

Date Received	:	September 2025
Date Revised	:	November 2025
Date Accepted	:	November 2025
Date Published	:	November 2025

STRATEGY OF ISLAMIC COLLEGE (STAI) AL-HIDAYAH BOGOR IN IMPROVING STUDENTS' AL-QUR'AN READING ABILITY

Rahendra Maya

STAI Al-Hidayah Bogor, Indonesia (rahendra.maya76@gmail.com)

Mr. Sarbini

STAI Al-Hidayah Bogor, Indonesia (msarbini@gmail.com)

Aditya Muharam

STAI Al-Hidayah Bogor, Indonesia (an.adityamuharam@gmail.com)

Keywords:

Al-Qur'an, BTQ,
Qur'an Reading
Ability, STAI Al-
Hidayah Bogor

ABSTRACT

Objective: This study analyzes the strategy of the Al-Hidayah Bogor Islamic Religious College (STAI) in improving students' Qur'an reading ability, especially from a general education background. **Methods:** The research used a qualitative approach with case studies, collecting data through observation, interviews, and literature studies. **Results:** The results of the study show that the main strategy of STAI Al-Hidayah is the establishment of the Institute for Da'wah, Tahfizh, and Arabic Language (LDTBA) and making the Tahfizh course a mandatory course for the first two semesters for all students. In this course, students are taught tajwîd and tâhsîn to improve their ability to read the Qur'an. In addition, LDTBA programs and lecturers' creativity also support the improvement of Qur'anic reading skills. **Conclusion:** The positive impact can be seen from the Tahfizh exam which shows that the majority of students graduate with good reading of the Qur'an, no longer stuttering or spelling like at the beginning of lectures.

A. INTRODUCTION

A lot of students in Islamic Religious Colleges (PTKI) who previously had a background and came from graduates of public education institutions from various public schools that did not discuss Islamic studies (*Islamic studies*), where this often causes students to have difficulty attending and understanding their lectures at PTKI, especially those related to basic religious knowledge (Maya & et.al., 2023), included in the core study of religion and which is the main source of reference, namely the Qur'an with its various related sciences in the courses taught.

In addition to this reality, the ability to read the Qur'an of the Muslim community in Indonesia itself is indeed concerning because there are still many people who are illiterate hijaiyah. This is based, among other things, on the results of research from a higher education institution which once stated that around 65% of Indonesian people are still illiterate in hijaiyah or the Qur'an (Prasetyo et al., 2020).

These conditions and realities are experienced by the Al-Hidayah Bogor Islamic Religious College (STAI) as a private university, because it gets many students from public school backgrounds which among other things causes the low ability to read and write the Qur'an (BTQ) of its students. In reading the Qur'an, for example, many students still cannot read the Qur'an properly and correctly and are not fluent. This empirical reality can be clearly known by researchers based on their participation in the BTQ test during the entrance test and until the start of lectures in the first semester and even until the second semester.

These problems, it turns out, are not only experienced by STAI Al-Hidayah Bogor. Many PTKIs, both public and private, have experienced and tried to find solutions to the problem of students' low ability to read the Qur'an. On the positive side, finally a lot of research has been done and published about the *focus* of these problems, with different *locus* and *tempus*.

In various studies and studies, PTKIN that experienced the above problems and in the form of finding solutions was the State Islamic Institute (IAIN) Curup, among others. (Hardivizon & Anrial, 2016), State Islamic University (UIN) Ar-Raniry Aceh (Samad & Heliati, 2017), IAIN Banten (Ibn Syahrowardi, 2023), IAIN Langsa Aceh (Mulizar & Awaluddin, 2022), IAIN Manado (Saud & Darise, 2022), S.E. Scott. (Mufid, 2020), IAIN Samarinda (Salsabila & Saugi, 2020), State Islamic Religious College (STAIN) Pamekasan (Sa'diyah, 2017) And then there's the fact that my Snoop Dogg is on the verge of tears. (Zulhendra & Muslimah, 2022).

