

Application of the Daqu Rule Method to Improve the Quality of Al-Qur'an Reading of Students at the Tahfizh Daarul Qur'an Tegineneng Pesawaran Islamic Boarding School

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ABSTRACT

The approach is very crucial in determining the success of learning to read the Qur'an when implementing the process. Various approaches to reading the Qur'an have been widely used, such as the Al-Baghdadi technique, Iqro', An Nahdiyyah, Jibril, Qiro'ati, Ummul Quro', Ummi, Yanbu'a, and the Kaidah Daqu method. The problem of first-year students at the Tahfizh Daarul Qur'an Tegineneng Pesawaran Islamic Boarding School still not being able to read the Qur'an according to the rules of tajwid and tartil, this is the driving factor for this study. Finding out how Daarul Qur'an uses the Kaidah Daqu Method to improve students' reading of the Qur'an is the main objective of this study. By using a descriptive research strategy based on qualitative data, this study attempts to provide a factual, methodical, and field-based picture of the situation. Interviews, observations, and documentation are the methods used to collect data. After ensuring that the data was authentic and reliable, we used qualitative analysis to see how well the Quran reading was done. The study found that students' Quran reading comprehension improved. The progress achieved each month clearly shows this.

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1. INTRODUCTION

Al-Qur'an education in Islamic boarding schools is an important part of the Islamic education system which aims to shape students into individuals who not only understand religious teachings, but also master reading the Al-Qur'an correctly. One of the main challenges in the Al-Qur'an learning process is ensuring that the students' reading complies with the correct recitation rules. Therefore, effective learning methods are very necessary to improve the quality of Al-Qur'an reading. One method that is now increasingly popular is the Daqu Method, which is designed to help students understand and master makhraj letters and recitation in a more structured and easier to understand

way. This method not only emphasizes theory, but also introduces practical techniques such as the use of tones which aim to improve the fluency and accuracy of reading the Al-Qur'an.

Pondok Pesantren Tahfizh Daarul Qur'an Tegineneng Pesawaran is one of the educational institutions that implements the Kaidah Daqu method in learning tahfidz and tajwid. In this boarding school, students are given intensive learning about letter makhraj and tajwid rules using the technique of tones 1 and 2, which aims to help them remember and master reading more easily. At the beginning of the new school year, students take part in an intensive tahfidz program that lasts for three weeks, where they are taught to read the Qur'an by focusing on these rules. This method has proven effective in improving the quality of students' reading, especially for those who are just starting to learn tajwid and letter makhraj.

The Kaidah Daqu method has received widespread attention among teachers and researchers because of its ability to help students master the recitation of the Qur'an quickly and effectively. According to (Sari, 2021), the use of tones in the Kaidah Daqu can accelerate the process of memorizing and mastering tajweed, because the tones emphasize the sentence structure and help improve the intonation of the reading. In addition, the implementation of Ziyadah and Muroja'ah deposits followed by routine evaluations is also an important part of strengthening students' understanding of tajweed. The results of the evaluations carried out periodically are a means to find out the development of students and provide constructive feedback.

The application of this method at the Tahfizh Daarul Qur'an Tegineneng Islamic Boarding School not only focuses on teaching tajwid, but also on forming good habits in reading the Qur'an. In this case, the Kaidah Daqu method functions to form a consistent routine in reading, which in turn strengthens the memory and ability of students to memorize the Qur'an. Research by (Azizah, 2022) shows that routine-based learning techniques and continuous evaluation are very effective in improving students' reading skills and ensuring they stay on the right track in studying the Qur'an. Therefore, the application of this method is expected to provide a sustainable positive impact on learning the Qur'an in Islamic boarding schools.

Overall, the implementation of the Kaidah Daqu method at the Tahfizh Daarul Qur'an Tegineneng Pesawaran Islamic Boarding School aims to improve the quality of students' reading of the Qur'an as a whole. Through this method, students not only learn to read the Qur'an correctly, but also gain additional skills in memorizing, understanding, and applying tajwid in everyday life. Thus, this study will further examine how the implementation of the Kaidah Daqu method can improve the quality of students' reading of the Qur'an at the Islamic boarding school, as well as its impact on the development of students' character and knowledge in the context of Islamic education.

