

IMPLEMENTATION OF THE IQRA'-IMLA' METHOD IN IMPROVING THE ABILITY TO READ AND WRITE THE QUR'AN AT AL-KHAIRAAAT TOMPE MIDDLE SCHOOL

Moh. Afif Algifarri¹, Fatimah Saguni²

^{1, 2} UIN Datokarama Palu, Sulawesi Tengah, Indonesia

¹ evanfrans435@gmail.com, ² fatimahsaguni@uindatokarama.ac.id

Abstract

This study aims to improve students' ability to read and write the Qur'an through the application of the combined Iqra'-Imla' method at MTs Al-Khiraat Tompe. The background of the study shows that most students still have difficulty pronouncing the hijaiyah letters correctly, understanding the rules of tajweed, and writing Arabic letters correctly. The Iqra' method focuses on the skill of reading the Qur'an gradually and systematically, while the Imla' method emphasizes the skill of writing Arabic letters through dictation exercises. This study uses a qualitative descriptive approach with data collection techniques in the form of observation, interviews, reading and writing ability tests, and documentation. The results of the study showed a significant increase after the application of the combined method. The average score for reading the Qur'an increased from 55 to 78, while the skill of writing Arabic letters increased from 50 to 80. Student responses were also positive, seen from increased motivation, self-confidence, and discipline in learning. Thus, the Iqra'-Imla' method is proven to be effective in improving students' Qur'an literacy and is relevant to be applied in Islamic Religious Education learning.

Keywords: Islamic Religious Education, Iqra' Method, Imla' Method, Al-Qur'an, Madrasah

Abstrak

Penelitian ini bertujuan untuk meningkatkan kemampuan membaca dan menulis Al-Qur'an siswa melalui penerapan metode gabungan Iqra'-Imla' di MTs Al-Khiraat Tompe. Latar belakang penelitian menunjukkan bahwa sebagian besar siswa masih mengalami kesulitan dalam melafalkan huruf hijaiyah dengan benar, memahami hukum tajwid, serta menulis huruf Arab secara tepat. Metode Iqra' berfokus pada keterampilan membaca Al-Qur'an secara bertahap dan sistematis, sementara metode Imla' menitikberatkan pada keterampilan menulis huruf Arab melalui latihan diktat. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan teknik pengumpulan data berupa observasi, wawancara, tes kemampuan membaca dan menulis, serta dokumentasi. Hasil penelitian menunjukkan peningkatan signifikan setelah penerapan metode kombinasi. Nilai rata-rata membaca Al-Qur'an meningkat dari 55 menjadi 78, sedangkan keterampilan menulis huruf Arab naik dari 50 menjadi 80. Respon siswa juga positif, terlihat dari meningkatnya motivasi, kepercayaan diri, dan kedisiplinan dalam belajar. Dengan demikian, metode Iqra'-Imla' terbukti efektif dalam meningkatkan literasi Al-Qur'an siswa serta relevan untuk diterapkan dalam pembelajaran Pendidikan Agama Islam.

Kata Kunci: Pendidikan Agama Islam, Metode Iqra', Metode Imla', Al-Qur'an, Madrasah



© Author(s) 2026

This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

INTRODUCTION

The Koran is the main source of teachings for Muslims, which functions as a guide in all aspects of life. Therefore, the skills of reading and writing the Koran are very important for students to master from an early age to secondary education level. Reading the Qur'an is not just about pronouncing the hijaiyah letters, but also involves understanding recitation so that the reading follows the correct rules. The science of tajwid is a reading rule that regulates how to pronounce the letters of the Qur'an correctly, including makhraj letters, the length and shortness of the reading, and reading laws such as idgham, ikhfa, and izhar. By understanding recitation, readers of the Al-Qur'an can avoid mistakes that can change the meaning of the verse, so that the reading becomes tartil (regular and slow) and strengthens the spiritual connection between the reader and the Al-Qur'an.¹

Tajweed education not only improves the technical ability to recite the Quran but also motivates students to be more diligent and disciplined in memorizing and understanding its contents. Furthermore, learning Tajweed helps instill moral and ethical values such as honesty, humility, and sincerity.²

Likewise, the skill of writing Arabic letters is an aspect that is no less important because writing Arabic letters correctly will strengthen students' memory of the shape of the hijaiyah letters and facilitate their ability to read the Koran. This writing skill also supports understanding of Arabic vocabulary contained in the Al-Qur'an, making the learning and memorization process easier. Practicing writing Arabic letters helps students get to know makhraj and the nature of letters more deeply, so that reading the Al-Qur'an can be more precise and smooth.

