

The Application of the Talqin Jama'ah Method in Increasing the Effectiveness of Students Reading the Qur'an At the Al-Quran Education Park

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Abstrak. This study explores the application of the Talqin Jama'ah method to improve the effectiveness of Qur'an reading learning for 2A grade students at TPA SDN 5 Salamae. Using Classroom Action Research with planning, action, observation, and reflection cycles, the study involved 17 students. Data were collected through observation, tests, and documentation. The results show a significant improvement in students' Qur'an reading skills and engagement from Cycle I to Cycle II. These findings demonstrate that the Talqin Jama'ah method effectively enhances learning and supports better Qur'an literacy in early learners.

Keywords: Learning effectiveness, Al-Qur'an Education Park, Learning methods

1. Introduction

Islamic education has also undergone significant changes in the era of increasingly rapid globalization and profound technological transformation. (Mashuri et al., 2024). Islamic schools are no longer only oriented to traditional heritage, but also begin to adapt to the times through curriculum innovations and more systematic and structured learning methods. (Kholidin et al., 2025). One of the important aspects of this transformation is the teaching of the Qur'an. According to (Aziz & Zakir, 2022) Qur'an learning, which used to rely only on conventional methods, is now beginning to be developed through a more creative and participatory approach to answer the challenges of the current digital generation.

The Indonesian Government also greatly emphasizes strengthening non-formal religious education, especially Qur'an education. This is stated in Government Regulation No. 55 of 2007, Article 24, Paragraph 2, which states that Qur'an education consists of Al-Qur'an Kindergarten (TKQ), Al-Qur'an Education Park, Ta'limul Qur'an lil Aulad (TQA), and other similar forms. (Indonesia, Central Government, 2007). This regulation shows the state's commitment to providing inclusive and tiered access to learning the Qur'an, so every Muslim child has the same opportunity to systematically receive religious learning from an early age, according to their developmental stage.

One of the non-formal institutions that plays an important role in Qur'an education is the Qur'an Education Park. This institution is present as an answer to the community's anxiety

regarding the low ability to read the Qur'an among children. According to (Hasna et al., 2022), Qur'an Education Park is a basic Islamic educational medium that emphasizes learning to read the Qur'an, recitation with correct tajweed, and forming Islamic character. The goal is not only on the cognitive aspect (literacy and reading), but also on forming children's morals and discipline from an early age (Dacholfany & Hasanah, 2021, p. 207).

Facts in the field show that the effectiveness of the learning process of reading the Qur'an in various lands still encounters obstacles. One of them occurred at the SDN 5 Salamae Landfill, Palopo. Based on the results of initial observations, many students of class 2A have difficulty in recognizing hijaiyah letters, understanding the laws of tajweed, and reading the Qur'an fluently. This indicates problems with the approach of the learning method used. Teachers have not been optimal in applying methods that suit the needs and characteristics of students.

According to (Astuti et al., 2021) Improper learning methods can be the leading cause of low student interest and learning effectiveness. Therefore, there is a need for innovative methods that can increase student participation actively and collectively. One of the methods relevant to the Qur'an education context is the Talqin Jama'ah method, which is a method of repetition of recitations together led by a teacher. (Rasyidi & Karim, 2021). This method involves all students in the pronunciation process simultaneously, strengthening memory, improving pronunciation, and creating a communal and fun learning environment.

Several previous studies have examined the effectiveness of various methods in learning the Qur'an. Research by (Munawar, 2025) Regarding the application of the Iqro' method, it shows that the success of learning is highly dependent on the consistency and ability of teachers in guiding students to read hijaiyah letters and understand tajweed. Meanwhile, research by (Hanafi et al., 2019, p. 69) The Talaqqi method, like Talqin, effectively improves students' reading ability, especially when combined with an individualized approach. On the other hand, studies by (Anto et al., 2023) Using audio-visual methods to learn the Qur'an can Help improve reading comprehension, but has limitations in practicing articulation and letter makhraj.

