

Optimizing Tahsinul Qira'at Management Using the Wafa Method in Improving Santri's Reading at Ma'had Baitul Qur'an Madura

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Abstract

This study examines the optimization of *Tahsinul Qira'at* management through applying the Wafa method at Ma'had Baitul Qur'an Madura using a qualitative approach of case study type. This design was chosen to understand managerial practices in the natural context of pesantren, which are rich in values, traditions, and distinctive dynamics. Data was collected through in-depth interviews with caregivers, musyrif, and santris, as well as field observations and documentation studies. Data analysis was conducted interactively, using the steps of reduction, presentation, and conclusion drawing, while data validity was maintained through the triangulation of sources and techniques. The results showed that Tahsinul Qira'at management was optimized through three main stages: planning, implementation, and evaluation. Planning is organized through deliberation between managers and teachers, including class structure, teacher allocation, and periodic assessment. In implementation, the Wafa method is used as the main approach with the flexibility of additional methods according to the needs of the students. Learning is carried out in three daily sessions with efficient time management. Evaluations are conducted weekly and monthly as a means of monitoring and continuous guidance on the quality of santri reading. Some obstacles are still faced, such as the limited number of musyriks, variations in students' ability, and class dynamics that are not always conducive. These findings make a practical contribution to developing Qur'anic education management in pesantren and enrich the academic literature on integrating educational management and pedagogical strategies based on the Wafa method.

Keywords: Tahsin Management; Wafa Method; Pesantren; Al-Qur'an Education.

Introduction

Improving the quality of Qur'an recitation is one of the main focuses in Islamic education in pesantren, primarily through the Tahsinul Qira'at program. (Nurkholis, 2024) . However, reality shows that many santri from different educational backgrounds can still not read the Qur'an according to the rules of tajweed. This is a challenge, especially for academic institutions such as Ma'had Baitul Qur'an Madura, whose mission is to form santri with tartil reading. In this context, optimizing the management of the tahsin program is needed to answer the increasingly complex learning needs due to the diversity of the initial abilities of students.

Islamic education experts agree that the success of the tahsinul qira'at program depends not only on the methods used but also on the effectiveness of the managerial system that supports its implementation. Jones & George, (2012) Good management is a systematic process of efficiently planning, organizing, directing, and supervising resources to achieve specific goals. In the context of pesantren, Yasri, (2019) Suggests that an adaptive managerial approach must consider the uniqueness of the Islamic education environment, including local culture and the readiness of the teaching staff. Therefore, the success of methods such as Wafa in improving students' reading of the Qur'an is also largely determined by optimizing program management from upstream to downstream.

Although the Wafa method is known as a practical approach in learning the Qur'an because it emphasizes visual-auditory aspects and the right brain approach (Singgarani, Arifin, & Fathurrohman, 2021) Research that relates it directly to the management aspects of the tahsin program implementation is still minimal. Most previous studies only evaluate the success of this method in terms of reading results, without reviewing how program planning, organization, and evaluation contribute to its success. Therefore, a comprehensive study is needed that links the use of the Wafa method to optimize the tahsin management system.

Previous studies have demonstrated the Wafa method's success in the Qur'anic learning context. The survey by Artika (2021) found that the Wafa method increases students' speed in improving the Qur'an's recitation. Still, it did not explain how management strategies support the implementation of this method. Fajaruddin (2023) examines the Management of the Qur'an Tahsin Certification Program and its Implementation at the Postgraduate Institute of PTIQ Jakarta. Suriyati, Suriati, Nur, Mytra, and Adillah (2024) emphasize the importance of rubric-based evaluation in tahsin programs, but do not integrate a systemic

management approach. Syafitri & Jamilus (2024) suggested musyrif training as an essential factor without linking it to sustainable management planning. Meanwhile, the study by Wahid, Rozi, & Misbah (2022) reviews right-brain-based learning methods in general, but has not been specifically applied in the context of pesantren. Therefore, most studies are still fragmentary and have not compiled the integration between the Wafa method and the tahsin program management in one whole model.