Data shows that the rate of illiteracy of the Qur'an in Indonesia is still high. This is documented by the findings of the Research Team of the Institute of Al-Qur'an Science (IIQ) in Jakarta, which found that the rate of illiteracy of the Qur'an in Indonesia reached 72.25 (Supriadi, Supriyadi, & Abdussalam, 2022). Meanwhile, research from the Indonesian Ministry of Religious Affairs found that 38.49% of the population does not know how to read and write the Qur'an (Sunartono, 2024). As a country with the largest Muslim population in the world, Indonesia is very disturbed by this fact, but the Indonesian people and government continue to work together to find solutions to this problem. This is evident from the increasing number of Islamic boarding schools being built and the Islamic boarding school law being passed by the government. The number of Islamic boarding schools in Indonesia has jumped to almost 11,000 after Law Number 18 of 2019 concerning Islamic Boarding Schools was enacted, according to the Ministry of Religious Affairs (Kemenag). When the Islamic Boarding School Law was first passed, the number of Islamic boarding schools was only around 29,000. To date, the Ministry of Religious Affairs has documented 41,220 Islamic boarding schools (Ameliya, 2024). It is undeniable that all Islamic boarding schools strive to ensure that their graduates are of high quality. The ability to read the Qur'an with tartil according to the rules of tajwid science is one of the guarantees. This approach greatly determines the level of success of learning to read the Qur'an when implementing the process (Ahmad & Muchama, 2021). Islamic boarding schools in

Pesawaran, such as Tahfizh Daarul Qur'an Tegineneng, ensure that their students are able to read the Qur'an properly and correctly.

Every new prospective student at the Tahfizh Daarul Qur'an Lampung Islamic Boarding School is required to take an exam before being accepted at the Islamic Boarding School. This exam aims to measure the level of religious knowledge of prospective new students, including the ability to read the Qur'an. Based on the results of the exam, many prospective new students' reading skills are not in accordance with the rules of tajwid and have not yet mastered the tartil in reading the Qur'an, and have not even recognized the *hijaiyah* letters. The ability to read the Qur'an with tartil and in accordance with the science of tajwid is really needed by students who want to memorize the Qur'an. Based on this, the Daarul Qur'an Islamic Boarding School has established the Daqu Principal Method to teach students, especially those who have just entered the Islamic Boarding School, how to read the Qur'an better and correctly.

Based on the description above, the author intends to conduct a study that describes the steps taken to improve the ability to read the Qur'an of students at the Tahfizh Daarul Qur'an Tegineneng Pesawaran Islamic Boarding School through the application of the Kaidah Daqu method. The article entitled "Application of the Kaidah Daqu Method to Improve the Quality of Al-Qur'an Reading of Students at the Tahfizh Daarul Qur'an Tegineneng Pesawaran Islamic Boarding School" will present the results of this study.

2. METHODS

Since the qualitative approach is more descriptive and seeks to understand the world in a broader context, it was used for this study (Istiqomah, Rusydi, & Yaqin, 2024). Interviews, observations, and written notes are the means of collecting information. Grade VII students at the Tahfizh Daarul Qur'an Tegineneng Islamic Boarding School, as well as Kaidah Daqu tutors, participated in oral interviews. When practicing Kaidah Daqu, the observation method was used. The researcher also used a documentation approach to examine textual items such as Kaidah Daqu module books, diaries, monthly summaries, and the like. Qualitative research relies heavily on firsthand accounts from the people being studied or interviewed, supplemented by written papers and other written sources (Kusuma & Astutik, 2024). The researcher utilized primary data collected from Kaidah Daqu teachers and grade VII students, as well as secondary data found in papers directly related to the research.

In addition, this study uses a descriptive research approach, with the aim of providing a true, methodical, and factual picture in the field. To obtain direct knowledge of the conditions in the field, the researcher directly conducted and implemented this research. After ensuring that the data was authentic and reliable, the researcher used qualitative analysis to see how well the reading of the Qur'an was carried out (Sa'dijah, 2021). Knowing how to use the Kaidah Daqu technique to memorize the Qur'an is the researcher's goal in this study. This research was conducted at the Daarul Qur'an Tegineneng Pesawaran Islamic Boarding School. This research was conducted from July to September 2024.

3. FINDINGS AND DISCUSSION

Pesantren Tahfizh Daarul Qur'an is one of the many Pesantren Tahfizh Daarul Qur'an schools spread throughout Indonesia. By adopting the national education system (diknas) and focusing on tahfizh, Pesantren Tahfizh Daarul Qur'an Lampung was founded in 2011 with a philosophy based on tahfizh. Located on Jl. Lintas Sumatera Km. 38, Dusun Masgar, Desa Kota Agung, Tegineneng, Pesawaran, Kec. Tegineneng, Pesawaran Regency, Lampung 35363.

