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Analysis of the Effectiveness of the Ishlah Method and Its Influence on the Ability to Read the Al-Quran

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Abstract
This research was motivated by concerns about data in Indonesia where the majority of the population is Muslim and it turns out that 62% cannot read the Koran, then one of the clerics in Karawang, West Java Province created a method of learning to read the Koran called the Ishlah method which was implemented through the National Eradication Movement. Al-Quran illiteracy led by the general chairman KH. Mahbub Soleh Zarkasyi is also the inventor of the ishlah method. This research was carried out at the Syamira Arrasyid Islamic Foundation Karawang as a mu'allim senter or Al-Quran reading learning institution which has applied the ishlah method with a sample of 32 respondents using the Mixed Method research method through explanatory design techniques, namely a combination of quantitative and qualitative research methods. The results of quantitative research show that there is a significant influence between the application of the Ishlah Method on the ability to read the Koran. This is based on statistical calculations, a correlation coefficient of r = 0.695 and a coefficient of determination of R = $r.^2$ = 0.483. Testing the significance of the correlation obtained t_{count} (5,295) > t_{table} (1.671) at α = 0.05, indicating that the correlation coefficient is significant. Thus, the research hypothesis which states that there is a relationship between the Ishlah Method and the ability to read the Koran can be accepted. This means that the more the Ishlah Method is applied, the higher the ability to read the Koran will be. Meanwhile, the coefficient of determination of 0.483 shows that 48.3% of the variation in Al-Quran Reading Ability can be explained by variations in the Ishlah Method, the remaining 51.7% is determined by other factors outside the Ishlah Method. The results of qualitative research show that the ishlah method is very effective for teenagers, adults and the elderly because it has special characteristics which are given the acronym BISMILLAH and can stimulate the synergy of the work of the left brain and right brain so that it makes learning to read the Koran more enjoyable and not bored and unfamiliar. stratification of levels like other methods so that students who learn to read the Koran do not feel embarrassed and inferior.

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1. INTRODUCTION

The method of teaching reading the Al-Quran from the time of the companions, tabi'in and ulama who spread to various parts of the world to our beloved country is the best ijtihad in teaching and disseminating the Al-Quran as taught by Rasulullah SAW. Until now, these methods have proven their success in sustainable learning to read the Koran in mosques, prayer rooms, Islamic boarding schools and Islamic educational institutions. With this method we can also read the Koran.

However, the facts show that currently the majority of Muslims in Indonesia still cannot read the Al-Quran, even according to data from the results of the Al-Quran literacy survey carried out by the Ministry of Religion in 2023, it is stated that "The results of the 2023 Al-Quran Literacy Index are significant in number 66,038 and categorized as high, more than 60.00 in the medium category," (Director of Islamic Religious Information,

Ministry of Religion). Based on descriptive calculations of 10,347 respondents in 34 provinces, the results obtained were that the Al-Quran Literacy Index in 2023 had a significant score. The number of respondents in the survey was also in the high category of more than 60.00 percent, namely in terms of recognizing the letters and meaning of the Koran 61.51 percent, being able to read the arrangement of letters into words 59.92 percent, and being able to read verses fluently 48.96 percent.

Regarding reading the Quran fluently according to basic tajwid rules and without errors, it reached the medium category, namely 44.57 percent. However, in the survey it was found that there were still 38.49 percent of Muslim communities in Indonesia who did not have good Al-Quran literacy in reading competency. This means that the number of Indonesian Muslims who cannot read the Koran is almost 39 percent. This number represents quite good and significant progress in increasing the ability to read the Al-Quran, which was initially stated by the Indonesian Minister of Religion in 2020 at the opening of the National MTQ in West Sumatra that as many as 62% of Indonesians could not read the Al-Quran.

The figure of 39 percent according to the majority of Indonesian people who are Muslim is still quite high. Therefore, it is very necessary for all groups to rise up and care about these concerns and must receive special attention and efforts to address and participate in caring and contributing to helping reduce the illiteracy rate of the Koran through a national movement, one of which is led by the Qiro' Learning Institute. atul Quran (LPQQ) Indonesia through a national movement that is massively eradicating Al-Quran illiteracy.

