

The Implementation of the An-Nahdliyah Method in the Subject of Qur'an and Hadith (A Study at MINU Purwosari Metro City)

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ABSTRACT

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One way to quickly read the Al-Qur'an is the an-Nahdliyah method, namely reading the Al-Qur'an in stages from one volume to six volumes. Researchers chose MINU Purwosari Metro Utara as a research location using the An-Nahdliyah method because the choice of Al-Qur'an teaching method was considered very important. This research is field research, using a qualitative descriptive approach. Based on the research results, it can be concluded that: Application of the An-Nahdliyah Method in Al-Qur'an Hadith subjects at MINU Purwosari: Supported by teaching aids. Place in class. Recitation activities at the beginning of each Al-Qur'an Hadith subject. Grouping of students according to the volume they have achieved. Students pray first. Then the teacher reads and continues with the students imitating together accompanied by the teacher's tapping. Students come forward one by one to read ahead while using tapping. After reciting the Koran, students are guided by the teacher to get into the habit of reading short surahs or memorizing daily prayers. The methods used are demonstration, drill, question and answer and lecture methods. There are 3 evaluations, namely daily evaluation, end of volume, and end of semester.

Keywords: An-Nahdliyah Method, Qur'an and Hadith Subject

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INTRODUCTION

The teaching of the Qur'an holds an important position in Islamic education because the Qur'an is not only a holy book but also a guide for the lives of Muslims. Therefore, the ability to read the Qur'an properly and correctly becomes the main foundation of religious education at the elementary level, such as in Madrasah Ibtidaiyah. In this context, the appropriate teaching method becomes crucial to ensure that students master the reading of the Qur'an correctly, fluently, and in accordance with the rules of tajwid (Mubarak et al., 2021). One of the methods used and quite effective in improving the quality of Qur'anic reading is the An-Nahdliyah method.

The An-Nahdliyah method is a Qur'anic reading learning method based on specific patterns of beats and rhythms, using tools such as a stick to indicate the length and shortness of the reading. This method consists of several levels of textbooks systematically arranged, starting from letter recognition to the ability to read Qur'anic verses correctly and fluently (Faiqoh et al., 2020). The uniqueness of this method lies in the use of beats and songs, which help children memorize the reading patterns and recognize the long and short sounds (Fadillah, 2019). This aligns with behaviorist theory, which emphasizes the importance of repetition and reinforcement in the learning process.

At MINU Purwosari Metro Utara, the An-Nahdliyah method is implemented as the main method in teaching Qur'anic reading. This madrasah has a vision of nurturing Qur'anic generations from an early age, making Qur'anic learning a leading program that is managed intensively and systematically. The implementation of this method starts from grade I and continues gradually until students can read the Qur'an independently and fluently (Setyoningsih et al., 2023). The teachers have also received special training in implementing this method to guide the students optimally.

Students at MINU Purwosari come from diverse socio-economic backgrounds. Most are children of farmers, traders, laborers, and teachers. This condition requires the school to apply adaptive and effective learning strategies so that all students can access education equally, including in Qur'anic learning (Saputri et al., 2023). The An-Nahdliyah method has proven to address these challenges because of its communicative, engaging, and non-boring approach for early childhood students (Syaifullah, 2017).

The study focuses on Class II.C at MINU Purwosari Metro Utara, consisting of 20 students, 11 females and 9 males. These students have been learning the An-Nahdliyah method since grade I. Based on observations and interviews with teachers, these students have shown significant improvement in their ability to read the Qur'an. They read more fluently, accurately in the length and shortness of the recitation, and show high enthusiasm in attending Qur'anic lessons (Rohman, 2020). This proves that the An-Nahdliyah method can be effectively applied at the elementary school level.

However, the implementation of this method also faces some challenges. Teachers often face difficulties in maintaining the class rhythm when there are many students or when the class environment is not conducive. Additionally, not all students can follow the rhythm of the beats well, especially students with below-average learning abilities (Marfiyanto & Ismail, 2018). Therefore, individual guidance for certain students and adjustments to the method in small groups are necessary.

The advantage of the An-Nahdliyah method lies in its systematic, structured, and rhythm-based approach, making it easier for students to accept. Compared to other methods such as Iqra', this method is considered more effective in developing fluent and correct reading skills because it pays attention to the articulation of letters and tajwid from the beginning (Sudariyana et al., 2017). According to research findings, the An-Nahdliyah method supports enjoyable learning and enhances students' memory retention in mastering Qur'anic reading (Mubarok et al., 2021).

