

CHARACTERISTICS OF WAFA METHOD WITH REWARD IN LEARNING TAHFIDZ AL-QUR'AN STUDENTS AT SMP IT INSAN MANDIRI CENDEKIA PALEMBANG

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Abstract

This study aims to analyze the application of the Wafa method by providing rewards in learning tahfidz Al-Qur'an at SMP IT Insan Mandiri Cendekia Palembang. This study uses a descriptive qualitative approach with data collection techniques in the form of observation, interviews, and documentation. Data analysis is carried out through the stages of data reduction, data presentation, and drawing conclusions. The results of the study show that the Wafa method is applied through the Quantum Teaching model with the TANDUR (Grow, Natural, Natural, Demonstrate, Repeat, Celebrate) approach. The obstacles faced include the adaptation of new students who are not familiar with the Wafa method, limited parental involvement, inequality in teacher competence, lack of teacher training at the tasrif level, and not optimal time management. The results of the study show that the Wafa method has a positive impact on improving the quality of student memorization, especially in the memorization of Juz 30 and other juz. This method increases student motivation, discipline, and responsibility. Rewarding support and involvement of teachers and parents is essential. The Wafa method is worthy of being maintained and developed as an effective tahfidz learning strategy.

Keywords: Method, Wafa, Quantum Teaching

Abstract

Penelitian ini bertujuan untuk menganalisis penerapan metode Wafa dengan pemberian reward dalam pembelajaran tahfidz Al-Qur'an di SMP IT Insan Mandiri Cendekia Palembang. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data berupa observasi, wawancara, dan dokumentasi. Analisis data dilakukan melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa metode Wafa diterapkan melalui model Quantum Teaching dengan pendekatan TANDUR (Tumbuhkan, Alami, Natural, Demonstrasi, Ulangi, Rayakan). Kendala yang dihadapi antara lain adaptasi siswa baru yang belum familiar dengan metode Wafa, keterbatasan keterlibatan orang tua, ketimpangan kompetensi guru, minimnya pelatihan guru pada level tasrif, serta manajemen waktu yang belum optimal. Hasil penelitian menunjukkan metode Wafa berdampak positif pada peningkatan kualitas hafalan siswa, terutama pada penghafalan Juz 30 dan juz lainnya. Metode ini meningkatkan motivasi, disiplin, dan tanggung jawab siswa. Dukungan reward serta keterlibatan guru dan orang tua sangat penting. Metode Wafa layak dipertahankan dan dikembangkan sebagai strategi pembelajaran tahfidz yang efektif.

Keywords: Metode, Wafa, Quantum Teaching

INTRODUCTION

Qur'an education is used as the first and main source of Islamic education because it has absolute values that are derived from God. Allah SWT created man and He also educates man, so that the content of education has been enshrined in His revelation. The Qur'an is the revelation or word of Allah SWT which is a guide and guideline for people who believe and fear (Al-Qur'an and Its Translation, 2020; Abd. Chalik, 2010). The Qur'an is a revelation or word of Allah SWT to be a guide and guideline for people who believe and fear Allah. The Qur'an is also the holy book and the greatest miracle of the Prophet Muhammad PBUH that cannot be matched by any human being. As the first and main source of Islamic teachings, the Qur'an became the main reference in the formation of values, morals, and education of Muslims, which was later complemented by As-Sunnah (Moh. Roqib, 2016)

In today's digital era, educators are no longer the only source of information, because students can access various learning resources through social media and the internet. Therefore, the role of teachers develops not only as informants, but also as motivators, facilitators, and innovators of learning (Imam Wahyudi, 2012). To increase the interest and effectiveness of learning to read the Qur'an, appropriate, effective, and efficient learning methods are needed. Ahmad Tafsir (2010) emphasized that the method is the most appropriate and fast way that is scientifically designed through theoretical and practical tests so that learning goals can be achieved optimally.

