

The Strategy of the Qur'an Zone in Improving Students' Recitation Ability at the University Based on Pesantren

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Received: 12/11/2024

Revised: 08/06/2025

Accepted: 31/10/2025

Abstract

This research explores the effort of Markaz Qur'an in planning, implementing, and evaluating the *tahsin* recitation of the Qur'an using the Wafa method for Qur'an zone students at UNIDA Gontor. This research employs a qualitative case study approach. The data was collected through interviews, observation, and documentation. We analyzed using Miles and Huberman's three-step method. The result is the planning of markaz quran for Qur'an zone student activities, which involves determining the setting of objectives, developing strategies, and utilizing teaching resources to achieve the goal. The implementation consists of Reading Practice, Application of *Tajwid*, pronunciation practice, supervision, and correction.

Keywords

Markaz al-Qur'an; *Tahsin* Recitation; Wafa Method

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1. INTRODUCTION

The changes of the current era play an important role in influencing the education system, both in the quality and in the changes in their surrounding environment. This is due to the rapid and uncontrolled advancement of technology, which impacts the world of education, particularly in religious education. The low ability to read the Qur'an is no longer limited to students from lower backgrounds, but also applies to university students (Khosim & Thoifah, 2020).

Education and the Ability to read the Qur'an are not merely a learning process from early childhood to adulthood, or providing educational experiences solely for children. Still, the Qur'an can guide and shape the character and behavior of children so that they return to their innate nature (Sabarudin, 2021). So the purpose of education, as said by Quraysh Shihab, is to strengthen or build Islamic values in students and society, and develop a strong and superior character in holding Islamic principles (Sustiati, 2022).

The success of a program or learning implementation is closely tied to the right methods they use (Bang et al., 2024). We find various methods or strategies in Indonesia, especially in learning the Qur'an. Sometimes, the methods' goals are unsuitable for the students' conditions (H. Sa'diyah, 2022). This leads to problems in society and schools or universities, where some students cannot read the Qur'an correctly, with proper *tajwid* (Jaeni, 2019). One of the main reasons for this problem is unfinished Qur'an learning at the old school and an unsuitable learning method (Taklim, 2024).



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The Darussalam Gontor University is a *pesantren*-based institution of higher education that not only conducts academic activities but also religious ones, one of which is the improvement of Quranic recitation for its students. The Qur'an Zone is the hidden curriculum of the university responsible for conducting and organizing a series of activities aimed at improving Quran reading skills and reducing errors in reading. The Qur'an Zone aims to achieve several objectives, including "organizing classical training for students participating in Quran reading competitions, to train and develop students' skills (Zarkasyi, 2020).

Regarding this, it is known that the Qur'an Zone has been conducting planning, implementation, and evaluation activities for the improvement of Qur'anic recitation, as evidenced by the fact that 169 students did not pass the Qur'anic recitation exam out of a total of 479 students since the first time they participated in campus orientation. There has been progress after they engaged in the programmed Qur'anic recitation activities for 1 year or 2 semesters. It is not impossible that students at a University based on *Pesantren*, who come from a background of *Pesantren* graduates, may not yet be able to read the Qur'an correctly (Fauzi et al., 2025).

They have various reasons for their lag in reading the Quran. In the same issue, the reason for the lack of reading ability of Al Qur'an is due to the lack of skills among the institutions or teachers in teaching the Qur'an previously (M. A. Hanafi et al., 2024). This has led to the students becoming less focused and not maximizing their efforts to achieve their learning objectives in learning the Qur'an (Anoum et al., 2022) Some research said Islamic education instructors are intended to foster a stimulating learning environment and help pupils develop strong Quranic reading and writing abilities (Winata, 2021).

In *pesantren* universities, reading the Qur'an becomes a primary skill that is needed. With the integration of Islamic knowledge into the curriculum at *pesantren* universities, reading the Quran well becomes essential to help understand the content of the Quranic verses in the learning process. Therefore, improving the recitation of the Quran becomes the choice in solving this problem. The Qur'an Zone is a platform that serves to improve the Quran reading skills of these students. The quality of Quran reading at the university can be improved when habitual activities support it. At the Indonesian University of Education, a *tahsin* activity has been held, proving effective in improving students' ability to read the Qur'an (Y. Hanafi et al., 2021). This activity has been integrated into the student learning system and is required to fulfill certain courses. This makes it mandatory for students to collect points for that course. From that obligation, they will become accustomed to *tahsin* activities. Udin Supardi said the Learning Management System has developed Qur'anic studies for learning through the E BBQ Electronic Information System. It solved the ineffective traditional method of Quranic learning (Supriadi et al., 2022). It shows that the Qur'an zone has a good learning system. A good learning system brings relevance learning activities to society's needs (Turnbull et al., 2020).