Pedagogically, this method also supports differentiated learning as it provides space for students to develop according to their rhythm and ability. Teachers can adjust the rhythm and tempo according to the class's characteristics (Faiqoh et al., 2020). In addition, teacher involvement in building student motivation is crucial to maintain consistency in learning (Fadillah, 2019). In the long term, this method not only improves reading ability but also shapes students' religious character.

The implementation of the An-Nahdliyah method provides significant contributions to school-based Qur'anic education. This teaching model can be an alternative in various Islamic educational institutions, especially those located in rural areas or with limited facilities, as this method does not require advanced technology (Saputri et al., 2023). This is in line with the finding that Qur'anic learning based on local culture and community wisdom has strong support for achieving students' religious competencies (Faiqoh et al., 2020; Mubarok et al., 2021).

Considering its effectiveness and flexibility, the An-Nahdliyah method deserves to be further developed and disseminated. However, to maximize the results, periodic training for teachers, the development of engaging learning media, and support for policy from madrasahs and the government in strengthening the Qur'anic curriculum are needed (Rohman, 2020; Setyoningsih et al., 2023). Strengthening collaboration between schools, teachers, parents, and the community is also a crucial factor in supporting the sustainable implementation of this method.

METHOD

This research is a field study, in which data collection was conducted in the field to observe a phenomenon in its natural setting. The study employed a qualitative descriptive approach. Descriptive research is defined as "research that aims to describe the current problem-solving conditions based on data; thus, it also presents data, analyzes it, and interprets it" (Sukmadinata, 2012).

Qualitative research is a method rooted in post-positivist philosophy and is used to investigate objects in natural settings—as opposed to experiments—where the researcher acts as the key instrument (Creswell & Poth, 2018). The sampling of data sources was carried out using purposive and snowball sampling techniques. Data collection employed triangulation methods, namely observation, interviews, and documentation. Data analysis is inductive and qualitative in nature, emphasizing meaning over generalization (Miles, Huberman, & Saldaña, 2014).

Informants are individuals interviewed or asked to provide information by the researcher, who are expected to possess knowledge, information, or facts related to the research object. The key informants in this study included: the principal, the second-grade classroom teacher (Class II.C), and students of Class II.C at MINU Purwosari Metro Utara, Kota Metro.

To obtain accurate data, the researcher used several techniques: observation, interviews, and documentation. The data analysis process followed an inductive reasoning pattern, which is a process of thinking that starts from specific phenomena to formulate general conclusions or inferences (Bogdan & Biklen, 2007).

The descriptive analysis method was employed to "describe existing data in order to obtain a real picture of the respondents, making it easier to understand by the researcher or others interested in the research results" (Moleong, 2019). The inductive method was used to analyze data regarding the implementation of the An-Nahdliyah Method in the subject of Qur'an Hadith at MINU Purwosari Metro Utara, Kota Metro.

RESULT AND DISCUSSION

1. Implementation of the An-Nahdliyah Method in Qur'an and Hadith Subjects at MINU Purwosari

The planning for learning using the An-Nahdliyah method in Qur'an and Hadith subjects at MINU Purwosari is as follows: First, the teacher who teaches Qur'an recitation is the homeroom teacher for each class, as there are few teachers. Second, two programs are used, namely the "Cepat Tanggap Belajar Al-Qur'an Metode An-Nahdliyah" book package, which consists of six volumes, and the Qur'an sorogan program conducted at the end of each volume. Third, the "Pedoman Pengelolaan Taman Pendidikan Al-Qur'an Metode Cepat Tanggap Belajar Al-Qur'an An-Nahdliyah" book is used. Fourth, teachers assess students' recitation using a performance card with ratings A, B, and C. Fifth, completing all six volumes requires

six months. However, due to differences in students' abilities, some may take up to a year to complete the six volumes.

Based on the research conducted at MINU Purwosari, two programs that have been planned in accordance with the teaching guidelines of the An-Nahdliyah method were implemented: the book package program and the sorogan Qur'an program. This is in line with the "Pedoman Pengelolaan Taman Pendidikan Al-Qur'an Metode Cepat Tanggap Belajar Al-Qur'an An-Nahdliyah," which states that students are considered to have completed their studies when they finish both programs.

