

A Learning Needs Analysis of PAI for Strengthening Qur'anic Literacy at Vocational High School

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Abstrak

Pendidikan Agama Islam memiliki peran strategis dalam membentuk karakter religius peserta didik, khususnya melalui penguasaan kemampuan Baca Tulis Al-Qur'an (BTQ) sebagai fondasi pembelajaran keagamaan. Namun, pada jenjang Sekolah Menengah Kejuruan masih ditemukan ketimpangan kemampuan dasar BTQ peserta didik yang berdampak pada efektivitas pembelajaran Pendidikan Agama Islam. Sejumlah penelitian sebelumnya lebih banyak menekankan penggunaan media pembelajaran atau pendekatan digital dalam pendidikan agama, sementara kajian yang secara khusus menganalisis kebutuhan pembelajaran BTQ dan integrasinya dengan sistem akademik sekolah masih terbatas. Penelitian ini bertujuan untuk menganalisis kebutuhan pembelajaran Pendidikan Agama Islam dalam meningkatkan kemampuan baca tulis Al-Qur'an peserta didik di SMK Negeri 1 Kepanjen, Malang. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan desain studi kasus. Data dikumpulkan melalui wawancara semi-terstruktur dengan satu guru Pendidikan Agama Islam, observasi proses pembelajaran, serta studi dokumentasi, kemudian dianalisis menggunakan model interaktif Miles dan Huberman yang meliputi kondensasi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa kebutuhan utama pembelajaran Pendidikan Agama Islam terletak pada penguatan kemampuan dasar BTQ yang belum merata, baik dalam aspek membaca maupun menulis huruf Arab. Temuan observasi dan wawancara menunjukkan bahwa sebagian peserta didik masih mengalami kesulitan membaca Al-Qur'an secara lancar dan menulis huruf Arab dengan benar. Untuk mengatasi kondisi tersebut, sekolah mengembangkan inovasi pembelajaran melalui Program Tuntas Baca Al-Qur'an yang terintegrasi dengan sistem akademik sekolah melalui penggunaan buku saku, setoran bacaan, serta penguatan latihan membaca dan menulis secara bertahap. Program ini berkontribusi dalam membantu guru memantau perkembangan kemampuan BTQ peserta didik secara lebih sistematis. Penelitian ini menyimpulkan bahwa penguatan BTQ perlu dirancang secara adaptif, berjenjang, dan berkelanjutan sebagai bagian strategis dari pembelajaran Pendidikan Agama Islam.

Kata kunci: Pendidikan Agama Islam; literasi al-qur'an; analisis kebutuhan pembelajaran; sekolah menengah kejuruan

Abstract

Islamic Religious Education plays a strategic role in shaping students' religious character, particularly through mastery of Qur'anic reading and writing skills (BTQ), which serve as the foundation of religious learning. However, at the vocational high school level, disparities in students' basic BTQ abilities persist, affecting the effectiveness of Islamic Religious Education learning. Previous studies have largely emphasized the use of learning media or digital approaches in religious education, while studies that specifically analyze the learning needs of BTQ and its integration with the school's academic system remain limited. This study aims to

analyze the learning needs of Islamic Religious Education in improving students' Qur'anic reading and writing skills at SMK Negeri 1 Kepanjen, Malang. This research employs a descriptive qualitative approach with a case study design. Data were collected through semi-structured interviews with one Islamic Religious Education teacher, observations of the learning process, and documentation studies, and were analyzed using the interactive model of Miles and Huberman, which includes data condensation, data display, and conclusion drawing. The results show that the main need in Islamic Religious Education learning lies in strengthening students' basic BTQ abilities, which are still uneven in both reading and writing Arabic letters. Observation and interview findings indicate that some students still have difficulty reading the Qur'an fluently and writing Arabic letters correctly. To address this condition, the school developed a learning innovation through the Qur'an Reading Completion Program (Tuntas Baca Al-Qur'an) integrated into the school's academic system through the use of pocket books, recitation submissions, and the gradual strengthening of reading and writing practice, which helps teachers monitor the development of students' BTQ abilities more systematically. This study concludes that strengthening BTQ should be designed in an adaptive, tiered, and sustainable manner as a strategic component of Islamic Religious Education.

