

Developing Children's Ability to Read the Qur'an with the *Qiro'ati* Method

Aida Fitriana^{1*}, Mohammad Syarif Hidayatulloh ZC²

^{1,2} Sekolah Tinggi Agama Islam Alif Lam Miim, Surabaya, Indonesia

Email: aidafitriana1995@gmail.com¹, muhamadsyarif3@gmail.com²

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Abstract :

Qur'an Education Park (TPQ) acts as a solution to improve Qur'an literacy among children who have limited access to formal religious education by implementing a systematic *Qiro'ati* method and emphasizing the use of *tajwid* from the beginning of learning. This study aims to examine the application of the *Qiro'ati* method at TPQ. H. Achmad Ali and to explore the efforts made by teachers in developing children's Qur'an reading skills with the *Qiro'ati* method. The method used in this study is descriptive qualitative, with research subjects including the head of TPQ, teachers, and students. Data were collected through observation, interviews, documentation, and literature studies. The results of the study showed that teachers made various efforts to develop students' Qur'an reading skills through the application of the *Qiro'ati* method at TPQ, namely providing examples of how to read the Qur'an with tartil and clearly, listening to readings individually, approaching through the pre-volume method, providing repetition material, habituating reading the Qur'an continuously, packaging learning with interesting games, providing motivation, reading additional material during rows, and holding coaching for teachers. This research contributes to providing practical insights into the implementation of the *Qiro'ati* method at the local level so that it can be a reference for other TPQs in increasing the effectiveness of learning to read the Qur'an.

Keywords: *Childrens' Ability Development, Reading the Quran, Qiro'ati Method*

Abstrak :

Taman Pendidikan Alquran (TPQ) berperan sebagai solusi untuk meningkatkan literasi Alquran di kalangan anak-anak yang memiliki akses terbatas terhadap pendidikan agama formal, dengan menerapkan metode *Qiro'ati* yang sistematis dan menekankan penggunaan *tajwid* sejak awal pembelajaran. Penelitian ini bertujuan untuk mengkaji penerapan metode *Qiro'ati* di TPQ. H. Achmad Ali, serta mengeksplorasi upaya yang dilakukan oleh guru dalam mengembangkan kemampuan membaca Alquran anak-anak dengan metode *Qiro'ati*. Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif, dengan subjek penelitian meliputi kepala TPQ, guru, dan santri. Data dikumpulkan melalui observasi, wawancara, dokumentasi, dan studi literatur. Hasil penelitian menunjukkan bahwa para guru melakukan berbagai upaya untuk mengembangkan kemampuan membaca Alquran santri melalui penerapan metode *Qiro'ati* di TPQ, yaitu memberikan contoh cara membaca Alquran dengan tartil dan jelas, menyimak bacaan dengan individual, pendekatan melalui metode pra jilid, memberikan materi pengulangan, pembiasaan baca Alquran dengan continue, mengemas pembelajaran dengan games menarik, beri motivasi, pembacaan materi tambahan saat baris, mengadakan pembinaan untuk guru. Penelitian ini berkontribusi dalam memberikan wawasan praktis tentang implementasi metode *Qiro'ati* di tingkat lokal, sehingga dapat menjadi acuan bagi TPQ lain dalam meningkatkan efektifitas pembelajaran membaca Alquran.

Kata Kunci: *Pengembangan Kemampuan Anak, Membaca Alquran, Metode Qiro'ati*

INTRODUCTION

Muslims can gain many benefits from reading the Qur'an not only as a ritual but also as a way to get closer to Allah SWT. This holy book serves as a guide to life that contains moral and spiritual teachings, providing inspiration in facing various challenges of life. Every letter in the Qur'an that is pronounced will produce blessings and rewards and can calm the heart and mind. In addition, by understanding the contents and meaning of the Qur'an, a person can strengthen their faith and improve the quality of their life in accordance with Islamic values. Thus, reading the Qur'an becomes a very vital activity to shape character and deepen the spiritual relationship with the Creator.¹

