

Indonesian Journal of Islamic Education



Indonesian Journal of Islamic Education

Volume 3 (3) 14-29 September 2026

ISSN: In Process

The article is published with Open Access at: <https://journal.maalahliyah.sch.id/index.php/ijie/index>

Implementation of Al-Qur'an Reading Learning for Grade VII Students at Fatihurrohman Islamic Boarding School, Barumun Baru District Padang Lawas Regency

Nur Diana Hasibuan, UIN Syahada Padangsidempuan

dianahsb946@gmail.com

Muhammad Amin, UIN Syahada Padangsidempuan

muhammad.amin7010@gmail.com

Muslimin Hutapea, UIN Syahada Padangsidempuan

Musliminhutapea68@gmail.com

Abstract

This study discusses learning to read the Qur'an in improving students' ability to read the Qur'an well and correctly. Learning to read the Qur'an is important because the ability to read the Qur'an is not only related to reading fluency, but also includes accuracy in pronouncing letters, applying tajweed, and the ability to read according to the correct rules. This study aims to determine the process of learning to read the Qur'an, students' abilities in reading the Qur'an, and the efforts made by teachers to improve the ability to read the Qur'an. This study uses a qualitative approach with a descriptive method. Data were obtained through observation, interviews, and documentation. The results of the study indicate that learning to read the Qur'an is carried out through providing materials, reading examples from teachers, direct reading practice, and guidance to students who still experience difficulties. In the learning process, teachers pay attention to the pronunciation of letters, the length of reading, the application of tajweed laws, and reading fluency. Teachers' efforts are carried out through habituation to reading the Qur'an, repeated practice, providing examples of correct reading, and direct guidance to students. Learning that is carried out routinely and accompanied by guidance helps improve students' ability to read the Qur'an.

Keywords: Learning to Read the Qur'an; Student Abilities; Tajweed.

Abstrak

Penelitian ini membahas pembelajaran membaca Al-Qur'an dalam meningkatkan kemampuan peserta didik dalam membaca Al-Qur'an dengan baik dan benar. Pembelajaran membaca Al-Qur'an penting dilakukan karena kemampuan membaca Al-Qur'an tidak hanya berkaitan dengan kelancaran membaca, tetapi juga mencakup ketepatan dalam pengucapan huruf, penerapan tajwid, serta kemampuan membaca sesuai dengan kaidah yang benar. Penelitian ini bertujuan untuk mengetahui proses pembelajaran membaca Al-Qur'an, kemampuan peserta didik dalam membaca Al-Qur'an, serta upaya yang dilakukan guru dalam meningkatkan kemampuan membaca Al-Qur'an. Penelitian ini menggunakan pendekatan

kualitatif dengan metode deskriptif. Data diperoleh melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa pembelajaran membaca Al-Qur'an dilakukan melalui pemberian materi, contoh bacaan dari guru, latihan membaca secara langsung, serta bimbingan kepada peserta didik yang masih mengalami kesulitan. Dalam proses pembelajaran, guru memberikan perhatian terhadap makharijul huruf, panjang pendek bacaan, penerapan hukum tajwid, dan kelancaran membaca. Upaya guru dilakukan melalui pembiasaan membaca Al-Qur'an, latihan secara berulang, pemberian contoh bacaan yang benar, serta bimbingan secara langsung kepada peserta didik. Pembelajaran yang dilakukan secara rutin dan disertai bimbingan membantu meningkatkan kemampuan peserta didik dalam membaca Al-Qur'an.

Kata Kunci: Pembelajaran Membaca Al Quran; Kemampuan Peserta Didik; Tajwid.

Introduction

The Koran is the main source of Islamic teachings which serves as a guide for Muslims in living their lives. The Qur'an not only contains instructions related to worship, but also provides guidance in various aspects of human life.(Arikunto, 2021: 115).Therefore, the ability to read the Quran is one of the essential fundamental skills every Muslim must possess. Reading the Quran is not simply a matter of reciting the verses written in the Mushaf (Quranic manuscript), but also requires attention to accuracy, letter pronunciation, length, and the rules of Tajweed. This skill requires continuous learning and practice to ensure the resulting recitation adheres to correct rules.

