

Implementation of the Itqon Method in Islamic Education Management to Improve the Quality of Al-Qur'an Learning in Modern Islamic Boarding Schools

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Abstrak

This study aims to examine the effectiveness of the Itqon Method in improving the quality of Qur'an reading at Ar-Rohmah Putra Islamic Boarding School. To achieve this goal, the methods used include in-depth interviews, direct observation, and data analysis using NVivo software with a phenomenological approach. Data were collected from eight informants, including teachers and students, as well as through documentation of teaching and learning activities for three months. The main findings show a significant increase in fluency, tajwid mastery, and self-confidence of students in reading the Qur'an after the implementation of this method. The results of this study are expected to provide significant benefits for the development of curriculum and Qur'an learning practices in Islamic boarding schools and other Islamic educational institutions, especially in the Malang area. The main novelty of this study lies in the integration of a direct practice approach and innovative teacher competency standards, which have not been widely implemented, thereby enriching the literature and pedagogical practices in innovation-based and sustainable Qur'an teaching. This research also

contributes to the development of knowledge regarding effective and innovative methods of teaching the Qur'an and opens up opportunities for further research for long-term validation and development of broader learning models.

Keyword: Effectiveness of the Itqon Method, Al-Quran Learning, Educational Innovation

Introduction

Ar-Rohmah Putra Modern Islamic Boarding School, located in Malang, is an Islamic educational institution committed to continuously improving the quality of Quranic teaching. In this context, the implementation of the Itqon Method emerged as an innovation aimed at revolutionizing the conventional way of teaching the Quran. Through a qualitative approach, this study seeks to understand in depth how the implementation of this new method affects the teaching and learning process and what it means for the teachers and students involved. The central premise is that this method is not merely a teaching technique but a transformation of values and standards in Quranic education management, oriented towards quality and knowledge¹. This is in line with the view of Noer & S.A.P. that the transformation of education quality requires a strong policy foundation and teacher professionalism².

Historically, various works have discussed Quranic learning methods. Most of them focus more on memorization,

¹ Fitrah Sugiarto, 'Integration of Qur'an and Hadith Values as Pedagogical Innovation to Improve the Quality of Islamic Education', *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama* 17, no. 1 (2025): 1, <https://doi.org/10.37680/qalamuna.v17i1.6817>.

² Syaifudin Noer and Rangga Sa'adillah S.A.P, 'Kebijakan Pemerintah Dalam Peningkatan Kualitas Mutu Guru Pendidikan Agama Islam; Analisis Sistematis Literatur Review', *Tarbawi Ngabar: Jurnal of Education* 4, no. 2 (2023): 165-95, <https://doi.org/10.55380/tarbawi.v4i2.520>.

with less attention paid to comprehensive mastery of Tajweed and Arabic language fluency³. According to Mahmud & Nufus⁴ and Ali et al.,⁵ conventional methods often fail to produce independent readers with strong fluency. In this context, the findings of Noer & S.A.P. emphasize that innovation can only succeed if teacher competency is built through systematic training. The Itqon method, which emphasizes standardization and hands-on practice, addresses the shortcomings identified in previous models.

In the context of this research, the primary focus is to examine how the implementation of the Itqon Method at Ar-Rohmah Putra can bring about significant changes in Quranic learning. By asking key questions about student readiness and teacher acceptance of training standards, this study explores participants' experiences in greater depth. This approach also aligns with the analysis by Mutamimah et al., which emphasizes the relevance of hands-on learning models in enhancing teaching effectiveness⁶.

The implementation of the Itqon Method is not without challenges, including limited infrastructure, competency gaps,

³ Şükrü Selim Çalık et al., 'A Novel Framework for Mispronunciation Detection of Arabic Phonemes Using Audio-Oriented Transformer Models', *Applied Acoustics* 215 (January 2024): 109711, <https://doi.org/10.1016/j.apacoust.2023.109711>.

⁴ Dr Ade Mahmud M.Pd and Tatu Zakiyatun Nufus M.Pd, *Manajemen Integrasi Kurikulum: Dalam Peningkatan Mutu Lulusan Pondok Pesantren* (Penerbit Filomedial Pustaka, 2025).

⁵ Nimim Ali et al., 'Efektivitas Metode Pembelajaran Al-Qur'an Dalam Meningkatkan Kemampuan Membaca Siswa Di Madrasah Ibtidaiyah', *JURNAL PENDIDIKAN ISLAM AL-ILMI* 7, no. 2 (2024): 163–74, <https://doi.org/10.32529/al-ilm.v7i2.3637>.

