



## Improving the Ability to Read the Qur'an Through Qiro'ati Method

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### Abstract :

*This researcher aims to determine 1) The ability to read the Qur'an of DTA Al-Hikmah students. 2) To find out the implementation of the Qiroati method in improving the ability to read the Qur'an at Al-Hikmah DTA. 3) To find out the improvement of the ability to read the Qur'an through the Qiroati method in DTA Al-Hikmah. 4) To find out the results obtained in improving the ability to read the Qur'an through the Qiroati Method at Al-Hikmah DTA. The method used in this study is a research with a Quasi Experiment approach. This experiment is also known as a quasi-experiment. Experimental research is one type of quantitative research that is very strong for measuring causal relationships. The total population of Al-Hikmah DTA students is 60, and the number of samples in this study were 30 students drawn from the total population of Al-Hikmah DTA students. The theory used in this research is Rahim and KH Dahlan Salim Zarkasy. Based on the results of data analysis after treatment (Post test) with a t-test (t-test), namely the independent samples test. From the test, it was shown that the students' ability to read the Qur'an in the experimental class and the control class at the time of the post-test, it is known that the tcount is 4.612 with a significance of 0.000. The value of sig (2-tailed) < 0.05, then there is a difference because the significant value is less than 0.05. It is known that t count is 4.612 from df 28 with 0.05. Then found t table of 2.048, thus t count of 4.612 > t table 2.048, then based on the conclusion that H0 is rejected and Ha is accepted, which means that there is a difference in the average results of students' ability to read the Qur'an during the pre-test and post-test. In other words, the qiroati method with the usual method will produce different results for students' abilities. This is also supported by the mean value of the experimental class which is 71.67, which is greater than that of the control class, which is 51.08. So it can be concluded that the results of students' ability to read the Qur'an in the experimental class can be increased after using the Qiro'ati method.*

**Keywords :** Ability to Read Al-Qur'an, Qiroati Method, DTA

### INTRODUCTION

Al-Qur'an is one of the pillars of faith where we must believe in it, and not only believe in it we are also encouraged to read it because by reading just 1 letter in the Qur'an then Allah SWT will reward him with 10 goodness, imagine how much reward what we will get if we diligently read it, of course reading the Qur'an cannot be carelessly there are laws and ways to read it so as to avoid changes in meaning and meaning. It has been explained in the hadith and also the Qur'an that the Prophet and Allah SWT ordered us as his people to always read the Qur'an with tartil, not to read the Qur'an carelessly, and so that we can read the Qur'an. -Qur'an with tartil a Muslim is required to study the Qur'an properly and correctly.

However, nowadays many Muslims ignore the importance of reading the

Qur'an, they have the Qur'an only for display and not to be read. If only a season knew what was behind reading the Qur'an in the form of great virtues, abundant rewards and the high position of a reciter of the Qur'an in this world and the hereafter.

Based on the results of observations and interviews conducted at the Madrasah DTA Al-Hikmah Pangulah south, it appears that the Ustadzah sometimes only observes students reading the Koran, not correcting students' readings when they are wrong. Even the ustadz often came late which resulted in students playing more and being lazy to recite the Koran. When conducting observations on students, it was seen that many students who read the Qur'an did not know how to read the Qur'an properly and correctly. Thus causing the low ability of students in reading the Qur'an. This is reinforced when conducting the initial test in grade 3 with a total of 15 students, namely there are 3 students who have completed with a percentage of 20% and 12 students who have not completed with a percentage of 80%.

Maksumah (2020) stated that "Indeed, most of the students here like to joke, if they are asked to recite the Koran it is very difficult to even have to be forced first, when students are reprimanded they usually fight. Here, students who recite the Koran are free to go to any ustadzah, usually when students come they immediately recite the Koran and sometimes there are also those who do not recite the Koran. Most of the students who recite the Koran like to have difficulty when pronouncing letters, short lengths of reading that children often forget when they read long they read short and when they read short they read long."

