

IMPLEMENTING THE BAGHDADI METHOD TO IMPROVE QUR'ANIC LITERACY IN ISLAMIC BOARDING SCHOOLS: EVIDENCE FROM ROUDHOTUN NUBAHA AL MUKHLISHIN, MOJOKERTO

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Abstract: This study aims to examine the implementation of the Baghdadi method in improving Qur'anic reading skills among students at Pondok Pesantren Roudhotun Nubaha Al-Mukhlisin Mojokerto, as well as to identify its supporting and inhibiting factors. The background of this research lies in the importance of effective Qur'anic teaching methods to develop basic reading and comprehension skills. This research employed a qualitative descriptive approach. The results show that the implementation of the Baghdadi method is conducted gradually—starting with the introduction of Arabic letters (*huruf hijaiyah*), mastery of articulation (*makharijul huruf*), vowel marks (*harakat*), and eventually progressing to reading and memorizing short surahs. Supporting factors include active involvement from teachers and parents, the use of appropriate instructional media, and high student motivation. Meanwhile, inhibiting factors include limited instructional time, inadequate classroom conditions, and the lack of advanced *tajweed* instruction.

Abstrak: Penelitian ini bertujuan untuk mengetahui implementasi metode Baghdadi dalam meningkatkan kemampuan membaca Al-Qur'an pada santri di Pondok Pesantren Roudhotun Nubaha Al-Mukhlisin Mojokerto, serta untuk mengidentifikasi faktor pendukung dan penghambatnya. Latar belakang penelitian ini didasarkan pada pentingnya metode pembelajaran Al-Qur'an yang efektif guna membentuk kemampuan dasar membaca dan memahami Al-Qur'an. Penelitian ini menggunakan pendekatan deskriptif kualitatif. Hasil penelitian menunjukkan bahwa implementasi metode Baghdadi dilakukan secara bertahap, mulai dari pengenalan huruf hijaiyah, penguasaan makharijul huruf, tanda baca (*harakat*), hingga kemampuan membaca dan menghafal surat-surat pendek. Faktor pendukung dalam penerapan metode ini antara lain keterlibatan aktif guru dan orang tua, penggunaan media pembelajaran yang sesuai, serta semangat belajar santri yang tinggi. Sementara itu, faktor penghambat meliputi keterbatasan waktu pembelajaran, kondisi fisik ruang kelas yang kurang mendukung, serta minimnya penguasaan materi *tajwid* lanjutan.

INTRODUCTION

Reading is the initial step to further understanding the Qur'an. Through reading activities that begin with recognizing each letter and verse, and are developed by *understanding* the meaning contained within, a person can extract the guidance it offers. Thus, they are able to apply it in their daily life. Every believer is convinced that merely reading the Qur'an is already a noble deed that brings multiplied rewards.¹

The Qur'an is the holy book of Allah, written in the form of a *mushaf*.² It holds a central role in the life of Muslims as a source of law and guidance. The Qur'an is the irreplaceable word of Allah. It provides direction in worship, ethics, social life, and other aspects of living.³ Al-Qur'an dianggap sebagai kalamullah yang dianggap sebagai wahyu langsung dari Allah SWT kepada Nabi Muhammad SAW. The Qur'an is regarded as *kalamullah*, a direct revelation from Allah SWT to the Prophet Muhammad SAW. It contains guidance and direction for Muslims in various areas of life, including law, morality, and spirituality. Making the Qur'an a life guide is a principle that every Muslim should possess. However, many neglect this fundamental principle, and many children struggle to understand what the Qur'an teaches. One of the causes of this reality is the children's lack of ability to read each verse of the Qur'an properly and correctly. Children certainly require a learning process accompanied by a teacher and supported by an effective teaching method.⁴

As time progresses, Qur'anic learning methods have evolved.⁵ Various methods have been formulated by scholars of the Qur'an, and one of the most widely implemented methods in Islamic educational institutions is the Al-Baghdadi method. This method is one of the oldest and most widespread methods used around the world. It originates from Iraq, specifically from Baghdad. The Al-Baghdadi method teaches Qur'an reading by spelling out each letter. This technique is commonly referred to as the "spelling" or *lubi* method.⁶

¹ Syafira Ayu Armadhy Putri dan Munawir Pasaribu, "Cara Meningkatkan Kemampuan Bacaan Melalui Metode Baghdadiyah Di Kelas VIII-1 SMP Al Washliyah 30 Medan," *Multidisiplin Pengabdian Kepada Masyarakat* 2, no. 02 (2023): 46–47, <https://doi.org/10.58471/pkm.v2i02.1595>.