Learning the Quran is a crucial part of Islamic education, particularly in Islamic junior high schools (Madrasah Tsanawiyah). However, many students struggle to read and write the Quran correctly. Therefore, effective learning methods are urgently needed to address this issue. Two popular and frequently used methods are the Iqra' and Imla' methods.³

The Iqra' method focuses on Quranic recitation skills. This method emphasizes a gradual and systematic introduction to the hijaiyah letters, starting from mastering the sounds of the letters to applying the rules of tajwid. This method is designed to facilitate students in recognizing and reading the Quran through an interactive and fun approach, integrating reading practice and

¹Rabiyatul Adawiyah et al., "Pentingnya Pendidikan Tajwid Dalam Pembentukan Keterampilan Membaca Al-Qur'an Di Kalangan Siswa Sekolah Dasar," *Religion : Jurnal Agama, Sosial, Dan Budaya* 3, no. 2 (2024).

²Ash-Shiddieqy and M. Hasby, *Sejarah Dan Pengantar Ilmu Al-Qur'an Dan Tafsir* (Bulan Bintang, 1987).

³Tito Erliando Saputra et al., "Analisis Konsep Pembelajaran Alquran Dengan Metode Iqra: Suatu Kajian Literatur," *Atmosfer: Jurnal Pendidikan, Bahasa, Sastra, Seni, Budaya, Dan Sosial Humaniora* 2, no. 4 (2024).

memorization of holy verses. The Iqra' method emphasizes the teacher's role as a facilitator, patiently guiding students so that they feel comfortable and confident in learning.

Meanwhile, the Imla' method emphasizes the ability to write and spell Arabic letters. Through this method, students are trained to copy the text of the Quran, thereby indirectly memorizing the letter shapes and vocabulary. This writing process serves to strengthen visual and motor memory, which contributes to deeper understanding and fluency in reading. The combination of the Iqra' and Imla' methods has proven effective because it balances reading and writing skills, enabling students not only to read but also to write the Quran well and correctly.

The use of this combination method yields positive results, with students becoming more motivated, consistently accustomed to reading and writing the Quran, and developing the basic skills necessary to understand and apply its contents in everyday life. Implementing this method in Islamic junior high schools and other Islamic educational settings is recommended to effectively and sustainably improve Quranic reading and writing skills.

Islamic religious education plays a strategic role in shaping students' religious character. One of the main challenges in madrasas is students' low ability to read and write the Quran. Initial observation data shows that many students still struggle to correctly recognize the hijaiyah letters, especially in applying tajwid and writing Arabic letters.

The Iqra' method emphasizes gradual Quranic reading skills, while the Imla' method focuses on Arabic writing skills through listening and copying exercises. The combination of the two is believed to be effective in addressing these issues.

In fact, based on initial observations at MTs Al-Khairaat Tompe, it was found that some seventh and eighth grade students still experience difficulty reading the Quran properly. They often mispronounce the hijaiyah letters, stutter while reading, and lack a grasp of the rules of tajweed. Furthermore, their Arabic writing skills are still low, characterized by untidy writing and numerous errors in the placement of vowels. This condition indicates the need for innovation in Quranic teaching methods at madrasas.

The IQRA' method is known as a popular method for teaching Quranic recitation in a step-by-step manner. The IQRA' book is composed of six volumes, starting with the introduction of single hijaiyah letters and progressing to more complex readings. The IMLA' method, on the other hand, is a dictation-based writing method, where the teacher reads words, sentences, or verses aloud, and students then write them down according to Arabic script.⁴

⁴Murdani and Amiruddin Abdullah, "Strategi Dayah Darutthalibin Al-Aziziyah Dalam Penerapan Metode Iqra' Terhadap Kemampuan Belajar Al-Qur'", *Jurnal At-Tarbiyyah: Jurnal Pendidikan Islam* 5, no. 2 (2020).

The combination of these two methods (IQRA'-IMLA') is seen as an innovative step that can train both reading and writing skills. This way, students will not only be able to read fluently but also write Arabic correctly. This aligns with the goal of Islamic religious education, namely to develop students who are faithful, knowledgeable, and practice good deeds based on the Quran.

