

Smart al-Quran Reading Program with the Bil Hikmah Method to Improve the Quality of Students' Reading of the Al-Quran

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Abstract

This community service activity was carried out on March 10-25 2024, which was attended by 20 participants who were members of the TPQ Husnul Khatimah Mosque, Bandung. This program was carried out based on partners' needs related to evaluating the implementation of the learning program, namely the lack of student attention to the quality of Al-Quran reading due to the weakness of the iqro method. To obtain maximum results, this program is carried out using a participatory method with a service learning model. This program runs well and smoothly in accordance with the stages outlined in the activity implementation schedule. This can be seen from the achievement of training objectives and the enthusiasm and activeness of participants in training activities. The results achieved through this program are very significant in increasing participants' knowledge and skills in reading the Al-Quran according to the rules of recitation, as well as increasing motivation in studying the Al-Quran by paying attention to the quality of Al-Quran reading.

Keywords: *Read Al-Qur'an; bil hikmah; motivation.*

Introduction

Quran is a guide for human life as Allah SWT Q.S. Shaad: 29: "This is a book which We have sent down to you with a blessing, so that you may pay attention to its verses and the wise may learn from it." Regarding the benefits of reciting the Qur'an, Al-Qur'an and Hadith, including: (1) receiving many benefits; (2) is Allah SWT and his chosen family; (3) people who can read the Qur'an are equal to the

angels; (4) the angels visit the house where the Qur'an is recited and it becomes free for its inhabitants and shines with light for the inhabitants of heaven; (5) Reading the Qur'an enlightens the heart while (6) the Qur'an prays for its readers (Abdul Majid Khon, 2011)(Aisyah, 2020) (Muamanah, 2018).

In addition to the virtues based on the text above, there are many scientific studies that confirm the virtues of reading the Qur'an in terms of physical and mental health, that reading the Qur'an has an effect of up to 97%. a person Alleviates and cures diseases (Irawati & Sri Lestari, 2017)(Darabinia et al., 2017)(Tazkiyah Basa'ad, 2016). Apart from this, Al-Quran reading therapy is also very effective in reducing stress and anxiety. (Dian et al., 2018) (Yudhani et al., 2017), its effectiveness is even better than classical music therapy (Sukron, 2018) (Arfina et al., 2019).

Reading the Quran is essential for Muslims. Ideally, a Muslim should be able to read the Quran properly and correctly from an early age (Nurseha & Saputra, 2023). In fact, most parents teach their children about religion only in formal educational institutions (schools), whether they are religious like Madrasah Ibtidaiyah MI or public schools like elementary schools.. (Dewi et al., 2022). This causes that many children are not able to read the Qur'an properly and correctly, because there is no time to organize lessons about the Qur'an and schools must also provide other general lessons listed in the current curriculum (Hidayah & Zumrotun, 2023). To solve this problem, parents decide to send their children to informal educational institutions, one of which is Taman Pendidikan Al-Qur'an (TPQ).

Learning how to read the Qur'an properly and correctly is not a quick job. Many people spend a lot of time and money on it (Hanifah, 2016). Such a long time to learn to read the Qur'an often causes boredom, boredom, despair and laziness in children, so TPQ should have a program to learn the Qur'an that can greatly improve reading. Koran. (Dewi et al., 2022).

Several widely used methods have been shown to significantly increase young children's recitation of the Qur'an. Like the research of Muslikah who investigated the Yanbu'a method to improve the reading ability of the Qur'an in group B-2 RA Permata Hati Al-Mahalli Bantul (Muslikah Suriah, 2018). In addition to the research conducted by Hidayah and Zumrotuni, the Qiraat method was also used to improve the Al-Quran reading skills of elementary school students, and the study conducted by Fajriani applied the Ummi method to improve the Al-Quran reading skills (Hidayah & Zumrotun, 2023) (Fajriani, 2019).

The use of the Bil Hikmah method in the Al-Qur'an Reading Smart Program for primary school children is different from the previous program studied in this article. This program is implemented in TPQ Husnul Khatimah, Isola Subdistrict, Bandung City, West Java, Indonesia. In general, the method of Bil Hikmah can be interpreted as a method used in teaching the reading of the Al-Qur'an to introduce the reading of the Al-Qur'an and to improve its reading.. (Indriani Nurzaman, 2014). As for the application Al-Qur'an Reading Smart Program, it is one of the ways to learn the recitation of the Al-Qur'an, which focuses on the makhrs (where the letters come out), their characteristics and knowledge. letters of tajwid. This program is carried out face to face with the teacher through talaqq (direct meeting) and musyafahah (lip correction while reading)..

