

ENHANCING AL-QUR'AN RECITATION PROFICIENCY: A QUASI-EXPERIMENTAL STUDY ON THE EFFECTIVENESS OF THE TAHSIN METHOD

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ABSTRAK

Kemampuan membaca Al-Qur'an yang baik dan benar sesuai kaidah tajwid merupakan kompetensi fundamental dalam pendidikan Islam. Namun, metode konvensional sering kali kurang efektif dalam memperbaiki kualitas bacaan siswa secara individual. Tujuan: Penelitian ini bertujuan untuk mengetahui efektivitas metode tahsin dalam meningkatkan kemampuan membaca Al-Qur'an siswa Jilid 4 di SMP Al-Azhar Menganti Gresik. Metode: Penelitian ini menggunakan pendekatan kuantitatif dengan metode quasi-experimental melalui desain Nonequivalent Control Group Design. Sampel penelitian terdiri dari siswa kelompok Jilid 4A (kelas eksperimen) dan Jilid 4B (kelas kontrol). Pengumpulan data dilakukan melalui pretest dan posttest, yang kemudian dianalisis menggunakan uji t (independent sample t-test dan paired sample t-test). Hasil: Hasil uji independent sample t-test pada data posttest menunjukkan nilai signifikansi sebesar 0,028 ($< 0,05$), yang berarti terdapat perbedaan kemampuan membaca Al-Qur'an yang signifikan antara kelompok eksperimen dan kelompok kontrol. Selain itu, uji paired sample t-test pada kelas eksperimen menunjukkan peningkatan nilai rata-rata yang sangat signifikan sebesar 9,14 poin, yaitu dari 29,07 (pretest) menjadi 38,21 (posttest) dengan nilai signifikansi 0,000. Kesimpulan: Metode tahsin terbukti efektif dalam meningkatkan kemampuan membaca Al-Qur'an siswa melalui proses talaqqi dan musyafahah yang memberikan koreksi langsung terhadap makharijul huruf dan hukum tajwid.

Kata Kunci: Metode Tahsin, Pembelajaran Al-Qur'an, Ilmu Tajwid, Quasi-Eksperimen.

ABSTRACT

The ability to read the Al-Qur'an correctly according to the rules of tajwid is a fundamental competency in Islamic education. However, conventional methods are often less effective in improving the quality of students' reading individually. Objective: This study aims to determine the effectiveness of the tahsin method in improving the Al-Qur'an reading skills of Volume 4 students at SMP Al-Azhar Menganti Gresik. Method: This study used a quantitative approach with a quasi-experimental method through the Nonequivalent Control Group Design. The research sample consisted of students in the Volume 4A group (experimental class) and Volume 4B group (control class). Data collection was carried out through pretest and posttest, which were then analyzed using t-tests (independent sample t-test and paired sample t-test). Results: The results of the independent sample t-test on the posttest data showed a significance value of 0.028 (< 0.05), which means that there was a significant difference in Al-Qur'an reading ability between the experimental and control groups. In addition, the paired sample t-test in the experimental class showed a highly significant increase in the average score of 9.14 points, from 29.07 (pretest) to 38.21 (posttest) with a significance value of 0.000. Conclusion: The tahsin method is proven to be effective in improving students' Al-Qur'an reading skills through the talaqqi and musyafahah processes which provide direct correction to makharijul huruf and tajwid rules.

Keywords: Tahsin Method, Al-Qur'an Learning, Tajwid, Quasi-Experiment.

INTRODUCTION

Islamic education is an educational system based on the values of Islamic teachings that aims to shape faithful, pious, and noble humans who are capable of living their lives in accordance with the guidance of Islamic sharia (Al-Attas, 1999). Islamic education is not only

oriented toward the transfer of knowledge but also toward character building and the practice of Islamic values in daily life (Nata, 2020). Therefore, the subjects taught in Islamic education encompass various Islamic disciplines, such as jurisprudence (fiqh), prophetic traditions (hadith), theology and ethics (aqidah akhlak), Islamic cultural history, and the Al-Qur'an as the primary source of Islamic teachings.

The Al-Qur'an holds a highly critical position in the lives of Muslims as it is the word of Allah SWT revealed to Prophet Muhammad SAW through the mediation of Angel Jibril as a guidance for all humanity (Shihab, 2013). As the primary source of Islamic law, the Al-Qur'an serves as a way of life that regulates human relationships with Allah, fellow human beings, and the surrounding environment. Consequently, learning the Al-Qur'an becomes a fundamental part of Islamic education that must be provided from an early age so that learners have the ability to read, understand, and implement its contents in daily life (Abudin Nata, 2020).

