

Implementation Of The Qiro'ah Jahriyah Method To Increase Maharoh Qiro'ah In Students

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ABSTRACT

The ability to read Arabic texts and the Qur'an is one of the basic skills that are very important in Islamic education, especially in the pesantren environment. Maharoh qiro'ah includes fluency in reading, accuracy of pronunciation, as well as the application of tajweed and nahwu, is still a challenge for many students, This condition requires the application of applicable learning methods, such as qiro'ah jahriyah, which is reading aloud in a guided manner can help students form correct reading habits, improve pronunciation, and increase confidence. The objectives of this study are: (1) to find out the planning of the qiro'ah jahriyah method to increase the maharoh qiro'ah in Nahdlatul Khairaat Labuan Donggala students (2) to find out the implementation of the qiro'ah jahriyah method to increase the Arabic qiro'ah maharoh in Nahdlatul Khairaat Labuan Donggala students (3) to find out the evaluation of the qiro'ah jahriyah method to increase the Arabic qiro'ah maharoh in Nahdlatul Khairaat Labuan Donggala students. This study uses a descriptive qualitative approach with the aim of identifying the impact of the implementation or implementation of the qiro'ah jahriyah method to increase the maharoh qiro'ah in Arabic in Nahdlatul Khairaat Labuan Donggala students. Collection was carried out by interview, observation, and documentation techniques. Data analysis techniques include data reduction, data presentation, and conclusion drawn. The results of the study show that the qiro'ah jahriyah method in students shows an increase in reading ability, especially in elementary level students starting to rise to advanced levels.

KATA KUNCI:

Qiro'ah jahriyah; maharoh qiro'ah.

ABSTRAK

Kemampuan membaca teks Arab dan Al-Qur'an merupakan salah satu keterampilan dasar yang sangat penting dalam pendidikan Islam, khususnya di lingkungan pesantren. Qiro'ah yang agung meliputi kelancaran membaca, ketepatan pengucapan, serta penerapan tajwid dan nahwu, masih menjadi tantangan bagi banyak siswa. Kondisi ini membutuhkan penerapan metode pembelajaran yang tepat, seperti qiro'ah jahriyah, yaitu membaca dengan lantang secara terbimbing yang dapat membantu siswa membentuk kebiasaan membaca yang benar, meningkatkan pengucapan, dan meningkatkan kepercayaan diri. Tujuan penelitian ini adalah: (1) untuk mengetahui perencanaan metode qiro'ah jahriyah untuk meningkatkan maharoh qiro'ah pada mahasiswa Nahdlatul Khairaat Labuan Donggala (2) untuk mengetahui implementasi metode qiro'ah jahriyah untuk meningkatkan maharoh qiro'ah Arab pada mahasiswa Nahdlatul Khairaat Labuan Donggala (3) untuk mengetahui evaluasi metode qiro'ah jahriyah untuk meningkatkan maharoh qiro'ah Arab pada mahasiswa Nahdlatul Khairaat Labuan Donggala. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan tujuan untuk mengidentifikasi dampak implementasi atau penerapan metode qiro'ah jahriyah untuk meningkatkan maharoh qiro'ah Arab pada mahasiswa Nahdlatul Khairaat Labuan Donggala. Pengumpulan data dilakukan dengan teknik wawancara, observasi, dan dokumentasi. Teknik analisis data meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa metode qiro'ah jahriyah pada siswa menunjukkan peningkatan kemampuan membaca, terutama pada siswa tingkat dasar yang mulai naik ke tingkat lanjutan.

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INTRODUCTION

The ability to read Arabic and read the Qur'an properly and correctly is a basic skill that must be possessed by every student in Islamic Education institutions, especially Islamic Boarding Schools. *Qiro'ah* makes a person more critical and has a long mindset (Naila & Afifah, 2023). One of the important skills in reading Arabic and the Qur'an is *maharoh qira'ah*, which is the ability to read fluently with the right tajweed and correct pronunciation. However, in practice, many students still have difficulties in mastering *the maharoh qira'ah*, especially in terms of the pronunciation of hruruf hijaiyah, the application of tajweed laws, and fluency in reading. Some students still have difficulty reading Arabic texts after being tested orally by teachers. This is due to a lack of habituation, both at school and in the dormitory. As a result, they still need guidance in reading. In fact, the ability to recognize Arabic letters in *qiro'ah* is an important basis for learning Arabic further (ainiyah, et.al., 2022).

