

## TAHSIN LEARNING STRATEGIES TO IMPROVE STUDENTS' QUR'ANIC READING FLUENCY AT TPQ AL-MUHAJIRIN, KAMBILO VILLAGE

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### ABSTRACT

This study examines Tahsin learning strategies to improve the fluency of Qur'anic reading at TPQ Al-Muhajirin, Kambilo Village, Bima Regency, West Nusa Tenggara. The problems identified include unclear pronunciation of Arabic letters, inconsistent application of tajwid rules, and unbalanced reading speed. The study aims to describe the implementation of Tahsin learning strategies, analyze the development of students' reading fluency, and identify the supporting and inhibiting factors affecting the learning process. This research employed a qualitative field approach with a case study design. Data were collected through observation, semi-structured interviews, and documentation. Data analysis was conducted using the interactive model of Miles, Huberman, and Saldaña (2014). The findings reveal that Tahsin learning strategies implemented through the talaqqi, tartil, iqra, and simak methods were effective in improving students' reading fluency, accuracy, and consistency. TPQ Al-Muhajirin has proven effective in enhancing students' ability to read the Qur'an in accordance with the rules of tajwid. Therefore, Tahsin learning strategies play an important role in sustainably improving students' Qur'anic reading fluency and can serve as a reference for the development of learning programs in other TPQs.

**Keywords:** *Tahsin Learning Strategies, Qur'anic Reading Fluency, Tajwid, Talaqqi Method, TPQ Al-Muhajirin.*

### INTRODUCTION

Indonesia is the country with the largest Muslim population in the world, where the Qur'an serves as the primary guide for daily life. In the context of Islamic education, the ability to read the Qur'an correctly and fluently is a fundamental priority that should be developed from an early age. The commitment of Indonesian society to Qur'anic education is reflected in the large number of non-formal Islamic educational institutions, such as *Taman Pendidikan Al-Qur'an* (TPQ), established throughout the country to nurture a Qur'anic generation.

Reading the Qur'an correctly, fluently, and in accordance with the rules of recitation is both an obligation and a virtue for every Muslim. This is in line with the command of Allah SWT in The Quran, Surah Al-Muzzammil verse 4, which states: "And recite the Qur'an with measured recitation (*tartil*)."  
*Tartil* refers to reading the Qur'an slowly, clearly, and accurately while observing the proper pronunciation of each letter and the rules of *tajwid*.

To achieve this ability, learners need to understand and practice *Tahsin*, the discipline concerned with improving Qur'anic recitation by ensuring that each letter is articulated from its correct point of pronunciation (*makhraj*) and pronounced according to its proper characteristics. *Tahsin* not only aims to correct mistakes in recitation but also serves as the fundamental basis for developing fluent and beautiful Qur'anic reading. Reading fluency is one of the primary indicators of successful Qur'anic learning. Students who are able to read the Qur'an fluently can more easily



understand its meanings, develop greater interest in learning, and cultivate a deeper love for the Qur'an as a guide for life.

Based on preliminary observations conducted at TPQ Al-Muhajirin in Kambilo Village, Qur'anic learning activities have been implemented regularly according to a structured schedule. However, several challenges are still encountered by the students. Many students experience difficulties in reading the Qur'an fluently and accurately. These problems include unclear pronunciation of Arabic letters, inconsistent application of *tajwid* rules, unbalanced reading speed, and frequent hesitation or pauses that reduce reading fluency. These issues are closely related to the instructional strategies employed during the learning process. If the teaching strategies do not correspond to the students' characteristics and learning needs, achieving fluency in Qur'anic recitation becomes difficult. Conversely, when teachers implement systematic, structured, and varied *Tahsin* learning strategies, students' reading accuracy and fluency can improve significantly. Effective instructional strategies also create a conducive and enjoyable learning environment, enabling students to develop correct reading habits from an early age.

Amid the challenges of rapid social and technological development, institutions such as TPQ play an essential role in fostering a generation that loves and values the Qur'an. TPQ Al-Muhajirin, as a non-formal Islamic educational institution in Kambilo Village, carries a significant responsibility for producing students who are proficient in reading the Qur'an. Nevertheless, studies specifically examining the implementation of *Tahsin* learning strategies and their impact on students' Qur'anic reading fluency within this institution remain limited. Previous studies have discussed *Tahsin* methods without comprehensively addressing reading fluency, investigated teachers' strategies for overcoming reading difficulties in different institutional contexts, or examined *tartil* learning and its influence on reading fluency without exploring *Tahsin* strategies in a comprehensive manner.

