



Enhancing Qur'an Reading Proficiency in Madrasahs Through Teaching Strategies

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Abstract

This article investigates the teaching strategies implemented at Madrasah Ibtidaiyah Negeri 3 Banjarmasin to enhance students' ability to read the Qur'an. The study utilizes descriptive methods to analyze how these strategies are executed in the classroom. Primary data were gathered through structured observations and in-depth teacher interviews, supplemented by a literature review to contrast current findings with established pedagogical practices. This comprehensive approach aimed to provide a nuanced understanding of the instructional methodologies, their implementation, and the contextual factors affecting their efficacy. The findings indicate combining traditional and contemporary teaching strategies improves students' Qur'anic reading abilities. Repetitive recitation and group readings are pivotal in fostering phonetic skills and memorization. At the same time, incorporating digital tools and visual aids enhances engagement and aids in understanding complex Tajweed rules. Role-playing exercises have also proven to boost students' confidence and interactive learning. However, challenges such as inconsistent student engagement levels, limited technological resources, and large class sizes have been identified as substantial obstacles. These issues highlight the need for continued institutional support and resource allocation to optimize the effectiveness of teaching strategies and ensure comprehensive learning outcomes for all students.

Keywords: Teaching Strategies, Ability, Reading Al-Quran.

Abstrak

Penelitian ini bertujuan untuk menyelidiki strategi pengajaran yang diterapkan di Madrasah Ibtidaiyah Negeri 3 Banjarmasin untuk meningkatkan kemampuan siswa dalam membaca Al-Qur'an. Dengan menggunakan pendekatan penelitian kualitatif, penelitian ini menggunakan metode deskriptif untuk menganalisis bagaimana strategi ini dilaksanakan di dalam kelas. Data primer dikumpulkan melalui observasi terstruktur dan wawancara mendalam dengan para guru, dilengkapi dengan tinjauan literatur yang ada untuk membandingkan temuan saat ini dengan praktik pedagogi yang sudah ada. Pendekatan komprehensif ini bertujuan untuk memberikan pemahaman yang lebih mendalam mengenai metodologi pembelajaran yang digunakan, implementasinya, dan faktor-faktor kontekstual yang mempengaruhi efektivitasnya. Temuan menunjukkan bahwa kombinasi strategi pengajaran tradisional dan kontemporer secara signifikan meningkatkan kemampuan membaca Al-Qur'an siswa. Pembacaan berulang dan pembacaan kelompok sangat penting dalam mengembangkan keterampilan fonetik dan hafalan, sementara penggabungan alat digital dan alat bantu visual meningkatkan keterlibatan dan membantu dalam memahami aturan tajwid yang kompleks. Latihan bermain peran juga terbukti efektif dalam meningkatkan kepercayaan diri siswa dan pembelajaran interaktif. Namun, tantangan seperti

tingkat keterlibatan siswa yang tidak konsisten, sumber daya teknologi yang terbatas, dan ukuran kelas yang besar telah diidentifikasi sebagai hambatan besar. Masalah-masalah ini menyoroti perlunya dukungan kelembagaan dan alokasi sumber daya yang berkelanjutan untuk mengoptimalkan efektivitas strategi pengajaran dan memastikan hasil pembelajaran yang komprehensif bagi semua siswa.

Kata Kunci: Strategi Pengajaran, Kemampuan, Membaca Al-Quran

INTRODUCTION

The Qur'an, as the divine scripture of Islam, requires precision in its recitation, known as Tajweed, to preserve its sanctity and authenticity. This precision is crucial not only for spiritual adherence but also for linguistic integrity, ensuring that the text is passed down accurately through generations.¹ The teaching and mastery of Tajweed are particularly emphasized in Islamic educational settings such as Madrasah Ibtidaiyah, which serve as primary educational institutions blending religious and secular studies. Here, the challenge is not merely to instruct but to engage young minds deeply with the Qur'an's linguistic and spiritual essence from an early age.²

Despite extensive research on Qur'anic teaching methodologies, such as those by Abdillah & Churrahman³ and Fauji et al., a gap persists in understanding how these methodologies can be effectively applied and potentially integrated within the specific pedagogical environment of Madrasah Ibtidaiyah. Previous studies have primarily focused on the categorization of reading proficiency and the effectiveness of certain teaching methods independently.⁴ However, they often do not address the integration of innovative digital tools and traditional recitation techniques in a cohesive educational strategy, nor do they consider the cultural and contextual nuances of institutions like Madrasah Ibtidaiyah Negeri 3 Banjarmasin. However, the application and adaptability of the *tajdid* method within the unique pedagogical environment of Madrasah Ibtidaiyah Negeri 3 Banjarmasin remain unexamined, particularly in

¹ Heri Pratikto et al., *Reinforcement of the Halal Industry for Global Integration Revival* (United States: CRC Press, 2023); Mursal Aziz et al., "Tahfidzul Qur'an Curriculum Media Innovation in Islamic Boarding Schools," *Tafkir: Interdisciplinary Journal of Islamic Education* 5, no. 2 (April 2, 2024): 235–49, <https://doi.org/10.31538/tijie.v5i2.970>; Naimah Muhammad et al., "Skills-Based Curriculum Design for Culinary Course in Traditional Tahfiz Institutions," *Heliyon* 8, no. 6 (2022): e09591, <https://doi.org/10.1016/j.heliyon.2022.e09591>; Mawaddatur Rojiyah et al., "Sima'an Tahfiz Al-Qur'an at Manbaul Ulum Islamic Boarding School, Banjar District," *Tafkir: Interdisciplinary Journal of Islamic Education* 4, no. 3 (July 16, 2023): 373–88, <https://doi.org/10.31538/tijie.v4i3.382>.

