



Submitted	Revised	Published
23 November 2025	27 November 2025	29 November 2025
DOI : https://doi.org/10.58518/madinah.v12i2.4320		

OPTIMIZING THE QIROATI METHOD: AN ANALYSIS OF SUPPORTING FACTORS AND IMPLEMENTATION CHALLENGES IN QUR'ANIC LEARNING

Salis Filzati Faiqah

Institut Agama Islam Hasan Jufri Bawean Gresik, Indonesia

E-mail: salisfaiqah@gmail.com

Ansharuddin M

Institut Agama Islam Hasan Jufri Bawean Gresik, Indonesia

E-mail: ansha_ruddin@yahoo.com

ABSTRACT: This research is motivated by the importance of mastering the ability to read the Qur'an correctly from an early age, which serves as a fundamental basis for forming Islamic character. Taman Pendidikan Al-Qur'an (TPQ) as a non-formal Islamic educational institution, plays a strategic role in developing Qur'anic literacy among children. However, several challenges are still encountered in its implementation, including the accuracy of recitation, understanding of tajweed rules, and students' learning motivation. Therefore, this study aims to evaluate the effectiveness of the Qiroati method in optimizing Qur'anic learning at TPQ. The Qiroati method is known as a systematic Qur'anic learning approach that emphasizes gradual instruction, hands-on practice, and early tajweed reinforcement. This study uses a descriptive qualitative approach, with data collected through classroom observation, in-depth interviews with teachers and students, and documentation of learning outcomes. The subjects of the study included teachers and students of TPQ who had been using the Qiroati method for at least six months. The findings indicate that the Qiroati method positively impacts students' Qur'anic reading abilities. Improvements were observed in accurate pronunciation, basic understanding of tajweed rules, and reading fluency without spelling. In addition, the method boosts students' confidence and enthusiasm for learning. Supporting factors of its effectiveness include well-trained instructors, structured use of Qiroati textbooks, and active parental involvement at home. However, some obstacles were also identified, such as varying initial abilities among students, limited learning time, and a lack of interactive learning media. The study concludes that the Qiroati method is effective in optimizing Qur'anic learning, although improvements in teaching facilities and more diverse instructional strategies are recommended. It is hoped that this research can serve as



a reference for other TPQ seeking to implement the Qiroati method to enhance the quality of Qur'anic education in the community.

Keywords: Qur'anic Learning, Qiroati Method, Effectiveness, TPQ Syamsul Qura

ABSTRAK: *Penelitian ini dilatarbelakangi oleh pentingnya penguasaan kemampuan membaca Al-Qur'an secara baik dan benar sejak usia dini, yang merupakan pondasi utama dalam pembentukan karakter Islami. Taman Pendidikan Al-Qur'an (TPQ) sebagai lembaga pendidikan nonformal berbasis keislaman memiliki peran strategis dalam mengembangkan kemampuan baca tulis Al-Qur'an bagi anak-anak. Namun, dalam pelaksanaannya, masih dijumpai tantangan terkait ketepatan bacaan, pemahaman tajwid, serta motivasi belajar santri. Oleh karena itu, penelitian ini bertujuan untuk mengevaluasi optimalisasi metode Qiroati dalam mengoptimalkan pembelajaran Al-Qur'an di TPQ. Metode Qiroati dikenal sebagai salah satu metode pembelajaran Al-Qur'an yang menekankan pembelajaran bertahap, langsung praktik, dan pemantapan tajwid sejak awal. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data melalui observasi proses pembelajaran, wawancara mendalam dengan ustaz/ustazah dan santri, serta dokumentasi hasil evaluasi pembelajaran. Subjek penelitian terdiri dari pengajar dan santri TPQ yang telah mengikuti pembelajaran dengan metode Qiroati selama minimal enam bulan. Hasil penelitian menunjukkan bahwa metode Qiroati memberikan pengaruh positif terhadap peningkatan kemampuan membaca Al-Qur'an santri. Peningkatan tersebut meliputi aspek ketepatan pengucapan huruf, pemahaman dasar hukum tajwid, serta kelancaran membaca tanpa mengeja. Selain itu, metode ini juga meningkatkan kepercayaan diri dan semangat belajar santri. Faktor pendukung optimalisasi metode ini antara lain pelatihan guru yang memadai, penggunaan buku Qiroati secara sistematis, serta keterlibatan orang tua dalam membimbing anak di rumah. Adapun hambatan yang ditemukan mencakup perbedaan tingkat kemampuan awal santri, keterbatasan waktu belajar, dan kurangnya media pembelajaran yang interaktif. Kesimpulan dari penelitian ini adalah bahwa metode Qiroati cukup efektif dalam mengoptimalkan pembelajaran Al-Qur'an, meskipun diperlukan penguatan dari sisi sarana prasarana dan strategi pengajaran yang lebih variatif. Penelitian ini diharapkan dapat menjadi bahan rujukan bagi TPQ lain yang ingin menerapkan metode Qiroati secara maksimal dalam rangka meningkatkan mutu pendidikan Al-Qur'an di lingkungan masyarakat.*

