

The Effect of the Talaqqi Method on the Ability to Read the Qur'an with Tajweed Adolescents aged 10 – 15 years at TPQ Anwarul Falah, East Lampung Regency

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Abstract: The purpose of this study is to analyze the influence of the talaqqi method on the ability to read the Qur'an with tajweed in adolescents aged 10–15 years at TPQ Anwarul Falah, East Lampung Regency. This study uses a quantitative approach with a pre-experimental design of one group pretest-posttest. The research sample amounted to 15 adolescents who were selected by purposive sampling. Data collection was carried out through a test of the ability to read the Qur'an with tajweed before and after the application of the talaqqi method. Data were analyzed using validity, reliability, Shapiro-Wilk normality test, Paired Sample t-test, and effect size Cohen's d. The results showed that all instruments were valid and reliable with a pretest Cronbach's Alpha value of 0.934 and a posttest of 0.911. The results of the normality test showed normal distribution data ($p > 0.05$). The hypothesis test produced a significance value of 0.000 ($p < 0.05$), which shows a significant influence of the talaqqi method on the ability to read the Qur'an with tajweed. In addition, the effect size value of 2.14 is in the very large category. Thus, the talaqqi method has proven to be effective in improving the ability to read the Qur'an with tajweed in adolescents at TPQ Anwarul Falah, East Lampung Regency. Improving reading ability can be seen in the aspects of fluency, accuracy of tajweed, and reading fluency.

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INTRODUCTION

The Qur'an is a guideline for the life of Muslims that must be learned, understood, and practiced in daily life. One of the basic skills that every Muslim needs to have is the ability to read the Qur'an properly and correctly according to the rules of tajweed. The ability to read the Qur'an is not only related to reading fluently, but also includes the accuracy of makhraj, the application of tajweed law, tartil, and fluency in reciting the verses of the Qur'an. Therefore, learning to read the Qur'an needs to be given from an early age to adolescence so that students are able to read the Qur'an correctly according to the guidance of sharia (Muslim et al., 2022)

The Qur'an Education Park (TPQ) is a non-formal Islamic educational institution that plays an important role in improving the ability to read the Qur'an for children and adolescents. Through the various learning methods applied, TPQ is expected to be able to help students master the reading of the Qur'an properly and correctly. TPQ not only teaches the ability to read the Qur'an, but also instills the values of Islamic faith, worship, and morals from an early age (Saefudin & Rohman, 2025)

However, the ability to read the Qur'an for some students is still not optimal. Problems that are often found include inaccuracies in the makhraj of letters, errors in the application of tajweed laws, lack of fluency, and low fluency in reading the Qur'an. The ability to read the Qur'an itself includes several important aspects, namely fluency in reading, accuracy of tajweed, suitability of makhraj, tartil, and fluency in reciting verses of the Qur'an (Muslim et al., 2022). This condition shows the need for a learning method that is able to help students improve the quality of Qur'an reading effectively.

One of the methods used in learning the Qur'an is the talaqqi method. Talaqqi linguistically means to meet or face each other (Alanshari et al., 2022). The talaqqi method is a learning method that is carried out directly between teachers and students, where the teacher reads verses of the Qur'an and then students listen and imitate the reading until they reach the correct pronunciation (Muslim et al., 2022). The Talaqqi method is the most effective method in

learning the Qur'an, because this is the method used by the Prophet when receiving the Qur'an from the angel Jibril. Similarly, when the Prophet taught the Quran to his companions and the Companions taught the Qur'an to the Tabi'in, and so on (Hasyim, 2025). Through this method, teachers can directly correct students' mistakes in the aspects of makhraj, the nature of letters, and the application of tajweed law so that the learning process becomes more directed and effective (Syafei et al., 2025).

