

Application of the Talaqqi Method in Improving the Ability to Read the Qur'an for Grade 5c Students of Rahmatullah Toli-Toli Integral Elementary School

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ABSTRACT

This study aims to describe the implementation of the Talaqqi method in improving the Qur'an reading ability of female students in Class 5C at SD Integral Rahmatullah Toli-Toli and to identify the supporting and inhibiting factors in its implementation. This research employed a descriptive qualitative approach. The research subjects consisted of female students in Class 5C and the Qur'an/Tahsin teacher. Data were collected through observation, interviews, and documentation, while data validity was ensured through source and technique triangulation. Data were analyzed through data condensation, data display, and conclusion drawing. The results showed that the Talaqqi method was implemented through direct interaction between teacher and students. The teacher first modeled Qur'an recitation correctly, after which students listened, imitated, and practiced reading individually. The teacher provided direct correction and repeated guidance until the students' pronunciation and recitation became more accurate. The implementation of Talaqqi showed positive development in students' Qur'an reading ability, particularly in the pronunciation of makharijul huruf, application of Tajweed rules such as mad, idgham, and ikhfa, reading fluency, and students' confidence in reciting the Qur'an. Supporting factors included teacher consistency and competence, the use of Tahsin achievement records, students' active participation, and muraja'ah outside the classroom. Meanwhile, the main inhibiting factors were limited time for individual guidance and differences in students' initial reading abilities. Therefore, the Talaqqi method can be considered a relevant approach for Qur'an reading instruction at the elementary school level when implemented consistently with individual correction, repetition, and continuous monitoring.

Keywords: Talaqqi Method; Qur'an Reading Ability; Tahsin; Elementary School

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INTRODUCTION

The Qur'an is the holy book of Muslims that is the main source of teachings and guidelines in the life of a Muslim. The ability to read the Qur'an properly and correctly is one of the basic skills that need to be instilled from an early age. This ability is not only related to the ability to recognize hijaiyah letters, but also includes accuracy in reciting letters according to makhraj, applying the laws of tajweed, maintaining long readings, and reading fluently and fluently. In the context of basic education, learning the Qur'an needs to be carried out through methods that provide hands-on practical experience so that students not only understand the theory, but also be able to apply it in reading. Ningtiyas and Amirudin (2024) show that learning the Qur'an at the elementary school level requires the right method because the characteristics of students' reading ability are still diverse, and the results of their research show that the Talaqqi method is seen as able to help improve the reading ability of the Qur'an of elementary school students.

Good reading ability of the Qur'an requires a learning process that allows students to obtain correct reading examples and obtain corrections when making mistakes. This is important because errors in reading the Qur'an can occur in the pronunciation of letters, the meaning of letters, the application of tajweed, and the fluency of reading. Yuhana, Annaoval, and Anwar (2024) explained that the Talaqqi method is carried out through a direct meeting between teachers and students, when the teacher gives an example of the correct reading of the Qur'an and then students follow the reading. Through this direct interaction, teachers can pay attention to students' readings and find out the parts that are still experiencing errors so that corrections can be given immediately.

One of the relevant methods to overcome this problem is the Talaqqi method. The Talaqqi method places the teacher as a model or example of reading, while students listen, imitate, practice, and improve their reading based on the teacher's guidance. This process can be done repeatedly until students are able to produce more accurate reading. Suharto, Budianto, and Basuki (2024) explained that the application of Talaqqi in learning the Qur'an is carried out by listening to and imitating the teacher's readings so that students get examples of correct pronunciation and intonation. The research also shows that the application of the Talaqqi method can help improve students' abilities, especially in the legal aspects of tajweed and makhrajul letters.

The Talaqqi method has advantages because the learning process allows for direct feedback between teachers and students. When students read verses or recitations of the Qur'an, teachers can immediately identify mistakes and provide examples of correct readings to be imitated again. Learning patterns like this make the learning process more directed because mistakes are not allowed to repeat without correction. Yuhana et al. (2024) emphasized that direct interaction in Talaqqi allows teachers to know students' reading mistakes directly, while Suharto et al. (2024) show the importance of teacher evaluation and feedback in monitoring the development of students' reading or memorization skills.

