

Enhancing Reading Skills of Surah Al-Zalzalah: A Makharijul Huruf Study at Nurul Hasanah TPQ

Annindita Hartono Putri

Universitas Islam Negeri Sunan Kalijaga Yogyakarta, Indonesia

Correspondence: 22204022003@student.uin-suka.ac.id

Abstrak. : This research aims to analyze the role of teaching Makharijul Huruf in enhancing Quranic reading skills, particularly focusing on Surah Al-Zalzalah, at the Nurul Hasanah Quranic Education Park in Jakarta. The research method employed is a qualitative approach with a case study, involving observation, interviews, and documentation. The results indicate that understanding Makharijul Huruf serves as the fundamental basis in the science of Tajwid, influencing Tajwid aspects and forming a strong foundation for correct Quranic reading. At Nurul Hasanah Quranic Education Park in Jakarta, the teaching of Makharijul Huruf incorporates kinesthetic approaches, auditory instructions, and interactive games. Evaluation involves memorization of targets and materials, recognizing that each child's reading ability may differ. Despite the positive impact of teaching Makharijul Huruf, difficulties in pronouncing certain letters such as 'ذ', 'ز', 'ض', 'ص', 'ح', and 'ث' were identified. Continuous improvement is necessary to ensure that every student can overcome pronunciation difficulties, enhance Quranic reading abilities, and support the development of effective teaching methods at the Quranic Education Park. This research is expected to contribute to the development of relevant teaching methods to improve Quranic reading skills in the Quranic Education Park.

Keywords: Surat Al-Zalzalah, The role of Makharijul Letter, TPQ Nurul Hasanah

Introduction

The Quran, the holy book of Islam, is considered the most important source for Muslims and is written in Arabic. For Muslims, it is crucial to be able

to read and understand the Quran in its original language.¹ One crucial aspect of Quranic reading is understanding the correct pronunciation of letters, known as Makharijul Huruf, which refers to the point of articulation of a letter. The Arabic alphabet consists of 28 letters, and each letter has its own Makharij.² Errors in pronouncing letters can alter the meaning of words or phrases.

The Quran plays a central role in Islamic teachings, and reading the Quran is not only an act of worship but also a form of respect for the sacred scripture that serves as a guide to life.³ Improving Quranic reading skills requires a deep understanding, including comprehension of Makharijul Huruf, the places of articulation of letters in the Arabic phonetic system.⁴ The role of teaching Makharijul Huruf is crucial in forming a solid foundation for Quranic readers, ensuring correct and clear pronunciation, and guaranteeing an accurate understanding of the meanings of Quranic verses.⁵

Reading the Quran is an activity that begins with spelling Quranic verses according to the rules of Tajwid. In the process of learning to read the Quran, educators are expected to have mastery over the material to be taught. This includes aspects of recitation, pronunciation, and Tajwid rules.⁶ Previous research, such as that conducted by Makharijul, indicates that teaching Makharijul Huruf can lead to a significant improvement in Quranic reading skills.⁷ Despite many efforts to enhance Quranic reading skills, challenges persist, especially in the context of teaching Makharijul Huruf. Some studies also highlight that when children read the Quran together, they are more cohesive

¹ May Shinta Retnowati et al., "Pendampingan Pembelajaran Makharijul Huruf Pada Siswa SDN 2," *WELFARE Jurnal Pengabdian Masyarakat* 1, no. 2 (2023): 320–27.

² Sitti Maesurah Fatiya Nurul Laily1, "STRATEGI PENINGKATAN KEMAMPUAN DAN PEMAHAMAN SISWA TPQ ATAS PELAFALAN MAKHORIJUL HURUF DAN ILMU TAJWID DI DESA BAURENO, JATIREJO, MOJOKERTO," *Jurnal Dakwah Dan Sosial*, 2021, 12–26.

