

IMPLEMENTATION OF THE MORNING QUR'AN RECITATION PROGRAM IN IMPROVING STUDENTS' ABILITY TO READ THE QUR'AN

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Abstrak

Program mengaji pagi merupakan bentuk pembiasaan keagamaan yang bertujuan meningkatkan kemampuan membaca Al-Qur'an siswa melalui kegiatan rutin dan berkelanjutan. Namun, dalam praktiknya masih terdapat siswa yang mengalami kesulitan dalam membaca Al-Qur'an secara lancar dan benar, sehingga diperlukan upaya yang lebih terarah untuk mengatasinya. Penelitian ini bertujuan untuk menganalisis implementasi program mengaji pagi dalam meningkatkan kemampuan membaca Al-Qur'an siswa di SMP IT Al-Ma'arif NU Pekanbaru. Penelitian ini menggunakan pendekatan deskriptif kualitatif yang dilaksanakan di SMP IT Al-Ma'arif NU Pekanbaru. Informan penelitian terdiri dari guru Pendidikan Agama Islam sebagai informan utama, serta kepala sekolah dan siswa sebagai informan pendukung. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, kemudian dianalisis menggunakan model interaktif melalui reduksi data, penyajian data, dan penarikan kesimpulan, dengan uji keabsahan melalui triangulasi sumber dan metode. Hasil penelitian menunjukkan bahwa program dilaksanakan secara rutin dengan bimbingan guru dan memberikan dampak positif terhadap peningkatan kemampuan membaca Al-Qur'an siswa. Faktor pendukung meliputi konsistensi program, peran aktif guru, dan lingkungan sekolah yang religius, sedangkan faktor penghambat meliputi perbedaan kemampuan siswa, keterbatasan waktu, dan rendahnya motivasi belajar. Dapat disimpulkan bahwa program mengaji pagi berkontribusi dalam meningkatkan kemampuan membaca Al-Qur'an serta membentuk kebiasaan religius siswa.

Kata Kunci: Pembacaan Al-Qur'an Pagi, Kemampuan Membaca Al-Qur'an, Pembiasaan Beragama

Abstract

The morning Qur'an recitation program is a form of religious habituation aimed at improving students' ability to read the Qur'an through regular and continuous activities. However, in practice, some students still experience difficulties in reading the Qur'an fluently and correctly, so more targeted efforts are needed to address this issue. This study aims to analyze the implementation of the morning Qur'an recitation program in improving students' Qur'anic reading abilities at SMP IT Al-Ma'arif NU Pekanbaru. This research employs a qualitative descriptive approach conducted at SMP IT Al-Ma'arif NU Pekanbaru. The research informants consisted of Islamic Education teachers as the main informants, as well as the school principal and students as supporting informants. Data were collected through observation, interviews, and documentation, and analyzed using an interactive model involving data reduction, data display, and conclusion drawing, with validity tested through source and method triangulation. The findings show that the program is implemented regularly with teacher guidance and has a positive impact on improving students' Qur'anic reading abilities. Supporting factors include program consistency, active teacher involvement, and a religious school environment, while inhibiting factors include differences in students' abilities, limited instructional time, and low learning motivation. It can be concluded that the morning Qur'an recitation program contributes to improving students' Qur'anic reading skills and forming their religious habits.

Keywords: Morning Qur'an Recitation, Qur'anic Reading Ability, Religious Habituation

INTRODUCTION

The main shortcomings of the original introduction include repetition of similar ideas across paragraphs without sufficient synthesis, limited critical comparison among previous studies, a relatively descriptive rather than analytical flow in the literature review, and a somewhat fragmented articulation of the research gap. In addition, the novelty of the study is mentioned repeatedly without being integrated into a coherent argumentative structure that clearly leads to the research problem. The transition from theoretical discussion to empirical problem is also not fully streamlined, and the linkage between educational theories, prior studies, and field realities can be strengthened to build a more persuasive rationale for the study. The following revised introduction addresses these issues by improving coherence, reducing redundancy, and strengthening the logical progression toward the research gap and novelty.

