



Application of Guidance for Reading the Qur'an for Grade IV Students of MIS Muslimat NU Palangka Raya City

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Abstract

This study aims to find out the application of guidance for reading the Qur'an for fourth grade students of MIS Muslimat NU Palangka Raya City. This study uses a descriptive qualitative approach with data collection techniques through observation, interviews, and documentation. The results of the study show that the guidance program is carried out systematically through madrasah support, individual mentoring, and the application of the Iqra method as basic learning and the Tilawati method to improve the fluency and accuracy of reading. The findings of the study revealed that some students still have difficulty in recognizing and reciting hijayah letters, especially in distinguishing between long and short readings (mad and qashr), which are influenced by differences in students' learning ability, comprehension, and focus level. To overcome these obstacles, teachers apply strategies in the form of special attention, practice and repetition of reading, effective time management, and motivation so that students are more concentrated and confident. The results of the study confirm that intensive, gradual, and continuous guidance is effective in supporting the improvement of students' Qur'an reading skills.

Keywords: Guidance, Reading the Qur'an, Iqra Method.

Abstrak

Penelitian ini bertujuan untuk mengetahui penerapan bimbingan membaca Al-Qur'an siswa kelas IV MIS Muslimat NU Kota Palangka Raya. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa program bimbingan dilaksanakan secara sistematis melalui dukungan madrasah, pendampingan individual, serta penerapan metode Iqra sebagai pembelajaran dasar dan metode Tilawati untuk meningkatkan kelancaran dan ketepatan bacaan. Temuan penelitian mengungkapkan bahwa sebagian siswa masih mengalami kesulitan dalam mengenali dan melafalkan huruf hijayah, khususnya dalam membedakan panjang dan pendek bacaan (mad dan qashr), yang dipengaruhi oleh perbedaan kemampuan belajar, daya tangkap, serta tingkat fokus siswa. Untuk mengatasi kendala tersebut, guru menerapkan strategi berupa perhatian khusus, latihan dan pengulangan bacaan, pengelolaan waktu yang efektif, serta pemberian motivasi agar siswa lebih konsentrasi dan percaya diri. Hasil penelitian menegaskan bahwa bimbingan yang intensif, bertahap, dan berkesinambungan efektif dalam mendukung peningkatan kemampuan membaca Al-Qur'an siswa.

Keywords: Bimbingan, Membaca Al-Qur'an, Metode Iqra

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Introduction

Education has two institutions, namely education, public institutions and religious educational institutions. In Islamic Religious Education is a teaching process organized by individuals and educational institutions with the aim of instilling Islamic teachings in students, both in cognitive, affective, and psychomotor aspects. Islamic religious education is not only oriented to the theoretical mastery of Islamic knowledge, but also directed at the formation of religious attitudes and behaviors that are reflected in daily life (Yulia et al., 2023). The implementation of Islamic Religious Education in schools and madrassas aims to develop the potential of faith and piety of students through the provision of knowledge, appreciation of Islamic values, and sustainable religious experience. According to Saiful Lutfi in (Maula et al., 2024). education in general and Islamic education in particular is not solely understood as a process of knowledge transfer, but also as a process of internalizing the values of Islamic teachings. Especially in religious education institutions, students are required to be able to read the Qur'an properly and correctly. For students who are not fluent in reading the Qur'an, guidance is needed. The form of guidance can be in the form of individual mentoring, structured and scheduled guidance and the use of appropriate methods.

The Qur'an is a guide for mankind. This guideline is the basis of the life of mankind, knowing that if they refuse to make the Qur'an their guide, their lives will always be different and eventually lead to the misery of the transgressors (Nurlita et al., 2025). Reading the Qur'an is a form of worship that has high spiritual value. The activity of reading the Qur'an begins with the process of learning to read hijaiyah letters, because the ability to read the Qur'an properly and correctly according to the rules is an obligation for every Muslim. The ability and love for reading the Qur'an is the first step in understanding the content and content of the Qur'an and practicing it in daily life (Ratna Rahayu Pertiwi, 2024). Reading the Qur'an is not only reciting the text, but also requires an understanding of tajweed and the accuracy of the pronunciation of Arabic letters in accordance with the makhraj and the nature of the letters. The science of tajweed is a science that must be studied because it functions to maintain the authenticity of the reading of the Qur'an, both related to the law of reading, waqaf (a place to stop) and ibtida' (a place to start the recitation) (Wulantika & Istiyati, 2024).

