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IMPLEMENTATION OF SPECIAL GUIDANCE PROGRAM FOR STUDENTS WHO ARE NOT FLUENT IN READING THE QUR'AN AT SMPIT AL MADINAH

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ABSTRACT

*This study aims to describe the implementation of a specialized guidance program designed to improve students' reading fluency at SMPIT Al-Madinah Karawang, covering the stages of planning, implementation, evaluation, and follow-up. The study employs a qualitative approach with a descriptive design. The informants include one program instructor and five students actively participating in the specialized guidance sessions. Data were collected through observation, interviews, and documentation, and subsequently analyzed via data reduction, data presentation, and conclusion drawing. The findings indicate that students' initial proficiency levels are assessed through diagnostic tests administered during the new student admission process. The guidance sessions take place after the morning routine and last for approximately one hour, utilizing the *tikrar* (repetition) method, wherein the instructor recites verses, which the students then repeat. Evaluation is conducted through direct observation and assessments administered once students have completed the memorization of five *surahs* (chapters of the Quran). Furthermore, follow-up measures—consisting of ongoing support and collaboration with parents—are provided for students who have yet to show significant progress. Based on observations and interviews, the specialized guidance program has had a positive impact on students' reading fluency, understanding of *tajwid* (rules of Quranic recitation), and self-confidence. Consequently, the specialized guidance program at SMPIT Al-Madinah Karawang is considered instrumental in enhancing the quality of students' reading and should be implemented on a continuous basis.*

Keywords: *Special Guidance, Reading Fluency, Students, Tikrar Method*

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INTRODUCTION

The ability to read the Qur'an properly and correctly is one of the basic skills that is important for every Muslim. These skills include the accuracy of pronunciation of letters, fluency in reading verses, and the application of tajweed rules[1]. The ability to read the Qur'an in students needs to be developed through a directed learning process. This process requires continuous habituation and systematic guidance by paying attention to the rules of tajweed. Therefore, a learning design for reading the Qur'an is needed that is systematic and adjusted to the characteristics of students. The level of intellectual development and reading ability of students need to be considered in determining learning methods. These abilities are the basis for students to understand the message and content of the Qur'an.[2] Thus, reading the Qur'an is not only seen as a technical activity, but also as a basic skill that plays a role in forming faith and encouraging the practice of Islamic teachings in daily life.[3] Based on this description, learning the Qur'an is integrated as one of the core programs in the implementation of education in integrated Islamic schools. However, in reality, there are still students who are not able to read the Qur'an properly and correctly, especially in the aspects of fluency, accuracy of letters, and short reading length. This condition shows that strengthening the ability to read the Qur'an in a formal education environment still requires continuous attention and coaching. The low ability to read the Qur'an in students needs serious attention in Islamic education, considering that the Qur'an is the holy book of Muslims that is a guideline in the life and source of Islamic teachings.[4] The ability to read the Qur'an properly and correctly according to the rules of tajweed is an important basis for students in understanding the content of verses. Errors in the pronunciation of verses can affect the fluency of reading and have the potential to change the meaning of verses so that they have an impact on understanding Islamic teachings.[5] Thus, the ability to read the Qur'an is not only

[1] Elfi Rahma, Hertati, and Mashumi A., "CHALLENGES AND SOLUTIONS TO IMPROVE STUDENTS' Quran reading skills at SMPN 9 TUALANG," *Journal of Education and Teaching Review* 8, no. 1 (2025): 3400–3405.
[2] Rahma, Hertati, and A.
[3] Muaddyl Akhyar and Duski Samad, "An Analytical Study of the Qur'an Interpretation and Its Relevance in Islamic Education," *INNOVATIVE: Journal of Educational, Religious, and Cultural Research* 10, no. 1 (2024): 38–57.
[4] Faelasup Luluk Nur Indah Sari, "Efforts to Improve the Ability to Read the Qur'an of Santri," *J-CEKI : Journal of Scientific Scholars* 3, no. 4 (2024): 1111–18.
[5] Amran Eku, "Analysis of Problems in Reading the Qur'an in Semester 8 Students of the Department of Islamic Religious Education at the State Islamic Institute (IAIN) Ternate," *Scientific Journal of Education* 10, no. 3 (2024): 955–67.

