

Exploring Characteristics and Practical Methods of Learning the Quran

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Abstract

This study explores the characteristics, variations in pedagogical approaches, and research gaps in practical methods of learning the Quran through a synthesis of existing literature. Using a descriptive qualitative approach, fifteen journal articles relevant to Quran learning were analyzed, covering methods such as *Baghdadiyah*, *Tilawati*, *Yanbu'a*, *Qiroati*, *Iqra'*, and *Ummi*. The research procedures included article selection, data extraction, categorization, and thematic analysis to identify key patterns of findings. Results show that practical methods of Quran learning are characterized by gradual progression, systematic structure, practice-based orientation, and emphasis on direct application. Diverse pedagogical approaches were also identified, including interactive strategies, child-friendly practices, collaborative learning, technology integration, and continuous evaluation. A significant gap was found in the absence of an integrative and comprehensive model that synthesizes these varied approaches. This study contributes to the development of a more holistic concept of practical methods, providing a foundation for future innovations in Quran learning.

INTRODUCTION

Learning the Quran is a fundamental component of Islamic education that aims to develop learners' abilities to read, write, and comprehend the Quran in accordance with the principles of tajwid. Previous studies have consistently shown that the effectiveness of Quranic learning is largely determined by the characteristics of the instructional methods employed. Although various approaches have been developed, including the *Baghdadiyah*, *Tilawati*, *Yanbu'a*, and BTAQ methods, they share several common characteristics, particularly their emphasis on gradual, systematic, and intensive practice-based learning (Abidin & Nasirudin, 2021; Amalia et al., 2024; Rofiq & Basyid, 2020). At the same time, technological advancements have encouraged the integration of digital media and interactive learning approaches, which have been shown to enhance learners' engagement throughout the instructional process (Basir et al., 2024). These findings suggest that the effectiveness of Quranic learning depends not only on the type of instructional method employed but also on the extent to which the method incorporates active, systematic, and adaptive learning principles that respond to learners' educational needs.

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Although various Quranic learning methods have been developed and have proven effective in improving learners' reading proficiency, their implementation has not been equally effective across different educational levels. This condition is reflected in the fact that some learners including prospective teachers at the university level still have not attained optimal Quranic reading proficiency (Hakim et al., 2022). This finding indicates that the success of Quranic instruction cannot be attributed solely to the availability of a particular instructional method but also depends on the quality of its implementation throughout the learning process. In other words, even an effective instructional method may not produce optimal learning outcomes if it is not implemented appropriately.

Various studies have shown that the effectiveness of Quranic learning is influenced by multiple interrelated factors. Limited instructional time and low learning motivation are among the most common challenges encountered in instructional practice (Engkizar et al., 2026). In addition, the successful implementation of the *Iqra'* and *Yanbu'a* methods is influenced by parental involvement, the quality of the learning environment, and teachers' competence in managing the instructional process (Widiyanti et al., 2024; Yulianti et al., 2024). Fauji et al., (2020) further emphasized that the use of monotonous instructional methods may reduce learners' motivation, highlighting the need for more interactive and adaptive instructional innovations. These findings indicate that the challenges associated with Quranic learning are multidimensional and therefore require an approach that extends beyond instructional methods alone by incorporating pedagogical, psychological, and environmental considerations in an integrated manner.

Although various Quranic learning methods have demonstrated their effectiveness in improving learners' reading proficiency, the outcomes of their implementation remain inconsistent across different educational levels. This is evident in the uneven distribution of Quranic reading competence, including among prospective Islamic Religious Education teachers at the university level, whose proficiency remains at a moderate rather than optimal level (Hakim et al., 2022). These findings suggest that successful Quranic learning depends not only on the instructional method employed but also on learners' motivation, the limited time allocated for instruction, and the quality of instructional implementation (Engkizar et al., 2025). Furthermore, parental involvement, a supportive learning environment, learners' ability to maintain concentration, and the use of innovative instructional methods also play significant roles in determining the effectiveness of Quranic learning (Fauji et al., 2020; Widiyanti et al., 2024; Yulianti et al., 2024). Therefore, the challenges associated with Quranic learning extend beyond the selection of instructional methods and are shaped by the interaction of pedagogical, psychological, and environmental factors that collectively influence the success of the learning process.

