


The Effectiveness of Routine Recitation Activities on Students' Ability in Reading and Writing the Qur'an at State Junior High School 7 Buton Tengah

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ABSTRACT

The difficulties that students often experience in studying the Al-Qur'an, especially in class VIII E, became the impetus for conducting this research. Students at SMP Negeri 7 Buton Tengah have problems in terms of encouraging them to read the Al-Qur'an, feeling lazy, lacking self-confidence and accuracy in recognizing makhraj and tajwid. With regular Koran activities carried out every Wednesday or Friday, one way to make it easier for students to study the Koran, from the Iqro level to the Al-Qur'an level, is to use the talaqqi (musyafahah), talqin technique, and tiktir techniques. With this method, students read directly in front of the teacher, and the teacher immediately corrects if there are mistakes in makhraj or tajwid and the teacher uses (talaqqi), even the teacher reads it first then the students imitate it (talqin), then the teacher reads the verses of the Koran again and the students imitate it (tikrar). The aim of this research is to ensure that students' reading is in accordance with correct Tajweed rules and good reading standards. This study uses a qualitative approach to understand and measure students' Quranic reading and writing abilities. The research method used is descriptive qualitative with data collection techniques through observation, interviews, and documentation as research instruments in addition to purposive sampling techniques (purposeful samples). The research findings show that class VIII E uses talaqqi, talqin, and tiktir techniques. From cycle I, when the average score was 65,80, to cycle II when the average score was 89,09, included in the very good category, students' understanding of Quranic reading and writing abilities has increased over the past year.

Keywords: *Effectiveness, Reciting Routine, Reading and Writing the Qur'an, SMP Negeri 7 Buton Tengah.*

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INTRODUCTION

Routine reciting activities are an important part of learning Islamic education, especially in developing the ability to read and write the Qur'an. The ability to read the Qur'an properly and correctly is one of the main competencies that must be possessed by every student, especially at the junior high school (SMP) level. This is in accordance with the educational function of the Islamic religion which not only instills aspects of faith and piety, but also the skill of reading the holy book of the Qur'an as the main source of Islamic teachings. Therefore, the management of regular recitation activities at school is one of the effective ways to strengthen Qur'an reading skills among students and significantly improve their Qur'an literacy skills

There are many obstacles commonly encountered in learning the Qur'an, especially among students in Grade VII E. At SMP Negeri 7 Buton Tengah, several difficulties are observed, including challenges in pronouncing *makhraj* and applying *tajwid* correctly, students' lack of motivation, difficulty distinguishing similar sounds, problems in repeating and memorizing readings, and limited ability to remember *hijaiyah* letters. In addition, students tend to forget easily, receive insufficient encouragement and guidance from parents, and show differences in learning ability, willingness, and engagement. Environmental factors that are less supportive or not conducive to learning also contribute to these challenges.

To increase students' motivation to participate in Qur'anic learning activities, strong support and encouragement from parents and teachers are essential. The teaching of the Qur'an at SMP Negeri 7 Buton Tengah is carried out using several techniques, namely *talaqqi*, *talqin*, and *tikrar*. In routine recitation activities, this approach is considered simple yet effective in helping students improve their reading skills.

The Qur'an is the primary source of Islamic teachings, containing guidance for the lives of Muslims. Therefore, the ability to read and write the Qur'an is essential for every Muslim, especially students. In addition to strengthening faith, this ability also supports the proper performance of acts of worship, such as prayer. Many verses of the Qur'an and hadith encourage Muslims to recite the Qur'an and promise great rewards for those who do so. For example, in QS. Fatir (35):29-30:

"Indeed, those who recite the Book of Allah, establish prayer, and spend [in His cause] out of what We have provided them, secretly and publicly, can expect a profit that will never perish. [It is] so that He may give them in full their rewards and increase for them of His bounty. Indeed, He is Forgiving and Appreciative."

It is said that those who read the Qur'an and carry out worship earnestly will be given rewards and gifts from Allah SWT. The Prophet Muhammad (PBUH) also said that those who are proficient in reading the Qur'an are with angels, and those who read with a stammering still get double rewards. Starting the study of the Qur'an early helps children to understand and love this holy book more easily. In addition to learning to read, children are also taught religious values and noble morals contained in it. With this habit, it is hoped that a generation will be formed that obeys, believes, and loves the Qur'an. In fact, there are still many school-age children who are not able to read and write the Qur'an well. In fact, religion is an important guideline in facing the challenges of modern times. Therefore, fostering the ability to read and write the Qur'an from an early age is very important and must continue to be pursued.

