**The Pakistani Method In Reading And Writing The Qur'an**

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**ABSTRACT:** This study is motivated by the difficulties in applying the Baca Tulis Al-Qur'an (BTQ) method in madrasah diniyah, where conventional methods have proven to be less effective. Students face challenges in reading and writing the Qur'an, and the existing methods are less interactive and do not align with modern developments. The aim of this research is to explore the potential of the Pakistani Method as a new alternative to enhance the quality of BTQ learning at Madrasah Diniyah Daarul Ilmi Nguntoronadi Magetan. The research employs an experimental design with a quantitative approach, collecting data through questionnaires, observation of the learning process, and documentation of results. Analysis shows that the implementation of the Pakistani Method has a positive impact on Qur'anic reading and writing skills, with a t-test result of 15.130 and a significance value of 0.00, which is less than the alpha level of 0.05, indicating that the hypothesis is accepted. This study affirms that the Pakistani Method is more effective than traditional methods and highlights the importance of innovation in religious education to achieve more holistic learning that meets the needs of students in the modern era.

**ABSTRAK**: Penelitian ini dilatarbelakangi oleh kesulitan dalam menerapkan metode Baca Tulis Al-Qur'an (BTQ) di madrasah diniyah, di mana metode konvensional terbukti kurang efektif. Santri menghadapi kesulitan dalam kemahiran membaca dan menulis Al-Qur'an, dan metode yang ada kurang interaktif serta tidak sesuai dengan perkembangan zaman. Tujuan penelitian ini adalah mengeksplorasi potensi Metode inisebagai alternatif baru untuk meningkatkan mutu pembelajaran BTQ di Madrasah Diniyah Daarul Ilmi Nguntoronadi Magetan. Metode yang digunakan adalah desain eksperimen dengan pendekatan kuantitatif, mengumpulkan data melalui angket, observasi proses pembelajaran, dan dokumentasi hasil. Analisis menunjukkan bahwa penerapan Metode ini berdampak positif pada keterampilan baca tulis Al-Qur'an, dengan hasil uji t-hitung mencapai 15,130 dan nilai signifikansi 0,00, yang lebih kecil dari alpha 0,05, menandakan hipotesis diterima. Studi ini menegaskan bahwa Metode *Pakistani* lebih efektif dibandingkan metode tradisional, serta menekankan pentingnya inovasi dalam pendidikan agama untuk mencapai pembelajaran yang lebih holistik dan sesuai dengan kebutuhan santri di era modern.

**Keywords:** *Pakistani Method, Reading, Writing the Qur'an*

1. **INTRODUCTION (Calibri, 12 Bold)**

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.

1. **METHOD (Calibri, 12 Bold)**

This study examines two main variables. The first variable, the Pakistani Method, serves as the independent variable (X), while the second variable, BTQ, functions as the dependent variable (Y). The focus of this research is to understand and explain the relationship between the Pakistani Method as the influencing variable and BTQ as the influenced variable, through comprehensive quantitative data analysis. With this approach, it is hoped that a clear picture can be obtained regarding the impact of this method on BTQ.

This research was conducted at Madrasah Diniyah Daarul Ilmi, located in Nguntoronadi, Magetan, involving a total population of 50 students from the institution. Given the relatively small population, which is less than 100 individuals, the study decided to use the entire population as the sample, in accordance with methodological recommendations suggesting the use of the full population (Salia & Wibowo, 2022). This approach allows the research to obtain more representative and comprehensive data from all the students involved.

The technique used for data collection was the distribution of questionnaires directly to the students (Aprida & Suyadi, 2022). The questionnaire underwent thorough testing to ensure its validity and reliability, allowing it to be accepted and used effectively in the research. Validity refers to the extent to which the questionnaire measures what it is supposed to measure, while reliability pertains to the consistency of measurement results over time. This testing process is crucial to ensure that the collected data accurately reflects the variables being studied.