² Yusuf Hanafi et al., *Literasi Al-Qur'an: Model Pembelajaran Tahsin-Tilawah Berbasis Talqin-Taqlid* (Sidoarjo: Delta Pijar Katulistiwa, 2019); Mizanul Hasanah, "The Role of Parents in Children Memorizing the Qur'an in Middle School Based on the Amanatul Ummah Islamic Boarding School," *Tafkir: Interdisciplinary Journal of Islamic Education* 2, no. 2 (July 25, 2021): 139–56, <https://doi.org/10.31538/tijie.v2i2.43>; Wan Nor Atikah Che Wan Mohd Rozali et al., "The Impact of Listening to, Reciting, or Memorizing the Quran on Physical and Mental Health of Muslims: Evidence From Systematic Review," *International Journal of Public Health* 67 (2022): 1604998, <https://doi.org/10.3389/ijph.2022.1604998>.

³ Teguh Abdillah and Taufik Churrahman, "Using the Tajdid Method to Improve Students' Ability to Read the Qur'an," *KnE Social Sciences*, June 20, 2022, 569–77, <https://doi.org/10.18502/kss.v7i10.11259>.

⁴ Dewi Rustiana and Muhammad Anas Ma'arif, "Manajemen Program Unggulan Tahfidz Qur'an Dalam Meningkatkan Kualitas Hafalan Al-Qur'an Siswa," *Kbarisma: Jurnal Administrasi Dan Manajemen Pendidikan* 1, no. 1 (October 5, 2022): 12–24; Siti Aniah, Nefi Darmayanti, and Junaidi Arsyad, "Pengaruh Minat Dan Gaya Belajar Terhadap Kemampuan Menghafal Alquran Siswa Program Tahfizh," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 4, no. 3 (July 14, 2023): 634–44, <https://doi.org/10.31538/munaddhomah.v4i3.465>; Hadi Akbari et al., "Evaluating the Effect of Quran Memorizing on the Event-Related Potential Features by Using Graphs Created from the Neural Gas Networks," *Journal of Medical Signals & Sensors* 12, no. 1 (2021): 48–56, https://doi.org/10.4103/jmss.jmss_75_20.

terms of scalability and context-specific challenges. On the other hand, the study by Fauji et al. provides a valuable categorization of Qur'anic reading proficiency and establishes a clear link between teaching methods and learning outcomes.

This paper aims to explore and evaluate the diverse teaching strategies employed at Madrasah Ibtidaiyah Negeri 3 Banjarmasin to enhance Qur'anic literacy. It seeks to identify which pedagogical practices are most effective in fostering accurate and fluent Qur'an reading among young learners, blending traditional methods with modern technological interventions. This research is distinct in its focus on the practical application and potential synthesis of various educational approaches within a specific madrasah setting, addressing the observed research gaps and offering a tailored, contextually sensitive pedagogical framework.

The hypothesis to be tested in this study is whether a hybrid teaching strategy, combining the traditional Tajweed instruction with modern multimedia and interactive learning tools, leads to a more effective learning outcome compared to conventional methods alone. This investigation will not only contribute to the academic field by providing insights into effective Qur'anic teaching methodologies but also aid educational practitioners in designing more engaging and effective curricula tailored to the needs of young Muslim learners.

METHOD

This study utilizes a qualitative research approach, as defined by Creswell, to thoroughly examine the teaching strategies for Qur'anic reading at Madrasah Ibtidaiyah Negeri 3 Banjarmasin. The focus is on capturing the nuances and complexity of pedagogical methods through the perspectives of both teachers and students. The research was conducted over three months, primarily within the school environment, providing ample time to engage deeply with the educational practices and cultural context.⁵

Data were gathered using three primary methods: interviews, observations, and document analysis. Semi-structured interviews were conducted with a carefully selected group of ten teachers and fifteen students, chosen based on their involvement with Qur'anic reading courses. These interviews were designed to elicit detailed insights into the personal experiences and perceptions of the teaching methods employed. Observational sessions were also held, where researchers attended Qur'anic reading classes to directly witness the interaction between students and teachers and the application of teaching strategies in a real-time setting. Additionally, relevant documents such as curriculum guides, lesson plans, and previous internal evaluations of teaching methods were reviewed to supplement the data collected from interviews and observations.⁶ The informants in this study comprised both teachers and students actively engaged in the Qur'anic reading classes at Madrasah Ibtidaiyah Negeri 3 Banjarmasin. Teachers were selected based on their experience levels and their roles in implementing various teaching strategies, while students were chosen to represent a range of proficiencies in Qur'anic reading. This diverse participant pool helped ensure a comprehensive understanding of the teaching dynamics and the effectiveness of different strategies from multiple viewpoints.

⁵ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2019).

⁶ John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (SAGE Publications, 2018).

The data analysis followed a structured three-step process: data reduction, data display, and conclusion drawing. Initially, during the data reduction phase, the vast amount of information collected through interviews, observations, and document reviews was condensed into essential themes and patterns. This involved identifying recurring teaching methods, common challenges faced by students, and notable outcomes described by both teachers and students. In the data display phase, the refined data was organized into matrices and charts, categorizing the findings by themes such as teaching methods effectiveness, student engagement, and pedagogical challenges. Finally, the analysis culminated in drawing conclusions where the synthesized data was interpreted concerning the study's objectives, offering a detailed understanding of the effectiveness of the teaching strategies employed at the Madrasah.

