

Implementation of the Wafa Method in Tahsīn Qirā'ah al-Qur'ān at SMP Insan Cendekia Madani

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ABSTRACT

The need for effective and engaging Qur'anic learning methods has led to the adoption of various pedagogical innovations in Islamic education. This study aims to analyze the implementation of the Wafa method—integrating the *Gharib* book, Quantum Teaching approach, TANDUR learning model, and Wafa Tilawah application—in enhancing students' tajwid and Qur'anic recitation (Tahsīn Qirā'ah al-Qur'ān) at SMP Insan Cendekia Madani, Serpong. Using a qualitative case study approach, data were collected through observation, interviews, and document analysis. The findings were examined narratively and validated using triangulation techniques to ensure credibility from multiple sources. The results show that the Wafa method is effectively implemented through a multi-sensory approach involving visual, auditory, and kinesthetic modalities. Key success factors include competent teachers, diverse learning media, adequate infrastructure, and a supportive school culture. However, limitations such as varying student abilities and time constraints necessitate more individualized learning strategies. The novelty of this study lies in its integrative examination of the Wafa method with contemporary pedagogical frameworks in a formal school setting, which is still underexplored in Indonesian Islamic education literature. This study suggests that the Wafa method is not only effective in improving students' Qur'anic recitation skills but also adaptable for broader implementation in similar educational contexts.

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1. INTRODUCTION

One of the crucial problems facing Muslims today, both nationally and globally, is the low ability to read and understand the Qur'an, especially among the basic (Bustomi & Laeli, 2021; Mahdali, 2020; Sauri et al., 2021; Tambusai, Muchtar, & Wiguna, 2023). Lack of awareness of the importance of reading

the Qur'an is one of the main causes (Azmi & Ashoumi, 2024; Olan, Idi, Zainuri, & Sandi, 2019). Based on research by LPM of the Institute of Qur'an Sciences (IIQ) and the College of Qur'an Sciences (PTIQ) in 2022, it was found that around 65% to 72.25% of Muslims in Indonesia, especially those living in rural and remote areas, have not been able to read the Qur'an perfectly. This study involved 3,111 respondents in 25 provinces. Data from the Central Statistics Agency (BPS) corroborates the findings, stating that more than half of Indonesia's roughly 250 million Muslims still have difficulty reading the Qur'an. Even in Aceh, known as the Porch of Mecca, there are still people who cannot read the Qur'an.

According to Jejen Musfah, there are several factors that cause the high rate of illiteracy in the Qur'an (Muhammad, Handayani, & Nurrohmah, 2024). First, the wrong view of parents who do not make learning the Qur'an a priority. They prioritize formal education and the ability to read Latin letters rather than finding teachers or registering children in tahfidz institutions. Second, the low appreciation for Qur'anic teachers, even though they have a vital role in teaching tajweed and correct pronunciation. Third, the role of religious extension workers is not optimal in making people aware of the importance of reading the Qur'an, especially in rural areas.

To overcome this, the cooperation of various parties, such as religious extension workers and TPA/TPQ managers, is needed in providing education through the "Love of the Qur'an" movement (Fitri, 2021). It is also necessary to have a creative, simple, and fun teaching strategy so that children are motivated to learn the Qur'an (Ramadan, 2004). Since before independence, the tradition of learning the Qur'an such as "ngaji ba'da Magrib" has become a culture in the community, both in cities and villages. This tradition shows that Qur'anic education has long been an integral part of the lives of Muslims. Over time, formal Qur'anic educational institutions such as TKA, TKQ, TPA, TPQ, and TQA were born as a form of public concern about the decline in the ability of the younger generation to read and understand the Qur'an. As a form of state attention, the Decree of the Minister of Home Affairs and the Minister of Religion Number 128 and 44A of 1982 was issued concerning improving the literacy of the Qur'an (Basyiruddin, 2023; Erianti & Morad, 2024; Farhan, Saiful, & Rosnidarwati, 2024; Nurrosyidah, 2023). Innovations have also emerged, such as the Qira'ati method by KH. Dahlan Salim Zarkasi and the Iqra' method by KH. As'ad Humam and the AMM Yogyakarta team who have helped accelerate the learning of the Qur'an widely in Indonesia.

