



IMPLEMENTATION AND EFFECTIVENESS OF THE QURAN READING ACCELERATION PROGRAM AT SD NEGERI 19 SABANG

Istisnawati Muhammad Husien¹, Azhar Azhar², Zubaidah³

Universitas Islam Negeri Ar-Raniry Banda Aceh

¹istisnawatihusen@gmail.com^{*}, ²azhar.mnur@ar-raniry.ac.id, ³zubaidah@ar-raniry.ac.id

Abstract

This study explores the implementation and effectiveness of the accelerated Qur'an reading program at SD Negeri 19 Sabang, which has been running since 2012. The program aims to improve students' Qur'anic reading skills, reinforce religious character, and instill Islamic values from an early age. Using a qualitative descriptive approach, data were collected through interviews, observation, and documentation involving teachers, students, school principals, and parents. Findings reveal that the program is implemented systematically through methods such as talaqqi, drilling, and audiovisual aids, integrated into daily learning activities. Most students showed significant progress in reading fluency (fashahah), proper pronunciation (makharijul huruf), and understanding of tajwid rules. The success of the program is supported by teacher commitment, parental involvement, and varied learning methods. However, the study also notes challenges such as inconsistent reading practice among students and differences in initial reading ability. The program proves to be a promising model for holistic religious education, though it requires sustained guidance and support to achieve consistent outcomes.

Keywords: Qur'anic Reading; Accelerated Program; Religious Education; Elementary School

A. Introduction

Learning the Qur'an from an early age should be an awareness for Muslims, especially parents because learning the Qur'an is one of the things that is recommended to be learned, as Ibn Sina in Suwaid argued, when children are ready to receive education, it starts with teaching the Qur'an, writing hijaiah letters and teaching about

^{*}Corresponding author



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religion (Muhammad Nur Abdul Hafizh Suwaid 2010; Muhammad Sajirun 2012). Learning the Qur'an for Muslims from an early age is important because the Qur'an is a guideline for the life of Muslims, especially early childhood Muslims, they must learn the Qur'an, besides that the Qur'an is the basis before children are taught other sciences (Ardila et al. 2024).

One of the elementary schools that has taught and implemented the Qur'an reading acceleration program is SDN 19 Sabang. This Qur'an reading acceleration program is a special policy from the school and has been stated in school regulations which have also been updated with number 421.2/10/IV-SD/2025 concerning the Coordinator of the Qur'an reading acceleration activity team for students for the 2024/2025 academic year.

The system for implementing this program is carried out with the guidance of PAI teachers for 15 minutes before learning starts. This program is devoted to students of grades IV, V, and VI, while students of grades I to III are only focused on reading Juz Amma. The implementation of this program also aims to strengthen religious values and students in schools. With the time spent studying the Qur'an in an incentive manner, students not only improve their reading skills, but also deepen their understanding of the teachings of Islam. This creates an educational environment that supports the holistic development of students' character and spirituality.

Indicators of the effectiveness of the Qur'an reading acceleration program at SD Negeri 19 Sabang can be measured through several important aspects. First, the improvement of students' Qur'an reading ability which is the main indicator. This skill can be measured through Qur'an reading tests that are conducted periodically to assess speed, accuracy, and fluency in reading. In addition, the number of memorization of Qur'an verses is also a marker of the success of the program. Students who are able to memorize more verses in a given time show significant progress.

Furthermore, the increase in students' religious values is also one of the important indicators. Positive changes in student attitudes and behaviors, such as increased discipline in carrying out worship and the application of daily ethics, show that the program is not only successful in the technical aspect, but also in the formation of students' religious character.

As a program that has been running for approximately 12 years, of course, it is necessary to review and study from the perspective of whether or not a program of activity is effective. The effectiveness of the program can be determined by comparing the program's objectives with the program's output. Meanwhile, customer opinions can be used as a measure to determine the effectiveness of the program. This was stated by Kerkpatrick that an evaluation of the effectiveness of the program can be carried out, including through the reaction of customers to the program followed. Is it useful and

satisfied with the program are questions that can be used as a tool to measure customer reactions to the program (Agus Tulus 2009).

