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## Adaptive Qur'anic Learning in Addressing Heterogeneity in Students' Qur'anic Reading Abilities: A Case Study at SMK Insan Madani Depok

Syukron Jamal<sup>1</sup>, Mad Soheh<sup>2</sup>, Alia Fitri<sup>3</sup>, Riska Amelia<sup>4</sup>, Muhamat Boymau<sup>5</sup>, M. Zainal Ardian Maulana<sup>6</sup>, M. Mubarakah<sup>7</sup>, Wapa Fauziah<sup>8</sup>, Siti Qurotul Aini<sup>9</sup>, M. Alfijay Chaniago<sup>10</sup>, Bilqis Ramadhani Purnama<sup>11</sup>

Universitas Islam Depok, Indonesia

<sup>1</sup>[syukron@uidepok.ac.id](mailto:syukron@uidepok.ac.id)

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### ABSTRACT

The ability to read the Qur'an is a fundamental competence in Islamic education. However, Qur'anic reading instruction in secondary education faces challenges arising from differences in students' initial abilities and learning needs. This study aims to analyze students' Qur'anic reading difficulties, teachers' instructional practices and adaptive strategies, supporting and inhibiting factors, and formulate a conceptual framework for adaptive Qur'anic learning at SMK Insan Madani Depok. A qualitative case study design was employed. Participants included one school leader, two Qur'anic/BTQ teachers, one homeroom teacher, and eight students selected purposively to represent different reading abilities. Data were collected through semi-structured interviews, classroom observations, and document analysis. Analysis was conducted concurrently through organization, coding, categorization, thematic analysis, and interpretation, with source and methodological triangulation strengthening trustworthiness. Findings reveal heterogeneous abilities and multidimensional difficulties involving fluency, makhraj, vowel length, tajwid, and Arabic-letter recognition. Teachers use assessment, instructional adjustment, demonstration, practice, correction, repetition, grouping, and individual and peer support. The study proposes a conceptual adaptive framework linking these processes as a continuous instructional cycle.

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### Keywords:

qur'an learning;  
qur'an reading  
ability;  
adaptive learning;  
student  
heterogeneity;  
islamic education.

## INTRODUCTION

The ability to read the Qur'an constitutes a fundamental competence in Islamic education. Qur'anic reading proficiency extends beyond the recognition of Arabic letters and words to include fluency, accurate articulation (*makhraj*), appropriate vowel length, and the correct application of *tajwid* rules. Consequently, learning to read the Qur'an is not merely a process of acquiring declarative knowledge but a process of developing procedural reading skills through sustained practice, direct correction, repetition, and teacher guidance. Recent studies on Qur'anic learning have identified difficulties involving the pronunciation of Arabic letters, *makhraj*, *tajwid*, vowel length, punctuation, and reading fluency, demonstrating the multidimensional nature of Qur'anic reading competence (Hamidah, 2022; Rusdi et al., 2022).

Qur'anic reading instruction in formal educational settings, however, is complicated by substantial differences in students' initial abilities. Students in the same classroom may enter instruction with markedly different levels of proficiency: some may read relatively fluently, others may still experience difficulties with *makhraj*, *tajwid*, or vowel length, while some may require reinforcement of basic letter recognition and reading skills. Such differences create varying instructional needs and make it difficult for a single instructional approach to provide equally appropriate support for all learners. This condition is consistent with research on mixed-ability classrooms, which emphasizes that differences in students' readiness and achievement levels require teachers to adjust instructional processes and forms of support (Ziernwald et al., 2022).

The need to respond to differences in student ability has been widely discussed through the concept of differentiated instruction. Differentiated instruction involves adapting learning activities, support, grouping, materials, and instructional processes according to students' readiness and learning needs. A systematic review by Ziernwald et al. (2022) demonstrates that differentiated instruction can be implemented through instructional and organizational adaptations in mixed-ability

classrooms. Similarly, AM et al. (2023), through a systematic review and meta-analysis, found positive effects of differentiated instruction on learning outcomes. These findings suggest that instructional adaptation is particularly relevant when students begin learning with different levels of competence.

