

The Concept of Blessing (Barakah) in the Qur'an and Its Relevance to the Development of Qur'anic Teaching Methodologies in the Contemporary Era

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Abstract

Qur'anic education in the contemporary era faces increasingly complex challenges due to technological advancements, changes in learning patterns, and the growing tendency toward technical and instrumental learning approaches. These conditions risk obscuring the value-laden and spiritual dimensions of the Qur'an, particularly the concept of barakah (blessing), which constitutes an inherent characteristic of revelation and a fundamental foundation in the process of Islamic education. This article aims to analyze the concept of barakah in the Qur'an and examine its relevance for the development of Qur'anic teaching methodologies in the contemporary era.

This study employs a qualitative approach using a library research method, drawing on the Qur'anic text, classical and contemporary tafsir works, and academic literature related to Islamic education and Qur'anic learning methodologies. Data are collected through documentation techniques and analyzed using content analysis and descriptive qualitative methods.

The findings indicate that barakah in the Qur'an encompasses integrated spiritual, epistemological, and pedagogical dimensions and plays a significant role in shaping learning that is meaningful, transformative, and sustainable. These findings extend the study of barakah from the normative-theological domain to the methodological-applicative domain, while simultaneously underscoring the urgency of integrating the value of barakah into Qur'anic teaching methodologies. The conclusion affirms that the development of barakah-based Qur'anic teaching methodologies has implications for strengthening learners' adab, character, and spirituality, and opens avenues for further empirical research to examine its implementation and impact in educational practice.

Introduction

The Qur'an, as the sacred scripture of Islam, functions not only as a source of normative teachings but also as a source of spiritual values that contain blessing (barakah) for human life. Blessing in the Qur'anic perspective is understood as an outpouring of goodness that is continuous, increasing, and brings extensive benefit, both individually and socially. The Qur'an explicitly refers to itself as a kitābun mubārak (QS al-An'ām [6]: 92; Sād [38]: 29), indicating that blessing is an inherent characteristic of divine revelation. This concept positions the Qur'an not merely as a text to be read and cognitively understood, but also as a source of spiritual and moral transformation.

In Qur'anic exegesis and Islamic intellectual discourse, the concept of blessing has broad dimensions, encompassing spiritual, epistemological, and practical aspects. Scholars emphasize that barakah relates to quality rather than mere quantity and has implications for the sustainability of goodness over time. Blessing is also closely linked to adab (proper conduct), intention, and the manner in which individuals engage with the Qur'an. Thus, blessing does not arise automatically; rather, it is realized through educational processes and the meaningful internalization of authentic Qur'anic values (Demirel & Sahib, 2015).

In the contemporary era, Qur'anic education faces increasingly complex challenges alongside the rapid development of digital technology, shifts in the learning styles of younger generations, and growing demands for instructional effectiveness. UNESCO data indicate that digital transformation has reshaped learning patterns toward faster, more visual, and technology-based modes, including within religious education. On the one hand, these developments create significant opportunities for innovation in Qur'anic learning; on the other hand, they also carry the risk of reducing the spiritual dimension of learning if not balanced with appropriate value-based approaches (UNESCO, 2023).

A phenomenon frequently observed in current Qur'anic educational practices is the dominance of technical and mechanical approaches, such as an emphasis on reading proficiency, memorization, and quantitative achievement targets. The aspect of blessing as the spiritual core of Qur'anic learning is often marginalized and not explicitly formulated within teaching methodologies. As a result, Qur'anic education risks losing its transformative meaning and being understood merely as a formal obligation, without a profound impact on the development of learners' character and spirituality (Amin, 2024).

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Indeed, from the Qur'anic perspective, the learning process cannot be separated from the values of adab (proper conduct), sincerity, exemplarity, and ethical relationships among educators, learners, and the sacred text. Blessing in Qur'anic learning becomes a fundamental foundation for the emergence of beneficial knowledge ('ilm nāfi') and sustainable righteous deeds. Therefore, the teaching of the Qur'an should ideally not only transmit knowledge but also present a spiritual experience that nurtures religious awareness and Qur'anic ethics.

