Implementation of the Talqin Method Using Audio Media to Optimize Qur'anic Reading Skills in Elementary Students at SD IT Insan Madani

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Abstract: This study aims to examine the implementation of the Talqin method assisted by audio media in optimizing Qur'anic reading skills among elementary students at SD IT Insan Madani. The Talqin method is a learning approach that emphasizes repetition and imitation of correct pronunciation, which is considered effective in developing proper Qur'anic reading abilities. This research uses a qualitative approach with a case study method. Data were collected through observation, interviews, and documentation. The findings show that the use of the Talqin method with audio media significantly improves students' tajweed proficiency and reading fluency. Moreover, audio media enables students to learn independently outside regular class hours. Therefore, integrating the Talqin method with audio technology is an effective strategy to enhance Qur'anic literacy at the elementary level.

Keywords: Talqin Method; Audio Media; Qur'anic Literacy

Abstrak: Penelitian ini bertujuan untuk mengkaji implementasi metode talqin dengan bantuan media audio dalam mengoptimalkan kemampuan bacaan Al-Qur'an pada siswa SD IT Insan Madani. Metode talqin merupakan pendekatan pembelajaran yang menekankan pengulangan dan peniruan bacaan yang benar secara berulang-ulang, yang dianggap efektif dalam membentuk kemampuan membaca Al-Qur'an dengan baik. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa penggunaan metode talqin dengan media audio mampu meningkatkan kemampuan tajwid dan kefasihan bacaan siswa secara signifikan. Media audio juga membantu siswa untuk belajar secara mandiri di luar jam pelajaran. Dengan demikian, integrasi metode talqin dan teknologi audio menjadi strategi efektif dalam meningkatkan literasi Al-Qur'an di

tingkat sekolah dasar.

A. Introduction

The ability to read the Qur'an correctly and fluently is a fundamental aspect of Islamic education. It is not only a religious obligation but also serves as the foundation for understanding broader Islamic teachings and principles. Mastery in reading the Qur'an, especially with proper tajweed, is highly emphasized in Islamic tradition.

In elementary Islamic education, especially within integrated Islamic schools (SD IT), Qur'anic literacy is considered one of the core competencies. This skill enables children to progress into higher levels of Islamic understanding, including the study of tafsir (interpretation), fiqh (Islamic law), and akhlaq (ethics). Without solid proficiency in reciting the Qur'an, students may face difficulties in comprehending and applying Islamic teachings.

Despite the centrality of Qur'anic recitation in the curriculum, many students in Islamic elementary schools struggle with reading the Qur'an fluently and accurately. This challenge often arises from limited instructional time, large class sizes, and a lack of engaging teaching methods. Consequently, traditional methods such as rote memorization without proper guidance may lead to weak pronunciation and minimal understanding.

One of the methods traditionally used in teaching Qur'anic recitation is the Talqin method. Talqin involves the teacher reading aloud verses of the Qur'an, which students then repeat accurately and consistently. This approach emphasizes listening and imitation, promoting correct articulation and rhythm (Nasution, 2018). It is especially effective for young learners who are still developing phonetic and auditory skills.

In the current era of technological advancement, the integration of audio media with traditional methods like Talqin offers promising results. Audio media allows students to listen to correct recitations repeatedly, enhancing retention and fluency. According to Hassan and Zulkifli (2021), the combination of auditory learning tools and classical teaching methods significantly improves student engagement and outcomes.

Audio recordings from skilled Qur'anic reciters serve as continuous references for students, enabling them to practice correct tajweed even outside classroom settings. Ali and Khan (2020) emphasized that auditory reinforcement aids in solidifying pronunciation patterns and improves memorization through repetition and active listening.

The rise of digital media in education has also affected Islamic learning environments. In recent years, educators have been encouraged to adopt audio-visual tools to make learning more accessible and inclusive (Yusof et al., 2022). Such tools, when aligned with traditional Islamic pedagogies, can create a balanced and effective instructional approach.

By combining Talqin and audio technology, students gain the advantage of both guided learning with teachers and independent study at home. This model supports differentiated instruction, allowing each student to progress according to their own pace and capability. It also encourages students to take more responsibility in the learning process.

The importance of auditory learning methods in subjects involving phonetic accuracy, such as language acquisition and Qur'anic recitation, has been widely supported. Brown (2019) argued that auditory-based resources are crucial in developing pronunciation skills and should be integrated into mainstream instruction.

