

## THE QIRAATI METHOD ON THE ABILITY TO READ THE QUR'AN OF FINISHING CLASS (Study at MTs Al-Khairiyah Karawang)

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### Abstract

Kemampuan membaca Al-Qur'an sesuai dengan kaidah *makharijul huruf* dan tajwid merupakan kompetensi dasar yang harus dimiliki oleh peserta didik pada lembaga pendidikan Islam. Namun, masih ditemukan berbagai kendala dalam kefasihan dan ketepatan membaca Al-Qur'an, sehingga diperlukan metode pembelajaran yang efektif untuk meningkatkan kualitas bacaan. Penelitian ini bertujuan untuk menganalisis pengaruh penerapan metode Qiraati terhadap kemampuan membaca Al-Qur'an peserta didik tingkat *finishing* di MTs Al-Khairiyah Karawang. Penelitian menggunakan pendekatan kuantitatif dengan desain *ex post facto*. Populasi penelitian berjumlah 131 peserta didik, dengan sampel sebanyak 20 peserta didik yang dipilih menggunakan teknik *purposive sampling*. Pengumpulan data dilakukan melalui angket dan tes praktik membaca Al-Qur'an, kemudian dianalisis menggunakan statistik deskriptif dan inferensial. Hasil penelitian menunjukkan bahwa penerapan metode Qiraati berada pada kategori sedang dengan nilai rata-rata 84,95, sedangkan kemampuan membaca Al-Qur'an peserta didik berada pada kategori sedang hingga tinggi dengan nilai rata-rata 89,58. Hasil uji hipotesis menunjukkan nilai signifikansi sebesar 0,000 (<0,05), yang mengindikasikan bahwa metode Qiraati berpengaruh positif dan signifikan terhadap kemampuan membaca Al-Qur'an peserta didik. Nilai koefisien determinasi ( $R^2$ ) sebesar 0,816 menunjukkan bahwa metode Qiraati memberikan kontribusi sebesar 81,6% terhadap peningkatan kemampuan membaca Al-Qur'an, sedangkan sisanya dipengaruhi oleh faktor lain di luar penelitian. Dengan demikian, metode Qiraati terbukti efektif sebagai strategi pembelajaran dalam meningkatkan kemampuan membaca Al-Qur'an.

**Kata kunci:** Metode Qiraati, Kemampuan Membaca Al-Qur'an, Pendidikan Agama Islam

### Abstract

The ability to read the Qur'an in accordance with the rules of *makharijul letters* and tajweed is a basic competency that must be possessed by students in Islamic educational institutions. However, there are still various obstacles in the fluency and accuracy of reading the Qur'an, so effective learning methods are needed to improve the quality of reading. This study aims to analyze the influence of the application of the Qiraati method on the ability to read the Qur'an of students at the *finishing* level at MTs Al-Khairiyah Karawang. The research uses a quantitative approach with an *ex post facto* design. The research population was 131 students, with a sample of 20 students selected using *purposive sampling* techniques. Data collection was carried out through questionnaires and tests of Qur'an reading practice, then analyzed using descriptive and inferential statistics. The results showed that the application of the Qiraati method was in the medium category with an average score of 84.95, while the students' ability to read the Qur'an was in the medium to high category with an average score of 89.58. The results of the hypothesis test showed a significance value of 0.000 (<0.05), which indicated that the Qiraati method had a positive and significant effect on the ability to read the Qur'an of students. The value of the determination coefficient ( $R^2$ ) of 0.816 shows that the Qiraati method contributes 81.6% to the improvement of the ability to read the Qur'an, while the rest is influenced by other factors outside the study. Thus, the Qiraati method has proven to be effective as a learning strategy in improving students' Qur'an.

**Keywords:** Qiraati Method, Qur'an Reading Ability, Islamic Religious Education

## Introduction

The ability to read the Qur'an in accordance with the rules of makharijul letters and tajweed is a basic competency that must be possessed by every student in an Islamic educational institution. The mastery of these abilities is not only related to the aspect of reading skills (maharah al-qira'ah) (Ali et al., 2015) but also becomes the foundation in the formation of understanding, appreciation, and practice of Islamic teachings. In the midst of the development of the education system that increasingly demands to improve the quality of learning, strengthening Qur'an literacy is one of the important indicators of the success of Islamic education. However, various educational institutions still face challenges in producing students who are able to read the Qur'an fluently, tartilly, and in accordance with the rules of tajweed. This condition shows that improving the quality of Qur'an learning requires strategies and methods that are systematic, effective, and in accordance with the characteristics of students.

