



Teachers' Strategies for Teaching the Quran Using the Iqro' Method at Quranic Educational Institutions

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Article Information:

Received June 10, 2026

Revised July 18, 2026

Accepted August 3, 2026

Keywords: *Teacher strategies, iqro' method, quranic learning, quranic educational institutions, quran recitation*

Abstract

This study aims to describe the strategies used by teachers in teaching the Quran using the Iqro' method at a Quranic Education Institution in Padang, West Sumatra, as well as to determine the effectiveness of this method's implementation and the factors that support and hinder the learning process. This study employs a qualitative approach using a case study design. The research subjects were teachers at the Quran Education Institution, while the research object was the teachers' strategies in teaching the Quran using the Iqro' method. Data collection techniques included observation, interviews, and documentation, while data analysis involved data reduction, data presentation, and drawing conclusions. The results of the study indicate that teachers' strategies involve systematic lesson planning, grouping students based on ability, an individualized (private) approach, and the provision of motivation and periodic evaluation. The application of the Iqro' method proved effective in improving students' ability to read the Quran, as evidenced by increased reading fluency, accuracy in pronunciation (*makhraj*), and a basic understanding of tajwid. Supporting factors included teacher competence, parental support, and the availability of learning materials, while inhibiting factors included time constraints, differences in students' abilities, and low motivation among some students.

INTRODUCTION

Quranic education is a fundamental aspect of the Islamic education system, serving as the primary foundation for the formation of character, spirituality, and morality in students from an early age (Hawa et al., 2025; Irawan et al., 2025; Isbah & Sihono, 2025; Nuh et al., 2025). The ability to read the Quran is not only seen as a technical skill in worship, but also as a means of internalizing noble moral values that influence the formation of an Islamic personality (Mahdali, 2020; Nasution & Siregar, 2024; Rosyidah & Subando, 2026). Therefore, Quranic learning in educational institutions, particularly in Quranic Education Institutions, is crucial to ensuring that the younger generation has a solid spiritual foundation and commendable morals. However, the reality on the ground shows that many students still experience difficulties in reading the Quran properly and correctly. This indicates that the

How to cite:

Pitrianis, I. N., Safarudin, R., Suprizen, S. (2026). Teachers' Strategies for Teaching the Quran Using the Iqro' Method at Quranic Educational Institutions. *Ahlussunnah: Journal of Islamic Education*, 5(2), 675-681.

E-ISSN:

2827-9573

Published by:

The Institute for Research and Community Service

learning process has not been running optimally, so more effective learning strategies are needed from educators.

The urgency of this research lies in the role of teachers as the primary actors in determining the success of Quran learning. Teachers function not only as material deliverers, but also as facilitators, motivators, and guides who are able to adapt strategies to the conditions of students. The right learning strategy will facilitate understanding of the material, increase learning motivation, foster a love for the Quran, and form sustainable reading habits (Kusumawati et al., 2026; Siregar et al., 2025). One method widely used in Quran educational institutions is the Iqro' method, which is known to be practical, systematic, and gradual in training the ability to read the hijaiyah letters until students are able to read the Quran fluently. The success of this method is highly dependent on the teacher's strategy in implementing it, such as the use of an individual approach, grouping students according to ability, providing motivation, and ongoing evaluation.

Several previous studies support the effectiveness of the Iqro' method in improving Quran reading skills. Research at MTs Sirojul Athfal Karadenan, Bogor, showed that the graded volume structure in the Iqro' method effectively bridges differences in student reading abilities and has a positive impact on affective aspects such as self-confidence and learning independence (Saban & Qudus, 2026). Another study at the Al Barokah Quran Education Institute, Cirebon, confirmed that the Iqro' method is able to improve Quran reading skills, starting from recognizing the hijaiyah letters to reading fluency according to tajwid rules, with supporting factors such as intensive teacher guidance and parental support. Meanwhile, research at several Quran education institutions in Yogyakarta shows that teacher strategies involving individual approaches and providing motivation play a major role in accelerating the Quran learning process (Maryati et al., 2024). These findings demonstrate that the effectiveness of the Iqro' method cannot be separated from the teacher's strategy used. This research has novelty with a focus on specific teacher strategies in implementing the Iqro' method, as well as examining the effectiveness and supporting and inhibiting factors in learning the Quran at the Quran Education Institution.

