



Strengthening Qur'an Literacy through the Tahsin and Tahfidz Methods in Elementary School Inpres Bolonan Students

Suma K Saleh^{1*}, Indah Marfu'ah², Marsella Lasiamini³, Robi Modoling⁴
Universitas Muhammadiyah Luwuk Banggai

Corresponding Author: Suma K Saleh suma.saleh24@gmail.com

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ABSTRAK

Students at SD Inpres Bolonan, located in a remote island area of Banggai Islands Regency, show low ability in reading and memorizing the Qur'an. Many struggle with proper pronunciation of Arabic letters and memorizing short surahs. A community service program was implemented to address this issue through tahsin (reading improvement) and tahfidz (memorization) activities. The program used active learning methods, including talaqqi for correcting recitation and talqin and muraja'ah for strengthening memorization. Initial and final tests were conducted to measure progress. Results indicate significant improvement in reading accuracy, fluency, and memorization, along with increased student confidence. Teachers also showed stronger commitment to continuing these practices, making this program a practical model for improving Qur'an literacy in remote elementary schools

INTRODUCTION

The Qur'an serves as the primary reference for Muslims in carrying out daily life, both concerning the performance of worship and social relationships among people. Therefore, the skills of reading and understanding the Qur'an need to be instilled from a young age. This aligns with the saying of Prophet Muhammad (peace be upon him) that the best of people are those who learn the Qur'an and then teach it to others (HR. Bukhari). Childhood is known as a period of very rapid intellectual development, so learning Qur'anic literacy at the elementary school level is highly necessary to train proper reading skills (tahsin) while also building memorization ability (tahfidz) (Yaqin & Sholihah, 2025). Through this process, students are expected to be able to read the Qur'an according to tajwid rules, making the performance of worship more sincere and supporting the development of a religious attitude in the students themselves..

Various studies indicate that Qur'an literacy programs in elementary schools have a positive effect on students' learning interest, improvement in reading skills, and reinforcement of religious values (Syaharani et al., 2022). In addition, several Qur'an learning approaches are known to be able to improve both students' reading quality and memorization simultaneously (Aulia et al., 2024). Other research reveals that the use of talaqqi and tasmi' methods can help improve accuracy and fluency in reading the Qur'an during learning activities at school (Yugo et al., 2025). On the other hand, the implementation of the tahfidz method is also reported to enhance memorization ability as well as fluency in reading the Qur'an in elementary school students (Wulandari & Gularso, 2025).

Although various learning approaches have been developed, Qur'an literacy skills at the elementary school level in several regions still face various challenges. This is especially the case in rural areas and island regions that have limited educational facilities, learning time, as well as student learning motivation. A similar condition is also found at the partner activity, namely SD Inpres Bolonan, which is located in Bolonan Village, Totikum District, Banggai Islands Regency, Central Sulawesi Province. This school is in a relatively remote island area, so access to religious education is still limited.

Based on field observations, it was found that some students are not yet able to read the Qur'an fluently and correctly according to the rules of tajwid. The most common difficulties that arise are related to the pronunciation of the Arabic letters according to their proper articulation (makhraj). In addition, students' ability to memorize short surahs in Juz Amma is still relatively low. If this condition is not addressed immediately, it is feared that it will affect the quality of worship as well as the development of students' religious attitudes in the next level of education. Therefore, community service activities that are systematically designed, adapted to the school environment, and involve active participation from school members are needed.

This community service activity offers the application of Tahsin and Tahfidz methods in an integrated manner. In tahsin learning, the talaqqi approach is used, which is a learning process carried out through direct guidance between teachers and students to improve the quality of reading according to tajwid rules. This approach is chosen because it is considered effective in helping

students improve letter pronunciation and enhance fluency in reading the Qur'an. Previous research findings also show that structured tahsin training can significantly improve students' reading quality (Puspitaningrum et al., 2024). Other findings also indicate that this method can help elementary school and madrasah ibtidaiyah students increase the accuracy of letter articulation and fluency in reading the Qur'an (Sakdiah & Nasution, 2025).

On the other hand, the tahfidz method is carried out through muraja'ah activities or the regular repetition of memorization to strengthen students' memory of the surahs in Juz Amma. The repetition process conducted consistently helps students remember the verses they have learned while maintaining the smoothness of their memorization. Research shows that the use of talqin and muraja'ah methods can help elementary school students improve their ability to memorize the Qur'an more effectively (Nazwa et al., 2025). By combining tahsin and tahfidz activities, students not only correct the accuracy of their reading according to tajwid rules but also increase the number of short surahs they have memorized. Previous research also indicates that the implementation of an integrated tahsin-tahfidz program can enhance the quality of reading as well as Qur'anic memorization in Islamic elementary school students (Aulia et al., 2024).

