

Optimization of ASKADIMEGA Method in Extracurricular Recitation of the Qur'an

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ABSTRACT

This extracurricular recitation of the Qur'an was held at Muhammadiyah 7 Junior High School Medan because students had difficulty in reading the Qur'an, so the school took the initiative to hold a Qur'an recitation program. The school thinks that using the rhythm of songs in reading the Qur'an can make it easier for students to understand the Qur'an and the reading becomes more beautiful. In this research on Qur'an recitation, there is the ASKADIMEGA method (What, Who, When, Where, Why, and BaGaimana). This study aims to find out the optimization of the ASKADIMEGA method, the obstacles and solutions faced, as well as evaluation. The informants in this study are the vice principal, extracurricular teachers of Qur'an recitation, students who participate in extracurricular recitation of the Qur'an, the school environment, and things that support the research. This study uses qualitative methods, data collection using observation, interviews, and documentation, and data analysis using Miles and Huberman. The results of this study can be concluded that there are 75% of students who are good and correct in reading the Qur'an and can even sing it according to the predetermined rhythm, and have given birth to a generation of qori and qori'ah who have won competitions at the junior high school level.

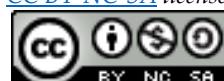
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INTRODUCTION

Allah SWT said: "Or more than that, and recite the Qur'an slowly (Q.S Al-Muzzamil:73/4). Studying the Qur'an is a long process. Therefore, the importance of education in a person, as stated in Law No. 20 of 2003: "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state" (Arif Rembangsupu, 2022). Meanwhile, Islamic religious education does not only aim to transfer Islamic knowledge, but also functions as an instrument to shape the character, morality, and spirituality of students, especially in the education of the Qur'an (July Maini, 2022).

As the main foundation for student development, one of the approaches that has proven effective in this context is the application of positive habituation. Positive habituation includes identifying, strengthening, and instilling positive values in student behavior. It plays a key role in forming strong character, helping students develop attitudes, morality, and deep interpersonal skills (Puspita & Rizka Harfiani, 2024). One of them is the learning extracurricular program that is developing today is the recitation of the Qur'an.

Extracurricular activities are activities that are held outside of class hours listed in the program structure according to the circumstances and needs of the school, and are specifically designed to help the development of students according to their talents, potentials, and interests (Hadi, 2021).

The essence of effective and ideal Qur'an learning does not only prioritize reading speed, but the most urgent thing is to show its accuracy and beauty. In addition, there is also a lack of encouragement from parents at home. Children tend to imitate their parents' behavior because they are more easily influenced by their parents. Parents' righteousness is very important for their children (Robie Fanreza, 2023).

The learning of the Qur'an, especially in Muhammadiyah 7 Junior High School in Medan, experienced obstacles because of the existence of students who were less able to study the Qur'an well. So that when learning the Qur'an, students are still not fluent in reading it. In this research on Qur'an recitation, there is an ASKADIMEGA method to determine the optimization of extracurricular activities of Qur'an recitation from various angles starting from the initial stage to the final results of the evaluation stage. ASKADIMEGA stands for What, Who, When, WHERE, WHERE, MEngapa, and BaGAimana. The theory used in ASKADIMEGA is from Rudyard Kipling, a writer from England known as the 5W 1H method, this method is known as "The Kipling Method" or "six Honest Serving Men" *I have six honest serving-men (They've taught me all I knew) Their names are What and Where and When and How and Why and Who* (Susilo, 2022)

The previous studies related to this research were:

First, a research conducted by Dwita, Dewi, Hasanah, Ainul, and Hermawan, entitled The Implementation of the Qur'an Recitation Training Program in Improving the Reading Ability of the Qur'an of the Community. The results of the research are that the participants are very easy to understand and understand what has been explained and the community is very enthusiastic about the training of Qur'an recitation (Pangestuti, 2024).

Second, a research conducted by Dhea Nur Izzah and Siti Nurul Ifdah, entitled "Training on the Art of Reading the Qur'an in Improving the Quality of Recitation at the Al-Huda TPQ Institution, Bojonrejo Village, Kediri. The results of the research are that the application of the method in this study is effective in educating children so that they can improve the quality of recitation, especially in Bojonrejo village because with this activity children are able to increase knowledge and are able to beautify the reading of the holy verses of the Qur'an with a predetermined tone/maqom (Izzah, 2022).

