



Improving the Quality of Quranic Reading through the An-Nahdliyah Method.

Hilmi Wildan Aqiel¹, Muallief Umar²

¹ Sekolah Tinggi Agama Islam Miftahul Ula, Kertosono, Nganjuk

² Sekolah Tinggi Agama Islam Miftahul Ula, Kertosono, Nganjuk

muallief@gmail.com

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Abstract

This study addresses the challenge of Quranic education in contemporary times, particularly the difficulty encountered by many Muslim children and adolescents in mastering Quranic reading. The research focuses on three main objectives: (1) assessing the average quality of Quranic reading among students at TPQ Al-Ikhlas Klintar Pelem Kertosono, Nganjuk; (2) evaluating the implementation of the An-Nahdliyah method in enhancing Quranic reading skills; and (3) identifying the supporting and hindering factors in the application of this method. A qualitative approach was employed, involving observation, interviews, and documentation, with data analyzed using descriptive qualitative techniques. The findings reveal that while the overall Quranic reading quality among students is good, there are still some students with poor proficiency, necessitating specialized instruction. The An-Nahdliyah method has been effective in improving reading skills, with the method's rhythmic approach aiding in quicker comprehension. Supporting factors include student motivation, teacher competence, and family environment, while challenges include student apathy, lack of discipline among teachers, and insufficient family support.

Keywords: An-Nahdliyah Method, Reading Al-Qur'an



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INTRODUCTION

In Islamic education, the Qur'an serves as the fundamental source of religious guidance, shaping the behavior and practices of Muslims. It is essential for every Muslim to learn, understand, and implement the teachings of the Qur'an in their daily lives. Furthermore, it is equally important to pass on this knowledge to others, including family members, neighbors, and friends (Al-Khalawi, 2017).

Teaching the Qur'an should ideally begin at an early age, as childhood is a critical period for the development of human personality. Early exposure to good teachings, including the Qur'an, can lead to positive outcomes in a child's life. Teaching the Qur'an to children not only provides them with the opportunity to learn but also plays a crucial role in shaping their personality and behavior. Childhood is a prime period for establishing religious discipline, enabling children



to distinguish between what is permissible and what is forbidden in Islam. Moreover, this stage is pivotal in forming both individual and social morality .

However, the methods used in teaching the Qur'an are often not appropriately applied, despite the existence of prescribed methods within educational institutions. Many educators fail to effectively implement these teaching methods. For example, when teaching the Qur'an, ustadz and ustadzah (teachers) need to employ appropriate methods that facilitate the students' understanding of the Qur'anic text. One such method is the An-Nahdliyah method, which is a part of Qur'anic education and an Islamic teaching approach that has proven to be effective and widely adopted in various regions. The An-Nahdliyah method is based on the CBSA (Cara Belajar Siswa Aktif, or Active Student Learning) approach, which emphasizes active student participation in the learning process.

The An-Nahdliyah method was developed with specific considerations in mind. Firstly, it was necessary to create a method that is both efficient and effective, allowing children to learn to read the Qur'an quickly. This need arises from the demanding schedules of children who are also engaged in formal education. Secondly, the method integrates traditional Islamic values with modern educational techniques, ensuring a comprehensive approach to Qur'anic education.

Taman Pendidikan Al-Qur'an (TPA), or Qur'anic Learning Centers, are non-formal educational institutions that provide Islamic education to children. These centers aim to teach the Qur'an from an early age, as well as to impart fundamental Islamic teachings. The success of the An-Nahdliyah method, which originated in Tulungagung, is evidenced by its widespread adoption and effectiveness in enabling many individuals to quickly learn to read the Qur'an.

METHOD

This study employs a qualitative approach, which is suitable for examining social phenomena in their natural settings, as opposed to controlled or laboratory conditions. The qualitative method is particularly appropriate for this research because it focuses on understanding experiences and meanings as they are lived or observed. The type of research utilized is descriptive qualitative research, aimed at describing and summarizing various conditions or variables related to the implementation of the An-Nahdliyah method in Qur'anic learning.

Qualitative research is often referred to as naturalistic inquiry because it is conducted in real-world settings without manipulation. It can also be considered ethnographic when applied to the study of cultural practices. According to Merriam and Tisdell (2016), qualitative research relies heavily on inductive reasoning, where patterns, themes, and categories emerge from the data, rather than being imposed



by prior theories (Merriam & Tisdell, 2016). This research does not test hypotheses but instead builds a complex, holistic picture from detailed views of informants.