Keywords: Islamic religious education; Qur'anic literacy; learning needs analysis; vocational high school

INTRODUCTION

Islamic education plays a fundamental role in the development of quality human resources because the formation of human personality is not only related to intellectual capacity, but must also be supported by spiritual and emotional development (Hakim et al., 2022). Within the educational process, Islamic education plays a significant role in cultivating students' moral values and character. Educational practices that incorporate religious values are expected to produce individuals who possess balanced intellectual, spiritual, and moral qualities (Komalasari & Yakubu, 2023). In Indonesia, Islamic Religious Education, commonly referred to as Pendidikan Agama Islam (PAI), occupies an important position in the national education system because it aims to develop students' character, faith, and moral conduct (Yusuf et al., 2024). One of the fundamental competencies that supports the achievement of these goals is students' ability to read the Qur'an, which serves as the primary source of Islamic teachings (Afriani et al., 2023). This competency is particularly relevant at the vocational high school level, where education is primarily oriented toward developing vocational skills and workforce readiness.

The Qur'an is regarded by Muslims as the divine revelation delivered to the Prophet Muhammad through the mediation of the Angel Gabriel. It functions as the principal guidance for Muslims in leading a righteous life and attaining spiritual closeness to Allah (Mubin et al., 2022). Furthermore, the Qur'an is believed to have been preserved in its authenticity from the time of its revelation until the end of time (Syayfi et al., 2023). Therefore, the ability to read the Qur'an is an essential foundation for learning Islamic teachings. Mastery of Qur'anic

reading skills enables learners to access religious knowledge and deepen their understanding of Islamic values (Arifudin et al., 2023). Efforts to improve students' ability to read and write the Qur'an are closely associated with teachers' role in guiding and facilitating the learning process (Salmia et al., 2022).

In a broader educational context, literacy in Islamic learning is closely related to Arabic literacy, which conceptually extends beyond the ability to read and write texts. Literacy is generally understood as the competence to access, interpret, and utilize information effectively and critically (Supriadi et al., 2022). In Islamic education, improving Qur'anic reading and writing literacy among students is a crucial component of religious learning in Indonesia. Strengthening Qur'anic literacy not only supports students' religious understanding but also contributes to the development of a generation that possesses a deeper comprehension of Islamic teachings (Ayuni & Ritonga, 2025). Consequently, students' abilities in reading and writing the Qur'an function as important indicators of the effectiveness of Islamic Religious Education in formal schooling contexts (Hidayat & As'ad, 2025).

Islamic Religious Education as an educational process is characterized by the systematic effort to instill, nurture, and reinforce faith-based values that serve as the spiritual foundation of human behavior (Komariah & Nihayah, 2023). A teacher is a mature individual who carries responsibility and possesses the competence and commitment to guide, teach, and educate students, as well as others who require educational support (Suharsongko et al., 2023). In this process, PAI teachers hold a strategic role in shaping students' character and moral development (Pujianti & Nugraha, 2024). Their responsibilities extend beyond the transmission of knowledge to include guiding students as moral and spiritual mentors who cultivate faith, devotion, and noble character. However, in practice, many PAI teachers encounter significant challenges in improving students' religious competencies, including Qur'anic literacy (Adilah et al., 2024). In addition, teachers are expected to contribute to the development of a religious culture within schools by encouraging practices such as congregational prayer, Qur'an recitation, and other religious activities (Khomisah et al., 2024).

