

Research Article

The Influence of the Wafa Method and Learning Motivation on the Ability of Makhārijul Huruf among Fifth Grade Students of Al-Washliyah 15 Elementary School Medan

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ABSTRACT

This study aims to analyze the influence of the Wafa method, learning motivation, and the interaction between the Wafa method and learning motivation on the ability of *makhārijul huruf* among fifth-grade students at Al-Washliyah 15 Elementary School Medan. This research is a quantitative study using a quasi-experimental approach with a 2×2 factorial design. The independent variables are the learning methods (Wafa and Iqra') and learning motivation (high and low), while the dependent variable is the students' ability in *makhārijul huruf*. The research subjects consisted of 16 students. Data were collected through tests and questionnaires, and analyzed using two-way ANOVA. The results show that: (1) the Wafa method has a significant effect on students' *makhārijul huruf* ability, with a significance value of $0.000 < 0.05$; (2) learning motivation has a significant effect on students' *makhārijul huruf* ability, with a significance value of $0.000 < 0.05$; and (3) there is an interaction between the Wafa method and learning motivation in influencing students' *makhārijul huruf* ability. These findings indicate that the Wafa method is more effective in improving *makhārijul huruf* ability, particularly among students with high learning motivation.

Keywords: Wafa method; learning motivation; makhārijul huruf; quasi-experiment

1. INTRODUCTION

Methods of teaching the Qur'an continue to develop in line with the demands of the times, particularly in improving the accuracy of makhārijul ḥurūf (the articulation points of each Arabic letter), which constitutes the core of correct Qur'anic recitation. The ability to articulate each letter precisely is fundamental, as even slight deviations in pronunciation may alter the meaning of the verses. This emphasis on accurate recitation is firmly rooted in the command of Allah in the Qur'an:

وَرَتِّلِ الْقُرْآنَ تَرْتِيلًا

“And recite the Qur'an with measured recitation.” (QS. Al-Muzzammil [73]: 4). (Ministry of Religious Affairs of the Republic of Indonesia, 2019: 574)

This verse highlights the importance of tartīl, which refers to a careful, clear, and measured mode of recitation that ensures both accuracy and beauty in delivering the Qur'anic text. In this context, mastering makhārijul ḥurūf is not merely a technical skill, but a religious obligation that preserves the authenticity and integrity of the Qur'an. Incorrect articulation may lead to distortion of meaning, which can affect both the linguistic and spiritual dimensions of the recitation. Therefore, the accuracy of articulation is not simply a matter of phonetic precision, but a crucial requirement for the validity (ṣaḥīḥ) of recitation that determines the purity of the intended meaning of the verses. This underscores the need for effective and innovative teaching methods that can support students in mastering correct pronunciation while also fostering their understanding and appreciation of the Qur'an. As a result, contemporary Qur'anic teaching increasingly integrates structured approaches, interactive learning environments, and student-centered strategies to ensure that learners are able to achieve both accuracy and fluency in their recitation.

In response to these pedagogical demands, the Wafa method emerges as an innovative alternative based on the concept of Quantum Teaching. This approach emphasizes learning that integrates positive emotions, active involvement, and a meaningful learning environment. Quantum Teaching invites teachers to “bring the students' world into the teacher's world, and deliver the teacher's world into the students' world” through a joyful and meaningful learning process. In

learning makhārijul ḥurūf, this principle is implemented by creating an interactive classroom atmosphere, stimulating curiosity, and connecting students' experiences with the meaning of the verses they read. Students not only imitate recitation, but also understand the spiritual values and the beauty of the language of the Qur'an more deeply (DePorter et al., 2007, p. 6).

In addition to providing an engaging learning atmosphere, the Wafa method prioritizes talaqqi, which is a learning process by listening to and directly imitating the teacher's recitation. This pattern is highly relevant for learning makhārijul ḥurūf because students receive correct pronunciation models directly and obtain immediate correction when mistakes occur. Repeated talaqqi practice helps form the motor memory of the tongue and lips so that the articulation becomes more accurate (Sa'diyah, 2019: 42).

