

The Implementation of a Gamification-Based Talaqqi Method to Accelerate the Qur'an Reading Ability of Grade 7G Students at SMPN 1 Karawang Barat

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Abstract

This study aimed to accelerate students' Qur'anic literacy skills through the implementation of a gamification-based Talaqqi method. The research was motivated by the ability gap among Grade 7G students at SMPN 1 Karawang Barat, where most students were still at the beginner level and experienced difficulties in makharij al-huruf accuracy, consistency of mad duration, and learning motivation. This study employed Classroom Action Research (CAR) conducted in two cycles. The subjects consisted of 42 students, and the research procedures included planning, action, observation, and reflection. The data collection instruments included observation sheets and a Qur'an reading skill assessment rubric. The results showed a significant improvement in students' Qur'anic literacy. The class average score increased sharply from 58 in Cycle I to 94 in Cycle II. By the end of the study, all 42 students (100%) had reached the Proficient (Mahir) level. The integration of gamification elements such as XP (Experience Points), leaderboards through the ScoreLeader website, and badges proved effective in increasing students' motivation, confidence, and mental resilience in learning the Qur'an. This study concludes that combining the disciplined traditional Talaqqi method with modern game elements can create an interactive and effective learning ecosystem for improving the quality of students' Qur'an recitation.

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Introduction

Qur'anic literacy and mastery of prayer recitations are essential basic competencies in Islamic Religious Education and Character Education at the junior high school level (NIM, 2023). However, based on preliminary observations in Grade VII G at SMPN 1 Karawang Barat, a gap was found between curricular achievement targets and the actual abilities of students in the classroom. Initial data showed that most students, namely 42 students, were still at the Beginner level. The main obstacles included low accuracy in makharij al-huruf, inconsistent mad duration, and low motivation to practise recitation independently. In addition, Ikhsan and Rafi (2025) found that technical obstacles, such as limited learning media, often make the learning process monotonous and dominated by lectures, thereby hindering the acceleration of students' abilities. To overcome these problems, a methodological innovation is needed that can combine technical accuracy with increased learning motivation. The role of the teacher as the main driver in the teaching and learning process is crucial; therefore, teachers are

required to create an engaging and efficient learning atmosphere and motivate students to participate actively in classroom activities (Rahmawati et al., 2023).

This study applied the Talaqqi method, an authentic face-to-face Qur'an learning technique in which students listen to and imitate the teacher's recitation directly in order to obtain precise makhraj correction. This method has advantages in maintaining the accuracy of letter articulation, tajwid rules, and the continuity of the scholarly chain of Qur'anic learning (Fitri, 2025). Through direct interaction, the teacher can provide detailed corrections for students' recitation errors so that the quality of Qur'an recitation can improve optimally. Therefore, the Talaqqi method is still considered one of the best methods for teaching Qur'an reading (Butolo, 2025). Nevertheless, the implementation of Talaqqi in formal schools also faces challenges, particularly in attracting students' interest in learning in the midst of digital technology development and interactive gaming culture (Intan, 2025). Repetitive learning without variation can cause students to become bored quickly (Adawiyah, 2021). Therefore, a new approach is needed that can maintain the effectiveness of the Talaqqi method while increasing students' learning motivation. One approach that can be applied is gamification in learning (Yanti et al., 2025).

To increase students' active involvement, the Talaqqi method was integrated with an XP (Experience Points)-based gamification system. Through this gamification approach, students were challenged to complete various missions (Tajwid Quests), collect XP to move up from the Muftadi level to Hafidz Muda, and compete for badges and positions on an online leaderboard through the ScoreLeader website displayed on a projector screen. In general, gamification is defined as the use of game elements in non-game contexts, including learning environments (Nooviar et al., 2024). In line with this view, Al Ghiffari R. (2025) emphasized that, in order for the Talaqqi method to remain relevant for the digital generation, a gamification approach is needed to create an interactive and enjoyable learning atmosphere. Game elements that can be adopted and integrated into this method include point systems, reward badges, leaderboards, and specific missions that can stimulate students' competitive spirit.

Therefore, the implementation of the gamification-based Talaqqi method was expected not only to accelerate the quality of students' Qur'an and prayer recitations significantly but also to foster confidence and enthusiasm in learning religion. Through structured action cycles, this study aimed to prove that combining a disciplined traditional method with modern game elements can serve as an effective solution for improving Qur'anic literacy in junior high school settings.

Research Method

This study employed Classroom Action Research (CAR), which was conducted in two cycles consisting of four meetings at SMPN 1 Karawang Barat. The main purpose of CAR is to improve and enhance the quality of learning and to support teachers in solving instructional problems at school (Astutik & Bektiarso, 2021). Classroom Action Research is a reflective type of research that implements certain actions to improve the quality of learning and to try out new innovations in the learning process (Fadillah, 2023).

The research subjects were 42 students of Grade VII G. The research procedure followed the stages of planning, action, observation, and reflection. The data collection instruments included teacher and student activity observation sheets and a reading skill assessment rubric covering five aspects: makhraj accuracy (25%), tajwid integration (25%),

mad duration precision (20%), logic in identifying recitation rules (20%), and reflection/mental resilience through gamification (10%).