RESULTS AND DISCUSSION

Findings

Current Teaching Strategies Employed

During observations at Madrasah Ibtidaiyah Negeri 3 Banjarmasin, it was noted that a variety of teaching strategies are employed to enhance students' Qur'anic reading skills. The strategies observed include the use of repetitive recitation and group readings, which facilitate phonetic familiarity and correct pronunciation. Interactive digital media is also incorporated to engage students more deeply and make the learning process enjoyable and relatable. Teachers often use visual aids, such as charts and flashcards, to highlight key Tajweed rules, which are essential for correct Qur'anic pronunciation. Furthermore, role-playing activities are conducted where students take turns leading the recitation, encouraging confidence and fluency in reading. These methods are implemented systematically, with teachers closely monitoring progress and providing immediate feedback to ensure accuracy and comprehension.

The effectiveness of these strategies, as observed, is further supported by interviews with the teachers at Madrasah Ibtidaiyah Negeri 3 Banjarmasin. Teachers reported that the integration of technology and interactive elements into Qur'anic teaching has significantly increased student engagement and interest in learning. They noted that *“visual and auditory aids help in reinforcing the lessons taught and cater to different learning styles. Moreover, the use of role-playing and group activities fosters a supportive learning environment where students feel motivated to participate actively. Teachers also emphasized the importance of repetitive practice and personalized feedback, which are critical in mastering the complexities of Tajweed.”* These insights gathered from the interviews corroborate the observations and highlight a concerted effort towards innovating traditional teaching methods to adapt to modern educational needs and challenges.

The application of diverse teaching strategies at Madrasah Ibtidaiyah Negeri 3 Banjarmasin reflects a significant effort towards optimizing the educational process to enhance student's ability to read the Qur'an proficiently. The observed strategy of using repetitive recitation is rooted in traditional pedagogical approaches that emphasize rote learning as a means to memorize and perfect the recitation of the Qur'an. This method has been proven effective across various learning environments as it embeds the sounds and patterns of the text deeply into the learner's memory. However, repetitive recitation also demands a high degree of consistency and patience, both from teachers and students, to achieve the desired level of proficiency.

The incorporation of group readings and role-playing into the teaching strategies further enhances this traditional approach by adding elements of cooperative learning and active participation. These methods are particularly effective in engaging students more dynamically, as they not only listen to corrections and models from the teacher but also from their peers. Role-playing, where students take turns leading the recitation, is an innovative strategy that fosters leadership skills and boosts confidence among students. It challenges them to take responsibility for their learning and to exhibit their skills in front of their peers, thereby creating a motivated learning environment.

The use of interactive digital media and visual aids like charts and flashcards signifies an adaptation to modern educational needs and technological advancements. These tools help to break down complex Tajweed rules into understandable segments, making it easier for students to grasp and apply these rules during their recitations. Visual and auditory aids not only cater to different learning styles but also help to maintain students' interest and engagement over longer periods. The visual representation of information can be particularly helpful in retaining difficult concepts, which is essential in mastering the intricacies of Qur'anic recitation.

However, the integration of such modern techniques within traditional Qur'anic teaching raises questions about the balance between innovation and tradition. While these methods enhance engagement and learning outcomes, they also require teachers to be skilled in both traditional Tajweed and modern pedagogical techniques. The professional development of teachers, therefore, becomes crucial in ensuring the effective implementation of these blended teaching strategies. Teachers need to receive ongoing training and support to utilize these tools effectively and to update their teaching practices continually.

Lastly, the feedback from teachers during interviews highlighted the importance of personalized feedback and monitoring in the learning process. Personalized feedback is critical in addressing individual student needs, which can vary significantly, especially in a skill as specialized as Qur'anic recitation. Teachers' ability to provide immediate and constructive feedback helps students correct their mistakes in real time and reinforces learning. The emphasis on this aspect underscores the need for small class sizes and adequate teacher-to-student ratios, which are necessary conditions for implementing such personalized teaching approaches effectively. This combination of traditional and modern strategies, supported by adequate teacher training and feedback mechanisms, forms a comprehensive approach to teaching that can significantly improve Qur'anic reading skills among students at Madrasah Ibtidaiyah Negeri 3 Banjarmasin.

Effectiveness of Teaching Strategies

The effectiveness of the teaching strategies employed at Madrasah Ibtidaiyah Negeri 3 Banjarmasin was evident during the observation sessions. Students demonstrated a strong ability to accurately pronounce and fluently recite Qur'anic verses, showing significant comprehension of the material. The use of digital tools appeared to especially enhance learning efficiency, as these resources allowed students to visualize and hear correct pronunciations directly, fostering a more interactive and engaging learning environment. The impact of these methods was observable in the students' ability to independently recite and discuss the verses, reflecting a deepening understanding and retention of the material. Moreover, the atmosphere

in the classrooms was one of enthusiasm and active participation, suggesting that the strategies not only improved technical reading skills but also increased the students' interest and engagement with the Qur'an.