⁶ Duwi Habsari Mutamimah et al., 'Learning Methods in the Modern Era Perspectives of Muhammad Obaidat and Hamadna', *Tarbawi Ngabar: Jurnal of Education* 5, no. 1 (2024): 26–49, <https://doi.org/10.55380/tarbawi.v5i1.568>.

and time constraints. These obstacles are part of the broader educational reality that requires contextual understanding for relevant solutions⁷. However, the method has strong potential to shape a generation of more qualified Quran learners. Chairiyah et al. emphasized that learning effectiveness is greatly influenced by teacher leadership, so technical obstacles need to be balanced with an increased instructional role for educators⁸.

In reviewing previous literature, existing research highlights the importance of teacher training and competency development for successful learning. Nasution & Zainarti⁹ and Utiahman¹⁰ emphasize structured training but do not sufficiently discuss innovative methods such as the Itqon approach. This gap indicates the need for a more integrative and holistic paradigm. Noer & S.A.P. and Mutamimah et al. both highlight the importance of innovation based on improving teacher quality and reconstructing learning strategies.

The Itqon method offers a comprehensive model that links pronunciation accuracy with text comprehension. Thus,

⁷ Ruhaimatu Abudu et al., 'Railroad Cybersecurity: A Systematic Bibliometric Review', *Designs* 9, no. 1 (2025): 1, <https://doi.org/10.3390/designs9010023>.

⁸ Tengku Armita Chairiyah et al., 'Hubungan Kepemimpinan Guru Terhadap Motivasi Belajar Peserta Didik SMK Kota Medan', *Tarbawi Ngabar: Jurnal of Education* 5, no. 1 (2024): 71–92, <https://doi.org/10.55380/tarbawi.v5i1.642>.

⁹ Elna Sari Nasution and Zainarti Zainarti, 'DAMPAK PELATIHAN DAN PENGEMBANGAN TERHADAP MANAJEMEN KINERJA GURU DI SEKTOR PENDIDIKAN', *JURNAL ILMIAH EKONOMI DAN MANAJEMEN* 3, no. 2 (2025): 112–22, <https://doi.org/10.61722/jiem.v3i2.3799>.

¹⁰ Trisnawaty B. Utiahman, 'Meningkatkan Kompetensi Pedagogik Guru Melalui Pelatihan Berjenjang', *Aksara: Jurnal Ilmu Pendidikan Nonformal* 5, no. 3 (2020): 215–22.

innovation in Quranic learning becomes a social necessity, not merely an academic concept. Through a qualitative approach, this study aims to uncover how this method forms a more effective paradigm in various Islamic educational institutions¹¹. Chairiyah et al. support this perspective by demonstrating that increased student motivation and engagement are strongly influenced by intensive teacher interaction patterns as implemented in the Itqon method¹².

Research methods

This research uses a qualitative approach with a phenomenological methodological orientation¹³. This approach was chosen because the focus of the research is to understand the experiences and perceptions of teachers and students regarding the application of the Itqon Method in Quranic learning, as well as to explore the meaning behind this process. Phenomenology focuses on subjective experiences and in-depth understanding of the meaning obtained by participants regarding the teaching and learning process using this new method¹⁴.

¹¹ Yusuf Amin et al., 'Creative Education as An Innovation In Islamic Boarding Schools', *EDUKASI: Jurnal Penelitian Pendidikan Agama Dan Keagamaan* 23, no. 1 (2025): 131–47, <https://doi.org/10.32729/edukasi.v23i1.1966>.

¹² Chairiyah et al., 'Hubungan Kepemimpinan Guru Terhadap Motivasi Belajar Peserta Didik SMK Kota Medan'.

¹³ Ahmad Qusairi, 'Learning Innovation in Islamic Boarding Schools in Improving the Quality of Islamic Education and Student Skills', *Journal of Innovative and Creativity* 5, no. 2 (2025): 2, <https://doi.org/10.31004/joecy.v5i2.448>.

¹⁴ Julie Frechette et al., 'Capturing Lived Experience: Methodological Considerations for Interpretive Phenomenological Inquiry', *International Journal of Qualitative Methods* 19 (January 2020): 1609406920907254, <https://doi.org/10.1177/1609406920907254>.

