

Implementation of The Talaqqi Method in Improving The Ability to Memorize The Quran in Tahfidz Learning on The Material of Surah Al Ghasyiyah 1-7 in Class II-B Students of SDIT Luqmanul Hakim

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ABSTRACT

Objective: This study aims to improve students' ability to memorize the Qur'an in tahfidz learning of Surah Al-Ghasyiyah verses 1-7 through the implementation of the Talaqqi method for class II-B students of SDIT Luqmanul Hakim, Sunggal District, Deli Serdang Regency. **Method:** This research was conducted using Classroom Action Research (CAR) in collaboration between the researcher and the classroom teacher. The study was carried out in two cycles, each consisting of four stages: planning, action implementation, observation, and reflection. **Results:** The results showed that the application of the Talaqqi method significantly improved students' Qur'an memorization ability. In the pre-cycle stage, student mastery reached only 21%, increased to 43% in Cycle I, and further increased to 96% in Cycle II. **Novelty:** This study highlights the effectiveness of the Talaqqi method in improving Qur'an memorization in tahfidz learning, demonstrating significant progress in students' ability to memorize Surah Al-Ghasyiyah verses 1-7.

INTRODUCTION

The Qur'an, as a holy book in Islam, occupying very important position in life Muslims. It was revealed to the Prophet Muhammad SAW as instruction life, Al-Qur'an No only functioning as source teachings and value, but also become continuing miracles awake its authenticity until now. This revelation lowered for 23 years in two periods main, namely Makkiyah verses that were revealed in Mecca and Madaniyah verses Which lowered in Medina. Distribution This reflect dynamics history and development messages of the Qur'an which are of a nature contextual [1].

In context education Islam, activity memorize Al-Qur'an Which close relation with implementation the science of tajwid has role strategic in form participant knowledgeable and possessing students steadfastness faith [2]. Based on observation early in some institution education, especially at SDIT Luqmanul Hakim, was found that Lots student experience constraint in memorize as well as recite verses The Qur'an with good and right. Most of them student not yet reach standard minimum competencies that have been determined by the school.

Findings beginning indicates that method memorization traditional like mutaba'ah, namely method in which students requested memorize in a way independent Then deposit it to Teacher, not yet capable give results Which optimal. The lack of involvement active as well as lack of understanding to reading cause student experience

difficulty in apply the law of tajweed right, which is key main in good reading of the Qur'an.

For answer problem the, need developed approach alternative which are more effective in the process of learning the Qur'an. One of them assessed method potential is Talaqqi, that is method teaching Which done in a way direct between teacher and student. In practice, the teacher reads verses the holy Qur'an, then student imitate reading the in a way repeating. This process create atmosphere learn more active and fun, and allows student understand and remember paragraph with more good. Method This No only in harmony with tradition classical Islamic education, but also giving contribution to improvement quality memorization.

A number of study previously show that method Talaqqi proven effective in increase ability memorization and understanding student to content Al-Qur'an. Students Which use method This show development Which significant, Good from side smoothness memorization and understanding meaning. Findings This become base strong for implement method Talaqqi in classes learning The Qur'an, especially at SDIT Luqmanul Hakim which is in great need approach more memorization efficient and comprehensive.

Objective main from study This is for analyze how much big influence method Talaqqi to ability student in memorizing the Qur'an in the environment formal education. With divert method learning become more interactive, expected can push improvement motivation And quality memorization student. Besides that, research this is also expected can enrich literature scientific regarding Al-Qur'an learning strategies and becoming reference practical for teachers who face problem similar in the teaching process.

In a way overall, increasing need will effective Qur'an education demand innovation in approach Astuti, D., & Hasibuan, N. [3]. Talaqqi Method offer solutions that do not only repair quality memorization, but also foster students' spiritual attachment towards the Qur'an. Research This aim for examine in a way deep effectiveness method the in increase ability memorization participant educate, so that can support development spiritual and intellectual they in a way balanced Hasibuan, N., Lubis, H., & Bangun, SPB [4].

Through systematic observation and evaluation, research This expected capable give proof empirical about effectiveness implementation method Talaqqi. Results obtained later can become reference for educators and institutions education in designing more Al-Qur'an learning programs quality. As the research process progresses, it is hoped that can found various approach new relevant for development teaching of the Qur'an in the era of modern education.