This study explores the planning, implementation, and evaluation of the Qur'anic Center program designed to improve students' Qur'anic recitation (*tahsin*) at the Qur'an Zone of Darussalam Gontor University. The program employs the Wafa method, which has been recognized as an effective approach for teaching the Qur'an to adult learners. Specifically, this research examines how the Qur'anic Center plans its activities, how the Wafa method improves students' Qur'anic reading skills, and how the program's effectiveness is evaluated in achieving its objectives.

2. METHODS

This research employs a qualitative approach with a case study type of research (Fadli, 2021). A case study is a way to describe a problem by analyzing it in depth, related to certain cases, whether involving society, policies, or institutions (MSDM, n.d.). Research conducted organically in accordance with the current reality is known as naturalistic meaning (Abdussamad & Sik, 2021). This research

focuses on the case in Qur'an Zone at Darussalam University, and everything related to how Qur'an Zone activities improve students' ability to recite the Quran using the Wafa Method. The Object Of this research is the principle of Qur'an Zone and the lectures as the person in charge of Qur'an Zone. This research aims to comprehend the underlying meaning of the apparent data. Social phenomena often cannot be grasped solely through what people say and do. Every expression and action typically carries a specific significance (Saraswati, 2023). The case study data were obtained from various related sources. The data collection techniques used are:

Observation, this research Data was obtained through direct observation for 2 months at Qur'an Zone activities. As participant observers in research, researchers strive to immerse themselves in the lives of others being studied, seeking to understand the source of the problems. Observation aims to gather information and describe an activity, an individual, and an event from an individual's perspective (Kusumastuti & Khoiron, 2019).

Interview with the Principal of Qur'an Zone and the lecturer, who person in charge of Qur'an Zone. Ustadz Sohibul Mujtaba as the Director of Markaz Qur'an, Muhammad Azhar Fuadi, and Muh Nurhaqim as *Muhassin*, a member of the Qur'an zone. This method aims to gain a deeper understanding of the research object, collect initial information about the existing issues or problems, and identify the problems or variables that warrant further investigation (Coe et al., 2021).

Documentation at the Qur'anic Center, like the data on the structure of the responsible of Qur'an Zone and the results of evaluating their activities. This research uses Miles and Huberman's model analysis, which includes Data Reduction. This method simplifies data finding by taking the point of the data so that the main theme is found and forms a clear picture (Nasution, 2023). Data Presentation, Conclusion Drawing, and Verification.

3. FINDINGS AND DISCUSSIONS

Findings

The efforts made by Markaz Al-Qur'an in improving our initiatives directed towards students in the Al-Qur'an Zone include planning, implementation, and evaluation activities.

The Qur'an Zone Plans to Improve Students' Ability to Read Al-Qur'an Ability

Planning is the initial step that has been well-organized and directed before being implemented in the field (Fauziati, 2023). The objectives planned by the Qur'an Zone are efforts that have been carefully considered so that students can receive and ease to understand the learning material. Therefore, in this planning, Markaz Al-Qur'an and *Muhassin* are requested to improve an innovation in the learning process and design appropriate strategies and methods to facilitate learning to achieve a great learning outcome. Here are some efforts by the Markaz Qur'an in planning the improvement of recitation to Ability the reading quality of student members of the Al Qur'an zone:

a. Determining learning objectives

Determining learning objectives is the initial step in educators' or specific institutions' careful and planned process (Díaz & Nussbaum, 2024). In light of this, the Markaz Al-Qur'an plans and sets learning objectives for the *tahsin tilawah* Al-Qur'an activities using the wafa method for students in the Al-Qur'an zone. This process begins with a pre-test, where students will be assessed on their reading skills, allowing for the identification of areas for improvement, which will serve as evaluation material for Abilityment.