The development of the times demands a more varied and adaptive approach. One of them is the Wafa method, a comprehensive approach that combines tajweed, recitation, tahfiz, translation, tafhim, and tafsir learning methods (Nanda, 2021; Scott, 2024; Nurkayati, 2019). This method prioritizes a holistic approach, based on the right brain, and utilizes the principles of Quantum Teaching with the TANDUR (Grow, Natural, Name, Demonstrate, Repeat, Celebrate) model. Wafa not only teaches children to read and write Arabic letters, but also integrates Islamic values through inspiring and fun stories (Asriannor & Aini, 2023). The program is designed to develop students' emotional and spiritual intelligence, while building noble character. By optimizing children's learning styles and utilizing the potential of the right brain, the Wafa method provides an innovative and applicable approach in learning the Qur'an.

One of the institutions that has implemented this method is SMP Insan Cendekia Madani Ciater Serpong (ICM South Tangerang). As an accredited boarding school that has a national curriculum as well as Cambridge, ICM combines character strengthening with learning the Qur'an through the Wafa method. ICM is one of the first schools in Greater Jakarta to be trusted as the Wafa al-Qur'an Center, which is a standardized center for the development and quality control of Qur'an learning. The results of initial observations at SMP Insan Cendekia Madani show that even though this school has become one of the Wafa Al-Qur'an Centers and has a strong commitment to Qur'an education, there are still variations in students' ability to read and understand tajweed and recitation correctly. The application of the right brain-based and multisensory Wafa method has been carried out, but its effectiveness has not been systematically documented (Sousa, 2011) (Sparks & Ganschow, 1993). In addition, the Gharib book as a follow-up guide and the use of the Wafa Tilawah application and the application of the Quantum Teaching approach and the TANDUR learning model still need further study to find out the

extent to which all these elements contribute to improving the quality of learning the Qur'an holistically.

Previous research has generally only highlighted the effectiveness of the Wafa method in general in learning the Qur'an, without comprehensively exploring the integration between the Wafa method, the Gharib book, the Quantum Teaching approach, the TANDUR model, and the use of technology such as the Wafa Tilawah application. There have not been many studies that focus on the context of the implementation of this method in junior high schools with a comprehensive learning approach, especially in developing tajweed and recitation skills simultaneously through the synergy of various innovative learning methods and media. For example, the Wafa method applied at SDIT Al-Insan Pinrang systematically through the TANDUR stage is able to improve students' ability to read and write the Qur'an effectively and enjoyably (Reski, 2023). The Wafa method at TKIT Robbani Cendekia has been well implemented, supported by various supporting factors that increase interest in learning the Qur'an in early childhood although there are still several obstacles such as lack of focus and some teachers who have not been Wafa certified (Utami, 2022). The implementation of the Wafa method at SDIT Khoiru Ummah Rejang Lebong is still in the transition stage and has not been fully implemented, but the teaching strategy is in accordance with the guidelines, the main obstacle in the form of a lack of initial learning media has been overcome by the procurement of media from the center, so that the improvement of students' Qur'an reading ability is considered quite successful in the early stages (Verawati, Azwar, & Mutia, 2020).

This research offers novelty by presenting a comprehensive integration between the Wafa method, the Gharib book, the Quantum Teaching approach, the TANDUR learning model, and the Wafa Recitation application technology in one comprehensive tajweed and recitation learning system. Until now, there has been no study that explicitly analyzes the integration of these five elements in the context of formal secondary education based on boarding schools, especially in schools that are the center of the development of the Wafa method itself. Previous research has tended to address one of the elements partially, without explaining the synergy between the components and their implications for the effectiveness of Qur'an learning.

From the theoretical side, this study combines *the experiential learning* and *multiple intelligences* approach (Gardner, 2011) with the principles of holistic and transformative Islamic pedagogy (Halstead, 2004) (Nasr, 1984) (Sahin, 2013), where learning is not only cognitively oriented, but also affective and spiritual. Thus, the main contribution of this research is to offer a learning model of tajweed and recitation based on the Wafa method that is integrated, applicative, and in accordance with the characteristics of the digital generation. This finding is expected not only to enrich the discourse in contemporary Islamic education, but also to become a practical reference for the development of Qur'anic curriculum and learning methods in Islamic schools in Indonesia and the Southeast Asian region.