RESEARCH METHOD

Study This apply approach Classroom Action Research (CAR) with objective main For increase quality process learning through use method Talaqqi in activity memorization The Qur'an is research conducted by teachers in their classes Alone with

objective increase quality learning through a process of reflection and implementation action in a way sustainable [5], [6]. PTK focuses on the learning process ongoing teaching in a way experience through stages planning, implementation action, observation, and reflection. Research This was held in class II-B SDIT Luqmanul Hakim, Sei Mencirim Village, District Sunggal, Deli Serdang Regency, North Sumatra Province in the even semester year 2024/2025 academic year. Subject study is all over student class II-B, totaling 28 people.

Design study referring to the PTK model of Kemmis and McTaggart which was implemented in a number of cycle, where each cycle consists of on four stage main, namely planning, implementation action, observation, and reflection [7]. Research started with activity pre-cycle for know condition beginning ability students memorizing the Qur'an as well as problems that occur in learning Tahfidz. At the stage planning, researcher prepare lesson plans, memorization targets, instruments evaluation sheet observation, and means supporters learning. Implementation action done with apply method Talaqqi in learning Memorization Surah Al Ghasyiyah material verses 1-7, whereas observation done for know activity students, learning process, and improvement ability memorization. Observation results Then analyzed at the stage reflection for determine improvements to the cycle next.

Data collection techniques in study this covering observation, testing, and documentation. Observation used for observe activity students and the learning process, tests oral in the form of pre-test and post-test used for measure ability students memorize the Al-Quran, while documentation used for collect supporting data in the form of photos and reports activity learning. Instruments research used consists of on sheet observation RPP assessment, implementation learning, activities students, as well as sheet evaluation test memorization that includes aspect smoothness memorization, recitation, and fashahah.

Data analysis was performed through stages data reduction, data presentation, and data extraction conclusion. Data reduction is carried out with filter and simplify the resulting data observation and testing, then the data is presented in form narrative, tables, and graphs for make it easier withdrawal conclusion. Withdrawal conclusion done with compare results Study students at each cycle for know improvement ability memorizing the Qur'an. Completion Study determined based on Criteria Minimum Completion Score (KKM) is 65 for completeness individual, whereas completeness classical achieved if at least 85% of students reach KKM value.

RESULT AND DISCUSSIONS

Results

Pre- cycle implemented for know ability beginning student in memorize the Qur'an before its implementation method Talaqqi. Test beginning done to 28 students class II-B SDIT Luqmanul Hakim for measure ability memorizing Surah Al Ghasyiyah

verses 1-7. As for the ability memorization student regarding Surah Al Ghasyiyah 1-7 before Action taken (initial test results) pre cycle) can seen in the table under this :

Table 1. Level Completeness Participant Educate Pra Cycle

No	Name Learners	Mark	Description KKM=65
1	Aisha Ayudia Inara	42	Not yet finished
2	Aisha Princess Alvia	70	Completed
3	Alya Amanda	32	Not yet finished
4	Arafah Zakiya Nasution	50	Not yet finished
5	Dzakirah Zahrah	35	Not yet finished
6	Zakiyya Aftani Arifin	42	Not yet finished
7	Hashifah Amira Nasution	42	Not yet finished
8	Humairah Ukasya.F	69	Completed
9	Kaia Afia	40	Not yet finished
10	Khadijah	45	Not yet finished
11	Khoiro Ironwood Noah	68	Completed
12	Maryam Mumtaza	30	Not yet finished
13	Maryam Qinarah Coal	30	Not yet finished
14	Meyhila Tasyifa	35	Not yet finished
15	Nabila Syahfitri Nst	50	Not yet finished
16	Nadhirah Qiana Late afternoon	48	Not yet finished
17	Nafisah Nazih	50	Not yet finished
18	Nazia Nur Alfatunisa	65	Completed
19	Quin Hafizah Mahdayan	70	Completed
20	Raisah Nadhirah	40	Not yet finished
21	Rania Azzahra Wahyudi	30	Not yet finished
22	Risya Radhatuljannah	30	Not yet finished
23	Sabrina Najihah	60	Not yet finished
24	Shaqueena Salsabila	68	Completed
25	Wafiq Azizah Peaceful	40	Not yet finished
26	Yasmin Ziya Latifah	41	Not yet finished
27	Zareen Sheza Nawla Ardani	32	Not yet finished
28	Audrey Sister Faisal	40	Not yet finished
Amount		1294	
Average		46.2	
Presentation Completeness Classical		21%	

Based on table on that There were 6 students who achieved the KKM, as KKM value that has been set amounting to 65. while those who have not reached the KKM, a total of 22 students. The percentage completeness results Study student includes :

Table 2. Presentation Completeness of Results Study Student Pre Cycle

No	Amount Student	Information	Presentation
1	6	Completed	21%
2	22	Not yet finished	79%
Total			100%

From table 4.2 we can seen that completeness classical Still low namely 21 %. Findings This show that ability students memorizing the Qur'an Still classified as low. Therefore that, is necessary implementation method more learning effective, and methods Talaqqi chosen as solution Because assessed capable increase ability memorization at a time repair quality reading student in accordance with rules of tajweed.