As confirmed by Muhammad, the Markaz Al-Qur'an plans and establishes learning objectives for the *tahsin tilawah* Al-Qur'an activities using the wafa method for students in the Al-Qur'an zone, through a special program for students in the Al-Qur'an zone. This is also in line with the planning

concept, where a learning plan directs the focus of learning, designs learning materials, evaluates student progress, and assesses learning success, making the learning objectives more efficient and targeted (Budiana, 2022).



Figure 1. The Orientation of Qur'an Zone Principle and the lecture

b. Selection of Learning Subject

The next step is the selection of learning materials. The Qur'an Zone selects learning materials by aligning them with the students' identified needs and learning objectives. *Tahsin*'s recitation is planned to assist students in the Quran zone in easily understanding the rules of Tajweed and the correct way of reading. Therefore, the selection of materials conducted by the Qur'an Zone includes: organizing *Tahsin* activities officially once a week, while students in the Quran zone can always receive reading guidance from their respective mentors whenever they submit their memorization, focusing on aspects such as the articulation points of letters, characteristics of letters, unusual readings in verses, completion of vowel marks, and practicing in the Hijaz tone.

c. Selection of Learning Methods

The next effort made by the Qur'an Zone is to choose the method of learning *tahsin tilawah* Al-Qur'an using the Wafa method. The Qur'an Zone believes that the Wafa method significantly impacts students, making it easier to understand and acquire the skills needed to grasp the rules of *tajwid* and other materials. This aligns with what Herlina said, that an educator must choose a teaching method in planning a learning process.



Figure 2. Selecting the learning subject and method of Qur'an Zone Activities

d. Resource Utilization

Using resources by the Qur'an Zone is an effort to plan learning activities in the *tahsin tilawah* Al-Qur'an with the wafa method for students in the Qur'an zone, serving as materials, tools, and available resources to support the learning process. Therefore, in the planning of the Qur'an Zone, several

supporting aspects are involved that can help students understand and engage in learning easily, including *Muhassin* who are knowledgeable or past the certification of the Wafa method and mastering about the material like *Tahsin*, *tilawah*, *tajweed*, *tafsir*, and *Muhassins* who master the wafa method, as students come from different backgrounds, they are from different faculty, program. Also, many lecturers are the *Muhassin*. Besides *Muhassin*, a good environment is an important part of this program and provides a good environment for learning and developing Qur'anic reading and *tilawah* skills. The Qur'an zone dormitory is located in one building on the 2nd floor of the new building, which is filled with activities related to the Qur'an.

e. Scheduling

The Qur'an Zone plans to schedule *tahsin tilawah* Al-Qur'an learning during the *tahsin tilawah* Al-Qur'an activities using the Wafa method for students in the Qur'an zone on Friday mornings. The learning time for improving the recitation of the Qur'an with the Wafa approach is set for 5:30 AM, right after the Fajr prayer. Furthermore, the scheduling carried out by the Qur'an Zone is planned to include a weekly schedule, especially on Friday mornings or specifically on days without classes for students. Scheduling learning activities can bring more effective results and creativity for the students and teachers, improving learning strategies. (Rehman et al., 2023)

Table 1. The schedule of learning activities on the Quran Zone

No	Program	Program Activities	Describing the Tahfidz Al-Qur'an learning program Activities
1	Program Halaqoh	Grouping tahfidz	04:20-06:00 <i>Halaqoh Tahfidz</i> with all the members of Qur'an Zone and the lecture as the principal of Qur'an Zone. This program goes on every Monday, Tuesday, Saturday, and Sunday morning
2	Daily Program	Memorizing Al-Qur'an	Every after <i>subuh</i> , <i>magrib</i> , and <i>isya</i> at the mosque
3	<i>Tahsin</i> Program	<i>Tahsin's</i> activities with the <i>Muhassin</i>	04:20-06:00 <i>Halaqoh Tahfidz</i> with all the members of Qur'an Zone and the lecture as the principal of Qur'an Zone. This program goes every Monday, Tuesday, Saturday, and Sunday morning after finishing the tahfidz program.
4	Language program	Muhadatsah program	06:00- 06:30, they do a language program to improve their language skills in Arabic. It consists of learning vocabulary and sentences in the Arabic language. This provides an understanding of the Qur'an's value more.
5	Evaluation program	Murojaah of reading Al-Qur'an skill	Every Friday in a week, they do the murojaah to observe the learning outcome of memorizing and the <i>Tahsin</i> skill with the <i>Muhassin</i> and the principle of Qur'an Zone.

