

Implementation of the Talaqqi Method Assisted by Visual Media in Learning the Makharij al-Huruf of Hijaiyah at TPQ Nurul Anwar

Zu Isyraqi Qasthalano^{1*}, Abdul Ghofur²

Universitas Islam Negeri Syarif Hidayatullah Jakarta^{*1, 2}

^{*1}email: zuisyraqi.qasthalano23@mhs.uinjkt.ac.id

²email: abdul.ghofur@uinjkt.ac.id

Abstract: Learning the makharij al-huruf is an important aspect of improving the accuracy of Qur'anic recitation because mispronunciation of hijaiyah letters can affect sound clarity and, in some cases, the meaning of the recitation. However, learning the makharij al-huruf at Qur'anic Education Centers (TPQ) still faces various challenges. Some students at TPQ Nurul Anwar who have reached the Qur'an-reading level continue to experience difficulties in pronouncing hijaiyah letters and understanding their articulation points. This study aims to describe the implementation of the talaqqi method assisted by visual media in learning the makharij al-huruf of hijaiyah and to examine its implications for the accuracy of hijaiyah pronunciation among students at TPQ Nurul Anwar, Larangan Utara. This study employed a descriptive qualitative approach, with data collected through participatory observation and interviews. The research subjects consisted of 11 Qur'an-level students who were observed during the learning process, seven students who served as interview informants, and one teaching colleague. Data were analyzed using the Miles and Huberman model through data reduction, data display, and conclusion drawing and verification, while data credibility was strengthened through member checking and source triangulation. The results showed that learning was implemented through the stages of apperception, material delivery using visual media, teacher pronunciation demonstrations through the talaqqi method, collective and individual pronunciation exercises, and individual Qur'an recitation sessions accompanied by direct correction. The study indicates that integrating the talaqqi method with visual media has the potential to support the quality of makharij al-huruf learning at TPQ, as reflected in students' reported understanding of articulation points, their ability to distinguish letters with similar sounds and indications of better pronunciation accuracy for most hijaiyah letters. However, some students continued to experience difficulty pronouncing certain letters, indicating the need for continuous practice and habituation. Thus, the integration of the talaqqi method with visual media can serve as an alternative approach to supporting makharij al-huruf learning at Qur'anic Education

Article Info

Received:

10 July 2026

Revised:

13 August 2026

Accepted:

20 September 2026

Published:

10 October 2026

Centers.

Keywords: Qur'anic Learning; Makharij al-huruf; Talaqqi; Qur'anic Education Center (TPQ); Visual Media.

Abstrak: Pembelajaran makharijul huruf merupakan aspek penting dalam meningkatkan ketepatan membaca Al-Qur'an karena kesalahan pelafalan huruf hijaiyah dapat memengaruhi kejelasan bunyi dan makna bacaan. Namun, pembelajaran makharijul huruf di Taman Pendidikan Al-Qur'an (TPQ) masih menghadapi berbagai kendala. Beberapa santri TPQ Nurul Anwar yang telah mencapai tingkat bacaan Al-Qur'an masih mengalami kesulitan dalam melafalkan huruf hijaiyah serta memahami letak makharijul huruf. Penelitian ini bertujuan mendeskripsikan implementasi metode talaqqi berbantuan media visual dalam pembelajaran makharijul huruf hijaiyah serta mengkaji implikasinya terhadap ketepatan pelafalan huruf hijaiyah santri di TPQ Nurul Anwar, Larangan Utara. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data berupa observasi partisipatif dan wawancara. Subjek penelitian terdiri atas 11 santri tingkat Al-Qur'an yang diamati selama proses pembelajaran, tujuh santri sebagai informan wawancara, serta satu orang rekan pengajar. Data dianalisis menggunakan model Miles dan Huberman melalui tahap reduksi data, penyajian data, serta penarikan kesimpulan, sedangkan keabsahan data diperkuat melalui member checking dan triangulasi sumber. Hasil penelitian menunjukkan bahwa pembelajaran dilaksanakan melalui tahapan apersepsi, penyampaian materi menggunakan media visual, demonstrasi pelafalan oleh guru melalui metode talaqqi, latihan pelafalan secara klasikal dan individual, serta kegiatan setoran bacaan Al-Qur'an yang disertai koreksi langsung. Penelitian ini mengindikasikan bahwa integrasi metode talaqqi dengan media visual berpotensi mendukung kualitas pembelajaran makharijul huruf di TPQ, yang ditunjukkan oleh perbaikan pemahaman santri mengenai letak makharijul huruf, kemampuan membedakan huruf-huruf yang memiliki kemiripan bunyi, serta ketepatan pelafalan sebagian besar huruf hijaiyah. Meskipun demikian, beberapa santri masih mengalami kesulitan dalam melafalkan huruf-huruf tertentu sehingga diperlukan latihan dan pembiasaan secara berkelanjutan. Dengan demikian, integrasi metode talaqqi dengan media visual dapat menjadi alternatif pembelajaran yang mendukung pembelajaran makharijul huruf di Taman Pendidikan Al-Qur'an.