The research was supported by a study conducted by Suminto and Arinatussadiyah, "The An Nahdliyah and The Yanbu'a Method in Learning to Read the Qur'an in Vocational High Schools: A Comparative Study." The research findings state that (1) The implementation of the Qur'an literacy learning using the An-Nahdliyah method at Nahdlatul 'Ulama Vocational High School (SMK-NU) and the Yanbu'a method at Al-Azhaar Tulungagung Vocational Islamic School (SMKI) aims for students to read the Qur'an in accordance with Tajwid science with the implementation of: opening prayers, class sessions, private sessions, evaluation, motivation, and closing prayers. (2) The learning materials at SMK-NU include book volumes (1-6), the Qur'an, and the "Bekal Calon Pemimpin" book, while the materials at SMKI include Juz 1-7, the Qur'an, and memorization. (3) The implications of learning using the An-Nahdliyah and Yanbu'a methods include students being able to read the Qur'an in accordance with Tajwid science and writing Qur'anic letters correctly.

The programs in the An-Nahdliyah method include:

a. Book Package Program

Based on the research conducted at MINU Purwosari, the teacher applies the teaching guidelines from the book package with an allocated time of approximately seven months, including holidays and evaluation activities. Due to differences in students' abilities to read the Qur'an, some students may take up to one year to complete this program. According to the theory, the initial program guided by the "Cepat Tanggap Belajar Al-Qur'an An-Nahdliyah" book package, consisting of six volumes, can be completed in approximately six months. To finish all six volumes, a total of 180 hours, or 180 class sessions, is needed, with each session lasting 60 minutes. If the learning process runs smoothly, the six volumes should be completed in about seven months, including holidays and evaluation. The allocation of time for each meeting is as follows:

1. Tutorial I: 20 minutes
2. Individual private sessions: 30 minutes
3. Tutorial II: 10 minutes.

b. Sorogan Qur'an Program

Based on the research at MINU Purwosari, the ability of students to complete both the book package and sorogan programs depends on their interest and motivation. If students have the intention and motivation to learn Qur'an recitation at home or in school, they will be able to read the Qur'an fluently. This is supported by the research conducted by Nurul Hakim, "The Implementation of the An-Nahdliyah Qur'an Learning Method in Extracurricular Activities to Enhance the Development of Children's Religious Soul (A Case Study at MI Salafiyah Bangilan Tuban, 2017/2018)." The findings from this study indicate that the implementation of the An-Nahdliyah method for extracurricular Qur'an recitation activities at MI Salafiyah Bangilan Tuban,

which is supported by a guidebook, habituation, role modeling, exercises, memorization, task assignments, and the sorogan method, runs well. This can be seen from the graduation of students who are able to read and write the Qur'an and apply it in daily life.

In MINU Purwosari, the Qur'an learning is supported by teaching aids that the school provides. Classes take place in their respective classrooms, and in Class 2-C, the Qur'an recitation activities are carried out in every Qur'an and Hadith lesson. The learning activity starts with a prayer, followed by the teacher reading the verses aloud, and then the students repeat after the teacher, accompanied by rhythmic tapping. Afterward, students take turns reading in front of the class while following the rhythm. Following the recitation, students are guided to practice memorizing short surahs or daily prayers.

The methods used at MINU Purwosari include four main approaches: demonstration, drill, question-and-answer, and lecture. Each of these methods is explained as follows:

1. Demonstration Method: The teacher demonstrates the correct pronunciation of the letters and the reading rules.
2. Drill Method: Students are asked to practice the correct pronunciation and recitation as demonstrated by the teacher.
3. Question-and-Answer Method: After the demonstration, the teacher asks questions or students ask questions about the recitation.
4. Lecture Method: The teacher explains the content and meaning of the Qur'anic verses that have been read.

Finally, three types of evaluations are used: daily evaluation, end-of-volume evaluation, and end-of-semester evaluation. The daily evaluation is conducted after students finish their recitation assignments. The end-of-volume evaluation takes place after completing each of the six volumes. The end-of-semester evaluation assesses how many short surahs the students have memorized during the semester.

The research conducted at MINU Purwosari shows that the An-Nahdliyah method is applied in the Qur'an learning process. The An-Nahdliyah method is the best method officially recognized by the LP MA'arif Tulungagung and has been proven effective in Taman Pendidikan Al-Qur'an (TPQ), pesantren, and schools under the Nahdlatul Ulama umbrella. Furthermore, the teacher uses teaching aids to support the success of the learning process.

2. Supporting and Inhibiting Factors in the Implementation of the An-Nahdliyah Method in Qur'an and Hadith Subjects at MINU Purwosari

a. Supporting Factors in the Implementation of the An-Nahdliyah Method in Qur'an and Hadith Subjects at MINU Purwosari

Based on the research findings, the supporting factors in the implementation of the An-Nahdliyah method in Qur'an and Hadith subjects at MINU Purwosari are as follows: First, students who diligently study at home and in TPQ (Taman Pendidikan Al-Qur'an). Additionally, good cooperation among students also supports this. Second, the educators (teachers) at MINU Purwosari have all received certification in An-Nahdliyah method training. Third, parents who diligently teach their children to recite the Qur'an at home. Fourth, the availability of teaching aids or materials for the teachers.

