

## The Effectiveness of Implementing the Teaching Methods of the Hidayatul Mustafid Textbook at Madin Darunnajah Wunut Wonotirto

Farikhin <sup>a,1,\*</sup>, Dr. Muhammad Syakur <sup>b,2</sup>, Dr. Muh Baehaqi <sup>c,3</sup>, Ahmad Aji Pangestu <sup>d,4</sup>

<sup>a,b,c,d</sup> Institut Islam Nahdlatul Ulama, Temanggung, Indonesia

<sup>1</sup> farikhinf583@gmail.com. <sup>2</sup> emha.syakur@gmail.com <sup>3</sup> muh.baehaqi@gmail.com <sup>4</sup> ahmadaji7906@yahoo.com

\*Correspondent Author

Received: 12-3-2025

Revised: 23-4-2025

Accepted: 25-6-2025

### KEYWORDS

Learning Effectiveness,  
Learning Methods, The  
Hidayatul Mustafid  
Textbook, Tajwid Lessons  
/ Tajwid  
Instruction, Madin  
Darunnajah Wunut  
Wonotirto

### ABSTRACT

Learning the science of *tajwid* is a crucial foundation for maintaining the quality of Qur'anic recitation in a correct and scientifically grounded manner, as emphasized in various classical and contemporary studies on *tajwid* (Al-Mubarak, 2017). The *Hidayatul Mustafid* textbook is used as an instructional material for intermediate and advanced levels at Madrasah Diniyah Darunnajah Wunut Wonotirto. However, the effectiveness of the teaching methods applied in this textbook has not been extensively examined, unlike the basic text *Hidayatus Sibyan*, which has been widely studied (Abdurrozaq, 2022; Salwadani, 2022).

This study aims to describe the implementation of learning activities, analyze the effectiveness of the teaching methods used by instructors, and identify supporting factors as well as challenges experienced by students in understanding advanced *tajwid* material. Using a descriptive qualitative approach, data were collected through observation, interviews, and documentation.

The results indicate that the analytical-lecture method, *musyafahah*, drill, and discussion are effective in improving students' understanding, particularly in advanced topics such as *idgham mutaqaribain* and *mad far'i*, which is also consistent with findings from other research (Mursyidah, 2025). Nevertheless, some students face difficulties in distinguishing certain *tajwid* rules, requiring more intensive practice.

This study recommends strengthening the use of visual media and providing a concise supplementary module for the textbook, following the model of media development that has proven successful for basic-level textbooks (Saadah, 2022).

### Introduction

The learning of *tajwid* holds a central position in Islamic education, particularly in preserving the purity of Qur'anic recitation, as emphasized by classical scholars and

contemporary research (Al-Mubarak, 2017). *Tajwid* not only regulates the technical aspects of articulation points (*makhraj*) and the characteristics of letters but also guides individuals to recite the Qur'an correctly and with reverence. Therefore, *tajwid* instruction must integrate methods and media that are relevant to students' needs, as has also been applied in foundational textbooks such as *Hidayatus Sibyan* (Abdurrozaq, 2022).

The *Hidayatul Mustafid* text is an intermediate-level *tajwid* book that contains more complex material compared to the basic text *Hidayatus Sibyan*. The use of this basic book has proven effective in establishing students' initial foundation in learning *tajwid* (Dewi, 2025; Raihan, 2025), making *Hidayatul Mustafid* a subsequent stage for deepening topics such as paired letter characteristics and *mad far'i*.

Although this book has been used across generations, the effectiveness of the teaching methods applied by instructors has never been systematically examined. This contrasts with the teaching of *Hidayatus Sibyan*, which has been widely studied in various Islamic boarding schools (Imam Wahyudi, 2022; Saniatun, 2024). The complexity of *Hidayatul Mustafid*'s material requires evaluating the depth of students' understanding, as also suggested by research on intermediate and advanced *tajwid* instruction (Mursyidah, 2025).

Madin Darunnajah Wunut Wonotirto consistently implements a tiered *tajwid* learning system. Its institutional profile and curriculum indicate a structured learning system (Muhsidi, 2025), making research on the effectiveness of teaching methods for *Hidayatul Mustafid* highly relevant for enhancing program quality.

Based on this background, this study seeks to answer questions regarding the effectiveness of implementing instruction using the *Hidayatul Mustafid* book and its supporting factors. The presence of this study is expected to strengthen the literature on advanced *tajwid* learning, as demonstrated in previous works (Titin Mutma'innah, 2023).

## Research Methods

This study employs a descriptive qualitative approach aimed at providing an in-depth depiction of the process and effectiveness of teaching the *Hidayatul Mustafid* textbook at Madin Darunnajah Wunut Wonotirto. This approach was chosen because it allows the learning phenomenon to be portrayed naturally, as it is, and without manipulation (Dewi, 2025).

The research subjects consist of the instructor of the *Hidayatul Mustafid* textbook, Ustadz Khoirul Anam, 15 intermediate-advanced level students, and the head of the madrasah. The research location is Madrasah Diniyah Darunnajah Wunut Wonotirto, Bulu, Blitar (Muhsidi, 2025).