In Qur'anic education, several studies have explored strategies for responding to differences in students' reading abilities. Susmiyati et al. (2026) reported teacher strategies that include assessment of students' abilities, individualized guidance, repeated reading practice, and adjustments to instructional activities. Their findings also indicate that limited instructional time and teacher capacity may constrain opportunities for intensive individual guidance. Peer tutoring has likewise been identified as a complementary strategy for supporting students who experience difficulties in Qur'anic reading. Apriyana et al. (2019) found that peer tutoring can support the improvement of students' Qur'anic reading abilities, while Mahmudah (2022) demonstrated its potential to provide additional assistance during the learning process. More recently, Ulhayat et al. (2024) and Insani et al. (2026) have reported the use of peer tutoring as a means of strengthening students' Qur'anic reading skills through additional interaction and support.

Another line of research has examined differentiated approaches within Qur'anic instruction. Tasbihah and Salamah (2026), for example, examined differentiated *talaqqi* in BTQ instruction and highlighted differences in students' Qur'anic reading abilities as an important consideration in instructional planning. This approach indicates that differentiation in Qur'anic learning does not necessarily require entirely different teaching methods; rather, it may involve adjusting the intensity, sequence, materials, guidance, and practice according to students' needs.

Nevertheless, existing studies tend to examine particular instructional methods or teacher strategies separately. Research on peer tutoring primarily focuses on its effectiveness as a learning method, while studies of teacher strategies generally describe practices used to improve students' reading abilities. Similarly, research on differentiated instruction has largely developed within the broader field of mixed-ability education. What remains less explored is how heterogeneity in Qur'anic

reading abilities can be understood as a central pedagogical issue that requires continuous alignment between students' learning needs and the instructional support available. In particular, limited attention has been given to the relationship between students' varying levels of difficulty, teachers' capacity to provide individualized guidance, and the use of complementary forms of support such as peer learning and additional Qur'anic reading programs.

This issue has important pedagogical implications because differences in students' initial abilities may require differences not only in learning materials but also in the intensity of practice, frequency of repetition, type of corrective feedback, degree of individual guidance, and psychological support. Students who struggle with basic letter recognition may require more intensive foundational instruction, whereas students who already read fluently may require more advanced practice involving *tajwid*, fluency, or memorization. Therefore, effective Qur'anic reading instruction requires teachers to identify students' specific learning needs and adjust instructional responses accordingly rather than treating ability differences simply as differences in achievement.

The findings from SMK Insan Madani Depok illustrate this issue. Students demonstrate heterogeneous levels of Qur'anic reading ability, ranging from those who still require substantial assistance to those who already possess relatively strong reading and memorization skills. The differences are accompanied by varied learning difficulties involving pronunciation, *makhraj*, vowel length, *tajwid*, reading fluency, and confidence in reading aloud. In response, teachers employ initial and ongoing assessment, reading demonstrations, guided practice, correction, repetition, individual assistance, grouping, and peer learning. Additional opportunities through BTQ and *tadarus* also provide spaces for continued practice. However, these instructional responses operate within constraints related to limited instructional time and the availability of individualized mentoring.

Accordingly, this study does not assume that Qur'anic reading difficulties are simply the result of inappropriate teaching methods. Instead, it examines how

teachers respond pedagogically to heterogeneous student abilities when the demand for individualized assistance may exceed the instructional capacity available. This perspective shifts the analytical focus from the question of which teaching method is most effective to the broader question of how instructional processes can be continuously adapted to students' different learning needs.

Previous studies provide important foundations for the present findings, but they address different aspects of Qur'anic learning. Alfi and Idawati (2022) and Ulhayat et al. (2024) demonstrated the potential of peer tutoring and mentoring to improve students' Qur'anic reading abilities, while Bakta et al. (2024) highlighted peer interaction as a means of reducing students' hesitation in Qur'anic reading. Tasbihah and Salamah (2026) further showed that differentiated *talaqqi* can accommodate differences in students' reading abilities by adjusting instructional intensity, sequence, materials, guidance, and practice. Similarly, Ziernwald et al. (2022) demonstrated the broader relevance of differentiated instruction in mixed-ability classrooms. However, these studies largely examine particular strategies or instructional approaches separately, whereas the present study integrates these elements into a continuous adaptive instructional process. The findings show that students' heterogeneous abilities first require assessment and identification of specific learning difficulties, which then determine the appropriate intensity and form of instructional adjustment, practice, feedback, repetition, and additional support. Importantly, peer learning is conceptualized not simply as a teaching method but as adaptive support that complements limited teacher capacity, while evaluation feeds back into subsequent assessment and adjustment. Thus, the unique contribution of this study lies in developing a conceptual framework of Adaptive Qur'anic Learning that connects student heterogeneity, diagnostic identification of learning needs, instructional adjustment, practice, feedback, repetition, adaptive support, and evaluation as an interconnected cycle rather than as separate teaching strategies.