These findings indicate that research on Quranic learning has predominantly focused on examining the effectiveness of individual instructional methods in isolation. Although various methods, including *Baghdadiyah*, *Tilawati*, *Yanbu'a*, *Qiraati*, *Iqra'*, and *Ummi*, have been shown to improve learners' Quranic reading proficiency, each method has been developed based on distinct characteristics and implementation contexts, resulting in its own strengths and limitations. For example, the *Ummi* method emphasizes structured and standardized instruction (Jusniati et al., 2025), whereas the hermeneutic approach

focuses on fostering deeper critical and reflective understanding, despite its still limited implementation in educational practice (Felsenthal & Agbaria, 2023). These conditions suggest that the existing body of literature remains fragmented and has yet to produce a conceptual synthesis of the characteristics of practical Quranic learning methods. Therefore, this study seeks to synthesize empirical findings from previous research in order to formulate a more comprehensive, adaptive, and contextually relevant conceptualization of the characteristics of practical methods for Quranic learning.

Building upon these research gaps, the present study was conducted to develop a conceptual synthesis of practical methods for Quranic learning through a literature review approach. Unlike previous studies, which have primarily focused on evaluating the effectiveness of individual instructional methods, this study seeks to identify the universal characteristics that underpin the success of various Quranic learning methods. The scope of the analysis extends beyond the effectiveness of Quranic reading instruction to include variations in pedagogical approaches, instructional strategies, and implementation principles that support systematic, adaptive, and learner-centered learning. By synthesizing findings from previous studies, this review is expected to establish a more comprehensive conceptual framework for practical methods of Quranic learning. Consequently, this study not only provides a synthesis of existing research but also offers an integrative perspective that may serve as a foundation for developing more effective Quranic learning models that are responsive to the needs of contemporary Islamic education.

METHODS

This study employed a literature review (LR) approach using a qualitative descriptive design to integrate previous research findings on practical methods of Quranic learning into a comprehensive conceptual framework. This approach was selected because it enables researchers to identify research trends, compare various instructional approaches, and analyze the factors influencing the effectiveness of Quranic learning based on findings reported in published studies. Furthermore, a literature review plays a crucial role in strengthening the theoretical foundation through the synthesis of empirical evidence, thereby providing a more comprehensive understanding of the phenomenon under investigation (Akem et al., 2025; Binti Fauzi et al., 2026; Chairy & Istiqomah, 2022; Htay et al., 2025; Noer & S.A.P, 2023; Ridwan et al., 2021). This approach has also been widely employed in educational and Islamic studies as a basis for developing theoretical concepts and instructional practices grounded in literature-based inquiry (Anidar et al., 2026; Efendi et al., 2026; Engkizar et al., 2024; Engkizar et al., 2026; 2025; Hendrawan & Wahyuni, 2023; Oktavia et al., 2020; Sabrina et al., 2022; Uyun et al., 2024).

The data sources consisted of 15 national and international journal articles addressing the *Baghdadiyah*, *Tilawati*, *Yanbu'a*, *Qiraati*, *Iqra'*, and *Ummi* methods, as well as other Quranic instructional strategies. The articles were selected based on their relevance to the research objectives, methodological rigor, and the significance of their findings, enabling a comprehensive understanding of the characteristics of practical methods for Quranic learning.

Data were collected through a systematic search and review of relevant literature,

followed by an in-depth reading of each selected article to identify the research objectives, methodological characteristics, pedagogical approaches, instructional strategies, and principal findings reported in each study. The extracted information was subsequently categorized into related themes to facilitate comparative analysis across studies. The final stage involved a narrative synthesis, in which findings from the selected studies were integrated to identify recurring patterns, similarities, differences, and research gaps concerning practical methods of Quranic learning. Through this procedure, the literature review not only summarizes previous research but also develops a conceptual synthesis that provides a more systematic and comprehensive explanation of the characteristics of practical methods for Quranic learning.