² Muhammad Fahri Abid, "Implementasi Penggunaan Turutan sebagai Alternatif Belajar Membaca Al- Qur ' an Bagi Pemula (Studi Kasus di Madin Al-Farabi , Cabean Kota Salatiga)," 3.3 (2025), hal. 1, doi:<https://doi.org/10.61132/jmpai.v3i3.1053>.

³ Reva Sheptiya Anjani, "Al- Qur ' an Dan Hadist Sumber Hukum dan Pedoman Hidup Umat Muslim," *Jurnal Region: Jurnal Agama, Sosial, dan Budaya*, 1.6 (2023), hal. 533.

⁴ Muhammad Hanif Yaumul Izza, Sukma Mir'ayatul Hayati, dan Ujang Kurniadi, "Penerapan Metode Al-Baghdadi Dalam Program Calisqur Di Madrasah DTA Al-Istiqomah Desa Laksana Kecamatan Ibum," *Proceedings UIN Sunan Gunung Djati Bandung* 1, no. XVI November (2021): 82 dari 95.

⁵ Siti Sumihatul Ummah dan Abdul Wafi, "Metode-Metode Praktis dan Efektif dalam Mengajar Al-Quran bagi Anak Usia Dini," *Proceedings of The 2nd Annual Conference on Islamic Early Childhood Education* 2 August (2017): 122.

⁶ MOHAMMAD IHZA GHATHFAN ZAHrani, "IMPLEMENTASI METODE BIL QOLAM DALAM MENINGKATKAN KETERAMPILAN MEMBACA AL-QURAN SISWA DI SD ANAK SALEH MALANG," *Skripsi Sarjana Pendidikan* (UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG, 2024).

A proper and correct method of learning to read the Qur'an can significantly improve children's Qur'anic reading abilities. If the chosen method is not appropriate, the learning process may be hampered, resulting in a waste of time and effort. In Qur'anic education, many methods are applied, one of which is the Baghdadi method. A method is essentially the educator's strategy to deliver subject matter to students.⁷ A teaching strategy is a vital part of the teaching-learning system. For teachers, it serves as a systematic guide and reference for instructional implementation. For students, a well-applied strategy can ease the learning process and accelerate understanding of the content, as each strategy is designed to facilitate the learning experience. Ideally, these strategies aim to improve student learning outcomes.⁸

Today, schools, pesantren, and TPQ (Qur'an Learning Centers) rarely apply the Baghdadi method as a method for Qur'an literacy⁹. This is evident in several schools and regions in Mojokerto, such as Pondok Pesantren Roudhotun Nubaha Al Mukhlishin. This method seems to have been forgotten due to the emergence of newer approaches such as the Iqro' method, Yanbu'a method, Ummi method, and others. Yet, the Baghdadi method is actually very effective in teaching Qur'an reading to young children.

Based on interviews conducted by the researcher at Pondok Pesantren Roudhotun Nubaha Al Mukhlishin, several facts emerged after the implementation of the Baghdadi method: First, the Qur'anic learning process had been running well according to the set schedule and provisions. Second, the Qur'anic reading fluency of the students at PP. Roudhotun Nubaha Al Mukhlishin is excellent. Third, there is a growing awareness and sense of responsibility among the students to participate in the pesantren's activities and become more enthusiastic in learning the Qur'an.

A review of previous studies shows that the Baghdadi method has been widely used to improve Qur'anic reading skills in various Islamic educational institutions. A study by Husnul Amri at TPA Al-Khairiyah demonstrated the effectiveness of the Al-Baghdadiyah method in Qur'anic learning. Rara Febbya Detta examined its application in early childhood at TK Putra Pertiwi. Moch Dimas Wahyu Kusuma also explored its application at Madrasah Hasan Turonggo Madiun, while Azkia Naziha Al Mujib investigated it at Pondok Pesantren Roudlatul Qur'an Kota Metro.¹⁰ Another study by

⁷ Budi Suemdi, "Kontribusi Penerapan Metode Pembelajaran Dan Aktivitas Belajar Terhadap Hasil Belajar Fikih Siswa Madrasah Tsanawiyah Negeri Tanah Jawa Kabupaten Simalungun," *ANSIRU PAI: Pengembangan Profesi Guru Pendidikan Agama Islam*, 3.1 (2019), hal. 142, doi:10.30821/ansiru.v3i1.5487.

