

Strategy for Implementing the Wafa Method in Qur'an Learning at SDIT Nurul Fikri Tulungagung

Salwa Aura A^{1*}, Faruuq Trifauzi²

^{1,2}STAIM Tulungagung, Tulungagung, Indonesia

*s.auraaaa04@gmail.com

Abstract: *This discusses about the implementation of the Wafa method on learning the Qur'an at SDIT Nurul Fikri Tulungagung. The main purpose of this study is to evaluate the supporting factors for the successful implementation of the Wafa method and to see its effect on students' ability to read and memorize the Qur'an. The research approach used is qualitative with data collection through interviews, observation, and documentation. The results showed that the successful implementation of this method is supported by teacher competence, interesting learning media, and a conducive and supportive school environment. Other factors that play an important role are parental commitment and adequate facilities. With proper implementation, the Wafa method can increase students' motivation and learning outcomes in reading and memorizing the Qur'an gradually and pleasantly. This study recommends the importance of collaboration of all parties to support an effective and sustainable Qur'an learning process in elementary schools.*

Keywords: *Elementary School, Wafa Method, Quran Learning*

Introduction

Strategy is a comprehensive approach related to implementing thoughts, making plans and carrying out hobbies in a positive time frame. Strategy is like a comprehensive roadmap to achieve goals.¹ Literally, strategy can be defined as "the art of a general." This concept

¹ "Nursanti, T. D., Haitamy, A. G., DN, D. A., Masdiantini, P. R., Waty, E., Boari, Y., & Judijanto, L. (2024). *ENTREPRENEURSHIP: Strategi Dan Panduan Dalam Menghadapi Persaingan Bisnis Yang Efektif*. PT. Sonpedia Publishing Indonesia.," n.d.

is closely related to top control in an organization, especially in determining the right method to position the company's business.²

In summary, strategy is a crucial tool for ensuring that every action taken will help us get closer to our goal. It is not a rencana at the top of the kertas, but rather a dynamic process that continuously changes in accordance with needs and desires.³

Strategies in learning are systematic efforts made by educators to achieve learning objectives effectively and efficiently. According to Sanjaya, learning strategies are action plans, including the use of methods and the utilization of various learning resources, which are arranged to achieve certain learning objectives. A good strategy must consider the condition of the learners, the objectives to be achieved, the material to be delivered, as well as the methods and media used.⁴ Learning strategies not only focus on results, but also on the processes that occur during learning ongoing. With the right strategy, the learning process can take place actively, creatively, effectively, and fun.⁵

Implementation is the act of utilization, while according to some expert's implementation is the act of planting ideas, methods and various things to collect quality dreams and for the achievement of goals by using methods of a set or organization that has been planned and organized in advance. Teaching can be interpreted as a technique used by educators with students at a time in the learning procedure. Therefore, the teaching method is a tool for creating a process of acquiring knowledge. Judging from the definitions above, it can be concluded that the mastery approach is a way or direction taken that is suitable and harmonious to provide something so that the goal of acquiring powerful and efficient knowledge can be achieved as expected.⁶

² "Purnama, M. H. (2014). Analisis Penerapan Manajemen Risiko Pada Perusahaan Eksporir Yang Menggunakan Metode Pembayaran Letter Of Credit (Studi Pada PT. Inti Luhur Fuja Abadi Pasuruan) (Doctoral Dissertation, Brawijaya University).," n.d.

³ "Asmani, J. M. M. (2015). Manajemen Efektif Marketing Sekolah: Strategi Menerapkan Jiwa Kompetisi Dan Sportivitas Untuk Melahirkan Sekolah Unggulan. Diva Press.," n.d.

⁴ "Nasrulloh, M. F., & Umardiyah, F. (2020). Efektivitas Strategi Pembelajaran Think Talk Write (TTW) Pada Pembelajaran Matematika. LPPM Universitas KH. A. Wahab Hasbullah.," n.d.

⁵ "Juano, A., Ntelok, Z. R., & Jediut, M. (2019). Lesson Study Sebagai Inovasi Untuk Peningkatan Kualitas Pembelajaran. Randang Tana-Jurnal Pengabdian Masyarakat, 2(2), 126-136.," n.d.

⁶ "Hasanah, M. N., & Bermi, W. (2022). Metode Pembelajaran PAI. Cv. Azka Pustaka.," n.d.

