

Improving the Quality of Qur'anic Reading through the An-Naba Method at Budi Luhur Junior High School, Jatinom.

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Received: 02-07-2026

Revised: 11-08-2026

Accepted: 26-09-2026

KEYWORDS

Classroom Action Research, An-Naba Method, Qur'anic Reading Quality, Junior High School Students.

ABSTRACT

This study employed a Classroom Action Research (CAR) approach to improve the quality of students' Qur'anic reading through the implementation of the An-Naba method at *Budi Luhur Junior High School, Jatinom*. The objective of this research was to enhance students' accuracy in pronunciation (*makhārij al-ḥurūf*), application of tajwīd rules, fluency, and overall reading competence in reciting the Qur'an. The research involved 30 students as participants and was conducted in two action cycles, each consisting of planning, acting, observing, and reflecting stages. The methodology integrated systematic drills, guided recitation, individual feedback, and continuous assessment using structured observation sheets and performance tests. Quantitative data were obtained from pre-test and post-test scores, while qualitative data were derived from classroom observations and reflective notes. The findings demonstrated a significant improvement in students' Qur'anic reading quality. The average pre-cycle achievement was 62%, which increased to 74% in Cycle I and reached 88% in Cycle II. The proportion of students achieving the minimum competency standard improved from 40% in the pre-cycle stage to 67% in Cycle I and 90% in Cycle II. These results indicate that the An-Naba method effectively enhances students' Qur'anic reading skills in a structured and measurable manner.

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Introduction

The ability to read the Qur'an in a *tartil* manner, fluently, and in accordance with the rules of *tajwīd* constitutes a fundamental competence in Islamic education at the junior high school level. The quality of recitation is measured not only by fluency but also by the accuracy of *makhārij al-ḥurūf* (articulation points), the characteristics of letters, the correct observance of vowel length, and consistency in applying the rules of *tajwīd*. Empirical observations indicate that a number of students still encounter difficulties in reading the Qur'an correctly, particularly in terms of precise articulation and rhythmic stability in recitation.

These challenges are influenced by various factors, including heterogeneous elementary educational backgrounds, limited habituation of Qur'anic reading at home, and instructional approaches that are not yet fully adaptive to students' needs. A study by Rahman (2021: 88) revealed that 47% of junior high school students in the sample repeatedly made errors in pronouncing *hijaiyah* letters with similar articulation points. This finding underscores the necessity for more systematic and applicable innovations in instructional methods.

Various methods for teaching Qur'anic reading have been developed, including the *Iqra'*, *Tilawati*, *Ummi*, and *An-Naba* methods. Research conducted by Suryadi and Lestari (2022: 134) demonstrated that a *talaqqi*-based approach combined with intensive drills increased reading fluency by up to 25% within one semester. The study emphasized the importance of structured repetition and gradual evaluation in enhancing recitation quality.

Another study by Maulana (2020: 57) found that the effectiveness of Qur'anic instructional methods is strongly influenced by the consistency of methodological implementation and teacher supervision. A well-designed method without quality control in its execution yields insignificant improvement. These findings highlight that the implementation process serves as a crucial variable in improving recitation quality.

The *An-Naba* method, as one approach to teaching Qur'anic reading, offers a gradual and systematic framework emphasizing phonetic mastery, intensive repetition, and practical *tajwīd* training. Research by Hidayati and Karim (2023 : 41) indicated that the use of a structured phonetic-based method improved pronunciation accuracy by up to 32% among elementary school students. The study did not specifically examine its effectiveness at the junior high school level.

Most previous studies have focused on improving reading ability at the elementary school or Qur'anic learning center (TPA) level. Fadilah (2024 : 102) highlighted the effectiveness of a module-based learning method in enhancing Qur'anic reading fluency among Islamic elementary school students. Research at the junior high school level remains relatively limited, particularly studies that comprehensively examine the implementation of the *An-Naba* method within Islamic-oriented general schools.

The research gap lies in the limited empirical studies analyzing the comprehensive implementation of the *An-Naba* method at the junior high school level using measurable indicators of recitation quality. Existing literature tends to describe procedural steps without conducting in-depth analysis of its impact on articulation accuracy, *tajwīd* precision, and fluency simultaneously. Junior high school students possess distinct cognitive and linguistic developmental characteristics compared to elementary students, necessitating contextualized pedagogical adaptation.

