

Implementation of Al-Quran Learning With the Iqra' Method at Bukit Taman State Elementary School Sukamerindu Musi Rawas South Sumatra

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ABSTRACT

SDN Bukit Taman Desa Sukamerindu is a Public Elementary School that uses the Iqra method to learn the Quran. Schools use the Iqra' method to help and facilitate learning to read the Quran. The Iqra' method is very popular in Indonesia and is commonly used in public and private elementary schools. This study aims to analyze the implementation of the Iqra' method to improve the ability to read the Quran at SDN Bukit Taman Desa Sukamerindu Musi Rawas. The study results indicate that the Iqra' method has improved students' ability to read the Quran with support from the principal, teacher qualifications, facilities, parental involvement and adaptation of Iqra' materials. The assessment involved various methods, including reading tests, oral assessments, classroom observations, and individual project evaluations, illustrating a significant increase in the ability to read the Quran of students who follow the Iqra' method. This study contributes to understanding how the Iqra' method can be successfully implemented in the national curriculum that positively impacts students' learning of the Quran.

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1. Introduction

Various positive implications for the fundamental abilities of students engaged in Qur'anic learning are not readily accepted by all parties. For example, some students lack interest in learning the Qur'an, which results in poor Qur'anic reading skills [1]. Demographic factors such as parents' occupations, social conditions, and economic status also contribute to this issue [2]. Therefore, in Qur'anic learning at the elementary school level, it is essential to apply an appropriate method that aligns with students' developmental capabilities [3].

When viewed through the lenses of transhumanism and the diffusion of innovation theory, Islamic education is deeply rooted in the transmission of knowledge, the development of moral

character in children, and structured teaching—particularly in the context of Qur'anic education. The roles of Mu'allim, Murabbi, and Mudarris are essential in this process [4], each represents a distinct yet interconnected function, ranging from the technical instruction of Qur'anic recitation and spiritual guidance to the cultivation of Islamic values and ethics. Together, they form the foundational pillars in nurturing children holistically—intellectually, emotionally, and spiritually—with the Qur'an as the core source of learning [5].

The Iqra' method is used in Qur'anic education, particularly designed for elementary-aged children. This widely popular method has been proven effective for teaching Qur'an reading to primary school students, especially those not yet introduced to the Arabic script (*huruf hijaiyah*) [2]. Thus, it is reasonable to say that this method is specifically designed to facilitate children—particularly at the elementary level—learn how to read the Qur'an [6]. With a systematic and simple approach, the Iqra' method teaches students how to read the Qur'an and encourages them to memorize and understand the content of its verses [7].

Moreover, this method is specially designed to simplify the learning process of Qur'an reading, particularly for children. Through a simple and engaging approach, the Iqra' method is highly effective in helping students achieve proficiency in Qur'anic reading. It not only makes it easier for teachers to teach Qur'an reading but also enhances the reading skills of students [8].

Although the Iqra' method offers many advantages in Qur'anic instruction, teachers must be meticulous and adhere to the correct etiquette, rules, and recitation techniques [5]. Mastery of *makhrajul huruf* (correct articulation of Arabic letters) and *tajweed* (rules of Qur'anic recitation) is crucial in reading the Qur'an, as mispronouncing even a single letter can alter the meaning of a verse [9]. Therefore, selecting the appropriate teaching method is a key factor in the success of Qur'anic education. Teachers, as facilitators of learning, are responsible for choosing a method that matches the characteristics of their students [10].

SDN Bukit Taman, where this research was conducted, is a public elementary school that implements the Iqra' method in its Qur'an learning process. This method, widely used in both public and private schools throughout Indonesia, is employed at SDN Bukit Taman to support students in learning to read the Qur'an. Initial observations made by the researcher indicated that students had low proficiency in Qur'anic reading. This finding suggests that implementing the Iqra' method at the school can potentially enhance students' Qur'an reading skills.

Based on the aforementioned background, the researcher is interested in conducting a study with the following research question: How is the implementation of Qur'anic learning using the Iqra' method carried out at SDN Bukit Taman Sukamerindu Musi Rawas South Sumatera?

