

Improving Students' Ability to Read the Qur'an Through the Tahsin Method Ban Mapring School, Pattani Province Thailand

Siti Kholiza Sibarani^{*1}, Jumaita Nopriani Lubis², Rini Agustini³

¹ Universitas Muhammadiyah Tapanuli Selatan Indonesia

¹ Universitas Muhammadiyah Tapanuli Selatan Indonesia

¹ Universitas Muhammadiyah Tapanuli Selatan Indonesia

e-mail: sitisibarani7@gmail.com, jumaita@um-tapsel.ac.id, rini@um-tapsel.ac.id


Submitted: 02-03-2025

Revised : 10-04-2025

Accepted: 13-05-2025

ABSTRACT. This study was conducted based on the problem of students' low ability to read the Qur'an properly and correctly, particularly in mastering *makbarijul huruf* (the articulation points of Arabic letters). The purpose of this study was to improve students' ability to read the Qur'an through the application of the *tahsin* method at Ban Mapring School, Pattani Province, Thailand. The subjects of this study consisted of 15 students. This research employed Classroom Action Research (CAR). Data collection techniques included tests, observations, and documentation, which were then analyzed using both qualitative and quantitative approaches. The results of the pre-cycle stage showed that 7 students (46.67%) were in the "very poor" category, 6 students (40%) were in the "poor" category, and 2 students (13.33%) were in the "fair" category. Based on these findings, it can be concluded that students' understanding of *makbarijul huruf* before the implementation of the *tahsin* method was still very low. After the implementation of the *tahsin* method, the final results showed a significant improvement. A total of 13 students (86.7%) achieved the "good" category, and 2 students (13.33%) reached the "very good" category. Therefore, it can be concluded that the use of the *tahsin* method has a positive effect on improving students' mastery of *makbarijul huruf*. The findings of this study imply that the *tahsin* method can be used as an effective, continuous, and adaptive learning approach to improve the quality of Qur'an reading instruction in elementary-level Islamic education.

Keywords: *Tahsin Method of the Qur'an, Makbarijul Huruf, Students*

 <https://doi.org/10.54069/attadrib.v9i1.1192>

How to Cite Sibarani, S. K. ., Lubis, J. N. ., & Agustini, R. (2026). Improving Students' Ability to Read the Qur'an Through the Tahsin Method Ban Mapring School, Pattani Province Thailand. *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 9(1), 190–204.

INTRODUCTION

Tahsin (تحسين) is derived from the Arabic word *bassana-yahassinu-tahsin* (حسن — تحسين — حسن), which means to improve or beautify. In the context of Qur'anic learning, tahsin refers to efforts to improve the quality of Qur'an recitation in accordance with the rules of tajweed, makharijul huruf, and proper pronunciation (Laily Atifah, 2021). The ability to read the Qur'an properly and correctly is not only a religious obligation, but also contributes to students' cognitive and spiritual development (Ulum Rajabun Khasanah, 2025). Therefore, effective learning strategies are needed to improve the quality of Qur'anic learning, especially for elementary-level students (Sabrina Syifaurrehman, Maula fiqriani, Karoma, 2025). The most important thing is that the goal is to learn, inculcate, and practice the values contained in the Qur'an to be passed on to the next generation (Kadir et al., 2024; Munir et al., 2026, 2026; Pangastuti et al., 2025; Sabarudin et al., 2023; Syarifah & Kubra, 2024; Ziana Dhurrotul Ainiyah, 2025). Reading the Qur'an from an early age is important because meaningful learning experiences can become a strong foundation in

students' lives (Arifi et al., 2026; Ghani et al., 2025; Mukhammad & Bon, 2026; Turrohma & Prasetya, 2026; Zakariyah et al., 2025). In Islamic education, the ability to read the Qur'an correctly is considered a fundamental competency, particularly in understanding makharijul huruf and tajweed rules (Khotimah et al., 2025). One type of worship that has high spiritual value is reading the Qur'an, especially tartil, as mentioned by Allah SWT in QS. Al-Muzzammil verse 4.

وَرَتِّلِ الْقُرْآنَ تَرْتِيلًا

"And recite the Qur'an slowly (tartil)." (QS. Al-Muzzammil: 4)

This verse serves as the foundation of tahsin learning because it commands Muslims to recite the Qur'an clearly, accurately, and according to tajweed rules (Fajri et al., 2025; Nugraha et al., 2025; Salman, 2025; Setiawan et al., 2025; Turrohma & Prasetya, 2026). Previous studies have shown that the tahsin method is effective in improving students' fluency, pronunciation accuracy, and application of tajweed rules in Qur'anic reading (Amin et al., 2025; Effendi et al., 2025; Ningsih et al., 2025; Suryani, 2025). One of the advantages of this tahsin technique is the ability to improve the reading of the Qur'an from less perfect to more perfect, both in mentioning the *makharijul* of letters and the nature of letters that already exist in the rules of tajweed (Azah et al., 2024; Haqqi et al., 2025; Kurniailah & Bakar, 2023; R & Thohir, 2024). However, previous studies are still limited in examining the tahsin method as the main variable in improving makharijul huruf mastery, especially through Classroom Action Research conducted in elementary Islamic education settings in Pattani, Thailand. Therefore, this study is important to complement previous research and provide a more specific analysis of the effectiveness of the tahsin method.

Based on preliminary observations conducted at BAN Mapring School, Pattani Province, Thailand, many students were able to read the Qur'an but had not applied correct pronunciation, tajweed rules, punctuation, and makharijul huruf properly. Interviews with classroom teachers and Qur'an teachers also showed that the learning process had not yet created optimal classroom conditions, and many students still lacked basic tartil reading skills. As a result, students experienced difficulties in pronouncing hijaiyah letters correctly. This condition indicates the need for an effective and systematic learning method to improve students' Qur'anic reading abilities.

