

Teachers' Efforts to Improve Students' Ability to Read the Qur'an

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Abstract

Keywords:

Teaching Strategies;
Ability to Read the Qur'an;
Learning Challenges;
Individual Approach;
Parental Involvement.

This study aims to analyze the strategies teachers use to improve students' Qur'an reading skills, identify the obstacles faced during the learning process, and explain the outcomes of teachers' efforts in enhancing students' abilities. A descriptive qualitative approach was employed, with data collected through classroom observations, interviews with teachers, students, and the head of the madrasah, as well as documentation such as student learning outcome reports. The study was conducted at Madrasah Anshoriah Al-Islamiah, Songkhla, Thailand. Findings reveal that teachers implemented practice-based learning methods, individual mentoring, and varied learning media to improve students' Qur'an reading skills. However, challenges such as differences in student abilities, limited instructional time, and a lack of motivation among some students were identified. To address these issues, teachers employed diverse teaching methods, provided individual support for struggling students, organized Tahfidz and Tilawah programs, and involved parents in the learning process. These efforts resulted in a gradual improvement in students' Qur'an reading abilities, demonstrating the effectiveness of the implemented strategies. Students who initially struggled with reading the Qur'an showed progress with proper guidance and methods. An individualized approach enhanced fluency and tajwid comprehension, while the use of technology made learning more engaging. Additionally, parental involvement at home played a crucial role in motivating students to practice consistently.

Abstrak

Kata kunci:

Strategi Pengajaran;
Kemampuan Membaca Al-Qur'an;
Tantangan Pembelajaran;
Pendekatan Individual;
Keterlibatan Orang Tua.

Penelitian ini bertujuan untuk Menganalisis strategi yang digunakan guru dalam meningkatkan kemampuan membaca Al-Qur'an siswa. Mengidentifikasi kendala yang dihadapi guru dalam proses pembelajaran. Menjelaskan hasil dari upaya yang dilakukan guru terhadap peningkatan kemampuan siswa. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan metode pengumpulan data melalui: Observasi proses pembelajaran Al-Qur'an di kelas. Wawancara dengan guru, siswa, dan kepala madrasah. Dokumentasi, seperti laporan hasil belajar siswa. Lokasi penelitian dilakukan di Madrasah Anshoriah Al-Islamiah, Sonkla, Thailand. Penelitian ini mengungkap bahwa strategi yang digunakan guru dalam meningkatkan kemampuan membaca Al-Qur'an siswa di Madrasah Anshoriah Al-Islamiah, Sonkla, Thailand, meliputi metode pembelajaran berbasis praktik, pendampingan individual, serta penggunaan media pembelajaran yang variatif. Beberapa kendala yang dihadapi seperti perbedaan kemampuan siswa, keterbatasan waktu pembelajaran, dan kurangnya motivasi belajar pada sebagian siswa. Dengan adanya upaya yang dilakukan guru seperti Menggunakan Metode yang Beragam, Pendekatan Individual bagi Siswa yang Kesulitan, Mengadakan Program Tahfidz dan Tilawah, Melibatkan Orang Tua dalam Proses Pembelajaran, terbukti memberikan hasil positif, ditandai dengan peningkatan kemampuan membaca Al-Qur'an siswa secara bertahap. Hal ini menunjukkan bahwa strategi yang diterapkan cukup efektif dalam membantu siswa memahami dan melafalkan bacaan Al-Qur'an dengan lebih baik. Siswa yang awalnya kesulitan membaca Al-Qur'an mengalami kemajuan dengan bimbingan dan metode yang tepat. Pendekatan individual meningkatkan kelancaran dan pemahaman tajwid. Pemanfaatan teknologi membuat

Article history:

Received: 10-01-2025

Revised: 17-05-2025

Accepted: 09-06-2025

INTRODUCTION

Reading the Qur'an is one of the fundamental competencies that every Muslim must master. The ability to read the Qur'an properly and correctly not only reflects an understanding of Islamic teachings but also signifies a Muslim's responsibility toward the word of Allah, as stated in Surah Al-Muzzammil (73): 4: *وَرَتِّلِ الْقُرْآنَ تَرْتِيلاً* ("And recite the Qur'an with tartil."). Etymologically, the word *tartil* in this verse conveys the meaning of reciting with clarity and precision. Various interpretations have emerged regarding the term *tartil*, leading to differences in its terminological understanding (Akmansyah et al., 2025; Aniah et al., 2023; Kadir et al., 2024). However, despite these variations, *tartil* remains fundamentally tied to the proper and correct recitation of the Qur'an. This includes adherence to the rules of *tajweed*, such as the correct pronunciation of letters (*makhraj*), elongation of vowels, and other *tajweed* principles. This verse serves as a crucial foundation for Muslims to maintain the quality of Qur'anic recitation according to established guidelines (Muhammad et al., 2022; Mustofa & Nurulloh, 2024; Safariah & Masykur, 2022).

The quality of Qur'anic recitation refers to an individual's ability to read the Qur'an in accordance with the rules of *tajweed* and *makhraj* while also incorporating elements of fluency, rhythm, and beauty in recitation. Generally, the quality of Qur'anic recitation can be assessed based on several indicators, including accuracy in pronouncing letters (*makhraj al-huruf*), proper application of *tajweed* rules, fluency in recitation, appropriateness of rhythm and tone (goodness of reading), understanding of the meaning of the verses (*tafsir*), memorization of Qur'anic verses, and reflection of a deep spiritual connection with Allah (Rustiana & Ma'arif, 2022; Saragih et al., 2021; Suryana et al., 2024). Therefore, mastering the proper and correct recitation of the Qur'an is essential for every Muslim. However, in practice, many students still struggle with Qur'anic reading, whether in terms of *tajweed*, *makharijul letters*, or fluency. This presents a challenge for educators in their efforts to improve students' Qur'anic reading skills (Ainiyah et al., 2023; Sabarudin et al., 2023).

Teachers, as educators, play a crucial role in the learning process, including in teaching Qur'anic recitation. Their efforts go beyond merely delivering material; they also involve implementing effective methods, strategies, and approaches to motivate and facilitate students in mastering Qur'anic recitation (Muhammad et al., 2022; Rohmatillah & Shaleh, 2018; Suryana et al., 2024). Several studies have shown that using appropriate teaching methods such as *Iqra'*, *Qiroati*, or *Tartila* can significantly enhance students' Qur'anic reading skills. (M. Abdullah, 2019; Mubi et al., 2024). Additionally, environmental factors, parental support, and students' intrinsic motivation also contribute to the success of the learning process (Fasya et al., 2023; Hasanah, 2020). Teachers have the responsibility to ensure that students are able to read the Qur'an in accordance with the rules of *tajweed* and the correct *makharijul letters*. Various efforts can be made by teachers to achieve these goals, including selecting the right learning method, providing motivation and habituation, and conducting periodic evaluations. The use of appropriate learning methods, such as the *Iqro'* method, has been proven to help students recognize letters and read the Qur'an fluently (Athiyah & Islam, 2019; Taufik et al., 2022). This method emphasizes the active role of students in learning, making it easier for them to understand and apply the correct reading rules. In addition, teachers can also motivate students by encouraging them to read the Qur'an before

starting lessons, which helps hone their reading skills and nurtures their love for the Qur'an (N. M. S. A. N. Abdullah et al., 2021; Kusniah & Dini, 2020; Safariah & Masykur, 2022). Last but not least, regular evaluation and constructive feedback play a crucial role in helping students identify their weaknesses in Qur'anic recitation and continuously improve their reading abilities (Zahroh, 2019).

The ability to read the Qur'an correctly and fluently is a fundamental aspect of Islamic education. However, many students in madrasahs still face difficulties in mastering proper pronunciation (*makharij al-huruf*), tajwid rules, and reading fluency. At Madrasah Anshorah Al-Islamiyah, located in Songkhla Province, Thailand a religious educational institution serving a Muslim minority community Qur'anic learning faces unique challenges, including limited instructional time and a lack of diverse teaching methods. Previous research, such as studies conducted in Indonesian pesantrens, has demonstrated the effectiveness of the Iqra' method in improving recognition of Hijaiyah letters, and the Qiroati method in enhancing reading fluency (Farida, 2021). However, these findings may not be fully applicable in Southern Thailand, where socio-cultural conditions and available resources differ significantly. Recent studies also highlight the potential of digital tools, such as tajwid learning applications (Mariana, 2022), and daily Qur'an reading habituation programs. Nevertheless, their feasibility in traditional madrasahs with limited infrastructure still requires further investigation. This study aims to bridge that gap by examining how a combination of traditional and technology-based methods, alongside parental involvement, can enhance Qur'anic reading skills at Madrasah Anshorah. By comparing the findings with previous research from Indonesia, this study seeks to identify context-specific strategies to improve Qur'anic education in minority Muslim environments, while also contributing to both improved teaching practices and cross-border Islamic pedagogy discourse.