Kata Kunci: Pembelajaran Al-Qur'an, Metode Qiroati, Optimalisasi, TPQ Syamsul Qura

INTRODUCTION

Al-Qur'an learning is the main foundation in Islamic education, which has a strategic role in shaping the personality, morals, and spirituality of students. The Qur'an is not only understood as the holy book of Muslims, but also as a source of life values that include moral, social, and religious teachings that must be instilled from an early age. Therefore, the ability to read the Qur'an properly and correctly is a basic requirement that every Muslim must have, especially children as the next



generation of the ummah.¹

In the context of non-formal education, Taman Pendidikan Al Qur'an (TPQ) is an important institution that provides basic religious education, particularly in reading and writing the Al-Qur'an. The existence of TPQ provides equal and affordable access to religious education for the community. However, the learning process at TPQ often faces challenges, such as suboptimal methods, poor teacher quality, and limited facilities, which impact student learning outcomes.²

One method that is quite popular and widely applied in various TPQs in Indonesia is the Qiroati method. This method was developed by KH. Dachlan Salim Zarkasyi and is systematically designed to develop the ability to read the Qur'an properly and correctly according to the rules of tajwid from the beginning of learning. The talaqqi and musyafahah approaches, as well as the neatly arranged stages in the Qiroati books, are its distinctive features. Previous studies, such as that conducted by Wahyuningsih (2021), show that this method is effective in improving the accuracy of students' reading. However, the effectiveness of this method in actual practice in various TPQs is not necessarily uniform, depending on the implementation and conditions in each institution.³

Although the Qiroati method has been widely applied and discussed in several literature, there has been no study that specifically evaluates the optimization of this method at TPQ Syamsul Qura, which has been using it for several years. There has been no previous research that systematically analyzes how this method is applied, what the obstacles are, and how the students' achievements are in the local context of TPQ Syamsul Qura.

Focuson optimizing the Qiroati method in the specific context of TPQ Syamsul Qura,with an in-depth field approach to the learning process, constraints, and outcomes. This is important because each institution has unique characteristicsthat affect the effectiveness of a learning method, includingthe involvement of teachers, parents, and student motivation.⁴

The substance of this study aims to analyze the extent to which the Qiroati method can optimize Al-Qur'an reading learning. In addition, this study also aims to identify supporting and inhibiting factors in its implementation. It is hoped that the results of this study can make a real contribution to the development of Qur'an learning strategies, not only for TPQ Syamsul Qura, but also for similar institutions in other regions

¹ Anita, R., & Himmawan, D. (2022). Optimalisasi Metode Qiroati dalam Meningkatkan Kemampuan Membaca Al-Qur'an Santri TPQ Hidayatul Ihsan Sindang Indramayu. *Journal Islamic Pedagogia*, 2(2), 100–105. <https://doi.org/10.31943/pedagogia.v2i2.64>

² Departemen Agama RI. Pedoman Penyelenggaraan Taman Pendidikan Al-Qur'an. Jakarta: Direktorat Jenderal Pendidikan Islam, 2008.

³ Erawati, I., Darwis, M., & Nasrullah, M. (2017). Optimalisasi Kinerja Pegawai pada Kantor Kecamatan Pallangga Kabupaten Gowa. *Jurnal Office*, 3(1), 13. <https://doi.org/10.26858/jo.v3i1.3450>

⁴ Farida, E., Lestari, H., & Ismail, Z. (2021). Metode Qiroati dalam Pembelajaran Al-Qur'an: Studi Kasus di SDIT Insantama Leuwiliang. *Reslaj : Religion Education Social Laa Roiba Journal*, 3(1), 1–13. <https://doi.org/10.47467/reslaj.v3i1.224>



METHOD

The approach used in this study is descriptive qualitative, which focuses on understanding phenomena in depth through direct interaction between researchers and research subjects. This approach was chosen so that researchers could obtain a complete picture of the optimization of the Qiroati method in improving Al-Qur'an reading skills at TPQ Syamsul Qura. The type of research used was field research, because researchers were directly present at the location to collect real data from relevant sources.⁵

In practice, the presence of researchers in the field is an important aspect, given that the qualitative approach places researchers as the main instrument and data collectors. Researchers will interact directly with informants at TPQ Syamsul Qura, located in Kumalabaru Hamlet, Kumalasa Village. Data collection techniques used include observation, interviews, and documentation. Observations are conducted by systematically observing behavior and learning activities at the TPQ, while interviews are aimed at gathering information from informants who are directly involved in the learning process, such as teachers or TPQ administrators. Documentation is used to support the data through visual evidence such as photos of activities or copies of important documents.⁶