Academic studies indicate that the integration of Qur'anic values into educational methodologies has a significant impact on the quality of learning and the character formation of learners. However, research that specifically links the concept of blessing in the Qur'an with the development of Qur'anic teaching methodologies remains relatively limited. Most existing studies on blessing are still theological-normative in nature, while methodological and pedagogical analyses have not been systematically developed (Ridhwanul Haq et al., 2025).

This gap constitutes the primary background for the writing of this article. An integrative approach is needed to bridge the conceptual study of blessing in the Qur'an with the practical demands of developing Qur'anic teaching methodologies in the contemporary era. Without a clear methodological framework, the concept of blessing risks remaining at an ideal level and becoming difficult to implement in everyday educational practice.

The development of blessing-based Qur'anic teaching methodologies becomes increasingly relevant as Islamic education is challenged to produce learners who are not only technically competent but also possess spiritual depth, moral integrity, and social awareness. Methodologies oriented toward blessing are expected to integrate cognitive, affective, and spiritual aspects in a balanced manner, ensuring that Qur'anic learning remains contextual without losing its sacred value (Febriyani, 2025).

Furthermore, a blessing-based approach is aligned with the holistic paradigm of Islamic education, which views human beings as whole subjects of learning. In this context, the Qur'an is not taught merely as an object of study, but is presented as a source of values that guide the learning process, teaching methods, and educational relationships between teachers and learners. Thus, blessing becomes an indicator of learning quality that goes beyond measures of academic achievement alone.

Based on the above discussion, this article aims to analyze the concept of blessing in the Qur'an and examine its relevance to the development of Qur'anic teaching methodologies in the contemporary era. Theoretically, this article is expected to enrich the body of Qur'anic studies and Islamic education by offering the perspective of blessing as a methodological foundation. Practically, the findings of this discussion are expected to contribute to educators, Qur'anic educational institutions, and curriculum designers in formulating learning approaches that are more meaningful, transformative, and sustainable.

This article employs a qualitative research design, as it focuses on an in-depth understanding of the phenomenon of Qur'anic education and the concept of barakah (blessing) as understood within contemporary cultural and pedagogical contexts. The selected approach is library research, combined with a descriptive qualitative analytical method to systematically examine the content of the Qur'an, classical and contemporary tafsir literature, as well as relevant educational studies. This approach is consistent with the nature of qualitative research, which emphasizes meaning, lived experience, and textual interpretation as primary sources of data. Library research is considered a valid methodological choice when the object of study consists of religious texts and theoretical scholarship, particularly in the field of Islamic education (Creswell, 2014, as cited in educational library research in Islamic studies).

The qualitative approach adopted in this study is rooted in the interpretive paradigm, which views reality as a social construction that varies according to context. This perspective is essential because the concept of barakah (blessing) in the Qur'an is multidimensional and cannot be measured numerically; therefore, it requires interpretive analysis and meaning-making of the nass (text) as well as a comprehensive examination of Qur'anic educational practices. This approach is consistent with qualitative studies in Islamic education that emphasize contextual understanding and a holistic appreciation of participants' experiences.

The data sources in this study consist of primary and secondary data. Primary data are derived from the text of the Qur'an and contemporary tafsir works relevant to the concept of barakah, particularly verses that convey meanings related to blessing. Secondary data are collected from reference books on Islamic education, scholarly journals, previous research articles on Qur'anic learning methodologies, and academic documents discussing Islamic education and Qur'anic values.

The diversity of these data sources is intended to ensure theoretical coherence between the concept of barakah and the practices of Qur'anic learning

The primary data collection technique employed in this study is a literature review (library research), which involves systematically reading, annotating, and critically examining relevant sources. The researcher selects scholarly articles, textbooks, and Qur'anic education curriculum documents based on specific inclusion criteria, such as relevance to the concept of barakah (blessing), linkage to educational methodology, and the academic quality of the sources. This technique aligns with common practices in library-based research in Islamic education, which emphasize conceptual understanding and the historical context of texts (Abdurrahman, 2025).

In addition to the literature review, the study utilizes a documentation technique that involves collecting quotations, Qur'anic verse interpretations, and interpretive notes from both primary and secondary sources. This documentation also includes Qur'anic education curricula, instructional modules, and pedagogical guidelines published by Islamic educational institutions.