The command to read the Quran properly can also be seen in Surah Al-Muzzammil, verse 4, which instructs Muslims to recite the Quran with tartil. Reading with tartil demonstrates that the Quran must be read slowly, clearly, and with attention to the accuracy of each recitation. Therefore, learning to read the Quran holds a crucial place in Islamic education because it guides students to read the Quran properly and correctly.

Learning to read the Quran also has extensive benefits for students. Besides improving reading skills, this activity can form good habits in everyday life.(Djamarah, 2021: 172). Regularly reading the Quran can be a positive activity that fills students' time with worshipful activities. In Islamic education, cultivating the habit of reading the Quran is one way to help students connect with the Quran and build discipline in carrying out religious activities.

Islamic boarding schools, as Islamic educational institutions, play a crucial role in providing religious guidance to students. Education in Islamic boarding schools is

not only focused on mastering general knowledge but also focuses on religious learning. One such focus is learning to read the Quran. Through focused learning, students receive guidance in recognizing letters, improving pronunciation, understanding the rules of tajwid (recitation), and increasing fluency in reading the Quran. Therefore, Quranic reading instruction in Islamic boarding schools must be conducted regularly and tailored to each student's individual abilities.

Fatihurrohman Islamic Boarding School in Barumun Baru District, Padang Lawas Regency, is an Islamic educational institution that focuses on Quranic recitation. Based on initial observations by researchers, Quranic recitation is a routine activity carried out after Maghrib prayers. Students from junior high to senior high school (Tsanawiyah) attend this activity. Students are divided into groups based on their Quranic reading ability, and each group receives guidance from a responsible ustadz or ustadzah.

Although Quranic recitation has been routinely implemented, several problems have been encountered in its implementation. Initial observations indicate that some students still experience errors in pronouncing the letters, errors in determining the length and shortness of the recitation (mad), and errors in applying the rules of tajwid. Some of these errors are evident, for example, in the application of the rules of idgham, which have not been perfectly integrated, and the reading of ikhfa, which is still read too clearly. This condition indicates that the existence of Quranic recitation activities does not automatically result in all students having the same reading ability. Differences in students' basic abilities are one of the things that need to be considered in the implementation of learning.

In addition to varying reading abilities, some students still lack focus during the Quranic recitation process. This is a concern because learning to recite the Quran requires concentration, practice, and ongoing guidance. Reading errors are not enough; they need to be corrected through practice and direct correction. Therefore, teachers play a crucial role in guiding students throughout the learning process, especially when students make errors in pronunciation, length, or application of Tajweed rules.

Learning at the Fatihurrohman Islamic Boarding School is carried out in several stages. Research results indicate that learning activities are carried out under direct

guidance from the teacher. During the process, students take turns reading the Quran, while the teacher listens to the reading and provides corrections if there are any errors. The talaqqi method is used in the learning process, where students read directly in front of the teacher so that reading errors can be identified and corrected. Furthermore, the Qiraati method is also used in stages according to the students' abilities.

Regular learning accompanied by direct guidance benefits students' Quran reading skills. Research shows that students have improved their reading fluency, application of Tajweed rules, and pronunciation of the letters. Several students also reported that the learning process helped them understand Tajweed rules and improve their Quran recitation. These activities not only improve reading skills but also help students develop positive habits by filling their time after Maghrib prayer with meaningful activities.

However, the implementation of the learning process still faces several obstacles. Differences in students' initial abilities, lack of independent practice, and an uneven understanding of the rules of tajwid cause some students to still make errors when reading the Quran. To address this, teachers provide direct corrections using the talaqqi method, apply the Qiraati method in stages, provide repeated reading exercises, and conduct evaluations at each meeting. Students who still experience difficulties also receive further guidance to reduce errors in reading the Quran.

Based on these conditions, learning to read the Qur'an at the Fatihurrohman Islamic Boarding School is interesting to be studied further. This research is important to be conducted to see how the process of learning to read the Qur'an is implemented, starting from learning activities, methods used, teacher guidance, to evaluations given to students. In addition, this research also looks at the benefits obtained by students after participating in learning to read the Qur'an regularly. Thus, research on the implementation of learning to read the Qur'an for grade VII students at the Fatihurrohman Islamic Boarding School, Barumun Baru District, Padang Lawas Regency is expected to provide an overview of the implementation of learning the Qur'an in the Islamic boarding school environment and its benefits on students' ability to read the Qur'an.

