



Qur'an Teacher Strategies in Overcoming Students' Difficulties in Reading the Qur'an at TPQ Al Fikrah Bontopajja, Gowa Regency

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Abstract

This study explores Qur'an teacher strategies in overcoming students' difficulties in reading the Qur'an at TPQ Al Fikrah Bontopajja, Gowa Regency. The study was motivated by the fact that several students still experience reading difficulties even though they regularly participate in Qur'anic learning activities. These difficulties include recognizing hijaiyah letters, pronouncing letters from the correct makhraj, applying tajwid rules, understanding reading marks, and reading connected letters fluently. This research employed a qualitative approach with a case study design. The research was conducted at TPQ Al Fikrah Bontopajja, a nonformal Qur'anic education institution under LP2DQ DPD Wahdah Islamiyah Gowa. Data were collected through participatory observation, structured interviews, and documentation involving two Qur'an teachers and four students selected based on learning levels and variations in reading ability. Data were analyzed through data reduction, data presentation, and conclusion drawing, while data validity was strengthened through triangulation and credibility checks. The findings show that students' difficulties are gradual and occur at basic, intermediate, and advanced levels. Qur'an teachers apply several strategies, including individual guidance, intensive repetition, lowering the learning level when basic mastery is weak, prioritizing reading quality over quantity, and referring students with serious difficulties to more experienced teachers. The learning process is supported by talaqqi, segmented reading, hijaiyah letter cards, makhraj cues, gradual evaluation, appreciation, and cooperation with parents. The study concludes that effective Qur'anic learning in TPQ requires systematic, patient, and individualized teacher strategies supported by parental involvement and adequate learning management.

Keywords: Qur'an teacher strategy, reading difficulties, Qur'anic learning, students

INTRODUCTION

The Qur'an is the central source of Islamic teaching and guidance for Muslims. It is not only recited as an act of worship but also studied, understood, and practiced as a foundation for religious life. In Islamic education, the ability to read the Qur'an correctly is a fundamental competency because it supports worship practices, religious understanding, spiritual growth, and moral formation. Therefore, learning to read the Qur'an should be introduced from an early age through structured and continuous guidance.

The importance of Qur'anic learning is emphasized in Islamic teachings. The Qur'an is described as a mercy and healing for believers, and the Prophet Muhammad encouraged Muslims to learn and teach the Qur'an. This religious foundation shows that teaching the Qur'an is not merely a technical learning activity but also a noble educational mission. Qur'an teachers are therefore expected to guide students with patience, accuracy, wisdom, and compassion.

In Indonesia, Taman Pendidikan Al-Qur'an (TPQ) plays an important role in providing basic Qur'anic education for children outside formal school hours. TPQ serves as a nonformal Islamic education institution where students learn hijaiyah letters, tajwid, Qur'anic reading, memorization of short surahs, daily prayers, worship practices, and Islamic manners. Through TPQ, children are introduced to the Qur'an and trained to develop religious habits from an early age.

However, Qur'anic learning in TPQ often faces several challenges. Some students find it difficult to recognize hijaiyah letters, distinguish similar letters, pronounce letters according to makhraj, understand harakat, connect letters in words, apply tajwid rules, and maintain fluency when reading. These difficulties may continue even when students have attended TPQ regularly. Therefore, Qur'an teachers need appropriate strategies to identify students' problems and provide learning assistance according to their ability levels.

At TPQ Al Fikrah Bontopajja, Gowa Regency, Qur'anic learning is carried out routinely from Monday to Saturday. The institution has 62 students divided into several learning levels, ranging from TKA 1 to TPA 2. It has five teachers or supervisors and adequate facilities, including learning rooms, an aula, teacher desks, book cabinets, toilets, ablution facilities, and fans. However, the Qur'an and Iqro' books are generally brought by each student. This condition shows that the institution has a functional learning environment, although some instructional media still depend on students' personal resources.