Reading the Qur'an has great benefits in encouraging spiritual intelligence. This makes children more creative and gives them broad insights. Studying the Qur'an provides various profound benefits for the life of a Muslim. In addition to being a source of spiritual guidance, the Qur'an also helps improve understanding of moral and ethical values that are important in social interactions. By studying its verses, a person can develop a patient, wise, and compassionate attitude towards others. This learning process can also strengthen community ties, because it is often done in groups or assemblies of knowledge. In addition, a deep understanding of the Qur'an can provide inner peace and increase faith, making individuals more prepared to face life's challenges with high confidence and hope.² Thus, studying the Qur'an is not only enriching knowledge but also forming a better character. Thus, it is very important for students to start learning the Qur'an from an early age, because at this stage they are still easy to guide.³

The skill of reciting the Qur'an correctly must be pursued through Qur'an learning activities with qualified teachers in their fields. Qur'an learning can be done through formal or non-formal educational institutions such as TPQ (Qur'an Education Park). Good Qur'an learning requires an appropriate learning method so that the goal of being skilled at reading the Qur'an correctly can be achieved. Factors that support an effective learning process include the use of appropriate methods. Some popular teaching methods include the *Baghdadi* method, the *Iqro'* method, the *Yanbu'a* method, the *Qiro'ati* method, the *Tilawati* method, and the *Ummi* method.⁴ Of the various methods, each method has advantages and disadvantages. In this article, we will discuss the development of the ability to read the Qur'an in TPQ through the application of the *Qiro'ati* method.

The *Qiro'ati* method is an approach that aims to maintain and preserve the honor of the Qur'an in terms of reading by means of *tartil* and *tajwid*. The main basis of this method is reading the Qur'an directly and getting students used to reading according to the rules of *tajwid*. With the DAKTUN Qur'an reading system, namely reading without guidance, trains students to read the Qur'an without relying on

¹ M.Tatam Wijaya, "Keutamaan Membaca Alquran Dalam Hadits Rasulullah," 2020.

² Pentingnya Sikap et al., "Pentingnya Sikap Sabar Bagi Guru Pai Dalam Mengelola Kelas," *Jurnal Mudarrisuna: Media Kajian Pendidikan Agama Islam* 14, no. 2 (June 1, 2024): 253-65, <https://doi.org/10.22373/JM.V14I1.23292>.

³ Anton Anton et al., "Upaya Untuk Menjadi Generasi Pecinta Alquran," *Jurnal Intelek Dan Cendekiawan Nusantara* 1, no. 2 (April 27, 2024): 1099-1108, <https://jicnusantara.com/index.php/jicn/article/view/137>.

⁴ Jl PP Al-Hikmah Binangun Singgahan Tuban Indonesia et al., "Yanbu'a Method for Increasing Ability Read Write and Memorize the Alquran at TPQ AtTauhid Senori Tuban," *Journal of Islamic Elementary Education* 2, no. 1 (May 31, 2024): 41-51, <https://doi.org/10.35896/JIEE.V2I1.777>.

spelling. Each volume of *Qiro'ati* is complete with a reading guide, while the role of the teacher is to guide and correct incorrect readings carefully, firmly, and attentively. Thus, in the *Qiro'ati* method, students are more actively involved, so that the material studied will be easier to remember, because the teacher will not continue to the next page unless the student reads correctly according to *makhraj* and *tajwid*.⁵ Apart from that, teachers who teach using the *Qiro'ati* method must be someone who has accepted the shahada or has a diploma as a teacher of this method.

The capacity of students to read the Qur'an has decreased due to several reasons, including a lack of understanding of the *hijaiyah* letters, difficulty pronouncing the *makhraj* of the *hijaiyah* letters, and difficulty pronouncing letters that have long and short parts.⁶ Due to these disturbances and obstacles, teachers have an important role in developing the capability of reading the Qur'an in TPQ. The ability of students in TPQ has increased thanks to various efforts made by teachers, including creating a conducive atmosphere for reciting the Qur'an, developing a curriculum, and implementing the *talaqqi* method; conditioning the class ratio; motivating students; teaching the laws of *ghorib* and *tajwid* in detail; often *tadarus* the Qur'an; always waking up in the third part of the night to perform *tahajjud* prayers and pray for students; and being patient and meticulous in teaching.⁷