Based on the above background, this study aims to address these research gaps. Specifically, the objectives of this research are: (1) to describe the implementation of *Tahsin* learning strategies at TPQ Al-Muhajirin, Kambilo Village; (2) to analyze the development of students' Qur'anic reading fluency after participating in *Tahsin* instruction; and (3) to identify the supporting and inhibiting factors affecting the implementation of *Tahsin* learning strategies at TPQ Al-Muhajirin, Kambilo Village.

## METHODS

The research employed a qualitative research design. Qualitative research aims to gain an in-depth understanding of educational phenomena occurring within educational institutions, particularly those related to *Tahsin* learning strategies and their role in improving the fluency of Qur'anic reading among students (*santri*).

### Research Location and Period

This study was conducted at TPQ Al-Muhajirin, located in Kambilo Village, Wawo District, Bima Regency, West Nusa Tenggara, Indonesia. The research site was selected because *Tahsin* learning activities have been actively and consistently implemented as an effort to improve the fluency of Qur'anic reading among the students (*santri*). The study was carried out from February



2026 to March 2026.

### **Data Sources**

The data sources in this study consisted of primary and secondary data. Primary data were collected through: (1) direct observation of the implementation of Tahsin learning activities at TPQ Al-Muhajirin, Kambilo Village; (2) in-depth interviews with key informants, including the Head of Kambilo Village, Ardiansyah, S.Pd., the Head of TPQ and Tahsin instructor, Suryanto, and a student participating in the Tahsin learning program, Cahaya Apriliya, who were selected using purposive sampling based on their direct involvement in the Tahsin learning activities; and (3) documentation in the form of photographs of teaching and learning activities, field notes, and audio recordings of the Tahsin learning process. Secondary data were obtained from a review of the literature related to Tahsin learning strategies and the science of Tajwid, administrative documents of TPQ Al-Muhajirin, and relevant previous studies on Qur'anic learning in non-formal educational institutions.

### **Data Collection Techniques**

The data collection techniques employed in this study included: (1) participant observation, in which the researcher was directly involved in the Tahsin learning activities at TPQ Al-Muhajirin, Kambilo Village, to gain an in-depth understanding of the learning strategies and their implementation; (2) in-depth interviews, conducted in a semi-structured manner with key informants, including the Head of TPQ, who also served as the Tahsin instructor, as well as students participating in the Tahsin learning program; and (3) documentation, which involved collecting visual, audio, and written data related to the implementation of Tahsin learning activities at TPQ Al-Muhajirin, Kambilo Village

### **Data Analysis Technique**

The data were analyzed using the Miles and Huberman Model of Data Analysis, which consists of three stages: data reduction, data display, and conclusion drawing and verification. Data reduction was carried out by selecting, focusing, and simplifying the data relevant to the research focus on Tahsin learning strategies in improving the Qur'anic reading fluency of students at TPQ Al-Muhajirin, Kambilo Village. Data display involved organizing and presenting the information systematically regarding the implementation of Tahsin learning, the supporting and inhibiting factors, and the role of Tahsin learning strategies in enhancing students' Qur'anic reading fluency, thereby facilitating the interpretation of the findings. Finally, conclusions were drawn gradually and continuously verified to ensure the consistency and credibility of the research findings. The trustworthiness of the data was established through source triangulation, technique triangulation, and member checking.