Empirically, the application of the Talaqqi method has shown positive results in learning the Qur'an in elementary schools. Ningtiyas and Amirudin (2024), in a study of grade V students of SD Muhammadiyah 1 GKB Gresik, found that most of the respondents gave positive responses to the application of the Talaqqi method; as many as 70% of students agreed and 30% said they strongly agreed that the method can improve the ability to read the Qur'an. These findings show that Talaqqi is not only relevant in terms of the learning process, but can also be accepted by students as a method in learning to read the Qur'an.

The research of Nuryanto, Arifin, and Addairabi (2025) provides stronger empirical evidence regarding the influence of the Talaqqi method on the ability to read the Qur'an of

elementary school students. The study used a *pretest-posttest control group experimental design* on grade IV students of SDIT Nuur Alaa Nuur and found that there was a difference in the ability to read the Qur'an after the application of the Talaqqi method. The results of the hypothesis test showed a significance value of $0.000 < 0.05$ with a *calculated t* value of $15.162 > t$ of the table of 2.262, so that the Talaqqi method was stated to have a significant influence on students' ability to read the Qur'an.

The findings regarding the effectiveness of Talaqqi are also supported by classroom action research conducted by Eliati and Maharaja (2024). The study applied the Talaqqi method to improve the Qur'an reading skills of elementary school students through two learning cycles. Data were collected through observations, interviews, and Qur'an reading tests. The results of the study showed that the application of the Talaqqi method can improve students' Qur'an reading skills so that the method is considered to be able to be used as one of the approaches in learning to read the Qur'an at the elementary school level.

The research of Wulandari and Gularso (2025) also shows the relevance of the Talaqqi method in learning the Qur'an at the elementary school level. The study examines the application of the Talaqqi and Tasmi' methods in tahfiz extracurricular activities at SD Muhammadiyah Brosot Yogyakarta. The results of the study show that the application of these two methods is part of learning practices that support the ability to read the Qur'an through the process of guidance, teaching, and reading habits. The findings strengthen that methods that emphasize direct interaction between teachers and students have relevance in learning the Qur'an in elementary schools.

Although research on the Talaqqi method has been carried out quite a lot, research that specifically examines the application of the Talaqqi method in grade 5C students of SD Integral Rahmatullah Toli-Toli is still important. Previous research has different subject characteristics, locations, learning objectives, and research designs. Ningtiyas and Amirudin (2024) focused on grade V students in other elementary schools, while Nuryanto et al. (2025) focused on grade IV students with experimental designs. Meanwhile, Wulandari and Gularso (2025) examined Talaqqi in the context of tahfiz extracurricular activities. These differences in context show that there is room for research to see how the Talaqqi method is applied to learning to read the Qur'an in the context of grade 5C of SD Integral Rahmatullah Toli-Toli, including changes in reading ability and factors that support and hinder the process of its implementation.

Based on initial observations in grade 5C students of SD Integral Rahmatullah Toli-Toli, there are still some students who have difficulties in reading the Qur'an, especially in distinguishing the makhraj of several letters that have similar sound characteristics, applying reading laws such as *mad*, *idgham*, and *ikhfa*, and maintaining fluency and fluency in reading. This condition shows the need for learning that provides opportunities for students to listen to examples of reading directly, imitate readings, practice them, and obtain corrections individually. These characteristics are in accordance with the principles of the Talaqqi method which emphasizes the provision of direct examples and correction of readings by teachers. Yuhana et al. (2024) explained that through the face-to-face process, teachers can find out students' reading errors and provide corrections directly.

