



Teacher's Strategy in Improving Students' Al-Qur'an Reading Ability

Azhar Jaafar¹, Firdaus², Dedi Irawan², Umar Akem³

¹UCYP YPI University, Malaysia

²STAI YPI Al-Ikhlas Painan Pesisir Selatan Sumatera Barat, Indonesia

³Ibnu Auf Technological College, Thailand

✉ azharjaafar@gmail.com*

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Abstract

Learning the Qur'an is the main thing that every Muslim must learn. Because reading the Qur'an is not only reading but must be in accordance with the laws of tajweed which is good and correct. This study aims to evaluate the effectiveness of the methods applied in each stage, identify challenges that arise such as obstacles in muraja'ah or lack of motivation and develop practical recommendations for tahfidz teachers so that the learning process becomes more effective, structured and comprehensive. This research uses a qualitative approach with a descriptive research type. The results of the analysis show that the strategy carried out by the teacher to improve the ability to read the Qur'an is very much needed so that the reading of the Qur'an is in accordance with the law of tajweed and avoid mistakes. Learning the Qur'an with good and correct reading in accordance with the science of tajweed can be achieved with existing methods, The role of Tahfiz teachers in fostering the memorizers of the Qur'an is needed because in order to achieve a good Tahfiz program and produce students who memorize well in terms of tajweed and mad along with the buzz. This strategy is very useful because it helps to improve the reading of the Qur'an and can produce students who are bail and correct in reading the Qur'an.

INTRODUCTION

Learning the Qur'an with good and correct reading in accordance with tajweed science can be achieved by existing methods (Fahrianur et al., 2022; Mulyani & Maryono, 2019; Nisah Nirwana Sinaga & Muhammad Qorib, 2023; Sulaikho et al., 2020). The method of learning the Qur'an basically has the same goal, namely improving children's reading by teaching the makhraj of letters, the nature of letters, the length and shortness of reading, and how to stop and start good and correct reading (Della Indah Fitriani & Fitroh Hayati, 2020) It is known that reciting and reading the Qur'an is the top priority, because in learning the Qur'an there is material that contains meaning as in the content of the juz amma or material that does not have meaning such as how to read the hijaiyah letters. In the pronunciation of hijaiyah letters has its own rules in reading it, therefore it is very important to teach

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How to read for elementary school level students and children the role of the Tahfiz teacher in fostering the memorizers of the Qur'an is very much needed because in order to achieve a good Tahfiz program and produce students who memorize well in terms of tajweed and mad along with the buzz (Abd. Basid et al., 2024; Al Azhim & Kholidah, 2021; Candra et al., 2024; Nihayati, 2023). In this case the Tahfiz teacher must really have a methodology in guiding the memorization of the Qur'an that memorizing the Qur'an is not an easy, simple task and can be done by most people without taking special time, sincerity to exert ability and seriousness, no one can do it alone except those who have a strong desire. This is because there are many problems that must be faced by the memorizers of the Qur'an to achieve a high degree in the sight of Allah, ranging from development, interest, environmental creation, time distribution to the memorization method itself (Oktavia, Febriani, Asril, et al., 2024; Sari et al., 2024; Ummah et al., 2025).

In an effort to improve the quality of teaching children to improve their recitation of the Qur'an, active and interactive approaches have become increasingly important. Active learning methods such as small group discussions, direct question and answer, and direct practice of reading in turn have been proven to strengthen understanding and maintain learner involvement in the process of learning the Qur'an and tajweed science. For example, the tilawah method where students and teachers read alternately, not only improves reading accuracy, but also strengthens the emotional and spiritual relationship between student teachers. Various learning models such as talaqqi and taqir systems along with evaluation through the stages of sabaq, sabqi, and manzil, have been implemented in several Tahfiz education institutions to improve memorization efficiency and maintain the consistency of children's memorization achievements (Htay et al., 2025; Jaafar et al., 2025; Okenova et al., 2025; Rahman et al., 2025).