The *talaqqi* method in language means meeting face-to-face. This term is found in the methodology of teaching the Qur'an. A method of teaching the Qur'an directly is the *talaqqi* method, meaning that the teaching of the Qur'an is received from generation to generation, from a teacher who teaches directly by word of mouth to his students. Each method certainly has advantages and disadvantages. The advantage of this method is that teachers are more free to supervise the development of students directly. In addition, children can see directly the movement of the educator's lips in pronouncing the letter *makhorijul* because they are facing each other directly. Meanwhile, the weakness of the *talaqqi* method is that it cannot be used classically because it is less effective. In addition, students will feel bored waiting for their turn to recite by the teacher because the teacher has to test individually. The rarities of the *talaqqi* method are that the teacher gives examples of how to read the wrong letters in pronunciation, while students listen, then imitate as exemplified by the teacher.

Talqin is almost the same in the *talaqqi* method where the teacher gives the Qur'an recitation (recitation) to his students directly and provides intensive direct supervision to help them memorize the text. So, in this case, the teacher reads the Qur'an, then his students follow it. The learning material for class VIII E is a special example. Among them is the Qur'anic Surah which consists of 4 verses, which is taught to the disciples. Before the *kitabah*, students are expected to be able to listen well to the teacher using the *talqin* method to help them through the process of writing the 4 verses (*tartil*) accurately and correctly.

The *tikrar* approach involves repeating the parts that have been memorized and then paying attention to them to improve the reading. The repetition strategy involves having students read the first through fourth verses ten to twenty times until they memorize it, then the fifth and eighth verses ten to twenty times until they memorize it (the number of verses depends on the student's ability level), then the first to last verses ten to twenty times until they are fluent and memorize it, and finally, read it again from the first to the last until they memorize it.

The purpose of this research is to analyze and measure the effectiveness of routine recital activities in improving the literacy of the Qur'an and to identify the obstacles in learning to read and write the Qur'an and the efforts made to overcome it for students at SMP Negeri 7 Buton Tengah and to formulate practical recommendations for the improvement and development of recital programs in the future. The purpose of this research aims to explore and identify which strategies can effectively improve students' ability to read the Qur'an in the context of learning to read and write the Qur'an. The expected results not only include providing practical guidance for teachers in choosing the right teaching methods, but also provide a reference for schools to optimize the design of the religious education curriculum to support the development of students' Qur'an reading skills better. Therefore, the focus of this research is not limited to improving the technical aspects of reading the Qur'an, but also to encourage students' understanding and appreciation of the content and meaning of deep holy verses for students of grade VIII E SMP Negeri 7 Buton Tengah to be better in Qur'anic literacy skills.

METHOD

The study used a descriptive qualitative approach. Descriptive qualitative research aims to describe social phenomena in a detailed, factual, and contextual manner without manipulating variables or testing hypotheses. This approach was chosen because the teacher applies talaqqi, talqin, and tikkar techniques to improve students' Qur'anic knowledge during classroom learning activities. The development and enhancement of teachers' professionalism in supervising the learning process can be directly influenced by the methodologies and strategies offered through case study research. Through this study, the researcher seeks to explore the experiences, responses, and behaviors of both students and teachers during the learning process. This allows for an in-depth understanding of how spiritual values are instilled through reading, writing, and practicing the Qur'an and prayer, including the process from the beginning of the treatment to the final outcomes.

Data collection was conducted from 6 to 23 February 2026 in two cycles (Cycle I and Cycle II) at SMP Negeri Buton Tengah, Talaga Raya District, Southeast Sulawesi Province. The population consisted of all students in Class VIII E, totaling 29 students, as well as six teachers who supervise routine recitation activities. A purposive sampling technique was used, as the researcher selected participants who were considered to have the most understanding and direct involvement in the recitation activities. However, all students in Class VIII E (29 students) were included as the sample. The study employed talaqqi, talqin, tikkar, and muraja'ah techniques as learning tools to observe the improvement of students' Qur'anic literacy. The researcher recorded findings to collect research data. Data were gathered through classroom observations of students' behavior during learning activities and interviews with both teachers and students, which were systematically organized as part of the data collection process.

FINDINGS AND DISCUSSIONS

This study aims to analyze and measure the effectiveness of routine recital activities in improving the literacy of the Qur'an and identify the obstacles in Qur'an literacy learning activities and the efforts made to overcome them for students at SMP Negeri 7 Buton Tengah and formulate practical recommendations for the improvement and development of recital programs in the future. Data and conditions collected during the teaching and learning process in the classroom and at the location of reciting are presented in this study using the case study research methodology. This learning process is carried out in four steps, which together form a cycle: preparation, action, observation, and reflection. Each stage can be explained through various activities.