The implementation of the program plays an important role in educating children by providing them with the knowledge and skills necessary to read the Qur'an correctly. Through this program, children not only learn about tajweed and proper reading procedures, but also gain a deeper understanding of the meaning and context of the verses of the Qur'an.

The Qur'an reading acceleration program that has been implemented at SDN 19 school in Sabang city has received various responses from students and parents. Some students who are beginners in reading the Quran, feel overwhelmed to take part in this program. However, there are several students who have successfully participated in this program without any obstacles. Most parents feel very helped in teaching the Qur'an to their children who have been required to take part in the acceleration program of reading the Qur'an at school. On the other hand, there are some parents who complain about their children's progress in reading the Qur'an even though their children always follow the acceleration program of learning the Qur'an at school.

Based on initial interviews with teachers at SD Negeri 19 Sabang City who run this program, it was revealed that all students have been taught every day as explained at the beginning. The teachers have tried hard to deliver the correct reading material and techniques in accordance with the program that has been set. The reality is that there are still most children who are not able to read the Qur'an as well as expected. This is the concern of PAI teachers at SDN 19 Sabang City who are involved in the Qur'an reading acceleration program, because this school is a Pilot Project for other elementary schools in Sabang City. As the launch of the Qur'an reading acceleration program at the elementary school level by the Provincial Ministry of Religion on August 14, 2024.

Research conducted by Eva Dewimurdianingsih, et al, concluded that 1) The Qur'an Tahfidzul Acceleration Program is a flagship program of SDIT Luqman Al Hakim Sukodono which aims to produce a generation of Qur'an. The Acceleration of Tahfidzul Qur'an is a program to memorize the Qur'an as the formation of skills, knowledge, and attitudes to the maximum in memorizing the Qur'an, which aims to help students accelerate the addition of Qur'an memorization quickly. (2) As a supporter of learning activities outside the school, the Tahfidz Acceleration Class Team SDIT Luqman Al Hakim Sukodono collaborates with the school to strive for activities that can improve the memorization of the Qur'an in students, including Mabit activities (Night of Faith and Taqwa) and Qur'an Camp. (3) The role of Tahfidz Teachers in improving the Student Tahfidzul Qur'an Acceleration Program at SDIT Luqman Al Hakim is to provide motivation, give tasks and punishments to students, guide students to muraja'ah (Dewimurdianingsih et al. 2022).

Research conducted by Shahibul Muttaqien Al-Manduriy, et al, concluded that in order to know students' Qur'an reading skills, teachers should choose a method that can activate students, where in its application students can be actively involved in the learning process. One of the strategies that can create an active learning atmosphere in order to improve students' skills in reading the Qur'an is the tahsin at tanzil method. There are several things that must be considered in the application of the tahsin at tanzil method in order to improve students' Qur'an reading skills, namely: a. Creating a conducive environment b. Develop and equip learning facilities and resources (Almandury et al. 2022).

Research by Wasik, et al. concluded that the process of accelerating the ability to read the Qur'an through the Qur'ani Sidogiri method in Langgar Al-Maryam has carried out learning with several steps that have been passed in the form of initial activities, core activities, and final activities. In the initial activity, a teacher is cultured by saying greetings, followed by greeting his students about the news and being absent, followed by the core activity of a teacher inviting his students to focus and pay more attention to what will be taught while then remembering the previous material that has been conveyed. At the end of the activity, the teacher evaluates his students by giving some kind of question that has been taught. At Langgar Al-Falah, it was carried out with direct practice and provided stimulation to all participants to be more enthusiastic about learning (Wasik et al. 2023).

In contrast to previous research that focused on the tahfiz or tahsin method, this study specifically examined the effectiveness of the Qur'an reading acceleration program in public schools, which is rarely studied in the context of formal basic education. Thus, this research fills the literature gap related to the integration of the acceleration of reading the Qur'an in state elementary education.

With this background and referring to various previous research results that show the effectiveness of the accelerated method in improving Qur'an reading skills, this study aims to examine in depth the implementation and effectiveness of the Qur'an reading acceleration program at SD Negeri 19 Sabang. This study also seeks to assess the impact of the program on students' ability to read, literacy, and the application of tajwid, in order to make an academic and practical contribution to the development of religious education at the elementary school level.