f. Organization

The organization carried out by Markaz Al-Qur'an is an effort in learning that encompasses various aspects, effectively improving Qur'an reading. These aspects include the arrangement of space, materials, and resources, and coordination between the *Muhassin* and Qur'an Zone. As stated, this aligns with the theory used by Susanti (Susanti et al., 2020).

g. Evaluation and Assessment

The Qur'an Zone plans to conduct a pre-test before the implementation and a post-test after the *tahsin tilawah* Al-Qur'an activities take place at the end of each semester. This is intended for the Qur'an Zone to assess students' abilities in understanding *tajwid* rules and their proficiency in reading the Qur'an. Furthermore, the mistakes and shortcomings identified will serve as material for the *tahsin*

activities for improvement. Subsequently, a post-test will be conducted to measure the students' progress in understanding the Qur'an after participating in the *tahsin tilawah* Al-Qur'an activities using the Wafa method. This aligns with previous theories that it is important to understand that the evaluation of the *Tahsin* al-Quran program is not just a tool to assess success, but also a means of reflection and continuous improvement (T. Sa'diyah et al., 2023).

The Implementation of Qur'an Zone at Al-Qur'an Recitation Ability at UNIDA

In carrying out the *tahsin tilawah* Al-Qur'an using the Wafa method, the Al-Qur'an Zone makes good use of the implementation time, ensuring that the activities are organized and scheduled, allowing the execution to proceed in a relevant and effective manner (Muzaiyanah et al., 2023). Several stages are needed in the implementation by the Al-Qur'an Zone of UNIDA Gontor, including preparing the material to be taught by the learning objectives, as well as organizing and assessing, such as using learning books for the recitation and proper reading of the Qur'an and other supporting materials as references to ensure the learning process runs smoothly.

Several steps taken by the Qur'an Zone in implementing the Wafa method in improving the Qur'an recitation for students in the Qur'an zone include carrying out these five stages: opening, introduction, teaching, assessment, and closing. These are grouped into three stages, namely

a. Opening and Introduction

In learning the Qur'an using the wafa method, the opening and introduction have a specific purpose in creating a suitable atmosphere and providing a solid foundation for participants to understand and develop into learning Qur'an activities. Likewise, the efforts of the Qur'an Zone in implementing the improvement of Qur'anic recitation begin with an introduction during the first *tahsin* activity, which is held while prospective students are participating in orientation activities with the Qur'an Zone. As an introduction to the *tahsin* activity, a pre-test for reciting the Qur'an is needed.

b. Learning Activities

Teaching is the second action after the opening and introduction processes in learning; it is carried out as a process or activity performed by an educator to convey knowledge, skills, or information, to guide students (Latujtaha et al., 2022). This involves various methods and strategies to facilitate learning and understanding. Meanwhile, it also guides the student, particularly in correcting the rules of reading the Qur'an by applying *tajwid*, using methods that can facilitate students in receiving that knowledge.

The efforts of Markaz Al-Qur'an in applying the wafa method during the teaching or instruction of *tahsin tilawah* Al-Qur'an using the *Hijaz* tone at pre-test, followed by *tahsin tilawah* Al-Qur'an to improve fluency and correctness of *makhroj* and *tajwid*, and finally holding a post-test as a measurement of the Markaz Al-Qur'an in teaching the rules of *tajwid*, correct Quranic recitation. Their understanding of *tajwid* rules from their correct application of it, this post-test shows a huge amount of the students' progress in reading the Qur'an.



Figure 3. The Implementation of Learning Activities on Qur'an Zone Using the Wafa Method

The Evaluation of Qur'an Zone at Al-Qur'an Recitation Ability at UNIDA.

After doing the *tahsin tilawah* Al-Qur'an learning for students in the Qur'an zone for one year or two semesters, there is a need for an assessment and a closing. In summary, after the learning process, the next step taken by the Qur'an Zone is to hold an assessment and conclude the *tahsin tilawah* Al-Qur'an learning activities using the wafa method for students in the Qur'an Zone. Based on this, the Al-Qur'an Zone has taken several steps in the evaluation provided to students, including: Reading Practice, Application of *Tajwid*, pronunciation practice, supervision, and correction. It is done weekly with Muhsin and the principal of the Markaz Qur'an.

