

Multi-Sensory-Based Qur'an Reading Training for Students of Pesantren Hasanuddin, Gowa Regency

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ABSTRAK

For students (santri), being able to read the Qur'an is a basic part of their religious education. The first observations at Pesantren Hasanuddin in Gowa Regency showed that a lot of pupils, especially new ones, had trouble reading letters, saying tajwid rules, and understanding recitation. Given this situation, a multi-sensory Qur'an reading training method was chosen to enhance learning efficacy through visual, aural, and kinesthetic modalities. The approach employed was a pre-experimental design using a one-group pretest-posttest framework. Thirty children took part in the four-week instruction, which included seeing Arabic letters, listening to correct recitations, and writing and saying letters to practice their kinesthetic skills. Before and after the instruction, the pesantren instructors used exams that had been validated to measure how well the students could read the Qur'an. The results showed that the average score on the pretest went up from 60.7 to 85.3 on the posttest, which means that the ability to read the Qur'an got a lot better. This shows that the multi-sensory method works to improve letter recognition, tajwid mastery, and students' confidence. In conclusion, the multi-sensory Qur'an reading training has been shown to greatly help kids read better. Thus, it is advisable to adopt this as a learning model for other Islamic boarding schools to improve Qur'anic literacy.

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INTRODUCTION

A basic part of Islamic religious education is being able to read the Qur'an correctly and appropriately. To read the Qur'an, you need to know how to read Arabic letters (*hijaiyah*) and pronounce tajwid correctly, as well as understand what the verses imply.

Initial observations at Pesantren Hasanuddin in Gowa Regency showed that a lot of pupils, especially new ones, have trouble reading the Qur'an. Some of these problems are that they don't recognize *hijaiyah* letters very quickly, they make mistakes when pronouncing tajwid, and they don't understand recitation very well. This condition not only hinders students' ability to understand technical texts, but it also makes them less motivated to learn, less confident, and may even slow down their spiritual and character growth. (T. Hidayat, & H. Basri, 2020)

Most of these challenges come from traditional and less diversified ways of teaching. In the pesantren, students usually learn how to read the Qur'an by listening to lectures or reading the same thing over and over with the teacher. These methods are not as good at meeting the needs of children with varied learning styles, since each person has their own preferences for how they learn, such as visual, auditory, and kinesthetic types. When the way teachers teach doesn't match the way students learn, it takes longer for students to learn how to read the Qur'an correctly. (M. Abdullah, & R. Ismail, 2019)

Multi-sensory techniques have been shown to speed up the process of learning to read in modern education. This method combines visual, aural, and tactile stimulus all at once. Students can learn more and remember it for longer by seeing letters, listening to precise recitations, and actively practicing writing and pronunciation. So, training kids to read the Qur'an using several senses is a new way to greatly improve their reading skills and make them more interested in learning. (H. Pashler, M. McDaniel, D. Rohrer, & R. Bjork, 2019)

This training is very significant since being able to read the Qur'an is the basis for students' moral and spiritual growth. Students who can read the Qur'an fluently and properly usually want to learn more, take part in religious activities more, and feel more confident in themselves. In the long run, being able to read the Qur'an well helps pupils develop their intellectual potential and build their Islamic character. Islamic boarding schools also have a duty to make sure that all students can learn in a way that works for them. (J. M. Halstead, 2018)

The reason for this PKM activity is that it uses a new multi-sensory technique. This method lets students use all of their senses to learn, which makes the process more complete and effective. The visual technique helps students quickly learn how to detect *hijaiyah* letters. The auditory method helps them learn how to pronounce words correctly and tajwid by listening. The kinesthetic method helps them remember and grasp by writing and practicing pronunciation. The training is expected to not only increase reading abilities but also boost motivation, confidence, and make the learning environment more fun by using all three methods together.

