



Sekretariat. Kampus STAI Nusantara , Tibang, Kecamatan Syiah Kula Kota Banda Aceh. ndonesia

Letter Of Acceptance (LoA)

ID NO: 40/LOA/RJM-STAI/V/2026

Berdasarkan hasil tinjauan yang dilakukan oleh tim redaksi **JURNAL IKHTIBAR NUSANTARA** ISSN E-ISSN (2964-5255), dengan ini kami menyatakan bahwa:

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Judul : Analisis Metode Pembelajaran Al Quran Hadits Dalam Mengatasi Kesulitan Membaca Al Quran Siswa Di MIN 20 Aceh Besar

Tanggal : 24 Mei 2026

Artikel dengan judul di atas akan dipublikasikan dalam Jurnal IKHTIBAR NUSANTARA Volume 5 Nomor 1 Juni 2026.

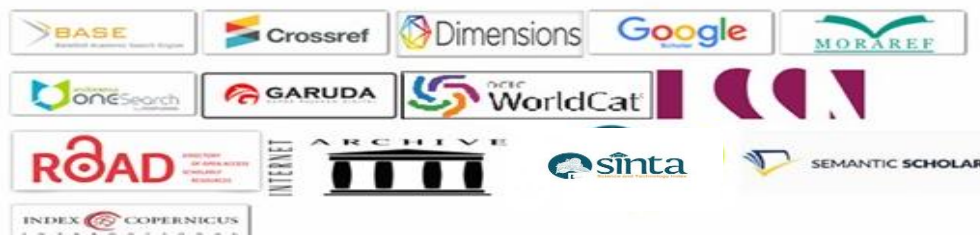
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Hormat Kami,
Ketua Harian Redaksi Pengelola Jurnal



Dr Zaki Satria. Lc, M.A

Indexing By:



Received: 7 March 2026 | **Accepted:** 28 March 2026 | **Published:** 9 July 2026

AN ANALYSIS OF QUR'AN AND HADITH TEACHING METHODS IN ADDRESSING STUDENTS' DIFFICULTIES IN READING THE QUR'AN AT MIN 20 ACEH BESAR

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Abstract

The ability to read the Qur'an is a fundamental skill that pupils must possess when studying the Qur'an and Hadith. However, in reality, there are still pupils who experience difficulties in reading the Qur'an, such as not being sufficiently familiar with the Hijaiyah alphabet, errors in the pronunciation of letter articulation points (makhrāj), and inaccuracies in applying the rules of tajwid. This study aims to analyse the Qur'an and Hadith teaching methods used to address students' difficulties in reading the Qur'an at MIN 20 Aceh Besar. This study employs a qualitative approach with a descriptive research design. The research subjects were selected using purposive sampling. The subjects of this study were the headteacher, two Al-Qur'an and Hadith teachers, and six pupils who were still experiencing difficulties in reading the Qur'an. Data collection was carried out through observation, interviews and documentation. Data analysis utilised descriptive qualitative analysis techniques. The results of the study indicate that the talaqqi method is the primary method used by teachers to help pupils overcome difficulties in reading the Qur'an. In addition, teachers also applied individual guidance, regular practice in reading the Qur'an, the use of simple teaching aids, and the tahsinul Qur'an programme. Students' difficulties in reading the Qur'an were influenced by a lack of regular reading practice at home and minimal parental support. This study implies that appropriate teaching methods and a supportive learning environment can help to gradually improve students' ability to read the Qur'an.

Keywords: *teaching methods, Qur'an and Hadith, difficulties in reading the Qur'an, talaqqi method.*

Introduction

Islamic Religious Education plays a vital role in shaping the character and personality of pupils, particularly in instilling religious values from an early age. One of the key aspects of Islamic Religious Education is the study of the Qur'an and Hadith, which aims not only to provide an understanding of Islamic teachings but also to equip pupils with the ability to read the Qur'an properly and accurately (). The ability to read the Qur'an is a fundamental skill that pupils at the Madrasah Ibtidaiyah level must possess as a foundation for understanding Islamic teachings more broadly.