Another advantage of the Wafa method is the use of the Hijaz melody, which adds beauty and rhythm to the recitation. This soft melody not only attracts students' attention but also helps them remember vowel length and maintain tempo when pronouncing difficult letters, such as “ظ”, “ز”, or “ذ”. The structured rhythm becomes a natural means of instilling tajwid skills while fostering love for Qur'anic recitation.

The Quantum Teaching approach is in line with active learning theory and whole-brain learning. In Quantum Teaching, students are invited to learn through various styles and experiences in a joyful and meaningful atmosphere. The teacher acts as a director who creates a “learning orchestra,” where sound, movement, expression, and meaning blend into one holistic experience. When students read, imitate, and feel the beauty of Qur'anic recitation, they not only use their senses but also involve emotions, motivation, and personal meaning in learning. This makes makhārijul ḥurūf skills more deeply embedded and long-lasting.

On the other hand, learning motivation also plays an important role in students' success in mastering makhārijul ḥurūf. Motivation is an internal and external drive that generates enthusiasm, maintains consistency, and directs students' behavior to achieve specific learning goals (Sardiman, 2019: 75). Students with high learning motivation tend to be more diligent in practicing pronunciation, paying attention to corrections, and trying to improve their mistakes independently. Conversely, students with low motivation often only follow reading activities without deep awareness of the importance of correct articulation.

In the context of Qur'anic learning, motivation is not only related to cognitive aspects but also to spiritual and emotional aspects. The drive to read the Qur'an correctly arises from the belief that every correctly pronounced letter is an act of worship. Therefore, learning that fosters love and pride for the Qur'an will strengthen students' intrinsic motivation. The Wafa method, with its melodic nuance, attractive visuals, and warm social interaction, has the potential to be an effective medium for enhancing this motivation.

Previous studies have shown that the Quantum Teaching approach is effective in improving learning outcomes and student engagement. A study conducted by DePorter et al. shows that Quantum Teaching can transform the learning atmosphere into a more lively, creative, and meaningful one through the implementation of the TANDUR principles (Grow, Experience, Name, Demonstrate, Repeat, Celebrate). In the context of Qur'anic learning, these steps allow students to internalize spiritual values (Grow), experience the reading process directly (Experience), recognize articulation and tajwid rules (Name), practice recitation (Demonstrate), repeat with awareness and reflection (Repeat), and celebrate achievements with praise or rewards (Celebrate) (DePorter et al., 2007: 74).

Several previous studies also emphasize the importance of learning motivation in determining the success of Qur'anic learning. Research conducted by Anwar shows that intrinsic motivation has a significant effect on students' persistence in improving Qur'anic recitation, especially in the pronunciation of hijaiyah letters. Previous studies have found that students with high learning motivation demonstrate more consistent improvement in tajwid ability compared to those with lower motivation. Meanwhile, Fitriana emphasizes that enjoyable learning methods that involve positive emotional aspects can increase learning motivation, which in turn contributes to the accuracy of Qur'anic recitation. Learning motivation acts as an important internal factor that strengthens the effectiveness of the Wafa method in improving students' makhārijul ḥurūf ability.

Based on preliminary observations, teacher interviews, and observations of the Qur'an learning process in Grade V at SD Al-Washliyah 15 Medan, students' makhārijul ḥurūf ability is still relatively low. Of the 15 students, only a few are able to pronounce hijaiyah letters correctly. Many students still confuse similar letters such as “ثس” or “ظ”.

The implementation of the Wafa method in Grade V also provides opportunities for teachers to conduct continuous evaluation of students' articulation ability. Each meeting includes a feedback session, where the teacher identifies frequently mispronounced letters and designs specific exercises to address them. This evaluation model ensures that errors do not persist and fosters students' reflective awareness of their recitation quality.