Initial observation at TPQ Al Fikrah Bontopajja showed that several students still experienced difficulties in reading the Qur'an. Some students were still at the Iqro' stage even though they were already at higher grade levels. Others had entered the Qur'an reading stage but still showed errors in tajwid, mad, waqaf, and letter pronunciation. This situation indicates the need to examine how Qur'an teachers apply strategies to overcome students' reading difficulties in a contextual and practical way.

Previous studies have examined teacher strategies in improving Qur'anic reading skills, including the use of additional reading sessions, individual guidance, Iqro' learning, repetition, and parental support. However, many studies focus more generally on improving Qur'anic reading ability and less specifically on identifying forms of reading difficulty and the strategies used to address each type of difficulty in TPQ contexts. Therefore, this study focuses on the strategies used by Qur'an teachers to overcome students' difficulties in reading the Qur'an at TPQ Al Fikrah Bontopajja, Gowa Regency.

This study aims to identify the forms of students' difficulties in reading the Qur'an, describe the strategies used by Qur'an teachers to overcome those difficulties, and analyze the factors influencing students' reading difficulties. The findings are expected to contribute to the development of Qur'anic learning strategies in nonformal Islamic education institutions and provide practical evaluation material for TPQ teachers and administrators.

RESEARCH METHODOLOGY

This study employed a qualitative approach with a case study design. The qualitative approach was chosen because the research sought to understand deeply the strategies used by Qur'an teachers in

overcoming students' difficulties in reading the Qur'an. The case study design enabled the researcher to examine the phenomenon in its natural context at TPQ Al Fikrah Bontopajja, Gowa Regency.

The research was conducted at TPQ Al Fikrah Bontopajja, located on Jl. Poros Barombong, Bontopajja Hamlet, Lembang Parang Village, Barombong District, Gowa Regency, South Sulawesi. This TPQ was established in 2009 and is under the auspices of the Basic Qur'anic Education Development Institution (LP2DQ) DPD Wahdah Islamiyah Gowa. The research was carried out during the 2025/2026 academic year.

The object of this study was the strategy of Qur'an teachers in overcoming students' difficulties in reading the Qur'an. The research focus included two main aspects: teacher strategies in Qur'anic learning and efforts to overcome students' reading difficulties. The difficulties examined included recognition of hijaiyah letters, makhraj, tajwid, harakat, connected letters, and fluency in reading.

The research informants consisted of six participants: two Qur'an teachers and four students. The teacher informants were Ustadzah Fatmawati M., S.Pd., who serves as head of the TPQ unit and teacher, and Ustadzah Hj. Rahmatia, who serves as a teacher. The student informants were selected based on learning level and variations in reading ability, including students at the Iqro' and Qur'an reading stages.

Data were collected through participatory observation, structured interviews, and documentation. Observation was conducted to examine the Qur'anic learning process, teacher-student interaction, teaching methods, learning media, student responses, and reading errors. Interviews were conducted with teachers and students to obtain information about forms of reading difficulty, teacher strategies, supporting methods, evaluation, motivation, and parental involvement. Documentation was used to collect institutional data, learning documents, activity photos, and administrative records.

The research instruments included observation sheets, interview guidelines, and documentation checklists. The researcher acted as the main instrument in collecting, interpreting, and analyzing the data. Data analysis was conducted through data reduction, data presentation, and conclusion drawing. Data reduction involved selecting and simplifying data relevant to the research focus. Data presentation was carried out in narrative form and supported by tables. Conclusions were drawn by identifying patterns and meanings from interviews, observations, and documentation.

To ensure data validity, this study used triangulation and credibility checks. Triangulation was conducted by comparing data from teachers, students, observation, and documentation. Credibility was strengthened by rechecking interview transcripts, confirming findings with informants, and comparing statements with field notes and documents.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

A. General Profile of TPQ Al Fikrah Bontopajja

TPQ Al Fikrah Bontopajja is a nonformal Qur'anic education institution established in 2009 to meet the need for Qur'anic learning among children in the Bontopajja area. At the beginning of its development, learning activities were carried out in teachers' houses because the institution did not yet have its own building. Over time, through community support and donated land, TPQ Al Fikrah Bontopajja obtained its own building for learning activities.

