalam membaca Al-Quran di kelas XI Madrasah Aliyah Negeri 1 Sarolangun yaitu: Peran guru Al-Quran Hadits sebagai pendidik, pembimbing, fasilitator, motivator, dan evaluator.

**Kata Kunci:** *Peran Guru Al-Qur'an Hadits; Minat Belajar Siswa; Era Digital*

### **Abstract**

*In general, the purpose of this study was to analyze the role of Al-Quran Hadith teachers in increasing interest in reading the Al-Quran in the digital era at Madrasah Aliyah Negeri 1 Sarolangun. Specifically, this study aims to find out about: 1) To find out the role of Al-Quran Hadith teachers in increasing interest in reading the Al-Quran 2) To find out the success of Al-Quran Hadith teachers in increasing interest in reading in reading the Qur'an. The type of research used is descriptive qualitative. The data sources of this research are primary data and secondary data. Primary data are the Head of Madrasah Aliyah Negeri 1 Sarolangun, Al-Quran Hadith teachers and also class XI students. As for secondary data from this observation, books, articles, and reference searches that are relevant to research. The data collection method used is observation, interviews, and documentation. Data processing and analysis techniques were carried out through four stages, namely data collection, data reduction, data presentation and drawing conclusions. The results showed that the role of the Al-Quran Hadith teacher in increasing students' interest in reading the Al-Quran in class XI Madrasah Aliyah Negeri 1 Sarolangun namely: The role of the Al-Quran Hadith teacher as educator, mentor, facilitator, motivator, and evaluator.*

**Keywords:** *The Role of Al-Quran Hadith Teachers; Student Learning Interests; Digital Era*

## **INTRODUCTION**

Education is important for human life both in terms of oneself, family, society, and the state. In the Republic of Indonesia Law number 20 of 2003 concerning the National Education System chapter I article (1) it is explained that: Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state (Sudarmono et al., 2020).

The aim of Islamic Education is to form human beings who have the form of the Qur'an, create human beings who have religious dimensions, cultural dimensions and scientific dimensions, awareness of humans as servants and caliphs of Allah and heirs of the prophets and provide adequate provisions in the framework of carrying out these functions (Zaim, 2019). One aspect that supports the achievement of Islamic education goals is the ability of students to read the Al-Quran. Because the Al-Quran is the holy book which is the main teaching of Islam (Sudarmono et al., 2020). Allah says meaning: "Verily, this Qur'an gives instructions to a straighter (path) and gives good news to the

believers who do good deeds that they will have a great reward" (QS. Al-Isra': 9) (RI, 2005).

The ability to read is the most important thing for human life, especially in the current era of globalization. Everyone is required to be able to read, especially reading the Qur'an for Muslims. Al-Qur'an learning is important to be implemented and developed for every individual Muslim, because it is directly related to ritual worship such as prayer, hajj and praying. This is the basic reason for setting reading as the first and foremost priority in Islamic education (Nurazizah, 2021).

However, it is very unfortunate that the reality shows that there is a decrease in interest in reading the Al-Quran. Even though they know that reading the Al-Quran is mandatory for Muslims (Aisha, 2022). The development of increasingly modern technology has given birth to various gadgets that can reduce interest in learning and reading the Qur'an. Gadgets have left a serious impact on students' decreased interest in reading the Al-Quran (Althaf, 2020). This is evidenced by the fact that gadgets make students careless while playing with these gadgets, thus making them forget to read the Al-Quran. Starting from forgetting so that it makes them fall asleep and causes their interest in reading the Al-Quran to decrease. So that reading the Qur'an is no longer a top priority for students affected by the influence of the digital era on interest in reading the Qur'an. And this is homework for a teacher as an educator so that students can re-balance between their interest or passion for reading the Qur'an and their habit of playing gadgets.

In the process of teaching and learning activities, the interest factor is very important for students. Interest in students must continue to be fostered, because if interest in learning grows and is nurtured in students, it is easy for educators to bring students into effective learning and create a good impression. Especially in the habit of learning the Qur'an, children will make reading the Qur'an a daily habit with a sense of happiness (Aisha, 2022).

Increasing interest in reading the Qur'an in schools, the most important role is the Islamic religious education teacher, especially the Al-Quran Hadith subject teacher whose job is to guide teaching and training students who aim to increase faith and piety to Allah SWT, channel the talents and interests of students in exploring the field of religion, correcting mistakes in the practice of Islamic teachings, preventing negative influences that affect the development of students' beliefs, making Islamic teachings a way of life, and knowing Islamic religious knowledge as a whole (Sudarmono et al., 2020).

