

Journal of Educational Sciences
Journal homepage: https://jes.ejournal.unri.ac.id/index.php/JES

P-ISSN 2581-1657
E-ISSN 2581-2203

Implementation of the An-Nahdliyah Method in Improving the Al-Qur'an Reading Skills of Grade VII Students at MTs Darul Ulum Panaragan Jaya

M Hasan Ma'ruf*, Nur Saidah, Ach Hanuji Akbar
Faculty of Islamic Education and Teaching Sciences, Sunan Kalijaga State Islamic University, Yogyakarta, 55281, Indonesia

ARTICLE INFO

Article history:

Received: 15 May 2026
Accepted: 05 June 2026
Available Online: 15 June 2026

Keywords:

An-Nahdliyah Method,
Quran Reading Proficiency,
Tajweed,
Makharijul Huruf,
Islamic Religious Education

* *Corresponding author:*

E-mail: 24204091016@students.uin-suka.ac.id

Article Doi:

https://doi.org/10.31258/jes.10.6.p.901-911

This is an open access article under the CC BY-SA license.

A B S T R A C T

This study explores the implementation of the An-Nahdliyah method in enhancing seventh-grade students' Al-Qur'an reading skills at MTs Darul Ulum Panaragan Jaya. The research was motivated by the varying abilities of students in reading the Qur'an, particularly in fluency, accurate pronunciation of hijaiyah letters, and proper application of tajweed rules. Employing a qualitative case study design, this study aimed to describe the habituation of Qur'an reading activities at school, analyze the implementation of the An-Nahdliyah method during the learning process, and explore its contribution to improving students' Qur'an reading skills. Data were collected through direct classroom observations, semi-structured interviews with teachers, students, and the school principal, and analysis of relevant school documents. The findings indicate that Qur'an reading activities have become part of the school's religious culture through routine habituation practices conducted before classroom learning. The An-Nahdliyah method was implemented systematically through rhythmic reading techniques, repeated exercises, teacher modeling, and individualized guidance. These approaches contributed to observable improvements in students' reading fluency, pronunciation accuracy, tajweed application, and confidence in reading the Qur'an. This study underscores the significance of structured and contextually appropriate methods supported by a supportive religious learning environment in developing students' Qur'anic literacy within formal madrasah education.

1. Introduction

The ability to read the Qur'an is one of the fundamental competencies that students in Islamic educational institutions are expected to master. It forms the basis of religious literacy and a deeper understanding of Islamic teachings. In practice, however, many students still face significant difficulties in reading the Qur'an

fluently and accurately. These challenges are particularly evident in the correct pronunciation of hijaiyah letters, the consistent application of tajweed rules, and maintaining reading fluency. Such conditions indicate that Qur'an reading instruction in formal educational settings continues to encounter various obstacles. Previous studies have shown that students' Qur'an reading abilities are influenced by multiple factors, including learning strategies, teacher guidance, learning environments, and students' reading habits (Darmawi et al., 2024).

Learning to read the Qur'an is not merely a technical skill but is also closely related to the development of students' religious character, discipline, and internalization of Islamic values in daily life. Structured Qur'an learning activities contribute to strengthening students' Qur'anic literacy and religious learning habits (Ayuni & Ritonga 2025). Likewise, Qur'anic learning activities also contribute to the formation of students' religious character and learning discipline in Islamic educational environments (Saputra & Hafidz 2025). Several studies have discussed methods of learning Qur'an reading, such as the Iqra', Tilawati, and Qiroati methods. These studies explain that structured and repetitive learning approaches can support students in improving reading fluency and tajweed comprehension. Research on the Tilawati method shows that systematic learning stages help students recognize hijaiyah letters, improve pronunciation, and develop fluency in reading the Qur'an (Sarbaini et al., 2024). Studies on the Qiroati method indicate that repeated practice and direct teacher supervision contribute to improving students' reading abilities gradually and continuously (Safitri & Iqbal 2025).