Factors that affect students' lazy reading of the Qur'an are where the method is ineffective, there is no target student in the Koran, and the lack of guidance on reading the wrong students. So here the researchers will use the Qiroati Method. The Qiro'ati method is a method of reading the Qur'an directly, both makhroj, letters, and tajwid, directly read tartil and correctly without introducing the letters, vowels and tajwid first (spelling), the teacher only explains the subject matter (how to read it) and give examples of the reading correctly and correctly.

This method of reading the Qur'an was finally compiled in 1963 AD by H. Dahlan Salim Zarkasyi, which consisted of 6 volumes. This book is the result of the evaluation and development of the Baghdadi principles. This Qiroati method, in general, aims to make students able to read the Qur'an properly and correctly according to the rules of recitation.

Another driving factor was found that successfully implemented the Qiroati method, with the results of the thesis research from Ricka Alimatul Ulfa, researching the Implementation of the Qiroati Method in Improving the Ability to Read Al-Quran in Al-Quran Hadith Subjects at Mi Darussalam Merandung Jaya. It is very effective in improving students' ability to read the Koran, especially in the subjects of Al-Quran Hadith, because the Qiroati method is a practical, simple method, and can also be done little by little, which means not adding to the next page before reading smoothly.

The formulations in this study are 1) How is the ability to read the Qur'an of the Al-Hikmah DTA students?, 2) How is the implementation of the qiroati method in improving the students' reading ability of the Qur'an at Al-Hikmah DTA?, 3) How is the improvement the ability to read the Qur'an through the qiroati method of students in DTA Al-Hikmah?, 4) What are the results obtained in improving the

ability to read the Qur'an through the qiroati method in students at DTA Al-Hikmah.

The objectives of this study were to determine 1) the ability to read the Qur'an of the Al-Hikmah DTA students, 2) the implementation of the Qiro'ati method in improving the ability to read the Qur'an at Al-Hikmah DTA, 3) the improvement of reading skills. Al-Qur'an through Qiroati method in DTA Al-Hikmah, 4) The results obtained in improving the ability to read the Qur'an through Qiroati Method in DTA Al-Hikmah.

## RESEARCH METHOD

This study uses a quantitative approach with a quasi-experimental method (Quasi Experiment Method). The experimental research design used in this study was in the form of a nonequivalent control group design. This design is almost the same as the pretest-posttest control group design, only in this design the experimental group and the control group are not chosen randomly. The population in this study were 60 students of DTA Al-Hikmah Kec. New city. It consists of 2 classes, namely class A and class B. In class A, there are 30 students consisting of grades 2,3,4 sd. While class B consists of 30 students consisting of grades 5, and 6 sd. The sample in this study amounted to 30 students, in practice class B, which consisted of 30 students, was divided into 2 groups, group 1, namely class 3 DTA as an experimental class given the qiroati method learning and group 2 class 4 DTA as a control class. The sampling technique used by the researcher is purposive sampling. This technique is the determination of the sample with certain considerations suggested by Ustadz Maksumah. The following is a table of the number of samples/students in the Al-Hikmah DTA.

## FINDINGS AND DISCUSSION

Etymologically, ability means ability, strength, skill, and power. In the Big Indonesian Dictionary (KBBI), ability has the basic word capable which means power (to be able to do something).<sup>\*</sup> According to Robbins, the ability is a person to perform various tasks. The ability to read the Qur'an refers to the ability, skill and ability of a person in reading the Qur'an in tartil and understanding the intent and meaning of the reading.

Skill or skill comes from the word "skilled" which means capable, capable, and agile. According to Hoetomo, skills can complete tasks and are able to. Dunette (1976) suggests that skills are knowledge acquired and developed through training or shared experience to perform various tasks. The hallmark of a skilled person is being able to complete tasks well, make things meaningful, and generate value from the results of his work. The characteristics of someone who has the ability to read is able to explain the meaning and form of written language in the form of words, sentences, and reading materials that he reads.

According to Burhan (1971), reading is an action based on the cooperation of certain skills, namely observation, understanding, and thinking. In addition, the essence of reading is analytical writing and analytical reading. According to Amir (1996), reading is seeing and understanding what is written orally or mentally.

