

## The Pakistani Method for Qur'anic Literacy: Enhancing Reading Fluency, Tajwid Mastery, and Arabic Writing Skills in Madrasah Diniyah

Dede Ar Rosyid\*<sup>1</sup>, Syarifan Nurjan<sup>2</sup>, Agan Priam Bagus<sup>3</sup>, Syamsul Arifin<sup>4</sup>, Mohd Yasin bin Mohd Amin<sup>5</sup>

<sup>1,2,3</sup> Muhammadiyah University of Ponorogo

<sup>3</sup> Universitas Darunnajah, Jakarta

<sup>5</sup> Universiti Malaysia Sarawak

Email: al.rosyid1204@gmail.com

Received: 2025-March-15

Rev. Req: 2025-July-09

Accepted: 2025-October-24

---

This is an Open Access article distributed under the terms of the Creative Commons Attribution 4.0 International license(<https://creativecommons.org/licenses/by/4.0/>)

---

**ABSTRACT:** *This study evaluates the effectiveness of the Pakistani Method in enhancing Quranic reading and writing skills (BTQ) among students at Madrasah Diniyah Daarul Ilmi, in response to the widely reported low levels of Quranic literacy. The research employs a quantitative experimental design with a population of 50 students, all of whom were included as the sample. Data were collected through questionnaires, observation, and documentation, and analyzed using validity and reliability tests, normality tests, homogeneity tests, and hypothesis testing (F-test, t-test, and R<sup>2</sup>). The analysis results indicate that the data are valid and reliable, with a Cronbach's Alpha of 0.879. Prerequisite tests confirm that the data are normally distributed and homogeneous. Hypothesis testing yields an F-value of 228.921 (p=0.00), a t-value of 15.130 (p=0.00), and a coefficient of determination (R<sup>2</sup>) of 82.7%, statistically confirming that the Pakistani Method has a significant and effective influence on improving BTQ skills. The discussion reveals that the strength of this method lies in its structured, integrative, and phonocentric approach, which simultaneously teaches reading fluency, mastery of tajwid, and Arabic orthographic competence. The conclusion affirms that the Pakistani Method is an evidence-based pedagogical alternative capable of addressing the shortcomings of conventional methods. The implications suggest that this method can be adopted in curriculum development and teacher training for Islamic religious education. Future research is recommended to examine the long-term sustainability of its effects and the method's adaptation across diverse educational contexts and institutions.*

**Keywords:** *Pakistani Method, Quranic Reading and Writing (BTQ), Quranic Literacy, Islamic Religious Education, Religious Pedagogy, Madrasah Diniyah.*

**ABSTRAK:** Penelitian ini mengevaluasi keefektifan Metode Pakistani dalam meningkatkan kemampuan membaca dan menulis Al-Qur'an (BTQ) pada santri Madrasah Diniyah Daarul Ilmi, sebagai respons terhadap rendahnya literasi Quranik yang banyak dilaporkan. Penelitian menggunakan desain eksperimen kuantitatif dengan populasi 50 santri yang keseluruhannya menjadi sampel. Data dikumpulkan melalui kuesioner, observasi, dan dokumentasi, kemudian dianalisis dengan uji validitas dan reliabilitas, uji normalitas, uji homogenitas, serta uji hipotesis (F, t, dan R<sup>2</sup>). Hasil analisis menunjukkan data valid dan reliabel dengan Cronbach's Alpha 0,879. Uji prasyarat membuktikan data berdistribusi normal dan homogen. Pengujian hipotesis menghasilkan nilai F sebesar 228,921 (p=0,00), nilai t sebesar 15,130 (p=0,00), dan koefisien determinasi (R<sup>2</sup>) 82,7%, yang

secara statistik mengonfirmasi bahwa Metode Pakistani berpengaruh signifikan dan efektif terhadap peningkatan keterampilan BTQ. Diskusi mengungkap bahwa keunggulan metode ini terletak pada pendekatannya yang terstruktur, integratif, dan fonosentris dalam mengajarkan kefasihan membaca, penguasaan tajwid, dan kompetensi ortografi Arab secara simultan. Simpulan penelitian menegaskan bahwa Metode Pakistani merupakan alternatif pedagogis berbasis bukti yang dapat mengatasi kelemahan metode konvensional. Implikasinya adalah metode ini dapat diadopsi dalam pengembangan kurikulum dan pelatihan guru pendidikan agama Islam. Penelitian selanjutnya disarankan untuk menguji keberlanjutan dampak jangka panjang dan adaptasi metode di berbagai konteks serta institusi pendidikan yang lebih luas.