One of the methods developed by LPQQ Indonesia in the National Movement to eradicate illiteracy in the Koran is the Ishlah Method which is a systematic and actual classical learning system for reading the Koran which is intended for teenagers, adults and the elderly as well as school and university students as follows. Efforts to participate in helping overcome Al-Quran illiteracy in Indonesia. The ishlah book not only focuses on methods of learning and teaching reading the Al-Quran, but is also a method that encourages the formation of Al-Quran-reading learning groups (KBMA) or Koran houses simultaneously, gradually and sustainably through the LPQQ national movement which is organized and structured under guidance from ulama figures, academic figures and Muslim community figures.

Based on the background described above, it is necessary to carry out research regarding the effectiveness of the Ishlah method and its influence on the ability to read the Koran. This research is expected to become a reference and reinforcement for Al-Quran mu'allim in teaching them to read the Koran. The ishlah method is effective and has a significant impact on the ability to read the Koran which is ultimately used as a method in an effort to help eradicate Al-Quran illiteracy in Indonesia.

2. RESEARCH METHOD

This type of research is a type of mixed method research, namely a combination of quantitative and qualitative research methods with an explanatory design approach. The quantitative method uses quantitative descriptive analysis techniques, according to Sugiyono (2019:16) Quantitative methods can be interpreted as research methods that are based on the philosophy of positivism for researching certain populations or samples, collecting data using research instruments, data analysis, quantitative/statistical in nature, with the aim of testing predetermined hypotheses and analysis techniques associative quantitative which aims to test the influence between 2 variables using a questionnaire or questionnaire instrument. Meanwhile, the qualitative research method uses a case study approach technique which aims to determine the effectiveness of applying the ishlah

method in learning to read the Al Quran. The data collection method uses source triangulation from the results of in-depth interviews, supporting documentation and participatory observation and the data collection process uses process triangulation involving people (*man*) which in this case are mu'allim or teachers and students who learn to read the Koran using the ishlah method, place (*place*) which in this case is the mu'allim center of the Syamira Ar Rasyid Islamic Foundation and the context (*social*) namely the Al-Quran Reading Study Group process which is continuously carried out at the Syamira Ar Rasyid Islamic Foundation center as a research site. This research was carried out for 3 months from June to August 2024

3. RESULT AND DISCUSSION

a. Analysis of Quantitative Research Results

Based on the results of quantitative research using questionnaire instruments, the following quantitative research findings were obtained:

1). Instrument Validity and Reliability Trial

Test the Validity of Variable

Testing the validity of the instrument variable

Variable X1 Validity Test Results

NO	r count	r table	status
1	0.793	0.334	VALID
2	0.656	0.334	VALID
3	0.805	0.334	VALID
4	0.945	0.334	VALID
5	0.810	0.334	VALID
6	0.937	0.334	VALID
7	0.697	0.334	VALID
8	0.847	0.334	VALID
9	0.785	0.334	VALID
10	0.672	0.334	VALID
11	0.651	0.334	VALID
12	0.875	0.334	VALID

Variable Y Validity Test

Testing the validity of the variable Y instrument was carried out on 10 respondents who were used as a trial on the 12 questionnaire questions, the results of the 12 questions, 12 questions were valid and there were no dropped questions.

Variable Y Validity Test Results

NO	r count	r table	status
1	0.875	0.334	VALID
2	0.853	0.334	VALID
3	0.800	0.334	VALID
4	0.838	0.334	VALID
5	0.895	0.334	VALID
6	0.952	0.334	VALID
7	0.912	0.334	VALID
8	0.886	0.334	VALID
9	0.860	0.334	VALID
10	0.910	0.334	VALID
11	0.891	0.334	VALID
12	0.822	0.334	VALID

Based on the tests in the table above, it shows that the results of testing the validity of indicators for all independent variables and dependent variables have a calculated value of r for all variable indicators > r table and are in accordance with the provisions that have been determined, so this means that all statement items of the variables are good. The independent variables and dependent variables are all valid and can be used in research.

Instrument Reliability Testing

Variable X Reliability Test

Results of reliability testing for variables obtained α = 0.943 which is greater than 0.600. This shows that the data for variable X is reliable, meaning that the questions are reliable or consistent if tested many times.

SPSS Calculation Results Output

Reliability Statistics	
Cronbach's Alpha	N of Items
0.943	12

Variable Y Reliability Test

Results of reliability testing for variable Y obtained α = 0.971 which is greater than 0.600. This shows that the data for variable Y is reliable, meaning that the questions are reliable or consistent if tested many times.