At the Nahdlatul Khairaat Islamic boarding school in Labuan Donggala, this problem was also found, where some students still faced obstacles in reading Arabic correctly. This is inseparable from several factors, including a lack of understanding of the rules of the Arabic language itself (Faisal, et.al. 2022). Some of the factors that affect this condition include the lack of effective learning methods, the lack of repeated reading practice, and the low confidence of students in reciting Arabic texts. Therefore, a more effective and interactive learning method is needed to increase the *maharoh qira'ah* of students (alhidri, et.al., 2025). This program aims to help students read Arabic and read the Qur'an with tartil and according to the rules of tajweed. One of the methods that can be applied is the *qiro'ah jahriyah* method, which is the method of reading aloud together or individually under the guidance of the teacher. This method aims to practice reading fluency, improve the pronunciation of hijaiyah letters, and improve tajweed understanding by listening to and imitating correct readings. Especially in reading the Qur'an. By reading aloud, students become more accustomed to reciting verses of the Qur'an repeatedly. Reading aloud allows students to be more aware of the pronunciation of each hijaiyah letter in accordance with *makhraj* (the place where the letters come out) and *shifat* (the nature of the letters). Teachers can easily listen and correct errors in pronunciation, so that the students' readings are more accurate (sya'bani & anwar, 2020).

The *qiro'ah jahriyah* method is a method of reading aloud in Arabic that requires students to move their lips, use the tongue, and involve the throat in the correct pronunciation of the letters of hijaiyah. This method aims to train students to pronounce words in Arabic fluently, clearly, and with the right makhraj. This method aims to improve the ability of students to read the Qur'an in accordance with the law of tajweed, so that their readings are more accurate and in accordance with the standards of scholars. In learning the Qur'an in Islamic boarding schools, the mastery of reading the Qur'an has a great influence on the understanding and spiritual quality of students. Therefore, the *qiro'ah jahriyah* method became an important part of their education. One of the media used in this method is the tilawati media, this method has a teaching system that is easy to understand and structured, so that students can learn the pronunciation of hijaiyah letters and the correct application of tajweed. In addition, this method can also increase the confidence of students in reading the Qur'an (mubarak, et.al., 2022). Tilawati media teaches gradually, starting from the introduction of hijaiyah letters to reading and memorizing techniques. Students receive direct guidance from teachers and support from peers, which helps increase their motivation in memorizing the Qur'an. The application of this media is expected to overcome various difficulties in reading the Qur'an, such as mispronunciation of letters and lack of understanding of tajweed. As an institution that focuses on teaching the Qur'an at the Nahdlatul Khairaat Islamic boarding school, it continues to strive to improve the reading ability of students, so that they not only read



the Qur'an fluently, but also understand its meaning well.

Although the *qiro'ah jahriyah* method has a structured system, its success is still influenced by the ability of each student because each student has a different level of understanding, so not all can follow the learning at the same pace (mannan, 2025). Some are quick to understand the pronunciation of hijaiyah and tajweed, but there are also those who need more time and practice. Therefore, periodic evaluation is very important to ensure that this method is really effective in improving Qur'an reading skills, it is also necessary to assess the extent to which this method really helps students read the Qur'an well. This evaluation can be done through trials, reading tests, or feedback from students and teachers (zulfirman, 2022). This study focuses on an in-depth analysis of the application of *the qiro'ah jahriyah* program with tilawati media to increase *qiro'ah maharoh* in the Nahdlatul Khairaat Islamic boarding school with the aim of evaluating the effectiveness of *the qiro'ah jahriyah method* and identifying various factors that influence its application and examining the extent to which this method succeeds in improving the fluency of reading Arabic and reading the Qur'an. mastery of tajweed, knowledge of nahwu, and accuracy of pronunciation of hijaiyah letters by students (ansyah, et.al., 2020).

LITERATURE REVIEW

The Qiro'ah Jahriyah method is defined as an activity of presenting Arabic learning materials by prioritizing reading aloud so that pronunciation can be heard and corrected. The main focus of this method is on the accuracy of articulation (*makharijul letters*), fluency and intonation according to the rules of the Arabic language. Based on several studies, the implementation of this method shows positive results but has certain challenges, including: research at the Nahdlatul Khairaat Islamic Boarding School in Labuan Donggala shows that Qiro'ah Jahriyah is effective in creating a pleasant learning atmosphere and reducing boredom when combined with the creativity of teachers, the use of additional strategies such as *rewards* or *flashcard* media proven to increase the motivation of students in reading aloud, other studies emphasize that Qiro'ah Jahriyah is not only a matter of sound, but also the first step towards understanding the meaning of the text in depth (*Al-Fahm*). The literature shows that the Qiro'ah Jahriyah method is an empirically tested instrument to improve the pronunciation and confidence of learners. However, its success is highly dependent on the ability of teachers/ustadz to provide instant corrections and the selection of texts that are relevant to the student's ability level.