Along with the times, various innovations in Qur'an learning methods continue to be developed. One of the methods that is considered innovative is the Wafa Method, which is a Qur'an learning method that optimizes the work of the right brain through visual, auditory, kinesthetic, and emotional approaches (Qisom, 2019). One of the innovations in the Qur'anic tajwid learning method is the wafa method. The wafa method is a learning of the Qur'an maximizing a comprehensive, integrative, easy, and fun right-brain approach. Because the right brain itself contains creativity, imagination, movement, happy emotions that accelerate the absorption of new information and produce long-term memories. Not only the right brain, but also the left brain. In the left brain, there is repetition that results in short-term absorption and memory. There are 5 programs that are featured, including: 1) Recitation and Writing, 2) Tahfidz, 3) Translation, 4) Tafhim, 5) Tafsir.

Learning of the Wafa Qur'an includes reading and memorizing by stimulating and optimizing the fugsi of the right hemisphere, which has the function of imaginative, creative, happy, happy, happy and *long memories*. Wafa's learning method uses the 5P method (Opening, Experience, Teaching, Assessment, and Closing). At this stage, teachers must involve students in 3 aspects, namely physical, thought, and emotional. Thus, students experience concrete activities that will strengthen the memory of the material given. The Wafa method adopts the concept of Quantum Teaching which

emphasizes fun, meaningful, and motivating learning for students (DePorter, 2010). This approach is combined with the use of hijaz tones, hand movements, songs, and visual media to strengthen students' long-term memory.

Quantum Teaching is defined as a teaching approach to guide students to want to learn, make it an activity that is needed, motivate, and inspire. In the learning process, there are six teaching steps, which are known as *Tandur* which stands for Grow, Natural, Name, Demonstrate, Repeat and Celebrate. The characteristics of this method are reading with the rhythm of *hijaz*, learning volumes with sound equations (*al aswat*), and tahfidz programs that are carried out by moving the hands. In addition, there are also interesting learning media such as large wafa book props, *colorful flashcards* with pictures equipped with hijaiyyah letters arranged in a word, and wafa murotal speakers letters as well as interludes of games, applause, songs and siroh to keep the atmosphere enthusiastic and happy while participating in learning. Therefore, with the wafa method as one of the learning method innovations, it is hoped that it can be used as a learning method for all circles so as to make the Qur'ani society.

The advantages of the Wafa method for Qur'an education for students are the use of mother tongue, movements, songs, siroh, pat and card methods. First, the preparation of the book is different from other methods, which are arranged based on the order of the hijaiyyah alphabet (a, ba, ta, tsa, ja and so on) while the wafa method is more successful in the easy and familiar approach of the mother tongue. The preparation of initial letter recognition is divided into several concepts of letter groups that form words including: (ma, ta, sa, ya, ka, ya, ro, da).

Teachers play a central role in the teaching and learning process in improving the quality of education is very urgent to be done. Almost all reform efforts in the field of education such as the implementation of the curriculum and the implementation of new teaching methods ultimately depend on the teacher. The program is the learning of tahsin of the Qur'an using the Wafa method. The results of the interview with the principal named Ustadzah Tiana The program aims to standardize students' reading, beautify reading, and eliminate stuttering in reading the Qur'an. As we know that it is very important for Muslims to study and understand the content of the Qur'an.

There are many methods that can be used to study the Qur'an, other methods when compared to the wafa method in learning tahsin the Qur'an, the wafa method is much more effective and much more efficient. For example, if the child cannot at the stage of recognizing the hijaiyyah letter in the alif letter, then the child should not go to the next letter, namely ba' and so on. So in other methods in tahsin learning must collapse, so that children become bored because of the lack of variety. It is different from the wafa method which is closer to the child because in learning it uses mother tongue that is easy and familiar to children.

The introduction of hijaiyyah letters in the wafa method is divided into several concepts of hijaiyyah letter groups that make up words, namely (*ma, -ta, -sa, ya, -ka, ya, -ra, da*),

(*a, da, -tho, ha, -ba, wa, -ja, la*), (*Sho, fa, -na, ma, -qo, ta, -la, ma*), (*Dza, sya, -gho, za, -ba, wa, -ka, dho*), (*ha, tsa, kho, dzo, sa, ma, dho, 'a*) and the wafa method includes stimulation of child development, through the use of various methods, including large props of wafa books and colorful and illustrated flashcards equipped with hijaiyyah writing arranged in a word, and also using wafa speakers in their learning media which contains murotal letters. Movements with the process of tafhidzul qur'an and educational intros (games, clapping and songs, siroh) to keep the emotional condition and mood of children enthusiastic and happy while participating in teaching and learning activities.

