

Improving Students' Quran Reading Skills through the At-Tanzil Method at Malaysian School

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Abstract: The level of ability to read the Qur'an properly and correctly among students is currently an important issue for educational institutions. This research is urgent to find a structured way to overcome the difficulties of makhraj and tajweed that students often experience. This research aims to examine the application of the At-Tanzil method and assess its success rate in improving students' skills in reading the Qur'an. In addition, this study examines various factors that serve as both supporters and obstacles to the implementation of the At-Tanzil method, to improve the quality of the learning process for reading the Qur'an. This research will be carried out using a qualitative case study design in 2025 at SB At-Tanzil, Lembah Jaya, Selangor, Malaysia. The information collection process is carried out through observation, interviews, and documentation, and the data are then processed using an interactive model analysis, which includes the stages of data collection, data presentation, data reduction, and data conclusions. Based on the study's results, students' ability to read the Qur'an has increased significantly after participating in learning using the At-Tanzil method. The increase can be seen from the accuracy of the pronunciation of hijaiyah letters, the application of the tajweed law, and the fluency in reading the verses of the Qur'an. The gradual, step-by-step learning, starting from the basics and conveyed clearly and without hurry, is an important factor in the success of the At-Tanzil method. Some obstacles to applying the At-Tanzil method include the requirement that teachers attend training before teaching it. This is to ensure the learning process runs effectively and in a directed manner.

Keywords: At-Tanzil Method; Quran Learning; Reading the Quran; Nonformal Education.

Abstrak: Tingkat kemampuan membaca Al-Qur'an dengan baik dan benar di antara para pelajar saat ini menjadi masalah yang penting bagi institusi pendidikan. Penelitian ini menjadi sangat urgen untuk mencari cara yang terstruktur dalam mengatasi kesulitan makhraj dan tajwid yang sering dialami oleh para siswa. Penelitian ini memiliki tujuan untuk menelaah penerapan metode At-Tanzil serta menilai tingkat keberhasilannya dalam meningkatkan keterampilan siswa dalam membaca Al-Qur'an. Sebagai tambahan, studi ini turut mengkaji berbagai unsur yang menjadi pendukung maupun hambatan yang muncul selama pelaksanaan metode At-Tanzil dalam upaya meningkatkan mutu proses pembelajaran membaca Al-Qur'an. Penelitian ini dilaksanakan dengan pendekatan kualitatif melalui desain studi kasus yang berlangsung pada tahun 2025 di SB At-Tanzil, Lembah Jaya, Selangor, Malaysia. Proses pengumpulan informasi dilakukan lewat observasi, wawancara, dan dokumentasi, lalu diolah menggunakan analisis model interaktif yang meliputi tahap pengumpulan data, penyajian data, reduksi data, hingga penarikan kesimpulan data. Berdasarkan hasil penelitian, kemampuan membaca Al-Qur'an siswa mengalami peningkatan yang signifikan setelah mengikuti pembelajaran dengan metode At-Tanzil. Peningkatan tersebut terlihat dari ketepatan pengucapan huruf hijaiyah, penerapan hukum tajwid, dan kelancaran dalam membaca ayat-ayat Al-Qur'an. Sistem pembelajaran yang dilakukan secara bertahap, dimulai dari dasar, serta disampaikan dengan jelas dan tidak terburu-buru menjadi faktor penting dari keberhasilan metode At-Tanzil. Beberapa kendala dalam penerapan metode At-Tanzil yaitu guru wajib

mengikuti diklat terlebih dahulu sebelum mengajar metode At-Tanzil. Hal ini bertujuan agar proses pembelajaran dapat berjalan efektif dan terarah.

Kata Kunci: Metode At-Tanzil; Pembelajaran Al-Qur'an; Membaca Al-Qur'an; Pendidikan Nonformal.