Cycle I Data Presentation

Before implementation action, researcher do test oral use method mutaba'ah on the material of Surah Al Ghasyiyah verses 1-7. Results of the analysis show that part big student Not yet capable memorize with fine from aspect smoothness and accuracy reading. Therefore that, researcher choose method Talaqqi as alternative solution learning Because method This assessed capable help student in increase memorization at a time repair quality reading in accordance with rules of tajweed.

However, it has been explained that the learning process considered succeed if the target KKM (Criteria Maximum Completion) successful achieved, with number Minimum Competency (KKM) minimum 65. Results Study student on cycle I in class II-B SDIT Luqmanul Hakim got it seen in the table following this :

Table 3. Achievement of Results Study on Cycle I

No	Name Learners	Mark	Description KKM=65
1	Aisha Ayudia Inara	64	Not yet finished
2	Aisha Princess Alvia	85	Completed
3	Alya Amanda	62	Not yet finished
4	Arafah Zakiya Nasution	70	Completed
5	Dzakirah Zahrah	45	Not yet finished
6	Zakiyya Aftani Arifin	70	Completed
7	Hashifah Amira Nasution	64	Not yet finished

8	Humairah Ukasya.F	75	Completed
9	Kaia Afia	64	Not yet finished
10	Khadijah	64	Not yet finished
11	Khoiro Ironwood Noah	80	Completed
12	Maryam Mumtaza	45	Not yet finished
13	Maryam Qinarah Coal	48	Not yet finished
14	Meyhila Tasyifa	68	Completed
15	Nabila Syahfitri Nst	75	Completed
16	Nadhirah Qiana Late afternoon	64	Not yet finished
17	Nafisah Nazih	68	Completed
18	Nazia Nur Alfatusa	79	Completed
19	Quin Hafizah Mahdayan	85	Completed
20	Raisah Nadhirah	64	Not yet finished
21	Rania Azzahra Wahyudi	45	Not yet finished
22	Risya Radhatuljannah	45	Not yet finished
23	Sabrina Najihah	60	Not yet finished
24	Shaqueena Salsabila	75	Completed
25	Wafiq Azizah Peaceful	68	Completed
26	Yasmin Ziya Latifah	64	Not yet finished
27	Zareen Sheza Nawla Ardani	50	Not yet finished
28	Audrey Sister Faisal	55	Not yet finished
Amount		1801	
Average		64.3	
Presentation Completeness		43%	
Classical			

Based on table on that There were 12 students who achieved the KKM, as KKM value that has been set as big as 65. Where as which not yet reach Minimum Competency (KKM) amount to 16 students. As for the percentage completeness results Study student covering

Table 4. Presentation Completeness of Results Evaluation Student on Cycle I

No	Amount Student	Information	Presentation
1	12	Completed	43%
2	16	Not yet finished	57%
Total			100%

The results of observations in cycle I show that implementation learning, lesson plan planning, and activities student is in the good category. Evaluation implementation learning get average value 3.01, RPP assessment obtained average value of 2.85, and activity student get average value of 2.9. The data show that method Talaqqi can implemented with Enough effective, although still there is a number of necessary aspects improved, especially in involvement active and courageous student moment deposit memorization.

Can be concluded that results Study students in cycle I, can concluded that although happen improvement compared to condition initial level completeness Study in a way

classical Not yet fully achieve the set targets. Therefore that, the results of this first cycle become base for researchers for do reflection and improvement on the cycle next so that the ability memorization student can increase optimally and achieve expected KKM standards.