Therefore, this study focuses on improving the Qur'an reading ability of Grade IVA students at BAN Mapring School through the tahsin method. The purpose of this study is to explain the implementation of the tahsin method and to examine whether the application of the tahsin method in Classroom Action Research can significantly improve students' Qur'an reading ability in each cycle of action. Students' reading ability was assessed based on pronunciation accuracy, application of tajweed rules, fluency, and makharijul huruf mastery (Aisyah, 2024). This study is expected to provide evidence that the tahsin method can serve as an effective, continuous, and adaptive learning approach for improving the quality of Qur'anic reading instruction in elementary Islamic education.

METHOD

The type of research used is Class Action Research. Classroom action research is a type of research conducted in the classroom, where researchers are involved in learning activities in a school (Machali, 2022). Researchers play the role of implementers of important actions and tools in research, while Islamic Religious Education teachers work together in the process of observation and rethinking (Sandy Jayusman Isnur, 2026). Researchers are present in the classroom so that they can plan the steps to be taken, apply the tahsin method, observe how the students respond, and continue to monitor and evaluate periodically (Okyanida et al., 2023).

PTK was chosen because it aims to improve the way of teaching in the classroom directly and continuously through the action cycle (Utomo et al., 2024). This method is considered appropriate and correct because it allows researchers to make regular learning improvements based

on the results of reflection in each cycle, so that the ability to read the Qur'an can be seen and measured in real terms (Restalillah, 2025). The PTK design used is the Kemmis & McTaggart model which consists of four stages, namely planning, implementation, observation and reflection.

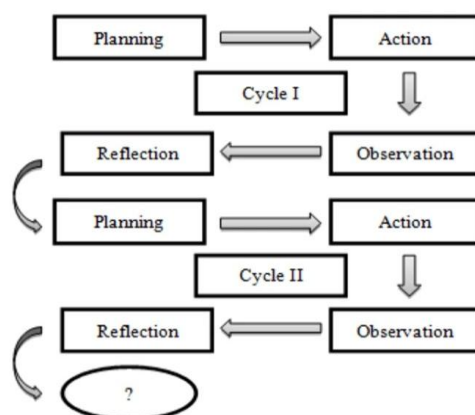


Figure 1 PTK design of Kemmis and Mc. Taggart model

This research was conducted at BAN Mapring School, Mapring Village, Yaring District, Pattani Province, Thailand, for five weeks. The subject of this study is 15 students in class IVA Pratthom (Elementary School) who have difficulty reading the Qur'an correctly based on the rules of tajweed and pronunciation of letters.

In the observation stage, the researcher and colleagues recorded the development of students' abilities using observation sheets and assessment rubrics on reading results. The reflection stage is carried out to analyze the shortcomings of the previous cycle and prepare improvements that will be applied in the next cycle (Jayanegara et al., 2023). The instruments used in the study included Qur'an reading ability tests (tests before and after training), observation sheets on student activities, interview guides, and supporting documents (Samsuddin Kade, St.Johariyah, Martini, 2025). With this procedure, the PTK method used is considered reliable and valid in showing a gradual and meaningful improvement in students' Qur'an reading ability. Normatively, the method of action is carried out gradually and continuously in accordance with the words of Allah SWT. in Surah Al-Insyirah verses 7 to 8:

فَإِذَا فَرَغْتَ فَانصَبْ ۖ وَإِلَىٰ رَبِّكَ فَارْغَبْ

"So when you have finished doing one business, continue to exert yourself in other matters, and in the Lord alone you must hope." (QS. Al-Insyirah:7-8).

The above paragraph explains the importance of making continuous efforts and continuous improvement, such as the principle in Classroom Action Research which is carried out repeatedly in cycles to improve the quality of the teaching and learning process (Susilawati, 2025).

The analysis technique in this study uses a qualitative approach carried out through the process of data reduction, structured data presentation, conclusion drawn, and preparation of results related to the research subject. And a quantitative approach through initial tests (pre-cycle) and reflection (final results) to measure the improvement of students' Qur'an reading ability using percentages (Putri et al., 2023). The development of instruments is carried out by making assessment indicators based on the aspects of makharijul letters, tajweed, fluency, and fluency (Khotimah et al., 2025). This research relies on improving students' learning abilities. An action is considered successful if 80% or 12 students show increased interest in learning in the Good (B) category on each indicator (Utomo et al., 2024). It is estimated that this study will provide an

overview of how effective the use of the tahsin method is in improving students' ability to read the Qur'an.

RESULT AND DISCUSSION

This study looked at how effective the tahsin method is in improving students' Qur'an reading skills during three cycles, Pre-cycle, Cycle I, and Cycle II which are each held in three meetings. After the data was collected through tests, documentation and direct observation, five categories of students' Qur'an reading ability were assessed: Very Poor (SK), Lack (K), Sufficient (C), Good (B), and Very Good (SB) (Firda & Suharni, 2022).

Result Pre Cycle

The Pre-Cycle was held on Monday, November 10, 2025, Before applying the tahsin method in the research process, the researcher carried out initial activities to obtain an overview of the abilities and conditions of students at the initial stage. This activity is carried out through direct tests and observations in the classroom as well as the collection of relevant data related to Qur'an learning. The tests and observations were focused on grade IV students of the Ban Mapring School in Pattani Province, Thailand, who were the subjects of the study and would receive a learning intervention. Through this activity, researchers seek to collect comprehensive information about the level of learning ability, student participation during the learning process, and obstacles experienced in reading the Qur'an. The results of the test of students' ability to read the Qur'an at the pre-cycle stage in the Qur'an subject are as follows:

Table 1 Test Results and Observation of Students' Qur'an Reading Ability in the Pre-Cycle Stage

No.	Indicator	Category	Frequency	%
1.	81-100	Excellent	0	0
2.	61-80	Good	0	0
3.	41-60	Enough	2	13,33
4.	21-40	Less	6	40
5.	<21	Very Less	7	46,67
Total			15	100

Based on this presentation, it can be concluded that the level of students' learning ability in reading the Qur'an at the pre-cycle stage is still in the category of very poor, and has not met the learning success criteria that have been set, namely the score range of 61-80 which is in the good category. This condition shows that most students still show a lack of learning ability. Findings regarding the existence of students with relatively minimal mastery of the material in the future can be valuable input in the learning process, especially in an effort to increase student involvement in teaching and learning activities. Given these conditions, this research is considered necessary to continue to the Cycle I stage as an effort to improve students' learning abilities through a more optimal tahsin method.