Based on this background, this community service activity aims to improve the ability of students at SD Inpres Bolonan in reading and memorizing the Qur'an. The improvement is focused on the accuracy of pronouncing the Hijaiyah letters according to their articulation points, the application of tajwid rules, as well as mastery of short surahs in Juz Amma. In addition, this activity is also expected to foster students' interest in studying the Qur'an and create a more religious school atmosphere. In the long term, this program is expected to serve as an example of Qur'anic literacy guidance that can be applied in elementary schools in island regions or remote areas with similar conditions

IMPLEMENTATION AND METHOD

This community service program was carried out at SD Inpres Bolonan, located in Bolonan Village, Totikum District, Banggai Islands Regency, Central Sulawesi Province. The target of the activity was students in grades IV, V, and VI, with a total of 37 students. The implementation of the activity also involved Islamic Religious Education teachers as partners who accompanied the process of activities at the school.

The planning stage begins through communication and deliberation with the principal and Islamic Religious Education teachers to examine various obstacles faced by students related to reading the Qur'an skills. Based on initial observations and conversations with the school, it was found that some students are already familiar with and can read the hijaiyah letters. Nevertheless, several students still face difficulties in applying tajwid rules and maintaining fluency when memorizing Qur'anic verses.

Based on the review of this condition, a training activity was then formulated that combines tahsin and tahfidz exercises. Islamic Religious Education teachers were also involved in determining which students would

participate in the activity, arranging the implementation schedule, and assessing the participants' progress during the activity as part of managing the program together with the school.

The implementation of activities uses a participatory approach that emphasizes active involvement of participants through direct mentoring processes. The series of activities begins with mapping the students' initial abilities through a pre-test. After that, Qur'an reading guidance is conducted using the talaqqi method to improve pronunciation and accuracy of recitation. Next, memorization activities are carried out using the talqin method accompanied by periodic repetition of memorization (*muraja'ah*). The final stage of the activity involves assessing development through a post-test as well as reflective discussions with the teacher to review the results of the activities and the students' progress.

RESULTS AND DISCUSSION

The results of the community service activities showed a positive change in the Qur'an reading skills of students in grades IV to VI at SD Inpres Bolonan after applying tahsin learning with the talaqqi method as well as tahfidz through the talqin and *muraja'ah* techniques. These changes were evident in the accuracy of pronouncing the makhraj of letters, understanding basic tajwid rules, and the fluency of students when reading the Qur'an compared to the condition before the program was implemented. At the initial stage of the activity, some students still had difficulty distinguishing letters that have almost similar points of articulation and were not yet able to read verses fluently.

Through a coaching process carried out gradually and repeatedly, students' reading abilities have developed significantly, making their reading more accurate and boosting their confidence in reciting verses. This result aligns with research findings that explain that the talaqqi method, which involves direct interaction between teachers and students, is able to improve the accuracy of pronunciation and the application of tajwid in elementary school students (Tunnisa & Priyanto, 2025). In addition, the combination of tahsin activities with memorization through regularly conducted *muraja'ah* also helps maintain reading quality while strengthening students' memory of the verses being studied (Aulia et al., 2024).

The mentoring approach that involves active participation from the school also supports changes that can be sustained in daily learning activities. The activity stages begin with the process of identifying problems together with the principal and Islamic Education teachers, followed by the preparation of an activity plan, implementation of guidance, up to the evaluation and reflection stage together after the program takes place. The involvement of the school from the planning stage to the evaluation makes the program implemented not only a temporary activity but also encourages the emergence of a commitment to continue the practices that have been applied.

This is in line with the idea of community-based research, which emphasizes that social change is more easily achieved when the local community is actively involved in the processes of the activities carried out (Syaifuddin & Siswadi, 2024). The participation of Islamic Education teachers is seen in the

emergence of the habit of conducting muraja'ah together before learning activities begin, as well as the willingness to continue fostering Qur'an literacy after the community service activities are completed. In addition to having an impact on improving the ability to read and memorize the Qur'an, these activities also influence students' learning attitudes. Students appear more motivated to study the Qur'an, have better self-confidence, and are bolder in reading verses in front of their peers. These attitude changes indicate that strengthening Qur'an reading skills also affects the formation of students' religious attitudes from elementary school age (Junita et al., 2022).