RESEARCH METHODS

This study uses a descriptive qualitative approach. This approach is used because the researcher wants to understand and explain in detail how the *qiro'ah jahriyah* method is applied in learning to read the Qur'an, as well as how it affects the reading ability (*maharoh qiro'ah*) of students at the Nahdlatul Khairaat Islamic Boarding School in Labuan, Donggala. With a qualitative approach, researchers can dig deeper into the learning process in the classroom, for example how teachers teach with the *qiro'ah jahriyah* (reading aloud) method, how students react, and changes that occur after this method is applied. The data or information in this study is not presented in the form of numbers, but in the form of stories, interview results, observation notes, and relevant documents. This is done so that researchers can convey a real and comprehensive picture of the learning activities that take place. The research location is the place or area where the research process is carried out. The determination of this location aims to provide clarity and facilitate the implementation of research activities to be carried out. The reason the researcher conducted research at the Nahdlatul Khairaat Islamic Boarding School in



Labuan, Donggala, Central Sulawesi is because there are still many students who are not able to read Arabic texts, including the Qur'an, fluently. In fact, as a student, the ability to read Arabic texts is very important because most of the books they learn are written in Arabic (thoyib, 2022). This weakness in reading will certainly have an impact on understanding the content of the book and other lessons based on Arabic texts. This condition shows the need for learning methods that can help improve students' reading skills effectively.

The subjects in this study consist of several parties who are directly involved in the learning process at the Nahdlatul Khairaat Islamic Boarding School. Primary data sources in this study include: boarding school administrators, Arabic teachers, and students who participated in Arabic learning activities at the Islamic boarding school. They are the main source of information that provides a direct picture of the application of the qiro'ah jahriyah method and its impact on the ability to read Arabic texts. Meanwhile, secondary data sources are obtained from various written materials that support research, such as scientific books, academic journals, and documentation of learning activities available at Islamic boarding schools. These secondary sources are useful for strengthening the analysis and providing a theoretical foundation in the research. This research uses several techniques in data collection, namely observation, interviews and documentation.

RESULTS AND DISCUSSION

Result

After collecting data through observation, interviews, and documentation, the researcher has obtained information related to the application of the qiro'ah jahriyah method to increase the maharoh qiro'ah in Nahdlatul Khairaat students

1) Planning of the qiro'ah jahriyah method to increase the maharoh qiro'ah in Arabic in Nahdlatul Khairaat Labuan Donggala students.

The planning of the qiro'ah jahriyah method for Nahdlatul Khairaat Labuan Donggala students is carried out based on real conditions in the field which shows the low ability to read Arabic texts among students, especially in the aspects of letter pronunciation, tajweed, reading fluency, and understanding of meaning. Therefore, strategic measures are prepared to ensure that learning runs effectively and in a directed manner (prawiyoga, et.al., 2021). Before applying the qiro'ah jahriyah method, the teacher does is to study the material that will be delivered to the students. Teachers also plan what will be conveyed and discussed when learning is taking place. In addition, planning will also be adjusted to the actual conditions of the Islamic boarding school, such as the availability of study time, the number of students, and the background of their Arabic reading ability. Based on preliminary data, it is known that most students have difficulty in reciting Arabic letters correctly and understanding the content of the reading. Therefore, the jahriyah method emphasizes loud recitation together or in turns is expected to help improve aspects of pronunciation, intonation, and absorption of the meaning of reading (rathomi, 2019). To provide a more systematic and easy-to-understand picture of the planning process of the qiro'ah jahriyah method in increasing the maharoh qiro'ah of students at the Nahdlatul Khairaat Islamic Boarding School Labuan Donggala, the following is planning data in the form of a table:

Table 1. Planning components of the *qiro'ah jahriyah method*

No	Planning Components	Remarks
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1	Needs analysis	The majority of students have difficulty reading Arabic texts, especially in the pronunciation of hijaiyah letters, tajweed, and understanding meaning
2	Learning objectives	Improve the ability to read (<i>maharoh qiro'ah</i>) correctly, fluently, and understand the content of the reading by using the <i>qiro'ah jahriyah method</i>
3	Learning materials	Guidebook of tilawati, Qur'an, and Qur'anic language books
4	Implementation schedule	Every day after the shubuh prayer except Friday and Sunday
5	Supporting facilities	Qaro'ah <i>textbooks</i> , whiteboards, markers, teacher's note sheets.
6	The role of teachers	Teachers actively provide reading examples, correct mistakes, motivate, and monitor the progress of students' reading.