This research is important to contribute to the development of more effective Islamic Education learning methods, especially in the context of Al-Qur'an-Hadith learning at the madrasah level.

RESEARCH METHODS

This research uses a qualitative descriptive method. A qualitative approach is used to examine objects in their natural settings. In this method, the researcher acts as the primary instrument, while data source sampling is carried out systematically.⁵

According to Kirk and Miller in the book Qualitative Research Methodology, qualitative research is defined as a tradition in the social sciences that fundamentally relies on observations of humans, both in their environment and in the terminology they use.⁶ This approach aims to identify aspects relevant to meaning in various contexts of life, including human diversity, actions, beliefs, and interests, with an emphasis on the differences in form that give rise to variations in meaning.⁷

Data and data sources are key factors in determining the success of research. Research cannot be considered scientific if it is not supported by reliable data and sources. Based on its origin, research data can be divided into two categories: primary data and secondary data.⁸

To obtain objective data, the author uses various data collection techniques that are considered to support the smooth running of the research, including: interviews, observation, and documentation.

The research location is the place where the social situation will be studied. For example, schools, companies, government institutions, streets, homes, markets, and so on.⁹ Referring to Sugiyono's opinion above, the location or place for this research will be carried out in Madrasah Tsanawiyah Al-Khairaat Tompe. The research subjects were 30 grade VII students.

The instruments used in this study consisted of several tools to collect relevant data. First, a Quran reading ability test was used to measure the extent to which students were able to read the Quran correctly and according to Tajweed. Second, an Arabic writing test was applied to determine

⁵Sugiyono, *Metode Penelitian Pendidikan* (Alfabeta, 2014).

⁶Arikunto and Suharsimi, *Prosedur Penelitian Ilmiah Suatu Pendekatan Praktik* (Rineka Cipta, 1993).

⁷Albi Anggito and Johan Setiawan, *Metodologi Penelitian Kualitatif* (CV Jejak, 2018).

⁸Burhan Bungin et al., *Analisis Data Penelitian Kualitatif Pemahaman Filosofis Dan Metodologis Kearah Penguasaan Model Aplikasi* (Raja Grapindo Persada, 2012).

⁹Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R & D* (CV Alfabeta, 2017).

students' ability to write Arabic letters correctly according to the rules of writing. Third, observation guidelines for learning activities were used to observe the ongoing learning process, including interactions between teachers and students and student engagement in learning activities. Fourth, interviews with Islamic Religious Education (PAI) teachers were conducted to obtain in-depth information regarding the methods and challenges faced in teaching the Quran in the classroom.¹⁰

The data analysis techniques used in this study consist of two types. For qualitative data, the analysis techniques include data reduction, which is the process of simplifying and selecting important data; data display, which is presenting data in an easily understood format; and drawing conclusions based on the processed data.¹¹ Meanwhile, for quantitative data, analysis was carried out by calculating the percentage increase in student abilities before and after the learning implementation, which provides an overview of the effectiveness of the applied learning method.

The use of various instruments enabled the study to obtain a comprehensive picture of students' Quranic reading and writing abilities, as well as the learning process that took place. The dual analysis approach, qualitative and quantitative, provided valid and reliable data to support the conclusions.

RESULTS AND DISCUSSION

Madrasah Profile

MTs Al-Khairaat Tompe is an Islamic educational institution founded in 1990. This junior high school is under the auspices of the Al-Khairaat Foundation, a large Islamic educational organization with a long history and significant role in the development of Islamic education in Indonesia, particularly in Central Sulawesi and the surrounding area. MTs Al-Khairaat Tompe currently has around 200 students participating in the teaching and learning process, demonstrating its growth and contribution in providing quality religious education for the younger generation.

As part of the Al-Khairaat network, MTs Al-Khairaat Tompe not only emphasizes academics, but also builds students' character and faith in accordance with the principles of Ahlussunnah wal Jamaah, which are the foundation of the foundation's teachings. Education here integrates religious studies with moral and spiritual development, thus producing graduates who are not only intellectually intelligent, but also strong in spirituality and morals. With the support of the foundation and the commitment of educators, MTs Al-Khairaat Tompe continues to develop and adapt to the needs of the times without neglecting the Islamic values that the foundation has held firmly.

¹⁰Burhan Bungin, *Metodologi Penelitian Sosial: Format-Format Kuantitatif Dan Kualitatif* (Airlangga, 2001).

