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THE EFFECT OF USING THE TALQIN METHOD ON THE QUALITY OF STUDENTS' AL-QUR'AN RECITATION IN THE TAHFIDZ SUBJECT AT MUSTHAFAWIYAH PURBA BARU

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Abstract

This research aims to evaluate the effect of implementing a literacy program, especially the talqin method, on student learning achievement in the tahfidz Al-Qur'an subject at level VIII Musthafawiyah purba baru. The research method used is an experiment with a quantitative approach, using a pre-test and post-test design. The research sample consisted of 28 class VIII students selected by purposive sampling. Data was collected through pre-test and post-test, as well as observing student activities during the learning process. Data analysis was carried out using descriptive and inferential statistics. The research results showed that the implementation of the literacy program, especially the talqin method, increased significantly student learning achievement in understanding the Al-Qur'an, with the majority of students experiencing an increase in achievement after the program was implemented. The increase in learning achievement from using the literacy program in the low category was 50.00%, medium 50.00%, and high 0%, while after using the literacy program in the low category it was 0%, medium 14.29%, and high 85.71%. The conclusion of this research confirms that the implementation of the literacy program has had a positive impact in improving student learning achievement in the tahfidz Al-Qur'an subject at Musthafawiyah purba baru.

Keywords: Talqin Method, Reading Quality, Al-Qur’an

INTRODUCTION

Education is a vital component of human life and has a significant impact on human progress. Essentially, adherents of the Quran are the ones who will ensure the survival and prosperity of Islam (Pasaribu & Lestari, 2022).

During the teaching process, it is crucial to have several useful references, methods, and techniques to enhance learning outcomes. This ensures student understanding and active classroom interaction. A strong correlation between educators and students is crucial because both influence and contribute to learning outcomes. A teacher's ability to deliver learning materials effectively significantly impacts the learning process and outcomes. It is essential for an educator to have a

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deep understanding of the learning material and the ability to use appropriate learning techniques based on field conditions (Luthfi & Wiza, 2022).

Learning, meaning "testing intelligence or knowledge," has two Arabic terms: Ta'allama and Darasa, which are frequently found in Quranic verses. In Surah An-Nahl, verse 78, it is stated that Allah brought man out of his mother's womb knowing nothing. He then gave him hearing, sight, and a heart as means of knowledge so that he may be grateful. This verse teaches the importance of being grateful for Allah's blessings and emphasizes our obligation to obey Him through worship (Faizah, 2017).

The Quran is a book that is taught, not studied independently. According to (Keswara, 2017), memorizing the Quran is considered a highly valued activity by Allah SWT. The main difference between memorizing the Quran and memorizing a dictionary or other book is the importance of paying attention to tajweed and the ability to recite it fluently. Good reading skills and understanding tajweed are crucial for memorizing the Quran. Therefore, learning the Quran requires guidance from a teacher. The tradition of reciting the Quran was passed down from generation to generation, reaching teachers with a chain of transmission directly from the Prophet Muhammad (peace be upon him). The process of memorizing the Quran involves methods such as reading, listening, and other techniques.

Realistic predictions should be the goal when gathering information, and their accuracy should be monitored periodically. Understanding the meaning of the verses studied is an essential additional component of effective Quranic interpretation. The memorizer's goal is to grasp the meaning conveyed by Allah in each verse. Improving the quality of memorization will better facilitate this context and acceptance. (Masitah & Fitriani, 2024) Quality has various meanings related to suitability for purpose, using many aspects. According to the Indonesian Dictionary, quality can be defined as the degree of goodness or badness of something, and can also refer to the degree, level, or quality of something. In a more specific context, quality means having good quality. For example, in the context of memorizing the Quran, quality refers to results that align with the goal, namely achieving quality memorization of the entire Quran. According to Abu Nizhan (2008), indicators for assessing the quality of a person's Quran memorization can be seen from several factors, including: 1) application of tajweed, 2) understanding or fluency in reciting the Quran, and 3) fluency in memorizing the contents of the Quran (Afidah & Anggraini, 2020).

As a solution, the talqin method was introduced to facilitate more intensive direct interaction between teachers and students. In the talqin method, the teacher recites verses or surahs of the Quran correctly and fluently, while students imitate the reading carefully. When students make mistakes, the teacher provides direct and detailed corrections and explains the correct rules of tajweed. Furthermore, this method combines intensive memorization practice with direct recitation correction, thus hopefully improving students' proficiency in reciting the Quran according to correct tajweed.