Based on this description, this study aims to analyze the application of the Talaqqi method in improving the reading ability of the Qur'an of grade 5C students of SD Integral Rahmatullah Toli-Toli. In particular, this study aims to: (1) describe the application of the Talaqqi method in learning to read the Qur'an in grade 5C students; (2) analyze the improvement of students' Qur'an reading ability after the implementation of the Talaqqi method; and (3) identify supporting and inhibiting factors in the application of the Talaqqi

method. This research is expected to make a practical contribution for teachers in determining the appropriate learning method of reading the Qur'an and become an evaluation material for schools in improving the quality of Qur'an learning at the elementary school level.

METHOD

This study uses a qualitative approach with a descriptive type of research. The qualitative approach is used because the research is directed to understand and describe in depth the process of applying the Talaqqi method in learning to read the Qur'an as well as the development of Qur'an reading skills for students in grade 5C of SD Integral Rahmatullah Toli-Toli. Creswell and Poth (2018) explained that qualitative research is used to understand the meaning given by individuals or groups to a social or educational problem through the process of collecting and analyzing data systematically. Qualitative research also emphasizes data collection in a natural context, inductive data analysis, and presentation of findings based on the perspective of participants.

The research was carried out at SD Integral Rahmatullah Toli-Toli with the research subjects consisting of class 5C students and teachers teaching Al-Qur'an/Tahsin subjects. Grade 5C students became the main subjects because the research focused on the learning process and the development of Qur'anic reading skills after the application of the Talaqqi method, while the teaching teacher became the main informant who provided information about the implementation of learning, strategies for implementing Talaqqi, forms of reading errors of students, the process of providing corrections, and the development of Qur'anic reading skills. The selection of subjects was carried out purposively by considering the subject's direct involvement in the learning activities that were the focus of the research. Determination of focus and data sources in a targeted manner is an important part of qualitative research design because data is collected from sources that are considered to be able to provide in-depth information about the phenomenon being studied (Creswell & Poth, 2018).

Data Collection Techniques

Data collection in this study was carried out through observation, interviews, and documentation. The use of several of these techniques is intended to obtain a comprehensive picture of the application of the Talaqqi method and the development of students' Qur'an reading skills. Creswell and Poth (2018) place data collection as an important part of qualitative research that allows researchers to obtain information directly from the context and research participants.

First, observation. Observation is carried out directly during the learning process of the Qur'an/Tahsin to observe the application of the Talaqqi method in the classroom. The aspects observed include the way the teacher gives examples of reading the Qur'an, the student's activity when listening to the teacher's reading, the student's ability to imitate the reading, the process of repeated reading practice, and the form of correction given by the teacher to reading errors. Observation is also directed at the student's ability in the aspect of literacy, the application of tajweed law, the accuracy of the length and short reading, fluency, and fluency in reading the Qur'an. Observation data is recorded in observation sheets and field notes to describe the learning process as it takes place naturally.

Second, interviews. Interviews are conducted with teachers who teach the Qur'an/Tahsin to obtain more in-depth information about the application of the Talaqqi method. The interview includes the initial condition of the student's ability to read the Qur'an, the stages of implementing the Talaqqi method, the form of reading errors that are often found, the teacher's strategy in providing examples and corrections, the development of

students' reading skills, as well as the supporting and inhibiting factors that hinder the application of the Talaqqi method. Interviews are used as a source of data that complements the results of observations so that the researcher not only obtains data about what happens in learning, but also obtains explanations from the teacher about the process and reasons behind the implementation of the learning. Data collection through interviews is one of the important procedures in qualitative research to obtain experience, views, and explanations from research participants (Creswell & Poth, 2018).

Third, documentation. Documentation is used to complement the data from observations and interviews. The documents collected include tahsin cards or notes on students' reading assessments, records of the development of Qur'anic reading skills, photos of learning activities, and other documents related to the application of the Talaqqi method. Documentation is used as supporting evidence as well as comparative material for information obtained through observation and interviews. Thus, research data is obtained from various sources so that the picture of the application of the Talaqqi method can be analyzed more comprehensively.