According to Van Meter and Van Horn, implementation is an action to carry out policy objectives in the form of specific programs.⁷ Meanwhile according to, Pressman and Wildavsky, implementation merupakan suatu proses interaksi antara tujuan dan tindakan untuk mencapai hasil yang diinginkan.⁸

Meanwhile, according to Pressman and Wildavsky, implementation is a process of interaction between goals and actions to achieve desired results:

- a. Program Planning
- b. Teacher Training
- c. Monitoring and evaluation of implementation
- d. Adapting methods to student needs
- e. Involvement of parents and school environment

In implementing the Wafa method, the implementation strategy involves adjusting the method to the characteristics of elementary school students, involving parents, using multimedia aids, and getting used to memorizing the Qur'an in everyday life.⁹

Reading the Quran is the first step in establishing a relationship with this holy book. After that, it is recommended to do tadabur, which is to reflect and understand its meaning according to the guidance of the pious predecessors. The next step is to practice the contents of the Quran in everyday life, then spread the knowledge by teaching it to others.¹⁰ At the other side, Muslims are also advised to memorize the Quran and keep their memorization to be maintained. This is one of the concrete proofs of Allah's promise to maintain the authenticity of the Quran from changes and deviations, unlike the previous holy books. Another proof of the preservation of the Quran is its existence that is embedded in the hearts of memorizers from various parts of the world, both from Arabs and non-Arabs. Many virtues and recommendations

⁷ ⁸ "Husaini, M., Raudah, S., & Amaliya, M. (2023). IMPLEMENTASI PRORGRAM PERLUASAN JANGKAUAN UMKM DI KABUPATEN BALANGAN. *SENTRI: Jurnal Riset Ilmiah*, 2(6), 2134-2139.," n.d.

⁸ Fatmawati, I. (2021). Peran Guru Dalam Pengembangan Kurikulum Dan Pembelajaran. *Revorma: Jurnal Pendidikan Dan Pemikiran*, 1(1), 20-37.," n.d.

⁹ "Putri, A. I. (2017). UPAYA GURU TAHFIDZ DALAM MENINGKATKAN KEDISIPLINAN BELAJAR TAHFIDZUL QUR'AN PADA SISWA KELAS VII DI SMPIT NUR HIDAYAH SURAKARTA TAHUN PELAJARAN 2016/2017. Skripsi IAIN Surakarta.," n.d.

¹⁰ "Sumarni, Y. (2022). Adab Berinteraksi Dengan Alquran Di Pondok Pesantren Sulaimaniyah Kabupaten Aceh Besar (Doctoral Dissertation, UIN Ar-Raniry Fakultas Ushuluddin Dan Filsafat).," n.d.

for reading the Quran are mentioned in the Quran itself and in the as-Sunnah, including the command to read the Word of Allah SWT:17

كبر باتك نم كيلا يحوالم لتاو

The Meaning: "And recite what was revealed to you, namely the book of your Rabb (the Quran)" Q.S Al-Khafi [18]:27.

Based on research conducted by Gifri Nafi'ah in 2017 at SDIT Nurul Fikri Tulungagung, the implementation of the Wafa method in learning Al-Quran is adjusted to the ability of each student. Grouping students is not based on grade level, but on their level of ability in reading the Koran.¹¹

The Wafa method is a way of learning the Qur'an that emphasizes a holistic and comprehensive approach, by utilizing the capabilities of the right brain.¹² Wafa method is a way of learning the Qur'an that emphasizes a holistic and comprehensive approach, by utilizing the abilities of the right brain.¹³ to the Al-Qur'an. Wafa was pioneered through KH. Muhammad Shaleh Drehem, Lc., who is also the founder and manager of the Syafaatul Quran Indonesia Foundation (YAQIN) with the help of wafa compiler KH. Dr. Muhammad Baihaqi, Lc. MA.¹⁴

According to Wafa Indonesia, the Wafa method is "a right-brain based method of learning to read the Qur'an and memorize the Qur'an that emphasizes the talaqqi approach, fun learning, and the use of multi-sensory (sight, hearing, and body movement) so that children learn with a happy heart and love for the Qur'an." This method was born in 2012 on the initiative of K.H. Muhammad Shaleh Drehem, Lc, a figure known as the founder of the Indonesian Quran Intercession Foundation (YAQIN) and the Chairman of the Indonesian Preachers Association (IKADI) of East Java. The presence of the Wafa method is one of the innovative efforts to facilitate learning the Qur'an with a

¹¹ "Nafi'ah, G. (2017). Implementasi Metode Wafa Dalam Meningkatkan Kemampuan Belajar Al Qur'an Siswa Di SDIT Nurul Fikri Tulungagung,." n.d.

