

The Effect of Tajwid Instruction on Improving Qur'an Reading Skills at MTs Al-Fikri in Bogor City

Ikhwan Pradinata¹, Hasbi Indra² Bahrum Subagiya³ *

¹ Pendidikan Agama Islam, Fakultas Agama Islam Universitas Ibn Khaldun Bogor

* Corresponding Author. E-mail: Ikhwanapradinata10@gmail.com

Abstrak

This study was motivated by the fact that some students still struggle to read the Qur'an properly and correctly in accordance with the rules of tajwid. Based on the results of initial observations at MTs Al-Fikri in Bogor, some students already have a basic understanding of tajwid, but when actually reading the Qur'an, errors are still found in the pronunciation of the makharijul huruf, the application of recitation rules, and the accuracy of long and short vowel sounds. This situation indicates that a theoretical understanding of tajwid needs to be followed by direct application when reading the Qur'an. This study aims to determine the effect of tajwid instruction on improving the Qur'an reading skills of students at MTs Al-Fikri in Bogor City. This study employs a quantitative approach using a One-Group Pretest-Posttest Design. The research subjects were 26 seventh-grade students at MTs Al-Fikri in Bogor City. Data collection was conducted through questionnaires and a Qur'an reading proficiency test using pretest and posttest measures. The data were analyzed using validity, reliability, and normality tests, as well as a Paired Samples t-test, with the assistance of IBM SPSS Statistics 26. The reliability test results showed a Cronbach's Alpha value of 0.949, indicating that the instrument was reliable. The Shapiro-Wilk normality test yielded a significance value of 0.097 for tajwid instruction and 0.072 for Quran reading ability. The results of the Paired Samples t-Test showed a mean difference of -17.2963, a calculated t-value of -19.235, and a significance level of 0.000. Since the significance level of 0.000 is less than 0.05, H_0 is rejected and H_a is accepted. Thus, there is a significant difference between students' ability to read the Qur'an before and after learning tajwid. The results of this study indicate that learning tajwid has a positive and significant effect on improving the ability of students at MTs Al-Fikri in Bogor City to read the Qur'an.

Keywords: Tajwid Instruction, Quran Recitation Skills, MTs Al-Fikri, Articulation Points of Letters, Rules of Tajwid.

Abstrak

Penelitian ini dilatarbelakangi oleh masih ditemukannya peserta didik yang mengalami kesulitan dalam membaca Al-Qur'an dengan baik dan benar sesuai dengan kaidah ilmu tajwid. Berdasarkan hasil observasi awal di MTs Al-Fikri Kota Bogor, sebagian peserta didik telah memiliki pemahaman dasar mengenai ilmu tajwid, tetapi dalam praktik membaca Al-Qur'an masih ditemukan kesalahan dalam pelafalan makharijul huruf, penerapan hukum bacaan, serta ketepatan panjang dan pendek bacaan. Kondisi tersebut menunjukkan bahwa pemahaman teori tajwid perlu diikuti dengan penerapan secara langsung dalam membaca Al-Qur'an. Penelitian ini bertujuan untuk mengetahui pengaruh pembelajaran ilmu tajwid terhadap peningkatan kemampuan membaca Al-Qur'an siswa MTs Al-Fikri Kota Bogor. Penelitian ini menggunakan pendekatan kuantitatif dengan desain One Group Pretest-Posttest Design. Subjek penelitian adalah 26 siswa kelas VII MTs Al-Fikri Kota Bogor. Pengumpulan data dilakukan melalui angket dan tes kemampuan membaca Al-Qur'an dengan menggunakan pretest dan posttest. Data dianalisis menggunakan uji validitas, reliabilitas, normalitas, dan Paired Samples t-Test dengan bantuan IBM SPSS Statistics 26. Hasil uji reliabilitas menunjukkan nilai Cronbach's Alpha sebesar 0,949 sehingga instrumen

dinyatakan reliabel. Uji normalitas Shapiro-Wilk memperoleh nilai signifikansi 0,097 untuk pembelajaran ilmu tajwid dan 0,072 untuk kemampuan membaca Al-Qur'an. Hasil Paired Samples t-Test menunjukkan mean difference sebesar -17,2963, nilai t hitung sebesar -19,235 dan nilai signifikansi sebesar 0,000. Karena nilai signifikansi $0,000 < 0,05$, maka H_0 ditolak dan H_a diterima. Dengan demikian, terdapat perbedaan yang signifikan antara kemampuan membaca Al-Qur'an sebelum dan sesudah pembelajaran ilmu tajwid. Hasil penelitian menunjukkan bahwa pembelajaran ilmu tajwid memberikan pengaruh positif dan signifikan terhadap peningkatan kemampuan membaca Al-Qur'an siswa MTs Al-Fikri Kota Bogor.

