THE ROLE OF TEACHERS IN IMPROVING THE ABILITY TO READ AL-QUR'AN THROUGH LEARNING GHORIP MUSYKILAT AT TPQ AL-AHSAN TAMAN SARI

Himmatun Nadifah[1], Kustiana Arisanti[2], Ummi Lailia Maghfiroh[3]
[123]Tarbiyah, Zainul Hasan Islamic University Genggong

Email:
[1]nadifah0806@gmail.com
[2]kustiana.arisanti82@gmail.com
[3]bichmalam@gmail.com

ABSTRACT

This study aims to describe the teacher's role in improving students' Qur'an reading ability through ghorib musykilat learning at TPQ Al-Ahsan Taman Sari. This research uses a descriptive qualitative method with a case study approach. Data were collected through observation, interviews, and documentation. The ghorib musykilat lessons are conducted after students complete Books 1 to 6 and Juz 27 of the Qiro'ati method, with teachers providing direct and intensive guidance. The learning focuses on difficult words and special reading marks such as imalah, isymam, tashil, and saktah. The Qiro'ati method is selected for its effectiveness in gradually and systematically building students' ability to read the Qur'an, enabling them to recognize various types of readings and marks. Teachers at TPQ act as educators, guides, facilitators, motivators, and evaluators. Besides teaching correct reading techniques, teachers instill Islamic values and create a supportive learning environment to boost students' confidence. The findings reveal that the comprehensive role of teachers significantly contributes to enhancing students' ability to read the Qur'an accurately and fluently, especially in understanding and pronouncing ghorib musykilat readings. The applied learning approach also improves students' motivation and discipline.
Keywords: *Teacher's Role, Ghorib Musykilat, Qur'anic Reading Ability*

INTRODUCTION

Education has a very important role in shaping the character and morals of students. According to Ki Hadjar Dewantara, education is a coaching process that aims to guide all human potential, both as individuals and as members of society, in order to achieve the highest possible safety and happiness - high (Sa'idah, 2021) . In order for educational goals to be achieved optimally, especially in the teaching and learning process, good interaction between teachers and students is needed. Therefore, teachers are required to have high dedication in an effort to continuously improve the quality of learning and the achievement of student learning outcomes. Teachers are a profession that demands adequate competence, because they act as educators and teachers in shaping quality students, especially in the aspect of religious education (Sujanto et al., 2023) .

In the realm of Islamic education, one of the basic skills that is very important for every student to have is the ability to read the Qur'an properly and correctly, especially in religious education institutions such as the Al-Qur'an Education Park (TPQ) (Sujanto et al., 2023) . The Qur'an is not only a source of religious teachings,

but also functions as a guide to life that regulates morals, behavior, and is the basis for the moral values of Muslims. So, the ability to read the Qur'an must be in accordance with the correct tajweed, the right makhorijul letters, and an understanding of the laws of reading which are very essential and basic. These skills are not only important in terms of worship, but also as the main foundation in understanding the content of the Qur'an in depth (Nur Cholish Siddiq Harahap, 2022) .

To support success in reading the Qur'an correctly, it is necessary to apply appropriate learning methods (Aziz et al., 2023) . Methods are understood as ways that are used systematically and efficiently to achieve learning objectives quickly and effectively. One method that has been widely used to teach Qur'an reading skills is the Qiro'ati' method. This method was developed by KH. Dahlan Salim Zarkasyi from Semarang, which has been widespread in various Qur'anic education in Indonesia.

One of the advanced materials in Qiro'ati material that has a high level of complexity is learning ghorib and musykilat readings. This material includes readings that are rarely found in simple Qur'anic verse structures, such as readings that require a deep understanding of the advanced tajweed reading laws, as well as waqof (stopping), ibtida' (starting the reading), unusual long and short readings, and others. Learning ghorib and muskilat is usually done after the students have completed volume 1 to volume 6, then continued with juz 27, as well as further learning in the form of ghorib and musykilat material.