INTRODUCTION

Education is a series of activities systematically organized to create a learning environment and a learning process that actively encourages students to explore and maximize their potential. It includes the development of spiritual aspects, guidance in self-control, enhancement of intellectual abilities, the formation of good character, and mastery of the skills necessary for community life. Therefore, education can be understood as a conscious effort by humans to nurture and develop individual potential, both physically and mentally, in harmony with the values and norms prevailing in society (Rahman BP et al., 2022).

Education plays a very important role in character formation, instilling moral values, and developing a child's spiritual side. From an Islamic perspective, character development is not limited to worldly matters; it also encompasses broader aspects. The Qur'an, as a guide for Muslims' lives, provides a strong foundation for individuals to become strong, responsible, and quality persons. In addition to containing teachings in the form of text, this holy book also offers various methods that can be implemented in educational practice (Zein Damanik & Nazidah, 2025). The Quran is a guide to life for Muslims. The Quran was revealed as guidance and mercy for all creation. Reading and understanding the Quran is a duty for every Muslim, as it is the source of Islamic teachings and values (Abdurrahman et al., 2025). The ability to read the Qur'an is a fundamental element of Islamic education because the learning process significantly contributes to students' moral, spiritual, and social development. Students who actively study the Qur'an, whether by memorizing, understanding its meaning, or applying its teachings in daily life, generally show increased discipline, honesty, and responsibility. This aligns with Imam Al-Ghazali's view that religious education grounded in the Qur'an can foster strong moral character in everyone (Miladia Ulfa, 2023).

The Islamic education system must place top priority on developing the ability to read the Qur'an so that the young generation can grow up to be knowledgeable, hold strong beliefs, and possess noble morals. The first revelation that Allah SWT conveyed to Prophet Muhammad SAW through the intermediary of Angel Jibril AS contained the command to read, emphasizing the importance of knowledge through reading (Azis et al., 2021).

One way to improve children's ability to read the Quran is by using the At-Tanzil method. The At-Tanzil method is an effective and practical approach to reading the Quran easily and enjoyably. This method is very simple and easy to follow for anyone, including children. Although it is practical, this method still pays attention to the rules of Tajweed, so that reading the Quran is more tartil and correct. This method is considered effective and practical because it combines individual approaches, task assignment, and direct reading practice, allowing students to master Quran learning easily (Mahbubah & Burhanuddin Rabbani, 2023). The At-Tanzil method originated from the Mambaul Ulum Bata-Bata Islamic Boarding School in Madura; in this case, H. Kholilurrahman, also known as A. Suroji, is the originator (Sholihah, 2022).



Research conducted by Halimah and Ali Rahmat (2023) examined the application of the At-Tanzil method to improve the ability to read the Qur'an in early childhood at RA Mambaul Hikmah, Sumenep. Planning, implementation, and evaluation are the main stages of this study's qualitative approach. Meanwhile, Abd. Latif Khosni (2024) examines the application of the At-Tanzil method in the TPA of the Mambaul Ulum Bata-Bata Islamic Boarding School with an emphasis on the role of teachers, the regularity of the learning process, and ongoing assessments. The second focus of the study is to improve the ability to read the Qur'an using the At-Tanzil method. However, the types of institutions, learning environments, and student characteristics differ.

The level of ability to read the Qur'an properly and correctly among students is currently an important issue for educational institutions. This research is urgent to find a structured way to overcome the difficulties of makhraj and tajweed that students often experience. This study was conducted to examine in depth how the At-Tanzil method is applied at SB At-Tanzil in Lembah Jaya, Malaysia, to determine improvements in students' Qur'an reading ability after using this method and to analyze the factors that support and hinder its application. The results of the study are expected to provide a comprehensive overview of the effectiveness of the At-Tanzil method in non-formal education and serve as a reference for the development of Qur'an learning in similar environments, especially for Indonesian migrant children in Malaysia.