The effectiveness of the talaqqi method has been proven through various studies. Research (Achmad et al., 2022) shows that the talaqqi method has an effect on improving students' ability to learn the Qur'an. However, the study focused on students in the school environment so that it has not studied the effectiveness of the talaqqi method in TPQ students aged 10-15 years and has not specifically measured the ability to read the Qur'an based on tajweed aspects. In addition, the research (Nur & Aryani, 2022) found that the application of the right Qur'an learning method was able to significantly improve the students' Qur'an reading ability. However, the study only discusses the effectiveness of the Qur'an learning method in general without focusing on the talaqqi method as the main variable, so the influence of the talaqqi method in particular cannot be explained. (Fauziah & Komariah, 2023), The study only focused on elementary school students so it has not yet illustrated the effectiveness of the talaqqi method in adolescents aged 10–15 years. In addition, the reading ability indicator focuses more on tahsin in general and has not measured reading ability based on tajweed aspects in detail. (Zulaihah & Ajhuri, 2025), This study combines two learning methods so that the effectiveness of the talaqqi method independently cannot be clearly determined. In addition, the approach used is qualitative so that it does not measure the magnitude of the influence of the method. (Eliati & Maharaja, 2024) Using the Classroom Action Research (PTK) method, it only shows an increase in learning outcomes without testing the magnitude of the influence of the talaqqi method statistically.

Based on various previous studies, the talaqqi method has been proven to be effective in improving the ability to read the Qur'an. However, most of the

research still focuses on students in formal school settings or only examines Qur'anic learning methods in general. In addition, there are studies that use a qualitative approach or Class Action Research (PTK), so they have not been able to quantitatively measure the influence of the talaqqi method. Previous research has also not specifically examined the ability to read the Qur'an based on the aspect of tajweed in adolescents aged 10-15 years in the TPQ environment.

Therefore, this study contributes by empirically examining the influence of the talaqqi method on the ability to read the Qur'an with tajweed in adolescents aged 10–15 years at TPQ Anwarul Falah using a quantitative approach. This research is expected to enrich the study of the effectiveness of the talaqqi method in non-formal Qur'an education, provide empirical evidence on the influence of the talaqqi method on the ability to read the Qur'an with tajwid, and become a reference for TPQ managers and educators in choosing effective learning methods to improve the quality of students' Qur'an reading.

Based on this description, this study aims to analyze the influence of the talaqqi method on the ability to read the Qur'an with tajweed in adolescents aged 10-15 years at TPQ Anwarul Falah, East Lampung Regency.

METHODS

This study uses a quantitative approach with a design *pre-experimental Types one group pretest-posttest design*. This design is used to determine the influence of the talaqqi method on the ability to read the Qur'an with tajweed through the provision of pretest and posttest tests (Fajriah et al., 2026). The treatment provided was in the form of learning using the talaqqi method during the research process. The implementation of the research was carried out in three meetings. The first meeting began with the provision of a pretest to measure the initial ability of the students to read the Qur'an with tajweed before being given treatment. The second meeting is the stage of providing treatment, namely learning to read the Qur'an using the talaqqi method which is carried out according to the learning stages at TPQ. Furthermore, in the third meeting, a posttest was given using the same instrument as the pretest to find out the change

in the ability to read the Qur'an with tajweed after participating in learning using the talaqqi method.

The research was carried out at TPQ Anwarul Falah, East Lampung Regency. The population in this study is all adolescent students who take part in Qur'an learning at TPQ Anwarul Falah. The research sample amounted to 15 adolescent students aged 10-15 years who were selected using the purposive sampling technique. Purposive sampling technique is a technique of determining and sampling determined by the researcher with certain considerations that are in accordance with the characteristics of the sample and the purpose of the research (Maharani & Bernard, 2018).

The data collection technique uses the ability test of the ability to read the Qur'an with tajweed given before and after the application of the talaqqi method. The test instrument was prepared based on indicators of Qur'an reading ability which included the accuracy of the letters, the application of tajweed laws, reading fluency, tartil, and reading fluency (Akbar, 2019). The research instrument is first tested for validity and reliability to ensure the feasibility of use in the research.

Data analysis was carried out in stages using the help of the Statistical Package for the Social Sciences (SPSS) program. The analysis stages included the validity test of the instrument using Product Moment correlation, the reliability test using Cronbach's Alpha, and the normality test using Shapiro-Wilk because the sample number was less than 50 respondents (Al Fatih et al., 2026). Furthermore, hypothesis testing was carried out using the Paired Sample t-test to find out the difference in pretest and posttest scores. The magnitude of the influence of the talaqqi method on the ability to read the Qur'an with tajweed was analyzed using Cohen's effect size d.

