

The Optimization of Qur'an Reading Accuracy through the Iqro Method at Ummul Yaqin TPQ, Sukajaya, Palembang City

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ABSTRACT

Teaching young children to read the Qur'an is not an easy task, as it requires not only adequate knowledge but also an appropriate teaching method that can be effectively applied in the learning process. This study examines the implementation of the Iqro method in improving the quality of Qur'an reading at Ummul Yaqin TPQ. The focus of this research is on teachers' efforts to optimize the accuracy of makhraj (pronunciation) and tajwid through the use of Iqro textbooks volumes 1-6. This study employs a descriptive qualitative research design. Data were collected through interviews and direct observations during the learning process. The main issue addressed in this study is that many students still experience difficulties in reading the Qur'an correctly and fluently. In addition, support from competent and qualified teachers with expertise in Qur'an recitation is essential. The findings of this study are expected to provide recommendations for enhancing the effectiveness of Qur'an reading instruction at Ummul Yaqin TPQ. Consequently, children will be better equipped to master Qur'an reading skills accurately and correctly in accordance with the rules of tajwid, progressing from the beginner level to advanced proficiency.

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Introduction

The Qur'an is the primary source of Islamic teachings and serves as a guide for Muslims in all aspects of life. It was revealed by Allah SWT as guidance for all humankind and remains the principal foundation of Islamic values and practices (Ministry of Religious Affairs of the Republic of Indonesia, 2022). Reading the Qur'an differs from reading ordinary books or human-authored texts, as it must be performed in accordance with the rules taught by the Prophet Muhammad (peace be upon him) to preserve the authenticity of its pronunciation and meaning (Nurlizam, 2019). Therefore, every Muslim is encouraged to learn how to recite the Qur'an correctly under the guidance of qualified teachers who possess adequate expertise in Qur'anic studies (Hafifah & Afifah, 2022). Allah SWT commands Muslims to recite the Qur'an in a measured and proper manner (tartil), as stated in Surah Al-Muzzammil verse 4 (Ministry of Religious Affairs of the Republic of Indonesia, 2022). Reciting the Qur'an with tartil requires accurate articulation of the Arabic letters (makharij al-huruf), proper application of letter characteristics, correct observance of elongation rules (mad), and adherence to other tajwid regulations to ensure conformity

with Islamic teachings (Maulidya, 2022). The ability to recite the Qur'an accurately is a fundamental competency that every Muslim should possess, as errors in recitation may alter the meaning of the verses being read (Rahman & Aziz, 2023).

The importance of learning and reciting the Qur'an is also emphasized in the sayings of the Prophet Muhammad (peace be upon him), who stated that the best among people are those who learn and teach the Qur'an (Al-Bukhari, n.d.). Furthermore, the Prophet explained that those who recite the Qur'an proficiently will attain a noble status before Allah, while those who struggle in their recitation will still be rewarded for their efforts (Muslim, n.d.). These traditions indicate that Qur'anic reading skills constitute an essential aspect of Islamic education that should be nurtured from an early age through systematic instruction. Nevertheless, various studies have shown that many students enrolled in basic Qur'anic education programs still experience difficulties in reciting the Qur'an accurately, particularly in terms of letter articulation, application of tajwid rules, and proper observance of vowel length (Ali & Falahi, 2023; Mahfud & Al Ghazal, 2022). The low level of reading accuracy is often influenced by insufficient practice, limited instructional time, and differences in students' initial abilities (Shafira, 2022). These challenges pose significant concerns for Qur'anic educational institutions, especially Qur'anic Education Centers (TPQ), in their efforts to improve the quality of Qur'anic reading instruction.

One of the most widely used approaches to teaching Qur'anic reading in Indonesia is the Iqro Method. This method emphasizes the Active Student Learning Approach (Cara Belajar Santri Aktif/CBSA), which enables learners to progress gradually from recognizing Arabic letters to independently reading the Qur'an (As'ad Humam, 2021). The Iqro Method is considered practical, systematic, and suitable for elementary-level Qur'anic reading instruction (Ali & Falahi, 2023). Previous studies have demonstrated the effectiveness of the Iqro Method in improving students' Qur'anic reading abilities. Hafifah and Afifah (2022) found that the implementation of the Iqro Method enhanced female students' Qur'anic reading skills through structured learning activities. Similarly, Mahfud and Al Ghazal (2022) reported that the method contributed significantly to improving Qur'anic reading proficiency when supported by continuous evaluation processes. Furthermore, Ali and Falahi (2023) concluded that the Iqro Method effectively improved students' Qur'anic literacy skills in TPQ institutions. A meta-analysis conducted by Riyadi (2025) also revealed that the Iqro Method remains one of the most relevant and effective approaches for teaching Qur'anic reading at the elementary level.