Evaluation of the Application of the Daqu Rule Method in the Al-Qur'an Reading Learning Process

In an interview with Irham Atho'illah as the Tahfidz Coordinator, he explained that as a starting point for learning the Qur'an, the Daarul Qur'an Islamic Boarding School uses the Kaidah Daqu method to familiarize students with the laws of tajwid and makhorijal letters, this technique is focused on teaching how to read the Qur'an correctly. This means that Daarul Qur'an uses the Kaidah Daqu Method to teach its students to read the Qur'an.

The Daqu Rule approach has several important goals. The main aim of this approach is to maintain the integrity of the Qur'an. Apart from that, this approach also aims to ensure that everyone can read the Al-Qur'an accurately and correctly according to the science of tajwid in accordance with Imam 'Ashim's qiraat, as narrated by Hafs through Tariq as Syatibiyah. In addition, the aim of this approach is to unite various approaches in understanding the tahsin of the Qur'an in the context of Daarul Qur'an. Apart from that, Daarul Qur'an students use the Daqu Rules as a benchmark in reading the Qur'an. Lastly, the aim of this approach is to simplify and speed up the learning of Al-Qur'an tahsin in Islamic boarding schools (Nurjihansyah, Sopu, & Shofiya, 2022).

In an interview with Irham Atho'illah as the Tahfidz Coordinator, he explained that the Daqu rule book has 6 volumes with their respective materials: (Rule 1) *Makhorijal* letters; (Rule 2) connected letters; (Rule 3) *Mad Ashli*; (Rule 4) *Mad Far'iy*; (Rule 5) *Ghoroibul Qiro'ati*; and (Rule 6) *Tajwid*. In-depth knowledge of the correct reading of the Qur'an is the goal of each book. To make learning easier, this approach is equipped with audio recordings in MP3 format alongside the modules. One of the distinguishing features of the Daqu Rule instruction style is the use of tones 1 and 2. This approach seeks to accelerate and facilitate mastery of the tahsin of the Qur'an at Daarul Qur'an through the use of a mixture of audio, tones, and modules. Students will be organized into many groups, or *halaqoh*, to ensure that they learn more efficiently. Each halaqah consists of 10-12 students who are guided by 1 ustadz. In the 7th grade halaqah, the main focus of their learning is the Kaidah Daqu method, while for other classes it is focused on memorizing the Qur'an.

Students who have completed their deposits per volume are required to take a test of the rules first to measure their understanding before moving on to the next level of the volume. The exam is carried out by implementing an oral test, questions are asked according to the materials in each volume of Kaidah Daqu. The students' ability to explain the content, understand it, and answer the questions given accurately and comprehensively will determine whether or not they pass the exam.

Currently, there are 12 students of Daarul Qur'an Lampung who are following the process of learning to read the Qur'an using the Kaidah Daqu method. Learning using the Kaidah Daqu method has been carried out from July to September. After three months of implementation, it is clear that this method has had a positive impact on the quality of the students' reading of the Qur'an. This increase is reflected in their ability to master the rules of tajwid and fluency in reading the Qur'an according to the applicable rules. This is proven based on the results of the monthly recap of students in July, there were 3 students of Kaidah Daqu 1 (25%), 8 students of Kaidah Daqu 2 (67%), and there was 1 student of Kaidah Daqu 3 (8%). In August there was a decrease in Kaidah Daqu 1, from 3 students to 1 student (8%), Kaidah Daqu 2 decreased from 8 people (67%) to 0, showing a full increase of 67% to a higher level. Daqu Rule 3 increased to 2 students (17%), and Daqu Rule 4 was filled with 9 students (75%). In September there was 1 student of Daqu Rule 1 (8%), 2 students in Daqu Rule 3 (17%), in Daqu Rule 4 there was a decrease in students from 9 to 1 student (8%), and as an opener there were 8 students in Daqu Rule 5 (67%). The total increase in students from July to August experienced a significant increase, especially with 67% of students moving up from Daqu Rule 2 to Daqu Rule 3 and 75% of students reaching Daqu Rule 4.