Cycle II Data Presentation

In Cycle II it happened significant improvement in the learning process, things This seen in the learning process considered succeed if the target KKM (Criteria Maximum Completion) successful achieved, with number Minimum Competency (KKM) minimum 65. Results Study student on cycle II in class II-B SDIT Luqmanul Hakim can seen in the table following this :

Table 5. Achievement of Results Study on Cycle II

No	Name Learners	Mark	Description KKM=65
1	Aisha Ayudia Inara	78	Completed
2	Aisha Princess Alvia	90	Completed
3	Alya Amanda	72	Completed
4	Arafah Zakiya Nasution	85	Completed
5	Dzakirah Zahrah	65	Completed
6	Zakiyya Aftani Arifin	85	Completed
7	Hashifah Amira Nasution	83	Completed
8	Humairah Ukasya.F	87	Completed
9	Kaia Afia	72	Completed
10	Khadijah	80	Completed
11	Khoiro Ironwood Noah	85	Completed
12	Maryam Mumtaza	50	Not yet finished
13	Maryam Qinarah Coal	65	Completed
14	Meyhila Tasyifa	70	Completed
15	Nabila Syahfitri Nst	83	Completed
16	Nadhirah Qiana Late afternoon	85	Completed
17	Nafisah Nazih	87	Completed
18	Nazia Nur Alfatunisa	87	Completed
19	Quin Hafizah Mahdayan	89	Completed
20	Raisah Nadhirah	82	Completed
21	Rania Azzahra Wahyudi	70	Completed
22	Risya Radhatuljannah	68	Completed
23	Sabrina Najihah	70	Completed
24	Shaqueena Salsabila	87	Completed
25	Wafiq Azizah Peaceful	87	Completed
26	Yasmin Ziya Latifah	85	Completed
27	Zareen Sheza Nawla Ardani	72	Completed
28	Audrey Sister Faisal	80	Completed
Amount		2199	
Average		78.5	
Presentation Completeness		96%	
Classical			

Based on table on that There were 27 students who achieved the KKM, as KKM value that has been set amounting to 65. while those who have not reached the KKM, amounting to 1 student. The percentage completeness results Study student includes :

Table 6. Presentation Completeness of Results Evaluation Student on Cycle II

No	Amount Student	Information	Presentation
1	27	Completed	96%
2	1	Not yet finished	4%
Total			100%

Based on the data obtained, the ability memorize students on the material of Surah Al- Ghasyiyah verses 1-7 experience very significant increase. In cycle I, the percentage completeness Study new reached 43%, with 12 students stated completed and 16 students Not yet completed (57%). However, after done improvement in cycle II, percentage completeness increase to 96%, with 27 students reached the KKM and only 1 student (4%) had not completed. Improvement This show that implementation method Talaqqi capable increase ability memorize student in a way effective. In addition, the results observations also show existence progress activity students, such as increasing smoothness memorization, fluency reading in accordance rules of tajweed, as well as increasing enthusiasm and activeness student during the learning process.

Based on results reflection cycle II, research action class This stated succeed Because percentage completeness classical has beyond indicator the specified success rate, which is a minimum of 85%. Implementation method Talaqqi proven can make it easier student in memorizing the Qur'an, improving quality reading, as well as create atmosphere more learning active and conducive, especially for students class low. With achievement objective research and increasing ability as well as activity Study students, then can concluded that implementation method Talaqqi on the eyes lesson Memorization has successful, so that study This stopped in cycle II.

Discussion

Interpretation discussion study This show that implementation method Talaqqi in learning Memorization Surah Al Ghasyiyah material verses 1-7 are able increase ability memorize student in a way significant, good from aspect completeness Study and quality reading. This is seen from improvement percentage completeness the original classical low on condition beginning and cycle I, then increase optimally in cycle II to beyond indicator determined success. Talaqqi Method allows occurrence interaction direct between teachers and students in the process of memorizing, so student get example correct reading, correction directly, and strengthening memorization in a way repeated. In addition, the method this also has an impact positive to activities and motivation Study students, which is reflected from atmosphere higher class active, enthusiastic, and conducive, so that objective learning Memorization can achieved in a way maximum.

Initial Conditions of Ability Memorizing the Quran for Students Before Implementation of the *Talaqqi* Method

Based on results research conducted at SDIT Luqmanul Hakim, conditions beginning ability memorizing the Qur'an for students class II-B shows that before implementation method *Talaqqi*, ability student Still classified as low. Data at this stage pre-cycle indicates that Of the 28 students studied, only 6 students or about 21% are capable reach threshold criteria Minimum Completion Score (KKM) is 65. Findings This reflect Still weakness mastery student to material memorization of Surah Al- Ghasyiyah verses 1-7. Conditions This in accordance with opinion Mahdali (2020) explains that ability covers skills and power a individual for make an effort in a way independent. Percentage the completion that is still low show that part big student Not yet own adequate capabilities in memorize verses of the Qur'an.

