

Learning Assistance in Quranic Reading Using the Wafa Method for Elementary School Students

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Abstract

The ability to read the Quran accurately and in accordance with tajwid rules is a fundamental competency for Muslim students. However, learning practices in elementary education indicate that many students still experience difficulties in mastering proper pronunciation (*makhruf*) and recitation rules, particularly due to limited opportunities for individual reading practice in heterogeneous classrooms. This study aims to examine the effectiveness of Quranic reading learning assistance using the Wafa Method. The research employed a Participatory Action Research (PAR) approach involving elementary school students in assisted Quranic reading activities. The Wafa Method was implemented through an integrative visual, auditory, and kinesthetic (VAK) approach, utilizing rhythm and movement as instructional media. The findings reveal that the application of the Wafa Method fostered a more engaging and participatory learning environment and significantly enhanced students' motivation and Quranic reading abilities. Improvements were evident in reading fluency, accuracy of pronunciation, and adherence to tajwid rules. These results suggest that the Wafa Method is an effective and innovative alternative for Quranic education in elementary school contexts and holds potential for broader implementation in Islamic education.

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INTRODUCTION

The ability to read the Quran accurately (*tartil*) and in accordance with tajwid rules is a fundamental competency in Islamic education. Errors in aspects such as vowel length, accuracy of *makhruf*, and the application of tajwid rules may alter the meaning of Quranic verses and hinder the achievement of learning objectives (Sari et al., 2025; Ummah et al., 2025). Therefore, Quranic reading instruction at the elementary school level should not be oriented solely toward technical skills but also toward the accuracy and quality of recitation. Indicators of successful *tartil* Quranic reading instruction include mastery of *makhruf al-buruf*, *sifat al-buruf*, and the application of recitation rules such as *izhar*, *ikhfa'*, *iqlab*, *madd*, *qalqalah*, *saktah*, and *waqf*, all of which are grounded in tajwid principles (Yafi et al., 2023).

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From a cognitive development perspective, elementary school students are in the concrete operational stage, in which learning processes are more effective when they involve direct experiences, visual elements, and activities using tangible objects (Tucker, 2019). In addition, Montessori's theory (1949) emphasizes that children are in a *sensitive period* for value internalization and character formation, indicating that religious instruction delivered through appropriate methods can have long-term effects on students' personality development. Accordingly, Quranic reading instruction at the elementary level requires learning methods that are systematic, engaging, and aligned with children's cognitive developmental characteristics (Badriyah & Fidesrinur, 2023; Waldi et al., 2018).

Engaging and successful learning approaches also contribute to the development of positive attitudes, social support, and students' self-efficacy in mastering Quranic reading skills, which in turn encourages sustained learning behavior (Yundianto et al., 2023). Thus, Quranic education at the elementary level is not merely technical in nature but represents an investment in the development of children's cognitive and spiritual frameworks. In this context, learning methods play a strategic role as systematic plans for achieving instructional objectives effectively and efficiently (Nomin et al., 2025). Monotonous and less varied Quranic learning methods may reduce students' learning motivation (Muzahid & Bannah, 2019).

One method developed to address these needs is the Wafa Method, which is designed using a right-brain-based learning approach and integrates visual, auditory, and kinesthetic elements. This method employs Hijaz melodies, movements, and principles of quantum learning to create a more enjoyable learning atmosphere that is easily understood by children (Nurkhalizah et al., 2024; Sari & Wirman, 2019). Several previous studies have indicated that the implementation of the Wafa Method has a positive impact on students' motivation and Quranic reading abilities (Nurkhalizah et al., 2024; Purnamasari et al., 2023).

Nevertheless, classroom realities indicate that limited time for individual reading practice in heterogeneous classrooms remains a major challenge. This condition prevents teachers from providing optimal corrective feedback on students' *makhrab* accuracy and application of tajwid rules, thereby hindering the full attainment of learning objectives. Moreover, the lack of variation in instructional strategies further complicates students' ability to understand and apply Quranic reading materials accurately.

Based on these issues, a more in-depth examination of the implementation of the Wafa Method in assisted Quranic reading instruction is required, particularly regarding its contribution to instructional effectiveness and efficiency, including time utilization and improvements in students' recitation quality. Therefore, this study aims to analyze the role of the Wafa Method in enhancing the effectiveness of Quranic reading instruction at the elementary school level.

METHODS

This study employed a Participatory Action Research (PAR) design, which is appropriate for addressing complex educational challenges, particularly the gap between students' learning potential and limited instructional time. PAR enables collaborative problem-solving through iterative cycles of planning, action, observation, and reflection, allowing continuous improvement of instructional practices (Charoenwisal & Dhammasaccakarn, 2022; Chevalier & Buckles, 2019; Kemmis et al., 2014).

The study was conducted in an Islamic elementary school. The participants consisted of 28 first-grade students selected based on preliminary observations indicating strong cognitive potential but limited development of Quranic reading skills due to constraints related to instructional time and teaching methods.

The implementation followed an adaptive PAR cycle consisting of four stages. First, the planning and preparation stage involved the development of annual and semester instructional programs aligned with the Wafa learning levels. Each grade was assigned a corresponding Wafa level, with first-grade students receiving instruction at the Wafa 1 level, followed sequentially by Wafa 2 to Wafa 5 in higher grades. Second, the action stage focused on implementing the planned instructional programs according to a predetermined schedule. Learning assistance was conducted using the Wafa Method (*Wahana Familiaritas Al-Quran*), with particular emphasis on Quranic recitation (*tilawah*) instruction. Third, the observation stage involved monitoring students' engagement and progress throughout the learning process. Fourth, the evaluation and reflection stage was conducted to assess whether the intended learning objectives had been achieved (Busral et al., 2025; E. Engkizar et al., 2024).