Kata Kunci: Pembelajaran Al-Qur'an; Makharijul huruf; Talaqqi; Taman Pendidikan Al-Qur'an (TPQ); Media Visual.

A. Introduction

Reading the Qur'an properly and accurately is a fundamental skill that Muslims are expected to develop. In the practice of reading the Qur'an, accurate pronunciation of hijaiyah letters according to their makharij al-huruf (articulation points) is essential because the mispronunciation of the letters in Qur'anic recitation can reduce clarity and, in some cases, affect the meaning. Therefore, learning makharij al-huruf plays an important role in developing accurate Qur'anic reading skills. Ahmad Annuri (2010) explained that a person cannot distinguish the pronunciation of hijaiyah letters accurately without understanding their articulation points. Learning the makharij al-huruf is therefore essential to help learners avoid pronunciation errors that may affect the meaning and clarity of Qur'anic recitation.

The Qur'anic Education Center (TPQ), as a non-formal Islamic educational institution, has a strategic role in teaching children to read and write the Qur'an from an early age. TPQ also serves as a form of community-based religious education that contributes to the formation of a Qur'anic generation with a close relationship with and love for the Qur'an. Through good management, appropriate learning methods, adequate facilities and infrastructure, and competent educators, TPQ can play an optimal role in improving the quality of Qur'an literacy among children (Nurchasanah et al., 2021).

However, the process of learning makharij al-huruf in TPQ often faces challenges that may reduce its effectiveness. One of these challenges is that Islamic education learning models tend to remain trapped in a verbal intellectual approach, thereby neglecting educational interaction and humanistic communication between teachers and students (Syamsul Ma'arif, 2012, as cited in Nudin, 2020). This condition can cause students to play more of a role as passive recipients of information rather than actively involved in the learning process. In addition, limited teacher creativity in utilizing learning media can affect learning effectiveness. Limited ability to use creative and innovative media may make learning materials more difficult for students to understand. As a result, learning may become monotonous, fail to attract students' attention, and potentially reduce their motivation and enthusiasm for participating in teaching and

learning activities (Shohib & Aziz, 2025). Therefore, learning methods that facilitate two-way interaction between teachers and students are needed so that students can participate actively in the learning process. Appropriate learning media are also needed to help students understand material that requires visualization, including the location and mechanism of the articulation of hijaiyah letters.

The talaqqi method is a Qur'anic learning method carried out through direct, face-to-face interaction between teachers and students. In this method, students receive direct guidance from the teacher, imitate the teacher's recitation, and correct their pronunciation based on the feedback provided (Suriansyah, 2020). Visual media, meanwhile, provide concrete representations of abstract ideas or information, making them easier for students to understand. This type of media relies on the sense of sight by presenting learning messages through images, diagrams, graphs, or concept maps to help learners develop a clearer and more systematic understanding (Suhirman et al., 2025). Given these characteristics, the talaqqi method and visual media have the potential to complement each other in helping students understand and practice the makharij al-huruf appropriately.

