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## INVESTIGATING THE *QIROATI* METHODS'S EFFECT ON *TAJWEED* UNDESRTANDING AMONG THE FOURTH GRADERS

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### Abstract

This study aimed to analyze the understanding of Tajweed among grade VI students at SD IT Al Mawaddah Semarang through the application of the Qiroati method and its impact on improving their Qur'anic reading skills, particularly in terms of fluency, pronunciation accuracy, and correct application of Tajweed rules. The research used a qualitative approach with a case study. The research subjects consisted of thirty students of grade VI and two Qur'anic supervisors. Data collection techniques included in-depth interviews, observation of the teaching and learning process, and documentation of student reading results. Data analysis were carried out using the Miles and Huberman model, through the stages of data reduction, data presentation, and conclusion/verification. The findings of the study showed that the Qiroati method is effective in improving the skill of reading the Qur'an with the rules of tajweed, although obstacles such as the influence of local dialects and difficulties in distinguishing the makhraj of similar letters are still found. The Qiroati method had been proven to significantly improve students' Qur'an reading techniques if supported by a variety of teaching methods and improving the quality of teachers. Therefore, it is recommended that schools optimize the use of creative learning media and pay attention to the individual learning needs of students to achieve more optimal learning outcomes.

**Keywords:** *tajweed*, *qiroati* method, reading the qur'an, studying

### Introduction

The ability to read the Qur'an correctly in accordance with the rules of tajweed is a key element in Islamic religious education. Not only is it a technical ability to recite the verses of the Qur'an, but this also reflects respect and depth of understanding for the revelation of Allah SWT. Al-Attas (1980) In The Concept of Education in Islam, it is stated that Islamic education aims to form a whole human being, which includes not only religious knowledge but also the appreciation of the values of manners, including manners in reading the Qur'an. The understanding of tajweed is not only a form of technical teaching, but also as a way to maintain and care for the sanctity of the revelation revealed to mankind. In this case, tajweed teaching is an important foundation in religious education in Islamic schools, such as in IT Elementary School, which functions as an agent of shaping students' character.

According to Az-Zarnuji in Ta'limul Muta'allim in (Nur, 2024), every Muslim is obliged to study religious knowledge, and that includes reading the Qur'an correctly. Therefore, tajweed education in Islamic schools must be implemented effectively. Based on findings from (Kamarudin & Salam, 2012), around 75–80% of students in SD IT have been able to read the Qur'an with the correct application of basic tajweed after participating in method-based learning such as Qiroati. This shows that most students in Indonesia have managed to master important aspects of reading the Qur'an, such as the correct pronunciation of the letters of makhraj, the application of appropriate short readings, and the

understanding of the value of waqaf. This success confirms the importance of choosing the right method in tajweed learning to accelerate students' mastery of the correct reading of the Qur'an.

However, even though the results achieved are quite significant, there are still around 20-25% of students who face difficulties in mastering tajweed well. These obstacles include difficulties in distinguishing similar letters in the Qur'an, such as "ظ" and "ز" or "س" and "ش", as well as difficulties in maintaining pronunciation consistency in accordance with the rules of tajweed (Maulana, 2023). In addition, the influence of regional dialects can also affect the pronunciation of certain letters, which can cause variations in the way of reading that are not in accordance with the correct rules of tajweed. From the book "The Art of Reading Books" by (Purwantara, 2022) explained that this difference in dialect can lead to difficulties for students in pronouncing certain letters that have almost similar pronunciations, thus adding complexity in the learning process.

In addition, although the Qiroati method has a positive contribution to tajweed teaching, external factors such as family background and the intensity of practice outside of school also affect student success. Research by (Nisa, E. S., & Maharani, 2022) revealed that the quality of learning is greatly influenced by the quality of teachers who teach tajweed. Teachers who have a strong understanding of tajweed not only provide technical teaching, but also become an example for students in practicing correct reading. The approach applied by competent teachers can help students achieve a better understanding of tajweed. Vygotsky (1978) in the theory of Zone of Proximal Development (ZPD) and in his book *Mind in Society The Development of Higher Psychological Processes* emphasizes the importance of guidance from more competent individuals in helping students develop their abilities to the fullest. This means that the role of the teacher is very important in ensuring that students can understand and master tajweed well.