**Kata Kunci:** Metode Pakistani, Baca Tulis Al-Qur'an (BTQ), Literasi Quranik, Pendidikan Agama Islam, Pedagogi Agama, Madrasah Diniyah.

## I. INTRODUCTION

Muhammad & Khozin (2022) revealed that 87.09% of students at SMP-IT As-Salam Ambon are lacking or even unable to read the Qur'an well and correctly. The results of the students' proficiency test in reading showed an average score of 62.50% in the first cycle, which is still below the Minimum Competency Criteria (KKM) for proficiency in the rules of Tajwid and Fasih (Mawarni et al., 2022). Furthermore, Budiarti (2021) stated that at SMPN 1 Semantu Jaya in Lamadau District, the results of the first cycle test indicated that only 63% of students were able to read the Qur'an according to the applicable Tajwid rules. This indicates that many students there have not yet reached the competency threshold for reading in accordance with these rules. From these various facts, it can be concluded that there is still a significant decline in students' awareness of reading the Qur'an properly and correctly according to its rules.

Various studies have been conducted to evaluate the application of the Pakistani Method in memorizing the Qur'an. One study by Aliyah (2023) states that this method is effective in improving the quality and memorization retention of students at SMPIT Lukmanul Hakim. Another study by Ngabdul Shodikin et al. (2023) reveals that this method is very beneficial for students at SD Islam Bin Baz Bantul, particularly in enhancing the memorization of fifth-grade students. Additionally, research by Silvianti & Romelah (2022) indicates that this method not only improves the quality of students' memorization but also helps high school students at Tahfidz Al-Izzah Kalimantan in understanding the implied meanings within the Qur'an.

Some of these studies have not yet shown a specific examination of the use of the Pakistani Method in the context of Qur'an Reading and Writing (BTQ) education. This innovation represents a significant shift from traditional approaches, which are more focused on memorizing text, to a more understanding-oriented approach through reading. Research related to this innovation highlights the importance of adapting teaching methods to fit the characteristics and needs of students. Study results also indicate that this approach has the potential to become an effective alternative in improving learning outcomes. The development of this method is expected to inspire the use of new approaches in other madrasa contexts, which can better optimize the religious learning process.

This study aims to explore the potential of the Pakistani Method as an alternative solution to improve the quality of Qur'an Reading and Writing (BTQ) education at Madrasah Diniyah Daarul Ilmi Nguntoronadi, Magetan. This method originates from an approach to memorizing the Qur'an, which is then implemented in BTQ learning. The main focus of this research is to assess the impact of this method on the students' ability to read and write the Qur'an. Thus, it is hoped that this study can make a positive contribution to teaching and the development of students' skills in this field of study.

The main assumption of this research is that the Pakistani Method, which is an innovation of previous approaches to memorizing the Qur'an, is applied as a method for reading the Qur'an. This method is typically used to enhance students' memorization abilities, but at Madrasah Diniyah Daarul Ilmi, it is specifically implemented in Qur'an Reading and Writing (BTQ) education. Therefore, this topic is interesting to explore further to assess how effective a method that previously focused more on memorization is when applied in the context of BTQ learning. This study is expected to provide new insights into the impact of this method on improving students' learning quality and enriching teaching practices in other madrasas.

## II. METHOD

This study explores the relationship between two key variables, with the Pakistani Method serving as the independent variable (X) and BTQ as the dependent variable (Y). The objective is to investigate and explain how the Pakistani Method influences BTQ, utilizing a comprehensive quantitative data analysis approach. This research aims to provide insights into the impact of this method on BTQ, employing a robust methodological framework to obtain valid and reliable data. The research was conducted at Madrasah Diniyah Daarul Ilmi in Nguntoronadi, Magetan, involving a population of 50 students. Given the relatively small population size, the study utilized a population census, as recommended by Salia and Wibowo (2022), to ensure comprehensive and representative data. By involving all students, the study aimed to capture a complete picture of the phenomenon under investigation. Data was collected using a well-structured questionnaire, which was tested for validity and reliability to ensure accurate measurement of the intended variables. The Likert scale, with a range of 1 to 4, was selected to avoid biases commonly found in odd-numbered scales, such as central tendency bias, allowing for a more accurate representation of the respondents' views (Hasan et al., 2023).