2) Implementation of the qiro'ah jahriyah method to increase qiro'ah maharoh in Nahdlatul Khairaat Labuan Donggala students

Students at the Nahdlatul Khairaat Islamic Boarding School in Labuan Donggala have different abilities in reading Arabic texts and the Qur'an. Some students are quite fluent in reading, but others still have difficulties in pronouncing hijaiyah letters, tajwid, and understanding the meaning of reading. This difference in ability is a challenge in learning Arabic, especially in the ability to read (*maharoh qiro'ah*).



Students at the Nahdlatul Khairaat Labuan Donggala Islamic Boarding School not only participate in religious activities, but are also actively involved in the formal learning process at madrasas both at the level of Madrasa Tsanawiyah (MTs) and Madrasah Aliyah (MA). Therefore, the preparation of the schedule for the implementation of religious learning programs, including the *qiro'ah jahriyah method*, is also carried out by considering the formal school schedule. To balance academic and religious activities, the implementation of the *qiro'ah jahriyah method* is scheduled at times that do not interfere with the formal school activities of the students, namely after the fardu prayer, more precisely after the shubuh prayer, where the morning atmosphere is more conducive to reading guidance. So that the

implementation of the learning program is orderly and well monitored (mutia, 2025).

As for the implementation of these learning activities, not all activities use a combined system. Only in the *ba'da shubuh* recital activity, the class of students is divided into two groups, namely the elementary level class, namely students who are still learning *tilawati* and advanced classes for students who read the Qur'an. This distribution is based on the results of diagnostic tests and mapping of students' reading ability that has been carried out previously. Students who are not fluent in reading need a more intensive and slow approach, while advanced students can be directed to read the Qur'an more independently. Therefore, class separation in recitation activities is considered very important to increase the effectiveness of direct teacher guidance. However, although *tajweed* and Arabic lessons are also included in the application of the *qiro'ah jahriyah* method, they are not divided into two classes, but are still combined in one class. This is because even though they use the reading aloud method, these two lessons are more theoretical and classical with the lecture method. The teacher delivered the material in general, gave examples of reading, and the students imitated reading *begirilan*. With a model like this, teachers can still direct all students without having to divide classes, because learning does not follow an individual focus as it does when reciting *shubuh*.

Likewise, the lessons of *imla'* and *nahwu* are not included in the category of the *qiro'ah jahriyah* method because it emphasizes more on writing and grammar skills. Nonetheless, these lessons still support reading skills indirectly. For example, the science of *nahwu* helps students understand sentence structure and word structure in Arabic texts, so that when reading, they can more easily understand the content of the reading and avoid mistakes in *i'rob* that can change the meaning of sentences. In addition, Arabic language subjects which are carried out every night of *ba'da isha* are also part of the application of the *qiro'ah jahriyah* method. In this activity, students read Arabic texts such as conversations and short stories aloud and together, then individually or individually. The goal is to practice pronunciation, intonation or *lahjah*, and expand vocabulary, and hopefully improve understanding of Arabic sentence structure. *Tajweed* lessons which are held twice a week on Monday and Thursday *ba'da ashar* also use the *qiro'ah jahriyah* approach. Especially it will apply when the teacher gives an example of reading and the students imitate it aloud (*jahriyah*) or together. The frequency of meetings and their impact on *maharoh qiro'ah*. The implementation of reciting *Ba'da shubuh* activities is carried out every day except Friday or 6 times a week, *tajweed* lasts 2 times a week and Arabic lasts 4 times a week, and is equipped with *nahwu* 2 times a week. This frequency is designed to provide consistent or *istiqomah* and repetitive practice, because mastery of *maharoh qiro'ah* cannot be achieved instantly or directly, but requires continuous practice.

3) Evaluation of *the qiro'ah jariyah* method to increase *the maharoh qiro'ah* in Arabic in Nahdlatul Khairaat Labuan Donggala students.