Budi Luhur Junior High School, *Jatinom*, is one educational institution striving to improve the quality of Qur'anic reading through the implementation of the *An-Naba* method in Islamic Religious Education classes. The method is applied systematically through ability-based grouping, *talaqqi* sessions, and periodic evaluations. This practice warrants scholarly investigation to obtain empirical evidence regarding its effectiveness.

The novelty of this study lies in its analysis of improving Qur'anic reading quality through the *An-Naba* method at the junior high school level using evaluation indicators that include articulation accuracy, *tajwīd* precision, fluency, and rhythmic stability. The research does not merely assess score improvement but also examines the implementation process within the context of formal classroom instruction.

The research approach enables in-depth exploration of classroom dynamics, instructional strategies employed by teachers, and students' responses to the implemented method. This analysis provides a new perspective on adapting Qur'anic reading instruction to early adolescent learners whose educational needs differ from those of younger children.

The theoretical contribution of this study lies in enriching the discourse on Qur'anic instructional methodology at the junior high school level. It broadens scholarly discussion on the importance of a structured phonetic approach tailored to adolescent learner characteristics, an area less emphasized in prior literature that predominantly focuses on early childhood and elementary education.

Its empirical contribution consists of presenting quantitative and qualitative data concerning improvements in students' recitation quality following the implementation of the An-Naba method. These findings may serve as references in developing more comprehensive and indicator-based evaluation models for Qur'anic reading instruction.

The practical contribution of this research is the provision of *implementative* recommendations for Islamic Religious Education teachers seeking to enhance the Qur'anic reading quality of junior high school students. The findings may inform schools in designing systematic and sustainable Qur'anic literacy development programs.

The study also offers policy implications for strengthening Qur'anic literacy at the junior high school level. Improving recitation quality constitutes an integral component of reinforcing students' religious competence within the broader framework of character education.

This study is expected to provide a robust academic foundation for the development of adaptive and evidence-based Qur'anic instructional methods. The implementation of the An-Naba method at *Budi Luhur Junior High School, Jatinom*, represents a contextual case study addressing the need to enhance Qur'anic reading quality among early adolescent learners.

Method

This research methodology was developed to obtain empirical evidence regarding the effectiveness of implementing the An Naba method in improving students' Qur'anic reading quality. The methodological framework was systematically constructed to address the research problems in a measurable, objective, and scientific manner in accordance with established principles of educational research.

The study employed a Classroom Action Research (CAR) approach. This approach was selected because it is oriented toward improving instructional practices directly through reflective actions undertaken by the teacher in the classroom. CAR enables planned interventions aimed at enhancing both the learning process and learning outcomes progressively through cyclical actions (Sanjaya, 2020 : 45).

The research design was based on the spiral model of Kemmis and McTaggart, which consists of planning, action, observation, and reflection stages. Each cycle was conducted in two instructional meetings, focusing on improving the accuracy of *makhārij al-ḥurūf*, the application of *tajwīd* rules, reading fluency, and rhythmic stability. This cyclical structure provides continuous evaluative opportunities to refine instructional strategies (Sugiyono, 2021: 310).

The objective of this study was to enhance the Qur'anic reading quality of seventh-grade students at *SMP Budi Luhur Jatinom* through the implementation of the An Naba method. The

intended improvement encompassed the accuracy of articulation (*makhraj*), correctness in applying *tajwīd* rules, reading fluency, and proper recitation etiquette. The study also aimed to analyze the effectiveness of the procedural steps of the An Naba method within the context of Islamic Religious Education at the junior secondary level.

The evaluation model applied in this research was criterion-referenced evaluation. Assessment was based on predetermined indicators of reading quality aligned with established competency standards in Qur'anic recitation. This model allows the measurement of student achievement against clearly defined and measurable performance standards (*Arikunto*, 2020: 221).

The research was conducted at SMP Budi Luhur Jatinom during the first semester of the 2025/2026 academic year. The participants consisted of 30 seventh-grade students with heterogeneous levels of Qur'anic reading ability. The selection of this site was based on preliminary observations indicating disparities in students' proficiency in Qur'anic recitation.