Relevant previous research was conducted by Zulaihah and Ajhuri (2025) in a study entitled Penerapan Pembelajaran Ilmu Tajwid dalam Meningkatkan Ketepatan Bacaan Al-Qur'an pada Santri (TPQ Ibadusholihin Banaran Pulung Ponorogo). The results showed that tajweed learning through the talaqqi and musyafahah methods was effective in improving students' Qur'anic reading accuracy, including the aspects of makharij al-huruf, tajweed rules, reading fluency, and confidence. This success was supported by teacher competence, class division based on ability, and a conducive learning environment. Furthermore, Shohib and Aziz (2025) in their research entitled Pendampingan Guru TPQ dalam Penggunaan Media Poster Peta Konsep Makharijul Huruf untuk Meningkatkan Kreativitas Pembelajaran Al-Qur'an di Surabaya Timur found that concept-map poster media improved the quality of Qur'anic reading. The media not only increased teachers' creativity in developing innovative learning but also helped students visualize the concept of makharij al-huruf more clearly and concretely. In addition, the use of concept-map poster media was reported to improve students'

ability to read the Qur'an according to tajweed rules and to encourage motivation and active participation in the learning process.

Several students at TPQ Nurul Anwar who had reached the Qur'an-reading level faced difficulties in Qur'anic recitation, including inaccurate pronunciation of letters and limited knowledge of their articulation points. Differences in students' levels of understanding and learning motivation also affected the optimization of the makharij learning process. Although previous studies have demonstrated the effectiveness of talaqqi methods and visual media separately in Qur'anic learning, studies explaining how the two approaches are systematically integrated into makharij learning remain relatively limited. Most previous research has focused on the effectiveness of particular methods or media, whereas the learning implementation process, teacher–student interaction patterns, and mechanisms through which visual media support talaqqi activities have not been described in depth. Therefore, this study seeks to address this gap by describing the implementation of the talaqqi method assisted by visual media in the form of picture sheets and its implications for the accuracy of hijaiyah pronunciation among students at TPQ Nurul Anwar.

B. Research Methods

This study employed a descriptive qualitative approach to provide an in-depth description of the talaqqi method assisted by visual media in learning the makharij al-huruf of hijaiyah letters at TPQ Nurul Anwar. The qualitative approach was chosen because it emphasizes natural observation and understanding and allows findings to be presented comprehensively through description and interpretation (Waruwu, 2024).

The research was conducted at TPQ Nurul Anwar, located in Kelurahan Larangan Utara, Kecamatan Larangan, Kota Tangerang, Provinsi Banten. The site was selected because of problems in learning the makharij al-huruf, particularly students' limited understanding of articulation points and difficulties distinguishing the pronunciation of hijaiyah letters with similar articulation characteristics. The site was therefore considered relevant for examining the implementation of learning strategies intended to address these difficulties. The research was conducted from May 19 to June 5, 2026.

The participants were selected using purposive sampling, in which research subjects are chosen according to specific objectives and research needs (Arikunto, 2013). The participants in the learning process observation consisted of 11 students at the Qur'an-level class, aged between 9 and 11 years. For in-depth interviews, seven students were selected as the main informants based on their active participation throughout the learning process and their willingness to be interviewed. One teaching colleague also served as an informant. The researcher also served as the teacher who provided instruction on makharij al-huruf to the Qur'an-level class. To maintain participant confidentiality, all names reported in the findings are presented as initials. Because the researcher also served as the teacher during the learning activities, this dual role was considered in the interpretation of the data. The researcher maintained reflexive awareness throughout the research process by distinguishing direct observations from personal interpretations and by comparing observational findings with interview data from students and the teaching colleague. This reflexive process was intended to minimize potential researcher bias and ensure that the findings remained grounded in the participants' experiences and the observed learning process. Data collection was carried out through participatory observation to observe the learning process, interaction between teachers and students, and students' pronunciation of hijaiyah letters. In addition, data were obtained through interviews with teachers who listened to the students' Qur'anic recitation and seven students to obtain more detailed information about the implementation of learning and the obstacles they faced.