³ Raudatul Jannah Abd Majid Abror, Auliyatul Faizah Diah Khalwati, "Pendampingan Kemampuan Membaca Al- Qur ' an Melalui Makharijul Huruf Dengan Metode Sorogan Di TPQ Al-Hikmah," *JPMD: Jurnal Pengabdian Kepada Masyarakat Desa* 4, no. 1 (2023).

⁴ Junaidi and Baiq. Mulianah, "Pengaruh Kefasihan Membaca Al-Qur'an Terhadap Keterampilan Membaca Pada Bidang Studi Bahasa Arab," *EL-TSAQAFAH, Jurnal Jurusan PBA* 19, no. 2 (2020): 199–215, <https://doi.org/10.20414/tsaqafah.v19i2.2749>.

⁵ Rofiqotul Aini et al., "Pelatihan Makharijul Huruf Dalam Meningkatkan Kemampuan Membaca Al-Qur ' an Di Pesantren Bustanul Mansuriyah," *KEAGAMAAN: JURNAL PENGABDIAN MASYARAKAT* 4, no. 2 (2023).

⁶ Ali Rahmat, "At - Tanzil Sebagai Metode Akselerasi Keterampilan Membaca Al - Qur ' an Anak Usia Dini," *AUDINI Journal of Early Childhood Education* 1, no. 1 (2023): 12–13.

⁷ H Tasdiq and Rezza Yuli, "Upaya Guru Dalam Meningkatkan Kemampuan Membaca Al-Qur'an Pada Anak TPQ Al-Hidayah 1 Dusun Tugasari H.," *Al I'tibar : Jurnal Pendidikan Islam* 6, no. 1 (2019): 28–33.

and accurate in their readings. Conversely, when reading individually, some children may struggle to read the Quran correctly in terms of both Makharijul Huruf and Tajwid rules.⁸

Furthermore, other research asserts that to achieve the expected educational goals, a teacher must be competent in several aspects, including curriculum mastery and application, curriculum and instructional development, and educational mastery and application. Expertise in teaching is crucial because improper teaching can result in inaccurate readings and a lack of respect for the meanings of Quranic verses.⁹

Considering these factors, this research aims to examine the role of teaching Makharijul Huruf, particularly in the context of Quranic learning. With this background, the researcher focuses on the role of teaching Makharijul Huruf and Quranic reading skills, using Surah Al-Zalzalah as a case study conducted at Nurul Hasanah Quranic Education Park in Jakarta. This focus aims to gain a deeper understanding of the specific role of teaching Makharijul Huruf in improving Quranic reading skills in the specified surah. The main goal of this research is to analyze and describe the role of teaching Makharijul Huruf in enhancing Quranic reading skills, especially in Surah Al-Zalzalah in the environment of Nurul Hasanah Quranic Education Park. Thus, this research is expected to contribute to the development of effective and relevant teaching methods to improve Quranic reading skills at the Quranic Education Park.

This research adopts a qualitative approach using a case study method, aiming to identify the role of teaching Makharijul Huruf (articulation points of letters) in improving Quranic reading skills at Nurul Hasanah Quran Education Garden, Jakarta. The researcher serves as the primary instrument in data collection, supported by the use of observation guidelines, interviews, and documentation as supporting instruments. Data collection is carried out with the goal of obtaining the necessary information to achieve the research objectives.

The data collection methods involve observation, interviews, and documentation, with a particular focus on Surah Al-Zalzalah. Observations and interviews are planned to gain insights into Quranic learning activities. Other supporting data involve the use of books, academic literature, and journals

⁸ Tasdiq and Yuli.

⁹ Nidakhairani Nasution et al., "ANALISIS KESALAHAN MAKHARIJUL HURUF PADA PELAFALAN KALIMAT BAHASA ARAB KELAS VIII MTS AL- JAM ' IYATUL," *MODELING: Jurnal Program Studi PGMI* 10, no. 2 (2023): 223–30.

discussing the teaching of Makharijul Huruf related to the research topic. Data analysis techniques include data reduction, data presentation, and conclusion. This is done to detail the gathered information, present findings systematically, and conclude relevant to the research objectives. Thus, the approach, methods, and instruments used in this research are expected to yield more systematic and informative results.