The teaching of Qur'anic reading does not focus solely on the introduction to the Hijaiyah alphabet, but also encompasses mastery of the makhrāj, the characteristics of the letters, and the correct application of the rules of tajwid. Therefore, the learning

process requires methods appropriate to the students' developmental stage and abilities. Selecting the right teaching method will help pupils understand the Qur'anic text more easily and improve their fluency in reading (Ismail, 2020). However, in practice, there are still pupils who experience difficulties in reading the Qur'an, whether in terms of reading fluency, the accuracy of letter pronunciation, or the application of tajwid.

Difficulties in reading the Qur'an among primary school pupils are a rather complex issue as they are influenced by various internal and external factors. Internal factors include low motivation to learn, a lack of self-confidence, and a lack of habit in reading the Qur'an. Meanwhile, external factors include a lack of support from the family environment, limited parental guidance, and a lack of variety in teaching methods (Hidayah, 2021). Fauziah (2023) explains that the lack of a habit of reading the Qur'an at home is one of the main causes of pupils' poor ability to read the Qur'an. These conditions indicate that the ability to read the Qur'an is influenced not only by the individual student's abilities but also by the learning environment and the teaching methods employed by the teacher.

In the learning process, teaching methods are a key factor in determining pupils' success. Monotonous and overly teacher-centred teaching methods can result in pupils being less active and less motivated in their learning. Conversely, interactive teaching methods that directly involve pupils will help create a more effective and enjoyable learning atmosphere. Various Qur'an teaching methods, such as the talaqqi, iqra', and tilawati have been widely used in Qur'anic education as they are considered effective in helping students learn to read in a gradual and systematic manner (Rahman & Anwar, 2020). Furthermore, the use of varied methods can also help teachers adapt their teaching to the differing abilities of their pupils.

The role of the teacher in the teaching of the Qur'an and Hadith is also very important. Teachers are not only responsible for delivering the material, but also act as facilitators who are able to guide pupils in accordance with their individual levels of ability. Teachers are expected to be able to create a conducive learning environment, provide motivation to learn, and select teaching methods that are appropriate to the students' needs. Research conducted by Sari (2022) shows that teaching involving hands-on practice and individual guidance is more effective in improving students' Qur'an reading skills than one-way teaching. These findings indicate that students' active involvement in the learning process is one of the key factors in improving their ability to read the Qur'an.

Furthermore, several previous studies have also shown that success in learning the Qur'an is influenced by the habit of reading and the provision of ongoing guidance. Research by Maulida and Fitriani (2021) states that the habit of reading the Qur'an regularly can help students improve their reading fluency and correct their pronunciation of the Hijaiyah letters. Meanwhile, research by Nurhayati (2022) shows that the use of the talaqqi method has a positive impact on pupils' ability to read the Qur'an, as pupils can directly imitate the teacher's recitation repeatedly.

MIN 20 Aceh Besar, as one of the Islamic-based primary educational institutions, plays an important role in improving pupils' ability to read the Qur'an. Based on the results of preliminary observations conducted by the researcher, there are still pupils who experience difficulties in reading the Qur'an, such as a lack of fluency, errors in the pronunciation of the Hijaiyah letters, and inaccuracies in the application of tajwid. Furthermore, based on the results of initial observations and interviews, the school also runs a Tahsinul Qur'an programme, which takes place regularly every Saturday as part of the pupils' extracurricular activities. This programme aims to help pupils learn to read the Qur'an in a more structured manner through individual guidance and gradual familiarisation with reading.

These issues highlight the importance of research into the teaching methods used by teachers to address pupils' difficulties in reading the Qur'an. This research is important to determine how teaching methods are applied, the nature of the difficulties students experience in reading the Qur'an, and the various efforts made by teachers to help students overcome these difficulties. Thus, this research not only describes the learning conditions in the field but also provides an understanding of the dynamics of Qur'an and Hadith teaching in Islamic primary schools.

Based on the above description, this study aims to describe and analyse the methods of teaching the Qur'an and Hadith used by teachers to address pupils' difficulties in reading the Qur'an at MIN 20 Aceh Besar. This study also aims to identify the nature of the difficulties students experience in reading the Qur'an, as well as to examine the various efforts made by teachers to help improve students' Qur'anic reading skills. Through a qualitative approach, this study is expected to provide in-depth and contextual data, thereby serving as a basis for consideration by teachers and schools in improving the quality of Qur'an and Hadith education.