METHODS

This study uses a qualitative approach. The type of research used by the researcher is descriptive. Descriptive qualitative research is a research method that focuses on the in-depth collection, analysis, and interpretation of data to understand and explain a phenomenon or context without involving quantitative measurements. The goal is to describe the characteristics, relationships, and dynamics of a situation in detail, often through observation, interviews, or document analysis. The data collection techniques used in this study are observation, interviews, and documentation. The researcher used descriptive analysis techniques to analyze the data. With steps, namely data collection, data reduction, data presentation, and drawing conclusions. In this study, the researcher reduced the data by making a categorization with the formulation of the problem that had been made. In this reduction stage, the researcher focuses more on the implementation of the characteristics of the wafa method by providing rewards in the learning of tafhidz Al-Qur'an for students at SMP IT Insan Mandiri Cendekia Palembang. Researchers are looking for the meaning of all the data they collect while managing data. The researcher then looked for an explanation and created an easy-to-understand pattern of relationships. To find a solution to each problem, the data were linked and compared with each other, and the findings from interviews and observations were evaluated.

RESULTS AND DISCUSSION

Research is an important part that cannot be separated from the concept of science development. This can be interpreted as the research process carried out by researchers, has a function as the ability to upgrade science so that it remains up-to-date and applied to be able to answer all kinds of challenges and circumstances that occur today. Just like science will continue to develop in line with the development of human civilization. With the new phenomenon that will occur, it is hoped that new knowledge will be born which will be obtained through research using the right methodology. In this study, the researcher uses a qualitative research method, which is related to the study that will be discussed in this thesis.

1. Application of the Wafa Method with Reward in Learning Tafhidz Al-Qur'an

The learning of tafhidz Al-Qur'an at SMP IT Insan Mandiri Cendekia Palembang applies the Wafa Method as a right-brain-based approach to learning the Qur'an, with an emphasis on rhythm, visualization, and kinesthetic aspects. Here we interviewed the principal with

Mrs. Tia, S.Pd. What is your policy regarding the use of the Wafa method in the Insan Mandiri Cendekia Palembang IT Junior High School, she replied "The Wafa method has been fully implemented, for the learning of tafhidz. Most of the elementary school alumni are not from IMC, sometimes they only know this Wafa method only at IMC. There is also an ease for you if you have not mastered the hijaz tone, it is not forced for you to use the hijaz tone, the important thing is that the way to read it is correct. The implementation is fully utilized."

On February 13, 2025, we observed that the learning process took place in the mosque of SMP IT Insan Mandiri Cendekia Palembang, Mrs. Rosya Nurliani's group, carried out in the mosque in the slightly left corner, the learning process from beginning to end is described in the TANDUR step, carried out at 08:32 WIB. . Mrs. Rosya Nurliani said in the interview that teachers prepare students to start learning by asking questions about interesting news and singing songs. The teacher asks students to name the topic they have learned. Teach concepts using various strategies such as cards, moves, and songs. Use props to mimic reading, teachers reading and students mimic. Students simply listen to the teacher and read each line of the paragraph in turn. We asked how the main purpose of the Wafa method is used in the tafhidz program at IMC IT Junior High School. "The goal is to read the Wafa book properly and correctly, consisting of Wafa volume 1 to the last Ghorib."

Furthermore, the interview was also completed by the Tafhidz Al-Qur'an Division with Mr. Syarifuddin Hidayatullah, S.Psi.I. SMP IT Insan Mandiri Cendekia Palembang conveyed about the application of the Wafa method by providing rewards in learning tafhidz Al-Qur'an, he said there are stages.

The stages of learning with the Wafa method are carried out as follows:

- a. **Opening:** The teacher starts with greetings, prayers, greetings students, and gives introductions through nasyids, stories, or questions that build students' curiosity.
- b. **Experience:** The teacher provides stimuli to foster interest and curiosity, such as using story analogies or interactive games
- c. **Teaching:** Material is delivered through read-imitation and repetition techniques. The teacher reads the verse, the students imitate in turn, and are given tajweed and makhraj corrections.
- d. **Assessment:** The teacher assesses the student's memorization by asking the student to repeat the verses that have been taught, record the memorization achievements, and provide feedback.
- e. **Closing:** The activity is closed with a joint muroja'ah, conclusion, and praise or motivation for the students.