RESULT AND DISCUSSION

Characteristics of Practical Methods for Quranic Learning

The synthesis of the selected studies revealed several key characteristics that consistently emerged across various practical methods of Quranic learning. The *Baghdadiyah* method emphasizes mastery of the Arabic letters (*hijaiyah*) and diacritical marks as fundamental prerequisites before learners progress to more advanced reading stages (Abdelfattah et al., 2025). The *Tilawati* method demonstrates that learning through habituation and repetitive practice significantly improves learners' Quranic reading proficiency (Nasirudin et al., 2021). Likewise, the *Yanbu'a* method adopts a systematic and gradual instructional approach that has been shown to improve reading proficiency by as much as 75% (Yulianti et al., 2024). The *Qiraati* method is characterized by direct reading instruction without spelling, with a strong emphasis on accurate tajwid pronunciation (Harere & Jallad, 2023). Similarly, the *Iqra'* method adopts a gradual direct-reading approach while fostering learners' interest through a simple and accessible instructional process (Widayanti et al., 2025). Meanwhile, the *Ummi* method is distinguished by its structured, standardized, and continuously evaluated instructional system (Jusniati et al., 2025). Across all methods, repetitive practice consistently emerged as the principal strategy for improving Quranic reading proficiency. Overall, the findings indicate that practical methods of Quranic learning are characterized by simplicity, systematic progression, gradual instruction, practice-based learning, and a strong orientation toward direct application.

Variations in Pedagogical Approaches to Quranic Learning

The findings indicate that practical Quranic learning incorporates a wide range of pedagogical approaches. A gradual instructional approach is evident in the *Baghdadiyah*, *Iqra'*, *Yanbu'a*, and *Qiraati* methods, all of which employ sequential stages of learning (Nurhalifah et al., 2022; Widayanti et al., 2025; Yulianti et al., 2024). Habituation and repetitive practice are particularly prominent in the *Tilawati* method, which combines repeated exercises with classical classroom instruction (Nasirudin et al., 2021). An interactive approach is reflected in the use of peer teaching, where collaborative learning among learners enhances Quranic reading proficiency (Wicagsono & Inayati, 2018). A child-friendly and active pedagogical approach was also identified in the study conducted by Fauji et al., which reported significant improvements in learners' reading competence (Fauji et al., 2020). Furthermore, the *Ummi* method incorporates a systematic and evaluative approach through standardized instruction and continuous assessment (Jusniati et al., 2025). A needs-based approach was identified by Hakim et al., (2022), who

emphasized the importance of assessing learners' initial competencies before instruction begins. In addition, a hermeneutic approach emerged as a theoretical perspective that promotes a more critical understanding of the Quran (Felsenthal & Agbaria, 2023). Collectively, these findings demonstrate that pedagogical approaches to Quranic learning encompass cognitive, affective, and interactive dimensions.

Instructional Strategies in Practical Quranic Learning Methods

The findings further reveal considerable diversity in the instructional strategies adopted across practical Quranic learning methods. Repetitive practice (drill) emerged as the most widely implemented strategy, particularly in the *Tilawati* and *Yanbu'a* methods (Nasirudin et al., 2021; Yulianti et al., 2024). Direct instruction characterizes the *Qiraati* method, which emphasizes immediate reading without spelling (Arifin et al., 2020). Classical and group-based instruction is evident in the *Tilawati* method through collective reading activities (Nasirudin et al., 2021). The peer teaching strategy identified by Akhmar et al., (2021) demonstrates that collaborative learning among peers contributes positively to learners' Quranic reading proficiency. Technology-enhanced learning strategies were reported by (Basir et al., 2024), who integrated digital media and visual instructional techniques into the learning process. Continuous assessment also constitutes a central strategy in the *Ummi* method, where evaluation is systematically integrated into instruction (Jusniati et al., 2025). Furthermore, the *Iqra'* method incorporates an environment-based learning strategy by actively involving parents in supporting the instructional process (Hakim et al., 2022). Overall, these findings indicate that instructional strategies in practical Quranic learning encompass individual, collaborative, and technology-supported approaches.

