

THE EFFECT OF THE AN-NAHDLIYAH METHOD ON THE QUR’ANIC READING ABILITY OF GRADE V STUDENTS AT MADRASAH IBTIDAIYAH NEGERI BLORA

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Keywords:	Abstract
<i>An-Nahdliyah method; the ability to read the Qur’an</i>	The results of classroom observations indicate that the instructional process of Qur’anic learning in Grade V remains predominantly reliant on traditional teaching approaches. This condition has adversely affected students’ Qur’anic reading proficiency, as a proportion of learners have not yet met the established mastery criteria, namely the ability to read fluently, accurately, and in accordance with the rules of tajwid. To address this issue, the An-Nahdliyah method is considered a viable instructional alternative with the potential to enhance students’ Qur’anic reading skills. This study employed a quantitative approach using a quasi-experimental design involving two groups: an experimental group and a control group. The research participants consisted of Grade V students of MI Negeri Blora, with data sources derived from both teachers and students. Data were collected through oral testing instruments and supporting documentation. The collected data were subsequently analyzed using prerequisite tests, including normality and homogeneity tests, followed by hypothesis testing utilizing the Mann–Whitney statistical test. The findings reveal that the experimental group achieved a mean posttest score of 79.42 in Qur’anic reading ability, with 17 students meeting the mastery criteria, whereas the control group obtained a mean score of 74.81, with 13 students achieving mastery. The magnitude of the effect of the An-Nahdliyah method on Qur’anic reading ability was found to be 5.73%. Therefore, it can be concluded that the implementation of the An-Nahdliyah method significantly improves the Qur’anic reading ability of Grade V students at MI Negeri Blora.

A. Introduction

Education is an endeavor undertaken to achieve a prosperous life. Education plays a very important role in improving the quality of community life as a means of character formation, as religious and social values form the foundation for human growth and development. All aspects of education, whether academic or religious, consistently shape the character of learners in the intellectual, emotional, and spiritual dimensions throughout their adulthood.¹ The progress of a nation is greatly influenced by the educational system it implements.

The Qur’an and Hadith are the foundational sources of Islamic teachings. Therefore, in order to fully understand, internalize, and practice the teachings of Islam wholeheartedly,

¹ Fatimah Aristiati, “Efektivitas Penerapan Metode An-Nahdliyah Di TPQ Al-Ma’arif Bhaktinegara,” *Jurnal Pendidikan Dasar* 4, no. 1 (2022).

it is essential for Muslims to comprehend, reflect upon, and implement the messages contained within these two primary sources of guidance.²

The Qur'an is the origin of Islamic teachings and its most significant manifestation of faith. The Qur'an serves as a guide for humanity, providing directions for life to distinguish between truth and falsehood.³ Therefore, learning the Qur'an is of utmost importance and can even be regarded as a remedy for all ailments.⁴

Learning the verses of the Qur'an means learning its letters. Developing Qur'anic reading skills in children is of great necessity. The An-Nahdliyah method is well-suited for improving recitation.⁵ The An-Nahdliyah method facilitates students in memorizing makhraj (articulation points) and tajwid rules through rhythmic tapping as a tempo marker, resulting in a positive impact on the improvement of students' Qur'anic reading.

Field findings reveal that Qur'anic teaching patterns that still rely on conventional methods for Grade V students have not been able to meet the targeted learning criteria. This is reflected in the continued existence of students who are not yet proficient in reciting Qur'anic verses fluently and with accurate application of tajwid rules, despite this being a required competency to be mastered upon completing madrasah education. The An-Nahdliyah method is a learning approach conducted classically and comprehensively, where the learning process is carried out with rhythmic tapping patterns using a stick as a counting marker.⁶ This learning method is carried out by having the teacher first recite the reading, after which the students follow repeatedly. This pattern is consistent with the process of revelation of the Qur'an, which was conveyed gradually and systematically by the Angel Jibril (Gabriel) to the Prophet Muhammad SAW during the early period of prophethood in the Cave of Hira, without altering the essence of the meaning conveyed.⁷

Based on the background presented above, the researchers were motivated to explore the processes and methods used in Qur'anic reading at MI Negeri Blora, leading to the formulation of this research entitled "The Effect of the An-Nahdliyah Method on the Qur'anic Reading Ability of Grade V Students at Madrasah Ibtidaiyah Negeri Blora."