After the data was collected, the next process was qualitative descriptive data analysis based on the Miles and Huberman model, which included three stages: data reduction, data presentation, and conclusion drawing. Data reduction was carried out to filter and focus on relevant information, data presentation was carried out so that the information was clearly organized, and conclusions were drawn based on the interpretation of the findings. To ensure data validity, credibility testing is carried out using triangulation techniques, which include source, technique, and time triangulation. This triangulation aims to check the consistency and accuracy of data from various sources, methods, and times, so that the research results have strong validity and are scientifically accountable.

RESULTS AND DISCUSSION

TPQ Syamsul Qura is an Al-Qur'an educational institution whose main objective is to shape a Qur'anic generation from an early age. This institution was established as a form of community concern for the importance of structured and systematic Al-Qur'an learning for children. In implementing teaching and learning activities, TPQ Syamsul Qura applies the Qiroati method as the main method in learning to read the Al-Qur'an..

The Qiroati method is known as one of the methods of learning the Qur'an that emphasizes the aspects of reading correctly, quickly, and in accordance with the rules of tajwid. At TPQ Syamsul Qura, this method has been the main standard

⁵ Nasuha, N., IbnuDin, I., & Rusydi, I. (2023). Implementasi Metode Qira'ati dalam Meningkatkan Kemampuan Membaca Al-Qur'an di TPQ Hidayatul Ihsan Perumahan Abdi Karya Terusan Indramayu. *Journal Islamic Pedagogia*, 3(2), 98–106. <https://doi.org/10.31943/pedagogia.v3i2.95>

⁶ Hidayat, A., & Irvanda, M. (2022). Optimalisasi Penyusunan dan Pembuatan Laporan. *Hospitality*, 11(1), 281–290



since the beginning of the learning process. The existence of this method is believed to be able to improve the quality of students' reading gradually, systematically, and in stages according to each child's abilities.⁷ ⁸

Optimizing the Qiroati Method Improving Al-Qur'an Reading Skills

Optimization comes from the root word optimal, which means the best, highest, most profitable (Kamus Besar Bahasa Indonesia, 2019). Making something the best, making something the highest, process optimization, the act of optimizing (making something the best, the highest, etc.), so that optimization is an action, process, or methodology to make something (as a design, system, or decision) more/completely perfect, functional, or effective.

Meanwhile, the Oxford Dictionary defines optimization as "the process of finding the best solution to a problem, where 'best' is determined by pre-established criteria." This means that optimization is a process, method, and action (activity) to find the best solution to a problem, where "best" is determined by specific criteria.⁹

According to Machfud Sidik "Optimization is an action taken to improve and maximize" Optimization is an individual's effort to improve an activity or work in order to minimize losses or From this definition, it can be concluded that optimization is a process of improving and optimizing a task to make it more/completely perfect, functional, or more effective, as well as finding the best solution to several problems in order to achieve the best possible results according to certain criteria. The optimization of the Qiroati method at TPQ Syamsul Qura has been proven through a significant improvement in the students' ability to read the Qur'an tartil and in accordance with the rules of tajwid. This method is designed with a step-by-step structure, starting from the introduction of Hijaiyah letters, harakat, to gharib readings. With a strict learning system that does not allow students to move on to the next volume before mastering the previous one, students are accustomed to being thorough and disciplined. This discipline not only shapes technical reading skills but also instills character values such as patience, perseverance, and responsibility.¹⁰

Another advantage is the integration of tajwid in reading practice from the outset, rather than being taught separately as in other methods. This makes the students' understanding of tajwid stronger because it is applied directly while reading. Evaluations are conducted periodically, both on the students' mastery of the material and on the approaches and media used by the teachers. Teachers also utilize the talaqqi and tasmi' methods, as well as providing consistent takrir so that

⁷ Husnulail, M., Risnita, Jailani, M. S., & Asbui. (2024). Teknik Pemeriksaan Keabsahan Data Dalam Riset Ilmiah. *Journal Genta Mulia*, 15(0), 1–23.

⁸ Mahmud, M. "Pengaruh Metode Pembelajaran Terhadap Hasil Belajar Membaca Al-Qur'an." *Al-Bayan: Jurnal Ilmu Al-Qur'an dan Tafsir*, Vol. 14, No. 1, 2018, hlm. 45–58.