2. Method

2.1. Participants or Subjects

This study adopts a qualitative research paradigm with a field approach. Following the characteristics of qualitative research, this study produces descriptive data obtained through direct observation of social phenomena that occur in the field [11]. The selection of qualitative research methods is based on the consideration that this method is more appropriate for exploring the meaning and deep understanding of the practice of learning the Qur'an through the Iqra' method among grade V students of Bukit Taman Elementary School. The research informants in this study are the principal, the Islamic Education teacher, and the students.

To objectively measure the effectiveness of the Iqra' method implementation, this study includes quantitative pre-test and post-test assessments. These tests aim to evaluate improvements in students' Qur'anic literacy in measurable terms, such as reading speed, accuracy in pronouncing Arabic letters (*huruf hijaiyah*), and the application of basic *tajweed* rules. Using quantitative instruments enhances the validity of the data and allows for an empirical evaluation of learning outcomes [12].

In addition, this study employs a comparative approach with a control group that uses traditional methods of Qur'anic instruction. By comparing pre-test and post-test results between the experimental group (Iqra' method) and the control group, the researcher can more specifically assess the effectiveness of the Iqra' method. This design enables a deeper analysis of the advantages of the Iqra' method in improving Qur'an reading skills among elementary school students [13].

2.2. Materials and Instruments

The data collection process is a crucial stage in a study. Therefore, the data collection instrument must be carefully designed to ensure the data obtained is relevant and accurate [14]. This study uses observation, interview and documentation techniques. This study uses observation, interview, and documentation techniques, which are described as follows:

2.2.1. Observation

The observation method involves directly observing an event or activity. To facilitate data collection, the researcher used an observation checklist form. This form contains a list of specific elements to be observed, allowing the data collected to be more systematic and organized. The observer plays the most crucial role in the observation method. In conducting observations, the observer must be careful and attentive, focusing on occurrences, movements, or processes [15]. Due to individual interests and tendencies, observation is not an easy task. However, the results should remain consistent even when conducted by different individuals. In other words, the observation must be objective. In this study, the focus of the observation was the method used by the teacher in teaching the Qur'an, which is the Iqra' method.

2.2.2. Interview

There are two main approaches to preparing interview guidelines. The first is the unstructured interview guide, which consists of general outlines of topics to be discussed, allowing flexibility for the interviewer to explore deeper information based on the context of the conversation. The second is the structured interview guide, which contains a list of specific and detailed questions, so the interviewer simply follows the predefined sequence [16].

This study employed unstructured interviews, allowing informants to answer questions objectively. The expected data pertain to the extent of students' improvement in recognizing and reading Arabic letters of the Qur'an as perceived by the informants.

2.2.3. Documentation

According to Sugiyono (2010) [17], documentation refers to records of past events. These documents can be written texts, images, or other works produced by individuals. The use of photographs as supporting data can enhance the credibility of the research findings. The researcher collected documents such as student attendance lists, score records, and learning resources.

Data analysis is a systematic process of processing data obtained from various sources, such as field notes, interviews, and documents. This process involves organizing, classifying, and interpreting data to find hidden patterns, relationships, and meanings. According to Miles and Huberman, data analysis consists of three main stages: data reduction, data presentation, and data verification [18]. After the data has been collected, the researcher will conduct data analysis using data triangulation by selecting interview methods at different times.

3. Results and Discussion

3.1. Research Results

As the author has stated, the problem to be discussed in this thesis is how the implementation of the Iqra' method in improving the ability to read the Qur'an at SDN Bukit Taman, Sukamerindu Village, STL Ulu Terawas District, Musi Rawas Regency and the factors that influence it. The data presented in this section is from field research collected using several data collection techniques, namely Observation, interviews and Documentation.