Third, research researched by Aisyah Aminy, Ali Imron Sinaga, Solihah Titin Sumanti entitled The Role of Extracurricular Activities of the Qur'an Recitation Development Institute (LPTQ) in Improving Student Achievement at Madrasah Aliyah Private Muallimin UNIVA Medan. The results of the research are increasing learning achievement and enthusiasm for learning in developing the Qur'an (To be released in 2024).

This research is important to find out how schools optimize the ASKADIMEGA method, as well as find out the obstacles and solutions and evaluations, besides that this research also has benefits such as *First* as a material for evaluating and improving the quality of extracurriculars in schools, such as previous research on the Effectiveness of Extracurricular Recitation in Improving the Reading of the Qur'an for Students of Al-Wasliyah Private MTs 18 Words (Tumanggor & Khiruddin, 2024). *Second* This ASKADIMEGA method can help the program be directed thoroughly and systematically, *Third*, contribute to the development of the characteristics of Islamic education. The application of structured methods is very necessary to produce students who are not only able to read the Qur'an fluently and correctly, but also have noble character and have a competitive spirit in Musabaqah Tilawatil Qur'an (MTQ) activities at the school and regional levels. Therefore, according to Gade, who competed in the Qur'an in Indonesia, that MTQ functions as a motivator for talent development and sharpening the thinking of people in Southeast Asia, Gade further termed it as a form of Islamic Awakening (Ronaldi 2023).

In addition, the researcher is interested in conducting research at Muhammadiyah 7 Junior High School Medan is one of the schools that holds a Qur'an Recitation program with its extracurricular program, Tilawatil Qur'an, which is the activity of reading the Qur'an with tartil and rhythm according to the rules of tajweed and the art of recitation. And also because, not all schools hold extracurricular

programs of recitation of the Qur'an, especially in junior high schools, if the school is Mts, then in general it is true that Mts is the one whose religious activities are more profound than junior high schools. This Muhammadiyah Junior High School accustomed students to be closer to the Qur'an and love the Qur'an. In addition, students can also learn the laws of reading, Makharijul letters, and others. Then I also want to see more about the success rate and how to innovate teaching in extracurricular Qur'an recitation. This extracurricular was held because students had difficulty reading the Qur'an, so the school took the initiative to hold a Qur'an recitation program. Because the school thinks that by using the rhythm of songs in reading the Qur'an can make it easier for students to understand the Qur'an and the reading becomes more beautiful.

Based on the initial observations made by the researcher, it can be seen that it is true that there are still students who have difficulty reading the Qur'an, this is due to the lack of motivation and support from parents in reading the Qur'an and the interest of students to participate in religious activities such as deepening the Qur'an both inside and outside school. But besides that, there are still many students at SMP Muhammadiyah 7 Medan who participate in extracurricular activities of Qur'an recitation but are constrained by the same time as other extracurriculars.

Therefore, this research is important to be further and in-depth research on extracurricular activities of Qur'an recitation to develop the ability to read the Qur'an with songs in students at SMP Muhammadiyah 7 Medan. This study tries to describe the ASKADIMEGA method in the process of planning, implementing, as well as obstacles and extracurricular solutions of Qur'an recitation. Then I also want to see more about the success rate. This research is important because there are still many students who are not fluent and lack confidence in reading the Qur'an, while limited practice time makes the coaching of recitation not optimal. A more structured coaching model is needed so that students' abilities can be systematically improved. The novelty of this research lies in the use of the ASKADIMEGA method as a 5W+1H analysis framework to map the comprehensive planning, implementation, constraints, solutions, and evaluation of recitation programs—an approach that has not been used in previous recitation studies.

Therefore, from the background that has been explained above, the author is interested in conducting deeper research and pouring it into a scientific work entitled "Optimization of the ASKADIMEGA Method in Extracurricular Recitation of the Qur'an at SMP Muhammadiyah 7 Medan".