Al-Quran Hadith lessons are one of the subjects in the Islamic Religious Education (PAI) family. So from the explanation described above, it is important for Al-Quran Hadith teachers to have competence so that the goal of increasing interest in reading the Al-Quran in this digital era is achieved (Srifariyati, 2015). According to the complete Indonesian dictionary in Akbar, (2019), role means part of the main task to be done. Meanwhile, according to etymology, a role means an action that is part of or holds the leadership, especially in the occurrence of a thing or event.

Teachers are etymologically *ustadz*, *mu'alim*, *murabby*, *murshid*, *mudarris*, and *mu'addib*, which means people who provide knowledge with the aim of educating and fostering students' morals so that they become people with good personalities (Muhaimin, 2005). So, Al-Quran Hadith teachers are teachers or teaching staff who are

in charge or experts based on scientific disciplines that are directly related to the Al-Quran Hadith subjects taught to students.

Broadly speaking, the purpose of learning Al-Quran Hadith is for students to be able to read, write, translate, memorize, and understand the content of Al-Quran and Hadith and apply them in everyday life. Thus the Al-Quran Hadith teacher must also have the ability in accordance with the learning objectives of the Al-Quran Hadith mentioned above (Srifariyati, 2015). In this case, it means that the Al-Quran Hadith teacher has the task of guiding and increasing interest in reading the Al-Quran, teaching how to write the Al-Quran, and so on related to the learning objectives of the Al-Quran Hadith which have been explained previously. A teacher plays a very important role in the teaching and learning process. And teachers also have various roles. The following will explain the roles of Al-Quran Hadith teachers in fostering student interest:

*First*, the Al-Quran Hadith teacher as a Facilitator, in this case the Al-Quran Hadith teacher does not only provide things that are physical in nature, but also must facilitate students so that they can carry out learning activities and experiences and acquire life skills. This task can be carried out by creating programs and implementing them with the principles of active, educative, creative and fun learning (Maemunawati, 2020). **Second**, Al-Quran Hadith teacher as a Guide. The role of the Al-Quran Hadith teacher as a mentor such as providing opportunities to ask questions to students, guiding students who experience difficulties in reading and writing the Al-Quran, providing special guidance, giving assignments, exercises and others.

*Third*, the role of the teacher as a Motivator. The teacher's role as a motivator must always provide material and assignments to students, to keep enthusiasm in learning. Besides that, the teacher gives advice or positive things so that students don't just think about knowledge and get bored (Fenty, 2022).

*Fourth*, the role of the Al-Quran Hadith teacher as a learning resource. The role of the teacher as a learning resource is very important because the teacher is a place to ask questions of students. Therefore the teacher must master various kinds of knowledge. In this case students can ask questions directly and gain knowledge quickly (Maemunawati, 2020).

Interest is a feeling of liking and attraction to something or a particular activity. Basically, interest accepts the relationship between oneself and external things. The stronger or closer the relationship, the greater the interest. In the Big Indonesian Dictionary, interest is a high tendency of the heart towards something: passion, and desire. According to Slameto in Yumnah, (2022), interest is defined as a feeling of liking and a sense of interest in something or certain activities, without any request from anyone. This shows that interest can be a motivation to encourage someone to do something he wants. Interest plays a very important role in the development of student learning. Students who are interested in a particular field will be more active in pursuing that field than students who are not interested.

In terms, the scholars give the understanding that the Qur'an is the word of Allah which became a miracle that was revealed to the heart of the Prophet Muhammad SAW, narrated mutawatir, and reading it is considered worship (Hafidz, 2020). In addition, there is also the meaning of the Qur'an according to Al-Khallaf, namely. According to Al-Khallaf in Nata, (2016), the Qur'an is the word of Allah SWT. which was revealed through the Angel Jibril (Ruh al-Amin) to the heart of Rasulullah SAW, Muhammad bin Abdullah by using Arabic and its correct meaning, so that it becomes

evidence (dalil) for Muhammad SAW as a Messenger. laws for human life as well as guidance for those who are guided by them, become a means of approaching oneself to Allah by reading them. It is composed between two mushafs starting with surah al-Faatihah and ending with surah an-Naas which is conveyed to us mutawatir, both in terms of writing and speech, from one generation to another, preserved from various changes and changes, in line with the word of Allah: "Indeed, We are the ones who sent down Al-Dzikh (Al-Qur'an) and we also maintain it".

So it can be concluded that the Qur'an is the first source of Islamic law, which was revealed to the Prophet Muhammad SAW. Aside from being a source of Islamic law, the Qur'an is the holy book of Muslims, which contains instructions for all Muslims in the world. And reading it is obligatory for Muslims. If there is a doubt in determining the law then return to the Al-Qur'an, Hadith and other sources of Islamic law.

