

## Strategies of Remedial Programs in Improving Qur'anic Literacy at Bumrungsuksa Islamic Boarding School

Ina Zainah Nasution<sup>1\*</sup>, Rindi Irma Audia<sup>2</sup>

Universitas Muhammadiyah Sumatera Utara, Indonesia<sup>\*1</sup>

Bumrungsuksa Islamic Boarding School, Thailand<sup>2</sup>

<sup>\*1</sup>email: [inazainah@umsu.ac.id](mailto:inazainah@umsu.ac.id)

<sup>2</sup>email: [rindiirmaudia@gmail.com](mailto:rindiirmaudia@gmail.com)

<p><b>Abstract:</b> This study aims to analyze the strategies of remedial programs in improving Qur'anic literacy at Bumrungsuksa Islamic Boarding School. The research employs a qualitative approach with a descriptive method. Data were collected through observation, interviews, and documentation involving teachers and students as research participants. The findings reveal that remedial program strategies are implemented through grouping students based on their ability levels, applying various instructional methods such as <i>talaqqi</i>, <i>tahsin</i>, and intensive repetition, as well as providing individual guidance. The remedial program has proven to significantly improve students' ability to read and write the Qur'an. However, several challenges were identified, including limited instructional time and differences in students' initial abilities. Therefore, sustainable strategies and continuous teacher professional development are required to optimize the effectiveness of remedial programs.</p>	<p><b>Keywords:</b> Remedial Program; Qur'anic Literacy; Instructional Strategies; Islamic Education.</p>
<p><b>Abstrak:</b> Penelitian ini bertujuan untuk menganalisis strategi program remedial dalam meningkatkan literasi Al-Qur'an di Sekolah Bumrungsuksa Islamic Boarding School, Thailand. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi dengan melibatkan guru dan peserta didik sebagai subjek penelitian. Hasil penelitian menunjukkan bahwa strategi program remedial dilakukan melalui pengelompokan peserta didik berdasarkan tingkat kemampuan, penggunaan metode pembelajaran yang variatif seperti <i>talaqqi</i>, <i>tahsin</i>, dan pengulangan intensif, serta pemberian bimbingan individual. Program remedial terbukti mampu meningkatkan kemampuan membaca dan menulis Al-Qur'an peserta didik secara signifikan. Namun, terdapat beberapa kendala seperti keterbatasan waktu pembelajaran dan perbedaan kemampuan dasar peserta didik. Oleh karena itu, diperlukan strategi yang berkelanjutan serta peningkatan kompetensi guru dalam mengelola program remedial secara efektif.</p>	<p><b>Kata Kunci:</b> Program Remedial; Literasi Al-Qur'an; Strategi Pembelajaran; Pendidikan Islam.</p>

### A. Introduction

Qur'anic education is an essential component in shaping students' character and spirituality within Islamic education. Qur'anic literacy encompasses not only the ability to read but also the understanding of *tajwid* rules and the ability to write Arabic letters

correctly (Rahman, 2018). Therefore, mastering Qur'anic reading and writing is a fundamental competency that must be possessed by every student in Islamic educational institutions.

However, in practice, many students still experience difficulties in reading and writing the Qur'an. These difficulties may be caused by various factors, such as a lack of foundational learning at an early stage, less varied teaching methods, and limited instructional time (Suryani, 2020). This condition presents a challenge for educational institutions to find effective solutions.

One effort to overcome this problem is through remedial programs. Remedial programs are additional learning activities provided to students who have not yet achieved the expected competencies (Arifin, 2017). These programs aim to help students better understand the material they have not yet mastered.

In the context of Qur'anic learning, remedial programs play a strategic role in improving students' literacy skills. Through more personalized and intensive approaches, students can receive guidance tailored to their individual needs (Hidayat, 2019). This indicates that remedial programs can serve as an effective solution for improving the quality of Qur'anic learning.

The importance of Qur'anic literacy is also supported by Islamic teachings, which emphasize the obligation to read the Qur'an correctly and properly. This is reflected in the Hadith of Prophet Muhammad (peace be upon him), which encourages Muslims to recite the Qur'an with *tartil* (Al-Bukhari, 2002). Therefore, improving Qur'anic literacy is a shared responsibility between teachers and educational institutions.

On the other hand, the success of remedial programs is highly influenced by the strategies employed by teachers. Appropriate instructional strategies can enhance the effectiveness of remedial programs in achieving learning objectives (Uno, 2016). Therefore, an in-depth study of the strategies used in remedial programs is necessary.

Strategies in remedial programs must be aligned with students' characteristics. Each student has different abilities and learning styles; thus, the approaches used should be flexible and adaptive (Djamarah, 2014). In this way, remedial programs can produce optimal results.

In addition, the use of varied instructional methods is an important factor in the success of remedial programs. Methods such as *talaqqi*, *tahsin*, and intensive repetition

can help students improve their Qur'anic reading skills (Anwar, 2021). These methods have been widely applied in Qur'anic learning in various Islamic educational institutions.