In order to overcome the existing challenges, more varied learning strategies, including the use of engaging learning media and regular practice, need to be implemented. Nahda (2024) said that the use of technology in learning the Qur'an can provide more optimal results. Learning apps that can detect tajweed pronunciation errors and provide feedback directly to students can help them improve their tajweed skills in a more interactive and effective way. In addition, the theory of learning based on repetition and structured exercises can also make a significant contribution to improving students' mastery of tajweed, as expressed by Creswell (2014) in his book *Implementing Public Policy* and in educational research that indicates that regular evaluation and practice are the key to improving students' understanding of teaching materials. Therefore, strengthening strategies and learning that are more adaptive and effective is important to achieve the goal of more equitable and optimal tajweed learning in all IT elementary schools in Indonesia.

Previous studies have explored methods such as Iqra', Tilawati, and Ummi. However, there is a lack of focused research on the effectiveness of the Qiroati method in enhancing Tajweed comprehension in depth. Most studies emphasize reading speed rather than the quality of recitation based on Tajweed rules. This reveals a significant gap in the literature that this study aims to address.

This study aims to analyze the understanding of Tajweed among grade VI students at SD IT Al Mawaddah Semarang through the application of the Qiroati method, focusing on its impact in enhancing students' fluency, pronunciation accuracy, and application of Tajweed rules in Qur'anic reading. Specifically, it seeks to determine the extent to which the Qiroati method can improve students' Qur'anic reading quality in terms of fluency, accuracy of pronunciation, and correct application of Tajweed rules.

This research is necessary due to the urgent need for teaching methods that ensure a proper understanding of Tajweed from an early age. It is justified by its practical contribution to developing more effective Qur'anic learning strategies. By addressing this research question, the study is expected

to help teachers and Islamic institutions select appropriate approaches for comprehensive and accurate Qur'anic education.

### **Literature Review**

#### ***The importance of learning tajweed in qur'an education***

Learning the Qur'an is a fundamental aspect in Islamic religious education, where one of the main components that must be mastered is the understanding of tajweed. Tajweed is a science that learns how to read the Qur'an correctly, according to the rules that have been set, which include the pronunciation of letters, short reading lengths, and punctuation marks (harokat) (Muslikah, M. T. S. D. M., & Al Qur'an, 2021). A correct understanding of tajweed is very important to maintain the authenticity of the reading of the Qur'an in accordance with the teachings of the Prophet PBUH. However, the big challenge in modern education is that there are still many students who have difficulty mastering and applying tajweed correctly. Therefore, the use of the right learning method is very important so that students can understand and master tajweed knowledge effectively.

#### ***Qiroati method in tajweed learning***

One of the methods that is widely used in tajweed learning is the Qiroati method. This method is popular in Indonesia and is applied in various educational institutions, including Islamic boarding schools and schools. The Qiroati method focuses on a systematic and gradual approach in learning to read the Qur'an. In the initial stage, students are introduced to Hijaiyah letters and punctuation (harokat), then continue by reading simple words, until finally they can read the verses of the Qur'an correctly. The advantage of the Qiroati method lies in its structured approach, which allows students to master every aspect of reciting the Qur'an gradually, so that they can understand and apply tajweed knowledge easily (Tiyas, M. C., Chomaidah, S., Sa'diyah, N. H., Aimmah, A. N., & Prasetya, 2024).