¹² "Ekawati, R. N. (2022) Implementasi Tahsinul Qur'an Menggunakan Metode Wafa Di Griya Al Qur'an Al Furqon Ponorogo (Doctoral Dissertation, IAIN PONOROGO).," n.d.

¹³ Pangastuti, R. (2017). Pembelajaran Al-Quran Anak Usia Dini Melalui Metode. In Annual Conference on Islamic Early Childhood Education (ACIECE) (Vol. 2, Pp. 109-122).," n.d.

¹⁴ "Sari, I. M., & Wirman, A. (2019). Metode Wafa Dalam Pembelajaran Al-Qur'an Di Sekolah Alam TKIT Ar-Royyan Pegambiran, Padang. Indonesian Journal of Islamic Early Childhood Education, 4(1), 69-78.," n.d.

unique approach that is beneficial for many people.¹⁵ Here some characteristic from Wafa like:

a. Multisensory Approach

The Wafa method activates various student senses such as hearing (through tones and songs), vision (through visual media), and kinesthetics (through hand or body movements). This facilitates the learning process and accelerates children's grasp of Qur'anic material.¹⁶

b. Based on Right and Left Brain

Wafa combines the functions of the left brain (logic and structure) and the right brain (emotion, imagination, and creativity) to make the learning process more balanced and effective.¹⁷

c. Used song and Rhythm

Learning the Qur'an is packaged in the form of certain songs or tunes that make it easier for students to remember and pronounce letters, verses, or surahs correctly.¹⁸

d. Using the Talaqqi Method

The teacher reads first (*musyafahahah*) and the students imitate directly. This follows the traditional method from the Prophet Muhammad to the Companions, thus maintaining the authenticity of the reading and *makharijul huruf*.¹⁹

e. Integrated between Tilawah and Tahfidz

¹⁵ “Hanifa, N., Abidin, Z., & Mujib, A. (2025). Efektivitas Penggunaan Metode Wafa Dalam Meningkatkan Kemampuan Membaca Al-Qur'an Di Sdit Wahdatul Ummah. *Integrative Perspectives of Social and Science Journal*, 2(2 April), 2179-2187.” n.d.

¹⁶ “Alma'zumi, A. (2023). Model Pembelajaran Membaca Al-Qur'an Pada Anak Disabilitas Di SLB Santi Rama Jakarta Selatan (Doctoral Dissertation, Institut PTIQ Jakarta).” n.d.

¹⁷ “Lestari, G. (2023). Efektivitas Metode Wafa Dalam Pembelajaran Al Qur'an Pada Kelas Mustawa 'Ula Di Pondok Pesantren Al Taqwa Ddi Jampue Kabupaten Pinrang (Doctoral Dissertation, Iain Parepare).” N.D.

¹⁸ “Harahap, S. B. (2020). Strategi Penerapan Metode Ummi Dalam Pembelajaran Al-Qur'an. Scopindo Media Pustaka.” n.d.

¹⁹ “Ginting, R. F., Rarasati, S., & Ahyati, M. (2024). Penggunaan Metode Talaqqi Untuk Meningkatkan Bacaan Al Quran Siswi Kelas VI SDIT Luqmanul Hakim Pada Mata Pelajaran Tahsin. *Jurnal Inovasi Pendidikan*, 6(2).” n.d.

The Wafa method is not only used to read the Qur'an (tilawah) but is also very effective in memorizing (tahfidz) the Qur'an, even from an early age.²⁰

f. Emphasizing on Qur'anic Character Values

In addition to the technical aspects of reading and memorizing, this method also aims to form Qur'anic characters, such as discipline, love for the Qur'an, learning manners, and social and spiritual sensitivity. With a holistic and enjoyable approach, the Wafa method is believed to be able to answer the challenges of learning the Qur'an in the modern era, especially for elementary school students. In the context of SDIT Nurul Fikri Tulungagung, the application of this method is very relevant because it supports the school's vision in producing a generation that is intelligent, has noble morals, and loves the Qur'an.²¹

The Wafa method focuses on right-brain-based Quranic learning. This method teaches children to be able to read and memorize the Quran by maximizing the right brain. Thus it can be seen that learning the Quran with the right brain is a system and method of learning the Quran that is comprehensive, easy and fun.²² Moreover, SDIT Nurul Fikri is one of the elementary schools in Tulungagung which is the location of this research because elementary school children, namely those aged between 6 years old until 12 years or commonly referred to as the intellectual period.²³ As children grow older, their knowledge will develop rapidly, and the skills they master are increasingly varied. During this period, children's interests are more focused on things that are dynamic and moving.

