

Tajwid Learning Strategy in Improving Quran Reading Competence at Imam Syafi'i Islamic Boarding School in Batam

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ABSTRACT

Purpose of the study: This study aims to analyze the teaching strategies of the Kitab Tajwid in improving students' Qur'anic reading competence at an Islamic boarding school, focusing on identifying applied strategies and their effectiveness in enhancing accuracy and mastery of tajwid rules.

Methodology: This study employed a qualitative descriptive method with an interpersonal approach. Data were collected through observation, interviews, and documentation. The research utilized field notes, interview guidelines, and documentation sheets as instruments. Data analysis techniques included data reduction, data display, and conclusion drawing based on Sugiyono's qualitative analysis framework.

Main Findings: The findings show that the implementation of talaqqi, drill, peer teaching, and classical texts effectively improves students' pronunciation accuracy, fluency, and understanding of tajwid rules. The structured learning process, periodic evaluation, and intensive teacher guidance significantly reduce reading errors, including lahn jaliy and lahn khafiy, and enhance overall Qur'anic reading competence.

Novelty/Originality of this study: This study offers a contextual model of integrating traditional tajwid learning methods with structured evaluation in a pesantren setting. It highlights the effectiveness of combining classical kitab-based instruction with practical approaches, contributing to the development of adaptive and applicable tajwid teaching strategies in Islamic education.

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1. INTRODUCTION

Islamic education plays a strategic role in shaping a generation that is not only intellectually competent but also spiritually grounded and morally upright [1], [2]. One of the fundamental aspects of Islamic education is the ability to read the Qur'an correctly in accordance with the rules of Tajwid. This ability is not merely a technical skill but also a form of respect for the sanctity of the Qur'an as a divine guide for human life [3]- [5]. Therefore, Tajwid learning becomes an essential component in Islamic education systems, particularly in Islamic boarding schools (pesantren), which function as centers for religious and intellectual development [6].

Islamic boarding schools have distinctive characteristics in their learning systems, integrating cognitive, affective, and psychomotor aspects into a holistic educational process [7]. In the context of Qur'anic learning, pesantren emphasize not only theoretical understanding but also practical application through methods such as *talaqqi* and *musyafahah*. These approaches allow students to gain authentic learning experiences, where errors in

recitation can be corrected directly under the supervision of teachers. Additionally, the use of classical Tajwid texts strengthens both conceptual understanding and the preservation of Islamic scholarly traditions [8].

However, empirical conditions indicate that students' Qur'anic reading abilities vary significantly. While some students are able to recite fluently and accurately, others still face difficulties in mastering aspects such as articulation points (*makhārij al-hurūf*), characteristics of letters, and the rules of elongation [9]. This variation suggests that the effectiveness of Tajwid learning is not solely determined by instructional materials but is highly influenced by the teaching strategies employed. Inappropriate strategies may lead to suboptimal learning outcomes and hinder the achievement of instructional objectives.

To improve students' Qur'anic reading competence, it is necessary to implement well-planned, systematic, and contextual learning strategies. Such strategies should accommodate students' learning needs and create an active, interactive, and student-centered learning environment [10], [11]. Methods such as repetitive drills, peer teaching, and practice-based learning can be utilized to strengthen both understanding and skills in Qur'anic recitation. Furthermore, the integration of theory and practice is essential to ensure that students not only comprehend Tajwid concepts but are also able to apply them consistently.

Imam Syafi'i Islamic Boarding School in Batam is one of the institutions committed to improving students' Qur'anic reading competence through Tajwid instruction. The institution integrates classical texts such as *Tuhfatul Athfal* and *At-Tahsin* with practical and applicative teaching strategies [12]. The learning process is conducted in a structured and gradual manner, accompanied by periodic evaluations that enable students to improve systematically. Therefore, it is important to examine in depth the teaching strategies implemented and their effectiveness in enhancing students' Qur'anic reading competence [13].