Within the Indonesian education system, PAI constitutes a compulsory subject integrated into the national curriculum. In contemporary educational settings, PAI learning takes place within an environment increasingly shaped by technological development and digital transformation (Ernawati et al., 2025). Vocational schools in particular have widely adopted technology-based learning systems and digital resources. SMK Negeri 1 Kepanjen

Malang, for instance, utilizes various technological facilities such as digital learning materials, LCD projectors, and online learning platforms to support instructional activities. While these developments create opportunities for innovative PAI learning, they also pose challenges in ensuring that fundamental religious competencies, particularly Qur'anic literacy, are effectively achieved.

Despite the availability of technological facilities, challenges related to Qur'anic literacy remain evident in PAI learning. Based on preliminary interviews conducted with PAI teachers at SMK Negeri 1 Kepanjen, it was indicated that students' abilities to read and write the Qur'an vary considerably. According to the teacher's estimate from the interview, approximately 25% of students are not yet able to read the Qur'an fluently, and several students are still at the stage of recognizing hijaiyah letters. This condition affects the effectiveness of PAI learning, particularly in instructional materials that require students to read Qur'anic verses, write Arabic texts, and understand the meaning of Qur'anic passages, which serve as the foundation for strengthening faith and moral values.

Previous studies have examined various aspects of PAI learning and Qur'anic literacy at different educational levels. Many of these studies focus on evaluating the effectiveness of specific teaching methods, the use of instructional media, or the relationship between Qur'an reading ability and learning outcomes in PAI. While these studies provide valuable insights into instructional practices, they often emphasize solutions such as learning models or teaching strategies without first conducting a comprehensive analysis of learning needs.

From a theoretical perspective, the concept of learning needs analysis provides an important framework for understanding gaps between existing competencies and expected learning outcomes. Needs analysis helps educators identify learners' characteristics, learning difficulties, and contextual factors that influence instructional effectiveness. In the context of curriculum implementation, this approach is also closely related to the principle of curriculum alignment, which emphasizes the coherence between learning objectives, instructional strategies, and assessment practices.

The implementation of the Merdeka Curriculum in Indonesia further reinforces the importance of focusing on essential competencies, deep learning, and character development. Within PAI learning, the ability to read and write the Qur'an represents a foundational competency that enables students to understand Islamic teachings comprehensively. However, several studies indicate that integrating digital learning technologies alone does not

necessarily improve Qur'anic literacy unless accompanied by learning strategies responsive to students' diverse abilities and learning needs.

Although research on PAI learning and Qur'anic literacy has been widely conducted, there remains a notable research gap in the context of vocational high schools, where students often possess diverse educational backgrounds and varying levels of religious literacy. Existing studies frequently focus on instructional interventions rather than examining the underlying learning needs that shape the effectiveness of PAI instruction in such contexts.

At SMK Negeri 1 Kepanjen, the primary challenge in PAI learning is not the availability of facilities but the uneven distribution of students' basic abilities in reading and writing the Qur'an. Consequently, a systematic analysis of learning needs is required to understand learners' characteristics, the instructional challenges teachers face, and the contextual factors influencing PAI learning.

Based on this background, the present study aims to analyze the learning needs in PAI to strengthen students' abilities to read and write the Qur'an at SMK Negeri 1 Kepanjen, Malang. The analysis focuses on several key aspects, including student characteristics, teacher roles, learning materials, and the broader context of PAI learning within the school environment.

This study is expected to contribute to research on Islamic Religious Education, particularly regarding Qur'anic literacy at the vocational high school level. By conducting a comprehensive analysis of learning needs, this research provides a deeper understanding of students' Qur'anic literacy conditions, the factors influencing these competencies, and the challenges encountered by PAI teachers within technology-supported learning environments and the framework of the Merdeka Curriculum. The findings of this study are expected to serve as a conceptual foundation for developing more contextual, adaptive, and student-centered innovations in PAI learning, and to provide practical insights for educators and schools seeking to strengthen Qur'anic literacy among vocational high school students.

