

INTEGRATIVE LEARNING STRATEGIES OF TAJWEED IN DEVELOPING THE ABILITY TO READ THE QUR'AN

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ABSTRACT:

Integrative Learning Strategies of Tajweed Science in Developing the Ability to Read the Qur'an. Many students can only read the Qur'an, but it is not accompanied by the mastery of the right and correct tajweed knowledge, including the level of *gharib musykilat*, problems like this occur because some educational institutions do not pay attention to the right strategies in applying tajweed knowledge to their students, so in this thesis we discuss the integrative learning strategies of tajweed knowledge in developing students' ability to read the Qur'an. There are three focuses of discussion. *First*, Tajweed learning strategies? *Second*, the development of students' Qur'an reading skills? *Third*, supporting and inhibiting factors? In this study, the author uses research with a qualitative approach that is descriptive with the type of case study research. Research results. *First*, there are 3 strategies used in Progressive Islamic Boarding School, namely, 1) Direct learning strategy in this strategy the teacher presents the material first by writing it using a board and marker and then explaining while demonstrating and giving exercises. 2). Expository learning strategy used before students enter school in the morning. The stage in this strategy, the teacher prepares by singing together, then explaining the learning material and must be memorized by the students. 3). Inquiry learning strategy. This strategy helps students be more active in the learning process through questions and answers. *Secondly*, the development of students after participating in the tajweed science program, they are not only fluent in reading but can master and practice rules such as, *makharij al-huruf*, *sifah al-huruf*, *ahkam al-huruf*, *ahkam al-maddi wal qashr*, *ahkam al-waqaf wal ibtida'*, and *gharib musykilah*. The three supporting factors are expert teachers in their fields, teacher cohesiveness, community support and additional lessons. Meanwhile, the inhibiting factor is that many students are not stuck. So that there is a special time so that students can catch up in understanding tajweed.

Keywords: Strategy, Qur'an, Tajweed Science, Developing

INTRODUCTION

The Qur'an is a word in which it contains the value of miracles revealed by Allah through the revelation brought by the angel Gabriel to his beloved Prophet Muhammad PBUH in Arabic which is written in a *mushaf* that was revealed mutawatir and anyone who reads it will be rewarded. In this book there is an arrangement of beautiful verses consisting of a series of *hijàiyah* letters accompanied by harakat and punctuation. Therefore, not only be able to recite but must pay attention to the laws and rules to be able to read well.¹

As Muslims, we always maintain the integrity of *the Qur'an* both in terms of pronunciation and its meaning by reading often and being able to implement the content of the Qur'an in daily life. Reading it is not enough to know the *letters of hijàiyah* in a fundamental way. Because what happens at this time is that many people can read the Qur'an that is not based on existing knowledge or rules. So the reading is not in accordance with the teachings brought by the Prophet PBUH or even gets sins because when the reading of the letters is wrong, it will result in a change in the meaning contained in it.

The most basic thing to understand *the Kalam* of Allah is to know in advance how to read the Qur'an properly and correctly. The science that learns how to read well is the science of tajweed as a means of supporting reading or understanding the Qur'an. The science of tajweed is a science that studies how to sound or pronounce the letters contained in the holy verses in accordance with the rules and rules that have been applied.²

There are so many learners who still apply a learning system that focuses on letter recognition and just reading fluently but does not provide explanations related to the law of tajweed, there are also those who have applied it but the process is long-winded. So it is very unfortunate when a student can read the Qur'an fluently but still follows the stages that have been applied and slows down the students to know the knowledge of tajweed that they should have learned.

Therefore, it is necessary to manage relevant learning used in this day and age in developing the ability to read the Qur'an. This means that a student who will be the main spotlight in society as a knowledgeable person, especially in reading the Qur'an, is not enough if they can only read fluently but they have demands to read by giving the rights of each letter firmly, clearly, and carefully such as prolonging *madness*, affirming *hamzah*, perfecting *harakat*, and removing the letters tartil, slowly, paying attention to short lengths, *waqaf* and *ibtida'* as well as understanding *gharib musykilah*.³ To achieve such a thing. It is

¹ Salman Fadhlullah Nashirul Haq, Abd. Ghafur, *Ulumul Qur'an* (Jakarta: Al-huda, 2012), 3.