The morning Qur'an recitation program in Islamic junior high schools is one of the structured religious habituation strategies designed to enhance students' ability to read the Qur'an fluently and correctly. In the context of Islamic education, mastery of Qur'anic reading skills is a fundamental competence that supports not only ritual practices but also the internalization of religious values in daily life. Based on habit formation theory, learning outcomes are strongly influenced by repeated actions performed consistently over time, where behaviors gradually become automatic through continuous practice. This perspective aligns with behavioristic learning theory, which emphasizes that learning occurs through repeated stimulus and response processes that shape student behavior incrementally. Therefore, the implementation of a structured morning Qur'an recitation activity should theoretically contribute to improving students' fluency, accuracy, and confidence in reading the Qur'an when conducted consistently and systematically (Oktavia et al., 2025; Rummyati et al., 2021).

From the perspective of Islamic education, the morning Qur'an recitation program should not merely be understood as a routine activity before formal learning begins, but rather as an integral part of Qur'anic literacy development among students. Cognitive learning theory highlights that reading ability is not only formed through repetition but also through cognitive processing involving recognition of symbols, phonetics, and structural understanding of texts. In addition, developmental psychology suggests that early adolescence, particularly junior high school students, represents a critical stage for strengthening foundational religious competencies, including Qur'anic reading skills (Lubis et al., 2019). At this stage, learners require structured guidance that is aligned with their cognitive and psychological development to ensure effective learning outcomes. Consequently, the morning Qur'an recitation program must be designed in a way that accommodates students' varying levels of ability, ensuring that learning is both accessible and progressively developmental, thereby enhancing comprehension and fluency in Qur'anic reading (Nurjanah, 2021; Syarifuddin, 2020).

Furthermore, the effectiveness of such a program is highly dependent on its planning and implementation within an educational management framework. Educational management theory emphasizes that every educational program should follow systematic stages, including planning, implementation, and evaluation, in order to achieve its intended objectives. In addition,

active learning theory underscores the importance of student engagement in the learning process, as active participation significantly influences learning achievement. Therefore, the morning Qur'an recitation activity should not be limited to collective reading, but must involve guided instruction, monitoring, and feedback tailored to students' individual abilities. With well-structured management and pedagogical support, such a program has the potential to make a meaningful contribution to improving students' Qur'anic reading skills (R. Hidayat & Anwar, 2021; Rahman, 2022; Sa'adah & Ma'ruf, 2023).

Based on field observations conducted at SMP IT Al Ma'arif NU Pekanbaru, the school has implemented a morning Qur'an recitation program before the start of regular classes. This activity is conducted daily as part of a school-wide religious habituation policy and involves all students in a structured routine. The program aims to foster students' love for the Qur'an while simultaneously improving their reading ability through continuous practice. Ideally, such a program should create an environment that consistently supports the development of Qur'anic literacy skills through repetition and guided correction.

However, empirical findings indicate that the expected outcomes of the program have not yet been fully achieved. A number of students still experience difficulties in reading the Qur'an properly and fluently. These difficulties include challenges in recognizing Arabic letters (huruf hijaiyah), inaccuracies in applying tajwid rules, and lack of fluency in reading continuity. This situation suggests that although the program has been implemented regularly, its effectiveness in improving Qur'anic reading skills remains suboptimal. The gap between the intended objectives and the actual outcomes indicates that there are implementation issues that need to be examined more deeply, particularly in terms of instructional strategies, teacher involvement, and program management.

Previous studies have explored various approaches to improving students' Qur'anic reading abilities. Research conducted by Khoridatus Sa'adah and Ahmad Ma'ruf in the journal *Jurnal Basicedu* titled "Peningkatan Kemampuan Membaca Al-Qur'an Melalui Metode Tartila dengan Model Pembelajaran Kooperatif Tipe Jigsaw" shows that the use of the tartila method combined with cooperative learning models can significantly improve students' reading skills, particularly in terms of tajwid accuracy, articulation (makhraj), and fluency (Sa'adah & Ma'ruf:2023). This study emphasizes the importance of active student engagement in learning processes.

Similarly, Ahmad Syarifuddin's research in the *Ta'dib* journal entitled "Penerapan Metode Tilawati dalam Meningkatkan Kemampuan Membaca Al-Qur'an" demonstrates that structured and repetitive instructional methods can enhance students' reading precision and fluency (Syarifuddin:2020). This approach highlights the significance of consistent practice and teacher-led guidance in Qur'anic learning. In addition, Siti Nurjanah's study in *Al-Tadzkiyyah* titled "Strategi Guru dalam Meningkatkan Kemampuan Membaca Al-Qur'an Siswa" indicates that well-structured teaching strategies supported by a conducive learning environment can improve both student motivation and reading competence (Nurjanah:2021).

