

Improving Qur'anic Literacy through the *Tartil* Method: A Classroom Action Research in Junior High Education

Arif Rohman,^{*1} Ahmad Fahri Yahya Ainuri²
 Sekolah Menengah Pertama Negeri 1 Jaken, Indonesia¹

Universitas Islam Negeri Salatiga, Indonesia²

Corresponding: arifrohman29@gmail.com,¹ fahriyahya@uinsalatiga.ac.id²

Received: November 2024

Accepted: May 2026

Published: June 2026

DOI: <https://doi.org/10.21580/rjtpd.v4i01.24896>

Abstract : This study aims to determine the effectiveness of the *tartil* method in improving the mastery of makhraj, tajweed, and fluency in reading the Qur'an for grade IX students of SMP Negeri 1 Jaken. The research uses the Classroom Action Research (PTK) approach which is carried out in three cycles. Research data was collected through Qur'an reading ability tests, observation of learning activities, and analysis of student learning outcome documents. The results of the study show that the application of the *Tartil* method is able to gradually improve students' Qur'an reading ability from pre-cycle to cycle III. In the pre-cycle, student learning completeness only reached 27% with an average score of 61.5. After the application of the *Tartil* method in cycle I, the completeness increased to 50% with an average of 70.2. In cycle II it increased to 67% with an average of 77.8, and in cycle III it reached 93% with an average of 85.6. The mastery of makhraj increased from 40% to 90%, while the mastery of tajweed increased from 35% to 88%. Reading errors that affect meaning also decreased from 40% to 8%. In addition to cognitive and psychomotor aspects, the *Tartil* method also increased students' motivation to learn from 45% to 88% and confidence from 40% to 80%. These findings show that gradual exercises, teacher feedback, the use of audio-visual media, and collaborative learning are effective in improving the quality of learning to read the Qur'an. An important contribution of this research is to provide a systematic and sustainable *Tartil* learning model to improve students' Qur'an literacy in Islamic religious education-based schools.

Keywords : Qur'anic literacy, *tartil* method, classroom action research, junior high school

Abstrak : Penelitian ini bertujuan untuk mengetahui efektivitas metode *Tartil* dalam meningkatkan penguasaan makhraj, tajwid, dan kelancaran membaca Al-Qur'an siswa kelas IX SMP Negeri 1 Jaken. Penelitian menggunakan pendekatan Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam tiga siklus. Data penelitian dikumpulkan melalui tes kemampuan membaca Al-Qur'an, observasi aktivitas pembelajaran, dan analisis dokumen hasil belajar siswa. Hasil penelitian menunjukkan bahwa penerapan metode *Tartil* secara bertahap mampu meningkatkan kemampuan membaca Al-Qur'an siswa secara signifikan dari pra-siklus hingga siklus III. Pada pra-

siklus, ketuntasan belajar siswa hanya mencapai 27% dengan rata-rata nilai 61,5. Setelah penerapan metode Tartil pada siklus I, ketuntasan meningkat menjadi 50% dengan rata-rata 70,2. Pada siklus II meningkat menjadi 67% dengan rata-rata 77,8, dan pada siklus III mencapai 93% dengan rata-rata 85,6. Penguasaan makhraj meningkat dari 40% menjadi 90%, sedangkan penguasaan tajwid meningkat dari 35% menjadi 88%. Kesalahan bacaan yang memengaruhi makna juga menurun dari 40% menjadi 8%. Selain aspek kognitif dan psikomotorik, metode Tartil turut meningkatkan motivasi belajar siswa dari 45% menjadi 88% serta rasa percaya diri dari 40% menjadi 80%. Temuan ini menunjukkan bahwa latihan bertahap, umpan balik guru, penggunaan media audio-visual, dan pembelajaran kolaboratif efektif dalam meningkatkan kualitas pembelajaran membaca Al-Qur'an. Kontribusi penting penelitian ini adalah memberikan model pembelajaran Tartil yang sistematis dan berkelanjutan untuk meningkatkan literasi Al-Qur'an siswa di sekolah berbasis pendidikan agama Islam.

Kata kunci : literasi Al-qur'an, metode tartil, penelitian tindakan kelas, sekolah menengah pertama

Copyright© 2026 The Author (S).

This article is distributed under a Creative Commons Attribution-Share Alike 4.0 International license. (CC BY-SA 4.0).

INTRODUCTION

Islamic Religious Education has a very important role in shaping the character, spirituality, and morals of students at the Junior High School (SMP) level. According to Muthoharoh (2025), one of the basic competencies that must be mastered in learning Islamic Religious Education is the ability to read the Qur'an properly and correctly according to the rules of tajweed. However, in practice, there are still many students who are not able to read the Qur'an fluently, both in terms of the number of letters, the length of the short reading, and the fluency in reading the verses of the Qur'an. This condition shows that learning to read the Qur'an still requires a more effective and systematic approach. One of the methods that is considered to be able to improve the quality of Qur'an reading is the tartil method, which is a method of reading the Qur'an slowly, clearly, and in accordance with the rules of tajweed (Saini et al., 2024). This method emphasizes the accuracy of the pronunciation of each letter and the regularity in reading the holy verses of the Qur'an. In the context of learning in junior high school, the application of the tartil method is expected to help students not only be able to read the Qur'an, but also understand how to read correctly according to sharia guidance (Ainuri et al, 2026). Therefore, a more in-depth study is needed on the effectiveness of the tartil method in improving students' ability to read the Qur'an in Islamic Religious Education subjects in junior high school.