Based on this problem, the study aims to: (1) analyze students' difficulties in reading the Qur'an; (2) describe instructional practices used to respond to

differences in students' Qur'anic reading abilities; (3) analyze the supporting and inhibiting factors affecting Qur'anic reading instruction; and (4) formulate a conceptual framework for adaptive Qur'anic learning based on students' needs and the instructional conditions identified in the field.

Drawing on the triangulation of interview, classroom observation, and documentation findings, this study proposes an adaptive Qur'anic learning framework that connects ability assessment, needs identification, instructional adjustment, practice, feedback and correction, repetition, adaptive support, and evaluation. The framework positions adaptation as a continuous instructional process rather than a one-time differentiation strategy. In this sense, the study conceptualizes Qur'anic learning as a form of pedagogical adaptive capacity, in which students' heterogeneous abilities and the available capacity for individualized guidance jointly shape the planning, implementation, and evaluation of instruction.

**Table 1. Research Gap and Novelty Map**

| Focus of Previous Research                                 | Main Findings / Limitations                                                                                                                                              | Position of the Present Study                                                                                                             |
|------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| Teachers' strategies for improving Qur'anic reading skills | Studies describe teacher strategies for addressing reading difficulties, but less attention is given to how different student needs determine instructional adjustments. | Examines how teachers adapt instruction according to heterogeneous student abilities and specific learning needs.                         |
| Effectiveness of peer tutoring                             | Previous studies primarily examine peer tutoring as an instructional method and measure its effectiveness in improving Qur'anic reading ability.                         | Positions peer tutoring as adaptive support that complements limited teacher capacity for individualized guidance.                        |
| Differentiated Qur'anic learning                           | Existing studies demonstrate the importance of adapting instruction according to differences in students' abilities and readiness.                                       | Connects differentiation with continuous assessment, needs identification, instructional adjustment, and available instructional support. |
| Students' difficulties in reading the Qur'an               | Previous studies identify difficulties such as <i>makhraj</i> , <i>tajwid</i> , vowel length, letter                                                                     | Examines how specific difficulties generate different instructional needs and                                                             |

|                              |                                                                                |                                                                                                                                |
|------------------------------|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
|                              | recognition, and fluency.                                                      | require different forms and intensities of support.                                                                            |
| Qur'anic reading instruction | Research often focuses on the effectiveness of particular methods or programs. | Conceptualizes Qur'anic learning as an adaptive instructional <b>cycle</b> rather than dependence on a single teaching method. |

## METHOD

This study employed a qualitative approach with a case study design to examine students' Qur'anic reading difficulties, teachers' instructional practices, and strategies for addressing differences in students' abilities. A qualitative approach was appropriate because it enables researchers to explore participants' experiences, perspectives, and meanings in depth (Creswell & Poth, 2018). A case study design was selected because the study investigated Qur'anic learning as a specific phenomenon within the real-life setting of SMK Insan Madani Depok (Yin, 2018).

The research was conducted at SMK Insan Madani, Pasir Putih, Depok City, which was selected because students demonstrated diverse levels of Qur'anic reading ability and teachers employed various strategies to address these differences. The study focused on students' reading difficulties, instructional practices and adaptive strategies, and factors that supported or hindered learning. Informants were selected through purposive sampling and consisted of one school leader, two Qur'anic/BTQ teachers, one homeroom teacher, and eight students representing different levels of reading ability; this technique was used to obtain information-rich participants relevant to the research questions (Palinkas et al., 2015).

Data were collected from 27 July to 27 August 2026 during the implementation of the Practical Field Experience (Praktik Pengalaman Lapangan/PPL) at SMK Insan Madani Depok. Informants were selected through purposive sampling based on the results of students' initial Qur'anic reading assessment. Eight students who demonstrated the lowest level of Qur'anic reading fluency were selected as the main student informants. Their reading abilities varied

in terms of fluency, pronunciation, *makhraj*, vowel length, *tajwid*, and recognition of Arabic letters. The study also involved two Qur'anic/BTQ teachers, one school principal, and one homeroom teacher to provide complementary information regarding students' abilities, learning difficulties, and instructional practices.