This approach provides additional empirical evidence to examine how the concept of barakah (blessing) is translated—or insufficiently translated—into teaching practices. To enhance the validity and credibility of the data, the study applies source triangulation by comparing interpretations from various Qur'anic exegetes and linking them with relevant findings from educational research. Source triangulation allows data from the Qur'anic text, educational literature, and theoretical analysis to complement and critically inform one another, thereby reducing interpretive bias and producing more comprehensive findings.

After the data are collected, the analysis stage is conducted using content analysis organized thematically to extract the core concept of barakah from the Qur'anic text and tafsir literature. This analysis involves identifying key themes, conceptual coding, and interpreting the relationships between these themes and Qur'anic educational practices in contemporary contexts. This procedure enables the researcher to construct logical connections among the conceptual constructs identified in the literature.

The coded data are then analyzed using descriptive qualitative analysis, which narratively describes and explains how the concept of barakah is manifested in the Qur'an and its potential for integration into learning methodologies. This descriptive analysis also includes the development of a conceptual framework that links the value of barakah with educational objectives, instructional strategies, and evaluation processes in Qur'anic education.

As this study is library-based, the research subjects consist of written data sources rather than human respondents. The criteria for selecting sources include direct relevance to the research theme, academic credibility, and alignment with the objectives of the study. The sampling techniques employed are purposive sampling and theoretical sampling, namely the selection of literature that is conceptually significant and capable of explaining the phenomena under analysis. This approach is consistent with qualitative research methods that prioritize depth and quality of sources over sheer quantity or statistical representation.

To ensure that the findings are valid and reliable, the researcher documents the source selection process, analytical steps, and interpretation of findings in a transparent manner. Research ethics are upheld by accurately citing all references and avoiding plagiarism in the interpretation of religious texts. The combination of systematic data collection techniques and layered analysis ensures that the research findings contribute both theoretically and practically to the development of Qur'anic learning methodologies grounded in the concept of Qur'anic barakah.

Discussion

The main findings of this study indicate that the concept of barakah (blessing) in the Qur'an extends far beyond a merely symbolic or spiritual understanding; rather, it encompasses epistemological, pedagogical, and practical dimensions of education. Barakah in the Qur'anic perspective is manifested through the quality of knowledge that yields lasting benefit ('ilm nāfi'), the cultivation of adab within the learning process, and the interconnectedness of intention, method, and educational objectives. These findings are consistent with the views of Qur'anic exegetes and Islamic education thinkers who emphasize that Qur'anic values are not only taught but also internalized through meaningful educational processes (Demirel & Sahib, 2015).

In the context of Qur'anic teaching methodologies, the analysis reveals that learning approaches which excessively emphasize technical aspects—such as reading fluency and memorization targets—tend to neglect the dimension of barakah as the spiritual essence of learning. In fact, the Qur'an itself underscores the importance of tadabbur (deep reflection), internalization, and the practical application of its values as integral components of the learning process (Qur'an, Surah Šād [38]: 29). These findings reinforce earlier critiques of mechanistic learning models, as articulated in Amin's (2024) study, which argues that contemporary Qur'anic education requires a more holistic and transformatively oriented approach.

From the perspective of Islamic education theory, the findings of this study reinforce the holistic education paradigm that integrates cognitive, affective, and spiritual dimensions. The concept of barakah functions as a unifying element of these three dimensions, ensuring that Qur'anic learning not only produces academic competence but also shapes learners' character and religious consciousness. This is in line with integrative Islamic education theory, which positions revelation as both a source of values and a foundation for learning methods (Langgung, 2003).

An important implication of these findings is the need to reformulate Qur'anic teaching methodologies in the contemporary era by positioning barakah as a pedagogical foundation. A barakah-based methodology encourages educators to pay close attention to teaching adab, exemplary conduct, sincerity, and ethical relationships between teachers, learners, and the Qur'an. Consequently, learning success is not measured solely by cognitive achievement but also by changes in attitudes, behavior, and learners' life orientations.

The results of this study also contribute to the development of contemporary Qur'anic studies by extending the discourse on barakah from the theological-normative domain to the pedagogical-applicative domain. To date, discussions of barakah have largely focused on worship and moral conduct, while its implications for educational methodology remain relatively underexplored. Therefore, this study offers a conceptual contribution in the form of an integrative framework for embedding the value of barakah within Qur'anic learning as an alternative model of contextual Islamic education.