The action implemented was the application of the Talaqqi method integrated with an XP (Experience Points) gamification system. In this method, the teacher demonstrated the recitation directly for students to imitate, while the gamification system awarded XP for each success in the Tajwid Quest. Students' achievement levels were categorized into four levels: Beginner Santri (0-100 XP), Young Santri (101-200 XP), Proficient Santri (201-350 XP), and Excellent Santri (351+ XP).

Research Findings and Discussion

The results showed a significant acceleration in students' Qur'anic literacy from Cycle I to Cycle II. At the beginning of Cycle I (the first meeting), most students (42 students) were at the Beginner level, with a class average score of only 58. The main problems identified were low self-confidence (only five students were willing to come forward) and technical obstacles in the form of a non-functioning projector, which caused learning to remain dominated by lectures. However, after improvements in time management and motivational reinforcement during the second meeting, the 42 students advanced to the Young level, with the class average score increasing to 72. Based on the research results, the observation sheet of students' learning activities in Cycle I (second meeting), which served as the final result for observing students' development, is presented in Table 1.

Table 1. Observation Sheet of Student Activities in Cycle I (Second Meeting)

No.	Student	M.A. (25%)	T.I. (25%)	M.P. (20%)	L.I. (20%)	R&M (10%)	Final Score	Total Score	Predicate / Certificate Level
1	A.W	3	3	3	2	2	63	113	Young
2	A.D.A	2	3	3	2	2	61	111	Young
3	A.M.D	3	3	3	3	2	73	123	Young
4	A.A	3	3	3	3	2	73	123	Young
5	C.S.P	2	3	3	2	2	61	111	Young
6	D.K.N	3	3	3	3	2	73	123	Young
7	E.P.A	2	3	2	3	3	64	114	Young
8	F.D.A	3	4	3	3	4	84	157	Young
9	H.R.	3	3	4	3	4	83	156	Young
10	H.N.H	3	3	2	3	2	68	118	Young
11	H.A	3	3	2	3	2	68	118	Young
12	I.I.Z	2	3	3	3	2	66	116	Young
13	I.L.R	3	4	4	3	3	86	154	Young
14	J.R.F	3	3	3	3	2	73	123	Young
15	J.K	3	4	3	3	4	84	157	Young
16	K.K.A	2	3	3	3	2	66	116	Young
17	K.D.P	3	4	3	4	4	89	167	Young
18	K.N.	2	3	3	3	2	66	121	Young
19	L.L.M	3	3	3	3	2	73	146	Young
20	L.P.N	3	3	3	3	3	75	150	Young
21	M.V	3	3	3	3	2	73	133	Young
22	M.F.A	2	3	3	3	2	66	116	Young
23	M.P	3	3	3	3	2	73	141	Young
24	M.K.R	2	3	3	2	2	61	122	Young

No.	Student	M.A. (25%)	T.I. (25%)	M.P. (20%)	L.I. (20%)	R&M (10%)	Final Score	Total Score	Predicate / Certificate Level
25	M.R.H	3	3	3	4	4	83	151	Young
26	M.A.D	2	3	3	3	2	66	116	Young
27	M.L.A	3	3	3	3	2	73	123	Young
28	M.T.Z	4	3	3	3	2	79	148	Young
29	N.D	3	4	3	3	3	81	142	Young
30	N.Z	3	3	3	3	2	73	123	Young
31	N.N	3	3	3	3	2	73	128	Young
32	N.O	3	4	3	4	2	84	142	Young
33	R.D	2	3	3	3	2	66	116	Young
34	R.A	2	3	3	3	2	66	121	Young
35	R.A	3	3	4	4	4	88	176	Young
36	R.Z	2	3	3	3	2	66	116	Young
37	R.M	3	3	3	3	2	73	128	Young
38	R.W	2	3	3	3	2	66	116	Young
39	S.M	3	3	3	3	2	73	123	Young
40	T.M	3	3	3	3	2	73	128	Young
41	Z.A	2	3	3	3	2	66	116	Young
42	H.C	2	3	3	3	2	66	121	Young

Note. M.A. = makhraj accuracy; T.I. = tajwid integration; M.P. = mad precision; L.I. = logic in identifying recitation rules; R&M = reflection and mental resilience.

Technically, this improvement was reflected in students' ability to pronounce difficult articulation points, such as 'ain, dhad, shad, and tha, loudly and precisely according to the teacher's guidance. Improvement also occurred in the integration of tajwid rules (nun/mim sakinah and qalqalah) and the accuracy of mad duration (2, 4, 5, or 6 counts), which were applied consistently in recitation. This success was supported by the disciplined application of the Talaqqi method, in which the teacher provided a tartil recitation model two to three times for students to listen to and imitate directly. According to Haironi et al. (2025), the core of this method is instant feedback, where the teacher directly corrects makhraj errors and asks students to repeat the recitation three times until they become fluent. This method proved successful in reducing students' pronunciation errors. This is also supported by Kurniati et al. (2022), who stated that Qur'an learning through the Talaqqi method is an effort to improve recitation and provides an effective solution for improving Qur'an reading ability among students.