TPQ Al-Ahsan Taman Sari, is one of the educational institutions that gives serious attention and has a strong commitment to improving the ability to read the Qur'an of students by applying the Qiro'ati method as the main approach. With the consistent application of the Qiro'ati method, this institution arranges the stages of learning in stages and levels, including the stage of teaching ghorib and musykilat reading which is guided directly from experienced ustadz / ustadzah. However, although this method is quite widely known, not all students show uniform development, such as differences in santri background, variations in reading ability, as well as internal factors such as shyness, lack of confidence, difficulty understanding complex readings and also the psychological condition of students which will be a challenge in the learning process of reading the Qur'an.

In this situation, the role of the teacher becomes very crucial. The teacher is not only in charge of delivering the material, but also as an educator, guide, facilitator, motivator, and evaluator. The role of the teacher is very important in creating a conducive learning atmosphere, guiding individually, and building students' confidence to be able to overcome obstacles in reading the Qur'an, especially when entering more complex learning stages such as ghorib and musykilat.

Various studies have discussed the effectiveness of the qiro'ati method in improving the ability to read the Qur'an at the basic level. However, most of them are very few that review how the role of the teacher to assist students in learning the readings of ghorib musykilat is still very limited. This research shows that the advanced aspects of improving the ability to read the Qur'an, especially in the context of the Qiro'ati method, have not been explored in depth.

Therefore, this study aims to explore in depth the role of teachers in improving the ability to read the Qur'an through learning ghorib musykilat at TPQ Al-Ahsan Taman Sari, with an emphasis on the implementation of the Qiro'ati method at an advanced stage.

RESEARCH METHODS

In this study, researchers used qualitative and descriptive approaches. According to Sugiono, qualitative is a method used to study objects in natural conditions, with researchers as key instruments, data collection techniques are triangulated, and the analysis is inductive / qualitative, and qualitative emphasizes in-depth results and has meaning rather than general results or generalizations (Haryono, 2023) .

Meanwhile, the descriptive approach is a research strategy that aims to describe in detail a phenomenon under study, including elements such as characteristics, characteristics, qualities, and certain patterns in order to obtain a deeper understanding and explanation (Purwanza et al., 2022) . In it, using a type of case study research, because the aim is to analyze and understand a phenomenon in depth in a particular context.

The subjects in this study were the ustadz teaching Qiro'ati' lessons and the students of TPQ Al-Ahsan Taman Sari. They were chosen as subjects because of their direct involvement in the learning process of reading the Qur'an, especially in the material of ghorib musylkilat. While the object of research is the role of the teacher in improving the ability to read the Qur'an through learning ghorib musykilat.

The data collection methods used in this study include observation, interviews, and documentation. Data analysis in this study follows the concept proposed by Miles and Huberman (1994) which includes three stages, namely data reduction, data display, and conclusion drawing and verification. This approach is commonly used in various qualitative studies because it is able to provide a deep understanding of the phenomenon under study (Fadli, 2021) .

RESULTS AND DISCUSSION

Implementation of Ghorib Musykilat Learning at TPQ Al-Ahsan

Learning ghorib musykilat is part of the advanced material in the Qiro'ati method which has a high level of complexity. This reading consists of lafadz in the Qur'an that are rarely encountered and have more complicated pronunciation characteristics, such as the laws of saktah, imalah, isymam, long mad readings, and unusual waqaf forms (Rohmawati, 2020) . At TPQ Al-Ahsan Taman Sari, learning ghorib musykilat is held at 15.45 to 17.00 WIB. This learning begins with greetings and recitation of prayers, followed by reading short letters together. This activity aims to provide opportunities for students to focus on learning more difficult lafadz with more intensive guidance.

Before the ghorib musykilat learning stage, students first complete basic learning using the qiro'ati method from volumes 1 to 6 which is basic learning about hijaiyah letters, basic tajweed, and introduction to reading the Quran. After mastering the basics of reading, students continue with learning about short letters in Juz 27 (Farida et al., 2021) . This prepares students to understand and pronounce the recitations correctly, before finally entering advanced learning (Alfa et al., 2024) .

After these stages have been successfully completed, the students are then directed to follow the learning of ghorib musykilat. In this session, the focus of learning shifts to recitations that are considered more difficult and rarely found in the Qur'an, which are called ghorib (recitations that are rare and difficult to pronounce) and musykilat (difficulty in pronouncing recitations correctly) (Muntaha, 2022) .