The success of Qur'an reading instruction is also influenced by the learning process implemented by teachers in the classroom. Learning methods that involve repeated exercises, active participation, and continuous evaluation can help students improve reading fluency more effectively. Students tend to understand learning material more easily when they are directly involved in learning activities (Sari et al., 2024). Sanjaya (2012) explains that learning methods function as strategies used by teachers to achieve learning objectives effectively according to students' needs and the characteristics of the subject matter (Sanjaya, 2012). The importance of systematic learning methods is also supported by appropriate learning strategies that can improve student participation and learning development (Astuti et al., 2025). Educational innovations and school programs contribute significantly to strengthening learning quality and supporting students' academic and religious development in madrasah environments (Natasya & Maksum 2025).

Although many studies have examined Qur'an reading instruction, research focusing specifically on the implementation of the An-Nahdliyah method in formal Islamic educational institutions is still limited. Most previous studies discussing the An-Nahdliyah method were conducted in non-formal educational settings such as TPQ or Qur'anic learning centers, so they do not fully describe its implementation in formal madrasah education (Rohmah & Muhdi 2024). In addition, many previous studies focused more on learning outcomes without exploring the learning process and habituation activities carried out during Qur'an reading instruction (Taufiqurrahman, 2025). This situation creates a gap in understanding how the An-Nahdliyah method is actually applied in the context of formal school learning,

especially regarding students' reading habits, teacher strategies, and the supporting learning environment.

The An-Nahdliyah method is known as a structured Qur'an learning method that combines rhythmic reading techniques, repeated exercises, and direct teacher guidance to support students in reading the Qur'an correctly and consistently. The use of rhythm in learning helps students distinguish the length and pronunciation of recitation more systematically. In addition, repeated reading exercises allow students to strengthen their familiarity with tajweed rules and improve fluency gradually (Safitri & Iqbal 2025). Teacher involvement also becomes an important factor because teachers directly guide students, correct reading mistakes, and create a supportive learning atmosphere during the learning process (Darmawi et al., 2024). Similar findings were also reported by research that highlights the important role of teacher guidance, habituation, and continuous assistance in strengthening students' Qur'anic learning abilities (Hasan & Inayati 2025). Therefore, the implementation of the An-Nahdliyah method is considered relevant to support students who still experience difficulties in Qur'an reading learning in formal Islamic educational settings. This study aims to describe the habituation of Qur'an reading activities, analyze the implementation of the An-Nahdliyah method in the learning process, and explore its contribution to the development of Qur'an reading skills among seventh grade students at MTs Darul Ulum Panaragan Jaya.

2. Methodology

This study employed a qualitative method with a case study approach to examine the implementation of the An-Nahdliyah method in developing students' Qur'an reading abilities at MTs Darul Ulum Panaragan Jaya (Sugiyono, 2013). The school was selected because it actively implements Qur'an reading habituation activities and applies the An-Nahdliyah method in learning for seventh-grade students. Data sources consisted of primary and secondary data. Primary data were obtained through observations and interviews with teachers, students, and the principal, while secondary data were collected from school documents, archives, and learning records related to Qur'an reading instruction. Informants were selected using purposive sampling based on their involvement in the learning process (Moleong, 2018).

Data collection techniques included observation, interviews, and documentation. Observation was conducted to examine the learning process and students' participation during the implementation of the An-Nahdliyah method in the classroom. Semi-structured interviews were used to obtain information regarding learning activities, challenges, and efforts to improve students' Qur'an reading abilities. Documentation techniques were used to collect supporting data related to Qur'an reading learning activities and school programs. Data analysis was conducted through data reduction, data presentation, and conclusion drawing (Miles et al., 2014). To ensure data validity, source triangulation and method triangulation were applied by comparing information obtained from different informants and data collection techniques (Sugiyono, 2013).

3. Results and Discussion

Learning to read the Qur'an at MTs Darul Ulum Panaragan Jaya is an important part of religious learning activities in the school environment. Based on observations and interviews, students' Qur'an reading abilities showed diverse conditions. Some students were able to read the Qur'an fluently and apply tajweed rules well, while others still experienced difficulties in pronouncing hijaiyah letters, determining the length of recitation, and maintaining reading fluency. This difference in reading ability became one of the main challenges faced by teachers. Teachers stated that students' different educational backgrounds significantly influenced their initial Qur'an reading abilities. To support the development of students' Qur'anic reading skills, the school routinely implements Qur'an reading habituation activities before the start of classes. Furthermore, the school environment fosters a religious culture through various religious activities. The school chose the An-Nahdliyah method because it was considered appropriate to the students' learning needs and classroom conditions, particularly its emphasis on rhythmic reading, repeated practice, and direct teacher guidance.