Meanwhile, among the private higher education institutions that experience the problem of low student ability to read the Qur'an and try to overcome it is Ibn Khaldun University (UIKA) Bogor (Anita & Sa'diyah, 2021), IAI Muhammadiyah Sinjai (Ni'mah et al., 2021), and University of Muhammadiyah Riau (Nahwiyah & et.al., 2023).

In addition, the study also revealed that reading the Qur'an regularly for example with the *one day one juz* has a significant influence on intellectual intelligence in the Muhammadiyah Student Association (IMM) of the Faculty of Medicine, University of Muhammadiyah North Sumatra (Handoyo & Sutysna, 2023). Other research states that ability to read the Qur'an "Students at the Islamic University 45 Bekasi were influenced by the effectiveness of BTQ Tutor communication (Khadijah & Rejeki, 2019). On the other hand It was also stated that students' positive and good ability to read the Qur'an was due to the intensive management of Qur'an learning (Atho'ullah & Khambali, 2018),

so that when facing the Qur'an reading test as one of the graduation requirements, students do not experience anxiety in following it (Sari, 2024).

This research article has similarities with previous studies in the problem faced in the form of low Qur'an reading ability in Islamic universities, both public and private, and strategies to be applied to improve this ability. Meanwhile, the novelty value to be achieved in this research article is related to the background of the problems experienced, the *locus* that is the object of research, and the implementation strategies in improving the reading ability of the Qur'an of its students.

Based on this rationality, PTKI and various other universities, both public and private, are required to have a variety of methods, methods, and strategies in improving the reading ability of students who will become graduates, including strategies from STAI Al-Hidayah Bogor.

B. METHOD

This research was carried out on STAI Al-Hidayah Bogor students in all study programs and departments, specifically conducted on LDTBA and in the learning of Tahfizh I and II courses; as a strategy of STAI Al-Hidayah Bogor in improving students' Qur'an reading ability from the time they enter lectures in the first semester until before their graduation.

This study uses a qualitative type of field study research (case study) with an interpretive descriptive approach. The source of research data was obtained through data collection techniques derived from observations, interviews, and documentary literature studies. Meanwhile, the data analysis technique is carried out through the process of data collection, data reduction and categorization, data appearance, and ends with drawing conclusions.

C. RESULTS AND DISCUSSION

The Substantial Meaning of the Ability to Read the Qur'an

Before learning the Qur'an, it will be easier if students, including students, understand how to read the Qur'an with good and correct rules. Generally, a person will study the science of tajweed to understand how to read the Qur'an correctly, learn how to read the Qur'an correctly, learn *makhârij al-Hurûf* and *Shifât al-Hurûf* so that the reading is accurate and does not deviate from the true meaning (Mahdali, 2020); (Febriyanti et al., 2022); and (Hafsari et al., 2018). Once you have the ability to read the Qur'an, it will be easier to learn what is explained in it, including the various sciences (Mahdali, 2020). Reading oneself in general is a door to open a wider horizon and a window into the world to develop and change for the better (Hidayat et al., 2018).

In Islam, the Qur'an is a source of law and guidance for life that must be used as a guideline in every activity, activity, or thought. Therefore, studying the Qur'an, especially learning to read it, is an obligation that must always be carried out by all Muslims (Supardan et al., 2019); with the aim of actively participating in maintaining the originality of the Qur'an and to hope for the pleasure of Allah (Suhendri et al., 2022).

The ability to read the Qur'an is a good and correct skill in reading the verses of the Qur'an by reciting orally in accordance with the rules of tajweed, namely the ability to pronounce or recite hijaiyah letters correctly and accurately, being able to read

sentences from the series of hijaiyah letters in accordance with standard rules or in accordance with science *tajwidnya* (Farikhah, 2021). Or defined as a person's proficiency in word recognition, literal understanding, and recitation of the Qur'an (Priasandi et al., 2019).