Various studies show that the success of learning the Qur'an is greatly influenced by the learning method used. Fitriana and ZC (2025) explained that many students still have difficulty recognizing hijaiyah letters, mastering the makharijul letters, and applying the law of tajweed correctly so that structured and continuous learning is needed. Riyasyah emphasized that the success of learning the Qur'an in madrassas is not only determined by the competence of teachers, but also by institutional governance and the selection of appropriate learning methods (Riyasyah et al., 2026). Syach explained that the implementation of the Islamic Religious Education curriculum must be supported by a learning strategy that is able to direct students to achieve the goals of Islamic education optimally (Syach & Edi, 2024). Meanwhile, Kholifah stated that the current learning challenge of Islamic Religious Education is no longer oriented to mastering theory alone, but on how to create a learning experience that is able to shape attitudes, skills, and changes in students' behavior. These findings show that learning method innovation is an important factor in improving the quality of Qur'an literacy (Kholifah et al., 2025).

One of the methods that is widely applied in learning to read the Qur'an is the Qiraati method. This method is designed through a hands-on learning approach without spelling, using a gradual learning system, continuous evaluation, and the principle of mastery learning. Mubarak's research shows that the Qiraati method is able to significantly increase the accuracy of the pronunciation of hijaiyah letters and the application of tajweed law of students (Mubarak & Rustam, 2018). In line with that, Muhaini explained that the characteristics of the systematic, adaptive, and practice-oriented Qiraati method make it one of the effective methods in forming the ability to read the Qur'an fluently and tartily (Al-Muhaini & Heydt, 2013). Therefore, the Qiraati method is seen as one of the

relevant learning alternatives to answer the need to improve the quality of Qur'an literacy in Islamic educational institutions.

Although the effectiveness of the Qiraati method has been proven in various studies, most of the previous studies still focused on the Al-Qur'an Education Park (TPQ), Madrasah Diniyah, or the elementary school level. Research that specifically examines the implementation of the Qiraati method in finishing level students at Madrasah Tsanawiyah is still relatively limited. In addition, previous research generally emphasized the implementation aspect of the method without measuring the extent of the method's influence on the ability to read the Qur'an through a quantitative approach. This condition shows that there is a research gap that needs to be studied further.

Based on the research gap, this study offers novelty by analyzing the influence of the Qiraati method on the ability to read the Qur'an of finishing level students at MTs Al-Khairiyah Karawang through an *ex post facto* quantitative approach. This study not only describes the implementation of the Qiraati method, but also measures the level of students' ability to read the Qur'an and analyzes the large contribution of the Qiraati method to improving this ability based on inferential statistical analysis.

This study aims to: 1) analyze the quality of the application of the Qiraati method in finishing level students at MTs Al-Khairiyah Karawang; 2) measuring the level of students' ability to read the Qur'an; and 3) testing the influence of the Qiraati method on students' ability to read the Qur'an. The results of this research are expected to make a theoretical contribution in enriching the study of Qur'an learning methods in Islamic educational institutions, as well as providing practical contributions as a reference for teachers, madrasah managers, and curriculum developers in designing Qur'an learning that is more effective, systematic, and oriented towards improving the quality of Qur'an literacy of students.

## Research Methods

This study uses a quantitative approach based on the philosophy of positivism to test hypotheses through the collection of instrument data (Creswell & Creswell, 2018). The design applied is *ex post facto*, where researchers examine the cause-effect relationship of phenomena that have occurred naturally without manipulating the treatment of independent variables (Faisal, 2022). The research population includes all students at MTs Al-Khairiyah which totals 131 people, with a sample of 20 students in the finishing class selected through *purposive sampling techniques* (Sugiyono, 2023). Data collection techniques are carried out through three main instruments, namely

the distribution of questionnaires, the implementation of practical tests, and documentation studies (Sugiyono, 2023) to collect relevant school administrative data.