To assess the validity of the research instrument, the Pearson product-moment method was employed. This method allowed for the examination of the correlation between each question item and the construct it was intended to measure, ensuring that the data collected accurately reflected the study's objectives (W. R. Lestari et al., 2021). Reliability testing followed the validity assessment, using the formula developed by Dewi and Sudaryanto (2020) to ensure consistency in respondents' answers. These methodological steps were essential to ensure the quality of the research instrument and the reliability of the data.

Prerequisite tests were conducted to verify that the collected data followed a normal distribution pattern, a crucial assumption in many statistical methods (Sianturi, 2022). Levene's test was

applied to assess the homogeneity of variances, ensuring the data met the necessary criteria for subsequent analyses. Finally, hypothesis testing was performed using appropriate statistical formulas to assess the validity of the proposed hypothesis, drawing data-driven conclusions and enhancing the robustness of the research findings (Mufarrikoh, 2019).

### III. RESULT AND DISCUSSION

#### RESULT

##### A. Results of Validity and Reliability Tests

The analysis results show that the calculated mean value of  $r$  exceeds the minimum threshold of the  $r$  table, which is 0.275, based on the validity and reliability tests obtained from the questionnaire. Below is the table of these test results:

Table 1. Results of Validity and Reliability Tests

Variable	Indicator	Number of Items	Valid Items	Invalid Items	Cronbach's Alpha	Reliability Conclusion
Repetition Intensive	Improvement of Qur'an reading ability and motivation	4	4	0	0.865–0.877	Reliable
Mastery of Tajweed in Memorization	Tajweed mastery in reading and memorizing the Qur'an	4	3	1	0.871–0.881	Reliable
Fluency in Memorizing the Qur'an	Fluency in reading and memorizing the Qur'an	4	3	1	0.865–0.881	Reliable
Read and Write the Qur'an (BTQ)	Tajweed mastery and its application in Qur'an reading	4	4	0	0.869–0.878	Reliable
Fasohah (Eloquence)	Fluency, clarity, and aesthetic quality of Qur'an recitation	4	4	0	0.872–0.878	Reliable
Writing the Qur'an	Ability to write Qur'anic text accurately	4	4	0	0.872–0.879	Reliable
<b>Overall / Average</b>	All indicators	<b>24</b>	<b>22</b>	<b>2</b>	<b>0.879</b>	<b>Reliable</b>

Source: Processed Primary Data: 2024

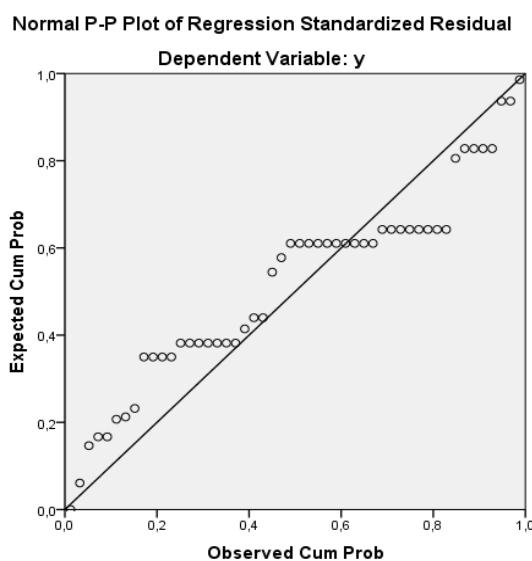
The presented table reveals that the average calculated  $r$  value for the description exceeds the threshold value of the  $r$  table, which is 0.275. This indicates that the instrument used in this study has a very good level of validity, as the high  $r$  value demonstrates that the items in the instrument effectively measure the intended variables.

The results of the reliability test show satisfactory performance, with a Cronbach's Alpha value of 0.879, which far exceeds the minimum threshold of 0.6. This indicates that the instrument is not only valid but also highly reliable, ensuring that the measurement results obtained are consistent and dependable.

## B. Results of Prerequisite Tests

The evaluation of the prerequisite tests shows the analysis of normality using the P-Plot of regression standardized residuals. This method illustrates the extent to which the distribution of residual data follows a normal distribution pattern. The P-Plot, or Probability Plot, is designed to assess the fit of the residual distribution to the expected normal distribution. The P-Plot displays the relationship between the expected standardized residuals and the actual residuals obtained from the data, providing a clear picture of how closely the data adheres to a normal distribution.

