



Implementation Dynamics and Evaluation of Metode Qur'ani Sidogiri in Improving Students' Qur'anic Reading Competence

Abstract: This study is motivated by the suboptimal Qur'anic reading competence among students despite the implementation of various instructional methods in Islamic boarding schools. The study aims to analyze the implementation dynamics of the Metode Qur'ani Sidogiri (MQS) and evaluate its pedagogical system in improving students' Qur'anic reading competence within the Islamic boarding school environment. This research employs a descriptive qualitative approach, with data collected through semi-structured interviews, participant observations, and documentation. The data were obtained from the *pengasuh*, instructors, and students directly involved in MQS-based learning. The findings indicate that MQS is implemented systematically through a tripartite instructional framework: intensive learning sessions, the rigid *talaqqi* method, and objective periodic evaluations. This system significantly enhances students' reading fluency, accuracy of makhraj, and learning motivation. Therefore, the architectural system of MQS provides a structured and adaptive qualitative framework for enhancing Qur'anic reading competence within the traditional *pesantren* context.

Keywords: *Metode Qur'ani*, Qur'anic Reading Competence, Islamic Boarding School Education

Abstrak: Penelitian ini dimotivasi oleh kompetensi membaca Al-Qur'an yang suboptimal di kalangan siswa meskipun telah diterapkan berbagai metode pengajaran di pesantren. Penelitian ini bertujuan untuk menganalisis dinamika implementasi Metode Qur'ani Sidogiri (MQS) dan mengevaluasi sistem pedagogisnya dalam meningkatkan kompetensi membaca Al-Qur'an siswa di lingkungan pesantren. Penelitian ini menggunakan pendekatan kualitatif deskriptif, dengan data yang dikumpulkan melalui wawancara semi-terstruktur, observasi partisipan, dan dokumentasi. Data diperoleh dari pengasuh, instruktur, dan siswa yang terlibat langsung dalam pembelajaran berbasis MQS. Temuan menunjukkan bahwa MQS diimplementasikan secara sistematis melalui kerangka pembelajaran tiga bagian: sesi pembelajaran intensif, metode talaqqi yang ketat, dan evaluasi periodik objektif. Sistem ini secara signifikan meningkatkan kelancaran membaca siswa, ketepatan makhraj, dan motivasi belajar. Oleh karena itu, sistem arsitektur MQS menyediakan kerangka kualitatif yang terstruktur dan adaptif untuk meningkatkan kompetensi membaca Al-Qur'an dalam konteks pesantren tradisional.

Kata Kunci: *Metode Qur'ani*, Kompetensi Membaca Al-Qur'an, Pendidikan Sekolah Berasrama Islam

Author:

Khoirul Umam¹
Faid Widyawan AR²

Affiliation:

Universitas Nurul Jadid,
Indonesia¹
STAI Nurul Abror Al-
Robbaniyin, Indonesia²

Corresponding author:

Alfaumam8@gmail.com

Journal History*:

Received : April 29, 2026
Revised : May 31, 2026
Accepted : May 31, 2026
Published : May 31, 2026

How to cite this article*:

Umam, K., & Widyawan
AR, F. (2026).
Implementation Dynamics
and Evaluation of Metode
Qur'ani Sidogiri in
Improving Students'
Qur'anic Reading
Competence.
*QOLAMUNAA : Jurnal
Pendidikan Agama
Islam*, 1(2), 125-137

Copyright:

© 2026. The Authors.
This work is licenced
under the Creative
Commons Attribution-Non
Commercial-ShareAlike
CC BY-NC-SA 4.0
International license.

DOI*: <https://doi.org/>

*: filled in by editor

Read Online:

Scan this QR
code with
your mobile
device or
smart phone





INTRODUCTION

The suboptimal level of students' Qur'anic reading competence, despite the implementation of various instructional methods, represents a fundamental issue in Islamic boarding school education that warrants serious academic attention (Sabaruddin & Mastur, 2023). This condition reflects a gap between the applied instructional approaches and the expected learning outcomes, particularly in aspects such as *tartil*, *makhraj*, and *tajwid* accuracy (Chew et al., 2023). Several *pesantren* have adopted specific methods for teaching the Qur'an; however, the outcomes have not consistently demonstrated significant improvement across all students. This situation indicates the need to evaluate the effectiveness of the methods employed, including the *Metode Qur'ani* Sidogiri (MQS) as one of the instructional approaches developed within the *pesantren* tradition. Therefore, this study becomes essential to examine the extent to which MQS can address the issue of inadequate Qur'anic reading competence among students in a comprehensive manner.