In this regard, the procedure of implementing Al-Qur'an Reading Smart in the education system starts from Preschool level/Tingkat Pra Dasar (TPD) to Basic level/Tingkat Dasar (TD) and rises step by step to Advanced level/Tingkat Mahir (TM). and skill/Tingkat Terampil (TT). Technically, Al-Qur'an Reading Smart contains 3 (three) levels of material using the Bil Hikmah method, namely:

The first part (Jilid 1) introducing hijaiyah letters using the makharijuli letter method, during familiarization based on known pronunciation. Writing mobile hijaiyah letters is not allowed. Directly readable, slightly printed to avoid long readings with short readings. In

addition to sound associations, image associations are also used to introduce letter-shaped signs.

Part Two (jilid 2) The second part explains the most important overview of cursive hijaiyah letters by changing hijaiyah letters according to foot and shape. Pay attention to what cannot be combined in the beginning and in the middle. Teaching breadfruit (dead) reading, distinguishing living reading from book examples and teaching tasy and alim lam..

Part 3 (jilid 3), explains critical letters, long 2,4,6 magpie readings, explains and gives examples of "layin" readings (AE and AU) and teaches practical tajwid laws.

Every Muslim person should know how to read Al-Quran properly and correctly. Therefore, the implementer of Al-Qur'an Literacy Mastery is interested in conducting community service activities by training TPQ Husnul Khatimah to students who, based on the situational analysis conducted during the survey, found that their reading quality is good. learned received little attention. Through this training, the participants are expected to know and master the procedures of orderly and correct recitation of the Al-Quran according to the rules of the science of Tajwid.

Implementation of this service is a form of research and analysis of past operations. In this regard, the method used in this training is a participatory method with a service-learning model. In this service-learning model training, participants are asked to actively participate in reciting the Al-Quran with memorized letters, finding mistakes, and then are guided to improve their reading, allowing them to develop critical thinking by reflecting on knowledge of Tajwid rules.

Literatur Review

1. Bil Hikmah Method

Method seen from a linguistic perspective consists of two words, namely meta and hodos. Meta which means "through" and hodos which means the way or method that must be passed in order

to achieve a goal. In Arabic, the method is called *Thoriqoh* which means path, *Manhaj* or system and *Al-washilah* means intermediary or connector. However, the more appropriate word to use in mentioning the method is *Thoriqoh*. Therefore, the method is a way that is done in order to achieve educational goals.

The method in the Big Indonesian Dictionary is interpreted as a structured and neatly conceptualized way in order to achieve the intended goal, therefore it can be interpreted that the method is one of the ways that must be taken in learning so that the teaching goals can be achieved. Application of the Bil Hikmah Method in Improving the Quality of Reading the Qur'an. The definition of the Bil Hikmah method is a way of reading and writing the Qur'an which is done by reading directly, correctly, fluently, and continuously according to the rules of *makhorijul huruf*. In delivering it, this method is arranged with structured materials and aligned with the age of the child's growth and development. The material is taken from the holy verses of the Qur'an which are arranged and published into a volume of Bil Hikmah volumes I to III. Each volume has a different learning objective. The objective to be achieved in each volume is that children can recite the letters and holy verses of the Qur'an fluently, correctly, and fluently according to the *makhorijul huruf*.

The specific objectives of each volume start from Volume one, regarding the introduction of hijaiyah letters based on the *makharijul-letter* rules, while familiarizing them with familiar pronunciation sounds. It is not permitted to spell the hijaiyah letters with the meaning. Read directly, slightly pressed to avoid long reading in short reading. Apart from using sound associations, image associations are also used to introduce letter-form characters.

Volume two, explains the key overview of cursive hijaiyah letters, by introducing changes in hijaiyah letters in the foot and shape. Pay attention to what cannot be connected at the beginning and in the middle. Teaching breadfruit (dead) reading by distinguishing between

living readings based on the examples in the volume, as well as teaching tasyid and alim lam.

Volume three, explains critical letters, long readings of 2,4,6 harakat, explains and gives examples of "layyin" readings (AE and AU) and teaches practical tajwid laws.

