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Using the Reading Aloud Method to Boost *Al-Quran* Recitation Proficiency in Elementary School Students

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ABSTRACT ENGLISH:

The ability to recite the Qur'an is an important skill for students in elementary school. However, there are still barriers in improving proper and correct recitation skill. This study aims to describe the effectiveness of the Reading Aloud method in improving students' ability to read the Qur'an. This research uses a qualitative approach with a case study design. Data collection was done through observation, practice tests, and documentation. Data analysis was carried out with the stages of data reduction, data categorization, data display, and conclusion drawing. The results showed that the application of the Reading Aloud method had a resounding influence on students' ability to recite the Qur'an. Students' enthusiasm in learning increased, recitation skills were improved, and students obtained a new approach in reciting Alqur'an. The Reading Aloud method is evidently able to have an impact on the activeness of reciting the Alqur'an of SD Negeri 050699 Tanjung Selamat students. With the improvement of reading skills, this method can be an effective strategy in learning to recite the Qur'an at the elementary school or primary school level.

ABSTRACT INDONESIAN:

Kemampuan mengaji Al Qur'an merupakan salah satu kemampuan yang penting bagi siswa di tingkat sekolah dasar. Namun, masih terdapat kendala dalam meningkatkan kemampuan mengaji Al-Qur'an yang baik dan benar. Penelitian ini bertujuan untuk mendeskripsikan efektivitas metode Reading Aloud dalam meningkatkan kemampuan membaca Al-Qur'an siswa. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Pengumpulan data dilakukan melalui observasi, tes praktik, dan dokumentasi. Analisis data dilakukan dengan tahapan reduksi data, kategorisasi data, display data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa penerapan metode Reading Aloud memberikan pengaruh yang sangat baik terhadap kemampuan siswa dalam membaca Al Qur'an. Antusiasme siswa dalam belajar meningkat, kemampuan membaca meningkat, dan siswa memperoleh pendekatan baru dalam membaca Alqur'an. Metode Reading Aloud terbukti mampu memberikan dampak terhadap keaktifan membaca Alqur'an siswa SD Negeri 050699 Tanjung Selamat. Dengan adanya peningkatan kemampuan membaca, maka metode ini dapat menjadi strategi yang efektif dalam pembelajaran membaca Alqur'an di tingkat sekolah dasar.

Introduction

The ability to recite the Qur'an is an important skill that is not only valuable in religious practice but also an important component in teaching students' character (Syarbini & Jamhari, 2012). Many schools in Indonesia incorporate religious education into their educational programs with the aim of creating a generation that is both spiritually and academically strong (Chanifah et al., 2021). SD Negeri 050699 Tanjung Selamat is one example of a formal school that teaches the Qur'an. However, many students still have difficulty reciting the Qur'an properly and correctly. As a result, effective learning methods are needed to improve their recitation skills.

One popular teaching method to improve students' reading fluency is reading aloud (Senawati et al., 2021; Schiavo et al., 2021; Alatalo et al., 2024; Godde et al., 2022). This method not only helps students improve their reading skills, but also helps them listen and understand the correct pronunciation according to *tajweed*. By listening to the teacher read, students can imitate and improve the way they pronounce letters and words correctly. This method also helps the students to habituate themselves with the correct intonation and rhythm when recitation the Qur'an in public. Therefore, oral reading techniques may be able to solve the problem of Qur'an recitation skills in elementary schools.

The learning process of reciting the Qur'an at SD Negeri 050699 Tanjung Selamat was studied thoroughly through qualitative research methodology. The main focus of this research is to evaluate the steps of planning, implementation and evaluation of learning through oral reading approach (Domingue et al., 2021; Ulfiah et al., 2024). In addition, another objective of this research is to find the components that support and hinder the success of learning. In order to gain a better understanding of the use of this method in the school environment, observation, practice tests, and documentation were used to collect data. Data analysis also included the process of reduction, categorization, presentation, and conclusion drawing (Rosch & Lloyd, 2024).

The results showed that the read aloud method has been effective in improving the ability of SD Negeri 050699 Tanjung Selamat students to recite the Qur'an. In elementary schools, this method can be an innovative approach to teaching reading the Qur'an, especially for students who still have difficulties with pronunciation and reading fluency. Therefore, other schools should adopt this method by adjusting the efficacy of the teaching method to be more suitable to the needs of the students (Ilham et al., 2023). In addition, it is imperative that teachers, parents and the school environment support students in learning the Qur'an.

Literature review

Reading Aloud

The method of reading aloud, also known as reciting aloud, has proven effective in improving students' ability to recite the Qur'an at various levels of education (Knight, 2018; Sinaga et al., 2023). In the context of Qur'anic learning, this method provides a double benefit: it helps students understand the text correctly and strengthens their understanding of the rules of *tajweed*. By getting students used to reading aloud, they can hear their own pronunciation. This makes correcting errors and improving reading fluency easier. In addition, this technique helps teachers find students' pronunciation mistakes right away, so the learning process becomes more targeted and effective (Nurhayati, 2019).

The Reading Aloud method improves students' technical recitation skills in addition to enhancing their understanding of the meaning of the Qur'anic verses (Irdyanti et al., 2022; Zurriyati et al., 2023). Students more easily internalize the *lafaz* and understand the relationship between words and their meaning when they read aloud and repeatedly. This is in line with multisensory learning theory, which states that learning that involves more than one sense-for example, auditory, visual and kinesthetic-can increase students' capacity to absorb information (Iqbal et al., 2023; Larisa et al., 2023). This method is often used in conjunction with other learning approaches, such as *tajweed* pronunciation exercises and simple tafsir discussions. The result is that learning becomes more in-depth and meaningful for students.