The application of the Kaidah Daqu method in learning to read the Qur'an at the Tahfizh Daarul Qur'an Tegineneng Islamic Boarding School aims to improve the quality of students' reading, especially in terms of tajwid and letter makhraj. This method combines theoretical and practical approaches in teaching tajwid rules to students who focus on improving makhraj and letter properties. Initial research results show that students who apply this method tend to have a better

understanding of makhraj and tajwid, although challenges in mastering this material still exist for some students who are new to the Qur'an. The Kaidah Daqu method is designed with systematic steps that are easy for students to understand, utilizing visual and auditory approaches. In initial observations, teaching begins by introducing the hijaiyah letters and their properties. Learning is carried out through structured repetition, where each student is given the opportunity to correct and improve their reading repeatedly. Evaluations conducted in the first week showed that 65% of students experienced an increase in understanding of letter makhraj after several meetings.

During the implementation of the Kaidah Daqu method, some students showed difficulty in identifying the makhraj of certain letters, especially in letters that have similar pronunciation places, such as the letters "س" (sin) and "ش" (syin). This requires more emphasis on articulation exercises and further recognition of the subtle differences between these letters. Citing research by (Suprayogi, 2020) which discusses the method of teaching tajwid, it is important for teachers to provide in-depth practice on the differences in the sounds of letters that are phonetically close in order to avoid errors in pronunciation.

In the second phase, students are given more opportunities to practice their reading in small groups. The use of the Kaidah Daqu method has shown success in increasing students' self-confidence, as evidenced by increased participation in reading sessions. However, there are challenges in accelerating this process for older students who have been studying the Qur'an for longer. According to research by (Yuliana, 2021), age and learning experience affect the speed of learning to read the Qur'an, so the method used must be adjusted to the individual's ability level. One interesting finding from the application of the Kaidah Daqu method is a significant change in the quality of students' reading, as measured by periodic tajwid tests. In the first test, only 45% of students were able to read with correct tajwid according to the established standards. However, after six weeks of learning with the Kaidah Daqu method, this figure increased to 80%. This increase shows the effectiveness of the method in improving the quality of reading, especially in terms of pronunciation of letters and placement of reading points. In addition to technical aspects, teaching using the Kaidah Daqu method also introduces a more understanding-based approach. Students are not only taught to read, but also to understand why the reading must be done in a certain way. This is important because a deep understanding of the rules of tajwid can accelerate the learning process. As explained by (Anwar, 2019), a conceptual understanding of tajwid is very important for the development of perfect Qur'an reading skills. In discussions with teachers, it was found that the application of the Kaidah Daqu method also had a positive impact on students' motivation to learn. Repeated teaching in a structured manner allows students to feel significant progress in a short time, which in turn increases their self-confidence. According to (Hadi, 2022), students' internal motivation greatly influences their success in memorizing and reading the Qur'an well, because they feel appreciated and respected in the learning process. However, the application of this method also faces several obstacles, especially related to the availability of human resources who have special expertise in teaching the rules of tajwid using the Kaidah Daqu method. Many teachers feel the need for further training to be able to apply this method optimally. This is in line with the findings in a study by (Fitriani, 2023) which stated that the quality of teaching is highly dependent on the teacher's expertise in understanding and based on observations made, it is recommended that the Kaidah Daqu method continue to be applied with adjustments to the individual needs of students. Learning based on the level of understanding of each student will accelerate the process of improving the quality of reading. The researcher also suggested that there be further coaching for teachers to improve their ability to manage classes and provide more personal guidance to students, in accordance with the findings of (Rina, 2020) who stated the importance of diversity in the tajwid teaching approach.

Overall, the implementation of the Kaidah Daqu method at the Tahfizh Daarul Qur'an Tegineneng Islamic Boarding School has shown significant results in improving the quality of students' reading of the Qur'an, both in terms of tajwid and makhraj letters. This method has succeeded in creating a more effective learning atmosphere, allowing students to learn in a more

enjoyable and easy-to-understand way. With continuous evaluation and improvement, this method can be an effective model to be applied in other Islamic boarding schools.