METHODS

This research uses a qualitative approach with a case study type (Alifya et al., 2025; Anidar et al., 2026; Efendi et al., 2026; Engkizar et al., 2025; 2026; Sari et al., 2025; Seminikhyna & Lutsenko, 2024; Ulfah et al., 2019). The qualitative approach was chosen because it can explore phenomena in depth based on real conditions in the field, while the case study is used to provide a comprehensive picture of teacher strategies in teaching the Quran using the Iqro' method at the Nurul Wujud Mosque Al-Qur'an Education Institute in Padang City. The focus of the research is directed at natural learning practices, so that researchers can understand the processes, strategies, and dynamics that occur in this specific context.

The subjects of the study were teachers who teach the Quran at the Nurul Wujud Mosque Quran Education Institute, while the object of the study was the teachers' strategies in teaching the Quran using the Iqro' method. The research data sources were obtained from the main informants, namely the Quran teachers, as well as supporting informants, namely students and educational institution managers. In addition, documents in the form of learning activity records, teaching schedules, and student evaluation archives were also used as supporting data to strengthen the research results (Engkizar et al., 2024; Htay et al., 2025; Oktavia et al., 2023; Saminu et al., 2025; Ummah et al., 2025).

The primary instrument in this study was the researcher herself, who played a role in designing the interview guidelines, observation sheets, and documentation

formats. Data collection techniques were carried out through direct observation of the learning process, in-depth interviews with teachers and administrators of the Quran Education Institution, and documentation in the form of written notes and activity archives. The data obtained were then analyzed using the analysis stages according to Miles and Huberman, namely data reduction to filter relevant information, presentation of data in narrative or matrix form, and drawing conclusions and verification to find patterns, themes, and meaning from the collected data. With this method, the study is expected to provide a complete picture of teacher strategies in implementing the Iqro' method, while identifying supporting and inhibiting factors that influence the success of Quran learning in educational institutions.

RESULT AND DISCUSSION

Teachers' Strategies in Learning the Quran

The results of the study indicate that the teacher's strategy in learning the Quran using the Iqro' method at the Nurul Wujud Mosque Quran Education Institute in Padang City is carried out through several main steps, namely systematic learning planning, grouping students based on ability, implementing an individual (private) approach, and providing continuous motivation. This strategy has proven effective because it is able to adapt the learning process to the abilities of each student, so that they can develop according to the stages of the Iqro' volume being studied.

First, learning planning is carried out systematically by establishing a clear schedule, materials, and achievement targets. Teachers prepare lesson plans tailored to the students' ability levels, ensuring a more focused and measurable learning process. Second, student grouping facilitates teachers' guidance based on their Quranic reading ability. Students in the early stages are placed in special groups, while more advanced students are directed to advanced groups.

Third, teachers employ an individualized approach by providing private tutoring to students experiencing difficulties. This approach allows teachers to focus more on each student's weaknesses, such as errors in pronouncing the *hijaiyah* letters or applying tajwid. Fourth, teachers provide ongoing motivation in the form of spiritual encouragement, advice, and simple rewards to keep students enthusiastic about learning. This motivation has been proven to increase students' self-confidence and foster a love for the Quran.

The findings of this study align with constructivist learning theory, which emphasizes the importance of the teacher's role as a facilitator in creating a learning environment that meets students' needs (Azis et al., 2025; Azzahra et al., 2019). Grouping strategies and individual approaches support the principle of learning differentiation, where each student receives treatment according to their ability level (Antarikza, 2025; Kasmirawati, 2025).

The discussion of the results of this study shows that teacher strategies not only influence the cognitive aspect of the ability to read the Quran, but also impact the affective aspects such as motivation, self-confidence, and love for the Quran. Thus, this study successfully answered the research objective, namely to examine the effectiveness of teacher strategies in implementing the Iqro' method. In addition, the results of this study contribute to the development of Quran learning theory by emphasizing the importance of teacher strategies as a determining factor for success. In the current context, this strategy is relevant to face the challenges of learning the Quran that are increasingly complex due to limited learning time and differences in the backgrounds of students. Meanwhile, in the future context, these findings can be a reference for teachers and educational institutions in designing a more adaptive and sustainable Quran learning model.

Effectiveness of the Iqro' Method

The results of the study indicate that the application of the Iqro' method has proven effective in improving the ability to read the Quran at the Nurul Wujud Mosque Quran Education Institute in Padang City. This effectiveness can be seen from several main indicators. First, there was an increase in reading fluency, where students were able to read *hijaiyah* letters and series of words more fluently according to the stages of the Iqro' volume. Second, there was an increase in the accuracy of *makbraj*, so that students could pronounce letters correctly according to the rules of tajwid. Third, students began to understand the basics of tajwid, such as the length of readings, the rules of *nun sukun*, and mad, although still at an early stage. Fourth, the affective aspect also experienced development, namely an increase in students' self-confidence in reading the Quran both in front of teachers and peers.

