

THE IMPACT OF THE TSAQIFA METHOD ON ELDERLY QUR'AN READING SKILLS

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Abstract

This study aims to analyze the effect of the Tsaqifa method on the Qur'anic reading ability of elderly learners at TPQ Masjid Arofah. The Tsaqifa method is a learning approach designed to enhance fluency and comprehension in reading the Qur'an, particularly among elderly students who may face challenges in learning due to age-related factors. This research employs a quantitative approach using an experimental method. A purposive sampling technique was used to select 16 elderly students as respondents. Data were collected through Qur'anic reading tests and analyzed using validity, reliability, and normality tests, as well as Pearson Product Moment correlation with the aid of SPSS 25.0 software. The results indicate that the research instrument is valid and reliable, with a Cronbach's Alpha value of 0.863. The data distribution is normal, with a significance value of 0.067 (>0.05). The assessment of the Tsaqifa method shows that 56.25% of students fall into the high category, 31.25% in the moderate category, and 12.5% in the low category. The Qur'anic reading ability of students is also categorized as moderate to high, with a correlation value of $r = 0.690$, which is higher than the r table value. This confirms a positive and significant effect of the Tsaqifa method on improving the Qur'anic reading skills of elderly learners. The implications of this study suggest that the Tsaqifa method can be used as an effective strategy in Qur'anic learning at TPQ. The findings are expected to serve as a reference for educators in selecting more innovative and effective teaching methods for elderly learners.

Keywords: Tsaqifa method; Qur'anic learning; Elderly; Correlation.

INTRODUCTION

The Quran, as a guide for Muslim life, should be read, understood, and practiced by all Muslims without exception, including the elderly. As the country with the largest Muslim population in the world, Indonesia should ideally have a high level of Quranic literacy across all age groups (Haryati et al., 2024). The ability to read the Quran is a fundamental skill that every Muslim must possess, as emphasized in the hadith of Prophet Muhammad (PBUH), which encourages learning and teaching the Quran. The elderly, having more free time, should be able to optimize this period to improve their Quranic reading skills, which not only provides spiritual benefits but also helps maintain cognitive function in old age (Mustofa et al., 2024).

Surprisingly, data shows that 54% of Muslims in Indonesia still cannot read the Quran (Aulia, Sudarma, & Suyadnya, 2019). This situation is even more concerning among the elderly, especially in rural areas such as TPQ Arofah, Peleman Village, Gemolong District, Sragen Regency. Most elderly individuals struggle with Quranic reading due to various factors, including limited access to Quranic education in their youth, declining cognitive function, and the lack of teaching methods that align with their learning characteristics (Abbas, Rochmawan, Naufal, Mubarak, & Kinasih, 2023). This issue is further exacerbated by the absence of Quranic learning programs specifically designed for the elderly.

A significant gap exists between the large Muslim population in Indonesia and the low Quranic literacy rates, particularly among the elderly. At TPQ Arofah, Peleman Village, many elderly individuals struggle with reading the Quran because traditional teaching methods fail to consider their learning needs. The lack of adaptive learning methods tailored to elderly learners

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widens the gap between their desire to learn and their actual ability to read the Quran (Adrian, 2021).

The improvement of Quranic reading skills among the elderly has become an urgent matter, considering that Indonesia has the largest Muslim population in the world. The fact that 54% of Indonesian Muslims are still Quranically illiterate is an alarming concern. At TPQ Arofah, Peleman Village, the need for an effective learning method has become increasingly pressing due to the growing number of elderly individuals interested in learning to read the Quran but facing limitations in available teaching methods. This urgency is further driven by the increasing spiritual needs of the elderly, which tend to rise with age (Rosyad, 2021).

The Tsaqifa Method emerges as an innovative solution to address the challenges of Quranic education for the elderly. This method is designed by considering the learning characteristics of older adults, using a systematic, practical, and easy-to-understand approach (Ariyanto & Inayati, 2020). At TPQ Arofah, Peleman Village, the implementation of the Tsaqifa Method is expected to be a breakthrough in enhancing Quranic reading skills among the elderly, as it offers a structured learning system, employs a gradual approach, and takes into account the psychological aspects of elderly learners.