Ability is the skill, ability and strength of a person to try alone. Reading is an activity to understand a text by pronouncing what has been written. While the understanding of the Qur'an is the revelation of Allah revealed to the Prophet Muhammad SAW, who read it is worship (Mahdali, 2020). So then a person can be said to be able to read the Al-Quran if he has fulfilled the following aspects: 1) A person in reading the Al-Quran must know the rules of Tajweed Science which aims to make someone able to read the Al-Quran correctly, 2) Someone in reading The Al-Quran is able to distinguish the difference between one letter and another so that it avoids reading mistakes, 3) Knowing the characteristics of letters to distinguish between one letter and another. The characteristics of these letters are Jahr, Rokhowah, Syiddah, and so on, 4) Have fluency in reading the Al-Quran which is done calmly, not in a hurry and in accordance with the rules of tajwid and other Al-Quran knowledge (Mahdali, 2020).

The ability to read the Qur'an is related to the condition of each individual. So it can be concluded that the level of students' reading ability differs according to the factors that influence it. There are two factors, namely internal and external factors. Internal factors are factors that come from outside the students themselves. This factor is further divided into two, namely physiological and psychological. Physiological factors are factors related to the body or physique, in this case, for example, when the condition of a healthy student greatly affects the level of a child's ability and vice versa. And psychological factors, namely those related to the psychological and mental conditions in students that can encourage them to be more active in learning. These factors include intelligence, interest, and motivation.

External factors are factors that come from outside the students themselves. This factor is also divided into two, namely, social and non-social environmental factors. The social environment relates to the surrounding social conditions including teachers, family and friends. In this case, for example, if students grow up in a religious family, they will grow into a religious person. And non-social environmental factors include supporting access for students, for example for a student, the non-social environment includes the school building and its location (Mahdali, 2020). With the ability possessed by students in reading the Qur'an will affect students' interest in reading the Qur'an. What causes many problems in learning the Qur'an in the digital era as it is today is that learning the Qur'an is still very far from industrial revolution-style Al-Quran education. Among the problems are as follows: 1) Monotonous methods, 2) Educators use

inappropriate strategies, 3) Facilities and infrastructure that are not supportive, 4) There are no learning innovations in the realm of technology, 5) Lack of professional educators.

Regarding the pros and cons of digital technology, it depends on how we use it. If we use it well, we will get positive things, but if we use it badly or use it excessively, we will get negative risks. The digital era is a time when information is easily and quickly obtained and disseminated using digital technology. Digital technology is technology that uses a competency system that is connected to the internet (Sukiman, 2016). Today's increasingly sophisticated digital technology causes major changes in the world. The development of the mobile phone, which is rapidly growing into social penetration, is playing a large role in the digital revolution by providing ubiquitous entertainment, communication, and online connectivity. The birth of a social networking site which is a web-based service, allows users to create profiles, view a list of available users, and invite or accept friends to join the site. Excessive use of social media can be a boomerang that has a negative impact on its users. Uncontrolled media can easily brainwash children through online games. Children are more interested in cellphones than traditional games, fairy tales and reading the Qur'an (Setiawan, 2017).

Other negative effects of the digital era on the world of education, namely: reducing students' interest in learning due to the knowledge of information sought in an easy and instant way and lots of interesting online games, causing students to be more comfortable exploring cyberspace and lazy to study. The positive influence of the digital era on the world of education, namely: It is easy for students to find the information they are looking for, the emergence of several communities in cyberspace that can add new relationships, and the emergence of new methods for learning that can help students and teachers in the learning process (Ginda, 2021). The point is that the digital era has greatly influenced the world of education, there are many benefits that we can take for the learning process but there are also many negative impacts. So a teacher must be able to control and supervise students so they don't fall into the negative influences of the digital era (Ginda, 2021).

From the observations made by the researcher, it was found that the decline in students' interest in reading the Qur'an was caused by the influence of using cellphones in the digital era. Students do not follow or lack enthusiasm in reading the Qur'an in Al-Quran Hadith learning activities during Al-Quran lessons as well as in programs about Al-Quran reading and writing. With the rapid development of technology, of course this is one of the factors that causing a lack of student interest in reading the Qur'an such as using a cellphone without controlling the correct time in its use, students are more fun playing with their electronic set than when reading the Qur'an.