The problem of low Qur'an reading ability among junior high school students is influenced by several factors, both internal and external. Internal factors include students' lack of interest and motivation in learning the Qur'an, as well as limited basic ability to read Arabic letters from an early age (Hasan et al., 2026). Meanwhile, external factors can be in the form of conventional learning methods, lack of intensive training, and limited learning time in the classroom. Islamic Religious Education Teachers often still use simple lecture

and demonstration methods without adequate individual assistance (Aziz, 2025). As a result, students who have low abilities tend to be left behind and do not get special attention in the process of learning to read the Qur'an. In conditions like this, learning innovations are needed that are able to provide a more active, structured, and repetitive learning experience. The tartil method is present as an alternative that emphasizes the habit of reading slowly, repeatedly, and in accordance with the rules of tajweed (Tanjung, Hayati, & Hasibuan, 2022). With this approach, students are expected to be able to gradually correct reading errors and improve their fluency in reading the Qur'an. Therefore, it is important to examine the extent to which the tartil method can be an effective solution in improving the reading ability of the Qur'an of junior high school students in the subject of Islamic Religious Education.

Previous research studies have shown that the tartil method has a positive influence on improving students' Qur'an reading skills. Research by Engkizar, et al. (2026) at one of the State Junior High Schools in Yogyakarta shows that the application of the tartil method is able to significantly increase students' fluency in reading the Qur'an, especially in the aspects of makhraj and tajweed. The results of the study showed an increase in the average value of students' Qur'an reading ability from the category of sufficient to good after the consistent application of the tartil method for several weeks. Another study by Kurniailah & Bakar (2023) at Islamic Junior High Schools in West Java also found that the tartil method was effective in improving the accuracy of pronunciation of hijaiyah letters and correcting students' reading errors. In addition, research by Amelia (2026) at Madrasah Tsanawiyah shows that the tartil method not only improves technical reading skills, but also increases students' confidence in reading the Qur'an in front of the class. The results of these studies indicate that the tartil method has a significant contribution to learning to read the Qur'an. However, most of the research is still limited to the context of madrassas or Islamic schools, so further research is still needed in the context of general junior high schools with more heterogeneous student characteristics.

Based on the previous research study, it can be seen that the tartil method has great potential in improving students' Qur'an reading ability (Saini et al., 2024). However, there are still research gaps that need to be studied further, especially in the implementation of this method at the junior high school level in the context of Islamic Religious Education subjects in general (Suwanto, 2025). Many previous studies have focused more on Islamic-based educational institutions such as madrasahs, so they have not fully described the effectiveness of the tartil method in public schools. In addition, the variety of students' abilities, limited learning time, and differences in students' religious education backgrounds in junior high school are important factors that need to be considered in the application of this method. Therefore, this research is important to be conducted in order to examine more deeply how the application of the tartil method can improve the ability to read the Qur'an for junior high school students effectively. This research is expected to make a theoretical contribution to the development of Qur'an learning methods as well as practical contributions for Islamic Religious Education teachers in choosing the right learning

strategy. Thus, the results of this study are expected to be able to be an alternative solution in improving the quality of Qur'an learning at the junior high school level.

LITERATURE REVIEW

The ability to read the Qur'an is one of the basic competencies that must be possessed by students in learning Islamic Religious Education, especially at the junior high school level. From the perspective of Islamic education, reading the Qur'an is not only a technical skill in reciting hijaiyah letters, but also includes aspects of the accuracy of makhraj, tajweed, and the fluency of reading according to the correct rules (Fauzan & Dariyanto, 2025). This is in line with the goal of Islamic education which emphasizes the formation of religious character and understanding of the teachings of the Qur'an. However, various studies show that the ability to read the Qur'an of junior high school students is still relatively low, caused by a lack of habituation, less varied learning methods, and a lack of intensive practice outside of class hours. Therefore, effective and systematic learning methods are needed to improve these abilities. One of the most recommended approaches is the tartil method, which emphasizes the reading of the Qur'an slowly, clearly, and in accordance with the rules of tajweed (Saini et al., 2024). This method is considered to be able to help students in improving the quality of reading because it provides space to understand each letter and the laws of reading gradually. In the context of PAI learning in junior high school, the application of the right method is an important factor in improving student learning outcomes, especially in the aspect of Qur'an reading skills which are the main foundation in Islamic religious learning.

The tartil method in learning the Qur'an has a strong foundation in the Islamic tradition and has been widely studied in various educational studies (Engkizar et al., 2026). Etymologically, tartil means to read the Qur'an slowly, clearly, and pay attention to the rules of tajweed correctly. This concept refers to Allah's command in the Qur'an to recite with tartil, as found in QS. Al-Muzzammil verse 4. In pedagogical studies, the tartil method is seen as a learning approach that emphasizes the aspects of accuracy, repetition, and habituation in reading the Qur'an (Nissa & Salim, 2026). Several studies have shown that this method is effective in improving students' reading ability because it provides an opportunity for students to correct mistakes directly through the guidance of the teacher. In addition, the tartil method also encourages students to focus more on the quality of reading rather than the speed of reading. In the context of learning in junior high school, this method is very relevant because students are at a stage of cognitive development that still requires direction and repeated practice. The teacher acts as a facilitator who provides examples of correct reading, then students imitate repeatedly until they reach the expected level of fluency. Thus, the tartil method not only functions as a reading technique, but also as a learning strategy that is able to increase students' understanding of the structure of the Qur'an reading systematically and continuously.

Islamic Religious Education (PAI) learning in schools has a strategic role in shaping the spiritual and moral character of students, including in the aspect of the ability to read the Qur'an. In its implementation, PAI learning in junior high schools often faces various challenges, such as limited learning time, heterogeneity of students' abilities, and lack of motivation to learn (Handrianto et al., 2025). This condition has an impact on the low ability to read the Qur'an for some students who are not in accordance with the correct reading standards. Several studies reveal that conventional learning methods that are still dominated by lectures and lack of direct practice are one of the inhibiting factors in improving the ability to read the Qur'an. Therefore, innovation is needed in the learning process, one of which is through the application of the tartil method which emphasizes more on direct practice and the habit of reading correctly. In this context, PAI teachers have an important role to play in designing active, interactive, and student-centered learning. In addition, the support of the school and family environment is also a significant supporting factor in improving students' Qur'an reading skills. With the integration of the right learning methods and a conducive environment, it is hoped that students' Qur'an reading skills can be improved optimally (Nasihin & Sopianto, 2025). This shows that the success of PAI learning is not only determined by the material, but also by the methods and strategies used in the learning process.