Result and Discussion

Understanding Makharijul Huruf

Understanding and mastering Makharijul Huruf (articulation points of letters) is a fundamental basis for studying the science of Tajwid, which focuses on the places where sounds are produced when pronouncing Arabic letters.¹⁰ The significance of this aspect extends beyond Tajwid, creating a solid foundation for reading the Quran correctly and meaningfully. Makharijul Huruf, meaning "articulation points," determines the position and manner of sound emission, key to ensuring accurate and authentic pronunciation when reading the Quran. The classification of Makharijul Huruf, such as *Al-Jawf*, *Asy-Syafatain*, *Al-Lisan*, *Al-Halq*, and *Al-Khayshum*, encompasses various places of sound emission that must be deeply understood.¹¹

In the teaching context, effective methods involve practical exercises using examples from words and verses of the Quran. Students also need to understand common mistakes and acquire the skills to correct them. Mastery of Makharijul Huruf not only strengthens Tajwid skills but also has a positive impact on the Quranic memorization process.¹² The importance of Makharijul Huruf extends beyond the theoretical realm and can be applied in everyday life, helping Quran readers to recite with proper tartil and Tajwid, creating a profound spiritual experience.¹³

¹⁰ Triana Srisantyorini Adiva Syaifullah, Farah Maulida Rahmah, Fathatus Salamah, "PENERAPAN ILMU TAJWID DALAM PEMBELAJARAN AL-QURAN," *Seminar Nasional Pengabdian Masyarakat LPPM UMI*, 2021.

¹¹ Muhammad Esa and Prasastia Amnesti, "KARAKTERISTIK PENAFSIRAN ALQURAN DAN TAFSIRNYA KARYA TIM KEMENTERIAN AGAMA REPUBLIK INDONESIA Muhammad Esa Prasastia Amnesti," *ASCARYA* 1, no. 2 (2021): 90–106.

¹² Jhonha Ilham Hasibuan et al., "Implications of Makharij Al-Huruf Learning in Improving The Rote Cauldron of The Qur ' an Learners," *RUHAMA: ISLAMIC EDUCATIONAL JOURNAL* 5, no. 1 (2022): 27–36.

¹³ Nasution et al., "ANALISIS KESALAHAN MAKHARIJUL HURUF PADA PELAFALAN KALIMAT BAHASA ARAB KELAS VIII MTS AL- JAM ' IYATUL."

To maintain the authenticity of Quranic pronunciation, each letter has a unique Makhraj. Pronouncing them correctly not only prevents distortion but also preserves the integrity of the conveyed Quranic text.¹⁴ Understanding Makharijul Huruf also forms the basis for applying Tajwid rules, regulating the correct recitation of the Quran, including vowel sounds, pauses, and melodic variations.¹⁵ Furthermore, correct Makhraj not only results in accurate pronunciation but also leads to clearer and more melodious recitations. This not only enhances beauty but also adds depth to the experience of reading the Quran. Proper pronunciation also clarifies the meaning of words and sentences, promoting a deeper understanding of the Quranic message.¹⁶ Thus, learning Makharijul Huruf is an essential step in deepening understanding and appreciation of the Quranic content.

Discussion on the Teaching of Makharijul Huruf needs to involve effective teaching methods, such as the use of interactive methods and the application of technology to facilitate student understanding.¹⁷ Identifying difficulties that students may face in learning Makharijul Huruf is also a primary concern, with a special focus on aspects that are often challenging. The relationship between mastering Makharijul Huruf, Tajwid rules, and the Quranic memorization process needs to be emphasized so that students can grasp the broader context. Psychological and motivational aspects are also important considerations, emphasizing strategies to maintain student enthusiasm.¹⁸ Practices of Makharijul Huruf in daily life, effective evaluation, the importance

¹⁴ Fatiya Nurul Laily1, "STRATEGI PENINGKATAN KEMAMPUAN DAN PEMAHAMAN SISWA TPQ ATAS PELAFALAN MAKHORIJUL HURUF DAN ILMU TAJWID DI DESA BAURENO, JATIREJO, MOJOKERTO."