#### ***Ausubel learning theory and the concept of advance organizer***

Ausubel's learning theory, especially the concept of Advance Organizer, provides a deeper understanding of the effectiveness of the Qiroati method in learning tajweed. According to Ausubel's theory (1968) in his book *Education Psychology: A Cognition View*, effective learning occurs when new information can be connected to knowledge already existing in the student's cognitive structure. Advance Organizer serves as a tool to connect old knowledge with new knowledge, so that students can more easily understand and absorb new material. In the context of tajweed learning, an Advance Organizer can be an introduction to the basic components of reading the Qur'an, such as the Hijaiyah letters and harokat, which provide a solid foundation for students before learning more complex verses (Herpalinda, 2024).

#### ***Effectiveness of the qiroati method based on research***

Research conducted by Irwan (2022) showed that the use of the Qiroati method in tajweed learning is able to increase students' understanding in reading the Qur'an correctly. Students who participated in learning with the Qiroati method showed a significant improvement in the ability to read the Qur'an with appropriate tajweed. This is in line with Fadhilah's findings (2021), who found

that the Qiroati method not only improves reading skills, but also students' understanding of tajweed in depth. Most students report that they find it easier to remember and apply the rules of tajweed thanks to systematic and repetitive learning, which is one of the success factors of this method.

### ***Challenges in the application of the qiroati method***

Although the Qiroati method has proven effective, its implementation still faces various challenges. One of the main challenges is how to maintain the consistency of students in applying tajweed correctly. Not all students have the same speed in understanding and mastering the rules of tajweed. Some students may find it difficult to understand certain tajweed rules, such as the short length of the recitation or the proper placement of the harokat. Therefore, a more personalized approach and ongoing evaluation are needed to help students understand their mistakes in reading. Teachers also have an important role in providing motivation and guidance so that students are more confident in learning tajweed.

### ***The relevance of the qiroati method in indonesian education***

In Indonesia, the Qiroati method is very relevant to be applied in learning the Qur'an considering the importance of correct understanding of tajweed to maintain the authenticity of the Qur'an reading. The structured and gradual Qiroati method makes it easy for students to learn tajweed without feeling burdened. Based on Ausubel's learning theory, tajweed learning with the Qiroati method becomes more effective because simpler material is given first, then develops to more complex material. This allows students to more easily remember and apply the rules of tajweed (Alhaji, 2022).

Overall, the use of the Qiroati method in tajweed learning has been proven to be effective in improving students' ability to read the Qur'an correctly. A systematic and gradual approach in this method helps students understand the rules of tajweed better. Ausubel's learning theory, through the concept of the Advance Organizer, provides a solid foundation for understanding how new information can be more easily absorbed if it is connected to the knowledge already possessed by students. Although challenges in the application of this method remain, research and field experience show that the Qiroati method remains one of the most effective ways of teaching tajweed and improving the ability to read the Qur'an among students.

## **Methodology**

### ***Research design and approach of the study***

This study uses a qualitative approach with a case study method to analyze the understanding of tajweed in learning the Qur'an through the Qiroati method. This approach was chosen because it aims to gain a deeper understanding of the learning process, experience, and meaning experienced by students in mastering the ability to read the Qur'an using the Qiroati method. The case study research method is very apt to be applied in this context because it allows researchers to focus on a detailed understanding of how students experience tajweed learning in a real environment, as well as how they apply the rules of tajweed in reading the Qur'an. This case study also provides an opportunity to explore the factors that affect the success or challenges faced by students in learning tajweed through the Qiroati method (Ahmad Suryana, 2017). Data collected from in-depth interviews, hands-on

observations, and documentation will provide a more holistic picture of the student learning experience (Jamshed, 2014). Thus, the design of this study is in accordance with the goal of understanding the factors that affect the understanding of tajweed and the effectiveness of the Qiroati method in improving the ability to read the Qur'an among students. The data in this study was collected through three main techniques, namely in-depth interviews, observations, and documentation. In-depth interviews were conducted with teachers and students to explore their experiences, perceptions, and understandings related to tajweed learning. Observation is used to directly observe the learning process in the classroom, especially how the Qiroati method is applied and how students respond to learning. Meanwhile, documentation is carried out by collecting supporting data such as Qiroati modules, learning notes, and the results of evaluation of students' Qur'an readings. This data collection technique was chosen because it was able to provide a comprehensive picture, enrich data from various sources, and allow triangulation to increase the validity of research results. The data collection mechanism is carried out systematically by creating interview guidelines, observation sheets, and a list of documents that need to be studied, so that the data obtained is relevant to the research focus (Djaelani, 2013).