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related to worship activities, but also becomes a basic skill that supports students in learning further Islamic studies, such as tahfiz and understanding the content of the Qur'an.[6] Therefore, the development of the ability to read the Qur'an in the school environment needs to be strengthened so that students are able to read the Qur'an properly and correctly and have a better understanding of religion[7].

Although learning to read the Qur'an has become one of the leading programs in integrated Islamic schools, there are still a number of students who have difficulties in reading the Qur'an in accordance with the rules of tajweed. This condition is also found at SMPIT Al Madinah Karawang, namely there are still students who have difficulties in reading the Qur'an, especially in the accuracy of the makharijul of letters, short length of reading, and fluency in reading. In response to these conditions, the school organizes a special guidance program for reading the Qur'an to help students who have not achieved reading skills according to the set standards. This program is carried out through intensive mentoring, repetition of reading, and tajweed coaching in stages to improve students' reading ability to read the Qur'an. Therefore, the implementation of the special guidance program for reading the Qur'an needs to be studied to find out the stages of planning, implementing, and evaluating the program in helping to improve students' reading skills. This research is expected to provide an overview of the implementation of special guidance programs for reading the Qur'an in schools, including teachers' efforts in helping students improve their reading skills according to the rules of tajweed. This research was carried out because studies on the implementation of special guidance programs for reading the Qur'an in integrated Islamic schools are still limited. Previous research generally focused on discussions about the ability to read the Qur'an[8]. In addition, previous research has focused more on the application of certain learning methods, such as the Tilawati method and the Ummi method,

[6] Ach Syaikhu, "P-ISSN :2657-1269 e-ISSN : 2656-9523," *Auladuna Journal*, no. Mi (2020): 37–49, https://ejournal.uas.ac.id/index.php/auladuna/article/download/416/318/.
[7] Atika Septina et al., "The Qur'an and Its Urgency in Human Life," *Ta'rim: Journal of Education and Early Childhood* 4, no. 3 (2023): 127–35, https://doi.org/10.59059/tarim.v4i3.211.
[8] ANIYAH, "IMPLEMENTATION OF THE QUR'AN LITERACY PROGRAM (BTQ) IN IMPROVING THE LITERACY OF THE QUR'AN STUDENTS OF THE ISTI'DAD CLASS OF RIYADLATUL ULUM ISLAMIC BOARDING SCHOOL, BUMIHARJO VILLAGE, BATANGHARI DISTRICT, EAST LAMPUNG REGENCY FOR THE 2018/2019 ACADEMIC YEAR," 2019.

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factors that affect the fluency of reading the Qur'an, and the implementation of religious programs in general [9].

RESEARCH METHODS

This research applies a qualitative approach with a descriptive type of research. The qualitative research method is a research method used to study phenomena in natural conditions, where the researcher plays a direct role as the main instrument in data collection. Data is obtained through various techniques, such as interviews, observations, and documentation, which are carried out in an integrated manner to obtain in-depth data. The analysis data uses an inductive pattern by relying on empirical facts as the basis for the formulation of conclusions. The orientation of the analysis is focused on the exploration of meaning and developing dynamics, rather than on efforts to generalize the results[10]. In qualitative research, the process of collecting and analyzing data is based on facts found directly in the field, rather than departing from a hypothesis that has been previously determined. Data analysis is carried out inductively, which is to compile understandings and conclusions based on empirical data obtained during the research[11]. Qualitative research is also an approach that uses the view of factualism[12]. Through this approach, field findings can be formulated into patterns, meanings, or conceptual understandings related to the phenomenon that is the object of study. Epistemologically different from quantitative research that is oriented towards hypothesis testing, the qualitative approach is directed at the exploration of meaning and in-depth interpretation of research phenomena.