The ability to read the Al-Qur'an properly and correctly is an obligation for every Muslim. Reading the Al-Qur'an is not merely about pronouncing the Arabic letters (hijaiyah), but it must also pay close attention to the rules of recitation (tajwid) so that the resulting recitation aligns with the guidance of Rasulullah SAW (Anwar, 2021). A good ability to read the Al-Qur'an will assist learners in understanding the meanings and messages contained within it. Conversely, errors in reading the Al-Qur'an can lead to changes in meaning, which in turn impact the understanding of Islamic teachings (Syarifuddin, 2017).

Allah SWT has provided ease for mankind to study the Al-Qur'an, as mentioned in Surah Al-Qamar verse 17:

وَلَقَدْ يَسَّرْنَا الْقُرْآنَ لِلذِّكْرِ فَهَلْ مِنْ مُدَكِّرٍ

“And We have certainly made the Qur'an easy for remembrance, so is there any who will remember?” (QS. Al-Qamar: 17).

This verse indicates that the Al-Qur'an is easy to learn for anyone who possesses sincerity in studying it. This ease encompasses the aspects of reading, memorizing, understanding, and practicing its content. Therefore, every Muslim has an obligation to study the Al-Qur'an, beginning with the ability to read correctly in accordance with the rules of tajwid (Al-Zuhaili, 2011). In the process of learning the Al-Qur'an, the science of tajwid plays a crucial role. Tajwid is the study of the proper methods of reciting the Al-Qur'an according to the articulation points of the letters (makharijul huruf), the characteristics of the letters (sifat-sifat huruf), recitation rules, and other guidelines established by the scholars of qira'at (Al-Jazari, 2009). Merely mastering the theory of tajwid is insufficient to produce good Al-

Qur'an recitation skills. Learning tajwid must be conducted through the processes of talaqqi and musyafahah, which involve learning directly from a teacher so that pronunciation errors can be corrected precisely (Muntahar, 2018).

The development of information and communication technology in the digital era has brought changes to various aspects of life, including education. Nevertheless, learning the Al-Qur'an cannot rely entirely on technology without direct guidance from a teacher. Conventional learning models, which are still dominated by the lecture method, are often less effective in improving students' Al-Qur'an reading skills because they fail to provide adequate opportunities for practice (Majid, 2019). Consequently, there are still many students who are able to read the Al-Qur'an but have not paid proper attention to the aspects of tajwid, makharijul huruf, or the correct elongation and shortening of recitations (mad rules).

One method that can be utilized to improve Al-Qur'an reading skills is the tahsin method. Etymologically, the word tahsin is derived from Arabic, meaning to improve, refine, or beautify. In the context of Al-Qur'an education, tahsin is an effort to improve the quality of Al-Qur'an recitation so that it aligns with the correct rules of tajwid and makharijul huruf (Muntahar, 2018). The tahsin method emphasizes direct reading practice under the guidance of a teacher, allowing students to receive continuous corrections for their reading errors.

The tahsin method focuses not only on the accuracy of letter pronunciation but also on the fluency, eloquence, and beauty of the Al-Qur'an recitation. Through this method, students are trained to recite the Al-Qur'an in a measured and melodious way (tartil), as commanded in Al-Qur'an Surah Al-Muzzammil verse 4, which emphasizes the importance of reading the Al-Qur'an slowly and correctly. Thus, the tahsin method becomes a highly relevant alternative for enhancing the quality of Al-Qur'an learning in Islamic educational institutions (Hidayat, 2020).

Various prior studies indicate that the implementation of the tahsin method can significantly improve students' Al-Qur'an reading skills. A study conducted by Hidayat (2020) demonstrated that the tahsin method is effective in improving the tajwid skills of secondary school students. Another study by Fauzi and Rahman (2021) also found that tahsin learning could enhance the accuracy of makharijul huruf as well as students' motivation to learn the Al-Qur'an. These findings show that the tahsin method holds great potential to be implemented in Al-Qur'an learning across various educational levels.

Based on the preliminary observations conducted by the researcher on February 26, 2023, through interviews with the Al-Qur'an teacher at SMP Al-Azhar Menganti Gresik, it was revealed that the Al-Qur'an learning practiced so far has not fully implemented the tahsin method systematically. Although the majority of the students were able to read the Al-Qur'an,

various errors were still found in the application of tajwid laws, the pronunciation of makharij huruf, and the accuracy of long and short readings. This condition indicates that students' Al-Qur'an reading skills still need to be improved to match the correct rules.

Al-Qur'an learning at SMP Al-Azhar Menganti Gresik is conducted every morning after the congregational Dhuha prayer, precisely at 07:15 WIB. In this study, the researcher focused the investigation on students in the Jilid 4A and 4B groups. The selection of these groups was based on observations showing that there were still students who did not read the Al-Qur'an according to the correct rules of tajwid. Therefore, the implementation of the tahsin method is deemed necessary as an effort to optimize the quality of students' Al-Qur'an recitation.