⁹ Mekarisce, A. A. (2020). Teknik Pemeriksaan Keabsahan Data pada Penelitian Kualitatif di Bidang Kesehatan Masyarakat. *Jurnal Ilmiah Kesehatan Masyarakat : Media Komunikasi Komunitas Kesehatan Masyarakat*, 12(3), 145–151. <https://doi.org/10.52022/jikm.v12i3.102>

¹⁰ Mulyani, H., & Maryono, M. (2019). Implementasi Metode Qiroati Dalam Pembelajaran Al-Qur'an. *Paramurobi: Jurnal Pendidikan Agama Islam*, 2(2), 25–34. <https://doi.org/10.32699/paramurobi.v2i2.1294>



the lessons are more firmly embedded in the students' memories¹¹

The optimization of this method can be seen from a number of aspects;

1. Systematic and Gradual Material Structure

The Qiroati method organizes the material in stages, starting from the introduction of the Hijaiyah letters, harakat, sukun, tanwin, tasydid, to practicing reading the verses of the Qur'an in their entirety. Learning is carried out sequentially through six main volumes and one volume on tajwid. Students cannot proceed to the next volume without thoroughly mastering the previous one. This encourages the achievement of comprehensive basic reading skills and avoids mistakes in reading that are carried over to advanced levels.¹²

2. Emphasis on Practical Tajwid from the Beginning

Unlike other methods that separate reading and tajwid learning, the Qiroati method directly integrates tajwid into practice from the very beginning. Students are taught to recognize reading rules such as mad, ghunnah, idgham, and ikhfa' through repeated practice. This allows them to quickly recognize and apply tajwid in their reading without having to go through a theoretical approach that is often confusing for young children.

3. Learning Based on Talaqqi, Tasmi', and Takrir

The optimization of the Qiroati method is also supported by a direct learning approach between teachers and students (talaqqi), listening to recitations (tasmi'), and repetition of material (takrir). With this system, every recitation error can be immediately corrected and improved. Teachers provide strict assessments of aspects such as makhraj, reading length, and tajwid rules. Students not only read, but are also trained to understand their mistakes and correct them themselves.¹³

4. Improvement of Students' Technical and Mental Abilities

The results of the study show that most students at TPQ Syamsul Qura have achieved the ability to read the Qur'an fluently, smoothly, and correctly according to the rules of tajwid. In fact, even students at the basic level are able to read without spelling anymore. In addition, their confidence has increased significantly, as shown by their courage to read in public during sim'a'an and tadarus activities.

This optimization is also reflected in the students' increased discipline and seriousness in learning. They are accustomed to reading aloud, focusing, and not rushing to finish reading. Persistence in repeating readings strengthens their memory and sensitivity to reading errors.

5. Indicators of Learning Success

Some of the main indicators that show the optimization of the Qiroati method at TPQ Syamsul Qura include:

¹¹ Munir, M., Ariani, S. S., Hildaini, N. A., Guru, P., Ibtidaiyah, M., & Islam, M. P. (2024). Pendampingan Dalam Meningkatkan Kualitas Baca Al Qur'an Dengan Metode Qiroati. 4(5)

¹² Muttaqin, Abdul. "Optimalisasi Metode Qiroati dalam Meningkatkan Kemampuan Membaca Al-Qur'an." Jurnal Pendidikan Agama Islam, Vol. 6, No. 2, 2020, hlm. 123-134.

¹³ Nasuha, N., IbnuDin, I., & Rusydi, I. (2023). Implementasi Metode Qira'ati dalam Meningkatkan Kemampuan Membaca Al-Qur'an di TPQ Hidayatul Ihsan Perumahan Abdi Karya Terusan Indramayu. Journal Islamic Pedagogia, 3(2), 98-106. <https://doi.org/10.31943/pedagogia.v3i2.95>



- a Fluency and Accuracy in Reading Students can read the Qur'an fluently, paying attention to the length of the reading, as well as the correct pronunciation and characteristics of the letters.
- b Gradual Completion of Volumes Students show consistent progress from volume to volume without neglecting graduation standards.
- c Growth in Student Confidence Students are not only able to read technically, but also have the courage and enthusiasm to perform in public activities.
- d Parental Support Parental participation in helping their children review lessons at home accelerates mastery of the material and reinforces learning outcomes.
- e Regular Evaluation and Improvement Teachers record the progress of each student and adjust their teaching strategies based on the needs and dynamics of the class.¹⁴

Optimization Strategies and Handling Obstacles in the Implementation of the Qiroati Method

Although the Qiroati method has many advantages, its implementation at TPQ Syamsul Qura is not without challenges. Therefore, optimization strategies are an important aspect in maintaining sustainability and optimizing learning. One of the main challenges is the difference in abilities among students in one class. To overcome this, teachers group students based on ability level, not age, and provide individual or small group learning according to their needs. This approach makes the learning process more inclusive and adaptive.

