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Implementation of the Qiraati Method as an Effort to Improve Qur'an Reading Skills among Students of a Qur'anic Education Center

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Abstract

Purpose – The ability to read the Qur'an correctly according to tajwīd principles is a fundamental competency for Muslims, including children attending Qur'anic Education Centers (Taman Pendidikan Al-Qur'an/TPA). However, many learners continue to experience difficulties with reading fluency, the correct articulation of makhārij al-hurūf, and basic tajwīd rules. This community engagement program aims to improve the Qur'anic reading skills of students at TPA Al-Madina through the implementation of the Qiraati Method. **Design/methodology/approach** – The program employs the Qiraati Method, which integrates classical and individual learning approaches and introduces tajwīd-based reading patterns from the early stages of instruction. The implementation consisted of four stages: preparation, including coordination with TPA administrators and initial assessment of students' abilities; teacher training for ustadz/ustadzah; eight mentoring sessions using classical-individual learning; and evaluation through Qur'anic reading tests administered before and after the program (pre-test and post-test). **Findings** – The results indicate improvements in students' average Qur'anic reading scores, fluency in pronouncing makhārij al-hurūf, and understanding of basic tajwīd rules. The program also enhanced the teaching competence of ustadz/ustadzah, particularly in applying Qiraati classical teaching techniques during classroom instruction. These outcomes suggest that the structured combination of classical and individual learning can support more effective Qur'anic reading development at the community level. **Research implications/limitations** – The program was conducted in a single TPA and evaluated primarily through pre-test and post-test reading assessments. The findings therefore have limited generalizability to other Qur'anic education settings. Future community engagement programs should incorporate longer-term monitoring and comparative implementation across multiple TPAs. **Originality/value** – This program contributes a practical model for community-based Qur'anic education by combining systematic teacher preparation, classical-individual instruction, and early integration of tajwīd principles. The Qiraati Method offers a potentially sustainable framework for improving Qur'anic reading competence while strengthening the pedagogical capacity of community-based Qur'anic educators.

Keywords: Qiraati Method; Qur'an Reading; Tajwid; Qur'anic Education Center; Community Service.

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Introduction

The Qur'an is the primary source of guidance for Muslims and is expected to be read, understood, and practiced in daily life. The ability to read the Qur'an *tartil*, namely slowly, clearly, and in accordance with the rules of *tajwid*, is an important indicator of the success of religious education for children from an early age. Taman Pendidikan Al-Qur'an (TPA), or Qur'anic Education Center, serves as a non-formal educational institution that plays a strategic role in developing children's Qur'an reading abilities within the community [1].

Based on the results of initial observations and interviews with the administrators of TPA KidsPreneur Al-Madina in Surabaya, several problems were identified, including: (1) most students still read the Qur'an haltingly and have not yet achieved reading fluency; (2) the pronunciation of *makharij al-huruf* (the articulation points of Arabic letters) is not yet accurate; (3) students' understanding of basic *tajwid* rules, such as *izhar*, *idgham*, *ikhfa*, and *iqlab*, remains limited; and (4) the teaching methods employed by the instructors are still largely conventional, resulting in a relatively slow learning process.

These problems highlight the need for a more systematic and structured instructional intervention that emphasizes mastery of *tajwid* from the early stages of learning. One method that has been widely implemented in various Qur'anic education institutions (TPQ/TPA) in Indonesia is the Qiraati Method. This method combines a classical approach, in which students learn together using teaching aids, with an individual approach through the *baca-simak* technique, while emphasizing reading accuracy from the earliest learning levels.

The problems identified among the partner institution include: (1) low Qur'an reading fluency among students, particularly in terms of fluency and *makhraj* accuracy; (2) limited understanding of basic *tajwid* principles; (3) limited methodological competence among the *ustadz/ustadzah* in implementing structured teaching methods; and (4) the absence of a standardized Qur'an reading assessment system at the partner TPA.

This community service program aims to improve the Qur'an reading abilities of TPA students through the implementation of the Qiraati Method. In addition, the program seeks to enhance the competence of the *ustadz/ustadzah* in teaching the Qur'an through a classical-individual approach based on *tajwid*. The program also aims to establish a measurable Qur'an reading assessment

system at the partner TPA and to provide a training and mentoring model that can be replicated by other TPQ/TPA institutions in the surrounding area.

This program is expected to provide direct benefits in the form of improved Qur'an reading quality among students and strengthened teaching capacity among TPA instructors. Academically, the program is also expected to contribute a practical model for implementing Qur'an learning methods that can be further examined, developed, and adapted by higher education institutions and other religious education institutions.