B. Method

This research is a field research with a qualitative descriptive approach. The researcher conducted a preliminary study (pre-elementary research) through initial interviews with two Islamic Religious Education (PAI) teachers at SD Negeri 19 Sabang who served as implementers of the Qur'an reading acceleration program. This interview

aims to obtain an overview of the implementation of the program. In addition, the researcher also conducted direct observation of program activities and collected related documents.

The location of the research was chosen purposively, namely SD Negeri 19 Sabang, because this school is one of the institutions that consistently makes the acceleration of reading the Qur'an a superior extracurricular activity. The research subjects were selected using *purposive sampling techniques*, consisting of one principal, two classroom teachers, two PAI teachers, two parents of students, and five students.

Data collection is carried out through three main techniques: interviews, observations, and documentation. The data obtained was analyzed using descriptive analysis techniques through the stages of data reduction, data presentation, and conclusion drawn. To maintain the validity of the data, the researcher applies data triangulation and methods, namely by comparing information obtained from various sources and data collection techniques to ensure the validity of the findings.

C. Finding and Discussion

1. Implementation of the Qur'an Reading Acceleration Program for SD Negeri 19 Sabang students

a. Policy Basis of the Acceleration Program

The results of the study show that the implementation of the Qur'an reading acceleration program at SD Negeri 19 Sabang is carried out systematically with a strong policy basis and cross-element support from the school. This program is a school initiative that aims to integrate religious education into the formation of students' character from an early age. In its implementation, this acceleration program is focused on improving the ability to read and memorize the Qur'an correctly and fluently, as well as instilling spiritual and religious values in students' daily lives.

Institutionally, this acceleration program is contained in school regulations and is part of the school's visions and missions that emphasize student achievement academically and religiously. The implementation of the program involves Islamic Religious Education (PAI) teachers and classroom teachers, who collaboratively guide students in Qur'an reading learning sessions that are carried out daily before the main learning begins. This activity shows the integration between religious learning and character education.

In terms of educational philosophy, the implementation of this program is in line with the thinking of Ki Hajar Dewantara who emphasizes that education must guide all the potential of children's nature to achieve the highest safety and happiness, both individually and socially (Paulinus Kanisius Ndoa 2023). In this context, Qur'an reading

education is not only a means of improving cognitive skills, but also a path for the formation of morality and noble morals from an early age.

In addition, the approach applied is also in line with Thomas Lickona's idea of character education, which underlines the importance of moral and spiritual values as the main foundation in the formation of a child's personality (Loloagin et al. 2023). In this program, the ability to read and understand the Qur'an is not only emphasized from the technical side, but also interpreted as part of the process of internalizing religious values in students. The full support of teachers is key in creating a learning environment that supports students' spiritual and academic development in a holistic and sustainable manner.

b. Planning carried out by PAI teachers

Planning in the implementation of the Qur'an reading acceleration program at SD Negeri 19 Sabang is carried out in a structured manner and based on the needs of students. Islamic Religious Education (PAI) teachers design learning strategies by first analyzing students' initial abilities. Based on these results, students were grouped into different skill levels to facilitate a targeted learning approach. This strategy is followed by the establishment of an intensive learning schedule and the provision of learning materials that are tailored to the cognitive and spiritual development of students.

The learning methods applied include *talaqqi* (direct reading from teacher to student), *drilling* (repetitive exercises), and hands-on practice approaches. This approach facilitates the mastery of hijaiyah letters, increased fluency in reading, and understanding of the rules of tajweed. In addition, intensive coordination between PAI teachers and classroom teachers is an important element in ensuring the integration of the learning process, so that each student receives proportionate attention and assistance.

The planning practice reflects the principles of education management in an Islamic perspective, as affirmed by Al-Ghazali, who emphasizes the importance of planning and adjusting learning methods to the character and needs of students. The division of students based on the level of ability and the preparation of adaptive material shows the application of the concept of *at-tarbiyah al-Islamiyah*, namely personal and contextual learning.

