Implementation of the 'Ali Method on the Ability to Read the Qur'an in Parents

Arif Fajri[1*], M. Ja'far Nashir[2], Alfian Eko R[3]

Fakultas Tarbiyah, Institut Islam Mamba'ul 'Ulum Surakarta[*1, 2, 3]
[*1]email: ariffajri453@gmail.com
[2]email: Nashirwahid@iimsurakarta.ac.id
[3]email: alfianecko@gmail.com

Abstract

This research analyzes the Ali method's effect on older people's ability to read the Quran. The approach used in this research is classroom action research. The population used in this research was the parents of the Gelora Muttaqin Mosque Al-Quran Terrace participants, totaling 32 people. The data collection technique used in this research was Tajwid and Makhraj's assessment sheets. The data analysis technique used to test the hypothesis is the difference test. The results of this study indicate that the Ali Method significantly affects older people's ability to read the Al-Qur'an, especially in terms of tajwid and Makhraj. Based on these results, it can be concluded that the 'Ali Method has a positive effect on the ability to read the Al-Qur'an, meaning that the better the 'Ali Method is used, the more it will improve the ability to read the Al-Qur'an' in parents.

Keywords: 'Ali Method; Ability; Qur'an Reading.

Abstrak

Tujuan penelitian ini adalah untuk menganalisis pengaruh penggunaan metode Ali terhadap kemampuan membaca Al-Qur'an pada orang tua. Pendekatan yang digunakan dalam penelitian ini adalah penelitian tindakan kelas. Populasi yang digunakan dalam penelitian ini adalah orang tua peserta Teras Al-Quran Masjid Gelora Muttaqin yang berjumlah 32 orang. Teknik pengumpulan data pada penelitian ini menggunakan lembar penilaian tajwid dan makhraj. Teknik analisis data yang digunakan untuk menguji hipotesis adalah uji beda. Hasil penelitian ini menunjukkan bahwa penggunaan Metode 'Ali berpengaruh signifikan terhadap kemampuan membaca Al-Qur'an pada orang tua, khususnya dilihat dari tajwid dan makhrajnya. Berdasarkan hasil tersebut dapat disimpulkan bahwa Metode 'Ali berpengaruh positif terhadap kemampuan

membaca Al-Qur'an, artinya semakin baik 'Metode Ali digunakan maka akan semakin meningkatkan kemampuan membaca Al-Qur'an' pada orang tua.

Kata Kunci : Metode Ali; Kemampuan; Membaca Al Qur'an.

A. Introduction

The holy book Al Quran is a holy book that is the primary source of Islamic teachings and a guide to life for every Muslim. The Qur'an contains instructions about the relationship between humans and God and regulates human relationships with each other (hablum minallah wahablum minannaas). (Jamaludin, Hapsah, Wati, Fitri, & Fikriadi, 2023).

Narrated by Aisyah Rhodiyallahu'anha, she said that Rasulullah Shallallahu 'alihiwasallam once said: "people who are good at reading the Qur'an will be with noble angels. As for people who read the Qur'an haltingly and with difficulty, there are two rewards. (HR. Bukhari and Muslim). From this hadith, it can be concluded that people who are always close to the Qur'an always get glory from Allah Subhanahuwata'ala, both those who study and teach the Qur'an to others. Those who read fluently or stutter both receive glory from Allah Subhanahuwata'ala (Farihah, 2021).

Apart from these glories, the Qur'an is also the primary source in the scientific field, including Islamic religious education. The Qur'an and Islamic religious education are one unit that cannot be separated because the two interact with each other in the world of Islamic science (Al Muiz & Umatin, 2022). Apart from being a source of PAI lessons, the Qur'an is also taught directly by ulama and Ustadz in Islamic boarding schools and surau, such as lessons on Tafsir of the Qur'an, history of the Qur'an, Tajwid, and introduction to reading and writing the Qur'an at the age of the students. This is done by Al Qur'an educators so that the words of Allah Subhanahuwata'ala are always eternal, and a feeling of love for the Qur'an grows, which will eventually receive intercession from Al Qur'anul Karim. (Kusumasari, 2021).