Research Instruments

In qualitative research, the researcher is the main instrument that plays a role in determining the focus of the research, collecting data, interpreting, and drawing conclusions based on field data. Creswell and Poth (2018) place the researcher as an important part of the qualitative research process because the researcher is directly involved in the process of collecting, interpreting, and presenting data.

To assist in the data collection process, the researcher used several supporting instruments, namely observation guidelines, interview guidelines, and documentation sheets. Observation guidelines were used to record the process of implementing Talaqqi and students' ability to read the Qur'an. Interview guidelines were used as a reference in obtaining information from the teaching teacher, while documentation sheets were used to identify documents relevant to the research.

Data Analysis Techniques

Data analysis is carried out interactively by referring to the qualitative data analysis model from Miles, Huberman, and Saldaña (2014) which includes three main components, namely data condensation, data presentation, and conclusion drawing and verification. This model is one of the approaches widely used in qualitative data analysis to organize field data systematically.

Data condensation is carried out by selecting, focusing, simplifying, and grouping data obtained through observation, interviews, and documentation. Data that are not directly related to the focus of the research are set aside, while data related to the application of the Talaqqi method, the development of Qur'anic reading ability, and supporting and inhibiting factors are retained for further analysis.

The presentation of data is carried out by compiling data that has been condensed into the form of descriptive descriptions, tables, or matrices if necessary. The presentation is used to show the pattern of application of the Talaqqi method and the development of students' Qur'an reading skills. Data on changes in reading ability, for example in the aspects of literacy, tajwid, fluency, and fluency, are presented based on the results of observations, teacher interviews, and progress notes on tahsin cards.

Conclusion withdrawal and verification are carried out after all data have been analyzed. The researcher identifies patterns, tendencies, and relationships between findings to answer the research focus. Conclusions are not established based on just one data source, but are verified by comparing the results of observations, interviews, and documentation.

The process is in accordance with the analysis model of Miles, Huberman, and Saldaña (2014) which places the withdrawal and verification of conclusions as a continuous part of the research process.

Data Validity

Data validity is carried out through source triangulation and triangulation techniques. Triangulation is used to increase the credibility of data by comparing information obtained through different sources and data collection techniques. Sugiyono (2023) explained that triangulation can be done through examining data from various sources, using various data collection techniques, and under different time conditions. The methodological literature that refers to Sugiyono also distinguishes source triangulation as an examination of data from several sources and a triangulation technique as a data examination using different techniques on the same source.

Source triangulation in this study was carried out by comparing the information obtained from the teaching teacher with the results of observations of female students and documents on the development of Qur'anic reading skills. Meanwhile, technical triangulation was carried out by comparing data obtained through observation, interviews, and documentation. If information about the development of students' reading skills shows suitability for the three sources or techniques, then the data is considered to have a stronger level of credibility.

Thus, the research stages include determining the focus of the research, data collection through observation, interviews, and documentation, interactive data analysis through data condensation, data presentation, and drawing and verifying conclusions, then checking the validity of the data through triangulation. The series was used to obtain an in-depth picture of the application of the Talaqqi method, the development of the ability to read the Qur'an of grade 5C students, as well as the supporting and inhibiting factors for its application at SD Integral Rahmatullah Toli-Toli.

RESULTS AND DISCUSSION

Findings

Application of the Talaqqi Method in Class 5C

The results of the study showed that learning to read the Qur'an in grade 5C students of SD Integral Rahmatullah Toli-Toli applied the Talaqqi method routinely in Al-Qur'an/Tahsin learning activities. The application of this method is carried out through direct interaction between teachers and students, with teachers acting as examples of correct readings, while students listen, imitate, and practice the readings that have been exemplified. This pattern is in accordance with the characteristics of the Talaqqi method which emphasizes the direct learning process between teachers and students so that teachers can observe students' readings while providing corrections to errors found. Yuhana, Annaoval, and Anwar (2024) explained that in the Talaqqi method, teachers provide examples of reading the Qur'an directly, then students follow the readings so that reading errors can be identified and corrected directly.