The researcher used a closed questionnaire with a Likert Scale to convert qualitative data into a quantitative score that could be measured statistically (Machali, 2021), while a practical test instrument was used to measure the ability to read the Qur'an objectively through oral performance based on indicators of *literacy accuracy*, the application of tajweed, and tartil (Samsu, 2017). All data were processed using descriptive and inferential statistics assisted by IBM SPSS software version 27 (Nursalam, 2020). Before use, the questionnaire instrument has been verified its feasibility through the validity test of *Pearson's Product Moment* correlation construct and *Cronbach's Alpha* reliability (Sugiyono, 2007). The analysis prerequisite test includes the normality test of the Shapiro Wilk method because the number of samples is less than 50 (Setyawan, 2024) and the linearity test, which is followed by simple linear regression analysis, partial test (t test), model feasibility test (F test), and determination coefficient calculation.

## Research Findings and Discussion

### Descriptive Analysis of the Application of the Qiraati Method at MTs Al-Khairiyah Karawang

Attempts to explain or give an overview of the data that has been collected without the intention of making generalizations are widely referred to as descriptive statistical techniques. Through this analysis, the data presentation is changed into a more practical and easy-to-understand form, for example with the help of graphs, tables, and other statistical measures (Sugiyono, 2023). The following researcher presents the results of descriptive data processing from the instruments used in this study:

#### Descriptive Analysis of the Application of the Qiraati Method at MTs Al-Khairiyah Karawang

| Descriptives                      |                                  |                |            |
|-----------------------------------|----------------------------------|----------------|------------|
|                                   |                                  | Statistic      | Std. Error |
| Application Of The Qiraati Method | Mean                             | 84,9500        | 1,58193    |
|                                   | 95% Confidence Interval for Mean | Lower Bound    | 81,6390    |
|                                   |                                  | Upper Bound    | 88,2610    |
|                                   | 5% Trimmed Mean                  | 84,7222        |            |
|                                   | Median                           | 83,0000        |            |
|                                   | Variance                         | 50,050         |            |
|                                   | <b>Std. Deviation</b>            | <b>7,07460</b> |            |
|                                   | Minimum                          | 75,00          |            |
|                                   | Maximum                          | 99,00          |            |
|                                   | Range                            | 24,00          |            |
|                                   | Interquartile Range              | 12,25          |            |

|          |        |       |
|----------|--------|-------|
| Skewness | 0,260  | 0,512 |
| Kurtosis | -1,110 | 0,992 |

The variable of the application of the Qiraati method (X) is known to have a mean value of 84.95 referring to the table of descriptive analysis results obtained. This achievement signals that the quality of Qiraati teaching at MTs Al-Khairiyah in general is considered very good. If viewed per item, the average score touches 3.39 which means very close to point 4 or in the Strongly Agree category. Respondents in this study gave the lowest score at 75.00 and the highest score reached 99.00 with a difference of 24.00. Because the standard deviation value is relatively small (7.07) compared to the average, this shows that the opinions of the students tend to be uniform. In addition, the distribution of data is considered by the researcher to be still within normal limits with a tendency to lead to high scores, which can be seen from the skewness number of 0.260 and kurtosis -1.110. Broadly speaking, the researcher concluded that the Qiraati (X) method in MTs Al-Khairiyah was practiced very well, as evidenced by the high mean and the even distribution of answers without any low values. This illustrates the positive view of the majority of students towards the method.

Statistical data that is still in the form of raw numbers is reprocessed through the categorization process to become descriptive information that is easier to understand and has a deeper meaning. This step is considered by researchers to be very crucial because it helps in drawing objective conclusions about the actual situation in the field. By creating a categorization table, data sets that initially look complex can be simplified into multiple groups of frequency intervals. This certainly makes it easier for anyone who reads this study to see the pattern of data distribution and recognize existing trends, for example to map how many students in the finishing class enter the high, medium, or low level in terms of the application of the Qiraati method. The following is a description of the categorization table for the variable Application of the Qiraati Method (X):

Table of Categorization of the Application of the Qiraati Method at MTs Al-Khairiyah  
Karawang

| Category                                       | Interval                    | Frequency | Percentage | Remarks |
|------------------------------------------------|-----------------------------|-----------|------------|---------|
| $X < (\mu - 1,0\sigma)$                        | $X \leq 77,903$             | 3         | 15,00%     | Rendah  |
| $(\mu - 1,0\sigma) \leq X < (\mu + 1,0\sigma)$ | $77,903 \leq X \leq 92,024$ | 14        | 70,00%     | Sedang  |
| $(\mu + 1,0\sigma) \leq X$                     | $92,024 \leq X$             | 3         | 15,00%     | Tinggi  |
| Jumlah                                         |                             | 20        | 100,00%    |         |