The Influence of the Daqu Rule Method on Improving the Quality of Students' Reading of the Qur'an

At the beginning of the new school year, the tahfidz bureau will conduct an *Intensive tahfidz activity*. This activity runs for 3 weeks and must be attended by all students, including new students. Here, new students will learn about the makhorijal of letters and the Daqu Principles Method. Intensive tahfidz is carried out 5 periods a day as follows: after dawn, dhuha, dzuhur, ashar, and isya. The number of halaqoh becomes three after the intensive tahfidz is finished, by skipping the dhuha and dzuhur periods. The halaqoh is arranged classically in a U shape, with the teacher in the middle. The lesson begins with the teacher greeting the students as they enter the *halaqoh*, which the students then answer back to the teacher. Then, the ustadz and students recite tawassulan and kalamun prayers together. To ensure that everything is ready before starting the learning process, the teacher checks the students, organizes and completes all work, including the Daqu Principles book, *mutaba'ah yaumiyah*, and attendance. The teacher then prepares to lead the class in halaqoh for further instruction.

The core activities of the halaqoh include the teacher explaining the meeting material, giving examples and asking the students to follow along. Usually, this exercise is called *tahsin jama'i*. After tahsin jama'i, students are asked to come forward one by one to the teacher for *Ziyadah (addition) or Muroja'ah (repeat)* deposits. While the students deposit one by one, the other students can prepare their own deposit pages. The teacher will sign and record the results of the students' deposits in the *mutaba'ah yaumiyah* book after they have finished the deposit in front of the teacher, if they are considered competent and have mastered the lesson material. In the next halaqoh, students will re-deposit the previous pages if they are still considered not competent. After all students have finished the deposit, the teacher will lead the closing activity. The teacher will evaluate and motivate them in the closing activity to ensure that students remain diligent, careful, and regular in reading the Qur'an. As a final step, the activity is closed by reading the Qasidah Qur'aniyah prayer.

In addition, in the application of deposits, students are required to use tones according to the tones of the Daqu Principles, namely tones 1 and 2. Tone 1 is pronounced by raising the voice at the end of the sentence. Tone 2 is pronounced by lowering the voice at the end of the sentence. Each page of the Daqu Principles has different group divisions. If the page consists of 2 groups, the tones used are tones 1 and 2. For pages consisting of 3 groups, the tones used are tones 1, 1, and 2. Meanwhile, if the page consists of 4 groups, students will use tones 1, 2, 1, and 2, and if only 1 group, then the tones vary depending on their breathing ability (A, Rosyidun, Musta'in, M, & M, 2017). The application of this tone aims to make it easier for students to remember the knowledge that has been taught.

In an interview with Irham Atho'illah as the Tahfidz Coordinator, he explained that at the end of each month, the tahfidz teachers will summarize the achievements of the students' contributions in each halaqoh. The results of this recap serve as evaluation material for the teachers to identify obstacles that may be faced by the students. In addition, the results of the recap are also evidence of an increase in the quality of the students' reading of the Qur'an, especially for new students. From the results of this recap, it will also be known who the best students are in the field of tahfidz, who will receive prizes as a form of appreciation. Thus, this recap not only helps in assessment and evaluation, but also provides motivation for students to continue to develop in learning the Qur'an.

The Influence of the Daqu Rule Method on Improving the Quality of Students' Reading of the Qur'an

The implementation of the Daqu Principal method at the Daarul Qur'an Tegineneng Islamic Boarding School began to be implemented intensively at the beginning of the new school year. This intensive tahfidz program lasts for three weeks and is attended by all students, including new students. The main objective of this program is to introduce students to the makhraj of letters and the Daqu Principle, as well as to improve the quality of their reading. With five sessions every day,

namely after Subuh, Dhuha, Dzuhur, Ashar, and Isha, students can receive continuous learning. The initial results of this program show a significant increase in the reading ability of new students, especially in terms of fluency and pronunciation of *hijaiyah* letters. Intensive tahfidz is an effective means of helping students understand and master basic tajwid rules in a short time. Each session begins with the teacher providing theoretical material related to tajwid, followed by *tahsin jama'i*, where all students recite the reading together while paying attention to the correct tajwid. The Kaidah Daqu method itself teaches tone techniques to differentiate readings, which are useful for making it easier for students to remember and memorize readings. As explained by (Zulkifli, 2020), the use of intonation in reading the Qur'an can improve memory and the ability to master tajwid readings. Thus, students can more easily identify and distinguish the tajwid rules that apply in each verse. The Kaidah Daqu method applied in Islamic boarding schools also involves individual *Ziyadah* and *Muroja'ah* deposits. Each student is asked to come forward one by one in front of the teacher to submit the readings they have learned. This deposit aims to evaluate the extent to which students have mastered the material that has been given. In addition, this deposit is also an arena for students to correct reading mistakes they made during practice. The results of the deposit show that the majority of new students can show significant improvements in aspects of tajwid and reading fluency after participating in intensive tahfidz for three weeks. This is in line with research by (Syafii, 2021), which found that deposit exercises are very effective in correcting reading errors and improving mastery of tajwid.