A range of scholarly literature indicates that Qur'anic instructional methods are closely associated with the improvement of students' reading competence; however, not all methods yield optimal results within the *pesantren* context (García Martín & García-Sánchez, 2020; Govorova et al., 2023). For instance, learning theories based on *talaqqi* and *musyafahah* are considered effective in enhancing reading accuracy, yet their implementation is often constrained by limited instructional time and unfavorable teacher-student ratios (Sukma & Nahar, 2025). Moreover, behaviorist approaches that emphasize repetition are viewed as insufficient in fostering a deeper understanding of *makhraj* and *tajwid*. Meanwhile, constructivist perspectives in Qur'anic learning remain underutilized in *pesantren* practices (Azizah et al., 2025). Thus, both theoretical and practical gaps remain unresolved, opening opportunities to examine alternative approaches such as MQS in enhancing Qur'anic reading competence more effectively.





This study aims to analyze the comprehensive implementation of the Metode Qur'ani Sidogiri (MQS) in Qur'anic learning and evaluate its qualitative operational mechanics in improving students' Qur'anic reading competence. Rather than measuring statistical variations, this study seeks to capture the systemic shifts in students' reading competence and pedagogical progression during the method's execution. Focusing on these operational dimensions enables the study to provide empirical contributions to the development of more effective and contextually relevant Qur'anic instructional methods.

Based on the empirical findings and literature review presented, it is argued that the Metode Qur'ani Sidogiri (MQS) possesses a structurally sound framework to optimize students' Qur'anic reading competence through a systematic and continuous instructional approach. This premise is grounded in the pedagogical characteristics of MQS, which integrates *talaqqi*, periodic evaluation, and intensive learning practices that enable students to receive direct, individualized guidance from teachers. Therefore, this study is crucial to explore how MQS acts as an innovative and adaptive Qur'anic instructional system within *pesantren* contexts.

METHOD

The object of this study is the phenomenon of suboptimal Qur'anic reading competence among students specifically regarding fluency, *makhraj*, and *tajwid* despite the implementation of various instructional methods in Islamic boarding schools. This research focuses on the dynamics of the instructional process within the framework of the *Metode Qur'ani Sidogiri* (MQS). By examining both learning outcomes and process dynamics, the study aims to provide a comprehensive portrayal of the factors influencing Qur'anic reading competence, ensuring the relevance of the research object to the formulated problem.

This study employs a descriptive qualitative approach to interpret social realities within *pesantren* learning practices without variable manipulation (Chih-Pei & Chang, 2017). Data consist of primary sources from in-depth interviews and secondary sources from institutional documents. Subjects were selected using purposive criterion sampling, focusing strictly on the





core actors who design, supervise, and directly experience the focal pilot phase of MQS. The selected key informants include the *pengasuh* (Ustaz Muhammad Lukman Hakim) as the policy maker, two senior instructors (Ustaz Najmi and Ustaz Zainuddin) as the primary pedagogical executors, and a student (Muhammad Ridwan) who represented the critical transition from substandard to advanced competence. This highly specific, elite selection of informants ensures the acquisition of deep, rich, and information-dense qualitative data, capturing a holistic reflection of the implementation dynamics.

Data were collected systematically through interviews, observation, and documentation. In-depth interviews explored participants' experiences with MQS, while observations directly examined classroom interactions and the application of *talaqqi* and *musyafahah* methods. Additionally, documentation such as learning schedules and evaluation results was utilized to support the findings. The integration of these three techniques ensures the acquisition of rich, comprehensive data regarding the investigated phenomenon.

Data analysis follows the interactive model of Miles and Huberman, involving simultaneous data reduction, display, and conclusion drawing. Information was simplified, categorized, and presented in descriptive narratives to clarify patterns and relationships (Asipi et al., 2022). To ensure scientific accountability and objectivity, the study employed source triangulation by comparing and confirming data from multiple sources (Madugu & Ibrahim, 2024). This rigorous analytical process guarantees that the findings are valid, credible, and address the core research questions effectively.