MIS Muslimat NU Palangka Raya city as an Islamic educational institution shows its commitment to strengthening students' Qur'an reading skills while instilling religious values through a Qur'an reading guidance program that is carried out in a

structured and sustainable manner. This effort aims to help students who are still not fluent in reading the Qur'an. In class IV C MIS Muslimat NU Palangka Raya City, data was obtained that out of 28 students there were 5 students who were not able to read the Qur'an properly and correctly according to the rules of tajwid. This condition is caused by the lack of focus of students when reading the Qur'an, the lack of reading practice at home, and the low mastery of the basics of tajweed and makhraj. In fact, in the madrasah curriculum there are subjects of the Qur'an, Hadith, and Arabic which require students to study the hijaiyah letters and the reading of the Qur'an in more depth. As a solution to this problem, teachers apply a Qur'an reading guidance strategy to improve students' reading skills. Through the application of guidance in reading the Qur'an, teachers strive to improve students' reading, both in terms of tajweed and makharijul letters, as well as foster students' confidence and love for the Qur'an.

The main challenges of Qur'an literacy or reading the Qur'an include low mastery of the meaning of letters and tajweed, lack of student motivation to learn, monotonous learning methods, and limited family support. In addition, the variety of methods used by teachers is also an important factor in learning success (Nur et al., 2024). The literacy program, which is carried out in a structured manner through morning activities in the field, and learning in the classroom, has been proven to help students become more fluent in reading, understanding tajweed better, and being neater and more correct in writing Arabic letters. In addition, this activity also increases students' motivation and habits in interacting with the Qur'an regularly (Tuti et al., 2024). Previous research has shown that the Iqra method emphasizes more on the accuracy of the letter and systematic gradual learning (Sahlah et al., 2025). Meanwhile, in the study Eko & Nur, (2024) The Tilawati method is effective in improving the reading ability of the Qur'an of MI students, especially in the accuracy of tajweed, makharijul letters, and fluency of reading. Therefore, it is necessary for individual assistance to be carried out face-to-face through the read-a-listen method, where each child reads the Qur'an in turns and is then guided and corrected directly by the companion according to their respective abilities, accompanied by personal evaluation and motivation (Monalisa et al., 2022).

Unlike previous research that only focused on the effectiveness of certain learning methods and the results of improving reading skills in general, without examining in depth the process of implementing guidance in the classroom, the form of individual assistance carried out by teachers, and contextual factors that affect students'

success in reading the Qur'an. This study explores in depth the process of implementing Qur'an reading guidance carried out by classroom teachers in the context of madrasas, including the practice of direct mentoring, the integration of school religious programs, and the application of the Iqra method in a structured and sustainable coaching system.

Based on these gaps, this research is focused on answering the question of how to apply Qur'an reading guidance carried out by teachers of grade IV C MIS Muslimat NU Palangka Raya City in an effort to help students read the Qur'an in accordance with the rules of tajweed and makharijul letters and the method of guidance for reading the Qur'an used by teachers of grade IV C MIS Muslimat NU Palangka Raya City, Includes the steps implemented in the guidance process. This study aims to see the teacher's process in the application of Qur'an reading guidance and how the results are obtained from its application in learning to read the Qur'an. The results of the research are expected to provide a clear picture of the process of implementing Qur'an reading guidance carried out by teachers of grade IV C MIS Muslimat NU Palangka Raya City, as well as a reference for teachers and Islamic educational institutions in developing effective, structured, and sustainable mentoring strategies to help students read the Qur'an in accordance with the rules of tajweed and makharijul letters accurately and correctly.

Research Methods

This study uses a qualitative research method with a descriptive design that aims to describe in depth the process of implementing Qur'an reading guidance carried out by teachers of grade IV C at MIS Muslimat NU, Palangka Raya City. Qualitative descriptive research is chosen because it is able to reveal phenomena, activities, and interactions that occur naturally in the field and provide a comprehensive understanding of the object being studied (Roosinda, 2021). This research not only focuses on the Qur'an reading guidance activities carried out by classroom teachers, but also on the phenomena that arise during the guidance process.