Kata kunci: Pembelajaran Ilmu Tajwid, Kemampuan Membaca Al-Qur'an, MTs Al-Fikri, Makhoriul Huruf, Kaidah Tajwid.

Introduction

The Qur'an is the primary source of Islamic teachings and serves as a guide for Muslims in their daily lives. Reading the Qur'an is a form of worship that must be performed properly and correctly. Therefore, the ability to read the Qur'an is an essential skill that must be developed through Islamic religious education. The Qur'an is the Word of Allah, revealed through the angel Jibril to the Prophet Muhammad, peace be upon him, beginning with Surah Al-Fatihah and ending with Surah An-Nas. For those who recite it, it is an act of worship, and it serves as a hujjah or strong evidence of the prophethood of the Prophet Muhammad, peace be upon him, the text of which has been well-preserved to this day (Esriani et al., 2025; Khofifaturochmah et al., 2023). Reciting the Qur'an in accordance with the rules of tajwid is a fardhu ain, while studying the science of tajwid is a fardu kifayah. The person obligated to teach the Qur'an is the one who recites it best within their community, even if their recitation is not as good as that of others in different communities. (ŞİMŞEK, 2025)

The Qur'an is the primary source of Islamic teachings and holds a vital place in the lives of Muslims. The ability to read the Qur'an well and correctly is one of the fundamental skills that must be developed through religious education from elementary through secondary school (Fitriya et al., 2026). This skill is not only related to the fluency of reading Arabic letters but also encompasses the accuracy of pronunciation, the points of articulation (makhārijul hurūf), the application of recitation rules, the length of vowel sounds, and the accuracy in applying the rules of tajwid (Wan Hilmi Wan Abdullah et al., 2025). Therefore, teaching Qur'an recitation in Islamic educational institutions plays a vital role in building students' religious literacy skills.

Therefore, while it is a very important yet seemingly trivial matter one that is often overlooked by students in the learning process understanding how to pronounce the articulation points (makhoriul huruf), vowel marks (harakat), and rules of recitation (tajwid), and even how to combine them, will be difficult to master in the future; hence I consider this research to be of great importance; its objective is to motivate Generation Alpha students to always pay attention to tajwid and not to take it lightly or underestimate its significance in the future, thereby helping to eradicate illiteracy in the coming era of Indonesia Emas 2040 (Faizah & Haryanto, 2025; Syukri, 2025).

Linguistically, the term "tajwid" derives from the Arabic root "*jawwada*," "*yujawwidu*," and "*tajwidan*," which means to beautify or make something beautiful. Meanwhile, the definition of tajwid according to the technical term is the science that provides a comprehensive understanding of letters including the inherent rights of letters (*haqqul harf*) and the new rules that arise once these rights are fulfilled (*mustahaqqul harf*) comprising the characteristics of letters, and so on (Abdurrohim, 2003). Meanwhile, another book explains that the science of tajwid is the discipline used to determine the point of articulation (makhraj) of letters, their characteristics, and their pronunciation (Al-Hasoon, 2025). According to (Tuncel, 2023), the science of tajwid or tartil involves reciting the letters and verses of the

Qur'an one by one in a clear, orderly, and slow manner without rushing or jumbling them in accordance with the rules of tajwid.

In practice, students' ability to read the Qur'an still varies. Some students are able to read fluently and apply the rules of tajwid, while others still struggle with the pronunciation of letters, the application of recitation rules, the length of vowel sounds, and reading fluency. A study by (Solihin et al., 2024), for example, found that one of the main difficulties university students face in reading the Qur'an is the application of tajwid rules, in addition to limited practice time and religious educational background. These findings indicate that the ability to read the Qur'an requires focused instruction and continuous practice

This issue becomes increasingly important at the Madrasah Tsanawiyah (MTs) level, as students are at a stage of education where they are not only required to understand religious knowledge but also to apply it in practice. Qur'anic instruction at this level must strike a balance between theoretical mastery and reading skills. Research by (Istihara Safitri et al., 2024) on eighth-grade students at MTs Darul Arafah shows that the ability to read the Qur'an needs to be viewed through several aspects, including the application of tajwid rules and the accuracy of long and short vowel sounds. Thus, mastery of tajwid is an important component in developing the ability to read the Qur'an correctly.