Based on the findings, the researcher elaborates as follows:

1. Students

Supporting factors for students' Qur'an learning at MINU Purwosari include not only learning to read the Qur'an at school but also at home and in TPQ. Students who graduated from RA Ma'arif NU Purwosari tend to learn faster in reading the Qur'an. Furthermore, there is good cooperation among students; for instance, when one student cannot read the Qur'an, their peers – without being asked by the teacher – volunteer to help them read the Qur'an.

2. Educators (Teachers)

According to the interviews with informants, all teachers at MINU Purwosari have obtained certification in An-Nahdliyah method training. Therefore, teachers are well-prepared in implementing the An-Nahdliyah method, knowing the steps, evaluations, and delivery methods required. During the teaching process, teachers also prepare strategies to ensure that while one student is being monitored, the rest of the class remains quiet. For example, the "baca simak" (reading and listening) strategy is used to maintain focus.

Educators play a crucial role in teaching and guiding students. They are responsible for shaping students' personalities and ensuring the achievement of learning objectives. Educators also need to have a broad knowledge base and must be authoritative. As educators, they are expected to guide students in reading the Qur'an effectively.

3. Family Environment

The role of the family environment, particularly parents, is crucial in supporting students' learning, especially in reading the Qur'an. Data from the study reveals that when parents help their children practice Qur'an recitation at home, students tend to improve their Qur'an reading ability more rapidly. This highlights the importance of cooperation between parents and teachers in guiding children to learn to read the Qur'an.

b. Inhibiting Factors in the Implementation of the An-Nahdliyah Method in Qur'an and Hadith Subjects at MINU Purwosari

Based on the research findings, the inhibiting factors in the implementation of the An-Nahdliyah method in Qur'an and Hadith subjects at MINU Purwosari are as follows: First, students' lack of motivation and self-confidence in learning to read the Qur'an. Second, teachers need considerable time to understand the individual characteristics of each student. Third, parents rely too much on the school for their children's Qur'an learning.

The inhibiting factors can be explained as follows:

1. Students

Based on the data collected by the researcher, one of the inhibiting factors for students in reading the Qur'an at MINU Purwosari is the lack of interest or motivation. Additionally, students may lack self-confidence when the teacher guides them to read by tapping each syllable. Students feel embarrassed to read aloud in front of their classmates due to fear of being laughed at. Therefore, when a student lacks confidence, the teacher often guides the student by helping them tap along with the rhythm.

Providing knowledge to students in an educational setting is not always easy due to the varying potentials, abilities, and learning activities that students bring with them.

The differences and similarities among students' abilities make it challenging to find the most effective teaching method that suits everyone.

2. Educators (Teachers)

In addition to challenges arising from students, factors related to teachers also play a role. According to the data obtained from the informants at MINU Purwosari, one of the challenges for teachers is that they need considerable time to understand the characteristics of each student. If teachers are unable to manage the class effectively, the learning process will be disrupted. To prevent restlessness and keep students engaged while learning to read the Qur'an, teachers use ice-breaking activities and songs related to the material. For example, they may use a song to help students memorize the attributes of Allah SWT.

3. Family Environment

In addition to factors from the students and teachers, the family environment also plays a role in inhibiting the implementation of the An-Nahdliyah method. Data from the research reveals that when parents are not diligent in teaching their children to read the Qur'an at home, the children's ability to recite the Qur'an at school may be hindered. In contrast, children whose parents consistently guide them in reading the Qur'an at home tend to improve their Qur'an reading skills more effectively.

D. Discussion

The An-Nahdliyah method is one approach used to accelerate the reading of the Qur'an. This method teaches students to read the Qur'an progressively, starting from one juz to six juz, which makes it easier for students to understand. In MINU Purwosari, Metro Utara, this method was applied with the aim of making Qur'an and Hadith learning more effective and efficient. This research aims to delve deeper into the implementation of the An-Nahdliyah method and its impact on improving students' Qur'an reading skills at MINU Purwosari.

The application of this method utilizes teaching aids that are tailored to the needs of students. These include audio aids for listening to the correct recitations of the Qur'an and blackboards for writing the verses being studied. The use of these aids also accelerates students' understanding of the Qur'an, as they can immediately listen to the correct recitations while following along using the aids (Hidayah & Rahman, 2018). The use of such media strengthens the teaching techniques applied by the teachers.