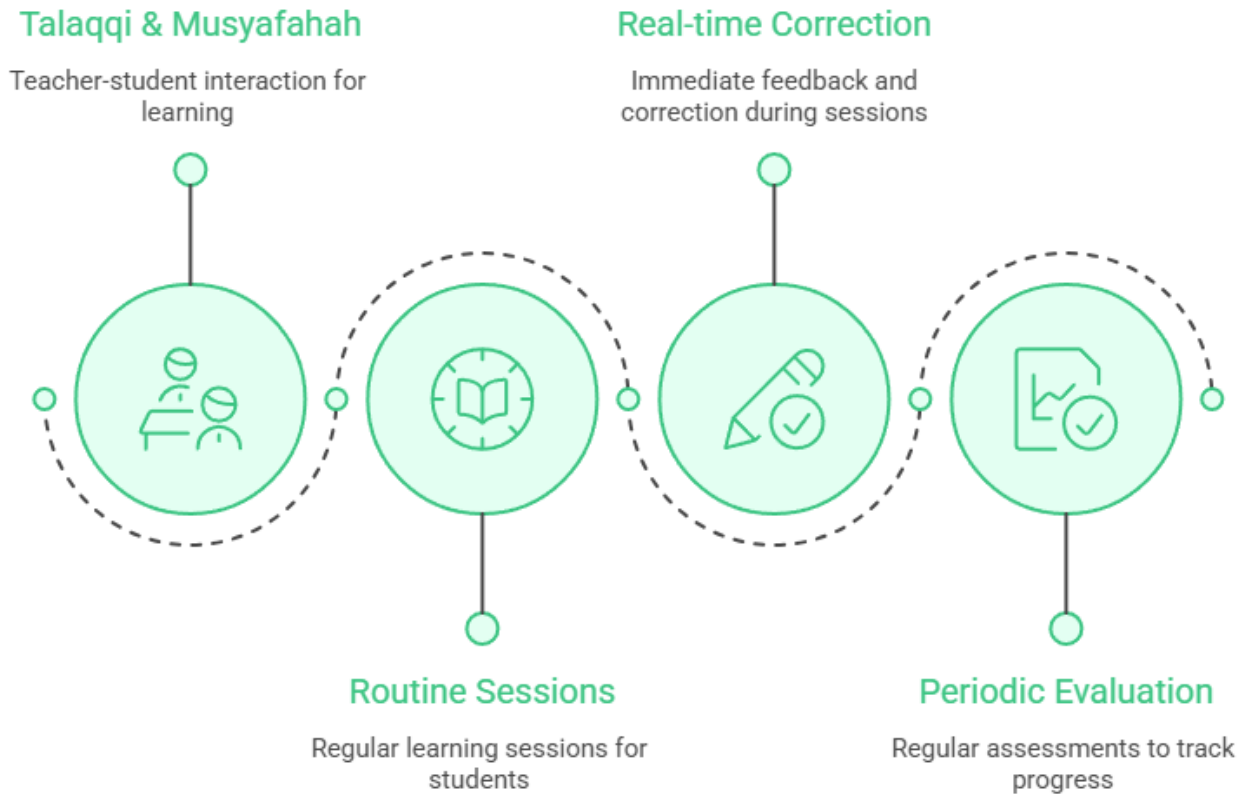
RESULT

The *Metode Qur'ani* Sidogiri (MQS) is implemented as a structured and continuous instructional approach that emphasizes the habituation of *tartil* recitation through routine morning and evening sessions. This systematic method utilizes *talaqqi* and *musyafahah*, where students recite directly before a teacher to receive immediate corrections. Documentation confirms the use of a specialized MQS manual and a rigorous schedule, transforming the





method into an integrated system that combines high-intensity training with periodic evaluations, such as tashih and written tests, to ensure sustained progress.



Picture 1. Metode Qur'ani Sidogiri Learning Process

The implementation of MQS is directly linked to addressing the issue of suboptimal Qur'anic reading competence. Observational data show that the method's structured nature fosters a conducive environment characterized by student discipline and active participation. By providing opportunities for real-time correction and intensive interaction, MQS effectively bridges the gap between instructional processes and expected outcomes. The rising tashih scores documented in the study further validate the connection between this intensive approach and the resolution of the identified research problem.