SPSS Calculation Results Output

Reliability Statistics	
Cronbach's Alpha	N of Items
0.971	12

From the results of the reliability test in the table above, it is known that the variables Ishlah Method, Work Environment and Al-Quran Reading Ability are all reliable, because each variable has a Cronbach's alpha value of >0.600. Thus, these

variables can be analyzed further.

2). Data Description

Data About the Ishlah Method (X)

Based on the results of data obtained from the field for 32 data, the highest value was 60 and the lowest value was 32 with a range of 28 and a standard deviation of 6.96 and a variance of 48.43. Mean 49.78; median 48.5 and mode 48. The distribution of Ishlah Method scores can be seen in the following table:

Table
Ishlah Method Frequency Distribution

NO	INTERVAL			f	f Rel	f Kum
1	32	-	36	2	6%	6%
2	37	-	41	1	3%	9%
3	42	-	46	2	6%	16%
4	47	-	51	16	50%	66%
5	52	-	56	5	16%	81%
6	57	-	61	6	19%	100 %
AMOUNT				**32**	**100 %**	

Output SPSS calculation results
Data Description

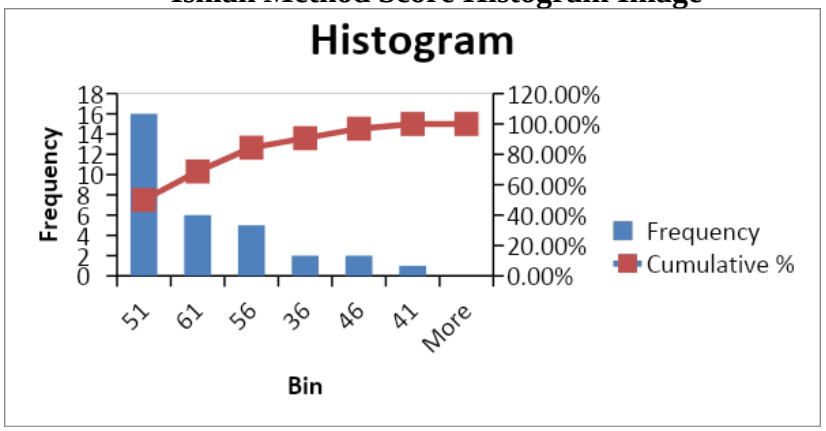
Statistics		
		ISHLAH METHOD
N	Valid	32
	Missing	0
Mean		49.78
Median		48.50
Mode		48
Std. Deviation		6.959
Variance		48.434
Range		28
Minimum		32
Maximum		60
Sum		1593

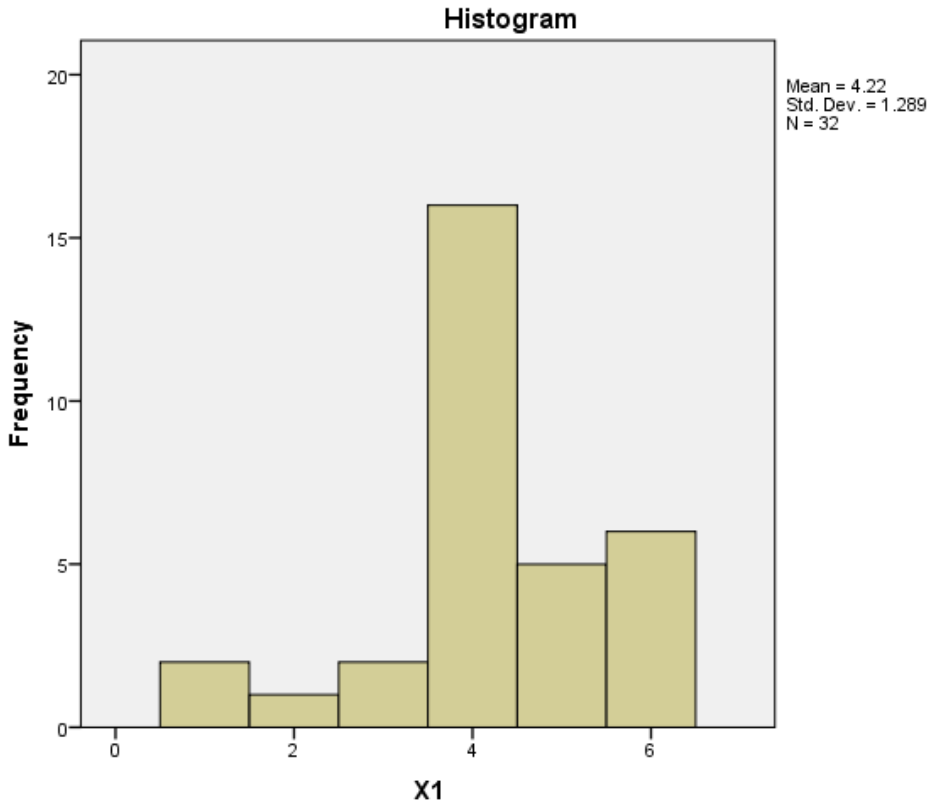
	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	1	2	6.3	6.3	6.3
	2	1	3.1	3.1	9.4
	3	2	6.3	6.3	15.6
	4	16	50.0	50.0	65.6
	5	5	15.6	15.6	81.3
	6	6	18.8	18.8	100.0
	Total	32	100.0	100.0	