METHODS

This research approach uses a qualitative approach, Denzin and Lincoln (Umar Sidiq, Moh. Miftachul Choiri 2019) states that qualitative research is for research that uses a natural background, with the intention of interpreting phenomena that occur and are carried out by involving various methods that exist in qualitative research. The research informants are the vice principal, extracurricular teachers of Qur'an recitation, and students who take part in extracurricular recitation of the Qur'an. The implementation of this research took 6 months The data collection in this research was using observation, interview, and documentation techniques. In this study, the researcher directly observed the extracurricular activities of Qur'an recitation at Muhammadiyah 7 Junior High School Medan. The type of interview used in this study is a directed interview (*guided interview*), the researcher interviews the informant according to what has been prepared in advance. According to the Great Dictionary of the Indonesian Language (Library, 2017) Documentation is the collection, selection, processing, and storage of information in the field of knowledge; and Providing or collecting evidence and information (such as pictures, quotes, newspaper clippings, and other reference materials).

In this extracurricular research on Qur'an recitation, primary data sources (Sugiono, 2017) and secondary data (Scott, 2016). The analysis technique in this study uses the Milles & Habermen model theory, namely data collection, data condensation, data display, as well as conclusion and verification. The technique used to determine the validity of the data in this study is the triangulation technique. Triangulation is the checking of the correctness of data and interpretation by comparing data obtained from other sources, with various stages of field research, at different times (Susanto 2023).

FINDING AND DISCUSSION

Extracurricular Learning Tilawatil Al-Qur'an

Tilawatil Qur'an comes from the words tilawah and the Qur'an. Tilawah comes from the word (tāla-yatlu-tilāwatan) which means recitation. Tilawah in terms is reading the Qur'an with a reading that explains the letters and being careful in carrying out the reading, so that it is easier to understand the meaning contained in it (Tilawatil 2023). Recitation in language means reading, while in the term sulking the way of reading the Qur'an by explaining the pronunciation of the chaos to facilitate understanding its meaning. Tilawati learning according to the Al Munawwir dictionary is: the word Tilawati is taken from the Arabic language tilaawatun which means reading (Windu, 2020). Tilawah according to the terms expressed by Ziad Khaled Moh al Daghameen and Abu Hilal al-Asfahani (Tanjung et al., n.d.) Ziad Khaled Moh al Daghameen in his writings "The Qur'an: *Between The Horizons of Reading and Recitation*", quoted by Aaron, mentions that tilawah is to follow the instructions and rules of the scriptures. This means the necessity of continuous understanding of the meaning and truths (haqqi) in the heart. The purpose of reciting the Qur'an is to get closer to Allah (Irwan 2023), appreciating and practicing the content of the Qur'an (Lathif , 2023), as well as maintaining the purity and preservation of the Qur'an (Nisah Nirwana Sinaga & Muhammad Qorib, 2023).

In choosing a learning method, it must contain several theories so that learning can run well and in accordance with its initial purpose, including the first is the theory of behaviorist learning methods where in this theory learning must be repeated so that students can better explore and understand it (Muhammad Dhori, 2021), The second theory is cognitivism, which emphasizes students' mental processes such as thinking and comprehension (Fitria & Muslimah, 2023). And lastly, the theory of constructivism, where learning comes from experience, the more learning experience a student has, the more knowledge he gets and the student plays an active role in learning activities (Masgumelar & Mustafa, 2021). The song vocalization technique is (Suryati, 2017) breathing, pronunciation, resonance, vibrari, tempo and dynamics, and variation/improvisation. To sing the Qur'an, Qur'an experts in Indonesia divide the songs into 7 (seven) types, namely bayati, shoba, hijaz, nahawand, rost, shika, and jiharka.

ASKADIMEGA Method

The ASKADIMEGA method stands for 5W+1H, which is a method used to understand and analyze a topic or problem by asking six basic questions, namely who, what, when, where, why, and how. The theory used in the ASKADIMEGA method is The Kipling theory, this theory is called the kipping because the pioneer of the 5W1H formula was Rudyard Kipling (1865 –1936), a British journalist, poet, and novelist who was born in Bombay, India, on December 30, 1865.