Findings from previous research indicate that there are still no studies specifically discussing the use of the At-Tanzil method in non-formal educational institutions outside Indonesia, particularly those highlighting Indonesian migrant children in Malaysia with diverse backgrounds in age, social, cultural, and educational opportunities. Therefore, conducting this research is considered important to address the gaps in previous studies regarding the effectiveness of the At-Tanzil method within migrant communities and cross-border non-formal educational environments.

RESEARCH METHOD

This study uses a qualitative approach, a research method that examines objects in natural settings, with the researcher serving as the primary instrument. The type of research used is qualitative research case studies, which are types of qualitative research that focus on events or situations related to human understanding and behavior based on individual views (Ilhami et al., 2024). This type of research will explore how the learning process with the At-Tanzil method takes place and analyze factors that hinder or support teaching with this method. The type of research used is qualitative research case studies, which are types of qualitative research that focus on events or situations related to human understanding and behavior based on individual views (Ilhami et al., 2024). This type of research will explore how the learning process with the At-Tanzil method takes place and analyze factors that hinder or support teaching with this method. The research location is at SB At-Tanzil Lembah Jaya No. 39-2F, Jalan Setia Gemilang BG U13/BG, Seksyen U13, Setia Alam, 40170 Shah Alam, Selangor, Malaysia. This location was chosen because SB At-Tanzil Lembah Jaya, Malaysia, is a non-formal school that provides high-quality educational services for the children of Indonesian Migrant Workers (IMW), especially in improving the ability to read the Qur'an. What is more, this SB also strives to create a



fun and supportive learning environment so that students can maximize their potential through various learning activities, including Qur'an lessons.

The data collection techniques include observation, sufficiently structured interviews, and document collection. Observation is conducted to directly observe how the teaching and learning process takes place and how teachers interact with students. (Ariyanti et al., 2022). The interview aims to obtain more in-depth information about the implementation of the method, reading skills, and the factors that support or hinder it. Documentation complements the data with photos of activities, the modules used, and notes on the evaluation results. The subject of this research comes from interviews with teachers and student representatives.

Data analysis was conducted using the interactive analysis model by Mathew B. Miles and Michael Huberman (1992), which includes data collection, data presentation, data reduction, and conclusion. The results of observations, interviews, and documentation are processed by filtering and grouping according to the research focus, and the findings are presented in a descriptive narrative form. Then conclusions are drawn from the patterns, themes, and meanings that emerge.

The validity of the data is guaranteed through checks from various sources and methods used. Source triangulation involves comparing data from teachers and students (Alfansyur & Mariyani, 2020), whereas triangulation techniques involve comparing results from observations, interviews, and documentation. This effort ensures that the data is accurate, reliable, and has a strong scientific basis (Sugiyono, 2013).

RESULTS AND DISCUSSION

This study was conducted to examine in depth how the At-Tanzil method is applied at SB At-Tanzil in Lembah Jaya, Malaysia, to determine improvements in students' Qur'an reading ability after using this method and to analyze the factors that support and hinder its application. In this study, a qualitative approach was employed, and data collection methods included observation, documentation, and in-depth interviews. The study's subjects are teachers and students who are taught to read the Qur'an using the At-Tanzil method. Based on the analysis, the application of this method had a positive impact on students' Qur'an reading skills, including accuracy in pronunciation (makhraj), application of tajweed rules, reading fluency, and increased motivation to learn.

Implementation of the At-Tanzil Method at the SB At-Tanzil, Lembah Jaya, Malaysia

The research results show that the At-Tanzil method is applied systematically and gradually, based on students' initial abilities. The learning process begins with introducing Hijaiyah letters, practicing makhraj, and then applying tajweed rules in Quran recitation. The teacher provides direct reading examples, and students repeat them multiple times until the recitation is deemed correct. As one of the administrators or teachers of SB expressed:

“We teach the At-Tanzil method gradually, starting with introducing Hijaiyah letters using only the fathah harakat. In the second Juz, we introduce kasrah and dhammah harakat, as well as studying long and short vowels. In the third Juz, they learn about makhraj (articulation points) and begin studying Tajweed, starting with



the rules of nun sakun & tanwin and progressing to mim sakun. In the fourth Juz, they practice what they learned in the previous Juz to reinforce correct Tajweed pronunciation. In the fifth Juz, they continue studying Tajweed, covering Qalqalah and Mad rules, while practicing reading the Quran. In the sixth Juz, they learn Gharib Muskilat to perfect the difficult pronunciations already specified in the Quran.”