Based on the data in the table, the majority of assessments of the Qiraati method (Variable X) occupy the medium group, which is as many as 14 students (70%). Meanwhile, the rest were divided equally by 3 people (15%) each for the high and low categories. The determination of this category

was based on the calculation of an average score of 84.950 and a standard deviation of 7.074, which then resulted in a lower score limit of 77.903 and an upper limit of 92.024. Referring to this percentage, the researcher concluded that the operation of the Qiraati method at MTs Al-Khairiyah as a whole is at a moderate level, which means that its implementation is quite effective and adequate.

#### Descriptive Analysis of the Ability to Read the Qur'an

Descriptive analysis was carried out with the help of the SPSS program to obtain a more complete picture of the data, starting from the average score, the lowest and highest scores, to how the data distribution pattern was. This step aims to allow researchers to present data trends as a whole to readers. Below, the researcher presents the results of descriptive data processing for the Qur'an (Y) reading ability variable used in this study:

Descriptive Analysis of the Ability to Read the Qur'an

| Ability to Read the Qur'an | Mean                             |             | Statistic | Std. Error |
|----------------------------|----------------------------------|-------------|-----------|------------|
|                            |                                  |             | 89,5835   | 2,25202    |
|                            | 95% Confidence Interval for Mean | Lower Bound | 84,8700   |            |
|                            |                                  | Upper Bound | 94,2970   |            |
|                            | 5% Trimmed Mean                  |             | 90,2778   |            |
|                            | Median                           |             | 91,6700   |            |
|                            | Variance                         |             | 101,432   |            |
|                            | Std. Deviation                   |             | 10,07135  |            |
|                            | Minimum                          |             | 66,67     |            |
|                            | Maximum                          |             | 100,00    |            |
|                            | Range                            |             | 33,33     |            |
|                            | Interquartile Range              |             | 16,67     |            |
|                            | Skewness                         |             | -0,658    | 0,512      |
|                            | Kurtosis                         |             | -0,336    | 0,992      |

If referring to the descriptive analysis table, the variable of reading ability of the Qur'an (Y) recorded an average number of 89.58 with a middle or median value of 91.67. This achievement gives an idea that the quality of reading the Qur'an by students at MTs Al-Khairiyah in general is very satisfactory. The fact that the median score is greater than the average shows that the majority of students actually have grades that exceed the average number. The collected score is in the range of 33.33, with the lowest score of 66.67 and the highest score reaching a perfect number of 100.00. This proves that there are students who are very proficient to achieve maximum scores, although the level of ability between them still varies. The standard deviation of 10.07 indicates a slightly wider but still well-controlled variation in the data. In addition, by looking at the skewness value of -0.658 and kurtosis -0.336, the distribution of the data looks normal with the tendency of the score

to accumulate at high numbers. On the basis of the high average score and the dominance of scores in the upper group, it can be concluded that the ability to read the Qur'an (Y) of students at MTs Al-Khairiyah is in the very good category. This finding gives an indication that makhraj, tajweed rules, and tartil have been well mastered by most students. To make this interpretation stronger, the researchers then grouped the scores into several categories. This step aims to map the distribution of students in the finishing class who have the ability to read the Qur'an at high, medium, or low levels, as explained in the following table:

**Learning Outcome Categorization Table**

| Category                                       | Interval                | Frekuensi | Persentase | Remarks |
|------------------------------------------------|-------------------------|-----------|------------|---------|
| $X \leq (\mu - 1,0\sigma)$                     | $X \leq 95,04$          | 7         | 17%        | Low     |
| $(\mu - 1,0\sigma) \leq X < (\mu + 1,0\sigma)$ | $95,04 \leq X < 149,96$ | 29        | 69%        | Midium  |
| $(\mu + 1,0\sigma) \leq X$                     | $149,96 \leq X$         | 6         | 14%        | Higth   |
| <b>Jumlah</b>                                  |                         | 42        | 100%       |         |