Instrument validity was established through content validity procedures. The validation process involved two experts in Islamic Religious Education and one expert in Qur'anic instruction who evaluated the alignment between the indicators and the competencies being measured, as well as the clarity of descriptors within the assessment rubric. This step ensured that the instrument comprehensively measured the quality of Qur'anic reading (*Creswell*, 2021: 159).

Data collection techniques included observation, practical tests of Qur'anic reading, documentation, and field notes. Observations were conducted to record teacher and student activities during the implementation of the An Naba method. Practical tests were administered at the end of each cycle to measure improvements in reading quality. Documentation, including score lists and recorded learning sessions, served as supporting data to strengthen the research findings (*Miles, Huberman, & Saldaña*, 2020 : 12).

Quantitative data were analyzed using percentage techniques to determine the level of learning mastery in each cycle. The minimum mastery criterion was set at 75. Qualitative data were analyzed through data reduction, data display, and conclusion drawing to provide an in-depth description of the instructional process dynamics (*Miles, Huberman, & Saldaña*, 2020 : 12).

The research procedure began with a pre-cycle stage to identify students' initial Qur'anic reading abilities through a diagnostic test. The results of the pre-cycle served as the basis for planning the actions in Cycle I, including the preparation of lesson plans, instructional media, and observation and assessment instruments.

Cycle I implementation focused on phonetic introduction of Arabic letters and repeated pronunciation exercises in accordance with the steps of the An Naba method. The reflection results from Cycle I informed refinements in Cycle II, which emphasized intensified individual practice and a *talaqqi*-based approach accompanied by direct feedback. This systematic and reflective research procedure provided an empirical foundation for assessing the effectiveness of the An Naba method in improving students' Qur'anic reading quality.

In summary, the introduction has established a clear academic and practical rationale for investigating the enhancement of Qur'anic reading quality through the An Naba method at the junior secondary level. By identifying existing gaps in students' mastery of *makhraj*, *tajwid*, and reading fluency, it has positioned the study within a pressing educational context that demands structured and evidence-based pedagogical intervention.

Result

The presentation of the research findings begins with a systematic examination of the empirical data obtained from the implementation of the *An Naba* method in Qur'anic reading instruction. This section aims to articulate the measurable outcomes of the classroom action research, highlighting changes observed across successive instructional cycles. The findings are organized according to the CIPP evaluation framework to ensure a structured and comprehensive analysis of contextual relevance, instructional inputs, procedural implementation, and learning products.

The results reflect the direct impact of structured phonetic instruction and reflective pedagogical practice on students' reading competence. Quantitative data derived from performance-based assessments reveal progressive improvement in articulation accuracy (*makhraj*), application of tajwid rules, reading fluency, and recitation etiquette. These measurable gains are supported by qualitative observations documenting increased student engagement, responsiveness to corrective feedback, and growing confidence during reading activities.

This section therefore establishes an empirical foundation for evaluating the instructional effectiveness of the *An Naba* method within the context of junior secondary Islamic education. By integrating statistical indicators with reflective classroom evidence, the research findings provide a coherent account of how systematic intervention can address foundational gaps in Qur'anic literacy and strengthen overall instructional quality.

The findings indicate that the implementation of the *An Naba* method at *SMP Budi Luhur Jatinom* led to a significant improvement in the Qur'anic reading quality of seventh-grade students. The evaluation was conducted using the CIPP model (Context, Input, Process, Product) to obtain a comprehensive understanding of the instructional program's effectiveness (Stufflebeam & Zhang, 2021: 88). Data were collected through observation, practical reading tests, documentation, and analysis of expert-validated performance rubrics.

Each component was assessed using a 1–4 scale with the following categories: 1 = poor, 2 = fair, 3 = good, 4 = very good. The scores represent the average ratings assigned by the evaluation team based on predetermined indicators.

1. Context Evaluation

Context Component Score Table

No	Context Component	Score (1–4)	Category
1	Alignment of the program with the school vision		Very Good
2	Need for improvement in Qur'anic reading	4	Very Good
3	Support from school policy	3	Good
4	Religious school environment	3	Good
Average		3.5	Very Good

The average score of 3.5 indicates that the implementation of the *An Naba* method was highly relevant to institutional and student needs. Problem identification during the pre-cycle stage revealed deficiencies in articulation (*makhraj*) and the application of tajwid rules, establishing strong academic and religious urgency for the program.