Optimization is also carried out by improving teacher competence. Teachers are trained regularly, attend training courses from the Qiroati Foundation, and share best practices through internal forums. Teaching methods and strategies are evaluated regularly to adjust the approach to the evolving characteristics of the students. In addition, the use of various learning media—such as Qiroati audio, letter cards, tajwid posters, and videos—is an important strategy in attracting interest and strengthening.¹⁵

External factors such as parental involvement are also part of the optimization strategy. Teachers and TPQ actively build communication with parents so that they can accompany their children's learning process at home. Challenges such as limited learning time, minimal facilities and infrastructure, and low discipline among some students are overcome with strategies such as repeating material, providing additional time, and creating a conducive and enjoyable learning environment.¹⁶

With a holistic approach that touches on the aspects of teachers, methods,

¹⁴ Rahmawati, M., & Suryadi, E. (2019). Guru sebagai fasilitator dan optimalisasi belajar siswa. *Jurnal Pendidikan Manajemen Perkantoran*, 4(1), 49. <https://doi.org/10.17509/jpm.v4i1.14954>

¹⁵ Rukhmana, T. (2021). *Jurnal Edu Research Indonesian Institute For Corporate Learning And Studies (IICLS)* Page 25. *Jurnal Edu Research : Indonesian Institute For Corporate Learning And Studies (IICLS)*, 2(2), 28–33.

¹⁶ Septiani, S., Janah, M., Munawarsyah, M., & Arif, M. (2024). Optimalisasi Pembelajaran Al-Qur'an Melalui Metode Yanbu'a di Madrasah Ibtidaiyah. *At-Tarbiyah Al-Mustamirrah: Jurnal Pendidikan Islam*, 5(1), 15. <https://doi.org/10.31958/atjpi.v5i1.11673>



media, students, and parents, the optimization of the Qiroati method at TPQ Syamsul Qura has become an effective and relevant model for Al-Qur'an learning in non-formal Islamic education in the community.

Strategy for Optimizing the Implementation of the Qiroati Method

1 Strengthening Teacher Competence

Teachers are key actors in the Al-Qur'an learning process¹⁷. Therefore, improving teacher competence is a top priority in optimizing the Qiroati method. TPQ Syamsul Qura encourages teachers to attend official training from the Qiroati Center Foundation. In addition, internal forums are held for teachers to share experiences, discuss obstacles, and develop effective teaching strategies. Teachers who have a good understanding of the Qiroati principles will be more adaptive in facing challenges in the classroom.¹⁸

2 Grouping Students Based on Ability

Students at TPQ have different levels of ability. Therefore, students are grouped based on their ability level, not their age. This strategy allows teachers to tailor their teaching approach to the needs of each group. Students who are still struggling are given intensive repetition, while students who grasp the material more quickly are given further challenges.

3 Qiroati books.

The use of this media not only enriches the delivery method, but also helps students with different learning styles to understand the material more easily. This media also supports learning at home with parents, such as:

a. Parental Involvement in the Learning Process

TPQ Syamsul Qura maintains close communication with parents so that they are actively involved in the learning process. Parents are encouraged to help their children review their lessons at home, maintain a disciplined study schedule, and provide motivation. This synergy between teachers and parents makes the learning process more effective and sustainable.¹⁹

b. Continuous Evaluation and Improvement

Each learning process is evaluated periodically, both in terms of student progress and the optimization of the methods and media used. This evaluation forms the basis for improvements and innovations in teaching strategies in the future. Teachers systematically record student progress and provide constructive feedback that can motivate students to continue improving themselves.

Handling Obstacles in the Application of the Qiroati Method

Sunandar, A. Despite various strategies being implemented, TPQ Syamsul Qura still faces a number of obstacles in implementing the Qiroati method. These

¹⁷ Styabudi, W., & Yuliastutik. (2022). Implementasi Metode Yanbu'a dalam Meningkatkan Kemampuan Membaca Al-Quran (Studi Kasus di MTs At-Taufiq Sambongdukuh Jombang). *An-Nafah*, 2(2), 66–80

¹⁸ Suryani, E. "Penerapan Metode Qiroati dalam Pembelajaran Al-Qur'an pada TPQ." *Jurnal Edukasi Islam*, Vol. 5, No. 1, 2019, hlm. 78–89

¹⁹ Trivaika, E., & Senubekti, M. A. (2022). Perancangan Aplikasi Pengelola Keuangan Pribadi Berbasis Android. *Nuansa Informatika*, 16(1), 33–40. <https://doi.org/10.25134/nuansa.v16i1.4670>



obstacles and the steps taken to address them are as follows:

a. Differences in the Background and Abilities of Students

Students have diverse backgrounds in terms of ability; some are already familiar with the Hijaiyah alphabet, while others have no foundation at all. This is overcome through individual and small group learning, which allows for a more personal and focused approach.