Teachers' efforts to develop Qur'an reading skills according to the rules by implementing additional activities, such as the existence of MMQ (Majlis Mu'allimil Qur'an) City Branch, District and institution. Namely *tadarrus* together then evaluating learning starting from volume 1 to volume 5 alternately, practicing volume demonstrations, reading the rules of *ghorib* and *tajwid* together then continuing with problem solving. The branch MMQ is held every 3 months on Sundays in different districts with all *Qiro'ati* teachers participating simultaneously in various cities throughout Indonesia. The District MMQ is held once a month on Sundays specifically for the Head of TPQ and finishing teachers. And for the institutional MMQ it is held on the first and third Saturday of each month starting at 10.00 - 12.00 WIB. The teaching strategies at TPQ H. Achmad Ali include: *Sorogan* (individual), individual classical, classical reading and listening and pure classical reading and listening, namely learning carried out by using the same reading pages for all students in one class.

There are several previous studies with the same discussion as this study, such as research by Anita and Himmawan which states that the *Qiro'ati* method is effective in improving the ability to read the Qur'an of students at TPQ Hidayatul Ihsan in the context of learning in rural areas.⁸ Furthermore, there is research from Hermawan et al. that shows that reciting the Qur'an using the *tilawati* method with

⁵ Hasan Hasan, "Belajar Membaca Al-Qur'an Dengan Metode *Qiro'ati* Di KB Mutiara Insani," *Al-Mutharahah: Jurnal Penelitian Dan Kajian Sosial Keagamaan* 17, no. 1 (May 10, 2020): 43-61, <https://doi.org/10.46781/al-mutharahah.v17i1.71>.

⁶ Choiru Umatin and M. Nasichin Al Muiz, "Upaya Peningkatan Kemampuan Membaca Al-Qur'an Santri Metode Ummi Di Pesantren Pelajar Al-Fath Kediri," *EduDeena: Journal of Islamic Religious Education* 6 (2022).

⁷ Muhammad Rohimat, Moch Yasyakur, and Sekolah Tinggi Agama Islam Al-Hidayah Bogor, "Upaya Guru Mengaji Dalam Meningkatkan Kemampuan Membaca Al-Qur'an Pada Anak Usia Sekolah Dasar Di Masjid Jami At-Taufiq Situ Gede Kota Bogor," *Cendikia Muda Islam: Jurnal Ilmiah* 1, no. 01 (June 21, 2021): 21-34, <https://jurnal.staialhidayahbogor.ac.id/index.php/cendikia/article/view/1409>.

⁸ Rica Anita and Didik Himmawan, "Efektivitas Metode *Qiro'ati* Dalam Meningkatkan Kemampuan Membaca Alquran Santri TPQ Hidayatul Ihsan Sindang Indramayu," *Journal Islamic Pedagogia* 2, no. 2 (September 27, 2022): 100-105, <https://doi.org/10.31943/PEDAGOGIA.V2I2.64>.

a rasi rhythm is considered effective and can reduce problems in learning to read the Qur'an.⁹ Then there is research by Riani and Rubini which shows that the *Qiro'ati* method is well implemented at SDI Terpadu Cahaya Insani which can motivate and is not monotonous in learning the Qur'an.¹⁰ Also written by Sunandar, that by using this method, teenagers with a consistently scheduled work program can work effectively.¹¹ Then there is also research by Wathon and Khusna, which found that by combining the tilawati method and learning technology media, it is hoped that it can increase children's interest in studying the Qur'an.¹² However, in previous research, there has been no explanation of the activities of *Qiro'ati* teachers as a whole along with the efforts made to develop children's abilities.

This study offers scientific novelty by examining the application of the *Qiro'ati* method in the urban context of Surabaya, which has not been widely studied before. In addition, this study not only examines the application of the *Qiro'ati* method, but also analyzes the steps taken by teachers in developing the ability to read the Qur'an in detail and in detail. Thus, this study is expected to provide significant contributions in the field of Islamic religious education, especially in increasing the efficiency and effectiveness of the *Qiro'ati* method in the urban context, and can be a reference for other TPQ to improve the literacy of reading the Qur'an among their students.