Pretest Treatment Posttest

O₁ X O₂

Description:

- O₁ = Pretest

- X = Application of the talaqqi method
- O₂ = Final test (posttest) (Al Muhandis & Riyadi, 2023)

RESULTS AND DISCUSSION

Results

1. Validity Test

a. Pretest

Item	r count	Say.	Verdict
B1	0,725	0,002	Valid
B2	0,894	0,000	Valid
B3	0,715	0,003	Valid
B4	0,643	0,010	Valid
B5	0,746	0,001	Valid
B6	0,711	0,003	Valid
B7	0,592	0,020	Valid
B8	0,779	0,001	Valid
B9	0,735	0,002	Valid
B10	0,780	0,001	Valid
B11	0,831	0,000	Valid
B12	0,640	0,010	Valid
B13	0,693	0,004	Valid
B14	0,704	0,003	Valid

B15	0,599	0,018	Valid
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Based on the results of the validity test of the pretest instrument on 15 respondents, it is known that all statement items have a calculated r value greater than the table r of 0.514 and a significance value less than 0.05. Thus, all items on the pretest instrument are declared valid and suitable for use in the research.

b. Posttest

Item	r count	Say.	Verdict
B1	0,589	0,021	Valid
B2	0,811	0,000	Valid
B3	0,631	0,012	Valid
B4	0,536	0,039	Valid
B5	0,694	0,004	Valid
B6	0,804	0,000	Valid
B7	0,631	0,012	Valid
B8	0,737	0,002	Valid
B9	0,569	0,027	Valid
B10	0,715	0,003	Valid
B11	0,761	0,001	Valid
B12	0,526	0,044	Valid
B13	0,616	0,015	Valid
B14	0,804	0,000	Valid
B15	0,531	0,041	Valid

Based on the results of the validity test of the posttest instrument on 15 respondents, it is known that all statement items B1 to B15 have a calculated r value greater than the table r (0.514) and a significance value less than 0.05. Thus, all items in the posttest instrument are declared valid and suitable for use in the research.

2. Reliability Test

a. Pretest

Reliability Statistics	
Cronbach's	
Alpha	N of Items
.934	15

Based on the results of the reliability test of the pretest instrument, a Cronbach's Alpha value of 0.934 was obtained with a total of 15 statements. Because Cronbach's Alpha value is greater than 0.70, the pretest instrument is declared reliable. The alpha value of 0.934 also indicates that the instrument has a very high level of internal consistency, making it suitable for use in the study.

b. Posttest

Reliability Statistics	
Cronbach's	
Alpha	N of Items
.911	15

Based on the results of the reliability test of the posttest instrument, a Cronbach's Alpha value of 0.911 was obtained with a total of 15 statements. Because Cronbach's Alpha value is greater than 0.70, the posttest instrument is declared reliable. An alpha value of 0.911 indicates that the instrument has a very high level of internal consistency, making it suitable for use in the study.

3. Normality Test

Tests of Normality

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.167	15	.200 ^a	.918	15	.178
Posttest	.167	15	.200 ^a	.946	15	.465

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Normality test is a procedure used to assess whether data on a group or variable has a normal distribution or not (Nurhaswinda et al., 2025). Because the number of research samples is less than 50, the reference used is the Shapiro-Wilk test (Muslimah et al., 2026). Based on the test results, the significance value of the pretest was 0.178 and the posttest was 0.465. Both values are greater than 0.05, so it can be concluded that the pretest and posttest data are normally distributed. Thus, the hypothesis test can be continued using the Paired Sample t-test.

4. Uji Hypothesis

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower Upper			
Pair 1	Pretest - Posttest	-16.000	7.483	1.932	-20.144 -11.856	-8.281	14	.000

Based on the results of the Paired Sample t-test, a Sig. (2-tailed) value of 0.000 was obtained. Since the significance value is $0.000 < 0.05$, H_0 is rejected and H_1 is accepted. This means that there is a significant difference between pretest and posttest scores. The mean difference value of -16,000 shows that the posttest score is higher than the pretest, so it can be concluded that the application of the talaqqi method has an influence on the ability to read the Qur'an with tajweed in adolescent students.