Therefore, reading is the capture and understanding of the mind, the

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<sup>\*</sup> 'Ability - Indonesian Wikipedia, Free Encyclopedia' <<https://id.wikipedia.org/wiki/Kecepatan>> [accessed 13 July 2021].

activity of the reader, and the pouring out of the soul that lives in the script. Specifically, reading is a skill aimed at understanding letters and punctuation, understanding the relationship between letters and punctuation, elements of formal language, and understanding the relationship between form and meaning. .

Muhammad Ali ash-Shabuni revealed that the Qur'an is the incomparable word of Allah, revealed to the Prophet Muhammad as khatamul anbiya (cover of the Prophets), through the intermediary of Malikat Jibril (as) and written in the Mushaf (sheets). Then it is conveyed to Muslims in mutawatir and reading and studying it is worship, which starts from Surah al-Fatihah and ends with Surah an-Nas.

From the above understanding it can be concluded that the ability to read the Qur'an is a person's ability to read the Qur'an properly and correctly in accordance with the science of recitation. To understand a goal, then one is required to first read, as well as the Qur'an. In order to understand the meaning and purpose contained in the Qur'an as a human life, then one must read it first. The aspects of the assessment in the ability to read the Qur'an are: Fluency, Makhraj, and Tajweed.

According to Muhabbin Syah, in general, the factors that affect the ability to read the Qur'an are divided into 2, namely: 1) Internal factors (factors within students); a) Physiological Aspects (which are physical) and b) Psychological Aspects (which are spiritual). However, among the spiritual factors or psychological aspects of students in general are as follows: 1) student intelligence, 2) interest, 3) motivation. 2) external factors (factors from outside students), a) social environmental factors and b) non-social environmental factors.

Etymologically, the word "method" comes from the Greek "methodos" which is composed of the words "meta" and "hodos". Meta means towards, through, following, or after. While hodos means way, way, or direction. According to Heri Rahyubi, the method is a model that can be implemented in teaching and learning activities to achieve a good learning process.<sup>†</sup> It can be concluded that the method is a systematic method or process used to carry out an activity so that the desired goal can be achieved.

While qiroati comes from the Arabic language, namely qara-a which means reading. According to the term, the Qiroati method is a method of reading the Qur'an which directly includes and practices appropriate tartil readings with the qoidah of the science of tajwid, the education system and the teaching of the Qiro'ati method through a student-centered education system and grade/volume increases are not determined by month. /year and not classically, but individually (individually).<sup>‡</sup>The Qiro'ati method was compiled by Ustadz H. Dahlan Salim Zarkasy in 1986 to coincide on July 1st. HM Nur Shodiq Achrom (as a compiler in his book "The Qoidah Qiro'ati System" Ngembul, Kalipare).

#### Steps to Apply Qiroati Method

- a. Before the lesson begins, say hello and pray first.
- b. Ustadzah must provide guidance and motivation to children so that students can study comfortably.

<sup>†</sup> 'Understanding METHODS Is: Understanding What Methods Are' <<https://www.maxmanroe.com/vid/umum/pengertian-methods.html>> [accessed 30 June 2021].

<sup>‡</sup> 'APPLICATION OF THE QIRO'ATI METHOD IN LEARNING THE QURAN | Dydyd0d0's Blog' <<https://dydyd0d0.wordpress.com/2010/01/07/penerapan-method-qiroati-dalam-pembelajaran-alquran/>> [accessed 1 July 2021].

- c. Some of the time is used by Ustadzah to give examples of how to read correctly and be listened to by students
- d. After being exemplified by ustdzah, students read together
- e. Here students take turns reading the Qur'an one by one and the students listen
- f. Here the cleric pays attention to students when students read the Qur'an and other students
- g. Give praise to students so that they are enthusiastic in reading the Qur'an
- h. Provide learning materials and videos about makharijul letters and tajwid.

In this study, data were taken from each variable obtained from the results of research in the field. The data of this research are class 3 DTA with a total of 4 males and 11 females and grade 4 DTA with a total of 6 males and 9 females. The variables in this study consisted of the independent variable, namely the ability to read Al-Qu'an (X) and the dependent variable, namely the Qiro'ati method (Y).