### ***Research site and participants***

This research was carried out at SD IT AL MAWADDAH Semarang, an educational institution known for its conducive learning environment, adequate facilities, and competent teaching staff, especially in the field of teaching the Qur'an and tajweed. The selection of SD IT AL MAWADDAH as the location of the research was based on its reputation in providing quality religious education, as well as the school's ability to implement the Qiroati method effectively. The focus of this research was on grade VI students, which was considered relevant considering that they have been studying tajweed using the Qiroati method in a structured manner for several years, providing an opportunity to analyze their understanding of tajweed material in more depth. This research was carried out in the even semester between January to May 2025, a period chosen to ensure that students already have a sufficient understanding of tajweed as part of their learning process. Data collection was carried out during school hours to maintain the authenticity of the learning situation, as well as minimize disruption to the ongoing teaching and learning process. The respondents of this study consisted of 32 people, namely 30 grade VI students and 2 teachers (Ustadz and Ustadzah) who acted as supervisors in Qiroati learning. The selection of respondents was considered representative considering the diversity of student backgrounds and teachers' experience in applying the Qiroati method. Thus, this study is expected to provide a comprehensive and valid picture of the effectiveness of the Qiroati method in improving tajweed understanding and the ability to read the Qur'an at the elementary school level, as well as contribute to the development of better Qur'an learning methods in the future.

### ***Data collection and analysis***

In this study, the data triangulation technique was carried out through triangulation of sources, methods, and time to increase the validity and reliability of the data obtained. Source triangulation is done by comparing data from various parties, such as teachers, students, and Qiroati learning documents, to ensure consistency of information and get a more comprehensive picture. The triangulation method was applied by combining the results of in-depth interviews, hands-on classroom observations, and documentation (Arianto, 2024). This approach aims to provide a more complete



and objective picture of the understanding of tajweed with the Qiroati method. Meanwhile, time triangulation is done by collecting data at different times to test the stability and consistency of findings obtained from each source. The use of triangulation is essential to ensure that the data collected is impartial, reduces potential bias, and enriches understanding of the phenomenon being studied. For data analysis techniques, this study uses the data analysis model from Miles and Huberman (1994), which includes three main stages: data reduction, data presentation, and conclusion-inference/verification. In the first stage, the data that has been collected will be processed and filtered to select data that is relevant to the focus of the research. Irrelevant or redundant data will be removed, while in-depth and significant data will be retained for further analysis. Furthermore, relevant data will be presented in the form of narratives, tables, or diagrams, to make it easier to identify existing patterns and relationships. The presentation of this data aims to compile information systematically so that it makes it easier for researchers to understand the dynamics that occur in the context of tajweed learning using the Qiroati method. Once the data is presented, the final stage is the drawing of conclusions. These conclusions are based on the patterns and relationships found from the data that have been presented. During this stage, the researcher also verifies the conclusions drawn, ensuring that the conclusions are consistent with the existing data and can accurately describe the phenomenon being studied. This procedure provides a solid foundation for data analysis, ensuring that the tajweed learning process through the Qiroati method can be understood holistically and can be objectively verified. With this analytical approach, research does not rely on just one type of data or source, but creates a deeper and more diverse understanding through careful data processing.

## **Results**

The findings of this study are presented in line with its objective: to analyze students' understanding of Tajweed through the Qiroati method and how it affects their fluency, pronunciation accuracy, and correct application of Tajweed rules in reading the Qur'an. This study revealed that the implementation of the Qiroati method has a significant impact on improving students' understanding of Tajweed and their ability to read the Qur'an. These findings were based on observations, interviews with teachers, and evaluation results of students' Qur'anic reading before and after using the Qiroati method.