2. METHODS

This study uses a qualitative approach with an intrinsic case study type, which aims to explore in depth the implementation of the Wafa Method in learning *Taḥsīn Qirā'ah al-Qur'ān* at SMP Insan Cendekia Madani. This approach was chosen because it is able to capture the meaning, context, and social dynamics that occur naturally in educational practices (Kusumastuti & Khoiron, 2019) (Hasan et al., 2025). Intrinsic case studies allow researchers to intensively examine a single case that has an important and distinctive value—namely ICM Junior High School as a Wafa Qur'an Center—in order to contextually understand the application of the Wafa method as a whole.

The analytical framework in this study is based on a constructivist approach and holistic learning theory, which emphasizes the importance of direct experience involvement, integration of emotions, cognition, and spirituality in the learning process. This theory is relevant to the concept of Quantum Teaching and the TANDUR model which is part of the Wafa approach. In this context, the researcher

analyzes the learning process not only as a transfer of knowledge, but also as a process of character formation and spiritual intelligence.

The location of the research was chosen purposively, namely SMP Insan Cendekia Madani, because this school is one of the centers for the development of the Wafa method (Wafa Qur'an Center) and has applied this method systemically through the Gharib book, the TANDUR model, and the Wafa Tilawah application. The school offers a rich and relevant learning context to explore in depth as it integrates traditional and innovative approaches in Qur'anic education at the junior high school level.

The data source consists of primary and secondary data. Primary data were obtained through direct observation in grade VIII, in-depth interviews with five Qur'an teachers and 33 students, as well as learning documentation and school curriculum. Secondary data was collected from scientific journals, textbooks, and documents related to Qur'anic learning policies and theories. Data collection techniques were carried out through participatory observation, structured and unstructured interviews, and documentation studies. The observation took place between October 7 and 25, 2024.

The data was analyzed using the Miles and Huberman interactive model, through three main stages: data reduction, data presentation, and conclusion/verification. In addition, the researcher compiled field notes, reflective memos, and analyzed photos and recordings of activities to understand the learning process as a whole.

The validity of the data is maintained through triangulation techniques of methods (interviews, observations, documentation) and triangulation of sources (teachers, students, curriculum), which aim to ensure the consistency of information and avoid researcher bias. In addition, member checking was carried out on a limited basis to confirm findings to the main speakers.

From the ethical aspect of the research, the researcher obtained official permission from the school and guaranteed the confidentiality of the participant's identity. The information and data collected are used only for academic purposes, and each participant is given the freedom to participate in interviews voluntarily.

This study has several methodological limitations, such as limited location coverage to one school and relatively short observation time. The results cannot be generalized widely, but they can make an important contribution as an in-depth study that can serve as a model of good practice for other schools that want to adopt a similar approach.

3. FINDINGS AND DISCUSSION

SMP Insan Cendekia Madani (ICM) is an educational institution that prioritizes the formation of students' character through a holistic approach that combines academic education and Islamic values, with one of the main components being learning the Qur'an. In order to form the personality of pious students with noble character, ICM applies the Wafa Method, which is a fun, effective, and comprehensive approach to learning the Qur'an. This method integrates aspects of tajweed, tahfiz (memorization), and understanding of meaning with a creative and interactive approach, including the use of technology such as the Wafa Tilawah application, as well as learning media in the form of images, audio, and games. Through this approach, students are not only taught how to read and memorize the Qur'an with the rules of qiraah of Imam Hafis, but are also directed to understand and internalize the values of the Qur'an in daily life. Learning the Qur'an at ICM is not seen as just an academic obligation, but as a foundation in producing a generation that is intelligent, responsible, and ready to become future leaders with noble character.

Practice of Wafa Method in Learning Tahsīn Qirā'ah al-Qur'ān at Insan Cendekia Madani Junior High School, Ciater, Serpong

At SMP Insan Cendekia Madani, learning the Qur'an using the Wafa Method is carried out in stages and in stages, reflecting a systematic approach that actively involves students through a combination of visual, auditory, and kinesthetic elements. The learning process begins with the book Wafa 1 which introduces the basics of reading the Qur'an, including the introduction of hijaiyah letters

and correct pronunciation, followed by the book Wafa 2 to 5 which introduces more complex readings and tajweed techniques. In addition, the Tahsīn and Tahfiz programs are integrated to form a generation that is fluent in reading, understanding, and memorizing the Qur'an. With the support of technology such as the Wafa Tilawah application, as well as a periodic evaluation system, ICM Junior High School is committed to ensuring that every student is not only proficient in reading the Qur'an according to the rules of tajweed, but also understands and practices Islamic values. A clear leadership structure and an experienced teaching team, along with a comprehensive boarding coaching system, create a conducive learning environment and support the development of students' character, so they are ready to face the challenges of the future.