The science of tajwid essentially provides guidelines for students on how to recite the Qur'an in accordance with the correct rules. Through tajwid instruction, students are introduced to various rules of recitation, the points of articulation (makhārijul hurūf), the characteristics of letters, elongation (mad), nasalization (ghunnah), stopping points (waqaf), and other aspects related to the accuracy of Qur'anic recitation. However, mastery of tajwid theory does not always automatically result in good practical recitation skills. A study by (Andini et al., 2026) even found a gap between mastery of tajwid theory and the practice of reciting the Qur'an. In that study, scores on tajwid theory were higher than scores on practical recitation skills, while the relationship between the two was not statistically significant. These findings highlight the importance of viewing tajwid instruction not only in terms of understanding the material but also in terms of the ability to apply it when reciting the Qur'an.

Therefore, the teaching of tajwid must be systematically designed so that knowledge of the rules of recitation can be applied in practice. A study by (Santoso & Salahuddin, 2022) on the application of the discovery-inquiry strategy in tajwid instruction shows that tajwid instruction can be directed toward improving students' Qur'an reading skills. The study demonstrates that innovations in the learning process can be used to help students develop reading abilities, rather than merely understanding the concepts of tajwid theoretically. These findings reinforce the importance of learning that links mastery of the rules to direct reading practice.

In addition to learning strategies, the use of learning media has also become an important development in tajwid instruction. A study by (Nurliadin et al., 2024) examined the use of harakah-based digital media through MPQu-Berkah and found that this media can be used to improve tajwid skills, particularly those related to makhārijul hurūf and šifātul hurūf. The study employed a nonequivalent pretest-posttest control group design, indicating a growing emphasis on the use of more varied approaches and media in Qur'anic instruction. This suggests that improving Qur'anic reading proficiency is a pedagogical issue that can be examined from various perspectives, including content, strategies, media, and the learning process.

Other studies have also shown that learning tajwid and tilawah can contribute to the quality of students' Qur'an recitation. (Munawar & Pohan, 2024), through a study at MTs Islamiyah Medan, found that comprehensive lesson planning, teaching strategies, and assessment are associated with improvements in the quality of students' Qur'an recitation. The study also revealed active student engagement and enthusiasm during instruction. Meanwhile, research by (Santoso & Salahuddin, 2022) indicates that specific teaching

strategies in tajwid instruction can be employed to enhance students' Qur'an recitation skills. Thus, prior research establishes that tajwid instruction plays a crucial role in developing students' ability to recite the Qur'an.

The purpose of this study on tajwid instruction to improve Qur'an recitation skills is not only related to the ability to recognize the Hijaiyah letters but also encompasses the ability to pronounce letters according to their points of articulation (makhrāj), apply the rules of recitation, pay attention to the length and shortness of sounds, and recite fluently in accordance with the principles of tajwid. In this study, the ability to read the Qur'an was measured through the aspects of articulation points (makhrāj), tajwid rules, fluency, eloquence, and tartil, as the science of tajwid holds a significant position in Qur'anic reading instruction because it provides guidelines on how to read the Qur'an in accordance with correct principles. The hope of this study is that students' understanding of the rules of recitation will be accompanied by practice so that they can apply this knowledge when reciting the Qur'an with tartil and in a manner consistent with the makhrāj of the letters and the rules of tajwid.

Based on the results of initial observations at MTs Al-Fikri in Bogor City, it was found that some students already have a basic understanding of tajwid. However, when reading the Qur'an, errors were still found in the pronunciation of the articulation points of letters, the application of recitation rules, and the accuracy of long and short vowel sounds. This situation indicates that teaching tajwid cannot be limited to theory alone but must be accompanied by hands-on practice in reciting the Qur'an.

In this study, tajwid instruction was provided to seventh-grade students at MTs Al-Fikri in Bogor. The material covered several recitation rules, including nun sukun and tanwin, mim sukun, lam ta'rif, qalqalah, and mad thabi'i. Assessments were conducted before and after the instruction to measure changes in the students' ability to recite the Qur'an. Based on the above discussion, this study aims to determine the effect of tajwid instruction on improving the ability of students at MTs Al-Fikri in Bogor City to read the Qur'an

Method

This study employed a quantitative approach using an experimental method to determine the effect of tajwid instruction on improving students' Qur'an reading skills at MTs Al-Fikri in Bogor. The study was conducted at MTs Al-Fikri in Bogor with 26 students as research subjects. The data sources in this study consisted of primary and secondary data. Primary data were obtained directly from the students through a questionnaire on their understanding of tajwid and a test of their ability to read the Qur'an, while secondary data were obtained from school documents and literature relevant to the study.