The Talqin method is the primary method used by educators to teach students the Qur'an. This method serves as the initial approach in teaching Muslims about the Qur'an. Furthermore, the talqin method is prioritized before teaching them to read and write. History shows that the angel Gabriel was the first to implement the talqin method by dictating the Qur'an to the Prophet Muhammad (peace be upon him), who then recited it (memorization) to him. The Prophet Muhammad (peace be upon him) then implemented the talqin method by teaching the Qur'an to his

companions, who then passed on their recitations and memorizations to him. This process continues from generation to generation, with the Qur'an being taught by students under the guidance of teachers, a process known as talaqqi (receiving/receiving). The talqin method serves not only as a means of transmitting the text but also as a means of ensuring a deep understanding and accurate memorization of the Qur'an (Chasanah, 2017).

Talqin is a method that involves a teacher reciting a Quranic verse, followed by students imitating it. Literally, talqin comes from the words laqqana - yulaqqin - talqinan, which means reciting an example for easy following. This method emphasizes students imitating the teacher's recitation, and if there are any pronunciation errors, the teacher will correct them. Talqin combines the simultaneous improvement of memorization and memorization of the Quran, and can be applied to all ages and helps facilitate the memorization process. Imam Ibn Al-Jazauri emphasized the importance of direct interaction in teaching the Quran, particularly in the field of Qiraat. He explained that qiraat involves the ability to convey, study, and listen directly to Quranic sentences from a Quranic tajweed teacher. Qiraat requires direct verbal interaction to be understood and followed (Sultansyah, 2022).

According to (Luthfi & Wiza, 2022), the talqin method emphasizes the process of students imitating the teacher's pronunciation of each letter of the Quran, then the students imitate it. If students make mistakes in their pronunciation, the teacher will correct them. The talqin method also combines improving Quran recitation with the memorization process. It is hoped that by using this method, students can recite the Quran quickly and fluently according to the provisions of Tajweed. In the talqin method, the teacher guides students to pronounce the verses of the Quran correctly according to Tajweed, and this process is repeated. Therefore, this method is very suitable for students who are not yet proficient in reciting the Quran properly and correctly.

The quality of students' Quran recitation is influenced by the teaching methods employed by educators at Musthafawiyah Purba Baru. Therefore, teachers have specific strategies for improving students' Quran recitation. The strategy for improving Quran recitation at Musthafawiyah Purba Baru is through the use of the talqin method.

Musthafawiyah Purba Baru, as a formal institution, has integrated the Ministry of Religious Affairs curriculum with the Islamic boarding school curriculum. For Quran education, the institution uses the talqin method as part of the Islamic boarding school curriculum. Engaging learning methods will stimulate student motivation, while less engaging methods can lead to low learning outcomes and a lack of student interest in the lesson. To create engaging learning, teachers need to choose methods, techniques, and environments that align with the material being taught.

Students often face challenges in mastering Quran recitation, ranging from language barriers to other factors. This can be especially challenging for students who lack experience studying the Quran when they enter Musthafawiyah Purba Baru. The implementation of the talqin method in Quranic learning at Musthafawiyah Purba Baru emerged as a response to the challenge of improving students' recitation quality, after previous self-study methods proved less than satisfactory. Self-study methods are ineffective because they don't provide sufficient opportunities for students to receive direct correction for pronunciation errors or tajweed nuances they may have missed. This method often limits direct interaction between teachers and students, preventing students from effectively correcting their Quranic recitation.

Mustafawiyah Purba Baru is a school located on Jl. Sei Mencirim, Hamlet II, Sunggal District, Deli Serdang Regency, North Sumatra, with postal code 20351. At this school, memorization (tahfidz) lessons are held once a week, on Thursdays. Quranic recitation taught at the school covers surahs Ad-Duha through Al-'Adiyat. Therefore, the talqin method is used exclusively in teaching at Musthafawiyah Purba Baru.

So, to see the quality of students' reading of the Qur'an in the tahfidz subject, the researcher wants to directly examine "The Effect of Using the Talqin Method on the Quality of Students' Reading of the Qur'an in the Tahfidz Subject at SMP IT Maksum.

METHOD

This research is a quantitative study using an experimental approach. An experiment is a research method that aims to discover a causal relationship between independent and dependent variables. The independent variable in an experiment is controlled and manipulated to determine its effect on the dependent variable (Setyanto, 2013). This design involves several steps, including administering a pretest and posttest, implementing the talqin method as a treatment in the research class, and measuring the dependent variable through a posttest after the treatment has been administered.

The research will be conducted at Musthafawiyah Purba Baru in the even semester of the 2023-2024 academic year. This study will involve 28 eighth-grade students. Sampling will use a purposive sampling method. Purposive sampling is a sampling technique in which subjects are not selected randomly or based on region, but are selected based on specific objectives to be achieved. (Utami & Yanti, 2022) Therefore, this study used a sample of 28 eighth-grade students at Musthafawiyah Purba Baru, consisting of 13 boys and 15 girls.