The practice of the Wafa method in learning the Qur'an at SMP Insan Cendekia Madani is carried out through structured and fun steps with the TANDUR (Plant, Natural, Name, Demonstrate, Repeat, Celebrate) approach. Learning begins by building a calm atmosphere through calm applause, prayer, and greetings, as a form of instilling the value of manners. Next, the teacher or student reads the specified verse, then followed by all students simultaneously. The teacher then explains the reading criteria by putting the definition before the name, and can use media such as playing cards to add to the attractiveness of learning. The process continues with the imitation reading technique, where the teacher reads the verse through a large prop which is then imitated by the students together until the end of one page. After that, a classical reading is carried out, where students read and teachers assess their abilities through Achievement cards. Learning was closed with a guessing game and rewarding students who could answer correctly, so that the learning process became more lively, fun, and motivated students to continue to improve their ability to read the Qur'an.

Tabel 1 Description of KBM al-Qur'an Wafa Method at SMP Insan Cendekia Madani

No.	Contents of KMB	Description	Time Allocation
1.	<i>Muqaddimah</i>	a. Ustaz prepares students to pray and then greetings. b. Attendee attendance. c. Evaluation of previous material studies (<i>perception</i>) or what is called <i>mura>ja'ah</i>	5 minute
2.	Presentation of Materials	a. Ustaz introduced new material one by one in the form of games, guessing and the like b. Ustaz gave an example, students participated together or alternately. c. Ustaz explained whether or not there was a relationship between the material and the previous material.	15 minute
	a. Imitation reading (application of TANDUR)		
	b. Read the private view	a. Participants read, ustaz listen (advance one by one to read in front of <i>ustaz</i>) b. Ustaz reprimands (corrects and discusses asking private members) every wrong reading, participants correct the wrong reading.	25 minute
3.	Evaluation	a. Ustaz held an evaluation of students in turn through student readings for Wafa 1 to Wafa 5 b. For <i>gharib</i> and <i>tajweed</i> through the questions and answers of the material that has been discussed.	10 minute
4.	Cover	a. Ustaz conveyed the conclusions and effects in the form of emphasis on the study discussed. b. Conclude the study with prayer, hamdalah and salam.	

The implementation of the Wafa method at SMP Insan Cendekia Madani shows that the role of teachers is very decisive in the success of learning to read and write the Qur'an. Teachers not only function as teachers, but also as patient guides, facilitators, and motivators in assisting students to understand the reading of the Qur'an according to the rules of tajweed. The success of this method is highly dependent on the teacher's competence in mastering the reading of the Qur'an, pedagogical skills, and his ability to create a learning atmosphere that is pleasant and responsive to the individual needs of students. The Wafa method itself utilizes technology through learning applications that support the mastery of tajweed with the help of audio, visual, and Hijaz rhythms that are interesting and interactive (Ash-Syahida & Rasyid, 2020). However, challenges such as differences in student learning styles, fluctuating learning enthusiasm, and difficulties in pronunciation and memorization of verses remain obstacles that need to be overcome with a personal approach and direct guidance from teachers.

To overcome these challenges, the talaqqi method is applied as a complement to the Wafa method (Abdurahman & Daheri, 2024; Mustofa, 2024; Purnamasari, Rahman, & Siswanto, 2023). Talaqqi provides space for direct and in-depth learning between teachers and students (Nughair, 2023). With this method, students can correct the readings in real time under the supervision of the teacher, allowing for a more accurate and authentic understanding of tajweed. This method is also effective in building emotional closeness between teachers and students, which has a positive impact on learning motivation. Learning evaluation is also carried out comprehensively, both through observation of students' attitudes and motivations (subjective), and through oral and written tests (objective). The combination of Wafa and talaqqi methods is expected to be able to answer the gap in students' ability to read and memorize the Qur'an, as well as produce a generation of quality Qur'an memorizers with correct, fluent reading, and in accordance with applicable rules (Sari, 2016).