The application of the tartil method in learning to read the Qur'an has been widely researched and shows positive results in improving students' abilities. Various studies show that this method is effective in helping students correct reading errors, improve fluency, and strengthen understanding of the law of tajweed. The success of the tartil method is inseparable from its characteristics that emphasize repeated practice, thoroughness, and direct guidance from the teacher (Saini et al., 2024). In the context of learning in junior high school, this method is also able to increase students' learning motivation because the learning process becomes more directed and less boring. In addition, the use of the tartil method also encourages the creation of a more interactive learning atmosphere, where students actively read and teachers provide corrections directly (Razi & Karim, 2024). Several experimental studies have shown a significant improvement in students' Qur'an reading ability after applying the tartil method compared to the conventional method. This shows that the tartil method has an important contribution in improving the quality of PAI learning, especially in the aspect of Qur'an reading skills. Thus, it can be concluded that the tartil method is one of the effective and relevant learning strategies to be applied in an effort to improve the ability of junior high school students to read the Qur'an in a sustainable and systematic manner.

METHOD

This study uses the Kemmis and McTaggart model Class Action Research (PTK) design which consists of repetitive cycles including planning, action, observation, and reflection (Siregar, 2025). The research was carried out at SMP Negeri 1 Jaken in the odd semester of the 2025 school year for three months. The subjects of the study were 30 grade IX students who were selected purposively based on the results of initial observations that

showed low ability to read the Qur'an. This study did not use a control group because it focused on improving the learning process in the same classroom. Success indicators are determined based on the minimum completeness (KKM) of Islamic Religious Education subjects, which is 75 and classical completeness of at least 85% of students achieve the good categories in terms of pronunciation, tajwid, fluency, and tempo. In addition, this study pays attention to the ethical aspects of educational research such as school permits, subject teacher approval, and maintaining the confidentiality of student identities. The validity of the data is maintained through triangulation of sources, namely comparing the results of observations, tests, and interviews, as well as triangulation of data collection techniques (Donkoh & Mensah, 2023). Collaboration is carried out with PAI subject teachers as observers and implementers of actions with researchers to ensure the objectivity of the learning process. Thus, this research is expected to produce credible and scientifically accountable data and is oriented towards improving sustainable learning outcomes through a systematic reflective evaluation of each research cycle.

The data collection instruments in this study consisted of observation sheets, Qur'anic reading ability tests, semi-structured interview guidelines, and documentation. The observation sheet is prepared based on the main indicators, namely the accuracy of the pronunciation of hijaiyah letters, the application of tajweed law, fluency, and the tempo of reading. Each indicator is assessed using a scale of 1 to 5 with very poor to very good criteria. A Qur'an reading ability test is given at the end of each cycle using an assessment rubric that has been validated by experts to ensure the validity of the content. The reliability test of the instrument was carried out through an agreement test between assessors between researchers and PAI teachers (Masuwi, Zulkifli, & Hamzah, 2025). The interview guidelines were used to explore qualitative data related to students' responses to the Tartil method, learning difficulties, and the effectiveness of the learning media used. Interviews were conducted individually and in small groups with recording and audio recording techniques. Documentation in the form of photos, learning videos, and student worksheet results is used as supporting data to strengthen data triangulation (Anderson, 2022). In addition, before use, the instrument was tested on other classes that had similar characteristics to see the clarity of the indicators and the level of understanding of students. The data obtained is then classified to facilitate the analysis process. The use of these various instruments aims to obtain comprehensive, valid, and reliable data in describing the improvement of students' Qur'an reading ability as a whole during the implementation of the Tartil method. The analysis is also supported by field notes to record important events during learning and re-checks are carried out to teachers to ensure the accuracy of the qualitative data obtained and the consistency of the interpretation of the observation results that are analyzed repeatedly in each research cycle to increase the validity of findings scientifically and systematically based on data triangulation.

The classroom action research procedure is carried out in three continuous cycles, where each cycle consists of the stages of planning, implementing actions, observation, and

reflection (Mertler, 2024). In the planning stage, the researcher and the teacher prepare a Learning Implementation Plan (RPP), prepare Tartil materials, audio-visual media, as well as observation sheets and test instruments. At the implementation stage, learning is carried out by applying the Tartil method in stages starting from the introduction of makhraj letters, basic tajweed laws, to the practice of reading the Qur'an in groups and individuals. The observation stage is carried out by the collaborating teacher to record student activities during learning. Quantitative data was analyzed using the formula of the percentage of learning completion, namely the number of students completed divided by the total number of students multiplied by 100%, while the increase in scores was analyzed by comparing the results of the pre-cycle, cycles I, II, and III. Qualitative data were analyzed using the Miles and Huberman model through data reduction, data presentation, and conclusion drawn. The reflection stage is carried out to identify weaknesses in each cycle so that improvements can be made in the next cycle, such as the addition of learning media or individual approaches. Collaboration between researchers and teachers is essential in ensuring the success of actions, including in providing direct feedback to students. The success criteria for each cycle are also evaluated based on the achievement of individual and classical indicators and are used as the basis for adaptive planning for the next cycle so that learning improvement is more optimal and sustainable (Busnawir, 2025). In addition, the limitations of the research are also noted for further study improvement, especially in the context of learning the Qur'an in public schools in a real and measurable way through consistent and objective cyclic evaluation.