⁸ Hayaturraiyen Hayaturraiyen dan Asriana Harahap, "Strategi Pembelajaran Di Pendidikan Dasar Kewarganagaraan Melalui Metode Active Learning Tipe Quiz Team," *Dirasatul Ibtidaiyah*, 2.1 (2022), hal. 108–9, doi:10.24952/ibtidaiyah.v2i1.5637.

⁹ Indah Lestari, "Penerapan Metode Baghdadi dalam Meningkatkan Kemampuan Makhoriul Huruf pada Anak Usia 5-6 Tahun di TPQ Al-Arqom Kabupaten Bima" (UIN ALAUDDIN MAKASSAR, 2022).

¹⁰ H.AMRI, "IMPLEMENTASI METODE AL-BAGHDADI DALAM MENINGKATKAN KEMAMPUAN MEMBACA AL-QUR'AN DI TPA AL-KHAIRIYAH DESA PUTIHDOH KECAMATAN CUKUHBALAK KABUPATEN TANGGAMUS-LAMPUNG," *Kaos GL Dergisi* (UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG, 2020); RARA FEBBYA DETTA, "Implementasi Metode Al-Baghdadi Pada Pembelajaran Membaca Al-Qur'an Anak Usia Dini Di TK Putra Pertiwi Desa Tumbu'an Kabupaten Seluma Skripsi" (UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO BENGKULU, 2023); MOCH DIMAS WAHYU

Septi Sulistya Galih focused on the impact of the Baghdadi method on improving Qur'anic reading ability at TPQ Al-Mubarak Magelang.¹¹ All these studies affirm the relevance and effectiveness of the Baghdadi method in Qur'anic education, even though the contexts and student targets vary..

Despite the similarity in focus, this research presents a unique aspect, namely the specific context of Pondok Pesantren Roudhotun Nubaha Al-Mukhlishin Mojokerto and its in-depth focus on the implementation process of the Baghdadi method within the pesantren environment. It not only discusses the method's application but also explores how the teaching strategy brings a concrete impact on improving students' Qur'anic reading skills. Therefore, this research is not a duplication of previous studies, but rather an expansion with a distinct contextual nuance, contributing to the existing literature on traditional methods in Qur'anic education.

The aim of this research is to identify how the Baghdadi method is implemented in the Qur'anic reading instruction at Pondok Pesantren Roudhotun Nubaha Al Mukhlishin Mojokerto, particularly in enhancing students' ability to read the Qur'an. Additionally, this study seeks to identify factors that hinder or support the application of this method in order to gain a comprehensive understanding of its effectiveness and challenges in the pesantren setting.

This research adopts a qualitative descriptive approach to provide an in-depth portrayal of the Baghdadi teaching practice at Pondok Pesantren Roudhotun Nubaha Al-Mukhlishin Mojokerto. Through direct observation, interviews with teachers and students, and documentation, the researcher examines how the method is systematically implemented—from the introduction of hijaiyah letters, articulation of makharijul huruf, to the mastery of tajweed. The study also explores students' responses to the learning method and the challenges of integrating educational technology.

Data analysis techniques include data reduction, data display, and conclusion drawing, with data validity tested through triangulation, credibility, transferability, and dependability checks. The results provide contextual insight into the effectiveness of the Baghdadi method in developing Qur'anic reading skills and the efforts of the pesantren in adapting traditional methods to more modern, engaging approaches for students.

KUSUMA, "Implementasi Metode Baghdadiyah dalam pembelajaran Al- Qur'an di Madrasah Hasan Turonggo Kebonsari Madiun" (INSTITUT AGAMA ISLAM NEGERI PONOROGO, 2024); Azkia Naziha Mujib, "METODE AL-BAGHDADI DALAM PEMBELAJARAN AL-QUR'AN," *Journal GEEJ*, 1.1 (2024), hal. 39–51; MADIYAH MAGELANG, (2022).

¹¹ Septi Sulistya Galih.