The goal of this program is to help students at Pesantren Hasanuddin read the Qur'an better by using an organized, multi-sensory approach. The goal of the program is to help students learn how to read the Qur'an more properly and fluently, as well as recognize *hijaiyah* letters and understand tajwid norms. It also wants to boost students' confidence so they would be more motivated and able to learn on their own. This training should also create a long-lasting learning model that may be used in other pesantren as a new way to teach that works. (R. Moreno, & R. Mayer, 2020)

The plan for tackling the problem has multiple steps that work together. Students learn about *hijaiyah* letters by looking at letter cards, graphic boards, and pretty pictures. Second, students listen to teachers and digital audio of the Qur'an being read correctly so they can learn about intonation, rhythm, and tajwid. Third, children actively practice writing and saying letters to help them understand better. (R. Rahim, & S. Suharto, 2023) The program lasts for four weeks, and pesantren teachers check the pre- and post-tests. The results should reflect that students' reading skills have gotten better and give feedback for more work. This multi-sensory Qur'an reading program is meant to help students who are having trouble, improve their technical reading skills, boost their motivation, and increase their Islamic character. The concept is sustainable, relevant, and effective, which means it might be a good new way to teach that could be used in other Islamic boarding schools in Indonesia. (L.C. Ehri, 2020)

METHOD

This PKM game is designed to help people read the Qur'an by using all of their senses: sight, sound, and touch. The program lasts for four weeks and has three 60-minute sessions each week. Each session starts with a visual introduction to the *hijaiyah* letters, then the students listen to the accurate recitation of the Qur'an, and finally they practice writing and saying the *hijaiyah* letters. (M. Yusuf, & N. Karim, 2021). There are tests of reading the Qur'an before and after the training to see how well people do. The goal is to acquire 30 kids from Pesantren Hasanuddin in Gowa Regency who are just starting to learn how to read the Qur'an. Participants were chosen based on their different levels of beginning Qur'an reading skills so that the multi-sensory approach could be fully tested. The materials and tools used are hijaiyah letter cards, graphic boards, audio recordings of Qur'an recitation, interactive visual media, and sheets for writing practice. This approach for learning that uses many senses at once helps children learn better and faster by using their eyes, ears, and bodies at the same time. Methods for gathering data include pre- and post-Qur'an reading assessments, direct observation, and teachers' daily notes on how engaged and motivated their pupils are. A paired t-test is used to compare pretest and posttest scores in order to find out if reading ability has gotten better. Qualitative data derived from observations and daily notes are descriptively examined to evaluate students' motivation, confidence, and reactions to the training approach. (J.R. Fraenkel, N.E. Wallen, & H.H. Hyun, 2019)

RESULTS AND DISCUSSION

Innovation of Multi-Sensory-Based Learning Methods

This PKM activity's discussion shows that using a multi-sensory approach, which combines visual, auditory, and kinesthetic stimulation, can make teaching Qur'an reading much more effective than traditional methods. This method is meant to work with different ways that kids learn, which makes the process of learning more flexible and interesting. Colored *hijaiyah* letter cards, interactive boards, and instructive movies are all examples of learning media that can assist pupils understand letter forms and reading marks. Students are seen to be able to tell letters with similar shapes apart more rapidly and to recall tajwid

symbols more easily. This shows that visual stimulation can help you remember things and understand them better when you're learning to read the Qur'an. (J. Sweller, 2019)



Figure 1. Multi-Sensory-Based Qur'an Reading

This method focuses on listening and imitation activities for the auditory part, like using murottal recitations, having the teacher read the same thing over and over, and practicing pronunciation as a group. As a result, students get better at the correctness of articulation (*makhraj*) and the use of tajwid norms. This strategy is better than traditional ones that are usually one-way since it gives students more chances to actively participate in the learning process through listening activities.