The data were analyzed using the Miles and Huberman model. As stated by Sugiyono (2016) the analysis model is carried out interactively and continuously until data saturation was reached. The stages of analysis start from reducing data, presenting data and drawing conclusions and verification (Sugiyono, 2016). Data reduction involved summarizing, selecting, and focusing the data on aspects relevant to the implementation of the talaqqi method assisted by visual media in learning the makharij al-huruf. The reduced data were then presented in a systematic descriptive form to facilitate interpretation of the findings. The final stage involved drawing and verifying

conclusions by interpreting the findings and examining their consistency with the collected data to produce valid and credible conclusions.

The credibility of the data was supported through member checking. The member-checking technique is carried out by bringing back the final report, descriptions, or specific themes to the participants to ensure that the results of the research have accurately represented reality (Creswell, 2016). The researcher reconfirmed the data, interview results, interpretations, and research findings with the participating teacher and students to ensure that the information corresponded to their actual experiences and field conditions. Through member checking, informants were given an opportunity to review, correct, and clarify the collected and interpreted data. In addition, data credibility was strengthened through source triangulation by comparing the results of observations, student interviews, and interviews with teaching colleague.

C. Results and Discussion

1. Implementation of the Visual Media-Assisted Talaqqi Method in Learning the Makharij al-Huruf

Based on observations conducted on May 19, 2026, learning makharij al-huruf at TPQ Nurul Anwar was carried out by integrating the talaqqi method and visual media as complementary learning resources. The learning activity took place from 16:00 to 17:30 WIB and was attended by 11 students, consisting of six male students and five female students. The study used participatory observation, in which the researcher was directly involved as the teacher and was therefore able to observe the learning process as a whole.

The learning activity began with a joint prayer and recitation of several surahs from Juz 30 of the Qur'an. The teacher then conducted an introductory activity to build students' initial understanding of the importance of the makharij al-huruf in Qur'anic reading. At this stage, the teacher asked questions about differences in the pronunciation of several hijaiyah letters with similar sounds, such as س and ث. This apperception activity aimed to direct students' attention to the material to be studied and explore their prior knowledge of the articulation points of hijaiyah letters.

In the core activity, the teacher distributed visual media in the form of picture sheets containing visualizations of the articulation points of letters and explanations of each makhraj. The visual media depicted the structure of the nasal and oral cavities, the position of the tongue and teeth, and the throat, thereby providing a concrete representation of where each letter is articulated. The media were used to help students visualize the positions of the speech organs involved in producing hijaiyah sounds. After explaining the images, the teacher demonstrated the pronunciation of hijaiyah letters according to their makhraj, and the students were asked to imitate the pronunciation either collectively or individually.



Figure 1. The implementation of makharij al-huruf instruction through the visual media-assisted talaqqi method at TPQ Nurul Anwar.

Next, the teacher provided pronunciation exercises using examples of words and excerpts from Qur'anic verses that emphasized the pronunciation of particular letters. At this stage, students were asked to read examples of words and verses written on the board. The teacher then explained common pronunciation errors and demonstrated the correct pronunciation. In addition to collective practice, students also participated individually in Qur'anic recitation sessions according to their respective levels of

achievement. Through this activity, the teacher could identify pronunciation errors and provide immediate corrections during the lesson.

2. Implications of the Visual Media-Assisted Talaqqi Method for Hijaiyah Pronunciation Accuracy

The observation results showed that the use of visual media elicited a positive response from the students. During the lesson, students appeared to pay active attention to the pictures, follow the teacher's instructions, and show enthusiasm when asked to practice the pronunciation of hijaiyah letters. This finding was reinforced by interviews with seven students who participated in the learning activities. All interviewees stated that the use of visual media helped them understand the articulation points of hijaiyah letters more easily.

According to the students, the pictures showing the articulation points of the letters provided a clearer representation of the positions of the speech organs, making it easier for them to understand differences in the pronunciation of hijaiyah letters. T.A.S. stated, *"Yes, I understand better when I use pictures."* Similarly, L.R.P. explained, *"Yes, because I can see where the letters come out through the pictures"* (student interview, June 2, 2026, at 17:30 WIB).

The students' statements indicate that visual media helps students visualize the location of the articulation points of letters so that the material that was previously abstract becomes easier to understand. This finding can be explained by the characteristics of visual media, which can attract students' attention and make abstract concepts more concrete, thereby contributing to students' understanding during the learning process (Anirah et al., 2022). Visual media helped students with a clearer representation of where letters are articulated, which may be more difficult to understand through verbal explanations alone.