Although these studies provide valuable insights, most of them primarily focus on instructional methods within classroom settings rather than on habitual or institutionalized Qur'anic reading programs such as morning recitation activities. Moreover, previous research tends to emphasize learning outcomes without sufficiently examining the implementation process, including planning, execution, teacher roles, and contextual challenges in real school environments. This indicates that there is still a limited understanding of how continuous habituation-based programs function in practice and how they contribute to long-term Qur'anic literacy development.

The research gap becomes more evident in the limited number of studies that specifically analyze the implementation of morning Qur'an recitation programs as a form of structured religious habituation in Islamic junior high schools. Furthermore, there is a lack of in-depth qualitative exploration using case study approaches that examine how such programs are actually carried out within school contexts, including their strengths, weaknesses, and contributing factors to student outcomes. Most existing studies remain focused on pedagogical techniques rather than program implementation as a holistic educational system.

Therefore, the novelty of this study lies in its focus on the implementation of the morning Qur'an recitation program as a structured habituation strategy to improve students' Qur'anic reading ability. Unlike previous studies that concentrate on instructional methods, this research emphasizes the real-world execution of a school-based religious program and its educational impact. In addition, this study offers contextual originality by employing a case study approach at SMP IT Al Ma'arif NU Pekanbaru, allowing for an in-depth understanding of how the program is planned, implemented, and evaluated in a natural school setting, as well as how it contributes to the gradual improvement of students' Qur'anic reading competence over time.

METHOD

This study employs a qualitative descriptive research design. A qualitative approach is considered appropriate because the study aims to explore and understand in depth the implementation of the morning Qur'an recitation program and its contribution to improving students' Qur'anic reading skills in a natural school setting. Qualitative research allows the researcher to capture complex social phenomena as they occur in real educational environments, particularly regarding behaviors, interactions, and institutional practices related to religious habituation programs. According to Creswell (2007), qualitative inquiry is suitable for investigating processes and meanings that cannot be measured numerically but require detailed interpretation. Therefore, this approach enables a comprehensive understanding of how the morning Qur'an recitation program is planned, implemented, and experienced by teachers and students.

The research was conducted at SMP IT Al Ma'arif NU Pekanbaru. The selection of this location was based on the fact that the school has implemented a structured morning Qur'an recitation program as part of its daily religious habituation activities. The participants in this study consisted of Qur'an teachers (ustadz/ustadzah) as the primary informants, the school principal as a supporting informant, and several students who actively participate in the program. These

participants were selected using purposive sampling techniques, which involve choosing informants based on specific criteria relevant to the research focus, namely those who are directly involved in or have sufficient knowledge about the implementation of the program (Sugiyono, 2019). This technique ensures that the data obtained is rich, relevant, and able to represent the actual conditions of the field.

Data collection techniques in this study include observation, interviews, and documentation. Observation was carried out to directly examine the implementation process of the morning Qur'an recitation program, including teacher guidance, student participation, and learning atmosphere during the activity. In-depth interviews were conducted with teachers, the principal, and students to explore information regarding planning strategies, implementation procedures, challenges encountered, and perceived impacts of the program on students' Qur'anic reading abilities. Documentation was used to support and validate the findings in the form of school documents, program schedules, teaching materials, and photographic evidence of program activities (Moleong, 2018; Sugiyono, 2019).

The data analysis technique used in this study follows the interactive model proposed by Miles and Huberman, which consists of data reduction, data display, and conclusion drawing. Data reduction involves selecting, focusing, and simplifying raw data obtained from the field to align with the research objectives. The data is then presented in a structured descriptive form to facilitate interpretation and understanding. Finally, conclusions are drawn and continuously verified throughout the research process to ensure accuracy and consistency of findings. To ensure the validity of the data, this study employs source triangulation and method triangulation by comparing information obtained from different informants and using multiple data collection techniques. This approach strengthens the credibility and trustworthiness of the research findings (Miles et al., 2014).