Cycle I First Meeting

Cycle I will be held on November 12, 2025. The activity was focused on the introduction and correction of the throat letter makhraj. The steps taken include: the teacher introduces the hijaiyah letters and explains in a simple way the location of the letters using the image of the speech organ, the demonstration of the pronunciation of the hijaiyah letters slowly, students imitate classically (together), direct correction and positive reinforcement, and a brief reflection at the end of the lesson. The purpose of the first meeting was to give students a basic understanding of the concept

of makhraj letters, specifically the letters that come out of the throat (ḥalq), and to help them become better at pronouncing correctly from the beginning.

Table 2 Test Results and Observation of Students' Qur'an Reading Ability in the Cycle I Stage of the First Meeting

No.	Indicator	Category	Frequency	%
1.	81-100	Excellent	0	0
2.	61-80	Good	0	0
3.	41-60	Enough	3	20
4.	21-40	Less	6	40
5.	<21	Very Less	6	40
Total			15	100

After the first meeting of the first cycle, there have been no significant changes. Students in the very poor and underserved categories still dominate with a percentage of 40% each, the category has increased to 20%. However, none of the students are in the good or excellent category. This shows that students are still in the process of adapting to the lesson when the tahsin method is applied.

Cycle I Second Meeting

The second meeting of cycle 1 will be held on Wednesday, November 19, 2025. Learning begins by reviewing and reinforcing the activities that have been carried out in the previous meeting, explaining and exemplifying the difference in the sound of letters that have similar shapes and bold letters (tafkhim) and thin letters (tarqiq), repeated pronunciation exercises at least 5 times per letter. The purpose of the second meeting was to provide students with a basic understanding of the letters tafkhim (thick) and tarqiq (thin), as well as to improve their ability to distinguish the sounds of letters that have similarities in shape and properties. A repetitive approach is carried out to form correct phonetic habits.

Based on the results of tests and observations carried out during the implementation of Cycle I at the second meeting, the data obtained are further presented in the following table:

Table 3 Test Results and Observation of Students' Qur'an Reading Ability at the Stage of Cycle I of the Second Meeting

No.	Indicator	Category	Frequency	%
1.	81-100	Excellent	0	0
2.	61-80	Good	2	13,33
3.	41-60	Enough	4	26,67
4.	21-40	Less	5	33,33
5.	<21	Very Short	4	26,67
Total			15	100

Based on the data presented in the table, the second Cycle I meeting showed better development. The percentage of students in the very low category decreased to 26.67% and the very low category to 33.33%. On the other hand, the percentage of students in the category has

increased to 26.67% and the good category has begun to appear at 13.33%. This data shows that the tahsin method is starting to have a positive impact on students' ability to read the Qur'an.

Siklus I Pertemuan Ketiga

The third meeting of cycle 1 will be held on Wednesday, November 26, 2025. Learning begins with recalling and reviewing previous activities, teaching and exemplifying how to read the Qur'an correctly according to the meaning of letters and tajweed, individual Qur'an reading tests, observation and correction of dominant errors. The purpose of the third meeting was to combine the understanding of makharijul letters with the application of the law of tajweed in reading the Qur'an and assessing the reading ability of each student. Based on the results of the test and observation of Cycle-I at the third meeting, the following results were obtained:

Table 4 Test Results and Observation of Students' Qur'an Reading Ability in Cycle I Stage of the Third Meeting

No.	Indicator	Category	Frequency	%
1.	81-100	Excellent	0	0
2.	61-80	Good	4	26,67
3.	41-60	Enough	6	40
4.	21-40	Less	3	20
5.	<21	Very Less	2	13,33
Total			15	100

Based on the table above, the improvement in students' abilities is increasingly visible. Students in the good category increased to 26.67% (4 students), the sufficient category decreased to 40% (6 students), and the less category decreased to 20% and the very poor category to 13.33%. Although the excellent category is still not achieved, significant progress in the category is very lacking and the sufficient and good category indicates that students have made significant progress in Qur'anic reading ability. Therefore, it can be concluded that the application of the tahsin method in Cycle I has shown a positive increase in students' ability to read the Qur'an gradually. However, the results obtained have not fully met the set success criteria, so in Cycle II further efforts are needed to improve students' abilities and encourage more students to achieve the good and excellent categories.

Cycle II First Meeting

The first meeting of cycle II was held on Wednesday, December 3, 2025. The activity was focused on the letters qalqalah and the evaluation of cycle 1. The activities include: introducing letters (qalqalah) and demonstration of reflection sounds (qalqalah), exemplifying and teaching how to read the Qur'an correctly in accordance with makhraj and tajweed, individual reading tests, analysis of results and reflection. In Cycle II, the first meeting is intended to improve students' understanding and skills in applying the law of qalqalah recitation appropriately in the practice of reading the Qur'an. In addition, this meeting is also used to emit student learning outcomes from Cycle I as a basis to improve their learning in the future.

Table 5 Test Results and Observation of Students' Qur'an Reading Ability in the Second Cycle Stage of the first meeting

No.	Indicator	Category	Frequency	%
1.	81-100	Excellent	1	6,67
2.	61-80	Good	8	53,33
3.	41-60	Enough	4	26,67
4.	21-40	Less	2	13,33
5.	<21	Very Less	0	0
Total			15	100

Cycle II of the first meeting showed a considerable increase. All students in the good category (B) dominated with 53.33% (8 students), followed by the fair category (C) with 26.67% (4 students), and the very good category (SB) with 6.67% (1 student). The underserved category (K) dropped to 13.33% (2 students), and there were no more students in the very underserved category (SK). The data shows that students' ability to read the Qur'an is increasing rapidly and that tahsin techniques are starting to give better results. Therefore, the first meeting of Cycle II showed positive developments; However, further efforts are needed to increase the number of students who reach the good and excellent categories. Therefore, the action continued at the second meeting of Cycle II.