METHODS

This study employed a qualitative case study design to analyze the learning needs of Islamic Religious Education (PAI) in strengthening students' Qur'anic literacy. (Juita et al., 2025) cite the opinion of Creswell (2014) that qualitative research is a research approach that explores and understands the meaning that individuals or groups attribute to social or human problems. The data produced are in the form of text or narratives that are analyzed thematically.

The case study design was used because it enables researchers to investigate a contemporary phenomenon within a real-life context when the boundaries between the phenomenon and the context are not clearly evident (Yin, 2018). This approach was considered appropriate for examining the learning needs of PAI, particularly related to students' ability to read and write the Qur'an in the context of PAI learning at SMK Negeri 1 Kepanjen Malang.

The participants in this study consisted of one Islamic Religious Education (PAI) teacher who was directly involved in teaching and implementing Qur'anic literacy activities at the school. The participant was selected using purposive sampling, which involves intentionally selecting informants based on their relevance to the research focus. The selection criteria included being an active PAI teacher at the school and having direct involvement in teaching activities related to students' Qur'anic reading and writing skills.

The data sources in this study included the PAI teacher as the primary informant, classroom observations during PAI lessons, and supporting documents related to PAI learning and the school's Qur'anic literacy program. These multiple data sources were used to obtain a comprehensive understanding of the learning needs related to students' Qur'anic literacy.

Data collection was conducted through semi-structured interviews, classroom observations, and documentation studies. Semi-structured interviews were conducted with the PAI teacher to explore information regarding learning problems, learning needs, and strategies implemented to improve students' ability to read and write the Qur'an. Classroom observations were conducted to examine the learning process and understand the actual state of students' Qur'anic reading and writing abilities during PAI learning activities. Documentation studies were used to complement the data by analyzing learning materials, school archives, and other documents related to the Qur'anic literacy program.

The fieldwork for data collection was conducted within one day during the researcher's visit to the school. During this period, the researcher conducted classroom observations and an in-depth interview with the PAI teacher to obtain relevant information related to the research focus.

Data analysis was conducted using the interactive model of Miles, Huberman, and Saldaña, which consists of three stages: data condensation, data display, and conclusion drawing (Miles et al., 2014). The analysis was conducted systematically to identify patterns and interpret the data to gain a comprehensive understanding of PAI's learning needs to strengthen students' Qur'anic literacy.

To ensure the trustworthiness of the data, this study applied triangulation of data sources and data collection techniques. Ethical considerations were also taken into account in this study. The participant was informed about the purpose of the research and voluntarily agreed to participate in the interview. The researcher ensured the confidentiality of the participant's identity and used the collected data solely for academic research purposes.

RESULT AND DISCUSSION

This section presents the study's findings and their interpretation regarding the learning needs of Islamic Religious Education (PAI) at SMK Negeri 1 Kepanjen Malang, particularly to strengthen students' Qur'anic literacy (Baca Tulis Qur'an/BTQ). The findings were obtained from semi-structured interviews with the PAI teacher and supported by the analysis of relevant learning documents. The results indicate that the main challenge in PAI learning is related to the varied basic abilities of students in reading and writing the Qur'an. These differences affect the effectiveness of the learning process and require adaptive learning strategies to accommodate diverse levels of students' Qur'anic literacy.

Table 1
Research Focus and Research Findings on Strengthening BTQ

No	Fokus Penelitian	Temuan Penelitian
1	What are the learning needs of PAI in improving students' Qur'anic reading abilities at SMK Negeri 1 Kepanjen?	(a) the need for learning approaches that are able to accommodate differences in students' basic abilities, particularly in Qur'anic reading skills, which still show significant disparities, (b) the need to improve students' basic competencies in Arabic writing skills, considering that many students are still unable to write basic Arabic script correctly.
2	How does the implementation of PAI learning innovations affect the improvement of students' Qur'anic reading abilities at SMK Negeri 1 Kepanjen?	The optimization of the Qur'an Reading and Writing Program (Tulis Baca Al-Qur'an/TBQ) and the use of a pocket book as habituation-based learning innovations to enhance students' Qur'anic reading abilities.