² Mahir et al, *Pocket Book Dirasat Islamiyah Madrasah Ibtida'iyah Nurul Huda*, (Bengkulu City: CV. Sinar Jaya Berseri, 2022), 22.

³ Siti Muamanah, "Improving the Ability of Students to Read the Qur'an through the Tajweed Science Approach of the Standard Book of Tajweed Reading the Qur'an by Maftuh Mastul Birri, Study at the Ittihadut Tholibin Wonosobo Islamic Boarding School," *Paramurobi Journal*, no. 1 (2018), 122. <https://ojs.unsiq.ac.id/index.php/paramurobi/article/download/182/79>

very necessary to have a good learning strategy that can adjust to the abilities of the students. Because if the learning strategy used is only a formality in education, the impact will be on students who cannot develop in reading the Qur'an. Learning strategies are important things that need to be prepared by a teacher before entering the classroom to deliver learning materials. According to Gagne and Briggs quoted by Alfiyanto Pramuaji. The definition of a learning strategy is a system that aims to help the learning process of students, which contains a series of procedures that are designed, arranged in such a way as to influence and support the learning process.⁴

RESEARCH METHODS

Approaches and Types of Research

In this study, the author uses a qualitative research approach. Qualitative research can be interpreted as a research method that uses descriptive data in the form of a series of written or spoken words from people and actors that can be observed.⁵ So this research is a descriptive qualitative research, namely providing descriptive, explanation, and validation of the phenomenon being studied. The descriptive and explanation in this study are related to the Integrative Learning Strategy of Tajweed Science in Developing the Ability to Read the Qur'an.

The types of research are *Case Study and Field Research*. Case study research is an empirical inquiry that explores a phenomenon in real life. The phenomenon and context of the problem that exist do not seem to be clearly different. The purpose of case study research and field research is to study intensively about the background of the current situation of a social unit and environmental interaction.⁶ In accordance with the description above, the researcher is very interested in qualitative research because of the naturalness and objectivity of the data in accordance with the actual reality without any intervention from the outside even from the researcher himself. So that the data described is really natural, not engineered.

Presence of Researchers

The presence of researchers at the location is very important in conducting a research, in order to collect data or find data that is in accordance with the object to be studied completely and clearly and then also tighten the development of the object to be researched. So that when explaining the data obtained, not only knowing through interviews and documents but also the results based on observations that are known about the Integrative Learning Strategy of Tajweed Science in developing the ability to read the

⁴ Alfiyanto Pramuaji, "Development of Interactive Learning Media on Introduction to Corel Draw as a Learning Tool for Graphic Design at Smk Muhammadiyah 2 North Klaten," *Elinvo (Electronics, Informatics, and Vocational Education)* 2, no. 2 (2017), 185

⁵ Written by Qotrun A. "Qualitative Research: Definition, Characteristics, Objectives, Types, and Procedures," Gramedia Blog, Tt Tb Tt, accessed March 5, 2025. https://www.gramedia.com/literasi/qualitative-research/?srsltid=AfmBOop_XeQU-H GipfYmjBbb4lKquXYcy6kuQ5jclps6ba8PeU_3Y00

⁶ Feny Rita Fiantika, *Qualitative Research Methodology*, (West Sumatra: PT. Global Executive Technologist, 2022), 9.

Qur'an for students at the Al-Miftah Progressive Islamic Boarding School, Sawah Tengah, Robatal Sampang.

Data Analysis

Data analysis is the process of systematically organizing the results of interviews and observations, interpreting them and generating a new thought, opinion, theory or idea. Data analysis means processing data, organizing data, breaking it down into smaller units, looking for common patterns and themes. Analysis and interpretation always go hand in hand.⁷

DISCUSSION

Integrative Learning Strategies of Tajweed Science

The use of learning strategies is very important for each institution to create effective and efficient learning to achieve the planned goals. Through learning strategies, teachers can use their ability to manage interconnected learning components so that the delivery of material can be understood easily and directed.