Previous studies indicate that Tajwid learning in Islamic boarding schools predominantly employs traditional methods such as *talaqqi* and memorization, which are effective in improving pronunciation accuracy. Budiyan [13] highlights the importance of *talaqqi* in developing accurate articulation, while Reka Pepaliasari [14] emphasizes the need for varied instructional strategies to enhance student engagement. Furthermore, Yuliani [15] identifies the significant role of the pesantren environment in supporting Qur'anic learning outcomes. However, these studies have not comprehensively examined the integration of multiple teaching strategies and their combined impact on improving overall reading competence. Thus, there remains a research gap in exploring a systematic and contextual integration of traditional and modern teaching approaches in Tajwid learning.

The novelty of this study lies in its integrative analysis of multiple Tajwid teaching strategies applied simultaneously within the pesantren context [16], [17]. Rather than focusing on a single method, this study combines *talaqqi*, drills, peer teaching, and the use of classical texts within a structured instructional framework. Additionally, it highlights the relationship between teaching strategies, staged evaluation processes, and the holistic improvement of students' Qur'anic reading competence. This approach offers a new perspective in developing adaptive and applicable Tajwid learning models [18].

This study is expected to contribute both theoretically and practically to the development of Tajwid learning in Islamic education [19]. Theoretically, it enriches the discourse on integrated teaching strategies that combine traditional and modern approaches in Qur'anic education. Practically, the findings can serve as a reference for educators, particularly teachers of Tajwid, in designing more effective and contextual learning strategies. Moreover, the study can inform the development of a more systematic and competence-oriented Tajwid curriculum [20].

The urgency of this study lies in the importance of improving the quality of Qur'anic recitation among students as the future generation of the Muslim community. In the context of rapid societal changes, the ability to recite the Qur'an correctly remains a fundamental necessity. Inaccurate recitation may lead to misinterpretation of meanings, which can affect the understanding of Islamic teachings. Therefore, serious efforts are needed to develop effective and relevant Tajwid teaching strategies. This study is essential in providing solutions to these challenges and supporting the improvement of Qur'anic education quality in Islamic boarding schools.

2. RESEARCH METHOD

2.1. Research Design

This study employed a qualitative descriptive research [21] design aimed at providing an in-depth understanding of Tajwid teaching strategies in improving students' Qur'anic reading competence. A qualitative approach was chosen to explore natural phenomena within the learning environment and to capture participants' experiences, perceptions, and interactions holistically. The descriptive method was used to systematically describe the implementation of teaching strategies, learning processes, and their outcomes in a real educational setting. This design enables the researcher to interpret meanings and identify patterns related to the effectiveness of Tajwid instruction.

2.2. Research Subjects and Objects

The subjects of this study were Tajwid teachers (ustadz) and students at Imam Syafi'i Islamic Boarding School, Batam. Teachers were selected as key informants due to their direct involvement in designing and implementing learning strategies, while students were involved as participants experiencing the learning process. The object of this study was the teaching strategies of the Tajwid kitab and their role in enhancing students' Qur'anic reading competence, particularly in aspects such as pronunciation accuracy, fluency, and mastery of Tajwid rules.

2.3. Data Sources and Data Collection Techniques

This study utilized both primary and secondary data sources. Primary data were obtained directly from field observations, in-depth interviews with teachers and students, and documentation of learning activities. Secondary data were derived from relevant literature, institutional documents, and supporting references related to Tajwid learning.

Data collection techniques include, (1) Observation, conducted to examine the teaching and learning process, classroom interaction, and students' recitation practices. (2) Interviewa, carried out with teachers and students to gain insights into teaching strategies, challenges, and learning experiences. (3) Documentation, involving the collection of written records, learning materials, and institutional archives to support and validate the findings.

2.4. Research Instruments

The main instrument in this qualitative study was the researcher as a key instrument, who played a central role in collecting, analyzing, and interpreting the data. To support data collection, several instruments were utilized, including observation sheets, interview guidelines, and documentation checklists. These instruments were designed to ensure systematic data collection and to capture relevant information aligned with the research objectives.