Traditional methods such as talaqqi, which is the process of depositing memorization to a teacher or instructor, are often relied upon because they allow the teacher to provide direct correction (Candra et al., 2024; Haryanti et al., 2024; Muktafi & Umam, 2022; Sholeh et al., 2019; Sudibyo et al., 2023). both from the aspects of tajweed and letter makhrij. Similarly, halaqoh-based talaqqi is also effective in creating a conducive recitation atmosphere, helping to understand tajweed and how to read the Qur'an correctly. A combination or blend of methods is key to achieving good tajweed and memorization results in children. For example, combining talaqqi, tasmî', 'arāḍ, kitābah, tafhīm, as well as per-five-verse memorization techniques while utilizing electronic media such as murattal CDs or recorders, makes learning more varied and adaptive to the needs of modern students. This form of approach allows teachers to design a holistic method covering aspects of pronunciation, comprehension, memorization, and motivation that are crucial in fostering quality Qur'anic memorizers.

METHODS

This study uses a qualitative approach with a descriptive research type. Descriptive research, to describe, describe, explain, explain and answer in detail the problems to be studied by studying as closely as possible an individual, group or an event, in this study humans are research instruments and the results of the research are presented in the form of words or questions in accordance with the actual circumstances (Engkizar et al., 2018; Guspita et al., 2025; Ikhlas et al., 2025; Khairunisa et al., 2025; Faddhia et al., 2025; Wulandari et al., 2024). The researcher aims to describe and analyze in depth the role of tahfidz teachers in improving the reading of the Qur'an through three main stages, namely the stages of introduction, deepening, and appreciation of reading. This research uses a phenomenological approach because the focus is on the direct experience of tahfidz teachers in carrying out the learning process of reading the Qur'an to students. Through this approach,

researchers can explore the meanings that arise from the learning practices carried out by teachers in their daily lives (Akmal et al., 2024; Engkizar et al., 2022; Istiqamah et al., 2024; Mustafa et al., 2025; Nasril et al., 2023; Wati et al., 2025).

RESULT AND DISCUSSION

In the following, the author will explain about the study of tahfizh al-Qur'an, which consists of two words, namely tahfizh and al-Qur'an, both of which have different meanings (Engkizar et al., 2024; Febriani et al., 2022; Goncarenco et al., 2015). The word tahfizh means memorization and has the root word hafal which comes from Arabic hufidza- yahfadzu-hifdza which is the opposite of forgetting or always remembering. According to the big Indonesian dictionary. Memorizing means trying to prescribe into the mind so that it always remembers. According to Abdul Aziz Abdul Rauf, the definition of memorization is the process of repeating something, either by reading or listening, in everyday life any work if repeated often will definitely become memorized, while etymologically, al-Qur'an is formed from the word Qara'a (Qara'a-yaqri'u-qira'anan) which means to collect, combine, or assemble. The definition of the Qur'an according to the term is the book that was revealed to the Messenger of Allah written on the Mushaf narrated by Mutawatir without doubt, and the Qur'an is a reading / collection of the words of Allah revealed to the Prophet Muhammad through the angel Gabriel as a guide for humans to live in the world.

In every aspect of life that we live, roles are always present as an inseparable part of human activity, in this case the role of the Prophet Muhammad is interpreted as a series of actions or behaviors based on his position in a religious treatise. This action does not stand alone, but involves the interaction of others, so that the role has a strong social dimension. As teachers in Islam can be interpreted as people who are responsible for the development of students who are tasked with educating by striving for the development of all the potential of students, both affective potential, cognitive potential, and psychomotor potential (Engkizar et al., 2023). teachers can also be interpreted as adults who are responsible for providing assistance to students so that children obtain their physical and spiritual development, in order to reach the level of maturity, be able to stand alone, be able to fulfill their duties as servants / caliphs of Allah, and also as social beings and as independent individual beings (Engkizar, Jaafar, et al., 2025; Febriani et al., 2023).

Furthermore, what a teacher needs to pay attention to in teaching good and correct reading of the Qur'an in order to achieve the desired goal, namely students can read the Qur'an fluently (pronouncing letters according to makhraj and their characteristics and recognizing punctuation marks in Tajweed) are the stages that must be passed in teaching. The stages that must be passed are: i) Introduction ii) deepening iii) appreciation.

Tahfiz Teacher's Stages in the Introduction of Qur'anic Recitation

In this stage, new students are required to recognize the Hijaiyyah letters and Harakat both short harakat fathah, kasrah, and dhammah as well as long harakat and be able to pronounce them correctly, so that they are also able to distinguish how to pronounce letters that are one makhraj, adjacent makhraj, one trait, or adjacent traits. Then they are introduced to the letters of Qamariyah and the letters of Shamsiyyah and how to pronounce them (Engkizar, Muslim, et al., 2025; Mutathahirin et al., 2020).