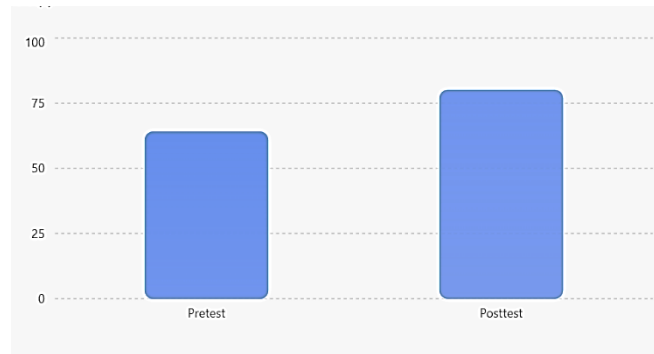


Figure 1. Comparison of Pretest and Posttest scores

5. Effect Size

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Difference	15	5	41	16.00	7.483
Valid N (listwise)	15				

$$d = \frac{\text{Mean Selisih}}{\text{SD Selisih}}$$

$$d = \frac{16,00}{7,483}$$

$$d = 2,14$$

Kriteria Cohen's d:

0.2 = small

0.5 = medium

0.8 = large

Because $d = 2.14 > 0.8$, the effect size is very large.

Based on the results of the effect size calculation using Cohen's formula d, a value of 2.14 was obtained. This value shows that the influence of the talaqqi method on the ability to read the Qur'an with tajweed is in a very large category. Thus, the talaqqi method not only exerts a statistically significant influence, but also exerts a strong influence practically.

Discussion

The results of the study showed that the application of the talaqqi method had a significant influence on the ability to read the Qur'an with tajweed in adolescents aged 10-15 years at TPQ Anwarul Falah, East Lampung Regency. Based on the results of the normality test using Shapiro–Wilk, the pretest and posttest data had significance values of 0.178 and 0.465 ($p > 0.05$), respectively, so that the data were normally distributed and met the assumption for hypothesis testing using *the Paired Sample t-test*. The results of *the Paired Sample t-test* showed a significance value of 0.000 ($p < 0.05$), which means that there was a significant difference between the pretest and posttest scores after the application of the talaqqi method. The *mean difference* value of -16,000 indicates an increase in the ability to read the Qur'an after being given treatment.

The magnitude of the influence of the talaqqi method is also seen from the results of the effect size calculation using Cohen's d which obtained a value of 2.14. This value is well above the category of great influence ($d > 0.80$), thus showing that the talaqqi method not only produces a statistically significant difference, but also has a huge impact on improving the ability to read the Qur'an with tajweed. Thus, the increase in the ability to read the Qur'an experienced by students does not occur by chance, but is the impact of the application of the talaqqi method during the learning process.

The effectiveness of the talaqqi method in this study can be explained through its learning characteristics that emphasize direct interaction between teachers and students. In the talaqqi method, the teacher acts as a model of correct reading, then the students listen, imitate, and repeat the reading gradually until it is in accordance with the correct rules. The learning process takes place intensively so that teachers can monitor the development of each student's abilities and provide guidance as needed. These characteristics make the talaqqi method effective because learning does not only focus on delivering the material, but also on reading practice that is carried out repeatedly until the reading becomes correct and smooth.

The improvement of the ability to read the Qur'an in this study was also influenced by the process of forming the makhraj of letters through direct practice. In talaqqi learning, the teacher first demonstrates the pronunciation of hijaiyah letters according to the makhraj and the nature of the letters, then the students imitate the reading. When a pronunciation error is found, the teacher immediately gives a re-example and guides the students until they are able to pronounce the letters according to the place where they come out. Exercises that are carried out repeatedly help students form correct articulation habits so that the accuracy of makhraj, the application of tajweed laws, reading fluency, and reading fluency are improved.

In addition, the success of the talaqqi method is also influenced by the feedback (*feedback*) given directly during the learning process. Any errors in reading, both in the aspects of makhraj, the law of tajweed, and the length of the reading, can be immediately identified and corrected at the same time. Direct feedback helps students understand the location of mistakes and how to correct them before they become a habit in reading the Qur'an. According to (Zai et al., 2024) Feedback is an interaction process that aims to develop the quality of education delivery comprehensively through a persuasive, systemic, and continuous approach.