## Analysis and Discussion

**Table 2**  
**Descriptive Pre test and Post test**

Descriptives					
	Class		Statistics	Std. Error	
Ability to read the Qur'an	pre test experiment	Mean	52.33	3.185	
		95% Confidence Interval for Mean	Lower Bound	45,50	
			Upper Bound	59.17	
		5% Trimmed Mean	52.66		
		median	53.75		
		Variance	152,202		
		Std. Deviation	12,337		
		Minimum	25		
		Maximum	74		
		Range	49		
		Interquartile Range	13		
		Skewness	-,595	,580	
		Kurtosis	,747	1,121	
	post test experiment	mean	71.67	1,865	
		95% Confidence Interval for Mean	Lower Bound	67.67	
			Upper Bound	75.67	
		5% Trimmed Mean	72.48		
		median	75.00		
		Variance	52.158		
		Std. Deviation	7,222		
Minimum		51			
Maximum	78				
Range	26				

		Interquartile Range	10		
		Skewness	-1,829	,580	
		Kurtosis	3,682	1,121	
	pre test control	mean	40,50	2,343	
		95% Confidence Interval for Mean	Lower Bound	35.48	
			Upper Bound	45.52	
		5% Trimmed Mean	40.42		
		median	40.00		
		Variance	82,321		
		Std. Deviation	9,073		
		Minimum	28		
		Maximum	55		
		Range	28		
		Interquartile Range	16		
		Skewness	0.019	,580	
		Kurtosis	-1.096	1,121	
		post test control	mean	51.08	4.055
	95% Confidence Interval for Mean		Lower Bound	42.39	
			Upper Bound	59.78	
	5% Trimmed Mean		51.34		
	median		51.25		
	Variance		246.622		
	Std. Deviation		15,704		
	Minimum		25		
	Maximum		73		
	Range		48		
	Interquartile Range		29		
	Skewness		-,476	,580	
	Kurtosis		-,913	1,121	

## Analysis Prerequisite Test

### Normality test

Experiment Class

**Table 3**  
**Kolmogorov-Smirnov Normality Test**

One-Sample Kolmogorov-Smirnov Test			
		Pre-Test Experiment	Post Test Experiment
N		15	15
Normal Parameters, b	mean	52.33	71.67
	Std. Deviation	12,337	7,222
Most Extreme Differences	Absolute	,148	,214
	Positive	,072	,210
	negative	-,148	-,214
Test Statistics		,148	,214
asympt. Sig. (2-tailed)		,200c,d	,064c
a. Test distribution is Normal.			

It is known that the result of Asymp.Sig.(2-tailed) pre test is worth 0.200 and the result of Asymp.Sig.(2-tailed) post-test is worth 0.064. Because the pre-test value of 0.200 is greater than  $> 0.05$ , and the post-test value of  $0.064 > 0.05$ . So the data is normally distributed.

*Control Class*

**Table 4**  
**Kolmogorov-Smirnov Normality Test**

One-Sample Kolmogorov-Smirnov Test			
		Pre-Test Control	Post Test Control
N		15	15
Normal Parameters, b	mean	40,20	51.08
	Std. Deviation	8,623	15,704
Most Extreme Differences	Absolute	,108	,238
	Positive	,108	,148
	negative	-,106	-,238
Test Statistics		,108	,238
asymp. Sig. (2-tailed)		,200c,d	,022c
a. Test distribution is Normal.			

It is known that the result of Asymp.Sig.(2-tailed) pre test is worth 0.200 and the result of Asymp.Sig.(2-tailed) post-test is worth 0.022. Because the pre-test value of 0.200 is greater than  $> 0.05$ , and the post-test value of  $0.022 > 0.05$ . So the data is normally distributed.