The ASKADIMEGA in this study are:

1. What is the background of the extracurricular recitation of the Qur'an?
2. Who took part in the recitation of the Qur'an? Who is the teacher?
3. When will the recitation of the Qur'an be carried out?
4. Where is the recitation of the Qur'an carried out?
5. Why should there be a recitation of the Qur'an?
6. What are the stages of planning, implementing, and evaluating the recitation of the Qur'an?

Optimization in the Context of Islamic Education

Optimization in the context of Islamic education can be interpreted as an effort to improve the quality and effectiveness of Islamic learning so that students can understand and practice Islamic values well. In teaching and learning activities, there are many efforts to optimize Islamic education (Permana et al., 2024) like:

1. Contextual Adjustment of Teaching Materials: This approach emphasizes the importance of adapting PAI materials to the context of students' environments.
2. Teacher Capacity Building: Teachers play a central role in the PAI learning process.

3. Digital Technology Integration: Digital technology allows the delivery of PAI materials to be more interactive and engaging for students.

A. Strategy to Optimize the ASKADIMEGA Method in Extracurricular Qur'an Recitation at Muhammadiyah 7 Junior High School Medan

Optimization is derived from the word *Optimal* which means best, supreme; Optimization means a process of raising or increasing the achievement of the expected goals according to the criteria that have been set, so optimization is the process of looking for better implementation to obtain the maximum possible results (Character., 2024). Optimization is a process, way or act of optimizing. Optimizing means making the best, the highest or the most profitable(Septia & Br, 2017).

As for the way carried out by SMP Muhammadiyah 7 Medan in optimizing extracurricular recitation of the Qur'an, namely holding a meeting between the principal and teachers, then that is where the ASKADIMEGA method arises, where the school must plan from the beginning, starting from WHAT to HOW. The Askadimega method encourages students to explore information from various dimensions of what happened, who was involved, when and where it happened, why it happened, and how the process was. This is in accordance with **Theory Constructivism** (Suryana, 2022) that knowledge is actively built by individuals through interaction and reflection. What is the vision and mission of holding the recitation of the qur'an, WHO is the WHO is the teacher who will teach the recitation of the qur'an, WHEN is the WHEN the recitation of the qur'an is carried out, WHERE is the WHERE the recitation of the qur'an, WHY is the WHY there must be an extracurricular recitation of the qur'an, HOW is the method of learning the recitation of the qur'an that has been applied.

1. Extracurricular Planning of Qur'an Recitation

- a. What is the vision and mission of Qur'an recitation at Muhammadiyah 7 Medan Junior High School

As said by informant 1 when interviewed by the researcher, he replied "the vision of this extracurricular recitation of the Qur'an is the creation of the next generation of Qur'an, who are not only able to read the Qur'an, but also can develop the reading beautifully, while the mission is to develop student skills, student talents, and make the birth of the qori and qori'ah generation, and also improve school achievement through participation in the MTQ competition" Continuing his words that "If we want to give birth to a generation that is Qur'ani and achieves, of course, we the school must also provide adequate facilities, such as speakers, laptops, and infocus that function to show students how to pronounce the letters correctly, and others who must use these facilities".

- b. Who is the teacher who teaches students in extracurricular recitation of the Qur'an at SMP Muhammadiyah 7 Medan

Informant 1 said that the teacher who taught extracurricular recitation of the Qur'an at this school was a teacher who did have talent in this field, namely Mr. Zein. "The teacher is a very talented teacher, therefore I appointed him as a teacher of the recitation of the Qur'an, I am also sure that by being taught he has given birth to many generations of Qur'anic who are accomplished".

- c. When and where is the extracurricular recitation of the Qur'an held at SMP Muhammadiyah 7 Medan

"We carry out this extracurricular recitation of the Qur'an in grades VII-2 every Saturday to be precise once a week, this is because every Saturday indeed all classes are filled by all extracurriculars, so it is very suitable for this extracurricular recitation of the Qur'an to be carried out in that class, and the class is also comfortable to use, the class which is located on the 3rd floor is certainly far from noisy sounds," said informant 1. As the Deputy Principal, of course, you have considered every thing that will be made and every thing that will happen in order to have maximum results and in accordance with the prediction at the beginning.