Principal Findings of Previous Studies

The findings of previous studies consistently demonstrate that practical methods of Quranic learning contribute positively to improving learners' Quranic reading proficiency. The *Tilawati* method showed that approximately 70% of participants achieved good reading skills after completing the instructional program (Nasirudin et al., 2021). Similarly, the *Yanbu'a* method resulted in an improvement of up to 75% in learners' reading proficiency (Yulianti et al., 2024). The *Qiraati* method enhanced not only learners' reading ability but also their memorization skills and character development (Arifin et al., 2020). Likewise, the *Iqra'* method increased learners' interest in reading through its gradual instructional approach and supportive learning environment (Nuha et al., 2024). The *Ummi* method demonstrated significant improvements in learners' ability to recite the Quran with proper *tartil* and *tajwid* (Fadhillah et al., 2022; Jusniati et al., 2025). Basir et al., (2024) further reported that integrating technology into Quranic instruction enhanced learners' engagement and conceptual understanding. In addition, Hakim et al., (2022) found that both curricular and extracurricular Quranic learning activities contributed to improving learners' reading competence. Overall, these findings indicate that all practical methods examined in the reviewed studies have a positive impact on learners' Quranic reading proficiency.

Limitations Identified in Previous Studies

The reviewed studies also revealed several limitations associated with the implementation of Quranic learning methods. Limited instructional time emerged as one of the most frequently reported challenges, particularly in studies examining the *Tilawati* and BTAQ

methods (Gunawan et al., 2022; Nasirudin et al., 2021). Differences in learners' initial abilities also posed challenges to the effective implementation of instructional methods (Gunawan et al., 2022). Insufficient parental support was identified as a limiting factor in studies on the *Iqra'* and *Yanbu'a* methods (Widayanti et al., 2025; Yulianti et al., 2024). Low learner motivation was reported by Saminu et al., (2025) as another obstacle affecting instructional effectiveness. Technological limitations were highlighted by Basir et al., (2024), while inconsistencies in program implementation were observed in the *Ummi* method (Jusniati et al., 2025). Hakim et al., (2022) further identified the lack of continuity in Quranic learning programs as an additional challenge. Collectively, these findings indicate that the limitations reported in previous studies involve both internal and external factors influencing the instructional process.

Research Gap

The synthesis of previous studies reveals several important research gaps in the field of practical Quranic learning methods. Most existing studies have focused on evaluating the effectiveness of individual instructional methods without integrating multiple approaches into a comprehensive instructional model (Nasirudin et al., 2021; Rofiq & Basyid, 2020). Moreover, relatively few studies have examined the concept of practical methods as an independent construct. Previous research has also rarely integrated practical, pedagogical, and theoretical dimensions into a unified instructional framework. Furthermore, the reported implementation challenges suggest that existing methods have not yet fully adapted to the realities of educational practice. Another notable gap concerns the limited development of technology-based Quranic learning models within a comprehensive pedagogical framework. Likewise, theoretical perspectives, such as the hermeneutic approach, have rarely been incorporated into practical Quranic instruction. These findings highlight the need to develop a more comprehensive and integrative model of practical methods for Quranic learning.

Summary of the Research Synthesis

The synthesis of the reviewed studies is summarized in table:

Table 1. Summary of the Research Synthesis

Aspect	Main Findings
Characteristics	Gradual, systematic, practice-based, and practical learning approaches
Pedagogical Approaches	Gradual, interactive, child-friendly, and hermeneutic approaches
Instructional Strategies	Drill, direct instruction, peer teaching, and technology-enhanced learning
Outcomes	Improved Quranic reading proficiency, <i>tajwid</i> , and learning motivation
Limitations	Limited instructional time, low motivation, insufficient parental support, and inadequate facilities
Research Gap	Lack of an integrative model of practical Quranic learning methods

Research Question 1: Characteristics of Practical Methods for Quranic Learning

Based on the synthesis of previous studies, the principal characteristics of practical methods for Quranic learning demonstrate consistent patterns across the reviewed literature. The *Baghdadiyah* method emphasizes that instruction should begin with mastery of the Arabic letters (*hijaiyah*) and diacritical marks before learners' progress to more advanced stages of reading, thereby highlighting the importance of a gradual and systematic instructional approach (Harere & Jallad, 2023). This finding is consistent with the *Iqra'* method, which likewise adopts a sequential learning process and encourages direct reading as the primary strategy for improving learners' reading proficiency and learning motivation (Widayanti et al., 2025).