Furthermore, the application of *talaqqi methods*, *drilling*, and direct practice is also in line with Ibn Sina's view which emphasizes the importance of concrete experience and repetition in the process of internalizing knowledge. Meanwhile, the form of cooperation between PAI teachers and classroom teachers reflects the value of *ta'awun* (mutual cooperation) in Islamic education, which encourages synergy between educators to create an effective, fun, and meaningful learning atmosphere for students.

c. Methods and Media Used in the Qur'an Reading Acceleration Program

The Qur'an reading acceleration program at SD Negeri 19 Sabang utilizes various learning methods and media designed to accommodate the diversity of student learning styles. The approaches applied by teachers include group learning, individual approaches, and the use of visual and audio aids. The *lqra'* method, *tadarus*, *ajwid* songs, and direct practice are integral parts of building an active and fun learning atmosphere. Learning innovations are also seen through the use of digital technology, such as interactive Qur'an applications, which support students in understanding *tajweed* and improving reading pronunciation.

The diversity of these methods reflects the principles of *tadarruj* (gradual) and *taysir* (ease) in Islamic education, as affirmed by Imam Al-Ghazali, that teaching must be adapted to the readiness and ability of the child so that knowledge can be absorbed effectively. The approach used by teachers at SD Negeri 19 Sabang also shows the application of the *principle of syamil* (comprehensive), which integrates traditional and modern methods to create an adaptive and comprehensive learning process.

The use of media in learning is also an important component in supporting the effectiveness of the program. The media used include *lqra'* books, *hijaiyah* letter cards, *tajweed* posters, digital whiteboards, and technology-based Qur'an applications. PAI teachers and classroom teachers collaboratively use the media to explain the material, increase student engagement, and accelerate their understanding of Qur'an reading.

This varied use of media reflects the principle of *Al-'ilm bi al-wasā'il*, namely the importance of using facilities in facilitating the learning process. As Imam Al-Zarnuji emphasized, the success of learning is not only determined by intention and effort, but also by the choice of the right methods and media (Nurullah and Asrorudin 2023). This is also in line with Ibn Sina's thoughts, which emphasized the importance of multisensory learning involving the senses of sight and hearing to improve cognitive effectiveness.

The combination of varied methods and innovative media makes the acceleration program at SD Negeri 19 Sabang more interesting and adaptive. Thus, students not only gain the ability to read the Qur'an technically, but also build a meaningful learning experience in accordance with the values of contemporary Islamic education.

2. The Effectiveness of the Qur'an Reading Acceleration Program for Students of SD Negeri 19 Sabang

a. Mastery of Qur'an Reading after Participating in the Acceleration Program

The results of the study show that the effectiveness of the Qur'an reading acceleration program at SD Negeri 19 Sabang is reflected in the improvement of students' ability to master Qur'an reading. The speed of this mastery varies, depending on the student's initial level of understanding, the consistency of the practice, and the learning method applied. Students who have previously known *hijaiyah* letters generally

show significant progress within 3 to 6 months. Meanwhile, students who do not have the basic ability to read the Qur'an need a longer time, between 6 months to one year, with more intensive mentoring.

The application of *talaqqi methods*, *drilling*, and the use of audiovisual media has been proven to speed up the learning process and improve students' fluency. Teachers who provide regular guidance, a conducive learning environment, and consistent practice are key factors in increasing students' confidence and reading fluency.

These findings are in line with the theory *Zone of Proximal Development* (ZPD) from Vygotsky, who stated that learning is more effective when students are given challenges that are appropriate to their level of development and have the support of the surrounding environment (Suardipa 2020). In this context, teachers play the role of mediators who bridge students' actual abilities and learning potential. This study also shows that students who get appropriate learning methods and intensive guidance are able to significantly accelerate the mastery of Qur'an reading.

In addition, the results of the study show the importance of consistent practice and an individualized approach to accelerate the mastery of Qur'anic reading materials. Audiovisual media also contributes greatly to creating a fun and interactive learning atmosphere, thus helping students in improving their reading skills and understanding of the material taught (Nadlir et al. 2024).