RESULTS AND DISCUSSIONS

Implementation of the Morning Quran Recitation Program

The findings of this study indicate that the morning Qur'an recitation program at SMP IT Al-Ma'arif NU Pekanbaru has been implemented as a structured and routine religious habituation activity. Based on interviews with Islamic Education (PAI) teachers, the program is conducted every day before the start of formal learning activities. It involves all students and is designed as a collective practice of reading the Qur'an under teacher supervision. The implementation is carried out within a fixed duration, where students either read together or take turns individually while being guided by the teacher. During the process, teachers actively monitor students' recitation, correct pronunciation errors, and ensure that tajwid rules are properly applied. This shows that the program is not merely symbolic, but involves continuous instructional engagement aimed at improving students' Qur'anic reading competence.

As stated by the PAI teacher, the program is consistently implemented as part of the school's daily routine: "The morning Qur'an recitation program is conducted every day before lessons begin. Students read the Qur'an together and in turns, and we guide and correct their

recitation whenever errors are found” (Interview with Ustadz Ahmad, March 10, 2026). This statement reflects that teacher involvement is central to the implementation process, particularly in providing immediate feedback and correction. Such direct supervision is crucial in Qur’anic learning because it ensures accuracy in pronunciation and prevents the reinforcement of incorrect reading habits.

This finding is reinforced by the classroom teacher, who emphasized that the program has become an established habit among students and contributes to creating a more religious atmosphere in the school environment. According to her, “With this program, students have become accustomed to reading the Qur’an every day. In addition, the school atmosphere has become more religious and conducive to learning” (Interview with Mrs. Siti, March 11, 2026). This indicates that the program has an impact beyond technical reading skills, extending to the formation of students’ attitudes, discipline, and readiness to engage in academic learning activities. The consistent exposure to Qur’anic recitation in the morning also appears to create a psychological readiness among students, helping them transition into a more focused learning state.

From a pedagogical perspective, these findings demonstrate that the morning Qur’an recitation program functions as an effective habituation strategy that integrates cognitive, behavioral, and affective dimensions of learning. The repetitive nature of the activity supports skill automatization, particularly in recognizing Arabic letters, applying tajwid rules, and improving fluency. At the same time, teacher scaffolding plays a critical role in ensuring that learning is not left to repetition alone but is supported by corrective guidance. This combination of repetition and supervision aligns with the principles of effective skill acquisition in religious literacy (Nugraha, 2020; M. Sari, 2023).

The implementation of this program can also be analyzed through the lens of habit formation theory, which emphasizes that consistent and repeated behavior leads to the establishment of long-term habits (T. Hidayat, 2023; D. P. Sari, 2022). In this context, the daily recitation of the Qur’an before learning activities serves as a structured stimulus that gradually shapes students’ reading behavior into a habitual practice. Over time, this habituation is expected to internalize not only technical reading skills but also spiritual values such as discipline, responsibility, and reverence for the Qur’an.

Furthermore, the findings are consistent with previous studies that highlight the effectiveness of religious habituation programs in improving students’ Qur’anic reading abilities and character development. Sari (D. Sari, 2023) found that routine religious activities in schools significantly contribute to strengthening students’ religious character and literacy skills. Similarly, Hidayat & Anwar (T. Hidayat & Anwar, 2021) emphasized that structured and consistent Qur’anic learning programs have a measurable impact on improving students’ reading proficiency.

Based on these empirical findings and supporting literature, it can be argued that the morning Qur’an recitation program at SMP IT Al-Ma’arif NU Pekanbaru is implemented effectively due to its regularity, structured guidance, and strong teacher involvement. The

program successfully creates a supportive religious learning environment that fosters both behavioral habituation and skill development. However, its effectiveness still depends heavily on the quality of teacher supervision and students' active participation. Without consistent corrective feedback and engagement, the habituation process may not fully translate into improved reading accuracy and fluency. Therefore, the program should be continuously strengthened through more systematic monitoring and differentiated guidance to ensure that all students achieve optimal Qur'anic reading competence.

Students' Ability to Read the Qur'an Before and After Participating in the Morning Qur'an Recitation Program

The findings of this study reveal a clear difference in students' Qur'anic reading abilities before and after participating in the morning Qur'an recitation program at SMP IT Al-Ma'arif NU Pekanbaru. Prior to the implementation of the program, students' reading abilities were relatively varied and generally still at a basic level. Based on interviews with Islamic Education teachers, many students were not yet fluent in reading the Qur'an, frequently made mistakes in pronouncing Arabic letters (*huruf hijaiyah*), and had difficulties applying tajwid rules correctly. In addition, several students showed low confidence when asked to read individually in front of the teacher or their peers. This situation indicates that students' initial competencies in Qur'anic reading were still weak and required continuous reinforcement through structured practice. Limited exposure to Qur'anic reading outside classroom instruction was also identified as one of the contributing factors to these low initial abilities.