The instrument used in this study is a Likert scale with a range of 1 to 4. This choice was made to avoid biases that often arise with odd-numbered scales, such as central tendency bias, where respondents may tend to select the middle option as a safe choice. The 1-4 Likert scale is designed to minimize such possibilities and provide more accurate data regarding the opinions and attitudes of students toward the variables being studied (Hasan et al., 2023). Thus, the data obtained is expected to offer a clearer and unbiased representation of the phenomenon being investigated.

To test the accuracy of the research instrument, a validity test was conducted using the Pearson product-moment method, aimed at assessing the validity of the collected data (W. R. Lestari et al., 2021). This test involved correlational analysis between each question item in the questionnaire to ensure that each item accurately measures the intended variable. By employing the Pearson product-moment formula, it is expected to obtain results that indicate the extent to which each question item is significantly related to the construct being studied.

The validity test was conducted to assess the accuracy of the research instrument using a quantitative method aimed at evaluating the validity of the collected data (Lestari & Maryani, 2023). Through this correlational analysis, each question item is evaluated to ensure that they align with the research objectives and are reliable in measuring the specified variables. Thus, the Pearson product-moment method provides a strong basis for assessing and improving the quality of the instruments used in the study. This analysis involves correlating each question item using the following formula:

Figure 1. Aiken's Validity Formula

Description:

V = Validity

s = r – Io

r = Score given by the expert

Io = Lowest score in the rating category (1)

n = Number of respondents

c = Score for high validity option (4)

The reliability test is conducted after the validity test is completed to assess the reliability and consistency of respondents' answers, using the following formula (Dewi & Sudaryanto, 2020):

Figure 2. Reliability Test Formula

Description:

r1 = Overall reliability of the instrument

rb = Correlation between two separate parts

The next step is to conduct prerequisite tests after completing the previous two tests. This test is important to ensure that the analyzed data follows a normal distribution pattern, which is one of the fundamental assumptions in many statistical methods (Sianturi, 2022). To carry out this test, we will use a specified formula. This formula will allow us to evaluate the extent to which our data meets the expected normal distribution criteria, enabling us to proceed with more accurate and valid analyses using the following formula:

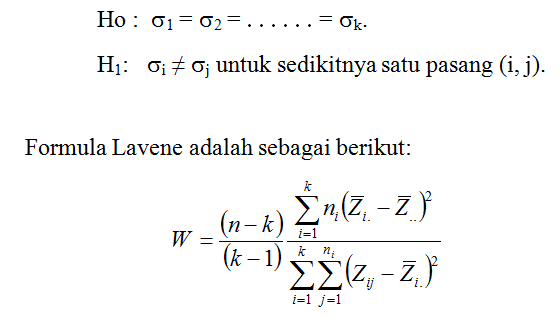


Figure 3. Levene's Test Formula

Description:

n = Number

k = Number of groups

Zu = |Yυ - Yi|

Yi = Mean of the i-th group

Zi = Mean of the Zi group

Z = Overall mean of Zυ

Critical Region:

H0 is rejected if W > F(α; k-1, n-k)

An important step taken is to conduct the hypothesis test at the final stage of the research. This process involves applying specific statistical formulas designed to test the validity of the previously formulated hypotheses (Mufarrikoh, 2019). By using these formulas, the researcher can assess whether there is sufficient evidence to support or reject the proposed hypothesis, thus enabling more informed decisionmaking.

Hypothesis testing allows for research results to be drawn with stronger, data-driven conclusions. This process aims to ensure that the final decision is supported by comprehensive and objective statistical analysis, providing a clear picture of the validity of the tested hypothesis. Thus, hypothesis testing serves as a critical step in verifying research findings and strengthening the validity of the obtained results.