Initial Conditions of Students' Qur'an Reading Abilities

Based on observations and interviews conducted before the implementation of the An-Nahdliyah method, the initial Qur'an reading abilities of seventh-grade students at MTs Darul Ulum Panaragan Jaya varied considerably. Some students were able to read the Qur'an quite fluently, while many others still faced difficulties in several key aspects. These included inaccurate pronunciation of hijaiyah letters that have similar makharijul huruf, inconsistent application of tajweed rules, and challenges in maintaining reading fluency and proper rhythm (irama). Teachers explained that these differences were mainly influenced by students' diverse educational backgrounds and previous Qur'an learning experiences before entering the madrasah. Based on classroom observations, several students still made errors in pronouncing hijaiyah letters with similar articulation points. They also struggled to apply tajweed rules correctly, such as mad (prolongation), and often produced buzzing sounds or inaccurate letter pronunciation. This resulted in uneven reading fluency, requiring teachers to provide intensive and direct guidance. The initial conditions of Grade VII students' Qur'an reading ability before the implementation of the An-Nahdliyah method can be seen in Figure 1.



Figure 1. Initial conditions of Grade VII students' Qur'an reading ability before the implementation of the An-Nahdliyah method

Interviews with teachers further revealed that students' reading abilities were not only affected by their understanding of tajweed but also by their reading habits at home and their level of confidence. Some students lacked confidence when asked to read individually due to fear of making mistakes in pronunciation or tajweed. Additionally, following a consistent rhythmic pattern remained a challenge for many students who were not yet accustomed to it. Nevertheless, most students demonstrated good interest and enthusiasm in participating in Qur'an reading lessons, as shown by their active engagement during learning activities and willingness to practice repeatedly.

Implementation of the An-Nahdliyah Method in Learning to Read the Qur'an

Based on observations, interviews, and documentation, the implementation of the An-Nahdliyah method in teaching Qur'an reading at MTs Darul Ulum Panaragan Jaya was carried out in a structured and gradual manner. The learning process started with habituation activities before the main lesson. The teacher then provided a clear model of reading using the distinctive rhythm of the An-Nahdliyah method to help students understand pronunciation, length of recitation (mad), and rhythmic patterns. After the modeling phase, students practiced reading together in a classical manner, followed by individual reading to assess each student's progress. This step-by-step approach allowed teachers to monitor students' development systematically. Data on the implementation process were obtained through semi-structured interviews with teachers, students, and the school principal. The interview guide used in this study is presented in Table 1.

Table 1. Interview Guide

Informant	Interview Focus	Example Questions
Teacher	The Process of Implementing the An-Nahdliyah Method	What are the stages of implementing the An-Nahdliyah method in learning to read the Qur'an?
Teacher	Learning Obstacles	What obstacles do you face during the process of learning to read the Qur'an?
Students	Learning Experiences	Does the An-Nahdliyah method help you read the Qur'an more easily?
Students	Reading Difficulties	What difficulties do you often encounter when reading the Qur'an?
Principal	Qur'an Learning Program	Why does your school choose the An-Nahdliyah method for teaching Qur'an reading?

Observations showed that teachers played a vital role throughout the learning process. They not only demonstrated the correct reading but also provided immediate corrections on hijaiyah letter pronunciation, tajweed application, and rhythm. Teachers gave special attention to students who still had difficulties and continuously motivated them to build confidence when reading in front of the class. The learning activity of reading the Qur'an using the An-Nahdliyah method during the observation can be seen in Figure 2.



Figure 2. Implementation of the An-Nahdliyah method in Qur'an reading class

Student participation during the lessons was generally good. Most students actively followed the teacher's rhythm, paid attention to corrections, and participated in both group and individual reading. Interviews with students revealed that repeated practice helped them become more familiar with the correct way of reading according to tajweed rules. In addition, teachers conducted gradual evaluations through individual reading sessions and observations of fluency and accuracy. The results of these evaluations were used to provide additional guidance to students who needed more support. Student participation during the lessons was quite active. Most students tried to follow the teacher's rhythm and paid attention to the corrections given. The habituation activities of Qur'an reading before lessons begin can be seen in Figure 3.