Several relevant studies related to the role of the Al-Quran Hadith teacher in increasing interest in reading the Al-Quran in the digital era in class XI Madrasah Aliyah Negeri 1 Sarolangun. Study Sudarmono et al, (2020), entitled Efforts to Increase Interest in Learning to Read and Write Al-Quran. This journal explains that in order to increase students' interest in learning to read and write the Qur'an, the efforts of Islamic Religious Education teachers, especially Al-Quran Hadith teachers, are needed.

Study Nurazizah, (2021), entitled Efforts to Increase Children's Interest in Reading Al-Quran Through Learning Activities. This journal explains that the Al-Mawi Al-Quran Education Park in Kandang Kidul Village, Kandang Mukti Village, Leles District, Garut Regency is one of the places where Al-Quran learning was carried out in



this study. The results of this study are that children's interest in reading the Qur'an increases as evidenced by the increase in students who want to read the Qur'an, the increased interest of students in reading the Qur'an and the increased attention when learning is held.

Study Akbar, (2019), entitled *The Role of PAI Teachers in Improving the Reading Ability of Class III Students at SDN 69 Kabanta Kota Bima*. In this study, it was explained that the method of delivering Classical Read and Listen has advantages in delivering material. This advantage lies in the realization of increasing students' abilities in the cognitive, affective, and psychomotor domains.

Based on this background, the researcher is interested in conducting research with the title "The Role of the Al-Qur'an Hadith Teacher in Increasing Interest in Reading the Qur'an in the Digital Age in Class XI of Madrasah Aliyah Negeri 1 Sarolangun".

## RESEARCH METHOD

In conducting this research, researchers used a qualitative approach. Qualitative research is data collection in a natural setting that intends to interpret the phenomena that occur and the researcher as a key instrument, sampling data sources by purposive and snowbaal methods, collection techniques by triangulation (combined), data analysis is inductive/qualitative in nature, and the results of the research emphasize more meaning rather than generalization (Albi, 2018). The research method used in this study is a descriptive qualitative approach which is a research that belongs to the type of qualitative research. Then the research approach is to explain what the data is in the field using data collection methods which include interviews, observation, and documentation. The place of this research was conducted at Madrasah Aliyah Negeri 1 Sarolangun. The 2022-2023 academic year will start in June 2022, which is located in Sarolangun Regency, Sarolangun District. The choice of the place is based on the focus of this research problem. The research subjects were school principals, Al-Quran Hadith teachers and students of Madrasah Aliyah Negeri 1 Sarolangun. Types and sources of data in this study are secondary primary data. The data collection techniques used are observation, interviews and documentation. Data processing and analysis techniques were carried out through four stages, namely data collection, data reduction, data presentation and drawing conclusions. In qualitative research, the instrument or research tool is the researcher himself. Checking the validity of the data that researchers use in this study is to use triangulation of data sources.

## RESULTS AND DISCUSSIONS

### *A. The role of the Al-Quran Hadith teacher in increasing interest in reading the Al-Quran in students in class XI Madrasah Aliyah Negeri 1 Sarolangun.*

The results of research in the field show that the role of the Al-Quran Hadith teacher in increasing students' interest in reading the Al-Quran in the digital era at Madrasah Aliyah Negeri 1 Sarolangun can be described as follows:

#### *1. The Role of Al-Quran Hadith Teachers As Educators*

The teacher as an educator is a role model for students not only for educators but also for the people around them. Therefore, the teacher must have a sense of responsibility, independence, authority, and discipline that can be used as an example

for students and it is the teacher who plays a major role in the success of student education (Yestiani, 2020).

This is as expressed by Mr. Muhammad Syafri, S.Pd.I, M.Pd as the principal of MAN 1 Sarolangun, he said: "The role of the teacher as an educator is responsible for the development of students, always conveying the knowledge they have by the Al-Quran Hadith teacher, honors his students and teaches good morals besides the Al-Quran Hadith teacher must also have good morals so that students emulate his character. For example, in order to increase interest in reading the Qur'an, Al-Quran Hadith teachers continue to pay attention to student discipline, which is done by controlling each student's activity so that the behavior of students does not deviate from existing norms.

We can understand from the explanation above that the role of the teacher as an educator is to be responsible for the development of students, always convey the knowledge possessed by the Al-Quran Hadith teacher, glorify his students and teach good morals besides the Al-Quran Hadith teacher must also have morals good for students to emulate their nature. For example, in order to increase interest in reading the Qur'an, the Al-Quran Hadith teacher continues to pay attention to student discipline, which is done by controlling each student's activity so that the behavior of students does not deviate from existing norms. Namely by applying discipline by prohibiting them from bringing androids to school.

In accordance with what was said by Mrs. Nurimami, the Al-Quran Hadith teacher in class XI Madrasah Aliyah Negeri 1 Sarolangun, she said: "In the teaching and learning process I am a teacher automatically. I also act as an educator who is assigned to shape student identity so that form students who behave ethically and have high discipline so that the goals of education are realized.