1. **RESULT AND DISCUSSION (Calibri, 12 Bold)**

**RESULT**

1. **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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Vari-abel** | **Indi-kator** | **Question** | **Validity** | | **Reliability** | |
| **r count** | **Conclusion** | **Cornbach's Alpha** | **Conclusion** |
| Pakistani Method | Repetition  Intensive | I feel intensive method help improve reading ability​ Al-Qur'an . | 0.795 | Valid | 0.865 | Rally-able |
| I Feel believe self in read  Al-Qur'an after do intensive repetition . | 0.325 | Valid | 0.877 | Rally-able |
| Love I to read The Qur'an is increasing. | 0.460 | Valid | 0.874 | Rally-able |
| Repetition Intensive method Pakistani  help I in control material BTQ better. | 0.380 | Valid | 0.876 | Rally-able |
| Mastery  Tajweed in memorization | I feel Mastery Tajweed in reading The Qur'an is increasing. | 0.574 | Valid | 0.871 | Rally-able |
| Mastery Tajweed make I more aware of how Which Correct in to pronounce every letter in memorization | 0.147 | Invalid | 0.881 | Rally-able |
| Mastering Tajweed makes me more careful from avoid error in reading the Qur'an | 0.528 | Valid | 0.872 | Rally-able |
| My skills in memorize in accordance with the rules of Tajweed, it continues to develop using the Pakistani Method . | 0.419 | Valid | 0.875 | Rally-able |
| Fluency in Memorizing the Qur'an | Method This is encouraging I to improve fluency in reading the Koran. | 0.529 | Valid | 0.872 | Rally-able |
| Method Pakistani gives​ convenience to I in read Al-Qur'an | 0.763 | Valid | 0.865 | Rally-able |
| Method Pakistani make learning Al- Qur'an become more easy and fun. | 0.127 | Invalid | 0.881 | Rally-able |
| Pakistani method increase lots of progress in memorization Al-Qur'an I. | 0.514 | Valid | 0.872 | Rally-able |
| Read and Write the Qur'an (BTQ) | Mastery of Tajweed in  read | Method Pakistani help improve quality read Al-Qur'an I according to with the rules Tajweed | 0.626 | Valid | 0.869 | Rally-able |
| Pakistani Method This give me convenience in learn Tajweed in reading Al-Qur'an | 0.298 | Valid | 0.878 | Rally-able |
| Method This more make it easier I am in understanding Tajweed in read Al- Qur'an. | 0.453 | Valid | 0.874 | Rally-able |
| Implementation Tajweed in read My Quran has improved after use this learning method. | 0.381 | Valid | 0.876 | Rally-able |
| Fasohah | Experience me deep apply method this is very help deep fluency​ which good. | 0.523 | Valid | 0.872 | Reliable |
| I can always improve ability eloquent with using the method Pakistani | 0.303 | Valid | 0.878 | Reliable |
| I feel mark aesthetics in read Al-Qur'an I increase after using this pakistani method. | 0.501 | Valid | 0.873 | Rally-able |
| Method Pakistani very help in repair fasohah I | 0.284 | Valid | 0.878 | Rally-able |
| Write Al-Qur'an | Pakistani Method give impact  positive for ability write Al-Qur'an I | 0.497 | Valid | 0.873 | Rally-able |
| Method Pakistani helps very in  write And memorize me | 0.409 | Valid | 0.875 | Rally-able |
| Method Pakistani very help in improving my Qur'an writing skills . | 0.535 | Valid | 0,872 | Reli-abel |
| Metode Pakistani sesuai dengan Kebutuhan santri dalam mempelajari Al-Qur’an. | 0,275 | Valid | 0,879 | Reli-abel |
| Total Rata-Rata Poin | | | 0,443 | | 0,879 | |