Most of the students' Qur'an reading ability (Variable Y) occupies the medium group if you look at the data in the table. A total of 10 students or around 50% are included in this category, while 7 other people (35%) are at high level and the remaining 3 people (15%) are at low level. The score limit for this grouping was calculated by the researcher using an average score of 89.584 and a standard deviation of 10.071, so that the lower limit was 79.521 and the upper limit was 99.654. Referring to the dominance of this percentage, the researcher concluded that in general, students' Qur'an reading ability is at a moderate level. This means that the aspects of the accuracy of makhraj, the application of tajweed, and the smooth running of tartil in the finishing class students at MTs Al-Khairiyah are quite adequate and quite good.

### Inferential Analysis Results

| Tests of Normality                              |                                 |    |       |              |    |      |
|-------------------------------------------------|---------------------------------|----|-------|--------------|----|------|
|                                                 | Kolmogorov-Smirnov <sup>a</sup> |    |       | Shapiro-Wilk |    |      |
|                                                 | Statistic                       | df | Sig.  | Statistic    | df | Sig. |
| Unstandardized Residual                         | ,135                            | 20 | ,200* | ,958         | 20 | ,502 |
| This is a lower bound of the true significance. |                                 |    |       |              |    |      |
| Lilliefors Significance Correction              |                                 |    |       |              |    |      |

Based on the results of the normality test on the Unstandardized Residual value using the Shapiro-Wilk method in the IBM SPSS Statistics 27 application, a significance value (Sig.) of 0.502

was obtained. This value is statistically greater than the significance level set, which is 0.05 ( $0.502 > 0.05$ ), so it can be concluded that the data in this study is distributed normally. Thus, the research data has met one of the main prerequisite assumptions in the regression model, so that the testing process can be safely proceeded to the next stage of linearity analysis.

### Linearity test

| ANOVA Table                                                             |                   |                             |                |    |             |         |      |
|-------------------------------------------------------------------------|-------------------|-----------------------------|----------------|----|-------------|---------|------|
|                                                                         |                   |                             | Sum of Squares | df | Mean Square | F       | Sig. |
| Reading Ability<br>The Qur'an *<br>Application of the<br>Qiraati Method | Between<br>Groups | (Combined)                  | 1880,838       | 13 | 144,680     | 18,721  | .001 |
|                                                                         |                   | Linearity                   | 1572,811       | 1  | 1572,811    | 203,510 | .000 |
|                                                                         |                   | Deviation from<br>Linearity | 308,028        | 12 | 25,669      | 3,321   | .075 |
|                                                                         | Within Groups     |                             | 46,370         | 6  | 7,728       |         |      |
|                                                                         | Total             |                             | 1927,208       | 19 |             |         |      |

The relationship between the Qiraati method (X) and the ability to read the Qur'an of students (Y) was tested for linearity using ANOVA analysis with the help of IBM SPSS Statistics 27. From these results, the significance number in the Deviation from Linearity column obtained is 0.075. Since this value is higher than 0.05 ( $0.075 > 0.05$ ), it can be ascertained that there is no deviation from the relationship that deviates from the linear line between the two variables. This indicates that the assumption of linearity as a prerequisite for simple linear regression analysis has been met, so that the researcher can move on to the next testing process.

### Simple Linear Regression Test

| Coefficients <sup>a</sup> |                                   |                             |            |                           |        |       |
|---------------------------|-----------------------------------|-----------------------------|------------|---------------------------|--------|-------|
| Model                     |                                   | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig.  |
|                           |                                   | B                           | Std. Error | Beta                      |        |       |
| 1                         | (Constant)                        | -19,667                     | 12,264     |                           | -1,604 | 0,126 |
|                           | Application of the Qiraati method | 1,286                       | 0,144      | 0,903                     | 8,938  | 0,000 |

a. Dependent Variable: Ability to read the Qur'an

Based on the table above, the direction and strength of the influence of the variables studied can be seen through the numbers in the Unstandardized Coefficients B column processed by IBM SPSS Statistics 27. Based on the table, it was found that the value of the constant was -19.667 and the regression coefficient for the variable of the application of the Qiraati method was 1.286. From

this numerical data, the simple linear regression equation model formed in this study is  $Y = -19.667 + 1.286X$ .