Furthermore, studies on the *Yanbu'a* method by Basyid and Kudus as well as Suminto & Arinatussadiyah, (2020) demonstrate that systematic instruction combined with intensive practice significantly enhances learners' Quranic reading proficiency (Rofiq & Basyid, 2020; Yulianti et al., 2024). Similarly, the *Qiraati* method reinforces these findings by emphasizing direct reading without spelling while maintaining a strong focus on accurate tajwid pronunciation (Arifin et al., 2020). Meanwhile, the *Tilawati* method identifies habituation and repetitive practice as the primary factors contributing to improvements in Quranic reading skills (Nasirudin et al., 2021). The *Ummi* method further complements these characteristics by incorporating structured instruction supported by standardized procedures and continuous assessment (Jusniati et al., 2025). Taken together, these findings suggest that practical methods for Quranic learning should not be viewed as isolated instructional approaches; rather, they represent an integration of simplicity, systematic organization, gradual progression, repetitive practice, and direct application.

The significance of these findings lies in demonstrating that practical methods should not merely be understood as approaches that are "easy" or "simple." Instead, they constitute structured instructional models grounded in well-established principles of effective learning. Previous research has shown that instructional methods lacking systematic organization tend to be less effective in improving Quranic reading proficiency, making gradual instruction an essential component of successful learning (Hakim et al., 2022). Furthermore, teachers' roles as instructional facilitators remain crucial to the successful implementation of practical methods. As demonstrated by Shaiakhmetov et al., (2025), continuous guidance, repetitive practice, and peer teaching substantially contribute to improving learners' reading competence. Therefore, the effectiveness of practical methods depends not only on the instructional method itself but also on how effectively it is implemented within the learning context. In addressing Research Question 1, this study contributes by providing a more comprehensive synthesis of the characteristics of practical methods that have previously been examined only in isolation. This synthesis establishes a stronger conceptual foundation for developing more effective and integrated models of Quranic learning.

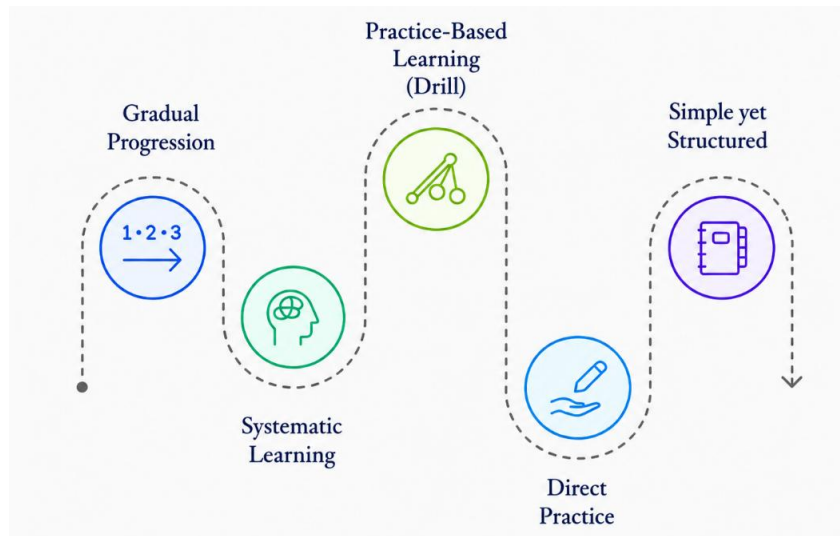


Fig 1. Progressive Learning Process

Research Question 2: Variations in Pedagogical Approaches and Instructional Strategies

The findings indicate that practical methods of Quranic learning are not confined to a single pedagogical approach; rather, they encompass a diverse range of complementary instructional approaches and strategies. Among these, the gradual instructional approach emerged as the most prevalent, as reflected in the *Baghdadiyah*, *Iqra'*, *Yanbu'a*, and *Qiraati* methods, all of which organize learning through sequential stages that facilitate the progressive development of learners' Quranic reading proficiency (Wicagsono & Inayati, 2018; Widayanti et al., 2025; Yulianti et al., 2024). In addition, the *Tilawati* method highlights the importance of habituation and repetitive practice, demonstrating that continuous drills are fundamental to the successful acquisition of Quranic reading skills (Nasirudin et al., 2021).