This research is unique because it develops a model of optimizing Tahsinul Qira'at management that integrates the Wafa method approach with the managerial principles of Islamic education. Unlike previous studies that separated the method and management aspects, this study unites them in one comprehensive framework, starting from the learning planning stage, recruitment and training of the musyrif, class distribution based on the students' ability level, and the continuous evaluation system. With a case study in Ma'had Baitul Qur'an Madura, this model offers a contextualized approach that can be replicated in other pesantren with similar needs.

The purpose of this study is to analyze and develop a management system for Tahsinul Qira'at based on the Wafa method at Ma'had Baitul Qur'an Madura so that the implementation of the program is more structured, adaptive, and has a significant impact on improving the quality of santri reading. The results of this study are expected to provide practical contributions for pesantren managers and Islamic education academics in designing effective and contextual tahsin program management, as well as theoretical contributions in the form of an integrative model between pedagogical and managerial approaches in Qur'anic education.

RESEARCH METHODOLOGY

This research uses a qualitative approach with a case study. (Yin, 2015) , which aims to examine optimizing the management of Tahsinul Qira'at through applying the Wafa method at Ma'had Baitul Qur'an Madura. This approach was chosen because it allows researchers to fully understand managerial practices in the natural context of pesantren, an environment full of values, traditions, and unique dynamics that cannot be explained quantitatively. This research mainly explores the meaning, process, and managerial strategies applied to improve the quality of students' Quran recitation.

In the data collection process, the researcher is directly involved in the field as the main instrument (Sugiyono, 2019). Data were obtained through in-depth interviews with pesantren

caregivers, musyriks, and santri; observation of tahsin activities in the classroom; and documentation of various policies, activity schedules, and evaluation of santri learning outcomes. All data were analyzed interactively and continuously through data reduction, presentation, and conclusion drawing. Data validity is maintained by applying triangulation of techniques and sources to ensure the findings reflect reality.

The researcher conducted intensive observations and spent extended time at the research site to obtain a comprehensive and credible picture. This allows observation of consistent patterns and provides space for confirmation and reflection. This study not only aims to understand how the Wafa method is applied in tahsin learning, but also how pesantren management designs, implements, and evaluates the program optimally to answer the diverse needs of students in learning the Qur'an.

DISCUSSION

Management Planning for Tahsinul Qira'at Using the Wafa Method

Planning is an essential stage in educational management, as stated by Robbins & Coulter (2021), which is an initial effort that determines the direction, objectives, and strategies to achieve predetermined goals. In the context of Ma'had Baitul Qur'an Madura, the planning process of the Tahsinul Qira'at program is carried out through a deliberation forum between the *mudir ketahfidhan* and the *musyrik*. The results of this deliberation include determining the class structure, teacher allocation, and periodic exam schedules to evaluate the development of santri reading.

This finding aligns with Julaeha and Hambali's research (2023), which shows that planning in tahsin learning in pesantren must consider the students' heterogeneous conditions and the teaching staff's readiness. In Ma'had Baitul Qur'an Madura, the grouping of students based on the ability to read the Qur'an is carried out systematically, and each group is cared for by one *musyrik* with an ideal ratio of 6-10 students. This step shows awareness of the importance of a personal approach in tahsin, as affirmed by Hafid et al. (2024), that effective Qur'anic learning requires segmentation of learners based on the level of qira'at ability.

The planning of learning exams conducted every mid-semester also shows a visionary managerial approach. Evaluation is carried out not only to measure results, but also to remap the needs of students for the next learning. This shows that Ma'had is not only oriented to the quantity of memorization, but also to the quality of reading.

Implementation of the Tahsinul Qira'at Program

The program implementation runs according to the plan that has been prepared, with the division of learning time into three sessions: morning, afternoon, and evening. This reflects the principle of effective time management in boarding education institutions. The primary purpose of this tahsin activity is to improve the quality of santri reading of the rules of tajweed and to facilitate memorizing the Qur'an. Research by Hafid et al. (2024) emphasizes that structured tahsin learning will strengthen the foundation of memorization, because students who have fluent reading are more psychologically and technically prepared to memorize.

