

Implementation of Intensive Qur'an Recitation (Tahsin) Instruction to Improve Qur'an Reading Skills at SDIT Baitul Muslim in East Lampung 2025/2026 School Year

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ABSTRACT

This research is motivated by the importance of Quranic reading skills as a core competency and graduation standard for Integrated Islamic Schools (SKL JSIT) in Integrated Islamic-based schools; however, a gap in abilities among students was identified, where 60% of students were not yet able to read the Quran with *tartil* (measured recitation) and proper *tajwid* (rules of recitation). This study aims to determine the implementation of Intensive Tahsin Al-Quran Guidance in improving Quranic reading skills at SDIT Baitul Muslim, East Lampung. The research method used is Classroom Action Research (CAR) utilizing the Kemmis and McTaggart model, which consists of planning, action, observation, and reflection stages. Data collection was carried out through observations of learning activities, periodic oral tests of Quranic reading skills, interviews, and documentation. The subjects of this study were 25 students from the 3rd-grade Fatimah Az-Zahra class at SDIT Baitul Muslim. Data analysis was conducted using both descriptive qualitative and quantitative methods. The results showed that intensive tahsin Al-Quran guidance can be applied through the *talaqqi* and *musyafahah* methods (face-to-face and direct imitation), using small groups where one teacher guides 5–7 students. In the pre-cycle, only 40% of students could read the Quran with *tartil* and proper *tajwid*. In the first cycle, this increased to 68%. In the second cycle, it rose to 92%. Common errors such as reading fluency, *makhraj* (articulation points), ignorance of *tajwid* rules, and *adab* (etiquette) in reading the Quran were successfully minimized. In conclusion, structured and small-group intensive tahsin Al-Quran guidance is effective in correcting and improving the quality of Quranic recitation at SDIT Baitul Muslim, East Lampung.

Keywords: *Intensive Guidance, Quranic Reading Skills, Classroom Action Research.*

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A. INTRODUCTION

The Qur'an is the primary guide to life for every Muslim; it is an act of worship not only when put into practice but also when recited. Reciting the Qur'an correctly in accordance with the rules of *tajwid* is an obligation (*fardhu 'ain*) to avoid *lahn* or errors when reciting the Qur'an. (Amir,

2019, p. 1) As Allah ﷻ says in the Qur'an, Surah Al-Muzzammil, verse 4:

أَوْ زِدْ عَلَيْهِ وَرَتِّلِ الْقُرْآنَ تَرْتِيلًا

“Or more than half of that. And recite the Quran slowly..”(Qur'an Kemenag, t.t., hlm. 574)

From the verse above, there is a command for all Muslims to recite the Qur'an with tartil that is, to recite the Qur'an slowly with clear and correct tajwid and makhraj. (Sheikh Sulaiman Al-Jamzuri & Muhammad Rafiq Mukmin Asy-Staubaki, 2022, p. 6) The evidence cited above confirms that reciting the Qur'an with tajwid is obligatory. Anyone who recites it without tajwid commits a sin, because it was with tajwid that Allah revealed the Qur'an, and it is also through tajwid that the Qur'an has reached us. (Khoerudin, 2023, p. 16) As for the ruling on studying the theory of tajwid, it is a fardhu kifayah.

Education, in essence, is the teaching of the entirety of Islam (the Qur'an and hadith) as a unified body of knowledge from Allah. Therefore, the entire curriculum at the Integrated Islamic School (SIT) is developed on the basis of integrated beliefs and perspectives grounded in the oneness of Allah, Subhana Wata'ala. (JSIT Organizational Quality Team, n.d., p. 15) SDIT Baitul Muslim, as an educational institution that integrates the national curriculum with Islamic values (integrated curriculum), bears a great responsibility to nurture a Qur'anic generation and ensure that its graduates possess the ability to read and memorize the Qur'an. This is in line with the school's vision: "Fostering a Qur'anic Generation of Noble Character, Intelligence, and Leadership." Unlike public

schools, SDIT Baitul Muslim places the Qur'an at the center of its curriculum as a core value. The graduation requirements include students being able to read the Qur'an fluently in accordance with the rules of tajwid and to have completed the entire Qur'an four times, as well as memorizing at least two juz of the Qur'an in accordance with the Graduate Competency Standards (SKL) established by the Qur'anic Education Development Agency (BP2Q), which apply to all integrated Islamic schools affiliated with the Indonesian Network of Integrated Islamic Schools (JSIT). (JSIT Organizational Quality Committee, n.d., p. 46).

