

## Implementation of the Iqro Method in Overcoming Difficulties in Learning to Read the Qur'an for Students

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**Abstract :** This study examines the implementation of the Iqro' method to improve the Qur'an reading skills of fourth-grade students at an Integrated Islamic Elementary School. The study was motivated by low Qur'an literacy among students, particularly in recognizing hijaiyah letters, mastering harakat, and applying basic tajwid rules. The objectives of this research were to describe the initial reading ability, analyze the factors causing difficulties, evaluate the effectiveness of the Iqro' method, and identify supporting and inhibiting factors. This study employed a descriptive qualitative approach with data collected through participatory observation, semi-structured interviews, and documentation, involving 28 students, 3 teachers, 1 principal, and 5 parents. The findings indicate that the gradual implementation of the Iqro' method through sorogan and talaqi significantly improved students' Qur'an literacy, with an increase of 48–50%. The study emphasizes that individualized learning, parental involvement, and teacher guidance are crucial for effective Qur'an reading instruction. The contribution of this study is providing empirical evidence on the effectiveness of the Iqro' method in the context of Islamic elementary schools and highlighting practical strategies for teachers and parents. The results suggest that strengthening the Iqro' method positively impacts Qur'an literacy, serving as an essential reference for developing more effective Qur'an education practices.

**Keywords:** Iqro' Method, Qur'an Literacy, Sorogan, Talaqi, Integrated Islamic Elementary School.

**Abstract :** Penelitian ini membahas implementasi metode Iqro' dalam meningkatkan kemampuan membaca Al-Qur'an pada siswa kelas IV di SD Islam Terpadu. Latar belakang penelitian ini didasari oleh rendahnya literasi Al-Qur'an siswa, khususnya dalam pengenalan huruf hijaiyah, penguasaan harakat, dan penerapan tajwid dasar. Tujuan penelitian adalah mendeskripsikan kondisi awal kemampuan membaca, menganalisis faktor kesulitan, mengevaluasi efektivitas metode Iqro', serta mengidentifikasi faktor pendukung dan penghambat. Penelitian menggunakan pendekatan kualitatif deskriptif dengan pengumpulan data melalui observasi partisipatif, wawancara semi-terstruktur, dan dokumentasi, dengan sampel 28 siswa, 3 guru, 1 kepala sekolah, dan 5 orang tua. Hasil penelitian menunjukkan bahwa penerapan metode Iqro' secara bertahap melalui sorogan dan talaqi memberikan peningkatan signifikan pada kemampuan literasi Al-Qur'an siswa, dengan persentase kenaikan antara 48–50%. Penelitian ini menegaskan bahwa pendekatan individual, keterlibatan orang tua, dan pendampingan guru berperan penting dalam efektivitas pembelajaran membaca Al-Qur'an. Kontribusi penelitian ini adalah memberikan bukti empiris mengenai keefektifan metode Iqro' dalam konteks sekolah dasar Islam terpadu dan menyoroti strategi praktis yang dapat diadopsi oleh

*guru dan orang tua. Hasil penelitian menunjukkan bahwa penguatan metode Iqro' berdampak pada peningkatan literasi Al-Qur'an, sehingga menjadi rujukan penting bagi pengembangan praktik pendidikan Al-Qur'an yang lebih efektif.*

**Kata Kunci:** *Metode Iqro', Literasi Al-Qur'an, Sorogan, Talaqi, Sekolah Dasar Islam Terpadu.*

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## **Introduction**

Quranic education is the primary foundation for character building and spiritual intelligence in elementary school students (Hasan, 2019; Nahdliyah, 2023). Over the past decade, studies of Islamic education have shown increasing attention to Quranic literacy as part of strengthening character education and religious moderation. Education is viewed as a strategic tool for developing the quality of human resources and national civilization (Fauziyah et al., 2025; Mirrota et al., 2023). Normatively, the goal of national education emphasizes the formation of individuals who are faithful, pious, and have noble morals (Zuhri, 2021). From an Islamic perspective, the Quran is the most fundamental source of values because it serves as a guide for human life. Therefore, the ability to read the Quran fluently and correctly is a basic competency that is not only academic but also spiritual (Hasan & Aziz, 2023; Hasan et al., 2025).