Nevertheless, several factors influence the implementation of the concept of barakah in Qur'anic teaching methodologies. Supporting factors include a growing awareness of the importance of character education and spirituality in Islamic education, as well as the availability of digital learning resources that enable methodological innovation. Conversely, inhibiting factors include educators' limited pedagogical understanding of the concept of barakah, administratively driven curriculum demands, and the dominance of evaluation paradigms based on quantitative achievement.

Several findings also indicate a tension between the need for methodological innovation and efforts to preserve the sacredness of the Qur'an in educational practice. Some education practitioners continue to view the integration of contemporary approaches as potentially diminishing the Qur'an's sacred value. These findings challenge the initial assumption that methodological innovation is always positively received, underscoring the need for a more nuanced and balanced approach.

...a proportional approach in which innovation is pursued without diminishing the values of adab and respect for the Qur'an (Febriyani, 2025).

This study has several limitations that warrant critical consideration. First, as a library-based study, it does not yet empirically portray Qur'anic teaching practices in real educational settings. Second, the limited availability of literature that specifically discusses barakah from the perspective of educational methodology renders the analysis largely conceptual in nature. Therefore, the generalization of the findings should be approached with caution.

Based on these limitations, future research is recommended to employ empirical approaches, such as case studies or field research, to examine the effectiveness of barakah-based Qur'anic teaching methodologies. Furthermore, future studies may develop learning evaluation instruments capable of qualitatively assessing the dimension of barakah, including changes in learners' attitudes, adab, and spiritual awareness.

Overall, this discussion demonstrates that the concept of barakah in the Qur'an has very strong relevance for the development of Qur'anic teaching methodologies in the contemporary era. By integrating barakah as a methodological foundation, Qur'anic education is expected to produce learning that is not only pedagogically effective but also spiritually meaningful and sustainable in shaping *insān Qur'ānī*.

Conclusion

Based on the qualitative analysis conducted, this study concludes that the concept of barakah (blessing) in the Qur'an is a fundamental value that is not merely theological in nature but also possesses strong pedagogical relevance for the development of Qur'anic teaching methodologies in the contemporary era. The findings indicate that barakah functions as an integrative principle that connects spiritual, ethical, and pedagogical dimensions within the learning process, enabling Qur'anic education to move beyond purely technical and cognitive aspects and to offer a transformative and meaningful learning experience.

These results deepen the understanding of Qur'anic education by affirming that the quality of learning is largely determined by the internalization of the value of barakah through adab, intention, and appropriate teaching methods. At the same time, they extend previous studies that tended to position barakah primarily within a normative domain toward a more methodological and applicative framework.

Academically, this study contributes to strengthening the holistic paradigm of Islamic education, while socially and culturally it underscores the importance of Qur'anic education that is capable of responding to modern challenges without losing its sacred values and spiritual essence. Nevertheless, the limitation of this study lies in its reliance on library-based research, which does not yet represent empirical practices in the field. Therefore, future research has the potential to explore the implementation of barakah-based Qur'anic teaching methodologies through field studies, classroom action research, or evaluative approaches to examine the concrete impact of this concept across diverse educational contexts.

Recommendations

Based on the findings of this study, it is recommended that educators and practitioners of Qur'anic education explicitly integrate the concept of barakah (blessing) into the planning, implementation, and evaluation of learning by emphasizing adab, sincerity, exemplary conduct, and deep engagement with the meanings of the Qur'an as integral components of teaching methodology. For academics and curriculum developers, the results of this study may serve as a conceptual foundation for formulating holistic and contextual models of Qur'anic learning, while also enriching value-oriented theoretical studies in Islamic education. Stakeholders in Islamic educational institutions are expected to support the strengthening of educators' capacities through pedagogical training that integrates the value of barakah with contemporary learning approaches. For the further development of research, broader exploration through field-based studies using case study or educational ethnography approaches is recommended, along with the application of data and methodological triangulation to enhance the depth and validity of findings. Future research should also examine the concrete implementation and long-term impacts of barakah-based Qur'anic teaching methodologies on learners' character formation and spirituality, thereby enriching empirical and applicative understanding of the phenomenon under investigation.

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