This results in children tending to engage in various activities that are beneficial to their future development. By using the wafa method, it is hoped that children can expand their knowledge of Qur'anic

²⁰ Hakim, A. U. A. I., & Suyadi, S. (2023). PENGGUNAAN METODE Wafa UNTUK MENINGKATKAN HAFALAN AL-QUR'AN ANAK USIA DINI DI RA INSAN MULIA, YOGYAKARTA. *Early Stage*, 1(1), 38-51.,” n.d.

²¹ “Firmanto, I. S., & Marfiyanto, T. (2025). Program Pembelajaran Al-Qur'an Menggunakan Metode Tilawati Di TPQ Al-Huda Pucang Sewu Surabaya. *Jejak Pengabdian Masyarakat*, 1(1), 19-27.,” n.d.

²² 4 “Maqsuri, A. (2018). URGENSI METODE Wafa DALAM PEBAIKAN TAJWID AL-QUR'AN. *IQRO: Journal of Islamic Education*, 1(2), 139-152.,” n.d.

²³ Yusliani, H. (2021). *Edukasi Self Control Dalam Pengembangan Kecerdasan Spiritual Anak Pada Sekolah Dasar Islam Terpadu (SDIT) Di Banda Aceh Dan Aceh Besar (Doctoral Dissertation, UIN AR RANIRY).*,” n.d.

education, because this method is very suitable for early childhood. Therefore, from this little description, the researcher wants to examine

The Implementation strategy of the Wafa Method on Quran Learning at SDIT Nurul Fikri Tulungagung more specifically.

With the focus of the problem based on the description above, it can be stated that this research focuses on several aspects to be studied, namely:

1. How is the implementation strategy of the wafa method in learning the Koran at SDIT Nurul Fkri?
2. How are the supporting factors for the implementation of the wafa method in learning the Koran at SDIT Nurul Fikri?
3. What are the results of the implementation of the wafa method on the ability to read and memorize the Koran of SDIT Nurul Fikri students?

Method

This approach employed a qualitative research method, which used concepts and theories to define the research data.²⁴ Qualitative research utilized descriptive language and terms to gather comprehensive information about skilled events, including research topics as well as related attitudes, views, motivations, and behaviors. This research belonged to the qualitative descriptive category, where the data obtained was presented in the form of notes using words and images, not numbers or numerical data.²⁵ In addition, descriptive research was an approach aimed at describing phenomena that were occurring at the time, whether they were natural or the result of human intervention.²⁶ The research subjects in the study used purposive sampling where the research informants were based on certain considerations as the criteria were as follows:

²⁴ "Sigit Hermawan, S. E., & Amirullah, S. E. (2021). *Metode Penelitian Bisnis: Pendekatan Kuantitatif & Kualitatif*. Media Nusa Creative (MNC Publishing).," n.d

²⁵ "Unaradjan, D. D. (2019). *Metode Penelitian Kuantitatif*. Penerbit Unika Atma Jaya Jakarta.," n.d.

²⁶ "Fadli, M. R. (2021). *Memahami Desain Metode Penelitian Kualitatif*. Humanika, *Kajian Ilmiah Mata Kuliah Umum*, 21(1), 33-54.," n.d.

1) Competence in reading the Qur'an where the teacher must have the ability to read the Qur'an properly and correctly, including mastery of tajweed and makhrajul letters.²⁷

2) Understanding of the Wafa Method in which teachers are required to understand and master the Wafa method thoroughly, including learning techniques that maximize right brain function and the use of hijaz tones in teaching.²⁸

3) Fun Teaching Skills where teachers are expected to be able to create a fun and interactive learning atmosphere, in accordance with the characteristics of the Wafa method which emphasizes active and creative learning.²⁹

4) Patience and Perseverance where teaching the Qur'an requires a lot of patience, especially in guiding students with various levels of ability.³⁰

5) Commitment to Periodic Evaluation in which the teacher must be committed to conducting regular evaluations of the development of students' Qur'an reading skills, in order to ensure the effectiveness of learning and the achievement of set targets.³¹

With the research location inside SDIT Nurul Fikri Tulungagung which is located on Jl. Dr. Wahidin Sudiro Husodo Gg Masjid Ali No.4-7, Wadu Jaya, Kedungwaru, Kec. Kedungwaru, Tulungagung Regency, East Java 66229.