Planning Stage

At this stage, the researcher's duties include collecting data and creating a plan that will be used during the investigation. These are the steps involved in preparing for research: Class VIII.E is identified, the materials to be prepared to write the Qur'an by the methods of talaqqi, talqin, and tikkar, as well as the letters and letters of Hijaiyah to be written by the students of class VIII.E are determined. d) Creation of teaching materials, such as PowerPoint; e) Creation of activity observation forms for educators and students; f) Creation of an evaluation form for the Qur'an writing exam.

Implementation/Action Stage

At this stage, students are prepared to learn and apply the talaqqi, talqin, and tikkar methods. The researcher then takes on the role of a teacher by providing directions related to the learning process of the methods to be used and the steps to implement them in the learning process that will be carried out in each cycle, namely cycle I and cycle II. The instructor opens the class with preliminary exercises at the beginning of this stage. Next, the teacher provides material and applies the Talaqqi, talqin, and tikkar procedures, to the core activities. Finally, the learning process was closed with prayer and small talk.

The results of the application of talaqqi, talqin, and tikkar methods in writing and reading the Qur'an at SMP Negeri 7 Buton tengah, especially in grade VIII students. E is that a large number of students no longer have difficulties when reading the Qur'an and the Participant is able to increase his capacity to write the Qur'an, as well as be able to achieve the desired target. These abilities can be assessed using two cycles, starting with research findings and conversations that are broken down into several phases according to their implementation in the learning process. The following are the results of research cycles I and II:

Persiapan (Planning)

This phase starts with the teacher preparing material for students as a test to solve existing problems. In the first cycle, the researcher took the Quraish surah and the researcher recruited observers, especially Islamic religious education teachers, to observe the activities of teachers and students after making observation sheets for them to use. This is also done periodically in cycle II to see the extent to which participants are able to write and read the Qur'an in accordance with makruj and tajwit letters using talaqqi, talqin, and tikkar techniques. In addition, observation sheets are created to track the actions of instructors and learners during the learning process.

Acting

The activity was conducted to help students in Class VIII E become more confident in reciting and reading the Qur'an in front of the class through the use of talaqqi, talqin, and tikkar techniques at SMP Negeri 7 Buton Tengah. In accordance with the learning plan established by the school, Cycle I was carried out on Friday, 13 February 2026. In this cycle, the researcher acted as the teacher, applying the talaqqi, talqin, and tikkar techniques in teaching the Qur'an. Prior to the implementation, the researcher and the Islamic education teacher, who served as the observer, discussed the procedures and stages of the learning process.

The learning activities consisted of three stages: preliminary (exploratory), core, and closing activities. Surah Quraysh was selected as the learning material for both Cycle I and Cycle II. After the implementation of Cycle I, the teacher administered a post-test in the form of an oral assessment, which was followed by all 29 students. In Cycle II, the same procedures were applied in the subsequent meeting to further assess students' Qur'anic literacy skills.

By utilizing the talaqqi, talqin, and tikkar techniques, this study aims to measure the extent to which students improve their ability to read and understand the Qur'an.

Table 1. Results of Being Able to Write and Read the Qur'an With the Correct Tajweed Letters Students in Pre-Cycle Actions

Number of Students	29
Conclusion	4
Incomplete	25
Average	61,35
Highest Value	70
Lowest Score	50

This figure shows that at the time of the pre-program, 4 students had completed the KKM, while 25 students had not completed. The average precycle value is 61.35, with a high of 70 and a low of 50. As many as 86.21% have not completed, while 13.79% of students have completed.

According to the results of the study, some participants showed a lack of confidence to progress in reading in front of the class, lack of enthusiasm and love in following the learning process during the preliminary phase. This may happen because participants pay less attention to what the teacher reads during talaqqi, talqin, and tikkar. Therefore, teachers can take over the learning process so that participants are excited and focused again.

Table 2. Results of Being Able to Write and Read the Qur'an with the Correct Tajweed Letters Students in Cycle I Actions

Number of Students	29
Conclusion	10
Incomplete	19
Average	65,80
Highest Value	72
Lowest Score	50

Based on the table above which presents the results of the first cycle exam, as many as 10 participants or 34.48% of the total students were able to write and read the Qur'an using the talaqqi, talqin, and tikkar methods, while the other 19 participants or 65.52% of the total students were unable to write and read the Qur'an. The average post-test score of writing and reading the Qur'an for students in the first cycle is 65.80, which means that the student's ability level has not met the criteria of 80% completion. Therefore, improvements are needed in the second cycle to improve students' reading and writing skills of the Qur'an using talaqqi, talqin, and tikkar methods.