### Homogeneity Test

**Table 5**  
**Homogeneity Test Using SPSS.25.**

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Pre-Test	Based on Mean	,820	1	28	,373
	Based on Median	,722	1	28	,403
	Based on Median and with adjusted df	,722	1	22.217	,405
	Based on trimmed mean	,797	1	28	,380
Post Test	Based on Mean	5.581	1	28	0.025
	Based on Median	5,418	1	28	0.027
	Based on Median and with adjusted df	5,418	1	23,724	0.029
	Based on trimmed mean	5.525	1	28	,026

Based on the test table using SPSS 25. It can be seen that the data is homogeneous, because the significant value based on the mean at the time of the pre test is equal to **0.373** and the significant value based on the mean at the time of the post test is **0.025**. Because the value of sig. pre test and post test is greater than  $> 0.05$ . So it can be concluded that the data in this study has a homogeneous variance.

**Table 6**  
**Results of Ability to Read Al-Qur'an**

Descriptive Statistics					
	N	Minimum	Maximum	mean	Std. Deviation
experimental pre-test	15	25	74	52.33	12,337
Valid N (listwise)	15				

The results of calculations using SPSS.25 on the data before treatment (pre-test) in the experimental class obtained a valid sample size of 15, an average score of 52.33, standard deviation = 12.337, a minimum value of 25 and a maximum value of 74.

*Control Class*

**Table 7**  
**Results of Ability to Read Al-Qur'an**

Descriptive Statistics					
	N	Minimum	Maximum	mean	Std. Deviation
Pre_Test Control	15	28	53	40,20	8,623
Valid N (listwise)	15				

The results of calculations using SPSS.25 on the data before treatment (pre-test) in the control class obtained a valid sample size of 15, an average score of 40.20 standard deviation = 8.623, a minimum value of 28 and a maximum value of 53.

**Data Analysis After Treatment**

The independent-Sample t-test analysis of the experimental class post-test and also the control class post-test aims to determine whether there is a significant difference in the post-test scores in the experimental class and also in the control class.

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Ability to read the Qur'an	Equal variances assumed	5.581	0.025	4,612	28	.000	20.583	4,463	11,441	29,725
	Equal variances not assumed			4,612	19,668	.000	20.583	4,463	11.264	29,903



**Table 8**  
**Independent Samples Test Hypothesis Testing Results**

Group Statistics					
	Class	N	mean	Std. Deviation	Std. Error Mean
Ability to read the Qur'an	post test experiment	15	71.67	7,222	1,865
	post test control	15	51.08	15,704	4.055

The results of the t-test (t-test) analysis of students' ability to read the Qur'an can be seen in the table below. From the table, it is known that the tcount is 4.612 with a significance of 0.000. The value of sig (2-tailed) < 0.05, then there is a difference because the significant value is less than 0.05. So it can be concluded that the ability of students in the experimental class and control class is smaller than 0.05, so that the increase is 20.583. This is also supported by the mean value of the experimental class which is 71.67, which is greater than that of the control class, which is 51.08. So it can be concluded that there are differences in students' ability to read the Qur'an through the Qiroati method in the experimental class and the control class.

**Improvement Data Analysis (Pre-test to Post-test)**

*Experiment Class*

The t-test of the increase in the experimental class score aims to determine whether there is a difference in the increase in the score of the experimental class students' ability to use the Qiroati method. The conclusion of the study was declared significant if tcount > ttable at the 5% significance level and the P value was less than <0.05.

**Table 9**  
**Experimental Paired Samples Test Results**

Paired Sample Statistics					
		mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_Test Experiment	52.33	15	12,337	3.185
	Post_Test Experiment	71.67	15	7,222	1,865

It is known that the average pre-test value is 52.33 and the post-test average is 71.67 with a sample size of 15, the standard deviation of the pre-test = 12.337 and the standard deviation of the post-test = 7.222, and the mean standard error of the pre-test = 3.185, while standard error mean on post test = 1.865

**Table 10**  
**Paired Samples Correlations Experiment**

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Experimental Pre_Test & Experimental Post_Test	15	,696	,004

It is known that the value of sig (0.004) < a(0.05), then H0 is rejected. So there is a relationship between pre-test and post-test with the Qiroati method with a fairly large correlation/correlation level, namely 0.696.