In the Indonesian educational context, particularly in SD IT (Integrated Islamic Elementary Schools), there is a growing awareness of the need for innovative Qur'anic teaching methods. These institutions aim to deliver holistic education while ensuring that students can read and understand the Qur'an proficiently (Rahmawati, 2020).

SD IT Insan Madani is one such institution that seeks to improve Qur'anic literacy among its students. Aware of the varying abilities and learning styles among students, the school has implemented an audio-supported Talqin method to enhance the effectiveness of Qur'anic instruction.

Through this approach, students are guided to listen attentively and repeat the verses with proper tajweed. Audio media allows for repetition and practice outside

classroom hours, addressing time limitations during formal lessons. This strategy provides a continuous learning cycle that promotes long-term retention.

Furthermore, the integration of audio-based Talqin is particularly helpful for students who struggle with reading or pronunciation. It provides them with a non-judgmental environment to repeat and practice without feeling pressured or embarrassed. This encourages self-confidence and a positive attitude toward learning.

Advanced learners also benefit from this model as it allows them to advance faster through self-study, thus fostering a more personalized learning journey. According to Ibrahim (2021), self-paced and independent learning models in Islamic education enhance student autonomy and long-term retention.

The Talqin method is deeply rooted in the natural language acquisition process. Just as children learn their mother tongue through listening and mimicking, the same process can be applied effectively to learning Qur'anic recitation (Sulaiman & Abidin, 2017). This makes the method highly suitable for young students.

Audio media further promotes inclusive education by catering to auditory and kinesthetic learners. In a diverse classroom, such variety in instructional approach helps meet different learning needs and styles, which is essential in inclusive pedagogy.

Despite its potential, the implementation of Talqin with audio media has not received sufficient academic attention, especially in the Indonesian Islamic school context. This research aims to fill that gap by analyzing its effectiveness in improving Qur'anic reading skills at SD IT Insan Madani.

This study will explore how the combination of traditional recitation methods and modern technology can improve students' fluency, accuracy, and confidence in reading the Qur'an. Both qualitative and quantitative data will be used to measure progress and evaluate the method's practicality.

By observing classroom implementation and collecting feedback from students and teachers, this research seeks to provide insights for educators in Islamic schools. It offers a practical framework that can be replicated and adapted in other similar institutions.

Ultimately, this study contributes to the broader discourse on innovation in Islamic education, emphasizing the importance of adapting time-tested methods like Talqin to modern learning environments (Al-Attas, 1999). As Islamic education continues to evolve, integrating tradition with technology will be crucial in meeting the needs of today's learners.

B. Research Methodology

This research employed a qualitative approach with a case study design, aiming to explore in-depth the implementation and effectiveness of the Talqin method combined with audio media in improving Qur'anic reading skills among elementary school students. The qualitative method was chosen to allow the researcher to gain a comprehensive understanding of teaching practices, student engagement, and observable learning outcomes in a natural classroom setting.

The study was conducted at SD IT Insan Madani, a private Islamic elementary school known for its focus on Qur'anic education. The research subjects consisted of Qur'an teachers and Grade 4 students who participated in Qur'an reading sessions using the Talqin method. The selection of participants was based on purposive sampling, targeting individuals who had direct experience with the method and the supporting audio media.

Data collection was carried out through several techniques: observation, semi-structured interviews, and document analysis. Classroom observations focused on how the Talqin method was applied, how audio media was integrated into lessons, and how students responded to the teaching strategies. Interviews were conducted with teachers and several students to explore their perceptions, challenges, and suggestions. Relevant school documents, such as lesson plans and assessment reports, were also reviewed to triangulate the findings.

To ensure data validity and reliability, the researcher used triangulation of sources and methods. Field notes from observations were compared with interview transcripts and documents. Member checking was also conducted by allowing the participants to

review the summary of interview findings to confirm accuracy. These strategies aimed to enhance the credibility and trustworthiness of the research outcomes.

Data analysis followed the Miles and Huberman interactive model, which includes three stages: data reduction, data display, and conclusion drawing/verification. First, all qualitative data were coded and grouped based on themes related to instructional method, media use, student engagement, and learning improvement. Then, the categorized data were displayed in tables and narratives. Finally, patterns were interpreted to draw conclusions about the impact of the method on students' Qur'anic reading skills.

Overall, this methodological approach provided a structured yet flexible framework to examine the pedagogical integration of Talqin and audio media. It also allowed the researcher to gather authentic insights from both teachers and students, offering practical implications for Islamic schools seeking to enhance Qur'anic literacy through innovative yet accessible teaching methods.