Evaluation of students' Quranic reading skills was carried out through individual recitation practice based on the instructional materials that had been taught. Each student's performance was assessed and documented to measure reading quality, including fluency and accuracy (Akem et al., 2025; Eltoukhi et al., 2025; E. Engkizar et al., 2025). Formal evaluations were conducted at least once a month to enable teachers to monitor progress and identify areas requiring further instructional support.

RESULT AND DISCUSSION

Implementation of the Wafa Method

Fostering students' affection for the Quran requires learning experiences that are engaging, non-monotonous, and capable of sustaining learners' motivation over time. Quranic reading instruction, therefore, should be delivered through approaches that are easy to understand, time-efficient, and aligned with students' learning characteristics (Hidayatulloh, 2022). Given the importance of assisted Quranic reading instruction, careful planning is essential to ensure effective implementation of the Wafa Method.

Planning and Preparation Stage

Instructional planning plays a critical role in determining the direction, objectives, and learning strategies required to achieve effective outcomes (Lastri, 2023). Stefaniak & Xu (2020) further emphasize that systematic planning involves needs analysis, formulation of learning objectives, instructional strategies, and evaluation procedures. In the context of the Wafa Method, planning ensures that Quranic recitation (*tilawah*) instruction is delivered through active, structured, and gradual learning processes.

At the institutional level, instructional planning was conducted collaboratively by school administrators and teachers involved in Quranic education. Semester and annual programs were developed by allocating Wafa learning materials according to grade levels. Each grade was assigned a corresponding Wafa level, ensuring continuity and progression in students' learning (E. Engkizar et al., 2023). Planning activities included aligning instructional schedules with the national curriculum, appointing coordinators for Quranic learning, organizing teaching assignments, formulating semester-based learning objectives and standards, grouping students according to grade levels, scheduling instructional and supervisory activities, and providing professional training for teachers on the implementation of the Wafa Method.

Prior to implementation, teachers were required to master the principles of Quranic recitation, instructional strategies embedded in the Wafa Method, and the use of Wafa learning materials. Students were expected to have the required learning

resources and to be physically and mentally prepared to participate in the learning process.

Implementation Stage

The implementation stage emphasized the use of instructional models that align with students' characteristics and promote active and meaningful learning. In this process, teachers functioned as facilitators, while students were positioned as active participants in learning activities (Joyce & Calhoun, 2024). The Wafa Method applies an audio, visual, kinesthetic approach, enabling the stimulation of multiple learning styles.

The learning process began with an introductory phase, which aimed to gain students' attention and enhance learning motivation (Imants & Van der Wal, 2020). A supportive and engaging classroom atmosphere was established to foster emotional involvement and readiness to learn. Teachers initiated lessons through brief motivational activities and reviewed previously learned materials to reinforce students' prior knowledge (Mutiaramses et al., 2025).

The core learning activities involved the presentation of new material using Hijaz melodies, which supported auditory learners and facilitated memory retention. Instruction was conducted through varied techniques, including choral reading, guided group recitation, and teacher-led modeling followed by student repetition. These strategies were designed to accommodate differences in students' learning styles, consistent with the theory of Multiple Intelligences (Sufianti, 2022).

During individual practice sessions, students practiced reading in turns under direct teacher supervision. This stage allowed teachers to provide immediate corrective feedback on pronunciation accuracy, fluency, and application of tajwid rules. Students progressed to subsequent learning materials only after demonstrating adequate mastery of the current level (Engkizar et al., 2025).

The learning sessions concluded with a closing phase, which focused on reinforcement and reflection. Teachers summarized key learning points, provided motivational encouragement, and emphasized the importance of continued practice beyond the classroom.

Evaluation Stage

Evaluation was conducted periodically to assess students' Quranic reading proficiency and comprehension of the instructional material. Students were asked to perform individual recitation tasks based on standardized Wafa materials aligned with the instructional content. The evaluation results indicated that a majority of students demonstrated improved fluency and accuracy in reading, reflecting mastery of the taught material (Engkizar et al., 2024).

Overall, the findings suggest that assisted Quranic recitation instruction using the Wafa Method is effective in addressing time constraints and enhancing students' focus and engagement. The use of varied instructional strategies and familiar learning patterns contributed to improved learning outcomes, enabling students to develop accurate and fluent Quranic reading skills (Baroud et al., 2025; Okenova et al., 2025).

CONCLUSION

Based on the findings of this study, it can be concluded that assisted Quranic recitation instruction using the Wafa Method was implemented effectively and achieved its intended objectives. The learning process was supported by systematic planning, well-structured implementation, and continuous evaluation, which collectively contributed to the effectiveness of Quranic reading instruction in the elementary school context.

The implementation of the Wafa Method demonstrated a positive impact on instructional effectiveness, particularly in enhancing students' learning motivation, active participation, and Quranic reading proficiency in accordance with tajwid

principles. The regular and structured scheduling of instructional sessions facilitated more efficient use of learning time, enabling students to receive instruction, engage in guided practice, and reinforce previously learned material in a balanced manner.

Furthermore, the use of varied instructional strategies within the Wafa Method supported faster comprehension and more effective individual practice, thereby optimizing instructional time and improving learning outcomes. These findings indicate that the Wafa Method represents a viable and effective approach for improving the quality and efficiency of Quranic reading instruction at the elementary school level.

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