Beyond gradual instruction, the reviewed studies also identified interactive and collaborative pedagogical approaches. The implementation of peer teaching, for example, enables learners to actively support one another throughout the learning process, thereby increasing engagement and improving reading proficiency (Wicagsono & Inayati, 2018). Likewise, Fauji et al., (2020) reported that child-friendly and active learning approaches significantly enhanced learners' Quranic reading abilities by promoting greater participation during classroom instruction. These findings suggest that active learner engagement constitutes an essential component of effective Quranic learning.

The synthesis further reveals the growing importance of adaptive instructional approaches in response to contemporary educational needs. Basir et al., (2024) demonstrated that integrating digital media into Quranic instruction increased both learners' motivation and classroom engagement. Similarly, the *Ummi* method incorporates standardized instructional procedures accompanied by continuous assessment, ensuring that learners' progress is monitored systematically throughout the instructional process (Jusniati et al., 2025). In addition, Hakim et al., (2022) emphasized the importance of assessing learners' initial competencies so that instructional strategies can be tailored to their individual needs. Beyond these practical approaches, Felsenthal & Agbaria, (2023) proposed a hermeneutic perspective, which encourages learners to engage with the Quran through

critical and reflective interpretation, thereby expanding the pedagogical dimensions of Quranic learning beyond technical reading skills alone.

These findings underscore that no single pedagogical approach is sufficient to address the diverse needs of Quranic learners. Rather, effective instruction requires the integration of multiple complementary approaches that collectively accommodate learners' cognitive, affective, and social development. Previous studies have likewise shown that monotonous instructional practices may reduce learners' motivation, reinforcing the importance of employing varied and engaging learning strategies (Fauji et al., 2020). Furthermore, adapting instruction to learners' prior knowledge and learning characteristics has been identified as another critical determinant of instructional effectiveness (Hakim et al., 2022). Consequently, this study extends previous research by demonstrating that practical methods of Quranic learning should be conceptualized as a multidimensional instructional framework that integrates gradual learning, active participation, collaborative interaction, continuous assessment, technological innovation, and critical understanding. This broader perspective provides a stronger theoretical basis for designing more innovative, adaptive, and learner-centered models of Quranic instruction.