Data collection techniques include observation, interviews, and documentation. Observations were conducted across five learning sessions by examining material delivery, student activities, *musyafahah* practice, and daily evaluations (Raihan, 2025; Salwadani, 2022). In-depth interviews were conducted with the instructor, students, and the head of the madrasah to obtain information related to teaching methods, learning challenges, activity effectiveness, and perceptions of the textbook (Raihan, 2025; Salwadani, 2022). Documentation analyzed includes the *Hidayatul Mustafid* textbook, student evaluation records, instructional guidelines, and recordings of the teaching-learning process.

Data analysis was carried out using data reduction, data display, and conclusion drawing, continuously following the Miles and Huberman model (Mursyidah, 2025). Data validity was tested using source triangulation and method triangulation by comparing the

results of interviews, observations, and documentation to obtain consistent and valid data (Dewi, 2025).

## Results and Discussion

Madrasah Diniyah Darunnajah Wunut Wonotirto is a non-formal educational institution that plays a strategic role in developing the religious quality of rural communities, particularly in the areas of Qur'anic learning and foundational Islamic sciences. As a *diniyah* institution located in a rural area, Madin Darunnajah simultaneously fulfills educational, social, and religious functions. The institution focuses on strengthening students' religious competencies through afternoon-to-evening learning sessions, adjusted to the daily activities of students who mostly attend regular school in the morning. Currently, the number of students reaches approximately 120, consisting of various levels—from beginners who are just learning the Arabic alphabet to advanced groups studying intermediate Islamic texts. The learning system still employs traditional pesantren-style methods, adapted to the local curriculum and community learning needs (Muhsidi, 2025).

The *Hidayatul Mustafid* textbook is a specialized subject given to students who have completed foundational texts such as *Iqra'*, Basic Tajwid, and *Hidayatus Shibyan*. This book is considered important because it contains intermediate to advanced *tajwid* rules, including practice and application of more complex recitation patterns. Most students at this level are already able to read the Qur'an fluently, yet they still require deeper reinforcement, especially in articulation points (*makhraj*), letter characteristics (*sifat huruf*), and recitation rules that require high precision. Mastery of *tajwid* at this level is not only directed at proper pronunciation but also includes the ability to distinguish between similar rules, understand the reasons behind the application of certain rules, and provide scientific explanations related to specific *tajwid* principles in Qur'anic recitation.

In teaching this text, instructors establish three main learning objectives. First, students are expected to gain a deep understanding of advanced *tajwid* concepts. This understanding goes beyond memorizing definitions; it includes the ability to reason why a rule applies and how it is implemented in various Qur'anic contexts. Second, students are guided to correctly apply the rules when reciting the Qur'an, both inside and outside the classroom. This application becomes the primary indicator of learning success. Third, students are expected to be able to independently explain *tajwid* rules, enabling them to develop reflective understanding and serve as learning resources for peers or the broader community (Mursyidah, 2025).

To achieve these objectives, teachers use a variety of systematically arranged yet flexible teaching methods. The analytical lecture method is used to explain concepts requiring theoretical elaboration. In this method, teachers go beyond merely explaining rules by providing in-depth analysis accompanied by specific examples from Qur'anic verses. The next method is *musyafahah*, a turn-taking recitation activity between teacher and students with direct correction. *Musyafahah* serves as the primary method in teaching *Hidayatul Mustafid*, as it allows teachers to accurately assess articulation points, letter characteristics, vowel length, and intonation. In addition to *musyafahah*, intensive drills are conducted regularly to train students to apply *tajwid* rules consistently. Group discussions are used to encourage students to exchange understanding of similar or exceptional rules, such as the differences between *idgham bighunnah* and *idgham bilaghunnah*, or variations within *mad far'i*. Furthermore, the question-and-answer method is applied to identify and address learning challenges, especially regarding rules that appear infrequently or have specific conditions (Dewi, 2025; Raihan, 2025).

The learning media used in the process are also diverse. Teachers make use of the whiteboard to explain rule structures and recitation patterns. The standard mushaf serves as the primary source for practicing relevant verses. The *Hidayatul Mustafid* text itself functions as a theoretical reference for explaining rules along with their applications. In addition to manual media, teachers also use audio recordings of letter pronunciations and specific readings, recorded directly to assist students who need repetition outside of class hours (Saadah, 2022). This media has proven effective in helping students improve difficult articulation points, especially for letters such as 'ain, ghain, dha', and tha'.

The effectiveness of learning is measured through three main indicators: conceptual understanding, reading ability, and learning attitude. Conceptual understanding is assessed through the students' ability to explain differences between rules, provide reasons for the application of a rule, and describe specific exceptions. Reading ability is evaluated through *musyafahah* practice, assessing the accuracy of articulation points, letter characteristics, vowel length, and intonation consistency. Meanwhile, learning attitudes include discipline, active participation, consistency in practice, and adherence to teacher instructions (Imam Wahyudi, 2022).