STAI Al-Hidayah Bogor's Implementation Strategy in Improving Students' Ability to Read the Qur'an

In its efforts to improve students' Qur'anic reading skills, STAI Al-Hidayah Bogor is based on the motivation to always motivate lecturers and students to have high motivation in their academic activities (Maya & Saputra, 2023), in general, carry out several implementable strategies as follows:

First, to form the Institute of Da'wah, Tahfidz, and Arabic Language (LDTBA).

At STAI Al-Hidayah Bogor, LDTBA is a strategic autonomous institution that is at the same level as two popular institutions found on various campuses, namely the Quality Assurance Institute (LPM) and the Institute for Research and Community Service (LPPM), where LDTBA is currently headed by Budi Setiawan, S.Ud., M.Ag.

LDTBA has the responsibility to formulate training and skills programs for students to improve *hard skills* and *soft skills* at the same time. As the name implies, LDTBA's flagship program is focused on training on three aspects of skills which include (1) da'wah training (*daurah da'wiyyah*), (2) Qur'an training (*daurah Al-Qur'ân*), and (3) Arabic language training (*daurah al-lughah Al-'Arabiyyah*) (<https://staia.ac.id/ldtba/>).

Furthermore, LDTBA's work program in the field of Qur'an training (*daurah Al-Qur'ân*) is as follows:

1. Plan, organize, control, and evaluate the implementation of tahfizh activities, both routine and incidental.
2. Develop a national level Qur'an training program that is able to meet and provide solutions to the problems needed.
3. Develop research-based methods of tahfizh Al-Qur'an.
4. Increasing the number of publications of student research works in the development of the tahfizh method of the Qur'an, which are published in national and international journals.
5. Increase cooperation with partner institutions, both national and international.
6. Integrating all disciplines from various study programs with the knowledge of the Qur'an (<https://staia.ac.id/ldtba/>).

Second, to establish and make Tahfizh a family of institutions in high schools in the curriculum and distribution of their courses.

As a course at STAI Al-Hidayah Bogor, Tahfizh is categorized as a compulsory course that must be taken by all students in each study program/department for the first two semesters, namely in semesters I and II, with the codes STA 10308 and STA 20309; with the number of face-to-face meetings in one semester as many as 14 offline and online meetings, coupled with two oral exams in the middle of the semester (UTS) and at the end of the semester (UAS).

The Tahfizh course in the first semester is Tahfizh Juz 30, while in the second semester Tahfizh Juz 29, where the two juz are categorized as the minimum standard of memorization of graduates, especially as provisions in prayer, especially when asked to become a prayer imam. In the learning process, the Tahfizh course contains *tajwid* and *tahsin* learning which is indeed aimed at improving students' Qur'an reading ability.

For Tahfizh Juz 30, at the end of semester VII or at the beginning of semester VIII, a Tahfizh exam coordinated by LDTA is carried out to obtain a Tahfizh certificate, as a prerequisite for taking the comprehensive exam and thesis trial (*munâqasyah*). In addition, in the comprehensive examination in the field of religious competence in addition to the competence in the field of expertise in the Islamic Religious Education study program of the Tarbiyah Department, among the 4 assessment points are 2 points related to the Qur'an, namely the point of reading the Qur'an along with its educational philosophical analysis (*tarbawi*) and the point of *tajwîd* knowledge, or adjusted to the study program/department.