Thus the role of the teacher as an educator must be maximized because it is the teacher who directs the identity of the students to be taken where, what and how and the teacher is also responsible for the development of students to always convey the knowledge possessed by the Al-Quran Hadith teacher, glorify students and teach good morals in addition to Al-Quran Hadith teachers must also have good morals so that students emulate their characteristics. So that later the goals of education itself can be achieved, especially in increasing interest in reading the Qur'an (Syafei, 2018).

From the observations made by the author, the author sees that Madrasah Aliyah Negeri 1 Sarolangun really disciplines their students, one of which is strictly prohibiting their students from bringing androids. If there are students who dare to bring an android, the student's android will be confiscated and called by their parents. Even if the student is caught carrying the android three times, the android will be returned after they graduate from school. If there are indecent things in their android, the student will be expelled from school.

## *2. The Role of the Al-Quran Hadith Teacher as a Guide*

In increasing interest in reading, apart from acting as an educator, the teacher also acts as a guide. We can call teachers as travel guides who are based on their knowledge and experience and have a sense of responsibility in the smooth running of the teaching and learning process (Yestiani, 2020). As stated by Mrs. Nurimami as



a teacher of Al-Quran Hadith in class XI of Madrasah Aliyah Negeri 1 Sarolangun, she said:

"My role in teaching Al-Quran Hadith automatically expects students to be able to understand more than the Al-Quran Hadith itself. In order for this hope to be achieved, I automatically have to provide continuous guidance to students every time I teach, even whenever there is an opportunity to be able to provide guidance. The teacher is like a parent who always directs his child, a teacher is needed by students to be near him. For example, when students are asked to read the Qur'an in class, if there is a teacher beside them, students obey, but try not to have a teacher, very few students carry out the order. So to get them to read the Qur'an or to increase their interest in reading the Qur'an we provide guidance and direction."

Based on the description above it is clear that the role of the Al-Quran Hadith teacher as a guide is also very, very helpful in increasing interest in reading the Al-Quran, the figure of the teacher is in addition to providing guidance to students can encourage students to foster their interest in reading the Al-Quran, different when the teacher is not beside students and does not provide guidance, they will find it difficult and students' interest in reading the Qur'an will not increase (Hendri, 2017).

Apart from that the author also interviewed the school principal, namely Mr. Muhammad Syafri, S.Pd.I, M.Pd, he revealed that: "Yes, it's true, in his role as a supervisor, Al-Quran hadith teachers are quite good, they always provide guidance to students. One of the efforts of the Al-Quran Hadith teacher in his role as a supervisor is by holding morning recitation activities before learning begins, holding Al-Quran reading guidance for students who are not yet fluent in reading the Al-Quran and there is also a tahfidz Quran program which if students are already finished the deposit will be free of SKM or SPP money, this is so that students' interest in reading the Al-Quran increases.

The same thing was also conveyed by the Al-Quran Hadith teacher, Mrs. Nurimami, S.Ag revealed that: "It is true that so far there have been several attempts by me to increase students' interest in reading the Al-Quran, especially class XI, namely holding morning recitation activities and guidance for students who are not yet fluent in reading the Qur'an which is held every Saturday after the noon prayer. I hope that this activity will continue to increase students' interest in reading the Al-Quran."

To corroborate what was conveyed by the Al-Quran Hadith teacher and the school principal above, the researcher tried to interview other data sources, namely several students, one of whom was Meza, revealed that: "Yes sis, indeed every morning before studying we are directed to read the Al-Quran by Ibu Mami and other teachers such as homeroom teachers and picket teachers on the basketball court, and for those who are not fluent, they are given guidance every Saturday after the midday prayers are finished in congregation."

In addition to conducting interviews, the researchers also made observations diligently at the research location in order to find out directly about what the informants mentioned above. So that the data is accurate or valid, the results of observations made by researchers found directly the activities carried out by Al-Quran Hadith teachers in their role as mentors such as: Al-Quran Hadith teachers

always guide students in learning Al-Quran Hadith in class especially when on when the teaching and learning process finds verses of the Qur'an in the textbook, the teacher guides his students in reading the verse, apart from that the Al-Quram Hadith teacher also holds morning recitation activities before class begins which is carried out on the basketball court guided by teacher Al -Quran Hadith, authorized teachers and homeroom teachers.