RESEARCH METHOD

A qualitative study was conducted on the efforts of teachers in developing children's Qur'an reading competence by implementing the *Qiro'ati* Technique at TPQ. H. Achmad Ali, which aims to explain the implementation of the system and the factors that influence its success. A study with a qualitative approach is an observation that leads to social problems that are based on facts, are complex, and detailed.¹³ *Qiro'ati* method, which emphasizes direct reading without spelling and follows the rules of *tajwid*,¹⁴ implemented through steps such as listening, imitating, and reciting readings. Data were collected through observation, interviews with teachers and students, documentation, and various literature sources.¹⁵ The research findings indicate that the application of this method is effective in developing the competence of reading the Qur'an in students, supported by various factors such as interest in learning and parental support, despite challenges such as limited time and

⁹ Dean Hermawan et al., "Efektivitas Metode Tilawati Dalam Meningkatkan Kemampuan Membaca Alquran Siswa Di SDIT Bintang Tangerang Selatan" 2, no. 1 (n.d.): 2746-5977, <http://ejournal.alkhairat.ac.id/index.php/JKPI>.

¹⁰ Eka Riany et al., "Upaya Guru Dalam Meningkatkan Membaca Alquran Dengan Metode Qira'ati Pada Siswa Sekolah Dasar Islam Terpadu Cahaya Insani Temanggung Jawa Tengah," *Indonesian Journal of Elementary Education and Teaching Innovation* 1, no. 1 (January 31, 2022): 54-64, [https://doi.org/10.21927/IJEETI.2022.1\(1\).54-64](https://doi.org/10.21927/IJEETI.2022.1(1).54-64).

¹¹ Asep Sunandar, "Upaya Peningkatan Kemampuan Membaca Alquran Bagi Remaja Dengan Metode Qiro'ati," *Khidmat* 1, no. 1 (September 6, 2021): 1-8, <https://www.riset-iaid.net/index.php/khidmat/article/view/733>.

¹² Ana Khusna and A Wathon, "Upaya Meningkatkan Minat Anak Membaca Alquran Menggunakan Metode Tilawati" 6, no. 1 (May 15, 2023): 177-92, <https://oj.lapamu.com/index.php/sim/article/view/98>.

¹³ Andi Prastowo and Meita Sandra, *Metode Penelitian Kualitatif Dalam Perspektif Rancangan Penelitian*, ed. meita sandra, vol. iii (yogyakarta: Ar-Ruzz Media, 2016).

¹⁴ Ika Ika et al., "Implementasi Metode *Qiro'ati* Dalam Meningkatkan Bacan Al - Qur'an Di TPQ Darul 'Izzah," *Intellektika: Jurnal Ilmiah Mahasiswa* 2, no. 5 (August 26, 2024): 290-301, <https://doi.org/10.59841/INTELLEKTIKA.V2I5.1732>.

¹⁵ Sholeh Hasan et al., "Kontribusi Penerapan Metode *Qiro'ati* Dalam Pembelajaran Membaca Alquran Secara Tartil," *Jurnal Pendidikan Islam*, 2018.

resources.

RESULT AND DISCUSSION

Developing Children's Ability to Read the Qur'an with the *Qiro'ati* Method

TPQ. H. Achmad Ali in developing the skills of students to study the Qur'an uses the *Qiro'ati* method developed by KH. Achmad Dahlan Salim Zarkasyi. He was born on August 28, 1928 in Semarang until he died on January 20, 2001. The *Qiro'ati* method which was founded in 1963 is a technique for learning to read the Qur'an with *tajwid*. The *Qiro'ati* volume is considered the first book in the world that teaches how to read the Qur'an with *tajwid* directly. Since Yai Dahlan asked the question, "Are there any books for learning the Qur'an with *tajwid* directly before 1963?" no satisfactory answer has been identified until now.¹⁶ The *Qiro'ati* method is a technique for reading the Qur'an quickly in Indonesia.¹⁷

The capacity of students to read the Qur'an well is influenced by several factors, including individual efforts in following Qur'an lessons, professional teachers, adequate facilities, and support from the environment and community. The efforts of students are crucial because their motivation and dedication in learning will determine how well they can understand and read the Qur'an. In addition, the expertise of competent teachers also plays an important role, because skilled teachers can provide effective and interesting guidance for students. Available learning resources, such as books and teaching aids, also support the learning process. Finally, the social environment and support from the surrounding community can create a conducive atmosphere for learning, so that students are more motivated to develop their Qur'an reading skills.¹⁸