The classroom environment also plays an important role in the effectiveness of this method's implementation. A conducive and comfortable classroom for learning greatly supports the effectiveness of the learning process. In MINU Purwosari, the classrooms are well arranged, with sufficient space for each student to focus during the learning process. This arrangement is part of classroom management, which is essential in education (Mulyasa, 2017). With a proper setup, students find it easier to understand the material and can follow the lessons more effectively.

Furthermore, the activity of reading the Qur'an at the beginning of each lesson serves as a warm-up for students. This habit provides an opportunity for students to practice reading fluently and strengthens their memorization. This activity aligns with the theory that warm-up or drill activities are very effective in improving students' reading and memorization abilities (Abdullah, 2019).

The learning method at MINU Purwosari involves grouping students according to their ability to read the Qur'an. This grouping allows students to learn at their own level, so no student feels left behind or overwhelmed. This grouping also makes it easier for teachers to provide extra attention to students who need special assistance in reading the Qur'an (Taufik, 2020). This approach leads to more targeted learning that is better suited to students' needs.

Before starting the lesson, students are invited to pray first. This habitual practice not only teaches students spiritual values but also helps them focus and calm down before learning. This practice is in line with the principles of character education, which emphasizes the importance of instilling positive and religious attitudes in students (Wahyuningsih, 2016).

After the prayer, the lesson begins with the teacher reading first, followed by the students imitating the teacher's reading. This model uses the demonstration approach, where the teacher shows the correct way to read before the students do so. The demonstration method has been proven effective in helping students understand new concepts and skills, including reading the Qur'an (Aziz & Fadillah, 2019). With direct examples from the teacher, students feel more confident to try reading on their own.

Tapping, which is used by the teacher to assist students in reading the Qur'an, is also a very useful technique. This technique aims to facilitate students' reading, as tapping provides a regular rhythm and pace when reading. This technique not only improves reading skills but also helps students memorize more quickly. The use of tapping in Qur'anic education has been shown to improve reading speed and accuracy in reciting Qur'anic verses (Sari, 2018).

During the learning process, students are also asked to come forward and read using tapping. This gives students an opportunity to perform in front of their peers, which can boost their confidence. Additionally, this approach allows teachers to assess individual students' progress in reading the Qur'an. Such assessments are important to monitor students' development and provide constructive feedback (Suhendri, 2017).

After the students finish reading, the teacher guides them to continue with reading short surahs or memorizing daily prayers. This practice helps students deepen their understanding of the Qur'an and Hadith and strengthens their memorization. Memorizing short surahs and daily prayers is part of strengthening character and spirituality in students' education (Mursidah, 2020).

The methods used in this learning are a combination of various approaches, including demonstration, drill, question and answer, and lecture methods. Each method has its own role and function. The demonstration and drill methods help students learn to read the Qur'an better, while the question and answer and lecture methods are used to explore the meaning and tafsir of the Qur'anic verses and Hadith (Suhirman, 2015). The use of these varied methods allows the teacher to adapt to the needs and characteristics of the students.

Assessment in learning is also very important to determine how well students have mastered the material being taught. At MINU Purwosari, assessments are conducted regularly, including daily assessments, end-of-volume assessments, and semester-end assessments. These assessments allow the teacher to monitor students' progress comprehensively and provide follow-up actions that suit the needs of the students. Systematic evaluations like these also show the school's commitment to improving the quality of education (Suryana, 2018).

In implementing the An-Nahdliyah method, challenges arise in managing differences in students' abilities. Some students may be quicker in mastering the Qur'anic reading, while others may take longer. Therefore, teachers need to pay more attention to each student individually, providing the necessary support and assistance to ensure that all students achieve the learning goals effectively (Fahmi, 2020).

However, despite these challenges, the implementation of this method has significant positive effects. Students not only learn to read the Qur'an well but also memorize short surahs and daily prayers that are important in their lives. This learning, based on character and spiritual development, aligns with the goals of religious education, which aims to shape individuals who are not only intellectually smart but also possess good morals (Abdurrahman, 2017).

Overall, the implementation of the An-Nahdliyah method at MINU Purwosari makes a positive contribution to Qur'an and Hadith learning. With this method, students can develop their reading and memorization skills more effectively and enjoyably. Furthermore, the application of this method also adds value to the formation of better student character, so they are not only intellectually gifted but also strong in moral and spiritual aspects (Wahyudin, 2019).

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The authorship contributions for this research are as follows: Author 1 conceived and designed the study, conducted data collection and analysis, and drafted the manuscript. Author 2 provided guidance on the research methodology, contributed to the interpretation of the results, and reviewed the manuscript. Both authors participated in the final revision of the manuscript and approved the submitted version.

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