Observations conducted at the school show that students have demonstrated commendable abilities in reading the Qur'an. This is evidenced by numerous achievements in Qur'anic competitions (*musabaqah*), including recitation, memorization, and comprehension (*fahm al-Qur'an*), both at the school and regional levels. Direct observations were also conducted through tadarus sessions with students from various classes. When assessed against several indicators of proper Qur'anic recitation, the reading ability of some students reflects a quality that can be categorized as good. These achievements are undoubtedly supported by the strategies and efforts employed by subject teachers in teaching Qur'anic recitation. Based on this phenomenon, the main issue explored in this study is the strategies applied by teachers to improve students' Qur'anic reading abilities at Madrasah Tsanawiyah Anshorah Al-Islamiyah, Songkhla Province, Thailand. This research is crucial for gaining a deeper understanding of the various teacher-led initiatives to enhance Qur'anic reading skills. The findings are expected to provide practical recommendations for educators and stakeholders, and serve as a valuable reference for the broader community and other Islamic educational institutions in their efforts to improve the quality of Qur'anic recitation (*tilawah*).

RESEARCH METHODS

The research was conducted at Madrasah Anshorah Al-Islamiyah, located in Songkhla Province, Thailand. The type of research used in this study is qualitative research. Qualitative research is carried out in natural settings, directly accessing data sources, with the researcher serving as the key instrument. Qualitative research is more descriptive in nature because the data collected are presented in the form of words or images rather than numerical values. This approach emphasizes the process rather than

the product and uses inductive data analysis. Furthermore, qualitative research focuses on meaning, especially the meaning behind what is observed (Sugiyono, 2008).

The subjects of this study are teachers and students at Madrasah Anshorah Al-Islamiyah, Songkhla Province, Thailand. The data collection techniques used include interviews, observation, and documentation. An interview is a structured conversation with a specific purpose, conducted between two parties: the interviewer, who asks questions, and the interviewee, who provides answers (Lexy J. Moleong, 2010). Observation refers to a systematic and intentional examination of social phenomena and psychological symptoms, which are then recorded. This method is used to gain a general understanding of the efforts made by teachers to improve students' Qur'anic reading proficiency. Documentation, on the other hand, is a method used to collect data related to variables in the form of records, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, ledgers, agendas, and other relevant materials (Suharsimi Arikunto, 2012).

The data analysis techniques used in this study include data reduction and data presentation. Data reduction is a form of analysis that sharpens important points, classifies, directs, eliminates unnecessary information, and organizes the data systematically to allow meaningful conclusions to be drawn. Meanwhile, data presentation is the process of organizing and displaying a collection of structured information in a way that facilitates the drawing of conclusions.

RESEARCH RESULTS AND DISCUSSION

Result

The Qur'an is the primary guide for Muslims, which must be read, understood, and practiced in daily life. Therefore, the ability to read the Qur'an correctly and fluently is a fundamental skill that every Muslim should possess. As an Islamic educational institution, a madrasah holds a significant responsibility in ensuring that students not only learn to read the Qur'an but also understand its rules, such as tajweed and the proper pronunciation of Arabic letters (*makhraj*). Madrasah Anshorah Al-Islamiyah in Songkhla, Thailand, is one such Islamic institution dedicated to nurturing Muslim generations with a strong understanding of religious teachings, including Qur'anic recitation. However, like many other madrasahs in Muslim-minority areas, challenges in teaching Qur'anic reading persist. Some students struggle to master proper recitation, whether in terms of pronouncing Arabic letters correctly, applying tajweed rules, or achieving reading fluency. Therefore, more effective teaching strategies and methods are needed to enhance students' Qur'anic reading skills at Madrasah Anshorah Al-Islamiyah.