RESULT AND DISCUSSION

Results

This class action research was carried out in three cycles with the main goal of improving the ability to read the Qur'an for grade IX students of SMP Negeri 1 Jaken through the application of the Tartil method. This method was chosen because it emphasizes the accuracy of pronunciation, the regularity of tempo, and the application of tajweed law slowly and correctly. Each cycle consists of stages of planning, implementation of actions, observation, and reflection that are carried out systematically and repeatedly to ensure continuous improvement. The research subjects amounted to 30 students who had a heterogeneous background in reading the Qur'an. Data was obtained through practice tests of reading the Qur'an, observation sheets of student activities, interviews with teachers and students, and documentation of learning activities. In addition, field notes were used to record class dynamics in more detail. The results of the study showed a gradual increase from the pre-cycle to the third cycle, both in the aspects of letter makhraj, the application of tajweed, reading fluency, and tempo stability. Preliminary findings show that most students are not able to read the Qur'an properly according to the tartil rules, so a more structured, repetitive, and hands-on practice-based learning strategy is needed. This is the basis for the development of actions in each research cycle to achieve optimal results.

In the pre-cycle condition, students' ability to read the Qur'an is still relatively low. Based on the results of the initial test of 30 students, only 8 students (27%) achieved the

Minimum Completeness Criteria (KKM) with a score of ≥ 75 , while the other 22 students (73%) were not completed. The average class score only reached 61.5. The dominant error occurs in the pronunciation of hijaiyah letters that have special makhraj such as 'ain, ghain, kha, and dhad. In addition, 70% of students have not been able to distinguish between short readings (mad), and 65% have not understood basic tajweed laws such as ikhfa, idgham, and iqlab. Observations show that 80% of students read at a hurried tempo without paying attention to the tartil rules. Interviews revealed that 60% of students rarely practice reading the Qur'an at home, even 40% only read during lessons. This condition shows the low habit of Qur'an literacy. In addition, student confidence is also low, marked by 55% of students feeling embarrassed when asked to read in front of the class. This data shows the need for more effective, structured, and practice-based learning methods to significantly improve the ability to read the Qur'an.

Table 1. Pre-Cycle Results

Aspects	Value/Presentation
Number of students completed	8 students (27%)
Average score	61,5
Makhraj's fault	75% of students
The Mistakes of Tajweed	65% of students
Unstable tempo	80% of students

In the first cycle, the Tartil method began to be applied with a focus on the introduction of makhraj letters and the basic law of tajweed. The teacher gives examples of reading, then students imitate them classically and individually. The material is focused on short letters such as Al-Fatihah, An-Nas, and Al-Ikhlās. The results of the evaluation showed an improvement, where 15 students (50%) had achieved KKM with an average score of 70.2. The improvement mainly occurred in the accuracy of the pronunciation of the letters, where 60% of students began to be able to distinguish makhraj correctly. However, 40% of students still experience errors in the laws of tajweed such as mad and idgham. Observations show that 65% of students actively participate in learning, while the rest are still passive. Interviews show that students begin to find it easier to understand the reading because of the direct examples from the teacher. However, obstacles are still found in the consistency of the reading tempo which is not stable. Reflection in cycle I shows the need for additional learning media to help visualize and hear correct readings so that students can more easily understand the concept of tartil in its entirety.

In the second cycle, learning is strengthened by the use of audio-visual media in the form of recordings of international reciters and tajweed learning videos. Students are also divided into small groups to enhance interaction and collaborative learning. The results of the evaluation showed a significant increase, with 20 students (67%) achieving KKM and the average score increased to 77.8. As many as 75% of students are able to apply the basic law of tajweed correctly, although 25% still experience errors in mad far'i. Observations

showed an increase in student participation by up to 82%. Students are more active in correcting their groupmates' readings. Interviews show that audio-visual media helps students understand reading examples more clearly. However, 35% of students still lack self-practice at home, so their development is uneven. Cycle II reflection shows that group-based learning is effective, but it is necessary to strengthen individual exercises so that students' abilities are more consistent and even.

In the third cycle, learning is focused on strengthening individual students' abilities through intensive mentoring approaches and habituation-based repetitive exercises. Teachers pay special attention to students who have not reached the Minimum Completeness Criteria (KKM) by conducting direct guidance after class hours. In addition, each student is given a structured task to read the Qur'an at home using the audio media of reciters as a guide so that the accuracy of makhraj and tartil tempo can continue to be practiced independently. Daily evaluations are also implemented before learning begins to monitor the development of students' abilities in more detail. The test results in cycle III showed a significant increase, where 28 out of 30 students (93%) had achieved KKM with an average grade point of 85.6. Based on the results of observations, as many as 90% of students have been able to pronounce hijaiyah letters with the right makhraj, 88% are able to apply the law of tajweed correctly, and 85% have read with a stable tempo. In addition, the level of student courage increased dramatically, as seen from 80% of students who were able to read in front of the class without fear. Interviews show that students feel more confident and helped by repetitive exercises. The teacher also noted that the classroom atmosphere became more active, conducive, and religious than the previous cycle.

Comparison of results between cycles showed a very significant increase in the ability to read the Qur'an of grade IX students. In the pre-cycle stage, the completion rate only reached 27% with an average score of 61.5. After the application of the Tartil method in cycle I, the completeness increased to 50% with an average score of 70.2. In cycle II, there was a further increase to 67% with an average of 77.8, and finally in cycle III it reached 93% with an average of 85.6. This data shows that each cycle makes a positive contribution to improving students' abilities. In addition, based on observational analysis, there was an improvement in the technical aspects of reading such as the accuracy of makhraj which increased from 40% to 90%, mastery of tajweed from 35% to 88%, and reading fluency from 30% to 85%. The reading tempo also experienced a significant improvement, where in the pre-cycle 80% of students read too fast, while in the third cycle only 10% still had difficulty maintaining the tempo. This data is reinforced by the results of interviews that show that students feel that the Tartil method helps them understand reading gradually. As such, these improvements are not only quantitative but also qualitative, reflecting a more profound and sustained change in capabilities.