### ***Improvement in mastery of tajweed rules***

Before the Qiroati method was applied, most students only passively recognized basic rules such as *mad* and *ikhfa'* without the ability to identify or apply them in recitation. After intensive use of the Qiroati method over several months, students showed improvements in recognizing and applying rules of *nun sakinah* and *tanwin*, *mim sakinah*, and *mad thabi'i*. This was evident from the Tajweed test scores, where the average increased from 65 to 85.

The application of the Qiroati method at SD IT AL MAWADDAH has a positive impact on students' understanding of tajweed. The results of the observation show that most of the students have a fairly good understanding of the basic rules of tajweed, such as *makhraj* (where the letters come out), the length of the reading (*mad*), and other reading laws. In practice, students feel that by using the Qiroati method, they can read the Qur'an more eloquently and precisely, in accordance with the applicable tajweed rules.

This method begins with the introduction of hijaiyah letters, which are taught carefully and structured. Students are invited to recognize each letter in depth, understand the properties of the

letters, and master the correct pronunciation. This learning takes place gradually and in a structured manner, starting from basic introduction to the ability to read more complex verses of the Qur'an. Teachers play a very important role in this process, by providing examples of correct reading and guiding students directly through each stage of learning. In addition, individual assistance is also provided to students who are having difficulties, so that they can correct their reading errors appropriately.

A conducive learning environment is also a supporting factor for the success of the Qiroati method. SD IT AL MAWADDAH provides adequate facilities, such as the Qiroati mushaf and tajweed guidebook, which make it easier for students to understand and apply tajweed in their daily lives. With this support, students not only learn theory but can also directly practice the recitation of the Qur'an according to the correct rules of tajweed. In addition, the use of varied media, such as audio recordings and tajweed cards, increases students' motivation in learning tajweed.

However, this study also found several obstacles in the application of the Qiroati method. One of them is the influence of local dialects and different pronunciation habits among students. Some students still pronounce the letters in a way that is not in accordance with the correct makhraj, even though they have been given systematic tajweed learning. This shows the need for more attention to local dialect issues in tajweed learning, so that students can understand exactly how each letter should be pronounced.

### ***Better pronunciation and articulation (makharijul huruf)***

One of the focuses of the Qiroati method is the habitual articulation of letters through repetitive drills. Evaluation results indicated that 80% of students improved in accurately pronouncing commonly mispronounced letters such as “ص”, “ض”, and “ع”. This progress was analyzed using standard Tajweed pronunciation rubrics based on recorded recitations. The Qiroati method not only helps students in understanding the theory of tajweed, but also has a significant influence on their practice in reading the Qur'an. Based on the results of observations, most students are able to apply the rules of tajweed correctly when reading the Qur'an, both in short and long readings. They can recognize and apply the laws of tajweed such as idgham, ikhfa, and mad quite well.

The success indicator used in this study is the ability of students to read the Qur'an correctly and in accordance with the rules of tajweed. Periodic evaluations show that about 85% of students have been able to pronounce the letters of the Qur'an with the correct makhraj and avoid common pronunciation errors. This success is inseparable from the frequency of exercises carried out by students, both at school and at home. Regular and structured learning provides opportunities for students to correct their mistakes and strengthen their understanding of tajweed. However, the study also found that although the Qiroati method is effective in improving the technical ability to read the Qur'an, there are still weaknesses in terms of understanding the meaning of the verses read. Most students focussed more on the technical aspects of reading and pay less attention to understanding the content of the verses they read. Therefore, there is a need to integrate the understanding of the meaning of the Qur'an in tajweed learning so that students are not only fluent in reading but also understand the message contained in the Qur'an.