The tahfiz teacher has a very important role in the early stages of introducing the reading of the Qur'an, especially for early childhood learners and adolescents who are just starting the process of learning to read the holy book (Engkizar et al., 2021; Putri et al., 2025; Sinaga et al., 2021). At this stage, students generally do not recognize Hijaiyyah letters, punctuation marks, and correct pronunciation rules, so the presence of tahfiz teachers is key in guiding them to understand these basics gradually. teachers not only act as teachers in terms of technical reading, but also as

mentors who instill a love for the Qur'an from an early age.

In practice, tahfiz teachers start by introducing Hijaiyah letters, practicing pronunciation according to Makhraj, and introducing Harakat and combining letters to form words. After students begin to recognize simple reading, then proceed with the gradual application of tajweed rules, such as the laws of nun mati, mad, and ghunna. This whole process requires patience and an approach that is in accordance with the characteristics of students. In addition to mastering the material, tahfiz teachers also play an important role as motivators who encourage students to be enthusiastic in learning, overcome boredom, and foster the belief that learning the Qur'an is a noble thing. (Oktapiani, 2020; Sabrina; Oktavia; Mutatahirin)

More than that, tahfiz teachers are also role models in behavior and spirituality. A humble attitude, sincerity in teaching the Qur'an, and good morals are real examples that are imitated by students. This example strengthens the values of adab towards the Qur'an, such as maintaining cleanliness when reading it, reading with sincere intentions, and not rushing. Tahfiz teachers also conduct regular evaluations, both in terms of reading ability, pronunciation, and memorization. If students begin to be directed to the tahfiz stage, this evaluation aims to ensure that each student understands correctly and is able to read tartil.

Of course, the process of introducing the recitation of the Qur'an is not free from challenges, such as differences in learning abilities between children, lack of support from home, or lack of interest in religious studies. In dealing with this, tahfiz teachers are required to be creative in using fun learning methods, such as audio-visual approaches, educational games, or interactive repetition methods (Oktavia, Febriani et al., 2024). Emotional support and good communication with parents also greatly help accelerate the process of mastering the recitation of the Qur'an. It is also expected to be implemented by tahfiz teachers.

Thus, it can be concluded that tahfiz teachers play a very strategic role in the introduction stage of reading the Qur'an. He is not only a technical teacher, but also a spiritual guide and moral role model for students. The success in forming a generation that loves the Qur'an depends heavily on the competence, patience, and exemplary behavior shown by the tahfiz teacher during the learning process.

Tahfiz Teacher's Stages in Deepening the Recitation of the Qur'an

This stage of the teaching process of reading the Qur'an is more emphasized on the proficiency of pronouncing the hijaiyyah letters fluently both makhraj and their characteristics, especially the pronunciation of letters and harakat whose sounds have no equivalent in the student's language or Indonesian. They must be trained a lot to pronounce letters and harakat that are different from the sound of the Indonesian language by means of contrast.

Tahfiz teachers have a very important role in the advanced stage of learning the Qur'an, namely the stage of deepening reading. In this phase, students are not only required to be able to read fluently, but also to understand and apply the rules of reading more deeply. The main focus is on the accuracy of letter pronunciation (makhraj), mastery of the laws of tajweed, and the ability to read tartil and full of appreciation. In this context, the tahfiz teacher acts as a mentor who not only corrects technical reading, but also instills the values of sincerity and respect for the holy verses.

The role of tahfiz teachers in this stage can be seen in the way they guide learners to master advanced tajweed laws, such as the laws of mad, ghunnah, waqaf-ibtida', and differences in the length and shortness of reading sounds. In addition, teachers help learners correct often unnoticed mistakes in the pronunciation of letters or the length of passages. They also introduce better recitation techniques, including breath control, intonation and rhythm according to a particular style or qira'at, if needed. All of this is done so that the quality of the learners' recitation

improves, not only technically, but also in terms of aesthetics and solemnity

Apart from being a technical teacher, tahfiz teachers also play a role in instilling the habit of reading the Qur'an regularly. By guiding daily recitations, murojaah of previous readings, and giving specific targets, teachers help learners to make the Qur'an part of their routine and spiritual needs. This process not only improves reading skills, but also builds an emotional connection between learners and the Qur'an. This relationship is very important so that the learning process is not mechanical, but touches the inner side and heart.