Previous relevant studies provide various perspectives on Quranic learning for the elderly. Research conducted at Nurul Iman Elderly Islamic Boarding School regarding the implementation of the Tsaqifa Method contributes significantly to understanding its application in Quranic education. Using a descriptive qualitative approach, the study revealed that the Tsaqifa Method does not require specialized teaching strategies but demands that instructors have proficiency in Arabic reading and Tajweed and extra patience. Key findings from this study identified several obstacles, including differences in students' learning processes and memory retention, limited facilities and infrastructure, and low student engagement. To overcome these challenges, the study recommended better student-teacher interaction, discipline reinforcement, and continuous motivation (Daru, Sarjono, & Sukari, 2021). This study is relevant as a reference due to its shared focus on the Tsaqifa Method and elderly learners, despite differences in context and research locations. These findings can serve as considerations for anticipating challenges and designing effective learning strategies at TPQ Arofah.

Additionally, research by Susi Nurhayati at TPQ Nurul Iman, Singaran Pati District, Bengkulu City, on the effectiveness of the Muraja'ah Method in Quranic memorization provides an essential perspective on Quranic learning methodology. This study utilized an evaluation approach with statistical descriptive analysis, involving teachers and students as respondents. The findings indicated an overall effectiveness level of 66.07%, which falls under the less effective category (Nurhayati). These results are relevant to the study at TPQ Arofah as they provide valuable insights into key aspects of Quranic learning implementation, particularly in the planning (70.58%) and execution (70.58%) stages, which showed effective results. Although the research contexts differ, with Nurhayati's study focusing on memorization and the Muraja'ah Method, while this study examines the Tsaqifa Method for elderly Quranic reading, the evaluation framework and assessment aspects can serve as references in developing research instruments and success parameters.

To analyze the impact of the Tsaqifa Method on improving Quranic reading skills among the elderly, several concepts and theories will be used as the analytical framework. First, Andragogy Theory developed by Malcolm Knowles provides a deeper understanding of adult and elderly learning characteristics. Knowles emphasizes four key principles of adult education: self-concept, learning experience, learning readiness, and learning orientation (Knowles, 2013). In the context of Quranic learning for the elderly, this theory is fundamental as it considers psychological aspects and life experiences of elderly learners.

Second, the Brain Neuroplasticity Concept by Norman Doidge establishes the scientific basis that the elderly brain still possesses the ability to adapt and form new neural connections (Doidge, 2007). This theory contradicts the assumption that elderly individuals struggle to learn

new skills and instead asserts that, with proper stimulation, their brains can continue to develop through learning activities such as Quranic reading.

Third, Howard Gardner's Multiple Intelligences Theory provides an important perspective on the various learning modalities that can be optimized in Quranic education (Gardner, 2008). This theory is relevant because Quranic learning involves multiple intelligences, particularly linguistic intelligence (in recognizing Arabic letters) and musical intelligence (in mastering Makhraj and Tajweed).

Based on the background presented, the research problem formulation is as follows: How is the implementation of the Tsaqifa Method in teaching Quranic reading to the elderly at TPQ Arofah, Peleman Village, Gemolong District, Sragen Regency? How does the Tsaqifa Method influence the improvement of Quranic reading skills among the elderly at TPQ Arofah, Peleman Village, Gemolong District, Sragen Regency?

RESEARCH METHOD

This study employs a quantitative approach with a quasi-experimental one-group pretest-posttest design (Sugiyono, 2013). This design was chosen because it aligns with the research goal of measuring the effect of the Tsaqifa Method on improving Qur'anic reading skills among the elderly. In its implementation, the research involves an initial measurement (pretest), treatment using the Tsaqifa Method, and a final measurement (posttest) to assess any changes that occur.

Qur'anic Reading Skills Test

To measure the elderly participants' Qur'anic reading skills, a structured reading test was used, which includes several components:

1. Letter Recognition Test
 - Participants are asked to identify Arabic letters and their correct pronunciation.
 - Example: The examiner points to a letter (e.g., ط, ض, ث) and asks the participant to pronounce it correctly.
2. Harakat and Tajwid Application
 - Participants read words with various harakats (fatha, kasra, dhamma, sukun, tanwin) to assess fluency.
 - Example: Reading words like قُدِّرَتْ, فِرْعَوْنُ, فِرْعَوْنُ with proper pronunciation.
3. Short Verse Reading (Tahsin Test)
 - Participants read selected short verses from the Qur'an to assess fluency, accuracy, and application of tajwid rules.
 - Example: Reading Surah Al-Fatihah or Surah Al-Ikhlâs while being evaluated on makharijul huruf (articulation points) and proper stops (waqaf).
4. Long Verse Reading (Fluency and Comprehension Test)
 - Participants read a longer passage (e.g., Surah Al-Baqarah: 2-5) to assess continuity, rhythm, and confidence in reading.
 - Errors in pronunciation, stopping rules, and fluency are recorded.
5. Practical Tajwid Test
 - Participants are asked to identify tajwid rules in a given passage.
 - Example: Identifying idgham, iqlab, ikhfa, and qalqalah in a verse and explaining the rules applied.

Scoring and Analysis

1. The reading performance is evaluated using a scoring rubric, focusing on accuracy (30%), fluency (30%), tajwid application (30%), and confidence (10%).
2. The total score is compared before (pretest) and after (posttest) to determine improvement.
3. The Pearson Product Moment correlation is used to analyze the relationship between the Tsaqifa Method implementation and reading skill improvement.

This structured approach ensures a comprehensive assessment of Qur'anic reading skills among the elderly, measuring both technical and cognitive aspects of Qur'anic literacy.

The first stage involves determining the population and sample for the study. The population in this research consists of all elderly students at TPQ Arofah, Peleman Village, Gemolong District, Sragen Regency, totaling 16 individuals. Referring to Arikunto's suggestion that when the research subjects are fewer than 100, it is better to include all of them, this study uses a total sampling technique, where the entire population of 16 elderly students serves as the research sample. The sampling is carried out purposively, taking into account the uniformity of initial abilities (Arikunto, 1998).

The second stage includes the development of research instruments and data collection. The instrument used is a Quranic reading test, covering aspects such as Makharijul Huruf, Tajweed, and reading fluency. The validity of the instrument is tested through expert judgment by Quranic learning experts, and its reliability is tested using the test-retest method. Data collection is done through a pretest to measure initial abilities, observation during the learning process using the Tsaqifa Method, and a posttest to measure the final learning outcomes (Caroline, 2019).

The third stage is data analysis, which is carried out quantitatively using descriptive and inferential statistical techniques. Descriptive analysis is used to describe the characteristics of the data, including mean, median, mode, and standard deviation. Inferential analysis uses paired t-tests to test the research hypothesis on the effect of the Tsaqifa Method on the improvement of Quranic reading skills. Before hypothesis testing, prerequisite tests, such as normality and homogeneity tests, are conducted. All data analysis processes are assisted by SPSS version 25 software to ensure the accuracy of the statistical calculations.

RESULT AND DISCUSSION

Improving the Ability to Read the Qur'an with the Tsaqifa Method

Based on the research conducted with 16 elderly student respondents at TPQ Arofah, Peleman Village, Gemolong District, Sragen Regency, variations in the success levels of the implementation of the Tsaqifa Method for Quranic reading were found. Data analysis shows an average (mean) score of 29.75 with a total score of 476. Notably, there is a significant range of scores, with the highest score reaching 37, achieved by respondent Ngadinem, while the lowest score of 10 was obtained by respondent Wadni.

In categorizing the success levels, this study divided the results into four categories based on score intervals. The "Very Good" category, with a score range of 31-37, was achieved by eight respondents, or 50% of the total respondents. This indicates that half of the learners were able to adapt to the Tsaqifa method very effectively. Meanwhile, five respondents, or 31.25%, fell into the "Good" category with a score range of 24-30, indicating a satisfactory understanding and mastery of the applied learning method.

Special attention should be given to the two individuals (12.5%) in the "Satisfactory" category with scores between 17-23, and one individual (6.25%) in the "Poor" category with scores ranging from 10-16. Although the numbers are relatively small, this indicates the need for evaluation and adjustments in the learning method to accommodate the specific needs of these groups.

Overall, with 81.25% of respondents falling into the "Good" and "Very Good" categories, it can be concluded that the implementation of the Tsaqifa method has shown high effectiveness in improving Quranic reading skills among the elderly at TPQ Arofah. However, to achieve optimal results, more intensive guidance is needed for the 18.75% of respondents who still fall into the "Satisfactory" and "Poor" categories, considering individual factors such as cognitive ability, physical condition, and learning motivation.