This research was carried out at MIS Muslimat NU Palangka Raya City, with the research subjects of class IV C teachers and class IV C students. Grade IV C teachers were chosen as the main informants because they acted as coordinators of Qur'an reading guidance in madrasas, while students were selected as supporting informants to get an overview of their Qur'an reading skills and responses to the guidance given.

The data collection techniques used include observation, interviews, and documentation. Observations are carried out directly in the classroom to observe the process of implementing Qur'an reading guidance, strategies used by teachers, and student responses during activities. Interviews were conducted in depth with grade IV C teachers and several students who still had difficulty reading the Qur'an to find out information about the guidance process, the obstacles faced, and the results obtained. Documentation is used as supporting data in the form of photos of activities, learning notes, guidelines for reading the Qur'an, and Iqra and Al-Qur'an books used in the learning process.

The data analysis in this study refers to the interactive model of Miles, Huberman, and Saldana which includes three stages, namely data condensation, data presentation, and conclusion drawing and verification. The validity of the data is ensured through source triangulation techniques and triangulation techniques by comparing the results of observations, interviews, and documentation from various informants (Scott, 2023). Through this method, the research is expected to be able to provide an accurate picture of the application of Qur'an reading guidance in improving students' reading ability according to the rules of tajweed and makharijul letters.

Results and Discussion

Institutional Support and Program Structuring

The management of literacy programs or reading the Qur'an in madrasahs requires strong institutional support through systematic planning, organization, implementation, and evaluation. The success of the program is not only determined by the learning process, but also by the institution's policies, the provision of facilities, and continuous supervision (Tuti et al., 2024). The results of observations, interviews, and documentation conducted at MIS Muslimat NU, Palangka Raya City, show that guidance is a process of individual assistance from grade IV C teachers to students directly and continuously to help them overcome difficulties in reading the Qur'an. The homeroom teacher of class IV C acts as a tutor who not only teaches the technical aspects of reading, but also forms a religious attitude and love for the Qur'an.

Institutional support for guidance programs can be seen from curriculum policies and the provision of supporting facilities. Based on an interview with the Wakamad in the field of curriculum, it was found that the Madrasah provides full support for the implementation of Qur'an reading guidance, both in terms of curriculum

policies and supporting facilities. The support is in the form of special time arrangements in learning activities, the provision of Iqra and Al-Qur'an books, Iqra/Al-Qur'an achievement cards TPQ Unit 240 MIS Muslimat NU to each student to monitor the development of students' reading skills, coordination with homeroom teachers to ensure that guidance activities run effectively and sustainably. And evaluations or reviews are carried out annually after grade promotion. These findings are in line with research (Yulia et al., 2023) which states that the success of Qur'an learning in elementary schools is greatly influenced by the integration of programs in the curriculum as well as the support of institutional policies.

The implementation of the guidance program is also in the background by the needs of students who still have a low basic ability to read hijaiyah letters. Analysis Tuwiri et al.,(2023) explained that the low literacy of the Qur'an in students is generally caused by the lack of home learning assistance and the weak mastery of basic reading. This condition is in accordance with the results of the interview of the homeroom teacher of grade IV C Mrs. N who stated "The guidance of the Qur'an is applied because there are still many children who cannot read hijayah letters, which in their learning there are lessons in the Qur'an, Arabic which requires Shiva to learn more deeply related to the reading of hijayah letters. The weak ability of these students is also caused by the inability of parents to provide instruction about hijayah letters, both at home and by providing tutoring in special places. Therefore, the school also took the initiative to hold personal guidance about the Qur'an".

Based on an interview with the homeroom teacher of class IV C, namely Mrs. N, guidance in class IV C is carried out every Monday-Thursday at 11.20-13.00 WIB in a classroom named *As'ad bin Humam*. Starting with the preparation of the Dzuhur prayer in congregation in the class and continued with the reading of short surahs and daily prayers according to the schedule, namely Monday: memorization of short surahs, Tuesday: memorization of daily prayers, Wednesday: Islamic history, Thursday: calligraphy. Students are called one by one to read in front of the teacher, while other students listen and pay attention to their friends' readings.