Research Methodology

This study employs a qualitative approach using a descriptive research design. The qualitative approach was chosen because this study aims to gain an in-depth understanding of the process of learning the Qur'an and Hadith in overcoming students' difficulties in reading the Qur'an at MIN 20 Aceh Besar. Qualitative research is used to understand phenomena that occur naturally through direct observation of situations in the field (Molieong, 2021). Using this approach, the researcher was able to gain an insight into the teaching methods used by teachers as well as the various difficulties experienced by pupils in reading the Qur'an.

The research was conducted at MIN 20 Aceh Besar. The choice of research location was based on the consideration that there are still pupils experiencing difficulties in reading the Qur'an, as well as the existence of programmes supporting Qur'anic learning, such as the tahsinul Qur'an activities carried out regularly at the school.

The research subjects consisted of the Headteacher, two teachers of the Qur'an and Hadith, and six pupils who still experience difficulties in reading the Qur'an. Informants were selected using purposive sampling, that is, the selection of informants based on specific considerations in accordance with the research requirements (Sugiyono, 2022). Teachers were selected because they are directly involved in the learning process, whilst the pupils were selected because they were experiencing difficulties in reading the Qur'an and were therefore considered capable of providing information relevant to the focus of the research.

Data collection techniques were carried out through observation, interviews, documentation and field notes. Observations were conducted directly on the Qur'an and Hadith learning process to identify the teaching methods used by teachers and the pupils' responses during the learning process. Semi-structured interviews were conducted with teachers and pupils to obtain information regarding difficulties in reading the Qur'an and the teachers' efforts to address them. The research data was also supplemented by documentation in the form of teaching materials, photographs of activities, and records of students' learning outcomes (Hardani et al., 2020).

The main instrument in this study was the researcher themselves (the 'human instrument'), who played a direct role in the data collection and analysis process. In addition, the researcher also used observation and interview guidelines as supporting instruments to ensure that the data collection process was more systematic and focused.

Data analysis employed descriptive qualitative analysis techniques, namely by systematically describing and interpreting data obtained from observations, interviews and documentation. The analysis process was carried out through the stages of data reduction, data presentation, and drawing conclusions, thereby providing a comprehensive picture of the methods of teaching the Qur'an and Hadith in addressing students' difficulties in reading the Qur'an (Milies, Huberman, & Saldaña, 2019).

Data validity was assessed through source triangulation and methodological triangulation by comparing data obtained from observations, interviews and documentation. In addition, the researcher also carried out a member check with informants to ensure that the data obtained corresponded to the actual conditions.

Results and Discussion

A. Overview of the Research Location

This research was conducted at MIN 20 Aceh Besar, an Islamic educational institution located in Darussalam Sub-district, Aceh Besar Regency. This madrasah has a long history in the development of Islamic education in Aceh and is one of the educational institutions that grew out of the community's spirit of self-reliance. Since its establishment in 1944 until 2024, MIN 20 Aceh Besar has undergone significant development, both in terms of institutional structure, management, and the quality of education. The existence of MIN 20 Aceh Besar demonstrates the strong community support for Islamic education. This is evident from its history, which began as a

community-led initiative and has since developed into a state-run madrasah under the Ministry of Religious Affairs. With its long history and successive leadership changes that have continually brought about renewal, MIN 20 Aceh Besar has become one of the madrasahs playing a strategic role in shaping the character, knowledge and Islamic values of pupils in Aceh Besar Regency.

B. Qur'an and Hadith Teaching Methods Applied by Teachers

Based on interviews with Qur'an and Hadith teachers, it was found that the predominant teaching method used to address pupils' difficulties in reading the Qur'an at MIN 20 is the talaqqi method. This method is carried out by the teacher reading the Qur'anic verse first, after which the pupils follow and imitate the reading immediately. This method is appropriate for the difficulties experienced by the pupils, who are not yet familiar with the Hijaiyah alphabet, still make mistakes in the pronunciation of letters, and are not yet proficient in applying the rules of tajwid. Consequently, by applying this method, pupils find it easier to understand how to read the Qur'an properly and correctly. In its application, the teacher focuses more on correcting the students' recitation before guiding them towards memorising the verses of the ' ' (Interview with Mr Iqbal, the Qur'an and Hadith teacher, Monday, 4 May 2026, 10:55)