The results of the P-Plot analysis provide important information regarding the data's adherence to the normality assumption, which is a crucial prerequisite in regression analysis. The graph generated from this analysis will indicate how well the data conforms to the expected normal distribution, thereby ensuring the validity of the regression model used. Below is the image illustrating the results of the normality analysis using the P-Plot method:



Source: Processed Primary Data: 2024

**Figure 4. Results of P-Plot of Regression Standardized Residuals**

The displayed graph shows data points in the P-Plot that are relatively close to the diagonal line. The distribution of these data points indicates that the tested data tends to follow a normal distribution. In other words, the pattern of points near the diagonal line suggests that the residuals of the data align with the expected normality assumption. This signifies that the

analyzed data meets one of the important prerequisites in regression analysis, which is the normal distribution of residuals, thereby supporting the validity of the regression model used in the study.

The results of the homogeneity test have been thoroughly analyzed, yielding a significance value of 0.131. This significance value is higher than the established alpha level of 0.05. Therefore, this result indicates that there is no significant difference in variance among the groups being tested. In other words, the assumption of homogeneity of variance, which is one of the important prerequisites in statistical analysis, has been satisfactorily met. The following table presents further details regarding the results of this homogeneity test, illustrating how well the variances among the analyzed groups are homogeneous. Below are the results of the homogeneity test:

Table 2. Results of Homogeneity Test

Test	Levene Statistic	df1	df2	Sig.	Decision
Post-Test	1.896	4	39	1,31	Homogenous

Source: Processed Primary Data: 2024

The results displayed in the table indicate that the tested data possess homogeneous properties, meaning that the variability in the data is consistent across the analyzed groups or samples. When the data is considered homogeneous, it indicates that there are no significant differences in variance between the different groups. In other words, the assumption that the variability of the data is uniform across the tested groups has been supported. These results provide confidence that the data meets one of the important prerequisites in statistical analysis, namely homogeneity of variance, which suggests that analysis can be conducted with the assumption that data variability is uniform across the tested groups.

The analysis shows that the variance of the data is relatively stable and does not vary significantly among the groups. This confirms that the analyzed data can be considered homogeneous or uniform in the context of the conducted analysis. In other words, the results of the analysis ensure that the assumption of homogeneity of variance has been well met in this study. The stability of variance across groups indicates that the data fulfills one of the important prerequisites in statistical analysis, which is that variability among groups is consistent. This provides assurance that the research results are not influenced by differences in variance among the groups, supporting the accuracy and validity of the conclusions drawn in the study.

### C. Results of Hypothesis Testing

The results of the homogeneity test for the variable x, which is the Pakistani Method, and y, which is BTQ, were conducted using three methods: the F test, the t test, and the coefficient of determination  $R^2$  test:

- a. The F test results yielded a calculated value of 228.921 with a significance value of 0.00. Since this significance value is less than 0.05, it can be concluded that factor X has a significant influence.
- b. For the t test, the obtained value is 15.130 with a significance value of 0.00. Since this significance value is also less than 0.05, it indicates that variable X significantly affects variable Y.
- c. The result of the coefficient of determination  $R^2$  is 0.827, or 82.7%, which indicates that variable X is very effective in explaining variable Y or has a strong influence on variable Y.

Below is the table of the results for the F test, t test, and  $R^2$ :

Table 3. Results of F Test, t Test, and  $R^2$

Variable	t Hitung	say	Description
Method Pakistani	15,130	0.000	Significance
F Hitung	228,912	R	0.823 (Significance)
F Sig.	0.000 <sup>1</sup>	R Square	0.827 (Significance)

Source: Processed Primary Data: 2024

The table above presents the results of various tests conducted, indicating that the data meets the criteria to support the hypothesis (H1). This suggests that the implementation of the Pakistani Method has a significant impact on the process of learning to read and write the Quran (BTQ). In other words, the data analysis supports the argument that the Pakistani Method effectively influences and improves BTQ learning outcomes. These findings indicate that the method is not only well implemented but also contributes positively to enhancing BTQ skills. Thus, the data obtained provide strong evidence that the Pakistani Method is an effective approach for improving BTQ learning outcomes, as anticipated in the tested hypothesis.