Methods

This research uses a qualitative approach with the type of field research..(Hamalik, 2021: 157). A qualitative approach was used to obtain a direct picture of the implementation of learning to read the Qur'an for seventh-grade students at the Fatihurrohman Islamic Boarding School, Barumun Baru District, Padang Lawas Regency. This research was conducted by directly observing the learning activities of reading the Qur'an and gathering information from the parties involved in the activity.

The research was conducted at the Fatihurrohman Islamic Boarding School, Barumun Baru District, Padang Lawas Regency. The data sources in this study consisted of primary data sources and secondary data sources. The primary data sources were obtained through interviews with teachers who implemented the Qur'an reading lesson and seventh-grade students who participated in the learning activities. In addition to interviews, data were also obtained through direct observation of the Qur'an reading learning process. Meanwhile, secondary data sources were in the form of documents and supporting information related to the Qur'an reading learning activities at the Islamic boarding school.

The data collection techniques used in this study were observation, interviews, and documentation. Observations were conducted by directly observing the implementation of the Quranic reading lesson after the Maghrib prayer. Interviews were conducted with teachers and students to obtain information about the learning process, the use of the talaqqi and Qiraati methods, obstacles encountered, and the benefits experienced by students after participating in the lesson. Documentation was used as supporting data for research related to the Quranic reading learning activities.

Data analysis was conducted qualitatively through several stages: data reduction, data presentation, and conclusion drawing. Data obtained from observations, interviews, and documentation were first selected and aligned with the research objectives. The selected data were then organized and presented in descriptive form to provide an overview of the Quranic reading learning process. The next stage was drawing conclusions based on the analyzed data.

The data validity in this study was conducted by comparing information obtained from observations, interviews, and documentation. This step was taken to

ensure that the data used in the study aligns with the conditions of Quranic reading learning at the Fatihurrohman Islamic Boarding School, Barumun Baru District, Padang Lawas Regency.

Results and Discussion

Understanding Learning to Read the Qur'an

Learning to read the Quran is an educational process designed to help students read the Quran correctly and properly. In this process, students are not only required to be able to read the letters of the Quran, but also to understand the pronunciation of the letters, the pronunciation of the letters, the length of the recitation, and the rules of tajweed contained in the verses being read. These skills cannot be acquired through independent reading alone; they require continuous learning, practice, guidance, and habituation.

The word "learning" comes from the word "belajar" (learn), which has the prefixes pe- and -an. Learning is essentially a process by which a person acquires knowledge, skills, understanding, or changes in attitude through experience and practice.(Anwar, 2022: 145). Learning is a conscious and directed process carried out through a relationship between teachers, students, and learning resources to achieve specific goals. In learning to read the Quran, the teacher plays a crucial role in providing reading examples, guiding students, listening to their reading, and correcting errors encountered during the learning process.

Meanwhile, the word "read" generally means seeing and understanding something written. When reading the Quran, the activity goes beyond simply recognizing the writing or pronouncing Arabic letters, but also requires paying attention to how to read according to established rules. A student needs to know how each letter is pronounced, where it originates, the rules for reading it, and the length and shortness of a recitation. Therefore, the ability to read the Quran needs to be developed through gradual practice.

The word "Quran" itself comes from the word "qara'a" (reading or collecting). Terminologically, the Qur'an is the word of Allah SWT, revealed to the Prophet Muhammad (peace be upon him) through the angel Gabriel, and serves as a guide for human life. The Qur'an was revealed in Arabic, and reciting it is an act of worship.

This demonstrates that the ability to read the Qur'an is a fundamental skill essential for Muslims, especially for students undergoing religious education.

Learning to read the Quran can be understood as a directed learning activity designed to guide students in reading the Quran according to the correct rules. In this learning process, there is a relationship between the teacher and students. The teacher provides material and examples of readings, while students follow along, practice, and repeat the readings given. If students make mistakes, the teacher provides corrections so they are aware of the error and can correct it. This process is crucial because errors in reading the Quran, particularly in the pronunciation of letters and the rules of tajweed, can persist if not promptly corrected.