The quantitative approach itself refers to systematic scientific research into phenomena and the relationships among research variables derived from a collection of data that can be measured using statistical scales (Karimuddin Abdullah, Misbahul Jannah, Ummul Aiman, Suryadin Hasda, Zahara Fadilla, Taqwin, Masita Ketut Ngurah Ardiawan, 2021). According to Creswell (1994), quantitative research is a study conducted by investigating issues around us particularly social issues based on testing a theory using the data obtained; this data is then organized according to the existing variables, measured numerically, and analyzed to determine whether the research can be considered successful or not (Sugiyono, 2021)

Data collection was conducted through questionnaires and tests. The questionnaires were used to gather data on students' learning and understanding of tajwid, while the Qur'an recitation tests were used to measure students' ability to apply tajwid rules when reciting the Qur'an. The study began with an initial test (pretest) to assess students' abilities before they received instruction in tajwid. Subsequently, students were taught tajwid throughout the research process. After the instruction was completed, a final test (posttest) was administered to determine changes in students' Qur'an reading abilities following the instruction.

The collected data was then processed and analyzed quantitatively using IBM SPSS software. Data analysis included tests of instrument validity and reliability, a normality test, and a hypothesis test using the Paired Samples t-Test, as the data came from the same subjects before and after the intervention. The success of the study was determined based on an increase in Quranic reading proficiency scores following the tajwid instruction, as well as the results of the statistical tests. If the significance value (Sig., 2-tailed) is < 0.05 , then H_0 is rejected and H_1 is accepted; thus, it can be concluded that there is a significant effect of tajwid instruction on the improvement in the Qur'an reading ability of students at MTs Al-Fikri in Bogor City.

Result and Discussion

The following are the results derived from data sources that have been analyzed based on the impact of tajwid instruction on improving the Qur'an reading skills of seventh-grade students at MTs Al-Fikri in Bogor City; this study involved 26 seventh-grade students at MTs Al-Fikri in Bogor City. Measurements of Quran reading ability were conducted before and after the tajwid instruction. The results showed an increase in the average score for Quran reading ability.

Tabel 1. Table of Average Scores for Quran Reading Proficiency

Pengukuran	N	Mean	Std. Deviation
Pretest/Before	26	63,7407	4,02485
Posttest/After	26	81,0370	2,88872

The average score increased from 63.7407 on the pretest to 81.0370 on the posttest, resulting in an average increase of 17.2963 points.

Validity testing was conducted using Pearson's product-moment correlation. Of the 30 items in the instrument that were tested, 27 were deemed valid and three were deemed invalid, namely x2, x3, and x10. Consequently, the 27 valid items were used in the study. The results of the reliability test showed a Cronbach's Alpha value of 0.949. Since this value is greater than 0.70, the instrument was deemed reliable.

Hypothesis testing was conducted using a paired samples t-test on the scores before and after the tajwid instruction. The results of the analysis showed a mean difference of -17.2963, a calculated t-value of -19.235, $df = 26$, and Sig. (2-tailed) = 0.000.

Tabel 2. Hypothesis Test Results

Mean Difference	t-value	df	Sig. (2-tailed)	Decision
-17,2963	-19,235	26	0,000	H_0 is rejected; H_1 is accepted

A negative mean difference indicates that the post-instruction scores were higher than the pre-instruction scores, with an average increase of approximately 17.30 points. Since the p-value of 0.000 is less than 0.05, H_0 is rejected and H_a is accepted.

The results of this study indicate that teaching tajwid has a positive effect on improving the Qur'an reading skills of students at MTs Al-Fikri in Bogor City. This is evident from the increase in the average score for Qur'an reading skills, which rose from 63.7407 before instruction to 81.0370 after instruction. Theoretically, these findings align with the concept of learning proposed by (Rusman, 2017), which states that learning is a process of interaction among educators, students, and learning resources within a learning environment designed to achieve educational objectives.

This improvement in ability is further supported by the results of the Paired Samples t-Test. A significance value of $0.000 < 0.05$ indicates that the difference between the pre- and

post-instruction scores is statistically significant. Thus, the changes in students' Qur'an reading skills following the tajwid instruction demonstrate a statistically significant difference.