DISCUSSION AND ANALYSIS

Improving Qur'an Reading through the Baghdadi Method at Roudhotun Nubaha Al Mukhlishin, Mojokerto

The implementation of the Baghdadi method at Roudhotun Nubaha Al Mukhlishin Islamic Boarding School in Mojokerto is carried out in a planned and integrated manner through collaboration between the institution's leadership, curriculum development team, and Qur'an teachers. This aligns with the findings of Firdaus Jeka / and the theory of educational institution management, which consists of four functions: planning, controlling, organizing, and actuating.¹² The initial steps of implementation include identifying the students' needs, training teachers, designing syllabi, and providing teaching materials. This method is conducted both in groups and individually, depending on each student's ability. The learning focus is directed toward recognizing Arabic letters (huruf hijaiyah), improving reading skills, and applying tajweed rules gradually and systematically.¹³ To ensure the sustainability and uniformity of learning, the pesantren established several support strategies, such as regular learning supervision, advanced teacher training, and the use of standardized teaching modules across all levels. The students' learning progress is also monitored periodically. Thus, the Baghdadi method is not only applied as a teaching technique but has also become an inseparable part of the Qur'anic education culture within the pesantren.

The implementation of the Baghdadi method at Roudhotun Nubaha Al Mukhlishin Islamic Boarding School was preceded by deliberation involving teachers and students to ensure the method's suitability with learning needs. This deliberation serves a primary function as a means for collective and democratic decision-making. Through the process, teachers and students can express their views, experiences, and expectations regarding the method to be implemented, ensuring that the decision truly reflects the actual needs and conditions in the field. By involving all parties in the learning process, the deliberation also fosters a sense of ownership and shared responsibility for the success of the method used.

Moreover, deliberation promotes open communication and strengthens relationships among all pesantren components. This process encourages constructive exchange of ideas, enhances cooperation, and prevents misunderstandings in the future. In other words, deliberation plays a role not only in the technical aspects of decision-making but also in forming a dialogical culture that supports the creation of a harmonious and effective learning environment.¹⁴

The decisions made are collective and consider both pedagogical aspects and teaching effectiveness. The implementation of the method is coordinated through regular teacher meetings to align strategies and address challenges. The learning process is divided according to the students' proficiency levels, with tasks distributed based on teachers' competencies, and mentoring provided by senior teachers. This

¹² Firdaus Jeka et al., "Penerapan Fungsi-Fungsi Manajemen Dalam Pengembangan Lembaga Pendidikan Islam," *Journal Genta Mulia*, 15.1 (2024), hal. 189–97.

¹³ MOCH DIMAS WAHYU KUSUMA.

¹⁴ Jeka et al.

approach ensures that the Baghdadi method is applied consistently, systematically, and effectively at all levels..¹⁵ Additionally, the method's success is supported by a monitoring and evaluation system conducted regularly to assess students' progress and the effectiveness of the learning process. The evaluation focuses not only on cognitive achievements but also on Qur'anic reading skills (tartil) and tajweed accuracy. Constructive feedback from these evaluations allows teachers to adjust strategies and improve the method continuously. This reinforces the integration of planning, implementation, and assessment in learning, thereby creating a quality-oriented education process that effectively achieves its goals. This is consistent with research by Zarmis, which found that teacher deliberation serves as a communication bridge among teachers.¹⁶

The teaching strategy that emphasizes intensive repetition has proven effective in building long-term memory in students. In Qur'an learning, repetition of reading between seven to eleven times is applied to help students memorize more firmly. This technique not only accelerates the internalization process of the readings but also helps correct pronunciation and improve overall reading fluency. In addition to repetition, teachers conduct regular evaluations through memorization tests to assess the extent of students' mastery of the material. These evaluations aim not only to measure literal memorization skills but also to review students' understanding of the content. By using various types of questions, teachers can identify areas for improvement and provide more targeted feedback, making the learning process more focused and effective. Intensive material repetition accompanied by periodic evaluation is an effective strategy to reinforce students' memorization and understanding in the learning process.¹⁷

The Qur'an reading learning process at Roudhotun Nubaha Al Mukhlisin Islamic Boarding School is carried out systematically using a gradual approach, starting from the introduction of the shape and names of Arabic letters (huruf hijaiyah) to pronunciation practice with harakat (vowel symbols). The use of modules as the main teaching source and blackboards as visual aids significantly support the clarification of the delivered material. This strategy reflects the application of a structured teaching method appropriate to the basic characteristics of learning to read the Qur'an. Furthermore, consistent material repetition becomes a crucial element in developing reading fluency and the accurate pronunciation of hijaiyah letters. This approach embodies the principles of phonetic learning, where long-term memory reinforcement is achieved through intensive repetition.¹⁸ Thus, the implemented method not only develops

¹⁵ MOCH DIMAS WAHYU KUSUMA.