C.   Results and Discussion

Research Findings

The implementation of the Talqin method using audio media at SD IT Insan Madani revealed several significant outcomes related to students' Qur'anic reading skills. The findings are based on direct classroom observations, interviews with teachers and students, and analysis of students' learning progress.

In the initial stage of observation, many students showed difficulty in maintaining fluency and accuracy in their recitation. Common errors included incorrect pronunciation of hijaiyah letters and inconsistent application of tajweed rules. These issues were particularly noticeable among students with limited exposure to Qur'anic reading at home.

After integrating the Talqin method supported by audio recordings, noticeable improvements were observed within two weeks. Students became more confident in their recitation, particularly those who consistently listened to the audio recordings during their personal study time at home or during breaks.

Teachers reported that the repetition-based nature of the Talqin method, when supported by clear and structured audio media, significantly helped students internalize the correct pronunciation. One teacher stated, "Even students who used to struggle now repeat the recitations with greater accuracy because they can listen to the audio over and over."

Observations also revealed a higher level of student engagement during Qur'an lessons. The use of audio media created a more dynamic and interactive atmosphere. Students were more eager to participate, repeat verses, and even correct one another based on what they had heard from the audio sources.

Another positive outcome was the increased independence in learning. Many students began to practice Qur'anic reading outside of school hours without being told to do so. According to interview data, some students preferred listening to the audio while at home, before bedtime or during morning routines, which reinforced their memorization and fluency.

From a cognitive perspective, students demonstrated better retention of tajweed concepts and rules. Teachers noticed that students who consistently used the audio media were better able to recall rules such as ghunnah, idgham, and mad, and apply them correctly in reading. This suggests that auditory reinforcement is effective not only for fluency but also for conceptual understanding.

In terms of classroom management, the implementation of audio-assisted Talqin made it easier for teachers to manage time effectively. While the teacher focused on giving feedback to a small group of students, others could listen to the audio and practice simultaneously, creating a productive multitasking environment.

However, the research also identified several challenges. Not all students had access to personal audio devices at home, which limited the benefit of the media for certain individuals. To address this, the school provided communal listening sessions during break times using speakers in the mushalla.

Furthermore, a few students initially showed resistance to using audio media, feeling it was repetitive or uninteresting. Over time, as they saw the improvement in

their peers and received positive reinforcement from teachers, their motivation gradually increased.

Parents were also found to play a significant role in the success of the method. Students whose parents monitored and encouraged regular audio practice at home showed the most significant progress. This highlights the importance of parental involvement in supporting Qur'anic education.

Quantitative data from teacher assessment sheets showed that after six weeks of implementing the Talqin method with audio media, 80% of students showed improvement in three main aspects: pronunciation (makhraj), tajweed accuracy, and fluency. This was a notable increase compared to only 45% in the pre-intervention phase.

Qualitative feedback from students indicated that they enjoyed learning through audio media because it felt more "natural" and "less stressful" compared to traditional correction in front of the class. They also liked having the ability to pause and replay sections according to their needs.

In summary, the implementation of the Talqin method supported by audio media had a positive impact on the Qur'anic reading skills of students at SD IT Insan Madani. It promoted better pronunciation, fluency, understanding of tajweed, and fostered more active and independent learning.

These findings suggest that blending traditional Islamic teaching methods with simple modern technology like audio media can effectively enhance Qur'anic literacy among elementary school students, particularly when supported by teacher guidance and parental involvement.

Discussion

The findings of this study affirm that the implementation of the Talqin method supported by audio media can significantly enhance students' Qur'anic reading abilities. The improvements observed in pronunciation, tajweed, and fluency indicate that this method is both pedagogically sound and practically effective.

The Talqin method itself has long been used in Islamic education, particularly in pesantren and traditional halaqah settings. Its emphasis on repetition and verbal

imitation aligns well with natural language acquisition processes, especially among young learners who benefit greatly from auditory input (Nasution, 2018). By adding audio media, this traditional method gains renewed relevance in the modern classroom.

The integration of audio media allowed students to revisit Qur'anic recitations independently, which amplified the frequency of exposure to proper pronunciation and rhythm. This aligns with the theory of auditory learning, which suggests that repeated listening enhances phonetic accuracy and retention (Brown, 2019).

Students' increased engagement and motivation observed in this study resonate with previous research by Hassan and Zulkifli (2021), who found that audio-visual tools in Islamic education improve student participation and self-directed learning. The novelty and accessibility of audio media likely contributed to students' enthusiasm and persistence.