- d. Why should there be extracurricular recitation of the Qur'an at SMP Muhammadiyah 7 Medan

In every school that holds extracurricular activities, of course, everything will be memorable and all of them will also be a benchmark for the school's excellence. Especially in this day and age, schools are competing to hold Islamic extracurricular activities and also deepen the Qur'an. But from the previous year, the Muhammadiyah 7 Medan school has been holding an extracurricular program of Qur'an recitation for 10 years.(Ibrahim & Ma, 2025) As said by informant 1 said that "this recitation of the Qur'an has been around for 10 years". Informant 2 as a teacher of recitation of the Qur'an also said "this extracurricular has indeed existed for 10 years, of course it has been a very long time, starting from my school here already existed, thank God I am a student from SMP Muhammadiyah 7 Medan, and I also returned to SMP Muhammadiyah 7 Medan but not as a student, but as a teacher"

From the statements of informant 1 and informant 2, it is true that this extracurricular recitation of the Qur'an has been developed for a long time so that it can give birth to generations of Qur'ani who excel in the field of religion, especially in the recitation of the Qur'an, that reason he also said "this recitation of the Qur'an must exist in the extracurricular, because with this extracurricular it can realize students who are Qur'anic with the recitation of the Qur'an, students can not only read the Qur'an, but also understand its values and use it as a guideline for life(Al Harere, 2023). Then improving the ability to read the Qur'an not only knows the tajweed, but also the art of reading the Qur'an, and can also be a mirror of identity that this school is a school that teaches Islamic values, as well as informant 2 said that the existence of this Qur'an recitation is certainly to get rewards, gain knowledge, and then to be able to create an accomplished generation of Qur'an. Therefore, from this statement, the importance of the Qur'an in schools is none other than to educate students so that an Islamic generation is born.

- How are the school's efforts in improving the quality of extracurricular recitation of the Qur'an at SMP Muhammadiyah 7 Medan

Informant 1 said that "Our efforts in improving the extracurricular quality of Qur'an recitation are to appoint competent and professional teachers, then include students in the competition, if there is a competition, then all schools starting from the principal, vice principal to teachers always support students who participate in the competition". Furthermore, conduct periodic evaluations such as how much has increased, what obstacles are faced so that the school also participates in helping the teacher, and provides adequate facilities and infrastructure".

Then the researcher also had time to question how the student's parents responded, whether there were parents of students who objected or not, and how the parents viewed the extracurricular tilawatil qur'an. Then informant 1 happily replied "No, not a single parent protested, even the parents of the students are very supportive of this extracurricular recitation of the Qur'an, they are very proud if their children can read the Qur'an, because what parent is not proud if they have a child who excels in the field of the Qur'an, and even with this extracurricular it makes the morals of students even better".



2. Implementation of Extracurricular Recitation of the Qur'an

This learning of Qur'an recitation is also inseparable from ASKADIMEGA, which is WHAT is the material taught, WHO are the students who participate in the extracurricular recitation of the Qur'an, WHEN and WHERE the recitation of the Qur'an is carried out, WHY it is important to teach children to read the Qur'an, HOW the method is applied, and HOW the challenges and solutions faced during the learning process of the Qur'an recitation.

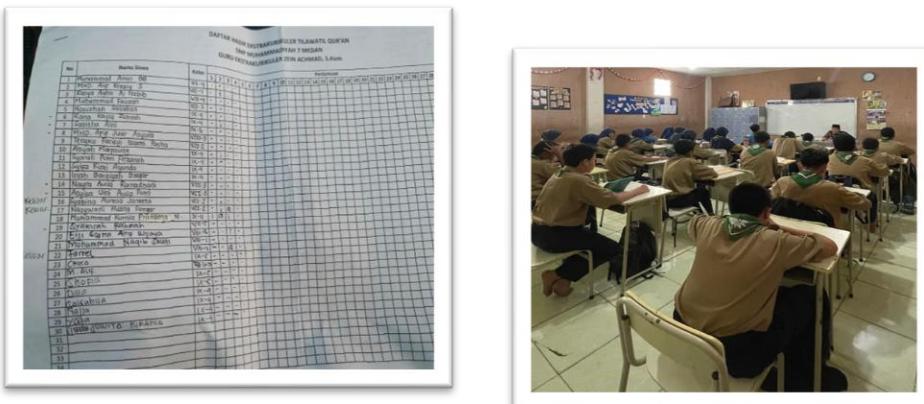


1. WHAT is the material taught in the extracurricular recitation of the Qur'an at Muhammadiyah 7 Junior High School Medan