**Table 11**  
**Paired Samples Test Experiment**

		Paired Samples Test					t	df	Sig. (2-tailed)
		Paired Differences							
		mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
						Lower	Upper		
Pair 1	Experimental Pre_Test - Experimental Post_Test	-19,333	8,963	2,314	-24,297	-14,370	-8,355	14	,000

It is known that the value of sig (2-tailed = 0.000) > 1/2 a(0.025), then H0 is rejected. So there is a difference in the value of pre test and post test after treatment using the Qiroati method. In other words the Qiroati method increases the ability to read the A-Qur'an of 3rd grade DTA students.

*Control Class*

The t-test of increasing control class scores aims to determine whether there is a difference in the increase in the control class student's ability score by not using the Qiro'ati method. The conclusion of the study was declared significant if  $t_{count} > t_{table}$  at the 5% significance level and the P value was less than <0.05.

**Table 12**  
**Test Results Paired Samples Control**

Paired Sample Statistics					
		mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_Test Control	40,20	15	8,623	2,226
	Post_Test Control	51,08	15	15,704	4,055

It is known that the average pre-test value is 40.20 and the post-test average value is 51.08 with a sample size of 15, the standard deviation of the pre-test = 8.623 and the standard deviation of the post-test = 15.704, and the mean standard error of the pre-test = 2.226, while standard error mean on post test = 4.055

**Table 13**  
**Paired Samples Correlation Control**

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pre_Test Control & Post_Test Control	15	,623	0,013

It is known that the value of sig (0.013) < a(0.05), then H0 is rejected. So there is a relationship between pre-test and post-test by not using the Qiroati method with a fairly large correlation/correlation level, namely 0.623.

**Table 14**  
**Paired Samples Test Control**

		Paired Samples Test					t	df	Sig. (2-tailed)
		Paired Differences							
		mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper				
Pair 1	Pre_Test Control - Post_Test Control	-10,883	12,342	3.187	-17,718	-4,048	-3,415	14	,004

It is known that the value of sig (2-tailed = 0.004) is less than  $\alpha(0.05)$ , then  $H_0$  is rejected. So there is a difference in the value of pre test and post test by not using the Qiro'ati method.

### CONCLUSION

Based on the results of research and discussion that have been described in the previous chapter, the following conclusions can be drawn: *The first*, The ability to read the Qur'an in the Al-Hikmah DTA before the pre-test in the experimental class obtained a valid sample size of 15, the average score was 52.33, the standard deviation = 12.337, the minimum value was 25 and the maximum is 74, while in the pre-test data in the control class, the number of valid samples is 15, the average score is 40.20, standard deviation = 8.623, the minimum value is 28 and the maximum value is 53. *Second*, Increasing the ability to read the Qur'an through the Qiro'ati Method In grade 3, it increased by 20,583. This is also supported by the mean value of the experimental class which is 71.67, which is greater than that of the control class, which is 51.08.

Results of data analysis after treatment (Post test) with the t-test (t-test), namely the independent samples test. From the test, it was shown that the students' ability to read the Qur'an in the experimental class and the control class at the time of the post-test, it is known that the tcount is 4.612 with a significance of 0.000. The value of sig (2-tailed)  $< 0.05$ , then there is a difference because the significant value is less than 0.05. It is known that t count is 4.612 from df 28 with 0.05. Then found t table of 2.048, thus t count of 4.612  $>$  t table of 2.048, then based on the conclusion that  $H_0$  is rejected and  $H_a$  is accepted, which means that there is a difference in the average results of students' ability to read the Qur'an at the time of pre-test and post test. In other words, the qiroati method with the usual method will produce different results for students' abilities. This is also supported by the mean value of the experimental class which is 71.67, which is greater than that of the control class, which is 51.08. So it can be concluded that the results of students' ability to read the Qur'an in the experimental class can be increased after using the Qiro'ati method.

The results of the pre-test and post-test scores in the experimental class have increased. It can be seen that the average pre-test is 52.33 and the post-test average is 71.67. This indicates an increase in pre test to post test of 20, 583.

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