In the kinesthetic aspect, learning is done through bodily actions including pointing at letters, tracing letter forms with fingers, and utilizing manipulatives that can be touched and moved. These exercises have been shown to help pupils focus and get involved, especially those who learn best while they are moving around. Students can stay focused for longer periods of time when learning isn't as boring. (A.P. Gilakjani, 2017)

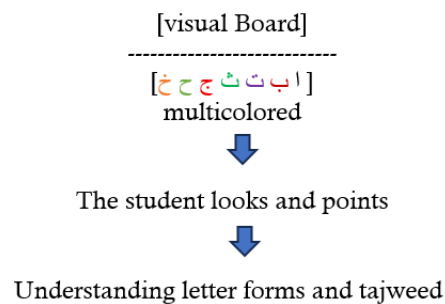


Figure 2. Visual Multi-Sensory in Qur'an Learning

Putting these three things together makes a learning environment that is more interactive, participatory, and interesting. Students become more motivated, confident, and able to read the Qur'an in a shorter amount of time. Also, the way teachers and students engage becomes more dynamic than with traditional approaches, which are usually passive. Learning strategies that use several senses have been shown to be better in improving the quality of Qur'an reading instruction. This strategy does not just focus on the end result; it also stresses that the learning process should be meaningful and fun. As a result, this strategy should be looked into as a way to come up with new ways to teach in different schools. (Y. Pratama, & A. Fauzi, 2021)

Improvement of Qur'an Reading Ability

This PKM activity illustrates that the program worked and helped pupils read the Qur'an better, especially when it came to mastering *hijaiyah* letters, using tajwid norms,

and reading accurately. This development is seen not only in how students think, but also in how they feel, including their self-esteem and willingness to learn. At first, several children still had trouble recognizing and telling apart *hijaiyah* letters, especially those that looked same. But with planned and repeated instruction, kids got much better at recognizing letters. Using interesting learning materials and regular practice helped students acquire the shapes and sounds of *hijaiyah* letters faster. (R.e. Mayer, 2017)

In terms of tajwid, pupils made a lot of improvement in grasping reading norms like lengthening (*madd*), nasalization (*ghunnah*), and how to pronounce words correctly based on articulation points (*makhraj*). The learning method, which focused on direct practice and repetition, worked well to fix pronunciation mistakes. Students read more carefully and paid more attention, which made their reading better. The evaluation results showed that pupils were able to read Qur'anic verses more fluently and with fewer mistakes when it came to reading accuracy. They not only read faster, but they also followed the principles of recitation. This shows that reading practice has done a good job of teaching people about *hijaiyah* letters and tajwid. (G. Kress, 2018)

The program not only helped students get better at their technical skills, but it also made them feel better about themselves. Students who were shy or unsure of themselves before became more sure of themselves when they read aloud in front of their classmates. A positive learning atmosphere and a fun way of teaching also helped foster this confidence. The students' motivation to learn also went up a lot. They were more excited to take part in learning activities, asked questions, and really wanted to keep getting better at reading. This shows that the strategy utilized not only works to improve skills but also works to keep people interested in learning over time. This PKM method overall helped pupils read the Qur'an better in every way, including mastering the *hijaiyah* letters, tajwid, and reading accuracy. Also, more self-confidence and a desire to study added value that helps students succeed in the long term. (A.M. Alagrami, & M.M. Eljazzar, 2020)

Target Participants and Social Impact

This PKM activity stresses that choosing the right target participants, in this case fresh students at Pesantren Hasanuddin, is a big element of making the program work. We chose new students because they are just starting to learn, which makes them more open to structured and systematic teaching methods. At this point, it is very important to understand how to read the Qur'an well so that you can continue to learn in the pesantren setting. (C.A. Tomlinson, 2014)

The program's execution reveals that fresh students have similar demands when it comes to learning essential Qur'an reading abilities, like recognizing *hijaiyah* letters, using tajwid rules, and reading fluently. By focusing on this demographic, the program can work on building a strong basis for Qur'anic reading in a thorough way. Because of this, kids made a lot of improvement in a short amount of time in both reading and comprehension. This program is also meant to be a short-term activity and a training model that may be used over and over again. The learning modules, instructional methods, and evaluation system have all been carefully planned so that teachers at the pesantren can readily use them. This makes sure that the program keeps going without relying on the PKM

implementation team, which will help the program have a lasting effect. (R.E. Slavin, 2021)