In terms of the learning process, the research results indicate that presenting tajwid material accompanied by direct application can assist students in reading the Qur'an. Students not only gained an understanding of the rules of recitation but were also guided to apply them when reading Qur'anic verses. This relates to aspects of reading ability, including articulation points (makhrāj), tajwid rules, fluency, eloquence, and proper recitation (tartil).

This finding is substantively understandable because the ability to read the Qur'an is a skill that requires not only familiarity with the letters and fluency in reading but also precision in applying the rules of recitation. Tajwid instruction provides knowledge and rules regarding how letters, vowel marks, long and short vowel sounds, and pronunciation characteristics are applied when reading the Qur'an. Therefore, when tajwid instruction does not stop at conceptual mastery but is followed by reading practice, correction, and repetition, the knowledge students acquire has the potential to be transformed into improved reading skills. In the context of this study, the increase in posttest scores indicates that after receiving tajwid instruction, students were able to demonstrate higher reading performance compared to their initial performance.

Theoretically, these findings align with the principles of skill learning, which identify knowledge, practice, feedback, and evaluation as essential components in the development of competencies. Theoretical mastery of rules must be followed by opportunities to apply those rules in real-world performance. Current educational literature indicates that feedback can help students improve their performance by providing information about errors and how to correct them. A systematic review (Nasution, 2026; Syifa et al., 2025). shows that feedback interventions, on average, have a positive impact on student achievement, although the magnitude of the impact varies depending on student characteristics, subject matter, the form of feedback, and the learning context. Thus, in tajwid instruction, the process by which teachers listen to students' recitations, identify errors, explain the correct rules, and provide opportunities for students to recite again constitutes a relevant pedagogical mechanism for explaining improvements in reading ability.

The findings of this study are also consistent with the research by (Warsah & Morganna, 2025) on the "Mahasiswa Mengaji" program. Although the research subjects differed as that study involved college students it employed a one-group pretest-posttest design and found significant improvements in phonological accuracy, reading fluency, and the application of tajwid. That study also identified a number of supporting factors, including self-regulated learning, teacher guidance, peer support, family motivation, intrinsic motivation, availability of learning resources, and consistency in practice. These common patterns reinforce the interpretation that improvements in Qur'anic reading ability can occur when learning is accompanied by targeted practice and adequate learning support.

In practical terms, the research findings suggest that the teaching of tajwid should be positioned as an integral part of developing the ability to read the Qur'an. Teachers can use these findings as a basis for strengthening instruction that integrates explanations of the rules with direct reading practice. Instruction can be conducted through the following stages: explanation of the rules, provision of reading examples, guided practice, individual practice, correction, and review. This approach enables students not only to understand the rules of recitation but also to apply them when encountering Qur'anic texts.

A further implication relates to the evaluation of learning. Since the ability to read the Qur'an is a performative skill, assessment should not rely solely on written tests of tajwid theory. Assessment must give adequate weight to reading practice, such as the accuracy of makhārijul hurūf, the application of tajwid rules, the accuracy of vowel length, fluency, and the accuracy of pronunciation.

Another implication is the importance of providing individualized feedback. Since each student's errors in reciting the Qur'an may differ, a strictly classroom-based approach may not adequately address individual needs. Research on feedback indicates that providing information that helps students understand their errors and adjust their learning strategies can support improved academic achievement. In tajwid instruction, this principle can be applied by providing immediate correction of reading errors and giving students the opportunity to correct them right away.

The results of this study demonstrate the importance of tajwid instruction in Qur'anic education. An understanding of tajwid rules, combined with practice, can help students improve their accuracy in pronouncing the articulation points of letters, applying recitation rules, maintaining the proper length of vowel sounds, and reading the Qur'an more fluently in accordance with tajwid rules.

Conclusion

Based on the results of a study on the effect of tajwid instruction on improving Qur'an reading skills at MTs Al-Fikri in Bogor, it can be concluded that tajwid instruction has a positive and significant effect on students' Qur'an reading skills. This is demonstrated by an increase in the average Quran reading ability score from 63.7407 on the pretest to 81.0370 on the posttest, representing an average increase of 17.2963 points. The results of the Paired Samples t-Test showed a calculated t-value of -19.235 with a significance level (2-tailed) of 0.000. Since the significance level of 0.000 is less than 0.05, H_0 is rejected and H_1 is accepted. Thus, there is a significant difference between students' Qur'an reading skills before and after receiving tajwid instruction. Tajwid instruction can be used as one strategy to improve students' Qur'an reading skills in formal educational settings, particularly at MTs Al-Fikri in Bogor City.

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