¹⁶ Zarmis Zarmis, Ahmad Lahmi, dan Aguswan Rasyid, "Peran Musyawarah Guru Mata Pelajaran PAI dalam Meningkatkan Kompetensi Pendidik Sekolah Menengah Pertama di Kabupaten Padang Pariaman, Sumatera Barat, Indonesia," *Arfannur*, 1.1 (2020), hal. 27–40, doi:10.24260/arfannur.v1i1.137.

¹⁷ H.AMRI.

¹⁸ Anisa Wiwin Handayani Anisawwn, Anita Chandra, dan Joko Sulianto, "Perkembangan Bahasa Anak Usia 4-5 Tahun Ditinjau Dari Aspek Fonetik Dan Aspek Semantik," *Generasi Emas*, 5.1 (2022), hal. 1–7, doi:10.25299/ge:jpiaud.2022.vol5(1).7482.

students' cognitive abilities in recognizing and understanding Arabic letters but also supports the formation of articulatory motor skills required for fluent Qur'an reading.¹⁹

The repeated and scheduled learning process functions to strengthen memory and deepen students' understanding of the teaching material. One variation of the learning method used at Roudhotun Nubaha Al Mukhlisin Islamic Boarding School is the use of audio media, such as songs, which can attract students' attention and maintain their concentration. The use of this media still requires active teacher involvement to ensure the learning objectives are achieved optimally. However, students often face several challenges in practice. These difficulties include problems distinguishing visually similar letters, lack of mastery in proper pronunciation techniques, and limited practice in reading unvoweled (without harakat) texts. These issues highlight the need for a more intensive and systematic learning approach, especially in the aspect of letter recognition.

The difficulties faced by students in learning connected Arabic letters (*huruf sambung hijaiyah*) are generally due to the complexity of Arabic script, which changes shape based on its position in a word, and the visual similarity between certain letters. For example, the letters *ba'* (ب), *ta'* (ت), and *tsa'* (ث) have similar basic shapes and are only distinguished by the number and position of dots. When written in small size or unclearly, these differences become difficult to identify, especially when the letters appear in the middle or end of words, as the shapes vary and differ from their original form. This difficulty affects students' fluency in reading and writing Arabic letters accurately, particularly in the context of Qur'an learning. Inability to distinguish letter shapes can result in pronunciation errors and misunderstanding of meanings, as each Arabic letter has a unique phonetic and semantic role. This is consistent with research by Intan Suci Ramadani, Lathiva Wulandari, and Gusmaneli Gusmaneli at TPQ Mutiara Surga, Padang.²⁰ Therefore, the process of introducing Arabic letters needs to be done gradually and systematically, supported by regular visual practice and the use of clear and easily recognizable learning media, so that students can understand and remember each letter's form more accurately.

Mastery of Arabic letters, especially in their connected forms, is a fundamental aspect of learning to read the Qur'an. The ability to correctly recognize and pronounce letters is a prerequisite that must be achieved before progressing to more complex readings.²¹ The step-by-step learning approach—from recognizing letters to applying tajweed rules—is implemented at Roudhotun Nubaha Al Mukhlisin Islamic Boarding School. This demonstrates that technical reading skills are essential prerequisites for the comprehensive development of Qur'an reading proficiency. Additionally, the learning environment plays a significant role in enhancing students' reading abilities. Active involvement of parents in home support and guidance from religious education teachers

¹⁹ H.AMRI.

²⁰ Intan Suci Ramadani, Lathiva Wulandari, dan Gusmaneli Gusmaneli, "Efektivitas Metode Al - Baghdadi sebagai Metode Pembelajaran Al - Qur ' an : Studi Kasus di TPQ Mutiara Surga , Padang," 2.2 (2024), hal. 236–43.

²¹ Indal Abror, *METODE PEMBELAJARAN AL-QUR'AN (Kumpulan Metode-Metode Belajar Huruf Al-Qur'an)*, ed. oleh Endah Tri Mulyosari (SUKA-Press, 2022).

contributes greatly to shaping accurate reading skills. Consistent practice in both environments creates a synergy that accelerates the learning process. Therefore, success in reading *Juz' Amma* is determined not only by individual ability but also by the social support provided by the surrounding environment.