Table 1: Components of Implementation and Impact of the Sidogiri Qur'anic Method (MQS)

Analysis Category	Main Components	Research Results & Findings
Instructional Methods	<i>Talaqqi & Musyafahah</i>	Direct correction by the teacher, high intensity (morning & evening), use of special MQS manual.
Evaluation System	<i>Tashih</i> & Written Test	There is a periodic increase in the <i>tashih</i> score; evaluation is a valid measure of progress.
Technical Competency	Reading Ability	Significant improvement in fluency (<i>fashahah</i>), accuracy of <i>makhraj</i> , and understanding of tajweed laws.
Behavior Change	Affective & Discipline	Students become more confident, actively participate, and develop a habit of reading <i>tartil</i> .
Supporting Environment	Islamic Boarding School Ecosystem	Integration of disciplined daily schedules and institutionally embedded monitoring.

Regarding students' reading competence, data from interviews and observations indicate significant improvements in fluency, *makhraj* accuracy, and understanding of *tajwid* rules following the application of MQS. Students were observed to be more confident and active during sessions, benefiting from the immediate feedback loop inherent in the method. This progress is not merely technical but also behavioral, as the goal-oriented process of feedback and habituation minimizes errors and ensures a more refined mastery of Qur'anic recitation.

The relationship between these competency gains and the research problem reveals that MQS functions as a successful intervention for previously low reading abilities. Improved *tashih* scores and positive interview testimonials confirm that students have transitioned from suboptimal to proficient reading levels. Increased participation and newfound confidence among learners suggest that the systematic and intensive nature of MQS-based instruction is the key factor in driving these positive shifts in both behavior and technical skill.





In the broader context, *pesantren* education provides a religious-based environment where Qur'anic mastery is institutionalized as a primary objective. The daily culture of the *pesantren* integrates MQS into a structured schedule, ensuring that teacher-student interactions remain intensive and personalized through *talaqqi*. This environment serves as more than just a learning site; it acts as a supportive ecosystem that utilizes specific manuals and evaluation mechanisms to foster a sustained culture of religious competence among students.

Finally, the *pesantren* educational system plays a crucial role in resolving instructional discrepancies through its robust monitoring and support mechanisms. The synergy between a disciplined environment and formal evaluation tools allows for the effective tracking of student progress. Improvements in learning outcomes reflect the efficacy of this institutionalized system, proving that the *pesantren*'s structured approach is vital for addressing low Qur'anic reading competence through systematic and continuous practice.

DISCUSSION

The findings of this study substantively indicate that the implementation of the *Metode Qur'ani* Sidogiri (MQS) in Qur'anic instruction within the *pesantren* operates in a structured, intensive, and habit-oriented manner, thereby contributing to the improvement of students' Qur'anic reading competence. These findings demonstrate that consistent instructional intensity, combined with direct interaction between teachers and students through *talaqqi* and *musyafahah*, serves as a critical factor in developing improved reading abilities. Furthermore, the presence of periodic evaluations through tashih and written assessments strengthens the instructional process, allowing students' progress to be systematically monitored. Empirical evidence from interviews, observations, and documentation also reveals noticeable changes in reading fluency, *makhraj* accuracy, and students' learning motivation following the implementation of MQS. Therefore, this study confirms that MQS functions not merely as an instructional technique but as an integrated system for developing Qur'anic reading competence within the *pesantren* environment.





Discursively, the findings of this study are both connected to and extend beyond previous research, which has often treated Qur'anic instructional methods in a fragmented manner without systematically integrating practice, evaluation, and habituation. Prior studies have shown that *talaqqi* is effective in improving reading accuracy; however, its effectiveness tends to diminish when not supported by consistent practice intensity and structured evaluation (Fajrin et al., 2025; Omar et al., 2019). In this regard, the present study offers a distinct contribution by demonstrating that MQS integrates these components simultaneously, resulting in a more comprehensive improvement in students' competence. Moreover, earlier research has primarily focused on cognitive outcomes, whereas this study highlights improvements in affective dimensions such as students' motivation and enthusiasm for learning (Tsabary & Hopper, 2024). Thus, the novelty of this study lies in its ability to reveal the effectiveness of a holistic instructional model that encompasses both technical and motivational aspects of Qur'anic learning.

A reflective interpretation of the findings suggests that the implementation of MQS provides tangible benefits in enhancing the quality of Qur'anic instruction in *pesantren*, particularly in fostering sustained improvements in students' reading competence. These findings indicate that the success of an instructional method is not solely determined by its conceptual framework but also by the consistency of its implementation and the active engagement between teachers and students throughout the learning process. Furthermore, the observed increase in students' learning motivation suggests that the applied method effectively creates a conducive learning environment that supports holistic student development. This aligns with the view that effective Qur'anic instruction should integrate cognitive, affective, and psychomotor dimensions in a balanced manner (Momen et al., 2022). Therefore, this study reinforces the potential of MQS as an effective model for Qur'anic instruction in *pesantren* contexts.