The average grade of the class is only reached 46.2 indicating existence problem Serious in the learning process ongoing tahfidz moment that. This thing show that method learning previously, namely method *mutaba'ah*, not yet can maximize ability memorization participant educate. Referring to the definition given Abdulwaly (2019), memorizing is something business for implant lesson certain to in mind to continue remembered, maintained and protected from forgetfulness. Based on results observation, seen that process internalization material to in memory student Still Not yet walk in a way effective.

Analysis more carry on to condition beginning disclose that there is 22 student or 79% Which Not yet reach mark KKM. Matter This signify existence constraint systemic in process Study teach Which need approach strategic and comprehensive. Factors reason low ability memorize student can associated with various aspects, such as method teaching that has not been effective, level motivation learn that low, as well as environment Study Which Not yet fully support. Mahmud explains that the process of memorizing involving reaction electrochemistry the complex that activated through track sensory and saved in network nerve brain which very complicated [8]. With thus, the lack of stimulation sensory in the learning process be one of reason weakness Power memorize student.

Observation results on activities Study before use method *Talaqqi* show weakness fundamental in approach pedagogical methods applied. *Mutaba'ah method* tend make student as object passive in the learning process, because they only assigned for memorize and deposit without existence guidance direct and intensive from the teacher. Approach This contradictory with principle learning active, which emphasizes importance interaction two direction between teacher and participants educate. Baharuddin stated that memorize is a planting process association to in soul, which demands existence more learning communicative and profound [9].

Implementation Method *Talaqqi* in Learning Memorization and Tajweed

Implementation method *Talaqqi* in learning tahfidz at SDIT Luqmanul Hakim was carried out in a way systematic and directed. This method implemented with notice

characteristics participant educate class II-B which need approach direct and personal in the process of memorizing the Qur'an. In etymologically, the word *Talaqqi* originate from Language Arabic يتلقى - تلقى which means 'to receive' in a way directly'. In the context of learning, methods This done through meeting face advance between Teacher And student, as explained by Rahmadani [10].

Stages beginning implementation method This started with compilation Plan Implementation Adapted learning (RPP) with characteristics method Talaqqi. Teachers are prepared for become example example in pronunciation the verses of the Qur'an are in accordance with the correct rules of tajweed [11], [12]. This is in harmony with Syarifah's view Which mention that implementation Talaqqi demand presence the teacher who own memorization Al-Qur'an and students Which own intention Serious For memorizing [13]. In addition, teachers also set realistic and appropriate memorization targets. with ability student. Stages implementation done through structured steps. The teacher opens session learning with read paragraph Al-Qur'an in a way slowly and fluent, then student listen and imitate it with thorough. Activities This repeated a number of time until student capable recite paragraph with appropriate. Approach This reflect principle base method Talaqqi, as explained by Hasan bin Ahmad son Hasan Hamam, namely Study direct from somebody Which expert read Al-Qur'an. Activities This allows teachers to provide correct direct If happen error. Implementation method This Also covers evaluation in a way sustainable and comprehensive. Every student given chance for deposit memorization individually in front of the teacher. With Thus, teachers can do evaluation in a way deep to achievements memorization of each student. Procedure This in accordance with Alfina's explanation is that in implementation Talaqqi, the teacher calls student in a way take turns for read verses of the Qur'an, and students read it in front of the teacher [14]. Through approach this individual, teacher can give more attention specific in accordance with need students. Aspects important other in implementation method Talaqqi is creation atmosphere learning Which support And No pressing. Teacher make an effort build environment comfortable learning so that students more motivated for memorizing. Remembering the memorization process need focus and stability emotional, then environment Which positive become factor important in his success. Kahfi & Karlina put forward that superiority method Talaqqi located on his abilities create harmonious relationship between teacher and student, ultimately support success of the learning process in a way emotional and academic. Dynamics Development Ability Memorizing Through Approach Cycle Learning Implementation method Talaqqi in the learning process tahfidz at SDIT Luqmanul Hakim shows existence dynamics sufficient development significant in improvement ability memorize participant educate. In the implementation cycle first, recorded improvement completeness Study in a way classical from previously 21% at the stage pre-cycle to 43%. Change This show that approach Talaqqi start show its effectiveness in push student memorizing the Qur'an. Average grade class Also experience increase, from 46.2 become 64.3, signify that