Table 2. Comparison of completeness in each cycle

Cycles	Completeness	Grade Point Average
Pre-cycle	27%	61,5
Cycle I	50%	70,2

Cycle II	67%	77,8
Cycle III	93%	85,6

The development of students' abilities in the aspects of tajweed and makhraj showed consistent improvement over three research cycles. In the pre-cycle, only about 30% of students were able to pronounce the hijaiyah letters correctly with makhraj, while in the first cycle it increased to 60%. In cycle II it reached 75%, and in cycle III it increased to 90%. This shows that repeated practice and direct examples from teachers have a significant impact on the mastery of makhraj. In the aspect of tajwid, the understanding of the law of nun mati and mim mati increased from 35% in the pre-cycle to 88% in the third cycle. The mad law, which was previously the main difficulty of students, has also increased from 25% to 80%. Based on the results of observation, students began to be able to correct the reading errors of their peers, showing an effective collaborative learning process. In addition, field records show that fatal reading errors such as changes in meaning due to mispronunciation decreased drastically from 40% to 8%. This data shows that the Tartil method not only improves technical reading skills, but also improves the quality of students' understanding of the overall Qur'an reading structure.

In addition to improving cognitive and psychomotor skills, the application of the Tartil method also has a significant impact on students' affective aspects, especially learning motivation and confidence. In the pre-cycle, only about 45% of students showed high motivation to learn in reading the Qur'an. After cycle I, this figure increases to 60%, then 75% in cycle II, and reaches 88% in cycle III. Students' confidence also increased from 40% to 80% at the end of the study. This can be seen from the courage of students to read the Qur'an in front of the class without fear or doubt. Based on the results of interviews, 70% of students stated that the Tartil method made them more comfortable and less burdened in learning to read the Qur'an. In addition, 65% of students admitted that they started to routinely practice at home using reciter audio. Observations also show that students are more active in asking questions and engaging in the learning process. Some students even start forming small study groups outside of class hours. This shows that Tartil's method not only improves technical reading skills, but also builds a positive and sustainable learning culture among students.

The success of the application of the Tartil method in this study is supported by several main factors. First, the Tartil method used systematically and gradually allows students to learn according to their respective abilities. Second, the use of audio-visual media such as international reciter recordings helps students understand the correct reading examples more clearly. Third, the existence of intensive guidance from teachers provides direct reinforcement to students' mistakes. In addition to supporting factors, this study also faces several obstacles. One of them is the difference in students' initial ability that is quite significant, where some students already have a basic knowledge of reading the Qur'an, while others are still very low. In addition, about 40% of students still lack self-practice at home, so their development is uneven. The factor of the learning environment at home is

also an obstacle, because not all students get family support in practicing. To overcome this, teachers provide additional exercise sheets as well as audio guides that can be used at home. The results of reflection showed that students who practiced regularly had an improvement in ability twice as fast as students who did not practice independently. This emphasizes the importance of active student involvement outside the classroom in supporting learning success.

Overall, this classroom action research proves that the application of the Tartil method gradually through three cycles is able to significantly improve the ability to read the Qur'an of grade IX students of SMP Negeri 1 Jaken. The increase can be seen not only in the quantitative aspect in the form of an increase in the percentage of completeness from 27% to 93%, but also in qualitative aspects such as the accuracy of makhraj, mastery of tajweed, reading fluency, and tempo stability. In addition, there was an increase in the average grade from 61.5 to 85.6. The results of the study also show that the Tartil method has a positive impact on students' affective aspects, such as increasing learning motivation, confidence, and the habit of reading the Qur'an independently. The learning process involving repetitive exercises, intensive mentoring, and the use of audio-visual media has proven to be effective in improving the quality of learning. Thus, the Tartil method can be used as an alternative learning strategy that is effective in improving Qur'an literacy in schools. This research also provides the implication that learning the Qur'an is not enough only theoretical, but must be based on consistent and continuous practice so that students are able to achieve the competence of reading the Qur'an according to the correct rules of tajweed.

Discussion

The main findings of this classroom action research show that the application of the Tartil method gradually in three cycles is able to significantly improve the reading ability of the Qur'an of grade IX students of SMP Negeri 1 Jaken from pre-cycle to the third cycle. In the initial condition, learning completeness was only 27% with an average score of 61.5, accompanied by the dominance of errors in makhraj, tajwid, and reading tempo. After the action in the first cycle, completeness increased to 50% with an average of 70.2, marked by an initial improvement in the pronunciation of hijaiyah letters through the teacher's direct example. Cycle II showed a further increase to 67% with an average of 77.8 through the use of audio-visual media and group learning that strengthened the understanding of tajweed. At the peak in cycle III, completeness reached 93% with an average of 85.6, where most students were able to recite letters with makhraj correctly, understand the laws of tajweed and read at a stable tempo. In detail, the mastery of makhraj increased from about 40% at the pre-cycle to 90% at the end of the cycle while the mastery of tajweed increased from 35% to 88%. Reading errors that have an impact on changing meaning have also decreased drastically from 40% to 8%. These findings confirm that structured, repetitive, media-assisted cycle-based learning is able to produce consistent, progressive, and measurable improvement in students' cognitive and psychomotor reading skills. In addition, this improvement shows that repetitive exercises, teacher feedback, and the use of a phased learning model play a role in accelerating the mastery of basic Qur'an reading skills more

effectively in the classroom as well as improving the quality of learning comprehensively and sustainably according to the goals of religious learning in schools that are optimally relevant in the field of education.