One of the advantages of the Daqu Principle is the use of tones in reading, which not only makes it easier for students to remember the reading, but also regulates the correct intonation in each sentence. The application of this tone has proven effective in helping students maintain voice stability and strengthen breath control when reading the Qur'an. As stated by (Amir, 2022), the use of tone variations in the Daqu Principal method helps to separate each group of readings clearly, so that students can more easily follow the correct reading rules. On a page consisting of two groups, for example, students are instructed to use tones 1 and 2, which provide a clarifying effect on the pronunciation of letters.

Intensive tahfidz not only helps in improving the tajwid reading of students, but also forms new habits in the discipline of reading the Qur'an in a structured manner. With the halaqoh system consisting of three groups after intensive tahfidz, students continue to be trained to maintain consistency in reading, while receiving direct evaluation from the teacher. This is in accordance with the findings by (Iskandar, 2023) which shows that group-based learning and routine evaluation can increase learning effectiveness, because each student is given more attention in improving their reading. Students who initially had difficulty in mastering tajwid are now starting to feel it. The evaluation system implemented at the end of each month through a recap of the achievements of student deposits is an important factor in measuring their learning progress. In the recap, the asatidz will see whether the students have been able to master the material given during intensive tahfidz or whether they still need further guidance. This system also provides a clear picture of which students have achieved and need to be awarded. The results of the evaluation conducted at the end of the first month showed that 80% of students successfully completed the deposit with readings in accordance with the correct tajwid rules. This supports the findings in a study by (Alfiansyah, 2020), which states that periodic evaluations are very important to assess the development of students and provide direction for improvement.

In addition to having an impact on the quality of reading, the Kaidah Daqu method also affects the motivation of students in participating in learning. With the existence of a reward system for the best students in the field of tahfidz, students feel appreciated and motivated to try harder to improve their reading. Research by (Farhan, 2021) emphasizes the importance of providing external motivation, such as awards, to increase the active participation of students in the learning process. It is hoped that giving these prizes will not only be a motivation, but also provide a sense of pride to students for their achievements in memorizing and reading the Qur'an well.

One of the things that is of concern in the application of the Daqu Principle is the diversity of students' abilities in mastering reading techniques. Some students who are quicker to understand the Daqu Principal technique are often superior in recitation, while some other students who have certain difficulties take longer to master the material. This shows the importance of a more individual approach in teaching. (Rini, 2022) explains that in teaching the Qur'an, attention to the speed of learning and the techniques used by each student can maximize overall learning outcomes. Therefore, teachers are expected to be able to adjust the tempo of learning so that each student can follow the material well.

The *halaqoh* system implemented during intensive tahfidz also provides an opportunity for students to learn from each other. Learning in small groups allows them to improve their reading together by correcting and providing input to each other. This increases the sense of solidarity among students and creates a conducive atmosphere for learning. In addition, the collective application of the Daqu Principle in halaqoh also accelerates the mastery of reading, because each student has the opportunity to listen to their friends' reading and correct the mistakes they make. Overall, the application of the Daqu Principal method in intensive tahfidz has a significant impact on improving the quality of students' reading of the Qur'an. Through a structured approach, regular evaluation, and awarding, students are increasingly motivated to improve their reading. This program has not only succeeded in improving the understanding of *tajwid* and *makhraj* letters, but also creating positive habits in reading the Qur'an. With continuous evaluation, it is hoped that this program can continue to be improved and enhanced, so that it can provide greater benefits for students and Islamic boarding schools.

4. CONCLUSION

In the halaqoh, the students study the Qur'an using the traditional Kaidah Daqu method, namely by approaching the teacher one by one for a deposit and using the Kaidah Daqu book as a reading source. Opening, apperception, core activities, and closing are the four steps that form the Kaidah Daqu method in studying the Qur'an. Based on the results of the research and discussion so far, the researcher concluded that the students of the Daarul Qur'an Tegineneng Pesawaran Islamic Boarding School can benefit from using the Kaidah Daqu method to improve the quality of their Qur'an reading. This is evidenced by the existence of monthly achievement reports compiled by the halaqoh teachers from their students.

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