This condition was confirmed by the Islamic Education teacher, who stated, "Before the morning Qur'an recitation program was implemented, many students were not yet fluent in reading the Qur'an, and some still made mistakes in pronouncing Arabic letters" (Interview with Ustadz Ahmad, March 10, 2026). This statement reflects that the initial learning gap among students was quite significant, particularly in terms of fluency and phonetic accuracy. From a pedagogical perspective, such variation in ability is common when learning is not supported by consistent habituation or structured practice outside formal instructional hours.

After the students participated in the morning Qur'an recitation program regularly, a noticeable improvement in their Qur'anic reading skills was observed. Students gradually became more fluent in reading, more accurate in pronouncing Arabic letters, and increasingly familiar with basic tajwid rules. Furthermore, repeated daily practice combined with direct teacher feedback helped reduce reading errors over time. The structured habituation created a learning environment in which students were continuously exposed to corrective input, allowing gradual improvement in their reading accuracy and fluency. In addition, students demonstrated increased confidence when reading the Qur'an, indicating not only cognitive improvement but also affective development in terms of self-assurance (Achadah & Maghfiroh, 2022; Syafril & Yaumas, 2016).

This improvement was also emphasized by the classroom teacher, who stated, “After this program was implemented, students’ reading abilities began to improve. They became more fluent, and reading mistakes gradually decreased” (Interview with Mrs. Siti, March 11, 2026). This observation highlights that the program contributed to progressive skill development rather than instant improvement, which is consistent with the nature of language and reading acquisition processes that require repetition and reinforcement over time.

From an analytical perspective, the improvement in students’ Qur’anic reading abilities can be explained through behavioristic learning theory, which emphasizes that learning is formed through continuous repetition of stimulus and response patterns (Nugraha, 2020). In this context, the daily recitation activity serves as a structured stimulus, while students’ repeated reading and teacher correction function as responses that gradually shape correct reading habits. Over time, this repetitive process leads to the internalization of correct pronunciation, improved tajwid application, and increased reading fluency.

Moreover, the findings suggest that habituation plays a central role in bridging the gap between low initial ability and improved performance. The morning Qur’an recitation program provides consistent exposure to reading practice, which is essential in developing automaticity in reading skills. Without such structured repetition, students are likely to retain fragmented knowledge and continue making similar errors. The presence of teacher guidance further strengthens this process by ensuring that incorrect patterns are immediately corrected before they become habitual.

These findings are consistent with previous studies. Hidayat & Anwar (2021) found that regular Qur’anic reading practice significantly improves students’ fluency and accuracy in recitation. Similarly, Rahman (2022) emphasized that consistent religious habituation activities in schools contribute not only to cognitive skill development but also to the strengthening of students’ religious character and confidence.

Based on these findings and supporting literature, it can be concluded that the morning Qur’an recitation program has a significant positive impact on students’ Qur’anic reading abilities. The improvement is evident in three main aspects: fluency, accuracy in tajwid application, and self-confidence. This indicates that structured habituation, when combined with continuous teacher guidance, is an effective strategy for enhancing foundational religious literacy skills. However, the degree of improvement may still vary among students depending on their initial ability levels and their level of active participation in the program.

Supporting and Hindering Factors in the Implementation of the Morning Quran Recitation Program

The findings of this study show that the success of the morning Qur’an recitation program at SMP IT Al-Ma’arif NU Pekanbaru is influenced by several supporting and inhibiting factors that collectively shape its effectiveness in improving students’ Qur’anic reading skills. These factors emerge from the implementation process, the school environment, teacher involvement, and students’ internal conditions.

One of the main supporting factors is the consistency of program implementation. The program is conducted every day before the learning process begins, which gradually forms a habitual pattern among students. This consistency plays a crucial role in building discipline and reinforcing continuous exposure to Qur'anic reading practice. In addition, the active role of teachers is another significant supporting factor. Teachers do not merely supervise the activity but also actively guide students, correct reading errors, and provide motivation to improve their performance. This direct instructional involvement ensures that students receive immediate feedback, which is essential in preventing persistent reading mistakes and improving accuracy over time.