Other important findings in this study show that the application of the Tartil method not only has an impact on improving cognitive and psychomotor skills, but also has a significant influence on students' affective aspects, especially learning motivation, confidence, and the habit of reading the Qur'an independently. Student motivation to learn increased from 45% in the pre-cycle to 88% in the third cycle, along with increased comfort in the learning process based on live examples, repetitive exercises, and the use of audio-visual media. Students' confidence has also increased from 40% to 80%, which is shown through the courage to read in front of the class without fear. In addition, about 65% of students began to get used to practicing reciting the Qur'an at home using reciter audio guides, indicating the formation of a culture of independent learning. Factors supporting the success of this method include a gradual approach, intensive teacher guidance, and collaborative learning in small groups that allow students to correct each other's reading errors (Sekano, Laubscher, & Bailey, 2023). However, this study also found several obstacles, such as a significant difference in students' initial abilities and low consistency in independent practice in some students. About 40% of students still lack practice outside the classroom so their development is uneven. However, reflection shows that students who practice regularly improve faster than those who do not (Silver et al., 2023). Overall, these findings confirm that the Tartil method is effective not only in improving the technical ability to read the Qur'an but also in forming a positive attitude of learning independence and a religious and sustainable learning environment that can be used as a learning model in schools based on Islamic religious education in the future to improve students' Qur'an literacy in a sustainable and effective manner in schools.

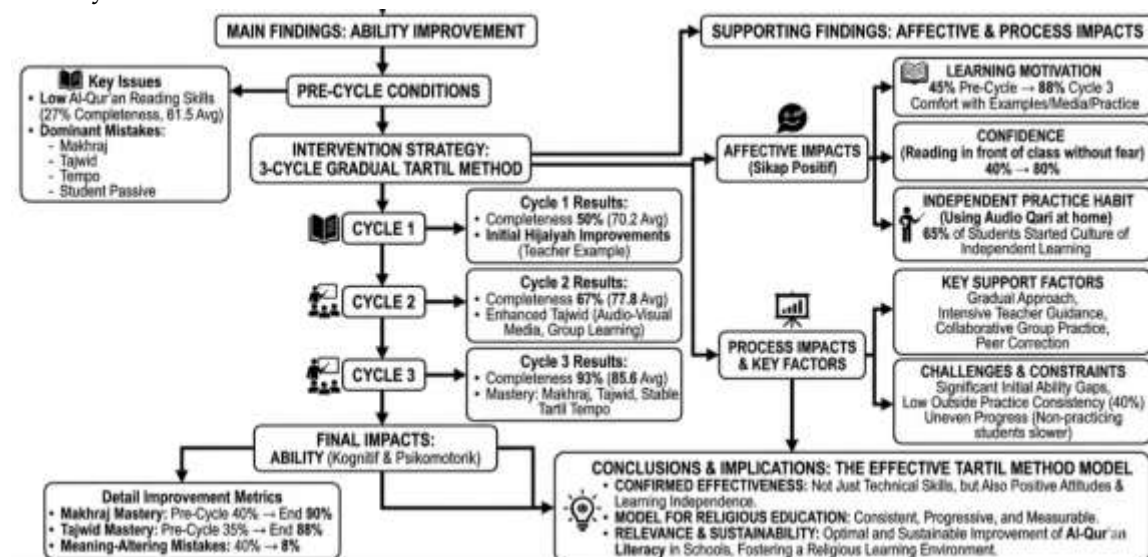


Figure 1: Analysis of research findings

The findings of improving the ability to read the Qur'an through the Tartil method in this study can be explained through the perspective of several relevant learning theories. From the point of view of Skinner's behaviorism, the improvement occurs due to consistent reinforcement through repetitive exercise, direct correction from the teacher, and evaluation of each cycle that encourages the formation of correct reading habits (Istiadi, 2025). Each feedback becomes a stimulus that improves students' responses in reciting makhraj and tajweed. Meanwhile, Vygotsky's theory of constructivism explains that the development of students' abilities occurs through social interaction in group learning, where students correct each other and build mutual understanding within the zone of proximal development (ZPD) (Rahman, 2024). This can be seen in cycle II when collaborative learning increases participation and understanding of tajweed. In addition, Mayer's multimedia cognitive theory is also relevant in explaining the improvement in cycles II and III, because the use of audio-visual media helps students process information in a dual coding (verbal and visual) manner, thereby strengthening reading comprehension. Ericsson's deliberate practice theory also reinforces this finding, that the improvement of Qur'an reading skills does not occur instantaneously, but rather through structured exercises, focusing on specific errors, and intensive repetition as applied in three research cycles. The combination of these theories explains why the Tartil method is effective in improving the ability to read the Qur'an gradually, systematically, and continuously, both from the cognitive, psychomotor, and affective aspects of students in grade IX of SMP Negeri 1 Jaken.

Compared to the five previous studies, the findings of this study show significant novelty in approaches, processes, and outcomes. Hinayah's research (2024) only emphasizes the increase in tajweed through limited lecture and practice methods without repeated cycles, so the increase tends to be stagnant. The research of Yunisa, et al. (2025) focuses more on the use of the Iqra' method without the integration of audio-visual media, so it is less optimal in terms of fluency. The research of Halmia & Dolu (2025) does use the PTK approach, but only two cycles and does not emphasize intensive collaborative learning. Meanwhile, Wang, et al. (2025) have used digital media, but have not integrated consistent cycle-based evaluation as in this study.

The main novelty of this research lies in the integration of three systematic PTK cycles, the use of the Tartil method based on repetitive exercises, a combination of audio-visual media, and simultaneous individual and group reinforcement. In addition, this study not only assesses cognitive aspects, but also comprehensively measures psychomotor and affective aspects on an ongoing basis. Thus, this study provides a more holistic approach than previous research because it is able to combine pedagogical strategies, learning technology, and cyclical evaluation in an integrated manner in improving students' Qur'an reading ability significantly and measurably.