Thus, it can be concluded that the Qur'an reading acceleration program at SD Negeri 19 Sabang is quite effective in improving students' reading mastery, especially when accompanied by adaptive teaching strategies, appropriate learning media, and optimal learning environment support.

b. Improvement of Qur'an Reading Ability and Understanding of Hijaiyah Letters and Punctuation

The effectiveness of the Qur'an reading acceleration program at SD Negeri 19 Sabang is reflected in a significant increase in students' reading ability, both in terms of fluency in reading and understanding of tajweed rules, hijaiyah letters, and punctuation. Students who initially had difficulty reading the Qur'an, after attending the program consistently, showed noticeable progress. They began to read more fluently and showed a better understanding of the basic laws of tajweed.

This increase can be explained through a theoretical approach *scaffolding* put forward by Wood, Bruner, and Ross (Adinda et al. 2024). This theory states that with structured support from teachers, students can go beyond the limits of their initial abilities and achieve more complex understanding. In this context, the role of the teacher as a supervisor is very important, especially through the *Talaqqi* and *Drilling* which provides direct and intensive feedback to students.

In addition to improving reading skills, students also show a better understanding of hijaiyah letters and punctuation marks such as *fathah*, *kasrah*, and *dhammah*. The majority of students are able to recognize and distinguish the letters and punctuation marks more accurately. These findings are in line with the results of research by Sulaiman who shows that an accelerated approach with intensive learning is able to accelerate the mastery of basic elements in reading the Qur'an.

Theoretically, these results also correspond to Piaget's views in constructivist theory, which emphasizes the importance of active experience and interaction with the environment in building knowledge. In this program, students not only learn passively, but actively engage in the process of repetition, correction, and reflection through joint reading activities and individual exercises.

Thus, the improvement of reading ability and understanding of the basic components of Qur'an reading shows that the acceleration program implemented at SD Negeri 19 Sabang has a real positive impact in supporting the achievement of Qur'an reading competence as a whole.

c. Student Responses to Learning Methods Used in the Accelerated Program

The Qur'an reading acceleration program at SD Negeri 19 Sabang received a very positive response from students. The diversity of learning methods used, such as joint tadarus, individual exercises, interactive games, and the use of visual and audiovisual media, have created a more interesting and enjoyable learning atmosphere for students. This approach significantly increases students' enthusiasm, makes it easier for them to understand the reading material, and strengthens their confidence in reading the Qur'an.

This positive response is in line with the results of research conducted by Ali, who found that variations in methods in learning the Qur'an are able to encourage students' motivation and enthusiasm for learning. Interactive approaches such as educational games and material visualization not only help students understand the rules of reading, but also create a supportive and non-stressful learning environment. This allows students to feel more comfortable, actively engaged, and show cognitive and affective improvement in the learning process.

Theoretically, this phenomenon can be explained through Vygotsky's theory of social constructivism, which emphasizes the importance of social interaction and the use of tools in building deeper understanding. Interaction between students, as well as active engagement with teachers and learning media, creates space for students to build knowledge in a meaningful and contextual way.

Other research also supports these findings, showing that the use of visual media and a practice-based approach can accelerate students' understanding of Qur'an recitation while building their confidence (Nadlir et al. 2024). In the context of this

accelerated program, the use of varied methods not only improves technical reading skills, but also creates a more holistic and motivating learning experience.

Thus, the positive response of students to the learning methods used in the accelerated program is an important indicator that an interactive, varied, and fun approach has a great influence in supporting the effectiveness of learning to read the Qur'an at the elementary school level.

d. Factors that Support and Hinder the Effectiveness of the Qur'an Reading Acceleration Program

The effectiveness of the implementation of the Qur'an reading acceleration program at SD Negeri 19 Sabang is influenced by a combination of supporting and inhibiting factors. The main supporting factors include full support from the school, high commitment from teachers, variety of learning methods applied, and internal motivation of students. The synergy between PAI teachers and classroom teachers in the implementation of activities also helps to create a conducive and sustainable learning environment. In addition, the involvement of parents in accompanying children while studying at home has been proven to accelerate understanding and foster the habit of reading the Qur'an consistently.