### *3. The Role of the Al-Quran Hadith Teacher as a Facilitator*

Apart from acting as a mentor for Al-Quran Hadith teachers, he also acts as a facilitator in increasing interest in reading the Al-Quran at Madrasah Aliyah Negeri 1 Sarolangun. The role of the teacher as a facilitator is that the teacher must prepare teaching materials, strategies, methods and media needed before carrying out learning activities. In addition, teachers are required to have the ability to communicate and interact with students so that the desired goals can be achieved (Fatmawati, nd, 2021 ).

As explained by the principal of Madrasah Aliyah Negeri 1 Sarolangun namely Mr. Muhammad Syafri, S.Pd.I, M.Pd, he said that: "One of the roles of the teacher in the learning process is that the teacher carries out various kinds of innovations as an effort to increase motivation student learning with various kinds of activities or with various kinds of strategies, methods, learning resources and various kinds of media that are suitable for each subject that teachers are effective at. As in the Al-Quran Hadith, for example how can the teacher increase interest in reading the Al-Quran. So the role of the teacher is facilitating by carrying out various kinds of innovations with methods, strategies, learning resources and media that are appropriate and relevant to the conditions of the schools in this school.

Based on the description above, it is clear that the teacher as a facilitator is preparing and not only preparing but also having to adapt methods, strategies, learning resources and media to the subjects being taught before carrying out the teaching and learning process, which aims to achieve the desired learning objectives. The role of the teacher as a facilitator also includes as a facilitator to increase students' interest in reading the Qur'an, the teacher must prepare what things are needed and how the methods, strategies, learning resources, and media are appropriate to be used so that students want and are interested in always read the Al-Quran and can be applied by students not only at school but also outside of school so that these students are able to balance the time to read the Al-Quran and the time to play android (Utami, 2021).

In accordance with what was conveyed by Ms. Nurimami as a Al-Quran Hadith teacher, that: "With the presence or rise of this digital era, automatically my role as a Al-Quran Hadith teacher in increasing interest in reading the Al-Quran must also be taken seriously again, I must prepare a method , strategies, learning resources and appropriate media to increase their interest. For example, using a strategy by reading the Al-Quran together when finding verses of the Al-Quran in the learning process. What's the point? So that they get used to reading the Al-Quran and fluently. Sometimes the student's interest drops because they are not fluent in reading the Al-Quran. With this non-fluency it makes students lazy to read the Qur'an because they don't understand what will be read, while mobile phones are simpler in their use and there are lots of more interesting things available on the cellphones they use. And

apart from that, I also tell students to memorize one of these verses and submit it next week. For students who don't deposit, they won't get a grade. What's the goal? so that students who are lazy to read earlier can be encouraged to read the verse at home. In guidance every Saturday using Iqra' media. What's the goal? so that students who are lazy to read earlier can be encouraged to read the verse at home. In guidance every Saturday using Iqra' media. What's the goal? so that students who are lazy to read earlier can be encouraged to read the verse at home. In guidance every Saturday using Iqra' media.

To corroborate what was conveyed by the Al-Quran Hadith teacher and the principal above, the researcher tried to interview other data sources, namely Meza, a class XI student who was recorded as a student who was not fluent in reading the Al-Quran, revealed that:

"Yes sis, Mrs. Nurimami told us to read the Al-Quran together when we found verses of the Al-Quran in the learning process, apart from that we were told to memorize one of the verses and deposit it next week, for students who do not deposit then will get no value. And during guidance on reading the Qur'an using Iqra'. And Meza feels that learning Al-Quran Hadith has gone well sis through the way of teaching Al-Quran Hadith teachers who are good sis. And I also feel comfortable sis."

In accordance with the observations made by the author that the author saw how the teacher facilitated students with a good strategy, namely when finding verses of the Qur'an in the textbook used, students were told to read together and when they found one of the students who do not participate in reading together, the teacher tells the students to read individually after reading together is finished. So that at that time all the students in the class read the Qur'an. while the methods and media used by the Al-Quran Hadith teacher in the Al-Quran reading guidance program are by using Iqra media, then the method is the Al-Quran Hadith teacher who reads and after that only students read.

#### *4. The Role of Al-Quran Hadith Teachers As Motivators*

A student really needs motivation from the teacher. As a motivator, the teacher's role is to encourage students to be able to study or read the Qur'an. The involvement of teachers in providing motivation to students also determines the activities or success of students in learning, especially in increasing interest in reading the Qur'an (Fauzan, 2016).

As expressed by Mr. Muhammad Syafri, S.Pd.I, M.Pd as the principal of the Madrasah Aliyah Negeri 1 Sarolangun, he revealed that:

"Apart from that the Al-Quran Hadith teacher also acts as a motivator, who always gives encouragement or motivation to students to always read the Al-Quran. By providing motivational sentences that can touch the hearts of students to do the best, such as always reading the Al-Quran.