In addition, the students reported that the pronunciation examples provided by the teacher were clear and easy to follow. They also stated that they could more easily distinguish letters with similar sounds after the lessons. Based on the interviews, most students reported that they were better able to distinguish the pronunciation of letters with similar sounds after participating in the learning activities.

This finding suggests that direct pronunciation modeling through the talaqqi method supported students' understanding of correct pronunciation. Through talaqqi, students received direct examples of pronunciation from the teacher by listening, imitating, and receiving immediate correction. In this way, pronunciation errors could be addressed during the learning process. This characteristic is consistent with the essence of the talaqqi method, which emphasizes direct interaction between teachers and students in Qur'anic learning (Rahmat et al., 2026). The finding is also consistent with social learning theory as described by Albert Bandura, according to which humans learn from others, through observation, imitation, and modeling (Hamruni et al., 2021). In this study, the teacher served as a pronunciation model observed and imitated by the students, while direct corrections functioned as reinforcement in practicing more accurate pronunciation of hijaiyah letters.

The findings can also be explained through Jean Piaget's theory of cognitive development at the concrete operational stage. According to Piaget, children at this stage are able to think logically, although their thinking remains closely tied to concrete objects or events, while abstract concepts may still be difficult to understand. At this stage, children also begin to understand perspectives more rationally and are no longer entirely dependent on subjective perceptions (Inhelder & Piaget, 1958). In the context of this study, the articulation points of letters constitute concepts that cannot be directly observed and may therefore be abstract for students. Visual media depicting the positions of the tongue, teeth, oral cavity, and throat can make these concepts more concrete and easier to understand. When combined with the talaqqi method, which provides direct pronunciation modeling and correction from the teacher, visual media enable students to connect the visualization with pronunciation practice. Thus, the integration of the talaqqi method with visual media is consistent with the characteristics of children's cognitive development at the concrete operational stage because learning involves concrete, observable, and practical representations.

However, the interviews showed that some students still experienced difficulty pronouncing certain letters that have similar sounds or require greater articulatory precision. R.A.M. stated that " *My main difficulty during the makhraj lessons occurred*

with letters that have similar sounds", while A.S.J. stated that *"I experienced some difficulty in pronouncing the letters ص, ض, and ع"* (Student interview, June 2, 2026, at 17.30 WIB). Other students also reported difficulties with letters such as ذ, ث, ق, س, ك, and ز.

The observation and interview findings were further supported by the teaching colleague, Ustadzah E.M., who stated that students' pronunciation of hijaiyah letters appeared more consistent during individual Qur'anic recitation sessions following the learning activities. According to her, most students' pronunciation was more consistent with the relevant makhraj than before the lessons. She stated, *"Yes, there are improvements compared to before; their recitation has become more accurate"* (interview with Ustadzah E.M., June 3, 2026, at 17:30 WIB). She also noted that students had begun to distinguish several letters with similar sounds. However, in certain letters such as ظ, ض, ص, and ع there are still inaccurate pronunciations, *"However, for certain letters, the pronunciation is often inaccurate, usually in the letters ع, ظ, ض, ص"* (Interview with Ustadzah E.M., June 3, 2026, at 17.30 WIB).

The phenomenon of students' difficulty in pronouncing hijaiyah letters with similar sounds can be analyzed as a problem of phoneme identification using the minimal-pair approach. A minimal pair is a pair of words that differ in only one phoneme and have different meanings. This approach is used to examine the status of phonemes as sounds that perform a meaning-distinguishing function. In Arabic, for example, ط and ت represent different phonemes, as illustrated by the minimal pair فاطر ("lukewarm") and فاطر ("the Creator") (Nasution, 2017).

Therefore, students' difficulty distinguishing sounds that are phonetically similar but phonologically contrastive can be understood as a problem of phoneme identification and realization. This is relevant to the characteristics of ص and س as well as ط and ت. In articulatory classification, ص and س are both produced in the apico-alveolar region, while ت and ط are produced in the apico-dental-alveolar region; however, ص and ط have velarization characteristics that distinguish them from س and ت (Nasution, 2017).