After the data is presented in the form of a frequency distribution table, the data is then visualized in the form of a histogram as in the following image:

Ishlah Method Score Histogram Image





Data about the ability to read the Koran

Based on the results of data analysis obtained from Al-Quran Reading Ability

data for 32 data, the highest value was 60 and the lowest was 34 with a range of 26 and a standard deviation of 8.03 and a variance of 64.54. Mean 49.09; median 48 and mode 48. The distribution of Al-Quran Reading Ability scores is presented in the following table:

Table
Frequency Distribution of Ability to Read the Koran

NO	INTERVAL			f	f Rel	f Kum
1	34	-	38	5	16%	16%
2	39	-	43	3	9%	25%
3	44	-	48	10	31%	56%
4	49	-	53	3	9%	66%
5	54	-	58	5	16%	81%
6	59	-	63	6	19%	100 %
AMOUNT				**32**	**100 %**	

Output SPSS calculation results

Statistics		
		ABILITY TO READ THE QURAN
N	Valid	32
	Missing	0
Mean		49.09
Median		48.00
Mode		48
Std. Deviation		8.034
Variance		64.539
Range		26
Minimum		34
Maximum		60
Sum		1571

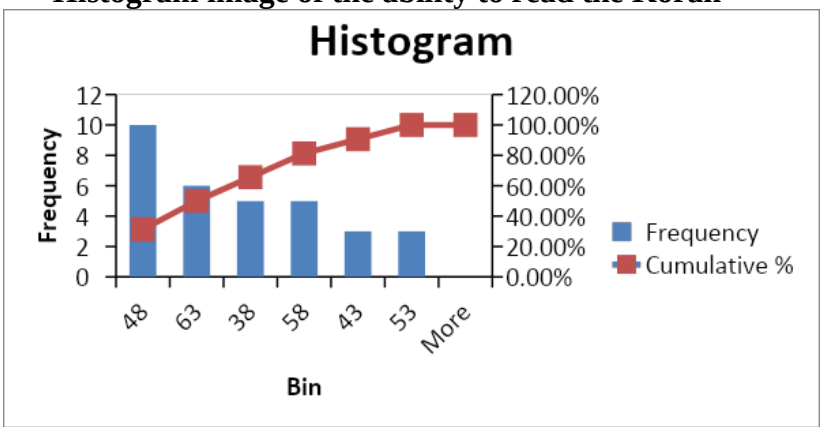
Table
Frequency Distribution of Ability to Read the Koran