Furthermore, the implementation of the Wafa method encourages strong social interaction in the classroom. When students read in turns or in groups, they learn not only from the teacher but also from their peers. This creates a collaborative learning environment that enhances students' confidence in expressing sounds, correcting mistakes, and reminding each other of correct articulation. Such interaction fosters intrinsic motivation, as students feel they are an important part of the learning process. From a developmental perspective, the Wafa method also supports students' basic psychological needs, such as feeling safe, valued, and appreciated. A colorful and child-friendly learning process reduces the tension often associated with learning Arabic recitation. As tension decreases, the speech organs can adapt more optimally to articulation, resulting in more accurate pronunciation.

Another factor reinforcing the relevance of this study is the global trend in modern education that emphasizes experiential learning (Weni et al., 2025: 167–176). The Wafa method aligns with this approach by integrating visual, auditory, and kinesthetic experiences into one unified activity. Students do not merely “learn” but truly “experience” the process, making makhārijul ḥurūf not just theoretical knowledge but a lifelong skill. Nevertheless, the success of any method is not solely determined by instructional design. Students' learning motivation remains a crucial internal factor. Students with high motivation tend to practice diligently and consistently improve their recitation, whereas less motivated students are more likely to become bored and make less effort. This is in line with the saying of the Prophet Muhammad (peace be upon him):

إِنَّمَا الْأَعْمَالُ بِالنِّيَّاتِ، وَإِنَّمَا لِكُلِّ امْرِئٍ مَّا نَوَىٰ

“Actions are judged by intentions, and every person will get what they intended.” (HR. Bukhari and Muslim).

This hadith emphasizes the importance of sincere inner motivation as the foundation of success (Sardiyanah, 2020: 123–144).

This is also supported by interviews and observations of Grade V students at SD Al-Washliyah 15 Medan, which show that some students lack motivation to improve their Qur'anic recitation. Some participate only out of obligation rather than personal interest. This low intrinsic motivation results in a lack of independent practice outside class. Monotonous teaching methods also fail to stimulate students' enthusiasm. Based on these empirical facts, this study on the effect of the Wafa method on students' makhārijul ḥurūf ability at SD Al-Washliyah 15 Medan is expected to provide practical contributions to Qur'anic education. The findings may serve as an alternative approach to improve the quality of Qur'anic recitation learning. Ultimately, this research is expected to provide empirical evidence that an enjoyable Quantum Teaching-based approach can be an effective solution in preparing a generation that is fluent, accurate, and loves the Qur'an.

2. RESEARCH METHOD

This study employs a quantitative approach using a quasi-experimental method with a 2×2 factorial design involving two independent variables, each with two levels of treatment (Arikunto, 2021). A quantitative approach is considered appropriate for this study because it allows the researcher to measure the effect of specific treatments objectively and to analyze the relationships between variables using statistical procedures. The quasi-experimental design is selected due to the practical limitations in controlling all external variables in a natural classroom setting, while still enabling the researcher to examine causal relationships between the variables under investigation. The first independent variable is the Qur'anic learning method (A), which consists of two types of instructional approaches: the Wafa method (A₁) and the Iqra' method (A₂). The Wafa method emphasizes an interactive, multisensory, and rhythmic learning process that integrates visual, auditory, and kinesthetic elements, while the Iqra' method focuses more on step-by-step reading practice and individual mastery of Qur'anic text. These two methods are selected to compare their effectiveness in improving students' ability in makhārijul ḥurūf, particularly in terms of pronunciation accuracy, fluency, and application of tajwīd rules. The second independent variable is learning motivation (B), which is categorized into high learning motivation (B₁) and low learning motivation (B₂). Learning motivation is considered an important internal factor that influences students' engagement, persistence, and effort in the learning process. Students with high motivation tend to be more active, attentive, and consistent in practicing their reading skills, whereas students with low motivation may show less engagement and slower progress.