Other SB administrators or teachers reinforce this:

“The implementation of the At-Tanzil method was carried out gradually, and Alhamdulillah, it went well as expected, resulting in an increase in students' Quran reading.”



Figure 1. The student is studying the At-Tanzil method, and next to it is a book of the At-Tanzil method.

Based on observations conducted at the SB At-Tanzil in Lembah Jaya, Malaysia, the At-Tanzil method was found to be effective in improving students' Quran reading skills. The learning process of the At-Tanzil method consists of 6 main stages, each emphasizing different material, as follows: Juz 1 introduces hijaiyah letters using fathah harakat. Juz 2 introduces kasrah and dhammah harakat, as well as long and short readings. Juz 3 focuses on studying makhraj (articulation points) and introducing tajweed, starting with the rules of nun sakinah and tanwīn and progressing to mim sakinah. Juz 4 students are introduced to and begin applying tajweed knowledge in their reading. Juz 5 teaches the application of qalqalah and mad rules, and Juz 6 discusses the rules of gharib musykilat, so that students can understand how to pause and resume reading correctly (Rosi & Kholidah, 2025)

The At-Tanzil Method is a way of learning to read the Qur'an that emphasizes a gradual, orderly, and integrated reading process with the practical application of tajweed rules from the very beginning of learning. Unlike traditional methods that usually separate learning the alphabet, reading skills, and tajweed, At-Tanzil is designed to combine all three simultaneously and practically (Najmi, 2022).

Table 1. Differences between the At-Tanzil, Ummi, and Wafa methods

No.	Aspect	At-Tanzil	Ummi	Wafa
1.	General Purpose	Providing a practical, quick, and structured way (Volumes I-VI) to learn to read the Quran correctly	Facilitating the learning of reciting the Quran in a proper and melodious manner, in accordance with tajweed rules,	Preparing a generation that loves and is guided by the Qur'an (Qur'ani personality) through



		according to tajweed rules and makharijul huruf, improving reading skills, and building a learning spirit, while also serving as a solution to overcome boredom or fatigue during Quran study (Najmi, 2022).	through an enjoyable, heartfelt, and sincere approach. This method is designed to ensure the quality of recitation (tahsin) and the smoothness of memorization (tahfidz) for learners from beginners to advanced (Nobisa & Usman, 2021).	easy, quick, and enjoyable learning using a right-brain approach (Safriani & Hudha, 2024).
2.	Binding System	6 consecutive volumes (Volumes I-VI), with material taken directly from the Qur'an.	6 volumes (from red to blue) for children.	6 volumes (recitations) arranged gradually.
3.	Learning Approach	A systematic, practical, and enjoyable method of reading and writing the Qur'an, using a classical-individual approach (reading and listening) as well as a question-and-answer method to ensure students read tartil from an early age (Khosni, 2024).	Prioritizing an approach using the mother tongue that is easy, enjoyable, and touching the heart, as well as emphasizing quality through three pillars: a good method, qualified teachers, and a solid system (Nobisa & Usman, 2021).	Focusing on activating the right brain through storytelling, tone, and visuals (Safriani & Hudha, 2024).