The independent variable (X) in this study is the talqin method, while the independent variable (Y) is the quality of Quran recitation. This study used a learning outcome test consisting of ten multiple-choice questions and five essay questions as a measurement tool. In addition, the researcher also used an observation sheet to record the activities of eighth-grade students during the teaching and learning process.

The data source for this study was the pretest and posttest results from the collected data, which were then analyzed using descriptive and inferential statistical analysis methods as follows:

Descriptive Statistical Data Analysis

This analysis was conducted in several steps: determining statistical values, determining student averages, determining learning outcome categories, and distributing graduation rates. The learning outcome categories used in this study are presented in Table 1 below.

Table 1. Categories of Student Learning Outcomes

Value Interval	Category
0-54	Very Low
55-64	Low
65-74	Currently
75-84	Tall
84-100	Very high

The Musthafawiyah Purba Baru eighth-grade school has set a minimum passing grade for eighth-grade students, namely achieving a score of 75 out of a maximum of 100. Students who achieve a score of 75 or higher are considered successful in the learning process, while those who score below 75 are considered not to have achieved the passing grade.

1. Differential Statistical Data Analysis

This analysis aims to test the hypothesis using a t-test (pretest-posttest) to compare paired data means. This test is intended to assess the difference between conditions before and after a treatment, namely learning with a literacy program. The difference between pretest and posttest scores is evaluated through the following hypothesis testing:

Null hypothesis (Ho): There is no significant difference in learning outcomes before and after the implementation of the literacy program, represented by the equation $\mu 1 = \mu 2$.

Alternative hypothesis (Ha): There is a significant difference in learning outcomes before and after the implementation of the literacy program, described as $\mu 1 > \mu 2$.

RESULTS

Differences in memorization learning outcomes in eighth-grade students at Musthafawiyah Purba Baru can be observed through pretest and posttest scores. The pretest was conducted before the implementation of the talqin method to evaluate students' memorization abilities before the method was implemented. Meanwhile, the posttest was conducted after the implementation of the talqin method to assess the impact of the method on student learning outcomes.

The study showed an improvement in the average number of memorization subjects after the literacy program was implemented. Before the implementation of the Literacy Program at Musthafawiyah Purba Baru, the average learning score for seventh-grade students was 58.14.

Table 2. Percentage Results of Pretest Learning Outcome Categories

Interval	Learning Outcome Category	Pretest
0-59	Low	50%
60-79	Currently	50%
80-100	Tall	0%

However, after implementing the Literacy Program, the average score increased to 85.71%. This increase indicates improved student learning outcomes. Implementing the literacy program in memorization learning can also increase the percentage of student learning outcomes, as shown in Table 3 below:

Table 3. Percentage Results of Posttest Learning Outcome Categories

Interval	Learning Outcome Category	Postest
0-59	Low	0%
60-79	Currently	14,29%
80-100	Tall	85,71%

The table illustrates changes in student learning outcomes after the implementation of the tahfidz learning plan. Before the program was implemented, the majority of students were in the

low learning outcome category, with a balanced percentage of 50% in the 0-59 and 60-79 score ranges. However, after the literacy program was implemented, there was a significant increase in learning outcomes. The percentage of students in the low achievement category decreased drastically, with no students or 0%. Conversely, the percentage of students in the medium learning outcome category (60-79) decreased from 50% or 14 students to 14.29% or only 4 students. The most striking change was the change in the high learning outcome category (80-100), where previously there were no students in the quality of Quranic recitation, but after the literacy program, this increased to 85.71% or 24 students. This indicates that the implementation of the literacy program effectively encouraged an increase in student learning outcomes in understanding the Quran, with the majority of students able to achieve higher learning outcome categories after the program was implemented.

Table 4. Student Completion Results of Pretest

Score	Category	Pretest
$0 \leq x < 75$	Not Completed	100%
$76 \leq x \leq 100$	Complete	0%

According to (Astuti et al., 2012), the category of student learning outcomes in the context of this study includes achieving or exceeding the Minimum Completion Criteria (KKM) score limit in tahfidz learning. Literacy programs have been shown to increase the percentage of students who achieve or exceed this standard, which indicates its effectiveness in improving student learning completion. The observed categories of student learning outcomes are listed in Table 5 below:

Table 5. Posttest Student Completion Results

Score	Category	Postest
$0 \leq x < 75$	Not Completed	0%
$76 \leq x \leq 100$	Complete	100%