The data is then presented in the form of a description or explanation. The presentation of this data is grouped according to the order of the problem formulation that the author made previously to facilitate the data's presentation and analysis. Based on the results of observations, interviews and documentation in the field, the author can present some data as follows:

3.1.1. Planning the implementation of the Iqra' Method in Improving the Ability to Read the Qur'an at SDN Bukit Taman

Before conducting interviews with respondents, this study first conducted observations to understand everything related to using the Iqra' method in improving the ability to read the Qur'an at SDN Bukit Taman, STL Ulu Terawas District, Musi Rawas Regency. Following the scope of the problem explained, namely the use of the Iqra' method in improving the ability to read the Qur'an in students who use the Iqra book from volumes 1 - 6, this study includes planning, implementation, supporting factors, inhibiting factors, and solutions carried out by teachers to overcome obstacles in reading the Qur'an by students. In the results section of this study, the author includes several results of interviews with informants at SDN Bukit Taman, STL Ulu Terawas District, Musi Rawas Regency. Based on the data that was obtained when the research was conducted by the researcher, the researcher obtained data related to the implementation of the Iqra method in improving the ability to read the Qur'an of grade V students at SDN Bukit Taman, STL Ulu Terawas District, Musi Rawas Regency. The research results conducted by the researcher author will present the data obtained from the research results using the data triangulation technique. The author obtained data from the principal, PAI class teacher and observations that were also carried out directly at the learning location, namely class V SDN Bukit Taman, STL Ulu Terawas District, Musi Rawas Regency.

From the results of interviews and observations that have been carried out by the researcher regarding the implementation of the Iqra' method in improving the ability to read the Al-Quran of class V students of SDN Bukit Taman, STL Ulu Terawas District, Musi Rawas Regency. The planning of the Iqra' Method in learning:

1. Initial Activities

- a) The teacher opens the lesson with *basmallah*, prays, and takes attendance from the students.
- b) The teacher provides apperception and motivation briefly by reminding them about the teaching materials regarding letters, words and sentences in the Al-Quran.

2. Core Activities

- a) Delivering the learning objectives to be achieved
- b) Introducing students to the reading and letters of the Quran by providing examples through video displays on how to pronounce words.
- c) Asking students to pronounce words classically according to the examples in the video.
- d) Appointing students individually to practice reciting the Quran
- e) Listening to the readings recited by students classically or individually.
- f) Give signals or reminders to students if they pronounce incorrect readings.
- g) Ask students who can already read well and correctly to teach their friends who cannot read well and correctly.

3. Final Activities

- a) The teacher allows students to ask questions about things that students do not understand.
- b) The teacher and students conclude the lesson material.
- c) The teacher assesses or reflects on activities that have been carried out consistently and in a programmed manner.

- d) The teacher provides feedback on the learning process and results by asking students to study Iqra' at home.

Based on the interview results conducted by the researcher on the implementation of the Iqra' method in class V of SDN Bukit Taman, STL Ulu Terawas District. Mr. AT did not experience any difficulties in making this RPP at the beginning of each odd and even semester. This was done because it had become a regulation from the principal and was mandatory for all teachers so that learning continued to run well according to the planning.

3.1.2. Implementation of the Iqra' Method in Al-Quran Learning at SDN Bukit Taman, Sukamerindu Village, Musi Rawas Regency

Based on the results of interviews conducted by researchers on implementing the Iqra' method in class V of SDN Bukit Taman, STL Ulu Terawas District, Musi Rawas Regency. In learning the Iqra' method, Bapak AT uses the planned RPP. From the implementation carried out by Bapak AT, the progress of 15 students in class V in their ability to read the Qur'an can be seen. Mr. AT said that this Iqra' method has advantages. From the advantages obtained, students find it easier to understand and deepen the reading of the Qur'an in volumes 1-6.