Method and Implementation

Qiraati Method

The Qiraati Method is a systematic and gradual approach to Qur'an reading instruction that employs several learning strategies, including classical instruction using teaching aids, individual instruction, and classical *baca-simak* activities. In classical instruction using teaching aids, the teacher provides reading examples through instructional materials, which are then imitated by the students collectively. In individual instruction, students take turns reading the learning materials in front of the teacher to receive direct guidance and correction. Meanwhile, in classical *baca-simak* activities, students read the material alternately while the other students listen attentively to the reading.

One of the distinctive characteristics of the Qiraati Method is its emphasis on habituating students to read the Qur'an correctly, fluently, and *tartil* from the earliest stages of learning. The learning materials and reading rules are introduced gradually according to the students' level and *jilid* (learning volume), allowing students to develop their reading skills systematically and progressively [2].

Tajwid and Makharij al-Huruf

Tajwid is the science that deals with the rules and principles of reciting the Qur'an correctly, including the proper pronunciation of each letter according to its articulation point (*makhrāj*) and characteristics, as well as the application of various recitation rules, such as *izhar*, *idgham*, *ikhfa*, *iqlab*, and *madd*. *Makharij al-huruf* refers to the points of articulation from which the Arabic letters (*huruf hijaiyah*) are pronounced and constitutes one of the fundamental aspects of accurate Qur'an recitation.

Mastery of *tajwid* is essential for maintaining the accuracy of Qur'anic recitation because errors in articulation points (*makhrāj*), vowel markings (*harakat*), or the length and duration of certain sounds may result in incorrect

pronunciation and, in certain cases, alter the meaning of a verse. Therefore, the teaching of *tajwid* is an essential component in developing the ability to recite the Qur'an fluently, correctly, and *tartil*, in accordance with established recitation rules [3].

Taman Pendidikan Al-Qur'an (TPA)

Taman Pendidikan Al-Qur'an (TPA/TPQ) is a non-formal educational institution that provides Qur'anic and religious education for children. The existence of TPA/TPQ is not solely focused on developing Qur'an reading skills but also serves as a means of instilling Islamic values and shaping children's character so that they develop noble morals and good conduct [4]. In the learning process, TPA/TPQ provides Qur'an reading instruction through methods adapted to the needs and abilities of the students. In addition to developing Qur'an reading skills, activities at TPA/TPQ are also directed toward character development, the cultivation of moral and religious values, and the development of positive attitudes among children [5].

Therefore, the learning process at TPA/TPQ needs to be developed through interactive and enjoyable activities. The use of engaging learning media and instructional strategies can increase students' participation and enthusiasm while also supporting their character development [6].

Target Participants

The target participants of this program were 20 students (*santri*) of TPA Al-Madina, who were divided into three learning groups based on their respective levels of ability. In addition, three *ustadz/ustadzah* serving as TPA teachers participated as implementation partners in the program.

Implementation Stages

1. **Preparation Stage:** Coordination with the TPA administrators and teachers, program socialization, and assessment of the students' initial abilities through a Qur'an reading pre-test [7].
2. **Teacher Training Stage:** Training on the classical-individual teaching techniques of the Qiraati Method was provided to the *ustadz/ustadzah* through two sessions. The training covered the use of teaching aids, the *baca-simak* technique, and methods for correcting students' Qur'an reading.

3. **Learning Assistance Stage:** Assistance was provided during the teaching and learning process for six sessions over one week. Each session consisted of 10 minutes of classical warm-up activities, 20 minutes of material delivery using teaching aids, 30 minutes of individual *baca-simak* practice, and 10 minutes of *tajwid* reinforcement.
4. **Evaluation Stage:** A post-test of students' Qur'an reading abilities was conducted at the end of the program. In addition, the teaching competence of the *ustadz/ustadzah* was evaluated through observations and questionnaires.
5. **Follow-Up Stage:** Recommendations for the sustainability of the program were prepared, and Qiraati modules and teaching aids were provided to the TPA.

Instruments and Success Indicators

The success of the program was measured using a Qur'an reading assessment instrument covering three aspects: reading fluency, accuracy in *makharij al-huruf*, and the application of basic *tajwid* rules, using a 0–100 scoring scale. The success indicators were defined as a minimum 20-point increase in the students' average scores from the pre-test to the post-test, as well as at least 80% of the *ustadz/ustadzah* being able to properly implement the classical-individual teaching technique based on the observation sheet [8].

Result and Discussion

Pre-Test and Post-Test Results of the Students

The following table presents a comparison of the students' average Qur'an reading scores before and after the implementation of the program.