Despite these findings, previous studies have generally focused on improving overall Qur'anic reading abilities and have not specifically examined the optimization of reading accuracy in terms of letter articulation, tajwid implementation, and vowel-length accuracy (Hafifah & Afifah, 2022; Ali & Falahi, 2023). Moreover, studies investigating the implementation of the Iqro Method within local TPQ settings in Palembang City remain relatively limited. This situation indicates a research gap that warrants further investigation. The novelty of this study lies in its specific focus on optimizing the accuracy of Qur'anic recitation through the Iqro Method by examining indicators such as makharij al-huruf, application of tajwid rules, and accuracy in observing vowel length among students at TPQ Ummul Yaqin in Sukajaya, Palembang City. Unlike previous studies that primarily measured general reading ability, this research emphasizes the quality and precision of Qur'anic recitation. Based on the foregoing discussion, this study aims to

optimize the accuracy of Qur'anic reading among students of TPQ Ummul Yaqin through the structured implementation of the Iqro Method. This research is important because accurate Qur'anic recitation serves as the fundamental basis of Qur'anic learning and significantly influences students' recitation quality at subsequent stages of learning (Rahman & Aziz, 2023).

Method

This study employed a qualitative approach with a descriptive field research design. The qualitative approach was utilized to gain an in-depth understanding of the phenomena occurring in the Qur'an reading learning process through the implementation of the Iqro Method at TPQ Ummul Yaqin. Qualitative research aims to explore meanings, understand processes, and describe naturally occurring conditions based on facts found in the field without manipulating the research object (Moleong, 2021). In this study, the researcher directly observed the Qur'an reading learning process and served as the primary instrument for data collection. The researcher acted as an independent observer who recorded various phenomena, behaviors, and situations that occurred during the learning activities in order to obtain objective data that accurately reflected the actual conditions in the field (Sugiyono, 2022). The study was conducted at Ummul Yaqin Qur'anic Education Center (TPQ), located within Ummul Yaqin Mosque, RT 36 RW 10, Sukajaya Village, Sukarami District, Palembang City. The research site was selected because TPQ Ummul Yaqin actively conducts Qur'an reading instruction using the Iqro Method and has a sufficient number of students to serve as research participants. In addition, the location was easily accessible to the researcher, as it is situated approximately 300 meters from the researcher's residence. Furthermore, the researcher had previously served as an instructor at the institution, which facilitated the data collection process. The research participants consisted of the TPQ principal, teachers (ustadz and ustadzah), and students who participated in Qur'an reading instruction using the Iqro Method. Participants were selected through purposive sampling, whereby informants were chosen based on their knowledge and understanding of issues related to the research focus (Creswell & Creswell, 2023).

Data collection was conducted through observation, interviews, and documentation. Observation involved directly monitoring the Qur'an learning process using the Iqro Method, particularly focusing on instructional implementation, teacher-student interactions, and the accuracy of Qur'anic recitation, including letter articulation (*makharij al-huruf*), vowel length (*mad*), and the application of *tajwid* rules. Through observation, the researcher obtained factual data regarding naturally occurring learning activities (Sugiyono, 2022). Furthermore, semi-structured interviews were conducted with the TPQ principal, teachers, and several students to obtain more comprehensive information regarding the implementation of the Iqro Method, challenges encountered during the learning process, and efforts made to improve the accuracy of Qur'anic recitation. Semi-structured interviews enabled the researcher to gather flexible and in-depth data according to the needs of the study (Creswell & Creswell, 2023). In addition, documentation techniques were employed to complement the research data through the collection of relevant documents, such as students' daily evaluation records, student enrollment data, learning schedules, institutional archives, and photographs documenting the learning activities.

The collected data were analyzed using the interactive analysis model developed by Miles, Huberman, and Saldaña, which consists of three stages: data reduction, data display, and conclusion drawing and verification (Miles et al., 2020). Data reduction was carried out by selecting and simplifying information relevant to the research focus. Subsequently, the data were presented in the form of narrative descriptions to facilitate the understanding of relationships among the collected data. The final stage involved drawing conclusions and verifying findings to ensure that the results accurately reflected field conditions. To ensure data trustworthiness, this study employed source triangulation and technique triangulation by comparing data obtained from observations, interviews, and documentation. This process enhanced the validity and credibility of the research findings (Sugiyono, 2022).

Results and Discussion

This study was conducted at Ummul Yaqin Qur'anic Education Center (TPQ) in Sukajaya Village, Sukarami District, Palembang City, with a focus on optimizing the accuracy of Qur'anic recitation through the implementation of the Iqro Method. Based on observations, interviews, and documentation, it was found that the Qur'an learning process at TPQ Ummul Yaqin utilizes the Iqro Method as the primary approach for teaching Qur'anic reading to beginner-level students. The learning process begins with an opening session, followed by a review (*murojaah*) of previously learned materials, the presentation of new lessons according to the appropriate Iqro volume, individual reading practice, and recitation evaluation conducted by the teachers (*ustadz* and *ustadzah*). During the learning activities, students take turns reading aloud in front of the teacher to receive direct feedback and correction of any pronunciation errors. The observation results indicated that most students demonstrated improvements in the accuracy of Qur'anic recitation after participating in learning activities using the Iqro Method. These improvements were reflected in their ability to recognize Arabic letters (*hijaiyah*), distinguish between similar points of articulation (*makharij al-huruf*), understand basic *tajwid* rules, and correctly apply vowel-length regulations in accordance with established recitation standards.