In its implementation, there are several obstacles experienced, including the difficulty of students in memorizing and pronouncing lafadz that are rarely encountered (ghorib), as well as challenges in understanding complex tajweed reading laws such as saktah and imalah. In addition, the students' learning focus sometimes decreases due to the high level of difficulty of the material. To overcome this, teachers use intensive learning strategies with direct assistance, provide personalized corrections, and motivate students to remain enthusiastic and thorough in learning. Evaluation is carried out regularly to monitor progress and provide reinforcement on parts that are still difficult for students to understand.

This approach helps ensure that learning takes place effectively and according to the ability of the students, so that they are able to read the ghorib and musykilat passages correctly and fluently according to the rules of tajweed. Based on interviews with Ustaz Dafidz as a teacher at TPQ Al-Ahsan, Taman Sari, explaining the implementation of learning methods and his role in learning Al-Qur'an activities at TPQ Al-Ahsan:

"*This learning is carried out intensively with direct assistance from the teacher, who provides guidance and correction if there are errors in the pronunciation of reading the Qur'an or the laws of tajweed. Students are required to complete volumes 1 to 6 and juz 27 first to ensure readiness to receive the next learning material, namely ghorib musykilat."*

In addition to digging from the teacher, the researcher also interviewed one of the students named Habullah who participated in the learning of ghorib musykilat. This aims to find out the responses, as well as the experience of the students while following the learning process.

"Learning ghorib musykilat was a bit difficult at first, because the readings that were pronounced were different from what I was used to reading. But the ustadz was very patient and continued to guide me until I could and understood in learning this ghorib musykilat. Sometimes I was confused about whether to stop or how to pronounce it. But once I was taught by the ustadz and practiced, it became easier."

Based on the results of interviews with ustaz and students, it can be concluded that learning ghorib and musykilat at TPQ Al-Ahsan is carried out gradually and systematically in accordance with the Qiro'ati method. Ustadz plays an active role in guiding students through direct assistance, reading correction, and motivation that continues to be given. On the other hand, students respond to this learning enthusiastically despite facing some difficulties, especially in the pronunciation of readings that are rarely encountered. Nevertheless, with an intensive learning strategy and a patient approach, this learning is able to improve understanding and skills in reading the Qur'an in depth.

Teacher's Role in Learning Ghorib Musykilat

At TPQ Al-Ahsan Taman Sari, ghorib musykilat learning activities are directly guided by ustadz Dafid who is the founder of TPQ Al-Ahsan Taman Sari, who since the beginning established this institution committed to developing the ability to read the students' Al-Qur'an through the Qiro'ati method.

Ustadz at TPQ Al-Ahsan Taman Sari play an important role in the successful implementation of learning ghorib musykilat. To master this material, students need an advanced understanding of tajweed and intensive practice. Therefore, learning ghorib musykilat requires consistent assistance and a structured approach from ustadz who fully understand the characteristics of each student.

Based on the results of observations and interviews, it was found that the ustadz does not only function as a material deliverer, but also plays several roles, namely as an educator, guide, facilitator, motivator, and evaluator of santri reading.

The role as an *educator* carried out by the ustadz of TPQ Al-Ahsan in the context of learning ghorib musykilat, not only teaches the technical aspects of reading, but also instills spiritual values and respect for the Qur'an. The reading of ghorib musykilat, which has uniqueness and complexity, is a means to instill an attitude of thoroughness, patience, and respect for the Qur'anic verses. Ustadz forms the character of students who are not only able to read, but also love the Qur'an with full seriousness.

The role of the teacher as a *mentor*, including teachers at TPQ Al-Ahsan guiding students in practicing proper pronunciation of ghorib musykilat readings that have special tajweed rules, such as mad far'I, qalqalah kubra, or idgham mutajanisain. Ustadz helps students solve reading difficulties through a gradual approach and direct correction during reading practice. This approach allows students to understand the meaning and rules of each reading classified as musykilat.