Based on interviews with the head of the Madrasah, it was found that the Madrasah has a guidance program in reading the Qur'an that is integrated in the religious activities of the madrasah. The guidance program for reading the Qur'an at MIS Muslimat NU Palangka Raya uses the Iqra method. This method was chosen because it is considered effective in helping students recognize letters and read systematically (Tuti

et al., 2024). This program is carried out periodically with the aim of improving students' ability to read the Qur'an in accordance with tajweed and makharijul letters. Tajweed is a science that contains rules and how to read the Qur'an correctly and correctly (Ash, 2022). While Makharijul letters are places or areas of articulation where letters are pronounced and produce sounds. The makharijul area of this letter covers the outer lip to the oral cavity, nose and throat and covers the vocal cords (Suhartini, 2023). Program policies are supported through special time arrangements, the use of appropriate methods such as the Iqra method, and periodic supervision and evaluation by madrasahs. Guidance on reading the Qur'an at MIS Muslimat NU was carried out starting in 2013 and then private reading of the Qur'an was registered at TPQ on July 1, 2023 under the name TPQ Unit 204 MIS Muslimat NU. Starting from the 2025/2026 school year, the school for the first time contains a book on student achievement report as a result of guidance in reading the Qur'an, where the report card is separate from the academic report card which is shared at the end of the semester. The report card contains the results of learning evacuation and personality development. And the Madrasah has a Guidebook & Curriculum Module for LPPTKA BKPRMI 2020 and the Implementation of the LPPTKA BKPRMI 2020 Curriculum as a guideline and planning for guidance on reading the Qur'an. The implementation of Qur'an reading guidance in madrasahs is the responsibility of the assigned homeroom teacher and teacher, while the evaluation of its implementation is under the supervision of the head of the Madrasah, the wakamad for curriculum and the head of TPQ. Evaluation is carried out to ensure that guidance activities run in accordance with the program and goals that have been set.

When compared to the research on the management of the Qur'an literacy program, the findings of this study show suitability in management aspects which include planning, organizing, implementing, and evaluating the program systematically as stated by Tuti et al. (2024). These findings also reinforce the results of the study Yulia et al. (2023) which states that the success of Qur'an learning is influenced by the integration of the program in the curriculum as well as the support of institutional policies. However, the management of the program at MIS Muslimat NU shows special characteristics, namely the implementation that is carried out routinely every day, integration with religious habituation activities, and institutional strengthening through the establishment of TPQ Unit 204. This condition shows a strong institutional commitment in supporting the sustainability and effectiveness of the Qur'an literacy program.

Individual Mentoring Model

Mentoring is the process of providing ongoing assistance from an experienced mentor to an individual (Nurhayati et al., 2025). Based on the results of observations, interviews, and documentation conducted by MIS Muslimat NU Palangka Raya, the method of individual assistance in Qur'an reading guidance in class IV C is carried out through private guidance by calling students one by one to read Iqra' or the Qur'an in front of the teacher. When students read, the teacher pays full attention by listening carefully to the reading, then giving direct corrections if there are errors in the makharijul of the letters, the length and short readings (mad and qashr), as well as the application of the law of tajweed. The teacher also gives examples of correct pronunciation and asks students to repeat the reading until it is appropriate. Mentoring is carried out patiently and repeatedly and adjusted to the level of ability of each student, especially for students who are still experiencing difficulties. After the reading activity, the teacher provides an evaluation in the form of verbal assessment, motivation, and praise, as well as recording the development of students' abilities in the Iqra'/Al-Qur'an achievement card. In this way, the development of students' reading skills can be monitored gradually and continuously. These findings are in line with research (Faila et al., 2025) which states that the individual Mentoring Model focuses on the development of each individual's self-concept.

The results of observations show that the homeroom teacher has taught students to recognize hijayah letters at the beginning of grade I, so that for now all students in grade IV C are on average familiar with hijayah letters. Mrs. N, homeroom teacher of class IV C, said: "For class IV C, this began to introduce the basic laws of tajweed such as mad, nun mati/tanwin, and mim mati from the example of direct recitation of Iqra and the Qur'an some students began to recognize the long signs (mad) and buzzing (ikhfa'), although they still needed guidance in distinguishing the laws of idgham and izhar". The teacher also provides motivation such as, "Every letter you read will get a reward from Allah SWT." The speech encourages students to be more enthusiastic and courageous in learning to read the Qur'an. The results of interviews with students also corroborate the findings, that repeated guidance helps them correct mistakes, especially in distinguishing between long and short readings. Students expressed their feelings of joy and pride because their reading skills, which previously had many mistakes, became smoother after following the guidance several times. This shows that individual mentoring has a positive impact on students' confidence and motivation to learn. These

findings are in line with research (Suriyani, 2023) that providing religious motivation, such as an explanation of the merits of reading the Qur'an, can increase students' interest, enthusiasm, and confidence in participating in learning. This spiritual motivation encourages students to be more active and enthusiastic in learning.