¹⁵ Tatang Iskandar Salsa Khalisah, Rabiyanur Lubis, "Pelatihan Membaca Al- Qur'an Sesuai Dengan Makharijul Huruf Dan Tajwid Pada Majelis Taklim Di Desa Jayasakti Muara Gembong," *Jurnal An-Nizam: Jurnal Bakti Bangsa* 02, no. 2 (2023): 27–35, <https://doi.org/https://doi.org/10.33558/an-nizam.v2i2.6435>.

¹⁶ Iphlas Rasita and Nurman Ginting, "JOTE Volume 4 Nomor 3 Tahun 2023 Halaman 339-347 JOURNAL ON TEACHER EDUCATION Research & Learning in Faculty of Education Peningkatan Kemampuan Membaca Al-Quran Secara Tartil Sesuai Dengan Ilmu Tajwid," *JOURNAL ON TEACHER EDUCATIO* 4 (2023): 339–47, <https://doi.org/https://doi.org/10.31004/jote.v4i3.12016>.

¹⁷ Fithri Wulandari Edi Junaedi, "PENGEMBANGAN METODE PEMBELAJARAN HURUF HIJAIYAH DENGAN SMARTPHONE ANDROID," *JURNAL NUANSA INFORMATIKA* 15 (2021): 16–22.

¹⁸ Deni Lidianti et al., "Pemanfaatan Teknologi Augmented Reality Dalam Implementation Augmented Reality Technology in Learning Hijaiyah Letter and Makharijul Letter," *Jurnal TeiKa* 12, no. 2 (22AD): 67–76.

of consistency, and cultural and contextual aspects should also be an integral part of the discussion to ensure students' deep and applicable understanding of Makharijul Huruf.

Teaching Makharijul Huruf at Nurul Hasanah Quran Education Garden, Jakarta

In the context of teaching Makharijul Huruf at Nurul Hasanah Quran Education Garden, the institution employs both the Iqro method and the Tahsin method. The Tahsin method focuses on mastering the science of Tajwid, which involves the correct pronunciation of the Quran, including Makharijul Huruf, Sifatul Huruf (characteristics of letters), and the rules of Tajwid. The Tahsin method typically follows a classical approach, wherein students first study Tajwid theory before applying it to Quranic recitation.¹⁹

The Tahsin method is suitable for individuals with a foundation in Quranic reading as it requires more time to master. This is because Tahsin involves in-depth study of Tajwid, including intricate Tajwid rules. On the other hand, the Iqro method is known for its ease and close connection to everyday life, making it an advantageous approach. Iqro is recognized for its systematic and progressive approach to learning Arabic letters, facilitating an easier understanding of Makharijul Huruf.

At Nurul Hasanah Quran Education Garden, teaching can emphasize the direct practice of Makharijul Huruf through the use of the Iqro method. Each level in the Iqro method is typically directed towards understanding and mastering a set of Arabic letters and their articulation points in a gradual manner. This provides students with the opportunity to comprehensively understand Makharijul Huruf systematically, based on their abilities and readiness levels.

In the implementation of the Iqro method, instructors at Nurul Hasanah Quran Education Garden can leverage everyday contexts as an integral part of the learning process. Examples of relevant words and Quranic verses related to daily situations can be introduced, enabling students to directly see the connection between what they learn and their everyday experiences. Furthermore, during Makharijul Huruf teaching sessions, the Iqra' method can be applied by incorporating elements of children's daily lives into the learning process. For instance, when teaching the letter "i" (Aleph), instructors can

¹⁹ Eka Ade Irma, "Metode Tahsin Dalam Memperbaiki Bacaan Al- Qur ' an," *AL-HANIF: JURNAL PENDIDIKAN ANAK DAN PARENTING* 1, no. 1 (2021): 10–14.

associate it with familiar words or objects for children, like opening the mouth and pronouncing "i" as an introduction. This helps children understand and remember Makharijul Huruf in a more meaningful way.