Cycle II Second Meeting

The second meeting of cycle 2 will be held on Wednesday, December 10, 2025. This activity is a continuation of the improvements made in Cycle I, which concentrates on strengthening letters that still often suffer from pronunciation errors, as well as incorporating makhraj into the overall verse reading. The activities include: repeating and following up on previous meetings or learning, teachers exemplify and teach how to read the Qur'an correctly in accordance with the makharijul of the letters and tajweed, repetition of readings in a structured manner (at least 3-5 times per student) until the pronunciation is close to the expected makhraj.

Through intensive and structured individual exercises, the goal of this meeting is to improve the accuracy of the articulation of letters that still often make mistakes. In addition, the mastery of the makharijul of letters is integrated into the recitation of the verses of the Qur'an contextually, so that students are not only able to recite the letters separately, but also able to apply them in a complete series of readings. In addition, this activity provides regular personal assistance for students who need special attention. This allows students to gradually develop in their abilities. Overall, this meeting is intended so that learning improvements are not only theoretical, but also have a real impact on improving Qur'anic reading skills that are more accurate, integrated, and sustainable.

Based on the results of tests and observations at the second meeting of Cycle II, data on students' Qur'an reading ability is presented in the following table:

Table 6 Test Results and Observation of Students' Qur'an Reading Ability at the Second Cycle Stage of the Second Meeting

No.	Indicator	Category	Frequency	%
1.	81-100	Excellent	2	13,33
2.	61-80	Good	12	80
3.	41-60	Enough	1	6,67
4.	21-40	Less	2	0

5.	<21	Very Less	2	0
Total			15	100

The students' abilities showed a huge improvement, based on the results of tests and observations at the second meeting. Good category (B) increased drastically to 80% of 12 students; the excellent category (SB) increased to 13.33% from 2 students; the category of sufficient (C) decreased to 6.67% from 1 student; and the categories of less (K) and very less (SK) were no longer found. This shows that most students have good reading skills according to the standards. Therefore, the results of the second meeting of Cycle II showed that the tahsin method combined with individual guidance and repeated practice, was very effective in improving students' Qur'an reading ability.

Cycle II Third Meeting

The third meeting of cycle II will be held on Wednesday, December 24, 2025. This meeting focused on the question sheet and final evaluation, where the stages of the activity included: individual reading tests with assessment rubrics, working on the question sheets distributed by the teacher. Based on the test results at the third meeting of Cycle II, the following results were obtained:

Table 7 Test Results and Observation of Students' Qur'an Reading Ability in the Third Meeting Cycle II Stage

No.	Indicator	Category	Frequency	%
1.	81-100	Excellent	2	13,33
2.	61-80	Good	13	86,7
3.	41-60	Enough	0	0
4.	21-40	Less	0	0
5.	<21	Very Less	0	0
Total			15	100

The third meeting in Cycle II is the final evaluation stage. The goal is to thoroughly absorb the students' Qur'anic reading skills after the application of tahsin techniques. The focus of the activity is an individual reading test with an assessment rubric. As a form of final evaluation of learning, question sheets are also used. All students showed very satisfactory results based on the results of the third meeting test. All students have achieved or exceeded the minimum completeness criteria (KKM) set. Students in the good category (B) reached 86.7%, while the very good category (SB) reached 13.33% (2 students), and the categories of sufficient (C), lack (K), and very poor (SK).

In Cycle II, the researcher collaborates with classroom teachers to get direct feedback from students about the learning process. The teacher asks the students questions to assess two main aspects: (1) the level of comfort and enjoyment of the students while participating in learning with the tahsin method This question is important because the success of learning is measured in terms of cognitive (the accuracy of makhraj and tajweed) and affective, such as the drive and desire to learn. Therefore, the purpose of gathering information through these questions and answers is to gain a better understanding of how effective the tahsin method is in improving students' reading ability and increasing their engagement and enthusiasm in the learning process.

At the Ban Mapring School in Pattani Province, Thailand, the tahsin method in learning to read the Qur'an achieved the best results, according to the implementation of the Cycle II action. The learning outcomes of Cycle I and Cycle II showed consistent and significant improvements.

This increase is reflected in the percentage of student learning achievement. Several key elements mark this success, namely: (1) more accurate pronunciation of makhraj letters, (2) application of tajweed rules in a better collection of verses, (3) improvement of students' fluency and confidence when reading, and (4) achievement of predetermined learning standards. Therefore, the tahsin method can be considered an effective learning approach to improve the quality of students' Qur'an recitation, especially in terms of the application of the law of recitation and accuracy of articulation. In addition, this achievement is inseparable from the professional role of teachers as advocates who systematically plan, implement, and evaluate the learning process to ensure that educational goals are fully achieved.

Therefore, it can be concluded that the gradual application of the tahsin method, combined with repeated individual practice and guidance, has proven effective in significantly improving students' Qur'an reading ability. This increase was seen from pre-cycle to Cycle II. Ultimately, all students can achieve the good and excellent category.