In the context of education in Thailand, particularly in Islamic educational institutions, Qur'anic learning is an integral part of the curriculum. One of the institutions that implements remedial programs in Qur'anic learning is Bumrungruksa Islamic Boarding School. This institution is committed to improving students' Qur'anic literacy.

However, the implementation of remedial programs in this institution still faces several challenges. These include limited instructional time, a relatively large number of students, and differences in students' initial abilities (Yusuf, 2022). These issues are important considerations in improving the effectiveness of remedial programs.

In addition, teacher competency is one of the determining factors in the success of remedial programs. Teachers are required to have the ability to design and implement effective instructional strategies (Mulyasa, 2018). Therefore, improving teacher competency is crucial.

Previous studies have shown that well-designed remedial programs can significantly improve students' learning outcomes (Hamalik, 2015). However, such success largely depends on the strategies used in their implementation.

On the other hand, there is still limited research that specifically examines remedial program strategies in improving Qur'anic literacy in Islamic educational institutions in Thailand. This indicates a research gap that needs to be addressed through more in-depth academic studies.

Therefore, this study is important to provide a comprehensive understanding of effective remedial program strategies in improving Qur'anic literacy. The findings are expected to contribute to the development of Qur'anic learning in the future.

Specifically, this study aims to analyze the strategies used in remedial programs for Qur'anic reading and writing at Bumrungruksa Islamic Boarding School. This analysis covers various aspects, including planning, implementation, and evaluation of the remedial program.

In addition, this study aims to identify the factors that support and hinder the implementation of remedial programs. Thus, it will provide insights into the steps needed to improve the effectiveness of such programs.

Another objective of this study is to examine the impact of remedial programs on improving students' Qur'anic literacy skills. This is important to assess the extent to which remedial programs contribute to achieving learning objectives.

This study also aims to provide practical recommendations for teachers and educational institutions in developing more effective remedial program strategies. These recommendations are expected to serve as guidelines for improving the quality of Qur'anic learning.

Thus, this study is expected to provide not only theoretical contributions but also practical contributions in the field of Islamic education, particularly in enhancing Qur'anic literacy through remedial programs.

Finally, this study is expected to identify appropriate and effective strategies to improve students' Qur'anic literacy so that they are able to read and write the Qur'an correctly in accordance with established rules.

## **B. Method**

This study employs a qualitative research approach with a descriptive design to analyze the strategies of remedial programs in improving Qur'anic literacy at Bumrungsuksa Islamic Boarding School. A qualitative approach is appropriate for this study because it allows for an in-depth exploration of social phenomena, particularly those related to teaching strategies, learning processes, and participants' experiences (Creswell & Creswell, 2018).

The research was conducted in a natural setting at Bumrungsuksa Islamic Boarding School, where Qur'anic learning is an integral part of the curriculum. The participants of this study consisted of teachers and students involved in the remedial program. The selection of participants was carried out using purposive sampling, focusing on individuals who have direct experience and involvement in the implementation of remedial learning (Patton, 2015).

Data were collected through multiple techniques, including observation, interviews, and documentation. Classroom observations were conducted to examine the

implementation of remedial strategies in real learning situations. Semi-structured interviews were conducted with teachers to gain insights into their strategies, challenges, and perceptions regarding the remedial program. Documentation, such as lesson plans, students' learning records, and institutional reports, was used to support and validate the findings (Merriam & Tisdell, 2016).

The research instruments included observation checklists, interview guidelines, and documentation review sheets. These instruments were designed to ensure that the data collected were relevant and aligned with the research objectives. The flexibility of qualitative instruments allowed the researcher to explore emerging data during the research process (Creswell & Creswell, 2018).

To ensure the trustworthiness of the data, this study applied triangulation techniques, including source triangulation and method triangulation. Data obtained from different sources and methods were compared and cross-checked to enhance credibility and validity (Lincoln & Guba, 1985). In addition, member checking was conducted to confirm the accuracy of the data obtained from participants.

The data analysis technique used in this study follows the interactive model of Miles, Huberman, and Saldaña (2014), which involves three stages: data reduction, data display, and conclusion drawing/verification. Data reduction involves selecting and simplifying relevant information, data display presents the data in an organized manner, and conclusion drawing involves interpreting the findings to answer the research questions.

Ethical considerations were also taken into account in this study. The researcher obtained permission from the institution and ensured that participants were informed about the purpose of the study. Confidentiality and anonymity of participants were maintained throughout the research process in accordance with ethical research standards (Orb, Eisenhauer, & Wynaden, 2001).

In conclusion, this research method is expected to provide a comprehensive understanding of the strategies used in remedial programs and their role in improving students' Qur'anic literacy. The use of a qualitative descriptive approach allows for a deeper exploration of the implementation process and its impact on learning outcomes.

### **C. Results and Discussion**

## Results

The findings of this study reveal that the strategies used in the remedial program for Qur'anic reading and writing at Bumrungsuksa Islamic Boarding School are systematically implemented through three main stages: planning, implementation, and evaluation.