Various efforts are made by teachers in the teaching process in class so that students can gain new understanding that they did not have before. To carry out teaching, teachers are also required to have the *Qiro'ati syahadah*, which shows that they have the ability to read the Qur'an with this method.¹⁹ Here are some steps that teachers can take to develop the ability to read the Qur'an using the *Qiro'ati* method:

1. Provide examples of how to read the Qur'an fluently and clearly.

According to the researcher's observation, the teacher's effort in encouraging the ability to read the Qur'an using the *Qiro'ati* method at the TPQ institution. H. Achmad Ali involves reading a series of Qur'anic verses in front of the students using learning aids, such as large-format bound book sheets. In this approach, the teacher recites verse by verse, clearly and loudly. When the teacher recites the verse, he determines the part to be read with a small stick (pointing tool), and the students follow the reading. After the teacher has finished reading the verse section, the students are asked to reread it individually and correctly. Furthermore, the teacher corrects the pronunciation of the letters (*makhraj*) and ensures that they pronounce the letters correctly by opening their mouths so that the sound sounds loud and avoiding mistakes such as *imalah*

¹⁶ E Mulyasa, *Implementasi Kurikulum Tingkat Saluran Pendidikan: Kemandirian Guru Dan Kepala Sekolah* (Ponorogo: Bumi Aksara, 2009).

¹⁷ Nur Tanfidiyah et al., "Proceedings of The 2 Nd Annual Conference on Islamic Early Childhood Education Metode Yanbu'a Dalam Meningkatkan Baca Tulis Alquran Pada Anak Usia Dini" 2 (2017): 109-20, <http://ejournal.uin-suka.ac.id/tarbiyah/conference/index.php/aciece/aciece2>.

¹⁸ Hasan et al., "Kontribusi Penerapan Metode *Qiro'ati* Dalam Pembelajaran Membaca Alquran Secara Tartil."

¹⁹ Tanfidiyah et al., "Proceedings of The 2 Nd Annual Conference on Islamic Early Childhood Education Metode Yanbu'a Dalam Meningkatkan Baca Tulis Alquran Pada Anak Usia Dini."

(tilted sounds). For example, the lips must be pursed when pronouncing the *dhummah* harakat, and the lower lip must be grimaced when reciting the *kasroh* harakat. The purpose of this methodology is so that the students not only imitate the reading but also understand how to read the Qur'an correctly. In an interview with her, Ustadzah WZ said:

"We as teachers must obey the rules and follow the orders of our teachers, our seniors in the city and sub-district branches. Ordered by the center to deliver demonstrations with a grimace, then grimace, then *mecucu*. Open your mouth wide open, then do your best. Don't be lazy. Later the children will imitate us. If we read to the fullest, then the children will do the same."

2. Listen to the reading individually.

For lower grades, namely grades 1-5, the teacher calls each student individually to read in front. The teacher listens carefully and corrects reading errors and provides guidance for students who have difficulty reading the volume of their page reach. As for the upper grades, namely the Al-Qur'an class, *ghorib* class, and *tajwid*, the teacher listens to the students' reading in turns and the students also listen so that they can learn to correct which readings are wrong and which are correct for their friends.

3. Approach through pre-volume method.

The *Qiro'ati* method adopts a specific approach that is very useful for those who do not know the *hijaiyah* letters by utilizing a card scheme. In the teaching process, the students are first introduced to one letter, namely the letter alif "a.". After the students can recognize the letter, the teacher continues by taking another card with the second letter "a," such as "a - a," where the students participate interactively but at a high reading speed.²⁰ When the students have understood several letters, for example the letters Alif to Ro for class volume 1A, the letters Za to Fa for class 1B and the letters Qa to Ya for class volume 1C, then learning can be continued using volume books.

4. Providing repetition material (Drill).

Drill is done by TPQ teacher. H. Achmad Ali in each volume increase. When the student has reached the last page, the teacher opens the page randomly and repeats it until the child is able to read the verse correctly. In an interview with her, Ustadzah MQ as the finishing teacher (final class) said that:

"Drills for every student are mandatory, whether at TPQ or at home. If at TPQ, it is with the ustadzah, if at home, it is with the parents and under proper supervision."