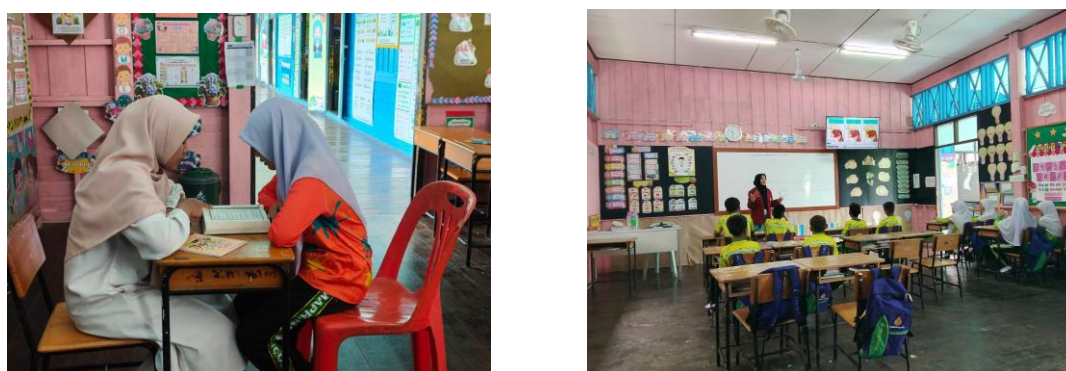


Figure 2 Learning using the Tahsin Method

Discussion

This research is based on the fundamental problem of the low competence of students in reading the Qur'an, especially in the aspect of makharijul letters (Lisnawati, 2025), at BAN Mapring School Pattani Province, Thailand. Based on empirical data collected through the Class Action Research cycle, it can be analyzed in depth about the effectiveness of the tahsin method in improving the ability to read the Qur'an (Khotimah et al., 2025). This discussion will outline the research findings gradually, starting from the initial conditions (Pre-Cycle), the improvement process in Cycle I, to optimal achievement in Cycle II, as well as integrating these findings with relevant Islamic education and learning management theories (Radhita Abi Kusuma, 2024). This analysis not only stops at statistical figures, but also explores the pedagogical, managerial, and sociocultural meanings behind these improvements, and compares them with previous findings to position the contribution of this research in the science of Islamic education management (Ulum Rajabun Khasanah, 2025).

In the Pre-Cycle stage, data shows that out of 15 students, as many as 7 students or 46.67% are in the Very Less category with a score below 21, and 6 students or 40% are in the Less category with a score of 21-40. Only 2 students or 13.33% reached the Sufficient category. The average overall score at this stage is 23.83% which statistically shows that the basic ability to read the Qur'an is still below the minimum completeness standard (KKM) set. The ability to read the Qur'an according to the rules of tajweed is not just a technical skill, but the main foundation in living spiritual values (Abdullah, Muhammad Iqbal, Ahmad Taufik H, 2022). The low ability to read the Qur'an at BAN Mapring School shows the existence of a systemic problem, a complex challenge that involves the factors of student interest and environmental support. Therefore, a comprehensive learning management approach and learning method is needed to complete it completely.

Cycle I began as an initial intervention stage that focused on the recognition of *makbarijul letters*, especially throat letters (*halq*). The results of the observation showed an encouraging change: the "Very Poor" category that initially dominated (46.67%) was successfully reduced to (13.33%). Students who were in the "Less" (20%) and "Sufficient" (40%) categories began to move up, as well as students who reached the "Good" category which was initially (0%) to (26.67%).

Psychologically, this improvement is the result of a *behavioristic* approach, in which repetition and *immediate feedback* from teachers play a key role. The teacher demonstrates the pronunciation of the letters slowly, and then the students imitate them (Erliani Siagian, 2021). This process is in line with Vygotsky's theory of *the Zone of Proximal Development (ZPD)*, where students are able to overcome their difficulties thanks to the help of *scaffolding* from the teacher. However, the presence of students in the "Very Lacking" category shows that the needs of individuals with more complex phonetic difficulties require more intensive assistance (Maghfiroh & Muttaqin, 2025; Vygotsky & Cole, 1978).

Cycle II is a phase of strengthening the material as well as expanding the law of *qalqalah* reading. The end result was significant: out of 15 students, none were in the Very Less, Less and Sufficient categories. A total of 13 students (86.7%) managed to achieve the "Good" category and 2 students (13.33%) in the "Very Good" category. This success proves the effectiveness of *the Mastery Learning* (Bloom) theory, where students are given enough time and opportunity to actually master one material before moving on to the next. This increase also has an impact on students' *Self-Efficacy* or confidence. They are no longer afraid of making mistakes and become more active in the practice of reading. This is in line with the findings (Anderson et al., 2009; Shinta Gita Zahara, 2025; Widiana et al., 2023) that it is directly able to boost students' confidence in interacting with the Holy Book.

Theologically, this increase means an improvement in the quality of student worship, considering that reading the Qur'an with *the correct makbraj* is a valid requirement in worship (Adeoye, 2024; Fikri et al., 2025; Hasanah et al., 2026; Safitri & Nurfuadi, 2025). Managerially, this research offers an adaptive classroom management model. The Tahsin method in this research is proven to be not just a teaching technique, but a management system that involves continuous planning, implementation, observation, and reflection. This model ensures that any obstacles in the classroom can be detected and corrected quickly.

This study strengthens the study (Belinda, 2023) on the importance of a systematic approach in Tahsin. The main differences are in the duration and place of the research; Research at BAN Mapring School proves that targeted interventions within 6 weeks are able to provide very significant results. This research fills a gap that is rarely touched, namely the learning of the Qur'an in Muslim areas (Pattani, Thailand) under a secular national education system. The research also integrates precise quantitative data with qualitative observations, providing empirical evidence that improvement in reading ability can be measured objectively, rather than simply based on teachers' assumptions.

Theoretically, this research supports the theory of *Constructivism*, in which students build their *makbraj* knowledge through social interaction with teachers. Practically, schools are advised to: Conduct regular training for teachers to have a qualified pedagogy of *teaching makbraj*. Utilize organ images or audio recordings to explain abstract concepts of *makhraj* and adopt the PTK (Class Action Research) pattern as a standard procedure to ensure no student is left behind at the lower level of ability.

CONCLUSION

Based on the findings of this study, several important conclusions can be drawn. First, the application of the tahsin method was proven to significantly improve students' ability to read the Qur'an at BAN Mapring School, Pattani Province, Thailand. In the pre-cycle stage, most students were still categorized as "very poor" and "poor" in mastering makharijul huruf, tajweed rules, fluency, and pronunciation accuracy. However, after the implementation of the tahsin method through Classroom Action Research cycles, students' abilities gradually improved. By the end of Cycle II, all students had achieved the "good" and "very good" categories. These findings indicate that systematic and continuous tahsin learning can effectively improve the quality of students' Qur'anic reading skills.

Second, this study confirms and strengthens previous research stating that the tahsin method is effective in improving Qur'an reading ability, particularly in pronunciation accuracy, makharijul huruf mastery, and the application of tajweed rules. In addition, this study contributes academically by providing a more specific analysis of the implementation of the tahsin method through Classroom Action Research in an elementary Islamic education setting in Pattani, Thailand. The findings also show that repeated practice, direct teacher guidance, individual correction, and continuous evaluation play important roles in improving students' learning outcomes and self-confidence in reading the Qur'an.