However, it cannot be denied that the deepening stage of reading has its own challenges, not all students are able to master tajweed quickly, and some of them can feel burdened by quite complex rules. Therefore, tahfiz teachers are required to have high patience and be able to develop adaptive learning strategies (Daulay et al., 2023). For example, through the use of sound media from famous reciters, group practice sessions, or a more personalized approach according to the character of students. Teacher creativity and sensitivity determine the success of this stage.

Thus, the presence of the tahfiz teacher in the stage of deepening the recitation of the Qur'an is very crucial. He or she does not only convey the knowledge of tajweed, but also forms Qur'anic character in students. Tahfiz teachers become an important bridge in directing students to love the reading of the Qur'an as a whole both in terms of technical mastery and spiritual meaning (Aini et al., 2023). This effort is an important foundation in forming a generation of Muslims who are not only proficient in reading, but also making the Qur'an a guide to their lives.

Tahfiz Teacher's Stages in the Appreciation of Qur'anic Recitation

At this stage, students really have fluency in reading the Qur'an and are able to recognize which readings are fluent and which readings are not fluent. And this stage will not be achieved without going through the introduction and deepening stages. At this stage, students still have to be given exercises to read random verses that contain many difficulties in reading.

In the process of learning the Qur'an, the appreciation stage is an important phase that directs students not only to read and memorize correctly, but also to understand and absorb the meaning of each verse recited. At this stage, the role of the tahfiz teacher becomes very central as a spiritual guide who guides students to establish a deeper relationship with the Qur'an, not just as a ritual reading, but as a source of values and guidelines for life, tahfiz teachers help students foster awareness that every verse has moral, social, and faith messages that must be understood and practiced in everyday life (Aini et al., 2023).

Tahfiz teachers not only foster reading and memorization, but also provide simple explanations about the meaning of the verses of the Qur'an, especially those being memorized or read by students (Sri Devi et al., 2025). Thus, the learning process becomes more meaningful because learners understand the context and messages contained behind their reading. Teachers also encourage learners to reflect on the meaning of the verse through daily reflections, light discussions, or linking Qur'anic values with real-life events. This approach is very effective in building Qur'anic character and strengthening the faith and morals of learners.

Furthermore, tahfiz teachers also act as role models in practicing the contents of the Qur'an, through daily behavior, teachers show how Qur'anic morals are reflected in real actions, such as honesty, patience, discipline, and compassion. This example will have a strong psychological and spiritual impact on students, because they are not only taught to memorize or read, but also see firsthand how the Qur'an is applied in life by the teacher.

The process of appreciation of reading is also strengthened by a supportive learning atmosphere, such as the recitation of the Qur'an which is done solemnly, the

habituation of recitation with understanding, and the delivery of Qur'anic stories that touch the heart. The tahfiz teacher also creates a learning environment that touches the spiritual aspects of students, so that the verses of the Qur'an not only sound beautiful, but also arouse awareness and shape personality. In this case, the teacher becomes the main facilitator in sowing a deep love for the Qur'an.

Thus, in the stage of appreciating the recitation of the Qur'an, the tahfiz teacher acts not only as a teacher, but also as an inspirer and soul builder. He guides students to make the Qur'an a source of life guidance, not just oral memorization. Success in this stage is not only determined by the ability to read or memorize, but rather how deeply the values of the Qur'an enter the heart and shape behavior. tahfiz teachers contribute greatly in realizing a generation that loves, understands, and practices the Qur'an in everyday life.

CONCLUSION

Learning the Qur'an is not just a technical process of reading, but a layered and continuous spiritual journey. In this journey, the role of tahfiz teachers becomes very strategic and multidimensional, because they not only teach the skills of reading the Qur'an, but also shape personalities, guide hearts, and instill deep Islamic values to students. In the introduction stage, tahfiz teachers are tasked with guiding students in understanding hijaiyah letters, types of harakat, and correct pronunciation based on makhraj and letter properties. This stage is an important foundation because students are just beginning to recognize the shapes and sounds of Arabic letters, which are not found in their daily language, therefore, tahfiz teachers must have patience, creativity, and a fun approach so that students do not feel burdened. In addition to teaching technical aspects, teachers also begin to instill a love for the Qur'an and familiarize good manners when interacting with the holy book. Entering the deepening stage, the tahfiz teacher helps students strengthen their reading in more depth. At the appreciation stage, the tahfiz teacher assumes a deeper role, namely as a spiritual guide.

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