Supporting the observations, interviews with the teachers at Madrasah Ibtidaiyah Negeri 3 Banjarmasin provided further insight into the effectiveness of the applied teaching strategies. Teachers reported *“noticeable improvements in students' reading abilities and their enthusiasm for learning since the integration of interactive and digital methodologies. Many educators highlighted the role of multimedia tools in simplifying the learning process, making it easier for students to grasp complex pronunciations and memorize verses.”* Teachers also noted an *“increase in students' confidence during recitation sessions, attributing this to the supportive classroom environment and the emphasis on peer-to-peer learning.”* According to the teachers, *“these approaches have not only helped students master the technical aspects of Qur'anic recitation but also deepened their understanding and appreciation of the text, thereby fulfilling both educational and spiritual objectives of Qur'anic teaching at the madrasah.”*

The effectiveness of the teaching strategies employed at Madrasah Ibtidaiyah Negeri 3 Banjarmasin is multifaceted, reflecting significant advances in both student engagement and learning outcomes. The utilization of digital tools, as observed, played a pivotal role in this success. These tools enhance the auditory and visual aspects of learning, which are crucial in mastering the intricate pronunciations required in Qur'anic recitation. Digital media provides an immediate reference and feedback mechanism that traditional methods alone may lack, allowing students to hear exact pronunciations and compare them with their own. This real-time learning aids in correcting mistakes more swiftly and accurately, fostering a more efficient learning process. Additionally, such tools can offer a range of interactive activities that make learning more appealing to young students, which is crucial in maintaining their attention and interest in the subject matter.

Beyond the technological integration, the strategy of combining traditional recitation with modern pedagogical techniques has borne fruit in terms of student performance. The ability of students to not only recite but also discuss Qur'anic verses indicates a deep comprehension that goes beyond rote memorization. This suggests that the teaching methods employed do not merely focus on surface-level reading skills but also emphasize understanding and interpretation, which are essential for holistic Qur'anic education. The teachers' strategy of fostering an interactive classroom environment where students feel comfortable expressing their thoughts and questions about the verses plays a significant role in this deeper learning process.

Furthermore, the classroom dynamics observed during the study point to an environment rich in enthusiasm and collective engagement. The active participation and excitement among students can be attributed in part to the instructional methods that encourage group learning and peer feedback. Such an environment not only enhances learning outcomes but also builds a community of learners who support each other's educational journey. This aspect of learning is crucial in educational settings where the emotional and communal bonds significantly impact students' overall educational experience and retention rates.

The testimonials from teachers during interviews corroborate the observed student outcomes, providing a nuanced insight into how these strategies impact daily teaching experiences. Teachers noted not only improvements in the technical aspects of Qur'anic

recitation among students but also a marked increase in their enthusiasm and confidence. These observations suggest that the strategies are effectively addressing both the cognitive and affective domains of learning. The emphasis on peer-to-peer learning and supportive teaching practices mentioned by teachers highlights the importance of social learning components in education, particularly in the context of religious studies where communal practices are central.

Challenges in Implementing Teaching Strategies

During the observation period at Madrasah Ibtidaiyah Negeri 3 Banjarmasin, several challenges were evident in the implementation of teaching strategies aimed at enhancing Qur'anic reading skills. One significant challenge observed was the varying levels of student engagement and proficiency, which made it difficult for teachers to maintain a uniform pace in class. Some students struggled with basic pronunciation and required additional support, slowing down the progress of the entire class. Additionally, the integration of technology, while beneficial, faced hurdles such as insufficient technological resources and intermittent internet connectivity, which disrupted the learning process. The classroom environment also posed challenges, as larger class sizes sometimes led to less individual attention for students who needed it most, thereby affecting the overall efficacy of the teaching strategies employed.

Interviews with the teachers at Madrasah Ibtidaiyah Negeri 3 Banjarmasin supported the observations regarding the challenges faced in the classroom. Teachers expressed *“concerns about the disparities in student learning speeds and how these disparities require them to modify lesson plans or allocate more time to certain students, impacting the schedule for the entire class. They also highlighted technical issues with digital tools and the lack of adequate training for teachers to effectively use advanced educational technologies. Moreover, managing a classroom with a high student-to-teacher ratio was frequently mentioned as a significant impediment to providing personalized instruction and feedback.”* Teachers shared their strategies for overcoming these challenges, such as grouping students by proficiency levels and seeking community support for resources, but acknowledged that these were only partial solutions. These insights from the interviews elucidate the complexities involved in implementing effective teaching strategies and underscore the need for institutional support to address these challenges comprehensively.

The observed disparities in student engagement and proficiency levels present a significant challenge in the uniform application of teaching strategies within Madrasah Ibtidaiyah Negeri 3 Banjarmasin. This variation in student capabilities necessitates that teachers constantly adapt their teaching pace and style, which can compromise the coherence and continuity of educational delivery. Such disparities often require teachers to spend additional time on students who struggle with basic concepts like pronunciation, which not only impacts the individual's learning curve but also affects the class as a whole. This scenario demands differentiated instruction strategies that can cater to a broad spectrum of learning needs without sacrificing the quality of education for other students. The challenge here lies in balancing individual attention with collective progression, ensuring that no student is left behind while keeping the class moving forward.

The integration of technology in education, while generally seen as a beneficial advancement, also brings its own set of challenges, as observed in the madrasah. Issues such as inadequate technological resources and unreliable internet connectivity hinder the effective use

of digital tools, which are crucial for modern educational practices. These technological interruptions not only disrupt the learning process but also prevent the consistent use of innovative teaching aids that could potentially enhance student learning experiences and outcomes. Moreover, the lack of sufficient training for teachers on how to effectively utilize these technologies compounds the problem, leading to underutilization and inefficiency. This situation underscores the need for robust infrastructure and continuous professional development as key components of integrating technology in education.