Especially when the students have reached the final class. This drill is intended to prepare the students to face *Imtas* (Final Exam for Students) and complete the Qur'an with optimal results. The repetition material starts from volume 1-5, *ghorib tajwid* material, short letter material and daily prayers, ablution practice, prayer practice must be done every day in turns in the finishing class so that the students still remember and understand the material that has

²⁰ Siti Rohmah and Ali Muhdi, "Penguatan Pengenalan Alquran Melalui Metode *Qiro'ati* Pada Anak Usia Dini," *Jurnal Basicedu* 8, no. 2 (May 23, 2024): 1614–24, <https://doi.org/10.31004/BASICEDU.V8I2.7421>.

been taught previously in the early classes.

5. The habit of reading the Qur'an continuously.

It is undeniable that the more we read, the more fluent our reading will be. In this *Qiro'ati* method, every student who goes up to the Qur'an class will be given a Qur'an reading control book at home. Every student must read at least one page a day. And this book must be brought every day to be submitted to the teacher and signed. The students are also given a student achievement book, which is filled in every day by the teacher to be evaluated at home with their parents. This makes children more continuous in reading the Qur'an, both at TPQ and at home, and creates cooperation with the student's guardian so that they can listen and know the development of their child's reading.

6. Package learning with interesting games.

The students definitely love the games and prizes. According to Ustadzah YKN as the Al-Qur'an class teacher,

"In a classroom learning, teachers should be able to raise the spirit and optimism of the children. One way is by inserting ice breaking or various interesting games such as guessing the tajwid, guessing short letters, guessing daily prayers and so on."

And as a reward, teachers can give gifts in the form of pocket money, snacks, or other gifts. This effort can create a competitive atmosphere in children and reduce boredom and saturation during learning.

7. Give motivation.

Providing motivation to students is the teacher's job so that they continue to read the Qur'an. Reading is not only done at TPQ, but must also be done at home repeatedly to improve fluency, memory, and accelerate the increase in volume. The increase in volume shows that the child's reading ability is increasingly superior. Motivational encouragement is also conveyed to parents. If the motivation and solution are not yet understood by the students, the parents or guardians of the students can convey it again. Thus, direct and emotional delivery will be easier for children to accept.²¹

8. Reading Additional Materials on line.

Additional materials here include short letters, daily prayers, thoyyibah sentences, readings during ablution and readings during prayer. It is carried out during the row before entering the class and after learning if there is still time. This is attempted so that in addition to students being able to understand and read the Qur'an, they must also memorize additional materials so that they can be applied to daily activities.

9. Provide coaching for teachers.

This coaching is intended to refresh the methodology. This activity is held once a year. All teachers in one city/district gather at one sub-district point to carry out this. The goal is to recall the methodology that has been applied and add new, fresher knowledge. In the institution there is also an MMQ (Majelis Muallimil Qur'an) activity. The teachers gather together, starting with a joint

²¹ Satria Nur Rizki, Ajahari Ajahari, and Surawan Surawan, "Peran Orang Tua Dalam Memotivasi Belajar Alquran Pada Anak Di TPA Sidomulyo Kota Palangka Raya," *Wahana Islamika: Jurnal Studi Keislaman* 8, no. 2 (October 30, 2022): 164-77, <https://doi.org/10.61136/PMM29Y60>.

tadarrus, then share experiences regarding the characteristics of students in each class and the difficulties experienced. Teachers are also allowed to offer solutions to obstacles faced by other teachers. This activity can be carried out every 2 weeks.

Factors Influencing the Development of Children's Ability to Read the Qur'an with the *Qiro'ati* Method

Based on the various efforts that have been explained previously, it is clear that there are several factors that support and hinder the implementation of these efforts. The supporting factors that can encourage teacher efforts in learning the Qur'an include several important aspects, namely:

1. The teacher's familiarity with the students.

The closeness between teachers and students is one of the crucial aspects in the learning process, especially in the context of religious education such as learning the Qur'an. A good and harmonious correlation between teachers and students can create a comfortable learning atmosphere. In addition, this closeness also builds the students' self-confidence. When they feel appreciated and supported by their teachers, they tend to be more active in participating in class and more open to asking questions or expressing difficulties they face. Thus, a constructive learning atmosphere will be created, where students feel safe to study and learn from their mistakes. Therefore, a good bond between teachers and students is not just a social interaction; it is an important foundation for the success of learning the Qur'an. Through this closeness, teachers can create a more personal and effective learning experience, which will ultimately improve the ability to read the Qur'an among students.