Learning using the At-Tanzil method begins with studying the Hijaiyah letters and the places of articulation for each sound, serving as the main foundation for reading the Qur'an. This stage is considered important because the correct pronunciation of the letters will influence the quality of reading in the next stage (Khalisah et al., 2023). The teacher pays special attention to the pronunciation of letters that sound similar and to those that are difficult to read because of hard-to-reach sound places, such as the throat letters. This basic learning aims to establish a solid foundation for reading the Quran from the beginning (Basid et al., 2024).

Initial stage (Juz 1): Understanding of Hijaiyah letters. At the beginning, in the first Juz, the teacher introduces the Hijaiyah letters and pronounces the letters with only the Fathah diacritic. The teacher reads the letters directly in front of the students, and the students repeat the pronunciation multiple times. The teacher carefully observes the students' mouth movements and sounds when they pronounce the letters. If there are any pronunciation mistakes, the teacher immediately corrects them and provides a correct example. This immediate correction is intended to prevent errors in reading from carrying over to subsequent learning stages and from becoming habits that are difficult to fix (Basid et al., 2024).

Intermediate stage (Juz 2 and 3): The teacher introduces kasrah and dhommah, studies long and short vowels, and learns about makhraj (articulation points) and tajweed rules, starting from the hukum of nun sukun and tanwin to the part of mim sukun. As an example of reading, the teacher will use fragments of Qur'an verses to help students understand. The teacher will also use a slow, low reading speed. The



teacher first shows examples of reading, then asks students to try reading them, either together with friends or alone. Independent practice is conducted to assess how well students understand the material. If there are still mistakes, the teacher provides further guidance and asks students to repeat the reading (Firdaus & Fitri, 2024).

The next stage (Juz 4-6): Drills, Qalqalah, and the rules of Mad and Gharib Musykilat. In the subsequent stage, from the fourth to the sixth Juz, it involves revisiting the previous Juz, continuing the rules of Mad and Qalqalah, and applying the methods specified in the Quran to perfect the Gharib recitations. The teacher guides students in reading the Quranic verses, focusing on their pronunciation. This learning helps students understand that the science of Tajweed is not just theoretical but a set of rules that must be continuously applied when reading the Quran (Ruslan, 2025).

Students' Reading Ability of the Qur'an at the SB At-Tanzil in Lembah Jaya, Malaysia

Based on observation and interviews, students' ability to read the Qur'an has significantly improved after participating in learning using the At-Tanzil method. This improvement is evident from the accuracy in pronouncing Arabic letters, the application of tajweed rules, and fluency in reading Qur'anic verses. One student stated that the At-Tanzil method helps them understand the Qur'anic reading because the learning is done gradually, starting from the basics, and delivered clearly without rushing. One of the students said:

"If you study using the At-Tanzil method, it is taught starting from the easiest, so it is easy to understand, then read the Al-Qur'an."

Teacher SB also stated:

"The students' ability to read the Quran is very extraordinary; with the At-Tanzil method, children can read the Quran more quickly."



Figure 2. Students are learning to use the At-Tanzil method.

From an Islamic education perspective, students' ability to read the Qur'an is not measured solely by fluency but also by the accuracy of pronunciation (makhrāj), the application of tajweed, and the fluency of reading. Based on various studies, the At-Tanzil method has been shown to improve all three aspects (Mujahiddin & Annas, 2023).

This research indicates that the At-Tanzil method plays a major role in improving students' ability to read the Qur'an at SB At-Tanzil in Lembah Jaya,

Malaysia. After implementing instruction using this method, students showed significant improvement in pronunciation accuracy and overall reading quality. This progress is evident in their mastery of tajweed rules, correct makhraj, letter characteristics, and fluency and clarity when reciting Quranic verses. This is due to the At-Tanzil method, which requires students to master the current juz before proceeding to the next.

a. Mastery of Tajweed

Mastery of Tajweed is very important in assessing the quality of someone's recitation of the Qur'an, because it helps ensure that the Qur'an's pronunciation remains authentic as Allah revealed it and prevents errors in meaning due to incorrect reading methods. In Qur'an reading lessons, Tajweed serves as a practical guide that must be observed and applied every time one reads. With the At-Tanzil method, students are guided to learn Tajweed rules gradually and systematically, starting from understanding the basics to applying them when reading Qur'anic verses directly (Bakir et al., 2024).