Learning assessment is an evaluation process to measure students' understanding, abilities, and achievements of learning objectives. (Syarnubi, 2023) The aim is to evaluate the extent to which participants have successfully understood and applied the material taught. The conclusion in learning is the final stage of a session or learning activity, aimed at summarizing, reflecting on, and providing conclusions from the material that has been studied.

Discussion

Every step of The Qur'an Zone plan to improve students' reading Al-Qur'an ability, brings the members of Qur'an Zone a clear description of what is going on in their next activities. The planning of *Tahsin Tilawah* Al-Qur'an activities focuses on improving students' readings, directing their learning focus, designing *Tahsin* learning materials, evaluating students' progress by planning exams before implementation, and assessing the success of learning after execution. This way, the objectives of the learning process are clearly defined, measurable, achievable, and relevant to the time and specific deadlines (Syafri & Yaumas, 2017). The Learning Plan In Zona Qur'an consist of various step, the first on is determining learning objectives the selection of materials prosses conducted by the Qur'an Zone includes: organizing *Tahsin* activities officially once a week, while students in the Quran zone can always receive reading guidance from their respective mentors whenever they submit their memorization, focusing on aspects such as the articulation points of letters, characteristics of letters, unusual readings in verses, completion of vowel marks, and practicing in the Hijaz tone. This is the theory used by Shohibul Qisom in the Wafa learning method (Arham & Gani, 2025) (Prayogi & Hidayat, 2023).

Second is choosing the learning materials, meaning an educator or facilitator selects the content used in the learning process. However, selecting the learning materials must be aligned with the students' (Turnbull et al., 2020) foundational understanding, which includes identifying students' needs, assessing the sources of materials, designing the content, and determining the sequence in structuring the materials to be delivered. Choosing learning materials involves aligning with basic

competency standards and considering type, scope, sequence, and presentation; a qualitative method is used to investigate the educational context (Fernidia Br. Siburian & Dorlan Naibaho, 2023).

The third step is selecting a teaching method, one of the steps in planning learning, where an educator or teacher decides on the method or approach to teach the material to students (Blume & Marci-Boehncke, 2023; Indah Rahmawati & Sutiarso, 2019). The Qur'an Zone uses the Wafa Method as resource materials, tools to support the learning process in Qur'anic *tahsin tilawah* Al-Qur'an activities. The selection of this method is based on the fact that it is comprehensive and integrative. This is also known as the right-brain method because it combines body movement and the teacher's emotions, maximizing the right brain's function (Prayogi & Hidayat, 2023). This method is suitable for adult learning.

The fourth step is resource utilization; the learning resources used are teachers and good methods. They use the wafa method for learning activities at Qur'an Zone. And they carefully select some teachers to be *Muhassin* and support them in a supportive environment. The *Muhassin* consists of students and several competent lecturers who have passed certification in the Wafa method. This aligns with the theory emphasized by Junaidi and others that resources are something educators must pay attention to in planning a learning process. The use of resources is something that can support the learning process (Effendi, 2021; Lamuri & Laki, 2022). The selection of *Muhassin* was made through several tests performed by the Qur'an Zone team to maintain the quality of *Muhassin*. The quality of learning, which includes input, process, and output, must run synergistically and continuously to produce good outcomes. The adequacy of the academic qualifications of teachers is very much needed in a university, as it affects the quality of learning (Susanti et al., 2020).

The fifth step is scheduling, ensuring the training program is organized, effective, and efficient (Shahraki et al., 2022). At this part, they manage time management to allocate sufficient time for each training and ensure it is on track. Resource allocation, coordination, and goal tracking to make these training activities smoother and more impactful (Leblanc, 2022).

The sixth step is organizing. Organization is the act of assigning responsibilities to personnel to facilitate the achievement of several predetermined goals. Meanwhile, formal education organizes the human and non-human resources needed into a single unit to carry out planned activities to achieve the predetermined goals (Subekti, 2022). To provide a good structure and direction by roadmapping for the teachers and students to ensure that the activities flow logically from one concept to the next (Fauziati, 2023), and organizing ensures balance content delivery, such as *tilawah*, *tajweed*, *tahfidz*, and *tafsir*. This also helps maintain student engagement with the various methods to make it a joyful training (Widodo, 2024). Creating a joyful learning environment through activities like games enhances learning by integrating 21st-century skills and promoting positive educational outcomes, such as teamwork and self-assurance (Jeet et al., 2023).