The initial stage of learning is carried out with the teacher reciting verses or recitations of the Qur'an tartil by paying attention to the accuracy of the makharijul of the letters and the rules of tajweed. At this stage, students are directed to listen to the teacher's reading before imitating. After the teacher gives an example, the students imitate the reading together. The activity is then continued by reading individually or in turns so that the teacher can pay attention to the abilities of each student. The pattern of listening, imitating, and obtaining corrections directly is the main characteristic of Talaqqi and allows learning to take place in a more directed manner. Suharto, Budianto, and Basuki (2024) also found that

the application of Talaqqi is carried out through the process of listening to and imitating the teacher's reading and is strengthened by direct evaluation and feedback.

The application of Talaqqi in class 5C does not stop at imitating reading together, but continues with individual corrections. When students make mistakes in the pronunciation of letters, the application of tajweed laws, the length of the reading, or the fluency of reading, the teacher gives an example back to the part that has an error. The students are then asked to repeat the reading until they get a more accurate reading. This process shows that Talaqqi provides space for teachers to provide direct and specific feedback to each student. This finding is in line with Suharto et al. (2024) who emphasized the importance of periodic evaluation and direct feedback from teachers in helping to improve the quality of learning the Qur'an, especially in the aspects of tajweed and makhrajul letters.

In addition to the process of imitation, imitation, and correction, learning is also supported by the use of achievement cards or tahsin cards as a tool to monitor the development of each student's Qur'an reading ability. The card is used by teachers to record reading achievements and parts that still need improvement. The use of progress notes makes the learning process not only oriented to the completion of the material, but also to the development of each student's ability. Thus, teachers can know the parts of reading that have been mastered and the parts that still need repetition.

Muraja'ah activities or repetition of readings are also an important part of the application of the Talaqqi method in class 5C. Readings that have been learned previously are repeated so that the skills that have been acquired are maintained. Repetition allows students to strengthen the accuracy of pronunciation, the application of tajweed, and the fluency of reading. This is in line with the principles of learning the Qur'an which requires continuous practice. Research by Wulandari and Gularso (2025) also shows that learning the Qur'an through Talaqqi and Tasmi' involves a process of guidance, nurturing, and habituation that is carried out in a structured manner to support students' ability to read the Qur'an.

Based on these findings, the application of the Talaqqi method in class 5C can be understood as a learning process that is direct, repetitive, individual, and corrective. Teachers not only provide reading materials, but also become a reading model that must be listened to and imitated by students. Furthermore, students' abilities are checked through individual reading and corrected through direct correction. This pattern makes the learning process more responsive to the differences in reading ability of each student.

Development of Students' Qur'an Reading Ability

The results of observation and documentation of reading development showed that after the Talaqqi method was applied consistently, there was a development in the ability to read the Qur'an in grade 5C students. These developments were seen mainly in the aspects of the accuracy of the makharijul letters, the application of tajweed laws, the fluency of reading, and the courage to read individually in front of the teacher. The findings were obtained through observation of the learning process and records of the development of students' reading on tahsin cards.

In the aspect of letter makharijul, some students who previously still had difficulty distinguishing and pronouncing letters that have adjacent sound characteristics began to show better accuracy after receiving examples directly from the teacher. Teachers can re-demonstrate the position and way of pronouncing the letters, then ask students to imitate them. This process can be repeated until the pronunciation becomes more precise. These findings reinforce the results of Suharto et al.'s (2024) research which shows that Talaqqi

can help students in improving the accuracy of makhraj and the application of tajweed laws through the process of listening, imitating, and obtaining corrections directly.

In the aspect of applying tajweed law, developments can be seen from the ability of students to apply several reading laws that previously still often experienced errors, such as *mad*, *idgham*, and *ikhfa*. The teacher gives examples of reading directly and then directs students to imitate the passage. If an error occurs, the teacher immediately stops the reading and provides another example. This mechanism allows tajweed errors to be known during the reading process so that students do not continue to repeat the same mistakes. These findings are in line with the research of Yuhana et al. (2024) which shows that direct interaction in Talaqqi allows teachers to know the parts of students' readings that are still experiencing errors and provide direct improvements.