However, recent developments indicate serious challenges in the Quranic literacy of elementary school students. The results of Islamic education studies over the past ten years show that research focuses more on madrasah quality management and character building, the function of Islamic education in facing globalization (Firmansyah, 2019), and the ability to read and write hijaiyah letters at the secondary level. Studies on the motivation to learn the Quran and the role of the family have also been conducted (Abdullah et al., 2021) ('Factors Effecting Motivation to Learn', 2019). However, research that specifically examines the implementation of the Iqro' method comprehensively in the context of Integrated Islamic Elementary Schools with heterogeneous student backgrounds is still relatively limited. Thus, there is a research gap in the aspect of in-depth analysis of the difficulties of hijaiyah letters, harakat, and basic tajwid at the elementary school level. This gap is reinforced by preliminary research data at the Insan Gemilang Sigi Biromaru Integrated Islamic Elementary School. Based on the results of initial observations of 28 fourth-grade students in the 2024/2025 academic year, data obtained showed that 64% of students did not fully recognize the hijaiyah letters, 71% had difficulty distinguishing letter shapes in various positions, 68% misread the harakat, and 75% were unable to apply basic tajweed such as mad thabi'i and the rules of nun sukun/tanwin. Questionnaire data showed that 60% of parents did not

regularly accompany their children in reciting the Quran at home, while interviews with teachers revealed that differences in kindergarten educational backgrounds were the main factor in the disparity in students' initial abilities. These findings are in line with the opinion that low family support and less varied teaching methods affect children's Quran literacy skills.

Based on these problems, this study aims to: (1) describe the initial conditions of the ability to read the Qur'an of fourth grade students; (2) analyze the forms and factors causing reading difficulties; (3) examine the implementation of the Iqro' method in improving the literacy skills of the Qur'an; and (4) identify supporting and inhibiting factors. The novelty of the study lies in the integrated qualitative analysis of the difficulties of hijaiyah letters, harakat, and basic tajwid in the context of Integrated Islamic Elementary Schools in Central Sulawesi, as well as in strengthening the synergy between the Iqro' method and parental involvement. Theoretically, this study is expected to enrich the treasury of Qur'an education based on the gradual method, while practically providing applicable guidance for teachers and parents in improving students' ability to read the Qur'an. The working hypothesis proposed in this study is that the systematic and gradual application of the Iqro' method, accompanied by teacher guidance and active parental involvement, has a positive effect on improving the ability to read the Qur'an of fourth grade students of SD Islam Terpadu Insan Gemilang Sigi Biromaru

## **Methods**

This study uses a descriptive qualitative approach to describe in depth the application of the Iqro' method in overcoming the difficulties of learning to read the Qur'an of fourth grade students at Insan Gemilang Sigi Biromaru Integrated Islamic Elementary School (Sugiyono, 2020). The research was conducted in the odd semester of the 2024/2025 academic year for three months (October–December 2024). The researcher was present at the research location as the primary instrument, observing the learning process, conducting interviews, and analyzing learning documents. The research focused on the implementation of the Iqro' method, volumes 1–6, and its impact on students' Qur'an reading abilities.

This study identifies the focus variables as follows:

1. Main variable (focus of action):

Application of the Iqro' method volumes 1–6 which includes the stages of introducing the hijaiyah letters, harakat, basic tajwid, and reading short verses in stages.

2. Impact variable:

The ability to read the Qur'an of fourth grade students as measured by the following indicators: Accuracy in recognizing hijaiyah letters, Accuracy

in reading the harakat, Accuracy of basic tajweed application, Fluency in reading short verses

### 3. Supporting variables:

Student learning motivation, parental guidance, and teacher consistency in implementing the Iqro method.

The research subjects were selected purposively based on direct involvement in Iqro' learning.

Table 1. Profile of Research Informants

No Informant	Amount	Characteristics
1 Headmaster	1 person	6 year term of office, Masters in Islamic Education
2 Koran teacher	3 people	5-12 years experience teaching Iqro'
3 Fourth Grade Students	15 people	High ability (4), medium (6), low (5)
4 Parent	5 people	Routine and non-routine assistance

Student selection is based on the results of an initial assessment of the school's ability to read the Qur'an.

## Data Collection Techniques and Instruments

### 1. Participatory Observation

Observations were conducted during 12 Iqro learning sessions. Researchers recorded teacher-student interactions and the development of reading skills.