In the planning stage, teachers design remedial activities based on students' learning difficulties. Students are grouped according to their level of ability in reading and writing the Qur'an. The teachers prepare specific learning materials focusing on basic competencies such as letter recognition (*hijaiyyah*), pronunciation accuracy, and *tajwid* rules. This structured planning ensures that the remedial program is targeted and aligned with students' needs.

In the implementation stage, teachers apply various instructional strategies, including *talaqqi* (direct demonstration and imitation), *tahsin* (improvement of recitation), and intensive repetition. The learning process is conducted in smaller groups or individually to provide more focused guidance. Teachers also use simple learning media such as Qur'anic texts, visual aids, and audio recitations to support students' understanding. The implementation emphasizes active participation, continuous practice, and immediate feedback.

In the evaluation stage, teachers assess students' progress through direct observation, oral reading tests, and writing exercises. Evaluation is carried out continuously to monitor students' improvement and determine whether they have achieved the expected competencies. Students who show significant improvement are reintegrated into regular classes, while those who still face difficulties receive further remedial support.

Furthermore, the study identifies several supporting factors in the implementation of the remedial program. These include teachers' commitment, the use of appropriate instructional strategies, and a supportive learning environment. In addition, students' motivation and parental support also contribute positively to the success of the program.

On the other hand, several inhibiting factors were also identified. These include limited instructional time, differences in students' initial abilities, and the lack of adequate learning facilities. These challenges affect the overall effectiveness of the remedial program and require strategic solutions.

The findings also indicate that the remedial program has a positive impact on improving students' Qur'anic literacy. Students show significant improvement in their ability to recognize Arabic letters, read the Qur'an fluently, and apply basic *tajwid* rules correctly. In addition, students become more confident and motivated in learning the Qur'an.

### **Discussion**

The findings demonstrate that the structured implementation of remedial strategies through planning, implementation, and evaluation aligns with effective instructional design principles. According to Slavin (2018), well-planned and systematic instruction can significantly improve students' learning outcomes. The grouping of students based on ability levels also reflects differentiated instruction, which is essential in addressing diverse learning needs.

The use of methods such as *talaqqi* and *tahsin* supports the traditional and effective approaches in Qur'anic learning. These methods emphasize direct interaction between teacher and student, which is consistent with the social learning theory proposed by Vygotsky (1978), where learning occurs through guided interaction.

The findings regarding the positive impact of repetition and intensive practice are in line with behaviorist learning theory, which emphasizes reinforcement in skill acquisition (Skinner, 1953). Continuous practice helps students internalize reading patterns and improve fluency in Qur'anic recitation.

The identification of supporting and inhibiting factors highlights the importance of both internal and external elements in the success of remedial programs. Teacher competence and commitment are key factors, as emphasized



by Mulyasa (2018), while institutional support in terms of facilities and time allocation is equally important.

Despite the challenges, the overall effectiveness of the remedial program indicates that targeted instructional strategies can significantly improve Qur'anic literacy. This finding is consistent with previous studies that highlight the importance of remedial instruction in addressing learning difficulties (Hamalik, 2015).

Based on these findings, several practical recommendations can be proposed. Teachers should continue to develop innovative and adaptive strategies in implementing remedial programs. Educational institutions should provide adequate support, including training and learning resources, to enhance program effectiveness. In addition, collaboration with parents should be strengthened to support students' learning outside the classroom.

In conclusion, the remedial program at Bumrungsuksa Islamic Boarding School has demonstrated its effectiveness in improving students' Qur'anic literacy. However, continuous improvement and strategic support are necessary to ensure its sustainability and optimal impact.

#### **D. Conclusion**

Based on the findings and discussion, it can be concluded that the remedial program for Qur'anic reading and writing at Bumrungsuksa Islamic Boarding School has been implemented through a structured process consisting of planning, implementation, and evaluation stages. The strategies applied in the program, such as grouping students based on their ability levels, using methods like *talaqqi*, *tahsin*, and intensive repetition, as well as providing individual guidance, have proven to be effective in addressing students' learning difficulties.

The study also reveals that the success of the remedial program is supported by several factors, including teachers' commitment, appropriate instructional strategies, and a conducive learning environment. However,



challenges such as limited instructional time, differences in students' initial abilities, and inadequate learning facilities still need to be addressed to optimize program effectiveness.

Furthermore, the remedial program has a significant positive impact on improving students' Qur'anic literacy. Students demonstrate improvements in reading fluency, accuracy in applying *tajwid* rules, and confidence in learning the Qur'an. This indicates that remedial instruction plays a crucial role in achieving learning objectives in Islamic education.

In conclusion, the implementation of well-designed and targeted remedial strategies can effectively enhance students' Qur'anic literacy. Therefore, continuous improvement, teacher professional development, and institutional support are essential to ensure the sustainability and success of remedial programs in Islamic educational institutions.

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