Result and Discussion

After starting the field research, the researchers collected data using three primary methods: structured interviews, participatory

²⁷ "Aziz, M., & Sitorus, I. Y. (2025). Implementasi Pembelajaran PAI Menggunakan Metode Talaqqi Dan Musyafahah Dalam Meningkatkan Kemampuan Membaca Al-Qur'an Siswa. *ELSE (Elementary School Education Journal): Jurnal Pendidikan Dan Pembelajaran Sekolah Dasar*, 9(1).," n.d.

²⁸ "Husin, H., & Arsyad, M. (2022). Implementasi Metode Tahsin Untuk Meningkatkan Kemampuan Membaca Al-Qur'an Di MI Darul Falah. *Al-Muhith: Jurnal Ilmu Qur'an Dan Hadits*, 1(1), 16-25.," n.d.

²⁹ "Khakim, N. (2025). Optimalisasi Pembelajaran PPKN Dengan Metode Inquiry Learning Dalam Mengembangkan Nilai-Nilai Demokrasi. *Jurnal Citizenship Virtues*, 5(1), 1-12.," n.d.

³⁰ "Usman, U. (2023). Sikap Profesional Guru Dalam Perspektif Pendidikan Islam. *Inspiratif Pendidikan*, 12(1), 78-92.," n.d.

³¹ "Sari, N. K., & Suradji, M. (2025). Implementasi Pembelajaran Tahsin Al-Qur'an Dalam Meningkatkan Hafalan Siswi MI Tarbiyatul Banat Simo Sungelebak Karanggeneng Lamongan. *Jurnal Murid*, 2(1), 26-35.," n.d.

observation, and documentation. Structured interviews were conducted to obtain direct information from the respondents. Participatory observation enabled the researchers to engage directly in the activities of the research subjects, allowing for a deeper and more authentic understanding of the context. Documentation was employed to support and validate the findings derived from both interviews and observations. These three methods were implemented in alignment with the established focus of the study.

1. **Strategies used in implementing the wafa method in learning the Al-Quran at SDIT Nurul Fikri Tulungagung**

SDIT Nurul Fikri has a program in reading and writing the Quran using the Wafa method which is carried out routinely every day at 09.00-10.00 which is followed by all classes from grade 1 to grade 6 since 2017 which is one of the curriculum held by the school with the Wafa method implementation strategy at SDIT Nurul Fikri Tulungagung carried out in a structured and humane manner. The school starts with teacher training and socialization to parents, creating a Quranic learning environment, and implementing a personal approach for students who are experiencing difficulties. Collaboration with parents and routine evaluations are important parts of ensuring the success of the program. This approach makes learning the Quran more fun, effective, and meaningful.

At the DDIT Nurul Fikri Tulungagung, the Wafa method is applied as part of the tahfidz and reciting learning program. This method aims to teach students how to read the Qur'an correctly and memorize its verses gradually. Here is how to teach reciting the Qur'an using the Wafa method at SDIT Nurul Fikri Tulungagung:

- a. Introduction to Hijaiyah Letters Students are introduced to the hijaiyah letters gradually. Each letter is taught with the correct pronunciation and followed by reading exercises. This is the first step before students can read the Qur'an.
- b. Reading with Correct Tajweed The teaching of correct tajweed is highly emphasized. With the Wafa method, students are taught to read the Qur'an by paying attention to the rules of tajweed, so that their reading is correct and in accordance with existing rules.
- c. Tahfidz (Memorization) Every student is taught to memorize the verses of the Qur'an with an effective method. Repetition of readings is done routinely to ensure that students' memorization is strong and stable.

- d. Gradual and Systematic Approach Learning is done in stages, starting from letter recognition to reading verses of the Qur'an. The Wafa method ensures that each student understands and masters each step before moving on to the next level.

2. Supporting aspects that facilitate the use of the Wafa method in teaching the Quran at SDIT Nurul Fikri

According to the results of field research, the implementation of the Wafa method in Quranic education at SDIT Nurul Fikri Tulungagung is supported by several crucial factors. One of the main factors is the teachers' competence and their active involvement, which significantly influence the success of the method. Teachers are able to consistently apply the TANDUR learning approach in line with the established guidelines, making the process of reading, writing, and memorizing the Quran more efficient and effective.