The Role of Makharijul Huruf Instruction in Enhancing Quranic Reading Skills: A Case Study of Surah Al-Zalzalah

Based on observational findings, the researcher discovered that TPQ Nurul Hasanah Jakarta implements a comprehensive and integrative approach to teaching Makharijul Huruf. This method incorporates various approaches, including kinesthetic activities, auditory cues, and interactive games.

I. Kinesthetic Activities:

A. Tongue Articulation:

1. **Letter Zal (ﺯ):** The tip of the tongue touches the upper front teeth and is pulled backward. Students are asked to imitate the movement as if tasting something bitter at the tip of their tongue.
2. **Letter Ra (ﺭ):** The tip of the tongue taps gently on the upper front teeth. Students imagine shivering from cold while saying "rrr..."
3. **Letter Lam (ﻝ):** The tip of the tongue touches the back of the upper teeth and is then pulled towards the middle of the teeth. Students are encouraged to feel as if something is sticking to the roof of their mouth.
4. **Letter Ha (ﻩ):** Exhale from the throat with slight pressure, feel the vibration in the chest. Imagine blowing a small flame to keep it burning.

B. Mouth and Facial Movements:

1. **Letter Zal (ﺯ):** Sweating and a furrowed face, depicting anxiety and fear.
2. **Letter Ra (ﺭ):** Teeth clattering, body shivering, illustrating coldness and trembling.
3. **Letter Lam (ﻝ):** Wide-open lips, bulging eyes, depicting surprise and fear.
4. **Letter Ha (ﻩ):** Labored breath, tight chest, illustrating difficulty in breathing.

C. Reflection and Learning:

1. Students discuss the importance of Tajwid in Quranic reading.
2. Discuss the interconnectedness of Makharijul Huruf and the mood of reciting Surah Al-Zalzalah in conveying its meaning.
3. Ask students about their feelings during these activities, whether they better understand the content of Surah Al-Zalzalah.

II. Auditory Cues:

Recording voices and direct examples from the teacher help students hear and distinguish various letter sounds.

III. Interactive Games:

1. Matching games for letters and their Makharijul Huruf. Students match Hijaiyah letters with their corresponding Makharijul Huruf, aiding in memorization.
2. Guessing the sound of letters. Students are asked to guess the sound of letters spoken by the teacher or computer, developing sensitivity to letter sounds.

The method is implemented progressively, starting from introducing basic concepts to advanced practice. In the initial stages, students learn the names and points of articulation of Hijaiyah letters. In the subsequent stages, they practice Makharijul Huruf following the teacher's instructions. In advanced stages, students read Quranic verses, applying correct Makharijul Huruf. The implementation of this teaching method is expected to equip TPQ Nurul Hasanah Jakarta students with better Quranic reading skills, especially in terms of Makharijul Huruf accuracy, fluency, and comprehension of the meanings of the verses they recite.

The application of the Makharijul Huruf teaching method at TPQ Nurul Hasanah Jakarta has led to significant improvements in students' abilities. Before the instruction, students often mispronounced certain letters such as 'ع' and 'ذ.' However, after the instruction, there was noticeable improvement, with students correctly pronouncing these letters. Moreover, before learning Makharijul Huruf, students tended to read Quranic verses quickly and unclearly. After engaging in the learning process, positive changes occurred, and students could read Quranic verses more slowly and clearly.

Furthermore, before learning Makharijul Huruf, students struggled to comprehend the meanings of the Quranic verses they read. However, after the

instruction, there was an enhancement in understanding, with students grasping the meanings of Quranic verses more effectively.

Despite these improvements, it is acknowledged that some students may still face challenges in reading Surah Al-Zalzalah due to the complex transitions between different Makharijul Huruf. This complexity is evident in the first verse of Surah Al-Zalzalah.