The following are the results of interviews, observations, and documentation from a study on teachers' efforts to improve students' Qur'anic reading skills at Madrasah Anshorah Al-Islamiyah, Songkhla, Thailand. In this research, the researcher prepared a set of predetermined questions. The first question was designed for the head of the madrasah: how is the Qur'anic reading instruction conducted in this madrasah?

Regarding this, Ustadh Ahmad, the head of Madrasah Anshorah Al-Islamiyah in Songkhla, Thailand, responded:

"The process of teaching Qur'anic reading in this madrasah begins at the basic level and progresses to more advanced stages. We use the Iqra' method for beginner students and implement tajweed and tahsin methods for more proficient learners. In each session, students take turns reading while the teacher guides them in pronunciation and the

application of tajweed rules. We also utilize digital media and murattal recordings to help students better understand the correct way of recitation."

The same question was asked to a teacher at Madrasah Anshorah Al-Islamiah in Songkhla, Thailand. He responded:

"The Qur'anic reading lessons in this madrasah are conducted gradually, starting from the basic level up to the advanced level. For beginner students, we use the Iqra' method to help them recognize and pronounce Arabic letters correctly. Meanwhile, for more proficient students, we apply tajweed and tahsin lessons to improve the quality of their recitation. In each session, students take turns reading while the teacher provides guidance on pronunciation and the application of tajweed rules. We also make use of digital media and murattal recordings as learning aids to help students easily understand and imitate proper recitation."

The second question asked by the researcher was: what are the challenges faced in teaching Qur'anic reading to students?

This question was directly answered by Ustadz Ahmad, the head of the madrasah. He stated:

"In the process of teaching Qur'anic reading, we face several challenges that need to be addressed. One of the main challenges is the variation in students' abilities. Some students already have a basic understanding of Qur'anic reading from home, while others have no familiarity with Arabic letters at all. As a result, the teaching approach must be adapted to meet each student's needs. Additionally, a lack of motivation poses another obstacle, particularly for students who do not receive support from their families in learning to read the Qur'an. Time constraints also present a challenge, as the available time for Qur'anic lessons each week is limited, requiring lessons to be conducted efficiently. Technology is another factor that influences learning. Although digital media can serve as a useful learning aid, some students are more interested in using gadgets for other purposes rather than utilizing them for Qur'anic studies. Therefore, effective strategies are needed to ensure that the learning process remains engaging and beneficial for students."

The next question posed by the researcher was: What strategies are used to improve students' Qur'anic reading skills?

"To enhance students' Qur'anic reading skills, we implement several effective strategies. One of them is an individualized approach, where students who struggle with reading receive special attention through additional learning sessions. Furthermore, we use an interactive method by engaging students in small group reading activities, allowing them to learn from and correct each other's recitation. The use of technology is also part of our strategy, such as utilizing Qur'anic learning applications and audio recordings to help students understand proper recitation techniques. To ensure a structured learning process, we conduct regular monthly evaluations to assess students' progress and provide constructive feedback. Additionally, we strive to involve parents in supporting their children's Qur'anic learning at home, as family encouragement plays a crucial role in sustaining students' reading proficiency."

The final question posed by the researcher was: What are your hopes regarding the improvement of Qur'anic reading skills at this madrasah?

This question was answered directly by Ustadz Ahmad, the head of the madrasah, who stated:

"My hope is that every student will be able to read the Qur'an correctly and fluently according to the rules of tajweed. I also wish to see increased support from parents and the madrasah in providing more time and resources to facilitate Qur'anic learning. By

doing so, future generations will develop a deeper love for the Qur'an and apply its teachings in their daily lives."



Figure 1: A photo of the teaching and learning process involving university students and pupils.

Based on the interview results, it can be concluded that the teachers' efforts to improve students' Qur'anic reading skills at Madrasah Anshorah Al-Islamiyah, Sonkla, Thailand, have shown considerable effectiveness despite the presence of several challenges. The learning methods applied by teachers – such as Iqra', talaqqi, tiktirar, and practical tajwid – have proven beneficial in helping students recognize hijaiyah letters, read more fluently, and understand the rules of tajwid. Repetition and direct practice are also essential strategies that significantly contribute to improving students' fluency. In addition, the role of the teacher has had a notable impact, as teachers function not only as facilitators but also as motivators in the Qur'anic learning process. Through personalized approaches and the implementation of additional guidance programs, many students have shown marked progress in their Qur'anic reading abilities.