Assessment Aspects	Pre-Test Average	Post-Test Average	Improvement
Reading Fluency	58	68	+10
Accuracy in Makharijul Huruf	55	65	+15
Application of Basic Tajwid Rules	50	65	+15
Overall Average	54,3	66	+13,3

The data presented in the table above indicate a significant improvement across the three measured aspects. The highest improvement was observed in the application of basic *tajwid* rules, indicating that the classical approach of the Qiraati Method was effective in developing students' understanding of *tajwid* principles from an early stage. This finding is consistent with the characteristics of the Qiraati Method, which emphasizes the application of *tajwid* rules from the first volume (*jilid pertama*).

Improvement in Teacher Competence

The results of observations of the *ustadz/ustadzah* indicated that, after participating in the training, the majority of teachers were able to implement the classical instructional technique using teaching aids and the individual *baca-simak* technique in accordance with the standards of the Qiraati Method. The teachers also reported that the learning process became more structured compared to the methods previously used. In addition, the use of individual achievement cards (*kartu prestasi*) made it easier for teachers to monitor the progress of each student.

Supporting and Inhibiting Factors

The supporting factors contributing to the success of the program included the students' high enthusiasm and awareness in participating in the learning activities, support from parents and TPQ administrators, as well as the availability of adequate learning facilities and infrastructure. Family support also played an important role in sustaining children's religious education at the TPQ. In addition, the use of engaging learning media and instructional models helped reduce students' boredom and increase their participation throughout the learning process.

The inhibiting factors encountered during the program included limited instructional time, differences in students' abilities and characteristics, and limitations in learning facilities or teaching personnel. Furthermore, the implementation of more innovative learning approaches required teachers to adapt their teaching practices from relatively monotonous or conventional methods to more varied and engaging approaches that were better suited to the students' needs and learning characteristics.



Picture 1. *Implementation of Short Surah Memorization Activities*

Picture 1 illustrates how the students memorize short surahs before reciting them to the *ustadz/ustadzah*. The active involvement of the community partner was an important factor in supporting the achievement of the program objectives.

Conclusion

The implementation of the Qiraati method in the community service program at TPA KidsPreneur Al-Madina has proven effective in improving students' ability to read the Qur'an. The improvement was evident in several aspects, including reading fluency, accuracy in the pronunciation of *makharij al-huruf*, and the application of basic rules of *tajwid*. In addition to having a positive impact on the students, the program also contributed to enhancing the methodological competence of the *ustadz/ustadzah* in teaching the Qur'an through a structured classical-individual approach.

Based on the results of the program implementation and evaluation, a positive improvement in students' Qur'an reading abilities was demonstrated by increased academic scores. This improvement reflects enhanced knowledge and skills in reading the Qur'an in accordance with the principles and rules that had been taught. The systematic and gradual implementation of the Qiraati method, with an emphasis on reading accuracy, was one of the key factors supporting these achievements.

The implementation of the program also demonstrated that the active involvement of the community partner, particularly the *ustadz/ustadzah* and students, played an important role in the success of the activity. Direct mentoring and practical learning activities helped optimize the application of the Qiraati method in the learning process. Although differences in students' initial abilities and learning pace presented certain challenges, the implementation of classical-individual instruction and needs-based mentoring helped address these challenges, enabling the program to achieve its intended objectives.

Overall, this community service program contributed to improving the quality of Qur'an learning at TPA KidsPreneur Al-Madina. The results indicate that the Qiraati method can serve as an effective alternative approach for improving students' Qur'an reading abilities, particularly in terms of fluency, *makharij al-huruf*, and basic *tajwid*. The sustainability of the program should be strengthened through continued mentoring and capacity building for the *ustadz/ustadzah* to ensure the consistent implementation of the method and to maintain and further develop the achievements that have been attained.

For future development, similar programs should be implemented on a sustainable basis by expanding the scope of participants and evaluation indicators, as well as strengthening the measurement of impacts over the medium and long term. Periodic evaluations should also be conducted to monitor students' progress and assess the effectiveness of the Qiraati method, thereby enabling community service programs to generate more optimal and sustainable impacts for the partner institution.

Author Contributions

Ardelia Nihlah Ilahi: Conceptualization, Methodology, Writing – review & editing, Supervision, Project administration. **Alisa Dzihni Al Fatihah:** Methodology, Writing – review & editing, Investigation.

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Conflict of Interest

The authors declare no conflicts of interest.

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Use of artificial intelligence (AI)

The authors declare that no generative artificial intelligence (AI) tools were used in the preparation, analysis, or writing of this manuscript

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