Of the three volumes in its implementation, the bil hikmah method uses the halaqah system with the following steps: first, set induction, the teacher opens the lesson with basmalah and prayer before learning. Second, the teacher builds meaningful communication with students, or it can also be done by delivering learning motivation. The three teachers discuss or review the material again in the next meeting. Then from the three learning steps in the induction set, the next step is the main learning or core activity. First, the teacher explains the material in the Nuku volume of Bil Hikmah carefully. Second, students read and practice the material in the volume of Bil wisdom according to each level alternately, and observed by the teacher. Third, the teacher corrects the students' reading one by one, and corrects the reading when there are errors alternately. Fourth, if one of the students has finished reading and practicing the material, the teacher instructs the student to re-read the learning material independently and alternately to other students. After all the main learning steps are completed, the next step is the closing activity. First guided by the teacher, students conclude the material and reread the Bil Hikmah volume. Second, reflect on the learning. Example: the teacher practices the reading that was pronounced incorrectly by the students and corrects it. The third phase of recitation. The teacher delivers the material for the next meeting, which is to continue the material according to the book volume Bil Hikmah. The fourth teacher closes the lesson, together with the students reads the prayer of kifaratul majlis, and says greetings. After finishing with group learning or halaqoh, learning evaluation in using the Bil Hikmah method is carried out at the end of each chapter in the Bil Hikmah volume, before continuing to the next chapter. Evaluation is carried

out directly by students reading the evaluation section in the volume face to face with the teacher. Other methods can also be by using the game concept

2. Learning the Qur'an

Learning the Qur'an is one of the learning that specializes in studying materials as well as applying how to read the Qur'an according to the science of tajwid. To prepare students in reading and writing the Qur'an through guidance, teaching, or training activities by paying attention to students' needs for the importance of learning to read and write the Qur'an so that they can believe, understand, appreciate, and practice the Qur'an as the holy book of Islam. With the existence of Qur'an learning, it is hoped that it can help students who have not or are lacking in mastering reading and writing the Qur'an so that they can read and write the Qur'an better and eliminate the gap between students in terms of mastering learning the Qur'an. It should be noted that teaching the Qur'an is the most important worship of a servant (Wahyudi & Wahidi, 2017).

In learning, teachers or instructors must be able to choose to use the right learning strategy or method. Learning strategies are the methods that will be used during the learning process. The selection is made by considering the situation and conditions, learning resources, needs, and characteristics of students faced in order to achieve certain learning objectives. Learning strategies are action plans for a series of activities including methods and utilization of various resources or strengths in learning that are arranged to achieve learning objectives (Akhiruddin & Dkk, 2019).

The process of learning the Qur'an is also inseparable from a method, because a method will help students to read the Qur'an more easily and correctly. The method is the order of delivery of teaching materials in the teaching and learning process, and emphasizes more on the implementation techniques. Based on this, it can be concluded that the method and approach are designed to achieve the success of a learning goal (Muhammad Rohman & Sofan Amri, 2012).

Method

This community service is done through Al-Quran Reading Smart Program using bil Hikmah method for TPQ students of Husnul Khatimah Mosque, Bandung. This training will be organized from 10 to 25 March 2024, starting from the phase of preparation, implementation and evaluation. 20 participants took part in the training. To achieve the best results, this training was carried out in a participatory method using a service-learning model and a group discussion forum.

Table 1.

Activity implementation schedule

No	Activity	Execution Time	Executor
1	Preparatory Stage	10-15 March 2024	implementor team
	- site survey and permits	10 March 2024	
	- activity planning		
	- collecting initial data from participants using a pre-test	11-14 March 2024 15 March 2024	
2	Stages of Learning Implementation	16-23 March 2024	implementor team and Mentor
	- opening and training day 1	16 March 2024	
	- training day 2	17 March 2024	
	- training day 3	18 March 2024	
	- training day 4	19 March 2024	
	- training day 5	20 March 2024	
	- training day 6	21 March 2024	
	- training day 7	22 March 2024	
	- training day 8	23 March 2024	
3	Evaluation and Closing Stages		implementor team
	- analysis of supporting factors and inhibiting factors	24 March 2024	
	- delivery of learning outcomes and closing	25 March 2024	

Result

Preparatory Stage

This phase is divided into 3 (three) activities, which are: (1) mapping the place to identify problems and needs that the action implementers can protect, (2) planning the activities, including: defining the concept of the activity, time of implementation, activity location and preparation activity materials, information collection of student reading levels and (3) activity management, in the form of: correspondence and activity test.