The next development can be seen in the aspect of fluent reading of the Qur'an. Students who previously read fluently began to show more fluent reading skills after regular practice and repetition. Repetition of readings in the Talaqqi method provides opportunities for students to strengthen their mastery of the readings that have been learned. This fluency is not only related to the speed of reading, but also the ability to maintain the accuracy of makhraj and tajweed when reading verses continuously.

In terms of confidence, the application of individual reading gradually provides opportunities for students to get used to reading the Qur'an in front of the teacher. Students not only listen and read together, but also get the opportunity to show their abilities individually. When teachers provide corrections directly by guiding and directing, students get the opportunity to correct mistakes without having to be afraid of making mistakes. This condition supports the creation of a more communicative learning atmosphere between teachers and students.

The findings of this study are in line with the research of Ningtiyas and Amirudin (2024) on grade V elementary school students who showed a positive response to the application of the Talaqqi method in improving Qur'an reading skills. The study found that 70% of respondents expressed agreement and 30% strongly agreed that the Talaqqi method can improve Qur'an reading skills. In addition, Eliati and Maharaja (2024) research used classroom action research and found that the application of the Talaqqi method can be used to improve Qur'an reading skills in elementary school students.

Thus, the development of the ability to read the Qur'an in grade 5C students can not only be seen from the ability to read verses more fluently, but also from the ability to correct errors in the literacy and tajweed through the process of direct guidance. This shows that the main strength of the Talaqqi method lies in the modeling of reading, direct practice, repetition, and individual correction. However, because this study uses a qualitative approach, the development is understood based on observations, interviews, and documentation, not on statistical testing.

Supporting and Inhibiting Factors of the Application of the Talaqqi Method

The results of the study show that there are several factors that support the application of the Talaqqi method in class 5C. The first factor is the consistency of the implementation of Qur'an/Tahsin learning. Regular implementation provides opportunities for students to obtain continuous practice and correction. This consistency is important because the ability to read the Qur'an requires continuous practice, especially in maintaining the accuracy of makhraj and tajweed.

The second factor is the teacher's competence in reading the Qur'an and providing reading corrections. In the Talaqqi method, the teacher not only plays the role of the material presenter, but also as a reading model that is directly imitated by the students. Therefore, the

teacher's ability to provide the right reading examples is an important part of the success of the method. Yuhana et al. (2024) emphasized that the advantage of Talaqqi lies in direct interaction so that teachers can pay attention to students' reading and find out the mistakes made.

The third factor is the use of tahsin cards or achievement cards. The card helps teachers monitor the development of each student's reading ability and record parts that still need improvement. This monitoring allows teachers to provide more targeted guidance, especially for students who have different initial abilities. Differences in initial abilities are indeed one of the things that need to be considered in learning the Qur'an because each student can have a different level of reading mastery.

The fourth factor is the support of the habit of reading the Qur'an outside the classroom, including repetition or muraja'ah at home. The learning obtained at school will be easier to maintain if students get the opportunity to repeat the reading independently or with their families. This habituation can strengthen the results of the exercises obtained during the Talaqqi process at school.

On the other hand, the study also found several factors that hinder the application of the Talaqqi method. The first factor is the limitation of learning time. The Talaqqi method requires direct interaction and individual correction, so the available time needs to be divided by the number of students in the class. The more students who need correction, the more time teachers need to provide individual guidance. This condition can cause not all students to get the same correction time in one meeting.

The second factor is the difference in students' initial abilities. There are students who are relatively quick to understand and correct reading errors, while other students need more intensive repetition and mentoring. This difference causes teachers to need to apply a flexible approach and pay more attention to students who are still experiencing difficulties. Research by Suharto et al. (2024) also shows that the implementation of Talaqqi requires periodic evaluation and feedback to monitor the development of students' abilities.