The implications of this study indicate that MQS can serve as an alternative model for developing Qur'anic instructional methods in *pesantren* and other Islamic educational institutions. The findings provide empirical evidence that methods integrating habituation, direct interaction, and systematic evaluation can significantly enhance students' Qur'anic reading competence. Practically, this implies the need to strengthen teachers' capacity to implement interactive and evaluative instructional approaches to ensure effective learning processes. From a policy perspective, these findings may inform strategies aimed at improving the quality of Qur'anic instruction in Islamic educational settings. Consequently, this study holds broad implications at both practical and conceptual levels for the advancement of Qur'anic education.

The qualitative improvement in students' Qur'anic reading competence under MQS can be theorized as a direct consequence of structural habituation and rigorous feedback loops. Mechanistically, repeated and consistent practice reinforces psychomotor skills, which are crucial for fluid Qur'anic reading navigation (Ardoin et al., 2018). Additionally, the personal proximity between instructors and students through *talaqqi* facilitates immediate, real-time diagnostic feedback, enabling prompt correction of linguistic and phonetic errors (Schuh, 2021). Therefore, these findings provide a clear conceptual model of how synergistic alignment between structured evaluation and traditional methods can optimize learning outcomes.

Based on the findings of this study, several actions are recommended to optimize the implementation of MQS in Qur'anic instruction within *pesantren*. First, it is essential to enhance teacher training to ensure the consistent and effective application of MQS principles. Second, *pesantren* should ensure sufficient instructional time to allow students to engage in intensive and sustained Qur'anic reading practice. Third, structured and continuous evaluation systems need to be maintained to objectively monitor students' progress. Fourth, efforts to strengthen students' learning motivation should be prioritized to sustain their engagement in the learning





process. Accordingly, these strategic actions are expected to reinforce the implementation of MQS and enhance the overall quality of Qur'anic instruction in *pesantren* settings.

CONCLUSION

The most striking finding of this study reveals that the *Metode Qur'ani* Sidogiri (MQS) is not merely an alternative instructional approach but a transformative method capable of significantly enhancing students' Qur'anic reading competence, which was previously suboptimal. The findings demonstrate that through structured, intensive, and interaction-based learning, substantial improvements occur not only in reading fluency but also in the accuracy of *makhraj*, mastery of *tajwid*, and students' learning motivation. The fact that students exhibit measurable progress within a relatively defined period indicates that MQS possesses strong effectiveness in developing Qur'anic competence. Furthermore, these findings affirm that successful Qur'anic instruction is not determined solely by the method itself but by the integration of method, instructional intensity, and a continuous evaluation system within the *pesantren* environment.

This study contributes significantly to both theoretical and practical developments in the field of Islamic education, particularly in Qur'anic instruction within *pesantren*. Theoretically, it enriches academic discourse by presenting an instructional model that integrates *talaqqi*, intensive habituation, and systematic evaluation into a cohesive framework for improving Qur'anic reading competence. Practically, the findings offer applicable guidance for Islamic boarding schools in developing more effective and sustainable instructional strategies. Moreover, this study can serve as a reference for policymakers in designing educational strategies aimed at improving the quality of Qur'anic instruction, while also inspiring the development of similar instructional models across various Islamic educational institutions.

This study is limited by its specific contextual setting and participant characteristics within a particular *pesantren* environment, meaning that the findings reflect a context-bound reality. Additionally, the qualitative descriptive approach provides in-depth insights into the





phenomenon but does not quantitatively measure the level of effectiveness through statistical analysis. Therefore, future research is encouraged to expand this study by employing a mixed-methods approach involving a broader and more diverse range of participants, as well as incorporating quantitative measurements to strengthen the validity of the findings. Such developments are expected to enhance the generalizability of results and deepen the understanding of the effectiveness of Qur'anic instructional methods across diverse Islamic educational contexts.

ACKNOWLEDGMENT

Praise be to Allah SWT, the Lord of All Worlds, for His blessings, guidance, and strength, which enabled the successful completion of this research article on the effectiveness of the *Metode Qur'ani Sidogiri* (MQS). The authors express their deepest gratitude for His divine intervention, which ensured a smooth process from data collection to analysis. We would like to extend our sincere appreciation to all parties involved, particularly the *pengasuh* (head of the institution), teachers, and students who served as informants and provided invaluable data during the research process within the Islamic boarding school environment.