The meaning behind the formula is, if the application of the Qiraati method is eliminated or the score is zero, then statistically the ability to read the Qur'an students is predicted to start the score point at -19.667. On the other hand, the appearance of a positive number of 1.286 in the Qiraati method variable shows a uniform and consistent relationship. This gives an idea that every time the quality of using the Qiraati method increases by one point, the ability to read the Qur'an of students is estimated to increase by 1,286 points automatically.

The equation model  $Y = -19.667 + 1.286X$  ultimately serves as an instrument to predict how far the reading quality of students at MTs Al-Khairiyah has progressed. Through this formula, it is evident that the use of the Qiraati method makes a positive contribution. The researcher sees that the more skilled the teachers are in carrying out the principles and stages of the Qiraati method when teaching, it will be followed by a significant increase in the makhraj, tajwid, and tartil of students.

### T Test and F Test

#### T Test

| Coefficients <sup>a</sup> |                                  |                             |            |                           |        |       |
|---------------------------|----------------------------------|-----------------------------|------------|---------------------------|--------|-------|
| Model                     |                                  | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig.  |
|                           |                                  | B                           | Std. Error | Beta                      |        |       |
| 1                         | (Constant)                       | -19,667                     | 12,264     |                           | -1,604 | 0,126 |
|                           | pplication of the Qiraati method | 1,286                       | 0,144      | 0,903                     | 8,938  | 0,000 |

a. Dependent Variable: Ability to read the Qur'an

The statistical number of 8.938 at the t-value was obtained by the researcher through the Coefficients table in IBM SPSS Statistics 27. This value plays a role in describing how strong the impact of the variables of the application of the Qiraati method is on the ability to read the Qur'an partially or individually. In general, the high number of t-calculations with a positive value indicates that the partial influence between the two variables is strong and unidirectional.

In addition, the significance level (Sig.) recorded in this test was 0.000. Since the probability value is below the threshold of 0.05 ( $0.05 > 0.000$ ), the decision taken is to reject  $H_0$  and accept  $H_a$ . This is clear evidence that students' ability to read the Qur'an is indeed significantly influenced by the application of the Qiraati method.

The following are the results of the F test conducted in this study:

| ANOVA <sup>a</sup>                                  |            |                |    |             |        |                   |
|-----------------------------------------------------|------------|----------------|----|-------------|--------|-------------------|
| Model                                               |            | Sum of Squares | df | Mean Square | F      | Sig.              |
| 1                                                   | Regression | 1572,811       | 1  | 1572,811    | 79,884 | ,000 <sup>b</sup> |
|                                                     | Residual   | 354,398        | 18 | 19,689      |        |                   |
|                                                     | Total      | 1927,208       | 9  |             |        |                   |
| a. Dependent Variable: kemampuan membaca al qur'an  |            |                |    |             |        |                   |
| b. Predictors: (Constant), penerapan metode qiraati |            |                |    |             |        |                   |

The feasibility level of the regression model in this study is shown by the calculated F value of 79.884, which the researcher obtained through the ANOVA table in the SPSS 27 application. In addition to measuring the appropriateness of the model, this F value also serves to see the impact of free variables on bound variables simultaneously or simultaneously. The magnitude of the F number produced indicates that the use of the regression model in this study is very appropriate and feasible to use.

The significance result (Sig.) of 0.000 also strengthens the findings. Because this number was smaller than the standard of 0.05 ( $0.05 > 0.000$ ),  $H_0$  was rejected and  $H_a$  was officially accepted. The researcher concluded that at MTs Al-Khairiyah Karawang, the simultaneous application of the Qiraati method had a real and meaningful influence on the students' ability to read the Qur'an.

### Coefficient of Determination

| Model Summary                                                |                   |          |                   |                            |
|--------------------------------------------------------------|-------------------|----------|-------------------|----------------------------|
| Model                                                        | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1                                                            | ,903 <sup>a</sup> | 0,816    | 0,806             | 4,437                      |
| a. Predictors: (Constant), Application of the Qiraati method |                   |          |                   |                            |

Through the Model Summary table in SPSS 27, it was found that the R Square ( $R^2$ ) number was 0.816. This gives an idea that 81.6% of changes in students' Qur'an reading ability were triggered by the application of the Qiraati method, while the remaining 18.4% came from other factors beyond the observations in this study. The Adjusted R Square value which touched 0.806 also confirmed that the contribution remained stable and high even after adjustments. Finally, the relationship between the two variables is confirmed to be in the very strong category, referring to the R value which reaches 0.903.