b. Limited Facilities and Infrastructure

Classrooms still lack supporting facilities such as comfortable learning spaces. To overcome this, TPQ raises funds from the community and donors.

c. Lack of Discipline and Motivation Among Students

Some students still view TPQ as merely a routine without much enthusiasm for learning. Teachers overcome this with psychological and spiritual approaches, providing motivation and encouraging students to read aloud and correct their mistakes openly but without being discouraged.

d. Limited Teaching Time for Teachers

Because some teachers have other commitments outside of TPQ, learning time is sometimes not optimal. The solution is to add additional learning hours outside of official hours, such as in the evening, specifically for students who are falling behind.

e. Lack of Parental Involvement

Not all parents accompany their children in their studies at home. Therefore, TPQ is increasing education for parents through meetings with students' guardians..

With various optimization strategies implemented and efforts to overcome obstacles, the application of the Qiroati method at TPQ Syamsul Qura has proven to be effective. The combination of methodological approaches, teacher skills, parental support, and learning media is an important foundation in realizing quality and sustainable Al-Qur'an learning.

Role of Institutional Environment in Supporting Qiroati Method

One of the main strengths of this TPQ lies in its strong family system, which is still very strong within the institution, where relationships between all elements, including students, teachers, and administrators, are built on a foundation of mutual belonging, respect, and support for one another, just like a big family, creating a warm, harmonious, and conducive atmosphere for religious education. All students know the teachers personally, and vice versa, which allows for intense, open, and trusting communication, as well as facilitating the process of guidance and supervision of the development of students individually and in groups. In facing any problems or challenges that arise in the TPQ environment, whether internal or external, all parties always prioritize the principle of deliberation to reach consensus, which not only reflects Islamic values in resolving issues wisely and fairly, but also strengthens the sense of shared responsibility for every decision made. In addition, the unity and synergy between the asatidz council members is a strength in itself, as they complement each other in various aspects in terms of knowledge, experience, and learning approaches and actively collaborate in



designing and implementing educational programs that focus on developing the character and abilities of the students. The support of the surrounding community for TPQ activities and programs is also very strong, both in the form of direct participation, material contributions, and moral support, which shows that the existence of TPQ is not only accepted but also an important part of the social and spiritual life of the community, as well as a partner in nurturing a young generation with noble character and a strong religious foundation.²⁰

Although it has many commendable strengths, it cannot be denied that this institution also faces a number of significant shortcomings, particularly in terms of funding, facilities and infrastructure, availability of teaching staff, and the learning curriculum. In terms of funding, it is still heavily dependent on voluntary assistance from the community and donors, which is irregular and limited in nature, resulting in the limited implementation of supporting activities such as training, competitions, or other creative activities that should be able to support the development of students' potential.²¹

On the other hand, the lack of facilities and infrastructure is also a serious problem. The physical condition of the learning rooms is still far from ideal. Many students have to study in cramped rooms with poor ventilation, or even take turns using rooms that are not specifically intended for learning activities, which affects their comfort and concentration. These limitations have a direct impact on the overall quality of the learning process.

In addition, another equally important issue is the lack of teaching staff. In some cases, this shortage means that one teacher has to handle too many students at once, which naturally affects the effectiveness of the teaching.²²

Overall, these shortcomings pose a major challenge that must be addressed by TPQ Syamsul Qura, and require serious attention from various parties, both internal to the institution and external, such as the government, the community, and religious institutions, so that the quality of Al-Qur'an education at the grassroots level can be improved in a sustainable manner.

CONCLUSION

Based on the results of research at TPQ Syamsul Qura, the application of the Qiroati method has been proven effective in improving students' ability to read the Qur'an correctly, fluently, and in accordance with the rules of tajwid. The advantage

²⁰ Ummah, M. S. (2019). Metode Penelitian Kualitatif. In Sustainability (Switzerland) (Vol. 11, Issue 1).http://scioteca.caf.com/bitstream/handle/123456789/1091/RED2017-Eng-8ene.pdf?sequence=12&isAllowed=y%0Ahttp://dx.doi.org/10.1016/j.regsicurbeco.2008.06.005%0Ahttps://www.researchgate.net/publication/305320484_SISTEM PEMBETUNGAN TERPUSAT STRATEGI MELESTARI

²¹ Wahyuningsih, R. (2021). Implikasi Penggunaan Metode Qiraati Untuk Meningkatkan Kemampuan Membaca Al-Quran Anak Usia Dini Pada Pendidikan Inklusi. AL IHSAN: Jurnal Pendidikan Islam Anak Usia Dini, 2(1), 10-18. <http://ejurnal.iaiibrahimy.ac.id/index.php/alihsan/article/view/633>

²² Pristiwanti,D.,Badariah,B.,Hidayat,S.,&Dewi,R.S.(2022). Pengertian pendidikan. JurnalPendidikanDanKonseling(JPDK),4(6),7911-7915. <https://doi.org/10.31004/jpdk.v4i6.9498>



of this method lies in its systematic and tiered approach, which makes it easier for teachers to guide students through structured learning stages.