From these findings, it can be seen that the research focuses more on individual methods and technology-based approaches. In contrast, research on the Talqin Jama'ah method as a collective approach has not been systematically explored, especially in the context of Qur'an Education Park in public elementary schools. This method has great potential in creating a cooperative learning atmosphere and can overcome student obstacles together.

The research gap is also seen from the lack of classroom action research (CAR) that empirically examines the effectiveness of the Talqin Jama'ah method. This approach is relevant for evaluating and developing learning methods through a continuous improvement cycle. In addition, there have not been many studies that specifically examine the application of this method to grade 2A students in Qur'an Education Park based on public schools such as SDN 5 Salamae. Thus, there is a need for in-depth and focused research to address this gap and offer data-driven solutions to the challenges of learning to read the Qur'an.

Based on this background, this study is titled "The Application of the Talqin Jama'ah Method in Increasing the Effectiveness of Students Reading the Qur'an at the Al-Quran Education Park," which aims to identify and analyze the application of the Talqin Jama'ah method in increasing the effectiveness of learning to read the Qur'an, especially in grade 2A students at Qur'an Education Park SDN 5 Salamae. The primary focus of this research is formulated in two questions, namely: how to apply the Talqin Jama'ah method in increasing the effectiveness of learning to read the Qur'an for grade 2A students at Qur'an Education Park SDN 5 Salamae, and how are the results of

the application of this method in increasing the effectiveness of learning to read the Qur'an in students in the class.

This research is expected to contribute both theoretically and practically. Theoretically, this study enriches the literature on effective Qur'anic reading learning methods in school-based non-formal education. Practically, the results of this research are expected to be used as a reference for educators, Qur'an Education Park managers, and Islamic educational institutions in developing teaching methods that align with the characteristics of students and the challenges of the times.

2. Methods

This study uses the design of Classroom Action Research (CAR) (Kemmis et al., 2013) Which aims to improve the quality of the learning process, especially in reading the Qur'an. The research is carried out in two cycles, each consisting of four stages: planning, implementation of actions, observation, and reflection. This method was chosen because it is suitable for solving learning problems that occur directly in the classroom, by actively involving teachers and students in improving the quality of learning.

The subject in this study is a student of class 2A of the Al-Qur'an Education Park SDN 5 Salamae, Palopo City. The selection of this class was based on the initial finding that the effectiveness of learning to read the Qur'an in the class was still low. Meanwhile, this research aims to apply the Talqin Jama'ah method to increase the effectiveness of learning to read the Qur'an in students.

The data collection techniques used in this study consisted of observation, tests, and documentation. (Morgan & Harmon, 2001). Observations are carried out to directly observe the activities of teachers and students during the learning process and record students' responses to the methods applied. The test is conducted orally to measure the students' ability to read the Qur'an before and after the action. Meanwhile, documentation is used as a complement to data in the form of photos of activities, field notes, and other supporting documents related to the implementation of learning.

The data analysis in this study was carried out qualitatively and quantitatively. (Sarief et al., 2023). Qualitative analysis describes implementing classroom actions, including observations of changes in student behavior and teacher involvement in the learning process. Meanwhile, quantitative analysis is carried out to measure the improvement of student learning outcomes by calculating average scores and the percentage of learning completeness. The formula for calculating the success percentage is $P = F/N \times 100$, where P is the percentage, F is the frequency of grades students earn, and N is the number of students. The average score is obtained by dividing the total by the number of students. The results of this analysis are then used as a basis for reflection and action planning in the next cycle.