Data were collected through semi-structured interviews, classroom observations, and document analysis. Interviews with the eight students were conducted four times, interviews with the Qur'anic/BTQ teachers twice, and an interview with the school principal once. Student interviews explored their reading abilities, difficulties, learning experiences, motivation, confidence, and forms of support, while teacher and principal interviews addressed students' ability profiles, instructional strategies, assessment practices, individualized assistance, peer support, and factors affecting learning. Classroom observations were conducted repeatedly throughout the one-month PPL period, focusing on teacher demonstrations, students' reading practice, pronunciation and *tajwid* errors, corrective feedback, repetition, grouping, teacher-student interactions, and students' participation and confidence. Learning, assessment, and school-program documents were analyzed as supplementary evidence to support the interpretation of interview and observation findings.

Data analysis was conducted concurrently with data collection through organization, coding, categorization, thematic analysis, and interpretation. Interview transcripts, observation notes, and documents were coded by identifying meaningful statements, actions, and recurring patterns, after which similar codes were grouped and refined into six themes: (1) heterogeneity in students' Qur'anic reading abilities, (2) multidimensional Qur'anic reading difficulties, (3) instructional practices based on demonstration, practice, correction, and repetition, (4) assessment and instructional adjustment according to students' abilities, (5) limitations in instructional time and mentoring capacity, and (6) students' motivation, self-confidence, and learning environment. The credibility of the findings was strengthened through source and methodological triangulation by comparing

information from different informants and between interviews, classroom observations, and documentary evidence. Differences among participants' accounts were examined in relation to the complexity of the learning context to ensure that the resulting themes reflected recurring patterns across data sources.

Data analysis was conducted concurrently with data collection through organization, coding, categorization, thematic analysis, and interpretation. The data were organized into themes concerning students' heterogeneous abilities, reading difficulties, instructional practices, individualized support, peer learning, motivation, and instructional limitations. The relationships among these themes were examined to formulate a conceptual synthesis of adaptive Qur'anic learning integrating assessment, identification of learning needs, practice, feedback, repetition, adaptive support, evaluation, and instructional adjustment; thematic analysis guided the identification and development of patterns within the data (Braun & Clarke, 2006).

Data trustworthiness was strengthened through source and methodological triangulation by comparing information from different informants and data collection methods. Differences among participants' accounts were examined as part of the phenomenon's complexity rather than automatically treated as inconsistencies, supporting more comprehensive interpretations (Lincoln & Guba, 1985). Ethical principles were maintained throughout the study by protecting participants' privacy and confidentiality, using information solely for academic purposes, and presenting findings faithfully based on interview statements, observed practices, and supporting documents.

## **RESULTS**

The research data are categorized by type—namely interviews, observations, and documentation. Interview data capture the informants' experiences and perspectives, observation data reveal actual instructional practices, and documentation serves as supporting data. All data are presented according to six

research indicators to provide a systematic overview of the issues and practices involved in teaching Quranic reading. The table below presents the research data:

**Table 2. Research Findings from Interviews**

| No. | Indicator                                                                            | Informant Code | Information                                                                                                                                                                                                                                                                                                                                                         | Keywords                                                                                       |
|-----|--------------------------------------------------------------------------------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| 1   | Heterogeneity in students' Qur'anic reading abilities                                | WKS, WK, G1-G2 | Students demonstrate varied levels of Qur'anic reading ability. Some students are fluent and have memorized portions of the Qur'an, while others read slowly, hesitate, or remain at the stage of recognizing Arabic letters. These differences are associated with students' previous educational backgrounds, including pesantren, madrasah, and general schools. | Diverse abilities, initial ability, fluency, educational background                            |
| 2   | Multidimensional reading difficulties                                                | G1-G2, S1-S8   | Students experience different reading difficulties, including problems with fluency, makhraj, vowel length, tajwid, distinguishing similar Arabic letters, and reading longer passages.                                                                                                                                                                             | Makhraj, vowel length, tajwid, letter discrimination, fluency                                  |
| 3   | Instructional practices based on demonstration, practice, correction, and repetition | G1-G2          | Qur'anic instruction incorporates Iqra' and talaqqi through a sequence of teacher demonstration, student reading practice, corrective feedback, and repetition.                                                                                                                                                                                                     | Iqra', talaqqi, demonstration, practice, correction, repetition                                |
| 4   | Assessment and instructional adjustment according to students' abilities             | WKS, G1-G2     | The school conducts initial assessment, while teachers assess fluency, makhraj, tajwid, vowel length, and tartil. Learning materials and forms of support are adjusted according to students' abilities through the use of Iqra', Qur'anic reading materials, and tahfiz activities.                                                                                | Initial assessment, ability identification, differentiated materials, instructional adjustment |
| 5   | Limitations in instructional time and mentoring capacity                             | WKS, G1-G2     | Instructional time is limited to approximately one to two hours per week, while limited teaching personnel and                                                                                                                                                                                                                                                      | Limited instructional time, teacher availability,                                              |