Teachers also combine various student senses, such as visual, auditory, and kinesthetic, so that learning becomes more interesting and enjoyable. Parental support also greatly helps the smooth running of the learning process, by providing motivation and facilitating their children to continue practicing at home so that memorization and the ability to read the Qur'an increase optimally. Adequate facilities and infrastructure, such as the Wafa method guidebook and appropriate learning media, also support the implementation of this method. The guidebook helps students learn to write and memorize gradually from single letters to complete verses.

There are several key factors that contribute to the successful implementation of the Wafa method at our school. One of the most significant is the competence and active role of teachers in consistently applying the TANDUR learning model. We strive to engage multiple student senses visual, auditory, and kinesthetic to make the learning process more enjoyable and meaningful for children.

Parental involvement is another crucial element. Parents continuously provide motivation and create supportive environments at home, encouraging their children to practice regularly. This consistent practice greatly enhances students' memorization and Quran reading abilities.

Equally important is the availability of proper facilities and learning resources, such as Wafa method guidebooks and appropriate educational media. These guidebooks help students progress gradually in both writing and memorizing the Quran, starting from individual letters and moving toward complete verses.

The overall school environment also plays a vital role. A positive and supportive atmosphere motivates students to be more enthusiastic and committed in their Quranic learning. All of these factors work hand in hand and contribute significantly to the success of the Wafa method at SDIT Nurul Fikri Tulungagung. From the dedication and passion of the teachers to the active participation of parents, each element plays a part in creating a strong foundation for Quran education.

Adequate facilities and a conducive school environment also help create a comfortable and enjoyable learning atmosphere. No less important, open and supportive school management helps strengthen this learning system. And what makes it even more optimistic is that the children themselves show high enthusiasm because the Wafa method feels more enjoyable and easier to understand. All of these factors, when combined, become a strong foundation in producing a generation that loves the Qur'an from an early age.

3. The results of the implementation of the Wafa method on the ability to read and memorize the Koran of SDIT Nurul Fikri students

The research results showed that the implementation of the Wafa method in learning the Al-Qur'an at SDIT Nurul Fikri Tulungagung had a positive impact on improving students' ability to read and memorize the Al-Qur'an. The Wafa method, which emphasizes a right-brain approach, the use of songs (*naghom*), hand movements, and visualization, has been proven to make students more enthusiastic, easier to understand, and faster at memorizing and reading with *tartil*. Teachers stated that after the Wafa method was applied consistently, students' ability to read the Al-Qur'an increased significantly, both in terms of fluency (*fasahah*), recitation, and fluency in reading long verses.

Based on classroom observations, it was found that students were more actively engaged during lessons. They participated enthusiastically, especially during *muroja'ah* sessions and when presenting their memorized verses. Noticeable progress was seen particularly among lower-grade students (Grades 1 to 3), who showed the ability to memorize quickly and with genuine enjoyment. The following section presents student achievement data, as recorded by the Qur'an memorization teacher.

- a. The average grade 1 student has memorized 3-5 selected letters (*juz 30*) in one semester.
- b. Qur'an with good *tartil* and basic *tajweed*.

- c. Grade 5 and 6 students have reached an average memorization of at least 3 juz

In addition, the application of the Wafa method also makes it easier for teachers to deliver material because the curriculum structure is systematic and directed, and is equipped with guidelines and periodic training from the Wafa center. The right-brain-based Wafa method provides a different approach from traditional methods. With a combination of songs, movements, and visualization, students not only memorize mechanically, but also enjoy the learning process. This creates a learning atmosphere that is fun and not burdensome for students, especially at the primary education level. In addition, the reading grouping strategy and gradual exercises also make it easier for teachers to map students' abilities and provide appropriate evaluations.

Teachers at SDIT Nurul Fikri said that the implementation of this method not only improved students' cognitive abilities in terms of memorization and recitation, but also formed positive attitudes towards the Qur'an, such as the spirit of muroja'ah, discipline, and love for the holy verses.

So, the results is the research findings showed that the success of the Wafa method was strongly influenced by teacher competence, parental support, adequate facilities, and a conducive school environment. Enthusiastic and active teachers were able to create an enjoyable learning atmosphere, while support from parents strengthened students' motivation and progress. Attractive facilities and a comfortable environment also played an important role in making the process of memorizing and reading the Qur'an more effective and enjoyable. Through collaboration among all parties, this method continued to develop and had a positive impact on fostering children's love for the Qur'an from an early age.