In the implementation of reading the Qur'an with the Iqra' method, it must be by the provisions that have been set out in the Iqra book. Namely in the teaching instructions at the beginning of each volume of Iqra', including:

- a. The implementation of reading Iqra' is carried out using active student learning (CBSA)
- b. The teacher teaches Iqra' directly to students
- c. The implementation of reading Iqra' can be done individually (privately), classically or in a classical-individual way
- d. The teacher only gives examples of how to read the letters at the beginning of the page/topic of the lesson.
- e. The implementation of reading the Qur'an using the Iqra method is carried out communicatively.
- f. The teacher listens to the students' reading.
- g. The teacher repeats the reading only on the wrong readings in the students' reading.
- h. The teacher only corrects the wrong letters in the students' reading.
- i. The teacher teaches reading Iqra' without any separation in introducing the *hijaiyyah* letters in volume I
- j. The teacher can skip the volume the student is reading if the student can read it.
- k. The teacher teaches Iqra' without *tartil* rhythm.
- l. The teacher teaches Iqra' without in-depth Tajwid study.
- m. The teacher teaches Iqra using media in its implementation.
- n. The teacher teaches Iqra' with simple *tajwid*, namely only giving examples of how to read long readings and readings that line up *tanwin* and nun *sukun*.
- o. Students who read the same can read by *tadarus*.
- p. The implementation of EBTA is carried out at the end of each volume

The implementation of reading the Qur'an using the Iqra' method at SDN Bukit Taman, Sukamerindu Village, STL Ulu Terawas District can be proven by the results of an interview with Mr. AT as a PAI teacher at SDN Bukit Taman as follows:

"In my opinion, implementing the Iqra' method has been effective because it has been proven that many graduates from this school can read the Qur'an after graduating. The implementation follows the rules of the Iqra' method, such as teaching the *hijaiyyah* letters

without any examples, taught according to the child's ability. The number of students' readings is adjusted to the child's ability, at least 1 line and at most two pages."

Along with the statement above, the principal also gave his statement regarding the implementation of reading the Qur'an using the Iqra method at SDN Bukit Taman, Sukamerindu Village, STL Ulu Terawas District, with the following interview results:

"Although I did not directly participate in the implementation of learning the Qur'an at school, I often heard and saw how Mr. AT taught Al-Quran to students, Mr. AT is a varied teacher. This can be seen from the learning activities carried out by Mr. AT using audio-visual media in the form of videos on how to read the Qur'an with the Iqra' method so that learning is fun and effective. The results that can be seen clearly from the learning of the Qur'an delivered by Mr. AT are the many alumni of this school who can read the Qur'an after graduating from this school. "

From the results of interviews and observations that have been carried out. The author can conclude that teachers learn to read the Qur'an with the Iqra method directly by using audio-visual media in the form of videos on pronouncing *hijaiyyah* words and letters classically. Then, the teacher conducts individual learning by listening to the students' readings individually; the teacher gives direct examples of how to read to students and then continues with students reading Iqra' one by one according to their respective volumes. The teacher carefully listens to the students' readings and corrects the wrong ones. Learning the Qur'an becomes more effective and fun, and students can easily understand what is being learned by watching the video that has been presented.

3.1.3. Evaluation of the Iqra' Method in Reading the Quran at SDN Bukit Taman, Sukamerindu Village, STL Ulu Terawas District, Musi Rawas Regency.

In implementing learning, evaluation is very important to determine whether the method used is good and needs improvement. Evaluation of reading the Quran using the Iqra' method can be done in the following ways:

- a. The teacher evaluates the use of the Iqra' method within a certain time set by the school.
- b. The teacher follows up on the results of the evaluation of the use of the Iqra' method
- c. The teacher must invite the principal and parents to play a role in evaluating reading the Quran using the Iqra' method.

The findings of this study indicate that the implementation of the Iqra' method at SDN Bukit Taman has been carried out effectively and systematically. Based on interviews with the Islamic Education teacher, students' Qur'anic reading ability is evaluated primarily at the end of each semester through collaborative discussions with the principal and fellow teachers. The evaluations focus on students' progress in reading Iqra' and are used as a basis for setting learning targets for the following semester. For students who are significantly behind or struggle to understand Qur'anic reading, the teacher takes the initiative to involve parents through direct communication and consultation.