As said by Ms. Nurimami, S.Ag as a Al-Quran Hadith teacher, that: "As we have known that if the problem of interest in reading the Al-Quran in the students' self, if we don't explore it or we order it is lacking, it must be motivated first. So to invite them to read the Al-Quran by motivating them to be even more active in reading the Al-Quran both at school and outside of school. In what way ? Sometimes

I always provide motivation or explain that the Al-Quran is as important as general lessons. Al-Quran is needed in this world as well as in the hereafter.

As a Al-Quran Hadith teacher, of course, he has the habit of motivating students when applying the habit of reading the Al-Quran is indeed good, because it can provide a reference for students so that they feel enthusiastic to be active in reading the Al-Quran. The method of motivating Al-Quran Hadith teachers by providing continuous motivation at each meeting is quite good because students become enthusiastic about reading the Al-Quran (Fauzan, 2016).

Besides the author conducting interviews with Al-Quran Hadith teachers, the author also conducted interviews with several class XI students, one of whom was a student named Teguh. In order for the results of this interview to be accurate.

Teguh revealed that: "Yes sis, and I really like it sis because the Al-Quran Hadith teacher always provides motivation and the explanations are also good sis. Sometimes the motivation that is given stabs into the heart, because of that, sometimes what is conveyed is in accordance with the conditions that Teguh is experiencing, so sometimes it stabs. So, after hearing that motivation, Be firm, change a little for the better, there is an urge from within your heart to read the Qur'an, but after that you start to be affected again by your cellphone. So at that time it was back to the teacher and Alhamdulillah, by the way the teacher continued to provide motivation, at least we had the encouragement to keep changing even though sometimes we were still affected again. Therefore we really need this motivation.

From this we can conclude that the teacher is a figure who is very much needed for students to give advice and input as well as directions, because the teacher's motivation can provide strength, provide encouragement and can foster students' interest in loving the Al-Quran. because students also need extrinsic motivation that can increase interest in reading the Qur'an.

In addition to conducting interviews, the authors also made observations diligently at the research location. So that the data is accurate or valid. The results of observations made by the author found directly that it was true that Ms. Nurimami also provided motivation to students, especially class XI by always giving enthusiasm and giving motivational sentences to students and explaining that it was permissible to play cellphones but don't let the cellphones fool themselves. . Because if it is used wrongly it will be the cause of going to hell while the Al-Quran if we continue to read it with the right reading and with the right intention will be the cause for us to go to heaven. In this way it can increase students' interest in reading the Al-Quran.

##### *5. The Role of Al-Quran Hadith Teachers As Evaluators*

In this case, of course, a teacher must evaluate the results that have been carried out during these learning activities. This evaluation is not only to evaluate student success, but also to evaluate teacher success in implementing teaching and learning activities (Yestiani et al., nd, 2020).

Likewise with the role of the Al-Quran Hadith teacher at Madrasah Aliyah Negeri 1 Sarolangun in carrying out his role as evaluator. In order to achieve the goal of increasing the interest of class XI students at Madrasah Aliyah Negeri 1 Sarolangun. In accordance with what was disclosed by the principal, namely Mr. Muhammad Syafri, S.Pd.I, M.Pd as the principal of the school, he revealed that:

"So that we can achieve our goal of increasing students' interest in reading the Qur'an, especially for class XI, we also carry out an evaluation. This evaluation helps us to make improvements to the deficiencies so far. In order for the business to develop for the better.

In line with what was expressed by Ms. Nurimami, S.Ag as a teacher of Al-Quran Hadith, she revealed that:

"In order to carry out my role to increase students' interest in reading the Al-Quran, I also conducted an evaluation. I asked students to read the verses of the Al-Quran that were found in the textbook together. From there I know who has an interest in reading the Qur'an. Apart from that, I also instruct students to memorize one of these verses and submit it next week. For students who don't deposit, they won't get a grade. What's the goal? so that students who are lazy to read earlier can be encouraged to read the verse at home. For students who deposit I will get high marks according to their fluency.

To corroborate what was said by the principal and Al-Quran Hadith teacher, the researcher made observations in order to make the data more valid or accurate. In accordance with the observations made by the researcher, he saw that during Al-Quran Hadith lessons, the Al-Quran Hadith teacher ordered his students to read together and it turned out that it was true that there appeared to be students who really read and some who were lazy. to read only muttering. And after that, when the clock was running out, the Al-Quran Hadith teacher ordered all students to memorize one of the verses they read earlier, and submit it again the next week. Then the next week the researcher tried to come again for observation to further strengthen the data that had been found, it was true that on that day all students deposited their memorization.