Researcher's Role

In qualitative research, the researcher plays a pivotal role, functioning as the primary instrument for data collection and analysis. The researcher's involvement is essential for interpreting and understanding the data in its context. As emphasized by Creswell and Poth (2018), the researcher in qualitative studies must be immersed in the setting and actively engage in data collection, interpretation, and reporting (Creswell & Poth, 2018). In this study, the researcher not only observed but also interacted with participants, conducted interviews, and analyzed documents, ensuring a comprehensive understanding of the An-Nahdliyah method's application.

Research Location

This research was conducted at TPQ Al-Ikhlas Klintar, located in Dusun Klintar, Desa Pelem, Kecamatan Kertosono, Kabupaten Nganjuk. The choice of location was strategic, given the TPQ's adoption of the An-Nahdliyah method in Qur'anic education, and the diverse socioeconomic backgrounds of its students. The setting provided a rich context for examining the effectiveness of the method and the factors influencing its implementation.

Data Sources

Data sources refer to the subjects and materials from which the researcher obtains information. This study utilized both primary and secondary data sources:

Primary Data Sources: Primary data was collected directly from key informants, including:

TPQ Head: Provided insights into the operational dynamics of the TPQ and the implementation of the An-Nahdliyah method.

Teachers (Ustadz and Ustadzah): Instructors responsible for applying the An-Nahdliyah method in teaching, offering firsthand accounts of its challenges and successes.

Secondary Data Sources: Secondary data included documents, literature, and records related to the TPQ and the An-Nahdliyah method. These sources provided additional context and supported the primary data findings.

Data Collection Procedures

Observation Method: Observations focused on physical conditions, teaching processes, and the daily activities of the students and teachers. This method allowed



the researcher to gather detailed and context-rich data, which is crucial for understanding the implementation of the An-Nahdliyah method (Patton, 2015).

Interview Method: Semi-structured interviews were conducted with TPQ educators and administrators. The interview method provided deep insights into the experiences and perceptions of those directly involved in the teaching process. This method is particularly effective in qualitative research for exploring complex issues (Kvale & Brinkmann, 2015).

Documentation Method: Documents, including teaching records, attendance sheets, and administrative files, were reviewed to supplement the primary data. Documentation is a valuable tool in qualitative research for triangulating data from observations and interviews.

Data Analysis Techniques

Data analysis was conducted using a qualitative descriptive approach. The analysis involved organizing data, coding for themes, and synthesizing information to form coherent conclusions. According to Saldaña (2021), coding is an iterative process where data is segmented into meaningful units that reflect patterns and themes (Saldaña, 2021). This approach allowed the researcher to draw connections between the data and the broader context of the An-Nahdliyah method's implementation.

Validity of Data

To ensure the validity of the findings, the study employed several techniques, including:

Prolonged Observation: The researcher spent extended time in the field to gain a deep understanding of the context and to build trust with participants, which enhances the credibility of the findings

Persistent Observation: This technique involved focusing on key elements that are relevant to the research questions, ensuring that data collection was thorough and consistent.

Triangulation: Multiple sources and methods (observation, interviews, and documentation) were used to cross-check and validate the data, enhancing its credibility (Flick, 2018).

Member Check: Data and interpretations were reviewed by participants to confirm the accuracy and authenticity of the findings (Birt et al., 2016).

Research Phases

The research was conducted in four phases: pre-fieldwork, fieldwork, data analysis, and report writing. Each phase involved specific activities, including



planning, data collection, and analysis, to ensure that the study was conducted systematically and that the findings were presented clearly.

RESULTS AND DISCUSSION

Average Quality of TPQ Al-Ikhlas Klintar Pelem Kertosono Nganjuk Students in Reading the Qur'an

The ability to read the Qur'an among TPQ Al-Ikhlas Klintar Pelem Kertosono students is measured by their proficiency in pronouncing letters (makharijul huruf) and applying tajwid rules according to Islamic teachings. A student is considered capable of reading the Qur'an when they meet several key indicators: the ability to identify and pronounce the Arabic alphabet correctly, understanding the makharijul huruf, and applying tajwid rules accurately. To develop these skills, students must follow three primary steps: First, they should learn from a qualified teacher who can correct their recitation and guide them in practicing tajwid. Second, continuous practice is essential to become fluent and precise in recitation. Third, they need to comprehend the aspects of tajwid, including the correct pronunciation of letters and understanding the different rules of recitation.