B. Methods

This research applied a quantitative approach through a quasi-experimental design, in which the researchers systematically administered specific interventions to the research subjects in order to elicit the phenomenon under investigation, so that the required data could be obtained systematically.⁸ This research aimed to understand the problem

² Belia Harahap, *Strategi Penerapan Metode Ummi Dalam Pembelajaran Al-Qur'an* (Surabaya: Scopindo, 2020).

³ Muhammad Chirzin, *Kearifan Al-Qur'an: Kumpulan Ayat Yang Tak Lekang Waktu* (Jakarta: Gramedia Pustaka Utama, 2020).

⁴ Syaifur Rohman, "Pembelajaran Al-Qur'an Dengan Metode An-Nahdliyah Pada Era Pandemi Covid-19 (Studi Kasus Di TPQ Al-Mubarak Dusun Sri Lestari Kampung Sriwijaya Mataram)," *Fitrah: Journal of Islamic Education* 2, no. 1 (2021).

⁵ Eka Prasetiawati, "Pengembangan Bahan Ajar Tahsinul Qiro'ah Berbasis An-Nahdliyah Untuk Meningkatkan Keterampilan Membaca Al-Qur'an," *TADRIS: Jurnal Pendidikan Islam* 14, no. 2 (2019).

⁶ Indal Abror, *Metode Pembelajaran Al-Qur'an (Kumpulan Metode-Metode Mengenal Huruf Al-Qur'an)* (Yogyakarta: Suka Press, 2022).

⁷ Nurul Hakim dan Yusnia Naelin Na'imah, "Metode Pembelajaran Al-Qur'an An-Nahdliyah Pada Kegiatan Ekstrakurikuler Dalam Rangka Meningkatkan Perkembangan Jiwa Keagamaan Anak," *PREMIERE: Journal of Islamic Elementary Education* 1, no. 1 (2019).

⁸ Amat Jaedun, *Metodologi Penelitian Eksperimen* (Yogyakarta: Fakultas Teknik UNY, 2011).

comprehensively by collecting data from natural settings using the researcher as a *human instrument*.⁹ This research involved all Grade V students of Madrasah Ibtidaiyah Negeri Blora as research subjects. The population consisted of two parallel classes, namely Class V A with 27 students and Class V B with 26 students, making a total of 53 students.

This study was conducted at MI Negeri Blora over a period of three months from the issuance of the official research permit by the Dean of FTIK IAI Khozinatul Ulum Blora. During this period, the research activities were scheduled into five learning sessions. In the first session, students were given a pre-test to measure their Qur'anic reading ability. In the following three sessions, the Qur'anic learning process was carried out using the An-Nahdliyah method. The final session focused on a post-test to assess the development of students' Qur'anic reading ability after the method was implemented. This research focused on two main variables: the implementation of the An-Nahdliyah method as the independent variable and the Qur'anic reading ability of Grade V students at MI Negeri Blora as the dependent variable. A test is an assessment instrument that functions to evaluate the degree of attainment of learning objectives by examining students' learning outcomes.¹⁰ The aspects measured through this test were tartil, which encompass fluency in reading the Qur'an, proficiency, application of tajwid, and mastery of tajwid rules.

C. Results

Detailed data processing is not presented here; however, all research data have been processed and can be viewed in the appendix. The following is a brief overview of the research findings:

Table 1. Descriptive Statistics Output

	N	Min	Max	Mean	Stdev
Experimental Group Pretest	26	53	79	73.69	7.041
Experimental Group Posttest	26	69	83	79.42	4.081
Control Group Pretest	26	55	80	73.46	7.638
Control Group Posttest	26	58	80	74.81	6.456

Based on the data presented in the table, the following is a description of the research findings from the pretest and posttest scores:

a. Description of Pretest Score Results

The experimental class (VA) comprised 26 students who received the An-Nahdliyah method treatment, while the control class (VB) consisted of 26 students who underwent conventional instruction. The details can be seen in the table below:

Table 2. Pre-Test Data on Qur'anic Reading Ability of Students in Both Classes

Statistic	Experimental	Control
Total Students	26	26
Highest Score	79	80
Lowest Score	53	55
Mean	73.69	73.46
Standard Deviation	7.041	7.638

The results obtained describe students' level of Qur'anic reading ability. The experimental class pretest mean reached 73.69 with a standard deviation of 7.041, while the

⁹ Hamdani, *Metode Penelitian Kualitatif & Kuantitatif* (Yogyakarta: Pustaka Ilmu, 2020).