Based on the results of a preliminary survey conducted at SDIT Baitul Muslim, specifically in the third-grade class of Fatimah Az-Zahra, it was found that many students are still unable to read the Qur'an in accordance with the rules of tajwid. Common mistakes, such as mispronouncing letters according to their points of articulation (makhraj), inconsistent vowel length (mad), and a lack of understanding of basic tajwid rules, are still frequently observed. If this problem is not addressed early at the elementary school level, these errors will carry over into adulthood and become a flaw difficult to correct (al-lahnu al-jali).

The results of the researcher's pretest conducted during the pre-survey showed

that only 40% of the 25 students were able to read the Qur'an in accordance with the rules of tajwid. Meanwhile, 60% were still at the "jilid" level. Of the 25 students, 15 were not yet able to read the Qur'an in accordance with the rules of tajwid. The pretest results are outlined in the following table.

Table 1. *Pretest Result*

No	Reading Proficiency	Frequency (f)	Presentage
1	Volume 1	1	4%
2	Volume 2	2	8%
3	Volume 3	2	8%
4	Volume 4	10	40%
5	Al-Qur'an	10	40%
Jumlah		25	100%

This gap creates problems in traditional classroom learning. If teachers teach at an average pace, students who are not yet fluent will fall far behind, while those who are already proficient will become bored. If left unaddressed, the failure to meet these tajwid and makhraj standards will result in poor-quality memorization among students, since the primary requirement for effective memorization of the Qur'an is proper recitation (tahsin).

To address this gap, SDIT Baitul Muslim has implemented an intensive program to improve Qur'an recitation.

Unlike regular Qur'an instruction in the classroom, this program is specifically designed for students who have not yet met their class's Qur'an recitation goals. The goal of this program is to refine, enhance, and perfect the students' recitation so that it meets the quality standards set by the school.

Based on this background, the research questions can be formulated as follows: How is the intensive Qur'anic recitation (tahsin) instruction program implemented at SDIT Baitul Muslim? What are the strengths and weaknesses of this method? What are the supporting and hindering factors? And what are the implications or outcomes of this intensive instruction on students' ability to read the Qur'an? The purpose of this study is to determine how intensive Qur'anic recitation (tahsin) instruction is implemented and its impact on students' ability to read the Qur'an at SDIT Baitul Muslim in East Lampung during the 2025/2026 school year. This study is expected to contribute to the development of Islamic education, particularly in the teaching of Qur'anic recitation (tahsin), by improving students' ability to read the Qur'an and enhancing the quality of Qur'anic education at SDIT Baitul Muslim in East Lampung.

Previous studies have shown that effective tahsin techniques help students read the Qur'an better. According to

research by Khusnul Khotimah et al., applying the tahsin method within the Kemmis and McTaggart model of action research can improve Qur’anic reading skills, increasing the percentage of students who achieve proficiency from 40% to 92% (Khotimah et al., 2025). Furthermore, Sobirin’s research shows that the tahsin method can significantly improve students’ ability to read the Qur’an in each learning cycle (Sobirin, 2024).

The study titled “The Implementation of Intensive Tahsin Al-Qur’an Instruction to Improve Qur’an Reading Skills at SDIT Baitul Muslim in East Lampung for the 2025/2026 School Year” is of particular interest to the researcher.

B. METHODE

The type of classroom action research (PTK) used in this study is the model developed by Stephen Kemmis and Robin McTaggart. This classroom action research (PTK) was conducted in two cycles comprising four stages, as shown in the following figure.

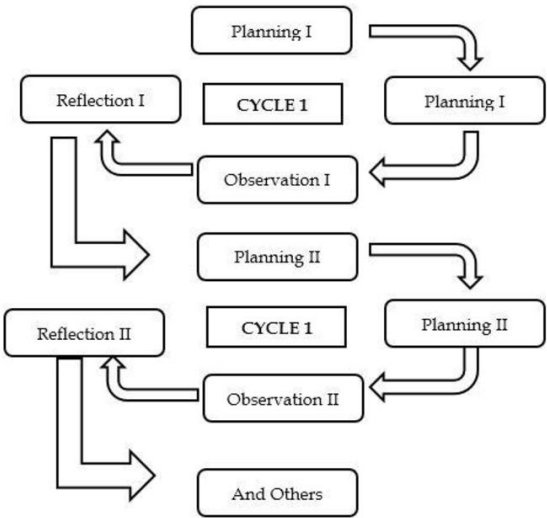


Figure 1. Classroom Action Research Model
Kemmis & Mc Taggart Model (1999)

The research was conducted at SDIT Baitul Muslim during the even semester of the 2025/2026 school year. The research subjects were the 25 students in the third-grade Fatimah Az Zahra class, all of whom were girls. Data collection methods included observation of learning activities, periodic oral tests of Qur’an reading proficiency, interviews, and documentation. Data analysis was conducted using both qualitative and quantitative techniques. The Qur’an reading tests served as the source of quantitative data, while the interviews and observations served as the source of qualitative data, which was calculated using the following formula:

$$P = \frac{f}{N} \times 100\%$$

Description:

P = presentage

f = Many students have completed the course

N = total number of students

The success indicator for this initiative is that 80% of students have mastered the Tahsin Tahfizh Al-Qur'an subject. They are able to read the Qur'an with tartil and in accordance with the rules of tajwid in the third grade at Fatimah Az Zahra SDIT Baitul Muslim in East Lampung.