In learning to read the Quran, hands-on practice is essential. Students need the opportunity to read in front of a teacher to assess their abilities. Teachers can pay attention to the pronunciation of each letter, the accuracy of the length of the recitation, and the application of the rules of Tajweed. In this way, students' abilities can develop gradually according to their individual abilities. (Anwar, 2022: 187). This can also be seen in the implementation of learning to read the Qur'an at the Fatihurrohman Islamic Boarding School, where students read the Qur'an in turns in front of the teacher and the teacher provides corrections if there are errors in the reading.

Learning to read the Quran is not only aimed at enabling students to read fluently. This learning is expected to foster a habit of reading the Quran regularly. This habit needs to be instilled from an early age, as the ability to read the Quran requires repeated practice. The more frequently students practice reading with proper guidance, the greater their opportunity to correct mistakes and improve their fluency. Furthermore, regular learning can foster a sense of enjoyment and interest in continuing to study the Quran.

In the Qur'an, Allah SWT. gave orders to read the Quran with tartil. Allah SWT. says in QS. Al-Muzzammil verse 4:

وَرَتِّلِ الْقُرْآنَ تَرْتِيلًا

Meaning: "And read the Qur'an with tartil."

This verse demonstrates that reading the Quran should not be done hastily, but rather with careful and correct attention to the reading. Tartil refers to reading clearly, systematically, and in accordance with the rules of recitation. In learning to read the Quran, this principle can be applied through teacher guidance, direct reading practice, and correction of student reading errors. In this way, students not only achieve reading fluency but also learn to maintain accuracy.(Fitriah, 2022: 138).

Based on this description, learning to read the Quran can be understood as an educational process carried out in a planned manner through learning activities, practice, guidance, and habituation so that students are able to read the Quran fluently, eloquently, and in accordance with the makharijul huruf and the rules of tajwid. This learning requires direct teacher and student involvement. The teacher provides direction and correction, while students participate in exercises and continuously improve their reading. Through this process, students' ability to read the Quran can develop gradually and is expected to become a habit carried out in everyday life.

Benefits of learning to read the Qur'an

Learning to read the Quran has significant benefits for students, particularly in improving their ability to read the Quran correctly. Reading ability cannot be acquired simply by knowing the hijaiyah letters; it requires continuous practice and guidance. Through regular learning, students can identify errors in their reading and gradually correct them. Teachers can also provide examples of correct reading so students can follow along and practice.

Learning to read the Quran also benefits students by fostering a habit of interacting with the Quran. When Quran reading is practiced regularly, students become accustomed to setting aside time for it. This habit is important because reading the Quran is not only a learning activity but also a form of worship. Some of the benefits of learning to read the Quran are as follows:(Sari, 2023: 136).

Improve the ability to read the Qur'an

The most visible benefit of learning to read the Quran is the improvement in students' reading ability. Through regular practice, students can become more fluent in reciting Quranic verses. Students who previously struggled with reading can receive direct guidance from teachers. Teachers can assess each student's abilities and provide

exercises tailored to their specific difficulties. With repeated practice, students' reading skills can gradually develop.

Improve reading skills according to Tajweed

Learning to read the Quran helps students understand and apply the rules of tajweed in their reading. Tajweed is necessary for correct recitation of the Quran. During learning activities, teachers can explain the rules of recitation and provide examples to students. Students then practice these rules when reading the Quran. If there are errors in applying the rules of tajweed, teachers can immediately provide corrections. In this way, students not only learn the theory of tajweed but also learn to apply it when reading.(Hidayat, 2023: 152).

Correcting the makharijul huruf

Another benefit is helping students correct their letter pronunciation, or the placement of letters. Mispronunciation of letters can affect the accuracy of their Quran recitation. Through direct instruction with a teacher, students can learn how to pronounce letters correctly. Teachers can listen to students recite each letter individually and provide examples if there are any letters that are not pronounced correctly. This type of practice helps students become more accustomed to paying attention to the pronunciation of each letter when reciting the Quran.

Improve the fluency of reading the Qur'an

Regular learning can help students become more fluent in reading the Quran. This fluency is achieved through consistent practice. Students are given the opportunity to read in turns so that teachers can monitor their progress. Using methods appropriate to the students' abilities also aids this process. The more frequently students read and receive correction, the more opportunities they have to correct any remaining errors in their reading.

Cultivating interest and motivation in learning the Qur'an

Learning to read the Quran can also foster students' interest and motivation to continue learning. As students begin to understand how to read correctly and see improvements in their abilities, their desire to learn can increase. Teacher guidance also encourages students to persevere when they encounter difficulties. Regular

learning can help students become more accustomed to it and make them feel that reading the Quran is an important activity in their lives.