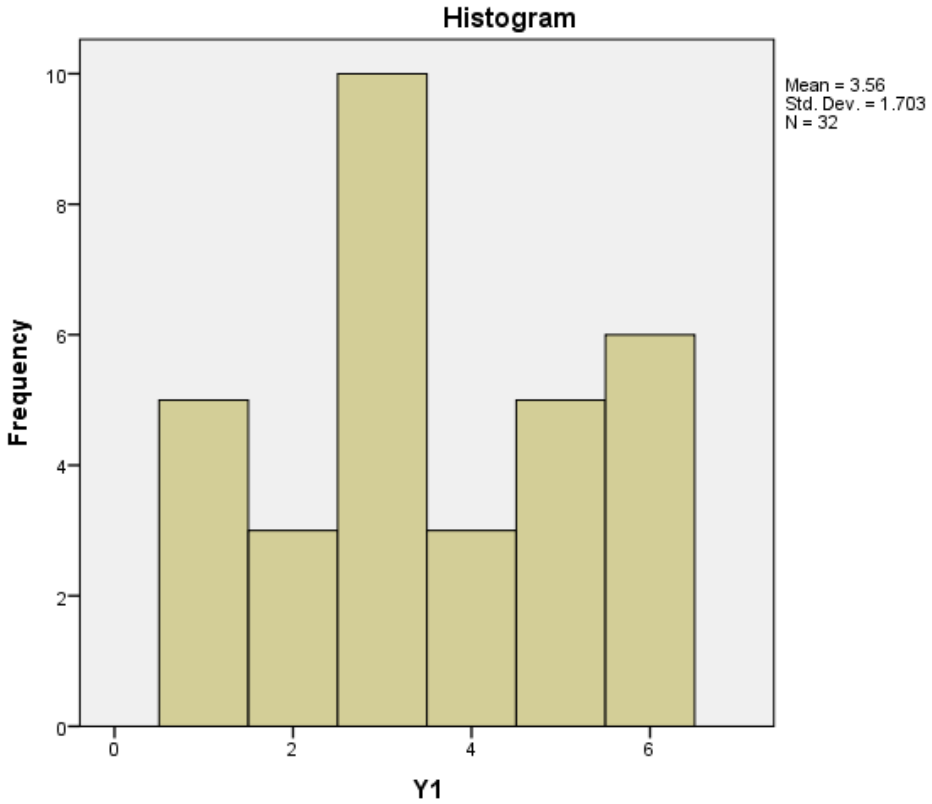
Y1					
		Frequency	Percent	Valid Percent	Cumulative Percent
Vali	1	5	15.6	15.6	15.6
	2	3	9.4	9.4	25.0

d	3	10	31.3	31.3	56.3
	4	3	9.4	9.4	65.6
	5	5	15.6	15.6	81.3
	6	6	18.8	18.8	100.0
	Total	32	100.0	100.0	

After the data is presented in the form of a frequency distribution table, the data is then visualized in the form of a histogram as in the following image:

Histogram image of the ability to read the Koran





3). Data Analysis/Classical Assumptions Prerequisite Test

Variable X Normality Test

Results of normality testing for variables X got L_{count} = 0.11 greater than L_{table} = 0.16. This shows that the score data is from variable X1 sourced from a normally distributed population, meaning that the analysis requirements for this variable are

met.

Variable Y Normality Test

The results of the normality test for variable Y were obtained L_{count} = 0.10 greater than L_{table} = 0.16 This shows that the score data from variable Y sourced from a normally distributed population, meaning that the analysis requirements for this variable are met.

For greater clarity, the results of the lilifors normality test for each research variable are summarized in the table.

Table 4.12
Lilifors Normality Test Results

Variable	L_{count}	L_{table}	Test results
X	0,11	0,16	Normal
AND	0,10	0,16	Normal

Information:

X = Ishlah Method

Y = Ability to Read the Koran

Output SPSS Calculation Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		32
Normal Parameters[a,b]	Mean	0E-7
	Std. Deviation	5.77592523
Most Extreme Differences	Absolute	.167
	Positive	.101
	Negative	-.167
Kolmogorov-Smirnov Z		.947
Asymp. Sig. (2-tailed)		.332
a. Test distribution is Normal.		
b. Calculated from data.		

Based on the normality test with the Kolmogorov-Smirnov Test, the KSZ value was 0.947 and Asymp.Sig. of 0.332 is greater than 0.05, so it can be concluded that the data comes from a normal distribution.

Homogeneity Test

Regression and correlation analysis require the assumption of homogeneity of sample variance to be met. Sample variance homogeneity is a collection of dependent variable scores for each independent variable score that has the same homogeneous variance. The homogeneity of the variance test is carried out on the dependent variable scores (Y) which have been grouped based on the similarity of the independent variable scores (X). The homogeneity assumption is met if the variation of Y scores for each score of X is homogeneous. Testing for homogeneity of variance is carried out by Test *Fisher (*Uji F*).* Test criteria are determined based on the results of calculating the F statistical value$_{count}$ namely as follows:

If $F_{count} < F_{table,}$ meaning that the homogeneity requirement is met
If $F_{count} > F_{table,}$ meaning that the homogeneity requirement is not met

A summary of the homogeneity test calculation results is presented in table 4.13

Table
Results of Homogeneity of Variance Testing

NO	**X**	**AND**	F count	**1.33**
And d^2	48.43	64.54	F table	**1.75**
n	32	32	Results	**HOMOGENEOUS**
Variance	**F_{count}**	**F_{table} α = 0.05**	**Information**	
And you tie X	1,33	1,75	Homogeneous	

Based on the calculation results as presented in table 4.5, it can be explained as follows:

Results of statistical calculations in the score variance homogeneity test *Ability to Read the Koran* (Y) on the Ishlah Method (X) obtained F_{count} (1,33) < F_{table} (1.45) at α = 0.05 which shows that the variance of Y over X is homogeneous.