The implementation of the Qiroati method has been successful thanks to the support of competent teachers, the use of the talaqqi, tasmi', and takrir approaches, and the adaptation to the different abilities of the students. Other supporting factors include the students' enthusiasm for learning, parental support, and the use of varied and interesting learning media.

However, challenges remain, such as limited learning resources and a lack of support from some parents. In general, though, the Qiroati method not only improves technical skills in reading the Qur'an, but also shapes the positive character of students. Therefore, efforts to optimize this method need to be continued through teacher training, facility improvements, and good collaboration between TPQs, parents, and the surrounding community.

ACKNOWLEDGMENT.

The author would like to express his gratitude to God Almighty, because thanks to His grace and blessings, this journal has been successfully completed. The author would like to thank all those who have provided support, guidance, and contributions in the process of compiling this journal.

The author would like to express his gratitude to his supervisor who has provided meaningful guidance, input, and corrections. The author would also like to thank his family and friends who have always provided moral support and motivation during the compilation process. Last but not least, the author would like to thank all those who have helped provide the data, information, and facilities needed for this research.

May all the help and kindness that has been given be rewarded accordingly. The author hopes that this journal will be beneficial to readers and contribute positively to the development of science..

BIBLIOGRAFI

Anita, R., & Himmawan, D. (2022). Optimalisasi Metode Qiroati dalam Meningkatkan Kemampuan Membaca Al-Qur'an Santri TPQ Hidayatul Ihsan Sindang Indramayu. *Journal Islamic Pedagogia*, 2(2), 100-105. <https://doi.org/10.31943/pedagogia.v2i2.64>

Departemen Agama RI. Pedoman Penyelenggaraan Taman Pendidikan Al-Qur'an. Jakarta: Direktorat Jenderal Pendidikan Islam, 2008.

Erawati, I., Darwis, M., & Nasrullah, M. (2017). Optimalisasi Kinerja Pegawai pada Kantor Kecamatan Pallangga Kabupaten Gowa. *Jurnal Office*, 3(1), 13. <https://doi.org/10.26858/jo.v3i1.3450>

Farida, E., Lestari, H., & Ismail, Z. (2021). Metode Qiroati dalam Pembelajaran Al-Qur'an: Studi Kasus di SDIT Insantama Leuwiliang. *Reslaj : Religion Education Social Laa Roiba Journal*, 3(1), 1-13. <https://doi.org/10.47467/reslaj.v3i1.224>

Febriani, B. L., Sulistiya, F., Murtopo, B. A., & Fatimah, S. (2021). Analisis



Penerapan Metode Qiroati Dalam Meningkatkan Kemampuan Membaca Al-Qur'an Siswa Madrasah Ibtidaiyah. SEMAI: Seminar Nasional PGMI, 238-253. <https://proceeding.uingusdur.ac.id/index.php/semai/article/view/410/141>

Hidayah, S., & Zumrotun, E. (2023). Penggunaan Metode Qiro'ati Dalam Pembelajaran Membaca Al-Quran Di Sekolah Dasar. Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah, 6(2), 353-364. <https://doi.org/10.54069/attadrib.v6i2.601>

Hidayat, A., & Irvanda, M. (2022). Optimalisasi Penyusunan dan Pembuatan Laporan. Hospitality, 11(1), 281-290.

Husnullail, M., Risnita, Jailani, M. S., & Asbui. (2024). Teknik Pemeriksaan Keabsahan Data Dalam Riset Ilmiah. Journal Genta Mulia, 15(0), 1-23.

Journal, H. (2023). Implementasi Metode Qiro'ati Pada Anak di TK Al-Azhar 1 Samarinda. 2(July), 61-70.

Mahmud, M. "Pengaruh Metode Pembelajaran Terhadap Hasil Belajar Membaca Al-Qur'an." Al-Bayan: Jurnal Ilmu Al-Qur'an dan Tafsir, Vol. 14, No. 1, 2018, hlm. 45-58.

Mekarisce, A. A. (2020). Teknik Pemeriksaan Keabsahan Data pada Penelitian Kualitatif di Bidang Kesehatan Masyarakat. JURNAL ILMIAH KESEHATAN MASYARAKAT: Media Komunikasi Komunitas Kesehatan Masyarakat, 12(3), 145-151. <https://doi.org/10.52022/jikm.v12i3.102>

Moleong, Lexy J. Metodologi Penelitian Kualitatif. Bandung: Remaja Rosdakarya, 2019.