Forming a habit of reading the Qur'an

Regular learning activities can develop a habit of reading the Quran in students. This habit is formed through repeated activities at designated times. Students become accustomed to setting aside time for Quran reading, so that it isn't restricted to class or when teachers have assignments. This habit is expected to encourage students to continue reading the Quran in their daily lives.

Implementation of Al-Qur'an Reading Learning for Grade VII Students at Fatihurrohman Islamic Boarding School

The implementation of learning to read the Qur'an for seventh-grade students at the Fatihurrohman Islamic Boarding School, Barumun Baru District, Padang Lawas Regency, is carried out as a routine activity after the Maghrib prayer. This activity is one form of learning given to students to improve their ability to read the Qur'an, especially in the accuracy of the makharijul huruf, the application of tajwid, the length of the recitation, and reading fluency. The implementation is carried out directly between the teacher and students so that the teacher can know the abilities of each student and provide corrections according to the errors found.

The learning process begins with students gathering in the prayer room after the Maghrib prayer. Students sit in a circle and follow the activities in an orderly manner. Before reading the Quran, the activity begins with a group prayer. Afterward, students take turns reading the Quran in front of the teacher. The teacher listens to the students' reading, paying attention to the pronunciation of the letters, the pronunciation of the letters, the rules of tajweed, and the length of the recitation. If there are errors, the teacher immediately provides corrections and asks students to repeat the recitation until they can recite it more accurately.

In its implementation, the teacher uses the talaqqi method. This method is carried out by students reading the Al-Qur'an directly in front of the teacher, while the teacher listens and corrects the students' reading. This method makes it easier for teachers to see the mistakes each student makes. Mistakes in the pronunciation of letters or the application of recitation are not left to chance, but are immediately

corrected during the activity. Students are also given the opportunity to repeat reading so that the same mistakes can be reduced.(Maulida, 2022: 167).

Apart from talaqqi, learning also uses the Qiraati method. Using this method helps students learn to read the Koran gradually according to their respective abilities. Teachers provide direct guidance to students and pay attention to the development of their reading skills. Students who are still experiencing difficulties receive more attention and guidance so they can participate in learning well.

The implementation of learning is not only directed at students' ability to read the Al-Qur'an fluently, but also at their ability to read according to the correct rules. In this activity, it was still found that several students experienced errors in makharijul letters, the length and shortness of reading, and the application of tajwid laws. There are students who are not precise in distinguishing mad reading and are still not precise in applying reading laws such as idgham and ikhfa. This situation is a concern for teachers in providing direct learning and improvement.

Differences in students' initial abilities are also taken into account in the learning process. Each student has a different ability to read the Quran. Some students are already fluent, while others still need guidance in reading the letters and applying tajweed. Teachers adapt guidance to the students' abilities so that the learning process can be enjoyed by all seventh-grade students. Learning to read the Quran is also implemented through repeated practice. Students not only read the Quran once, but are also given the opportunity to repeat the reading if they encounter any errors. This activity helps students become accustomed to reading the Quran correctly. Evaluation is conducted throughout the learning process by assessing students' reading abilities in front of the teacher. Students who still experience difficulties are given further guidance to improve their reading skills.

Regularly practicing the Maghrib prayer after sunset has an impact on students' habits. The time after sunset, which could have been used for playing or other activities, is now directed towards reading and studying the Quran. This consistent practice helps students become more accustomed to reading the Quran and using their time for beneficial activities.

Thus, the implementation of learning to read the Qur'an for seventh-grade students at the Fatihurrohman Islamic Boarding School is carried out through routine activities after Maghrib using the talaqqi and Qiraati methods. Teachers play a direct role in guiding, listening, correcting, and evaluating students' reading. The implementation is carried out gradually and repeatedly to help students improve their pronunciation of letters, tajweed, length of recitation, and increase their fluency in reading the Qur'an. These activities also form a habit for students to use the time after Maghrib for regular Qur'an reading activities.