¹¹Damin and Sudarwan, *Menjadi Peneliti Kualitatif* (Pustaka setia bandung, 2002).

The existence of MTs Al-Khairaat Tompe as part of the Al-Khairaat educational network provides easy access to standardized Islamic education with maintained quality. Furthermore, extracurricular activities and regular religious guidance are essential in developing students who excel in both academics and religious matters. With a significant student population, MTs Al-Khairaat Tompe serves as a concrete example of how the Al-Khairaat Foundation realizes its educational, da'wah, and social community missions through educational institutions spread widely across Indonesia, particularly in Eastern Indonesia.

Initial Conditions of Al-Qur'an Literacy

In the initial condition of Al-Qur'an literacy at MTs Al-Khairaat Tompe, it was found that around 60% of students still had difficulty reading the Al-Qur'an so that they stuttered when pronouncing the letters and holy verses. This indicates that the mastery of basic Al-Qur'an reading is still low for most, which can hinder their understanding and memorization of the Al-Qur'an text. In addition, around 40% of students were also unable to write the hijaiyah letters correctly, which reflects the low skills of writing basic Arabic letters among students.

This situation poses a significant challenge to efforts to comprehensively improve Quranic reading and writing skills at the madrasah. These reading and writing difficulties are often related to suboptimal learning methods, low motivation, and limited proper Tajweed instruction. This early literacy situation requires effective and targeted learning interventions to significantly improve students' Quranic reading and writing skills.

This situation aligns with national data indicating challenges in Quranic literacy among Indonesian students. Despite progress, some students still require special attention to achieve good mastery of letter pronunciation, tajweed, and writing skills. Therefore, learning programs that combine reading and writing methods, such as the Iqra' and Imla' methods, are essential to address these challenges and improve the quality of Quranic literacy at MTs Al-Khairaat Tompe.

Implementation of IQRA'-IMLA'

The IQRA'-IMLA' method is implemented in stages using a systematic approach in Quranic learning. Initially, the IQRA' method focuses on introducing the Hijaiyah letters and simple reading.¹² Students are taught from a basic level to recognize the shapes and sounds of letters through the IQRA book, which consists of several volumes, starting with single letters and moving up to increasingly complex readings. With this approach, students can build their Quran reading skills slowly but steadily.

¹²M Jamhuri, "Penggunaan Metode Drill Dalam Meningkatkan Kemampuan Membaca Al-Qur'an Siswa Di SMK Dewantoro Purwosari," *Jurnal Al- Murabbi* 1, no. 2 (2016).

Entering the advanced stage, the IMLA' method is applied using dictation techniques. In this process, the teacher reads a verse or sentence in Arabic, then students write according to the dictated reading. After writing, the students' work is checked together to ensure the correctness and fluency of the hijaiyah letters. This process not only trains writing skills but also strengthens students' memory of the letter shapes and vocabulary of the Quran both visually and kinesthetically.

In implementing the IQRA'-IMLA' method, the media used are quite simple but effective, including the IQRA' book as the main guide, an Arabic whiteboard as a visual aid for writing and correcting, and writing worksheets that students use for independent writing practice. The use of these media provides variety in learning activities that can support the success of learning to read and write the Qur'an using this combined method.¹³

Student Response

Student responses to the implementation of the IQRA' and IMLA' methods in Quranic learning have shown positive and encouraging developments. First, many students feel more confident when asked to read the Quran in front of the class. This reflects that through the systematic and structured IQRA' method, students can overcome nervousness and initial difficulties in reading, so they are more confident in performing and practicing their reading skills directly in front of their peers and teachers.

Second, writing activities in the IMLA' method are considered enjoyable by students, especially because the writing learning process is linked to group competitions. The competitive element motivates students to write correctly and quickly, and they enjoy learning in an interactive and engaging way. This competition also fosters a spirit of cooperation among students while effectively improving their hijaiyah writing skills.

Overall, this positive response shows that the IQRA' and IMLA' methods not only improve students' ability to read and write the Qur'an, but also foster a high level of self-confidence and motivation to learn, which are important factors in the success of learning the Qur'an in the classroom.