At this time, in accordance with the number of classes in all study programs/departments at STAI Al-Hidayah Bogor, lecturers who are considered qualified and have the competence to be able to improve the ability to read the Qur'an of students who are then entrusted to teach the Tahfizh course are three people, namely:

1. Budi Setiawan, S.Ud., M.Ag.; chairman of LDTBA as well as a permanent lecturer of the Qur'an and Tafsir study program of the Ushuluddin Department.
2. Indah Wahyu Ningsih, S.Pd.I., M.Pd.; permanent lecturer of the Islamic Education Management study program of the Tarbiyah Department as well as a trainer of the *Tilawati method* in the Bogor branch and as an administrator of the *Tilawati Center West Java I*.
3. Apud Saputra, S.Pd.I., S.Th.I., M.Pd.; lecturer of the Islamic Religious Education study program of the Tarbiyah Department as well as a *practitioner of tahsin, tajwîd, and tahfizh* who has an attentive attention to *qirâ'ât Sab'ah* and its transmission sanad as well as an educational staff in the Islamic Religious Education study program of the Tarbiyah Department.

Meanwhile, the implementation strategy that is specifically carried out by STAI Al-Hidayah Bogor in an effort to improve students' Qur'an reading ability is through the details of LDTBA activities and lecturer creativity from the two general strategies above, including the following:

First, the implementation of various programs and activities in the field of Qur'an training (*daurah Al-Qur'ân*) by LDTBA.

In order to improve students' Qur'an reading ability, LDTBA STAI Al-Hidayah Bogor organizes various training programs and various activities that are required for students – sometimes even open to the public – to follow it incidentally according to a predetermined schedule, including in the form of daurah *tajwîd* international and taking of sanad of Surah Al-Fâtihah with Shaykh 'Âdil Bahrî Al-Yamanî and Shaykh Mahmûd Zuhdî Al-Mishrî, study of the book *Tuhfah Al-Athfâl fi Tajwîd Al-Qur'ân* by Imam Al-Jamzûrî, standardized training of Qur'anic teachers of the *Tilawati* method and taking their certificates, Al-Hidayah program reciting and *tajwîd/tahsîn* studies online and offline, *qirâ'at* seminars narrated by Imam Hafsh, and so on.

With regard to the *Tilawati* which has been used as a training program, apart from having lecturers who are active as trainers *Tilawati* and even being the administrator, this is also based on the rationality that the *Tilawati* has been recognized as one of the methods of learning the Qur'an. Method *Tilawati* is a method or way of learning to read the Qur'an with the characteristic use of songs *rast* which is practiced with light and fast movements and uses a balanced approach between classical habituation and the truth of reading individually with the reading technique (Abror, 2022). Even now an

application has been created *Tilawati Mobile*, an Android-based Qur'an-reading learning application that was created in 2020 and continues to be developed with various features that make it easier to learn to read the Qur'an for all groups, so that learning to read the Qur'an becomes easy and fun and can be accessed anytime and anywhere (Ningsih et al., 2023).

Second, the creativity of Tahfizh course lecturers in the learning process.

In teaching Tahfizh courses in the first and second semesters, the first step taken by lecturers is to identify students' ability to read the Qur'an and then classify it into three categories, namely *tahsin*, *tajwîd*, and *tahfizh programs*.

The *tahsin program/group* is intended for students who are not fluent and still stuttering in reading the Qur'an. The *tajwîd program* is intended for students who are fluent in reading the Qur'an but do not understand the science of *tajwîd* well. Meanwhile, the *tahfizh program* is intended for students who have fluently read the Qur'an in accordance with *their tajwîd*. However, in *tahsin* and *tajwîd* programs/classes, students are still required to memorize the Qur'an while continuing to improve their reading and *tajwîd skills*.

Among the creativity carried out by lecturers in learning Tahfizh courses is the holding of online classes, both as official lectures and as an additional/extracurricular program and by applying the *peer tutor* method from fellow students, especially in the *tahsin* and *tahfizh* programs and by always providing motivation and always reminding students of the virtues of the Qur'an and the obligations of Muslims towards it, among other things by reading it which is categorized as worship of Allah and becomes a good habit that deserves to be done consistently.