Figure 3. Habituation activities of Qur'an reading before lessons begin

In addition, teachers conducted gradual evaluations through individual reading sessions and observations of students' fluency and accuracy. The results of these evaluations were used to provide additional guidance to students who needed more support. Although several challenges were identified during the implementation, such as differences in students' initial abilities, limited learning time, and lack of confidence when reading individually, teachers made continuous efforts to create a supportive learning environment so that the Qur'an reading process could run effectively. However, several challenges were identified during the implementation. The main obstacles were the differences in students' initial abilities, limited learning time, and some students' lack of confidence when reading individually. Despite these challenges, teachers made continuous efforts to create a

supportive learning environment so that the Qur'an reading process could run effectively.

The Impact of the An-Nahdliyah Method on Students' Qur'an Reading Abilities

Based on observations and interviews, the implementation of the An-Nahdliyah method brought noticeable improvements in the Qur'an reading skills of seventh-grade students at MTs Darul Ulum Panaragan Jaya. These improvements were observed in several aspects, including reading fluency, accurate pronunciation of hijaiyah letters, consistent application of tajweed rules, and increased student confidence.

Observations revealed that after repeated reading exercises using the rhythmic technique, most students could recite Qur'anic verses with a more consistent tempo and fewer errors compared to their initial conditions. The use of rhythm helped students better understand and apply the length of recitation (mad). Teachers reported that students who previously struggled with pronunciation and tajweed gradually showed better accuracy after receiving modeling and direct corrections. This progress was also evident in the decrease of common errors such as incorrect makharijul huruf and buzzing sounds.

In addition to technical skills, the method positively influenced students' discipline and confidence. Regular habituation and group reading activities made students more prepared and less anxious when reading individually in front of the class. Interviews with students confirmed that repeated practice and teacher guidance helped them feel more comfortable and motivated during the learning process. Overall, student participation increased, creating a more conducive learning atmosphere.

The findings indicate that the An-Nahdliyah method, supported by daily habituation and a supportive religious school environment, contributed positively to the gradual development of students' Qur'an reading abilities. Although individual progress varied, the structured and continuous learning process helped most students improve their Qur'anic reading skills.

Discussion

The routine habituation of Qur'an reading at MTs Darul Ulum Panaragan Jaya demonstrates that the success of Qur'an reading instruction is not determined solely by the learning method used. It is also influenced by the consistency of practice and continuous habituation within the school environment. Daily Qur'an reading activities conducted before lessons help students develop their reading skills through gradual and repeated practice. In line with behaviorist learning theory, habituation and repetition play essential roles in skill formation, as students' abilities improve through consistent practice (McLeod, 2025). This finding is supported by Sanjaya (2012), who states that regular and continuous learning processes help students achieve objectives according to their individual abilities and characteristics. The results of this study align with previous research indicating that

regular Qur'an reading habituation can enhance Qur'anic literacy, learning discipline, and religious character formation in Islamic educational settings (Ayuni & Ritonga 2025). This is also supported by 'Aini et al. (2023) who explain that continuous Qur'an reading habituation can increase students' love and motivation to read the Qur'an.

The implementation of the An-Nahdliyah method shows that the use of rhythmic reading techniques and gradual exercises helps students understand Qur'an recitation more systematically. The rhythmic approach assists students in recognizing the length of recitation, maintaining a steady tempo, and following the teacher's model more effectively. From the perspective of skill learning theory, repeated and gradual exercises can strengthen students' verbal and practical abilities (Djamarah, 2021). Sanjaya (2012) explains that learning methods appropriate to students' needs help create a more effective and understandable learning process. The findings of this study support earlier research which found that systematic stages in Qur'an reading methods improve students' ability to recognize hijaiyah letters, apply tajweed rules, and increase reading fluency (Sarbaini et al., 2024). Zakiyah Nabilah Safitri's research also explains that repeated reading exercises with teacher guidance can help students reduce reading errors and increase self-confidence (Safitri & Iqbal 2025). These findings are reinforced by Astuti et al., (2025) who state that systematic learning strategies actively involving students can improve learning outcomes.