| No. | Indicator                                                       | Informant Code | Information                                                                                                                                                                                                                                                                                                                                                                             | Keywords                                                                    |
|-----|-----------------------------------------------------------------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
|     |                                                                 |                | mentoring capacity restrict intensive individual guidance. The school provides mandatory extracurricular activities for first-year students as an additional opportunity for Qur'anic reading practice.                                                                                                                                                                                 | mentoring capacity, extracurricular activities                              |
| 6   | Students' motivation, self-confidence, and learning environment | S1-S8, WK      | Students are motivated by the desire to improve their fluency and reduce reading errors, but motivation may decrease because of fatigue, recreational interests, and reading difficulties. Some students feel embarrassed or lack confidence when reading in front of peers. Home practice is not always consistent and is influenced by parental support and the learning environment. | Motivation, self-confidence, embarrassment, home practice, parental support |

Table 2 presents the findings obtained from interviews with the school curriculum coordinator, Qur'anic/BTQ teachers, the homeroom teacher, and students. The interview data indicate substantial variation in students' Qur'anic reading abilities, which is associated partly with their previous educational experiences. The difficulties reported by participants are multidimensional, involving fluency, makhraj, vowel length, tajwid, letter discrimination, and reading longer passages. The data also show that teachers employ demonstration, practice, correction, and repetition through Iqra' and talaqqi, while initial and ongoing assessments are used to adjust learning materials and support according to students' abilities. At the same time, limited instructional time, teacher availability, and mentoring capacity constrain individualized support, although extracurricular activities provide additional opportunities for Qur'anic reading practice. Students' motivation and confidence are influenced by their desire to improve their reading, fatigue, reading difficulties, feelings of embarrassment, home practice, parental support, and the learning environment.

**Table 3. Research Findings from Classroom Observations**

| No. | Indicator                                                                            | Informant Code | Information                                                                                                                                                                                                         | Keywords                                                     |
|-----|--------------------------------------------------------------------------------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|
| 1   | Heterogeneity in students' Qur'anic reading abilities                                | G1-G2, S1-S8   | Classroom observations show differences in students' levels of Qur'anic reading proficiency, resulting in different learning and support needs.                                                                     | Ability differences, varied needs                            |
| 2   | Multidimensional reading difficulties                                                | G1-G2, S1-S8   | Reading errors are observed in letter pronunciation, vowel length, tajwid application, and reading fluency during direct reading activities.                                                                        | Reading errors, pronunciation, vowel length, tajwid, fluency |
| 3   | Instructional practices based on demonstration, practice, correction, and repetition | G1-G2, S1-S8   | Teachers demonstrate Qur'anic reading, students follow the model and read in turns, and teachers provide immediate correction. Students then repeat the reading to improve accuracy and reduce errors.              | Demonstration, practice, correction, repetition              |
| 4   | Assessment and instructional adjustment according to students' abilities             | G1-G2, S1-S8   | Teachers provide different levels of practice and challenges according to students' reading abilities. Student grouping and material selection also consider differences in reading proficiency.                    | Adaptive practice, ability grouping, differentiation         |
| 5   | Limitations in instructional time and mentoring capacity                             | G1-G2          | Classroom activities indicate the need to manage instructional time and teacher attention across students with different levels of reading ability.                                                                 | Instructional time, teacher attention, mentoring             |
| 6   | Students' motivation, self-confidence, and learning environment                      | G1-G2, S1-S8   | Direct reading activities reveal differences in students' confidence and willingness to read in front of teachers and peers. BTQ and tadarus activities support the development of regular Qur'anic reading habits. | Confidence, willingness, BTQ, tadarus, habit formation       |