In the sampling, researchers used purposive sampling¹⁵. The study involved eight key informants: four teachers directly involved in the training and four students who participated in the method's implementation. The location was chosen at the Ar-Rohmah Putra Modern Islamic Boarding School in Malang due to the authenticity and sustainability of the method's implementation there. Data were collected directly within the Islamic boarding school environment, including classrooms and administrative offices, which serve as the center of learning and training activities.

Data collection was carried out using several methods, namely in-depth interviews, participatory observation, and audio-visual documentation¹⁶. Semi-structured interviews were conducted to elicit subjective experiences, perceptions, and understanding from teachers and students regarding the implementation of the Itqon Method. Visual observations documented interactions during the learning process, and field notes were taken to capture the dynamics, challenges, and successes of the method's implementation.

The data analysis process is carried out thematically and interpretively¹⁷. Interview data and field notes were coded manually and in NVivo software, with approximately 40-50

¹⁵ Andrea E. Berndt, 'Sampling Methods', *Journal of Human Lactation* 36, no. 2 (2020): 224–26, <https://doi.org/10.1177/0890334420906850>.

¹⁶ St. Rodliyah et al., 'Optimizing the Quality of Islamic Senior High School Graduates through Curriculum Management of Vocational Programs Based on Pesantrens in East Java, Indonesia', *Cogent Education* 11, no. 1 (2024): 2423437, <https://doi.org/10.1080/2331186X.2024.2423437>.

¹⁷ Michelle E. Kiger and Lara and Varpio, 'Thematic Analysis of Qualitative Data: AMEE Guide No. 131', *Medical Teacher* 42, no. 8 (2020): 846–54, <https://doi.org/10.1080/0142159X.2020.1755030>.

main categories of codes describing key themes¹⁸. The initial stage is the data segmentation process to select important and relevant parts, then categorization and repeated coding are carried out to find patterns and meaning. Data validity was strengthened through source triangulation and member checking, so that the results have a high level of reliability¹⁹.

The research period was 3 months, from February to April 2025. In the first month, activities focused on preparation, initial data collection through interviews and observations. The second month was used for further data collection and in-depth analysis. The third month focused on the process of data interpretation, processing results, and preparing a final report. With this approach, this research is expected to be able to provide a comprehensive overview of the experience and meaning of the implementation of the Itqon Method in Islamic boarding school education environments, as well as generate relevant empirical and theoretical benefits.

Research result

The results of this study are based on data obtained from in-depth interviews, direct observations, and documentation conducted during the research period, namely February to April 2025. This analysis focuses on the description of the successes and challenges in implementing the Itqon Method in the Ar-Rohmah Putra Islamic Boarding School environment, as well

¹⁸ Nicole M. Deterding and Mary C. Waters, 'Flexible Coding of In-Depth Interviews: A Twenty-First-Century Approach', *Sociological Methods & Research* 50, no. 2 (2021): 708–39, <https://doi.org/10.1177/0049124118799377>.

¹⁹ Alexis McGill et al., 'Establishing Trustworthiness in Health Care Process Modelling: A Practical Guide to Quality Enhancement in Studies Using the Functional Resonance Analysis Method', *International Journal of Qualitative Methods* 22 (October 2023): 16094069231183616, <https://doi.org/10.1177/16094069231183616>.

as the perceptions and direct experiences of the teachers and students involved.

Teacher Interview Results

Interviews with four teachers directly involved in implementing the Itqon Method revealed a generally positive perception of the method. They acknowledged that it helped them standardize Quranic teaching in a more systematic way and focused on improving the quality of students' reading. Ustadz Dodi, one of the main teachers, stated:

"Since implementing the Itqon Method, I feel more focused on fluency and correct tajwid. Previously, I taught mostly through memorization, but now I emphasize hands-on experience and repetition. This helps students not only memorize but also understand and recite correctly".

In addition to positive perceptions, several challenges also emerged from the teachers' experiences during the adaptation process. These included limited audio-visual media facilities in the classroom, as well as the need to reorganize learning time to maximize repetition and practice. Teachers stated that they still needed further training and supervision from the training team to ensure consistent and optimal implementation of the method.

During classroom observations, it was apparent that teachers prioritized a hands-on approach, interacting personally with students, providing direct pronunciation corrections, and providing repeated repetition to improve reading fluency. Limited use of audiovisual media was not a major barrier, as the majority of activities focused on hands-on practice and pronunciation reinforcement.