Hadith of Rasulullah Shallallahu 'alihiwasallam quoted by Imam An-nawawi in the book At Tibyan (An Nawawi, 2005: 9), "Read the Qur'an, verily it comes on the Day of Resurrection as an intercessor for its readers" (HR. Bukhari and Muslim,). If you look at this hadith, everyone should always be motivated to read the Qur'an because, in the future, it will provide intercession for its readers (Nawawi, 2005). The problem currently occurring is that many people read the Qur'an but are still far from perfect or not yet perfect in applying the knowledge of recitation, even though Allah Subhanahuwata'ala ordered his people to read the Qur'an in a tartil manner (Nalysta & Kosasih, 2021; Shodiqin & Fatimah, 2023).

In Al Azhar's interpretation, Buya Hamka (2018: 365) explains that the meaning of tartil is reading the Qur'an slowly by explaining the letters. This will help me understand the Quran and reflect on it. Allah Subhanahuwata'ala's word about (Tartila) confirms the obligation to read the Al Qur'an tartil to present its meanings (Hamka, 2018). Reading tartil means the reader explains all the letters and fulfills the rights of the letters in full (Farikhah, 2021; Shodiqin & Fatimah, 2023).

The law of reading the Qur'an with tartil, according to Ibn al-Jazari, is fardhu 'ain for every Muslim and Muslimat. This is to safeguard the authenticity of the Qur'an. This means that reading the Qur'an with recitation is obligatory, and if you read the Qur'an without recitation, it is a sin. Because if someone reads the Qur'an without the knowledge of recitation, it is feared that mistakes will occur and can change the meaning of the verses of the Qur'an that they read. Therefore, learning to read the Qur'an in a tartil manner is very important for a Muslim to gain rewards from reading the Qur'an (Shodiqin & Fatimah, 2023).

The phenomenon currently occurring among Muslims is that many have difficulty reading the Qur'an due to not knowing and recognizing the hijaiyah letters, not knowing the rules of the science of recitation, short lengths in reading the Qur'an, stammering, and hesitation. Al Quran also needs to be more confident in reading the Quran for fear of making mistakes (Nalysta & Kosasih, 2021). To overcome these problems, an appropriate method is needed in the Al Qur'an learning process

because the method's role is vital in increasing learning success and is one of the tools for achieving learning goals (Shodiqin & Fatimah, 2023).

The influence of the Qur'an reading method on the ability to read the Qur'an has been widely researched; for example, Jamaludin, Hapsah, Wati, Fitri, & Fikriadi (2023) dan Zulfitria & Arif (2022) have examined the effect of the Iqro method on the ability to read the Qur'an, the results show that the iqro method can improve the ability to read the Al Quran of TPQ participants.

Meanwhile, the results of research by Ali Mahfud and Sobar Al Ghazal (2022) show that the Iqro method is less effective in improving the reading ability of the Al Qur'an of TPA students. Another study examined the effect of Ali's method on the ability to read the Al-Quran, and the results showed that the general method could improve the ability to read the Al-Quran well (Al Muiz & Umatin, 2022; Sarini, 2023). However, research conducted by Liansyah and Achadianingsih (2020) on adults found that the Umm method was ineffective in improving adults' ability to read the Koran.

The differences in results between the two methods indicate that these methods have advantages and disadvantages in improving the ability to read the Qur'an. Another method that is currently popular is the Ali method. This method is an easy and enjoyable method of reading the Qur'an with optimal tartil results (PDALI, 2021). This method includes learning the science of qiro'at from the basic level until students can read several histories of the Qur'an, which are mutawathiroh and continued sanad to Rosulillah SAW, which is carried out in stages, applied, systematically, and with a particular curriculum with three keys to success, namely authentic sanad, using Ottoman mushaf, and a good understanding of Arabic to know waqaf and ibtida'. The novelty of Ali's method is that this method is designed so that students can read the Qur'an with tartil optimally without having to study the theory of recitation first (Shodiqin & Fatimah, 2023).

Shodiqin & Fatimah (2023) implement this method for early age students. The conclusion of this study explains that the successful implementation of the Ali method in

improving the ability to read the Qur'an in early-age students is carried out with proper planning, implementation, and evaluation. More research is needed on using the Ali method to improve the ability to read the Quran. Therefore, to fill the gap in research using the Ali method, this study examines the effect of using the Ali method in improving older people's ability to read the Quran. The choice of parents as the sample in this study was because many parents still cannot read the Koran well; besides that, not many studies have examined parents' reading ability.