TPQ Al-Ikhlas Klintar, located in Dusun Klintar, Desa Pelem, Kecamatan Kertosono, aims to equip its students with both religious knowledge and good moral character. One of its primary objectives is to ensure that students can recite the Qur'an with proper tajwid using the An-Nahdliyah method. This method emphasizes the accuracy and consistency of recitation by incorporating rhythmic patterns (ketukan), which help students maintain the correct pace and intonation based on the length of syllables in Qur'anic verses. The application of the An-Nahdliyah method is expected to facilitate easier learning of the Qur'an for students.

Based on the researcher's analysis of interviews, students at TPQ Al-Ikhlas Klintar are categorized into three groups according to their Qur'anic reading ability: high, medium, and low. Students with high proficiency are placed in Class A, but if their ability declines, they may be reassigned to a special class or Class B. Those with medium proficiency are placed in Class B, with the possibility of moving to a special class, while students with low proficiency are also placed in Class B but attend special classes from Monday to Thursday. Generally, Class A consists of students with medium to high proficiency, while Class B accommodates those with low to medium proficiency.

The data indicates that the An-Nahdliyah method, which has been implemented for approximately one year, has significantly improved the students' Qur'anic reading skills compared to the previous year. This improvement is evidenced by the progression of students through the textbook series to more



advanced levels. Overall, the average quality of Qur'anic recitation among TPQ Al-Ikhlas Klintar students can be considered good, although some students still struggle with basic reading skills, such as recognizing the Arabic alphabet, indicating a need for more specialized instruction.

Implementation of the An-Nahdliyah Method in Enhancing Qur'anic Reading Skills at TPQ Al-Ikhlas Klintar Pelem Kertosono

Teachers need to be creative in selecting effective teaching methods to ensure that Qur'anic instruction is both efficient and impactful. Several Qur'anic teaching methods are currently considered relevant and widely used, including the Iqra', An-Nahdliyah, Jibril, Bagdadi, Al-Barqy, and Qiroaty methods.

This study focuses on the implementation of the An-Nahdliyah method. The term "An-Nahdliyah" is derived from Nahdlatul Ulama, the largest Islamic organization in Indonesia, which means "the awakening of scholars." The An-Nahdliyah method, developed in the late 1990s, emphasizes the accuracy and rhythm of Qur'anic recitation through a structured approach using rhythmic patterns. The consistency between the theoretical framework and the practical observations made by the researcher confirms that TPQ Al-Ikhlas Klintar effectively applies the An-Nahdliyah method to enhance students' Qur'anic reading abilities.

Supporting and Inhibiting Factors of the An-Nahdliyah Method in Improving Qur'anic Reading Skills at TPQ Al-Ikhlas Klintar Pelem Kertosono

In any learning process, various factors influence success, including both supporting and inhibiting factors. The data presented in this study identifies several key factors that support the enhancement of Qur'anic reading skills using the An-Nahdliyah method. These include the students' self-motivation to learn and practice what they have learned at TPQ at home, indicating their seriousness in learning. It is undeniable that students have varying reading abilities, which can be classified into high, medium, and low proficiency levels. Students with high proficiency typically exhibit strong motivation, attention, and dedication to their studies (Sanjaya, 2019).

Additionally, the teachers (Asatidz) at TPQ Al-Ikhlas Klintar are well-versed and competent, which contributes to the smooth delivery of the curriculum. The teachers' role is not limited to being role models for their students; they are also responsible for managing the learning process. The effectiveness of the teaching process is, therefore, closely tied to the teachers' quality and abilities (Sanjaya, 2019). The family environment also plays a crucial role in supporting the learning process, as parents who actively supervise and encourage their children's studies at home help facilitate their progress at TPQ.



However, several inhibiting factors also affect the learning process. These include students' laziness and reluctance to study the Qur'an at home, leading to difficulties in class. While the teachers at TPQ Al-Ikhlas Klintar are experienced, the lack of a well-structured lesson plan can hinder the learning process. Even the simplest teaching processes require planning to achieve the intended learning outcomes, and as the complexity of the learning process increases, so does the need for comprehensive planning.