Learning strategy is a method chosen to convey subject matter in a certain learning environment so that learning objectives can be achieved effectively and efficiently. The use of the term strategy in learning is intended as the teacher's effort in creating an environmental system that allows the teaching and learning process to occur. This means that in order for the learning objectives that have been formulated to be achieved effectively and successfully, teachers are required to have the ability to generally regulate the teaching components in such a way that there is a functional relationship between the components in learning activities. Learning strategies are also a general pattern of actions of teachers and students in carrying out good teaching and learning activities.⁸

The lecture method used in this learning is more played by the teacher, where the teacher explains orally to the students who are in the classroom or teaching and learning environment.⁹ According to Simanjuntak quoted by Miwahiddah & Wibawati. The lecture method is also called the method of informing or conveying a number of information or facts, but with a lecture with the intention of explaining or explaining to the students about a problem, topic or question.¹⁰

In addition to explaining the learning material, the teacher also provides examples by demonstrating how to pronounce the laws of tajweed and issue the letters *hijâiyah* with banar. So that students better understand the material being discussed. As the theory of Amin et al. The demonstration method is to demonstrate a learning that is equipped with movements or show a process to students, situations or objects, whether colored or just imitation, but this method still requires an explanation from the teacher¹¹ according to Shah as quoted by Eko Widayani the teaching demonstration method by demonstrating

⁷ Raco, *Penelitian Kualitatif method: types, characteristics and advantages*, (Jakarta: PT Grasindo, 2010),120.

⁸ Pupu Saeful Rahmat, 5.

⁹ Krissandi, Widharyanto, and Dewi, *Indonesian Language Learning for Elementary School*:25.

¹⁰ Wibawati Bermi Muwahidah Nur Hasanah, *PAI Learning Methods* (West Sumatra: CV. Azka Pustaka, 2022)., 58.

¹¹ Amen, *164 Controversial Learning Model*.47.

items, events, rules and the order of carrying out activities, either directly or through the use of teaching media that is relevant to the subject or material being presented.¹²

The teacher also applies the practice method because even though the students have been given explanations and demonstrated by the teacher. Students still need the so-called practice from the teacher to get used to practicing the holy verses of the Qur'an. According to Taufiqur Rohman. The practice method educates students to practice physical and mental skills and aims to train each student to be accustomed to certain things. While practice is a technique to educate students to have and develop skills.¹³

Practice methods are also very important to strengthen concepts, laws and theories. Teaching materials that lack practice, especially in the form of solving real-life problems in the field, will be theoretical, and will have an impact on students when they are faced with real conditions in the field, namely they will experience difficulties because they have never practiced or experienced in dealing with these conditions.¹⁴

a. Expository Learning Strategies.

The implementation time of the tajweed science program is carried out hours before the students enter the morning school which lasts less than an hour. So that the expository learning strategy is important to be implemented because activities in the classroom only focus on teachers with limited time. Through this strategy, students can increase their knowledge in understanding tajweed even though the time used is very little.

Expository learning strategies are learning strategies that emphasize the process of verbally delivering material from teachers to students with the aim that students can master the subject matter optimally. According to Astuti & Sutarto. Expository learning strategies are learning strategies where students receive knowledge conveyed by teachers¹⁵ This strategy provides efficiency in conveying information in a limited time so that it does not actively involve students.¹⁶ Usually, the subject matter delivered is finished subject matter, such as data or facts, certain concepts that must be memorized so that it does not require students to think again.¹⁷ In the application of expository learning strategies, it requires several stages to create activities that are in accordance with what has been planned. The initial stage is for the teacher to prepare by applying the singing method to arouse the enthusiasm of students in learning. Through singing, students can also quickly memorize the material being studied.

The singing method is the delivery of learning used by the teacher with a pleasant listening voice that is in accordance with the learning and words that are easy to memorize.¹⁸ There is also a theory that states that the singing method is a method that

¹² Eko Widayani, *Project Based Learning* (Tt: CV. Tentor Room, 2023)., 7.

¹³ Taufiqur rohman, *Application of Learning Model Models in Classroom Research*.42.

¹⁴ Lutfi, *Learning Methodology: Strategies, Approaches, Models, Learning Methods* (Purwokerto: CV. IRDH, 2020)., 60.