Conclusion

1. The implementation of the Wafa method at SDIT Nurul Fikri Tulungagung reflects a spirited and collaborative learning journey. Although challenges exist—such as varying student abilities and uneven parental involvement—teachers continue to carry out their roles with patience and sincerity. Through strong collaboration between the school and parents, this method aims to make Quran learning more enjoyable and meaningful for every child.

2. The success of the Wafa method at SDIT Nurul Fikri Tulungagung is the result of various interconnected supporting factors. At the heart of it are the dedication and enthusiasm of the teachers, supported by active parental involvement in their children's learning process. Adequate facilities and a positive school environment also play a significant role in creating a comfortable and engaging learning atmosphere. Equally important is the school's open and supportive management, which strengthens the system and fosters optimism as students show growing enthusiasm and motivation.

3. At the SDIT Nurul Fikri Tulungagung, the effective implementation of the Wafa method is driven by several complementary factors. The availability of well-designed guidebooks tailored to the method, engaging learning media, and a supportive school environment all serve as key elements. Together, these components help students learn and memorize the Qur'an gradually and enjoyably, while also nurturing an inner motivation to develop a deep love for the Qur'an

Suggestion to next research

Future researchers are advised to include additional variables that were not examined in this study in order to gain a more comprehensive understanding of the phenomenon under investigation.

Acknowledgements

Thank you along with the prayer "Jazakumullah Khaira Ahsanal Jaza" to all those who have helped, supported, facilitated the completion of this thesis, especially the author would like to express his honorable gratitude:

1. The author's parents, Mr. Jatmiko and Mrs. Rizki Amalia, who are always a source of strength and enthusiasm. Thank you for your infinite love, unending prayers, and sacrifices that words cannot repay. May my every step be a prayer that returns to you in the form of happiness and blessings. My gratitude also goes to my siblings, Muhammad 'Adn Fahrurrozi, Izz Aqila Naazneen Nadha and Uwais Al Qorni, who have poured out their love and affection, support, prayers, enthusiasm and motivation so that the author can undergo the process of preparing this thesis with enthusiasm and determination, as well as in the midst of various challenges and limitations faced.
2. Chairman of the Muhammadiyah Tulungagung Islamic College Mr. Dr. H. Suropto, S.Ag., M.Pd.

3. Supervisor who has provided guidance, direction and motivation in the preparation of this thesis Mr. Dr. Faruuq Trifauzi M.Pd.I
4. All lecturers of the Islamic Education Study Program of the Muhammadiyah Tulungagung Islamic College (STAIM) who have educated, guided, taught and devoted their knowledge to the author. May Allah reward their good deeds.

Bibliography

- Alma'zumi, A. (2023). Model pembelajaran membaca Al-Qur'an pada anak disabilitas di slb santi rama Jakarta Selatan (Doctoral Dissertation, Institut Ptiq Jakarta).
- Artika, Y. (2021). Implementasi metode wafa dalam meningkatkan kemampuan membaca Al Quran siswa Sdit Wahdatul Ummah Kota Metro (Doctoral Dissertation, Iain Metro).
- Asmani, J. M. M. (2015). Manajemen efektif marketing sekolah: strategi menerapkan jiwa kompetisi dan sportivitas untuk melahirkan sekolah unggulan. Diva Press.,
- Aziz, M., & Sitorus, I. Y. (2025). Implementasi pembelajaran pai menggunakan metode talaqqi dan musyafahah dalam meningkatkan kemampuan membaca al-qur'an siswa. *else (elementary school education journal): jurnal pendidikan dan pembelajaran sekolah dasar*, 9.
- Ekawati, R. N. (2022) Implementasi Tahsinul Qur'an menggunakan metode wafa di griya Al Qur'an Al Furqon Ponorogo (Doctoral Dissertation, Iain Ponorogo),
- Firmanto, I. S., & Marfiyanto, T. (2025). Program pembelajaran al-qur'an menggunakan metode tilawati di tpq al-huda pucang sewu surabaya. *jejak pengabdian masyarakat*, 1(1), 19-27.
- Hanifa, N., Abidin, Z., & Mujib, A. (2025). Efektivitas penggunaan metode wafa dalam meningkatkan kemampuan membaca al-qur'an di sdit wahdatul ummah. *integrative perspectives of social and science journal*, 2(2 April), 2179-2187.,
- Harahap, S. B. (2020). Strategi penerapan metode ummi dalam pembelajaran Al-Qur'an. Scopindo Media Pustaka.,
- Hasanah, M. N., & Bermi, W. (2022). Metode pembelajaran pai. Cv. Azka Pustaka.,