Survey Results on the Improvement of Quranic Reading Skills Among Elderly Students

Based on the research data on the improvement of Quranic reading skills among elderly students at TPQ Arofah, Peleman Village, Gemolong District, Sragen Regency, the results are highly encouraging. Of the 16 respondents studied, a high average score of 89.3 was obtained, with a total score of 1430. This achievement demonstrates the success of implementing the Tsaqifa method in teaching Quranic reading to the elderly group.

A more detailed analysis shows that the highest score, 95, was achieved by five students: Tri Nur Khayati, Sri Suciati, Sri Lestari, Payem, and Juminem. This achievement indicates that the Tsaqifa method is able to facilitate the Quranic learning process optimally for the majority of participants. Meanwhile, the lowest score, 80, was obtained by two students, Walini and Karti, though this score is still considered good within the learning standards.

The distribution of scores shows good consistency, with the majority of students achieving scores above 85. Six students scored 90, three scored 85, and five students reached 95. This indicates that the Tsaqifa method successfully provided a uniform understanding to the elderly students, regardless of their individual characteristics.

This success is attributed to the systematic approach of the Tsaqifa method, which is tailored to the learning characteristics of the elderly. The results also suggest that age does not pose a significant barrier to Quranic learning when the method used aligns with the participants' needs and abilities.

Pretest and Posttest Results of Qur'anic Reading Ability

The highest score recorded for Qur'anic reading ability among students at TPQ Masjid Arofah Platuk Gemolong Sragen is 95, while the lowest is 80. This measurement was conducted after implementing the Tsaqifa Method for Qur'anic reading instruction. Initially, the students had no prior knowledge of Hijaiyah letters.

To classify the reading ability levels, the range (R) was calculated using the formula:

$$R = \text{Highest Score} - \text{Lowest Score}$$

With three desired intervals (High, Moderate, and Low), the classifications were determined as follows:

1. High: 91-95
2. Moderate: 86-90
3. Low: 80-85

From the data in Table 4.7, out of 16 students:

1. 5 students fall into the High category.
2. 6 students fall into the Moderate category.
3. 5 students fall into the Low category.

To present these findings in percentage form, the study employed statistical percentage analysis using the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

1. P = Percentage achieved
2. F = Frequency of Qur'anic reading ability
3. N = Total number of students

Percentage of Qur'anic Reading Ability at TPQ Masjid Arofah Platuk Gemolong Sragen

Reading Ability	Interval	Frequency (F)	Percentage (P)
High	91-95	5	30%
Moderate	86-90	6	40%
Low	80-85	5	30%
Total	-	16	100%

Based on the table above, it can be concluded that the Qur'anic reading ability of students at TPQ Masjid Arofah Platuk Gemolong Sragen is classified as Moderate, with an average score of 89.3, which falls within the 86-90 interval. The High category consists of 5 students (30%), the Moderate category consists of 6 students (40%), and the Low category consists of 5 students (30%).

Instrument Trial Results

The validity test of the instrument in this study was first trialed on 16 respondents using a different questionnaire to empirically test the validity of the items. The validity test was conducted by calculating the correlation of each item with the total score. The correlation formula used was the product moment formula with the assistance of SPSS version 25.0, with the results as attached in the appendix.

Table 1: Validity Test

Case Processing Summary			
		N	%
Cases	Valid	16	100.0
	Excluded ^a	0	.0
	Total	16	100.0

a. Listwise deletion based on all variables in the procedure.

To test the validity, the calculated r value must be greater than 0.05. Since the validity result of 1 is greater than 0.05 or $1 > 0.05$, this indicates that the instrument is valid and suitable for distribution. As for the reliability test of the instrument, the results are as follows:

Table 2: Cronbach Alpha Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.863	10

Based on the table above, the alpha value or the result of the reliability test calculation is 0.863. Since this value is greater than 0.6, the understanding instrument in this study is considered reliable and its credibility is accepted.