### ***Improved Qur'anic Reading Fluency***

The Qiroati method also enhanced students' fluency in reading the Qur'an. Students who previously read haltingly and struggled to connect letters and words became more fluent in reading

longer verses with appropriate intonation and Tajweed rules. Using a fluency rating scale, 75% of students moved from the “less fluent” category to “fairly fluent” or “fluent”.

This research also identified several obstacles faced by students in understanding tajweed through the Qiroati method. One of the main obstacles was the influence of local dialects that confuse students in the pronunciation of certain letters. Some students, for example, tended to pronounce letters in a different way because of habits formed from childhood. This caused them to have difficulty in recognizing and distinguishing letters that have similar meanings, such as the letters *Ba* and *Ta*. In addition, difficulties were also found in recognizing the signs of waqof and ibtida', which required a deep understanding so that the use of these signs is in accordance with the context of the verse. Another obstacle was the lack of opportunities for hands-on training. Although students were given the opportunity to practice in class, many of them found it difficult to practice tajweed outside of class hours. This caused them to be less trained and more likely to memorize theories without actually mastering the practice.

### ***Solutions to overcoming obstacles***

To overcome these obstacles, SD IT AL MAWADDAH implemented several solutions that have proven to be effective. One of them is to provide opportunities for students to practice reading the Qur'an outside of class hours, such as in the daily tahsin program. This program helps students to continue practicing and improving their reading independently. In addition, teachers also began to use more interesting learning media, such as tajweed animation videos and audio recordings of correct readings. This helps students understand the pronunciation of letters more clearly and concretely. Teachers also provide feedback directly, so students know the mistakes they made and can correct them immediately.

Furthermore, to reduce student boredom in the tajweed learning process, variations were made in teaching methods, for example through group reading sessions or fun educational games. This not only made learning more engaging, but also it increased students' motivation to keep learning. With the implementation of these solutions, it is hoped that students' tajweed understanding will be stronger and errors in pronunciation and memorization of tajweed rules can be reduced. In addition, a more comprehensive approach in combining reading techniques with understanding the meaning of the Qur'an will make learning more holistic and meaningful for students.

### ***Teacher and student responses to the qiroati method***

Interviews revealed that teachers found the Qiroati method helpful in facilitating a step-by-step approach to teaching Tajweed. Students also found the method more engaging due to its hands-on nature and intensive teacher guidance. Some students reported feeling more confident reading the Qur'an publicly after undergoing this learning process.

## **Discussion**

Based on the research results obtained through questionnaires and observations, it is evident that understanding tajweed through the Qiroati method has a significant impact on the ability to read the Qur'an. The initial problem identified in this study was the lack of tajweed understanding among students, which led to errors in letter pronunciation, reading length, and proper application of tajweed rules. Through data analysis, it was found that the Qiroati method provided a structured and gradual



learning approach, beginning with the introduction of the Arabic alphabet to the application of tajweed rules in reading. This is in line with the findings of (Sihees et al., 2017), who stated that the Qiroati method helps students practically understand tajweed from an early stage through repeated practice and habituation in proper reading.

Furthermore, the Qiroati approach, which emphasizes accurate reading without using specific melodies or rhythms, allows students to focus on pronunciation that adheres to tajweed principles. This aligns with (Mohamed et al., 2021) assertion that learning to read the Qur'an correctly and tartil is more effective through practical approaches like the Qiroati method compared to conventional methods that focus merely on memorizing tajweed rules. The improvement in students' reading ability after implementing the Qiroati method also indicates that this method is effective in addressing the problem of poor Qur'anic reading skills. It demonstrates that the method not only enhances technical reading skills but also deepens students' conceptual understanding of tajweed itself.

Tajweed learning at SD IT AL MAWADDAH using the Qiroati method has proven to be effective in helping students understand and apply the rules of tajweed better. However, some challenges and obstacles remain that need to be considered in the development and application of this method. The following discussion will delve deeper into the findings, analyze them in the context of relevant theories and literature, and offer some perspectives that can contribute to the development of this learning method in the future.