Third, this study still has several limitations. The research was conducted only on 15 students in one classroom and within a limited research duration, so the findings cannot yet be generalized to broader educational contexts. In addition, this study mainly focused on students' technical reading ability and did not examine other aspects such as learning motivation, comprehension of Qur'anic meanings, or long-term learning outcomes. Therefore, future studies are recommended to involve larger samples, more diverse educational settings, and more comprehensive research methods in order to produce broader findings and support the development of more effective Qur'anic learning policies and practices.

ACKNOWLEDGMENT

Alhamdulillahirabbil 'alamin, all praise and gratitude are devoted to Allah SWT for His mercy, blessings, health, and guidance so that this research could be completed successfully.

1. With great respect and affection, the author would like to express the deepest gratitude to her beloved mother, Yuniati Hutabarat and the entire extended family for their endless prayers, love, support, sacrifices, and encouragement throughout every step of the author's journey.
2. The author would also like to express sincere gratitude to Assoc. Prof. Dr. Darliana Sormin as the Dean of the Faculty of Islamic Studies, as well as to Jumaita Nopriani Lubis as the Head of the Study Program and first supervisor, and Rini Agustini as the second supervisor, for their guidance, advice, patience, and valuable knowledge throughout the completion of this research.
3. The author also extends sincere gratitude to the entire family of the Faculty of Islamic Studies at Universitas Muhammadiyah Tapanuli Selatan for their support, guidance, and valuable experiences throughout the author's study.
4. As well as the entire family of BAN Mapring School Thailand, for their support, assistance, and valuable experiences during the research process.
5. The author would also like to thank all friends and colleagues who continuously provided support and encouragement. Finally, the author would like to thank herself for staying strong, never giving up, and continuing to strive until this point. To all parties who cannot be mentioned one by one, the author sincerely expresses gratitude for all the prayers and kindness that have been given.

REFERENCES

- Abdullah, Muhmmad Iqbal, Ahmad Taufik H, H. F. (2022). Metode Pembelajaran Tahsin dalam Meningkatkan Pemahaman Membaca Al Qur ' an. *Trilogi Ilmu Teknologi, Kesehatan, Dan Humaniora*, 3(3), 191–197. <https://doi.org/10.33650/trilogi.v3i3.4874>
- Adeoye, M. A. (2024). The Fruit of Deception: Untangling the Mystery of Adam's Choice in Genesis 3. *Interdisciplinary Journal of Social Sciences*, 1(2), 79–93. <https://doi.org/10.59373/ijoss.v1i2.73>
- Aisyah, S. N. dan miftahul khair. (2024). PROGRAM PEMBELAJARAN TAHSIN AL-QUR'AN DI MTsN KELAS VIII BARITO SELATAN. *AL-MANBA, Jurnal Ilmiah Keislaman Dan Kemasyarakatan*, 9(2), 60–72.
- Amin, H., Djawas, M., Nurdin, A., & Akbar, R. (2025). Environmental Paradigm Transformation through Integrative Interpretation: Perspective of Quranic Ecological Hermeneutics. *International Journal of Islamic Thought*, 28, 52–63. <https://doi.org/10.24035/ijit.28.2025.334>
- Anderson, L., Krathwohl, D., Airasian, P., Cruikshank, K., Mayer, R., Pintrich, P., Raths, J., & Wittrock, M. (2009). *Taxonomy for Learning, Teaching, and Assessing, A: A Revision of Bloom's Taxonomy of Educational Objectives, Abridged Edition*. Pearson.
- Arifi, N. A., Zurqoni, Z., & Robingatin, R. (2026). Challenges in Qur'anic Memorization Learning at Elementary Schools: Systematic Literature Review. *Tafkir: Interdisciplinary Journal of Islamic Education*, 7(1), 188–202. <https://doi.org/10.31538/tijie.v7i1.2481>
- Azah, N., Aziz, A. A., Fatih, M. A., & Anah, L. (2024). Peningkatan Tahsin Al- Qur ' an melalui Gerakan Pecinta Al- Qur ' an di Taman Pendidikan Al- Qur ' an Desa Carang Wulung Kecamatan Wonosalam Kabupaten Jombang. 4(2), 444–450. <https://doi.org/10.54259/pakmas.v4i2.3163>
- Belinda, U. W. (2023). Penerapan Metode Tahsin dalam Meningkatkan Keaktifan dan Kemampuan Membaca. *Hikamia*, 3(1), 37–49.
- Effendi, A., Hairunnisa, H., & Jamaliah, J. (2025). Analysis of the Integration of Tahfiz Al-Qur'an in the Curriculum: Its Impact on Student Achievement. *At-Tadzkir: Islamic Education Journal*, 4(1), 81–92. <https://doi.org/10.59373/attadzkir.v4i1.135>
- Erliani Siagian, Z. (2021). Implementasi Metode Talaqqi dalam Meningkatkan Kemampuan Membaca Al-Qur'an Siswa MTS Madinatussalam Medan. *Ar-Rasyid : Jurnal Pendidikan Islam*, 1(2), 114–120.
- Fajri, N., Ardianto, A., & Sholihah, M. (2025). Menumbuhkan Budaya Religius: Pendekatan Guru PAI dalam Pendidikan Karakter. *Attaqwa: Jurnal Ilmu Pendidikan Islam*, 21(2), 109–120. <https://doi.org/10.54069/attaqwa.v21i2.972>
- Fikri, M., Suharijadi, D., & Samson, N.-A. T. (2025). The Verbal Violence of Indonesian Political Elites: A Deconstructive Analysis of Power in the Post-Truth Era. *Interdisciplinary Journal of Social Sciences*, 2(2), 76–85. <https://doi.org/10.59373/ijoss.v2i2.222>
- Firda, A., & Suharni. (2022). Tingkat Kemampuan Literasi Sains Guru Pendidikan Anak Usia Dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(5), 3868–3876. <https://doi.org/10.31004/obsesi.v6i5.1928>
- Ghani, A. R. A., Huda, M., Sholihah, M., Za, T., & Hussin, H. (2025). Tahfiz (Memorization Sciences) Curriculum Practice: An Empirical Study from Private School in Johor, Malaysia. *Nazhruna: Jurnal Pendidikan Islam*, 8(1), 233–245. <https://doi.org/10.31538/nzh.v8i1.265>
- Haqqi, I. S. T. A., Darim, A., & Yaqin, A. (2025). Strategic Management of Madrasah Heads in Improving the Quality of Graduates at Madrasah Aliyah. *Journal of Education and Learning Innovation*, 2(1), 27–39. <https://doi.org/10.59373/jelin.v2i1.78>
- Hasanah, M., Sain, Z. H., Ummah, R., & Ma'arif, S. (2026). The Analyzing The Formulation of Education Policy: Legislative Work Programs in The Education Sector. *Journal of Education and Learning Innovation*, 3(1), 44–61. <https://doi.org/10.59373/jelin.v3i1.121>
- Jayanegara, S., Ismail, A., Nojeng, A., Rifqie, D. M., Akil, M., Adiba, F., & Makassar, U. N. (2023). PKM Pelatihan Penelitian Tindakan Kelas Bagi Guru di Kabupaten Sidrap. 01(January), 83.