¹⁰ Abdul Kadir, "Menyusun Dan Menganalisis Tes Hasil Belajar," *Al-TA'DIB: Jurnal Kajian Ilmu Kependidikan* 8, no. 2 (2015).

control class mean was 73.46 with a standard deviation of 7.638, indicating variation in scores among students. After obtaining the pretest scores from both classes, the scores were categorized according to predetermined intervals. The following frequency and percentage table is presented for each class:

Table 3. Qur'anic Reading Ability Data on Pre-test for Both Classes

Students' Reading Ability Score	Category	Frequency (Experimental)	Frequency (Control)	Percentage (Experimental)	Percentage (Control)
91–100	Very Good	0	0	0%	0%
76–90	Good	15	15	57%	57%
66–75	Fairly Good	8	7	31%	27%
56–65	Poor	1	2	4%	8%
46–55	Very Poor	2	2	8%	8%
<45	Extremely Poor	0	0	0%	0%
Total		26	26	100%	100%

Based on the table, students' Qur'anic reading ability on the pretest in the control class showed that 57% or 15 students were in the good category, 31% or 8 students were fairly good, 4% or 1 student was less than good, and 8% or 2 students were poor. Meanwhile, in the experimental class, the pretest showed 57% or 15 students were good, 27% or 7 students were fairly good, 8% or 2 students were less than good, and 8% or 2 students were poor. To determine the minimum mastery criteria (KKM) according to this score range, the following table can be referenced:

Table 4. Frequency Distribution of Learning Mastery on Pre-Test for Both Classes

Children's Reading Ability Score	Category	Frequency (Experimental)	Frequency (Control)
< 75	Not Achieved	11	11
≥ 75	Achieved	15	15
Total		26	26

Based on the data presented in the table, the pretest results of both classes showed 15 students in the mastery category and 11 students in the non-mastery category. The data indicate that the number of students achieving and not achieving mastery was equal in both classes.

b. Description of Posttest Score Results

The following is a description of the posttest score results for the experimental and control classes:

Table 5. Statistical Analysis Data of Post-test Scores for Both Classes

Statistic	Experimental	Control
Total Students	26	26
Highest Score	83	80
Lowest Score	69	58
Mean	79.42	74.81
Standard Deviation	4.081	6.456

The data presented describe students' Qur'anic reading ability. In the experimental class post-test, 17 students achieved a mean of 79.42 classified as "good," 7 students as "fairly good," and 2 students as "less than good," with a standard deviation of 4.081. Meanwhile, the control class had 13 students in the good category, 8 fairly good, 3 less than good, and 2 poor, with a standard deviation of 6.456. After the post-test scores of both classes were recorded, the values were categorized according to the predetermined intervals. The following frequency and percentage table is presented for each class.

Table 6. Post-test Data for Both Classes

Students' Reading Score	Category	Frequency (Experimental)	Frequency (Control)	Percentage (Experimental)	Percentage (Control)
91–100	Very Good	0	0	0%	0%
76–90	Good	17	13	65%	50%
66–75	Fairly Good	7	8	27%	31%
56–65	Poor	2	3	8%	11%
46–55	Very Poor	0	2	0%	8%
<45	Extremely Poor	0	0	0%	0%
Total		26	26	100%	100%

The data presented indicate that students' Qur'anic reading scores on the experimental class posttest were distributed as: 65% good, 27% fairly good, and 8% less than good, while the control class was distributed as: 50% good, 31% fairly good, 11% less than good, and 8% poor. The minimum mastery criteria (KKM) for this score range can be found in the following table:

Table 7. Frequency Distribution of Student Learning Mastery on Post-Test for Both Classes

The table shows that in the post-test, 17 experimental class students achieved the mastery category and 9 students did not, while in the control class, 13 students each achieved and did not achieve mastery. This indicates that the number of students achieving mastery was higher in the class that received treatment compared to the untreated class.