Additionally, the large class sizes observed pose another critical challenge. With a high student-to-teacher ratio, it becomes increasingly difficult for educators to provide personalized attention and feedback, which are essential for effective learning, particularly in the context of Qur'anic recitation where precision and correction play significant roles. This constraint impacts the teachers' ability to address individual student needs adequately and monitor their progress effectively. To mitigate this, the deployment of strategic classroom management practices, such as grouping students by proficiency or using peer teaching methods, can be helpful, although these are only partial solutions.

From the teachers' perspectives, as revealed in interviews, managing these educational and logistical challenges requires not only pedagogical adaptability but also institutional support. Teachers find themselves needing to modify lesson plans frequently or allocate disproportionate time to certain students, which can disrupt the overall educational timetable. Their efforts to overcome these challenges through internal classroom management strategies are commendable; however, these are not long-term solutions. What is needed is systemic change that includes policy revisions, enhanced resource allocation, and infrastructure development that can support and sustain the integration of advanced teaching methodologies.

Table 1. Summary of Teaching Strategies, Effectiveness, and Challenges at Madrasah Ibtidaiyah Negeri 3 Banjarmasin

Category	Details
Teaching Strategies Employed	<ol style="list-style-type: none"> 1. Repetitive recitation for phonetic familiarity and correct pronunciation 2. Group readings to enhance engagement and peer learning 3. Use of interactive digital media to make learning enjoyable and relatable 4. Visual aids like charts and flashcards to illustrate Tajweed rules 5. Role-playing activities to build confidence and leadership skills
Effectiveness of Teaching Strategies	<ol style="list-style-type: none"> 1. High student proficiency in Qur'anic recitation observed 2. Increased student engagement and interest due to technological integration 3. Improved comprehension and retention of material 4. Enhanced classroom dynamics with active participation

Challenges in Implementing Teaching Strategies	<ol style="list-style-type: none"> 5. Positive teacher feedback on student progress and classroom environment 1. Varying levels of student engagement and proficiency impacting uniform class progress 2. Insufficient technological resources and intermittent internet connectivity 3. Large class sizes lead to less individualized attention and feedback 4. Need for more comprehensive teacher training in modern educational technologies
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Discussion

Current Teaching Strategies Employed

At Madrasah Ibtidaiyah Negeri 3 Banjarmasin, a variety of innovative and traditional teaching strategies are employed to enhance students' Qur'anic reading skills. One of the core strategies observed is the use of repetitive recitation, a method rooted deeply in the traditional teaching of the Qur'an. This technique focuses on continuous practice that helps students to improve their pronunciation and memorize the verses effectively. Through repetitive recitation, students can internalize the rhythmic patterns and phonetic nuances of the Qur'anic text, which is essential for accurate recitation.⁷ Teachers often lead these sessions, providing models for correct pronunciation and intonation, and students repeat after them in a controlled and focused manner, gradually increasing their fluency and confidence.

Alongside repetitive practice, group readings are regularly organized, promoting peer learning and collective practice. This strategy not only enhances individual learning outcomes by exposing students to the varied recitation styles of their peers but also fosters a sense of community and mutual support among students.⁸ Group readings are facilitated in a way that each student gets a turn to recite, allowing them to gain confidence and receive immediate feedback from both peers and teachers.⁹ This interactive setting encourages students to engage more actively with the learning material, enhancing their understanding and retention of the Qur'anic verses.

⁷ Ibrahim A. El-Hussari, "Allegorical Language in the Holy Quran A Semiotic Interpretation of Surat Al-Hujurat," *Tafkir: Interdisciplinary Journal of Islamic Education* 3, no. 2 (June 24, 2022): 105–18, <https://doi.org/10.31538/tjje.v3i2.132>; Siti Muawanah et al., "Evaluating Mandatory Tahfīz Quran Program Implementation at Madrasah," *Jurnal Pendidikan Islam* 8, no. 2 (2022): 239–54, <https://doi.org/10.15575/jpi.v8i2.20330>.

⁸ Achmad Nadif, Juli Amaliya Nusucha, and Ainur Rofiq, "The Concept of Soft Skills Teacher Islamic Education Studies The Book 'Izāt Al-Nasyī'in By Sheikh Musthafa Al Ghalayani," *Dirasah International Journal of Islamic Studies* 1, no. 2 (October 29, 2023): 102–10, <https://doi.org/10.59373/drs.v1i2.20>; Abdul Aziz et al., "Learning Arabic Pegon for Non-Javanese Santri at Pesantren," *Jurnal Pendidikan Islam* 8, no. 2 (December 31, 2022): 113–26, <https://doi.org/10.15575/jpi.v8i2.19581>; Muhammad Nawawi Fathullah et al., "Management of Digital Literacy-Based Work Practice Training in The Boarding School Environment," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 4, no. 1 (January 23, 2023): 1–11, <https://doi.org/10.31538/munaddhomah.v4i1.230>.

⁹ Karman Karman et al., "Enhancing Student Learning Outcomes in The Qur'an Interpretation Course Through The Implementation of The Start From Reading (SFR) Cooperative Learning Model," *Nazhruna: Jurnal Pendidikan Islam* 7, no. 1 (March 10, 2024): 156–70, <https://doi.org/10.31538/nzh.v7i1.4657>.