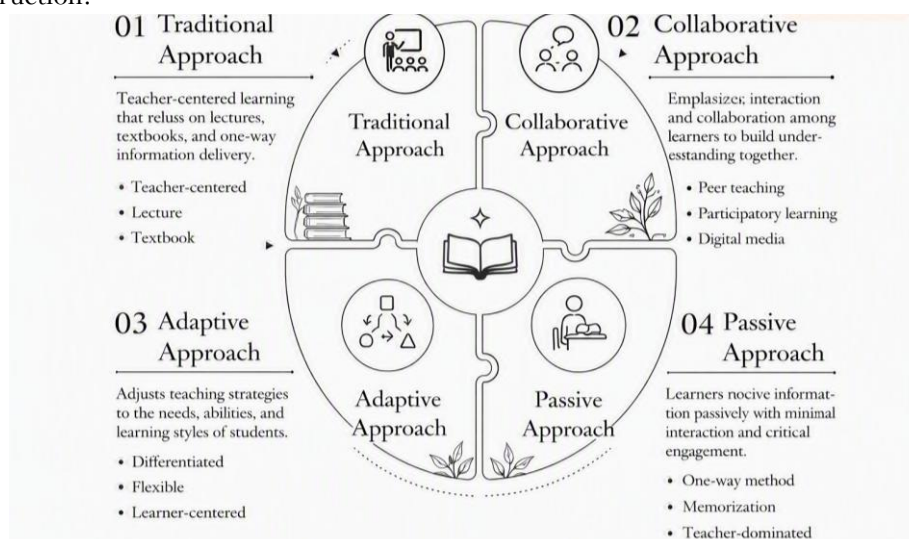


Fig 2. Variations of Teaching Approaches

Research Question 3: Research Gaps in Practical Methods of Quranic Learning

The findings of this review reveal several significant research gaps in the existing literature on practical methods of Quranic learning. Most previous studies have concentrated on evaluating the effectiveness of individual instructional methods without integrating multiple approaches into a unified conceptual framework (Nasirudin et al., 2021; Rofiq & Basyid, 2020). Consequently, the current body of knowledge provides substantial evidence regarding the effectiveness of specific methods but offers only limited insight into the broader conceptual characteristics that define practical Quranic learning as an integrated instructional approach. In addition, previous studies have rarely examined practical methods of Quranic learning as an independent conceptual construct. Existing research has generally emphasized the implementation of particular instructional methods rather than exploring the fundamental principles that contribute to their effectiveness across different educational contexts. As a result, practical, pedagogical, and theoretical

dimensions have largely been investigated separately, leaving limited understanding of how these dimensions interact to support effective Quranic learning.

The synthesis also highlights several practical limitations that remain insufficiently addressed in the literature. Previous studies have reported challenges related to limited instructional time, variations in learners' abilities, and inadequate environmental support, all of which influence the successful implementation of Quranic learning methods (Widayanti et al., 2025). Likewise, Jusniati et al., (2025) identified inconsistencies in the implementation of the *Ummi* method, while Felsenthal & Agbaria, (2023) observed that theoretical perspectives, particularly the hermeneutic approach, have not yet been sufficiently incorporated into practical instructional settings. These findings suggest that existing instructional models remain only partially responsive to the complexities of real-world educational practice.

Another important gap concerns the limited integration of technological innovation into comprehensive Quranic learning models. Although several studies have demonstrated the benefits of digital media for enhancing learners' motivation and engagement, technology has generally been treated as a supporting instructional tool rather than as an integral component of a holistic pedagogical framework. Consequently, opportunities to combine technology-enhanced learning with established practical methods remain largely unexplored.

Taken together, these findings indicate that the principal research gap lies in the absence of a comprehensive and integrative framework that synthesizes practical methods, pedagogical approaches, instructional strategies, technological innovation, and theoretical perspectives into a unified model of Quranic learning. Addressing this gap represents the primary contribution of the present study. By synthesizing empirical evidence from diverse instructional methods, this review proposes a broader conceptual understanding of practical Quranic learning that may serve as a theoretical foundation for future instructional innovation and empirical investigation. Furthermore, the proposed framework offers practical implications for educators seeking to design learning experiences that are more systematic, adaptive, and responsive to learners' diverse needs.