Table 3 summarizes classroom observation findings on Qur'anic learning activities. The observations confirm differences in students' reading abilities and difficulties, particularly in pronunciation, vowel length, tajwid, and fluency. Teachers apply demonstration, practice, correction, and repetition, while adjusting activities, grouping, and materials according to students' abilities. Differences in students' confidence and participation were also observed, with BTQ and tadarus supporting regular Qur'anic reading practice.

**Table 4. Research Findings from Documentation**

| No. | Indicator                                                                            | Type of Document                  | Information                                                                                                                                             | Keywords                                  |
|-----|--------------------------------------------------------------------------------------|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| 1   | Heterogeneity in students' Qur'anic reading abilities                                | Learning and assessment documents | The available learning and assessment documents indicate that students' Qur'anic reading abilities are mapped according to their levels of proficiency. | Ability mapping, assessment               |
| 2   | Multidimensional reading difficulties                                                | Learning/assessment documents     | The available documentation does not provide sufficient independent evidence to describe the specific dimensions of students' reading difficulties.     | Supporting evidence, reading difficulties |
| 3   | Instructional practices based on demonstration, practice, correction, and repetition | Learning documents                | Learning documents provide supporting evidence of Qur'anic reading practice and instructional guidance.                                                 | Reading practice, instructional guidance  |
| 4   | Assessment and instructional adjustment according to students' abilities             | Assessment documents              | Assessment documents provide supporting evidence for monitoring students' development in Qur'anic reading ability.                                      | Evaluation, development, monitoring       |
| 5   | Limitations in instructional time and mentoring capacity                             | School program documents          | School program documents show the provision of BTQ and tadarus activities as                                                                            | BTQ, tadarus, additional learning         |

| No. | Indicator                                                       | Type of Document         | Information                                                                                                        | Keywords                              |
|-----|-----------------------------------------------------------------|--------------------------|--------------------------------------------------------------------------------------------------------------------|---------------------------------------|
|     |                                                                 |                          | additional learning opportunities and Qur'anic reading practice.                                                   |                                       |
| 6   | Students' motivation, self-confidence, and learning environment | School program documents | BTQ and tadarus activities constitute part of the school's support for developing regular Qur'anic reading habits. | Habit formation, learning environment |

Table 4 presents supporting evidence from learning documents, assessment records, and school program documents. The documentation confirms students' ability mapping, assessment, Qur'anic reading activities, and the provision of BTQ and tadarus programs. However, it provides limited evidence of specific reading difficulties and therefore primarily supports the interview and observation findings.

## DISCUSSION

### Heterogeneity in Students' Qur'anic Reading Abilities

The findings show that students have different levels of Qur'anic reading ability, ranging from fluent readers and students who have memorized portions of the Qur'an to those who read slowly, hesitate, or are still developing basic Arabic-letter recognition. These differences are partly related to students' previous educational backgrounds. Such heterogeneity creates different learning needs because students who are still developing basic recognition require more foundational support, while more proficient students require greater opportunities for practice and challenge. Therefore, the same instructional pace and level of support may not be equally appropriate for all students.

The observations confirm that differences in proficiency result in different learning and support needs. Teachers respond by adjusting practice levels, grouping, and materials according to students' abilities. Thus, heterogeneity functions as the starting point for instructional adaptation rather than merely describing differences in achievement.

### **Multidimensional Reading Difficulties**

Students' difficulties are not limited to reading fluency but include *makhraj*, vowel length, *tajwid*, distinguishing similar Arabic letters, and reading longer passages. This variation explains why students need different forms of assistance. Difficulties in pronunciation or *tajwid*, for example, require direct modeling and correction, whereas difficulties in fluency require repeated reading practice.

Classroom observations show that these difficulties appear directly during reading activities, particularly in pronunciation, vowel length, *tajwid*, and fluency. This finding indicates that teachers can determine the appropriate response by observing the specific error that occurs during reading. Consequently, instructional adaptation is based on the type of difficulty identified, rather than simply on whether a student is categorized as proficient or less proficient.