In every activity, program, and extracurricular, of course, the most important thing is at the time of implementation. In this extracurricular recitation of the Qur'an, the learning uses materials, as said by informant 2 "The material I teach is tajweed, makhrijul letters, and songs in the art of recitation of the Qur'an" then informant 2 continues "In the initial stage of learning this recitation of the Qur'an, I use 4 basic songs, namely bayati, hijaz, nahwan, and ras". As said by informants 3 and 4 that "The material taught by the recitation teacher for the first time is tajwid, then naghom art in reading the Qur'an". The learning material starts from tajweed, because tajweed is the main thing in every learning of the Qur'an, if we are one of the pronunciations of the typeface then of course the meaning will be wrong". Then after they master the knowledge of tajweed, the recitation teacher immediately introduced the naghom recitation of the Qur'an, but there are still 4 introduced by the recitation teacher.

2. WHO follows the recitation of the Qur'an

Informant 2 said that those who participated in this extracurricular recitation of the Qur'an came from various classes, namely from grades 1-3 of junior high school, both full-day classes and regular classes.



3. When and Where is the extracurricular recitation of the Qur'an carried out

The answer of informant 1 and the answer of informant 2 is the same, namely extracurricular activities are held on Saturdays, precisely in classrooms VII-2

4. WHY this recitation activity is important

According to informant 2, this recitation activity is important because as we already know that reading the Qur'an gets rewards even though it is ordinary reading, especially by learning it using rhythm as it has been applied, in addition to getting rewards and knowledge, it is also beautiful to be heard by everyone. In addition, students who take part in the recitation of the Qur'an also said that they benefit from the extracurricular activities they learn, such as being able to read the Qur'an to the rhythm of the song, being able to take part in competitions, and knowing the science of tajweed that is not only reading but practicing it.

5. HOW is the method in learning the recitation of the Qur'an

The method applied by the Qur'an recitation teacher is the talaqqi method. The recitation teacher explained and gave an example of how to read the Qur'an with the rhythm of bayati, nahawan, ras, and hijaz, then imitated by all students. Informants 3 and 4 said "We like the way he teaches the recitation teacher, because he taught us about the recitation of the Qur'an so we understand how to read the Qur'an well and correctly, besides that we learned additional knowledge such as reading by singing the Qur'an".

3. Obstacles and Solutions in the Learning Process of Tiwahtil Qur'an at SMP Muhammadiyah 7 Medan

According to (Moleong, 2019) deep *Qualitative Research Methodology*, the constraints found in qualitative research are usually contextual — related to the environment, human resources, or infrastructure. In accordance with the results of the interviews researched by the researcher and the answers from informant 2, he said that in this extracurricular activity of Qur'an recitation, the obstacles were students who were not confident and also the limited time of Qur'an recitation. At the beginning of entering to participate in extracurricular activities of Qur'an recitation, many students have talent but are embarrassed to read it, so their talents are hidden. But as time goes by, the recitation teacher continues to motivate and encourage them that to read the Qur'an there is no need to be ashamed, must be confident, with confidence then what we are our goal will be achieved, even if we are confident we have the talent to be proud of our parents, we become an outstanding child and are known by many people because of our achievements. Besides that, other obstacles faced are limited time, because learning is only once a week, precisely on Saturdays, so students who are less able to recite the rhythm of the recitation of the Qur'an only expect extracurricular recitation of the Qur'an at school, do not repeat it at home and there is no additional learning outside of school, so it will be difficult to follow the learning.

Since then, all the students who took part in the learning of the recitation of the Qur'an read it with enthusiasm, confidence and no longer ashamed informant 3 also said that at the beginning of participating in this extracurricular recitation of the Qur'an he was not confident, even though he really liked learning the recitation of the Qur'an, after being motivated by the teacher of recitation of the Qur'an continuously, he was no longer ashamed. In addition, he also said that because it was only held once a week, so he only studied on that day, precisely on Saturday. Meanwhile, informant 2, from the beginning already had hidden interests and talents, but because at the beginning they did not know each other closely with friends and recitation teachers, they were not confident, but the recitation teacher continued to motivate the students as well, so that currently the students are confident in their recitation of the Qur'an.