2.5. Data Analysis Techniques

Data analysis in this study followed an interactive model consisting of three main steps: data reduction, data display, and conclusion drawing. Data reduction involved selecting, focusing, and simplifying raw data obtained from the field [22]. Data display was conducted by organizing the data into a structured and narrative form to facilitate understanding. Finally, conclusion drawing involved interpreting the data to identify patterns, relationships, and key findings related to Tajwid teaching strategies and their effectiveness in improving students' Qur'anic reading competence. The analysis process was conducted continuously throughout the research to ensure validity and consistency of findings.

2.6. Research Procedures

The research procedures were carried out in several stages. First, the preparation stage, which included identifying the research problem, reviewing relevant literature, and designing research instruments. Second, the data collection stage, involving field observations, interviews, and documentation in the research setting. Third, the data analysis stage, where collected data were processed and analyzed systematically using qualitative analysis techniques. Finally, the reporting stage, which involved organizing the findings into a structured research report and drawing conclusions based on the analysis results.

3. RESULTS AND DISCUSSION

3.1. Implementation of Tajwid Teaching Strategies

The results of this study indicate that the implementation of Tajwid teaching strategies at Imam Syafi'i Islamic Boarding School is carried out through a combination of several methods, namely *talaqqi*, drill (repetitive exercises), peer teaching, and the use of classical Tajwid texts such as *Tuhfatul Athfal* and *At-Tahsin*. These strategies are applied in a structured and gradual learning system, starting from basic levels to advanced stages.

The *talaqqi* method is implemented by requiring students to recite Qur'anic verses directly in front of the teacher, allowing immediate correction of pronunciation errors. This method is highly effective in improving articulation accuracy (*makhārij al-ḥurūf*) and ensuring that students follow proper recitation rules. In addition, the drill method is applied through repeated reading practices, enabling students to internalize Tajwid rules through continuous repetition. This approach aligns with the concept of skill reinforcement through practice, as emphasized in learning theory [23].

Peer teaching is also utilized to encourage collaborative learning among students. In this method, more proficient students assist their peers in correcting recitation errors, creating an interactive and supportive learning

environment. The use of classical texts further strengthens students' conceptual understanding of Tajwid rules, as these texts provide systematic explanations and examples that guide both theoretical and practical learning.

The findings show that the integration of these strategies creates a comprehensive learning model that combines theory and practice effectively. This supports previous findings which highlight that combining multiple instructional strategies can enhance learning outcomes more significantly than relying on a single method [24].

3.2. Learning Process and Students' Qur'anic Reading Competence

The learning process is conducted in a structured manner with clear stages, including initial assessment, guided practice, and periodic evaluation. Students are required to complete each level before progressing to the next, ensuring mastery of fundamental skills. Evaluation is carried out through recitation tests, where students must demonstrate their ability to read accurately and fluently.

The results reveal a significant improvement in students' Qur'anic reading competence after the implementation of these strategies. Improvements are observed in several aspects, including pronunciation accuracy, fluency, and consistency in applying Tajwid rules. Errors in recitation, particularly *lahn jaliy* (major errors) and *lahn khafiy* (minor errors), are significantly reduced.

To conceptualize the relationship between learning intensity and reading competence, the improvement can be described as a proportional relationship:

$$C = K.S \quad \dots(1)$$

where C represents students' reading competence, S denotes the intensity of Tajwid learning strategies applied, and k is a constant reflecting learning effectiveness. This formulation illustrates that increased intensity and consistency of learning strategies contribute to higher levels of competence. All variables in the equation indicate that structured and continuous practice plays a critical role in enhancing students' performance. This finding is consistent with previous studies emphasizing that repetitive and guided learning significantly improves skill acquisition [25].

3.3. Supporting and Inhibiting Factors

The study identifies several supporting factors that contribute to the success of Tajwid learning. Internal factors include a well-structured curriculum, qualified teachers, and adequate learning facilities. The religious environment of the pesantren also plays a crucial role in fostering discipline and motivation among students, which enhances their engagement in learning activities.