When viewed from Vygotsky's *scaffolding* theory, individual assistance provided by teachers in grade IV C is a form of implementation of *Zone of Proximal Development* (ZPD), which is the process of helping students complete tasks that they have not been able to do independently. The teacher plays the role of a *more knowledgeable other* by providing direct corrections to the makharijul of letters, mad-qashr, and the law of tajweed, as well as exemplifying correct pronunciation before students are asked to repeat it.

The guidance is carried out gradually and adjusted to the abilities of each student reflects the principles of adaptive and temporary scaffolding. When students begin to be able to read more precisely, the teacher's assistance is slowly reduced (*fading*), so that these skills are internalized into actual abilities. The religious motivation provided by the teacher also serves as a social and cultural mediation in learning, as emphasized in Vygotsky's sociocultural theory. This affective support strengthens students' confidence and enthusiasm for learning, so that the mentoring process not only improves the cognitive aspect, but also builds intrinsic motivation.

Thus, individual assistance in learning to read the Qur'an in grade IV C is in line with the scaffolding theory, because it involves directed assistance, intensive interaction, adjustment of ability levels, and continuous evaluation that encourages student learning independence.

Methodological Integration: Iqra and Tilawati

The Qur'an is the holy book of Muslims that was revealed to the Prophet Muhammad PBUH as a revelation. The Qur'an is a complementary book to other books. Among the books of Allah SWT, only the Qur'an is considered true (Chodijah et al., 2024). Reading the Qur'an is also not only worship to get rewards, but to obtain direct guidance and guidance for human life (Juniar, 2023). Reading the Qur'an is recorded as an act of worship, in many readings, only reading the Qur'an is considered worship, even if the reader does not know its meaning or meaning, especially if he knows the meaning of the verse or surah being read and is able to practice it. As for other readings, they are not considered worship unless accompanied by good intentions such as seeking

knowledge, so, the reward obtained by readers other than the Qur'an is the reward of seeking knowledge, not the substance of the reading as in the Qur'an (Zahraini & Muslehuddin, 2021).

The results of observations, interviews, and documentation conducted at MIS Muslimat NU in the city of Palangka Raya, Madrasah used the Iqra method in guidance on reading the Qur'an. The Iqra method is used as the basis for teaching reading the Qur'an. Mrs. N as the homeroom teacher of class IV C said, "The reason for using the Iqra method is because the Iqra method is an easy or quick method to understand for students and is arranged gradually. In its application, grade IV C teachers adjust the learning stage according to the abilities of each student, so that the guidance process runs personally and continuously.

The Iqra method is a method that emphasizes directly on reading exercises guided by a 6-volume book, starting from the simplest level to the perfect level (Tria, 2022). The Iqra method is a way of learning to read the Qur'an without spelling, but students or students are given examples of teachers, then students immediately learn to read one, two or three letters, then words or sentences are accompanied by pronouncing the correct letters (Lubis, 2024). This iqro' method in practice does not require various tools, because it is emphasized on the recitation (reading the letters of the Qur'an fluently). Unspelled and more individualized direct reading (Indal, 2022).

The result of the interview with the homeroom teacher of class IV C, Mrs. N said that "to read short surahs, we use the Tilawati method". The Tilawati j method is applied to strengthen students' ability to read short surahs. The Tilawati method is a way of learning to read the Qur'an by reading and listening. In this method, the teacher teaches the Qur'an in a recitation tone by reading together and then checking the correctness of the recitation individually (Nadia et al., 2023). This method emphasizes the fluency, rhythm, and accuracy of the letters, so that students' reading becomes more tartile. In the learning process, teachers must really know about the letters of the Qur'an and how to read the Qur'an tartily and fluently, and must be able to make children active in learning (Abdullah, 2020).