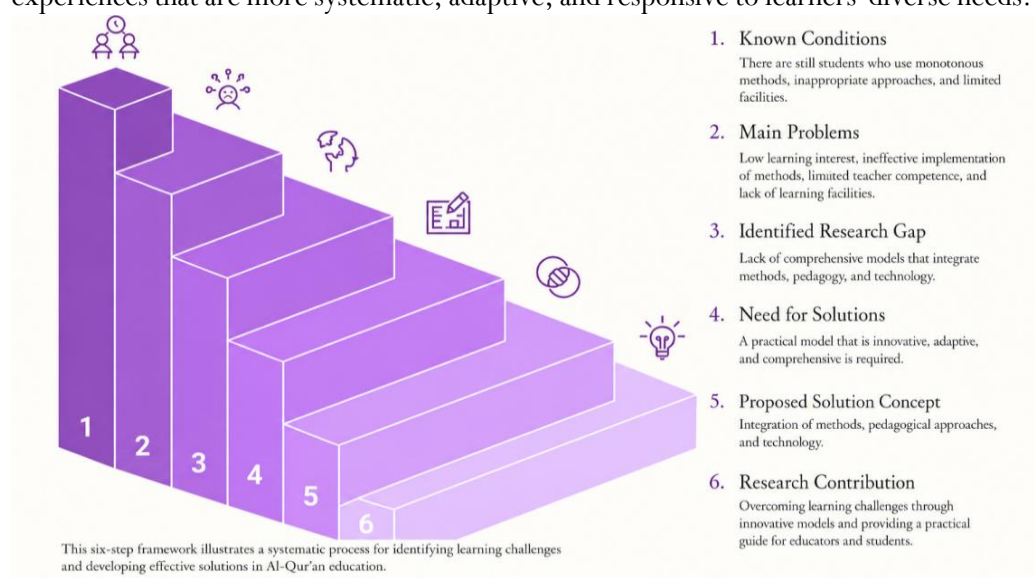


Fig 3. Overcoming Learning Challenges in Alquran Education

Implications and Limitations of the Study

This study offers both theoretical and practical contributions to the development of Quranic learning. From a theoretical perspective, the findings contribute to the advancement of an integrative and comprehensive conceptualization of practical methods for Quranic learning. The synthesis demonstrates that practical methods encompass not only technical aspects of instruction but also interconnected pedagogical, systematic, and theoretical dimensions that collectively influence learning effectiveness. Accordingly, this study extends the existing literature by providing a more holistic understanding of the essential characteristics underlying effective Quranic instruction.

From a practical perspective, the findings provide useful guidance for educators in designing more effective instructional practices by integrating the strengths of various methods that have demonstrated effectiveness in previous studies. Furthermore, the proposed conceptual framework may inform the development of Quranic learning curricula that are more adaptive to learners' characteristics, instructional contexts, and the evolving demands of contemporary Islamic education.

Despite these contributions, several limitations should be acknowledged. First, this study relied exclusively on previously published journal articles; therefore, the findings depend on the quality, scope, and methodological rigor of the selected literature. Second, because this research employed a literature review design, it did not collect primary empirical data and was therefore unable to evaluate the effectiveness of practical methods through direct quantitative measurement. Third, the integrative conceptual framework proposed in this study has not yet been empirically tested in authentic educational settings. Consequently, future studies are encouraged to validate and refine this framework across different educational levels and learning environments. Nevertheless, despite these limitations, the present study makes a meaningful contribution to the conceptual development of practical methods for Quranic learning and provides a foundation for future empirical research.

CONCLUSION

This study successfully achieved its research objectives by identifying the principal characteristics, variations in pedagogical approaches, and existing research gaps in practical methods of Quranic learning through a synthesis of previous studies. The findings indicate that the effectiveness of practical Quranic learning methods is not determined by the application of a single instructional method but rather by the implementation of fundamental instructional principles characterized by gradual progression, systematic organization, practice-based learning, and direct application. Furthermore, the review demonstrates that interactive, collaborative, adaptive, and learner-centered pedagogical approaches, supported by continuous assessment and technology integration, play a crucial role in enhancing the quality of Quranic learning. At the same time, the findings reveal that previous studies have predominantly examined individual instructional methods in isolation and have yet to establish a comprehensive conceptual framework that integrates the diverse characteristics of practical Quranic learning methods.

The principal contribution of this study lies in the development of a conceptual synthesis that integrates empirical evidence from previous research into a more comprehensive understanding of practical methods for Quranic learning. This conceptual framework provides a theoretical foundation for developing instructional models that are systematic, adaptive, and responsive to learners' characteristics. Moreover, it offers practical guidance for educators in selecting and combining instructional methods according to learners' needs and diverse educational contexts.

Based on these findings, future research is encouraged to develop and empirically validate an integrative model of practical Quranic learning derived from the conceptual synthesis proposed in this study across different educational levels and learning settings. In addition, educators and administrators of Islamic educational institutions may utilize the findings of this study as a reference for designing Quranic learning that integrates gradual instruction, systematic learning, interactive pedagogical approaches, and technology-enhanced instruction in order to create learning experiences that are more effective, adaptive, and learner-centered.

AUTHOR'S DECLARATION

Author contribution

Busmayaril: Data curation, supervision, providing feedback, **Satria Adi Pradana & Defriyanto:** data curation, validation, **Oki Dermawan:** validation, writing-reviewing, and investigation, **Nurul Jannati Salsabila:** Conceptualization, editing, observations.

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Cometing interest

The authors declare that this research was conducted without any conflict of interest in the research.

AI Statement

The language structure used in this article has been checked and verified by English language experts. In addition, none of the sentences and images in this article were generated by AI tools. All data was obtained from the research process, and the author's review and previous research.

Ethical clearance

The research company has agreed to carry out the research and is willing if the results of this research are published.

Publisher's and Journal's Note

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