C. RESULT AND DISCUSSION

Implementation of the Intensive Qur'an Recitation Improvement Program

Classroom Action Research (PTK) examines the process of implementing intensive Qur'anic recitation (tahsin) instruction to improve Qur'an reading skills at SDIT Baitul Muslim, using the talaqqi and musyafahah methods. Classroom Action Research (CAR) using the Kemmis and McTaggart model consists of four stages: planning, implementation, observation, and reflection (Kemmis et al., 1988). The study was conducted over two cycles. Each research cycle consisted of three sessions per week. Each session lasted 60 minutes.

This intensive tutoring program is designed using a small-group (halaqah) approach consisting of 5–7 students, with more frequent sessions held from 7:15–8:15 a.m. (WIB) before classroom instruction

begins, every Tuesday through Thursday, and with more specific learning objectives. This includes everything from mapping students' abilities and using the talaqqi and musyafahah methods to a rigorous daily evaluation process.

Talaqqi means "to meet"; al-Musyafahah means "face-to-face, from mouth to mouth"; and halaqah means "a group of people sitting in a circle." Talaqqi musyafahah refers to a face-to-face meeting between a teacher and a student within a group sitting in a circle. Talaqqi musyafahah is a tradition of teaching the recitation of Qur'anic verses in which the teacher faces the student; the teacher models the recitation of a verse and the student repeats it, or conversely, the student recites the verse and the teacher observes and listens. (Hissan et al., 2025, p. 129).

This learning model helps students become more proficient in the pronunciation of letters and in reading fluently in accordance with the rules of tajwid. As a result, students' ability to read the Qur'an improves significantly. Through an interactive and personalized approach, educators can directly correct errors in students' recitation such as the pronunciation of letters according to their points of articulation (makhraj) and characteristics, the length of vowel sounds, and the rules of waqaf and ibtida.

Steps for Intensive Qur'an Recitation Improvement Instruction

In practice, this intensive instruction consists of nine stages: introduction, repetition, modeling and imitation, explanation, calling on selected students, reading in groups, reading together, evaluation, and conclusion.

- 1) Opening: The teacher prepares the students for learning and guides them in reciting Surah Al-Fatihah and the prayer for peace of mind before the intensive instruction begins.
- 2) Review: The teacher asks the students to review the previous material.
- 3) Demonstration and Repetition: The teacher models the recitation at least three times; students listen and repeat the recitation as demonstrated by the teacher.
- 4) Explanation: The teacher explains the concepts of tahsin and tajwid.
- 5) Calling on students: The teacher calls on a few students (2 or 3) to read the passage assigned by the teacher.
- 6) Group reading: The teacher leads students in group reading.
- 7) Reading together: The teacher leads the students in reading one page together from the teaching aid.
- 8) Evaluation: The teacher listens as students take turns reading pages

from the volume. The teacher assesses their performance by recording it in the students' achievement books and evaluation journals.

- 9) Closing: The teacher leads the students in a group reading, offers brief advice, and concludes with the hamdalah, the kaffaratul majlis prayer, and a closing greeting.

Advantages and Disadvantages of the Intensive Qur'an Recitation Guidance Program

The advantages of the intensive Qur'an recitation (tahsin) program are:

- 1) Because the learning process is intensive, with small study circles consisting of 5–7 students, it is easier for students to stay focused and on track.
- 2) Errors in reading can be detected and corrected more quickly. The talaqqi and musyafahah methods allow teachers to correct and improve students' reading more quickly.
- 3) A tight and consistent schedule enables students to make significant progress.
- 4) A personalized approach tailored to each student's learning pace. Students who learn more slowly do not fall far behind, and those who

learn quickly are not held back in their development.

The drawbacks of the intensive Qur'an recitation (tahsin) program are:

- 1) It requires a large number of teachers. Recruiting a large number of teachers certified in tajwid is often difficult.
- 2) Students experience high levels of boredom and fatigue. With a tight schedule and frequent sessions, if the lessons aren't presented in an engaging way, students are more likely to feel bored, tired, and stressed.
- 3) High operational costs, as the institution must allocate funds for additional teacher stipends, dedicated tutoring rooms, and teaching aids.
- 4) Variations in student progress; within a single group, there are often differences in learning pace. If a student is falling behind, the teacher may spend excessive time on that student, leaving other students without a turn to read.