The selection of a qualitative approach is based on the research objectives that are oriented towards an in-depth understanding of the implementation of the special guidance program at SMPIT Al Madinah Karawang, with an emphasis on the description of the process, not on the measurement of students' abilities quantitatively. This study focuses on the stages of planning, implementation, evaluation, and follow-up of the special guidance program. On that basis, an

[9] Muhammad Syaikhon et al., "Training on the Implementation of Religious Moderation Values in Aud through Pai at the Taam Aadida Foundation," *Communnity Development Journal* 5, no. 5 (2024): 10567–70.
[10] M.Si Dr. H Zuchri Abdussamad, S.IK., *Qualitative Research Methods*, 2021.
[11] M.H.I Dr. Hj. Nurul Hanani, "Innovation in Contemporary Arabic Language Learning through the Usluby Sociolinguistic Approach" (2025).
[12] Gunawan Saputra et al., "THE ROLE OF ARTIFICIAL INTELLIGENCE (AI) PERPLEXITY AS A DIGITAL MEDIATOR IN THE FORMATION OF LITERACY HABITS OF PAI IAIN CURUP STUDENTS CLASS OF 2022," *Journal of Literacy Volume* 14 (2022): 1–17.

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approach is needed that allows researchers to deeply understand the meanings, experiences, and dynamics that arise during the implementation of the program[13].

In addition, the qualitative approach allows research to be carried out in natural conditions in the school environment without the manipulation of variables. Information collection is carried out by interview techniques, field observations, and documentation studies so that researchers obtain in-depth and contextual data on the role of the supervisor, the methods applied, the interaction between teachers and students, and the obstacles that arise in the implementation of the special guidance program for the reading of the scriptures. Thus, the qualitative approach is considered the most appropriate to produce a complete and comprehensive real picture in accordance with the descriptive research objectives[14].

The participants of this study consist of teachers who coach religious literacy activities and students who participate in the development of the ability to read the scriptures at SMPIT Al Madinah Karawang. The special supervisor is designated as the main informant because they are directly involved in all stages of the program, from planning to the follow-up of Qur'an reading guidance activities. The students who participate in the program are used as supporting informants to obtain data on learning experiences, obstacles experienced, and the role of the program in optimizing scripture reading skills. Data collection in this study was carried out through observation techniques, interviews and documentation studies. The data analysis was carried out in the stages of data reduction, data presentation and conclusion drawn.

RESULTS AND DISCUSSION

1. Learning Planning Special Guidance Program for Reading the Qur'an

Referring to the results of interviews aimed at teachers who are in charge of the scripture literacy assistance program at SMPIT Al Madinah Karawang, the special guidance program is prepared by referring to the results of the test of the ability to chant verses of the Qur'an which is carried out when students first enter school, in order to find out the level of reading ability of each student. The planning of the special guidance program also includes the determination of the supervisor.

[13] Manotar Tampubolon, "The Effect of Work Stress, Compensation, Work Motivation, and Job Satisfaction on Grab in the City of Jakarta," *Qualitative Research Methods* 3, no. 17 (2023): 43, http://repository.unpas.ac.id/30547/5/BAB III.pdf.

[14] Marinu Waruwu, "Qualitative Research Approach: Concepts, Procedures, Advantages and Roles in the Field of Education," *Source: Journal of Educational Research and Evaluation* 5, no. 2 (2024): 198–211, https://doi.org/10.59698/afeksi.v5i2.236.

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The teacher who is designated as a supervisor is an educator who has the ability to recite the holy verses correctly and master the rules of tajweed. After that, the teacher prepares a program plan which includes the determination of the purpose of the guidance, the reading material to be used, the implementation schedule and also the coaching strategy that is adjusted to the student's ability. The reading materials chosen generally start from short letters, verses with a low level of difficulty, making it easier for students to improve reading gradually.