The results of the study indicate that the implementation of learning to read the Qur'an for seventh-grade students at the Fatihurrohman Islamic Boarding School, Barumun Baru District, Padang Lawas Regency is carried out routinely every day after the Maghrib prayer in congregation until before the Isha prayer. This activity is carried out in a prayer room located on the Islamic boarding school grounds. The selection of the time is adjusted to the activities of students who have finished attending class. With the Koran reading activity after Maghrib, students have a special time to study and improve their ability to read the Qur'an directly with the teacher.

Learning takes place face-to-face between the teacher and students. The activity begins with students gathering in the prayer room, then sitting in a circle and reciting a prayer together. Afterward, students take turns reciting the Quran in front of the teacher. The teacher listens to each student's recitation and observes how they pronounce the letters, read according to the makharijul huruf, apply the rules of tajweed, and pay attention to the length and shortness of the recitation. If there are errors, the teacher immediately provides corrections and asks students to repeat the recitation until they are more accurate.

Interviews with Quran teachers indicate that Quran reading has become a routine activity for students. Nur Laut Pulungan explained that the learning process involves students reading the Quran directly in front of the teacher. The teacher listens to the students' reading and provides corrections if errors are found in pronunciation, letter pronunciation, or application of Tajweed rules. This information demonstrates that the teacher not only provides material but also directly participates in the students' reading practice.

Marissa Hasibuan, a Quran teacher, echoed this sentiment. During the lesson, students take turns reciting the Quran while the teacher listens to their reading. The Qiraati method is also used to help students recite the Quran more fluently and in accordance with Tajweed rules. The learning process is conducted individually between the teacher and students, allowing the teacher to pay attention to each student's abilities and provide guidance tailored to any difficulties they encounter.

The teacher's statement is consistent with the results of interviews with seventh-grade students. Siti Maryam explained that the activity began with students gathering and forming a circle, then praying together. After that, students read the Quran in turns, and the teacher listened to their reading. If there were errors, the teacher immediately corrected them. Husnul Khotimah also explained that the teacher listened to the students' readings one by one and provided guidance if there were errors in pronunciation of letters or application of tajweed. Marwah Nasution provided a similar explanation, namely that students read in turns in front of the teacher and received direct correction if there were errors in the pronunciation of letters or the rules of tajweed.

The researchers' observations also showed that the Quranic reading learning activities were systematic and focused. Students participated in the activity after the Maghrib prayer, then sat together and waited for their turn to read. The teacher directly listened to the students' reading. This process enabled the teacher to identify any errors students made while reading the Quran. These errors were then corrected during the activity, so that students not only read but also received direct practice and correction.

In implementing learning, the talaqqi method is one of the methods used by teachers to guide students. Through this method, students read directly in front of the teacher and the teacher listens to the reading. This method can be seen from the activities of students who read in turns while the teacher listens and corrects their reading. Using this method helps teachers provide direct corrections to errors related to makharijul letters, length and shortness of reading, and the laws of recitation.

Apart from the talaqqi method, teachers also use the Qiraati method. This method is used to help students read the Al-Qur'an in stages and practice reading fluency according to the rules of recitation. Learning is carried out by paying attention

to students' abilities so that students who are still experiencing difficulties can be given further guidance. The use of these two methods makes the activity not only contain reading activities, but also practice, correction and repetition of reading.(Nurdin, 2023: 129).

The research also found that students' initial Quranic reading abilities varied. Some students were already able to read fluently, while others still struggled with pronouncing the letters, the length and shortness of the recitation (mad), and applying the rules of tajweed. These errors were found due to differences in students' basic abilities during the lesson, a lack of independent reading practice, and a limited understanding of the rules of tajweed.

These problems are not ignored in the learning process. Teachers make several efforts to help students improve their ability to read the Koran. One way is through direct correction using the talaqqi method. When students make a mistake, the teacher immediately points out the wrong part and asks the student to repeat it. Teachers also use Qiraati in stages according to students' abilities. Apart from that, students are given repeated reading practice so that reading becomes smoother and errors can be reduced.

Evaluations are also conducted to track the progress of students' Quran reading skills. Evaluations are not only conducted at the end of the lesson but also observed throughout the reading process. Teachers monitor students' progress based on their reading. Students who are still experiencing difficulties are given further guidance to gradually improve their Quran reading skills.