**Source: Processed Primary Data: 2024**

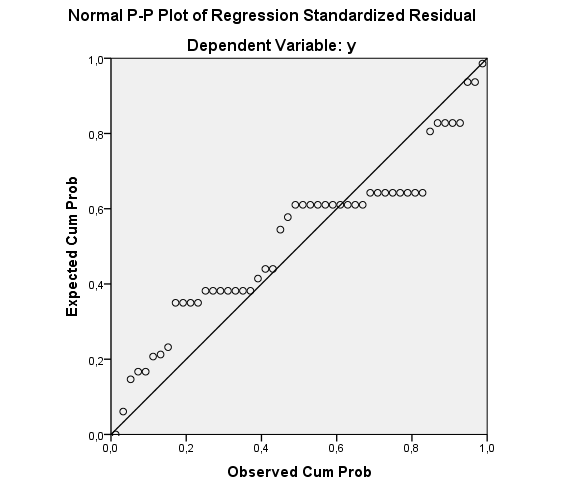
The presented table reveals that the average calculated r value for the description exceeds the threshold value of the r table, which is 0.275. This indicates that the instrument used in this study has a very good level of validity, as the high r value demonstrates that the items in the instrument effectively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

1. **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:

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**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.

1. **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 R² test:

1. 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.
2. 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.
3. The result of the coefficient of determination R² 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 R²:

Table 3. Results of F Test, t Test, and R²

|  |  |  |  |
| --- | --- | --- | --- |
| **Variable** | **t Hitung** | **say** | **Description** |
| **Method Pakistani** | 15,130 | 0.000 | Significance |
| **F Hitung**  **F Sig.** | 228,912  0.000 1 | R  R Square | 0.823 (Significance)  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**

1. **The Influence of the Pakistani Method on BTQ**
2. **The Influence of the Pakistani Method on Students' Fluency in Reading the Quran or Fasohah**

The Pakistani Method has proven to have a significant influence on reading fluency in BTQ. This method integrates phonetic teaching techniques with a step-by-step reading strategy, consistently demonstrating effectiveness in enhancing students' reading abilities at Madrasah Diniyah (Madin). The hypothesis test results support this finding, with a calculated F value reaching 228.921 and a significance level of 0.00. Since this significance value is well below the alpha level of 0.05, it confirms that the Pakistani Method (factor X) significantly affects the reading fluency of students in BTQ at Madin Daarul Ilmi.

The decline in reading fluency of the Quran is a significant issue, supported by several facts highlighting this problem. First, test data indicate that 72.25% of 3,111 Muslims are unable to read the Quran according to the correct rules (Sari et al., 2023). This finding underscores a fundamental problem in Quranic reading proficiency within the community. Second, research by Khoirurizki & Bustam, (2022) identifies a significant gap in reading abilities among students, despite their formal education. This suggests that the current educational approaches are not fully effective in improving students' Quran recitation skills. Third, (Nurjan, 2019) notes a decline in students' interest in reading, which also affects their reading skills. This decline is influenced by various factors, including a less supportive environment and rapid technological advancements that often distract students from reading activities. The data and findings from this research indicate a pressing need to enhance teaching methods and supportive environments to improve Quran reading fluency.

The results of the tests conducted indicate that the Pakistani Method at Madin Daarul Ilmi has successfully emerged as an effective solution to address reading fluency issues among students. This method has proven effective in improving Quran reading fluency through a structured and integrative approach. With the implementation of this method at Madin Daarul Ilmi, significant results have been observed in the enhancement of students' reading skills. Data show that this method has a substantial positive impact on students' reading abilities, reinforcing its position as a beneficial intervention for improving Quranic recitation fluency. The systematic and comprehensive implementation of this method has demonstrated its effectiveness in addressing the challenges of reading fluency in the Quran, thereby enhancing the quality of teaching and learning at Madin.

1. **The Influence of the Pakistani Method on Students' Tajwid Quality in Reading the Quran**

The positive influence of the Pakistani Method on the tajwid quality of students' Quranic recitation at Madin Daarul Ilmi has proven to be highly significant. The test results show that the t-value reached 15.130 with a significance level of 0.00. In statistical analysis, if the significance value of the t-test is below 0.05, it indicates that this method has a significant impact on the alternative hypothesis (H1). This suggests that the method substantially enhances the quality of students' tajwid. Additionally, the Pakistani Method contributes to strengthening students' Quran reading abilities at Madin Daarul Ilmi by providing a more structured learning environment. With a systematic approach, students not only improve their tajwid skills but also gain a better understanding of how to read the Quran correctly. The implementation of this method facilitates an organized and effective learning process, ultimately helping students achieve significant progress in Quranic reading. This method has proven to be an effective tool in enhancing tajwid skills and improving the quality of Quran recitation in the Madin environment.