According to the At-Tanzil method, tajweed is applied systematically, practically, and in a fun way (playing while learning), starting with letter recognition, letter connections, reading laws, and tartil. This method emphasizes question-and-answer, memorization drills, and a classical approach, which help teach tajweed fardhain from an early age (Najmi, 2022).

The At-Tanzil method has an advantage because it integrates theory and practice. Tajweed learning is not only about discussing concepts such as the rules of mad, nun, tanwin, or qalqalah, but also directly applying them by repeatedly reading the Quran in a focused and practical manner. The teacher actively provides correct reading examples, helps students follow these examples, and immediately corrects any mistakes. This process makes it easier for students to identify their reading errors and correct them right away.

b. Accuracy of the Articulation Points of Letters

The ability to pronounce hijaiyah letters correctly at their articulation points has significantly improved after the At-Tanzil method was implemented. During the learning process, the teacher paid special attention to letters with similar sounds and to letters pronounced from somewhat difficult articulation points. Emphasis on this makhraj aspect was conducted regularly so that students could not only read but also understand the correct pronunciation differences for each letter. This approach is very crucial because errors in determining the correct articulation point can change the meaning of words in the Qur'an.

With adequate guidance and the practice of talaqqi, or direct face-to-face meetings with students, whether in open areas or inside the classroom, students become accustomed to hearing correct pronunciation examples from the teacher and then imitating them directly, receiving immediate correction. This process helps students better understand the sounds of the Arabic letters and improve their pronunciation when reading the Qur'an (Avidatus Sholehah et al., 2022). Putri (2024) also states that the At-Tanzil method effectively improves the ability to correctly pronounce hijaiyah letters by focusing on proper reading habits and providing continuous, direct correction. Therefore, understanding the places of articulation (makharijul huruf) using the At-Tanzil method becomes an essential foundation for improving students' overall Quran reading quality.



c. Fluency and Accuracy of Recitation

Fluency and accuracy in reading the Qur'an are among the main measures used to assess students' abilities, as they reflect mastery of the letters, tajweed, and the continuity of reading without many pauses or doubts. Through the At-Tanzil method, teachers teach students to read Qur'anic verses slowly and repeatedly, with difficulty levels adjusted to each individual's ability. Repeated reading exercises guided directly by the teacher help students boost their confidence and improve the fluency and accuracy of their recitation.

Students' ability to read the Qur'an has significantly improved through the At-Tanzil method. Students can read the verses of the Qur'an at a steady pace, neither too fast nor rushed, while paying attention to tajweed rules and regulating the length and shortness of the recitation, waqf, and the continuity between verses. This finding is in accordance with the research by Husien et al. (2025) which shows that the At-Tanzil method helps produce a tartil reading by practicing repeatedly and conducting continuous evaluations.

d. Overall Improvement in Reading Quality

Overall, the At-Tanzil method implemented at the SB At-Tanzil in Lembah Jaya, Malaysia, successfully improved students' Quranic reading quality. Students' recitations became more accurate in terms of tajweed, makhraj, fluency, and clarity. This demonstrates that the At-Tanzil method is not only a way to learn to read but also a means to foster the habit of continuous Quranic reading in accordance with Islamic educational goals, which aim to shape a generation capable of reading the Quran correctly and beautifully.

Supporting Factors and Obstacles of the At-Tanzil Method at the SB At-Tanzil in Lembah Jaya, Malaysia

Based on the interview, observation, and documentation results, the implementation of Quran reading instruction using the At-Tanzil method at the SB At-Tanzil in Lembah Jaya, Malaysia, is influenced by various supporting factors and faces several obstacles. These two aspects are interconnected and affect how well students' Quran reading skills improve.