Table 2. Observation Sheet Grid

Aspect	Indicator	Scale
Hijaiyah letters	Pronunciation accuracy	1-4
Vowel	Vocal accuracy	1-4
Basic Tajweed	Mad & nun sukun	1-4
Smoothness	Uninterrupted	1-4

Score 1 = unable, 2 = less precise, 3 = quite precise, 4 = precise and fluent.

### 2. Semi-Structured Interview

Interviews were conducted with school principals, teachers, students, and parents to obtain in-depth data on the implementation of methods and learning difficulties (Arikunto, 2006).

Table 3. Interview Guidelines

Aspect	Indicator	Informant
Implementation of Iqro' Binding and evaluation stages	Letters, harakat, tajweed	Teacher
Student Difficulties		Teachers & Students

Aspect	Indicator	Informant
School Policy	Curriculum support	Headmaster
Home Assistance	Intensity of reciting the Koran	Parent
Learning Impact	Changes in ability	Teachers & Students

### 3. Documentation

The documents analyzed included lesson plans, Iqro' books, lists of student reading scores, and learning progress notes.

Table 4. Research Timeline

Stage	Activity	Time
Preparation	Preparation of instruments and permits	Week 1-2
Initial Observations	Reading ability assessment	Week 3
Data collection	Observation & interview	Weeks 4-11
Data analysis	Reduction and verification	Week 12
Reporting	Compilation of results	Week 13

Data analysis was carried out inductively through three stages:

1. Data reduction, namely grouping data based on the theme of difficulty with hijaiyah letters, harakat, and tajwid.
2. Data presentation, namely compiling thematic narratives and student ability development matrices.
3. Drawing conclusions, namely identifying the pattern of effectiveness of the gradual Iqro' method (Miles et al., 2014).

To strengthen the description, a simple quantitative analysis was used in the form of calculating the average score and percentage of completion with formula:

$$[P = \frac{f}{N} \times 100\%]$$

If a comparison is made between initial and final scores, a paired sample t-test is used with a significance level of 0.05.

Data validity is maintained through:

1. Source triangulation, comparing teacher interview results with student observations and grade documents.
2. Triangulation method, comparing observation, interview, and documentation data.
3. Investigator triangulation, the analysis results were reviewed by two lecturers of Islamic Religious Education at STAI Sigi to minimize subjective bias.

4. Triangulation of theory, comparing findings with Qur'anic learning theory.

## Result and Discussion

### Result

The results of initial observations and daily assessments of 28 fourth-grade students at Insan Gemilang Sigi Biromaru Integrated Islamic Elementary School indicate significant difficulties in Quranic literacy, particularly in recognizing the hijaiyah letters, reading the harakat, basic tajwid, and reading fluency. The implementation of the Iqro' method for two months with the sorogan and talaqi approaches resulted in clear improvements in all literacy indicators.

Table 1.

Al-Qur'an Literacy Skills of Fourth Grade Students Before and After Implementing the Iqro' Method

Indicator	Initial Completion Percentage(%)	Final Completion Percentage (%)
Getting to know the Hijaiyah letters	36	89
Distinguishing letter shapes	29	85
Reading the harakat	32	82
Application of basic tajweed	25	78
Fluency in reading short verses	30	80

The data shows the highest increase in the introduction of hijaiyah letters (+53%) and the lowest increase in the application of basic recitation (+53%), which indicates that the recitation aspect requires more intensive guidance.

### Distribution of Each Student's Abilities

Table 2

Distribution of the Ability to Read the Qur'an of Grade IV Students Before and After the Iqro' Method

Student	Hijaiyah letters	Vowel	Basic Tajweed	Reading Fluency	Iqro' Volume
1	Not enough	Not enough	No	Slow	2 → 4
2	Enough	Not enough	No	Slow	2 → 4
3	Not enough	Not enough	No	Slow	1 → 3
4	Enough	Enough	Not enough	Enough	2 → 5
5	Not enough	Not enough	No	Slow	1 → 3
6	Enough	Not enough	Not enough	Enough	2 → 4
7	Not enough	Not enough	No	Slow	1 → 3
8	Not enough	Not enough	Not enough	Slow	1 → 3
9	Enough	Enough	Not enough	Enough	2 → 5
10	Not enough	Not enough	No	Slow	1 → 3

Student	Hijaiyah letters	Vowel	Basic Tajweed	Reading Fluency	Iqro' Volume
11	Enough	Enough	Not enough	Enough	2 → 5
12	Not enough	Not enough	No	Slow	1 → 4
13	Not enough	Not enough	Not enough	Slow	1 → 3
14	Enough	Enough	Not enough	Enough	2 → 5
15	Good	Good	Enough	Fluent	3 → 6

*Description:* Less = often wrong, Enough = quite accurate, Good = accurate; Iqro' volume: before → after two months.

