



The Effect of the *Talaqqi* Method on the Ability to Read Short Surahs Among Early Childhood Children

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Abstract

Islamic religious education in early childhood plays a crucial role in establishing the foundations of faith, moral values, and a love for the Quran. However, the ability to read short surahs among children aged 5–6 years remains relatively low, particularly in mastering *hijaiyah* letters, applying tajweed rules, and distinguishing between long and short pronunciations. This study aims to examine the effect of the *talaqqi* method on the ability to read short surahs in early childhood. This study employed a quantitative approach with a quasi-experimental design involving an experimental group and a control group. The sample consisted of 30 children selected through purposive sampling. Data were collected using a test of short surah reading ability and analyzed using descriptive and inferential statistics, including tests of normality, homogeneity, and an independent samples t-test. The results showed that the mean score of reading ability in the experimental group ($M = 80.93$) was higher than that of the control group ($M = 73.67$). The hypothesis testing indicated that the calculated t-value (2.175) was greater than the critical t-value (2.160) at a significance level of 0.05, indicating a statistically significant effect of the *talaqqi* method on reading ability. These findings suggest that the *talaqqi* method is effective in improving Quranic reading skills in early childhood.

INTRODUCTION

Islamic religious education in early childhood plays a crucial role in shaping the foundations of faith, moral character, and a love for the Quran. At the age of 5–6 years, children are in the so-called golden age, a stage characterized by a high capacity for receiving and imitating information (Kusainun & Bergacha, 2023; Muzakkir & Muhammad, 2024; Setiyowati, 2020). Therefore, introducing the Quran, particularly through learning to read short surahs, constitutes a strategic initial step in instilling Islamic values from an early age (Günther, 2020; Purnama et al., 2020; Wijayanti et al., 2024; Zalnur et al., 2024). However, in practice, many children in early childhood education institutions still encounter difficulties in correctly recognizing *hijaiyah* letters and reciting Quranic verses in accordance with proper tajweed rules (Assidiki et al., 2026).

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According to the Regulation of the Minister of Education, Culture, Research, and Technology Number 5 of 2022, which replaces Regulation Number 137 of 2014, the Standards for Child Development Achievement Levels (*STPPA*) emphasize six developmental aspects: religious and moral values, Pancasila values, physical-motor development, cognitive development, language, and socio-emotional development (Rahma & Dafit, 2021).

Learning to read the Quran requires the use of appropriate methods, as effective methods can ensure higher levels of learning success. Instructional approaches should focus on improving accurate and proper Quranic reading skills in accordance with the rules of tajweed and *makharrij al-buruf*. One method that can be applied to support the process of *tahsin* (improving Quranic recitation) is the *talaqqi* method. The *talaqqi* method refers to a direct teaching approach in which the teacher orally demonstrates Quranic recitation to students in face-to-face interaction without intermediaries (Hawa et al., 2025).

The *talaqqi* method is widely considered effective in improving Quranic reading ability. It involves learning to read and memorize the Quran directly from a qualified teacher who is proficient in proper recitation. In this method, instruction must be delivered by a teacher who has a strong understanding of tajweed principles. Additionally, the *talaqqi* method allows teachers to closely monitor students' reading abilities. Therefore, it is highly relevant for use in *tahsin* learning for early childhood, as it enables teachers to assess the extent to which children can apply proper recitation techniques (Suwarno et al., 2024).

A study conducted by Zahrah Aghliya Alfani entitled "The Effect of the Talaqqi Method on the Ability to Memorize Surah Al-Adiyat in Early Childhood" found that the *talaqqi* method significantly improves children's memorization ability. The study employed an experimental design involving 20 early childhood participants divided into an experimental group and a control group. The findings indicated that the experimental group taught using the *talaqqi* method demonstrated better memorization of Surah Al-Adiyat compared to the control group. Furthermore, the study revealed that the *talaqqi* method enhances children's motivation and interest in memorizing the Quran (Hasibuan & Sit, 2025).

Kindergarten is an early childhood education institution that plays a crucial role in developing various aspects of child development, including religious competence. One of the primary objectives of Islamic education in early childhood is to develop the ability to read the Quran accurately and correctly as a foundation for building religious values. Therefore, learning to read short surahs constitutes an essential component of the educational process.

Ideally, early childhood learners are expected to recognize *hijaiyah* letters and read the Quran in accordance with tajweed rules, including the correct application of *qalqalah* and the ability to distinguish between long and short pronunciations. However, empirical conditions indicate that these abilities have not yet developed optimally. Observational findings reveal that most children still experience difficulties in accurately pronouncing *hijaiyah* letters, have not been able to properly apply tajweed rules, and are unable to distinguish between long and short sounds.

Quantitatively, of the 15 children observed, only a small proportion were able to read accurately and in accordance with the rules. The majority of children were categorized as "not yet developed" and "beginning to develop," while none reached the "well-developed" category. These findings indicate that the ability to read short surahs among early childhood learners remains relatively low and requires appropriate instructional intervention.

One method that can be used to improve Quranic reading ability is the *talaqqi* method, which involves direct instruction between teacher and students through intensive reading practice and imitation. This method enables immediate guidance

and correction, thereby minimizing errors in pronunciation. Based on the identified problem, this study aims to analyze the effect of the *talaqqi* method on the ability to read short surahs among children aged 5–6 years.

METHODS

This study employed a quantitative approach with a quasi-experimental design. The design involved two groups: an experimental group that received treatment using the *talaqqi* method and a control group that did not receive the treatment. The study was conducted with children aged 5–6 years in an early childhood education institution (Han, 2018; Pureswaran et al., 2004; Roni et al., 2020; Yousefi Nooraie et al., 2020). The population consisted of all students at the same level, while the sample comprised 30 children selected through purposive sampling. The sample was divided into two groups: 15 children in the experimental group and 15 children in the control group (Assidiki et al., 2026; Audina et al., 2018; Ayuningrum et al., 2024).