2. Understanding the character of the students.

Understanding character is very important in the learning process, especially in reading the Qur'an. By recognizing the uniqueness and needs of each student, teachers are able to adjust teaching methods that are more effective and relevant. For example, for those who have a visual learning style, teachers can use aids such as pictures or videos to explain the material, while students who are more kinesthetic may understand better through direct practice. In addition, this understanding also contributes to increasing the motivation of students. When they feel cared for and understood, they tend to be more active participants in learning. When students face difficulties in reading the Qur'an, teachers who understand their character can provide appropriate support and appropriate learning strategies, thereby helping students overcome these challenges better.

3. The closeness of teachers with the guardians of students.

A good relationship between teachers and guardians is very important in supporting children's education, and one efficient solution to build this relationship is to hold meetings between teachers and guardians. In this meeting, teachers can provide information about academic development, abilities, and difficulties faced by students at TPQ. By sharing this information, parents can better understand their children's educational conditions and play an active role in supporting the learning process at home. In addition, parental involvement in children's education is very crucial, because they are the main people responsible for educating and guiding children. With good communication between teachers and guardians, it is hoped that a positive synergy can be created to improve the

quality of their education.

4. The existence of supporting facilities and infrastructure.

Facilities and infrastructure are important factors that support the success of the learning process. Examples include learning tools, small sticks to point to reading, whiteboards, the appropriate number of folding tables and a pleasant study room. In addition, the existence of the Qur'an and *Qiro'ati* books that are appropriate to the level of ability of the students is also very important. The existence of facilities and infrastructure supports the success of the learning process.

5. External motivation.

Encouragement from the surrounding environment, such as motivational programs or religious activities, can increase the enthusiasm of students to be more active in learning to read the Qur'an.²²

6. The role of all parties.

Active involvement from all parties, namely teachers, students, and parents, is a key element in creating a conducive learning environment. When teachers act as facilitators who support and motivate students, and can actively participate in the learning process, a positive and productive atmosphere is created. On the other hand, parental support and involvement are very important to strengthen the learning process at home and at TPQ. With positive interactions between teachers and parents, as well as active participation from students, all parties can work together to overcome the challenges faced in learning. This synergy not only increases motivation and enthusiasm for learning, but also helps them achieve educational goals more effectively.

Regarding the obstacles faced by teachers in developing children's Qur'an reading skills through the *Qiro'ati* method at TPQ. H. Achmad Ali are as follows:

1. Limited number of teachers.

The head of TPQ stated that the lack of teachers in an institution can be a factor that hinders the learning process, making it slower. This is especially true if there is a fat class, namely a class with a large number of students and an unbalanced number of teachers, which causes learning to be hampered and takes longer.

2. The students' tardiness.

The tardiness of some students in attending class can be a significant obstacle in the learning process. This absence or tardiness can disrupt concentration and learning rhythm.

3. Lack of support from parents.

Parents' busy work often reduces the time and attention they can give to their children during the learning process. As a result, children feel neglected and lack support in learning the Qur'an.

CONCLUSION

Teachers try to develop children's skills in reading the Qur'an through the *Qiro'ati* method by providing examples of how to read with tartil and clearly, listening to readings individually, approaching through the pre-volume method,

²² Eni Latifah et al., "Motivasi Belajar Santri Di Pondok Pesantren Mubarakiyah Banyu Urip Caturharjo Pandak Bantul," *Educatia: Jurnal Pendidikan Dan Agama Islam* 13, no. 2 (January 1, 2023): 304-22, <https://doi.org/10.69879/F0CVKJ16>.

providing repetition material (drill), habituating reading the Qur'an continuously, packaging learning with interesting games, providing motivation, reading additional material during rows, and holding coaching for teachers. Based on the teacher's efforts above, there are certainly supporting and inhibiting factors. Regarding the supporting factors for teachers' efforts to develop children's ability to read the Qur'an using the *Qiro'ati* method at TPQ. H. Achmad Ali, namely the familiarity of teachers with students, understanding of character, the familiarity of teachers with guardians of students, the availability of supporting devices and facilities, external motivation, and all parties playing their roles. As for the elements of constraints, they are the limited number of teachers, the lateness of students, and the lack of support from parents.

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