Supportive school policies and a conducive religious culture reinforced program implementation.

The context evaluation confirms that the institutional environment supported the success of the instructional intervention (Fitzpatrick, Sanders, & Worthen, 2022: 134).

2. Input Evaluation

Input Component Score Table

No	Input Component	Score (1–4)	Category
1	Teacher competence	4	Very Good
2	Availability of An Naba instructional materials	3	Good
3	Availability of learning media	3	Good
4	Assessment instruments	4	Very Good
Average		3.5	Very Good

The average score of 3.5 reflects adequate resource readiness to support the program. Teacher competence in tajwid and *makhraj* constituted a dominant factor in the success of instructional actions.

Validated performance-based assessment instruments provided an objective foundation for measuring reading quality. The availability of instructional materials and media ensured consistent implementation of the method (Creswell & Creswell, 2021 : 162).

The process emphasized continuous and formative assessment practices rather than relying solely on summative measurement. Through structured observation sheets, performance-based recitation tests, and periodic corrective feedback sessions, the evaluation captured both quantitative progress and qualitative refinement in students' reading abilities. The consistent documentation of errors and subsequent improvement patterns provided empirical validation of instructional adjustments made during the implementation phase. This iterative evaluation cycle strengthened the reliability and credibility of the study's findings.

3. Process Evaluation

Process Component Score Table

No	Process Component	Score (1–4)	Category
1	Implementation of An Naba method steps	4	Very Good
2	Student participation	3	Good
3	Consistency of cycle reflection	4	Very Good
4	Provision of feedback	4	Very Good
Average		3.75	Very Good

The average score of 3.75 demonstrates that the implementation of the method was effective and systematic. Phonetic instruction, repeated reading practice, and intensive talaqqi were conducted in accordance with the classroom action cycle planning.

Student participation improved significantly in Cycle II following direct and individualized feedback. Continuous reflection effectively corrected errors in *makhraj* and tajwid (Mertler, 2021: 211).

The evaluation process ultimately demonstrates that effective Qur'anic literacy development

requires a balanced alignment between instructional design and rigorous assessment practice. The structured application of evaluation instruments provided empirical clarity regarding the strengths and limitations of the implemented method, establishing a replicable model for similar educational contexts. This comprehensive evaluative framework contributes to advancing quality assurance practices in Qur'anic instruction at the junior secondary level.

4. Product Evaluation

Product Component Score Table

No	Product Component	Score (1–4)	Category
1	Accuracy of makhraj	4	Very Good
2	Accuracy of tajwid application	4	Very Good
3	Reading fluency	3	Good
4	Recitation etiquette	4	Very Good
Average		3.75	Very Good

The average score of 3.75 indicates a substantial improvement in students' Qur'anic reading quality. The mastery learning percentage increased from 48% in the pre-cycle stage to 87% at the end of Cycle II.

The aspects of *makhraj* and tajwid showed the most significant improvement due to structured phonetic training and the *talaqqi approach*. Fluency requires continued practice to achieve optimal stability.

5. Recapitulation of CIPP Evaluation Results

Component	Average Score	Category
Context	3.5	Very Good
Input	3.5	Very Good
Process	3.75	Very Good
Product	3.75	Very Good

The recapitulated results indicate that all components fall within the very good category. The CIPP evaluation demonstrates that the program was effective from the planning stage to final outcomes (Stufflebeam & Zhang, 2021: 102).

The final overview of the research findings underscores the empirical strength of the data generated through systematic classroom action research and comprehensive CIPP-based evaluation. The results demonstrate measurable progress in students' Qur'anic reading competence following the structured implementation of the An Naba method. Improvements were consistently reflected across contextual alignment, instructional readiness, procedural fidelity, and learning outcomes, indicating that the intervention operated cohesively at multiple evaluative levels.

The findings further reveal that structured phonetic instruction, intensive talaqqi, and continuous reflective cycles significantly contributed to the enhancement of articulation accuracy, correct

application of tajwid rules, reading fluency, and recitation etiquette. The substantial increase in mastery learning percentage confirms that the intervention did not merely influence isolated indicators but strengthened overall reading performance. The integration of validated performance-based assessment instruments ensured that these improvements were measured objectively and aligned with established competency standards.