Menerangkan bahwa siswa/i berikut ini adalah:

Nama : Ghavin al-Fayyad
Kelas : VII A
Buku : Wafa Tajwid
Pembimbing Halaqoh : Ustadzah Nur Izzah Fahriah
Hari, Tanggal Ujian : Rabu, 9 Oktober 2024

Telah mengikuti ujian kenaikan buku Wafa dengan rincian sebagai berikut:

No	Aspek	Keterangan
1	Fashohah	Ananda cukup baik dalam melafadzkan huruf-huruf hijaiyyah, tanda baca (harakat) cukup baik dan konsisten.
2	Tajwid	Ananda cukup menguasai Wafa Tajwid dengan baik
3	Kelancaran	Ananda lancar dalam mengidentifikasi Hukum Tajwid pada contoh Ayat yang diberikan
4	Nada	Ananda cukup menguasai Nada Hijaz, suara ananda masih kurang lantang

Hasil	Alhamdulillah, Ananda LULUS
Rekomendasi	Lanjut ke Wafa Ghorib, Rutinkan tilawah mandiri baik di rumah maupun di sekolah agar tilawah nya semakin lancar dan fasih

Demikian hasil ujian ini kami sampaikan, kiranya dapat ditindaklanjuti sebagaimana mestinya.

Tangerang Selatan, 9 Oktober 2024

Kepala Sekolah

Pembimbing Halaqoh

Penguji

Heriyah

Nur Izzah Fahriah

Abdul Saleh

Figure 1 Example of Report on the Results of the Wafa Book Promotion Exam for Junior High School Insan Cendekia Madani

Learning the Qur'an using the Wafa Method has brought significant changes in students' understanding and skills in reading the Qur'an (Singgarani, Arifin, & Fathurrohman, 2021). Before using Gharib books, students tend to have a limited understanding of tajweed, only mastering basic rules such as original mad and idgham. However, after participating in structured and interactive learning, they begin to understand and apply advanced tajweed laws, including ishmam, imalah, and tasyil. The introduction to the 'Uthmani rasm also provided students with new insights, helping them recognize the variations of mushaf writing and punctuation. With the guidance of ustaz who use a kinesthetic approach and sing tajweed, students not only learn to read correctly, but also enjoy a fun and effective learning process. The munaqashah exam is the final assessment that measures students' ability to read the Qur'an in accordance with tajweed, showing the progress they have achieved.

The Wafa method at SMP Insan Cendekia Madani prioritizes the Quantum Teaching approach, creating a dynamic and fun learning atmosphere. By utilizing various interactive media, such as the Wafa Tilawah application, students can learn gradually with the support of audio pronunciation and visualization of makhraj. This multi-sensory approach not only speeds up the learning process, but also improves students' memory and comprehension. Through direct interaction with the teacher, students feel more valued and encouraged to actively participate, so that they can overcome difficulties in reading the Qur'an. By internalizing the values contained in the holy verses, students not only become good readers, but also able to apply the teachings of the Qur'an in daily life, making learning the Qur'an a holistic and meaningful experience.

At SMP Insan Cendekia Madani, the application of the Wafa Method in learning the Qur'an shows various significant advantages compared to other methods. This method adopts a holistic approach that actively engages students through a combination of visual, auditory, and kinesthetic elements. In each learning session, students are invited to recognize hijaiyah letters, understand the makhraj and nature of letters, and practice reading with simple but effective hijaiyah melodies. These melodies not only provide a deep emotional feel, but also help students to be more focused and connect with the meaning of the verses they are reading. With a fun and interactive approach, the Wafa Method manages to create an engaging learning experience, where students not only learn to read the Qur'an, but also understand the Islamic values contained in it.

One of the advantages of the Wafa Method is its gradual learning structure, which allows students to understand the basics of reading the Qur'an systematically. Starting from the mastery of hijaiyah letters, basic harakat, to the law of tajweed which is introduced gradually, students are able to master the material faster without sacrificing the quality of reading. In addition, the use of the Wafa Tilawah application as a learning tool provides opportunities for students to learn independently outside the classroom. The app provides interactive features that support the learning process, such as audio pronunciation of makhraj letters and quizzes for the evaluation of student comprehension. By combining learning to read the Qur'an with the tahfiz program, students are trained to read with the correct tajweed before starting the memorization process, making it easier for them to remember the holy verses.