3. Results

Pre-Cycle Research Results

This pre-cycle action research was conducted on Tuesday, February 18, 2025, at the SDN 5 Salamae Qur'an Education Park. The purpose of this pre-cycle stage is to determine the initial ability of students to read the Quran before applying the Talqin Jama'ah method. The initial ability test is given to all students of class 2A as a basis for evaluation and as a foothold in designing future actions. This test is in the form of oral reading of the Qur'an, which includes introducing hijaiyah letters, tajweed reading, and reading fluency. The test results show that most students have not reached the Minimum Completeness Criteria set at 75. This indicates that the effectiveness of the

previous learning methods is still low, so innovation is needed in the learning approach. Based on this, the researcher considers it necessary to apply the Talqin Jama'ah method to improve students' ability to read the Qur'an collectively and enjoyably.

The following is a recapitulation of the results of the initial ability test for students of class 2A Qur'an Education Park SDN 5 Salamae:

Table 1. Number and Percentage of Students Who Meet and Fail to Meet the Minimum Completeness Criteria (≥ 75)

Category	Number of Students	Percentage (%)
Achieving Minimum Completeness Criteria (≥ 75)	3 students	17,65%
Not Achieving Minimum Completeness Criteria (< 75)	14 students	82,35%
Total	17 students	100%

Based on the data in the table, out of 17 students who took the initial test of the ability to read the Qur'an, only three students, or around 17.65%, had reached the Minimum Completeness Criteria with a score of ≥ 75 . Meanwhile, as many as 14 students, 82.35%, have not reached the set Minimum Completeness Criteria.

Results of Research Cycle I

The action planning stage began with the researcher contacting the SDN 5 Salamae Qur'an Education Park supervisor to obtain information related to learning conditions in class 2A. This information is the basis for assessing the feasibility of implementing the Talqin Jama'ah learning method. Furthermore, the researcher and Qur'an Education Park teachers/coaches held discussions to prepare a learning implementation plan and research instruments such as observation sheets and learning tools based on the Talqin Jama'ah method. The researcher also compiled observation indicators of student and teacher activities during the learning process.

The actions are implemented according to the prepared plan. The teacher applied the Talqin Jama'ah method during three meetings, namely by dictating the reading of the Qur'an and the students imitating it together. Students participated in learning based on the modules that had been prepared, while the researcher made direct observations of the activities of teachers and students using the available observation instruments. This method aims to create a more active, interactive, and fun learning atmosphere to improve the ability to read the Qur'an.

After three meetings, the researcher evaluated the students' learning outcomes. The following is the data on student scores in cycle I:

Table 2. Recapitulation of the number of students based on the achievement of the minimum completeness criteria (≥ 75)

Category	Number of Students	Percentage (%)
Achieving Minimum Completeness Criteria (≥ 75)	7 students	41,17%
Not Achieving Minimum Completeness Criteria (< 75)	10 students	58,83%
Total	17 students	100%

Based on the evaluation results in the first cycle, the average class score increased to 75 after implementing the Talqin Jama'ah method. A total of 7 students (41.17%) managed to achieve the Minimum Completeness Criteria (≥ 75), while 10 students (58.83%) have not reached the Minimum Completeness Criteria.

During the implementation of learning, the researcher made observations using the observation sheets that had been prepared. The observations show that some students still do not fully understand the steps of the Talqin Jama'ah method. Although the students' enthusiasm began

to be seen, it was not seen among all students. Some students still do not pay attention to the material presented, most likely because they are unfamiliar with the learning methods. This shows that despite the improvements, several challenges must be overcome in implementing this method to ensure that all students can follow the learning well.

Reflections from implementing the first cycle show that despite improving learning outcomes, there are still shortcomings, such as the lack of intensive teacher guidance and low student attention during learning. Therefore, it is necessary to make improvements in the next cycle with the following strategies:

Table 3. Problems and Solutions in Cycle I

Yes	Problem	Solution
1	Some students do not understand the steps of the Talqin Jama'ah method	Provide a re-explanation before learning begins
2	Lack of teacher guidance in the learning process	Teachers are more active in guiding students personally
3	Low student attention	Give appreciation in the form of praise, good grades, or small gifts

Results of Cycle II Research

In implementing Cycle II, the researcher seeks to improve the shortcomings in Cycle I, both in planning, implementation, and evaluation. Researchers and teachers work together to plan and prepare better research instruments and improve learning aspects based on the results of the evaluation of Cycle I.