- Kadir, A., Assingkily, M. S., Jahidin, Sufiani, Samputri, S., & Ahmad, M. (2024). Development of Integrated Science Teaching Materials of Al-Quran Verses in Improving Students' Religious Attitudes in Madrasas. *Nazhruna: Jurnal Pendidikan Islam*, 7(3), 512–530. <https://doi.org/10.31538/nzh.v7i3.2>
- Khotimah, K., Amin, M. A., & Marwiyah, S. (2025). Penerapan Metode Tahsin dalam Meningkatkan Kemampuan Membaca Al-Qur'an Peserta Didik Madrasah Ibtidaiyah. *JOURNAL of Teaching and Learning Research*, 7(1), 58.
- Kurniaillah, I., & Bakar, M. A. (2023). Increasing The Quality of Memorizing The Qur'an for Santri Kalong Through the Sisir Method. *Nazhruna: Jurnal Pendidikan Islam*, 6(2), 253–270. <https://doi.org/10.31538/nzh.v6i2.3378>
- Laily Atifah, P. P. (2021). Pelaksanaan Pelatihan Baca Al-Quran dengan Metode Tahsin di Kampung Sindang Sari. *PROCEEDINGS UIN SUNAN GUNUNG DJATI BANDUNG*, 61(Desember), 110–115.
- Lisnawati. (2025). Penerapan Pembelajaran Tahsin Al-Qur'an Menggunakan Metode As-Syafi'i Dalam Meningkatkan Kemampuan Baca Al-Qur'an Santri Di Rumah Tahfidz Quran (RTQ) Ulil Albab Indramayu. *Journal Islamic Pedagogia*, 5(1), 72–74. <https://doi.org/10.31943/pedagogia.v5i1.139>
- Machali, I. (2022). Bagaimana Melakukan Penelitian Tindakan Kelas Bagi Guru? *IJAR: Indonesia Journal of Action Research*, 1(2). <https://doi.org/10.14421/ijar.2022.12-21>
- Maghfiroh, W., & Muttaqin, A. I. (2025). The Relevance of Collaborative Learning in the Perspective of Lev Vygotsky's Social Constructivism: A Literature Review. *Journal of Islamic Education Research*, 6(4), 377–392. <https://doi.org/10.35719/jier.v6i4.518>
- Mukhammad, M., & Bon, A. T. B. (2026). The Influence of Qur'an Memorization Learning on the Quality of Students' Qur'an Memorization. *At-Tadzkiir: Islamic Education Journal*, 5(1), 40–51. <https://doi.org/10.59373/attadzkiir.v5i1.239>
- Munir, M., Sholehah, E., & Solihah, M. (2026). Implementasi Metode Qurani Sidogiri Dalam Meningkatkan Kemampuan Membaca Al-Qur'an Siswa Dengan Pendekatan Drill and Practice. *Edutrans: Jurnal Pendidikan Islam Transformatif*, 1(1), 54–65. <https://doi.org/10.54069/msft8642>
- Ningsih, I. R., Darim, A., Srinio, F., & Jannah, S. (2025). Principal's Leadership Strategies in Enhancing Students' Religious Competence: A Case Study at Madrasah Aliyah. *Attaqwa: Jurnal Ilmu Pendidikan Islam*, 21(2), 82–92. <https://doi.org/10.54069/attaqwa.v21i2.999>
- Nugraha, M. A., Kusuma, D. T., & Pamungkas, M. I. (2025). Analysis of the Implementation of the Islamic Boarding School Curriculum in Enhancing Students' Competence in the Tahfidzul Qur'an Program. *Journal of Islamic Education Research*, 6(2), 125–144. <https://doi.org/10.35719/jier.v6i2.472>
- Okyanida, I. Y., Mulyaningsih, N. N., Agustina, I., & Astuti, D. (2023). Pelatihan Penelitian Tindakan Kelas (PTK) untuk Meningkatkan Kompetensi Guru di MGMP Fisika SMA Kabupaten Karawang. *Archive*, 2(2), 159. <https://doi.org/10.5550>
- Pangastuti, R., Suyudi, H. M., Bahtiar, M., Erfansyah, N. F., & Abdullah, Z. (2025). Education Management Strategies for Internalizing Moderate Religious Values in Learning Quran, Hadith, and Aqeedah Akhlaq in Madrasah Ibtidaiyah. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 6(1), 1–12. <https://doi.org/10.31538/munaddhomah.v6i1.1544>
- Putri, Y., Nurhuda, A., & Anhar, A. (2023). Konsep Dasar Penelitian Tindakan Kelas: Sebuah Pengantar dalam Metode Penelitian Pendidikan. *Belaindika: Pembelajaran Dan Inovasi Pendidikan*, 5(2), 48.
- R, A. A. M., & Thohir, M. (2024). Cognitive Disputation Through Sholawat Burdah To Overcome Stress of a Santri In Pesantren. *Interdisciplinary Journal of Social Sciences*, 1(2), 67–78. <https://doi.org/10.59373/ijoss.v1i2.62>
- Radhita Abi Kusuma, A. P. A. (2024). STRATEGI PEMBELAJARAN AL-QUR'AN DENGAN PENDEKATAN TAHSIN DALAM MEMPERBAIKI KUALITAS BACAAN AL-