¹⁵ Sitti Hermayanti Kaif, *Learning Strategies (Various Learning Strategies Applied by Teachers)*.13.

¹⁶ By Putu Murniasih, *Flower Potpourri Learning Strategies, Concepts, Implementation, and Innovation* (PT. Dharma Pustaka Utama, 2025)., 16.

¹⁷ Hamzah, *Educational Teacher Learning Strategies* (West Sumatra: CV. Azka Pustaka, 2022)., 59.

¹⁸ Eliyyil Akbar, *Early Childhood Learning Methods* - Google Books.

emphasizes the words that are sung in a pleasant atmosphere so that children are not bored in participating in learning, and through singing children will easily develop their language better.¹⁹ Next, the teacher explains the material that has been sung so that the students can understand the meaning of the sha'irs. Explaining skills are the presentation of information orally that is systematically organized to show the existence of a relationship with each other. The delivery of information that is well planned and presented by integrating the various teaching skills that teachers have is the main characteristic of successful explaining activities.²⁰

In explaining the material, teachers also correct with their experiences when reading the Qur'an, so that the teacher's explanation can be easily understood. According to Sitti Hermayanti et al., correlation is connecting the subject matter with students' experiences or with other things that allow students to grasp their relationship in the structure of knowledge they already have. The goal is to give meaning to the subject matter, both the meaning to improve the structure of knowledge that it already has and the meaning to improve the quality of students' thinking and motor skills.²¹

The next stage is the teacher gives a conclusion related to the learning that has been delivered by the teacher. With the conclusion, the students can find out the important points of what has been explained. As the theory states that concluding is a stage to understand the essence of the subject matter that has been presented. Conclusion is very important in an expository strategy, because students will be able to take the essence of the presentation process²²

At the end of the meeting in the process of learning tajweed science using an expository learning strategy, the teacher asks the students to memorize the material that has been presented so that the matari-matari can be remembered. The application of memorization includes the memorization method whose presentation of lessons is by guiding students to memorize words, words or sentences in the form of verses of the Qur'an, matan Hadith, verses of verses containing Arabic grammar, tajweed, fiqh or others.²³ The memorization method can train students' memory. So that with the habit of memorizing, students can remember various subject matter that has been given by their teacher.²⁴

b. Inquiriq Learning Strategies

To create interactive learning in the tajweed science program, teachers use inquiry learning strategies. With this strategy, students not only become listeners to the teacher's explanations, but also play an important role in thinking critically in finding answers to

¹⁹ Silvie Afifatuz Zulah, *Educating Early Childhood With Manhaj Ahlusunnah Wal Jamaah* (West Java: Widina Media Utama, 2025), 36.

²⁰ Khairani, *Learning and Learning Oriented to the Educational Process*, Kencana, 2018.), 194.

²¹ Sitti Hermayanti Kaif, *Learning Strategies (Various Learning Strategies Applied by Teachers)*.17.

²² Sitti Hermayanti Kaif., 17.

²³ And then there was Jacob Abudin, who was the Son of God. *Islamic Religious Learning Methodology* (Jakarta: Kencana, 2023), 209.

²⁴ Samsul Nizar, *Social History & Intellectual Dynamics, Islamic Education in the Archipelago* (Jakarta: Kencana, 2013), 116.

questions given by their teachers. With the application of the inquiry strategy, students can develop their ability to understand tajweed by finding answers to a problem given by the teacher.

Inquiry learning strategies are a series of learning activities that emphasize the process of critical thinking and analysis to find and find answers to a questionable problem for themselves. The thinking process itself is usually carried out through questions and answers between teachers and students.²⁵ According to Gulo, it is explained that the inquiry learning model is a series of activities that involve the maximum ability of students to search and investigate systematically, critically, logically and analytically so that students can formulate their own discoveries with full confidence.²⁶

The application of the inquiry learning strategy uses the question and answer method to find out the extent to which the students understand the learning that the teacher has conveyed or the students ask questions when they do not understand the teacher's explanation. Therefore, in the process of the tajweed science program for inquiry learning strategies that use the question and answer method are usually used after the direct learning strategy. In essence, the question and answer method tries to ask students about their understanding of the things that have been taught and students are able to convey questions about the material that they have not mastered to the teacher.²⁷ According to Roestiyah, the question and answer method is a learning method that involves teachers and students in the question and answer process to understand the material presented with the aim of improving their abilities during learning activities.²⁸