Factors Supporting the Baghdadi Method in Enhancing Santris' Qur'an Reading Skills at Roudhotun Nubaha Al Mukhlisin, Mojokerto

The availability of guidebooks and Qur'anic mushaf serves as the primary supporting facilities in the implementation of the Baghdadi method.²² These two media help create a systematic and gradual learning process at Roudhotun Nubaha Al Mukhlisin Islamic Boarding School, Mojokerto, aligning with the visual characteristics of the method. The guidebook assists teachers in delivering the material in a structured way, while the mushaf is used as a practical tool to help students read the Qur'an correctly. Thus, the utilization of these resources significantly contributes to effective and contextual learning outcomes through the efficient use of available resources.

The disciplinary approach at Roudhotun Nubaha Al Mukhlisin Islamic Boarding School, in which students who repeat violations after three warnings receive progressive consequences, reflects an educational and step-by-step strategy to create a conducive learning atmosphere. Sanctions such as temporary removal from the classroom and summoning parents serve as measures to provide students with time to reflect on their behavior while maintaining classroom order without resorting to extreme action. According to Permana and Syafrida, the involvement of parents in the follow-up guidance process demonstrates the importance of synergy between the Islamic boarding school and parents in fostering students' positive behavior.²³ This approach is not solely punishment-oriented but also directed at collaborative character development. Therefore, this action functions as a corrective effort to support the development of discipline and responsibility among students.

The learning enthusiasm of santri is influenced by a combination of internal and external factors.²⁴ Eachers play a central role in igniting this enthusiasm, especially when they display friendly and patient attitudes and are able to deliver lessons in a way that is easy to understand. A teacher's positive character and teaching approach can trigger intrinsic motivation in students. However, once learning enthusiasm emerges, it must be supported by a comfortable learning environment. If the classroom is too cramped or the temperature too hot, students tend to feel uncomfortable, easily fatigued, and less focused during lessons. Therefore, creating a physically supportive classroom environment, such as a sufficiently spacious room with good air circulation, is essential to maintaining students' enthusiasm and concentration.

²² H.AMRI.

²³ Hinggil Permana dan Rina Syafrida, "Meningkatkan Keterampilan Mengenal Huruf Hijaiyah Melalui Metode Utsmani dan Metode Baghdadi," *Awlady: Jurnal Pendidikan Anak*, 5.2 (2019), hal. 48–62.

²⁴ Syifa Azizah Zakaria, Titim Fatimah, dan Alvin Yanuar Rahman, "Upaya Meningkatkan Keterampilan Membaca Al-Qur'an dengan Metode Al Baghdadi," 4.2 (2024), hal. 185–98.

In the context of Qur'an learning at home, students' motivation does not arise spontaneously but is the result of interactions between various external and internal factors. According to Permana and Syafrida, one of the most influential external factors is parental support.²⁵ When parents consistently accompany their children in reciting and reviewing Qur'anic lessons (*murojaah*), this not only builds a positive routine but also instills a sense of safety and appreciation that is crucial for students' psychological development. The role of parents as mentors and role models provides strong moral encouragement, making it easier for students to build discipline and develop a desire to continually improve their Qur'an reading and memorization skills. Moreover, a calm home environment free from distractions is a key prerequisite for creating an effective learning atmosphere. A balance between physical health, emotional stability, and structured study time strengthens students' intrinsic motivation. Parental role modeling also contributes to developing students' religious character from an early age. In other words, the success of Qur'an recitation and revision (*murojaah*) activities at home can be optimally achieved when there is a harmonious synergy between parental guidance, mental readiness, and a supportive learning environment. This integrated effort serves as a crucial foundation in instilling a love for the Qur'an as part of everyday life.