In addition, Indah Wahyu Ningsih, S.Pd.I., M.Pd. as one of the lecturers of the Tahfizh course is active in running one of LDTBA's work programs, namely publishing the results of research in the development of the Qur'an tahfizh method, specifically through the *Tilawati method*. Among his works in the form of journal articles are "Tilawati Method Training Management in an Effort to Improve the Quality of Al-Qur'an Teachers in West Java (Tilawati Center West Java Research Study 1)", "The Influence of Tilawati Method Satisfaction Branch of Jabodetabek and Banten on Service Quality of Central Tilawati Method (The Analysis of Tilawati Method Training Studies)", and "Digital Transformation of Android-Based Qur'an Reading Learning Media on the *Tilawati Mobile Application*".

D. CONCLUSION

From the discussion of the results of the research and analysis, it is concluded that STAI Al-Hidayah Bogor has a good strategy in its efforts to improve the reading ability of the Qur'an of students who will be its graduates from the beginning of lectures in the first semester until before their graduation in the final semester through the Tahfizh exam, where Tahfizh is not only a course but also a prerequisite to be able to complete lectures at the undergraduate academic level as evidenced by the existence of a Tahfizh certificate.

Through the LDTBA institution, STAI Al-Hidayah Bogor gave him a mandate to carry out various skills training programs to improve *students' hard skills* and *soft skills*, including in the field of Al-Qur'an training (*daurah Al-Qur'an*). In addition, through the Tahfizh I (Juz 30) and II (Juz 29) courses which are designated as mandatory courses for all students in various study programs/departments, some students are then identified

and classified to participate in *tahsin* and *tajwîd* programs as an effort to improve their ability to read the Qur'an, before participating in the *tahfîz* program directly.

Meanwhile, STAI Al-Hidayah Bogor's strategy specifically in improving students' Qur'an reading ability is through various training programs and activities organized by LDTBA and through the creativity of lecturers in the learning process of Tahfizh courses.

REFERENCES

Abror, I. (2022). *Qur'an Learning Methods: A Collection of Qur'an Letter Learning Methods*. Suka-Press.

Anita, A., & Sa'diyah, M. (2021). The Effect of Qur'an Mentoring on the Intensity of Students' Qur'an Reading Discipline (Case Study at ASKI UIKA Bogor. *Fikrah: Journal of Islamic Education*, 5(2), 184–194. <https://doi.org/10.32507/fikrah.v5i2.1332>.

Atho'ullah, A. F., & Khambali, K. (2018). Management of intensive learning of the Qur'an to improve students' ability to read the Qur'an. *Ta'dib: Journal of Islamic Education*, 7(2), 539–557. <https://doi.org/10.29313/tjpi.v7i2.4443>.

Farikhah, F. (2021). Improving Qur'an Reading Skills Through the Talaqqi Method in Verses 190-191 and 159 Q.S. Ali Imran. *Atthiflah: Journal of Early Childhood Islamic Education*, 8(1), 86–98. <https://doi.org/10.54069/atthiflah.v8i1.194>.

Febriyanti, M., Hindun, H., & Juliana, R. (2022). Implementation of the Qur'an Tadarus Habituation Method Program to Improve the Qur'an Reading Ability of Junior High School Students. *Journal of Islamic Education Studies: An Indonesian Journal*, 5(1), 15–29. <https://doi.org/10.30631/ies.v5i1.36>.

Hafsari, T., Mardi, M., & Nursaeni. (2018). The Influence of Adult Qur'an Education Methods on the Ability to Read the Qur'an. *Iqro: Journal of Islamic Education*, 1(1), 1–24. <http://ejournal.iainpalopo.ac.id/index.php/iqro>.

Handoyo, A. P., & Sutysna, H. (2023). The Effect of Reading the Qur'an One Day One Juz Method on Intellectual Intelligence in the Muhammadiyah Student Association (IMM) Faculty of Medicine, University of Muhammadiyah North Sumatra. *Pearl: Journal of Research and Scientific Papers*, 1(6), 287–293. <https://doi.org/10.59059/mutiara.vii6.597>.