B.   Research Methods

This research was conducted at the Qur'an Terrace of the Gelora Muttaqin Mosque, Sukoharjo district, for two weeks in September-October 2023 with research subjects of 32 adults, 13 women, and 19 men. This research includes Classroom Action Research. Data collection techniques use observation, teacher interviews, documentation, and performance tests. Researchers here act as observers and drafters and are assisted by colleagues in the documentation. To measure the level of data validity, researchers used data validity, namely content validity and construct validity. This research uses data analysis techniques, namely comparative descriptive analysis and comparative quantitative analysis. In this research, the implementation consists of two stages. The first stage is collecting data from test scores, namely tajwid and makhraj test scores, in the form of numbers, namely quantitative data presented in tables and graphs. The second stage is comparative descriptive analysis, namely comparing the test result values in the initial conditions with the test result values in cycle I (first) and cycle II (second) with performance indicators, and then conclusions are drawn. Two steps were used to analyze data quantitatively: 1) a Prerequisite Test consisting of a Normality Test and 2) a Hypothesis Test using a paired sample t-test.

C.   Results and Discussion
Results

This research was carried out in two cycles, each of which had four meetings in each cycle. The time allocation for each meeting is around 60 minutes, starting at 16.00-17.00 WIB. Judging from the research results starting

from pre-cycle, cycle I, and cycle II, there was an increase in the tajwid and makhraj completeness scores in each cycle. The increase in completeness from pre-cycle, cycle I, and cycle II is shown in Table 1 as follows:

Table 1. Tajweed and Makhraj Values

Test Type	Test scores	Pre Cycle	Cycle I	Cycle II
Tajweed	Complete ness	6,25%	34,37%	75%
	Maximum	80	85	85
	Minimum	40	60	70
	Average	55,0	70,0	76,25
Makhraj	Complete ness	6,25%	50%	87,5%
	Maximum	75	85	85
	Minimum	40	65	70
	Average	54,69	72,5	76,72

Table 1 shows that there is an increase in each cycle. Observations from before this action, the researchers obtained data that two students had a complete category (score 75 and above) in tajwid or only 6.25%, and there were still 30 students who had not completed it or 93.75%. The average value is only 55.0. Meanwhile, among the students who have completed the makhraj category, there are two students or only 6.25%, and there are still 30 students who still need to complete it or 93.75%. The average value is only 54.69.

The results of the actions in cycle I experienced a slight increase after applying the Ali method. In this first cycle, there were 11 students, or 34.37% of students who had the recitation complete category and 21 students who had the incomplete category, or 65.63%. The average value in cycle I was 70.00. Then, regarding makhraj completion scores, 16 students, or 50%, had completed it, and the other 50% had not yet completed it, with an average score of 72.5%. In this first cycle, there are still several shortcomings, one of which is that the ustad has been unable to motivate the students optimally and is still introducing the Ali method, so the students are not yet active in participating in learning and are still trying to understand this method. Another drawback is inappropriate time management so that the learning process could be more optimal.

The results of achieving scores in cycle II reached or even exceeded the specified target, namely 75%. In this second cycle, 24 students have completed the category of recitation science, or 75%, and eight students have not completed it, or 25%, so the action is stopped in this second cycle because they

have been able to exceed the target of 75% with an average value. They are amounting to 76.25. Likewise, for makhraj, 28 santri, or 87.5%, and four santri, or 12.5%, have not yet been completed, with an average score of 76.72. In cycle II, the Teacher was able to motivate the students to the maximum so that the students became active in participating in learning. Apart from that, teachers can also manage time well, so the learning process is more optimal.

The implementation of the teaching and learning process is going well, so the next cycle is not needed; however, what needs to be done next is to maintain and maximize it in order to improve the teaching and learning process of reading the Al-Qur'an so that the objectives are achieved according to or higher than expected. The research showed an increased ability to read the Al Quran after using Ali's method. Different tests will be used to prove whether the increase in the ability to read the Koran is significant. The results of different tests are explained in the description below.

Testing Requirements Analysis

The results of testing the analysis prerequisites in this study used the Kolomogorov-Smirnov Test. The results of normality testing can be seen in Table 2.

Table 2. Analysis Prerequisite Testing

Test scores	Asym Sign	Conclusion
Pre-Cycle Tajweed	0,200	Normal
Makhraj Pre Cycle	0,001	Abnormal
Tajweed Cycle 1	0,001	Abnormal
Makhraj Cycle 1	0,003	Abnormal
Tajweed Cycle 2	0,003	Abnormal
Makhraj Cycle 2	0,000	Abnormal

The results of the analysis prerequisite tests show that the data distribution is generally not expected, so hypothesis testing uses non-parametric statistical tests.