Evaluating the effectiveness of *the qiro'ah ahriyah* method is an important part of assessing the extent to which a learning strategy can be applied appropriately, efficiently or productively, and is relevant in the ongoing learning context. In this study, an evaluation was carried out on the *qiro'ah jahriyah* method used in learning *maharoh qiro'ah* in students of the Nahdlatul Khairaat Labuan Donggala Islamic Boarding School. In general, the application of *the qiro'ah jahriyah* method shows quite high effectiveness.

This is shown from the following aspects:

- a. In accordance with the characteristics of Nahdlatul Khairaat students because the majority of students have a basic reading background that is still weak. The *qiro'ah jahriyah* method that emphasizes reading aloud and in circles is very suitable for forming the habit of correct pronunciation.
- b. The response from teachers and students was positive because the teacher felt that this method was easy to implement, structured, and allowed direct correction and the students felt helped because they could imitate the readings of the teacher and his friends directly.
- c. The ease of classroom management, reading together activities aloud creates an active, disciplined, and focused atmosphere. It is easier for teachers to monitor the progress of each student's reading in turn.
- d. Consistent application is that activities are carried out every day at a strategic time *ba'da shubuh*, thereby creating a stable learning routine.

However, the effectiveness of this method has several limitations, including: first, it does not emphasize understanding the meaning of the text, so it still needs to be combined with other methods such as *qiro'ah shomitah*. Therefore, in addition to emphasizing *qiro'ah jahriyah*, the author also combines it with *qiro'ah shomitah*. Second, students who are shy or have low confidence tend to be depressed when reading in public. By weighing these two things between their advantages and disadvantages, it can be concluded that the *qiro'ah jahriyah method* is quite effective as an initial strategy for learning to read Arabic texts after they have passed the ability to hear or listen, especially in the aspects of pronunciation, tajweed, and fluency. To achieve maximum results, this method should be complemented by another approach that emphasizes the aspect of understanding meaning (nurrisa & hermina, 2025).

In order for the evaluation to run in a directional manner, there are several important aspects that are the focus of the assessment, both in terms of theory and pronunciation, which aim to measure the understanding of students as a whole. The following are the aspects assessed in the evaluation of *tajweed* through the evaluation of questions and answers:

Table 2. Aspects of *tajweed* assessment

No	Aspects assessed	Explanation
1	Mastery of the legal theory of tajweed	Do the students know and can mention the laws of reading such as <i>idghom</i> , <i>ikhfa'</i> , <i>iqlab</i> , and <i>idzhar</i> along with examples
2	Introduction to the laws in tajweed and its letters	Students can mention letters that are included in the law of tajweed, for example the letters <i>idghom bilaghunnah</i> , <i>ikhfa'</i> , etc.
3	Understanding the places of tajweed in the Qur'an	Students are able to identify the laws of tajweed in certain verses that are read or asked
4	Pronunciation of <i>Tajweed Reading</i>	Students can read examples of short verses with the correct application of <i>tajweed</i> laws orally
5	<i>Makhrijul of letters</i> (where letters come out)	Students are able to explain and show the pronunciation of letters according to <i>their makhroj</i>

6	Confidence level and fluency in answering	Whether the students answered confidently: fluently, or hesitantly (an indicator of the level of mastery)
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Discussion

To introduce and deepen the Arabic language to students, the qiro'ah jahriyah method is the right choice. This method not only teaches the language, but also helps students understand and read classical Arabic texts. With this qiro'ah jahriyah method, students can better understand the structure of Arabic language and culture, as well as improve their ability to read and understand texts in Arabic. This method paves the way for a more comprehensive understanding of Arabic (Isnu & Nurainun, 2024). Teachers as the holder of control in the classroom play a very important role in the success of learning objectives, not to mention other aspects such as the right media, methods, and strategies also play a role in achieving learning objectives (Hamdy & Ningsih, 2024).

This planning is the process of determining the goals to be achieved and the steps to achieve them. The result of this process is a plan, which is a document that describes the goals and how to achieve them. Therefore, preparing a plan is the main task (Deraj, 2022) of the success of the qiro'ah jahriyah method cannot be separated from the learning media used. The three main media that support this learning process are: the Qur'an, the tilawati book, the tajweed guidebook, and the Arabic book. The tilawati book is the beginning of learning for students in recognizing hijaiyah letters, punctuation and reading practice gradually. The tajweed handbook provides guidance on the theory and practice of reading law, while the Qur'anic language book introduces Arabic sentence structure, letter conjunction forms and punctuation. The three complement each other and are very suitable for the level of ability of the students. The use of the right media allows the qiro'ah jahriyah method to run effectively, directed and in accordance with learning needs.