The Wafa method is the main approach the mushrifs use in its implementation. This method integrates right-brain and emotional learning, making learning fun and adaptive. However, flexibility is also given to teachers to adjust the approach according to the students' needs, as Achmad & Nurjan (2016) recommended in their study on the adaptation of Al-Qur'an learning methods in modern pesantren. This flexibility is essential because it provides space for a contextual approach that is not rigid, but still directed.

Evaluation of the Tahsinul Qira'at Program

Evaluation is an integral element in the education management system that aims to ensure the effectiveness of program implementation. At Ma'had Baitul Qur'an Madura, evaluation is carried out routinely through two forms: weekly evaluation and monthly evaluation. Weekly evaluations aim to detect machraj and tajweed errors early, while monthly evaluations are more oriented towards the students' final achievements and overall progress.

This layered evaluation approach is based on the principle of formative assessment in Islamic education, as studied in Nadiyya & Hosna (2025), namely that the evaluation of Qur'anic learning does not only function as a measuring tool, but also as a medium for fostering and forming spiritual and academic competencies. Regular tahsin evaluations also allow musyrifs to adjust learning strategies, including selecting methods and individualized approaches for students who experience difficulties.

Constraints in Program Implementation

Although the implementation of the tahsin program runs systematically, several obstacles arise in the optimization process. These obstacles include the instability of the classroom atmosphere due to the non-conductive character of the students, the disparity of

initial abilities between students, the limited number of musyrif compared to the number of students, and boredom due to the use of monotonous methods. These obstacles indicate the importance of strengthening human resource capacity and developing more varied learning methods.

The study by Robhati (2018) confirms that in a pesantren environment, managerial challenges come not only from the system aspect, but also from the individual characteristics of students and educators. Therefore, optimization efforts are insufficient only through formal management procedures, but also require a humanistic and psychopedagogical approach. This finding strengthens the understanding that the effectiveness of the tahsin program management must be supported by increased personal capacity, both in terms of santri and musyrif.

This research contributes to developing Qur'anic education management, especially in pesantren. In contrast to previous studies that highlighted the effectiveness of the Wafa method pedagogically (Wahyuni & Sutrisno, 2021), this study combines the managerial and pedagogical dimensions in a complete analytical framework. By focusing on the aspects of planning, implementation, evaluation, and identification of obstacles, this study offers a model of tahsin management implementation that can be replicated in other pesantren.

Theoretically, these findings expand the understanding of integrating participatory-based management approaches and learning strategies based on the Wafa method. Practically, the results of this study can be used as a reference by pesantren managers and Qur'anic education institutions to formulate tahsin program policies that are adaptive, responsive, and oriented to the quality of santri reading.

Conclusion

Based on the study's results, it can be concluded that the optimization of Tahsinul Qira'at management at Ma'had Baitul Qur'an Madura is structured through the planning, implementation, and evaluation stages. Planning is done through deliberations between managers and musyrifs to develop class structures, teacher distribution, and periodic exam systems. This careful planning is the primary foundation for implementing tahsin programs that are effective and meet the needs of students. In implementation, the Wafa method is applied as the main approach, with flexibility for mu'ezins to adapt it to the conditions of each group. The tahsin program is implemented intensively through three daily sessions, showing efficient time and resource management. Evaluation is carried out periodically in

the form of weekly and monthly evaluations, which function as a measuring tool and a means of continuous coaching of the students' reading of the Qur'an.

However, optimizing the program still faces several challenges, such as the limited number of musyriks, the diversity of santri abilities, and classroom conditions that are not always conducive. These findings provide a practical contribution to the management of Qur'anic education in pesantren and enrich the academic discourse on integrating educational management and pedagogical approaches based on the Wafa method in qira'at learning.

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