The limited time and differences in initial abilities show that the application of the Talaqqi method requires good learning management. Teachers need to determine the priority of reading that must be improved, group if necessary, use tahsin cards as a progress record, and provide opportunities for muraja'ah to students outside of learning time. With this strategy, the individual correction process can still be carried out without reducing the opportunity for other students to get reading practice.

Overall, the results of the study show that the application of the Talaqqi method in grade 5C of SD Integral Rahmatullah Toli-Toli takes place through the process of teachers giving examples of reading, students listening, students imitating, reading individually, obtaining corrections, and doing repetition. This pattern contributes to the development of students' Qur'an reading skills, especially in the aspects of literacy, tajweed, fluency, and courage to read. These findings reinforce previous research that shows that Talaqqi is relevant to be used in learning the Qur'an at the elementary school level. Ningtiyas and Amirudin (2024) found a positive response of grade V students to the Talaqqi method, while Suharto et al. (2024) showed that the method supports the improvement of abilities related to tajweed and makhraj through direct feedback from teachers.

CONCLUSION

This study shows that the application of the Talaqqi method in learning to read the Qur'an in grade 5C students of SD Integral Rahmatullah Toli-Toli is carried out through the process of giving reading examples by teachers, imitation by students, imitation of readings, individual readings, and providing direct corrections. The process is carried out repeatedly

and is supported by the use of tahsin cards or achievement cards as a medium to monitor the development of each student's reading ability. Muraja'ah activities are also carried out to maintain the reading skills that have been acquired. This pattern is in line with the characteristics of the Talaqqi method which places direct interaction between teachers and students as the main part of learning the Qur'an. Yuhana, Annaoval, and Anwar (2024) explained that Talaqqi allows teachers to provide examples of reading directly while identifying and correcting students' reading errors.

The application of the Talaqqi method also shows the development of students' Qur'an reading skills, especially in the aspects of the accuracy of the letters, the application of tajweed laws, reading fluency, and the courage to read individually. These developments can be seen from the results of observations, interviews with teachers, and documentation of reading progress through tahsin cards. The process of giving examples, imitation, repetition, and correction directly provides opportunities for students to gradually correct mistakes. These findings strengthen the research of Suharto, Budianto, and Basuki (2024) which shows that the Talaqqi method through the process of listening, imitating, evaluating, and giving direct feedback can support students' abilities in the aspects of tajweed and makharijul letters. These findings are also in line with Ningtiyas and Amirudin (2024) who found a positive response from elementary school students to the application of the Talaqqi method in improving the ability to read the Qur'an.

The success of the implementation of the Talaqqi method is supported by several factors, namely the consistency of the implementation of Tahsin learning, the competence of teachers in providing examples and correction of readings, the use of tahsin cards as an instrument for monitoring development, and the habituation of muraja'ah outside of learning. Meanwhile, the inhibiting factors found include limited learning time and differences in initial abilities between students. This condition causes teachers to need to provide more individualized attention and guidance to students who need more intensive assistance. The findings regarding time limitations and differences in students' abilities are also in line with research on the application of Talaqqi in basic education which shows that teacher competence and learning support are supporting factors, while time limitations and differences in students' ability levels are challenges in its implementation.

Thus, the Talaqqi method can be one of the relevant alternatives in learning to read the Qur'an in elementary school, especially when learning is carried out consistently, accompanied by individual corrections, recording of progress, and repetition activities. The application of this method not only helps students in improving the technical aspects of reading, but also creates a more interactive learning process between teachers and students. This study provides practical implications that teachers can use the Talaqqi method as a learning strategy to read the Qur'an by adjusting the intensity of guidance based on the ability of each student. Further research can develop this study by using quantitative data or classroom action research designs so that the development of Qur'an reading ability can be measured in a more structured way through indicators and learning outcomes at each learning stage.

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