Although the Wafa Method has many advantages, there are some drawbacks that need to be considered to increase the effectiveness of learning. One of the main drawbacks is the reliance on visual and auditory media, which can be a challenge if facilities such as technological devices or internet access are inadequate. In addition, the application of the Wafa Method also requires intensive training for teachers, who must understand how to properly use kinesthetic movements, hijaiyah melodies, and visual aids. Without adequate training, the delivery of material can become less consistent, which in turn affects student learning outcomes. In addition, the main focus of this method on mastering basic reading techniques and tajweed is sometimes considered too slow for students who already have a good reading base.

In the context of learning, the Wafa Method is also less flexible for all types of learners, especially for students who prefer an analytical approach. Although designed to involve a variety of learning styles, this approach tends to be more suitable for beginner students. Junior high school students who already have reading skills often feel that the material taught is too simple or less challenging. The gradual duration of learning is also one of the drawbacks, considering that this method takes time to complete the material in full. With limited learning time allocation at school, students need additional time to master all the Wafa Method material, especially when combined with the tahfiz program.

The Relevance of the Study of the Practice of the Wafa Method at SMP Insan Cendekia Madani in the Discourse of Qur'an Learning in General

At SMP Insan Cendekia Madani, the application of the Wafa Method in learning the Qur'an has brought significant changes in students' understanding and skills. This method offers an innovative and thorough approach, covering visual, audio, and kinesthetic aspects to help students read,

understand, and memorize the Qur'an more effectively. Before using Gharib books, students tend to have a limited understanding of tajweed, only mastering basic rules such as original mad and idgham. However, after participating in structured and interactive learning, they begin to understand and apply advanced tajweed laws, including ishmam, imalah, and tasyil. The introduction to the 'Uthmani rasm also provided students with new insights, helping them recognize the variations of mushaf writing and punctuation. With the guidance of ustaz who use a kinesthetic approach and sing tajweed, students not only learn to read correctly, but also enjoy a fun and effective learning process. The munaqashah exam is the final assessment that measures students' ability to read the Qur'an in accordance with tajweed, showing the progress they have achieved.

The Wafa method at SMP Insan Cendekia Madani prioritizes the Quantum Teaching approach, creating a dynamic and fun learning atmosphere. By utilizing various interactive media, such as the Wafa Tilawah application (Sinamo, 2024), students can learn gradually with the support of audio pronunciation and visualization of makhraj (Miranda, Sutarto, & Siswanto, 2024). This multi-sensory approach not only speeds up the learning process, but also improves students' memory and comprehension. Through direct interaction with the teacher, students feel more valued and encouraged to actively participate, so that they can overcome difficulties in reading the Qur'an. By internalizing the values contained in the holy verses, students not only become good readers, but also able to apply the teachings of the Qur'an in daily life, making learning the Qur'an a holistic and meaningful experience.

Research on the Wafa Method has attracted the attention of many circles, especially in the world of Islamic education. Various studies show that the Wafa Method has advantages in improving the ability to read the Qur'an, especially in children. This approach utilizes simple images, stories, colors, and h}ija>z rhythms that not only make learning more engaging but also help students understand and remember the material better. In addition, the use of movement in the memorization process helps children with kinesthetic learning styles to more easily memorize the verses of the Qur'an as well as understand their meaning. Other research underlines the effectiveness of the Wafa Method in the application of tajweed. This method instills a strong understanding of the rules of tajweed, ranging from makhraj to other laws of reading. This makes students not only able to read correctly, but also understand important principles in Qiraah.

The development of technology such as the Wafa Tilawah application has opened up new opportunities in learning the Qur'an (Alfarizi & Farabi, 2024). Studies show that the use of these apps supports interactive learning, where students can listen to correct pronunciation, practice through quizzes, and access hands-on evaluations. This makes the Wafa Method more relevant to modern learning needs. Overall, the research on the Wafa Method emphasizes that this approach is not only effective pedagogically but also has a positive impact on the development of students' Islamic character. By instilling a deep understanding of the Qur'an, the Wafa Method helps to produce a generation that is not only able to read and memorize, but also understand the noble values contained in it.