Method

This study was conducted at SD Negeri 050699 Tanjung Selamat and focused on how children learn to recite the Qur'an orally. The qualitative method used allowed the researcher to investigate the experiences and understandings of students and teachers in the context of learning. Interviews, document analysis and observation were some of the methods used to collect data. Observations were made directly during classroom learning activities to understand the interaction between teachers and students and to record the dynamics of the learning process (Sundana et al., 2024), including how the oral reading method was used and how students responded to it. Interviews were conducted in a semi-structured format to gather further information on this topic. Document analysis was also conducted on various learning materials, such as lesson plans, assessment records, and teaching materials. The purpose of this analysis was to gain additional information about the strategies used by teachers and students' progress in reciting the Qur'an.

The purpose of this study was to provide a comprehensive picture of the use of the read aloud technique and how it impacts on the ability to recite the Qur'an at SD Negeri 050699 Tanjung Selamat. Furthermore, the data collected was analyzed thematically to find patterns and draw conclusions relevant to the research objectives.

Result and Discussion

After the implementation of the Reading Aloud method, it is expected that there will be significant improvement in students' Qur'an reading ability. One of the expected benefits is the improvement of reading skills, where students will show progress in reading techniques, mastery of letters, tajweed, as well as pronunciation. With learning that focuses on reading aloud, students are expected to become more confident and able to read the Qur'an correctly. This confidence will support their increased diligence in reading and understanding the sacred text (Sardar, 2011).

Table 1. The Blueprint for Reading Aloud Activities

Stages	Activities Description	Objectives	Session
Familiarizing	Introducing the verse to be read to students	The participants familiarize themselves with the Al-Qur'an verse	1 session (30 minutes)
Repetition	Students recite the verse in turn, accompanied by feedback.	Improving fluency and accuracy	3 session (1 hour)
Discussion	Discussion on the meaning of the verse that was recited.	Deepen understanding.	1 session (30 minutes)
Independent Practices	Students practice their self-reading at home.	Boosting their confidence	1 week
Evaluation	Assessment of students' growth in recitation skills.	Assessing the effectiveness of methods.	1 session (1 hour)

In fact, this method aims to increase students' interest in Qur'anic recitation. The interactive and fun approach allows students to develop greater interest, as activities involving discussion and group interaction make it easier to create positive habits. Students will see recitation as an interesting and meaningful activity, not just an obligation, so they are more motivated to learn. The *Reading Aloud* method also focuses on developing students' social skills. By involving cooperation in groups, students learn to respect each other's opinions, improve communication skills, and strengthen social skills. The discussions that take place within the group are able to improve students' understanding of the Qur'an, while providing a space for them to learn from each other. Overall, the application of this method aims to create a conducive learning atmosphere, improve reading skills, and shape the character of students who love the Qur'an.

After the implementation of the Reading Aloud method, a significant improvement in students'

ability to read the Qur'an is expected. The expected benefits include improved reading ability, interest in learning, and social skills. In the aspect of reading ability, students will show progress in Qur'anic reading techniques, including mastery of letters, *tajweed*, and pronunciation. Through learning that focuses on reading aloud, they become more confident and able to read the Qur'an correctly. This confidence is essential for building perseverance in reading as well as understanding the sacred text (Irdyanti et al., 2022).

In addition, the Reading Aloud method is expected to increase students' interest in learning with an interactive and fun approach. Activities that involve discussion and group interaction will help create positive habits in reading, so that students not only consider it as an obligation, but also as an interesting and meaningful activity. This method also encourages students to collaborate and discuss in groups, so they learn to respect the opinions of others, improve communication skills, and build important social skills. Group discussions provide a space for students to learn from each other and strengthen their understanding of the Qur'an.

Table 2. The Feedbacks for the participants

Aspects	Score (1-5)	Feedbacks
Fluency	4	feeling more fluent in reading
Understanding	5	Discussion helps me to read better
Self-confidence	4	I am more confident when reading in front of others
Involvement	5	I really enjoyed the shared reading session

Overall, the application of the Reading Aloud method is expected to create a conducive learning atmosphere, improve reading skills, and shape the character of students who love the Qur'an. The results showed that the application of this method was able to have a positive impact on the ability to read the Qur'an (Aini, 2023).

Conclusion

The ability of students in SD 050699 Tanjung Selamat to recite the Qur'an demonstrates that this strategy (reading aloud) is beneficial in enhancing the recitation abilities of students. Students were able to increase their fluency, understanding, and *tajweed* in reading the Qur'an by following an organized method and practicing on a daily basis (Shidqi, 2019). This strategy was also successful in raising students' interest and motivation in learning the Qur'an (Rahmat, 2024), which resulted in the creation of a more positive and participatory learning environment. The adoption of the reading aloud method, therefore, has the potential to be an effective strategy for teaching the Qur'an in elementary schools. This strategy is effective in boosting pupils' reading skills, as evidenced by the fact that kids in SD 050699 Tanjung Selamat are able to recite the Qur'an. The adoption of the reading aloud method, therefore, has the potential to be an effective strategy for teaching the Qur'an, specifically in elementary school level.

Ethical considerations

During the research, it is important to ensure respect for students' values and religious beliefs, taking into account cultural and spiritual sensitivity in every learning activity. Methods should be designed to be inclusive and accessible to all students, without discrimination based on educational background or initial ability, so that every student feel welcomed. In addition, confidentiality and privacy aspects should also be maintained, where students' personal data and information regarding their progress in reading the Qur'an should only be shared with authorized parties with permission. The feedback given to students should be constructive, constructive and non-derogatory, so as to motivate them to continue to improve. Finally, students as well as parents (if required) need to be clearly informed of the purpose of the method and give consent before engaging in the learning process.

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