First step, location mapping. Based on the conducted surveys and results of student testing (pre-test), it is known that the reading of TPQ students at the Husnul Khatimah Mosque in Bandung is still quite low. There are at least 14 students, or only 70% for the basic level/Tingkat Pra Dasar (TPD) and 6 students for the basic level/Tingkat Dasar (TD), or 30% of all 20 people. Generally, students in this program are between the ages of 8 and 12. Until now, the recitation activities at TPQ Husnul Khatimah Mosque continue to use the iqro method, which is considered less effective based on the results of interviews with teachers at TPQ Husnul Khatimah Mosque. Therefore, the implementers find it necessary and very important to provide Al-Qur'an reading to students studying in TPQ Husnul Khatimah.

Then, the second phase, planning the operation. After a discussion between the implementers of Bandung TPQ Husnul Khatimah Mosque and the educational administration, a form of social service was defined in the form of an Al-Quran reading intelligence program for the students of TPQ Husnul Khatimah Mosque. At this stage, the time and place of the activity are also determined. The training took place on Friday 16.-23.03.2024 and 8 meetings were held at the Husnul Khatimah Mosque in Bandung. TPQ teacher Husnul Khatimah Bandung also helps to implement this Al-Quran reading program, who acts as a mentor in the

implementation of the program. Next, the implementer prepares training material, including:

Preschool level/Tingkat Pra Dasar material (TPD): Hijaiyah letter recognition using the makharijul letter method, connected and unconnected letter recognition, long and short letter training, sukuni letters, tasyid and Alif lam letter recognition.

2. Basic level (TD) material: introduction to critical letters, reading mad 2,4 and 6 rakish, reading layyin (AE and U) and practical tajwid law.

Stages of Learning Implementation

The implementation of intelligent reading of Al-Qur'an using the bil Hikmah method was done within about 8 days. During the implementation phase of this program, 4 (four) activities are conducted at each meeting, which are: (1) open activity, evaluations, (2) delivery of learning material in group discussion forums, (3) monopoly activity. and hijaiyah maps and (4) closure functions. Al-Qur'an Smart Reading program was carried out from 16:00. 60 minutes to 17:00.

The main activity of this smart Al-Quran reading program is Forum Group discussion which conveys Bil Hikmah material according to the level. In this task, students with previously known reading levels are grouped into several groups by reading level. Students who are still in the basic level/Tingkat Pra Dasar (TPD) complete the treatment by studying the book bil hikmah volume I and part II with the help of a mentor namely teacher Husnul Khatimah, then students who are in the basic level/Tingkat Dasar (TD) complete. dealing with the study of book bil hikmah volume III.

Figure 1.

Forum group discussion



The material presented in each level is distinctly different. Preschool/Tingkat Pra Dasar (TPD) students receive material on the introduction of hijaiyah letters based on the rules of makharrijul letters, being accompanied by familiar pronunciation sounds. Students are not allowed to write hijaiyah letters meaning "Alif Jabar A, Alif Jabar I, Alif Jabar U : A I U". The mentor should read the letters directly and highlight them to prevent short reading from long reading. In addition to sound associations, image associations are also used to introduce letter-shaped signs. Because the letter "أ" (alif) is equated with a pencil drawing and so on, according to the material in Part 1. After students have learned to recognize and read hijaiyah letters well and correctly, students are taught to read cursive letters, paying attention to the connecting form of those letters that cannot be connected at the beginning and in the middle. Students also learn the letters of the breadfruit (morti) according to Tajwid reading and the laws of Tasyid and Alif Lam.

The material provided for TD students is a combination of material from Part I and Part II of the book. Students are taught critical letters such as **الر, الم, كحيعص, حم, يس**. Study the long 2, 4, 6 rakish, layin readings (AE and AU) and practical tajwid legal readings as in the examples in Part III (idzhar, ikhfa, iqlab, idghom and qolqolah). The reason why the implementers and the teachers assisted by the TPQ Husnul Khatimah Mosque do not teach recitation in

theory is so that the students are not exposed to a large amount of material in the Al-Qur'an Reading Comprehension Program. In addition to making learning not seem dull and boring, students also play Islamic Monopoly and Hijaiyah cards in the group discussion forum activity to increase students' learning motivation and make the learning process fun.

Evaluation and Closing Stages

Based on the results of the evaluation of the performed activity, a number of factors supporting and hindering the activity can be identified. Factors supporting the implementation of the activity include, for example:

Full support of TPQ to provide facilities and infrastructure such as comfortable training rooms with appropriate teaching aids such as blackboards and markers.