The role as a *facilitator* carried out by the teacher at TPQ Al-Ahsan is that the Ustadz provides learning facilities such as advanced volume Qiro'ati manuals, especially special sections on ghorib and musykilat, and creates a conducive classroom environment. In practice, the ustadz also organizes the flow of learning by giving enough time to complicated reading passages so that students can practice more intensively.

The teacher as a *motivator*, where the teacher has an important role in building students' learning motivation, especially in improving students' ability to read the Qur'an through learning ghorib musykilat is often a challenge for students. Therefore, the ustadz plays a role in providing psychological encouragement and encouragement, especially to students who are afraid of being wrong or not confident. By providing continuous motivation, both in general in class and privately outside of class hours, students become more courageous and enthusiastic in dealing with difficult readings.

The role of the teacher as an *evaluator* carried out by the teacher at TPQ Al-Ahsan through periodic assessment by direct assessment when students read ghorib musykilat, both from the aspects of fluency, tajweed accuracy, and reading fluency. The assessment is carried out through a special book used to record the reading results of each student. Every time the students read, the teacher gives an assessment mark. If the santri's reading is correct, thorough, and in accordance with the rules of tajweed, the teacher will give an "L" (pass) sign. However, if there are still errors, the reading is less than perfect, or needs improvement, then an "L-" mark is given (not perfect). This system helps teachers to continuously monitor the progress of students and determine what material needs to be repeated or corrected. This assessment is done thoroughly by considering the individual progress of each student. To clarify these five roles, the following is an interview quote from Ustadz Dafid as the teacher who teaches ghorib musykilat learning at TPQ Al-Ahsan:

Table 1. Interview excerpts

Theme	Informant (Interview Excerpt)
Educator	*I always emphasize the importance of reading manners before teaching the technical aspects. Students must realize that reading the Qur'an is a form of worship, not just an obligation or duty. Therefore, I direct them to read calmly, unhurriedly, and carefully, especially when dealing with ghorib musykilat readings that require special precision.*
Advisor	*If there are difficult readings such as imalah or tashil readings, I repeat them many times until they can. I guide one-on-one, sometimes I repeat it many times until the students understand the reading of ghorib musykilat.*
Facilitator	*Before the lesson begins, the students already have a notebook of ghorib musykilat recitations. The note contains the recitations that I have previously determined. So I give an example or a list of readings, then they rewrite it in the santri book that has been stage ghorib musykilat. The practice time is increased if they still don't understand. I give them the opportunity to practice independently and I monitor them.*
Motivator	*If there are students who are afraid of being wrong or embarrassed, I give encouragement and motivation so that students dare to try. I say that it's okay to be wrong as long as you want to learn.*
Evaluator	*Every time they read, I record the results in the Qiro'ati achievement book. If their reading is correct and appropriate, I give an "L" (pass). But if they still need improvement or repetition, I give an "L-" (not perfect). From there I know which ones need more guidance.*

Based on the results of interviews with ustadz Dafid as the caregiver of TPQ Al-Ahsan in the table above, it can be seen that the role of the teacher in learning ghorib musykilat is really carried out at TPQ Al-Ahsan Taman Sari. The interview excerpt shows that the teacher's role is not only actively guiding, but also paying individual attention to each student's development, especially in the material of ghorib musykilat.

Improving Santri's Ability in Learning Ghorib Musykilat

Learning ghorib musykilat at TPQ Al-Ahsan Taman Sari contributes significantly to improving the ability to read the Qur'an of the students and also shows an increase in recognizing the ghorib musykilat readings contained in the Qur'an. If previously they only read in general without understanding the specificity of certain readings, now they are able to distinguish reading signs such as imalah, tashil, isymam and others. This shows an increase in understanding of important details in reading the Qur'an correctly. Based on interviews with ustadz and students of TPQ Al-Ahsan, they stated that