The combination of these two independent variables results in four treatment groups: students taught using the Wafa method with high motivation (A₁B₁), the Wafa method with low motivation (A₁B₂), the Iqra' method with high motivation (A₂B₁), and the Iqra' method with low motivation (A₂B₂). This grouping enables the researcher to examine not only the individual effects of each variable but also the combined effects of both variables in different conditions. The use of a 2×2 factorial design provides a more comprehensive analysis by allowing the researcher to investigate three types of effects simultaneously: the main effect of the learning method on students' ability in makhārijul ḥurūf, the main effect of learning motivation, and the interaction effect between the learning method and learning motivation on students' performance (Sugiyono, 2022). The interaction effect is particularly important, as it helps to determine whether the effectiveness of a particular teaching method depends on the level of students' motivation. In other words, this design allows the researcher

to identify whether certain methods are more effective for specific groups of students based on their motivational characteristics.

Furthermore, the factorial design enhances the efficiency of the research by examining multiple variables within a single experimental framework, thereby providing richer and more nuanced findings. The results obtained from this design are expected to offer a deeper understanding of how instructional methods and motivational factors work together in influencing students' ability to accurately produce makhārijul ḥurūf, which is a fundamental aspect of correct Qur'anic recitation. The research instruments are used to obtain valid and reliable data regarding the implementation of the Wafa method, students' learning motivation, and their ability in makhārijul ḥurūf (Fauziah, 2024). Conceptually, the Wafa method is defined as a Qur'anic teaching method that emphasizes accurate articulation (makhraj) and tajwīd through an interactive, enjoyable, and rhythmic learning environment using visual, auditory, and kinesthetic approaches. Learning motivation is defined as the internal and external drive that generates enthusiasm, persistence, and interest in learning to read the Qur'an, while the ability in makhārijul ḥurūf refers to students' skills in pronouncing hijaiyah letters correctly according to their articulation points and characteristics. Operationally, the Wafa method is measured through the implementation of instructional steps such as talaqqi, listening to the teacher's model, imitating recitation, focusing on articulation points, and repeated practice. Learning motivation is measured using a Likert-scale questionnaire (1–5) covering indicators such as enthusiasm, persistence, interest, and attention, while the ability in makhārijul ḥurūf is assessed through oral reading tests (pretest and posttest) based on accuracy of articulation, application of tajwīd, and fluency. In addition, classroom activities are observed using an observation sheet to assess the implementation of the Wafa method.

Before being administered, all research instruments are tested for validity and reliability. Content validity is assessed by experts in Qur'anic education and educational studies, while empirical validity is tested using Pearson Product Moment correlation. Reliability is measured using the Cronbach Alpha formula. An instrument is considered valid if the calculated correlation coefficient exceeds the critical value at a significance level of 0.05, and reliable if the alpha coefficient is greater than 0.70. The data are analyzed using both descriptive and inferential statistics with the assistance of SPSS software. The analysis begins with a normality test using the Kolmogorov–Smirnov test to ensure that the data are normally distributed, followed by a homogeneity test to examine the equality of variances. A paired sample t-test is then conducted to determine whether there is a significant difference between pretest and posttest results in students' makhārijul ḥurūf ability. Furthermore, Pearson correlation analysis is used to identify the relationship between learning motivation and students' achievement in makhārijul ḥurūf. If necessary, simple linear regression analysis is also conducted to determine the extent to which learning motivation influences the improvement of students' ability in makhārijul ḥurūf (Siregar, 2022).

3. RESULTS AND DISCUSSION

3.1 Data Description

Table 1. Descriptive Statistics of Makhārijul Ḥurūf Ability

Description	Pretest	Posttest	Improvement
Number of Students	16	16	-
Minimum Score	49	108	-
Maximum Score	56	112	-
Mean	52,06	110,25	58,19

Based on **Table 1**, students' initial ability in pronouncing makhārijul ḥurūf was still limited. The pretest scores ranged from 49 to 56, with a mean of 52.06. This indicates that the accuracy of articulation (makhraj), application of tajwīd, and reading fluency were not yet optimal. After the learning treatment was implemented, the posttest scores increased significantly, ranging from 108 to 112, with a mean of 110.25. The improvement of 58.19 points indicates that the applied instructional method was effective in enhancing students' makhārijul ḥurūf ability. The higher and more evenly distributed posttest scores also suggest that most students achieved a high level of proficiency.