(source: research data, November 26, 2025)

Learning Needs of PAI in Strengthening BTQ

The findings show that students' ability to read and write the Qur'an varies significantly. Based on information from the PAI teacher and supported by learning documentation, several students are still at the stage of recognizing hijaiyah letters and have not yet been able to read the Qur'an fluently. This condition affects the implementation of PAI learning, particularly when students are required to read, memorize, or write Qur'anic verses.

The teacher explained that students at the school come from diverse educational backgrounds, which influences their initial Qur'anic literacy abilities.

Students' motivation, praise be to God, is quite good, and the students here are heterogeneous. The majority are Muslim. However, since they come from general educational backgrounds, their basic abilities vary. Some students are still learning to read the Qur'an properly (*Interview with PAI Teacher, November 26, 2025*).

These findings indicate that differences in students' previous learning experiences play an important role in shaping their Qur'anic literacy skills. Students who previously studied at religion-based educational institutions tend to have stronger BTQ abilities than those who did not receive intensive Qur'anic instruction in their earlier education.

From a learning perspective, this situation shows the importance of considering students' prior knowledge in the learning process. According to constructivist learning theory, students build new knowledge based on their previous learning experiences. When students have different levels of initial competence, the learning process needs to be adjusted so that all students can participate effectively. Therefore, the findings suggest that PAI learning in vocational schools requires adaptive, tiered approaches that accommodate variations in students' abilities.

In addition to reading difficulties, the study also found that students experience challenges in writing Arabic script. The teacher explained that some students still write Qur'anic verses using Latin letters in their written assignments, indicating limited mastery of basic Arabic writing skills.

Earlier, there was a writing assignment, but many students wrote it using Indonesian letters. So I returned the assignment and asked them to rewrite it using Arabic letters (*Interview with PAI Teacher, November 26, 2025*).

This finding demonstrates that Qur'anic literacy problems are not limited to reading ability but also include writing skills. Writing Arabic script requires repeated practice and consistent correction. From the perspective of motor learning theory, psychomotor skills such as writing develop through continuous practice and feedback. Therefore, strengthening BTQ skills requires learning strategies that emphasize repeated practice and guided correction.

Another factor influencing BTQ learning concerns classroom learning conditions and time management. The teacher explained that afternoon class schedules sometimes make it difficult to conduct intensive BTQ learning activities during regular classroom sessions.

Sometimes the class takes place in the afternoon, and students are already tired. Because of that, BTQ learning cannot rely only on classroom time (*Interview with PAI Teacher, November 26, 2025*).

This condition suggests that strengthening BTQ abilities requires learning activities that extend beyond formal classroom instruction. Additional programs and structured learning support are needed to help students practice Qur'anic reading and writing more consistently.

Innovation in PAI Learning for Strengthening BTQ

Before the implementation of structured learning innovations, the PAI learning process in strengthening students' Qur'anic literacy (BTQ) tended to rely primarily on regular classroom instruction. Based on classroom observations and interview data, the learning process had not yet fully accommodated the diverse levels of students' initial abilities in reading and writing the Qur'an. As a result, students with low basic BTQ skills had difficulty following learning activities, particularly in tasks involving reading, memorizing, and writing Qur'anic verses. In addition, the limited instructional time, especially in less conducive afternoon classes, made it difficult to provide intensive and continuous practice.

In this condition, learning tended to be less structured in terms of monitoring students' individual progress, and reinforcement of BTQ skills was not yet systematically integrated into the broader academic system. From the perspective of constructivist learning theory, this situation indicates that students' prior knowledge, which varies significantly, was not yet optimally accommodated in the learning design, thereby affecting the effectiveness of learning outcomes.