- Husaini, M., Raudah, S., & Amaliya, M. (2023). Implementasi program perluasan jangkauan umkm di kabupaten balangan. *sentri: jurnal riset ilmiah*, 2(6), 2134-2139.,
- Husin, H., & Arsyad, M. (2022). Implementasi metode tahsin untuk meningkatkan kemampuan membaca Al-Qur'an di Mi Darul Falah. *Al-Muhith: Jurnal Ilmu Qur'an Dan Hadits*, 1(1), 16-25.
- Juano, A., Ntelok, Z. R., & Jediut, M. (2019). Lesson study sebagai inovasi untuk peningkatan kualitas pembelajaran. *randang tanah-jurnal pengabdian masyarakat*, 2(2), 126-136.,
- Khakim, N. (2025). Optimalisasi pembelajaran ppkn dengan metode inquiry learning dalam mengembangkan nilai-nilai demokrasi. *jurnal citizenship virtues*, 5(1), 1-12.
- Lestari, G. (2023). Efektivitas metode wafa dalam pembelajaran al qur'an pada kelas mustawa 'ula di Pondok Pesantren Al Taqwa Ddi Jampue Kabupaten Pinrang (Doctoral Dissertation, Iain Parepare),
- Nafi'ah, G. (2017). Implementasi metode wafa dalam meningkatkan kemampuan belajar al qur'an siswa di Sdit Nurul Fikri Tulungagung.,
- Nasrulloh, M. F., & Umardiyah, F. (2020). Efektivitas strategi pembelajaran think talk write (ttw) pada pembelajaran
- Nurkhalizah, E., Akil, A., & Susanto, A. (2024). Implementasi metode wafa dalam meningkatkan hasil belajar tahsin dan tahfidz. *tarbiyatuna kajian Pendidikan Islam*, 8(2), 247-274.
- Nursanti, T. D., Haitamy, A. G., Dn, D. A., Masdiantini, P. R., Waty, E., Boari, Y., & Judijanto, L. (2024). *Entrepreneurship: strategi dan panduan dalam menghadapi persaingan bisnis yang efektif*. Pt. Sonpedia Publishing Indonesia.,
- Pangastuti, R. (2017). Pembelajaran Al-Quran anak usia dini melalui metode. in annual conference on islamic early childhood education (Aciece) (Vol. 2, Pp. 109-122).,"
- Purnama, M. H. (2014). Analisis penerapan manajemen risiko pada perusahaan eksportir yang menggunakan metode pembayaran letter of credit (Studi Pada Pt. Inti Luhur Fuja Abadi Pasuruan) (Doctoral Dissertation, Brawijaya University),
- Putri, A. I. (2017). Upaya guru tahfidz dalam meningkatkan kedisiplinan belajar tahfidzul qur'an pada siswa kelas vii di smpt nur hidayah surakarta tahun pelajaran 2016/2017. Skripsi lain

Surakarta.,

- Sari, I. M., & Wirman, A. (2019). Metode wafa dalam pembelajaran al-qur'an di sekolah alam Tkit Ar-Royyan Pegambiran, Padang. *Indonesian Journal Of Islamic Early Childhood Education*, 4(1), 69-78.,”
- Sari, N. K., & Suradji, M. (2025). Implementasi pembelajaran tahsin al-qur'an dalam meningkatkan hafalan siswi Mi Tarbiyatul Banat Simo Sungelebak Karanggeneng Lamongan. *Jurnal Murid*, 2(1), 26-35.
- Sigit Hermawan, S. E., & Amirullah, S. E. (2021). Metode penelitian bisnis: pendekatan kuantitatif & kualitatif. media nusa creative (Mnc Publishing).
- Sumarni, Y. (2022). Adab berinteraksi dengan Alquran Di Pondok Pesantren Sulaimanayah Kabupaten Aceh Besar (Doctoral Dissertation, Uin Ar-Raniry Fakultas Ushuluddin Dan Filsafat).,
- Unaradjan, D. D. (2019). Metode penelitian kuantitatif. penerbit unika atma jaya Jakarta.
- Usman, U. (2023). Sikap Profesional Guru Dalam Perspektif Pendidikan Islam. *Inspiratif Pendidikan*, 12(1), 78-92.
- Yusliani, H. (2021). Edukasi self control dalam pengembangan kecerdasan spiritual anak pada sekolah dasar islam terpadu (sdit) di banda aceh dan aceh besar (Doctoral Dissertation, Uin Ar Raniry).