The success of the An-Nahdliyah method is also greatly influenced by the teacher's role as a guide who provides examples, corrects errors, and motivates students. In Vygotsky's scaffolding theory, students require assistance and guidance from more knowledgeable others to achieve optimal development, particularly in practical skills such as Qur'an reading. This study confirms that direct teacher guidance helps students improve makharijul huruf, tajweed application, and self-confidence in reading. These results are consistent with previous research emphasizing the importance of continuous teacher mentoring and evaluation in Qur'an learning (Taufiqurrahman, 2025). Hasan et al. (2025) also explain that teacher mentoring, habituation, and continuous evaluation help improve students' Qur'an learning abilities. Sari et al. (2024) confirm that active involvement of teachers and students creates more meaningful learning and increases student participation.

In addition, the religious environment of the school serves as a significant supporting factor. The religious culture built through Qur'an reading habituation, collective prayers, and other religious activities creates a supportive atmosphere for students' Qur'anic skill development. This finding aligns with Islamic education theory, which highlights the influence of the learning environment on students' habits and character formation (Nata, 2016). Saputra et al. (2025) found that an Islamic educational environment and routine religious activities help shape students' religious character and Qur'an learning habits. Sumiati (2023) also explains that religious school culture plays an important role in increasing student involvement and forming disciplined Qur'an reading habits.

Although the An-Nahdliyah method demonstrated positive outcomes, this study also identified challenges, particularly the differences in students' initial abilities. Some students still require intensive guidance in pronunciation, tajweed, and fluency. These differences are influenced by educational background, prior experience, and intensity of practice. According to the theory of individual differences, teachers need to adjust strategies to accommodate varying student readiness (Slameto, 1988). Hamalik (2004) explains that learning success is influenced by students' learning readiness, the learning environment, and ongoing practice. Therefore, the success of Qur'an reading instruction depends not only on the method but also on consistent practice, teacher guidance, and a supportive learning environment.

4. Conclusion

This study demonstrates that the implementation of the An-Nahdliyah method has successfully supported the development of Qur'an reading skills among seventh-grade students at MTs Darul Ulum Panaragan Jaya. The daily habituation of Qur'an reading activities, combined with the rhythmic techniques, repeated exercises, and direct teacher guidance of the An-Nahdliyah method, contributed to the gradual improvement of students' reading fluency, accurate pronunciation of hijaiyah letters, and proper application of tajweed rules. The learning process was further strengthened by active student participation and the supportive religious culture of the school. Overall, the findings confirm that the An-Nahdliyah method, when applied systematically in a formal madrasah setting, offers a meaningful contribution to enhancing students' Qur'anic reading abilities.

The results of this study address the predetermined research objectives by describing the habituation of Qur'an reading, analyzing the implementation process of the An-Nahdliyah method, and exploring its contribution to students' Qur'an reading development. This research provides valuable contextual insights into how structured and continuous Qur'an learning practices can be effectively carried out in formal Islamic educational institutions. However, as this study employed a qualitative case study approach in a single school, the findings are limited to the specific context of MTs Darul Ulum Panaragan Jaya and cannot be generalized broadly. Therefore, future studies in different madrasah settings using various research approaches are highly recommended to gain a more comprehensive understanding of the An-Nahdliyah method's implementation.

References

Astuti, P. D., Dianasari., & Fadly, A. (2025). Implementation of problem based learning model with animated video media to improve student learning outcomes. *Journal of Educational Sciences, 9*(6), 5614–5624. https://doi.org/10.31258/jes.9.6.p.5614-5624

Ayuni, A., & Ritonga, A. A. (2025). The role of Madrasah Diniyah Takmiliyah Awaliyah (MDTA) Al-Furqon in improving Al-Qur'an reading and writing

literacy for students in Pematangsiantar. *Journal of Educational Sciences, 9*(5), 4058–4068. https://doi.org/10.31258/jes.9.5.p.4058-4068

Darmawi, D., Kusuma, H. W., & Sibuan (2024). Isu-isu problematika pembelajaran Al-Qur'an hadits di madrasah ibtidaiyah (MI). *NUR EL-ISLAM: Jurnal Pendidikan dan Sosial Keagamaan, 11*(1).