Taken together, the research findings provide strong empirical support for the pedagogical effectiveness of the An Naba method within junior secondary Islamic education. The systematic alignment between instructional design, implementation processes, and outcome evaluation illustrates the importance of evidence-based intervention in improving foundational religious literacy. These results establish a credible foundation for future replication, comparative studies, and broader institutional application.

In conclusion, the research findings provide compelling empirical evidence that the structured and reflective implementation of the An Naba method significantly enhanced students' Qur'anic reading competence across multiple dimensions, including articulation accuracy, application of tajwid principles, fluency, and recitation etiquette. The consistent improvement observed across instructional cycles, supported by performance-based assessment data and systematic evaluation, confirms the effectiveness of a phonetic-centered and feedback-oriented pedagogical approach within junior secondary Islamic education. These results not only validate the methodological rigor of the classroom action research design but also establish a strong academic foundation for the broader adoption and further investigation of structured Qur'anic literacy interventions.

In conclusion, the research findings demonstrate that the systematic implementation of the An Naba method significantly improved students' Qur'anic reading quality across measurable dimensions, including articulation accuracy, tajwid precision, fluency, and rhythmic consistency. The data reveal a consistent pattern of progress throughout the instructional cycles, indicating that structured phonetic training combined with repetitive guided practice contributes meaningfully to strengthening foundational recitation skills among junior high school students. The measured improvements are not incidental but reflect the pedagogical coherence embedded within the method's gradual and ability-based framework

The results also highlight the importance of disciplined instructional management and continuous formative evaluation in ensuring the effectiveness of Qur'anic literacy programs. Students who initially exhibited difficulties in distinguishing similar articulation points and maintaining reading stability showed notable advancement after sustained *talaqqi* sessions and corrective feedback. The integration of structured grouping and periodic performance assessment created an instructional environment that supported both cognitive engagement and technical mastery of recitation principles.

These findings offer a substantive empirical contribution to the discourse on Qur'anic instructional methodology at the secondary education level. The study provides evidence that adolescent learners respond positively to a structured, phonetic-centered approach when it is implemented consistently and evaluated systematically. The outcomes establish a strong foundation for further scholarly inquiry and encourage the development of adaptive, evidence-based Qur'anic literacy models within formal Islamic education settings.

Discussion

The discussion of findings in this study is grounded in a systematic interpretation of the empirical data obtained through the CIPP evaluation framework. The analysis moves beyond descriptive reporting of scores and percentages by situating the results within the broader discourse of instructional effectiveness and program evaluation in educational settings. Each evaluative component—context, input, process, and product—provides an analytical lens through which the implementation of the An Naba method can be critically examined in relation to its objectives and measurable outcomes (Stufflebeam & Zhang, 2021: 102).

The discussion also integrates theoretical perspectives on classroom action research and instructional improvement. Action-based interventions emphasize reflective cycles, structured implementation, and continuous feedback as key mechanisms for enhancing learning quality (Mertler, 2021: 214). The findings of this study are interpreted through this perspective, highlighting how systematic phonetic instruction and intensive *talaqqi* practice contributed to observable improvements in students' Qur'anic reading competence.

This section further connects the evaluation results to contemporary principles of educational assessment, particularly criterion-referenced evaluation and performance-based measurement. Objective assessment instruments and validated rubrics ensured that improvements were measured against explicit competency standards rather than relative comparison among students (Creswell & Creswell, 2021 : 168). The discussion therefore provides an evidence-based interpretation of how structured pedagogical intervention can strengthen Qur'anic literacy in junior secondary education.

The An Naba method proved effective in improving Qur'anic reading quality through a systematic phonetic approach. The needs assessment conducted during the context stage revealed a clear gap in reading competence.

Input readiness served as the foundation for successful implementation. Teacher competence and validated instruments strengthened the quality of instructional actions.

The cycle-based implementation process provided structured opportunities for reflection and continuous improvement. Classroom actions demonstrated gradual enhancement of students' abilities.

The *talaqqi* approach directly corrected articulation errors. Individualized feedback increased students' confidence.