achievements academic student participate experience improvement in a way overall. Findings This in linewith view, that ability memorizing the Qur'an is form skills somebody in keep verses in memory with support internal motivation. Despite happen improvement, results on cycle First Still leaving challenge [15]. From total 28 student, recorded 16 student or as big as 57% Not yet capable fulfil Criteria Minimum Completion Criteria (KKM). This show that although method Talaqqi has give influence positive, its application Still need more adjustments deep. Some obstacles that affect achievement students among them is level focus Which Not yet stable, limitations in mastery Makharijul letters, and adaptation to method new learning. Alfina explains that lack of mastery Makharijul letter can be one of factor main obstacle smooth memorization process [14]. Reflection results at the end cycle First produce a number of improvements applied to the cycle Next, the teacher evaluates the entire process and identify areas that need improvement. strengthening. Improvement efforts This covers improvement guidance individually, giving more time flexible for student moment deposit memorization, as well as optimization technique repetition. In addition, teachers also make an effort increase Spirit Study student through strategy motivation positive and preparation atmosphere higher class conducive. Implementation results improvements to the cycle second show very positive impact. Completion level Study student in a way classical soaring up to 96%, with only One student Which Not yet reach mark minimum. Mark average class Also increase in a way significant become 78.5. Achievements This become proof that method Talaqqi, if implemented in a way precise and consistent, capable maximize potential memorization students [10]. Emphasized that method Talaqqi very suitable implemented for student beginner, specifically they Which Not yet fully control method read The Qur'an in its entirety Correct.

Analysis to change ability student indicates that improvement No only happen on aspect quantitative like mark, However Also aspect qualitative like fluency reading, smoothness memorization, as well as understanding to meaning verse. Student also started show skills in adapt reading in accordance with rules of tajweed and fashahah. This is in line with indicator ability memorizing the Qur'an.

Effectiveness Implementation Method Talaqqi in Learning Tajweed

Effectiveness method Talaqqi in learning memorization at SDIT Luqmanul Hakim you can analyzed from various corner look good from approach pedagogical and psychologically. In terms of pedagogical, method This capable become effective bridge in the process of knowledge transfer between teachers and students. Interaction direct between teachers and students create chance for student for copy in detail how to pronunciation correct verses of the Koran. As explained, through a face-to-face process face, students can observe movement the teacher's lips and pronunciation when speak out Makharijul letter in a way right, which is element technical important in learning Reciting Al-Qur'an.

From the perspective psychological approach This play a role important in increase motivation Study students. Interpersonal relationships are built in the process of Talaqqi push intertwined proximity emotional between teachers and students. Observations made during process study show that enthusiasm And Spirit student increase along with interaction Which intensive with Teacher. Alfina emphasize that motivation Study is factor main influencing factors effectiveness memorize Al-Qur'an, Because encouragement internal Which strong will trigger desire For Keep going learn and improve self [14].

Feed features available feedback and corrections in method Talaqqi also be wrong One reason main its effectiveness. Teacher can in a way direct fix error student in reading, good from aspect makhraj, long-short reading, as well as implementation Tajweed. Process correct Which done in a way direct This ensure that student No repeat the same mistakes in memorization Next, Syarifah explains that method Talaqqi requires teachers to give correct quick to memorization students who have not right, so that learning become more accurate and focused [13].

CONCLUSION

Fundamental Finding: The use of the Talaqqi method in Tajweed Qur'an learning has a proven positive impact on improving the memorization ability of Class II-B students at Luqmanul Hakim Islamic Elementary School. The implementation of this method not only significantly improved the quantity of memorized verses but also enhanced the quality of pronunciation in accordance with Tajweed rules. The direct interaction between teachers and students created a more focused, directed, and meaningful learning environment. The method effectively addressed the problem of low memorization ability that was a primary concern in the study. **Implication:** The improvement in student achievement, as seen from the progressive test results from pre-cycle to Cycle II, shows that the Talaqqi method contributes significantly to the effectiveness of Tajweed learning, both in terms of time efficiency and learning outcomes. Moreover, the method serves not only as a memorization tool but also as a means of character formation and developing proper Qur'an reading habits. The active involvement of students and the role of the teacher as a model in reciting the Qur'an are key elements in enhancing student abilities. **Limitation:** Despite the significant improvement in student performance, some students still require more time to recite verses correctly, particularly due to the lack of family support or insufficient practice outside of school hours. This suggests that memorization and recitation habits need further reinforcement outside of the school environment. **Future Research:** Future studies could explore the involvement of parents in supporting and guiding Qur'an reading and memorization habits at home, ensuring the continuity of the learning process. Additionally, further research could address the need for more extended practice time for students who require additional support to achieve proficiency in Tajweed and memorization.

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