Evaluation Results

The pretest and posttest results showed a significant improvement in students' abilities after implementing the IQRA'-IMLA' method in Quranic learning. In the Quranic reading test, students' average score increased from 55 in the pretest to 78 in the posttest. This indicates that the method

¹³Abdul Aziz Sebayang et al., "Desain Pembelajaran Imla' dalam Meningkatkan Kemampuan Menulis Tulisan Arab bagi Santri di Pondok Pesantren Ar-Raudlatul Hasanah Medan," *Eduriligia* 1, no. 4 (2017): 572–88.

successfully helped students improve their Quranic reading skills with greater fluency and confidence.

Similarly, in the Hijaiyah writing test, students' average scores also increased significantly, from 50 in the pretest to 80 in the posttest. This improvement demonstrates that writing practice using the IMLA method is effective in improving students' Arabic writing skills, both in terms of accuracy and speed.

Overall, this data shows that the IQRA' method, which focuses on reading learning, combined with the IMLA' method, which emphasizes writing skills, is able to improve students' Quran reading and writing competencies comprehensively and significantly. The significant increase in average scores indicates the success of this method in improving the quality of Quran learning in madrasah or religious school environments. After implementing the IQRA'-IMLA' method in Quran learning, there was a significant increase in students' abilities. In the Quran reading test, students' average scores increased from 55 in the pretest to 78 in the posttest. This shows that this learning method is effective in helping students improve their ability to read the Quran more fluently and accurately.

Furthermore, students' ability to write the hijaiyah letters also improved significantly, with an average score rising from 50 on the pretest to 80 on the posttest. This improvement demonstrates that writing practice using the IMLA method can improve students' ability to write Arabic letters correctly and systematically.

Significant improvement in reading speed and writing neatness.

- a. Reading Ability: Before treatment, only 35% of students were able to read the Quran correctly. After implementing the Iqra'-Imla' method, this increased to 78%.
- b. Writing Ability: Initially, only 28% of students were able to write Arabic fluently. After implementing the method, this increased to 72%.
- c. Religious Attitude: Observations show that students are more active, confident, and orderly in carrying out Al-Quran learning.

DISCUSSION

The process of learning to write and read the Qur'an-Hadith through the Mix Method (Iqra'-Imla') is the ability of the Qur'an-Hadith teacher to respond to students in class, so that it is a process in achieving educational goals. For this reason, a person who has the profession of an Al-Qur'an-Hadith teacher requires responsibility. Especially in learning to write and read the Qur'an-Hadith through the Mix Method (Iqra'-Imla').

In general, the material that will be delivered to students is material that requires application, so that children are required to be able to understand the material better and be able to apply it in everyday life, especially in writing and reading the Qur'an-Hadith through the Mix Method (Iqra'-Imla').¹⁴ In this regard, in order to make the material easier to convey and get a good response, then as a teacher of the Qur'an-Hadith must be able to choose and apply the right teaching method, in order to achieve optimal teaching goals. Especially in teaching writing and reading the Qur'an-Hadith through the Mix Method (Iqra'-Imla'). The most appropriate method to use is the demonstration method, because in general the material to be conveyed only requires practice, however, even so, in using the demonstration method, it must be combined with other methods such as the letter-by-letter teaching method to facilitate the level of student understanding.

Islamic Religious Education Teachers in Improving the Ability to Write and Read the Qur'an-Hadith Through the Mixed Method (Iqro'-imla') at the Al-Khairaat Tompe Middle School, namely:

Providing motivation to students

Learning motivation is a driving force, strength, and tool for building a strong desire/willingness for students to learn effectively, actively, innovatively, and creatively. In this case, teachers act as motivators in encouraging students to continuously learn to write and read the Qur'an and Hadith and practice them in their daily lives. Teachers have a very important role in providing motivation, guidance, and advice to students.¹⁵

Tajweed education not only improves the technical ability to recite the Quran but also motivates students to be more diligent and disciplined in memorizing and understanding its contents. Furthermore, learning Tajweed helps instill moral and ethical values such as honesty, humility, and sincerity.

Likewise, the skill of writing Arabic letters is an aspect that is no less important because writing Arabic letters correctly will strengthen students' memory of the shape of the hijaiyah letters and facilitate their ability to read the Koran. This writing skill also supports understanding of Arabic vocabulary contained in the Al-Qur'an, making the learning and memorization process easier. Practicing writing Arabic letters helps students get to know makhraj and the nature of letters more deeply, so that reading the Al-Qur'an can be more precise and fluent.