The important contribution of the findings of this research can be seen in three main aspects, namely theoretical, practical, and methodological contributions. Theoretically, this study reinforces the concept that effective Qur'an reading learning must be based on repetitive practice, direct feedback, and social interaction, thus enriching the study of the application of behaviorist theory, constructivism, and multimedia learning in the context of

Islamic religious education. Practically, the Tartil method has proven to be effective in being used by PAI teachers in significantly improving students' Qur'an reading skills, so that it can be used as an alternative learning strategy in other schools with similar student characteristics. The increase in completeness from 27% to 93% shows that this method is very applicable and has a real impact on learning outcomes. Methodologically, the use of three-cycle Classroom Action Research (PTK) provides a more comprehensive and sustainable learning evaluation model, so that it can be a reference in similar research in the future. In addition, the integration of quantitative and qualitative data through tests, observations, interviews, and field notes provides a more complete picture of the learning process. This contribution shows that the research does not only focus on the final results, but also on the process of transforming students' abilities gradually, so that it can be the basis for the development of a more effective, adaptive, and oriented learning model of the Qur'an in schools.

In the future, several strategic steps need to be taken to strengthen and develop the findings of this research to be more sustainable and have a wide impact. First, the integration of digital learning technology such as interactive tajweed applications and audio-visual online learning platforms is needed to support students' independent practice outside the classroom. Second, teachers need to be provided with continuous training related to the implementation of the Tartil method and the use of modern learning media so that the quality of teaching increases. Third, it is necessary to develop a hybrid learning model that combines face-to-face learning, technology-based self-practice, and app-based evaluation to monitor student progress in real-time.

Fourth, parental involvement also needs to be strengthened through the Qur'an literacy program at home so that student practice is more consistent and directed. Fifth, further research can be carried out by expanding the subject to other school levels or comparing the effectiveness of the Tartil method with other Qur'anic learning methods such as Iqra' or Qiraati. In addition, long-term measurements are also important to see the sustainability of students' abilities after the research intervention ends. With these steps, the findings of this study do not only stop at short-term improvements, but can be the basis for the development of a more innovative, sustainable, and adaptive Qur'an learning system for future educational technology developments.

CONCLUSION

Overall, the findings of this study conclude that the application of the Tartil method based on three cycles of PTK has a very significant increase in the impact of a very significant increase but at the same time presents quite surprising findings in the learning process of reading the Qur'an for grade IX students of SMP Negeri 1 Jaken. The jump in completeness from 27% to 93% shows that a gradual approach with repetitive practice, intensive feedback, and integration of audio-visual media not only drastically improves the makhraj and tajweed aspects, but also accelerates the internalization of reading skills more steadily than

previously thought. The most surprising finding was an increase in affective aspects that even exceeded initial expectations, where students' motivation to learn and confidence increased sharply, although there was still a gap between success in the classroom and the consistency of independent practice at home experienced by about forty percent of students.

This suggests an important finding that learning success is not only determined by technical repetition, but also by synergies between behavioral reinforcement, social interaction, and multimedia support that simultaneously shape skill development faster than a single theoretical prediction. Implicitly, this study emphasizes that the Tartil method is worthy of being used as the main learning model in improving Qur'an literacy in schools, because it is not only cognitively and psychomotorly, but also able to build more religious, independent, and sustainable learning habits, although it is still necessary to strengthen independent training strategies so that the results are more even and consistent in the future for learning sustainability. These findings are surprising because they show rapid and comprehensive changes in just three relatively short and structured cycles of classroom action in the context of Islamic secondary schools in Indonesia.

Although this class-action study showed a very significant improvement in the ability to read the Qur'an through the Tartil method, there are some weaknesses that need to be critically observed. First, the study is still limited to a single class with a relatively small number of subjects, so generalization of results to a wider population still needs to be done carefully. Second, the duration of the study, which lasted only three cycles, made the long-term impact of the Tartil method not fully measurable, especially regarding the sustainability of students' Qur'anic reading ability after the intervention ended. Third, there is still a considerable disparity in students' initial abilities, so that even though the average class has increased, some students with low basic abilities still have difficulty pursuing completion optimally. Fourth, the level of students' dependence on teacher guidance and audio-visual media is still quite high, which shows that learning independence has not been fully formed evenly.

Fifth, external factors such as family support and the home learning environment are not strictly controlled, even though this has the potential to affect the consistency of student practice. Based on these weaknesses, future research is recommended to expand the scope of the research subject to several different classes or schools to make the results more representative. In addition, longitudinal research needs to be conducted to see the long-term impact of the Tartil method on students' Qur'an reading ability. Researchers are also advised to develop a learning model that is more adaptive to individual differences in abilities, as well as integrate a technology-based monitoring system so that students' independent practice can be monitored more objectively and sustainably. Thus, further research can produce more comprehensive, stable, and applicable findings in the increasingly complex context of modern Islamic education.