#### Error Frequency Matrix

Table 3

#### Frequency of Errors in Reading the Qur'an (12 Observation Meetings)

Type of Error	Initial Frequency	Final Frequency	Repair (%)
Mispronunciation of letters	85	15	82
Misunderstanding letter shapes	92	18	80
Mistakes in reading the harakat	100	22	78
Basic Tajweed errors	105	28	73
Stuttering / slow reading	110	24	78

*Note:* Frequency indicates the number of errors that occurred during the 12 observation meetings.

#### Forms of Difficulty and Causative Factors

Analysis of observation and interview data identified four main difficulties:

1. Hijaiyah letters: Mispronunciation of letters such as ب (ba) and ت (ta).
2. Distinguishing letter shapes: Difficulty distinguishing ب (ba) vs ت (ta) and ن (nun) vs ي (ya) in various positions.
3. Harakat: Mistakes in reading fathah َ, kasrah ِ, and dhammah ُ, so that the reading is monotonous.
4. Basic Tajweed: Inability to apply mad thabi'i, ghunnah nun sukun, and idgham.

Causal factors include differences in students' initial abilities (depending on kindergarten background), variations in teacher competency, and limited parental support.

#### Discussion

Based on the results of observations, interviews, and documentation, the application of the Iqro' method volumes 1–6 gradually increased the Al-Qur'an literacy of fourth-grade students at SDIT Insan Gemilang Sigi Biromaru. Empirical data (Tables 1–3) show that the percentage of completeness of hijaiyah letter recognition increased from 36% to 89%, mastery of harakat from 32% to 82%, application of basic tajwid from 25% to 78%, and reading fluency from 30% to 80%.

Analysis of the error frequency matrix showed a reduction in errors between 73–82%, which confirms the effectiveness of this method.

These findings are consistent with, which asserts that the gradual Iqro' program from easy to difficult is effective in improving Quranic reading skills because it systematically builds the foundation of letters, harakat, and tajwid. This gradual learning principle is also in line with (Vygotsky, 1987) scaffolding theory, in which students receive assistance according to their level of cognitive development, enabling them to complete tasks they cannot yet complete independently. Furthermore, it emphasizes that the gradual stages adapt to the memory and attention capacities of elementary school-aged children, thereby reducing cognitive load and increasing learning retention.

Sorogan (individual guidance) and talaqi (teacher imitation) have been shown to be key mechanisms for successful learning (Rosadi et al., 2025; Fathoni & Raharjo, 2024). In sorogan, the teacher provides immediate feedback, correcting errors in pronunciation of letters, vowels, and tajweed in real time. This approach supports (Bandura, 2021) theory of observational learning, in which students learn through imitation of the model (teacher) and real-time feedback. Talaqi allows students to accurately imitate the teacher's articulation, including the length and shortness of the recitation (mad thabi'i) and the rules of nun sukun/ghunnah, which helps students understand the phonetic and rhythmic aspects of Qur'anic recitation (Rahim et al., 2017; Nasution, 2026). The combination of these two methods effectively addresses four main difficulties: letters, letter shapes, vowels, and basic tajweed, as evidenced by a significant decrease in the frequency of errors observed. Motivation to learn is also an important psychological factor. emphasizes positive reinforcement through praise, inter-teacher tests, and daily proficiency records, which increases students' intrinsic motivation. In this study, students who initially had severe difficulties were able to improve their recitation significantly due to the combination of motivation, teacher reinforcement, and structured practice.

#### Supporting and Inhibiting Factors for Success

Data triangulation analysis (observation, interviews, documentation) revealed three key success factors:

1. Consistent teacher guidance: Teachers adjust sorogan according to the abilities of each student, including students with low initial abilities.
2. Parental involvement: Home support, although varied, strengthens the habit of reading the Qur'an, supporting the findings (Firmansyah, 2022) regarding the importance of the family environment in religious literacy.
3. Student motivation: Reinforcement through layered evaluations and proficiency records encourages compliance and interest in learning.