- QUR'AN SANTRI DIPONDOK PESANTREN. *IERJ*, 24(Vol. 24, No. 1, Januari-Juni 2024), 131–146.
- Restalillah, R. R. (2025). Strategi Mengatasi Tantangan Mengimplementasikan Proses Uji Coba Terbatas dalam Penelitian Tindakan Kelas. *Jurnal Tindakan Kelas*, 6(1), 113–125. <https://doi.org/10.53624>
- Sabarudin, M., Ayyubi, I. I. A., Rohmatulloh, R., & Indriyani, S. (2023). The Effect of Contextual Teaching and Learning Models on Al-Quran and Hadith Subjects. *At-Tadzkiir: Islamic Education Journal*, 2(2), 129–142. <https://doi.org/10.59373/attadzkiir.v2i2.43>
- Sabrina Syifaurrehman, Maula fiqriani, Karoma, A. I. (2025). Strategi Mengajar yang Efektif dan Peran Guru Sebagai Kunci Pembelajaran Bermakna. *Jurnal Penelitian Ilmu Pendidikan Indonesia*, 3(4), 244–254.
- Safitri, D., & Nurfuadi, N. (2025). The impact of good classroom management on students' attitudes in Islamic Religious Education learning. *Attaqwa: Jurnal Ilmu Pendidikan Islam*, 21(2), 121–133. <https://doi.org/10.54069/attaqwa.v21i2.974>
- Salman. (2025). Pembinaan Tahsin Al-Quran Bagi Guru SD Muhammadiyah 5 Kota Pekanbaru. *Jurnal Dedikasi Pengabdian Pendidikan*, 1(1), 25–33.
- Samsuddin Kade, St.Johariyah, Martini, K. F. A. (2025). Pembelajaran Metode Tahsin untuk Meningkatkan Daya hafal dan Seni Baca Hadis Tarbawi berbasis Pembangunan Karakter. *Jurnal Studi Dan Pembelajaran*, 8(3), 1857.
- Sandy Jayusman Isnur, F. A. (2026). Innovative Classroom Action Research (PTK) Through Integration of Technology and Media in 21st-Century Learning. *Tsaqafah, Jurnal Penelitian Guru Indonesia*, 6(2), 2384–2394.
- Setiawan, H., Kausar, S., Hakim, M. N., & Husna, F. A. (2025). Integrating Tahfidz Program Management for Comprehensive Student Character Development. *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan*, 4(1), 44–59. <https://doi.org/10.59373/kharisma.v4i1.63>
- Shinta Gita Zahara, Z. (2025). Penguatan Program Tahsin Al-Qur'an untuk Meningkatkan Kualitas Bacaan Anak di Jorong Pagadih Hilia Kecamatan Palupuah Shinta. *Journal Of Education Service*, 1(1), 1–18.
- Suryani, K. (2025). *M Faris Taqiyyudin, Khotimah Suryani, Hurin In Nihayatus: Efektivitas Kegiatan Tahsin Al- Qur'an dalam Meningkatkan Kemampuan Membaca Al-Qur'an Siswa di SMP Negeri 1 Modo Lamongan*. 7(5), 1388–1406. <https://doi.org/10.56489/fik.v4i2>
- Susilawati, S. A. (2025). *Strategi Pengajaran untuk Meningkatkan Kesadaran Perubahan Iklim di Kalangan Siswa Penyandang Disabilitas di Sekolah Inklusif*. 2(3), 141.
- Syarifah, S., & Kubra, I. M. (2024). Pembentukan Karakter Al-Quran melalui Implementasi Kurikulum Merdeka di Sekolah Dasar. *Academicus: Journal of Teaching and Learning*, 3(2), 67–77. <https://doi.org/10.59373/academicus.v3i2.67>
- Turrohma, B. M., & Prasetya, B. (2026). From Memorization to Transformation: The Role of Tahfidz in Developing Spiritual and Moral Character. *El-Uswab: Journal of Islamic Primary Education*, 1(1), 59–67.
- Ulum Rajabun Khasanah, D. W. (2025). STRATEGI PEMBELAJARAN AL- QUR ' AN YANG EFEKTIF UNTUK MENINGKATKAN KEMAMPUAN MEMBACA AL- QUR ' AN PADA SISWA. *AL-ATHFAL STAI MUHAMMADIYAH PROBOLINGGO*, 06(02), 269–281.
- Utomo, P., Asvio, N., & Prayogi, F. (2024). Metode Penelitian Tindakan Kelas (PTK): Panduan Praktis untuk Guru dan Mahasiswa di Institusi Pendidikan. *Publishing*, 1(4), 1–19.
- Vygotsky, L. S., & Cole, M. (1978). *Mind in Society: Development of Higher Psychological Processes*. Harvard University Press.
- Widiana, I. W., Triyono, S., Sudirtha, I. G., Adijaya, M. A., & Wulandari, I. G. A. A. M. (2023). Bloom's revised taxonomy-oriented learning activity to improve reading interest and

- creative thinking skills. *Cogent Education*, 10(2).
<https://doi.org/10.1080/2331186X.2023.2221482>
- Zakariyah, Z., Muhid, A., & Arifin, M. (2025). Transformation of Al-Qur'an Memorization Learning in the Digital Age through the Blended Learning Flipped Classroom Approach. *Nazhruna: Jurnal Pendidikan Islam*, 8(3), 594–606. <https://doi.org/10.31538/nzh.v8i3.193>
- Ziana Dhurrotul Ainiyah, M. L. F. (2025). Metode Reading Aloud Sebagai Upaya Peningkatan Kemampuan Membaca Al Quran Pada Pembelajaran Al Quran Hadist Reading Aloud Method as a Strategy to Improve Qur'anic Reading Skills in Qur'an Hadith Instruction. *Jurnal Riset Madrasah Ibtidaiyah (JURMLA)*, 5(2), 228–238.