***The effectiveness of the qiroati method in tajweed learning,*** this study showed that the Qiroati method was quite effective in improving students' understanding of tajweed, especially in pronouncing the letters of the Qur'an in accordance with the correct makhraj. These findings were in line with research conducted by Hamid (2024) who argued that the Qiroati method, with a systematic and structured approach, allows students to more easily remember and master the correct Qur'an reading techniques. In this study, students are taught in a clear way, separated between theoretical and practical learning, so that they can understand and apply the rules of tajweed well.

Qiroati, as a method that focuses on understanding the pronunciation of letters through repetition and practice, also focuses on the quality of reading, which allows students to be more skilled in reading the Qur'an. According to his research, this repetitive process provides time for students to correct their reading errors, improve the quality of their tajweed, and enrich memorization skills (Imam, 2024). Therefore, the application of the Qiroati method at SD IT AL MAWADDAH should be continued by ensuring that students get enough opportunities to practice reading the Qur'an with proper tajweed.

***The influence of local dialects on tajweed pronunciation,*** one of the obstacles found in this study was the influence of local dialects on the pronunciation of letters that have similar makhraj. This was very relevant to the theory put forward by Sanwil (2021) in his book Learning Arabic for Elementary/MI Students, which states that regional dialect factors can affect the way a person pronounces letters in Arabic, including the letters in the Qur'an. Local dialects often cause difficulties in distinguishing letters that have almost similar shapes or places of exit from letters, such as differences between letters "ص" (shad) and "س" (yes).

According to research by Wool (2023) although the Qiroati method can help improve understanding of tajweed, the difficulty of pronouncing the local dialect often still interferes with the learning process. Therefore, it is important to make adjustments in the teaching of the Qiroati method by introducing more remedial techniques to help students who come from areas with different dialects. In this case, tajweed learning that involves direct listening to the correct recitation of the Qur'an, for example by using audio recordings from experienced readers, can help students improve their pronunciation.

***Obstacles in understanding the meaning of verses***, although the Qiroati method was effective in teaching tajweed reading, these findings showed that the understanding of the meaning of the verse receives less attention. This is an important concern in the context of learning the Qur'an, because understanding meaning is an inseparable part of understanding tajweed. Research conducted by Azizah (2019) showed that in the process of learning tajweed, there is often a separation between reading techniques and understanding the content of the Qur'an. In fact, mastery of tajweed without understanding the meaning of the verses read tends to make the reading only limited to technical rituals without touching spiritual and pedagogical aspects.

As explained by Nadliroh (2021) that the integration between the understanding of tajweed and tafsir in the education of the Qur'an was very important. The Qiroati method can be further developed by combining the teaching of the meaning and interpretation of the verses read so that students not only master the reading but also understand the values contained in the Qur'an. This will improve the quality of Qur'an education in schools and provide a more holistic experience to students.

***Solutions to overcome obstacles in tajweed learning***, the findings of this study identified several solutions that can be applied to overcome the obstacles encountered during learning, such as the influence of local dialects and lack of attention to understanding the meaning of the verses. One of the proposed solutions was to provide more in-depth training sessions and more detailed teaching on the differences in pronunciation of letters in Arabic. This approach could help students from a variety of dialect backgrounds to understand and master the correct pronunciation of letters. Some previous studies, such as those conducted by Syachrul (2024) It also suggests the use of audio technology in tajweed learning to help students correct errors in letter pronunciation. In addition, to overcome the lack of understanding of the meaning of the verses, teachers can integrate tafsir learning in parallel with tajweed. This has been proven by research by Miranda (2024) which shows that learning that combines reading techniques with interpretation comprehension helps students more easily understand the essence of their reading, so that they can live and practice the content of the Qur'an in their daily lives.