The analysis results indicate that this study has the potential to support Hypothesis H1, which states that there is a significant influence of the implementation of the Pakistani Method on BTQ at Madrasah Diniyah Daarul Ilmi. The data obtained suggest that this method not only has a positive impact on learning outcomes but also significantly contributes to enhancing the quality of BTQ. In other words, the findings reinforce the argument that the Pakistani Method is effective in the context of BTQ education. This suggests that the implementation of this method can significantly improve BTQ learning outcomes, supporting the claim that the Pakistani Method is an effective choice for use in BTQ education at this institution.

The data presented in Table 3 indicate that the critical ratio for the Pakistani Method (X) is 15.2130, while the calculated F value reaches 228.912. This result suggests that the calculated F value significantly exceeds the established critical ratio. Furthermore, the p-values for all tested variables are below the threshold of 0.05. This condition is crucial for accepting the hypothesis, as a p-value smaller than 0.05 indicates that the obtained results are unlikely to occur by chance. In other words, these findings support the significance of the influence of the

Pakistani Method on BTQ, demonstrating that the observed effects are significant and relevant, thereby reinforcing the validity of the hypothesis tested in this study.

These results indicate that the first hypothesis, which states that the Pakistani Method has an influence on BTQ, has been significantly proven. This evidence suggests that the method exerts a strong and significant influence in line with the data obtained from the conducted tests. In other words, the collected data supports the claim that this method has a significant impact. Therefore, it can be concluded that this method plays an important role in influencing and reinforcing the argument that it is effective in improving Quranic learning outcomes. These findings support the application of the Pakistani Method in the context of BTQ education and affirm its relevance in this research.

## DISCUSSION

This study provides robust empirical evidence that the Pakistani Method significantly enhances three core competencies in Quranic education: reading fluency (fasohah), mastery of tajwid rules, and Arabic writing skills among students at Madrasah Diniyah Daarul Ilmi. While the statistical results are unequivocal, a critical and reflective discussion is necessary to interpret these findings within the broader scholarly conversation on Islamic pedagogy, thereby elucidating their theoretical and practical contributions.

### A. Enhancing Quranic Reading Fluency: A Structural Solution to a Systemic Problem

The finding that the Pakistani Method exerts a significant positive influence ( $F = 228.921, p = 0.00$ ) on students' reading fluency confronts a well-documented and concerning trend in Muslim communities. The cited statistic that 72.25% of Muslims struggle to read the Quran correctly (Sari et al., 2023) paints a picture of a widespread pedagogical challenge. This study's results directly challenge the inefficacy implied by prior research, such as that of Khoirurizki & Bustam (2022), which identified persistent gaps in students' abilities despite formal education. The Pakistani Method, with its integration of phonetic techniques and sequential reading strategies, appears to address a critical weakness in conventional approaches.

Contrary to studies that attribute declining proficiency primarily to external factors like technological distraction and waning interest (Nurjan, 2019), our findings suggest that the problem may be more fundamentally rooted in instructional methodology. The success of the Pakistani Method at Madin Daarul Ilmi indicates that when a structured, phonetic-based system is implemented systematically, it can counteract environmental and motivational barriers. This extends the findings of general literacy research, which emphasizes the importance of explicit, sequential phonics instruction in acquiring reading fluency, to the specific domain of Quranic Arabic literacy. The novelty here lies not in discovering a literacy crisis, but in empirically validating a specific, transferable pedagogical intervention that demonstrably mitigates it within a *madrasah diniyah* context a setting often underrepresented in rigorous educational research.

### **B. Systematizing Tajwid Mastery: From Rule Memorization to Applied Proficiency**

The significant impact on tajwid quality ( $t = 15.130, p = 0.00$ ) is perhaps the most instructionally critical finding. Tajwid, the set of rules governing Quranic recitation, is often taught in a fragmented or theoretical manner, leading to the difficulties noted by Wardhani & Astriani (2021), where 75% of students struggle with application. The Pakistani Method's contribution is its inherent systematization. In line with the diagnosis of Rozi et al. (2022) regarding the lack of systematic training, this method provides a scaffolded framework where tajwid rules are integrated into the very process of learning to decode the script, rather than being taught as an abstract layer added later.

This integration adds nuance to the understanding of effective tajwid education. While Maulana & Irfani (2022) rightly point to environmental factors affecting concentration, our results demonstrate that a highly structured method can enhance focus and retention within the classroom itself, potentially insulating the learning process from some external disruptions. The method transforms tajwid from a set of isolated rules to be memorized into a living, applied grammar of recitation. The novel perspective offered by this study is that the Pakistani Method operationalizes a "teaching for transfer" model for tajwid. It ensures that knowledge of rules translates directly into performance, addressing the core issue of application gap identified in prior literature. This positions the method not merely as a teaching technique but as a curriculum design philosophy for embodied religious learning.