### **Instructional Practices Based on Demonstration, Practice, Correction, and Repetition**

The instructional process uses *Iqra'* and *talaqqi* through teacher demonstration, student practice, correction, and repetition. Observation data show that teachers demonstrate the reading, students follow the model, and immediate correction is provided when errors occur. Students then repeat the reading to improve accuracy.

The relationship among these practices is important. Demonstration provides the correct model, practice provides an opportunity for students to perform, correction identifies the difference between the expected and actual performance, and repetition gives students an opportunity to apply the correction. Thus, these practices operate as a connected instructional process rather than as separate strategies.

### **Assessment and Instructional Adjustment According to Students' Abilities**

Assessment serves as the basis for instructional adjustment. The school conducts an initial assessment, while teachers continue to assess fluency, *makhraj*, *tajwid*, vowel length, and *tartil*. The results are used to adjust learning materials and forms of support, including Iqra', Qur'anic reading materials, and *tahfiz* activities.

Observation data further show that teachers provide different levels of practice and challenge and consider students' proficiency when organizing groups and selecting materials. These findings suggest that assessment functions not only as a means of measuring students' abilities but also as a decision-making mechanism for determining instructional responses. In this way, assessment connects student heterogeneity with instructional adjustment.

### **Limitations in Instructional Time and Mentoring Capacity**

The adaptation process is influenced by limited instructional time and teacher availability. Qur'anic reading instruction is conducted for approximately one to two hours per week, while limited teaching personnel and mentoring capacity restrict intensive individual guidance. The school therefore provides additional opportunities through extracurricular activities.

This finding shows that instructional adaptation depends not only on what students need but also on the support that teachers can realistically provide. BTQ and *tadarus* consequently function as additional opportunities for reading practice, while classroom grouping helps teachers manage their attention across students with different abilities. The adaptation process is therefore shaped by the interaction between student needs and instructional capacity.

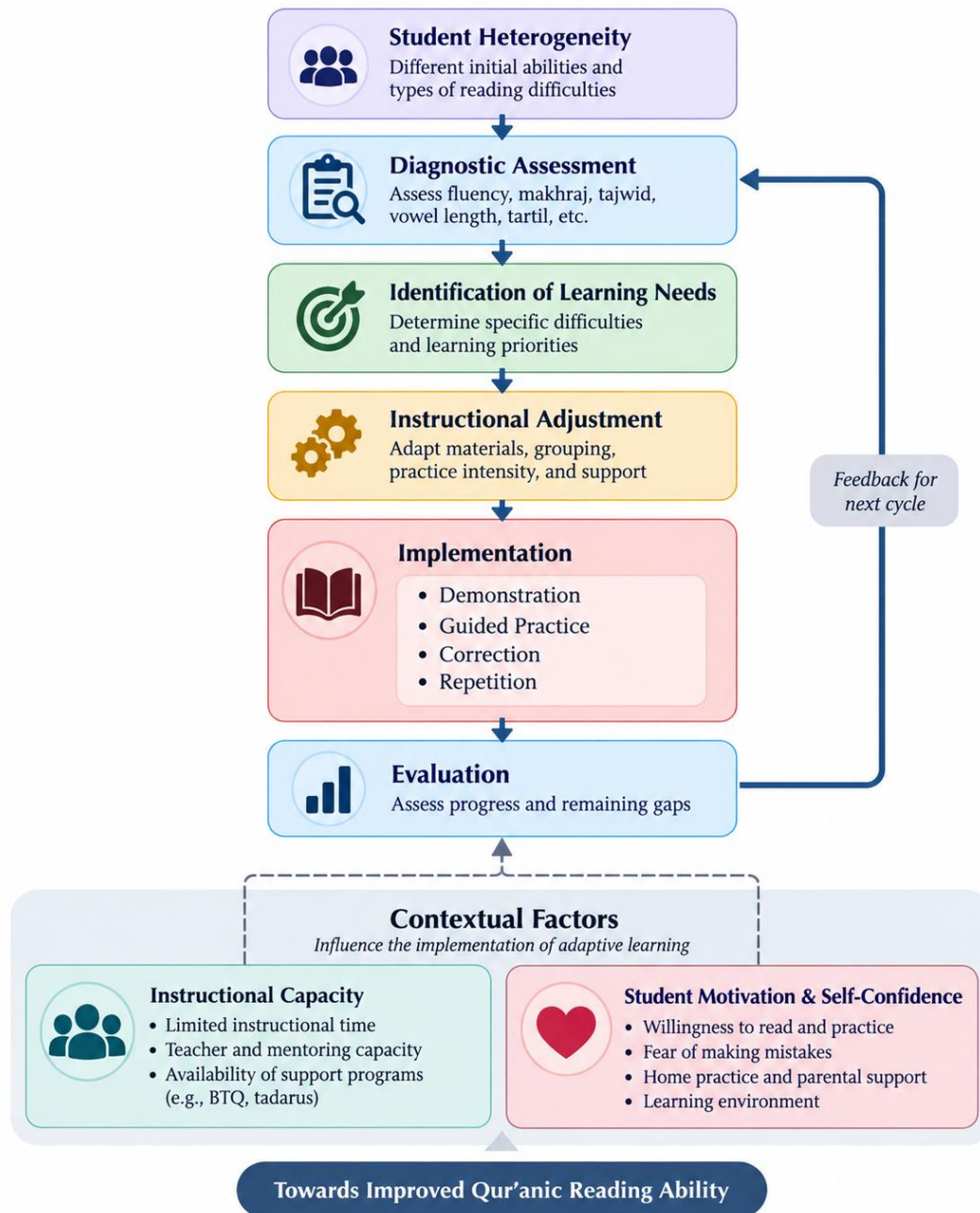
### **Students' Motivation, Self-Confidence, and Learning Environment**