Based on interviews with the teachers, the Iqro Method was considered effective in facilitating the learning process because the instructional materials are systematically organized from the simplest level to more advanced levels. Teachers were able to monitor each student's progress through daily evaluations conducted during every learning session. Furthermore, the use of the Iqro Method encouraged students to become more active learners, as each student was required to read directly in front of the teacher. Documentation in the form of daily evaluation records revealed that the majority of students experienced significant progress in their Qur'anic reading abilities. Recitation errors frequently observed during the initial stages of learning, such as inaccurate pronunciation of Arabic letters, incorrect application of vowel lengths, and improper implementation of *tajwid* rules, gradually decreased as students received continuous guidance through the Iqro Method. Despite these positive outcomes, the study also identified several challenges in the implementation of the Iqro Method. These challenges included differences in students' initial abilities, limited instructional time, and insufficient Qur'an reading practice at home. These factors contributed to variations in students' learning progress, indicating the need for individualized guidance and support according to each student's specific learning needs.

The findings of this study indicate that the Iqro Method plays a significant role in optimizing the accuracy of Qur'anic recitation among students at TPQ Ummul Yaqin. This success is closely related to the characteristics of the Iqro Method, which emphasizes gradual, systematic, and practice-oriented learning. Through this approach, students are able to learn Arabic letters (*hijaiyah*), points of articulation (*makharij al-huruf*), and tajwid rules progressively according to their level of proficiency. The findings are consistent with the study conducted by Hafifah and Afifah (2022), which reported that the Iqro Method enhances Qur'anic reading skills by providing learners with opportunities to actively participate in the learning process and receive direct guidance from teachers. Similarly, Ali and Falahi (2023) found that the Iqro Method effectively improves Qur'anic literacy skills through structured and continuous learning activities.

The improvement in Qur'anic reading accuracy observed in this study is reflected in the reduction of errors related to the pronunciation of Arabic letters, the application of tajwid rules, and the observance of proper vowel lengths. These findings suggest that the regular evaluation conducted by the teachers contributed significantly to the development of students' recitation skills. The immediate feedback and correction provided by the teachers enabled students to recognize their mistakes and make improvements in subsequent learning sessions. Furthermore, the effectiveness of the Iqro Method in enhancing reading accuracy was also influenced by the active participation of students throughout the learning process. Each student was given the opportunity to read individually, allowing teachers to provide more focused attention and guidance based on individual learning needs. This finding supports the argument of Shafira (2022), who stated that the Iqro Method promotes active student engagement in Qur'anic learning because it emphasizes direct reading practice.

Nevertheless, the study also identified several challenges that may affect the optimization of Qur'anic reading accuracy. Differences in students' initial abilities resulted in varying learning rates and levels of progress. In addition, insufficient Qur'an reading practice at home was found to hinder the development of some students' recitation skills. Therefore, collaboration between teachers and parents is essential in guiding and motivating students to develop consistent Qur'an reading habits beyond TPQ learning hours. Overall, the findings demonstrate that the implementation of the Iqro Method at TPQ Ummul Yaqin successfully optimized the accuracy of students' Qur'anic recitation. This achievement is evident in students' improved ability to recognize Arabic letters, articulate them correctly, apply tajwid rules appropriately, and recite the Qur'an more fluently. Therefore, the Iqro Method can be considered an effective alternative instructional approach for improving the quality of Qur'anic education in elementary-level Islamic educational institutions.

Conclusion

Based on the findings of this study conducted at TPQ Ummul Yaqin, Sukajaya Village, Sukarami District, Palembang City, it can be concluded that the implementation of the Iqro Method effectively optimized the accuracy of Qur'anic recitation among students. This was evidenced by improvements in students' ability to recognize Arabic letters (*hijaiyah*), correctly articulate the points of articulation (*makharij al-huruf*), apply tajwid rules, and understand proper vowel lengths in accordance with established recitation principles. The gradual, systematic, and structured learning process, accompanied by regular evaluations,

enabled students to better understand the learning materials and minimize errors in Qur'anic recitation. The successful implementation of the Iqro Method was also supported by the active role of teachers (ustadz and ustadzah) in providing continuous guidance, correction, and evaluation of students' recitation. Furthermore, the Iqro Method encouraged active learning by allowing students to engage directly in reading practice, enabling teachers to monitor individual progress more effectively. Nevertheless, several challenges were identified, including differences in students' initial abilities, limited instructional time, and insufficient Qur'an reading practice at home. In conclusion, the Iqro Method can be considered an effective instructional approach for improving the quality of Qur'anic education, particularly in enhancing the accuracy of Qur'anic recitation in elementary-level Islamic educational institutions. Therefore, consistency in the implementation of instruction, continuous evaluation, and active parental support in encouraging students to practice Qur'an reading at home are essential to achieving more optimal learning outcomes.

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