## **RESULT AND DISCUSSION**

### **The Role and Support of the Village Government and Expectations for the Development of TPQ Al-Muhajirin**

Based on an interview with the Head of Kambilo Village, the existence of TPQ Al-Muhajirin has been considered highly effective in fulfilling its educational role. Through this institution, children are provided with opportunities to learn Qur'anic recitation and gain knowledge of various



aspects of Islamic education. This educational effort has produced tangible outcomes, as many children from Kambilo Village have achieved outstanding accomplishments and demonstrated excellent abilities through the guidance and instruction provided by TPQ Al-Muhajirin. The Kambilo Village Government is also fully committed to supporting the sustainability of TPQ Al-Muhajirin through two forms of assistance: moral and financial support. Moral support is demonstrated by continuously encouraging and motivating teachers to remain dedicated and committed to educating and guiding the students. Financial support is provided through the allocation of a portion of the village budget to meet operational needs and ensure the smooth implementation of all learning activities at TPQ Al-Muhajirin. According to the interview with Mr. ADYH, he stated: *"Alhamdulillah, so far the role of TPQ Al-Muhajirin has been very effective. It provides children with opportunities to learn to read the Qur'an and study various aspects of Islamic education. This effort has produced positive results, and many children from Kambilo Village have achieved their best performance through the education they received at TPQ Al-Muhajirin."*

This statement indicates that TPQ Al-Muhajirin plays a significant role in fostering religious life within the village community. Through systematic and continuous educational guidance, the people of Kambilo Village have been able to maintain the quality and achievements of Qur'anic learning and recitation. Looking toward the future, the Kambilo Village Government expressed its hope that TPQ Al-Muhajirin will continue to serve as an institution that produces outstanding *qari* and *qariah* who will achieve success and bring pride to the community. These findings suggest that the active involvement of the village government is a key factor in ensuring the success and sustainability of religious educational institutions within the community. Continuous support, both moral and financial, encourages the learning process to operate effectively and to develop further. This finding is consistent with the principles of community development, which emphasize the importance of cooperation and synergy between local government and educational institutions in improving the quality of human resources in the field of religious education. Furthermore, the achievements attained demonstrate that consistent educational guidance can preserve the tradition and quality of Qur'anic recitation within the community while fostering a younger generation that possesses not only strong technical recitation skills but also a sense of responsibility to preserve and continue the values and teachings of Islam.

Tahsin Learning Strategies for Improving Students' Qur'anic Reading Fluency at TPQ Al-Muhajirin. Based on the interview with Mr. SYT, he explained that the learning strategy implemented at TPQ Al-Muhajirin requires students to repeatedly read the Qur'an from the beginning to the end of each *juz*. At a minimum, students are required to complete two full repetitions of one *juz* before they are allowed to continue to the next *juz*. This strategy is intended to ensure that students thoroughly master the recitation they have learned before progressing to subsequent learning materials. The implementation of this strategy indicates that *Tahsin* instruction at TPQ Al-Muhajirin places greater emphasis on the quality of recitation rather than merely completing the target number of *juz*. Through continuous repetition, students are given opportunities to correct pronunciation errors, improve the accuracy of pronouncing the Arabic letters (*hijaiyah*), and strengthen their understanding and application of the rules of *tajwid*. Consequently, the learning process focuses not only on the quantity of recitation but also on the



quality of students' learning outcomes.

The interview findings further revealed that the repetition strategy had a positive impact on the development of students' Qur'anic reading abilities. The TPQ teacher reported that approximately 40–50% of the students demonstrated improved reading fluency within one month of participating regularly in *Tahsin* instruction. This improvement was reflected in the students' ability to recite the Qur'an more fluently, pronounce the Arabic letters more accurately, and apply the rules of *tajwid* more correctly. These findings indicate that repeated recitation plays a significant role in improving Qur'anic reading fluency. Through continuous practice, students become increasingly accustomed to reciting the Qur'an correctly, thereby reducing the frequency of reading errors. Furthermore, repetition strengthens students' memory of previously learned passages, making the learning process more effective.

The findings of this study are consistent with the learning theory proposed by Edward Lee Thorndike through the Law of Exercise, which states that an individual's abilities and skills develop through repeated and continuous practice. In the context of *Tahsin* learning, the repeated recitation strategy implemented at TPQ Al-Muhajirin serves as a form of practice that enhances students' Qur'anic reading skills. In addition, this strategy is consistent with the concept of *muroja'ah* in Islamic education, which emphasizes the importance of repetition as a means of strengthening memorization and maintaining the quality of Qur'anic recitation.

Besides improving students' reading ability, the repeated recitation strategy also has a positive impact on their self-confidence. Students who regularly engage in repeated recitation tend to feel more prepared and confident when asked to recite the Qur'an in front of their teachers and peers. Therefore, this strategy contributes not only to the improvement of students' technical reading skills but also to the development of their mental readiness and self-confidence.