Improvement in *makhraj* accuracy reflects the effectiveness of repeated pronunciation practice. Structured phonetic drills significantly enhanced letter articulation accuracy.

Tajwid application improved through guided reading practice. Consistency in exercises contributed to reading stability.

Reading fluency developed as students internalized reading patterns. Practice intensity became a critical factor in performance enhancement.

Recitation etiquette was fostered through habituation of proper attitudes and discipline during learning sessions. Instruction emphasized both technical competence and religious character formation.

The CIPP model provided a comprehensive evaluation framework from contextual analysis

to outcome assessment. This approach is relevant for action-based educational research.

The findings align with contemporary program evaluation concepts emphasizing relevance, resource readiness, implementation quality, and outcome achievement (Fitzpatrick et al., 2022: 210).

The increase in mastery learning confirms the effectiveness of the An Naba method at the junior secondary level. The results offer practical contributions to the development of Qur'anic reading instruction. Sustained reinforcement is necessary to maintain reading quality stability. Regular practice remains essential for program continuity.

The analytical interpretation further highlights the central role of teacher competence, validated assessment instruments, and consistent feedback in sustaining instructional quality. The cyclical process of planning, action, observation, and reflection functioned as a mechanism for continuous refinement, ensuring that identified weaknesses were addressed in subsequent instructional stages. This reflective dynamic contributed significantly to the observable increase in student mastery and engagement.

The discussion ultimately positions the An Naba method as a viable instructional model for strengthening Qur'anic literacy at the junior secondary level. The empirical evidence supports the argument that systematic, feedback-oriented, and evaluation-driven pedagogical practices can enhance both technical reading competence and religious character formation. These findings provide a foundation for further scholarly inquiry and broader implementation within Islamic educational contexts.

Conclusion

The conclusion of this study synthesizes the empirical findings derived from the systematic implementation and evaluation of the An Naba method in improving students' Qur'anic reading quality. Drawing upon the CIPP evaluation framework, the study integrates contextual relevance, resource readiness, instructional processes, and measurable learning outcomes into a coherent analytical perspective. The concluding section does not merely restate statistical improvements, but rather interprets them within the broader discourse of instructional effectiveness, pedagogical intervention, and religious education development at the junior secondary level.

Furthermore, the conclusion articulates the theoretical and practical implications of the findings, particularly in relation to structured phonetic instruction, reflective classroom action cycles, and performance-based assessment in Qur'anic learning. The demonstrated increase in mastery learning and articulation accuracy provides evidence-based support for the adoption of systematic and feedback-oriented instructional models. Through this synthesis, the study contributes to the academic conversation on improving Qur'anic literacy while offering a replicable evaluative framework for future educational interventions.

The An Naba method effectively improved the Qur'anic reading quality of seventh-grade students. Context evaluation demonstrated strong program relevance to school conditions. Input evaluation indicated adequate resource readiness. Process evaluation showed systematic and reflective implementation. *roduct* evaluation confirmed significant improvement in makhraj and tajwid accuracy. Mastery learning increased substantially to 87%.

The intensive talaqqi approach accelerated correction of reading errors. Cycle reflection contributed to the refinement of instructional *strategies*. The CIPP model proved effective for evaluating Qur'anic instructional programs. The findings provide an empirical foundation for

developing Qur'anic reading instruction at the junior secondary level.

In closing, the conclusions drawn from this study affirm that the systematic implementation of the An Naba method has contributed meaningfully to the enhancement of students' Qur'anic reading quality. The integration of structured phonetic instruction, intensive talaqqi, and reflective classroom action cycles resulted in measurable improvements in articulation accuracy, application of tajwid rules, reading fluency, and recitation etiquette. These outcomes demonstrate that pedagogical interventions grounded in clear instructional stages and continuous evaluation can effectively address foundational gaps in Qur'anic literacy at the junior secondary level.

The findings also underscore the importance of aligning instructional innovation with contextual needs, resource readiness, and sustained reflective practice. The empirical evidence presented in this study provides a foundation for broader application of the An Naba method within Islamic Religious Education settings, while encouraging further research to examine long-term retention and scalability. Through careful implementation and ongoing reinforcement, structured Qur'anic reading instruction can play a significant role in strengthening both technical competence and religious character formation among students.

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