Student Interview Results

Meanwhile, interviews with four students participating in the program revealed that the majority of them found the method to have brought positive changes to their reading skills and fluency. They reported that many initially felt awkward because they had to be more active and hands-on, not just memorizing but also improving and practicing their pronunciation. Ahmad, one of the students, explained:

"At first it was a bit difficult because you had to practice a lot and it wasn't enough to just listen, but over time I felt more confident reading by myself and was able to correct my pronunciation mistakes".

Field observations also showed tangible progress among the students. Before the method was implemented, their Quranic reading fluency was still relatively low, with many errors in tajweed. After intensive training and practice, their fluency improved significantly. Data from informal classroom testing showed that most students were able to recite verses with correct tajweed and clear pronunciation, and demonstrated increased confidence in direct worship.

Observation and Documentation

Observations during the learning process indicate that the approach is more practical and interactive. Teachers focus on direct guidance through group and individual exercises. The use of audiovisual media, although limited, still facilitates the learning process by providing visual and audio examples of pronunciation and tajweed. One video documentation demonstrates that corrections are carried out directly and personally. Students who initially struggled with reading became more fluent, even able to read in front of the class without embarrassment.

Furthermore, documentation data also shows that in less than three months, there was a significant improvement in the students' reading skills. They were able to display greater fluency and accuracy in tajwid than at the beginning of the training, demonstrating the effectiveness of a direct and repetitive approach in internalizing Quranic reading competence.

Summary of Key Findings

Student Progress: Students showed significant improvement in their Quran reading fluency, demonstrated by more fluent reading skills, more accurate tajweed, and increased self-confidence. They felt more challenged and motivated to practice actively, paying attention to direct corrections from their teachers.

Facilities and Infrastructure: The main obstacle remains the limited availability of supporting facilities, such as audiovisual media and adequate learning spaces. However, the positive impact of the hands-on approach remains evident, and it is hoped that improvements will further optimize these facilities.

Teaching and Supervision: Teachers' involvement during classroom practice therapy demonstrates that they are able to implement this approach effectively, although it requires ongoing supervision to maintain consistency and quality of teaching.

Discussion

Analysis and Interpretation of Findings

Research results indicate that the success of the Itqon Method lies in direct practice and intensive repetition. This approach aligns with Dewey's experiential learning theory, which states that direct experience is more effective for

building competency²⁰. This finding is supported by Chairiyah et al., who explain that learning effectiveness is greatly influenced by the teacher's role as an instructional leader capable of motivating students²¹. In implementing the Itqon Method, teachers not only deliver material but also provide intensive guidance that increases students' focus and motivation to learn.

Furthermore, the use of strict training and supervision standards plays a significant role in improving teaching quality. According to Ali et al., standardization through tiered training and supervision can improve teacher competency while increasing the effectiveness of learning methods²². These findings are able to strengthen the theory that clear teaching standards will improve the quality of learning outcomes, and ongoing training is very important to maintain consistency of implementation²³.

On the other hand, the obstacles encountered during the implementation process also reinforce the argument that this method cannot be implemented immediately. Facilities and infrastructure play a crucial role, as limited audiovisual media and inadequate learning spaces impact the teaching and

²⁰ Cheng-Ji Lai, 'The Effects of Hands-on Content-Language Integrated Learning on Fourth Graders' Acquisition of Target Vocabulary and Procedural Knowledge in Taiwan', *Humanities and Social Sciences Communications* 11, no. 1 (2024): 1397, <https://doi.org/10.1057/s41599-024-03960-z>.

²¹ Chairiyah et al., 'Hubungan Kepemimpinan Guru Terhadap Motivasi Belajar Peserta Didik SMK Kota Medan'.

²² Ali et al., 'Efektivitas Metode Pembelajaran Al-Qur'an Dalam Meningkatkan Kemampuan Membaca Siswa Di Madrasah Ibtidaiyah'.

²³ Joyce E. O'Shea et al., 'Implementation of a Standardized Neonatal Intubation Training Package', *The Journal of Pediatrics* 236 (September 2021): 189-193.e2, <https://doi.org/10.1016/j.jpeds.2021.04.056>.

learning process²⁴. This is in line with the research findings of Ali et al., which stated that successful training and teaching standards must be supported by adequate infrastructure to be optimal.