This success is supported by several key factors, including the commitment of the teachers, the use of varied learning methods, and the availability of supplementary learning assistance. However, certain inhibiting factors remain, such as limited classroom time, varying levels of student ability, and minimal family support. To address these challenges, the school has implemented several strategic solutions. These include optimizing the use of available time by offering extra hours for students who need more help, encouraging greater parental involvement through brief educational programs aimed at equipping parents to support their children's learning at home, and integrating technology into the learning process to enhance student engagement and improve their reading skills.

Table 1: Teachers' Efforts in Improving Quran Reading Skills

No.	Teachers' Efforts	Method/Strategy	Results Achieved
1	Tartil Learning with the Iqra' Method	Using the Iqra' book step by step	Improved recognition of Hijaiyah letters and basic tajwid rules
2	Implementation of the Qiroati Method	Classical learning with direct practice	Students can read the Quran fluently and correctly according to tajwid rules

3	Use of Technology (Tajwid Apps)	Utilizing apps like "Belajar Mengaji" or YouTube videos	Increased learning motivation and understanding of recitation rules
4	Daily Quran Reading Habit (Tahfiz Program)	15-minute Quran reading before class	Improved fluency and memorization of Juz 'Amma
5	Evaluation with the Sima'an Method (Listening)	Teacher listens to each student's recitation	Identification of recitation errors (makharijul huruf, tajwid) and individual correction
6	Collaboration with Parents (Home Practice)	Assigning Quran reading homework monitored by parents	Consistent practice and accelerated skill improvement
7	Teaching with Singing Method (Hijaz Tone)	Reciting the Quran with melody for easier pronunciation	Increased interest, especially among children, in pronouncing verses correctly

Notes:

1. The Iqra' and Qiroati methods are proven effective for foundational learning.
2. Technology integration enhances interactivity and motivation.
3. Parental involvement plays a crucial role in reinforcing practice outside school.
4. Individual evaluation (e.g., Sima'an) helps correct specific recitation mistakes.

Teachers can enhance students' Quran reading skills through these various approaches. Combining several methods has proven more effective than using a single approach.

DISCUSSION

This study was conducted at Madrasah Anshorah Al-Islamiyah, Sonkla Province, Thailand, with the aim of analyzing teachers' efforts in improving students' Qur'anic reading skills. Islamic education in Southern Thailand, including in Sonkla, faces unique challenges, particularly in Qur'anic instruction, due to students' diverse backgrounds in reading Arabic script.

According to research conducted by (Az-zahra et al., 2024) teachers play a crucial role in helping students recognize hijaiyah letters, understand tajwid rules, and enhance fluency in reading the Qur'an. This study found that various strategies have been implemented by teachers to overcome challenges in Qur'anic reading instruction. Research on students' Qur'anic reading abilities in madrasahs aims to understand the learning process, the challenges encountered, and the strategies employed by teachers to improve students' reading skills (Marcelina et al., 2023).

Based on observations, interviews with teachers and students, as well as document analysis, several important findings were revealed regarding students' Qur'anic reading abilities in madrasahs. The level of Qur'anic reading ability among students varies significantly depending on their prior educational experiences, family environment, and the teaching methods employed. Some students demonstrate good ability they are already fluent in reading and possess a basic understanding of tajwid rules. Others show moderate ability, where they are able to read the Qur'an but still struggle with fluency and often make errors in pronunciation due to limited knowledge of tajwid. There are also students with low ability, who are still in the early stages of recognizing hijaiyah letters, do not yet understand diacritical marks, and require more intensive support and guidance (Arifin et al., 2022; Faris, 2023).