This was confirmed by the school principal, who stated, "The success of this program cannot be separated from its consistent implementation and the active role of teachers in guiding students. We also continuously provide support to ensure the program runs well" (Interview with Principal, March 11, 2026). This statement highlights that institutional support is also a determining factor in the sustainability of the program. School policies that encourage daily Qur'anic recitation create a structured environment where religious habituation becomes part of the school culture.

Another important supporting factor is the religious school environment. A conducive Islamic atmosphere encourages students to engage more naturally in religious activities, including Qur'anic recitation. The school environment reinforces students' exposure to Islamic practices, making the morning recitation program feel like a normal and expected part of daily life. The cooperation between teachers and students also contributes to creating a supportive learning atmosphere that enhances student participation and engagement.

As stated by the PAI teacher, "The Islamic school environment makes students more accustomed to religious activities, including reading the Qur'an every morning" (Interview with Islamic Religious Education Teacher, March 10, 2026). This indicates that environmental conditioning plays a significant role in shaping students' religious habits. From an analytical perspective, this aligns with social learning theory, which emphasizes that behavior is influenced by environmental reinforcement and continuous social interaction.

However, the implementation of the program is also faced with several inhibiting factors. One of the main challenges is the difference in students' Qur'anic reading abilities. Students with higher proficiency can follow the activity easily, while those with lower ability require more intensive guidance. This disparity creates difficulties for teachers in providing equal attention to all students within a limited time. As a result, individualized instruction becomes less optimal, potentially slowing the progress of weaker students.

This was expressed by the Islamic Religious Education teacher, who stated, "The main challenge we face is the difference in students' abilities. Some are already fluent, while others still need a lot of guidance" (Interview with Ustadz Ahmad, March 10, 2026). This reflects the instructional challenge of heterogeneous learning groups, where variation in ability requires differentiated teaching strategies.

Another inhibiting factor is time limitation. The relatively short duration of the morning recitation session restricts teachers' ability to provide in-depth correction and guidance to all students. In addition, some students show low concentration and lack seriousness during the activity, such as talking with peers or not paying attention to the recitation process. Limited motivation among certain students further reduces the effectiveness of the program.

As noted by one teacher, "The available time is quite limited, so not all students can be guided in depth during one session" (Interview with Mrs. Siti, March 11, 2026). This highlights a structural constraint that affects instructional depth and learning outcomes.

From a theoretical perspective, these findings align with educational research emphasizing that learning effectiveness is strongly influenced by consistency, teacher involvement, and environmental support. At the same time, learning constraints such as ability differences, limited instructional time, and low motivation are commonly identified barriers in educational practice (D. Sari, 2023; Syafril & Yaumas, 2016)

In conclusion, the success of the morning Qur'an recitation program is determined by the synergy of supporting factors such as consistency, teacher engagement, and a religious environment, while its effectiveness is challenged by differences in student ability, time limitations, and motivational issues. These findings suggest that improving program outcomes requires not only maintaining supporting factors but also developing adaptive strategies such as differentiated instruction, time management optimization, and student motivation enhancement to ensure more equitable learning progress.

CONCLUSIONS

This study concludes that the morning Qur'an recitation program at SMP IT Al-Ma'arif NU Pekanbaru is an effective form of religious habituation that contributes significantly to improving students' Qur'anic reading abilities. The program is implemented consistently every day before learning begins, with active teacher involvement in guiding, correcting, and motivating students. This continuous practice helps students gradually develop fluency, improve pronunciation of Arabic letters, and apply tajwid rules more accurately. In addition, the program also enhances students' confidence in reading the Qur'an and fosters a more disciplined and religious school atmosphere. The improvement in students' abilities is influenced by structured repetition and continuous exposure to reading activities, which align with behavioristic learning theory and habit formation principles. The Islamic school environment and strong institutional support further strengthen the effectiveness of the program by creating a supportive context for religious learning. However, the implementation also faces several challenges, including differences in students' initial abilities, limited instructional time, and varying levels of student motivation. These factors sometimes limit the effectiveness of individualized guidance and slow down the learning progress of certain students. Overall, the program demonstrates that structured habituation combined with teacher guidance and a supportive environment can significantly enhance Qur'anic literacy. Nevertheless, optimization strategies such as

differentiated instruction, improved time management, and increased student motivation are still needed to maximize learning outcomes and ensure equal progress among all students.

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