The implementation of the Qiraati method at MTs Al-Khairiyah Karawang is generally in the medium category (70%) with an average score of 84.95. These findings indicate that the learning process has been carried out in a structured and systematic manner according to the principles of direct reading without spelling, gradual tajweed rules, and a rigid learning completeness system. This achievement is in line with constructivism theory which emphasizes the active involvement of

students through direct experience (Haryanto, 2023) as well as the principle of CBSA+M independence and the accuracy of LBTC. These results are strengthened by research (Mujtaba et al., 2022) and (Masitoh, S., Syach, A., & Supriatna, 2023) that proves the effectiveness of Qiraati in improving recitation skills, as well as research (Suhendra, S., Mutmainah, L., & Hakiem, 2024) that affirms the importance of a rigorous evaluation system and volume grouping to produce more targeted learning.

The ability to read the Qur'an of the *students in the finishing class* showed good results with an average score of 89.58, where the majority of respondents (50%) were in the medium category. Even though they already have a strong literacy base, there are still variations in abilities that are influenced by the remaining errors in the pronunciation of *makharijul letters*, the application of tajweed, and the fluency of reading or tartil. Theoretically, this competence reflects the ability to pronounce correctly and fluently according to the rules (Salamah, 2022). These results are in line with the view (Ichsanto & Wahyuningsih, 2021) that the quality of reading must be measured from the phonetic accuracy and correctness of the law of tajweed, which can be continuously improved through a systematic and continuous learning system (Masitoh, S., Syach, A., & Supriatna, 2023).

The results of the study prove that the application of the Qiraati method has a positive and significant influence on the ability to read the Qur'an of students, as shown by the simple linear regression equation  $Y = -19.667 + 1.286X$ . A positive regression coefficient value confirms the existence of a unidirectional relationship; This means that every improvement in the quality of the implementation of the Qiraati method will be followed by an automatic increase in the ability of makhraj, tajwid, and tartil students by 1,286 points.

Inferential statistical analysis showed a t-count value of 8.938 and an F-count of 79.884 with a significance value of 0.000 ( $< 0.05$ ), which confirms the feasibility of the regression model and the existence of a real influence both partially and simultaneously. The determination coefficient test ( $R^2$ ) yielded a number of 0.816, which means that 81.6% of the variation in students' Qur'an reading ability was directly influenced by the effectiveness of the application of the Qiraati method, while the other 18.4% was determined by external factors outside the research variables.

Overall, these findings validate that the Qiraati learning system that is oriented towards learning completeness is able to make the teaching process more directed and controlled. This systematic and competency-based learning is very effective in boosting students' academic achievement in formal institutions. Thus, the Qiraati method is a crucial and applicable learning strategy to answer the challenge of Qur'an literacy in Madrasah Tsanawiyah.

## Conclusion

This study shows that the application of the Qiraati method at MTs Al-Khairiyah Karawang has gone well and is in the medium category, while the ability to read the Qur'an for students in the finishing class is in the medium to high category. The results of statistical analysis prove that the Qiraati method has a positive and significant effect on students' ability to read the Qur'an. These findings show that the more optimal the application of the Qiraati method, the better the ability of students to read the Qur'an, especially in the aspects of the accuracy of the makharijul letters, the application of tajweed rules, and the fluency of reading in tartil. The value of the determination coefficient ( $R^2$ ) of 0.816 shows that the Qiraati method contributes 81.6% to the ability to read the Qur'an of students, while the remaining 18.4% is influenced by other factors outside the research variables.

These findings imply that the Qiraati method is one of the effective learning strategies to strengthen Qur'an literacy in the madrasah environment, so it deserves to be considered as the main approach in learning to read the Qur'an at the secondary education level. However, this study is still limited to one independent variable and one research location. Therefore, further research is recommended to examine other factors that have the potential to affect the ability to read the Qur'an, such as teacher competence, learning motivation, family environment, exercise intensity, and school environment support, so as to obtain a more comprehensive understanding of improving students' Qur'an literacy.

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