Students' motivation is generally related to their desire to improve fluency and reduce reading errors, but fatigue, reading difficulties, recreational interests, embarrassment, and inconsistent home practice may influence their participation. Some students also lack confidence when reading in front of teachers or peers.

Observation data show differences in students' confidence and willingness to read aloud, while BTQ and *tadarus* provide additional opportunities to develop

regular Qur'anic reading habits. These findings indicate that instructional adaptation needs to consider not only technical reading ability but also students' willingness to participate in practice. A supportive learning environment can therefore help sustain the repeated practice required for Qur'anic reading development.

Based on the analysis of the data, these six indicators demonstrate that adaptive Quranic reading instruction is not a linear sequence of teaching activities, but rather a responsive process shaped by student diversity, specific reading difficulties, assessment, instructional practices, available support capacity, and student motivation and self-confidence. These relationships are synthesized into the conceptual framework presented in Figure 1.



**Figure 1. Framework**

As shown in Figure 1, student diversity serves as the starting point for instructional adaptation. Diagnostic assessment helps teachers identify specific reading needs, which then form the basis for selecting or tailoring instructional responses. Demonstration, guided practice, correction, and repetition are core instructional processes, while constraints regarding instructional time and support

capacity influence how that support is organized. Student motivation and self-confidence also affect their participation in the learning process. Evaluation provides feedback for subsequent assessment and adjustments, rendering the framework cyclical rather than linear.

## **CONCLUSION**

This study concludes that heterogeneous student abilities and multidimensional reading difficulties, including fluency, makhraj, vowel length, tajwid, and Arabic-letter recognition, characterize Qur'anic reading instruction at SMK Insan Madani Depok. Triangulated findings from interviews, classroom observations, and documentation indicate that these differences require teachers to assess students' abilities, identify specific learning needs, and adjust instruction through demonstration, guided practice, correction, and repetition. Additional learning opportunities, including peer learning, BTQ, and tadarus, provide complementary support when instructional time and mentoring capacity are limited. Students' motivation and self-confidence also influence their participation and engagement in the learning process.

Based on the relationships among these six indicators, the study proposes an adaptive Qur'anic learning framework in which student heterogeneity and specific learning difficulties inform diagnostic assessment and instructional adjustment, while demonstration, practice, correction, repetition, and evaluation form a continuous instructional process. Instructional capacity, mentoring constraints, motivation, and self-confidence function as contextual factors that shape how adaptation can be implemented. Rather than representing a linear teaching procedure or an experimentally validated model, the framework constitutes a conceptual synthesis of the triangulated findings. It provides a basis for understanding how Qur'anic reading instruction can respond more flexibly to students' diverse needs and offers a foundation for future intervention or comparative studies.

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