Several studies have been conducted, revealing three key facts regarding the decline in students' mastery of tajwid. First, Wardhani & Astriani (2021) state that 75% of students at Madin Al-Qadr Margamulya experience difficulties in applying the correct tajwid rules, such as the pronunciation of Arabic letters and reading laws, which results in less accurate recitation quality. Second, research by Rozi et al., (2022) indicates that a lack of systematic training and structured tajwid instruction leads students to struggle in understanding and memorizing tajwid rules effectively. Third, a study by Maulana & Irfani (2022) suggests that changes in the learning environment, such as a lack of support from family and external factors like technological distractions, also contribute to a decline in students' concentration and interest in improving their tajwid quality.

The results of the implementation of the Pakistani Method indicate a significant potential related to the first hypothesis (H1), which states that this study has found a significant influence of the method on the tajwid quality of students' recitation at Madin Daarul Ilmi. This means that the Pakistani Method has proven effective in substantially improving students' tajwid skills. However, the implementation of the method also faces several challenges that need to be addressed. Evaluations show that, despite the challenges in its application, this method provides a significant positive effect on students' mastery of tajwid. Thus, it has the potential to be a valuable tool in enhancing the quality of students' tajwid recitation, facilitating a more structured and effective learning experience at Madin Daarul Ilmi. This study underscores that the method not only contributes to the improvement of tajwid skills but also demonstrates the potential to address issues that may arise during its implementation

1. **The Influence of the Pakistani Method on Students' Arabic Writing Skills**

The positive influence of the Pakistani Method on students' Arabic writing skills at Madin Daarul Ilmi has proven to be highly significant. Based on the R² test results, a score of 82.7% was obtained, indicating that this method substantially contributes to the improvement of students' Arabic writing abilities. This score suggests that the method has a strong positive effect on developing Arabic writing skills among students. These findings affirm that the implementation of this method at Madin Daarul Ilmi has a tangible and significant impact on the development of students' writing skills. With results indicating a high level of contribution, this method demonstrates its success in enhancing and strengthening Arabic writing abilities, making it an effective tool in Arabic language teaching at the institution. This evaluation shows that the method not only improves writing skills but also exhibits great potential in supporting overall Arabic writing learning at Daarul Ilmi.

The decline in Arabic writing skills often occurs in various contexts, such as in schools that lack adequate materials and resources, leading students to struggle with understanding the rules and structure of Arabic writing (Hadi et al., 2021). Basith & Jamroh (2023) found that among students who do not receive intensive guidance or appropriate teaching methods, there are significant challenges in writing in Arabic. Additionally, Sholihin & Siregar (2024) state that the decline in Arabic writing skills can also be attributed to a lack of regular writing practice, which results in students having difficulty improving and maintaining their writing skills over time.

The results of this study indicate that the findings have significant implications and reinforce the use of the Pakistani Method to enhance the quality of Arabic writing among students at Madin. This method is recommended as an effective approach for improving students' writing skills. The findings demonstrate the flexibility of the method in achieving its initial goals and open opportunities for further research on the adaptation of Quranic learning methods in broader contexts. Despite some limitations in this study, it is hoped that this innovation will enrich the learning experience of students and improve the overall quality of religious education at Islamic educational institutions.

**Discussion (Calibri, 12 Bold)**

Intended to give interpretation and meaning to the results of the study in accordance with the theories and references that are used. It is not merely used to present findings. Interpretation should be enriched with referencing, comparing, or contrasting with findings of previous research published in reputable, not predatory, journal. It is advisable to integrate findings into collection of theories or established knowledge, development of a new theory, or modification of existing theories. Implications of the research findings are given.

1. **CONCLUSION (Calibri, 12 Bold)**

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.

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