Furthermore, discipline issues, whether from students or teachers, also pose challenges. For instance, poor attendance among both students and teachers during rainy weather negatively impacts the learning environment, discouraging students from attending classes. The family environment can also be a limiting factor when parents are too busy to monitor their children's studies, which can result in students struggling to keep up with lessons at TPQ (Sanjaya, 2019).

DISCUSSION

Implementation of the An-Nahdliyah Method in Enhancing Qur'anic Reading Skills at TPQ Al-Ikhlas Klintar Pelem Kertosono

The ability to read the Qur'an is a key aspect of students' religious education at TPQ Al-Ikhlas Klintar, and it is evaluated based on their proficiency in pronouncing Arabic letters (makharijul huruf) and applying tajwid rules. A student is considered capable of reading the Qur'an when they can identify and pronounce the Arabic alphabet correctly, understand the makharijul huruf, and apply tajwid rules accurately. To help students develop these skills, a structured learning approach is used, which includes learning from a qualified teacher, continuous practice, and comprehension of tajwid aspects. The use of the An-Nahdliyah method plays a crucial role in achieving these goals.

The An-Nahdliyah method, which has been implemented at TPQ Al-Ikhlas Klintar for approximately a year, emphasizes rhythmic patterns (ketukan) that aid in the accurate recitation of the Qur'an. This method not only improves the rhythm and pace of recitation but also ensures that students learn with precision and consistency. The application of this method has significantly enhanced students' Qur'anic reading skills compared to the previous year, as evidenced by the progression through textbook levels. However, some students still struggle with basic reading skills, such as recognizing the Arabic alphabet, highlighting the need for more specialized instruction and continuous practice. The students are divided into three proficiency levels (high, medium, and low), with each group receiving tailored instruction to improve their skills further. This differentiated approach helps ensure that each student receives appropriate guidance based on their individual needs.



In terms of management, the success of the An-Nahdliyah method is supported by several factors. The teachers at TPQ Al-Ikhlas Klintar are highly skilled, which contributes significantly to the smooth implementation of the method. Teachers are not only responsible for teaching but also for managing the learning environment and acting as role models for the students. The students' self-motivation, along with active family support, also plays an important role in the learning process. When students are motivated to practice at home and receive encouragement from their parents, they are more likely to succeed in their Qur'anic studies. Additionally, the method's effectiveness is supported by the overall family environment, where parental involvement is crucial in supporting their children's learning.

However, there are several challenges in the implementation of the An-Nahdliyah method. One inhibiting factor is students' reluctance to study at home, which leads to gaps in learning during class. Despite the teachers' expertise, the lack of a well-structured lesson plan can hinder the effectiveness of the teaching process. Even in simple teaching tasks, proper planning is essential for achieving the desired learning outcomes. Another challenge is the issue of discipline, with poor attendance due to weather conditions or personal reasons impacting the learning process. Furthermore, the family environment can sometimes limit students' progress when parents are unable to monitor their children's studies closely.

Overall, while the An-Nahdliyah method has proven to be effective in improving the Qur'anic reading skills of TPQ Al-Ikhlas Klintar students, overcoming the inhibiting factors requires continuous support from both the teaching staff and the students' families, as well as addressing logistical challenges to ensure a conducive learning environment.

CONCLUSION

Overall Quality of Qur'anic Reading Among TPQ Al-Ikhlas Klintar Students: The average quality of Qur'anic reading among students at TPQ Al-Ikhlas Klintar is generally good. However, there remain some students who struggle with reading, including a few who have yet to memorize the Arabic alphabet (huruf hijaiyah), indicating the need for more specialized instruction.

Implementation of the An-Nahdliyah Method: The application of the An-Nahdliyah method in Qur'anic reading at TPQ Al-Ikhlas Klintar has been effective. This is evidenced by the successful implementation of four instructional methods: demonstration, drill, question-and-answer, and lecture. Additionally, the structured teaching management through the completion of two key programs—Program Buku Paket (PBP) and Program Sorogan Al-Qur'an (PSQ)—has contributed to this success.



Supporting and Inhibiting Factors: Several factors support the Qur'anic learning process at TPQ Al-Ikhlas Klintar, including the motivation of students, the competence of teachers, and the supportive family environment. However, some inhibiting factors include student laziness, lack of discipline among teachers, and insufficient motivation from the family environment.

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