In response to these challenges, the PAI teacher developed a structured learning innovation through the Qur'an Reading Completion Program (Tuntas Baca Al-Qur'an/TBQ). This program is supported by a pocket book that serves as a monitoring tool for students' Qur'anic reading progress, memorization of short surahs, and daily prayers. As explained by the teacher:

In our school, we have the Tuntas Baca Al-Qur'an (TBQ) program. Students submit their Qur'an recitations using a pocket book, so their progress can be monitored. They also memorize daily prayers and short surahs from Juz 30 (Interview with PAI Teacher, November 26, 2025).

After the implementation of the TBQ program, the learning process became more structured, particularly in terms of monitoring and reinforcing students' BTQ skills. The program enables continuous tracking of students' progress and encourages regular engagement with Qur'anic reading and memorization beyond classroom hours. In this context, the TBQ

program not only functions as an instructional activity but also as part of the school's academic management system.

From a theoretical perspective, this finding aligns with behaviorist learning theory, which emphasizes that repeated practice and consistent reinforcement can shape learning habits over time. The structured and continuous nature of the TBQ program reflects the principle of reinforcement, where students are encouraged to repeatedly practice reading and memorizing the Qur'an, leading to gradual improvement in their abilities.

In addition to reading skills, the teacher also strengthened students' Arabic writing abilities through regular writing assignments. Students are required to write Qur'anic verses in Arabic script, and assignments that do not meet the expected criteria are returned for revision. This practice creates a cycle of continuous feedback and improvement. This approach is consistent with the principle of learning by doing, in which skill development occurs through active, repeated practice. In the context of psychomotor learning theory, writing Arabic script requires habituation and consistent correction to achieve accuracy.

Furthermore, digital learning media such as digital Qur'ans, audio recordings, and instructional videos are utilized to support the learning process. These media mainly function as supplementary tools that facilitate repetition and independent learning, especially for improving pronunciation and memorization. While previous studies emphasize the effectiveness of digital media in religious learning, this study finds that digital tools alone are insufficient. Their effectiveness depends on how they are integrated into structured learning strategies.

Thus, this study highlights the importance of integrating Qur'anic literacy programs into the school's academic system. The novelty of this finding lies in positioning BTQ strengthening not merely as a classroom activity but as a structured, monitored, and sustainable learning process embedded within the school's institutional framework.

Implications of the Findings for PAI Learning Objectives

Overall, the findings indicate that strengthening Qur'anic literacy represents a central learning need in PAI education at SMK Negeri 1 Kepanjen. The variation in students' initial abilities in reading and writing the Qur'an confirms the importance of conducting a contextual needs analysis as a foundational step in instructional design. From the perspective of needs analysis theory, identifying learners' prior competencies is not merely a preliminary activity but a decisive factor that determines the relevance and effectiveness of learning strategies. The

findings of this study demonstrate that PAI learning in vocational schools cannot rely on uniform instructional approaches; rather, it requires adaptive and differentiated strategies that address the heterogeneity in students' Qur'anic literacy levels. This strengthens the argument in religious literacy studies that foundational skills, such as reading sacred texts, serve as prerequisites for higher-order religious understanding and internalization.

Empirically, the implementation of the Qur'an Reading Completion Program (Tuntas Baca Al-Qur'an/TBQ), supported by structured writing practice and the use of learning media, illustrates how learning needs can be translated into concrete instructional practices. The TBQ program not only facilitates repeated practice but also provides a systematic mechanism for monitoring students' progress. This finding shows that strengthening BTQ competencies is more effective when embedded within a structured, continuous learning system rather than treated as an incidental or supplementary activity. In this sense, the study contributes empirically by demonstrating that consistent practice, teacher supervision, and structured monitoring play a critical role in improving students' basic religious competencies.