Based on the explanation above, it can be understood that the ability to read the Al-Qur'an properly and correctly is an essential competency that must be possessed by every Muslim student. To achieve this objective, an effective learning method that aligns with the characteristics of Al-Qur'an learning is required. Consequently, the researcher is interested in conducting a study titled "The Effectiveness of the Tahsin Method in Reading the Al-Qur'an for Volume 4 Students at SMP Al-Azhar Menganti Gresik."

METHOD

This research employs a quantitative approach using a quasi-experimental design. A quasi-experimental method is a research approach aimed at determining the effect of a specific treatment on certain variables by comparing an experimental group and a control group, albeit without the use of randomization in selecting the research subjects (Sugiyono, 2023). Quasi-experiments are utilized when it is not feasible for the researcher to exercise full control over external variables that may influence the course of the experiment. Nevertheless, this design still endeavors to uncover causal relationships by administering treatment to the experimental group and comparing the results with a control group that does not receive the same treatment (Creswell & Creswell, 2018).

In this study, the researcher administered a treatment in the form of the tahsin method to the experimental group, while the control group received Al-Qur'an instruction using the conventional method typically used at the school. After the treatment was administered over a specific period, the Al-Qur'an reading proficiency of both groups was measured to determine the effectiveness of the tahsin method in improving students' reading skills. The research design utilized is the Nonequivalent Control Group Design, which involves two pre-existing groups without a randomization process. Both groups were given a pretest to determine their initial Al-Qur'an reading ability; subsequently, the experimental group was provided with learning through the tahsin method, while the control group received conventional

instruction. After the treatment was completed, both groups were given a posttest to identify changes in Al-Qur'an reading proficiency occurring after the learning process.

Schematically, the research design can be illustrated as follows:

Experimental Group: $O_1 \rightarrow X \rightarrow O_2$

Control Group : $O_3 \rightarrow - \rightarrow O_4$

Information:

O_1 = Experimental group pretest

O_2 = Experimental group posttest

O_3 = Control group pretest

O_4 = Control group posttest

X = Treatment (learning using the tahsin method)

Through this design, the effectiveness of the tahsin method can be determined by comparing the pretest and posttest results in the experimental group and comparing them with the results obtained by the control group. Thus, the influence of the tahsin method on students' Quran reading ability can be analyzed more objectively and measurably.

RESULTS AND DISCUSSION

This study aims to determine the effectiveness of the tahsin method in improving the Qur'an reading ability of Volume 4 students at Al-Azhar Middle School, Menganti, Gresik. Data analysis was conducted through several stages: validity testing, reliability testing, normality testing, equality of means testing, hypothesis testing using an independent sample t-test, and a paired sample t-test. The results of these tests indicate that the tahsin method has a positive effect on improving students' Qur'an reading ability.

Based on the results of the instrument validity test, all items in the tahsin method variable obtained a calculated r value greater than the table r (0.3646). The calculated r values ranged from 0.607 to 0.786. These findings indicate that all instruments used met validity criteria and were able to accurately measure the aspects being studied. According to Sugiyono (2023), a valid instrument is able to accurately reveal data according to actual conditions in the field.

In addition to validity, the research instrument also met reliability requirements. The reliability test results showed a Cronbach's Alpha value of 0.922. This value far exceeds the minimum limit of 0.60 required in educational research. Thus, the research instrument has a very high level of consistency. According to Ghazali (2021), a Cronbach's Alpha value above 0.90 indicates very strong reliability, making the instrument reliable for use in research data collection.

After the instrument was declared valid and reliable, the next step was to conduct a normality test. This test was conducted using the Shapiro-Wilk test because the sample size was less than 50 respondents. The analysis showed that all pretest and posttest data in both the experimental and control classes had a significance value greater than 0.05. Therefore, the research data were normally distributed and met the requirements for parametric analysis using the t-test.

Data normality is a crucial requirement in experimental research because it determines the accuracy of using parametric statistical analysis techniques. Normally distributed data indicates that the research sample came from a population with similar characteristics, thus ensuring reliable and accurate results (Fraenkel et al., 2019). The results of the equality of means test for pretest scores showed that the experimental class had an average of 29.07 ± 1.439 , while the control class had an average of 27.93 ± 1.940 . The independent sample t-test yielded a significance value of 0.088, which is greater than 0.05. This indicates that there was no difference in initial Quran reading ability between the two groups before the treatment was administered.

The similarity in initial ability between the experimental and control classes indicates that the two groups were relatively equal. Therefore, the differences in results after the treatment can be attributed to the application of the tahsin method, not to differences in students' initial abilities. This finding strengthens the quality of the quasi-experimental design used in the study. According to Creswell and Creswell (2018), one of the important requirements in experimental research is to ensure that the experimental group and control group have relatively the same initial abilities so that the treatment effect can be measured objectively.