The authors also wish to convey their highest gratitude to our colleagues and affiliated institutions Universitas Nurul Jadid, and STAI Nurul Abror Al-Robbaniyin for their academic support and the facilities provided. Furthermore, we thank the editors and reviewers for their constructive feedback, which significantly enhanced the quality of this article. It is our hope that the findings of this study will provide a meaningful contribution to the advancement of Qur'anic instructional methods and serve as a lasting benefit for all those committed to the progress of Islamic education.





REFERENCES

- Ardoin, S. P., Binder, K. S., Zawoyski, A. M., & Foster, T. E. (2018). Examining the maintenance and generalization effects of repeated practice: A comparison of three interventions. *Journal of School Psychology, 68*, 1–18. <https://doi.org/10.1016/j.jsp.2017.12.002>
- Asipi, L. S., Rosalina, U., & Nopiyadi, D. (2022). The analysis of reading habits using Miles and Huberman interactive model to empower students' literacy at IPB Cirebon. *International Journal of Education and Humanities, 2*(3), 117–125. <https://doi.org/10.58557/ijeh.v2i3.98>
- Azizah, R., Ulayya, P. I., & Fauziati, E. (2025). Exploring social constructivist practices: collaborative learning challenges and strategies in TEFL classrooms at Islamic boarding Schools. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP, 12*(1), 228–241. <https://doi.org/10.33394/jo-elt.v12i1.15102>
- Chew, M., Murat, R., & Justine, K. (2023). Tahfidz Al-Quran learning methods with superior class programs. *Journal Neosantara Hybrid Learning, 1*(1), 37–53. <https://doi.org/10.55849/jnhl.v1i1.83>
- Chih-Pei, H. U., & Chang, Y.-Y. (2017). *John W. Creswell, research design: Qualitative, quantitative, and mixed methods approaches*.
- Fajrin, D. F., Syafe'i, I., Azizah, N., Hasanah, U., & Rahmatika, Z. (2025). The *talaqqi* method: its effectiveness on students' ability to memorize the qur'an. *Journal of Innovation and Research in Primary Education, 4*(3), 410–419. <https://doi.org/10.56916/jirpe.v4i3.1443>
- García Martín, J., & García-Sánchez, J.-N. (2020). *Methodologies used by university lecturers in teaching and assessment of reading competence*.
- Govorova, E., Benítez, I., & Cuesta Izquierdo, M. (2023). Strategies for promoting reading competence: Teaching practices and enjoyment of reading. *Psicothema. https://doi.org/10.7334/psicothema2022.509*
- Madugu, U., & Ibrahim, F. A. (2024). The imperative of triangulation in research. *Journal of Political Discourse, 2*(4), 1.
- Momen, A., Ebrahimi, M., & Hassan, A. M. (2022). Importance and implications of theory of bloom's taxonomy in different fields of education. *International Conference on Emerging Technologies and Intelligent Systems, 515–525*.





- Omar, M. K., Yunus, A. S. M., Ismail, I. A., Sharef, N. M., & Murad, M. A. A. (2019). What Constitutes Effective Learning? An Introduction to *Talaqqi* Framework. *5th International Conference on Educational Research and Practice*. October, 14–21.
- Sabaruddin, H., & Mastur, S. (2023). Problems And Solutions Of The Arts Of Recurring The Qur'an In Developing The Character Of Students At The Nurul Qur'an Boarding School, Lombok Central Province Of West Nusa Tenggara. *Journal of Namibian Studies*, 33.
- Schuh, J. K. (2021). Impact of instant feedback on student performance in a 300-level class. *2021 ASEE Virtual Annual Conference Content Access*. <https://doi.org/10.18260/1-2--37284>
- Sukma, K. D., & Nahar, S. (2025). The Effectiveness of the *Talaqqi Musyafahah* Method in Improving Students' Al-Qur'an Memorization Skills. *Urwatul Wutsqo: Jurnal Studi Kependidikan Dan Keislaman*, 14(1), 449–463. <https://doi.org/10.54437/urwatulwutsqo.v14i1.2451>
- Tsabary, C., & Hopper, L. (2024). Discovering the Value of Novelty: Reconceptualising the Measurement of Novel Experience Preference. *J Gerontol Geriatr Med*, 10(202), 2. <https://doi.org/10.24966/ggm-8662/100202>