The planning of this program is designed to be carried out regularly and structured with intensive mentoring and repetition of readings. The findings confirm that the guidance of reciting the scriptures in schools is not only carried out through general activities, but is equipped with special guidance services for students who need additional support. Theoretically, learning planning is the initial stage that greatly determines the success of an educational program. In the context of Islamic religious education, the planning for the development of the scriptures must be prepared based on the abilities of students so that the coaching process can run effectively and in a directed manner. This statement is in line with the concept put forward by Sumardi, which places guidance as a facilitation process for individuals or groups in recognizing potential and talents, developing personal competencies, and achieving desired goals. Based on the results of interviews with teachers who teach the special guidance program for reading the Qur'an at SMPIT Al Madinah Karawang, the special guidance program was prepared by referring to the results of the Qur'an reading ability test conducted when students first entered school. The test aims to find out the level of reading ability of each student. Through this initial test, the school can find out the ability to read the Qur'an of students so that they can identify students who still need special guidance. The results of the test are one of the bases in determining the form of coaching that suits the needs of each student.

Theoretically, learning planning is the initial stage that greatly determines the success of an educational program. In the context of Islamic religious education, the planning for the development of reading the Qur'an must be prepared based on the ability of students so that the coaching process can run effectively and in a directed manner. This statement is in line with the concept put forward by Sumardi, which places guidance as a facilitation process for individuals or groups in

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recognizing potential and talents, developing personal competencies, and achieving desired goals.[15] .

2. Implementation of Special Guidance Program for Reading the Qur'an

The results of field observations indicate that the intensive assistance activity for the recitation of holy verses at SMPIT Al Madinah Karawang took place in the school mosque area. The researcher was present directly to observe the guidance process carried out by the teacher to students in an orderly and religious atmosphere. The activity was carried out after the tahfiz program, then continued with special guidance for students that had been determined beforehand. In its implementation, guidance is carried out directly by the teacher through the delivery of examples of Qur'anic verse recitation as a reference for students, in the next stage guiding students to imitate the reading repeatedly to strengthen the correct pronunciation. If there are errors in the pronunciation of the letters or the application of tajweed, it is immediately corrected by the teacher directly. Learning activities seem to be dynamic, with the involvement of students who are not limited to listening, but participating in reading and making improvements to their own reading. The students' responses showed attention and seriousness in following the guidance, even though at first they still looked hesitant and lacked confidence.

The implementation of this special guidance reflects a learning approach that emphasizes direct practice and intensive mentoring. This finding strengthens Silvia's view that teacher coaching is a professional service to support the improvement of learning processes and outcomes carried out by school leadership and other supervisors and coaches with the aim of assisting teachers in improving the quality of the learning process and learning outcomes[16]. From this presentation, it can be emphasized that the proficiency of reciting scripture will show higher effectiveness if carried out through face-to-face interaction between teachers and students, because teachers can immediately provide examples of correct readings and correct mistakes directly. Conceptually, this approach is tied to learning theory which places continuous practice and evaluative responses as the main factors in the development of text mastery[17]. In addition, Hasanah stated that teacher development is a professional assistance mechanism for educators whose

[15] Sumardi Sumardi, "Development of a Portfolio Assessment Model in Lesson-Based Mathematics Learning in Junior High School," *VARIDIKA Journal* 28, no. 2 (2017): 170–75, https://doi.org/10.23917/varidika.v28i2.3031.
[16] Roni Susanto, Ahmad Munir, and Basuki, "Preserving the Authenticity of Qirā'āt Sab'ah: A Comparative Study of Musyāfahah Methods at Al-Hasan and Al-Munawwir Boarding School," *Journal of Islamic and Social Studies* 23, no. 01 (2025): 101–21.
[17] Peer Tutoring: an Effective Solution For Learning Al-Qur'an Memorization at Al-Azhar Islamic Elementary School, Kemandoran

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implementation refers to the policies of school principals, supervisors, and related coaches to improve learning effectiveness and learning outcomes[18].