Next, to perform the normality test in accordance with the objectives mentioned, the analysis technique used in this study is correlation analysis, which correlates between ordinal-scaled variables and interval-scaled data. Therefore, the type of correlation chosen is serial correlation. In this analysis, a prerequisite is normality. The summary of the normality test has been conducted on the memorization data as follows:

Table 3: Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Jumlah
N		16
Normal Parameters ^{a,b}	Mean	29.7500
	Std. Deviation	6.83618
Most Extreme Differences	Absolute	.206
	Positive	.144
	Negative	-.206
Test Statistic		.206
Asymp. Sig. (2-tailed)		.067 ^c

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Learning the Tsaqifa Method for Elderly at TPQ Arofah

An in-depth analysis of the reading skills of elderly students at TPQ Arofah, Desa Peleman, Gemolong, Sragen, reveals interesting dynamics in the distribution of students' abilities. Based on the collected data, a wide range of scores was identified, with the highest score reaching 37 and the lowest score being 10. To provide a more systematic overview, the data was grouped using three categorical intervals.

The categorization of intervals was carried out using a systematic calculation of the measurement range (R), resulting in three classifications: high (31-40), medium (21-30), and low (10-20). The analysis showed an interesting distribution, where the majority of students were in the high category. Specifically, out of the 16 students studied, 9 students (56.25%) were classified as high, 5 students (31.25%) as medium, and 2 students (12.5%) as low.

This distribution provides a positive outlook on the effectiveness of the learning process, as more than half of the participants reached the high category. This suggests that the teaching method employed was successful in meeting the learning needs of the majority of students. However, the presence of students in the low category is also an important note for developing more inclusive and adaptive learning strategies that cater to the individual needs of students.

These findings provide a solid foundation for the evaluation and development of future learning programs, with continued attention to the specific characteristics and needs of each category, especially to optimize the abilities of students still in the low category.

Table 4: Percentage of Elderly Students Understanding Quran Reading Learning

Ability	Interval	Frequency	Percentage
High	31-40	9	56.25%
Medium	21-30	5	31.25%
Low	10-20	2	12.5%
Total		16	100%

An in-depth analysis of Quran reading learning among elderly students at TPQ Arofah reveals some interesting findings. Based on the average score of 29.75, which falls within the 21-30 interval range, it can be concluded that, in general, the level of learning ability is in the medium category. However, the distribution of individual scores shows variation, providing a more comprehensive picture of the dynamics of learning.

The results indicate that more than half of the students, specifically 9 individuals or 56.25%, achieved the high category. This achievement suggests significant success in the implementation of the applied learning method. Meanwhile, 5 students or 31.25% fall into the medium category, indicating that there is a group that still requires more intensive guidance to improve their abilities. Two students, or 12.5%, in the low category, need special attention in the learning process.

This distribution provides an understanding that while the class average falls within the medium category, most students are actually capable of reaching the high category. This highlights the positive potential for developing Qur'anic reading skills among the elderly group. Elderly learners often face unique challenges in acquiring new skills, especially when it comes to learning to read the Qur'an. Factors such as declining cognitive functions, reduced memory retention, and visual or auditory impairments can hinder their ability to recognize and pronounce Arabic letters accurately. Additionally, many elderly individuals may feel self-conscious or discouraged due to long-standing illiteracy in Qur'anic reading, leading to decreased motivation. These challenges underscore the importance of adaptive learning approaches, such as the Tsaqifa Method, which are tailored to meet the diverse needs of elderly students. By incorporating multisensory techniques, paced learning, and repeated practice, such methods can bridge the gap between potential and performance, allowing elderly learners to overcome their barriers and achieve higher proficiency in Qur'anic literacy.

Quran Reading Ability of Elderly Students at TPQ Arofah

The analysis of Quran reading ability among students shows an interesting distribution of scores, with the highest score reaching 95 and the lowest at 80. To provide a more structured overview, the scores were grouped into three categories based on the measurement range (R).

Based on the interval calculations, Quran reading ability was classified into three categories: high (91-95), medium (86-90), and low (80-85). The analysis results show a fairly even distribution across these three categories. Out of the 16 students studied, 5 students (31.25%) reached the high category, indicating excellent mastery in reading the Quran.

Meanwhile, the medium category emerged as the largest group with 6 students (37.5%), suggesting that the majority of participants had a fairly good ability to read the Quran. Additionally, 5 other students (31.25%) were in the low category; however, it should be noted that "low" in this context still reflects a fairly good score, with the lowest score being 80.

This relatively even distribution provides a positive outlook on the effectiveness of the learning process, where most students were able to meet a good standard of ability. Despite variations in achievement levels, the narrow score range (80-95) indicates consistency in the quality of the learning provided.