One of the prominent studies is the work of Fitri Damayanti entitled "The Effect of the Application of the Wafa Method on the Learning Outcomes of Taḥsīn Qirā'ah al-Qur'ān in Grade 3 of Madrasah Ibtidaiah Darul Ulum." This study provides a comprehensive overview of how the Wafa Method is applied in learning the Qur'an to improve student learning outcomes. This research highlights three key aspects of learning, namely planning, implementation, and evaluation, which are designed to create an optimal learning experience. In the planning stage, teachers prepare a Learning Implementation Plan (RPP) which includes components such as learning objectives, materials that are in accordance with the student's ability level, methods used, varied learning media, and systematic evaluation. The implementation of learning with the Wafa Method is carried out through a fun and interactive approach. Teachers use diverse learning media to create an interesting and dynamic learning atmosphere, so that students are more actively involved (Damayanti, Sofyan, & Mangkuwibawa, 2024).

Learning evaluations are carried out periodically to assess students' ability to read the Qur'an (Rustiana & Maarif, 2022; Septiana & Utami, 2024). The results of the evaluation are used to provide feedback that helps students improve their shortcomings and continue to improve their skills.

Evaluation is also the basis for teachers to refine the next learning strategy to be more effective. This study identifies various factors that affect the success of the implementation of the Wafa Method, both internal factors such as student motivation and interest, as well as external factors such as parental support, a conducive school environment, and the availability of adequate learning facilities. Overall, this study shows that the Wafa Method, with its fun approach and planned learning system, is effective in improving students' abilities in *Taḥsīn Qirā'ah al-Qur'ān*. The combination of careful planning, creative implementation, and structured evaluation is the key to the success of this method.

Lidia Purnamasari's thesis entitled "The Implementation of the Wafa Method in the Learning of *Taḥsīn Qirā'ah al-Qur'ān* to Improve the Ability to Read the Qur'an of Grade 3C Students at SDIT Khoiru Ummah" provides an in-depth overview of how the application of the Wafa Method in learning the Qur'an is carried out with a very personal and structured approach. In this context, students are not only seen as individuals in a large group, but each student is valued based on their individual abilities and development. Learning is carried out by grouping students according to their level of Qur'an reading ability, which allows the teaching method to be more focused and tailored to the specific needs of each student. Evaluation in this learning is also carried out individually, to monitor student development in more depth. Thus, teachers can pay more attention to each student according to their level of understanding and provide more appropriate feedback (Purnamasari et al., 2023).

The application of this method is not without challenges. The internal obstacles found in this study include some students who have not been able to achieve the targets set in the learning of *Taḥsīn Qirā'ah al-Qur'ān*. This can be caused by students' lack of focus in following the lessons, so their progress is not as expected. One of the factors that affects this lack of focus is the interference from external factors, especially from the environment around students. Less than optimal habits at home, as well as lack of supervision and encouragement from parents, are one of the major obstacles in the learning process. To overcome these challenges, it is important that there is closer cooperation between schools, parents, and the environment around students. Overall, the application of the Wafa Method in learning the Qur'an at SDIT Khoiru Ummah shows great potential to improve students' Qur'an reading skills. While there are some obstacles to overcome, a personalized approach and individualized evaluations help ensure that each student receives the attention and learning that suits their abilities.

Ian Hidayat's thesis entitled "Wafa Method in *Taḥsīn* Learning Qur'an Reading at Bina Insan Palu Integrated Islamic Elementary School" reveals the application of the Wafa Method in learning the Qur'an in the school environment with a very structured and systematic approach. This study shows that the success of learning depends on a careful planning process, which involves the preparation of a syllabus, a Learning Implementation Plan (RPP), as well as the determination of objectives, materials, media, and evaluation methods that are relevant to the needs and characteristics of students. All of these steps are arranged with the aim of ensuring that the application of the Wafa Method can run effectively and deeply in accordance with the development of students' abilities in recognizing, reading, and understanding the Qur'an. The results of the application of the Wafa Method show a significant positive impact. Students are not only easier to recognize hijaiyah letters, but can also read the Qur'an using melodic *ḥijāz* tones, a significant achievement in improving their *tajweed* comprehension and skills.