Phonetically, one of these differences is related to velarization. Velarization is the process of raising the back of the tongue toward the soft palate while moving it slightly backward toward the rear wall of the pharynx. In Arabic, this process occurs in the pronunciation of ص, ض, ط, and ظ, whereas the corresponding non-velarized sounds include س, د, ت, and ذ (Muaffaq, 2012). Marlina (2019) provides a more detailed articulatory explanation, noting that a velarized sound is produced by raising the back of the tongue toward the soft palate while the primary articulation remains in its respective region; for example, ص is articulated in the gum region, ض and ط in the tooth-and-gum region, and ظ in the tooth region. Based on this description, students' difficulty pronouncing ط, ض, ص, and ظ is related not only to the place of articulation but also to the articulatory demands of raising the back of the tongue, which produces a thick or velarized sound.

For Indonesian speakers, these articulatory demands are particularly relevant because several Arabic sounds do not have direct equivalents in the Indonesian sound system. Marlina (2019) noted that غ, ظ, ط, ض, ص, ذ, ش, ح, خ, ث, and ق are Arabic sounds that have no direct equivalents in Indonesian. This condition can lead to phonological interference, namely the tendency to pronounce Arabic sounds that are not found in Indonesian using sounds that are considered closer to or easier to produce within the Indonesian sound system (Marlina, 2019). For example, ث, an interdental sound, tends to be realized as /s/ by Indonesian speakers because the sound ث is not present in Indonesian. Likewise, ص, a velarized apico-alveolar sound, tends to be realized as /s/. A similar pattern can be observed with ط, which tends to be realized as /t/, and غ, a pharyngeal sound, which may be realized using vowel sounds such as /a/, /i/, or /u/ that Indonesian speakers find closer or easier to pronounce (Marlina, 2019).

Based on this description, students' difficulty in pronouncing hijaiyah letters is related not only to their ability to distinguish sounds phonologically but also to their ability to identify and produce sounds through the correct position and movement of the articulatory organs. This condition indicates that learning the makharij al-huruf requires an approach that provides not only verbal explanations but also concrete representations of the position of each letter and opportunities for direct correction. In this context,

combining the talaqqi method with visual media is relevant because it connects an understanding of the articulation point with direct pronunciation practice.

Furthermore, Ustadzah E.M. assessed that the visual media-assisted talaqqi method was suitable for continued implementation because it could help students visualize the articulation points of letters while also providing direct reading corrections from the teacher. Her statement is consistent with the results of the observations and student interviews. The similarity of findings across data sources indicates that the integration of the talaqqi method and visual media was positively received by students and was also regarded by the teacher as an approach that could support makharij al-huruf learning.

The consistency of these findings across data sources strengthens the credibility of the conclusion that the application of this method supports the quality of the learning process at TPQ Nurul Anwar. The integration of visual media and talaqqi appears to facilitate students' understanding of articulation points while enabling direct pronunciation practice and correction.

The implementation of the talaqqi method assisted by visual media at TPQ Nurul Anwar indicated improved students' understanding of the articulation points of letters and more accurate pronunciation of most hijaiyah letters. These indications were reflected in students' ability to recognize articulation points, distinguish letters with similar sounds, and correct pronunciation errors during the learning process. These findings reinforce previous research demonstrating that the talaqqi method can support students' ability to read the Qur'an accurately (Zuhri et al., 2024; Zulaihah & Ajhuri, 2025).

However, the findings also show that some students continued to experience difficulty pronouncing certain letters. This indicates that mastery of the makharij al-huruf cannot be achieved through a single lesson but requires repeated practice and continuous habituation. These findings are consistent with Hadi et al. (2026), who found that the effectiveness of the talaqqi method in improving Qur'anic recitation is closely related to consistent repetition. Through repeated recitation accompanied by direct correction from the teacher, students become more familiar with pronunciation patterns

and strengthen the accuracy of letter articulation (Hadi et al., 2026). In Qur'anic learning, pronunciation accuracy is also influenced by the intensity of talaqqi (Dari, 2025). Therefore, regular individual Qur'anic recitation sessions conducted directly with the teacher constitute an important factor in helping students achieve pronunciation that is more consistent with the rules of the makharij al-huruf.