### **C. Transfer Effects to Arabic Orthographic Competence**

The strong positive influence on Arabic writing skills ( $R^2 = 82.7\%$ ) reveals a significant, and perhaps underappreciated, transfer effect of the Pakistani Method. This finding is particularly salient given the common struggles with Arabic orthography noted in diverse educational settings, often due to inadequate materials and lack of practice (Hadi et al., 2021; Sholihin & Siregar, 2024). Contrary to the view that Quranic reading and general Arabic writing are distinct skills, this study shows that a method focused intensely on the accurate visual recognition and phonetic breakdown of Arabic script directly builds orthographic competence.

This transfer effect extends the findings of research on biliteracy, suggesting that intensive, structured practice in decoding a specific, prestigious form of a language (Classical Arabic for Quran) can create robust cognitive schemata that benefit broader literacy skills in that language's script. The Pakistani Method's emphasis on precise letter formation, connection, and sound-symbol correspondence inherently reinforces the skills needed for writing. Unlike prior studies that treat declining Arabic writing skills as a separate problem requiring separate solutions (Basith & Jamroh, 2023), this review highlights an integrated pedagogical approach where solving one problem (Quranic literacy) simultaneously ameliorates another (general Arabic writing). This reveals an understudied aspect of Quranic pedagogy: its potential as a powerful vehicle for foundational Arabic literacy development beyond ritual recitation.

### **D. Synthesis and Novel Contribution**

The collective findings underscore that the Pakistani Method's efficacy stems from its integrated, structural, and phonocentric approach. It addresses fluency, tajwid, and writing

not as isolated competencies but as interwoven strands of a single literacy process. This holistic impact is the primary novel contribution of this study. While individual elements of the method may echo other pedagogical strategies, its specific combination and systematic application in the *madrasah diniyah* ecosystem, as documented here, offer a new model for curriculum design.

This review offers a novel perspective by moving beyond merely reporting the method's success to explaining *why* it works within established educational theory. It frames the method as an applied solution grounded in principles of explicit instruction, cognitive load management (by breaking complex skills into sequenced steps), and transfer of learning. The findings challenge the often-ad-hoc nature of traditional Quranic instruction and provide an evidence-based alternative.

#### E. Theoretical and Practical Implications

The theoretical implications are twofold. First, this study contributes to the theory of religious pedagogy by demonstrating how principles of general literacy and second-language acquisition can be effectively adapted to sacred text learning. It argues for the applicability of structured, phonetic-based methodologies in religious domains often governed by tradition. Second, it enriches theories of transfer of learning by showcasing a clear pathway from specialized religious literacy to broader linguistic competence. Practically, the implications are profound for Islamic educational institutions globally:

1. Curriculum Development: The Pakistani Method presents a viable, evidence-based model for (re)designing Quranic literacy curricula in *madrasahs*, weekend schools, and Islamic boarding schools (*pesantren*). Its structured nature allows for scalability and consistency across different instructors.
2. Teacher Training: Findings highlight the need for teacher professional development focused on explicit, phonetic instructional techniques rather than solely on rote correction.
3. Addressing Literacy Gaps: The method offers a potent tool for adult literacy programs aimed at teaching Muslims to read the Quran, directly tackling the alarming statistic of widespread illiteracy in Quranic reading.
4. Integrated Language Learning: For institutions teaching Arabic language, integrating the phonetic and writing techniques of the Pakistani Method could accelerate students' mastery of the Arabic script as a foundation for further study.

In conclusion, this study establishes the Pakistani Method as a significantly effective pedagogical intervention for Quranic education at Madrasah Diniyah Daarul Ilmi. More importantly, it critically positions these findings within academic discourse, showing how they address, contradict, and extend prior research. The method's success lies in its systematic integration of skills often taught in isolation, thereby enhancing fluency, tajwid application, and orthographic competence simultaneously. This research moves beyond documenting a local success story to proposing a replicable model with clear theoretical grounding and wide-ranging practical implications for enhancing the quality and effectiveness of religious and linguistic education in Islamic contexts. Future research should explore the longitudinal

sustainability of these gains and the method's adaptability to different cultural and institutional settings.