The results of this activity also reinforce various previous studies that discuss the success of the tahsin and tahfidz methods in improving the ability to read the Qur'an in elementary school children. Research on the Tahsin Tahfidz Al-Qur'an program shows that the use of the talaqqi method combined with independent practice can significantly improve reading fluency as well as students' memorization of verses (Aulia et al., 2024).

Other research explains that the talaqqi musyafahah approach can help students improve the pronunciation of letters, understand the recitation, and apply tajwid rules more accurately at the elementary Islamic school level (Ramadhani, 2025). In addition, various Quran learning programs at the elementary school level that use the talaqqi method also show improvements in reading skills in terms of the articulation of letters, letter characteristics, and reading rules related to tajwid (Suriansyah et al., 2020). Tesihin development programs that implement this method are even reported to be able to improve reading fluency and build students' confidence when reciting Quranic verses (Aini, 2025). Furthermore, consistently conducted learning can provide a strong foundation for the continuity of Quran learning in the next stages (Kustati et al., 2024).

In addition to improving reading skills, this community service activity also has an impact on students' ability to memorize short surahs found in Juz Amma. The evaluation results after the activity showed an increase in the number of surahs successfully memorized by students as well as an improvement in accuracy in reciting the verses they remembered. This achievement is influenced by the use of the tahfidz method, which combines the talqin technique with planned muraja'ah. Through talqin, students receive correct reading examples directly from the mentor so they can imitate the pronunciation more accurately. Meanwhile, muraja'ah helps reinforce memorization through regular repetition, both individually and with friends in groups.

This repetition process not only increases the students' memorization, but also helps maintain reading accuracy according to the applicable tajweed rules. For island regions with limited access to intensive Qur'an learning, this type of mentoring pattern can be a solution to help improve elementary school students' Qur'anic literacy skills. These results are in line with research stating that the combination of tahsin learning with structured memorization repetition can improve the ability to read and memorize the Qur'an while simultaneously positively influencing students' learning attitudes (Muzakki, 2024).

The findings from this community service activity also indicate that Quran reading practice conducted repeatedly and accompanied by clear guidance can help students improve fluency and accuracy in reciting verses. Through direct guidance, mistakes in letter articulation (*makhraj*) and the application of *tajwid* can be corrected little by little, resulting in better development of students' reading abilities over time. These results align with research explaining that Quran learning activities carried out through intensive mentoring and regular reading practice can enhance reading fluency as well as the accuracy of *tajwid* rule application in students (Wahid & Sulistyowati, 2024).

In addition, the success of this program is also supported by active communication and interaction between facilitators, teachers, and students during the learning activities. A conducive learning environment and the teacher's involvement in every guidance process make students feel more comfortable and encouraged to practice reading and memorizing the Qur'an. This condition aligns with research explaining that the success of Qur'an learning in elementary school students is influenced by the quality of teacher guidance, the intensity of interaction during the learning process, and a learning atmosphere that supports the development of students' abilities (Rokhmah et al., 2023).

CONCLUSION

The community service program carried out at SD Inpres Bolonan showed an improvement in the Qur'an literacy skills of students from grades IV to VI. This activity was conducted through learning that combined *tahsin* practice with the *talaqqi* method and *tahfidz* guidance using *talqin* and *muraja'ah* techniques. Through these activities, students' ability to pronounce the *hijaiyah* letters correctly according to their *makhraj* improved, their understanding of basic *tajwid* rules became better, and the fluency in reading Qur'anic verses also showed clear progress. In addition, students were able to memorize several short *surahs* from *Juz Amma* more fluently after participating in a series of structured learning activities.

In addition to improving reading and memorizing skills of the Qur'an, this activity also has a positive impact on students' learning attitudes. Children become more enthusiastic in participating in lessons, more confident when reading in front of friends and teachers, and start to get used to doing revision together. An active and enjoyable learning atmosphere makes students more enthusiastic in attending each coaching session.

The implementation of this activity also directly involves Islamic Religious Education teachers in the mentoring process. This involvement encourages a sense of shared responsibility for the continuity of activities after the community service program is completed. With cooperation between the implementation team and school teachers, the Qur'an literacy development activities can continue as part of learning activities at school. The mentoring pattern applied in this program shows good results and can serve as an example to be applied in other elementary schools, especially in island areas or regions with limited access to Qur'an learning. Through activities like this, children's ability to read and memorize the Qur'an can

be developed from elementary school age so that Qur'an learning habits can grow sustainably.

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