The table illustrates the changes in student learning outcomes based on pretest and posttest scores after the implementation of the literacy program in tahfidz learning. Previously, all students were classified as "Not Complete," with 100% of students scoring below or equal to 75 on the pretest. However, after the literacy program was implemented, there was a significant improvement where the percentage of students in the "Not Complete" category decreased drastically to 0% on the posttest, indicating that the majority of students successfully achieved or exceeded the Minimum Completion Criteria (KKM) score limit. Conversely, in the pretest, no students reached the "Complete" category (with scores between 76 and 100), but after the literacy program was implemented, the percentage of students in the "Complete" category increased significantly to 100% on the posttest. This incident demonstrated the effectiveness of implementing a literacy program on students' learning progress in the Tahfidz (memorization) subject, as well as improving their learning completion rate.

Based on the results of the use of the Talqin method with the literacy program on the quality of Quran recitation, it was observed that there were significant differences between students' pretest and posttest results, namely:

1. Tajweed: Many students experienced difficulty in correctly applying the rules of Tajweed. For example, in the phrase "لضَا لٰىَ ُ ّح" (which follows the Mad Thabi'i rule), the long two-harakat pronunciation was often omitted, resulting in incorrect pronunciation. Furthermore, in the phrase "للَا لٰىَ ّي" (which follows the Shamsiyyah rule of Idgham) (when "ل" meets the Shamsiyyah letter "ل"), students tended to mispronounce the correct combination. In the phrase "لام لد لع لّٰك", the rule of Idgham Bighunnah (when the letter "" meets "ن") is also often not applied correctly.
2. Letter Pronouncing: Pronunciation of letters with proper letter pronouncing is also a challenge. For example, the letter "ض" in the phrase "لضَا لٰىَ ُ ّح" is often pronounced from the wrong place on the edge of the tongue, the letter "ح" in the phrase "لضَا ْ" is not pronounced clearly from the middle of the throat, and the letter "ق" in the phrase "لل لٰ لاَ َ َ لى" is not pronounced from the very back of the tongue.

This is in accordance with research (Pasaribu & Brahmana, 2023) which shows that tutors can help students understand the content and context of the Quran, ensure students understand the verses correctly, and offer direct corrections for pronunciation and tajweed.

This can also be seen from the Paired Samples Test. The Paired Samples Test is a statistical method that compares the averages of two samples from the same community. The test results compare the "Before" and "After" samples. The results showed a significant difference between the averages of the two samples, with a t-value of -18.370 and a p-value of 0.000, lower than the 0.05 level of significance. This means that the null hypothesis (H0), which states there is no difference between learning outcomes before and after the implementation of the literacy program, is rejected. Conversely, the alternative hypothesis (H1), which states there is a difference between learning outcomes before and after the implementation of the literacy program, is accepted. Thus, it can be concluded that the literacy program has a significant impact on improving student learning outcomes.

External motivation or the work environment is explained by Raihaniah and Widya Masitah in their journal. Their research reveals the impact of external motivation on actual hair quality. Based on the data analysis, it can be concluded that, in general, external motivation (motivation from friends, family, mentors, and the sister community) is generally higher in terms of providing clear examples of the high quality of the Qur'an for the sisters (Widya Masitah & Raihaniah). From the observation results, it is clear that the implementation of the Literacy Program has an effect on the learning outcomes of the Qur'an. Before the literacy program was implemented, a number of 8 students were seen not fully focused on learning, doing other activities, or being less responsive during the learning process. However, after the implementation of the literacy program, the number of students who did other activities during the learning process decreased to 2 students. Students also appeared more active and confident in participating in learning, in accordance with research findings (Tedja, 2017) which showed that the literacy program can improve student learning concentration. Descriptive and inferential statistical analysis also supported the results of these observations, confirming that the Literacy Program had a significant impact on the learning outcomes of the Qur'an in grade VIII students at Musthafawiyah Purba Baru. However, this study has limitations because it only focuses on the influence of literacy programs on learning outcomes, while

other variables such as skills and attitudes also need to be studied for a more comprehensive understanding.

CONCLUSIONS

Based on the results of research on grade VIII students of Musthafawiyah Purba Baru, it was found that the implementation of the literacy program has resulted in a significant increase in learning outcomes in the subject of tahfidz. Before the program was implemented, the percentage of students in the low, medium, and high categories was 50%, 50%, and 0%, respectively. However, after the program was implemented, the percentage of students with low learning outcomes decreased to 0%, while the percentage of students with medium learning outcomes increased to 14.29%, and the percentage of students with high learning outcomes increased to 85.71%. This proves that students through the literacy program of the talqin method can improve the quality of reading the Qur'an with correct tajwid and makharijul huruf.

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