The findings of this study are in line with the Qur'anic learning theory which states that the talaqqi method is a learning method that emphasizes the transmission of reading directly from teachers to students. Through the process of listening, imitating, and obtaining corrections directly, students can understand the pronunciation of hijaiyah letters, apply the law of tajweed, and read the Qur'an tartil. Therefore, the talaqqi method not only functions as a medium for delivering material, but also as a process of forming Qur'an reading skills through continuous habituation and guidance.

The results of this study also support the research of Achmad et al. (2022) which shows that the talaqqi method has a positive influence on improving students' ability to learn the Qur'an. The similarity of these results shows that learning carried out through direct interaction between teachers and students is

able to improve the quality of Qur'an reading. This research is also in line with Nur and Aryani (2022) who stated that the application of the right Qur'an learning method can improve students' ability to read the Qur'an. Although the study did not specifically examine the talaqqi method, the results showed that the selection of appropriate learning methods contributed to the improvement of Qur'anic reading skills.

Furthermore, the results of this study reinforce the findings of Fauziah and Komariah (2023) which show that the talaqqi method has a positive effect on the tahsin ability of students. However, this study makes a different contribution because it not only measures the ability of tahsin in general, but also measures the ability to read the Qur'an based on indicators of the accuracy of the makhraj of letters, the application of the law of tajweed, fluency in reading, tartil, and reading fluency in adolescents aged 10–15 years in TPQ. Thus, this study expands the empirical evidence on the effectiveness of the talaqqi method in the context of non-formal Qur'an education.

The results of this study also support the research of Zulaihah and Ajhuri (2025) who stated that the talaqqi method is able to increase the accuracy of the reading of the Qur'an according to the rules of tajweed. The difference is that Zulaihah and Ajhuri's research combines the talaqqi method with deliberation using a qualitative approach, while this study examines the influence of the talaqqi method independently using a quantitative approach. In addition, the results of Eliati and Maharaja (2024) research using Class Action Research (PTK) also show an increase in Qur'an reading skills after the application of the talaqqi method. This study complements the findings by showing that the improvement in Qur'an reading ability is not only descriptive, but also proven to be significant through statistical analysis.

Overall, this study provides an empirical contribution that the talaqqi method is an effective learning method to improve the ability to read the Qur'an with tajweed in adolescents aged 10–15 years at TPQ. These findings reinforce the evidence that the success of Qur'an learning is influenced by direct interaction between teachers and students, repeated exercises, and the provision of prompt

and appropriate feedback during the learning process. Therefore, the talaqqi method can be recommended as one of the main learning strategies in TPQ in improving the ability to read the Qur'an with tajweed. In addition to providing practical benefits for teachers and TPQ managers, this study also enriches the study of the effectiveness of the talaqqi method in non-formal Qur'an education and can be a reference for future research involving a larger sample count or a stronger experimental design.

CONCLUSION

Based on the results of the study, it can be concluded that the talaqqi method has a significant effect on the ability to read the Qur'an with tajweed in adolescents aged 10-15 years at TPQ Anwarul Falah, East Lampung Regency. The results of the Paired Sample t-test showed a significance value of 0.000 (< 0.05), which indicated a significant difference between the pretest and posttest scores after the application of the talaqqi method. Improving the ability to read the Qur'an can be seen in the aspects of the accuracy of the letters, the application of tajweed laws, fluency in reading, and reading fluency. In addition, the effect size calculation results obtained a Cohen's d value of 2.14 which is included in the very large category. The findings show that the talaqqi method is not only statistically significant, but also has a strong influence practically on improving the ability to read the Qur'an with tajweed in adolescent students.

Based on the results of the research, it is recommended to teachers and TPQ managers to apply the talaqqi method in learning the Qur'an continuously because it has been proven to be effective in improving the ability to read the Qur'an with tajweed. Researchers can then develop research with a larger sample size, involve control groups, or test the effectiveness of the talaqqi method at different age groups and educational institutions to obtain broader and more comprehensive results.

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