Teachers follow learning modules and improve learning management to be more effective. Students participate in more focused and active learning activities and seek to improve their cognitive, emotional, and psychomotor aspects. The researcher observes the activities of students and teachers during the learning process, ensuring that learning runs smoothly and effectively.

The evaluation results in Cycle II showed a significant improvement compared to Cycle I, with the average class grade increasing to 85. Based on the evaluation, all students achieved the Minimum Completeness Criteria set (≥ 75), which shows that the Talqin Jama'ah method effectively improves students' ability to read the Qur'an.

Table 4. Evaluation Results of Cycle II

Category	Number of Students	Percentage (%)
Achieving Minimum Completeness Criteria (≥ 75)	17 students	100%
Not Achieving Minimum Completeness Criteria (< 75)	0 students	0%
Total	17 students	100%

The table above shows the final evaluation results after implementing Cycle II in class 2A, Qur'an Education Park SDN 5, Salamae students. Of the 17 students involved in the study, all (100%) achieved the Minimum Completeness Criteria set, a score of ≥ 75 . No student failed to achieve the Minimum Completeness Criteria, meaning 0% scored less than 75. All students achieved the expected graduation standard in learning to read the Qur'an using the Talqin Jama'ah method.

Table 5. Comparison of Precycle, Cycle I, and Cycle II learning outcomes

Yes	Information	Precycle	Cycle I	Cycle II
1	Achieving Minimum Completeness Criteria (≥ 75)	3 students	7 students	17 students
2	Not Achieving Minimum Completeness Criteria (< 75)	14 students	10 students	0 students
Total Number of Students		17 students	17 students	17 students
Percentage		17.64%	41.17%	100%

Table 5 compares Precycle, Cycle I, and Cycle II student learning outcomes in achieving the Minimum Completeness Criteria of 75. Only three students (17.64%) achieved the Minimum Completeness Criteria in the Precycle, while 14 (82.35%) did not reach this standard. In Cycle I, the number of students who reached the Minimum Completeness Criteria increased to 7 (41.17%), while 10 (58.83%) still did not reach the Minimum Completeness Criteria. The highest achievement occurred in Cycle II, where all 17 students (100%) achieved the Minimum Completeness Criteria. This shows a significant increase in student learning outcomes, which indicates the effectiveness of using the Talqin Jama'ah method in learning to read the Qur'an.

4. Discussion

The Application of the Talqin Jama'ah Method in Increasing Learning Effectiveness

Applying the Talqin Jama'ah method in learning the Qur'an in class 2A, Qur'an Education Park SDN 5 Salamae has been proven to increase the effectiveness of students' learning to read the Qur'an. This method is applied with a structured teaching approach, where the teacher reads the text of the Qur'an and the students follow along. During the learning process, students are actively involved in repeating the Qur'an, which helps to strengthen their memorization and understanding of the correct way of reading, especially in terms of tajweed and pronunciation.

The results of applying the Talqin Jama'ah method align with findings in other studies that show that teaching the Qur'an with methods that involve direct interaction and togetherness in recitation can improve students' understanding. For example, in a study conducted by (Hudamahya et al., 2022) It was found that the Talqin Jama'ah method effectively improved students' understanding of tajweed and the recitation of the Qur'an. In addition, research by (Hariyanto et al., 2025) It also emphasizes that this method can increase students' motivation and interest in learning, due to the collective encouragement in learning that makes students more active and engaged. Research conducted by (Isnawati & Hudha, 2024) Also revealed that learning the Qur'an in groups, such as Talqin Jama'ah, can speed up mastering the material because students feel helped by the atmosphere of togetherness.

