
Implementation of The Demonstration Method at Madrasatul Qur'an in Ngalah Islamic Boarding School

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Abstract: This study aims to explore the implementation of the teaching aids method in learning the Qur'an at Madrasatul Qur'an Ngalah Islamic Boarding School, Pasuruan. The approach used is qualitative with the type of case study. Data collection techniques include participatory observation, in-depth interviews, and documentation, with research subjects consisting of teachers, students, and MQ managers. The results showed that the teaching method was proven to improve students' understanding of Al-Qur'an material, strengthen memorization, and create an active and fun learning atmosphere. However, obstacles such as limited tools, lack of teacher training, and lack of assistance from the central board are still the main obstacles in optimizing this method. This study recommends the need for continuous training for teachers, the development of contextual teaching aids, and managerial support from the institution to improve the quality of Qur'an learning in the pesantren environment.

Keywords: teaching aids, Qur'anic learning, Madrasatul Qur'an, pesantren, case study.

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Introduction

In the midst of the dynamics of social change and technological advances, the challenges of education are increasingly complex. The world of education is required to continue to adapt to the needs of the times without losing the essence of its fundamental values. This is especially true for faith-based education, such as Islamic education, which must be able to maintain the purity of the teachings while presenting relevant, contextual, and interesting learning methods. The development of modern pedagogical methods demands the integration of innovative approaches in teaching, including in Qur'anic learning, so that Islamic values can be instilled more effectively in the younger generation. Therefore, there is a need for systematic efforts to develop learning strategies that are not only textual, but also visual, applicable and experiential.

Education is the main foundation in building a human civilization with character and competitiveness. In an Islamic perspective, education is not only interpreted as a process of knowledge transfer, but also as a means of forming a complete personality (*insan kamil*) through the cultivation of tawhid values, noble morals, and life skills that are balanced between worldly and ukhrawi aspects. Islamic education has a unified spiritual, moral, intellectual, and social dimension, as reflected in the teachings of the Qur'an and Hadith (Laili & Barata, 2021; Nur'aini & Hamzah, 2023; Ulya & Nursikin, 2023). The main goal of Islamic education is to produce individuals who are not only intellectually intelligent, but also have high moral and spiritual integrity, so that they are able to become caliphs on earth and bring benefits to others.

In this context, Islamic educational institutions such as pesantren play a strategic role as a center for scientific development and the formation of a strong Islamic character. Pesantren not only teach religious sciences, but also instill life values through a holistic and exemplary-based education system, thus becoming a moral fortress in the midst of the changing times. Pesantren as a traditional Islamic

education institution has a strategic role in forming a generation that has good character and understands religious teachings deeply (Kamal, 2018; Meria, 2012). One of the prominent institutions in this regard is Madrasatul Qur'an (MQ) which specifically develops Qur'anic learning through the integration of innovative and contextual teaching methods.

Ngalah Islamic Boarding School in Pasuruan Regency is an Islamic educational institution that has great attention to the moral development and scientific abilities of students through various educational units, both formal, non-formal, and informal. One of the leading institutions in it is Madrasatul Qur'an (MQ), which specifically focuses on teaching and learning the Qur'an. MQ developed a unique approach called the Ngalah Method, which is a practical method of reading the Qur'an that refers to the Baghdadiyah Rule, with an emphasis on ease of understanding, inclusiveness, and respect for the diversity of methods. This approach is based on the spirit of humanitarian values and tolerance of pesantren as well as the example of previous Qur'an scholars, such as KH. Dachlan Salim Zarkasyi, through the Qiraati method which also inspired the learning model at MQ Pondok Ngalah.

One of the important strategies in the teaching process at MQ is the application of the demonstration method, which is the use of visual aids as learning media to increase the understanding and involvement of santri. This method aims to strengthen memorization, clarify the meaning of reading, and encourage santri interaction with teaching materials in an active and fun way. In its implementation, the teaching method is considered in line with the principles of experiential learning which emphasizes visual stimulation and direct practice (Puspitowati, 2019; Suryani et al., 2018).