Table 3. Results of Being Able to Write and Read the Qur'an with the Correct Tajweed Letters Students in Cycle II Actions

Number of Students	29
Conclusion	25
Incomplete	4
Average	89,09
Outstanding Value	95
Lowest Score	76,86

In accordance with Table 3. This shows that there were 4 students or 13.79% of the participants who were not able to write and read the Quran themselves, but in the second cycle which used the talaqqi, talqin, and tikkar procedures, there were 25 students or 86.21% of the participants who managed to write and read the Quran themselves, because the four students had difficulty reading the Qur'an with correct tajweed or writing verses of the Qur'an (imla') of the Qur'an. The learning outcomes of students in the second cycle have an average score of 89.09 which is relatively good. A total of 86.21% of students have achieved the classical completeness level set at 80% or more. Thus, it can be concluded that the application of techniques to improve understanding of talaqqi, talqin, and tikkar, in the reading and writing skills of students in the second cycle of grade VIII E SMP Negeri 7 Bauton Tengah has been completed. However, there are still some students who have not reached the final score. However, because the results of the indicators had met the requirements, the researcher stopped this study in cycle II.

Observing

Looking at the results of the first cycle teacher activity sheet, PAI teachers in grade VIII E noticed that the teacher's ability to open the classroom showed a good reach, starting from the preliminary activities, core activities, to the closing activities. Although there are still things that are lacking, such as teachers are still lacking in the process of applying the talaqqi talqin method, and tiktirar, teachers have not provided motivation and have not made perception during the learning process, and for classroom management is still lacking. By regularly re-evaluating the shortcomings and challenges that arise in cycle I, teachers have overcome the shortcomings in cycle I in cycle II, improving the learning process from various perspectives. Teachers are also proficient in applying talaqqi, talqin, and tiktirar methods to help students write and read and write the Qur'an. Thus, the teacher's observation actions in cycle II can be classified as very good. Regarding the observation sheet of participants' activities, each element of the learning process needs to be improved in the next cycle because the first cycle still has shortcomings and has not reached success indicators. After that, when the post-test is carried out and the students' reading and writing skills increase, the participants' activities during the learning process in cycle II increase as a result of the observation of the success and completeness of the participants in the skills of writing and reading the Qur'an with the procedures of Talaqqa, talqin, and tiktirar.

Reflection

Activities to evaluate each instructor's activity in the first cycle of the learning process, followed by improvement in the second cycle. These skills are assessed using cycle II and research findings, which are broken down into phases based on how the skills are applied to the Qur'anic skill process. Over time, these qualities that are considered positive will be improved. However, this study could be stopped because the activities of the instructor and participants in general were considered very good.

Observation Stage

These are observations made while the action is being performed. At this point, a note is made about observing the activities of researchers who act as teachers who will be observed by Islamic religious education teachers using observation guides that have been prepared in advance through the use of observation sheets of student and instructor activities made by researchers, then for student activities will be observed by the researcher himself during the learning process.

Reflection

The reflection stage is that all teacher activities from the first cycle of learning are reviewed at the reflection stage, after which it will be corrected in the next cycle. In other words, the instructor will now discuss all the problems from the previous cycle and fix them in the next cycle.

CONCLUSIONS

Based on the results of the research that has been carried out to see the extent of the achievement of the effectiveness of routine activities on the literacy of the Qur'an for grade VIII students through the talaqqi, talqin, and tiktirar methods. According to A SMP Negeri 7 Buto Tengah, the method of teaching the Qur'an talaqqi, talqin, and tiktirar, has proven to be effective and can improve the literacy of the Qur'an, especially in grade VIII students. E. A method of teaching the Qur'an directly is the talaqqi method, meaning that the teaching of the Qur'an is received from generation to generation, from a teacher who teaches directly by word of mouth to his students and the talqin method is done by the teacher reading the Qur'an, then the participants are expected to follow it. To improve skills and strengthen skills, the tiktirar method is carried out by reading the newly learned verses or surahs five to ten times. The achievement of skills in reading and writing the Qur'an for class VIII E participants after using the talaqqi, talqin, and tiktirar methods. The value of reading and writing the Qur'an has increased from cycle I to cycle II. My average score in the post-test cycle was 65.80, falling into the "poor" category. After that, the results of the second post-test cycle showed an

improvement, with an average score of 89.09 in the very good category and successfully completed the memorization of the Qur'an in the traditional way that had been set. The talaqqi, talqin, and tikkar techniques, used at SMP Negeri 7 Buton Tengah are very efficient in helping participants improve reading and writing skills as well as confidence in learning to read and write the Qur'an. These techniques can also help students become more proficient in memorizing the Qur'an.

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