This program makes a real difference in helping people learn the Qur'an better in the pesantren setting from a social impact point of view. The pupils' reading skills getting better not only helps them, but it also makes the school a better place to learn and be religious. Students who get better often become role models for others, which makes the quality of learning for everyone better. In addition, the training model created in this application could be used in other pesantren that are similar. The method's flexibility and ease of use are two of its best features that make it useful in many different situations. So, this approach not only helps people in the area, but it could also help improve Qur'anic literacy in a wider range of Islamic schools. (C.E. Snow, & C. Juel, 2019)

In general, this PKM activity shows that choosing specific target participants and designing a program that is both durable and adaptable can have a big impact on society. The method not only helps new students read the Qur'an better, but it also helps make the pesantren setting a better place to learn and more sustainable.

Evaluation and Results Analysis

This PKM practice demonstrates that employing a multi-sensory approach positively influences students' Qur'an reading proficiency and enhances their enthusiasm to learn. The evaluation was thorough, using pretest-posttest evaluations, direct observation of the learning process, and teachers' records of each student's progress. Most students were at a basic ability level based on the pretest results. They had a few significant problems, such as not being able to recognize hijaiyah letters, not being able to pronounce articulation points (*makhraj*) correctly, and not knowing much about tajwid regulations. Also, students' initial enthusiasm to study was low, as seen by their lack of confidence and low levels of participation in learning activities. (L. Fiorella, & R.E. Mayer, 2021)

After the multi-sensory technique was put into place, the posttest results revealed a big improvement. Students could identify *hijaiyah* letters better, read more smoothly, and use tajwid rules more correctly. This progress shows that combining visual, aural, and kinesthetic stimulation is a good way to help kids understand and remember what they learn. The significant disparity between pretest and posttest outcomes constitutes compelling evidence that the strategy effectively improves Qur'an reading skills in a complete manner. (A. Wigfield, & J.S. Eccles, 2020)

Observations made during learning back up these results even further. Students seemed to be more involved, excited, and energetic in all of the events. Using visual material, aural exercises, and kinesthetic activities made the learning environment more interactive and less boring. Students who had been quiet before started to feel more comfortable reading aloud in front of the class and joining in on discussions. Also, teachers' notes showed that every kid was making steady growth in both their technical reading skills and their attitudes toward learning. Teachers said that students became more focused, disciplined, and eager to keep becoming better at their recitation. As students had more positive learning experiences, their self-confidence grew, which made them more motivated to learn. (A. Castles, K. Rastle, & K. Nation, 2022)

In general, the different ways of evaluating the multi-sensory approach give a full picture of how well it works. The quantitative data from the pretest-posttest is corroborated by qualitative data derived from observations and teachers' records, so enhancing the validity and reliability of the analysis. In conclusion, the multi-sensory method is a good way to help students read the Qur'an better and get more motivated to learn. The evaluation method utilized also gives a robust basis for judging the program's overall and long-term success. (V. Clarke, & V. Braun, 2021)

CONCLUSION AND SUGGESTIONS

The multi-sensory Qur'an reading program at Pesantren Hasanuddin in Gowa Regency has been shown to work to help students read better. By using visual, aural, and kinesthetic stimulation together, students can learn how to read *hijaiyah* letters, understand the principles for tajwid pronunciation, and memorize Qur'anic passages more precisely. The evaluation findings demonstrate a big difference between the pretest and the posttest. Observations also show that the students' motivation and self-confidence in reading the Qur'an have gone up. This training shows that the multi-sensory method can be a new, useful, and long-lasting way to study at Islamic boarding schools. It is suggested that pesantren include multi-sensory training as a fundamental component of Qur'an reading instruction, while concurrently creating educational media and instructional aids grounded in technology to enhance visual, aural, and kinesthetic stimulation. Also, students who have gone through the program can help new students as mentors, which would make the learning system continuous and self-sufficient. We also urge more research to see how well this strategy works for grasping the meanings of verses and memorizing the Qur'an as a whole. This way, it can be used as a guide for other pesantren to help their pupils become more Qur'anic literate.

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