Various previous studies have confirmed the effectiveness of using teaching aids in Qur'anic learning. (Auliya Ulhaq et al., 2023) showed that the application of the STAD cooperative model with teaching aids significantly improved students' mastery of tajweed and learning activities at SMP Muhammadiyah 01 Surakarta. (Syahnita, 2021) also found that teaching aids based on the Tilawati method were effective in helping students learn to read and write the Qur'an during the pandemic, especially in online learning. Research at PAUD Baiturrahman Malang by (Nur Sasongko et al., 2023) showed that teaching aids play an important role in the development of cognitive, language, and Islamic literacy in early childhood. Meanwhile, (Faizah & Handayani, 2019) highlights the lack of learning media innovation in TPQ and proves that simple teaching aids such as Iqra' flip sheets can increase the interest and quality of Qur'an learning.

However, the study has limitations because it does not specifically examine the use of teaching aids in the context of traditional pesantren that have a distinctive institutional structure and dormitory system, such as Madrasatul Qur'an Pondok Ngalah. Previous studies were generally conducted in formal schools or TPQ, with a non-dormitory student context and a more conventional learning approach. There has been no study that highlights in depth how the teaching method is implemented in the Ngalah Method-based Madrasatul Qur'an system that combines traditional and modern values and emphasizes humanity and inclusiveness in learning. This is the research gap that this study aims to answer.

The research focuses on the implementation of the teaching method in learning the Qur'an at Madrasatul Qur'an Ngalah Islamic Boarding School, which combines the typical method based on the Baghdadiyah Rule, the humanist moral approach of the pesantren, and the typical dormitory teaching system. This study not only measures the effectiveness of the teaching aids method, but also explores structural constraints such as limited facilities, teacher competence, and managerial support from the MQ central board to the teachers in the dormitory.

This study aims to identify the implementation of the teaching aids method in learning the Qur'an at MQ Pondok Pesantren Ngalah, evaluate its effectiveness, and develop strategic recommendations for improving the quality of learning and teacher training. Theoretically, the results of this study are expected to enrich the literature on Al-Qur'an learning strategies in the context of

pesantren. While practically, this research is useful as a reference for other pesantren, especially in developing learning methods that are relevant, fun, and responsive to the challenges of the times.

Method

This research uses a qualitative approach with the type of case study, because it aims to explore and understand in depth the implementation of the teaching method in learning the Qur'an in the Madrasatul Qur'an environment of Ngalah Islamic Boarding School. This approach was chosen because it is in accordance with the characteristics of research that wants to explore the meaning and process of a phenomenon naturally and contextually. According to (Lexy J. Moleong, 2019), a qualitative approach is used to understand social phenomena from the perspective of participants, not based on separate variables. Meanwhile, case studies are considered appropriate because they focus on one location and one object that is studied intensively and in depth (Yin, 2018). The research was conducted at Madrasatul Qur'an Pondok Pesantren Ngalah, Pasuruan Regency, during the period May - July 2025.

The subjects of this study consisted of Madrasatul Qur'an teachers, students, and education managers who were selected by purposive sampling, namely based on consideration of their strategic role in the learning process. Data collection techniques were carried out through participatory observation, in-depth interviews, and documentation, as suggested by (Sugiyono, 2024) that these techniques are very appropriate to use in a qualitative approach because they are able to capture meaning, value, and social dynamics more fully. Data sources are classified into primary data obtained directly from informants through interactions and observations in the field, and secondary data derived from supporting documents such as syllabi, teacher evaluation records, and learning media used. Research instruments in the form of interview guidelines, observation sheets, and documentation formats were compiled based on indicators from the problem formulation that had been previously determined.

The data analysis technique used the model (Miles, M.B., Huberman, A.M., Saldana, 2014; Miles & Huberman, 2019), which includes three stages, namely data reduction (filtering relevant data), data presentation (organizing and visualizing data in narrative or matrix form), and conclusion drawing/verification (final interpretation of the data that has been analyzed). To ensure the validity and validity of the data, four criteria proposed by (Lincoln, Y. S., & Guba, 1985; Lincoln & Guba, 1985), were used, namely credibility, transferability, dependability, and confirmability. Researchers also triangulated methods and sources, member checks, and prolonged engagement in the field to increase data reliability. With this approach, it is expected that the research results can provide a strong scientific contribution and can be academically accounted for.