Hypothesis Testing Results

a. Normality Test

This test aimed to determine whether the measurement results before and after treatment followed a normal distribution. Data are declared to meet the normality assumption if the significance value obtained is above 0.05. A summary of the normality test results is presented in the table below.

Table 8. Normality Test for Experimental and Control Classes

Variable	Significance Value			
	Experimental		Control	
	Pretest	Posttest	Pretest	Posttest
Qur'anic Reading Ability	0,113	0,173	0,148	0,081

Based on the data presented, the normality test results show that in the experimental group, the significance values were 0.113 for the pretest and 0.173 for the posttest, both of which exceeded the 0.05 threshold. This indicates that the data for both measurements meet the normal distribution assumption. In the control group, the significance values also

exceeded the established criterion, at 0.148 for the pretest and 0.081 for the posttest, so it can be concluded that the control class data also have a normal distribution.

b. Homogeneity Test

Before being designated as research subjects, the two classes involved first underwent homogeneity testing to ensure that they had equivalent characteristics. For this purpose, the researchers administered the same pretest to both the experimental and control classes. Data are declared homogeneous if the test results show a significance value exceeding 0.05. Details of the test results are presented in the table below.

Table 9. Homogeneity Test of Students' Pre-test Qur'anic Reading Ability

Statistic	Pretest	
	Experimental	Control
Sig.	0.422	

Referring to the data in the table, the homogeneity test yielded a significance value of 0.422. Since this value exceeds 0.05, it can be concluded that the pretest results of both classes indicate equal or homogeneous conditions.

c. Hypothesis Test

The prerequisite test results indicate that the data distribution did not fully meet normal criteria even after normality and variance equality tests. Given this condition, statistical hypothesis testing could not be conducted using a parametric approach; therefore, the Mann-Whitney test was selected as a non-parametric method to examine the effect of the An-Nahdliyah method in the Qur'anic learning process on the research subjects. The analysis focused on comparing the posttest scores between the treatment group and the control group.

The determination of whether a significant difference exists between the two groups was made by examining the Asymp. sig. (2-tailed) value. If the significance value exceeds 0.05, the null hypothesis (H0) is accepted while the alternative hypothesis (Ha) is rejected, meaning that both the An-Nahdliyah and conventional methods show no significant difference in effectiveness in improving students' Qur'anic reading ability. Conversely, if the significance value is below 0.05, H0 is rejected and Ha is accepted, indicating a meaningful difference between the use of the An-Nahdliyah method and the conventional method on students' Qur'anic reading ability.

The results of hypothesis testing using the Mann-Whitney test are presented in the following table:

Table 10. Mann-Whitney Test Output on Post-Test for Both Classes

Statistic	Value
Mann-Whitney U	174.500
Wilcoxon W	525.500
Z	-3.010
Asymp. Sig. (2-tailed)	.003

Based on the results of the Mann-Whitney statistical test presented in the analysis table, the significance value of Asymp. Sig. (2-tailed) was 0.003. This value is below the significance threshold of 0.05, so the null hypothesis (H0) is rejected while the alternative hypothesis (Ha) is accepted. Therefore, it can be concluded that there is a meaningful difference in Qur'anic reading ability between students taught using the An-Nahdliyah method and those using the conventional learning approach.

This study employed a quasi-experimental design to examine the effectiveness of the An-Nahdliyah method in improving Qur'anic reading skills among fifth-grade students at Madrasah Ibtidaiyah Negeri Blora. This design was selected because random assignment of subjects was not feasible; however, it still allowed systematic comparison between experimental and control groups through pretest and posttest measurements. Quasi-experimental approaches are widely used in educational research as they enable researchers to assess instructional interventions within authentic classroom settings without disrupting ongoing learning processes.¹¹

The division of research subjects into two groups enabled a comparative analysis of the impact of the An-Nahdliyah method versus conventional Qur'anic reading instruction. The experimental class received instruction based on rhythmic tapping, which characterizes the An-Nahdliyah method, whereas the control class continued using traditional approaches. Such comparison is essential to ensure that observed improvements in reading ability result from the instructional treatment rather than external variables.¹²