The At-Tanzil method, which is carried out systematically and gradually, is an important supporting factor that helps students understand makhraj and tajweed more easily. Presenting the material sequentially prevents students from feeling overwhelmed and makes it easier for them to follow the learning process. The management or teachers of the practice group stated:

“The advantage of the At-Tanzil method is that the lessons are gradual and efficient.”

However, there are obstacles to the learning process of the At-Tanzil method, namely that teachers must first attend training to teach it. Not all teachers can teach immediately because they need to go through a training process first, which requires time, preparation, and seriousness. One of the administrators or teachers of the activity center explained:

“The problem is that teachers have to attend training first in order to teach At-Tanzil, and the solution to this issue is to hold training for all teachers together with the At-Tanzil development team.”



The At-Tanzil method is an efficient, systematic learning system. This method starts at the most basic stage and progresses to the advanced stage. This reduces repetitive pronunciation errors and helps students understand and master the reading of the Qur'an in a directed, practical, and measurable manner (Halimah & Rahmat, 2023). Students learn gradually until they can read the Qur'an fluently, following the rules of tajweed. This makes the learning process more effective and easier to understand. Learning in this gradual way can help teachers monitor students' progress in reading the Qur'an (Rosi & Kholidah, 2025).

Obstacles to applying the At-Tanzil method include the need for teachers to participate in training before teaching it. The goal is to ensure that the learning process runs well and in a directed manner (Ratnasari, 2025). If teachers have not participated in training, there is a discrepancy in reading standards and an inability to master effective teaching techniques. This poses a risk of ineffective teaching and a negative impact on the quality of learning the Qur'an (Romziana & Axmaliyatus Syamsiyyah, 2025).

Based on these obstacles, the training center or the team that developed the At-Tanzil method from Madura provides training to all teachers. The purpose of this training is to improve the ability, understanding, and skills in applying the At-Tanzil method, as well as the quality of teachers. Through this training, teachers become more confident in teaching and can provide optimal learning for (Bashori et al., 2024).

According to Zaini and Ruslan (2022) and Fauzan and Rahman (2022), this training not only improves teachers' abilities but also positively impacts student learning achievement. Therefore, teacher training is an important strategic step to ensure the success and sustainability of the At-Tanzil Method in educational institutions.

CONCLUSION

Research results and discussions regarding the implementation of the At-Tanzil method at the At-Tanzil Guidance Center in Lembah Jaya, Malaysia, indicate that this method is an effective reading strategy for the Quran and is suitable for application in non-formal educational institutions, especially for children of Indonesian migrant workers. The systematic and progressive implementation of the learning process has proven to improve students' ability to read the Quran, particularly in mastery of letter articulation points (*makharijul huruf*), application of tajweed rules, fluency, and reading orderliness.

The main factor supporting the implementation of the At-Tanzil method is an organized and effective learning structure that allows students to absorb material at their level and makes it easier for teachers to monitor their learning progress. The main challenge is the requirement for teachers to undergo special training or professional development before they can use the At-Tanzil method. This obstacle actually serves as a smart step to ensure the quality and balance of the learning process. Regular and continuous teacher training has proven to improve teaching skills and professionalism, as well as ensure that the At-Tanzil method is applied according to established standards. Therefore, the At-Tanzil method has a great opportunity to continue developing as an effective, standardized, and sustainable way to learn to read the Quran in non-formal educational settings across various countries.



This study has limitations in its scope, as it was conducted only at the SB At Tanzil in Lembah Jaya, Malaysia, so the generalizability of the results remains limited. The relatively short research period is also a limitation, as it does not allow researchers to assess the sustainability of improvements in Qur'an reading skills achieved with the At-Tanzil method in the long term. In addition, external factors such as family support and the seriousness of studying at home have not been studied in depth. To gain a thorough understanding, future research should examine students' motivational factors and learning environment.

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