Based on the results of the interview, it can be concluded that the Wafa method has been fully applied in tafhidz learning at IMC. This method prioritizes the use of hijaz tones as a distinctive feature, but remains flexible in its application. Students are not required to use the hijaz tone if they have not mastered it, as long as the reading of the Qur'an is in accordance with the correct rules. The Wafa method is also considered to facilitate the process of memorizing the Qur'an, especially for students who are used to reading with

this method. Rewards are conditional and are awarded when students show progress in reading. Most students are new to the Wafa method after entering IMC, because not all elementary schools use this method. Then it is strengthened from the results of observations that have been made by researchers, that it is true that the implementation of the Wafa method with the provision of rewards in learning tahlidz Al-Qur'an has been implemented and running at the grade VII and IX levels. At that time, the researcher participated in the implementation of the Wafa method by giving rewards in learning tahlidz Al-Qur'an on Wednesdays at the second hour to the end of the lesson. This can be supported by existing documentation in the field.

The learning process uses Wafa books which are arranged in tiers, starting from volume 1 to volume Ghorib, as well as tahlidz materials that are adjusted to the student's grade level. Tahlidz activities are carried out four times a week (Monday–Thursday), with remedial sessions for students who are left behind on Mondays and Fridays. Learning is carried out in the form of small halaqah led by tahlidz teachers, with a muraja'ah approach and memorization deposits. The reward system implemented is selective and conditional.

The following is the result of an interview with the tahlidz teacher with Mr. Syarifuddin Hidayatullah, S.Psi.I. About How The reward system is applied in the tahlidz program at IMC IT Junior High School:

"According to the tahlidz assessment, because there is a category if they are entitled to receive the reward. From our own ananda, don't just hope for the rereward, but without the reward you already have your own awareness."

The reward system in the tahlidz program at IMC IT Junior High School is applied based on certain achievement categories, where students are entitled to receive rewards after meeting the criteria that have been set. However, the main emphasis is not only on rewarding, but on developing students' intrinsic awareness to learn and memorize the Qur'an without relying on rewards. Thus, the main goal is to form the internal motivation of students so that they continue to strive with self-awareness. To strengthen this explanation, we interviewed the Tahlidz Division about how to apply the Wafa method by giving rewards in learning tahlidz Al-Qur'an students at SMP IT Insan Mandiri Cendekia Palembang, then he answered "the application of the wafa method attaches the tone of the hijaz, for a conditional reaward will be issued, if you are good in reading the Qur'an, it will be better and easier to memorize the Qur'an."

Rewards are given in the form of pocket money, award certificates, and the opportunity to participate in tahlidz graduation ceremonies. This system is focused on final grade (grade 9) students who have shown significant memorization progress, such as achieving memorization of 4–5 juz. However, rewards are not used as the main motivation, but as an additional form of appreciation (Sha'ban & Nur, 2022). The majority of students stated that the combination of Wafa methods and rewards had a positive influence on their motivation in memorizing the Qur'an. They feel more interested and motivated because

the Wafa method feels fun and easy to follow, while rewards give them a target to achieve a certain memorization.

2. Obstacles to Implementing the Wafa Method with Reward Giving

Although in general the Wafa method runs well, there are several obstacles faced in the process of its implementation. First, most students are new to the Wafa method and hijaz tone when entering IMC IT Junior High School. This causes some students to find it difficult to adapt, especially in the tonal aspect that requires intensive practice. Second, uneven rewards also cause unfair perceptions among students. Some students feel that they have not been appreciated enough despite their hard efforts, simply because they did not achieve certain memorization targets. This indicates that rewards need to be designed to be more inclusive and tiered, so that they continue to provide enthusiasm without causing jealousy. Another obstacle comes from the limited time and focus of students, considering that academic activities are quite dense. Tahfidz teachers revealed that 9th grade students often face the pressure of school exams, so the time for tahfidz is reduced, even though the school has provided remedial time.