However, there are also a number of obstacles that interfere with the effectiveness of the program. Some of them are limited time allocation in the formal learning schedule, physical fatigue of students after participating in regular school activities, and gaps in students' individual abilities in recognizing and understanding hijaiyah letters. Students with low initial understanding tend to need longer time and more intensive tutoring.

These obstacles are reinforced by the findings in Sari's research, which underlines that time constraints and student fatigue are real challenges in the implementation of intensive programs. In addition, Abdullah also found that students with a background of weak Qur'an literacy tend to face more complex difficulties in mastering tajweed and makharijul letters.

Thus, despite a number of significant supporting factors, the effectiveness of the Qur'an reading acceleration program still requires attention to these constraints. To improve the effectiveness of the program as a whole, time management strategies, more intensive individual mentoring, and more active involvement of parents in the child's learning process at home are needed.

3. The Impact of the Qur'an Reading Acceleration Program for SD Negeri 19 Sabang Students Reviewed in terms of Fashahah, Makharijul Letters and Tajweed

a. Improving Students' Fluency (*Fashahah*) in Reading the Qur'an After Participating in the Acceleration Program

Based on the results of the research, the Qur'an reading acceleration program has proven to be effective in improving the fluency (fashahah) of SD Negeri 19 Sabang students. Before participating in the program, many students had difficulty in reading the Qur'an fluently and accurately. However, after participating in the program, students show a significant improvement in the fluency and accuracy of reading, so they become more confident.

The success of this program is inseparable from the learning method based on direct practice and the habit of reading regularly. This approach is very helpful in improving tajweed and increasing students' motivation to continue learning. In addition, support from teachers and parents is a key factor that also supports the success of this program. However, there are still some students who need additional practice in order to achieve the optimal level of fluency.

These findings are in line with the concept *tadrib* (training) in Islamic education presented by Az-Zarnuji, who stressed the importance of repeated practice to master the recitation of the Qur'an. Az-Zarnuji stated that success in reciting the Qur'an depends heavily on habituation and consistency (Nurullah and Asrorudin 2023). The practice-based and habituation-based methods applied in this program also reflect the principles of Islamic education taught by Al-Ghazali, especially in the development of skills and strengthening the character of students (Dinara et al. 2023).

Furthermore, the support of teachers and parents is in line with Al-Faruqi's view, which emphasizes the importance of the role of the family in the educational process. However, the challenge of needing further practice for some students shows that learning to read the Qur'an requires time, patience, and continuous dedication.

b. Students' Ability to Pronounce Hijaiyah Letters in Accordance with *Makharijul Letters*

The Qur'an reading acceleration program at SD Negeri 19 Sabang showed positive results in improving students' ability to pronounce hijaiyah letters in accordance with the makharijul letters. School principals, teachers, and parents reported significant improvements, especially in the ability to distinguish and pronounce letters that had exactly similar meanings.

However, some students still have difficulty in certain pronunciations. Systematic approaches such as *talaqqi methods*, *drilling*, and the use of audiovisual media have proven to be effective in helping students improve the pronunciation of hijaiyah letters. The *talaqqi method* as a classic learning method in the Islamic tradition emphasizes the process of learning directly from teacher to student, where students listen to the teacher's readings and then imitate them carefully. This allows direct correction related to tajweed, makhraj letters, and fluency (fashahah), so that students not only master the technical aspects, but also appreciate the beauty of reading the Qur'an.

The *drilling* method is a repetitive exercise that aims to strengthen skills through continuous repetition. In the context of learning the Qur'an, this method is used to train students to repeat certain readings fluently and according to the rules of tajweed. *Drilling* is effective in strengthening memorization, accelerating reading skills, and increasing students' confidence.

The use of audiovisual media in this program is also a praxis approach that supports learning, in accordance with the view of Al-Ghazali, who believes that repetition and direct application through various media can improve students' understanding and ability.

This view is in line with the teachings of Islamic educational figures such as Az-Zarnuji, who in *Ta'lim al-Muta'alim* emphasizes the importance of repeated practice (*tadrib*) to improve skills, including the pronunciation of hijaiyah letters. Az-Zarnuji also emphasized that systematic and practice-focused teaching, such as *talaqqi* and *drilling* methods, is an effective way to develop Qur'anic reading skills.