Results and Discussion

Implementation of the Props Method in Qur'an Learning at MQ Pondok Ngalah

Based on the results of observations and interviews conducted with teachers, students, and managers of Madrasatul Qur'an, it was found that the teaching method has been implemented in the learning process of the Qur'an, especially in learning letter recognition, makharijul letters, and tajweed laws. Teachers use teaching aids such as hijaiyah letter boards, tajweed law color cards, makhraj tables, and simple audio-visual media such as tartil reading videos.

One of the MQ teachers said:

"We use visual aids such as tajweed color cards and letter boards to make it easier for students to distinguish reading laws. Especially for beginner students, this media really helps them recognize letters quickly." (Interview with Ustadzah N, June 12, 2025)

From observations in the Ibtida' class, the teacher actively points to letters on the board when guiding students to read short letters. Students also look enthusiastic when invited to play guess the letters using colored letter cards. This activity not only creates a fun learning atmosphere, but also increases the active participation of santri.

However, the application of the visual aid method has not taken place evenly in all classes. In the Tsanawi class, for example, it was found that there are still teachers who rely on the lecture and memorization method without the support of visual aids. This was confirmed by an MQ manager:

"Some ustadz do not fully use visual aids. Sometimes it is because they are not used to it, sometimes it is because the media is limited or not available." (Interview with Ustadz F, MQ Coordinator, June 14, 2025)

This finding shows that although the teaching aids method is recognized as effective, its implementation is still partial and depends on each teacher's initiative. This condition indicates the need for systematic and sustainable efforts in integrating the teaching aids method into all levels of learning at MQ Pondok Ngalah. Inequality in application between classes can have an impact on the gap in santri understanding of Qur'anic material, especially on technical aspects such as makharijul huruf and tajweed laws that require concrete visualization. For this reason, periodic training for teachers is needed so that they have the skills to use teaching aids effectively and creatively. In addition, the procurement of supporting facilities in the form of representative teaching aids also needs to be an institutional priority, so that each class has equal access to these learning media.

The implementation of teaching aids also needs to be framed in an interactive and contextual learning approach. For example, the development of digital teaching aids such as android-based applications or the use of simple multimedia technology can be an alternative in overcoming the limitations of physical media. On the other hand, the active involvement of students in the process of making or utilizing teaching aids can encourage ownership of learning and increase their learning motivation.

With the improvement of the implementation system and the strengthening of teacher competence, the teaching aids method at MQ Pondok Ngalah has the potential to become an inspiring and applicable model of Qur'anic learning, especially in the context of pesantren that combines local wisdom, traditional values, and 21st century learning innovations.

Effectiveness and Impact of the Props Method on Students

The teaching method is considered quite effective in helping students understand AlQur'an material, especially in the aspects of reading and tajweed law. This was obtained from the results of interviews with several students who claimed to be easier to memorize and understand when learning was assisted by visual media.

One of the Tsanawi class students said:

"I understand better when the ustadzah explains tajweed using color cards. So I can immediately know which is ikhfa', which is idgham. If it is only explained verbally, sometimes I get confused and forget." (Interview with a student of Tsanawi class, June 15, 2025)

In addition, the classroom atmosphere becomes more lively and communicative. Question and answer activities and discussions increased because students felt more confident in understanding the material. Observations also show an increase in students' focus and attention when learning media are used variatively. These results are in line with the findings of Ulhaq et al. (2023) and Sasongko et al. (2023), that teaching aids in learning the Qur'an can strengthen absorption, accelerate understanding, and create fun learning.

However, the effectiveness of this method is not optimal due to limited training for teachers and the absence of standardized SOPs for media use. Some teachers stated that they need guidance or training:

"We actually want to use learning media more. But we need training first, how to use it properly to be effective. So far, we have been using our instincts and personal experience." (Interview with Senior Teacher MQ, June 13, 2025)

This finding shows that the effectiveness of teaching aids is strongly influenced by teachers' pedagogical competence and the readiness of institutions to provide facilities and systemic support. In the absence of structured training, the use of teaching aids tends to be spontaneous and non-standardized, potentially reducing the consistency of learning quality between classes. This raises the urgency to formulate Standard Operating Procedures (SOP) for the use of learning media in the MQ environment as a common reference in integrating the teaching aids method to the fullest.