Practically, applying the Talqin Jama'ah method has very positive implications for improving student learning outcomes. Teachers as facilitators must ensure that the learning atmosphere supports the collective reading by providing the right motivation and direction. In this context, researchers can also add variations in teaching methods, such as audio or video media, to Help students more easily imitate correct readings. This method is not only effective in the cognitive aspect, but also impacts the affective aspects of students, such as increasing the sense of community and enthusiasm for learning.

Theoretically, applying the Talqin Jama'ah method supports the theory of constructivism that emphasizes the importance of social interaction in learning. In this context, students learn individually and in mutually supportive groups. Social learning theory was put forward by. (Bandura, 1985) It is also relevant in this context, as students learn by observing and imitating their teachers and classmates. Thus, applying this method is based on the principles of learning theory that emphasize the importance of social experience in improving student understanding.

Results of the Application of the Talqin Jama'ah Method in Increasing Learning Effectiveness

The results of applying the Talqin Jama'ah method in increasing the effectiveness of learning to read the Qur'an in grade 2A students at Qur'an Education Park SDN 5 Salamae showed significant progress. Based on the results of the evaluation carried out in Cycle I and Cycle II, it is known that all students finally managed to achieve the Minimum Completeness Criteria set, which is a score of

≥ 75. Only 17.64% of students achieved the Minimum Completeness Criteria in the initial cycle. However, in the second cycle, 100% of students achieved the Minimum Completeness Criteria, which shows that the Talqin Jama'ah method effectively improves students' Qur'an reading skills.

These results are in line with research conducted by (Adilah et al., 2024), which found that applying the Talqin Jama'ah method can speed up the learning process of the Qur'an, as students feel more involved in the learning process together. Research by (Hasanah, 2017) Also, applying this method increased students' motivation to study the Qur'an, which led to improved learning outcomes. Meanwhile, (Baidowi et al., 2025) Also, the Talqin Jama'ah method effectively builds students' confidence in reading the Qur'an, as they learn in mutually supportive groups.

Practically, the results of applying the Talqin Jama'ah method show that learning to read the Qur'an can be more effective if done in an atmosphere that supports togetherness. Teachers need to pay more attention to classroom management and provide opportunities for students to follow the readings attentively. Learning done together will encourage students to be more active, as they feel more valued and cared for in groups. Therefore, teachers must create a conducive environment for all students to participate in learning actively.

The theoretical implications of this study's results align with the theory of constructivism, which emphasizes that effective learning occurs when students interact with the material and fellow students in a social context. Applying the Talqin Jama'ah method in learning the Qur'an also supports social learning theory. (Akers & Jennings, 2015), which states that students learn not only individually but also through social interaction, i.e., by observing and imitating the readings of their peers and teachers. Thus, the Talqin Jama'ah method not only serves to improve the ability to read the Qur'an, but also as a means to build students' social skills in interacting and working in groups.

Based on these results, it can be stated that the Talqin Jama'ah method not only improves students' understanding and reading skills of the Qur'an, but also provides benefits in affective and social aspects, such as strengthening students' motivation, togetherness, and confidence in the Qur'an learning process.

5. Conclusion

This study examines the application of the Talqin Jama'ah method in increasing the effectiveness of learning to read the Qur'an in grade 2A students at Qur'an Education Park SDN 5 Salamae. The study results show that applying the Talqin Jama'ah method has improved students' ability to read the Qur'an. In the first cycle, only 17.64% of students achieved the Minimum Completeness Criteria, but in the second cycle, all students (100%) achieved the set Minimum Completeness Criteria. This increase is also reflected in observing student activities that show better activity and motivation.

This study recommends that the Talqin Jama'ah method be applied more widely in the landfill and used consistently to increase the effectiveness of Qur'an learning. This research contributes significantly to both the theory and practice of Qur'anic learning, strengthening the understanding of the importance of methods that involve active social interaction in the learning process.

6. References

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