إِذَا زُلْزِلَتْ الْأَرْضُ زُلْزَالَهَا

It was found that in the first verse, students had difficulty pronouncing the letters 'ذ' and 'ز' because they both sound similar even though they have different pronunciations.

وَأَخْرَجَتِ الْأَرْضُ أَثْقَالَهَا

In the second verse, there is difficulty in pronouncing the "ض" part. Some students still have difficulty pronouncing the letter 'ث', especially when it is followed by the previous letter or sentence. Even so, the pronunciation will still be clear and correct when spoken independently without any previous sentences.

وَقَالَ إِلَّا نَسَا نُ مَا هَا . يَوْمَئِذٍ تُحَدِّثُ أَخْبَارَهَا . بِأَنَّ رَبَّكَ أَوْحَىٰ لَهَا

In the third, fourth and fifth verses, it was found that pronunciation difficulties occurred with the letters 'ه' in large and 'ح' in small. Some students still pronounce a small 'ح' when pronouncing this verse, and when paired with the sentence before or after it, students still tend to be confused about the pronunciation.

يَوْمَئِذٍ يُصْدِرُ النَّاسُ أَشْتَاتًا لَّيُرْوَىٰ أَعْمَاهُمْ

فَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَرَهُ

وَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ شَرًّا يَرَهُ

In the following verses, there are difficulties in pronouncing the letters 'ص' and 'ع'. Apart from that, errors and technical difficulties are still found. Some tajwid rules also still require improvement.

Based on the description of the data above, the pronunciation of the makharijul letters in Surah Al-Zalzalah still shows a discrepancy with where the letters should be pronounced, such as 'ث', 'ح', 'ه', 'ص', 'ض', 'ع', 'ز', 'ذ', and also non-conformity with tajwid rules. This shows that the essence of teaching the Qur'an lies in the makharijul letters. And it is no less important to underline that the difficulty or inappropriateness of children's pronunciation of makharijul letters is also influenced by various dialects or accents. For example, some children say "*Al-Khamdulillah*" instead of "*Alhamdulillah*". This is a challenge for teachers at TPA Nurul Hasanah Jakarta to contribute to improvements in every teaching.

To provide an assessment of the increase in makharijul letters in reading the Qur'an Surah Al-Zalzalah involves practicing in stages before focusing on the intended letter. Evaluation involves memorization targets and material, with the understanding that each child's reading ability can be different and must be evaluated individually through practice and writing. This is highlighted because errors in pronunciation can have an impact on understanding the meaning of the letter or verse. Thus, teaching makharijul letters at TPA Nurul Hasanah Jakarta involves evaluation with a variety of materials, without equalizing reading abilities.

Conclusion

Understanding and mastering makharijul huruf is the fundamental basis in the study of Tajweed, influencing not only the aspects of Tajweed but also creating a strong foundation for reading the Qur'an correctly and meaningfully. Makharijul huruf determines the position and manner of sound emission, ensuring accurate pronunciation when reading the Qur'an. An effective teaching method involves practical exercises with examples from words and verses of the Qur'an, enabling students to comprehend common mistakes and correct them. Understanding makharijul huruf also serves as the foundation for applying Tajweed rules, leading to correct recitation and a profound experience of reading the Qur'an.

Although the role of instructors at TPQ Nurul Hasanah Jakarta has positively impacted learners in improving their Qur'an reading abilities, there is a need for even better instruction. This is evident from the difficulties that children still face in pronouncing certain letters, indicating the necessity for improvements in makharijul huruf. Nevertheless, the makharijul huruf teaching method implemented at TPQ Nurul Hasanah Jakarta has proven to be effective.

The integration of various approaches, including kinesthetic activities, auditory guidance, and interactive games, helps students understand and practice makharijul huruf correctly. Therefore, while instructors have made positive contributions, it is crucial to note that continuous efforts to enhance makharijul huruf teaching are essential. This improvement will ensure that each student can overcome their pronunciation difficulties, thereby enhancing their Qur'an reading abilities even further.

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