Mulyani, H., & Maryono, M. (2019). Implementasi Metode Qiroati Dalam Pembelajaran Al-Qur'an. Paramurobi: Jurnal Pendidikan Agama Islam, 2(2), 25-34. <https://doi.org/10.32699/paramurobi.v2i2.1294>

Munir, M., Ariani, S. S., Hildaini, N. A., Guru, P., Ibtidaiyah, M., & Islam, M. P. (2024). Pendampingan Dalam Meningkatkan Kualitas Baca Al Qur'an Dengan Metode Qiroati. 4(5).

Muttaqin, Abdul. "Optimalisasi Metode Qiroati dalam Meningkatkan Kemampuan Membaca Al-Qur'an." Jurnal Pendidikan Agama Islam, Vol. 6, No. 2, 2020, hlm. 123-134.

Nasuha, N., IbnuDin, I., & Rusydi, I. (2023). Implementasi Metode Qira'ati dalam Meningkatkan Kemampuan Membaca Al-Qur'an di TPQ Hidayatul Ihsan Perumahan Abdi Karya Terusan Indramayu. Journal Islamic Pedagogia, 3(2), 98-106. <https://doi.org/10.31943/pedagogia.v3i2.95>

Nasution, S. Metode Research (Penelitian Ilmiah). Jakarta: Bumi Aksara, 2003.

Rahmawati, M., & Suryadi, E. (2019). Guru sebagai fasilitator dan optimalisasi belajar siswa. Jurnal Pendidikan Manajemen Perkantoran, 4(1), 49. <https://doi.org/10.17509/jpm.v4i1.14954>

Rukhmana, T. (2021). Jurnal Edu Research Indonesian Institute For Corporate Learning And Studies (IICLS) Page 25. Jurnal Edu Research : Indonesian Institute For Corporate Learning And Studies (IICLS), 2(2), 28-33.

Septiani, S., Janah, M., Munawarsyah, M., & Arif, M. (2024). Optimalisasi Pembelajaran Al-Qur'an Melalui Metode Yanbu'a di Madrasah Ibtidaiyah. At-



Tarbiyah Al-Mustamirrah: Jurnal Pendidikan Islam, 5(1), 15.
<https://doi.org/10.31958/atjpi.v5i1.11673>

Styabudi, W., & Yuliastutik. (2022). Implementasi Metode Yanbu'a dalam Meningkatkan Kemampuan Membaca Al-Quran (Studi Kasus di MTs At-Taufiq Sambongdukuh Jombang). *An-Nafah*, 2(2), 66–80.

Sugiyono. (2017). Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D). Alfabeta, cv.

Sunandar, A. (2021). Upaya Peningkatan Kemampuan Membaca Al-Qur'an Bagi Remaja Dengan Metode Qiroati. 1(1), 1–8. <https://riset-iaid.net/index.php/khidmat/article/view/733>

Suryani, E. "Penerapan Metode Qiroati dalam Pembelajaran Al-Qur'an pada TPQ." *Jurnal Edukasi Islam*, Vol. 5, No. 1, 2019, hlm. 78–89.

Trivaika, E., & Senubekti, M. A. (2022). Perancangan Aplikasi Pengelola Keuangan Pribadi Berbasis Android. *Nuansa Informatika*, 16(1), 33–40. <https://doi.org/10.25134/nuansa.v16i1.4670>

Ummah, M. S. (2019). Metode Penelitian Kualitatif. In *Sustainability* (Switzerland) (Vol. 11, Issue 1). http://scioteca.caf.com/bitstream/handle/123456789/1091/RED2017-Eng-8ene.pdf?sequence=12&isAllowed=y%0Ahttp://dx.doi.org/10.1016/j.regsciurbec o.2008.06.005%0Ahttps://www.researchgate.net/publication/305320484_SISTEM _PEMBETUNGAN_TERPUSAT_STRATEGI_MELESTARI

Wahyuningsih, R. (2021). Implikasi Penggunaan Metode Qiraati Untuk Meningkatkan Kemampuan Membaca Al-Quran Anak Usia Dini Pada Pendidikan Inklusi. *AL IHSAN: Jurnal Pendidikan Islam Anak Usia Dini*, 2(1), 10–18. <http://ejurnal.iaiibrahimy.ac.id/index.php/alihsan/article/view/633>

Samrin,S.(2016).Pendidikan karakter(Sebuah pendekatan nilai). *Al-Ta'dib*,9(1),120– 143.

<http://dx.doi.org/10.31332/atdb.v9i1.505>

Pristiwanti,D.,Badariah,B.,Hidayat,S.,&Dewi,R.S.(2022). Pengertian pendidikan. *JurnalPendidikanDanKonseling(JPDK)*,4(6),7911-7915. <https://doi.org/10.31004/jpdk.v4i6.9498>