The seventh step is evaluating and assessing aspects related to Qur'an learning, including creating pre-tests and post-tests as benchmarks for student abilities, coordinating all activities with all responsible groups in each study group for one semester, which will make the program effective and efficient. This is what is called good school activity organization, which involves all aspects of education in the school to achieve results (Sofian et al., 2023). At Qur'an zone, the principal uses each group's responsibilities and coordinates with all the programs at Qur'anic zone in teaching and examining all the Qur'anic zone members.

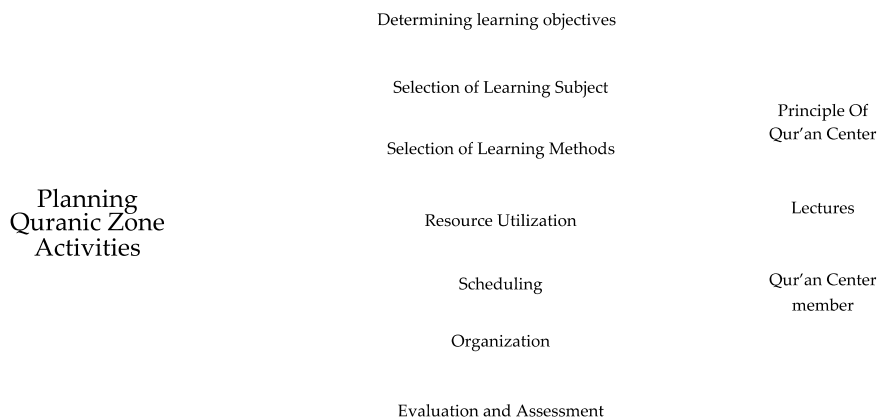


Figure 4. Planning model for the Qur'an Zone activities

The evaluation process implemented by the Al-Qur'an Zone through activities such as reading practice, *tajwid* application, pronunciation correction, supervision, and feedback aligns closely with classical and modern educational theories. From the perspective of Qur'anic learning theory, evaluation is not merely an assessment of students' performance but a continuous process of *tahsin* (improvement) and *tazkiyah* (refinement) that ensures the accuracy, beauty, and spirituality of Qur'anic recitation (Sa'adiyah et al., 2023). This ongoing evaluation reflects the *tadrib* approach in Islamic pedagogy, where consistent supervision (*muraqabah*) and correction (*islāh*) are integral to forming disciplined reciters of the Qur'an.

The Al-Qur'an Zone's evaluation method resonates with the principles of constructivism, which emphasize active engagement and self-correction as key components of learning (Piaget, 1971; Vygotsky, 1978). Through weekly monitoring and correction by *Muhassin* and the principal, students are encouraged to construct their understanding and improve based on direct feedback, thus promoting reflective learning. Moreover, the continuous evaluation also applies elements of behaviorist theory, particularly reinforcement and repetition, which are essential in shaping correct Qur'anic pronunciation habits (Skinner, 1953).

Recent studies have reinforced the relevance of constructivist and behaviorist principles within Qur'anic learning frameworks. Constructivist approaches in Islamic education highlight the importance of learner-centered experiences where students actively build their understanding through reflective engagement and teacher-guided scaffolding (Saputra & Achadi, 2024). In the context of Qur'anic recitation, this perspective supports the notion that learners develop deeper mastery through active participation, self-correction, and contextual understanding of *tajwid* rules (Nurohmah et al., 2025).

Similarly, behaviorist principles remain significant in Qur'anic pedagogy, particularly in fostering proper recitation habits through consistent reinforcement and repetition. Contemporary research emphasizes that repetition and immediate corrective feedback strengthen memory retention and accuracy in pronunciation, aligning with Skinner's reinforcement model (Abdulloh et al., 2025). These findings confirm that combining constructivist reflection and behaviorist practice results in a balanced pedagogical model that supports both cognitive understanding and behavioral mastery in Qur'anic learning (Hidayati, 2021).

From the perspective of educational evaluation theory, the system used by the Qur'an Zone aligns with formative evaluation, which focuses on continuous feedback to improve the learning process rather than merely measuring outcomes (Yuniartin et al., 2024). The weekly supervision and correction provide real-time feedback that helps learners recognize errors, refine their skills, and achieve mastery

in *tajwid* and recitation accuracy. This dynamic approach bridges traditional Qur'anic evaluation with contemporary assessment models, emphasizing learner development, authenticity, and reflective improvement (Aini, 2025). It is also in line with Tsaniah Research that uses semester-based assessment, tracking memorization progress, and categorizing students by skill level (Tahsin, Tahfidz, Takhasus) (Sa'adiyah et al., 2023).