Table 2. Descriptive Statistics of Learning Motivation

Description	Pretest	Posttest	Improvement
Number of Students	16	16	-
Minimum Score	74	75	-
Maximum Score	89	104	-
Mean	81,06	95,63	14,57

Based on **Table 2**, students' learning motivation before the treatment ranged from 74 to 89, with a mean score of 81.06. This condition indicates that students' motivation varied between low and high categories. After the learning process was

implemented, the posttest scores increased, ranging from 75 to 104, with a mean of 95.63. The improvement of 14.57 points indicates a positive change in students' enthusiasm, interest, and attention toward Qur'anic learning. Most students shifted into the high motivation category, suggesting that the learning process was effective in enhancing students' engagement.

Table 3. Comparison of Mean Scores Based on Learning Methods

Method	Mean Pretest	Mean Posttest	Improvement
Wafa	52,25	110,75	58,50
Iqra'	51,88	109,75	57,87

Based on **Table 3**, both learning methods show improvements in students' learning outcomes. The Wafa method has a mean pretest score of 52.25, which increased to 110.75 in the posttest, resulting in an improvement of 58.50 points. Meanwhile, the Iqra' method has a mean pretest score of 51.88, which increased to 109.75 in the posttest, with an improvement of 57.87 points. The difference in improvement indicates that the Wafa method produces slightly higher results compared to the Iqra' method. This finding suggests that the Wafa method is more effective in improving students' makhārijul ḥurūf ability. However, the improvements observed in both methods indicate that the overall learning process was successful in enhancing students' abilities.

3.2 DISCUSSION

The discussion of this study begins with the feasibility of the instruments used. The results of the validity test indicate that all items in the pretest and posttest instruments, both for makhārijul ḥurūf ability and learning motivation, have calculated r-values greater than the r-table value of 0.497 and significance values less than 0.05. This means that all items are capable of measuring the intended constructs. Therefore, the data generated from these instruments can be considered reliable in accurately describing students' oral ability and learning motivation. Furthermore, the reliability test results show that all instruments have Cronbach's Alpha values above 0.70, ranging from 0.762 to 0.764. This indicates that the instruments have good internal consistency. In other words, if the same instruments are used again under relatively similar conditions, the measurement results will tend to remain consistent. These findings strengthen the conclusion that the research data are not only valid but also stable and suitable for further analysis. In the stage of testing the assumptions for analysis, both oral ability data and learning motivation data meet the normality assumption. The significance values in both the Kolmogorov–Smirnov and Shapiro–Wilk tests are all above 0.05, indicating that the data are normally distributed. Regarding homogeneity, the oral ability data show homogeneous results, while the learning motivation data appear slightly more sensitive, with a significance value of 0.048 based on the mean. However, the median and trimmed mean still indicate a tendency toward homogeneity. This means that the data are still appropriate to be analyzed using parametric tests, particularly the t-test, with careful interpretation for the learning motivation variable.

The most crucial part of this study lies in the hypothesis testing of oral ability. The results of the Independent Sample t-test show a Sig. (2-tailed) value of 0.000, which is smaller than 0.05. This indicates a significant difference between the compared groups in terms of oral ability. The mean difference value of -57.750 shows a very large difference between the two groups. Substantively, this result confirms that the applied instructional treatment, particularly the use of the Wafa method, has a strong effect on improving students' makhārijul ḥurūf ability. Therefore, the hypothesis stating that there is an effect of the learning method on makhārijul ḥurūf ability is accepted. From a pedagogical perspective, this improvement in oral ability is reasonable. The Wafa method is designed with an approach that emphasizes visual, auditory, and kinesthetic elements, combined with the Hijaz melody and the 5P learning steps. These characteristics allow students not only to listen and imitate but also to remember pronunciation more easily, pay attention to articulation points, and experience the rhythm of recitation in a more enjoyable way. Therefore, the significant increase in posttest scores can be understood as the result of a more engaging, structured, and multisensory learning process. The strength of the oral ability hypothesis test is also evident from the very large effect size values. Cohen's $d = -35.476$, Hedges' $g = -34.580$, and Glass's $\delta = -56.358$ indicate that the effect of the treatment is not only statistically significant but also practically very strong. In educational research, such results demonstrate that the observed changes are not minor but represent substantial improvements in students' performance. In other words, the applied teaching method does not merely produce numerical differences but significantly enhances students' recitation quality in terms of articulation, tajwīd, and fluency.