The effectiveness of the Iqro' method is inseparable from its gradual, systematic, and easy-to-understand nature. The graded stages allow students to learn at their own pace, avoiding feeling overwhelmed. The systematic nature of the material also helps teachers develop targeted learning strategies. This method's ease of understanding allows students to adapt more quickly and motivates them to move on to the next stage.

The discussion of the results of this study confirms that the effectiveness of the Iqro' method not only influences the cognitive aspect in the form of reading skills, but also the affective aspect in the form of motivation and self-confidence of students (Alfian et al., 2026; Riyadi, 2026). Thus, this study successfully answered the research objective, namely to examine the effectiveness of teacher strategies in implementing the Iqro' method. These findings contribute to the development of Quran learning theory by emphasizing the importance of systematic, gradual, and easy-to-understand methods. In the current context, the Iqro' method is relevant to face the challenges of learning the Quran, which are increasingly complex due to limited learning time and differences in the backgrounds of students. Meanwhile, in the future context, the results of this study can be a reference for teachers and educational institutions in designing Quran learning models that are more adaptive, effective, and sustainable.

Supporting and Inhibiting Factors of Teacher Strategies in Learning the Quran

The results of the study indicate that teachers' strategies in learning the Quran using the Iqro' method are influenced by several supporting and inhibiting factors. The most dominant supporting factor is students' learning motivation. Students who are highly enthusiastic in learning the Quran more quickly achieve learning targets, especially in reading fluency and understanding basic tajwid. Furthermore, parental support is also an important aspect because parental involvement in monitoring and accompanying children at home strengthens learning outcomes at the Quran Education Institution. Teacher competence, both in terms of mastery of the Iqro' method and pedagogical skills, also supports learning success. Teachers who are skilled in managing classes and providing individual approaches are able to adapt strategies to students' needs. Other supporting factors are learning media, such as Iqro' books, whiteboards, and visual aids, which make it easier for students to understand the material gradually.

On the other hand, several inhibiting factors affect the effectiveness of teacher strategies. Limited learning time is a major obstacle because the study schedule at Al-Quran Education Institutions is usually limited to the afternoon after formal school, so the intensity of learning is not optimal. Differences in student abilities also pose a challenge, where some students are already fluent in reading, while others still have difficulty recognizing the *hijaiyah* letters. This condition requires teachers to work harder in developing grouping strategies and individual approaches. Lack of student

discipline, such as late arrivals or lack of focus during learning, also hinders the achievement of learning targets. Furthermore, the limited number of teachers compared to the number of students causes the learning process to be less than optimal because teachers must guide many students in a relatively short time.

The discussion of the research findings indicates that both supporting and inhibiting factors significantly influence the effectiveness of teacher strategies. This finding aligns with the theory of differentiated learning, which emphasizes the importance of adapting strategies to the learner's specific needs. Thus, this research reinforces previous theory and findings while also providing a practical contribution, suggesting that teacher strategies should be designed with a balance between supporting and inhibiting factors.

CONCLUSION

This study concludes that the teacher's strategy in learning the Quran using the Iqro' method at the Nurul Wujud Mosque Quran Education Institute in Padang City has proven effective in improving students' Quran reading skills. The strategies implemented include systematic learning planning, grouping students based on ability, an individual approach, and providing continuous motivation. The gradual, systematic, and easy-to-understand application of the Iqro' method can improve reading fluency, accuracy of pronunciation, basic understanding of tajwid, and foster students' self-confidence. Supporting factors such as students' learning motivation, parental support, teacher competence, and learning media strengthen the success of this strategy, while inhibiting factors such as time constraints, differences in student abilities, lack of discipline, and a limited number of teachers are challenges that need to be overcome.

The findings of this study answer the research objective by confirming that the effectiveness of the Iqro' method is highly dependent on the appropriate teacher strategy. Theoretically, this study strengthens the concept of differentiated and constructivist learning in Quran education, which emphasizes the importance of adapting strategies to the students' conditions. Practically, the results of this study can be applied by teachers and Quran educational institutions to design more adaptive, effective, and sustainable learning. Going forward, this study provides recommendations for educational institutions to pay attention to improving teacher competency, providing adequate learning media, and organizing learning time more optimally, so that the quality of Quran learning can continue to be improved according to the needs of future generations.

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First publication right:

Ahlussunnah: Journal of Islamic Education

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