Mr Iqbal, the Qur'an and Hadith teacher, explained that:

"As for you, sir, you use the talaqqi method, which involves focusing on proper recitation first. So the child does not start memorising straight away, but their recitation is corrected first. Children who are not yet fluent in reading the Qur'an are guided by first listening to the teacher's recitation, as some children understand more quickly when they hear it directly." : (Interview with Mr Iqbal, a Qur'an and Hadith teacher, Monday, 4 May 2026, 10:46)

Based on the results of these interviews, teachers use the talaqqi method as it is considered effective in helping pupils who are still struggling to read the Qur'an, particularly with regard to the pronunciation of the makhraj of the letters and reading fluency. Through this method, pupils can hear correct examples of recitation directly from the teacher and then imitate them repeatedly. This process helps pupils to understand the pronunciation of the Hijaiyah letters more easily and to correct their reading errors gradually. (Interview with Mr Iqbal, Qur'an and Hadith teacher, Monday, 4 May 2026, 10:46)

Furthermore, the use of the talaqqi method also helps pupils to be more focused and confident when reading the Qur'an, as the teacher provides direct guidance to those who are struggling. Based on the results of observations, some pupils have begun to show an improvement in their reading fluency after being given repeated reading practice using the talaqqi method.

Mrs Nuzul, a teacher of the Qur'an and Hadith, explained:

"In the class, there are pupils who can already read the Qur'an fluently and others who cannot yet do so. So they are usually separated at first so that those who

cannot yet read can be guided more easily. The children who are still struggling are taught gradually, starting with an introduction to the letters, reading syllables, and progressing to reading short verses.” (Interview with Mrs Nuzul, a Qur'an and Hadith teacher, Monday, 4 May 2026, 11:20)

This statement indicates that the teacher does not apply a one-size-fits-all approach to the learning process for all pupils. The teacher endeavours to adapt teaching methods to pupils' abilities so that those who are still experiencing difficulties with reading can still follow the lessons effectively. This approach provides pupils with the opportunity to learn in accordance with their individual ability levels.

Based on the observations, the teacher was seen to be actively guiding the pupils in reading the Qur'an throughout the learning process. Not only did the teacher explain to the class as a whole, but they also worked with pupils individually to correct reading errors, such as the articulation of letters and the length of vowel sounds, by providing examples of correct recitation and then asking the pupils to repeat them slowly.

The lesson began with a group prayer, followed by a session where pupils took turns reading from the Qur'an. Pupils experiencing difficulties were called forward specifically so that the teacher could provide them with direct guidance more easily. In addition to the talaqqi method, the teacher also uses Hijaiyah alphabet cards to help pupils recognise the letters and their sounds, so that they are more active and enthusiastic in their learning. (Interview with Mrs Nuzul, Qur'an and Hadith teacher, Monday, 4 May 2026, 11:20)

Generally speaking, the classroom atmosphere is conducive to learning and interactive. The teacher does not merely deliver the material in a one-way manner, but also allows space for pupils to ask questions and practise reading. The teacher's patience in guiding pupils who are still struggling to read helps them feel more confident when reading in front of the class.

The findings of this study indicate that the talaqqi method applied by teachers is quite effective in helping pupils overcome difficulties in reading the Qur'an. This method provides students with the opportunity to hear examples of recitation directly, making it easier for them to understand the pronunciation of letters and the rules of tajwid. (Interview with Mr Iqbal, a teacher of the Qur'an and Hadith, Monday, 4 May 2026, 11:50).

This is in line with the view of Rahman and Anwar (2020), who state that the talaqqi method is effective in Qur'anic instruction because it helps pupils understand the text through the process of listening and imitating directly.

Types of Difficulties in Reading the Qur'an Experienced by Students

Based on the research findings, the difficulties experienced by pupils at MIN 20 Aceh Besar in reading the Qur'an are quite varied, such as difficulties in recognising the Hijaiyah letters, errors in the points of articulation, inaccuracies in the length of vowel sounds, and a lack of fluency in reading.