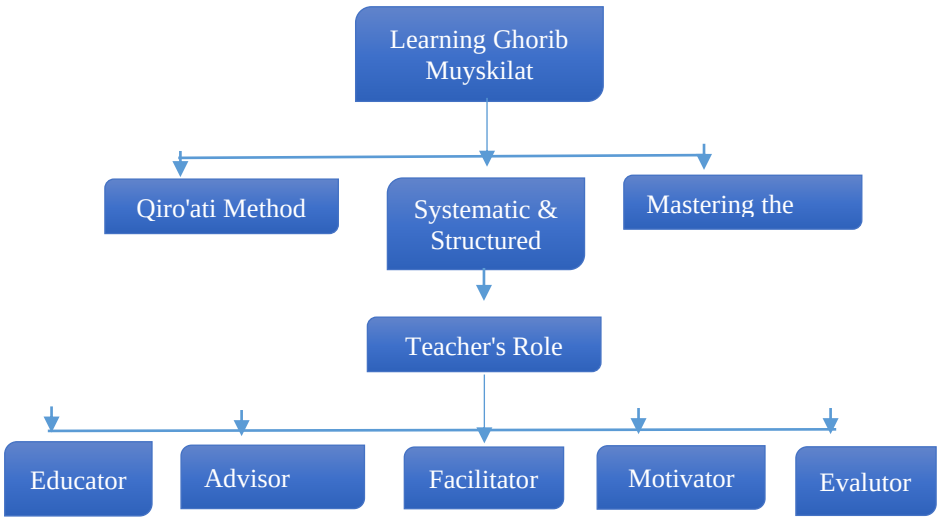
Table 2. Interview excerpts

Theme	Informant	Interview Excerpt
Improving Santri's Ability in Learning ghorib musykilat	1	*After the implementation of learning ghorib musykilat with the Qiro'ati method approach, the accuracy of the students' pronunciation and pronunciation has improved. They are able to distinguish between readings that require saktah, imalah, waqaf, or washal, and understand the application of tajweed law in the context of these readings. The learning process which involves direct practice, examples from teachers, and periodic corrections, makes students more careful and aware of the importance of correct and maintained reading.*
	2	*The improvement can also be seen in terms of the students' attitude towards reading activities. Students who were previously reluctant to read in public for fear of being wrong, now show the courage to appear and read verses containing ghorib readings. Self-confidence grows along with the understanding and practice provided by the teacher on an ongoing basis.*

Based on the results of the interview above, the learning process of ghorib musykilat shows that the improvement of students is not only due to the method, but also due to the relationship and example of the teacher in guiding them.

The description previously presented shows the integration between the stages of learning, the role of the teacher, and the method approach applied in learning ghorib musykilat. To clarify the relationship between these elements, the following is a conceptual scheme of research findings that describes the learning pattern and the role of teachers at TPQ Al-Ahsan Taman Sari:

Figure 1: Scheme of Research Findings on the Teacher's Role in Learning Ghorib Musykilat



The scheme above visually presents the pattern of teacher involvement in the implementation of the Qiro'ati method, especially in the ghorib musykilat learning stage. Components such as tiered coaching, adjustment of teaching materials, regular evaluation, and the role of the teacher as a guide and motivator become the foundation in shaping effective and comprehensive learning. The presence of the teacher not only as a technical director, but also as a character builder and guardian of the quality of the santri's reading, has a major influence on improving their ability to read the Qur'an.

It also appears that the systematic learning structure through the Qiro'ati method, coupled with personal assistance, creates a conducive learning environment and encourages santri to achieve higher competencies on an ongoing basis. This visualization strengthens the understanding that the educational process cannot be separated from the exemplary teacher, adaptive approach, and consistency in evaluation and in-depth coaching.

CONCLUSION

Based on the results of research conducted at TPQ Al-Ahsan Taman Sari, it can be concluded that learning ghorib musykilat as part of the Qiro'ati method is carried out gradually, systematically, and structurally. The learning process starts from mastering the basic volumes up to juz 27, before finally the students are directed to more complex ghorib musykilat learning. In its implementation, the teacher plays several very important roles, not only as a contributor of material, but also as an educator, guide, facilitator, motivator, and evaluator. By carrying out these various roles actively and responsibly, teachers at TPQ Al-Ahsan have succeeded in creating a learning atmosphere that supports the improvement of students' Al-Qur'an reading skills, especially in dealing with difficult and rarely encountered readings.

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