Several factors contribute to these variations in ability. One of the most influential is the family background; students from households where the Qur'an is regularly read

and where parents are actively involved tend to develop stronger reading skills. In contrast, a lack of family support can hinder their progress. (Nurhanifah, 2023). The teaching methods used in madrasahs also play a critical role. Methods such as *Iqra'*, *talaqqi*, *tikrar* (repetition), and practical *tajwid* have shown greater effectiveness in improving students' abilities. Furthermore, students' intrinsic motivation and interest significantly affect their learning progress. Those who are more interested in studying the Qur'an typically show faster development and greater consistency in their learning (Siddiq, 1979). Another crucial factor is the role of the teacher. Teachers who take an individualized approach, conduct routine evaluations, and apply interactive teaching methods are generally more successful in helping students improve (Presscillia & Muhajir, 2023). Despite the use of varied teaching methods, several challenges remain in improving Qur'anic literacy. One significant challenge is the difference in students' abilities, which requires teachers to adopt differentiated approaches. Limited instructional time also poses a problem, as it restricts the opportunity to provide additional support to students who need it. In some cases, students do not receive support from their home environment, which makes it difficult for them to practice and retain what they've learned. Moreover, the lack of adequate learning resources and media—such as *mushafs* with *tajwid* guidance or audiovisual aids—impacts the effectiveness of Qur'anic education (Faizah & Haryanto, n.d.). Another issue is students' lack of focus and discipline, which may stem from an uninspiring classroom atmosphere or unengaging teaching methods. In response to these challenges, teachers have implemented various strategies to improve Qur'anic reading skills. They utilize a combination of teaching methods like *Iqra'*, *talaqqi*, *musyafahah*, and *tikrar*—to cater to different student needs. The use of diverse methods is considered essential in keeping students engaged and avoiding monotony, which can negatively affect motivation (Aziz et al., 2024; Falah, 2019). Teachers also provide individualized support for students who struggle, offering special tutoring sessions outside of regular class hours to focus on difficulties such as correct pronunciation and *tajwid* application (Aprilia, 2024). Some madrasahs organize *tahfidz* and *tilawah* programs to reinforce students' reading ability and foster deeper engagement with the Qur'an. Teachers integrate technology into these efforts by incorporating digital applications, *murattal* audio, and instructional videos that support independent learning at home. These programs, while beneficial, must be implemented with careful planning to overcome time limitations, insufficient methods, and lack of motivation. (Adawiyah, 2024). 4) Teachers also actively involve parents in the learning process, encouraging them to support their children's Qur'anic practice at home. Parents act as facilitators, motivators, and guides, and their involvement is vital to the overall development of the student's Qur'anic reading skills (Azmi, 2024; Muhtarom et al., 2022). The impact of these efforts has been significant.

Students who initially had great difficulty reading the Qur'an have shown improvement after receiving appropriate instructional support and guidance. Through individualized approaches, many students have begun to read more fluently and have developed a better understanding of *tajwid*. The integration of technology has also increased student engagement, making the learning process more interactive and enjoyable. Additionally, when parents are involved in supporting their children's learning at home, students tend to be more motivated to continue practicing, ultimately leading to more consistent and meaningful progress in Qur'anic reading.

The main findings of this study cover several key aspects of the process of learning to read the Qur'an at Madrasah Anshoriah Al-Islamiyah, Sonkla, Thailand. First, the teaching methods used incorporate various techniques tailored to students' skill levels.

The Iqra' method is applied to beginner students to help them recognize the Hijaiyah letters and learn how to read them correctly. The Iqra' method is a Qur'anic reading instructional approach that emphasizes direct reading practice, starting from the simplest level and gradually progressing to more complex stages (Nurhayati et al., 2024). The advantages of the Iqra' method include: 1) Practical Approach: It emphasizes direct reading practice without spelling out letters one by one, making the learning process easier for students. 2) Systematic Structure: The material is arranged gradually from basic to complex levels, helping students understand and master Qur'anic reading effectively. 3) Flexibility in Application: It can be applied at various educational levels and ages, from children to adults. However, the Iqra' method also has some limitations, such as: 1) Limited Tajweed Instruction: The introduction of Tajweed rules in this method tends to be minimal and not in-depth. 2) Lack of Learning Media: This method provides limited additional learning materials to support the teaching and learning process. Overall, the Iqra' method has proven effective in improving Qur'anic reading skills, especially for beginners, due to its practical and systematic approach.