The learning schedule is conducted from Monday to Saturday at 14.00-16.00. The learning materials are divided into core and additional materials. Core materials include Qur'anic reading and writing, memorization of prayer recitations, short surahs, selected verses, and daily prayers. Additional Islamic materials include prophetic history, Islamic creed, practical worship, and daily manners. These learning materials show that the TPQ does not only focus on reading skills but also on religious character formation.

Table 1. Data of Qur'an Teachers at TPQ Al Fikrah Bontopajja

No.	Name	Position
1	Fatmawati M., S.Pd.	Head of Unit and Teacher
2	Hasnah	Teacher
3	Hj. Rahmatia	Teacher
4	Mia Amalia	Teacher
5	Nur Aulia Ansani	Teacher

Table 2. Data of Students at TPQ Al Fikrah Bontopajja

No.	Learning Level	Equivalent Grade	Total
1	TKA 1	Grade 1/2 Elementary School	20 students
2	TKA 2.1	Grade 2/3 Elementary School	9 students
3	TKA 2.2	Grade 3/4 Elementary School	8 students
4	TPA 1	Grade 5 Elementary School	15 students
5	TPA 2	Grade 6 Elementary School	10 students
	Total		62 students

Table 3. Facilities and Infrastructure at TPQ Al Fikrah Bontopajja

No.	Facility	Amount	Condition	Description
1	Learning rooms	2 rooms	Good	One room is divided into several parts
2	Aula	1 room	Good	Used for collective activities
3	Teacher desks	5 units	Good	Students do not use desks
4	Book cabinets	3 units	Good	-
5	Qur'an and Iqro' books	-	-	Brought by each student
6	Toilets	2 units	Good	-
7	Kitchen	1 room	Good	-
8	Ablution area	1 area	Good	-
9	Fans	7 units	Good	-

B. Forms of Students' Difficulties in Reading the Qur'an

The findings show that students' difficulties in reading the Qur'an at TPQ Al Fikrah Bontopajja occur gradually from basic to advanced levels. At the basic level, students experience difficulties in recognizing hijaiyah letters, remembering letter shapes, distinguishing letters with similar forms or sounds, and pronouncing letters correctly. These difficulties are especially visible among students who are still at the Iqro' stage.

The most common difficulty reported by teachers is related to letter recognition and makhraj. Students often confuse letters that are similar in pronunciation or visual form. Some students also struggle with throat letters such as 'ain, ghain, ha, kha, and ha, as well as letters that require careful articulation. This difficulty affects the accuracy of Qur'anic reading because incorrect pronunciation can change the quality and meaning of recitation.

At the intermediate level, students experience difficulties when entering Iqro' volume 4 and above. At this stage, students begin to encounter connected letters, varied harakat, tasydid, and mad. Teachers stated that Iqro' volume 4 is often the point where many students begin to experience obstacles because they are no longer dealing only with separated letters but must connect letters and read more complex patterns.

At the advanced level, especially among students who have entered the Qur'an reading stage, the difficulties shift from recognizing letters to applying tajwid rules. Students may read fluently but still make mistakes in mad, qalqalah, idgham, ikhfa, izhar, waqaf, and the correct length of reading. Some students are confused about whether a reading should be clear, merged, or hidden, and some still make mistakes when stopping at waqaf marks.

Student interviews confirm the teachers' explanations. Some students mentioned difficulty remembering tasydid, distinguishing letters such as fa and qaf, pronouncing throat letters, and recognizing connected or heavy letters. These findings indicate that reading difficulties are not identical for all students but depend on their learning stage, memory, practice habits, and prior mastery.

Table 4. Summary of Students' Qur'anic Reading Difficulties

Level	Main Difficulty	Examples
Basic	Recognition of hijaiyah letters and makhraj	Confusing similar letters; difficulty pronouncing throat letters
Intermediate	Harakat, tasydid, mad, and connected letters	Difficulty reading Iqro' volume 4 and above
Advanced	Application of tajwid and waqaf	Errors in mad, idgham, ikhfa, izhar, qalqalah, and stopping rules

C. Qur'an Teacher Strategies in Overcoming Reading Difficulties

Qur'an teachers at TPQ Al Fikrah Bontopajja apply several strategies to overcome students' reading difficulties. The first strategy is individual guidance. Students who experience difficulty in recognizing letters or reading fluently receive special attention from the teacher. Teachers repeat difficult letters intensively until students can recognize and pronounce them correctly. For students who are slower than others, teachers may add private learning time and ask them to come earlier so that guidance can be more focused.