The results of interviews with Qur'an and Hadith teachers indicate that some pupils are not yet familiar with the Hijaiyah alphabet due to a lack of reading practice at home and minimal parental guidance. This is in line with (Ramadhani, 2023), who states that the family environment influences children's habits of reading the Qur'an. The Al-Qur'an and Hadith teacher at NF stated that:

"There are children who don't practise reciting the Qur'an enough at home, so when they arrive at school they still don't recognise the Hijaiyah letters. Consequently, they have to be taught all over again from the very beginning, starting with an introduction to the letters." (Interview with Mrs Nuzul, a Qur'an and Hadith teacher, Monday, 4 May 2026, 12:05).

In addition, pupils also find it difficult to distinguish between letters that look similar, such as 'tsa', 'sa' and 'syin', as they have not yet fully grasped the points of articulation and the shapes of the letters. Some pupils also still read haltingly, lack confidence, and tend to read slowly, which indicates the presence of psychological factors in their reading difficulties. (Interview with Mrs Ruki, the Qur'an and Hadith teacher, Monday, 4 May 2026, 12:15).

The teacher also emphasised that a lack of practice at home is a major factor, as some parents leave the learning entirely to the school. Mrs Nuzul, a teacher of the Qur'an and Hadith, stated that:

"If children only learn at school without revising at home, their progress is usually slower. So, in fact, cooperation with parents is also needed so that children get used to reading the Qur'an at home." (Interview with Qur'an and Hadith teacher Mrs Nuzul, Monday, 4 May 2026, 12:20).

The results of interviews with pupils showed that the majority rarely read the Qur'an at home because they spend more time playing, so they only read it at school or at the Qur'anic study group. This has resulted in their reading skills developing more slowly. Observations also revealed differences in ability among pupils; those accustomed to reciting the Qur'an at home were more fluent and confident, whilst those who were not accustomed to doing so were slower at reading. (Interview with Mrs Nuzul, a teacher of the Qur'an and Hadith, Monday, 4 May 2026, 12:20).

Overall, difficulties in reading the Qur'an are influenced by internal factors such as low motivation, a lack of self-confidence and basic reading skills, as well as external factors such as a lack of parental support and a lack of practice at home. This is in line with the view of Hidayah (2021), who states that the ability to read the Qur'an is influenced by psychological factors, the family environment, and the intensity of students' reading practice.

Teachers' Efforts to Overcome Pupils' Difficulties in Reading the Qur'an

1. Pupils are not yet familiar with the Hijaiyah alphabet

The teaching method used by teachers at MIN 20 Aceh Besar to help pupils who are not yet familiar with the Hijaiyah alphabet is the talaqqi method. This method involves the teacher reading a verse from the Qur'an first, after which the pupils follow and imitate the recitation immediately.

This method is effective for teachers to use because pupils can hear examples of correct reading directly and can repeat them over and over again. This process helps pupils to understand the pronunciation of the Hijaiyah letters more easily and to gradually correct their reading mistakes.

The research findings show that, after several sessions, pupils began to show improvements in reading fluency and in distinguishing between Hijaiyah letters following repeated reading practice using the talaqqi method.

Based on the results of in-depth interviews, teachers also undertake various step-by-step approaches, tailored to the pupils' abilities, to help them overcome difficulties in reading the Qur'an. One such approach is individual guidance, ranging from an introduction to the Hijaiyah alphabet, reading syllables, to slowly reading short verses. If a reading error occurs, the teacher immediately provides the correct example and asks the pupil to repeat it until it is done correctly. (Interview with Mrs Nuzul, Qur'an and Hadith teacher, Monday, 4 May 2026, 12:20).

2. Errors in the pronunciation of the articulation points of letters

The teacher uses the talaqqi method and provides individual guidance by demonstrating the pronunciation of the letters directly and then asking the pupils to repeat them slowly.

This method helps pupils to hear and imitate the correct pronunciation of letters, making it easier for them to distinguish between Hijaiyah letters with similar sounds.