In the hypothesis testing of learning motivation, the results also show a significant effect. The Sig. (2-tailed) value of 0.000 with a mean difference of -14.000 indicates a significant difference between the compared groups in terms of learning motivation. Although the average difference is not as large as in oral ability, this finding remains important as it shows that engaging Qur'anic learning not only improves academic outcomes but also enhances students' motivation. In other words, an effective method not only makes students more capable but also more willing to learn. The magnitude of the effect on learning motivation is also supported by large effect size values, namely Cohen's $d = -2.242$, Hedges' $g = -2.185$, and Glass's $\delta = -1.846$. These values indicate that the treatment has a strong impact on changes in students' motivation. Theoretically, this aligns with the principle that learning motivation increases when students perceive learning as easier to

understand, more enjoyable, and capable of providing successful learning experiences. In this study, students who initially found it difficult to read hijaiyah letters became more confident when the learning process was conducted in a systematic and engaging manner.

The findings of this study are consistent with previous research on the implementation of the Wafa method in Qur'anic learning. A study by Safriani and Hudha (2024) reported that the Wafa method is effective in improving students' ability to read the Qur'an, particularly in enhancing pronunciation accuracy and fluency. Similarly, Wahid et al. (2022) found that the Wafa method contributes to increasing students' motivation and engagement in learning the Qur'an. These findings indicate that the structured, interactive, and multisensory approach of the Wafa method plays an important role in supporting students' mastery of makhārijul ḥurūf and tajwīd. Therefore, the results of this study reinforce previous evidence that the use of the Wafa method is closely related to improvements in students' oral ability.

This study is also in line with the article "Pengaruh Taman Baca Al-Qur'an terhadap Motivasi Belajar Al-Qur'an Siswa di SMKN 65 Jakarta", published in the *Jurnal Review Pendidikan dan Pengajaran*, Volume 8 Number 3, 2025. The study reported a very strong influence between Qur'anic learning through the Qur'an Reading Park and students' learning motivation, with a correlation coefficient of approximately 0.94. Although the methodological context differs from this study, the findings share the same direction, namely that well-organized and engaging Qur'anic learning can enhance students' motivation (Deci & Ryan, 2000; Schunk, 2012). Thus, the results of this study are not isolated but are supported by previous studies showing that innovation in Qur'anic learning positively affects both students' abilities and motivation. Overall, this discussion shows that all stages of analysis support the final conclusions of the study. Valid and reliable instruments produce appropriate data, data that meet analytical assumptions allow for accurate statistical testing, and hypothesis testing demonstrates that the treatment has a significant effect (Creswell, 2014; Hake, 1999). The main focus of this study, namely the influence of the Wafa method and learning motivation on students' makhārijul ḥurūf ability, is confirmed through significant differences in both oral ability and learning motivation. Therefore, it can be concluded that the Wafa method is a viable alternative for Qur'anic learning in elementary schools, as it not only improves learning outcomes but also fosters student engagement and enthusiasm in learning the Qur'an.