Hasan, F., & Inayati, N. L. (2025). Efforts of Tahfizh teachers in improving students' ability to memorize the Quran at Muhammadiyah Al-Kautsar PK Kartasura Junior High School. *Journal of Educational Sciences, 9*(4), 3157–3170. https://doi.org/10.31258/jes.9.4.p.3157-3170

Natasya, A. L., & Maksum, M. N. R. (2025). Principal's innovation at MTS Negeri 1 Boyolali: Improving school quality through superior programs. *Journal of Educational Sciences, 9*(3), 1179–1189. https://doi.org/10.31258/jes.9.3.p.1179-1189

Rohmah, S., & Muhdi, A. (2024). Penguatan pengenalan Al-Qur'an melalui metode Qiro'ati pada anak usia dini. *Jurnal Basicedu, 8*(2), 1614–1624. https://doi.org/10.31004/basicedu.v8i2.7421

Safitri, Z. N., & Iqbali, M. M. E. (2025). Pembelajaran metode Qiroati dalam meningkatkan kemampuan membaca Al-Qur'an siswa usia dini. *JIIP (Jurnal Ilmiah Ilmu Pendidikan), 8*, 6125–6131. http://jiip.stkipyapisdompu.ac.id

Saputra, D. A. S. W. A., & Hafidz (2025). The role of the Taman Pendidikan Al-Qur'an Al-Ikhlas in character formation of children in Mojo Wetan Village, Sragen. *Journal of Educational Sciences, 9*(4), 3031–3040. https://doi.org/10.31258/jes.9.4.p.3031-3040

Sarbaini., Kustati, M., & Amelia, R. (2024). Efektivitas metode Tilawati dalam meningkatkan kemampuan membaca Al-Qur'an siswa di MTsN 1 Kerinci. *Jurnal Review Pendidikan dan Pengajaran, 7*(3), 8995–8998. https://doi.org/10.31004/jrpp.v7i3.30789

Sari, D. R., Hartati, S., & Ferdiansyah, M. (2024). Penerapan pembelajaran aktif kreatif efektif dan menyenangkan untuk meningkatkan prestasi belajar siswa SDN 2 Jambu Ilir Kec. Tanjung Lubuk Kab. OKI tahun 2023/2024. *Jurnal Mubtadiin, 11*(1). https://journal.an-nur.ac.id/index.php/mubtadiin

Sumiati, T. (2023). Implementasi program pendidikan agama Islam melalui budaya religius (religious culture) di sekolah. *Jurnal Pendidikan dan Konseling, 5*, 3923–3930. https://doi.org/10.31004/jpdk.v5i1.11637

Taufiqurrahman, T. (2025). Efektivitas metode pembelajaran Al-Qur'an: Kajian literatur terhadap Iqra, Tilawati, dan Ummi. *Pendas: Jurnal Ilmiah Pendidikan Dasar, 10*(2). https://doi.org/10.23969/jp.v10i02.30640

'Aini, N. A., Istiqomah, L., Delianti, P. P., Wibowo, M. E. P., & Zakiyah (2023). Pembiasaan tahfidzul Qur'an dalam meningkatkan kecintaan membaca Al-Qur'an pada peserta didik. *Jurnal Pendidikan dan Media Pembelajaran, 1*(1), 47–58. https://doi.org/10.61813/jpmp.v0i0.59

Djamarah, S. B. (2021). *Psikologi belajar*. Rineka Cipta.

Hamalik, O. (2004). *Proses belajar mengajar*. Bumi Aksara.

Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative data analysis*. SAGE Publications.

Moleong, L. J. (2018). *Metodologi penelitian kualitatif*. PT Remaja Rosdakarya.

Nata, A. (2016). *Ilmu pendidikan Islam*. Prenada Media.

Sanjaya, W. (2012). *Strategi pembelajaran berorientasi standar proses pendidikan*. Kencana.
Slameto. (1988). *Belajar dan faktor-faktor yang mempengaruhinya*. Bina Aksara.
Sugiyono. (2013). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.
McLeod, S. (2025). *Edward Thorndike: The law of effect*. Simply Psychology. http://simplypsychology.org/edward-thorndike.html

How to cite this article:

Ma'ruf, M. H., Saidah, N., & Akbar, A. H. (2026). Implementation of the An-Nahdliyah Method in Improving the Al-Qur'an Reading Skills of Grade VII Students at MTs Darul Ulum Panaragan Jaya. *Journal of Educational Sciences*, *10(6)*, 901-911.