Based on the findings (Kurniawan et al., 2024). The Iqra method emphasizes learning to read the Qur'an gradually and intensively, from simple letters to words and sentences, without going through the spelling process. This approach is personalized, with teacher supervision that ensures students' readings are correct and fluent, as well

as continuous repetition of exercises to strengthen Qur'an reading literacy in beginner students. This is in line with the practice at MIS Muslimat NU, where the Iqra method is used as the basis for learning to read the Qur'an, while the Tilawati method is applied to strengthen the fluency, rhythm, and accuracy of the recitation of short surahs. In grade IV C, teachers adjust the learning stages to the abilities of each student so that the guidance takes place personally and continuously. The main difference lies in the additional emphasis of Tilawati at MIS Muslimat NU to support tartil reading, while Kurniawan's study focuses more on improving Qur'anic reading literacy through the Iqra method as the main method. Thus, the integration of the two methods in schools provides a holistic approach, which combines the mastery of letters and words with fluency and tartil reading.

Student Learning Challenges

Based on the results of interviews with students of grade IV C MIS Muslimat NU Palangka Raya City, the challenge of learning to read the Qur'an lies in the difficulty of reading the hijayah letters correctly, especially in distinguishing between long and short readings (mad and qashr). Students admitted that they were still confused in determining the readings that should be extended so that the pronunciation of hijayah letters and the application of tajweed were not appropriate. This shows that students still need repeated practice, intensive guidance, and good concentration so that the ability to read hijayah letters can gradually improve. These findings are in line with research Naim & Yuliawati. (2025) The learning challenge of students is that students already know some of the hijaiyah letters in the Qur'an. However, students are sometimes confused to distinguish hijaiyah letters that are almost the same shape and also their symbols such as the letter "ba" which has one dot as a symbol at the bottom, then the letter "ta" has two dots at the top as the symbol, then the letter "tsa" has three dots at the top as the symbol.

Based on the results of interviews with the homeroom teacher of grade IV C, students who are less able to read the Qur'an are due to differences in their learning abilities and their ability to grasp. The homeroom teacher explained that some students were still slow in understanding explanations, did not fluently recognize and pronounce hijayah letters, and had difficulties in applying long and short readings and tajweed laws. In addition, lack of focus and concentration during guidance activities is also one of the factors that affect the development of students' reading skills. These findings are in line with Uun et al. (2021) Students have difficulty recognizing hijayah letters, reciting

letters according to makhraj, and applying tajweed in reading, so that it becomes a serious obstacle in the process of learning to read the Qur'an.

Based on an interview with the homeroom teacher of grade IV C, Mrs. N said, "My way of overcoming obstacles or obstacles that arise in the guidance activities of reading the Qur'an is by giving special attention and repetitive learning. In addition, I also try to manage my time as effectively as possible and provide motivation so that students remain focused and enthusiastic in participating in Qur'an reading guidance activities. The findings are in line with research Ubaidillah (2023) teachers carry out various strategies to overcome the difficulty of reading the Qur'an, such as repetition of readings, intensive approaches, and learning settings so that students are more interested and focused.

The findings of the study show that the difficulty in reading the Qur'an in the long-short aspects of reading (mad and qashr) is a pedagogic phenomenon related to the stage of development of reading ability. In learning the Iqra' method, students not only recognize the hijayah letters, but also understand the signs and rules of tajweed. The difficulty of distinguishing mad and qashr shows that students' reading ability is still at the stage of basic reinforcement and requires intensive guidance.

This phenomenon is influenced by differences in individual abilities and students' concentration levels in integrating letterforms, punctuation, and tajweed rules. Therefore, individual, gradual, and repetitive learning is needed through special attention, repetition of reading, effective time management, and motivation. Thus, the difficulties of mad and qashr are part of the learning development process that requires continuous assistance.

Conclusion

This study shows that guidance on reading the Qur'an in class IV C MIS Muslimat NU Palangka Raya City is carried out in a structured manner through institutional support, individual mentoring, and the integration of the Iqra method as the basis for gradual learning and Tilawati to strengthen the smoothness and accuracy of tajweed. Mentoring is carried out through private tutoring, repetition of readings, direct correction, and motivation to help improve students' reading skills and confidence. The main challenges faced by students include difficulties in recognizing and reciting hijayah letters, especially in distinguishing between long and short readings (mad and qashr), which are influenced by differences in individual abilities and

concentration levels, so that individual, gradual, and continuous learning is required. In the future, research is recommended to use mixed methods, conduct comparative studies between the Iqra and Tilawati methods, and carry out longitudinal evaluations to examine the development of students' Qur'an literacy in an ongoing manner.

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