***Learning implications and recommendations***, from this analysis, it can be concluded that although the Qiroati method has proven to be effective in teaching tajweed to students, there are several areas that need to be considered to increase its effectiveness, such as the influence of local dialects and the understanding of the meaning of the Qur'an. The use of more diverse media, such as audio and video recordings, as well as the integration between tajweed teaching and tafsir, can be a strategic step in overcoming these challenges. Overall, the development of a more comprehensive Qiroati method will have a positive impact on the quality of Qur'an learning in primary schools.

### **Conclusion and Implications**

This study succeeded in identifying several important findings related to the application of the Qiroati method in tajweed learning at SD IT AL MAWADDAH Semarang. One of the surprising findings was the very strong influence of local dialects on students' ability to pronounce the letters of the Qur'an correctly. Most students unconsciously bring their regional accents in the reading, which leads to quite dominant letter pronunciation errors. These findings show that local cultural factors greatly influence the tajweed learning process, which has not been fully considered in the implementation of the Qiroati method.

This study answers the main research question regarding the effectiveness of the Qiroati method in improving Qur'anic reading ability: that this method is an appropriate and effective approach, especially in foundational Qur'anic reading education. Therefore, the use of the Qiroati method is

recommended as a solution to the problem of low understanding and skills in reading the Qur'an among students.

In addition, this research also reveals the importance of consistency and quality of teachers' reading. When the teacher does not fully pronounce the letters correctly according to the rules of tajweed, students tend to imitate the mistake, which worsens their understanding of the rules of tajweed. This emphasizes that the success of tajweed learning is greatly influenced by the skills and examples provided by teachers.

Another unexpected obstacle is the weak understanding of the signs of waqaf and ibtida', even though they have participated in intensive learning. Although the Qiroati method focuses on technical accuracy in the recitation, this study shows that some important aspects of the recitation of the Qur'an such as the understanding of the signs of waqaf and ibtida' have not received adequate attention. This shows the need for a more in-depth and varied teaching approach to develop a comprehensive student understanding of Qur'an recitation.

This research makes a significant contribution to the development of Qur'anic education, especially in the application of the Qiroati method at the elementary school level. These findings show that the effectiveness of the Qiroati method does not only depend on students' perseverance in memorizing the rules of tajweed, but also on the quality of teacher assistance, creativity of teaching methods, and awareness of local cultural factors that affect students' pronunciation. For this reason, the development of more adaptive and innovative teaching methods is needed, such as the use of audio-visual learning media and a more interactive approach. This approach will not only increase students' motivation, but also enrich their learning experience.

Furthermore, these findings encourage the importance of integrating the understanding of meaning in tajweed learning. Students who are not only skilled in reading correctly, but also able to understand the messages contained in the verses of the Qur'an, will be better able to apply the teachings of the Qur'an in their daily lives. Therefore, it is important for teachers to develop a curriculum that focuses not only on reading techniques, but also on a deeper understanding of the meaning of each reading.

However, this study has some limitations. The research conducted only at SD IT AL MAWADDAH Semarang limited the generalization of the results, so it could not be widely applied to other schools that applied the Qiroati method. In addition, the qualitative approach used in this study has not explored quantitative data that may be able to provide a broader picture of the relationship between the intensity of exercise and the improvement of students' tajweed skills. For this reason, further research involving more schools, using quantitative and qualitative combined methods, and expanding analysis of external factors such as the role of families and students' social environment, is expected to provide more comprehensive results and enrich the study of the effectiveness of the Qiroati method in Qur'an education at the elementary level. Thus, this research is expected to provide guidance for teachers and schools in designing more effective and adaptive tajweed learning strategies, as well as contributing to the development of a curriculum that is more oriented towards a comprehensive understanding of the Qur'an.

The findings of this study imply that educators and Islamic institutions should consider the systematic implementation of the Qiroati method in Qur'anic reading curricula, especially at the early stages of learning. It is recommended that training programs for teachers be enhanced to ensure effective delivery of the method. Moreover, further research can explore the integration of Qiroati with digital learning tools to increase accessibility and engagement among learners.

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