On the other hand, several inhibiting factors are also identified. External factors, particularly limited parental support and lack of motivation at home, hinder students' progress. In addition, insufficient collaboration between parents and the institution reduces the continuity of learning outside the classroom. These findings are in line with previous research indicating that family involvement significantly affects students' learning outcomes [26]. The discussion highlights that while internal factors can be managed within the institution, external factors require broader collaboration between schools and families to ensure optimal learning outcomes.

3.4. Discussion on the Effectiveness of Integrated Strategies

The integration of multiple teaching strategies in this study demonstrates a significant impact on improving students' Qur'anic reading competence. The combination of *talaqqi*, drill, peer teaching, and classical texts creates a balanced approach that addresses both theoretical understanding and practical application. [27], [28] emphasizes that effective learning strategies should be adaptive and responsive to students' needs. In this context, the findings of this study confirm that the use of varied and integrated strategies enhances not only students' technical skills but also their motivation and engagement in learning. Furthermore, the structured evaluation system ensures that learning outcomes are measurable and continuously improved.

Compared to previous studies, this research provides a more comprehensive perspective by integrating multiple strategies within a single framework. This holistic approach contributes to the development of a more effective and applicable Tajwid learning model in Islamic boarding schools.

Previous studies have highlighted various aspects of the effectiveness of Tajweed learning [28], however, these studies are still limited in scope and integration. Budiyan emphasizes the effectiveness of the *talaqqi* method in improving students' pronunciation, while Zeki Zulkarnain [29] focuses on the practice method in improving students' Qur'an reading skills through singing. Meanwhile, Asyhari Eko Prayinto [30] emphasizes the important role of the Islamic boarding school environment in supporting student learning outcomes. Despite these contributions, these studies tend to examine each factor separately and do not provide a comprehensive framework that integrates various teaching strategies simultaneously. As a result, there is a clear research gap in understanding how a combination of various teaching methods such as *talaqqi*, practice, peer teaching, and classical texts can work synergistically in a learning system designed to improve not only precision but also fluency, consistency, and competence in Qur'an reading.

The novelty of this research lies in its integrative approach, which combines several tajwid learning strategies talaqqi, drills, peer teaching, and the use of classical texts in one structured and gradual learning system [31]. Unlike previous studies, which tended to be partial, this study presents a learning model that simultaneously connects theory, practice, and ongoing evaluation. Furthermore, this study emphasizes the relationship between the intensity of learning strategies and the improvement of Quranic reading competence, thus providing a new perspective in developing a more adaptive and contextual tajwid learning model in Islamic boarding schools (pesantren) [32].

The practical implications of this research indicate that the implementation of integrated and continuous learning strategies can significantly improve students' Quranic reading abilities, both in terms of accuracy, fluency, and tajwid mastery [33], [34]. For educators, these findings can serve as a reference in designing learning that does not focus solely on a single method but combines various approaches to be more effective and tailored to students' needs. Theoretically, this research enriches Islamic education studies, particularly in the development of a Tajweed learning model that emphasizes a balance between cognitive, affective, and psychomotor aspects in the learning process [35].

This research has several limitations, including the fact that it was conducted only in one Islamic boarding school, thus limiting the generalizability of the results to similar contexts. Furthermore, the qualitative approach employed focused more on describing phenomena, thus failing to quantitatively measure the level of improvement in Quranic reading ability statistically. This study also failed to examine in depth the influence of other external factors, such as the use of digital technology in Tajweed learning. Therefore, future research is recommended to expand the research location, employ a mixed-methods approach, and integrate technological innovation into learning.

4. CONCLUSION

This study concludes that the implementation of integrated Tajwid teaching strategies, including *talaqqi*, drill, peer teaching, and the use of classical texts, successfully improves students' Qur'anic reading competence as initially expected in the research objectives. The findings confirm that structured, gradual, and practice-oriented learning processes contribute significantly to enhancing pronunciation accuracy, fluency, and mastery of Tajwid rules, while reducing recitation errors. The compatibility between the research aims and outcomes demonstrates that the applied strategies are effective within the pesantren context. Furthermore, this study provides prospects for future research to develop more innovative and technology-based Tajwid learning models, as well as to explore broader applications in different Islamic educational settings to strengthen the quality of Qur'anic education.

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