The integration of digital tools represents a significant modern enhancement to traditional methodologies. Interactive digital media are utilized to engage students more deeply, making the learning process not only effective but also enjoyable. Digital tools such as audio recordings, visual aids, and interactive apps provide students with the opportunity to hear perfect recitations and to practice in a tech-friendly environment.¹⁰ These tools are particularly helpful in visualizing Tajweed rules and in providing interactive exercises that reinforce the lessons taught. By integrating technology, the madrasah addresses different learning styles and needs, making the teachings of the Qur'an accessible to all students, regardless of their initial level of proficiency.¹¹

Visual aids, including charts and flashcards, are extensively used to highlight and explain the key Tajweed rules necessary for correct Qur'anic pronunciation. These aids help in breaking down complex rules into understandable segments, which aids in teaching students who are visual learners. Such tools are particularly effective in a classroom setting where the cognitive load of learning Tajweed can be overwhelming. By simplifying the information and presenting it visually, teachers can ensure that students not only learn but also retain the intricate details necessary for proficient Qur'anic recitation.¹²

Finally, role-playing activities are a unique and dynamic teaching strategy adopted at the madrasah. In these sessions, students take turns leading the recitation, which teaches them leadership skills and encourages them to take ownership of their learning. This method boosts their confidence and fluency, as they are required to prepare and present in front of their classmates. The supportive classroom environment ensures that students receive constructive feedback, not only from their teachers but also from their peers, contributing to a comprehensive learning experience.¹³ Through these diverse and integrated teaching strategies, Madrasah Ibtidaiyah Negeri 3 Banjarmasin effectively enhances the Qur'anic reading skills of its students, preparing them not only academically but also spiritually.

¹⁰ Hussien Mohamad Alakrash and Norizan Abdul Razak, "Technology-Based Language Learning: Investigation of Digital Technology and Digital Literacy," *Sustainability* 13, no. 21 (January 2021): 12304, <https://doi.org/10.3390/su132112304>; Silviana Nur Faizah et al., "Student Acceptance Study of PhET Simulation with an Expanded Technology Acceptance Model Approach," *Journal of Applied Engineering and Technological Science (JAETS)* 5, no. 1 (December 10, 2023): 279–90, <https://doi.org/10.37385/jaets.v5i1.3041>.

¹¹ Majid Daneshgar, "The Divinatory Role of the Qur'an in the Malay World," *Indonesia and the Malay World* 44, no. 129 (May 3, 2016): 123–44, <https://doi.org/10.1080/13639811.2015.1044740>; M. Quraish Shihab, *Al-Quran dan Maknanya* (Lentera Hati, 2020); Abur Hamdi Usman and Mohd Farid Ravi Abdullah, "Forgetting (Al-Nisyān) Therapy: An Islamic Insight," *Jurnal Ilmiah Peuradeun* 11, no. 1 (January 30, 2023): 59–80, <https://doi.org/10.26811/peuradeun.v11i1.770>.

¹² Dian Kusuma Wardani and M Salma Nuur Samsu, "Application of Tilawatil Qur'an Method to Improve the Ability Reading Al-Qur'an in Bahrul Ulum Islamic Boarding School," *SCHOOLAR: Social and Literature Study in Education* 2, no. 1 (July 3, 2022): 63–67.

¹³ Istiqomah Rahmawati, Moh. Ariz Iqramullah, and Zulkarnain, "Implementation of Learning to Read and Write the Qur'an in Improving the Ability to Read the Qur'an in Madrasah Taklimiyah Awwaliyah Miftahul Huda Karawang Students," *At Turots: Jurnal Pendidikan Islam* 3, no. 1 (July 18, 2021): 1–11.

Effectiveness of Teaching Strategies

The effectiveness of the teaching strategies at Madrasah Ibtidaiyah Negeri 3 Banjarmasin is demonstrated by the notable improvements in students' Qur'anic reading abilities. The method of repetitive recitation, a staple in traditional Qur'anic teaching, plays a critical role in this enhancement. This technique ensures that students are not only exposed to correct pronunciations repeatedly but also enables them to internalize the rhythmic and melodic patterns of the text. Over time, this repeated exposure helps students reduce errors, improve fluency, and enhance their overall recitation skills. The effectiveness of this strategy is evident in the increased ease with which students tackle complex verses, demonstrating a clear and confident command over their recitations, which is a direct result of the persistent practice facilitated by this method.¹⁴

Group readings further augment the effectiveness of the learning process by incorporating a social dimension into the practice of Qur'anic recitation. This strategy leverages peer interactions to create a learning environment that is supportive and collaborative. As students listen to their peers, they gain different perspectives on pronunciation and styles of recitation, enriching their understanding and approach. Additionally, the opportunity to receive feedback from multiple sources, including peers, enhances learning through diverse critiques and encouragement.¹⁵ This method not only improves reading skills but also builds a community of learners who value collective growth and knowledge sharing, which are essential for maintaining student motivation and engagement.¹⁶

The integration of digital tools into the Qur'anic learning process at Madrasah Ibtidaiyah Negeri 3 Banjarmasin introduces an element of modernity that significantly boosts the effectiveness of traditional methods. These tools provide interactive and engaging ways for students to connect with the material. For instance, digital recitation tools allow students to listen to and mimic model recitations, offering a multisensory learning experience that enhances memorization and understanding.¹⁷ Visual aids related to Tajweed rules help clarify what might otherwise remain abstract concepts. The availability of immediate digital feedback also enables students to correct their mistakes in real-time, thereby accelerating their learning curve and ensuring more effective learning outcomes.¹⁸