The principal emphasized the importance of evaluation during every end-of-semester meeting. Teachers are allowed to present learning outcomes and reflect on achieved and unachieved targets, particularly concerning Qur'an reading. This structured approach ensures that each student's progress is monitored and discussed collaboratively, highlighting the school's commitment to improving literacy in Qur'anic studies through regular academic review and planning [19].

Support from parents plays a critical role in reinforcing learning at home. Interviews with several parents revealed a shared perception that the Iqra' method has positively impacted their children's motivation and performance. For instance, parents such as Ibu Ginah and Ibu Ningsih reported significant improvement in their children's ability to read the Qur'an, attributed to daily instruction at school and engaging audio-visual media. Students find Qur'anic lessons enjoyable, especially when learning is supplemented with video demonstrations that visualize proper recitation techniques.

Moreover, consistent communication between teachers and parents—especially through school WhatsApp groups—ensures transparency in student progress. Parents are regularly informed about their children's achievements and are invited to school if their children face learning difficulties. This partnership between school and home creates a supportive environment for students, encouraging them to review Iqra' lessons at home with parental assistance, thus reinforcing literacy development outside the classroom.

Despite the encouraging results, this study acknowledges the potential for bias, particularly observer and social desirability bias in interviews. Teachers and parents may unintentionally present overly positive feedback due to expectations or the desire to support the school's efforts. Similarly, prior assumptions about the method's effectiveness could influence the researcher's interpretations during observations. To address this limitation, future studies should incorporate quantitative pre-and post-tests to objectively measure literacy outcomes and include a control group using traditional methods to better isolate the specific impact of the Iqra' approach

3.2. Discussion

In this chapter, the author tries to explain the research results according to the focus of the problem. The author hopes this presentation can explain and present data comprehensively and in detail regarding implementing the Qur'an with the Iqra' method. Therefore, the author discusses the results of this study using a qualitative approach that follows the focus of the problem that the researcher has presented in chapter I. Based on the author's explanation above, the findings that can be put forward about the implementation of learning the Qur'an with the Iqra' method are:

3.2.1. Planning for Reading the Qur'an with the Iqra' Method at SDN Bukit Taman, Sukamerindu Village, STL Ulu Terawas District, Musi Rawas

As a teacher, we must have pedagogical competence in carrying out the teaching and learning process in the classroom. Pedagogical competence is the ability to manage student learning, including understanding students, planning, implementing learning, evaluating learning outcomes and developing students. So, it is clear that teachers must be able to make learning plans before the learning activity takes place so that the learning process can be carried out properly. A learning plan is a guide and teacher work design that is systematically arranged and follows the government's curriculum. A learning plan is made to help teachers carry out the learning process systematically and make it easier for teachers to implement it.

A learning plan is a series of teacher activities and learning implementation procedures that teachers will carry out. In learning planning, it is necessary to pay attention to the needs of students, namely the facilities and infrastructure needed in the learning process, the expected goals, learning methods and assessments in the learning process. In implementing learning to read the Quran using the Iqra method, there must also be a mature plan written in the daily activity plan (RKH). Children have an Iqra book, and teachers read the teaching implementation procedure using the Iqra method.

3.2.2. Implementation of Reading the Quran with the Iqra Method at SDN Bukit Taman, Sukamerindu Village, STL Ulu Terawas District, Musi Rawas

Implementing learning in elementary school children is carried out with the principle of being child-oriented, using a classical, group and individual approach, a conducive environment, learning models, media and learning resources, and oriented towards child development. The implementation of learning is carried out in a fun way for students. Where students, as educational subjects, need comfort in the learning process. The implementation of learning is carried out in various ways and needs to pay attention to the place/study room, study time and the form and method of learning.

Effective learning will be realized if a teacher has professional competence. Professional competence is the ability of teachers to master material and teaching materials broadly and deeply. The implementation of reading the Qur'an with the Iqra' method must be supported by teachers who understand and master the material of the Qur'an and its teaching methods. Implementing the Iqra' method itself is carried out by providing direct learning experiences to students which can be done

classically, in groups or individually which are carried out communicatively and in active student learning methods (CBSA).