The positive impact of the teaching aids method on learning motivation and understanding of the material by santri shows that this approach is in line with the principle of student-centered learning, where the learning process is driven by visual experience and active participation. Therefore, MQ Pondok Ngalah has a great opportunity to develop a distinctive visual-based learning model, which is not only adaptive to the needs of students, but also strengthens the identity of pesantren as a center of value-based education and innovation.

In the future, strengthening the effectiveness of teaching aids can be realized through collaboration across units in the pesantren, for example between teachers, internal media developers, and the curriculum team. In addition, periodic evaluation of the use of media and feedback from students can be material for continuous improvement. Thus, the teaching aids method is not only a technical tool, but an integral part of a holistic, fun, and transformative AlQur'an education strategy.

Constraints and Recommendations for Strengthening Implementation

In the implementation of the teaching aids method, there are several main obstacles: (1) the limited teaching aids available, (2) the lack of training and technical guidance for teachers, and (3) the lack of direct involvement of the MQ central board in monitoring and evaluation. Teachers who have used teaching aids stated that they made them themselves independently and were limited to the materials available.

"The media we have are makeshift, sometimes we make them ourselves from paper and markers. But if there is support from the MQ center, of course we can be more optimal." (Interview with Ustadz R, MQ Teacher, June 12, 2025)

Thus, this study recommends three main things, namely:

1. Strengthening training and workshops for MQ teachers so that they have competence in designing and using teaching aids creatively and on target.
2. Provision of standardized teaching aids by the MQ management institution, so that all learning units have equal access.
3. Periodic evaluation by the central board to monitor the implementation of the teaching aids method and ensure that it becomes an integral part of the MQ teaching system, not just an individual initiative.

By optimizing the implementation of the teaching method as a whole, MQ Pondok Ngalah can continue to maintain the tradition of learning the Qur'an based on pesantren values that are humanist and progressive, as well as responsive to the development of santri needs in the modern era.

In addition to these recommendations, it is also important for MQ Pondok Ngalah to build a collaborative culture among teachers in developing learning media. Regular discussion forums, communities of practice, or creative working groups can be facilitated to encourage the sharing of ideas, teaching media innovations, and solutions to technical obstacles faced in the field. This effort will create a dynamic learning ecosystem and encourage the emergence of local-based teaching aids that are in accordance with the character of the students and the pesantren environment.

The utilization of simple technologies such as educational mobile applications, interactive slideshows, or the use of projectors can be explored gradually to strengthen the effectiveness of teaching methods without eliminating the traditional nuances typical of pesantren. Adapting relevant technology can help bridge the learning styles of today's digital generation with a contextual and applicable approach to Qur'anic education.

With this strategic, collaborative, and adaptive approach, MQ Pondok Ngalah has great potential to become a national reference in Qur'anic learning innovation in the pesantren environment. The successful implementation of the teaching method will not only improve the quality of teaching, but also strengthen the role of pesantren as Islamic educational institutions that are able to transform in the midst of the challenges of the times without losing their identity.

Qualitative Data Visualization with Word Cloud

To strengthen the analysis of field findings and provide a visualization of the dominant themes that emerged during the research process, researchers compiled a qualitative data representation in the form of a word cloud. This visualization is arranged based on the key words that appear most often in interviews, observations, and documentation, making it easier to identify the focus of attention and perceptions of research subjects on the implementation of the teaching method at Madrasatul Qur'an Ngalah Islamic Boarding School.