### **Tahsin Learning Methods at TPQ Al-Muhajirin**

*Tahsin* instruction at TPQ Al-Muhajirin begins with the introduction of the fundamental rules of *tajwid*. According to Mr. SYT, several instructional methods are employed. He explained: "There are several methods used. First, when students enter the stage of reading the Qur'an, they are initially taught the rules of *tajwid*, as these serve as the foundation for achieving fluent Qur'anic recitation. Second, students are trained according to their individual characteristics; some read slowly, some recite in a *tartil* style, while others demonstrate a stronger ability in *tilawah*."

*Tajwid* serves as the fundamental basis for Qur'anic recitation because it provides the guidelines for reading the Qur'an correctly. Therefore, before students are encouraged to improve their reading fluency, they are first equipped with an understanding of *makharij al-huruf* (the correct articulation points of Arabic letters) and the rules of *tajwid*. Introducing *tajwid* at the initial stage of instruction demonstrates that the teacher emphasizes not only reading fluency but also the accuracy of recitation. Fluency without a proper understanding of *tajwid* may lead to pronunciation errors that could potentially alter the meaning of the Qur'anic verses. Consequently, *tajwid* instruction constitutes an integral component of the *Tahsin* learning process.

These findings are consistent with the concept of *Tahsin*, which emphasizes improving and beautifying Qur'anic recitation in accordance with the principles of *tajwid* and *makharij al-huruf*.



Mastery of *tajwid* is an essential prerequisite for reading the Qur'an correctly, fluently, and in a *tartil* manner. Therefore, the *tajwid* instruction implemented at TPQ Al-Muhajirin serves as a fundamental foundation for enhancing students' Qur'anic reading fluency.

In addition to teaching *tajwid*, the teacher applies instructional methods that are tailored to the individual characteristics of each student. Based on the interview findings, some students read at a slower pace, others naturally recite in a *tartil* style, while some demonstrate stronger *tilawah* skills. These individual differences are taken into consideration when selecting the most appropriate instructional approach.

The adaptation of teaching methods to students' individual characteristics indicates that the teacher adopts a student-centered learning approach. This approach enables each student to learn according to their abilities and learning needs, thereby making the learning process more effective, meaningful, and conducive to achieving optimal learning outcomes.

### **Supporting Factors for *Tahsin* Learning**

The success of *Tahsin* learning at TPQ Al-Muhajirin is supported by several interrelated factors. The first factor is the absence of tuition fees charged to the students. This policy provides equal opportunities for all children to receive Qur'anic education regardless of their families' economic conditions.

The second factor is the support provided by the community and the students' parents. This support is reflected in parents' concern for their children's progress in learning to read the Qur'an, as well as the active participation of the local community in supporting the educational activities organized by TPQ Al-Muhajirin. A supportive learning environment has a positive influence on students' motivation

### **Inhibiting Factors of *Tahsin* Learning**

Based on the interview with the teacher of TPQ Al-Muhajirin, several factors were identified as obstacles to the implementation of *Tahsin* learning. These include differences in students' Qur'anic reading abilities, a lack of practice or *muroja'ah* (review) at home, limited instructional time, and the inability of some students to maintain concentration during the learning process. These factors affect the rate at which students improve their fluency in Qur'anic recitation.

The findings indicate that differences in students' initial abilities require teachers to employ more adaptive instructional strategies to accommodate individual learning needs. Furthermore, the lack of regular practice outside the classroom slows the development of reading fluency, as mastering Qur'anic recitation requires continuous and consistent practice. Limited instructional time and students' lack of concentration also reduce the effectiveness of the learning process. Therefore, overcoming these obstacles requires collaboration among teachers, parents, and the surrounding community to create a supportive learning environment that promotes the continuous development of students' Qur'anic reading skills.

### **Evaluation of *Tahsin* Learning**

The evaluation of *Tahsin* learning at TPQ Al-Muhajirin is conducted regularly on a monthly basis through *Tahsin* tests, memorization (*hafalan*) assessments, and *tilawah* evaluations. The



purpose of these evaluations is to monitor students' progress in Qur'anic reading skills while also measuring the effectiveness of the learning process that has been implemented.