Although the results are very positive, the implementation of this method is not separated from several challenges. One of them is the limited learning space, considering the relatively small physical size of the school. Limited space is an obstacle in creating an optimal environment for all students to actively participate in learning. In addition, the number of Wafa-certified educators is also still limited, with only 11 out of 35 teachers having passed *muna>qashah al-Qur'an* in the Wafa program. The lack of trained teachers is a big challenge for schools in ensuring that the quality of teaching is maintained and the Wafa Method can be applied consistently and optimally. These obstacles are important concerns that need to be overcome by schools in an effort to improve the quality of learning the Qur'an, especially through the Wafa Method. For this reason, developing the capacity of educators through

further training, as well as adding classrooms or optimizing the use of existing facilities, will be an important step forward.

The results of the research on the implementation of the Wafa Method in learning tahsin qiraah al-Qur'an at SMP Insan Cendekia Madani show the effectiveness of this approach in improving students' ability to read the Qur'an tartil and in accordance with the rules of tajweed. This success can be analyzed through the perspective of Islamic education which includes the dimensions of *tarbiyah*, *ta'dib*, and *tazkiyah*. The Wafa method is not only oriented to the cognitive and technical aspects of reading, but also forms the character of students who have manners towards the Qur'an. Learning that involves habituating manners, appreciating meaning, and consistent repeated reading shows the internalization of spiritual values and Qur'anic ethics. This is in line with the goal of Islamic education which aims to form a *kamil* – a complete human being who integrates spiritual, moral, and intellectual aspects in his life.

In terms of modern pedagogical approaches, this method reflects the principles of constructivism, active learning, and *student-centered learning*. Learning activities such as *imitation reading*, educational games, the use of visual media, and group discussions encourage students to build their understanding independently but in a directed manner. This is in line with Vygotsky's theory which emphasizes the importance of social interaction and *scaffolding* in the learning process. The TANDUR approach – which is a characteristic of the Wafa method – is also an adaptation of the concept of Quantum Teaching, which combines elements of experience, emotional involvement, reflection, and motivational strengthening. A pleasant and communicative learning atmosphere creates optimal conditions for spiritual and affective learning, as supported by findings in educational neuroscience.

Furthermore, the Wafa method also accommodates the theory of *multiple intelligences* developed by Howard Gardner. Learning activities include different types of intelligence: linguistic, musical (through the rhythm of the Hijaz), kinesthetic (makhraj movements), interpersonal (group work), and visual (illustrative media). This approach allows for the realization of tahsin learning that is inclusive, adaptive, and in accordance with the diversity of students' learning styles. Thus, the Wafa method has succeeded in combining the values of Islamic education traditions with a modern pedagogical approach that is student-centered.

This finding has strategic implications for the development of human resources within Islamic Religious Universities (PTKI). Lecturers as learning facilitators need to be equipped with Wafa method training in order to be able to apply similar approaches in tahsin, tajweed, or other Qur'an learning courses more effectively and contextually. In addition, the Islamic education curriculum – whether at the primary, secondary, and tertiary levels – can integrate the principles of the Wafa method into the design of Qur'anic values-based learning and active pedagogical strategies. Thus, this method can be a model in the development of a curriculum that is more integrative, character-oriented, and adaptive to the times in other Islamic educational institutions.

4. CONCLUSION

The results of the study show that SMP Insan Cendekia Madani has successfully implemented the Wafa method effectively in learning Tahsin Qirā'ah al-Qur'ān. This method combines visual, audio, and kinesthetic elements, and uses media such as the book of Recitation, hijaz songs, educational games, and the digital application of Wafa Tilawah. The learning process starts from the introduction of hijaiyah letters, training in makhraj and the nature of letters, to the application of tajweed law based on the qiraah of Imam Hafṣ. The success of this method is supported by modern facilities, trained teachers, and a conducive school environment and curriculum. However, limited learning time and the variety of students' abilities are challenges in themselves, so a more personalized approach is needed. The Wafa method has proven to be relevant and inspiring in the context of Tahsin Qirā'ah al-Qur'ān education in Indonesia. This approach is able to increase students' interest and learning effectiveness, as well as maintain the accuracy of reading according to qiraah standards commonly used in Islamic

boarding schools and madrasas. Thus, the Wafa method has the potential to be adapted more widely in various Islamic educational institutions in Indonesia.

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