REFERENCE

- Ainuri, A. F. Y., Waedureh, M., Alfaizi, F. F., Rahmah, F. A., & Zahro, F. F. (2026). Religious Moderation as a Strategy to Counter Radicalization: A Study of Islamic Education Students at Indonesia Higher Education. *Journal of Islamic Education Thought and Development*, 1(2), 15-30.
- Amelia, A. (2026). Teachers' strategies in implementing qur'anic tartil to improve students' qur'an reading skills in madrasah tsanawiyah. *Al Qodiri: Journal of Educational, Social and Religious*, 24(1), 210-220.
- Anderson, D. A. (2022). 13. Triangulated teaching: approaching. *Teaching Environmental and Natural Resource Economics: Paradigms and Pedagogy*, 284.
- Aziz, R. (2025). Implementation of the Think Pair Share Model in Increasing Awareness of Diversity in QS Al-Hujurat/49: 13. *Research Journal on Teacher Professional Development*, 3(02), 1-16.
- Busnawir, B. (2025). CONTINUOUS IMPROVEMENT CYCLE-BASED EVALUATION: AN EFFECTIVE CONTROL STRATEGY FOR PROGRAMME SUCCESS. *Indonesian Journal of Education (INJOE)*, 4(3), 645-654.
- Donkoh, S., & Mensah, J. (2023). Application of triangulation in qualitative research. *Journal of Applied Biotechnology and Bioengineering*, 10(1), 6-9.
- Engkizar, E., Jaafar, A., Hamzah, M. I., Syafril, S., Oktavia, G., Febriani, A., & Albizar, A. (2026). Tartil Method as an Effective Strategy for Transforming Students' Positive Attitudes in Learning the Qur'an. *Journal of Quranic Teaching and Learning*, 2(1), 50-63.
- Fauzan, A., & Dariyanto, D. (2025). Difficulty in Memorizing the Qur'an among Grade II Students at SDIT Salman Al Farisi: A Case Study. *Journal of Teacher and Learning Studies*, 8(3), 1717-1726.
- Halmia, L. B., & Dolu, A. (2025). Improving Indonesian Language Learning Outcomes through Collaborative Learning Model among MI Darul Ilmi Sampoang Students: A Classroom Action Research. *Journal of Educational Action Studies (JSTE)*, 1(6), 2973-2979.
- Handrianto, C., Jusoh, A. J., Herlina, S., Alfurqan, A., & Azhar, N. F. N. (2025). Exploring the factors influencing motivation and understanding in Islamic religious education: A mixed-methods study in urban and rural areas. *The International Journal of Interdisciplinary Educational Studies*, 20(3), 75.
- Hasan, K., Ayinla, Y. S., Sabirah, S., & Tawakalitu, Y. B. (2026). Use of Mindfulness-Based Intervention in Reducing Test Anxiety among Students in Tertiary Institutions. *Journal of Islamic Education Thought and Development*, 1(2), 1-14.
- Hinayah, S. N. (2024). The Application of Tajweed Science in the Qur'an Learning Process at TPQ Ponpes Sa'adatul Ikhwan NW Rensing. *Journal of Scientific Studies and Multidisciplinary Research*, 1(2), 71-77.
- Istiadi, N. Y. (2025). BEHAVIORISM THEORY OF ENGLISH LANGUAGE TEACHING: E-ISSN 2988-0432

CONCEPTS AND CLASSROOM APPLICATION. FROM THEORY TO PRACTICE: A Hands-On Guide in English Language Teaching, 1.

- Kurniailah, I., & Bakar, M. A. (2023). Increasing The Quality of Memorizing The Quran for Santri Kalong Through the Sisir Method. *Nazhruna: Journal of Islamic Education*, 6(2), 253-270.
- Masuwai, A., Zulkifli, H., & Hamzah, M. I. (2025). Self-assessment of secondary school Islamic education teacher: validity and reliability of qualitative study. *International Journal of Evaluation and Research in Education*, 14(2), 961-974.
- Mertler, C. A. (2024). *Action research: Improving schools and empowering educators*. Wise publications.
- Muthoharoh, M. (2025). Professional Competence of Islamic Religious Education Teachers in Qur'anic Instruction: A Study on Tajwid Mastery in Indonesian Primary Schools. *Educational Science*, 2(2), 29-39.
- Nasihin, S., & Sopianto, R. (2025). The Strategy of Qur'an Teachers in Improving Students' Qur'an Reading Skills at TPQ Lendang Terak, Ekas Buana Village, Jerowaru District. *Journal of Islamic Religious Studies*, 2(2), 184-195.
- Nissa, K., & Salim, A. (2026). Towards fluency in Qur'anic reading: a pedagogical analysis of tadarus al-Qur'an practices in madrasah education. *Al-Thariqah Journal of Islamic Religious Education*, 11(1), 40-54.
- Rahman, L. (2024). Vygotsky's zone of proximal development of teaching and learning in STEM education. *International Journal of Engineering Research & Technology*, 13(8), 389-94.
- Razi, W. N., & Karim, A. A. (2024). Developing Tartil Gamification to Improve The Skills of Recognizing Quranic Letters among First-Grade Children. *International Journal of Academic Research in Progressive Education and Development*, 13(3), 1045-65.
- Saini, M., Nurvaniati, I. A., Sunoko, A., Choirudin, M., & Ramdhani, F. Z. (2024). The Role of Teachers in Enhancing Quranic Reading Skills Using the Tartil Method. *IERA, Islamic Education and Research Academy*, 5(2), 114-124.
- Sekano, G., Laubscher, D., & Bailey, R. (2023). Challenging traditional teacher professional development by implementing technology-supported cooperative learning. *International Journal of Learning, Teaching, and Educational Research*, 22(3), 524-543.
- Silver, N., Kaplan, M., LaVaque-Manty, D., & Meizlish, D. (Eds.). (2023). *Using reflection and metacognition to improve student learning: Across the disciplines, across the academy*. Taylor & Francis.
- Siregar, T. (2025). Classroom action research-based learning innovations: Kemmis and McTaggart models.
- Suwanto, S. (2025). Utilization of Wordwall as an Interactive Game Media to Improve Motivation and Learning Outcomes of Asmaul Husana of Elementary School Students. *Research Journal on Teacher Professional Development*, 3(02), 27-37.
- Tanjung, E. F., Hayati, I., & Hasibuan, M. F. (2022). Application of Al-Quran Learning with the Tartila Method for Junior High School Students in Sibolga. *Al-Ishlah: Journal of Education*, 14(2), 1257-1270.

- Wang, C., Zhao, K., Li, Y., & Hu, S. (2025). A Life-Cycle Based Integrated Framework for Assessing the Sustainability of Plastic Additives. *ACS Sustainable Chemistry & Engineering*, 13(33), 13399-13413.
- Yunisa, Y., Sejahtera, N. S. N., Setiawan, H. R., & Afandi, M. (2025). Implementation of the Talqin method using audio media to optimize Qur'anic reading skills in elementary students at SD IT Insan Madani. *Kitabah: Journal of Social Education and Humanities*, 3(2), 109-120.