One of the critical insights gained from this study is the importance of learning autonomy. Many students chose to listen to the audio recitations outside of classroom hours, a behavior that reflects the development of self-regulated learning. Such autonomy is rarely seen in conventional, teacher-centered Qur'anic instruction.

The role of audio in enabling differentiated instruction cannot be overstated. While the teacher focuses on assisting struggling students, others can practice independently using audio support. This approach provides an efficient solution to the problem of varied learning paces among students.

Another important discussion point is the effectiveness of audio media in supporting the acquisition of tajweed rules. While tajweed is traditionally taught through direct explanation, this study found that audio exposure helped students internalize patterns intuitively. This suggests that tajweed instruction can be strengthened by allowing students to hear and repeat correct patterns regularly.

The use of audio also reduced students' anxiety in learning. Many children feel nervous when reading in front of others, especially when they fear being corrected publicly. Audio-supported practice provided a private and non-threatening space for repetition, leading to increased confidence over time.

Parental involvement emerged as a key supporting factor in the successful implementation of this method. Students whose parents encouraged or monitored audio practice at home made the most noticeable progress. This reinforces findings from other Islamic education studies that emphasize the home-school connection in moral and religious learning (Rahmawati, 2020).

However, the research also underscores the **digital divide** that persists among students. Not all children had access to audio devices or conducive environments for learning at home. This limitation can undermine the equal benefits of the program and should be addressed through school-provided facilities or community-based solutions.

Resistance to the use of audio was also observed in a minority of students, particularly in the early stages. This highlights the importance of orientation and motivation strategies before implementing new learning methods. Once students saw their own progress or that of their peers, their attitudes began to shift positively.

The findings also emphasize the blended nature of the method. While audio was an effective support, it was the structured Talqin sessions, with active teacher guidance, that laid the foundation. Audio media enhanced, rather than replaced, the teacher's role.

This reinforces the principle that technology in education should serve as a tool, not a substitute for pedagogy. The human interaction, correction, and encouragement provided by the teacher remained essential throughout the learning process.

The research confirms that combining traditional and modern approaches offers a balanced strategy in Islamic education. This approach respects the richness of classical pedagogy while embracing the accessibility of digital tools to meet contemporary learning needs (Yusof et al., 2022).

Furthermore, the method supports the concept of *tadarrus* (repeated reading), a well-established Qur'anic learning practice that emphasizes repetition and gradual mastery. Audio media facilitates this practice in a consistent and scalable manner.

Another implication of the findings is the potential application of this method beyond the classroom. Schools and religious institutions can utilize the Talqin-audio model in non-formal education, including mosque-based learning or online Islamic programs.

From a curriculum development perspective, this study suggests that Qur'anic reading instruction should incorporate structured listening activities, not only as supplements but as integral parts of the learning process. This shift requires both instructional planning and teacher training.

In terms of future practice, schools should consider providing standardized audio content produced by certified qaris with clear tajweed. This ensures that the students receive consistent and authentic input, regardless of their teacher or class setting.

Finally, the study contributes to the larger conversation on educational innovation in Islamic pedagogy. By demonstrating that even simple tools like audio recordings can significantly improve Qur'anic literacy, the research opens new pathways for scalable, cost-effective instructional methods in Islamic education.

In conclusion, the integration of the Talqin method with audio media has proven to be a practical, inclusive, and effective strategy to optimize Qur'anic reading skills. It reflects a thoughtful blending of tradition and technology that can inspire future innovations in the teaching of the Qur'an and beyond.

D. Conclusion

This study concludes that the integration of the Talqin method with audio media significantly enhances students' Qur'anic reading skills, particularly in pronunciation, tajweed accuracy, and fluency. The repetition-based nature of the Talqin method, when supported by consistent audio exposure, provides students with frequent and structured practice opportunities both inside and outside the classroom. As a result, students become more confident and independent in their Qur'anic recitation.

The implementation of audio-assisted Talqin also contributes to greater student engagement and motivation. It accommodates different learning paces, supports self-directed learning, and helps create a more inclusive learning environment. The role of teachers and parents was found to be crucial in facilitating and reinforcing students' use of the method, highlighting the importance of collaboration between school and home in Qur'anic education.

Overall, the combination of traditional Islamic teaching and modern technology presents a promising model for Qur'anic literacy development in elementary Islamic schools. It demonstrates that innovation in Islamic pedagogy can be achieved without compromising foundational values, providing practical insights for educators seeking to improve Qur'anic instruction through accessible and effective strategies.

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