The results of the study on the benefits of learning also showed changes in student abilities. Nur Laut Pulungan explained that learning activities helped students improve their recitation of the Quran and pronunciation of letters. Marissa Hasibuan also said that learning provided benefits in improving students' reading. This statement was supported by Fitri Hasibuan who said that learning helped her read the Quran using tajweed, although it was still imperfect. Nur Kholida also stated that learning helped her understand the rules of tajweed, while Insan Nailah said that her recitation of the Quran improved after participating in the learning.

Observations show that students who participate regularly are better at reading the Quran, and their pronunciation of the letters appears more fluent. These changes

are not only related to technical reading skills but also to students' time management habits. The Quran reading activity, held between Maghrib and Isha prayers, allows students to focus on activities, reducing the time spent playing with friends.

Husnul Khotimah stated that learning to read the Quran helped reduce her habit of playing with friends. Marwah Nasution also stated that the activity allowed her to fill her time with positive activities. This aligns with observations that students use the time after Maghrib prayers to read and study the Quran. These routine activities become positive habits for students and bring them closer to the Quran.

The research findings demonstrate that the implementation of Quranic reading instruction for seventh-grade students at the Fatihurrohman Islamic Boarding School is carried out through routine activities, direct guidance, reading practice, correction, and evaluation. Teachers play a crucial role in this process, directly listening to the reading and providing corrections to students. The talaqqi method helps teachers directly correct reading errors, while the Qiraati method helps students practice reading gradually according to their abilities.

Thus, the implementation of Quranic reading learning for seventh-grade students is not only evident in the daily Quranic reading activities, but also in the directed learning process. These activities provide space for students to practice reading, receive corrections, repeat readings, and gradually correct errors. The results obtained show an increase in reading fluency, application of Tajweed rules, and accuracy of makharijul huruf. In addition, this activity also helps form positive habits in students in using the time between Maghrib and Isha prayers for beneficial activities.

References

- Anwar, Rosihon. (2022). "Pembelajaran Al-Qur'an dalam Meningkatkan Kemampuan Membaca Al-Qur'an Siswa." *Jurnal Pendidikan Agama Islam*, Volume 9, No. 1. <https://doi.org/10.18860/mjpai.v1i3.2095>
- Arikunto, Suharsimi. (2021). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Djamarah, Syaiful Bahri. (2021). *Guru dan Anak Didik dalam Interaksi Edukatif*. Jakarta: Rineka Cipta.

- Fitriah, Lailatul. (2022). "Upaya Guru Pendidikan Agama Islam dalam Meningkatkan Kemampuan Membaca Al-Qur'an Siswa." *Jurnal Pendidikan Islam*, Volume 7, No. 2. <https://doi.org/10.33474/ja.v2i1.6743>
- Hamalik, Oemar. (2021). *Proses Belajar Mengajar*. Jakarta: Bumi Aksara.
- Hidayat, Rahmat. (2023). "Implementasi Pembelajaran Membaca Al-Qur'an dalam Meningkatkan Kemampuan Baca Al-Qur'an Peserta Didik." *Jurnal Pendidikan Agama Islam*, Volume 10, No. 1. <https://doi.org/10.33474/ja.v2i1.6743>
- Maulida, Siti. (2022). "Metode Pembelajaran Al-Qur'an dalam Meningkatkan Kemampuan Membaca Al-Qur'an Siswa." *Jurnal Studi Pendidikan Islam*, Volume 5, No. 2. <https://doi.org/10.18860/mjpai.v1i3.2095>
- Nurdin, Muhammad. (2023). "Peran Guru Pendidikan Agama Islam dalam Meningkatkan Kemampuan Membaca Al-Qur'an Siswa." *Jurnal Pendidikan dan Pembelajaran*, Volume 8, No. 1. <https://doi.org/10.30596/11416>
- Rahmawati, Nur. (2021). "Penerapan Metode Pembelajaran Al-Qur'an untuk Meningkatkan Kemampuan Membaca Al-Qur'an." *Jurnal Pendidikan Islam*, Volume 6, No. 2. <https://doi.org/10.59829/42w9yh22>
- Sari, Fitriani. (2023). "Pembelajaran Membaca Al-Qur'an dan Pengaruhnya terhadap Kemampuan Membaca Al-Qur'an Peserta Didik." *Jurnal Pendidikan Islam dan Keagamaan*, Volume 11, No. 1. <https://doi.org/10.35706/hw.v4i2.10492>