The regular implementation of evaluation demonstrates the teachers' commitment to maintaining the quality of instruction. Through the evaluation process, teachers are able to assess each student's level of proficiency, identify the difficulties they continue to encounter, and determine the appropriate improvements required for subsequent learning activities. These findings are consistent with the educational theory proposed by Suharsimi Arikunto, who states that evaluation is a process of collecting data to determine the extent to which learning objectives have been achieved. Evaluation serves not only as a tool for measuring learning outcomes but also as a basis for improving and enhancing the quality of instruction.

In addition to assessing students' Qur'anic reading ability, the evaluation process also serves as preparation for students who participate in various religious competitions and activities, such as *Musabaqah Tilawatil Qur'an* (MTQ) at both the school and village levels. Through continuous and systematic evaluation, students' Qur'anic reading abilities continue to develop, enabling the objectives of *Tahsin* learning particularly the improvement of Qur'anic reading fluency to be achieved more effectively and optimally.

### **Improvement of Students' Qur'anic Reading Ability through *Tahsin* Learning**

Based on an interview with student APR, it was found that after participating in *Tahsin* learning, the student's ability to read the Qur'an improved significantly compared to before. The student also reported becoming more fluent in Qur'anic recitation as a result of frequent reading practice conducted together with the teacher. In addition, the teacher's direct guidance and immediate correction enabled the student to recognize mistakes in recitation and correct them effectively.

Several students explained that before participating in *Tahsin* learning, they often hesitated while reading and had difficulty pronouncing the Arabic (*hijaiyah*) letters correctly. However, after attending *Tahsin* lessons regularly, they experienced noticeable improvements in their Qur'anic reading fluency.

Furthermore, the students reported feeling more confident when reciting the Qur'an because they had become more accustomed to reading and had received continuous guidance from their teacher. This supportive learning experience made the instructional process easier to understand, more engaging, and more enjoyable. These findings indicate that *Tahsin* learning contributes not only to the improvement of students' Qur'anic reading skills but also to the development

### **The Role of the *Ustadz* in Assisting Students with Difficulties in Qur'anic Recitation**

Students at TPQ Al-Muhajirin stated that the *ustadz* plays a vital role in helping them overcome difficulties in reading the Qur'an. Whenever students make mistakes during recitation, the *ustadz* immediately provides guidance by correcting the errors and demonstrating the correct pronunciation. The students also explained that the *ustadz* frequently asks them to repeat the recitation until it is accurate and in accordance with the rules of *tajwid*. In addition, the *ustadz*



patiently explains difficult Arabic letters and their correct pronunciation, making them easier for the students to understand.

Several students reported that the *ustadz's* attentiveness and patience in providing guidance greatly assisted them in improving their Qur'anic recitation. Through this direct guidance, the students were able to recognize their mistakes more easily and correct them gradually. Furthermore, the supportive learning environment created by the *ustadz* increased the students' confidence and motivation to improve their recitation skills.

Overall, it can be concluded that the role of the *ustadz* in *Tahsin* learning is essential in helping students overcome difficulties in Qur'anic recitation. Continuous guidance, immediate feedback, and individualized assistance contribute significantly to improving students' reading accuracy, fluency, and self-confidence in reciting the Qur'an.

## CONCLUSION

Based on the overall findings of this study, it can be concluded that *Tahsin* learning at TPQ Al-Muhajirin, Kambilo Village, is a Qur'anic learning process that not only emphasizes the technical aspects of recitation but also plays a significant role in improving the overall quality of students' Qur'anic reading. The learning process integrates the *talaqqi* method, repeated reading practice, and direct correction from the *ustadz* into a continuous instructional process. The *Tahsin* learning strategy implemented at TPQ Al-Muhajirin demonstrates a systematic effort to enhance students' Qur'anic reading ability. Through direct guidance, students are able to correct reading errors, improve their understanding of *makharij al-huruf* (the correct articulation points of Arabic letters), and apply the rules of *tajwid* more accurately. Consequently, *Tahsin* learning has proven to be an effective approach for improving students' fluency in Qur'anic recitation. Furthermore, the findings indicate that *Tahsin* learning has a positive impact on the improvement of students' Qur'anic reading ability. Students who previously

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