#### IV. CONCLUSION

In conclusion, the implementation of innovations in teaching methods, particularly through the Pakistani Method, plays a crucial role in enhancing the effectiveness of religious education. This study demonstrates that updates in the strategies for teaching Quranic reading and writing (BTQ) can provide better solutions to meet the needs of students and adapt the learning process to the demands of modern times. By adopting this method, it is hoped that the learning process will become more dynamic and responsive to the changing needs and interests of students. This is expected to lead to significant improvements in the effectiveness of religious education, ensuring that the methods used are not only relevant to contemporary developments but also enhance the overall quality of teaching and learning outcomes for students.

The integration of the Pakistani Method into the madrasah curriculum is expected to not only improve the quality of teaching but also create a more comprehensive and efficient learning experience. This method has the potential to introduce a more structured and integrated approach to teaching Quranic reading and writing (BTQ), which will positively impact students' abilities in reading and writing the Quran. With the implementation of this method, the learning process in madrasah is anticipated to become more adaptive to changing times and students' needs, as well as more aligned with their preferences. This is expected to enhance the effectiveness and relevance of religious education, ensuring that BTQ instruction becomes more effective and responsive to modern demands.

The Pakistani Method is expected to make a significant contribution to the development of more comprehensive and effective strategies for teaching Quranic reading and writing (BTQ). The implementation of this method is anticipated to enhance the quality of religious education in madrasah in a more holistic manner. By integrating the Pakistani Method, education in madrasah is expected to not only meet high-quality standards but also align with the needs and expectations of modern times. This method has the potential to introduce a more systematic and integrated approach, thereby supporting better learning outcomes for students. Proper implementation of this method is expected to make religious education more relevant and responsive to contemporary developments, ensuring that BTQ instruction meets the demands and expectations of the modern era.

#### V. REFERENCES

- [1] Afni Nurfatwa Wardhani, M., & Nurul Astriani, A. (2021). *Application of Tahsin and Tajwid Methods in* . 80 (80). <https://proceedings.uinsgd.ac.id/index.php/Proceedings>
- [2] Aisyah A'yun Khoirurizki, & Bustam, BMR (2022). Analysis of Low Interest in Reading the Qur'an in School-Age Children. *Journal of Educational and Social Sciences (JIPSI)* , 1 (1), 49.
- [3] Aliyah, U. (2023). Implementation Of Pakistani Method In Quran Memory Lessons At Smp It Luqmanul Hakim Ummi. *Relinesia* , 2 (2), 1–7. <http://www.nber.org/papers/w16019>
- [4] Aprida, SN, & Suyadi, S. (2022). Implementation of Al-Qur'an Learning on the Development of Religious and Moral Values in Early Childhood. *Jurnal Obsesi: Journal of Early Childhood*

*Education* , 6 (4), 2462–2471. <https://doi.org/10.31004/obsesi.v6i4.1959>

[5] Budiarti, BA (2021). *Application of Audio Visual Media to Improve Learning Outcomes of Grade VII Junior High School Students in Reading the Qur'an* . 1 (1), 793–805. <https://e-proceedings.iain-palangkaraya.ac.id/index.php/PPGAI/article/download/283/542%0Ahttps://e-proceedings.iain-palangkaraya.ac.id/index.php/PPGAI/article/view/283%0Ahttps://lens.org/131-786-807-439-725>

[6] Dewi, SK, & Sudaryanto, A. (2020). Validity and Reliability of the Questionnaire of Knowledge, Attitude and Behavior of Dengue Fever Prevention. *National Nursing Seminar of Muhammadiyah University of Surakarta (SEMNASKEP) 2020* , 73–79.

[7] Hasan, NR, Yantu, I., Juanna, A., & Tantawi, R. (2023). The Influence of Transformational Leadership on the Performance of Teachers at SMP Negeri 5, Gorontalo City. *JAMBURA (Scientific Journal of Management and Business)* , 6 (2), 962–969. <http://ejurnal.ung.ac.id/index.php/JIMB>

[8] Lestari, WR, Wahyudin, UR, & Abidin, J. (2021). Effectiveness of Applying Drill Method in Islamic Religious Education Learning. *Tambusai Education Journal* , 5 , 3847–3851. <https://jptam.org/index.php/jptam/article/view/1485%0Ahttps://jptam.org/index.php/jptam/article/download/1485/1289>

[9] Lestari, WT, & Dwi Maryani Rispatiningsih. (2023). *Content Validity of TPACK Instrument for Prospective Chemistry Teachers using Rasch Model Application* . 1 (2), 16–25.