Visual aids such as charts and flashcards are particularly effective for teaching Tajweed rules, which require a high level of precision and detail. These aids make the intricate details of phonetic rules accessible and understandable to all students, regardless of their initial proficiency

¹⁴ Ahmad Firdaus Bin Mohd Noor et al., "Identifying Items for 'Self-Reflection' as a Religious Factor to Succeed in the Pre-Sea Training," *Jurnal Ilmiah Peuradeun* 10, no. 3 (September 30, 2022): 639–60, <https://doi.org/10.26811/peuradeun.v10i3.702>.

¹⁵ Ammar Mohammed Ali Alqadasi et al., "Rule-Based Embedded HMMs Phoneme Classification to Improve Qur'anic Recitation Recognition," *Electronics* 12, no. 1 (January 2023): 176, <https://doi.org/10.3390/electronics12010176>.

¹⁶ Brady Stimpson and Isaac Calvert, "Qur'anic Educational Philosophy: Foundational Principles of Education in Islam's Holiest Text," *Religions* 12, no. 2 (January 28, 2021): 82, <https://doi.org/10.3390/rel12020082>.

¹⁷ Ahmad Falah, "The Determination of Factors Affecting Learning Outcomes of the Qur'an Memorization at MTs Yanbu' Kudus Students," *Edukasia: Jurnal Penelitian Pendidikan Islam* 17, no. 2 (August 20, 2022): 267–84, <https://doi.org/10.21043/edukasia.v17i2.16102>.

¹⁸ Suwarno Suwarno et al., "Development of Teaching Materials for Tahsin Al-Qur'an to Improve Students' Al-Qur'an Reading Ability," *Ta'dib* 26, no. 2 (December 12, 2023): 213, <https://doi.org/10.31958/jt.v26i2.8675>.

levels. By breaking down complex rules into simpler, visual formats, teachers can ensure that these critical aspects of Qur'anic recitation are conveyed clearly.¹⁹ This clarity is crucial for students to apply Tajweed correctly in their recitation, significantly impacting their ability to recite the Qur'an with the accuracy and reverence it demands. The visual representation not only supports the learning of visual learners but also serves as a quick reference guide for all students during practice sessions.²⁰

Lastly, role-playing activities utilized in the classroom setting encourage students to take an active role in their learning by leading recitations. This method has proven effective in boosting students' confidence and fluency, essential components of mastering Qur'anic recitation. Role-playing shifts the learning experience from passive reception to active participation, compelling students to prepare thoroughly and perform under peer observation. The increased responsibility motivates students to master their recitation skills, while the supportive feedback culture fosters a learning environment that values constructive criticism and personal growth. This strategy not only enhances the recitative skills of the students but also instills in them a sense of ownership and pride in their learning, contributing to deeper engagement and a more profound appreciation of the Qur'anic text.²¹

Challenges In Implementing Teaching Strategies

While the teaching strategies employed at Madrasah Ibtidaiyah Negeri 3 Banjarmasin are largely effective, several challenges hinder their full potential. One of the most significant challenges is the varying levels of student engagement and proficiency. In any educational setting, particularly in subjects requiring specialized skills like Qur'anic recitation, disparities in student abilities can greatly impact the pace and effectiveness of teaching. In the madrasah, some students grasp the intricacies of Tajweed quickly, while others struggle with basic pronunciation. This variance forces teachers to either slow down the entire class to accommodate slower learners, which can lead to disengagement among more proficient students, or to move at a set pace, potentially leaving behind those who need more time. Such disparities necessitate the implementation of differentiated instruction, which can be resource-intensive and difficult to manage within larger class sizes.²²

Another challenge is the integration of technology in teaching. While digital tools have the potential to make learning more interactive and engaging, their effectiveness is contingent on consistent and reliable access to these technologies. At Madrasah Ibtidaiyah Negeri 3

¹⁹ Raudhah Saragih, Mesiono Mesiono, and Inom Nasution, "The Management of Tahfidz Al-Qur'an Learning at Homeschooling Public Learning Center," *Nidbomul Haq: Jurnal Manajemen Pendidikan Islam* 6, no. 3 (November 13, 2021): 537–47, <https://doi.org/10.31538/ndh.v6i3.1704>; Safariah Safariah and Masykur Masykur, "Strategi Tahfidzul Qur'an Di Dayah Ulumul Qur'an Kecamatan Seunagan Kabupaten Nagan Raya," *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 5, no. 2 (2022): 182–93, <https://doi.org/10.54069/attadrib.v5i2.377>.

²⁰ Ahmad Atabik, "Story Repetition in Qur'an as an Islamic Education Learning Strategy," *Edukasia: Jurnal Penelitian Pendidikan Islam* 15, no. 2 (August 30, 2020): 337–54, <https://doi.org/10.21043/edukasia.v15i2.8240>.

²¹ Tedi Supriyadi et al., "Eradicating Al-Qur'an Illiteracy of Prospective Primary School Teachers," *Mimbar Sekolah Dasar* 6, no. 2 (2019).