¹⁴ Sebayang et al., "Desain Pembelajaran Imla' dalam Meningkatkan Kemampuan Menulis Tulisan Arab bagi Santri di Pondok Pesantren Ar-Raudlatul Hasanah Medan."

¹⁵ Solehuddin, "Keefektifan Program Literasi Alquran di Sekolah-Sekolah Swasta Non-Agama dalam Kerangka Penguatan Karakter (Kajian di Jawa Barat)," *Al-Bayan: Jurnal Studi Al-Qur'an Dan Tafsir* 3, no. 2 (2018): 168–88.

Guiding and helping students who have difficulty in learning to write and read the Qur'an and Hadith.

Writing and reading the Quran differ from writing and reading in general, such as reading newspapers, magazines, and other books. Writing and reading the Quran is reading the words of Allah SWT and is one way to interact with Allah SWT. Teaching the Quran to children and students and encouraging them to memorize it is a noble task in life. A teacher must have a broad scientific insight into teaching methods that will help him in carrying out his duties and realizing the best results. Therefore, educators must equip themselves with various skills that make it easier to achieve goals without causing harm or negative impacts on the mental state of students or society in general.

Get students used to reading the Koran.

Habituation is a crucial educational tool, especially for fostering something, and it's best done early on. Students should be trained in good habits through Islamic-inspired actions, so that these habits are ingrained in them from an early age, such as reading the Quran, memorizing short surahs, practicing daily prayers to begin everything with a prayer, and so on.

The research results show that the Iqra'-Imla' method is proven effective in improving Quranic reading and writing skills. This aligns with behaviorist learning theory, which emphasizes repeated practice, and previous research Rahman and Suryani that found the effectiveness of the combination method in improving Quranic literacy.

In addition to the cognitive aspect, this method also has an impact on students' affective aspects, namely increased interest and discipline in learning the Quran. This proves that Islamic Religious Education (PAI) learning not only transfers knowledge but also instills religious values.

Learning activities, in their implementation, often involve terms used to describe the teaching methods used by teachers. Currently, numerous learning strategies and methods aim to improve the quality of learning. While the terms "model," "approach," "strategy," "method," and "technique" are very familiar in our learning world, they can sometimes confuse educators. Likewise, experts have their own explanations for these terms.

"That we as teachers have used various teaching techniques for reciting the Quran in the process of writing and reading verses of the Quran and Hadith for students at Madrasah Tsanawiyah Al-Khairaat Tompe, so that students can easily understand and read the Quran-Hadith well and correctly. The application of the Mix Method (Iqra'-Imla') in Improving the Ability to Write and Read the Quran-Hadith for our students as teachers with the use of the Mix Method (Iqra'-Imla) in learning the Quran-Hadith is not easy. At the beginning of the lesson, I did not directly dictate Arabic writing to students, but at the beginning of the lesson I relied on a reading text that was distributed to students, then students read the text first, then students copied the text. My goal in

distributing the reading text before dictating to students, in order to train students in writing first and understanding Arabic writings by looking at the text. There are several subjects that do require being able to write Arabic writing, such as in the Fiqh subject, and Al-Qur'an-Hadith. Usually, as teachers, we reprimand them for their Arabic writing to improve their writing. For example, here, of the three hours of learning on the Al-Qur'an-Hadith subject, one hour is used for reciting the Quran, and here there is a religious Friday during which students are trained to read the Al-Qur'an. The obstacles are within the family environment, such as parents in guiding students. Parents at home, if they are unable to, can be delegated to the existing TPQ. Another obstacle is the environmental constraints of friends in the school environment. Here, we put pressure and pressure on students who cannot read the Al-Qur'an, and they are given sanctions, and the most severe sanction is not being able to move up a grade. That we as teachers in mastering the material Writing and Reading Al-Qur'an-Hadith for students at Madrasah Tsanawiyah Al-Khairaat Tompe have quite mastered it, but how to convey the material to students is difficult to understand because there are still some students who cannot read the Al-Qur'an and Hadith. Reading literacy activities The Qur'an 30 minutes before the learning process takes place has a very positive effect on students because it makes students accustomed to reciting the verses of the Qur'an-Hadith, related to the students' abilities in the Qur'an-Hadith, each student has different abilities. That we as teachers of the Al-Qur'an-Hadith often provide assistance and guidance when students at the Al-Khairaat Tompe Middle School have difficulty in writing and reading the Al-Qur'an-Hadith because if we do not overcome it, the students will have more difficulty writing and reading later. The efforts made by teachers in providing examples of the Iqro'-imla' method in learning the Al-Qur'an-Hadith are (a) Holding courses on the Iqro'-imla' method in learning the Al-Qur'an-Hadith. (b) Forming study groups on the Iqro'-imla' method in learning the Al-Qur'an-Hadith outside of school hours (in the afternoon).. "

CONCLUSION

The implementation of the IQRA'-IMLA' method has been effective at MTs Al-Khairaat Tompe. Student responses have been positive, and motivation has increased. Their ability to read and write the Quran has improved significantly.