On this basis, the implementation of the tutoring program for the mastery of the recitation of holy verses at SMPIT Al Madinah Karawang can be understood as an applicative effort in improving the quality of individuals who follow the learning process. This finding strengthens Silvia's view that teacher coaching is a professional service to support the improvement of learning processes and outcomes carried out by school leadership along with supervisors and other coaches with the aim of assisting teachers in improving the quality of the learning process and learning outcomes. From this explanation, it can be emphasized that the learning process of reading the Qur'an requires direct interaction between teachers and students so that teachers can provide examples of correct reading and correct mistakes directly. Conceptually, this approach is related to learning theory which places continuous practice and evaluative response as important factors in the development of learning abilities. In addition, Hasanah stated that teacher development is a professional assistance mechanism for educators whose implementation refers to the policies of school principals, supervisors, and related coaches to increase learning effectiveness and learning outcomes. On this basis, the implementation of a special guidance program for reading the Qur'an at SMPIT Al Madinah Karawang can be understood as a form of learning assistance that provides opportunities for students to improve their reading skills through direct practice, repetition of reading, and correction from teachers.

3. Evaluation of the Special Guidance Program for Reading the Qur'an

The evaluation of the scripture recitation assistance program is carried out by the teacher on an ongoing basis during the guidance process. The evaluation is not carried out through a written test, but through a direct assessment of the student's reading ability. The teacher assesses the student's development based on the fluency of reading, the accuracy of the makharijul of letters, and the application of long and short readings according to the rules of tajweed. The results of the evaluation show that most students experience positive development after participating in the special guidance program. Students who at the beginning of the program still have difficulty reciting verses fluently began to show an increase in fluency and accuracy in reading. In addition, students' confidence also increased when asked to recite the Qur'an in front of the teacher. Theoretically, evaluation in qualitative learning does not always form numbers, but

[18] Supriono Santoso, "Participatory Training and Intensive Guidance Improve Teachers' Competence in Preparing Independent Curriculum Teaching Modules," *Al Mujaddid Journal of Humanities* 8, no. 2 (2022): 150–59.

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emphasizes more on the process and change of students' learning behavior[19]. Evaluations like this are in line with the principle of authentic assessment, which is an assessment that is carried out based on students' real abilities in the context of real learning[20].

Referring to the previous presentation, the evaluation carried out in the special guidance program for reading the Qur'an does not only serve to criticize the final project, but also to monitor student development on an ongoing basis. The evaluation of the special guidance program for reading the Qur'an is carried out by teachers on an ongoing basis during the guidance process. Evaluation is not carried out through a written test, but through a direct assessment of students' reading ability. The teacher assesses the development of students based on the fluency of reading, the accuracy of the meaning of the letters, and the application of long and short readings according to the rules of tajweed. The assessment is carried out by paying attention to the students' ability when practicing reading the Qur'an during guidance activities. Through direct observation, teachers can find out the aspects of reading that have been mastered by students and the parts that still need improvement.

In the evaluation process, fluency in reading is one of the aspects that are considered to determine students' ability to recite verses without experiencing many obstacles. In addition, the accuracy of the makharijul of letters is also a concern because it is related to the student's ability to pronounce hijaiyah letters according to the place where the letters come out. Teachers also pay attention to the application of long and short readings to determine the suitability of students' pronunciation with the rules of tajweed. These three aspects are the basis for seeing the development of students' Qur'an reading skills while participating in special guidance programs.