This study has several limitations that should be considered when interpreting the findings. First, the research was conducted at only one Qur'anic Education Center (TPQ) and involved a relatively small number of students, which limits the transferability of the findings to other learning contexts. Second, the observation period was relatively short, so the study could not examine the long-term development or retention of students' pronunciation accuracy after repeated practice. Third, the researcher also served as the teacher during the learning activities. Although reflexive awareness, member checking, and source triangulation were employed to minimize potential bias, the researcher's dual role may still have influenced the learning process and interpretation of the findings. Therefore, the findings should be understood as a contextual description of the implementation of the visual media-assisted talaqqi method rather than as evidence of its general effectiveness across different TPQ settings.

D. Conclusion

Based on the research findings, the implementation of the talaqqi method assisted by visual media in learning the makharij al-huruf at TPQ Nurul Anwar was carried out through the stages of apperception, material delivery using visual media, teacher pronunciation demonstrations, collective and individual pronunciation exercises, and individual Qur'anic recitation sessions accompanied by direct correction. The integration of the talaqqi method and visual media supported students in visualizing the articulation points of letters while providing examples of correct pronunciation through direct teacher guidance.

This study indicates that the integration of the talaqqi method and visual media has the potential to support learning of makharij al-huruf at TPQ Nurul Anwar. The integration was associated with improved understanding of the articulation points of

hijaiyah letters, an improved ability to distinguish letters with similar sounds, and more accurate pronunciation of most letters. These findings suggest that combining visualizations of the articulatory organs with direct pronunciation demonstrations can support makhraj learning. However, some students continued to experience difficulty pronouncing certain hijaiyah letters, indicating that mastery of these pronunciations requires continuous practice and habituation.

Therefore, Qur'anic teachers are advised to use visual media as a complement to the talaqqi method so that the abstract concept of the makharij al-huruf becomes easier for students to understand. Further research is recommended to involve more research sites and longer observation periods to obtain a more comprehensive picture of the implementation of this method.

E. Bibliography

- Anirah, A., Hisbul, H., & Sukmawati, J. (2022). Perbandingan efektivitas hasil belajar menggunakan media pembelajaran visual pada siswa sekolah dasar: Tinjauan pustaka. *Jurnal Pendidikan dan Konseling (JPDK)*, 4(4), 6626–6634. <https://journal.universitaspahlawan.ac.id/index.php/jpdk/article/view/27651>
- Annuri, A. (2010). *Panduan tahsin tilawah Al-Qur'an & ilmu tajwid*. Pustaka Al-Kautsar.
- Arikunto, S. (2013). *Prosedur penelitian: Suatu pendekatan praktik* (Cet. 15). Rineka Cipta.
- Creswell, J. W. (2016). *Research design: Pendekatan metode kualitatif, kuantitatif, dan campuran* (Edisi ke-4; A. Fawaid & R. K. Pancasari, Penerj.). Pustaka Pelajar. (Karya asli diterbitkan tahun 2014)
- Dari, S. W. (2025). Implementasi metode talaqqi dalam meningkatkan kemampuan membaca Al-Qur'an anak-anak di Rumah Mengaji Pondok Pas Java Medan. *JICN: Jurnal Intelek dan Cendekiawan Nusantara*, 2(5). <https://jicnusantara.com/index.php/jicn/article/view/5162>
- Hadi, F. R., Mohtarom, A., Kirom, A., & Ma'ruf, A. (2026). Metode talaqqi dalam meningkatkan kemampuan membaca Al-Qur'an siswa SMA 45 Purwodadi. *Educational: Jurnal Inovasi Pendidikan & Pengajaran*, 6(3), 1408–1421. <https://doi.org/10.51878/educational.v6i3.11383>