4. CONCLUSION

Based on the results and discussion of this study, several important conclusions can be drawn. First, the Wafa method has a significant effect on students' ability in makhārijul ḥurūf. This is evidenced by the results of hypothesis testing, which show a significance value (2-tailed) of $0.000 < 0.05$, indicating that the hypothesis is accepted. This finding confirms that the implementation of the Wafa method contributes positively and significantly to improving the articulation skills of fifth-grade students at SD Al-Washliyah 15 Medan. The improvement is not only reflected in statistical results but also in students' ability to pronounce hijaiyah letters more accurately, apply tajwīd rules appropriately, and read the Qur'an more fluently. Second, learning motivation also has a significant effect on students' ability in makhārijul ḥurūf. The hypothesis testing results show a significance value (2-tailed) of $0.000 < 0.05$, which indicates that learning motivation plays an important role in determining students' success in Qur'anic learning. Students who possess higher levels of motivation tend to be more enthusiastic, persistent, and attentive during the learning process. As a result, they are more capable of improving their pronunciation and overall recitation skills. Conversely, students with lower motivation tend to show less engagement and slower progress. This finding highlights the importance of considering psychological and affective factors in addition to instructional methods. Third, there is a significant interaction between the Wafa method and learning motivation in influencing students' ability in makhārijul ḥurūf. This interaction indicates that the effectiveness of the Wafa method cannot be separated from the level of students' learning motivation. In other words, the impact of an instructional method will be more optimal when it is supported by strong internal motivation. Students with high motivation who are taught using the Wafa method tend to achieve the best results, while those with lower motivation may not benefit as fully, even when an effective method is applied. Therefore, both instructional strategy and student motivation should be considered simultaneously in order to achieve optimal learning outcomes.

The findings of this study provide several important implications for educational practice. From a practical perspective, teachers are encouraged to apply the Wafa method in teaching the Qur'an, as it has been empirically proven to improve students' makhārijul ḥurūf ability. The characteristics of the Wafa method, which integrate visual, auditory, and kinesthetic elements along with rhythmic patterns, make the learning process more engaging and meaningful for students. This method can serve as an alternative instructional strategy that not only enhances learning outcomes but also creates a more interactive and enjoyable classroom atmosphere. In terms of student motivation, this study highlights the importance of using innovative and engaging teaching methods to foster students' interest and enthusiasm in learning. Learning methods that are monotonous and less interactive tend to reduce students' motivation, whereas methods such as Wafa, which incorporate rhythm, repetition, and active participation, can significantly enhance students' engagement. Therefore, teachers should not only focus on delivering content but also on creating a learning environment that supports students' emotional and motivational needs. Furthermore, this study has implications for the development of Qur'anic learning models. The results suggest that effective Qur'anic instruction should integrate both cognitive and affective aspects,

combining accurate teaching of makhārijul ḥurūf with strategies that enhance students' motivation. Educational institutions can use these findings as a reference for developing more innovative, student-centered, and evidence-based approaches to Qur'anic education. By doing so, the quality of Qur'anic learning in schools can be continuously improved, leading to better learning outcomes and stronger student engagement.

Based on these conclusions and implications, several suggestions can be proposed. For teachers, it is recommended to implement the Wafa method consistently in Qur'anic learning while also combining it with other instructional approaches to create a more varied and dynamic learning experience. Teachers should also pay close attention to students' motivation and provide encouragement, feedback, and a supportive learning environment to maintain students' enthusiasm. For students, it is suggested that they actively participate in the learning process and continuously improve their motivation, particularly in learning the Qur'an. Students should practice regularly both in and outside the classroom in order to strengthen their articulation skills and achieve better learning outcomes. Developing a sense of responsibility and personal interest in learning the Qur'an will greatly contribute to their success. For future researchers, it is recommended to expand this study by involving a larger sample size and conducting research over a longer period of time in order to obtain more comprehensive and generalizable results. In addition, future studies may consider including other variables that may influence Qur'anic reading ability, such as learning environment, teaching competence, or students' cognitive abilities. By doing so, future research can provide a deeper and more comprehensive understanding of the factors that contribute to successful Qur'anic learning. In conclusion, this study demonstrates that the integration of effective teaching methods and strong learning motivation plays a crucial role in improving students' makhārijul ḥurūf ability. The Wafa method, when supported by high levels of student motivation, can serve as a powerful approach to enhancing both the quality of Qur'anic recitation and students' engagement in learning.

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