B. Evaluation in the Extracurricular Learning Process of Qur'an Recitation at Muhammadiyah 7 Junior High School Medan

Evaluation in Education (Arikunto, 2025) "Educational evaluation is a systematic process of collecting, analyzing, and interpreting data to determine the level of achievement of educational

goals." According to Sufflebeam Evaluations should be carried out on four components: **Background**: learning needs (what, why), **Input**: resources, strategy (who, how), **Process**: learning implementation (when, where), **Product**: hasil belajar (apa yang dicapai). "The CIPP evaluation model provides a comprehensive framework for improving educational programs through continuous feedback" (Nukhbatillah, 2024).

In this stage, the teacher recitation the Qur'an evaluates it by looking at the development of the students from week to week, after the teacher finishes teaching how to read the recitation correctly then the teacher points to each student one by one and listens to the reading, the teacher assesses their reading, if there are students who make a mistake in reading the recitation then the teacher repeats it until everyone can read correctly.(Abd Aziz & others, 2022) Then if the teachers hold a meeting about the learning process, then the principal asks the teacher whether the extracurricular recitation of the Qur'an has increased or decreased, because if there is a decrease in the school will immediately deal with it, such as if there is a lack of facilities, then the school immediately provides the facilities needed, and it turns out that Alhamdulillah, so far the extracurricular recitation of the Qur'an has continued to increase, There have been generations of golden students who excel in their fields, such as Maulana Adli Sanjaya, an alumnus of grade 96 students who won 2nd place in the MTQ competition at the junior high school level at PRSU Medan, then Rana Kayla, an alumnus of grade 94 students who won 3rd place in the MTQ competition at the junior high school level at PRSU Medan. The school and parents also hope that the winner of this MTQ competition will motivate all students at SMP Muhammadiyah 7 Medan.

Based on the findings obtained from interviews, observations and documentation, it can be analyzed descriptively, namely:

First, the indicator studied is the strategy in optimizing the askadimega method in the extracurricular recitation of the Qur'an. From the results of the data obtained through interviews and observations, the strategy has met the concept of the ASKADIMEGA method, starting from the planning stage to the implementation stage. This is in line with the results of the interview with the vice principal and the Qur'an recitation teacher. The results of this study are supported by The Kippling's theory in the journal Susilo (2022) before starting activities, you must know the 5W 1H starting from the planning stage containing What is the vision, who participates, when and where it is implemented, why there should be activities. The stages of implementation include what is the material, who follows, why this activity is important, how the method is in learning. This is also in line with the research conducted by Rahmatsyah (2021) in his research using the 5W 1H method so that Qur'an recitation activities can be controlled properly and in accordance with the initial goal. Then researcher Pangestuti (2024) stated that the results obtained by students were very easy to understand and understand with what had been explained and the community was very enthusiastic about this Qur'an recitation training. Similarly, Riyanto's (2023) research shows that the training participants have gained knowledge of tajweed and are able to practice vocal, breathing and conscious tone techniques in the recitation of the Qur'an, so that this recitation of the Qur'an can be continued on an ongoing basis so that the potential of the community can be further explored and the ability to recitation the Qur'an increases. Then Rina Hutabarat's research (2020) said that extracurricular recitation of the Qur'an with a clear vision and mission has many benefits and supports success so that it is easy to know the level of progress and achievement. Furthermore, Prenduan's research (2023) said that because the implementation has been carefully thought out, starting from the Makharijul Letter material, it can be concluded that the pronunciation of makharijul of regular santriwati letters B Al-Amien Prenduan in 2022 has increased by 32.5%. And then

researchers Amalia and Junaidi (2023) because the recitation art program in improving the recitation of the Qur'an was planned in such a way by the Al-Ghifari Tahfidz House previously so that 80% of students have successfully used the recitation of the Qur'an