After the treatment was administered, posttest results showed an increase in Quran reading ability in both groups. However, the improvement in the experimental class was greater than in the control class. The experimental class achieved an average score of 38.21 ± 1.424 , while the control class achieved an average score of 36.07 ± 3.149 . The results of an independent sample t-test on the posttest data showed a significance value of 0.028. This value is less than 0.05, so H_0 is rejected and H_1 is accepted. This means there is a significant difference between the learning outcomes of students who received the tahsin method and those who received conventional learning.

This difference in results indicates that the tahsin method has a better impact on students' Quran reading ability. The tahsin method allows students to receive direct correction from the teacher regarding the pronunciation of letters, the characteristics of letters, the

length of recitations, and the application of the rules of tajweed, thereby gradually minimizing reading errors. The advantage of the tahsin method lies in the talaqqi and musyafahah processes carried out directly between the teacher and students. Through this process, students not only understand the theory of tajweed but also practice it directly in reading the Quran. According to Al-Jazari (2009), ideal Quran learning is conducted through talaqqi because it maintains the authenticity of the recitation according to the correct chain of narration.

The improvement in Quranic reading ability in the experimental class can also be explained through behaviorist learning theory. In this theory, learning occurs through a repetitive process of stimulus and response. Corrections provided by the teacher in the tahsin method serve as reinforcement, allowing students to gradually improve the quality of their reading (Slameto, 2020). Furthermore, the tahsin method also provides students with the opportunity for intensive practice. Repeated practice is a crucial factor in mastering Quranic reading skills. The more frequently students practice reading under teacher guidance, the better their reading skills will become.

The results of this study align with those of Hidayat (2020), who concluded that the tahsin method effectively improves the Quranic recitation skills of high school students. The study demonstrated an increase in the accuracy of letter pronunciation and the application of Tajweed rules after students regularly participated in tahsin lessons. These findings also support the research of Fauzi and Rahman (2021), who found that the tahsin method significantly improved the quality of students' Quranic recitation. Learning that emphasizes hands-on practice has been shown to be more effective than lecture methods that focus solely on delivering material.

To strengthen the research findings, a paired t-test was also conducted in the experimental class. The analysis showed that the pretest average of 29.07 increased to 38.21 in the posttest. The significance value obtained was 0.000, or less than 0.05. Thus, there was a highly significant difference between the scores before and after the treatment. The 9.14-point increase indicates that the tahsin method significantly contributed to improving students' Quran reading skills. This change was not only evident in reading fluency but also in the accuracy of letter pronunciation, application of Tajweed, and the ability to distinguish between lengths and shortness of recitation.

Pedagogically, the tahsin method provides a more active learning experience than conventional learning. Students not only listen to the teacher's explanations but also directly engage in reading practice and receive continuous feedback. This is in line with the principle

of active learning, which places students as the primary subjects in the learning process (Majid, 2019). From an Islamic education perspective, the success of the tahsin method demonstrates that Quranic learning, emphasizing hands-on practice, is crucial for developing correct reading skills in accordance with Islamic law. Reading the Quran in tartil (a rhythmic recitation) is a commandment of Allah SWT, as stated in Surah Al-Muzzammil, verse 4, which teaches Muslims to read the Quran with proper and correct recitation.

Based on the overall statistical analysis and theoretical discussion, it can be concluded that the tahsin method has proven effective in improving the Quranic reading skills of students in the fourth grade of Al-Azhar Junior High School, Menganti, Gresik. This effectiveness is demonstrated by the significant difference between the posttest results of the experimental and control classes, as well as the significant increase between pretest and posttest scores in the experimental class. Therefore, the tahsin method can be recommended as an effective Quranic learning method for implementation at the secondary education level.

CONCLUSION

Based on the research results and statistical data analysis, it can be concluded that the application of the tahsin method has proven effective in improving the Qur'an reading skills of students in Volume 4 of Al-Azhar Middle School, Menganti, Gresik. This effectiveness was demonstrated through an independent sample t-test on the posttest data, which showed a significant difference between the experimental and control classes with a significance value of 0.028 (less than 0.05). Furthermore, the results of the paired sample t-test in the experimental class also supported this finding, showing a highly significant increase in the average score of 9.14 points, from 29.07 in the pretest to 38.21 after the treatment (posttest).

The success of the tahsin method lies in the talaqqi and musyafahah processes, which allow for interaction and direct reading practice under teacher guidance. Through this method, students not only master the theory but also receive ongoing correction and feedback regarding the accuracy of the pronunciation of the letters, the application of the rules of tajweed, and the length of the recitation. Thus, the tahsin method provides a more active and applicable learning experience, so it is highly recommended as an alternative effective method of learning the Qur'an at the secondary education level.

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