The second strategy is lowering the learning level when students have not mastered basic reading. If students still have difficulty at a certain Iqro' level, the teacher asks them to return to the previous level to

strengthen foundational skills. This strategy is not intended as punishment but as reinforcement so that students do not move to more difficult material without mastering basic reading. One student confirmed that she had been moved back to a lower Iqro' level because there were still many letters she did not know.

The third strategy is prioritizing quality over quantity in Qur'anic reading. For students who have entered the Qur'an reading stage but are not yet fluent, teachers do not demand that they read many verses. Instead, students are asked to read one or two verses slowly and correctly. When the reading becomes better, the number of verses can gradually be increased. This strategy helps students focus on accuracy, tajwid, and makhraj rather than merely finishing a large amount of reading.

The fourth strategy is teacher collaboration and referral. Students with serious and long-term difficulties may be guided by more experienced teachers who have greater expertise and time for intensive assistance. This strategy reflects cooperation among teachers and ensures that students with special difficulties receive appropriate support.

In implementing these strategies, teachers use the talaqqi method and segmented reading. In talaqqi, the teacher reads first and students repeat the reading. This method allows direct correction of errors in makhraj, tajwid, and fluency. In segmented reading, long reading passages are divided into smaller parts so that students can understand and repeat them more easily. This method is helpful for students who are overwhelmed by long lines or connected texts.

Teachers also use supporting media and approaches. For students at the Iqro' stage, teachers use hijaiyah letter cards to help them remember difficult letters. For makhraj learning, teachers use physical cues, such as pointing to the throat when teaching throat letters. These cues help students connect sound production with the place of articulation. Teachers also emphasize frequently forgotten materials such as tasydid and idgham.

Evaluation is carried out gradually. Students who will move from Iqro' to Qur'an reading must pass a reading eligibility test involving several teachers. Students are considered ready when at least three teachers state that their reading has met the standard. For students at the Qur'an stage, evaluation is carried out through daily assessment of fluency, tajwid, and makhraj. Teachers use the evaluation results to determine whether students need repetition, correction, or additional guidance.

Motivation is also an important part of teacher strategy. Teachers give praise or small rewards to students who show improvement. Appreciation helps students feel valued and encourages them to continue learning. Teachers also try to cooperate with parents, although some parents still depend entirely on the TPQ for their children's Qur'anic learning.

Table 5. Teacher Strategies and Their Purposes

Strategy	Purpose
Individual guidance	To address specific reading difficulties according to student ability
Intensive repetition	To strengthen memory and correct repeated mistakes
Lowering the learning level	To rebuild basic mastery before moving to higher material
Quality-based reading	To prioritize accuracy over the number of verses read
Talaqqi method	To provide direct modeling and correction
Segmented reading	To simplify long or difficult reading passages
Letter cards and makhraj cues	To support visual and practical understanding

Gradual evaluation	To monitor student progress and determine readiness
Appreciation and motivation	To increase student confidence and learning enthusiasm
Parental cooperation	To strengthen practice and repetition at home

D. Factors Influencing Students' Difficulties in Reading the Qur'an

The findings show that students' difficulties in reading the Qur'an are influenced by internal, external, and instructional-system factors. Internal factors include low concentration, lack of motivation, laziness, and weak memory. Teachers explained that some students are easily distracted during learning, prefer playing, and are sometimes reluctant to attend TPQ. Weak memory also makes it difficult for students to retain letters, harakat, and tajwid rules that have been taught.