SPSS Calculation Results Output

ANOVA					
ABILITY TO READ THE QURAN					
	Sum of Squares	df	Mean Square	F	Say.
Between Groups	1563.560	14	111.683	4.343	.003
Within Groups	437.159	17	25.715		
Total	2000.719	31			

From the output data above, it can be seen that the F value for *Ability to Read the Koran* (Y) based on the Ishlah Method (X) = 4.343 is greater than 0.05. So, it can be concluded that the Al-Quran Reading Ability data based on the Ishlah Method has the same variance (homogeneous).

Based on the results of the variance homogeneity test above, it is known that the research data meets the requirements for analysis using statistical Correlation

Test techniques *Product Moment Pearson* and Simple Linear Regression.

4). Hypothesis Testing

After the data is normally distributed, hypothesis testing is then carried out. Test the hypothesis using simple regression analysis. The following explains the output results of hypothesis testing data processing.

Correlation Test (r) and Determination Coefficient (R)

The relationship between the Ishlah Method and the ability to read the Koran is explained by testing the research hypothesis which is stated statistically as follows:

To : r = 0

There is no relationship between the Ishlah Method and the ability to read the Koran.

H_a : r > 0

There is a relationship between the Ishlah Method and the ability to read the Koran.

The strength of the relationship between the Ishlah Method and the ability to read the Koran is explained by the correlation coefficient calculated using correlation techniques *Product Moment Pearson*. The results of calculating the correlation coefficient, coefficient of determination and significance test using the t-test are presented in table 4.6. as follows:

Table
Calculation results of the correlation coefficient between the Ishlah method (X) and the ability to read the Koran (Y)

N	Coefficient		t_{count}	t_{table} α = 0.05
	R	$R=r^2$		
32	0,695	0,483	5,295*	1,671

*Significant correlation coefficient, $t_{count}(5,295) > t_{table}(1.671)$ at $\alpha=0.05$

Based on the calculation results shown in table 4.15, the correlation coefficient is r = 0.695 and the determination coefficient is $R = r.^2 = 0.483$. Testing the significance of the correlation obtained t_{count} (5,295) > t_{table} (1.671) at $\alpha = 0.05$, indicating that the correlation coefficient is significant. Thus, the research hypothesis which states that there is a relationship between the Ishlah Method and the ability to read the Koran can be accepted. This means that the better the company's Ishlah method, the higher the ability to read the Koran will be. Meanwhile, the coefficient of determination of 0.483 shows that 48.3% of the variation in Al-Quran Reading Ability can be explained by variations in the Ishlah Method, the remaining 51.7% is determined by other factors outside the Ishlah Method.

SPSS Calculation Results Output

Correlations			
		ISHLAH METHOD	ABILITY TO READ THE QURAN
ISHLAH METHOD	Pearson Correlation	1	0.695**
	Sig. (2-tailed)		.000
	N	32	32

ABILITY TO READ THE QURAN	Pearson Correlation	0.695**	1
	Sig. (2-tailed)	.000	
	N	32	32
**. Correlation is significant at the 0.01 level (2-tailed).			

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.695[a]	0.483	.466	5.871
a. Predictors: (Constant), ISHLAH METHOD				

Linear Regression Test

In the next stage, test the research hypothesis, namely empirically testing the influence between the Ishlah Method (X) and the Ability to Read the Al-Quran (Y) which is tested using the Simple Linear Regression Test technique.

The influence of the Ishlah Method on the ability to read the Koran is explained by testing the research hypothesis which is stated statistically as follows:

To : $\rho = 0$

There is no influence between the Ishlah Method on the ability to read the Koran.

$H_a : p > 0$

There is a positive influence between the Ishlah Method on the ability to read the Koran.