Hardivizon, H., & Anrial, A. (2016). A review of STAIN Curup's efforts in improving students' Qur'an reading skills. *Focus: Journal of Islamic and Social Studies*, 1(1), 67–86. <https://doi.org/10.29240/jf.vii.65>.

Hidayat, S., Maya, R., & Sarifudin, A. (2018). Implementation of the At-Tahsin Method in Improving the Ability to Read the Qur'an at the Hunafa Anak Shaleh and Shalehah Qur'an Education Park (TPA), Jagarkarsa District, South Jakarta City. *PAI Prose: Proceedings of Al-Hidayah Islamic Religious Education*, 1(1), 75–87. <https://jurnal.staialhidayahbogor.ac.id/index.php/ppai/index>.

Ibnu Syahrowardi, M. Y. (2023). The Effect of the Implementation of the Tilawatil Qur'an Development Unit Activities on Students' Interest in Reading the Qur'an (Study at Ukm Uptq Iain "Smh" Banten. *Penais: Journal of Islamic Religious Studies and Education*, 2(1), 189–2208. <https://doi.org/10.56721/penais.v2i1.156>.

Khadijah, S., & Rejeki, P. F. S. (2019). Communication Effectiveness of BTQ Tutors and Students' Ability to Read the Qur'an. *Meaning: Journal of Communication, Language, and Culture*, 5(2), 30–54. <https://doi.org/10.33558/makna.v5i2.1806>.

Mahdali, F. (2020). Analysis of the ability to read the Qur'an from the perspective of the sociology of knowledge. *Mashdar: Journal of Quran and Hadith Studies*, 2(2), 143–168. <https://doi.org/10.15548/mashdar.v2i2.1664>.

Maya, R., & et.al. (2023). Implementation of the Tarbawi Tafsir Book: Thematic Interpretation of Character Education by Fakhruddin Nursyam as a Reference in the Tarbawi Tafsir Course. *Islamic Education: Journal of Islamic Education*, 12(001), 359–372. <https://doi.org/10.30868/ei.v12i001.5371>.

Maya, R., & Saputra, A. (2023). Motivational Education in The Book Shalâh Al-Ummah fi 'Uluww Al-Himmah By Sayyid Al-'Affânî and Its Educational Implementation in Islamic University. *Aqlamuna: Journal of Educational Studies*, 1(1), 51–72. <https://doi.org/10.58223/aqlamuna.vii.230>.

Mufid, M. (2020). Evaluation of the Context, Input, Process, and Product (CIPP) Model of the Qur'an Literacy Program at the State Islamic Institute of Pekalongan. *Quality: Journal of Empirical Research in Islamic Education*, 8(1), 1–14. <https://doi.org/10.21043/quality.v8ii.6908>.

Mulizar, M., & Awaluddin, A. (2022). Portrait of Qur'an Recitation: An Analysis of Reading the Qur'an (Study on Students of IAIN Langsa, Aceh. *Islamika: Journal of Islamic Sciences*, 22(2), 143–160. <https://doi.org/10.32939/islamika.v22i2.1527>.

Nahwiyah, S., & et.al. (2023). The Role of MI/SDIT Teacher Candidates in Improving the Quality of Al-Qur'an Reading in PGMI Study Program Students of the University of Muhammadiyah Riau. *Journal on Education*, 05(03), 9573–9583. <http://jonedu.org/index.php/joe>.

Ni'mah, S., Firdaus, H., & Amir, A. (2021). Correlation of Tajweed Learning Outcomes with the Level of Qur'an Reading Ability of Students of IAT IAI Muhammadiyah Sinja Study Program. *Al-Mubarak: Journal of Quran Studies & Tafsir*, 6(1), 1–20. <http://journal.iaimsinjai.ac.id/indeks.php/al-mubarak>.

Ningsih, I. W., Wahidin, U., & Sarbini, M. (2023). Digital Transformation of Android-Based Qur'ân Reading Learning Media on the Tilawati Mobile Application. *Islamic Education: Journal of Islamic Education*, 12(001), 345–358. <https://doi.org/10.30868/ei.v12i001.5666>.