External factors mainly come from the family environment. Teachers stated that many students receive limited assistance and motivation from their parents at home. Some students only learn Qur'anic reading at TPQ and do not repeat lessons at home. Interviews with students confirm this condition, as several students stated that they did not read the Qur'an at home or only learned at TPQ. This lack of home practice reduces the effectiveness of learning because Qur'anic reading requires repetition and habituation.

The learning system also influences students' difficulties. The limited learning duration, combined with the number of students that must be guided, makes individual assistance less than optimal. Although teachers try to provide private guidance, time limitations remain a challenge. This shows that Qur'anic reading difficulties cannot be attributed only to students' ability but are shaped by the interaction between personal motivation, family support, learning time, and teacher-student ratio.

Discussion

The findings indicate that Qur'anic reading difficulties at TPQ Al Fikrah Bontopajja are developmental and layered. Students begin with difficulties in recognizing letters and makhraj, then move to difficulties in harakat, connected letters, and tajwid. This pattern shows that Qur'anic reading is not a single skill but a combination of visual recognition, auditory discrimination, articulation, memory, fluency, and rule application.

The strategies applied by teachers are consistent with the nature of Qur'anic learning. Individual guidance is necessary because students have different levels of ability and different types of difficulty. Intensive repetition is important because reading the Qur'an requires habituation. Lowering the learning level is pedagogically appropriate because students should not proceed to higher materials when foundational skills remain weak. Quality-based reading also reflects the principle that correct recitation is more important than reading speed.

The use of talaqqi is especially relevant in Qur'anic learning because it allows direct transmission of correct pronunciation from teacher to student. This method enables teachers to listen carefully, correct errors immediately, and train students to imitate proper recitation. Segmented reading also supports students who experience difficulty with long passages because it reduces cognitive load and makes reading more manageable.

The use of letter cards and makhraj cues shows that teachers combine traditional Qur'anic learning with practical visual and physical aids. These simple media are helpful for young students because they transform abstract letter forms and sound production into more concrete learning experiences. This

strategy is particularly useful for students who struggle to distinguish letters with similar shapes or sounds.

The findings also emphasize the importance of family involvement. Students who do not repeat Qur'anic reading at home are more likely to forget what they have learned. TPQ learning sessions are limited, so parental assistance is needed to reinforce reading practice. Therefore, Qur'anic learning should be understood as a shared responsibility between teachers, parents, and students.

Overall, the strategies of Qur'an teachers at TPQ Al Fikrah Bontopajja reflect a practical and contextual model of Qur'anic learning. The model combines individualized instruction, repetition, direct correction, gradual evaluation, motivation, and parental cooperation. These strategies can serve as a reference for other TPQ institutions facing similar difficulties in Qur'anic reading instruction.

Conclusion

This study concludes that students' difficulties in reading the Qur'an at TPQ Al Fikrah Bontopajja are gradual and include basic to advanced aspects. At the basic level, students have difficulty recognizing hijaiyah letters and pronouncing letters according to makhraj. At the intermediate level, difficulties occur in understanding harakat, connected letters, tasydid, and mad. At the advanced level, students still make mistakes in tajwid rules, including mad, nun sukun and tanwin, qalqalah, and waqaf.

Qur'an teacher strategies in overcoming these difficulties include individual guidance, intensive repetition, lowering the learning level for students who have not mastered the basics, prioritizing reading quality over quantity, and providing special assistance for students with serious difficulties. These strategies are supported by the talaqqi method, segmented reading, hijaiyah letter cards, makhraj cues, gradual evaluation, appreciation, and cooperation with parents.

The factors influencing students' difficulties consist of internal, external, and instructional-system factors. Internal factors include low concentration, lack of motivation, laziness, and weak memory. External factors include limited parental attention, lack of home assistance, and minimal reading practice outside TPQ. Instructional-system factors include limited learning time and the large number of students that must be guided by teachers.

Based on these findings, Qur'an teachers are encouraged to continue developing varied and individualized learning strategies. TPQ administrators should improve learning management, especially class grouping and time allocation. Parents should provide regular support and reading practice at home. Future research may examine the effectiveness of specific Qur'anic learning methods using broader samples or compare strategies across several TPQ institutions.

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