Therefore, we interviewed the tahfidz and tahsin divisions about how the obstacles are in implementing the Wafa method by providing rewards in learning tahfidz Al-Qur'an for students at SMP IT Insan Mandiri Cendekia Palembang: "Students who have just joined imc, so many new acquaintances. KBM in Wafa cannot be done in teachers, or at school, it also needs parental help, teacher human resources are still not much teacher improvement for the tasnif level, for time it is still not effective, we are not enough or not enough."

The obstacles that arise, especially in the adaptation of hijaz tone and selective reward systems, reflect the need to strengthen initial training and a more equitable motivational approach. Solutions that can be done are for example by holding hijaz tone training at the beginning of the school year and providing other forms of rewards such as verbal praise, class badges, or memorization showcases so that all students feel appreciated. Overall, the application of the Wafa method with rewards has contributed positively to fostering the culture of tahfidz at IMC Palembang IT Junior High School. The combination of communicative, musical, and appreciative methods has been proven to strengthen the quality of memorization and student engagement.

To strengthen the interview with the tahfidz and tahsin division about how the combination of the Wafa method and rewarding contributes to the motivation and achievement of tahfidz students at IMC IT JUNIOR HIGH SCHOOL:

"In fact, Ananda Hanifah and Faris they use the Wafa method until they can read the Qur'an, so they get 4 juz. They are our alumni from elementary school to junior high school now they have entered juz 5, so they can participate in haflah. On average, IMC alumni can complete 3 juz. Wafa's contribution, alhamdulillah, makes it easy for you to learn the wafa method, and its tahfizd. The reward can be encouraged from the teacher,

the reward at IMC is also in the haflah because it has exceeded the memorization target of three students who get pocket money from the coach directly."

Gradual Learning Materials: The material taught starts from Wafa volume 1 which focuses on letter recognition and tajweed, to advanced levels such as Wafa volume Ghorib for students who are more advanced. This learning is carried out in stages according to the individual abilities of the students. This gradual model is also supported by pedagogic principles that emphasize continuous and structured learning (Sutrisno, 2023). To further strengthen it, we interviewed students and students of IMC IT Junior High School, about how if there is no reward, do you still feel motivated to memorize with the WAFA method:

"Stay motivated, said Ananda, because in our environment there are already many memorizations of twelve juz, you also want to be like them, not from rewards, because you want to be like those who have memorized twelve juz. Because it is not the main goal to get a reward, the main intention is the main one."

Intrinsic Motivation is More Dominant: Many students are still enthusiastic about memorizing even without rewards. This is influenced by supportive environmental factors, such as friends who have already managed to memorize more juz, as well as their personal awareness to become like those friends. This intrinsic motivation is very strong in moving students to achieve higher memorization targets. According to Ryan & Deci (2019), intrinsic motivation is the main force that can last a long time in the context of learning, especially in religious studies that require consistency and perseverance.

From the results of interviews with students and students of SMP IT Insan Mandiri Cendekia for reinforcement in learning tahlidz about how you think what type of reward is most motivating in memorizing the Qur'an at SMP IT IMC: "Being able to enter the high school path through the tahlidz pathway, motivated to haflah Wisudah tahlidz at IMC on the condition that you have spent 1 juz or more will be tested by the coach, If it can be tested, it will pass, the motivating reward also has a charter, and a medal. And a gift from parents if they have completed the memorization target."

3. Impact or Implications of the Application of the Wafa Method on the Quality of Student Memorization at SMP IT Insan Mandiri Cendekia Palembang

Student Memorization Achievement Data

The following table shows the memorization achievements of students at SMP IT Insan Mandiri Cendekia Palembang based on the memorization recapitulation that has been achieved by each student in 2023, 2024, and 2025:

JUZ	2023	2024	2025
JUZ 1	1	4	7
ALREADY	0	3	6
2			

ALREADY 3	0	1	4
ALREADY 4	0	1	4
ALREADY 5	0	0	0
ALREADY 6	0	0	0
ALREADY 7	0	0	0
ALREADY 8	0	0	0
ALREADY 9	0	0	0
ALREADY 10	0	0	0
ALREADY 26	1	1	2
ALREADY 27	1	1	2
ALREADY 28	1	1	1
ALREADY 29	2	3	4
JUZ 30	3	7	11

As part of the evaluation of Qur'an learning for the 2023–2025 school year, the researcher compiled a recapitulation of students' memorization achievements in the form of a graph. The improvement in the quality of student memorization from year to year shows that the application of the Wafa Method has a significant impact on the tahfidz learning process at SMP IT Insan Mandiri Cendekia Palembang. Based on tahfidz achievement data from 2023 to 2025, it appears that the number of students who are able to complete the memorization of the Qur'an, especially Juz 30, has experienced a steady increase every year. This indicates that the tahfidz learning process carried out consistently with the Wafa Method approach is able to foster students' enthusiasm and motivation in memorizing.