Time availability and teacher readiness are also important factors. Teachers accustomed to traditional methods need to make significant adjustments, including a paradigm shift from simply teaching memorization to directly and actively teaching mastery of reading and tajwid. This aligns with Nasution & Zainarti's findings that teacher training and competency development can have a positive impact if accompanied by a paradigm shift and a commitment to improving the quality of learning²⁵.

Comparison with previous research

This research supports Chairiyah et al.'s findings, which assert that a speed-memorization approach is not effective enough to build fluency and mastery of tajweed comprehensively²⁶. Conversely, the results show that a direct approach, which prioritizes practice, repetition, and direct correction, is more effective in addressing deficiencies and improving the quality of students' recitation. This approach implies that in Quranic learning, the quality of tajweed mastery

²⁴ Chien-Chang Lin et al., 'Artificial Intelligence in Intelligent Tutoring Systems toward Sustainable Education: A Systematic Review', *Smart Learning Environments* 10, no. 1 (2023): 41, <https://doi.org/10.1186/s40561-023-00260-y>.

²⁵ Nasution and Zainarti, 'DAMPAK PELATIHAN DAN PENGEMBANGAN TERHADAP MANAJEMEN KINERJA GURU DI SEKTOR PENDIDIKAN'.

²⁶ Chairiyah et al., 'Hubungan Kepemimpinan Guru Terhadap Motivasi Belajar Peserta Didik SMK Kota Medan'.

and fluency is far more important than simply memorizing large amounts of the Quran²⁷.

Noer & S.A.P. research confirms that standardization and tiered training can positively improve teacher quality and student learning outcomes²⁸. However, this study reveals that innovative methods such as Itqon, which integrates a hands-on approach, active repetition, and standardized teacher competencies, have the potential to have a more significant impact on improving the overall quality of Quranic learning. Unlike conventional training models that tend to focus on theoretical aspects and basic skills, the Itqon method's approach demonstrates that a more practical, experiential learning process can more effectively build students' fluency, understanding, and self-confidence²⁹. Thus, the application of this method not only improves teacher competence but also provides a more meaningful learning experience for students, so that it can produce a Qur'anic generation that is more competent and adaptive to the developments of the times.

Innovation and Contribution of the Itqon Method

When compared with previous research, which placed more emphasis on memorization and conventional theories, this

²⁷ N. Hashimah A. Shukri et al., 'Educational Strategies on Memorizing the Quran: A Review of Literature', *International Journal of Academic Research in Progressive Education and Development* 9, no. 2 (2020): Pages 632-648, <https://doi.org/10.6007/IJARPED/v9-i2/7649>.

²⁸ Noer and S.A.P., 'Kebijakan Pemerintah Dalam Peningkatan Kualitas Mutu Guru Pendidikan Agama Islam; Analisis Sistematis Literatur Review'.

²⁹ Pudyas Tataquna Raniya et al., *The Development of Learning Tools Through Question Student Have (QSH) Method in Tarikh Education to Improve Students' Self-Confidence | Al-Tadzkiyyah: Jurnal Pendidikan Islam*, 24 January 2025, <https://ejournal.radenintan.ac.id/index.php/tadzkiyyah/article/view/17542>.

research shows that a direct approach and intensive practice can overcome the weaknesses of the speed-oriented memorization approach³⁰. The Itqon method not only leads to reading fluency and mastery of tajwid, but also builds students' confidence in reading independently and correctly. These findings support the idea that the quality of Qur'an reading mastery should be the primary focus of teaching standards, not just memorization limited to speed and volume.

The use of a hands-on approach in this method also has similarities with Vygotsky's active learning theory, which emphasizes the importance of social mediation and direct interaction to build deep understanding³¹. Thus, these results show that teaching oriented towards direct experience and active repetition is able to accelerate the process of internalizing the competence to read the Qur'an.

Limitations and Challenges in Implementation

Despite significant success in improving students' fluency and confidence, challenges persist. Limited infrastructure, such as a lack of audiovisual media and adequate learning spaces, hinders the optimization of the learning process. This finding aligns with Noer & S.A.P.'s study, which found that the success of innovative methods must be supported by adequate infrastructure for maximum effectiveness³².

³⁰ Tachia Chin et al., 'Polychronic Knowledge Creation in Cross-Border Business Models: A Sea-like Heuristic Metaphor', *Journal of Knowledge Management* 25, no. 1 (2020): 1–22, <https://doi.org/10.1108/JKM-04-2020-0244>.