Theoretically, this study contributes by extending previous research on PAI learning, which has largely focused on instructional methods or digital media. While earlier studies tend to position technological innovation as the primary driver of learning improvement, the findings of this study highlight that effective learning innovation also depends on the alignment between instructional strategies, students' needs, and institutional learning management. This indicates that learning innovation in PAI should be understood not only at the pedagogical level but also at the systemic level, where school policies and academic structures support the sustainability of learning processes. This distinction provides a clearer analytical basis for the study's novelty.

Furthermore, the findings have important implications for implementing the Merdeka Curriculum in PAI learning. The principles of the Merdeka Curriculum, which emphasize learner diversity, flexibility, and the development of essential competencies, are reflected in the adaptive and structured practices identified in this study. The TBQ program, along with continuous writing practice and feedback, represents a concrete form of curriculum alignment in which learning design is adjusted to students' actual conditions. This suggests that the successful implementation of the Merdeka Curriculum in PAI is highly dependent on the teacher's ability to translate curriculum principles into context-sensitive learning strategies.

In a broader context, this study contributes to the development of PAI scholarship by providing a needs-based perspective on Qur'anic literacy learning in vocational schools. By

emphasizing the integration of adaptive strategies, structured practice, and institutional support, the study offers a more comprehensive understanding of how to strengthen foundational religious competencies across diverse educational settings. Thus, the contribution of this study lies not only in identifying learning needs but also in demonstrating how those needs can be systematically addressed through contextually grounded and sustainable learning innovations.

CONCLUSION

The findings of this study indicate that the main challenge of PAI learning at SMK Negeri 1 Kepanjen is not primarily related to teaching methods, but rather to the unmet basic needs of students in Qur'anic literacy, particularly in reading and writing the Qur'an. Variations in students' initial BTQ abilities affect the effectiveness of PAI learning, as several learning materials require the ability to read, memorize, and write Qur'anic verses. Without adequate foundational literacy skills, the objectives of PAI learning become difficult to achieve optimally. Therefore, PAI learning in vocational schools requires adaptive and tiered learning strategies that are responsive to students' diverse initial competencies.

This study shows that strengthening BTQ through integrated learning innovations, such as the Qur'an Reading Completion Program (Tuntas Baca Al-Qur'an/TBQ), can serve as a contextual strategy to address these learning needs. The integration of the TBQ program into the school's academic system demonstrates that strengthening Qur'anic literacy can be supported not only through instructional strategies but also through learning management that emphasizes structured practice, habituation, and continuous monitoring. From a theoretical perspective, this study contributes to the development of PAI learning studies by highlighting the importance of needs analysis as a foundation for designing contextual religious learning innovations, particularly in educational environments where students' religious literacy backgrounds are highly diverse.

The practical implications of this research can be viewed at several levels. At the teacher level, PAI teachers need to position the strengthening of BTQ skills as a core component of learning design rather than merely an additional activity. Adaptive learning strategies, repeated practice, and consistent feedback are important for supporting students with varying levels of Qur'anic literacy. At the school policy level, educational institutions, especially vocational schools, are encouraged to support structured Qur'anic literacy programs and integrate them into the broader academic system to ensure sustainability and consistent implementation. At the scholarly level, this research contributes

to expanding the discourse on PAI learning innovation by emphasizing the role of contextual needs analysis in developing religious literacy programs within formal education settings.

This study has several limitations. The research was conducted in a single school context and relied primarily on interviews with a PAI teacher, supplemented by observations and document analysis. Therefore, the findings reflect a specific institutional context and may not fully represent the conditions of PAI learning in other vocational schools or educational environments with different characteristics.

Future research is recommended to involve a broader range of participants and educational contexts in order to obtain a more comprehensive understanding of Qur'anic literacy development in PAI learning. Further studies may also explore the effectiveness of various learning strategies or institutional programs designed to strengthen BTQ skills, particularly in relation to the implementation of contemporary educational policies and the diverse backgrounds of students in vocational education.

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