The Iqra'-Imla' method effectively improves the reading and writing skills of students at MTs. Al-Khairaat Tompe. Significant improvements were seen in reading (78%) and writing (72%). Islamic Religious Education (PAI) teachers are advised to integrate this method with active learning strategies and digital technology for optimal results.

SUGGESTION

1. Madrasahs need to officially integrate this program.
2. Teachers should be given regular training.
1. Further researchers can test this method quantitatively with larger samples.

BIBLIOGRAPHY

- Adawiyah, Rabiyatul, Nabilah Faizah Haris, and Istiqomah Cahyabatin Santosa. "Pentingnya Pendidikan Tajwid Dalam Pembentukan Keterampilan Membaca Al-Qur'an Di Kalangan Siswa Sekolah Dasar." *Religion : Jurnal Agama, Sosial, Dan Budaya* 3, no. 2 (2024).
- Anggito, Albi, and Johan Setiawan. *Metodologi Penelitian Kualitatif*. CV Jejak, 2018.
- Arikunto, and Suharsimi. *Prosedur Penelitian Ilmiah Suatu Pendekatan Praktik*. Rineka Cipta, 1993.
- Ash-Shiddieqy, and M. Hasby. *Sejarah Dan Pengantar Ilmu Al-Qur'an Dan Tafsir*. Bulan Bintang, 1987.
- Bungin, Burhan. *Metodologi Penelitian Sosial: Format-Format Kuantitatif Dan Kualitatif*. Airlangga, 2001.
- Bungin, Burhan, Sanapiah Faisal, Abdul Aziz S.R, Sanggar Kanto, Kasiyanto, and F.X Sri Sadewo. *Analisis Data Penelitian Kualitatif Pemahaman Filosofis Dan Metodologis Kearah Penguasaan Model Aplikasi*. Raja Grafindo Persada, 2012.
- Damin, and Sudarwan. *Menjadi Peneliti Kualitatif*. Pustaka setia bandung, 2002.
- Jamhuri, M. "Penggunaan Metode Drill Dalam Meningkatkan Kemampuan Membaca Al-Qur'an Siswa Di SMK Dewantoro Purwosari." *Jurnal Al- Murabbi* 1, no. 2 (2016).
- Murdani, and Amiruddin Abdullah. "Strategi Dayah Darutthalibin Al-Aziziyah Dalam Penerapan Metode Iqra' Terhadap Kemampuan Belajar Al-Qur'." *Jurnal At-Tarbiyyah: Jurnal Pendidikan Islam* 5, no. 2 (2020).
- Saputra, Tito Erliendo, Alvin Ardiansyah Putra, and Gusmaneli. "Analisis Konsep Pembelajaran Alquran Dengan Metode Iqra: Suatu Kajian Literatur." *Atmosfer: Jurnal Pendidikan, Bahasa, Sastra, Seni, Budaya, Dan Sosial Humaniora* 2, no. 4 (2024).
- Sebayang, Abdul Aziz, Syamsu Nahar, and Mardianto. "Desain Pembelajaran Imla' dalam Meningkatkan Kemampuan Menulis Tulisan Arab bagi Santri di Pondok Pesantren Ar-Raudlatul Hasanah Medan." *Eduriligia* 1, no. 4 (2017): 572–88.
- Solehuddin. "Keefektifan Program Literasi Alquran di Sekolah-Sekolah Swasta Non-Agama dalam Kerangka Penguatan Karakter (Kajian di Jawa Barat)." *Al-Bayan: Jurnal Studi Al-Qur'an Dan Tafsir* 3, no. 2 (2018): 168–88.
- Sugiyono. *Metode Penelitian Kuantitatif Kualitatif Dan R & D*. CV Alfabeta, 2017.
- Sugiyono. *Metode Penelitian Pendidikan*. Alfabeta, 2014.