³¹ Lev S. Vygotsky, *Mind in Society: The Development of Higher Psychological Processes*, vol. 86 (Harvard university press, 1978).

³² Emmanuel Adamides and Nikos Karacapilidis, 'Information Technology for Supporting the Development and Maintenance of Open Innovation Capabilities', *Journal of Innovation & Knowledge* 5, no. 1 (2020): 29–38, <https://doi.org/10.1016/j.jik.2018.07.001>.

Furthermore, teacher readiness and competence are crucial factors. Some teachers expressed the need for further supervision and training to truly master and optimally implement the Itqon Method. This finding supports Nasution & Zainarti's theory that teacher competency development and ongoing training are vital aspects for the success of pedagogical innovation³³.

Attitudes and Perceptions of Students

The students' positive perceptions of this method indicate that the active, hands-on approach is more desirable and provides a different learning experience than traditional methods. This finding supports Piaget's³⁴ constructivist theory, which emphasizes that meaningful learning occurs when students actively construct their knowledge through direct experience and meaningful repetition³⁵.

Implications of the Findings

The results of this study indicate that the application of the Itqon Method significantly improved the reading ability and fluency of students. These findings provide a valuable empirical contribution to the development of curriculum and standards for Quranic learning in Islamic boarding schools (pesantren) and other Islamic educational institutions that wish

³³ Nurken Akimov et al., 'Components of Education 4.0 in Open Innovation Competence Frameworks: Systematic Review', *Journal of Open Innovation: Technology, Market, and Complexity* 9, no. 2 (2023): 100037, <https://doi.org/10.1016/j.joitmc.2023.100037>.

³⁴ Jean Piaget and Margaret Cook, *The Origins of Intelligence in Children*, vol. 8, no. 5 (International universities press New York, 1952).

³⁵ Dylan Jape et al., 'A Spaced-Repetition Approach to Enhance Medical Student Learning and Engagement in Medical Pharmacology', *BMC Medical Education* 22, no. 1 (2022): 337, <https://doi.org/10.1186/s12909-022-03324-8>.

to adopt innovative methods based on direct practice and active repetition.

This research also emphasizes the need for strengthening infrastructure and providing ongoing training for teachers to implement this method more effectively and sustainably. Another important implication is the need for a paradigm shift from rote teaching to proper reading mastery and fluency.

Theoretically, this research enriches the body of Islamic education knowledge related to innovative teaching methods, particularly in the context of Quranic learning. The findings confirm that an approach based on direct experience, repetition, and teacher standardization can be an effective model for producing students who not only memorize but also understand and are able to read the Quran correctly and fluently³⁶.

Recommendations for Further Research

This research needs to be followed up with a longitudinal study to assess the sustainability of learning outcomes and the long-term impact of implementing the Itqon Method. Furthermore, quantitative research is also proposed to strengthen empirical evidence of the method's effectiveness and conduct more systematic measurements of students' reading and comprehension skills.

Conclusion

This study shows that the implementation of the Itqon Method at the Ar-Rohmah Putra Modern Islamic Boarding School significantly improves the reading quality and fluency

³⁶ Muhamad Arif Nugraha et al., 'Analysis of the Implementation of the Islamic Boarding School Curriculum in Enhancing Students' Competence in the Tahfidzul Qur'an Program', *Journal of Islamic Education Research* 6, no. 2 (2025): 125-44, <https://doi.org/10.35719/jjier.v6i2.472>.

of students in reciting the Qur'an. The approach, which focuses on direct practice, active repetition, and standardization of teacher competencies, has proven effective in building self-confidence and internalizing correct tajwid rules. The main contribution of this study is to provide empirical evidence that innovation in Qur'an teaching methods based on direct experience is not only relevant but also essential for improving the quality of education in Islamic boarding schools and other religious institutions in order to produce a competent and independent Qur'anic generation.

However, this study has several weaknesses, such as limited supporting infrastructure and a relatively small number of participants, which may affect the generalizability of the findings. Future studies are recommended to conduct longitudinal and quantitative research to measure the sustainability and effectiveness of this method more broadly. The implications of these results open up the potential for developing innovative and standardized Quranic teaching models nationally and internationally, and emphasize the need for regular evaluation to improve the quality of innovative methods in various Islamic educational contexts.

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