So it can be concluded that the evaluation results basically provide information to teachers which is used as data in the implementation of the diagnosis of learning difficulties, the development of learning processes, and curriculum planning. For example, if there are some students who get low scores, the test results can be used to: 1) Explore the causes of low student achievement and plan the process of assisting these students. 2) Exploring deficiencies in the explanation of subject matter, for example students do not really understand the material or even it has not been presented and explained, but exists in the exam, and 3) Used by the teacher as a basis for improvement and development of the curriculum design used (Priest, 2005).

Vice versa, it is the same as what was done by the Al-Quran Hadith teacher in increasing the interest of class XI students in reading the Al-Quran, namely evaluation is useful for, 1) Exploring the causes of students' low interest in reading the Al-Quran, 2) Exploring deficiencies in increasing interest students in reading the Al-Quran, and 3) Used by the teacher as a basis for improvement and development of strategies carried out in increasing students' interest in reading the Al-Quran.

#### ***B. The Success of Al-Quran Hadith Teachers in Increasing Interest in Reading the Al-Quran in Students in Class XI MAN 1 Sarolangun.***

As for the success of the Al-Quran Hadith teacher in increasing students' interest in reading the Qur'an in class XI Madrasah Aliyah Negeri 1 Sarolangun,



based on observations and interviews conducted by researchers, it can be described as follows. To determine this success, researchers tried to interview the school principal, Mr. Muhammad Syafri, S.Pd.I, M.Pd, he revealed that:

"We can see the success of the Al-Quran Hadith teacher in increasing interest in reading the Al-Quran, yes, from what has been done by the Al-Quran Hadith teacher, students who are recorded from the beginning of the learning year have not been able to read the Al-Quran. well, some really haven't been able to do it at all with the passage of time, little by little they have been able to and Alhamdulillah now, right now, from a number of students who have been recorded from the beginning, they have been able to adapt and are already able to read the Al-Quran, although not automatically. fluent but there has been an increase from when they entered until now, with that fluency it has started to appear that their interest in reading the Al-Quran has increased."

Apart from that, the researcher also interviewed the Al-Quran Hadith teacher, Mrs. Nurimami, S.Ag, she revealed that:

"If the results are visible, they are already able to lead rather than read the Qur'an in front of their friends, they can lead tahlil and yasin because of their fluency in reading the Qur'an. From their fluency there, their courage and even their interest in reading Al-Quran verses so that they are able to lead their friends in yasinan and tahlil, as well as reading Al-Quran juz 30 in the morning before starting class. And even in class students are more enthusiastic in memorizing verses of the Qur'an that are related to the material being taught that day. and with the Al-Quran recitation program juz 30 in the morning before starting class now students read the Al-Quran more often every morning and the result is that at least it makes it easier for them to memorize juz 30 and deposit it. And class XI students who were enrolled at the beginning of the school year had not been able to read the Al-Quran properly, now they can read the Al-Quran.

To strengthen what had been revealed by the Al-Quran Hadith teacher and the school principal, the researcher also interviewed several of the class XI students whose data was named Lidia so that the data would be more accurate or valid, Lidia revealed that:

"Yes sis, at first I was very difficult or not fluent in reading the Al-Quran, but because of the Al-Quran reading guidance program and then added to reading the Al-Quran juz 30 every morning I have made little changes in reading the Al-Quran. the Qur'an well, with these changes my interest in reading the Qur'an has increased a little more."

From the description above, it can be concluded how the success of Al-Quran Hadith teachers in increasing interest in reading Al-Quran in class XI Madrasah Aliyah Negeri 1 Sarolangun has been seen by changes in students' fluency in reading Al-Quran, proficiency and high enthusiasm of students in read the Qur'an and the teacher at least managed to separate them from the androids while they were at school. But at least when they were at school they were already busy with Al-Quran programs.



## CONCLUSION

Based on the description and analysis in the previous chapter, the researcher can draw the following conclusions: The role of the Al-Quran Hadith teacher in increasing students' interest in reading the Al-Quran in class XI Madrasah Aliyah Negeri 1 Sarolangun has been felt to be optimal. As Al-Quran Hadith teachers act as educators, mentors, facilitators, motivators, and evaluators. The success of the Al-Quran Hadith teacher in increasing interest in reading the Al-Quran in class XI Madrasah Aliyah Negeri 1 Sarolangun has been seen by changes in the fluency of students in reading the Al-Quran, the proficiency and high enthusiasm of students in leading yasin and the teacher at least succeeding in separating them from android even if only a matter of hours or only when they are at school.

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