Development of Students' Ability to Read the Qur'an Through Integrative Learning Strategies of Tajweed Science

In this discussion, the researcher will describe how the development of students in reading the Qur'an after participating in the tajweed science program that applies several learning strategies at the Al-Miftah Progressive Islamic Boarding School. The developments that have been achieved are as follows.

a. Able to Practice *Makharij al-Huruf*

Practicing *makharij al-huruf* is one of the achievements of students when participating in the tajweed science program at the Al-Miftah Progressive Islamic Boarding School, when reading the Qur'an in reciting *the letters hijâiyah* in accordance with the rules of tajweed so as not to damage the meaning of the holy verses of the Qur'an.

According to Imam al-Qomhawi quoted by KKN 117 students. In language, *makharij* is the place where *the letters hijâiyah* come out. Meanwhile, in terms of *makharij al-huruf*, it is the place where *the letters of hijâiyah* come out with their own characteristics in each letter.²⁹

²⁵ Dwi Restiana, Et., All, *Learning Strategies*.

²⁶ Poppy Elisano Arfanda, *Physical Education Learning Strategies* (Central Java: PT Nasya Expanding Management, 2024)., 70.

²⁷ Apri, Krissandi, Widharyanto, and Dewi, *Indonesian Language Learning for Elementary School*:25.

²⁸ At the end of the day, Ariana Grande, *Learning Methods, Approaches, and Media* (West Java: CV. Adanu Abimata, 2020)., 23.

²⁹ KKN Student 177, *Tahfidz Al-Qur'an Learning Module* (Tt: Guepedia, n.d.), 15.

Mistakes in mentioning the letters or not according to *the makhraj* will cause errors in meaning or meaning. For example:

قُلْ هُوَ اللَّهُ أَحَدٌ - كُلْ هُوَ اللَّهُ أَحَدٌ

Description:

In the two sentences above, the reading is the same, but if you pay attention, the meaning will be different. The word with قُلْ a line with the prefix ق of the letter means "say". While the word with the prefix of the letter ك means "eat". So, the difference in the pronunciation of these letters will cause errors in interpreting / or translating the verses of the Qur'an.³⁰

b. Able to Practice *Sifah al-Huruf*

Then the development of students is also seen from how students pronounce letters that are in accordance with their respective characteristics, this also needs to be considered because the nature of the letters is the same, some are not.

Each letter of *hijâiyah* has its own characteristics that may have the same or different characteristics from other letters. This trait will appear after the letter is pronounced correctly and according to *its makhraj*. Mistakes in mentioning *the sifah al-letter* do not have an impact on the wrong meaning, but it reduces the quality of the reading in reciting the verses of the Qur'an.³¹ A Muslim who only understands *makharij al-huruf* and ignores *the sifah al-huruf*, then the letter from which it comes from will sound almost the same result. Therefore, learning *makharij al-huruf* should be accompanied by learning *the sifah al-huruf*.³²

c. Able to Master *Ahkam Al-Huruf, Ahkam Al-Maddi wal Qashr, Ahkam Al-Waqaf wal Ibtida'*

In tajweed, in addition to discussing *makharij al-huruf* and *Sifah al-huruf*, there are also the laws of reading tajweed that have been mastered by students at the Al-Miftah Progressive Islamic Boarding School, because this is also important in reading the Qur'an fluently. Such as *ahkam al-Huruf, Ahkam al-Maddi wal qashr*, and *ahkam al-Waqaf wal ibtida'*.

The following is the definition of each important point that has been mastered by students at the Al-Miftah Progressive Islamic Boarding School after participating in the tajweed science program.