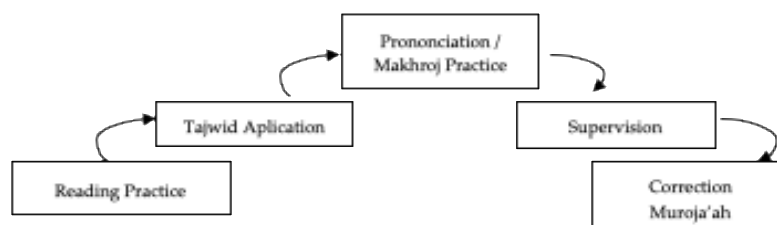


Figure 5. Evaluation step on Quranic learning at the Quranic zone

The evaluation process in Qur'anic learning at the Qur'an Zone represents a continuous and reflective learning cycle that integrates reading accuracy, teacher supervision, and memorization reinforcement. Students are guided to recite the Qur'an using proper tajweed and makhraj under the supervision of *Muhassin* and the Qur'anic Center principal. Throughout this process, learners undergo a structured cycle—reading, receiving correction, revising mistakes, and repeating—to strengthen their comprehension and memory. This model reflects the principles of behaviorist learning theory, where repetition and reinforcement play a critical role in shaping correct reading habits (Abdulloh et al., 2025). Corrective supervisor feedback acts as positive reinforcement that strengthens accurate recitation responses, aligning with Skinner's conditioning framework.

Moreover, this process resonates with cognitive and information processing theories, emphasizing that repetition and retrieval practice help consolidate information from short-term to long-term memory, improving recall and retention (Baddeley, 2000; Wixted, 2024). Including muroja'ah—periodic review of memorized verses—is a cognitive reinforcement strategy that enhances neural encoding and memory consolidation. From a constructivist perspective, guided recitation and supervision foster active meaning-making, where learners construct understanding through social interaction, feedback, and reflection (Lombardi et al., 2021). Thus, the Qur'anic evaluation process develops technical mastery of recitation and cultivates metacognitive awareness—students become conscious of how they learn, correct, and improve their performance. Integrating behaviorist, cognitive, and constructivist principles, this method demonstrates a holistic model of Qur'anic pedagogy that simultaneously supports learning behavior, comprehension, and memorization (Thaha et al., 2021).

4. CONCLUSION

The efforts of Markaz Al-Quran in improving the recitation skill ability of students of UNIDA consist of three steps: planning, implementation, and evaluation. This activity, held by Markaz Qur'an as a center of Qur'anic study and Qur'anic activities, comes at UNIDA. Qur'an Zone is a part of a student program for students interested in Quran learning activities or developing their understanding of the Qur'an.

To improve Al'Qur'an recitation ability for UNIDA student Markaz Qur'an and Qur'an Zone members, plan the activities to improve students' recitation Quran. The planning agenda includes several specific aspects and elements, like setting learning objectives, selecting learning materials, choosing teaching methods, utilizing campus resources, scheduling activities, organization, evaluation, and rewards. Among these aspects, some elements will be implemented in activities to improve Quran recitation for students in the Quran zone, by the goals, vision, and mission established by the Qur'an

Zone and the university as a whole, as a higher education institution. As for the implementation, Markaz Qur'an has been organizing Al-Qur'an recitation activities for students in the Quran zone for over one year or two semesters. The implementation of the Qur'an recitation improvement program is carried out every week. The learning activities use the Wafa method and *Tahsin Tajwid*, and the latter assesses the students' reciting Qur'an ability improvement. The evaluation usually occurs through three stages: weekly, monthly, and annually. The weekly evaluation aims to inform about the reading progress each week, whether it relates to student discipline or program implementation. Meanwhile, the monthly and annual evaluations measure students' achievements and understanding over a longer period.

This research impacts the continuity of Quran reading improvement activities at UNIDA Gontor, with the holistic system helping students receive training to enhance their Quran reading skills. And give a picture of the effort of the education institutions in activities to improve the recitation ability of Al Qur'an. According to this result, hopefully that future researchers can provide an even better picture of the Quran learning system in different contexts.

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