Second, the observed indicators are obstacles and solutions. The results of the data obtained from interviews, observations, and documentation show that the obstacles faced are lack of confidence, still shy about the talents that students have, so that the teacher of recitation of the Qur'an must strongly motivate and provide input so that the obstacle can be solved, as well as the lack of time in the implementation of extracurricular learning of recitation of the Qur'an. This is also in line with one of the educational theories, namely Humanistic according to Carl Rogers, Maslow, who focuses on the development of the student's potential and personality as a whole, such as the Teacher helps the student recognize his talents and interests(Sumantri, Ahmad, Islam, Sunan, & Yogyakarta, 2019). R. Gagne presented the problem of learning, Gagne gave two definitions, namely: first, learning is a process to gain motivation in knowledge, skills, habits, and behaviors; Second, learning is the mastery of knowledge or skills obtained from instruction (Yuhana, 2019). Of course, every activity that is carried out must have obstacles such as researchers Rahayu Setiyowati and Retno Wahyuningsih (2024) at the beginning of the research most students had difficulty in recognizing hijaiyah letters and applying the law of tajweed, but teachers applied the recitation method with repetition techniques and group learning, then students showed significant improvement and fluency in reading. In addition, researcher Abdan (2023) is constrained by the lack of adequate facilities and infrastructure, but recitation teachers still motivate students, so that this can be minimized if handled appropriately. Then researcher Amir (2021) in the Qur'an recitation program experienced obstacles, namely the understanding of students, facilities that are not based on science and technology.

Third, the observed indicator is evaluation in the extracurricular recitation of the Qur'an, in accordance with the results of interviews, observations, and documentation that the teacher evaluates it every week and every month by paying attention to the progress of reading from students. This is the same as researcher Umi (2021), the results of his research refer to the evaluation of the system in the Mujawwad-style Qur'an recitation, where the evaluation(Alrumiah & Al-Shargabi, 2022) using a tester recording system, namely the Naive Bayes Classifier, so that it successfully identifies the rhythm of students' recitation songs.

Apart from the results of research that support the method with satisfactory results, behind it there are also research results that show rejections such as the existence of obstacles and challenges faced in the process of recitation of the Qur'an, such as the research researched by (Dzulfikar, Education, & Surabaya, n.d.)The Implementation of the Talaqqi Method in Learning the Qur'an for Students with Blind Disabilities at SLB Negeri Cerme Gresik, Focusing on students with visual disabilities with the Talaqqi method, inhibiting factors such as different students' abilities, concurrent schedules, lack of parental attention, and challenges show that the method (what/how) if not adjusted to the context (who, where, when) will be less effective. Then the obstacles obtained are due to different individual abilities, clash schedules, lack of parental attention. Simple solutions like scheduling day shifts and using WhatsApp for audio recitations, While there are solutions, there are still big constraints—suggesting that in your research, if you just note an obstacle with no concrete solution or report a solution that isn't working, it becomes a weak point. Some evaluations are only limited to certain aspects and are not in-depth in the output aspect, such as research researched by (Asyifah, 2023) The research on the "Iqra" method in Makassar said that "there are some students

who are not very fluent because the catch power of each student is different" — suggesting that evaluation must also measure individual variability.

CONCLUSION

Based on the results of observations, interviews, and data analysis, the extracurricular learning of Tilawatil Qur'an at SMP Muhammadiyah 7 Medan has been running optimally. This is shown by the increase in students' recitation ability to reach 75%, where students are able to chant the verses of the Qur'an well and according to the rhythm taught.

The optimization of the ASKADIMEGA method is reflected in three main findings.

1. The program implementation strategy has been systematically carried out starting from planning, implementation, to evaluation, so that every aspect of what, who, when, where, why, and how activities can be managed clearly and in a directed manner.
2. The main obstacles include students' shyness at the beginning of learning and limited practice time that only lasts once per week. These obstacles are overcome through direct motivation from teachers and recommendations for independent practice at home.
3. The evaluation showed significant results with the birth of reciters and reciters who won the competition at the junior high school level.

The ASKADIMEGA method has proven to be effective because it is able to provide a clear framework in identifying needs, determining implementation steps, and ensuring the quality of the recitation coaching process. Therefore, this method is recommended to be applied and developed in other educational institutions, with adjustments to the intensity of the exercise and parental involvement for maximum results.

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