The An-Nahdliyah method represents a Qur'anic reading instructional approach emphasizing habituation, repetition, and rhythm as tools to master articulation (*makhraj*) and tajwid rules. Rhythmic patterns assist students in developing phonological awareness, thereby facilitating systematic internalization of recitation skills. This approach aligns with skill-based learning principles that highlight modeling, imitation, and practice as central processes in literacy development.¹³

Prior to the intervention, the researcher conducted instrument validation involving subject-matter experts and evaluation specialists to ensure that the assessment aligned with the construct of Qur'anic reading ability. This validation process was necessary to confirm that the instrument accurately measured aspects of *tartil*, including fluency, accuracy, and tajwid mastery. Valid instruments allow collected data to reflect students' actual competencies, thereby strengthening the credibility of research findings.¹⁴

Following validation, the instrument was piloted in both classes with relatively equivalent initial abilities. This step aimed to control baseline variables so that differences in learning outcomes could be attributed to the instructional treatment. Establishing equivalence in initial ability is a fundamental principle in experimental educational research because it reduces bias and enhances internal validity.¹⁵

The findings revealed that the experimental group demonstrated greater improvement in Qur'anic reading ability compared with the control group. This result indicates that the An-Nahdliyah method creates more structured, interactive, and practice-oriented learning experiences. The use of rhythm and repetition strengthens students' procedural memory, suggesting that learning outcomes involve not only cognitive processes but also psychomotor development.¹⁶

Conceptually, the study confirms that variation in Qur'anic instructional strategies significantly influences student learning outcomes. The implementation of the An-Nahdliyah method improves technical reading skills while also fostering active student engagement through collective and rhythmic activities. Therefore, the method holds potential as a pedagogical alternative for Islamic elementary schools seeking to enhance Qur'anic literacy

¹¹ Jaedun, *Metodologi Penelitian Eksperimen*.

¹² Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2017).

¹³ Abror, *Metode Pembelajaran Al-Qur'an (Kumpulan Metode-Metode Mengenal Huruf Al-Qur'an)*.

¹⁴ Kadir, "Menyusun Dan Menganalisis Tes Hasil Belajar."

¹⁵ Jaedun, *Metodologi Penelitian Eksperimen*.

¹⁶ Abror, *Metode Pembelajaran Al-Qur'an (Kumpulan Metode-Metode Mengenal Huruf Al-Qur'an)*.

and provides opportunities for future research examining its impact on religious motivation and long-term Qur'anic literacy.¹⁷

D. Conclusion

The findings of this study on the implementation of the An-Nahdliyah method in Qur'anic reading instruction for Grade V students at Madrasah Ibtidaiyah Negeri Blora indicate that variations in learning strategies directly influence students' learning outcomes. Data obtained from the comparison of pre- and post-treatment scores show that students who received instruction through the An-Nahdliyah method experienced a more significant improvement in Qur'anic reading ability compared to those taught using traditional learning patterns. This superiority was quantitatively demonstrated through a two-tailed statistical test yielding a significance value of 0.003, which is less than the established significance level of 0.05. Therefore, the initial assumption of no difference was rejected, while the alternative hypothesis was confirmed. These findings affirm that the use of the An-Nahdliyah method produces a significant difference in Qur'anic reading skills compared to conventional teaching methods.

Based on the research findings and conclusions obtained, the researchers formulated a number of recommendations that may benefit the institution under study, namely MI Negeri Blora. These recommendations are expected not only to serve as considerations but also to promote institutional improvement and development. The proposed suggestions are as follows: Educational institutions need to design Qur'anic learning approaches that are truly aligned with the characteristics and developmental needs of students, while educators are advised to optimize the use of the An-Nahdliyah method as a learning strategy so that Qur'anic reading skills can develop more effectively. Students, on the other hand, are encouraged to build active engagement in the learning process through strengthening their curiosity and self-confidence when reading the Qur'an. For future researchers, similar studies should be developed with a broader scope and contextually designed application of the An-Nahdliyah method, encompassing systematic learning stages, proportional time management, adequate learning facilities and media, and adjustments to students' characteristics.

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