The Talaqqi and Musyafahah methods are used by having the teacher recite verses of the Qur'an, which the students then imitate under direct guidance to ensure accurate pronunciation. Additionally, the Tikrar (repetition) method is applied, encouraging students to repeatedly practice their recitation to improve fluency and proficiency in reading the Qur'an. A practical Tajweed method is also implemented, where the teacher gradually explains Tajweed rules while incorporating them into Qur'anic recitation. The Talaqqi and Musyafahah methods are traditional approaches in Qur'anic learning that emphasize direct interaction between teacher and student to ensure accuracy in recitation and pronunciation (Suriansyah et al., 2020). *Talaqqi* is a learning process in which students receive Qur'anic recitation directly from a qualified teacher. In this method, the teacher recites Qur'anic verses with Tartil and proper Tajweed, while students attentively listen and imitate the recitation. The goal is to ensure that students can recite the Qur'an with precise pronunciation according to Tajweed principles. Meanwhile, Musyafahah, often equated with Talaqqi, literally means "from mouth to mouth." In this method, students learn the Qur'an by closely observing the teacher's lip movements to achieve accurate Makhraj pronunciation. This process involves face-to-face interactions, where students focus on the teacher's lip movements and repeat the recitation, while the teacher corrects their pronunciation directly (Faturrohman, 2021; Kartika, 2019).

Secondly, the role of teachers in Qur'anic education is crucial and extends beyond teaching students how to recite. Teachers also guide students in understanding Tajweed rules and Makhārij al-Ḥurūf (Hawaesoh, 2022; Marcelina et al., 2023). Additionally, teachers apply an individualized approach for students who struggle with reading the Qur'an, ensuring they learn more effectively. (Karman et al., 2021; Rozali et al., 2022). Regular evaluations are conducted through oral tests and memorization assessments to measure students' progress in reading and understanding the Qur'an (Salsa Khalisah, 2023).

Thirdly, this study identifies several challenges in the learning process. One of the main obstacles is the limited study time due to a busy school schedule, restricting the dedicated time for Qur'anic learning. Additionally, variations in students' learning abilities pose a challenge, as some students grasp the lessons quickly while others require extra guidance to master Qur'anic recitation. Another challenge is the lack of family support, as not all parents possess Qur'anic reading skills, making home-based learning less effective and limiting students' additional practice outside the classroom.

Fourthly, teachers employ various strategies to address these challenges. They strive to enhance the quality of learning by developing more interactive and engaging teaching methods to boost students' motivation. Moreover, teachers provide additional tutoring programs, allocating extra time for students struggling with Qur'anic recitation, allowing them more opportunities to practice and better understand the material. Another effort involves parental involvement in the learning process, where teachers collaborate with parents to encourage students to engage more actively in Qur'anic studies at home. Additionally, learning media such as digital applications, educational videos, and Murattal recordings are utilized to help students practice independently and improve their Qur'anic reading skills more effectively.

CONCLUSION

First, this study shows that teachers' efforts to improve students' Qur'anic reading skills at Madrasah Anshoriah Al-Islamiah, Songkhla, Thailand, involve a variety of effective teaching methods such as Iqra', Talaqqi, Musyafahah, and Tikrar. These methods not only help students recognize Hijaiyah letters and understand tajwid, but also enhance reading fluency through hands-on practice and repetition. Additionally, the integration of technology and digital media, such as educational apps and murattal recitations, further enriches the learning process and motivates students.

Second, the main challenges in Qur'anic reading instruction include differences in students' abilities, limited instructional time, lack of family support, and low learning motivation. To address these challenges, teachers implement strategies such as individual mentoring, interactive group learning, regular assessments, and involving parents to encourage practice at home. Collaboration between teachers, students, and parents has proven crucial in creating a supportive and sustainable learning environment.

Third, the findings confirm that combining traditional and modern methods, supported by personalized approaches, significantly improves students' Qur'anic reading skills. Positive outcomes are evident in enhanced fluency, better understanding of tajwid, and increased motivation to learn. These findings highlight the importance of adapting teaching strategies to the local context—particularly in Muslim minority settings like Thailand—and the need for systemic support from both madrasahs and families to optimize Qur'anic learning outcomes.

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