- 1) *Makharij al-Huruf*. This section discusses the places where *the letter hijâiyah* comes out
- 2) *Shifah al-Huruf*. This section contains about the correct ways to pronounce *the letters hijâiyah*.
- 3) *Ahkam al-Huruf*. This section describes the laws of recitation between one letter and another *hijâiyah* letter.
- 4) *Ahkam al-Maddi wal qashr*. This section reviews the length or shortness of the *letters of Hijâiyah*
- 5) *Ahkam al-Waqaf wal ibtida'*. This section explains how to start or stop the recitation, and so on.³³

³⁰ Sutarto Hadi et al., *Modul Tajwid Al-Qur'an* (Yogyakarta: Grub Publishing CV Budi Utama, 2021), 5.

³¹ Sutarto Hadi. Et al., 8.

³² Endang Purnamasari, *Easy Learning of Makhraj and Sifah Al-Huruf Hijâiyah* (Central Lombok: Indonesian Center for Education and Research Development, 2021), 14.

³³ Raisya Maula Ibn Rushd, *Tahsin Tajweed and Tahfizh Guide for Beginners* (Yogyakarta: Saufa, 2015), 35.

According to Marzuki and Sun Choirul Umam. In the science of tajweed, various rules (laws) are explained regarding the readings related to *the letters hijâiyah* which amount to 28 letters, such as the law of *nun mati/tanwin*, the law of *mim mati*, the law of *alif lam*, the law of *qalqalah*, the law of *tafkhim* and *tarqiq*, the law of *mad* (4) *Ahkam al-Maddi wal qashr*), the law of *waqaf*, *washal*, and *ibtida'*, and so on.³⁴

d. Dominating *Gharib Musykilah*

Students at the Al-Miftah Progressive Islamic Boarding School also master the signs whose way of reading is sometimes not in accordance with the writing, which is called *gharib musykilah*. Practicing *gharib musykilah* is an important part of reading the Qur'an correctly, because *gharib musykilah* appears at the same time as the revelation of the holy verses of the Qur'an. So by mastering and practicing. So the reading of the students is in accordance with what was taught by the Prophet. SAW.

Gharib musykilah appeared from the beginning of the Qur'an descending to the Prophet Muhammad (saw), with a perfect recitation delivered by the Angel Jibril who immediately received an assignment from Allah SWT. Among the recitations of the verses of the Qur'an recited by the Angel Jibril to the Prophet Saw, is the recitation of *the gharib*, which has been preserved until now. taught by the teachers of the Qur'an and also in *the musabaqah tilawatih* of the Qur'an which is chanted by reciters ranging from the local, national, to international levels.³⁵

Supporting and Inhibiting Factors of the Integrative Learning Strategy of Tajweed Science in Developing the Ability to Read the Qur'an

From the results of several interviews, observations and documentation conducted by the researcher, it can be described that the supporting factors for the learning strategy of tajweed in developing the ability to read the Qur'an for students are as follows

a. Teachers are experts in their fields.

Teachers who are experts in their fields or known as professional teachers are one of the supporting factors for the effectiveness of teaching and learning activities. Because in addition to teachers being able to explain the subject matter, teachers must also be able to shape the personality attitude of students. According to Ahmad Izzan & Saehuddin quoted by Irma Budiana. For the success of the teaching and learning process, a teacher who has expertise and is in accordance with his teaching duties, teachers need to have high elements of professionalism, including: mobilizing the willingness and ability to teach based on programs (semester programs and Satpel), using harmonious methods, teaching on the basis of principles, always using teaching aids/learning media, and high dedication.

b. Teacher cohesiveness.

Each educational institution must have more than one teacher who works with each other to build a good learning system and also help students to understand the learning material. So that the learning process is able to form the personality of students who are moral and knowledgeable according to their respective potentials, especially in tajweed.

³⁴ Sun Choirul Ummah Marzuki, *Basics of Tajweed* (Yogyakarta: Diva Press, 2020)., 32.

³⁵ Sun Choirul Ummah, Marzuki., 265.

Cooperation is carried out by teachers to achieve a certain goal, in this case, especially in terms of teaching.

According to Dr. Sharon Schwille, important steps that can be taken to form good cooperation between teachers are to do *Planning*, *Teaching*, *Co Thinking*, and *Assessment*.³⁶

c. Community support.