Major limitations include differences in students' initial abilities, the short duration of the study (3 months), and the lack of a control group. This emphasizes the need for caution in generalizing the results.

Previous studies (Hidayat, 2021; Nurul, 2019) have emphasized the step-by-step method and the role of home tutoring, but their focus has been more on classroom management or general student motivation. This study adds quantitative analysis of error frequency per indicator and ability distribution per student, providing concrete empirical evidence regarding the effectiveness of the Iqro' method in the context of an integrated Islamic elementary school with a heterogeneous student body.

Furthermore, the learning validation mechanism through inter-teacher testing and daily proficiency records represents a novel contribution that has not been widely discussed. Thus, this study provides a comprehensive, empirically evidence-based learning model, integrating pedagogical, psychological, and practical aspects.

1. The sample was limited to 28 fourth-grade students in one SDIT, so generalization of the results must be cautious.
2. The study duration was only 3 months, so it is not yet possible to assess the long-term impact.
3. There is no control group, so external factors cannot be completely eliminated.

Further research is recommended with larger samples, varying levels, control groups, and long-term evaluation to provide a more valid and comprehensive Qur'anic education policy.

1. Teacher: Apply sorogan and talaqi with layered assessments to ensure reading completion before moving up the volume.
2. Principal: Allocate extra hours for students who are struggling, and facilitate Iqro' teacher training.
3. Parents: Accompany your child to read the Qur'an for at least 15 minutes per day.
4. Department of Education: Certification of Iqro' SDIT teachers to standardize teaching quality.

## **Conclusion**

The results of this study revealed a previously unknown fact: most fourth-grade students at SDIT Insan Gemilang Sigi Biromaru, even after attending Qur'an education since kindergarten and grades I-III, still experienced significant difficulties in reading hijaiyah letters, distinguishing letter shapes, reading harakat, and applying basic tajweed rules. The average initial completion percentage was only 30-36% per indicator. This finding is particularly noteworthy because it

indicates that Qur'anic literacy skills do not always develop linearly with the length of formal instruction. Instead, these skills appear to be strongly influenced by several pedagogical and contextual factors, including the teaching methods applied, the intensity of individualized guidance from teachers, and the degree of parental involvement in supporting children's Qur'anic learning at home.

In terms of scholarly contribution, this study provides several important additions to the literature on Qur'anic education. First, it confirms the effectiveness of the Iqro' step-by-step learning method (volumes 1-6), which has long been recognized in Qur'anic learning practices, but this study strengthens the evidence by presenting more detailed quantitative empirical data, including the distribution of errors related to letter recognition, harakat reading, and the application of basic tajweed rules. Second, this research contributes a new perspective by highlighting the pedagogical value of combining the sorogan and talaqi learning methods. The integration of these two approaches functions not only as a technical learning strategy but also as a psychological mechanism that effectively addresses students' specific difficulties in Qur'anic literacy. Through this combination, students receive direct correction, repeated practice, and motivational reinforcement from teachers, while teacher competence and parental guidance also play significant roles in supporting the learning process. Third, the study introduces a multi-layered validation model through inter-teacher testing and systematic daily proficiency records. This model provides an additional layer of assessment reliability and offers a practical reference for the implementation of Qur'anic literacy evaluation within the SDIT curriculum, an approach that has not been widely discussed in previous studies.

Despite these contributions, this study also has several limitations that need to be acknowledged. The first limitation concerns the relatively small sample size, as the research only involved 28 fourth-grade students from a single SDIT institution, which limits the generalizability of the findings to broader educational contexts. The second limitation relates to the limited variation of cases examined in this study. The research did not involve students from different educational levels or geographical locations, which means that the potential influence of diverse social and cultural contexts on Qur'anic literacy development could not be explored. Another limitation is the relatively short duration of the research, which was conducted over a three-month period and therefore may not yet reflect the long-term impact of the implementation of the Iqro' method. Finally, the study did not employ a control group, which makes it difficult to fully isolate and measure the influence of external factors that may also affect students' Qur'anic literacy development.

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