Obstacles to Applying the Baghdadi Method for Improving Qur'an Reading Skills at Roudhotun Nubaha Al Mukhlisin Islamic Boarding School, Mojokerto

Limited time and lack of infrastructure are challenges frequently encountered in the implementation of certain teaching methods that require a gradual and intensive process, such as the Baghdadi method. To overcome these obstacles, alternative strategies were adopted by teachers by providing additional guidance outside formal class hours, through private sessions during free time at Roudhotun Nubaha Al Mukhlisin Islamic Boarding School. According to Yudha Catur, this approach is not only an adaptive solution to systemic limitations, but also reflects the teachers' commitment to ensuring that the learning process continues optimally despite limited facilities.²⁶ As a form of adaptation to these conditions, teachers took the initiative to provide extra support beyond the official class schedule, such as private tutoring during their free time at the pesantren. This step demonstrates the teachers' high commitment to maintaining the quality of education, even under limited circumstances. A flexible, student-oriented approach is a key factor in ensuring the continuity of the educational process in an optimal manner.²⁷

Similarly, the use of speakers or sound amplification equipment plays an important role in supporting the smooth learning process at Roudhotun Nubaha Al Mukhlisin Islamic Boarding School, especially during teaching activities with santri. According to Hinggil Permana and Rina Syafrida, in a busy and activity-filled pesantren

²⁵ Permana dan Syafrida.

²⁶ Yudha Catur Pamungkas, Lilik Hamidah, dan Ryan Purnomo, "Problematika Ekonomi dalam Dakwah," *Kamaya: Jurnal Ilmu Agama*, 7.4 (2024), hal. 38–48, doi:10.37329/kamaya.v7i4.3715.

²⁷ Zakaria, Fatimah, dan Rahman.

environment, these devices help ensure that the teacher's voice remains clearly audible and not drowned out by surrounding noise.²⁸ Thus, the information delivered can be better received by all students, creating a more focused and effective learning atmosphere. From an educational perspective, speakers support the fundamental principle of communication in learning—namely, the importance of message accessibility. Equal sound distribution enables students in various classroom positions to understand the material equally. This positively affects the students' concentration and comprehension and encourages the achievement of learning objectives in a more efficient and structured way.

Various advanced tajwid topics, such as *imalah*, *saktah*, and *isymam* are not widely taught at the elementary and junior secondary levels in Roudhotun Nubaha Al Mukhlisin Islamic Boarding School. This is because the level of difficulty of these topics is considered beyond the cognitive capacity of students in the early stages of learning. Therefore, the learning process is more focused on mastering fundamental materials such as hijaiyah letters, the rules of *mad* readings, and the rules of *nun sukun* and *tanwin*. According to Ahmad Qhalik Khoirudin, this approach is designed to strengthen basic Qur'an reading skills (*tartil*) before moving on to more complex tajwid concepts.²⁹ A tajwid learning strategy that is gradual and structured is considered effective in supporting the development of students' competence. By ensuring a strong foundation in the basics, students will be more prepared to receive advanced materials without experiencing confusion. This approach reflects the application of a tiered education principle that considers students' learning readiness, so that the learning process can proceed optimally, in a focused manner, and according to their intellectual development level.

CONCLUSION

The implementation of the Baghdadi method at Roudhotun Nubaha Al Mukhlisin Islamic Boarding School, Mojokerto, is carried out in a systematic and collaborative manner involving pesantren leaders, curriculum teams, and Qur'an teachers. This process includes participatory planning, teacher training, syllabus development, and the use of learning materials suited to students' characteristics. The method is applied in stages, starting from recognizing hijaiyah letters and harakat to reading verses with basic tajweed, through both classical and individual learning formats.

The success of this method is supported by consistent repetition, effective use of teaching media such as modules and whiteboards, and regular monitoring and evaluation. Routine coordination among teachers and mentoring for new instructors also helps maintain quality. Additional supporting factors include learning discipline, availability of Qur'anic guidebooks, and strong parental involvement—especially in

²⁸ Permana dan Syafrida.

²⁹ Achmad Qolik Khoirudin, "Implementasi pendekatan andragogi dalam meningkatkan kompetensi ibu-ibu membaca al qur'an (studi kasus di rumah syaamil qur'an ponorogo .)," *Doctoral Dissertation, IAIN Ponorogo*, 2018.

revision and memorization activities—which enhances students' enthusiasm and progress.

Despite its effectiveness, challenges remain, such as limited formal learning time, inadequate classroom facilities, and minimal exposure to advanced tajweed. Students also struggle with similar-looking hijaiyah letters, particularly when they appear in different positions within words. To address these obstacles, teachers offer private tutoring and apply intensive visual learning techniques. Overall, the Baghdadi method has become not only an effective instructional tool but also a vital part of the pesantren's educational culture. Future improvements in infrastructure, tajweed instruction, and broader support from all stakeholders are essential for continued success.

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