4. Follow-up to the Special Guidance Program for Reading the Qur'an

Starting from the evaluative findings, teachers carry out follow-ups for students who still have difficulty reading verses fluently. The follow-up is carried out by providing more intensive follow-up guidance, repetition of reading, and special attention to the aspect of reading that is still weak. Students who have shown improvement in ability are still monitored so that the quality of their reading is maintained and does not decrease. This follow-up shows that the special guidance program for reading the Qur'an does not stop at the evaluation stage alone, but continues with continuous improvement efforts. Theoretically, follow-up is an important part of the learning cycle, because it functions as

[19] Dr. H Zuchri Abdussamad, S.IK., *Method. Researcher. Qualitative*.
[20] A. Rahmaeni M, Putriwanti, and Kasmawati, "The Role of Learning Evaluation in Improving the Quality of Learning," *Journal of Community Service and Educational Research* 3, no. 4 (2025): 3410–15, https://doi.org/10.31004/jerkin.v3i4.1029.

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an effort to improve and strengthen learning outcomes[21]. Therefore, continuous coaching has a high urgency so that the proficiency in reciting holy verses can develop optimally and settle in the long term. Based on the great Indonesian dictionary, the word *Intensive* Included in the category of adjectives that mean it is done seriously and continuously until optimal results are achieved. Suwartini also argues that intensive means carried out with seriousness, depth and seriousness[22].

This opinion is in line with the practice applied in the scripture recitation assistance program at SMPIT Al Madinah, where follow-up is carried out on an ongoing basis. The follow-up guidance is carried out by paying attention to the results of the evaluation of each student's reading ability. Students who are still experiencing difficulties in certain aspects are given the opportunity to return to practice so that their reading errors can be corrected gradually. Repetition of reading also helps students get used to reciting Qur'an verses more fluently and accurately. In addition, teachers' attention to the development of each student is needed so that the form of guidance provided remains in accordance with their needs.

This monitoring also aims to determine the consistency of students' abilities after receiving special guidance. With continuous monitoring, teachers can see the progress of students' reading as well as find out if there are still mistakes that need to be corrected. Therefore, follow-up is part of the coaching process that is not only oriented towards improving ability, but also on maintaining the ability to read the Qur'an that has been achieved.

CONCLUSION

Based on the findings of the research regarding the implementation of the special guidance program for reading the Qur'an at SMPIT Al-Madinah Karawang, it can be concluded that the program is a form of school response to the condition of students who still face obstacles in the pronunciation of verses according to the rules of tajweed, both in terms of fluency and accuracy in the application of tajweed. The program is designed with a plan that focuses on the learning needs of students, especially on the mastery of makharijul letters, the accuracy of long and short readings, and the improvement of fluency in reading the Qur'an. The implementation of the special guidance program is carried out directly and intensively through teacher assistance to students, which begins

[21] Yuliananingsih Yuliananingsih, "Follow-up Activities in the Development of Learning Assessments in MI," *EL-Muhbib: Journal of Basic Education Thought and Research* 4, no. 1 (2020): 17–30, https://doi.org/10.52266/el-muhbib.v4i1.391.
[22] Santoso, "Participatory Training and Intensive Guidance Improve Teachers' Competence in Preparing Independent Curriculum Teaching Modules."

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with tahfiz habituation activities and continues with guidance on reading the Qur'an. In the implementation process, the role of the teacher appears to be dominant through providing examples of reading according to the rules and providing direct feedback on mistakes that arise during the reading process, as well as building positive interactions with students. The results of the study show that this approach helps students become more fluent in chanting the Qur'an, understanding disagreements in reading, and increasing confidence in reading in front of teachers.

The evaluation of the special guidance program for reading the Qur'an is carried out on an ongoing basis through direct observation of the development of students' reading skills. This evaluation shows positive changes in most students, reviewed from the level of fluency in reading and the accuracy of the application of tajweed principles. Furthermore, follow-up is carried out by providing follow-up assistance for students who still need additional guidance, so that the process of coaching reading the scriptures can run continuously.

On that basis, the intensive assistance program for the recitation of holy verses at SMPIT Al Madinah Karawang can be understood as a structured and sustainable coaching effort in helping students optimize their ability to chant the Qur'an according to the right rules. This study provides an empirical picture of the importance of special assistance in coaching the recitation of the holy book in integrated Islamic schools, especially for students who have not mastered the basic skills of recitation of religious texts.

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