[10] Maulana, F., & Irfani, F. (2022). Islamic Religious Education Teachers' Efforts to Improve the Ability to Read the Qur'an Through the Tilawati Method at SDIT Uswatun Hasanah Depok. *Tarbiatuna: Journal of Islamic Education Studies* , 2 (1), 29–56. <https://doi.org/10.47467/tarbiatuna.v2i1.1021>

[11] Mawarni, ES, Subarkah, I., & Fatimah, S. (2022). The Use of the Talaqqi Method Through Habituation to Improve the Ability to Read the Qur'an of Grade 3 at Kambangsari Elementary School, Alian District, Kebumen. *Social, Humanities, and Educational Studies (SHEs): Conference Series* , 5 (2), 49. <https://doi.org/10.20961/shes.v5i2.58304>

[12] Mufarrikoh, Z. (2019). *Educational Statistics (Sampling Concept and Hypothesis Testing)* . Jakad Media Publishing. <https://books.google.co.id/books?id=hknWDwAAQBAJ>

[13] Muhammad, H., & Khozin, N. (2022). Musyafahah Method to Improve Al-Qur'an Reading Ability of Students of SMP-IT As-Salam Ambon. *Al-Riwayah: Journal of Education* , 14 (2), 267–288. <https://doi.org/10.47945/al-riwayah.v14i2.651>

[14] Ngabdul Shodikin, E., Sucipto, E., Wasith Achadi, M., Muzaky, F., Wahyu Laras Pertiwi, R., & Yogyakarta Madani Tarbiyah Science College, S. (2023). *Implementation of the Sabaq, Sabqi, Manzil Methods in Improving the Quality of Memorizing Qur'an Learning in Class V Salafiyah Ula Islamic Center Bin Baz Bantul* . 1 (1), 34–44. <https://jurnal.amorfati.id/index.php/postaxial>

[15] Nurjan, S. (2019). *Delinquent Behavior of Muslim Youth* (AC (ed.)). Blue Ocean.

[16] Rozi, F., Sa'adah, N., & Hayati, N. (2022). Improving Tajweed Memory through Mnemonic Learning. *Fondatia* , 6 (3), 676–690. <https://doi.org/10.36088/fondatia.v6i3.1901>

- [17] Salia, FN, & Wibowo, P. (2022). What's Up With Leadership Factors in Improving the Quality of Financial Reports of the Former Surakarta Residency Regional Government? *JIAFE (Scientific Journal of Accounting, Faculty of Economics)* , 8 (1). <https://doi.org/10.34204/jiafe.v8i1.4893>
- [18] Sari, M., Assyakurrohim, D., & Astuti, M. (2023). Examining the Factors Causing Quran Illiteracy and Steps to Eradicate It. *Educatioanl Journal: General and Specific Research* , 3 (June), 421–435.
- [19] Sianturi, R. (2022). Homogeneity test as a requirement for analysis testing. *Journal of Education, Social Science, and Religion* , 8 (1), 386–397. <https://doi.org/10.53565/pssa.v8i1.507>
- [20] Silvianti, F., & Romelah. (2022). Implementation and Evaluation of the Pakistani Method in Learning Al-Qur'an Memorization at Al-Izzah Tahfidz High School, Samarinda. *Research Journal* , 27 (1), 23–47. <http://journal.unj.ac.id/unj/index.php/pm/>
- [21] Zh, M. H. R., Sani, N. L., Kuswandi, D., & Fadhl, M. (2024). Needs analysis of development fbo media as a support for blended learning in al-qur'an hadits lesson. \*Jurnal Pendidikan Agama Islam Al-Thariqah, 9\*(1), 16–32.
- [22] Zh, M. H. R., Pradana, M. I. Y., Soepriyanto, Y., & Budiman, F. (2025). Comparative analysis of student learning outcomes in al-qur'an hadith lessons based on learning media. \*al-Afkar, Journal For Islamic Studies, 8\*(1), 241–250.
- [23] Zh, M. H. R. (2021). Implementation of the one day three sentences technique to improve the Arabic ability of students at modern Darussalam Gontor. In *Proceedings of the International Conference on Islam and Global Civilization* (p. 16).