In 2023, only five students are recorded to have Juz 30 memorization, and there are no other significant memorization achievements. This shows that in the early stages of implementation, the process of adaptation to the methods and habits of murajaah may still be ongoing. However, this actually shows the baseline or starting point from which the improvement of memorization quality can be analyzed. The limitations of these

achievements are an important benchmark to assess the success of the tahfidz program in the following years.

Entering 2024, there are quite encouraging developments. The number of students who successfully memorized Juz 30 increased to 13 people. Not only that, student memorization has also begun to expand to other juz, such as Juz 1, 2, and 3. This shows that this method not only assists students in memorizing popular juz such as Juz Amma, but also enables them to go further. This means that this method can facilitate the strengthening of memorization systematically and gradually. The increase in memorization achievement does not only occur quantitatively but also qualitatively. By 2025, students' memorization achievements will be wider. A total of 18 students managed to memorize Juz 30, and some of them recorded remarkable progress by memorizing up to six or more Juz. For example, students like Dzaka Raffasya, Hanifah Adisty, and Jasmine Aura showed rapid development from no memorization to mastery of many juz in two years. This shows the success of the method in accelerating the memorization process gradually but consistently.

This success cannot be separated from the unique characteristics possessed by the Wafa Method. This method is known as the tahfidz learning method which is based on the right brain, with visual, auditory, kinesthetic, and emotional approaches. This multisensory approach has been proven to make it easier for students to memorize and maintain their memorization. In addition, the use of songs, movements, and reading rhythms helps students in recognizing verse patterns and surah structures more easily and fun.

In addition to the technical aspects of memorization, the Wafa Method also has an impact on the formation of students' character. Murajaah activities and routine evaluations carried out in a disciplined manner form values such as responsibility, perseverance, patience, and fighting spirit. Students become more motivated to continue to increase their memorization and maintain the memorization that has been obtained. This shows that this method supports holistic learning, not only touching on the cognitive but also affective aspects.

CONCLUSION

Based on the exposure of data and data analysis of the characteristics of the wafa method by providing rewards in the learning of tahfidz Al-Qur'an for students at SMP IT Insan Mandiri Cendekia Palembang, it can be concluded that: The application of the Wafa method by providing rewards in the tahfidz learning of the Qur'an for students at SMP IT Insan Mandiri Cendekia Palembang is carried out with the Quantum Teaching model with the TANDUR approach. Where TANDUR stands for Grow, Natural, Natural, Demonstrate, Repeat and Celebrate. Where in the activity of reading the Qur'an, writing and memorizing the Qur'an, the Quantum Teaching model has been applied with the TANDUR approach so that the teaching of the Qur'an does not feel monotonous. Obstacles to the application of the Wafa method by providing rewards in learning tahfidz Al-Qur'an students at SMP IT Insan Mandiri Cendekia Palembang are students who have

just joined Sekolah Insan Mandiri Cendekia Palembang because ananda who have just joined from the previous school do not use the Wafa method, KBM in learning the Wafa method cannot depend on teachers, at school, it also needs help from parents, Teacher human resources are still uneven, there are not many teacher upgrades at the tasnif level, time management is not optimal. The impact or implications of the application of the Wafa method on the quality of student memorization at SMP IT Insan Mandiri Cendekia Palembang have been proven to have a positive impact on improving the quality of student memorization. This is reflected in the significant increase in the number of students who memorize Juz 30 and other juz from year to year. The multisensory-based Wafa method facilitates the memorization process, increases motivation, and forms the character of discipline and responsibility of students. In addition, this method is inclusive and able to reach all levels of students' abilities. With the support of the right reward system and the active role of teachers and parents, the Wafa Method is very worthy of being maintained and further developed.

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