The research findings show that after the teacher had taught the pupils about incorrect pronunciation of the makhraj of letters using the talaqqi method, the pupils began to be able to correct their pronunciation of the makhraj of letters by listening to and imitating the teacher's correct pronunciation of the text and

In addition, the teacher also encourages pupils to read the Qur'an before lessons begin on a regular basis, so that they become more accustomed to it and find it easier to remember the verses. Teachers also help to create an enjoyable learning atmosphere through the use of teaching aids, namely Hijaiyah alphabet cards, so that pupils are more active and enthusiastic in their learning.

3. Inaccurate application of the rules of tajwid

Teachers used the talaqqi method, repeated reading exercises, and familiarisation with reading the Qur'an before lessons began. These methods helped pupils understand the application of tajwid directly through the teacher's recitation examples and continuous practice.

The research findings indicate that pupils began to read the Qur'an more effectively and that errors in the application of tajwid rules gradually decreased through

the talaqqi method, whereby pupils listen to the teacher's correct recitation and then imitate it repeatedly.

Further efforts are being made through collaboration with pupils' parents to ensure that learning continues at home. Teachers emphasise the importance of revising the material at home to accelerate the development of pupils' reading skills.

In an interview, the teacher explained that: "The most important thing, actually, is cooperation with parents. It is not enough for children to learn at school alone, but they must practise again at home so that their reading skills develop more quickly." (Interview with Mrs Nuzul, a teacher of the Qur'an and Hadith, Monday, 4 May 2026, 12:08).

Based on the results of direct observations and in-depth interviews conducted at MIN 20 Aceh Besar, "the school also runs a weekly Talents and Interests programme, specifically the Tahsinul Qur'an sessions held every Saturday. This activity provides individual guidance to pupils in reading the Qur'an, paying attention to the pronunciation of the Hijaiyah letters, fluency and tajwid, thereby making the learning process more focused and intensive". (Interview with Mr Iqbal, Qur'an and Hadith teacher, Monday, 4 May 2026, 11:50).

In addition, the teacher implements a step-by-step approach to learning by introducing simple texts first—such as those consisting of a single syllable—and then progressing to longer texts. Pupils are asked to practise repeatedly until they are able to read correctly, and are then encouraged to practise again at home with their parents so that their reading skills can develop more effectively.

Overall, the research shows that teachers have employed various strategies, such as the talaqqi method, individual guidance, fostering a habit of reading, simple teaching aids, and collaboration with parents. These efforts have had a positive impact on improving pupils' ability to read the Qur'an, although there are still several challenges.

These findings are consistent with Sari's (2022) research, which states that interactive learning, the development of reading habits, and intensive guidance can gradually improve pupils' ability to read the Qur'an. Thus, learning success depends not only on the teacher's methods, but also on the support provided by the learning environment and parental involvement.

Conclusions and Recommendations

Based on the results of research conducted at MIN 20 Aceh Besar, it can be concluded that the Al-Qur'an and Hadith learning method plays an important role in helping students overcome their difficulties in reading the Al-Qur'an. The talaqqi method is the most widely used by teachers as it is considered effective in helping pupils understand the pronunciation of the Hijaiyah letters, makhraj and tajwid through the process of listening to and directly imitating the recitation. In addition,

teachers also implement individual guidance, step-by-step learning, regular practice in reading the Al- Qur'an, and the tahsinul Qur'an programme as part of efforts to improve pupils' reading skills.

The research findings indicate that the difficulties students experience in reading the Qur'an include a lack of familiarity with the Hijaiyah alphabet, inaccuracies in the pronunciation of the letters' points of articulation, and a lack of fluency in reading the Qur'an. These difficulties are influenced by a lack of regular Qur'an reading at home and minimal guidance from parents. Therefore, the success of Qur'an and Hadith learning is influenced not only by the teaching methods used by teachers but also by the support of the learning environment and parental involvement in guiding pupils.

It is hoped that this research will serve as a reference for teachers and schools in developing more effective methods of teaching the Qur'an and Hadith that are tailored to pupils' needs. Furthermore, it is hoped that future research will explore the use of more innovative teaching materials or Qur'anic learning programmes to improve pupils' ability to read the Qur'an. The researcher would also like to express their gratitude to all parties at MIN 20 Aceh Besar, the Headteacher, the Qur'an and Hadith teachers, the pupils and all informants who provided their support, enabling this research to be carried out successfully.

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