Prasetyo, H., Maya, R., & Maulida, A. (2020). Efforts of Teachers to Read and Write the Qur'an (BTQ) in Overcoming the Difficulties of Reading and Writing the Qur'an for Grade VII Students of Yapsa Gunung Putri Junior High School, Bogor Regency for the 2019/2020 Academic Year. *PAI Prose: Proceedings of Al-Hidayah Islamic Religious Education*, 3(01), 61–69. <https://doi.org/https://jurnal.staialhidayahbogor.ac.id/index.php/ppai/article/view/1002>.

Priasandi, R., Maya, R., & Wahidin, U. (2019). Implementation of the Jibril Method in Improving the Ability to Read the Qur'an in Grade V Students at SDIT Al-Qolam Ngawi, East Java for the 2019/2020 Academic Year. *Proceedings of Al-Hidayah Islamic Religious*

Education, 1(1B), 236–245.

Sa'diyah, H. (2017). Hifdzil Qur'an and the Ability to Read the Qur'an for PGMI Study Program Students of the Tarbiyah Department STAIN Pamekasan. *Ibriez: Journal of Science-Based Islamic Basic Education*, 2(2), 19–31. <https://doi.org/10.21154/ibriez.v2i2.32>.

Salsabila, U. W. N., & Saugi, W. (2020). The Influence of Qur'an Guidance on the Understanding of Tajweed Law on the Reading of the Qur'an by International Special Class Students. *Journal of Tarbiyah and Teacher Training of Borneo*, 1(2), 139–148. <https://journal.uinsi.ac.id/index.php/JTIKBorneo>.

Samad, S. A. A., & Heliati, F. (2017). Improving the Ability of Tahsin Al-Qur'an in PAI Students of UIN Ar-Raniry: The Effectiveness of the Peer Tutoring Method through the Recitation Workshop Program. *Al-Ishlah: Journal of Islamic Education*, 15(2), 212–228. <https://doi.org/10.35905/alishlah.v15i2.568>.

Sari, E. al. (2024). The level of anxiety of students in taking the Qur'an reading test exam as a requirement for real work lectures. *PPSDP Undergraduate: Journal of Educational Sciences*, 1(1), 21–27. <https://ejournal.ppsdp.org/index.php/pujes/issue/view/5>.

Saud, I. W., & Darise, G. N. (2022). Implementation of the Tahsin Method to Improve the Reading and Writing Ability of the Qur'an of IAIN Manado Students. *Nyiur-Dimas: Scientific Journal of Community Service*, 2(2), 85–94. <https://ejournal.iain-manado.ac.id/index.php/nyiur/issue/view/48>.

Suhendri, D. I., Maya, R., & Maulida, A. (2022). Strategies of Al-Qur'an Teachers Tilawati Method in Improving the Ability to Read the Qur'an for Elementary School Students. *Young Islamic Scholars: Scientific Journal*, 2(2), 343–354. <https://jurnal.staialhidayahbogor.ac.id/index.php/cendikia/article/view/2995>.

Supardan, A., Maya, R., & Wahidin, U. (2019). Efforts of Islamic Religious Education and Ethics Teachers in Improving the Qur'an Reading Ability of Grade V Students at SDN Gadog 01 Nambo Village, Sukajaya Village, Bogor Regency. *PAI Prose: Proceedings of Al-Hidayah Islamic Religious Education*, 2(1B), 225–235. <https://jurnal.staialhidayahbogor.ac.id/index.php/ppai/article/view/578>.

Zulhendra, D., & Muslimah, H. (2022). The application of halaqah to strengthen the ability to read the Quran of STAIN Teungku students is being discussed in Meulaboh. *Shibghah: Journal of Muslim Societies*, 4(2), 165–175. <https://jurnal.kopertais5aceh.or.id/index.php/shibghah/article/view/521>.