The timing of learning implementation is an important factor in the success of this method. Ba'da Shubuh reciting activities, learning tajweed ba'da ashar and Arabic ba'da isha lessons are time management strategies designed in learning, where the physical and mental condition of the students at shubuh time is still very fresh which supports qiro'ah jahriyah activities, the afternoon is more relaxed and used for tajweed which requires theoretical explanations, while the night is used for the deepening of the Arabic language (bulqiyah & sofa, 2025). This strategy creates a regular and consistent routine, strengthens memory, encourages consistent learning. This study also shows that the effectiveness of the qiro'ah jahriyah method is increasing when combined with other methods such as qiro'ah shomitah, lectures, and discussions. The qiro'ah jahriyah and qiro'ah shomitah methods help improve the ability to read correctly while building confidence and deep understanding (Khotimah & Nabihah, 2025), while the lecture and discussion methods support learning interactions, deepen understanding, and increase student motivation (Umar, et.al., 2025).

Evaluation data shows that the qiro'ah jahriyah method in general is able to improve the reading ability or maharoh qiro'ah of students. Of the 13 students who were previously at the elementary level, 6 of them managed to move up to the advanced level. In addition, students who have been at advanced levels show a steady increase in terms of fluency in reading, memorization of short letters, and mastery of tajweed. This shows that indicators have increased including pronunciation, intonation, volume, fluency, and reading pause (Sulfiati, 2022). So teachers have a role in the success of the qiro'ah jahriyah method. They not only act as teachers, but also models of correct reading. The active involvement of teachers creates an interactive and corrective learning atmosphere in evaluation. Evaluation is carried out through oral tests and written tests that include aspects of pronunciation, tajweed theory, and understanding of Arabic sentence

structure. The results showed that most of the students were in the good to very good category (chalik, 2020). Even students who previously had difficulties, began to be able to read fluently and understand the content of simple texts (ni'mah, 2023). This shows that the qiro'ah jahriyah method is not only effective as a reading practice, but also as an initial foundation in understanding reading more deeply. From the results of interviews with several students, it was confirmed that the qiro'ah jahriyah method helped them in the courage to read, improve pronunciation, and increase confidence. The students also said that reading together and in turns made them learn from friends and teachers directly. Although some students are initially shy or nervous, over time they get used to it and feel more confident (huda, 2024).

During the research, the researcher found several obstacles found during the implementation of the qiro'ah jahriyah method, including: shy or lacking confidence in students, differences in reading ability in one class, and lack of consistency in practice outside of learning hours. To overcome this, teachers carry out several strategies such as small group readings for shy students, mapping the level of ability and class division (tilawati and the Qur'an), as well as giving memorization assignments and independent exercises as a form of reinforcement outside the classroom. These obstacles are evaluation materials to improve the program so that learning is more equitable and easier to adjust (maulana & fahamsyah, 2022).

Overall, the application of the qiro'a jahriyah method has proven to be effective in increasing the maharoh qiro'ah of students at the Nahdlatul Khairaat Islamic Boarding School (mulan & hasibuan, 2024). This success is influenced by proper planning, regular implementation, class division according to ability level, and consistent evaluation. The combination with other methods also enriches the learning process and makes the results more comprehensive, both in terms of pronunciation, fluency, and reading comprehension.

CONCLUSION

Based on this study, it can be concluded that the implementation of the qiro'ah jahriyah method has a positive influence on increasing qiro'ah maharoh in students of the Nahdlatul Khairaat Labuan Donggala Islamic Boarding School. This method has proven to be effective in helping students pronounce hijaiyah letters correctly, understand the laws of tajweed, and increase fluency and courage in reading Arabic texts and the Qur'an. Learning planning is carried out in a structured manner, starting from mapping the capacity of students, preparing materials, to adjusting the activity schedule. The implementation is carried out with direct guidance from the teacher through reading aloud together and in circles. Learning evaluations are also carried out periodically to monitor the development of each student's reading ability.

Conflict of Interest

In this section, authors are required to reveal any potential conflicts of interest that might be viewed as affecting the presentation or interpretation of the research results. If no conflicts exist, state: "The authors declare no conflict of interest." It is essential to clearly disclose any personal, financial, or professional interests that could influence the study, ensuring that every part of the research is reported with honesty and impartiality.

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