Data were collected using a test of short surah reading ability. The research instrument was validated and tested for reliability prior to data collection. The *talaqqi* method was implemented in a structured manner across several instructional sessions, emphasizing direct reading practice and intensive teacher guidance. The collected data were analyzed using descriptive and inferential statistics (Adeniran & Onasanya, 2024; Almquist et al., 2019; Engkizar et al., 2024). Inferential analysis included tests of normality, homogeneity, and an independent samples t-test to examine differences in reading ability between the experimental and control groups. The significance level was set at 0.05.

RESULT AND DISCUSSION

Arabic language education, particularly in mastering *hijaiyah* letters, plays an important role in Islamic education. Mastery of *hijaiyah* letters is not only fundamental for reading and writing skills but also serves as a foundation for understanding the Quran (Prathiwi & Syamsudin, 2021). One method used in teaching Quranic reading is the *talaqqi* method. This method not only aims to improve reading skills but also to foster a love for the Quran and its values (Adawiya, 2023; Engkizar et al., 2025). The *talaqqi* method is a learning approach conducted through direct interaction between teacher and students, in which the teacher recites and the students imitate orally (Rozak & Solihin, 2021).

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Experimental Group	15	67	99	1214	80.93	10.694
Control Group	15	64	88	1105	73.67	7.287
Valid N (listwise)	15					

Based on Table 1, the mean score of the experimental group (80.93) is higher than that of the control group (73.67), indicating a difference of 7.26 points. This suggests that the reading ability of the experimental group is better than that of the control group. The standard deviation of the experimental group (10.694) is higher than that of the control group (7.287), indicating greater variability in the experimental group's scores. The minimum and maximum scores in the experimental group are 67 and 99, respectively, while those in the control group are 64 and 88. Overall, these findings indicate a difference in reading ability between the two groups. In the experimental group, the lowest score was 67 and the highest score was 99. Meanwhile, in the control group, the lowest score was 64 and the highest score was 88.

The data used in this study were obtained from the posttest results of short

surah reading ability in the experimental group, which was taught using the *talaqqi* method, and the control group, which was taught using the classical method.

Table.2 One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		15
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	6.28623300
Most Extreme Differences	Absolute	.171
	Positive	.171
	Negative	-.119
Test Statistic		.171
Asymp. Sig. (2-tailed)		.200 ^{c,d}

As presented in Table 2, the significance value is greater than 0.05, indicating that the data are normally distributed and meet the assumption for further parametric testing.

Table 3. Test of Homogeneity of Variances

Levene Statistic	Df1	df2	Sig.
1.830	1	28	.187

As shown in Table 3, the significance value exceeds 0.05, indicating that the variances between the groups are homogeneous, thus fulfilling the requirement for hypothesis testing.

Table 4. Independent Samples Test (Hipotesis)

Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
VAR00001	1.830	.187	2.175	28	.038	7.267	3.341	.423	14.111
			2.175	24.695	.039	7.267	3.341	.381	14.152

The results of the independent samples t-test show that the significance value (2-tailed) is 0.038, which is less than 0.05. This indicates a statistically significant difference between the experimental group and the control group. The calculated t-value (2.175) is greater than the critical t-value (2.160) with a degree of freedom (df) of 28. Therefore, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. This finding indicates that the *talaqqi* method has a significant effect on the ability to read short surahs.

The findings of this study indicate that the implementation of the *talaqqi* method has a positive effect on the ability of children aged 5–6 years to read short surahs. This is evidenced by the difference in mean scores between the experimental and control groups, as well as the results of statistical tests showing a significant difference.

In the experimental group, after the implementation of the *talaqqi* method, 3 students were categorized as proficient, 4 students were able but still required

guidance, 7 students were beginning to develop their reading ability, and 3 students were not yet able. These results indicate an improvement in reading ability following the application of the method.

The learning process using the *talaqqi* method was conducted through several stages, including repeated recitation of verses by the teacher (5–7 times), followed by collective repetition by the students, and continued with individual practice in front of the teacher to receive direct correction. This approach enables immediate feedback on pronunciation errors.

In contrast, in the control group that used the classical method, learning was conducted collectively without individual correction. The results showed that 7 students were categorized as not yet able, 4 students were beginning to develop, and 4 students were able but still required guidance, with no students categorized as fully proficient.

These findings suggest that the *talaqqi* method is more effective than the classical method, as it involves direct interaction between teacher and students and allows for immediate correction of errors in pronouncing *hijaiyah* letters, applying *qalqalah*, and distinguishing between long and short pronunciations.

Based on the results of data analysis, it can be concluded that the *talaqqi* method has a statistically significant effect on the ability to read short surahs. This is supported by the calculated t-value (2.175), which is greater than the critical t-value (2.160) at a significance level of 0.05. Therefore, the alternative hypothesis is accepted.

CONCLUSION

Based on the results of the study and data analysis, it can be concluded that the implementation of the *talaqqi* method has a positive effect on the ability of children aged 5–6 years to read short surahs. This improvement is reflected in the development of children's ability to read *hijaiyah* letters, apply *qalqalah* rules, and distinguish between long and short pronunciations. Compared to the classical method, the *talaqqi* method demonstrates more optimal results in improving reading ability, as it involves direct interaction between the teacher and students and allows for immediate correction of pronunciation errors. Furthermore, the results of statistical analysis indicate a significant difference between the group taught using the *talaqqi* method and the group taught using the classical method. Therefore, the *talaqqi* method can be considered more effective in improving the ability to read short surahs in early childhood.

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