The results of the study show that the application of varied methods has a positive impact on students' mastery of advanced *tajwid*. Students develop a more detailed understanding of similar rules such as *ikhfa'*, *idgham*, and *iqlab*. They also grasp the causes and conditions of *idgham*, including specific cases mentioned in the textbook. In addition, students can explain certain exceptions, such as situations where a rule does not apply despite meeting general criteria. *Musyafahah* practice proves to be the most effective method, especially for improving articulation accuracy, mastery of *mad*, and consistency of letter characteristics. Repeated practice through *musyafahah* helps students develop correct pronunciation habits and enhances their sensitivity to recitation errors. These findings indicate that teaching *Hidayatul Mustafid* with an integrated approach combining theory and practice has produced significant results in improving the quality of students' Qur'anic recitation.

## Conclusion

This study concludes that the teaching methods applied by the instructor—including analytical lectures, *musyafahah*, drills, and discussions—have proven effective in improving students' competencies in understanding and applying advanced *tajwid* rules in the *Hidayatul Mustafid* textbook. The improvement in students' abilities is evident in their theoretical understanding, accuracy of articulation points (*makhraj*), mastery of letter characteristics, and pronunciation of more complex recitation rules.

Nevertheless, some students still experience difficulties in distinguishing between similar *tajwid* rules, indicating the need for reinforcement through individualized practice. The success of the learning process is also supported by the teacher's competence, the students' discipline, and the conducive learning environment of the madrasah.

To further enhance the quality of advanced *tajwid* instruction, this study recommends the development of a concise supplementary module, the integration of visual media, and the implementation of more systematic periodic evaluations.

## References

- Abdurrozaq, N. (2022). *The Concept of Tajwid Instruction in the Hidayatus Shibyan Textbook*. Journal of Islamic Research and Thought, 9(9).
- Abdurrozaq, N. (2022). *The Concept of Tajwid Instruction in the Hidayatus Shibyan Textbook*. Journal of Islamic Studies and Thought, 2(2).
- Akhyanto. (2022). *Android-Based Educational Game for Tajwid Learning Using the ADDIE Method to Increase Students' Learning Interest*. Integrated Informatics Journal, 8(2).
- Al-Mubarak, H. (2017). *Tajwid Science: A Theoretical and Practical Approach*. Jakarta: Gema Insani.
- Dewi, S. (2025). *The Implementation of Teaching the Hidayatus Shibyan Textbook in Improving Students' Qur'anic Reading Quality at Al-Futuhiyah Ali Masykur Islamic Boarding School, Bumen Wonosobo*. Multidisciplinary Scientific Journal, 2(6).
- Dewi, S. (2025). *The Implementation of Teaching the Hidayatus Sibyan Textbook in Improving Students' Qur'anic Reading Quality at Al-Futuhiyah Ali Masykur Islamic Boarding School, Bumen Wonosobo*. Multidisciplinary Scientific Journal, 2(6).
- Imam Wahyudi. (2022). *The Implementation of Tajwid Learning Through the Nadzam Hidayatus Sibyan Textbook in Qurdist Instruction for Grade XI Students at MA Al-Fatah Mojosari*. Amaliyatu Tadris Journal, 1(1).
- Ministry of Religious Affairs of the Republic of Indonesia. (n.d.). *Research and Development Agency and Training and Education Center, Lajnah Pentashihan Mushaf Al-Qur'an*. Alfikri, p. 458.
- Muhsidi. (2025). *Profile and Curriculum of Madin Darunnajah*. Madin Darunnajah, 3.
- Mursyidah, N. (2025). *The Implementation of Tajwid Instruction Using the Hidayatul Mustafid Textbook to Improve Qur'anic Reading Quality of Idadiyah-Level Students*. Journal of Islamic Economics, 4(1).
- Raihan, M. (2025). *The Implementation of Teaching the Hidayatussibyan Textbook for Tahfizh Students in Islamic Boarding Schools*. Journal of Management in Islamic Education, 6(4).
- Saadah, U. (2022). *Development of a Learning Media Application for Tajwid Rules in the Hidayatus Sibyan Textbook*. Stekom Journal, 7(1).
- Salwadani, R. (2022). *The Implementation of Teaching the Hidayatus Shibyan Textbook at Al-Ma'arif Singingi*. Al-Hikmah Journal, 6(2).
- Saniatun, D. (2024). *The Role of Female Teachers in Implementing Instruction of the Hidayatus Sibyan Textbook to Improve Qur'anic Reading Fluency for Class I B Students at Diniyah Putri, Hidayatul Mubtadiin Islamic Boarding School, Sidoharjo Jati Agung, Lampung*. Community Service and Educational Research Journal, 3(4).
- Titin Mutma'innah. (2023). *Hidayatul Mustafid*. Manisvestasi Santri, West Java, p. 3.

*Improving Tajwid Mastery Through the Practice of the Hidayatus Sibyan Textbook in Pamekasan.)*