The existence of the tajweed science program is inseparable from the support of the community or the guardians of the students. The influence of the community on the school as a social education institution is very strong, and affects the individuals in the school environment. Therefore, to improve and increase public attention to the school can be done by involving parents and the community in school education, because the main thing is to develop effective participation with the local community, is to allow parents and the community to participate actively and meaningfully in educational education in schools.³⁷

With the support of the community, a cooperative relationship can be established between teachers and the community so that they can actively encourage the process of education and teaching in schools through cooperation with teachers in planning educational programs both individually and collectively. Effective communication between schools and the community is possible because parents and the community closely participate with teachers and monitor the development of students towards the achievement of educational, social, and personality values both in the short and long term.³⁸

d. Additional Learning.

Additional learning is very important for students who take part in the tajweed science program to develop their ability to read the Qur'an. They take part in the learning during the afternoon school. In the afternoon activities, they also learn the theories of tajweed but use different books that are equipped with a collection of letters and postulates. And when reciting in the mosque after Maghrib, Pebih prioritizes the practice of implementing the laws of tajweed that have been studied before. According to Meike. Additional lessons have a very crucial role in supporting the teaching and learning process and helping students achieve better academic achievements.³⁹

In addition to supporting factors. There are also inhibiting factors that are experienced during the learning process of tajweed. The inhibiting factors are as follows:

³⁶ Indonesian Child Development Foundation "Collaboration Between Teachers in Fostering Students," BIMBA-AIUEO, January 23, 2013, accessed May 25, 2025, <https://bimba-aiueo.com/kolaborasi-antar-guru/>

³⁷ Munirwan Umar, "School and Community Relations Management in Education," *Journal of Education: Journal of Counseling Guidance* 2, no. 1 (2016), <https://doi.org/10.22373/je.v2i1.688.>, 23.

³⁸ Umar., 24.

³⁹ Jonni Sihombing, "The Importance of Additional Tutoring for Students Outside School Hours," Radio Publik Indonesia, 27 May 2024, accessed 28 May 2025. <https://www.rri.co.id/lain-lain/716396/pentingnya-les-tambahan-bagi-pelajar-diluar-jam-pelajaran-sekolah#:~:text=%22Les%20additional%20give%20opportunity%20share%20students%20to,more%20structured%20in%20arrange%20time%20learn%20them.>

Meanwhile, the factor that hinders the tajweed learning strategy in developing the ability to read the Qur'an is that many students do not go to school, so they are often late or do not enter. Therefore, in overcoming this problem, teachers give special time so that they can catch up in understanding tajweed. The time used is after the program is over. So when the tajweed science program is over. All students go home except those who did not enter before. And also during school breaks. The teacher gives the students time to deposit memorization to be able to keep up with their other friends.

CONCLUSION

There are several strategies applied in developing students' ability to read the Qur'an, such as direct learning strategies, strategies that emphasize the teacher's ability to explain the theory of tajweed which is contained in the guide from the Mambaul Ulum Bata-bata schools and also provide Qur'an reading exercises in accordance with the rules that use the guidance from the Darul Ulum Banyuanyar Pamekasan schools. Then expository learning strategies, strategies that emphasize the teacher's ability to convey material verbally with a limited time. Finally, the inquiry learning strategy. Through this strategy, students can actively hone their ability to think to find answers to a problem given by their teachers, either in theory or find an example contained in the Qur'an.

1. The development of students after participating in the tajweed science program that uses several learning strategies and integrates tajweed science guides, namely students not only read the Qur'an fluently, but also master and can practice the rules that have been learned. The rules include *makharij al-huruf*, *sifah al-huruf*, *ahkam al-huruf*, *ahkam al-maddi wal qashr*, *ahkam al-waqaf wal ibtida'*, and *gharib musykilah*.
2. The process of running the tajweed science program certainly has certain factors, both supporting factors and inhibiting factors. Supporting factors include teachers who are experts in their fields either in the delivery of material or from class management. The cohesiveness of teachers who work together to always be active in running tajweed science programs or holding evaluation meetings related to student learning or development. Community support and also additional learning obtained by students from afternoon school and also when reciting at Langgar/Musholla at Maghrib time. The inhibiting factor is that many students who take part in the tajweed science program depart from their homes. So they are often late or even do not enter. So that teachers provide special lessons for them.

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