Table 5: Percentage of Quran Reading Ability

Ability	Interval	Frequency	Percentage
High	91-95	5	30%
Medium	86-90	6	40%
Low	80-85	5	30%
Total		16	100%

The analysis of the Quran reading ability of the students shows encouraging results. With an average score of 89.3, which falls within the 86-90 range, it can be concluded that, overall, the students' abilities are categorized as medium. This achievement reflects the success of the learning process that has been implemented.

The distribution of the students' abilities shows a fairly balanced pattern across the three established categories. The largest group is in the medium category, with 6 students, or 40% of the total participants, while both the high and low categories each account for 5 students, or 30%. This indicates that the majority of students have reached the established learning standards.

This relatively even distribution pattern suggests the effectiveness of the teaching method in accommodating the diverse abilities of the students. Although there is variation in the level of achievement, the overall high range of scores demonstrates that all students have shown good ability in reading the Quran, regardless of their achievement category.

Hypothesis Test Results

The correlation coefficient test aims to measure the strength of the relationship between two variables. In this study, correlation analysis was conducted using the Product Moment Pearson method, with the assistance of SPSS 25.0 for Windows software.

The correlation coefficient indicates the extent of the relationship between the independent and dependent variables. If the coefficient value is close to 1 or -1, the relationship between the variables is stronger, while a value close to 0 suggests a weak or insignificant relationship.

During the analysis process, the data obtained were processed using SPSS 25.0, which is known for its ability to provide accurate and systematic statistical results. This method helps to determine whether the relationship between the variables is positive, negative, or lacks meaningful correlation.

The results of this correlation coefficient test serve as a basis for understanding the pattern of relationships between the variables analyzed and can be used as a reference for decision-making or further research development.

Correlations			
		The Impact of the Tsaqifa Method	The Ability to Read the Qur'an
The Impact of the Tsaqifa Method	Pearson Correlation	1	.690
	Sig. (2-tailed)		.010
	N	16	16
The Ability to Read the Qur'an	Pearson Correlation	.690	1
	Sig. (2-tailed)	.010	
	N	16	16

To determine the relationship between the ability to read the Qur'an and the Tsaqifa method among the elderly at TPQ Arofah, Desa Peleman, Gemolong, Sragen, the analysis results show that the empirical r value (r calculation) is 0.690.

To determine whether the hypothesis is accepted or rejected, this result is compared with the table r value for N = 16. At a 1% significance level, the table r value is 0.361, while at a 5% significance level, the value is 0.306. Since the empirical r value (0.690) is greater than the table r value, both at the 1% and 5% significance levels, the alternative hypothesis, which states "There is a positive and significant influence of the Tsaqifa method on the improvement of the ability to read the Qur'an," is accepted.

Based on the correlation coefficient interpretation criteria below:

1. - 0.200 = very low
2. 0.200 - 0.400 = low
3. 0.400 - 0.600 = moderate
4. 0.600 - 0.800 = high/strong
5. 0.800 - 1.000 = very high/very strong

Since the empirical r value (0.690) falls within the range of 0.600 - 0.800, the relationship between the Tsaqifa method and the ability to read the Qur'an among the elderly is considered strong.

CONCLUSION

Based on the research findings, the instrument used is declared valid because the calculated r value is greater than 0.05. Additionally, the instrument is reliable with a Cronbach's Alpha value of 0.863, indicating a good level of confidence in the measurement. The research data also exhibit a normal distribution with a significance value of 0.067 (> 0.05), allowing for further analysis using statistical methods. In the evaluation of the Tsaqifa learning method, 56.25% of the students were in the high category, 31.25% in the medium category, and 12.5% in the low category. The average reading score of the students was 29.75, which falls in the medium category. Meanwhile, the students' ability to read the Qur'an showed that 30% were in the high category, 40% in the medium category, and 30% in the low category, with an average score of 89.3, also in the medium category.

The hypothesis test results indicate a positive and significant relationship between the Tsaqifa method and the ability to read the Qur'an among elderly students at TPQ Arofah Desa Peleman. The calculated r value of 0.690 is greater than the r table value, both at the 1% significance level (0.361) and the 5% significance level (0.306). Therefore, the alternative hypothesis is accepted. Based on the interpretation of the correlation coefficient, this relationship falls into the high or strong category, as the r value is within the 0.600–0.800 range.

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