The strength of the influence of the Ishlah Method on the ability to read the Koran is explained by the simple regression coefficient calculated using the Simple Linear Regression technique. Simple Linear Regression test calculation results with the following steps:

The first step in hypothesis testing is to construct a simple regression equation model. Based on the results of calculations to develop a regression equation model between the Ishlah Method (X) and the ability to read the Koran (Y), the constant $\alpha = 9.153$ and the regression coefficient $\beta 1 = 0.802$ and the regression coefficient $\beta 2 = 0.905$ are obtained. Thus, the influence between the independent variable X and the dependent variable Y can be expressed in a simple linear regression equation model as follows: $\acute{Y} = 9.153 + 0.802X$

SPSS Calculation Results Output

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Say.
1	Regression	966.518	1	966.518	28.037	.000[b]
	Residual	1034.201	30	34.473		
	Total	2000.719	31			
a. Dependent Variable: ABILITY TO READ THE QURAN						
b. Predictors: (Constant), ISHLAH METHOD						

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Say.
		B	Std. Error	Beta		
1	(Constant)	9.153	7.614		1.202	.239
	ISHLAH METHOD	0.802	.152	.695	5.295	.000
a. Dependent Variable: ABILITY TO READ THE QURAN						

T Test & F Test Results

T Test Results

The test is used to determine the magnitude of the influence of each independent variable individually. Regression testing uses one-way testing (*one tailed test*) using the constant α = 5% as the error rate with a confidence level of 95%. Partial test results can be seen in table 4.18.

Table 4.18
Uji T

N	Coefficient		t_{count}	t_{table}
	R	$R=r^2$		α = 0.05
32	0,695	0,483	5,295*	1,671

Test criteria and conclusions are suggested in Sugiyono (2016), where H_0 means it does not have a positive and significant influence, while H_a means having a positive and significant influence:

- When $t_{count} \geq t_{table}$, eye H_0 rejected and H_a accepted.
- When $t_{count} < t_{table}$, eye H_0 accepted and H_a rejected.

Testing of Ishlah Method variables

Based on the results of data processing, the t value is obtained$_{count < t_{table}}$ (5.295<1.671) so it can be concluded that H_0 accepted and H_a rejected. This means that the Ishlah method has a negative and significant effect on the ability to read the Koran.

F Test Results

According to Sugiyono (2016), the F test is used to test coefficients together so that the values of the regression coefficients can be known together. The test criteria and conclusions are based on the following criteria:

- When $F_{count} \geq F_{table}$, eye H_0 rejected and H_a accepted.
- When $F_{count} < F_{table}$, eye H_0 accepted and H_a rejected.

Table
Uji F

SUMBER VARIANS	dk	JK	RJK	UJI F		
				F count	F table	
					0.05	0.01
Total	32	79127.00	-			
Coefficient a	1	77126.28	77126.28			
Returns (b/y)	1	966.52	966.52	28.04	4.17	7.56
Remainder	30	1034.20	34.47			

Tuna Suitable	13	597.04	49.10	1.79	2.35	
Error	17	437.16	32.30			

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Say.
1	Regression	966.518	1	966.518	28.037	.000[b]
	Residual	1034.201	30	34.473		
	Total	2000.719	31			
a. Dependent Variable: ABILITY TO READ THE QURAN						
b. Predictors: (Constant), ISHLAH METHOD						

Based on the results of data processing, the significance of the F value was obtained$_{count} \geq F_{table}$ (28,54 $\geq$ 7.56) So it can be concluded that H_0 rejected and H_a accepted. This means that the Ishlah Method has a positive and significant effect on the ability to read the Koran. Based on the results of data processing, the linearity results of the F value were obtained$_{count} \leq F_{table}$ (1,79 $\leq$ 2.35) So it can be concluded that H_0 rejected and H_a accepted. This means that the Ishlah Method has a positive and linear effect on the ability to read the Koran

b. **Analysis of Qualitative Research Results**

Based on the results of qualitative research using in-depth interviews, documentation and participatory observation, the following research findings were obtained:

Advantages of the Ishlah Method

1. Easy to learn by teenagers, adults and the elderly with attractive coloring and simple letter presentation
2. Can read the Al-Quran quickly for adults or the elderly for at least 2 months. Students can read the Al-Quran combined with other methods other than the ishlah method.
3. There is no stratification or class grouping like other methods, so students who learn to read the Koran are not embarrassed to learn
4. The Ishlah method includes short letters so that students can immediately practice reading these short letters
5. Can stimulate the synergy of the right brain and left brain so that learning the Koran is more fun and doesn't get bored easily
6. Another advantage of the ishlah method is reflected in the acronym which explains the special characteristics of the ishlah method which is explained in the following picture:

Disadvantages of the Ishlah Method

1. Students' comprehension abilities vary, so some are still comfortable learning to read the Koran using other methods
2. The Ishlah output method, which students only memorize at a glance, does not have strong retention capabilities for students
3. It is very difficult for students who are learning from scratch, so those who are just learning from zero have to use other methods first
4. The writing display is too small for elderly students so it requires maximum eye function when reading the letters
5. The sign for the breadfruit is round so the students are confused about interpreting the sign

4. CONCLUSION

Conclusion

Based on the explanation discussed in the previous chapter, conclusions can be drawn from this research, namely as follows:

1. There is a significant influence between the application of the Ishlah Method on the ability to read the Koran. This is based on statistical calculations, a correlation coefficient of r = 0.695 and a coefficient of determination of R = $r.^2$ = 0.483. Testing the significance of the correlation obtained t_{count} (5,295) > t_{table} (1.671) at α = 0.05, indicating that the correlation coefficient is significant. Thus, the research hypothesis which states that there is a relationship between the Ishlah Method and the ability to read the Koran can be accepted. This means that the more the Ishlah Method is applied, the higher the ability to read the Koran will be. Meanwhile, the coefficient of determination of 0.483 shows that 48.3% of the variation in Al-Quran Reading Ability can be explained

by variations in the Ishlah Method, the remaining 51.7% is determined by other factors outside the Ishlah Method.

2. The strength of the influence of the Ishlah Method on the ability to read the Koran is explained by the simple regression coefficient calculated using the Simple Linear Regression technique. Based on the calculation results, the constant $\alpha = 9.153$ and the regression coefficient $\beta = 0.802$ are obtained. Thus, the influence between the independent variable X and the dependent variable Y can be expressed in a simple linear regression equation model as follows: $\acute{Y} = 9.153 + 0.802X$. This means that when the application of the Ishlah method increases by 1 unit, it has an impact on increasing the ability to read the Koran by a slope of 0.802.
3. The results of the significance test use 2 test models, the first is the T count of significance on the Pearson product moment and the second is the F test on simple linear regression. In the calculated T significance test, the results of data processing obtained the t $value_{count} < t_{table}$ (5.295<1.671) so it can be concluded that H_0 accepted and H_a rejected. This means that the Ishlah method has a negative and significant effect on the ability to read the Koran. Meanwhile, the results of data processing for the F test significance test showed that the results of data processing influenced the two variables' significance values due to $F_{count} \geq F_{table}$ (28,54 $\geq$ 7.56) So it can be concluded that H_0 rejected and H_a accepted. This means that the Ishlah Method has a positive and significant effect on the ability to read the Koran. Based on the results of data processing, the linearity results of the F value were $obtained_{count} \leq F_{table}$ (1,79 $\leq$ 2.35) So it can be concluded that H_0 rejected and H_a accepted. This means that the Ishlah Method has a positive and linear effect on the ability to read the Koran.
4. The ishlah method has advantages compared to other methods, including the following: firstly, it is easy to learn by teenagers, adults and the elderly with attractive coloring and simple presentation of letters, secondly, it can read the Al-Quran quickly at adult or elderly size for at least 2 months. students can read the Al-Quran which is combined with other methods outside the ishlah method, thirdly there is no stratification or class grouping like other methods so that students who learn to read the Al-Quran are not embarrassed to learn, fourthly the Ishlah method includes short letters so that the students can directly Practice reading these short letters, fifthly, can stimulate the synergy of the right and left brain so that learning the Koran is more fun and doesn't get bored easily.

Suggestion

Based on the shortcomings of the ishlah method, recommendations for research results can be submitted as follows:

1. It is necessary to separate students who study the Koran using the ishlah method based on certain age levels (teenagers, adults and the elderly)
2. It is necessary to master the method for mu'allim who teach reading the Koran using the ishlah method. They need to deepen their practice of teaching reading the Koran through the ToT program so that they do not experience problems in using the ishla method.
3. Mu'allim needs to vary and insert other methods in teaching reading using the ishlah method to make it easier to achieve the target of reading the Al-Quran.
4. The letter size of the writing display needs to be enlarged to make it easier for elderly students to read the letters
5. It is necessary to equalize reading marks with other methods so that it is not unfamiliar to santri who have learned to read the Quran with other methods

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