- Hamruni, Syaddad, I. A., Zakiah, & Putri, D. I. I. (2021). *Teori belajar behaviorisme dalam perspektif pemikiran tokoh-tokohnya* (Cetakan I). Yogyakarta: Pascasarjana Fakultas Ilmu Tarbiyah dan Keguruan, UIN Sunan Kalijaga Yogyakarta.
- Inhelder, B., & Piaget, J. (1958). *The growth of logical thinking from childhood to adolescence: An essay on the construction of formal operational structures*. Basic Books.
- Marlina, L. (2019). *Pengantar ilmu ashwāt*. Fajar Media.
- Muaffaq, A. N. (2012). *Fonologi bahasa Arab*. Alauddin University Press.
- Nasution, S. (2017). *Pengantar linguistik bahasa Arab*. CV. Lisan Arabi.
- Nudin, B. (2020). Konsep pendidikan Islam pada remaja di era disrupsi dalam mengatasi krisis moral. *Literasi*, 11(1), 63–74. [https://doi.org/10.21927/literasi.2020.11\(1\).63-74](https://doi.org/10.21927/literasi.2020.11(1).63-74)
- Nurchasanah, A. D., Sugiyat, S., & Sukari, S. (2021). Peran taman pendidikan Al-Qur'an dalam meningkatkan kualitas kemampuan baca tulis Al-Qur'an. *Al 'Ulum Jurnal Pendidikan Islam*, 1(1), 51–63. <https://doi.org/10.54090/alulum.109>
- Rahmat, F., Rusli, R., & Jufri, J. (2026). Upaya guru dalam meningkatkan keterampilan tajwid siswa melalui metode talaqqi pada mata pelajaran PAI di SD Negeri 57 Buton. *Bhinneka: Jurnal Bintang Pendidikan dan Bahasa*, 4(2), 106–117. <https://doi.org/10.59024/bhinneka.v4i2.1644>
- Shohib, M., & Aziz, I. N. (2025). Pendampingan guru TPQ dalam penggunaan media poster peta konsep makharijul huruf untuk meningkatkan kreativitas pembelajaran Al-Qur'an di Surabaya Timur. *COMMUNITY: Jurnal Pengabdian kepada Masyarakat*, 5(1), 09–18. <https://doi.org/10.57060/community.t9yznb73>
- Sugiyono. (2016). *Metode penelitian kuantitatif, kualitatif, dan R&D* (Cet. 23). Alfabeta.
- Suhirman, L., Marta, R. F., Wachyudi, K., Wibawa, A. P., Kafiar, E., Ismail, I., Adawiyah, R., Anyan, A., Puteri, G. B., & Ismail, I. (2025). *Media pembelajaran*. Aksara Sastra Media.
- Suriansyah, M. A. (2020). Implementasi metode talaqqi dan musyafahah dalam meningkatkan kemampuan membaca Al-Qur'an siswa di SD Swasta Salsa. *Fitrah: Journal of Islamic Education*, 1(2), 216–231. <https://doi.org/10.53802/fitrah.v1i2.27>

- Waruwu, M. (2024). Pendekatan penelitian kualitatif: Konsep, prosedur, kelebihan dan peran di bidang pendidikan. *Afeksi: Jurnal Penelitian dan Evaluasi Pendidikan*, 5(2), 198–211. <https://doi.org/10.59698/afeksi.v5i2.236>
- Zuhri, M. H. K., Sukari, S., & Rochmawan, A. E. (2024). Penerapan metode talaqqi sebagai upaya menjaga kefasihan bacaan Al-Qur'an murid di Markaz Lughoh Al Iman Hadramaut Yaman tahun ajaran 2023/2024. *Lisyabab: Jurnal Studi Islam dan Sosial*, 5(2), 40–64. <https://doi.org/10.58326/jurnalisyabab.v5i2.308>
- Zulaihah, S., & Ajhuri, K. F. (2025). Penerapan pembelajaran ilmu tajwid dalam meningkatkan ketepatan bacaan Al-Qur'an pada santri: Taman Pendidikan Al-Qur'an (TPQ) Ibadusholihin Banaran Pulung Ponorogo. *IHSAN: Jurnal Pendidikan Islam*, 3(4), 830–841. <https://doi.org/10.61104/ihsan.v3i4.1970>