3.2.3. Evaluation of the Iqra' Method in Reading the Quran at SDN Bukit Taman, Sukamerindu Village, STL Ulu Terawas District, Musi Rawas

In the implementation of reading the Quran using the Iqra' method, it is very important to conduct an evaluation, because with the evaluation it will be known whether the learning has been carried out effectively and following the objectives that have been set or not. Educational evaluation includes planning, implementation, method, and child development evaluation. Evaluation can be seen from the results of student work and notes from teacher observations of student development.

The function of evaluation is to continuously monitor learning progress, learning outcomes and improvements in children's learning activity results. Evaluation is an important part of education. Implementing evaluation cannot be done instantly or practically. Effective evaluation will produce maximum information to be used as reference material in further decision-making. In implementing the evaluation of learning to read the Quran using the Iqra' method, it can be done after assessing the child's Iqra' reading, namely it can be done every day, every week, every month or every semester. The implementation of the evaluation must also involve the role of the principal and parents in following up on the results of the evaluation that has been carried out.

As the author has stated, the problem to be discussed in this thesis is how the implementation of the Iqra' method in improving the ability to read the Qur'an at SDN Bukit Taman, Sukamerindu Village, STL Ulu Terawas District, Musi Rawas Regency and the factors that influence it. The data presented in this section are data from field research collected using several data collection techniques, namely Observation, interviews and Documentation. The data is then presented in the form of descriptions or explanations. The presentation of this data is grouped according to the order of the problem formulation the author made previously to facilitate the presentation and analysis of data.

However, it is important to acknowledge certain limitations in the study. Observer bias and social desirability bias in interviews may have influenced the objectivity of the data. Additionally, the absence of quantitative measurement tools such as pre-and post-tests limits the precise assessment of literacy gains. Therefore, future research should incorporate mixed-methods approaches to provide a more comprehensive evaluation of the Iqra' method's effectiveness.

Several strategies are explicitly recommended to leverage the practical findings of this research. First, teacher training programs should be developed and institutionalized to ensure educators are well-equipped to implement the Iqra' method using modern pedagogical tools [5]. Second, partnerships with government institutions, such as the Ministry of Religious Affairs and the Department of Education, should be strengthened to support resource provision and curriculum integration [20]. Finally, collaboration with Islamic community institutions can extend the impact of the Iqra' method beyond the classroom, creating a more holistic ecosystem for Qur'anic literacy development among young learners.

In addition, using the latest technology and learning media can make learning the Qur'an more interesting for students. With the collaboration between religious teachers and other subject teachers, learning the Qur'an can be integrated into other subjects, thus creating a broader and deeper learning experience [21]. Various assessment methods such as oral tests, observations, and individual projects are used to measure students' ability to read the Qur'an after participating in learning with the Iqra' method. The assessment results showed a significant increase in the ability to read the Qur'an of students who learned with the Iqra' method compared to students who used the previous method. This proves that the Iqra' method effectively improves students' ability to read the Quran.

4. Conclusion

The findings of this study confirm that the implementation of the Iqra' method at SDN Bukit Taman has had a significant positive impact on students' ability to read the Qur'an. Its structured, gradual, and repetitive approach effectively supports students in mastering *hijaiyah* letters and *tajwid*,

particularly those who previously struggled with Qur'anic reading. The success of this method is closely tied to strong school leadership, qualified teachers, adequate facilities, the integration of audio-visual learning tools, and consistent collaboration between teachers and parents. These elements have collectively fostered a supportive and motivating learning environment.

This study offers both practical and theoretical contributions to Islamic education. Practically, it highlights the Iqra' method as a viable model for improving Qur'anic literacy in primary schools, while theoretically reinforcing its relevance in contemporary pedagogy when combined with technology and inter-stakeholder collaboration. The results also provide a valuable foundation for policymakers aiming to strengthen national Qur'anic literacy programs. Future research is encouraged to adopt broader, quantitative approaches involving multiple schools to enhance the generalizability and depth of understanding of the Iqra' method's effectiveness across various educational settings.

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