The participants have great enthusiasm and enthusiasm to participate in Al-Qur'an reading smart program. This can be seen in the enthusiasm of the participants to listen and pay attention to the delivery of the material, as well as in the performance of the participants in reciting Al-Qur'an in a group using the bil Hikmah method. platform.

In addition to those supporting factors, there are factors that prevent the implementation of activities, such as the adaptation time of students when using a new method, namely bil bikmah, due to the habits of using the iqro method. However, since the implementation time of the program is said to be quite long and continuous, the results achieved are consistent with the goal.

The results of the 8-day study showed that the Al-Quran reading level of the TPQ students of the Husnul Khatimah Mosque increased. Students who were originally at the Pre-Learning/Tingkat Pra Dasar (TPD) have now reached the Basic Level/Tingkat Dasar (TD), where the indicators of success are the ability to distinguish and pronounce hijaiyah letters correctly and correctly, not to confuse one letter with another and distinguish. . from each other. between long

and short reading. In addition, the student can also pronounce the letters of the surname according to the rules of tajwid and correctly read the laws of tasyid and alif lam.

A significant result is also an increase in the initial reading level/Tingkat Dasar (TD) to the proficiency level/Tingkat Terampil (TT), i.e. the ability of the students to distinguish between long 2, 4 and 6 characters. In addition to that, students can also recite critical letters and layin examples (AE and AU) and can practically practice the laws of tajwid recitation such as idzhar, ikhfa, iqlab, idghom and qolqolah.

Although the development of students' reading is visible, the speed of students' development is relatively different. Out of 14 preschool students, 71.43% of the students noticed an improvement in the last meeting, namely the 7th and 8th meeting. This is due to differences in the intelligence of each person. understanding of the material and speed of understanding the material. Another factor is that some students take learning less seriously, but the mentor immediately anticipates this so that learning becomes favorable again.

The same happened with the development of Al-Qur'an reading level at the elementary level/Tingkat Dasar (TD). The pace of development of students is relatively different. Out of 6 students, only 2 students improved by the 6th meeting and the remaining 4 improved by the 4th meeting. It shows that 66.67% of the students were able to progress to proficiency level/Tingkat Terampil (TT) in just four days using the Bil-hikmah method in Al Smart Reading - Hijaiyah Letter Monopoly Game with the help of the Quran.

It will be closed on 25/3/2024. This event lasted until 17:30 WIB and was officially closed by representatives of the DKM leadership of the Husnul Khatimah Mosque. In his closing remarks, he expressed his gratitude to the mentors for sharing the knowledge that was done with the TPQ students in Bandung Husnul Khatimah Mosque and for providing effective Al-Quran memorization techniques to the students of Khatimah Bandung TPQ Husnul

Mosque. After the official end of the event, the presenter directed the mentoring team and all participants to take group photos. After taking a group photo, the mentoring team immediately said goodbye to return to campus.

Figure 2

Closing of Smart Al-Quran Reading Program



Conclusion and Suggestion

The operation of the Al-Qur'an smart reading program went well and smoothly according to the agreed steps in the implementation schedule of the operation. This can be seen in the achievement of the objectives of the program and in the enthusiasm and activity of the participants. Based on the results of the implementation of the program, it is known that most of the participants were able to improve their recitation of the Al-Quran from one stage to another. Although the increase is only one step from Pre-Foundation Level/Tingkat Pra Dasar (TPD) to Foundation Level/Tingkat Dasar (TD) and Foundation Level/Tingkat Dasar (TD) to Intermediate/Tingkat Terampil (TT), this is because the

implementation of the program is classified as Intensive and Daily Implementation. the time is not too long, so students do not get bored easily or lose motivation. In general, it can be concluded that this training significantly increased the knowledge and skills of the participants in reciting the Qur'an according to the rules of recitation, and increased the motivation of the participants to memorize the Qur'an, paying attention to the quality of reading. , although the degree of improvement varied due to several factors..

Based on the results of the evaluation of educational activities, the following recommendations are made for the administration of the TPQ Husnul Khatimah Mosque:.

It is necessary to give teachers special and intensive help and guidance, so that the participants can continue to apply the results of the training.

TPQ students of Bandung Husnul Khatimah Mosque should be provided with additional training on good and effective Al-Quran memorization techniques to improve and strengthen students' Al-Quran memorization skills.

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Abu Warasy Batula, and Agus Fakbruddin