This shortcoming can be addressed in several ways: teachers should administer rigorous placement tests at the beginning of the course to ensure that students within each group are truly at a similar level. Students who are significantly ahead should

be moved to a group of similar ability. The use of teaching aids and Hijaiyah alphabet flashcards can help alleviate student boredom.

Improving Student Learning Outcomes

After observing the students' learning outcomes in the first cycle, a reflection and improvements were carried out to be implemented in the second cycle.

Table 2 below shows the test results for the first cycle

Table 2. Result Test I

No	Reading Proficiency	Frequency (f)	Percentage
1	Volume 1	0	0%
2	Volume 2	0	0%
3	Volume 3	2	8%
4	Volume 4	8	32%
5	Al-Qur'an	15	60%
Jumlah		25	100%

The data in Table 2 show that the test results for the first cycle indicated a 60% pass rate, with 15 out of 30 students meeting the criteria. Since the success rate of the intensive tutoring in the first cycle fell short of the intervention's success indicator of 80%, the intervention was continued into the second cycle. The test results for the second cycle are presented in Table 3 below

Table 3. Result Test Cycle II

No	Reading Proficiency	Frequency (f)	Percentage
1	Volume 1	0	0%
2	Volume 2	0	0%
3	Volume 3	0	0%
4	Volume 4	2	8%
5	Al-Qur'an	23	92%
Jumlah		25	100%

Table 3 shows the test scores for Cycle 2, with an intensive tutoring completion rate of 92%—meaning that 23 out of 25 students met the criteria. Since the completion rate for intensive tutoring in Cycle 2 exceeded the intervention's success indicator of 80%, the intervention was concluded in Cycle 2.

Students' ability to read the Qur'an improved significantly after the implementation of the intensive Qur'anic recitation (tahsin) program. Through this approach, students found it easier to focus and stay on track. This is evidenced by the improvement in students' ability to read the Qur'an from the first cycle to the second cycle, as shown in Figure 2 below.

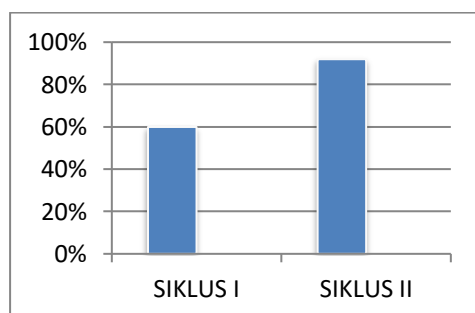


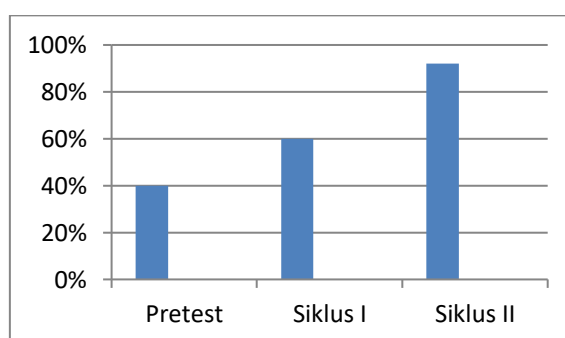
Figure 2. Percentage of Student Learning Activities in Cycles I & II

Figure 2 shows a 32% increase in the percentage of student learning activity, from 60% in the first cycle to 92% in the second cycle.

A comparison of the pretest results, Cycle I scores, and Cycle II scores can be seen in Table 4 and Figure 3 below.

Table 4. Comparison of Pretest Results, Cycle I Scores, and Cycle II Scores

Pretest Results	Cycle Points I	Cycle Points II
40%	60%	92%
Upgrade	20%	32%



Gambar 3. Comparison of Pretest Results, Cycle I Scores, and Cycle II Scores

Based on Table 4 and Figure 3, it can be concluded that there was a 20% increase in students' learning ability from the pre-cycle to the first cycle, and a 32%

increase from the first cycle to the second cycle.

D. CONCLUSION

Based on the results and discussion of the above study, it can be concluded that the implementation of an intensive Qur'an recitation (Tahsin) program in the Qur'an Recitation and Memorization (TTQ) course has been proven to improve students' ability to read the Qur'an. Students' learning outcomes improved from before the intervention was implemented to after it was implemented, with a mastery rate of 40% in the pre-cycle, increasing to 60% in the first cycle, and further increasing to 92% in the second cycle.

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