While there are still challenges for some students, this structured and consistent approach reflects Islamic educational principles that emphasize a continuous and diligent learning process.

c. Students' Understanding of Tajweed Rules in Reading the Qur'an

The Qur'an reading acceleration program has a real positive impact on students' understanding in applying tajweed rules. School principals, teachers, and parents reported a significant increase in awareness and application of tajweed laws, such as the *laws of nun sukun, mad, ikhfa',* and *idgham*. Initially, many students did not understand and apply tajweed properly, but through intensive practice and systematic guidance, they managed to improve their ability to read the Qur'an better and correctly.

This result is in line with the views of Islamic educational figures, such as Az-Zarnuji, who in his work *Ta'lim al-Muta'alim* emphasized the importance of intensive practice and habituation in the learning process. Az-Zarnuji teaches that consistent repetition in practice is the main key to mastering skills, including in understanding and applying the rules of tajweed.

The systematic approach and intensive guidance applied in the program also reflect the educational principles taught by Al-Ghazali, which emphasizes the importance of continuous learning and hands-on application in building a deep understanding. The better application of tajweed by students shows the success of the learning process in accordance with the principles of Islamic education, which highly value effort and consistency in learning.

d. Students' Consistency in Applying *Fashahah, Makharijul Letters, and Tajweed* in Daily Reading

The Qur'an reading acceleration program has succeeded in improving student consistency in applying fashahah, makharijul letters, and tajweed, although the results still show variations between students. Most students have begun to get used to reading with correct pronunciation and paying attention to the laws of tajweed consistently. However, some students still need additional guidance to maintain consistency, especially when reading at a brisk pace or when reading outside of the classroom setting. Regular exercises carried out in schools, supported by the active role of parents at home, are important factors that help the development of students' Qur'an reading skills in a sustainable manner.

This is in line with Az-Zarnuji's view in *Ta'lim al-Muta'alim* which emphasizes the importance of regular exercise (*tadrib*) to achieve fluency and consistency in reading skills, including the application of tajweed and makharijul letters. Az-Zarnuji stated that continuous habituation can improve students' abilities, although the process of improvement can vary from individual to individual (Hidayati et al. 2024).

In addition, Al-Ghazali also teaches that intensive practice and consistency in practice will result in deep understanding and well-maintained skills. Support from parents reflects Islamic education principles that recognize the role of the family in shaping character and maintaining the consistency of children's learning. Overall, the program shows that despite variations in student achievement, regular practice and ongoing guidance are highly effective in improving the ability to read the Qur'an consistently.

E. Conclusion

Islamic Religious Education (PAI) teachers at SD Negeri 19 Sabang implement an acceleration program to read the Qur'an with a systematic approach. The approach includes intensive exercise-based learning, the use of talaqqi methods, drilling, and personal assistance for students who experience difficulties. In addition, teachers also optimize learning media such as audio-visual to help students understand the meaning of letters and the law of tajweed more clearly. The teacher encourages students to practice regularly at home with the support of their parents and conduct periodic evaluations to ensure the development of each student's Qur'an reading ability.

The Qur'an reading acceleration program at SD Negeri 19 Sabang has proven to be quite effective in improving students' abilities, although the results vary depending on the level of initial understanding and consistency of each student's practice. Most students showed significant improvements in reciting the Qur'an with better tajweed and fluent fashahah, while some students still needed additional guidance. Factors

supporting the effectiveness of this program include active teacher involvement, interactive learning methods, and parental support in getting children used to reading the Qur'an at home.

In particular, this program has a positive impact on improving students' fashahah, literacy, and tajwid. Students become more skilled in pronouncing hijaiyah letters according to the meaning of the letters, so that their reading becomes clearer and in accordance with the correct rules. In addition, the understanding and application of tajweed laws such as mad, ikhfa', and idgham has also increased quite well. However, there are still challenges for some students in maintaining the consistency of the application of tajweed, especially when reading at a faster tempo. Therefore, continuous mentoring is still needed so that students' abilities are further developed and maintained.

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