²² Muhammad Huzaifa Bashir et al., "Arabic Natural Language Processing for Qur'anic Research: A Systematic Review," *Artificial Intelligence Review* 56, no. 7 (July 1, 2023): 6801–54, <https://doi.org/10.1007/s10462-022-10313-2>; Nik Md Saiful Azizi Nik Abdullah, Farah Nursuraya Binti Ab Rahim, and Rabi'atul Athirah Binti Muhammad Isa @ Omar, "Exploring the Challenges of Sustaining Qur'anic Memorization: A Case Study," *Journal of Islamic Educational Research* 6 (July 9, 2021): 1–17.

Banjarmasin, issues such as insufficient technological resources and intermittent internet connectivity pose significant barriers. These technological shortcomings disrupt the learning process and prevent the consistent use of innovative teaching aids that could enhance student learning experiences.²³ Moreover, the lack of training for teachers on how to effectively integrate these technologies into their daily teaching practices further complicates the situation, leading to underutilization and inefficiency in the deployment of potentially transformative digital resources.

The challenge of large class sizes compounds the difficulties faced in personalized instruction. With a high student-to-teacher ratio, it becomes increasingly challenging for teachers to provide the individual attention that is often necessary for students struggling with the nuances of Quranic recitation. Personalized feedback is crucial for correcting pronunciation and understanding Tajweed rules, but in large classes, teachers are spread too thin to attend to each student's unique learning needs. This situation is detrimental not only to students who require more guidance but also affects the overall classroom dynamic, as teachers are unable to adequately monitor and adjust their teaching strategies based on individual student progress.²⁴

Teachers also face the challenge of maintaining student motivation and engagement over time. The rigorous nature of Qur'anic studies, combined with the need for repetitive practice, can sometimes lead to student disinterest and disengagement, particularly if teaching methods do not actively involve students or cater to their learning styles. This is exacerbated by the aforementioned challenges of large class sizes and insufficient technological support, which can hinder the implementation of more dynamic and interactive teaching methods.²⁵

Addressing these challenges requires a multi-faceted approach that involves not only pedagogical changes but also systemic support from the institution. Enhancements in school infrastructure, such as improved technological resources and access, along with professional development opportunities for teachers in how to effectively use these tools, are critical. Additionally, adopting flexible teaching strategies that accommodate various learning speeds and styles, possibly through smaller class sizes or increased teacher assistance, could help mitigate the effects of student proficiency disparities.²⁶ By tackling these challenges head-on, Madrasah Ibtidaiyah Negeri 3 Banjarmasin can further improve its teaching effectiveness, ensuring that all students not only learn but also thrive in their Quranic studies.

²³ Marwa Khairy, Tarek M. Mahmoud, and Tarek Abd-El-Hafeez, "Automatic Detection of Cyberbullying and Abusive Language in Arabic Content on Social Networks: A Survey," *Procedia Computer Science*, AI in Computational Linguistics, 189 (January 1, 2021): 156–66, <https://doi.org/10.1016/j.procs.2021.05.080>.

²⁴ Mohammad Sabarudin et al., "The Effect of Contextual Teaching and Learning Models on Al-Quran and Hadith Subjects," *At-Tadzkiir: Islamic Education Journal* 2, no. 2 (August 26, 2023): 129–42, <https://doi.org/10.59373/attadzkiir.v2i2.43>.

²⁵ Yusuf Hanafi et al., "Student's and Instructor's Perception toward the Effectiveness of E-BBQ Enhances Al-Qur'an Reading Ability," *International Journal of Instruction* 12, no. 3 (July 3, 2019): 51–68.

²⁶ Istiqomah Rahmawati, Moh. Ariz Iqramullah, and Zulkarnain, "Implementation of Learning to Read and Write the Qur'an in Improving the Ability to Read the Qur'an in Madrasah Taklimiyah Awwaliyah Miftahul Huda Karawang Students," *At Turol: Jurnal Pendidikan Islam* 3, no. 1 (July 18, 2021): 1–11.

CONCLUSION

One of the most surprising findings of this research at Madrasah Ibtidaiyah Negeri 3 Banjarmasin was the significant impact of integrating modern digital tools with traditional Qur'anic teaching methods. Despite initial skepticism regarding the blending of technology in traditional religious education, the results demonstrated that such an integration enhances students' engagement and significantly improves their ability to understand and recite the Qur'an. This was particularly notable in how digital aids catered to various learning styles and needs, effectively supporting the diverse student body.

This study contributes to the academic field by challenging the prevailing notion that traditional educational settings, particularly in Islamic contexts, might resist modern educational technologies. The findings confirm the effectiveness of conventional strategies like repetitive recitation and group readings and validate the integration of modern educational technologies as a complementary approach that enhances learning outcomes. This research adds a new perspective on the potential for synergy between conventional pedagogical methods and modern technology in enhancing Qur'anic education, thereby supporting a more nuanced understanding of pedagogical evolution in religious education contexts.

The research was confined to a single institution, which may limit the generalizability of the findings. The study was also limited by its sample size and the variety of contexts—it only considered a specific educational setting without exploring other types of Islamic educational institutions or age groups. Moreover, the limited access to advanced technological resources and the necessity for specialized training were significant constraints. Future research should aim to include a broader range of Islamic schools, possibly across different regions or countries, to examine if similar outcomes are observable universally. A larger sample size and diverse participant demographics could offer more profound insights. Further studies should explore the long-term impact of integrating technology in Qur'anic education to formulate more precise and effective educational policies.

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