Hypothesis test

The effect of using the 'Ali method on the ability to read the Qur'an in parents on the Qur'an terrace of the Gelora Muttaqin Mosque, Sukoharjo Regency, was analyzed using the Wilcoxon Sign Rank Test with the help of the SPSS 23 program. The results of the Wilcoxon Sign Rank Test can be seen in Table 3.

Table 3. Wilxocon Sign Rank Test

Scores	Tajweed 1	Makhraj 1	Tajweed 2	Makh raj 2
Z	-4,959	-4,981	-4,964	-5,006
Asymp Sign	0,000	0,000	0,000	0,000

Based on the Wilcoxon Sign Rank Test results, the Asymp sign value or p-value <0.05 was obtained. This shows that there is an influence on the ability to read the Al Quran, as seen from the tajwid and makhraj before using the Ali method and after using the Ali method in Cycle 1 and Cycle 2. This shows that the Ali method influences older people's ability to read the Al Quran.

Discussion

The law of reading the Qur'an with tartil, according to Ibn al-Jazari, is fardhu 'ain for every Muslim and Muslimat. Therefore, learning to read the Qur'an partially for a Muslim is very important in order to gain rewards from reading the Qur'an (Shodiqin & Fatimah, 2023). However, the problem that is currently occurring is that many people need help with reading the Qur'an, especially older people because they need to learn the rules of recitation science (Nalysta & Kosasih, 2021). To overcome this problem, an appropriate method is needed to learn the Qur'an. To answer this problem, this research tested Ali's method on the ability to read the Al-Quran of parents at the Qur'an Terrace at the Gelora Muttaqin Mosque, Sukoharjo Regency.

The 'Ali method is one method for reading the Qur'an with the correct rules of recitation without memorizing letters and names Tajweed law. The 'Ali method refers to the Ottoman Rasm and is connected directly with the Prophet Sallallahu 'alaihiwasallam. Ali's method has several levels: pre-Tilawah, Tilawah Juziyyah, Tajwid thematic, and Tartila. The Pre Tilawah level has three stages: Talqin, Tarkiz, and Tahqiq. Module or book of the 'Ali Method in The Pre Tilawah level consists of 3 volumes known as Tahsin For Kids with the advantage of color and applicable pictures.

The layout of the letters in the Ali Method has a specific purpose; for example, in volume 1, the letter Hamzah and the letter 'Ain are placed side by side with the aim that participants can differentiate between the Makhraj letter Hamzah and the Makhraj letter 'Ain.

The Ali Method aims to help people learn to read the Quran from the basics until they can read it well and correctly according to the rules of the science of recitation in stages. Learning The 'Ali method has been designed to make the learning process more straightforward, more accessible, more beautiful, and exciting.

In the 'Ali Method, learning only focuses on improving reading, or learning to read from the basics until you can read fluently and correctly without memorizing the names of the laws of tajwid gradually. The 'Ali Method of learning consists of four levels, namely as follows:

a. Pre Recitation

The pre-Tilawah level is the basic level of the Ali Yang method. The aim is to correct the reading from the start. Pre Tilawah consists of 3 volumes, each divided into various types of good material for introducing makhraj letters, breadfruit, tasdydid up to bare recitation.

b. Juziyyah recitations

After taking the pre-recitation level, the next level, the juziyyah recitation level, aims to help Ali method participants read fluently at post-pre-

level recitation. At the pre-tilawah level, there is one concept, namely reading break up, so as not to cause fatal errors in short, like pulling letters or tastes that are not pressed enough and other things like that. So after the pre-tilawah level, participants can read correctly but not fluently; for this reason, participants are obliged to take the next level, namely the juziyyah recitation level, which consists of six stages. The six stages are as follows:

1) The primary stage is reading dotted and dotted

2) Every short reading is read further, and the rest is stopped

3) Every time it is short, the tasydid is read further, and the rest is stopped

4) Every time it is short, tasydid, buzzing is read further, and the rest stops

5) Every short, tasydid, drone and long read is continued with sukun stop

6) Short, tasydid, drone, Long, and breadfruit read further; in other words, everything has been read further and stopped at waqaf or the end of the verse.

c. Thematic Tajweed Level

This level is the third level of the Ali method. This level is only intended

for Al Qur'an teachers but does not close the possibility of participants learning this method. However, what happens a lot is that when there are already many participants who can read fluently and correctly, they prefer to start memorizing the Quran.

d. Tartilla Level

This level is also rarely studied by participants who learn from zero because this level is the final level and continuation of the recitation level theme.