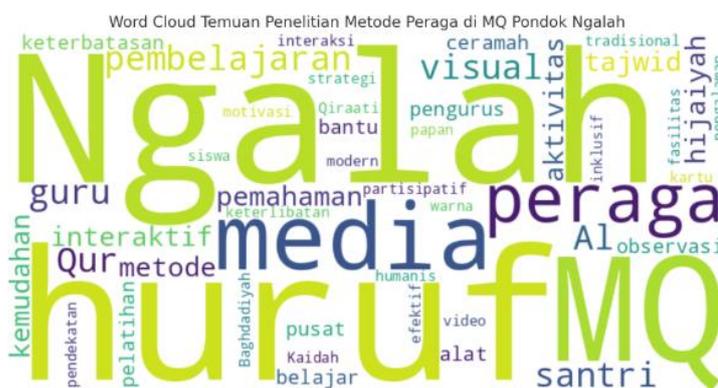


Figure 1. Word cloud visualization of interview results

The word cloud image above illustrates the frequency of occurrence of key words that often appear in interviews, observations, and documentation related to the implementation of the *teaching aids method* in learning the Qur'an at Madrasatul Qur'an (MQ) Ngalah Islamic Boarding School. Some dominant words such as “*media*,” “*huruf*,” “*peraga*,” “*MQ*,” “*Ngalah*,” “*santri*,” “*guru*,” “*pemahaman*,” and “*interaktif*” indicate that the main focus is on how the use of teaching aids (*media peraga*) enhances the learning process through interactive and participatory strategies.

Words like “*Qiraati*” and “*Baghdadiyah*” reflect the pedagogical roots adopted at MQ Ngalah, while terms such as “*aktivitas*,” “*keterbatasan*,” and “*pelatihan*” represent both opportunities and challenges in the field implementation. Meanwhile, the presence of terms like “*pengurus*,” “*alat*,” “*visual*,” and “*interaksi*” underscores the significance of structural support and varied media types in fostering effective and engaging Qur'anic instruction.

In general, this word cloud reinforces the finding that the use of teaching aids is not only able to improve students' understanding of *tajweed* and *hijaiyah* letters, but also strengthen the interaction between teachers and students. This is in line with the humanist approach developed by MQ Pondok Ngalah, which combines traditional values and modern learning innovations.

This shows that MQ Pondok Ngalah not only maintains the scholarly tradition that is deeply rooted in the treasures of pesantren, but is also open to contemporary pedagogical approaches that are

more adaptive and responsive to the needs of the current generation of students. The integration of traditional values such as the Qiraati method and Kaidah Baghdadiyah with visual aids reflects a form of innovation that maintains the authenticity of the pesantren but is able to reach the effectiveness of modern learning. Word cloud as a form of thematic visualization makes it clear that the human-centered learning dimension is an important element in educational practices at MQ, where santri are positioned not only as objects that receive knowledge, but also as active subjects in the learning process.

In addition, the connection between the terms "limitations," "training," and "central board" indicates that to achieve maximum success, innovative approaches such as the teaching method need systemic and institutional support. This means that it is not enough for the innovation to be carried out by individual teachers, but it must be followed by institutional policies that ensure the sustainability, equity, and quality of the implementation of this method in all MQ units. Thus, the representation of data through word clouds is not only a visual illustration of perceptions and practices in the field, but also a reflective tool for designing more targeted, holistic and sustainable learning development strategies.

Conclusion

Based on the results of the study, it can be concluded that the implementation of the teaching aids method in learning the Qur'an at Madrasatul Qur'an Ngalah Islamic Boarding School has a positive impact on students' understanding, involvement, and enthusiasm for learning. The use of props helps students recognize letters, understand meanings, and strengthen memorization through interesting and interactive visual media. This method also encourages a more participatory learning process, because students become more active in participating in class activities, both individually and in groups. In addition, teachers consider that teaching aids can be a bridge between traditional methods and modern learning needs that are more contextualized.

However, the effectiveness of the teaching aids method is not fully optimal because there are still several obstacles, such as limited learning facilities, lack of training for teachers, and lack of assistance from the central board. These findings indicate the importance of structural support and ongoing professional development for the peraga method to be implemented more widely and consistently. Therefore, this study recommends strengthening institutional support, intensive training for teachers, and developing learning media that are in accordance with the cultural context of pesantren, in order to create a more adaptive, enjoyable, and meaningful AlQur'an education system for santri.

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