In the Ali Method teaching module, several techniques are explained in effective teaching as follows:

a. The first stage

1) Talqin Ta'awudz and Basmallah

2) "Look at the mouth..." (directing the focus of the student's gaze to the mouth of the Teacher).

3) "Imitate..." (returns the focus of the student's gaze to the Teacher's mouth).

4) Talqin Ta'awudz (correct mistakes only enough in that part. make a mistake and repeat 2-3 times)

5) Talqin Basmallah (correct jaly's mistakes enough in that part make a mistake and repeat 2-3 times)

6) Pray ("barakallahu fiikk")

b. Second Stage

If the students are not focused enough, do it again

1) "Look at the mouth..." (directing the focus of the student's gaze to the mouth of the Teacher).

2) "Imitate..." (directing the focus of the student's gaze to the Teacher's mouth) Then.

3) Talk letters or title boxes.

4) Pray ("barakallahu fikk")

c. Third Stage

1) "Look..." (points the stylus at the character of the letter").

2) Talqin letters in the title box and double box (direct the tool point to the character of the letter.

3) Students read the letters in the double box 1-2 times (Teacher and keywords).

4) Students read two letters 1 x side by side (Teacher adds keywords).

5) Students read the exercises in the module (teacher points letter).

Notes :

a) If it is correct, the Teacher praises it (example: good, great, yes, right).

b) If it is wrong, the Teacher should not blame it but be reminded with keywords (khafy error (putting a "_" in below the letter).

c) If it is still wrong, the Teacher will immediately notify you. Students follow 2-3 times (Teacher follows with words key).

d) Jaly's mistake is to put an "x" under the letter)

In learning the Ali Method for Pre Tilawah, the level has three volumes, each arranged systematically with continuity between one material and another.

This study was analyzed using the Wilcoxon Sign Rank Test to determine whether the Ali method influences parents' ability to read the Al Quran regarding tajwid and makhraj. The results of the Wilcoxon Sign Rank Test show that the 'Ali Method has a positive and significant effect on the ability to read the Al Qur'an in parents, both from tajwid and makhraj, meaning that the better the 'Ali Method is used, the more it will improve the ability to read the Al Qur'an in parents.

This study supports the results of a study conducted by Shodiqin and Fatimah (2023), which concluded that implementing Ali's method can improve young students' ability to read the Koran. This research generally supports using methods in learning the Quran to improve students' or santri's ability to read the Quran.

Ali's method for two weeks has yet to produce good tajwid and makhraj scores for all the parent students. This Ali method is based on a relatively short learning period of two weeks. Therefore, for Ali's method to successfully improve the ability to read the Koran, proper time planning is needed. This method must be carried out with good planning, exemplary implementation, and proper evaluation.

Good planning is done by preparing good teachers/clerics who can educate, master the material (the knowledge of tajwid and makhraj), and are sincere in teaching. An exemplary implementation is the readiness of the student's learning pace, the students' conditioning by the Teacher, and their

turn to study individually, then practice and enrich. At the evaluation stage, good learning includes the SOP for teaching the Ali method by the Teacher, the student's achievement targets, and problems during teaching and learning activities.

D.   Conclusion

Based on the results of the analysis, it can be concluded that the use of the 'Ali Method has a positive and significant effect on the ability to read the Qur'an among older people on the Qur'an Terrace at the Gelora Muttaqin Mosque, Sukoharjo district, especially on tajwid and makhraj. For Ali's method to successfully improve the ability to read the Koran, it must be carried out with good planning, namely by preparing sincere and professional teachers. Excellent implementation is achieved by preparing a learning place, conditioning students, structuring learning, and evaluating according to learning SOPs using the Ali method, which involves teachers and students.

This research has a limitation: it was only tested on parents at the Qur'an Terrace of the Gelora Muttaqin Mosque, Sukoharjo district. Hence, the generalization of this study still needs to be stronger. Therefore, future research can develop or expand the research scope to generalize the results.

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