In Cycle II, the quality of the action improved as the teacher began optimizing peer tutoring (Buddy Talaqqi) and using the online ScoreLeader application to make point acquisition transparent. As a result, in the third meeting, 40 students reached the Proficient level. In the final evaluation at the end of Cycle II, all 42 students (100%) reached the Proficient level, with the class average score reaching 94. Students showed high enthusiasm in pursuing badges such as Voice, Tilawah, and Hafidz and were very active in the Tajwid Tournament session. The success of this method was clearly reflected in the fourth meeting of Cycle II. The final research data showing positive improvement in students' learning activities are presented in Table 2.

Table 2. Observation Sheet of Student Activities in Cycle II (Fourth Meeting)

No	Student	M.A. (25%)	T.I. (25%)	M.P. (20%)	L.I. (20%)	R&M (10%)	Final Score	Total Score	Predicate / Certificate Level
1	A.W	3	3	4	4	3	90	288	Proficient
2	A.D.A	3	4	3	4	4	92	288	Proficient
3	A.M.D	3	4	4	4	4	95	308	Proficient
4	A.A	4	3	4	4	4	94	302	Proficient
5	C.S.P	4	4	4	4	3	96	302	Proficient
6	D.K.N	3	4	3	4	4	92	297	Proficient
7	E.P.A	3	4	4	4	4	95	300	Proficient
8	F.D.A	3	3	4	4	3	90	299	Proficient
9	H.R.	4	3	4	4	3	94	332	Proficient
10	H.N.H	3	4	4	4	4	95	335	Proficient
11	H.A	3	4	3	4	4	92	298	Proficient
12	I.I.Z	4	4	4	4	3	96	295	Proficient
13	I.L.R	4	3	4	4	3	94	307	Proficient
14	J.R.F	3	4	4	4	4	95	295	Proficient
15	J.K	3	3	4	4	3	90	307	Proficient
16	K.K.A	3	4	3	4	4	92	338	Proficient
17	K.D.P	4	3	4	4	3	94	308	Proficient
18	K.N.	3	4	4	4	4	95	346	Proficient
19	L.L.M	4	4	4	4	3	96	327	Proficient
20	L.P.N	3	4	3	4	4	92	301	Proficient
21	M.V	3	4	4	4	4	95	327	Proficient
22	M.F.A	4	3	4	4	3	94	332	Proficient
23	M.P	3	4	4	4	4	95	318	Proficient
24	M.K.R	3	3	4	4	3	90	332	Proficient
25	M.R.H	3	4	3	4	4	92	318	Proficient
26	M.A.D	4	3	4	4	3	94	300	Proficient
27	M.L.A	3	4	4	4	4	95	326	Proficient
28	M.T.Z	4	4	4	4	3	96	300	Proficient
29	N.D	4	3	4	4	3	94	308	Proficient
30	N.Z	3	4	4	4	4	95	334	Proficient
31	N.N	3	4	3	4	4	92	321	Proficient
32	N.O	4	3	4	4	3	94	303	Proficient
33	R.D	3	4	4	4	4	95	310	Proficient
34	R.A	3	3	4	4	3	90	321	Proficient
35	R.A	4	4	4	4	3	96	296	Proficient
36	R.Z	3	4	4	4	4	95	296	Proficient
37	R.M	4	3	4	4	3	94	347	Proficient
38	R.W	3	4	3	4	4	92	301	Proficient
39	S.M	3	4	4	4	4	95	307	Proficient
40	T.M	4	3	4	4	3	94	293	Proficient
41	Z.A	3	4	4	4	4	95	303	Proficient
42	H.C	3	4	3	4	4	92	307	Proficient

Note. M.A. = makhraj accuracy; T.I. = tajwid integration; M.P. = mad precision; L.I. = logic in identifying recitation rules; R&M = reflection and mental resilience.

The implementation of XP Quest gamification became the key to changes in students' learning behavior. With the XP point system, for example +8 XP for fluent Talaqqi and +10 XP for completing a Master quiz, students no longer felt burdened by difficult material. Instead, they felt challenged to raise their certificate level from Muftadi to Hafidz Muda. According to Kutbaniyah et al. (2025), gamification not only makes learning more interesting but also helps students become more focused and engaged in the learning process. As a technology-based method, gamification significantly improves students' learning experiences (Wati et al., 2025). The use of the online ScoreLeader application for real-time score updates also proved effective in maintaining students' enthusiasm, even during vulnerable periods before recess.

This finding is in line with Febriansah et al. (2024), who explained that leaderboards provide direct feedback on students' progress, thereby increasing motivation, self-efficacy, and learning achievement. Based on the observation results, students showed strong mental resilience in competing for badges (Voice, Tilawah, and Hafidz) through the Tajwid Tournament session. In facing the challenge of a large class size (42 students), the use of the Buddy Talaqqi strategy (peer tutoring) in Cycle II proved to be an effective classroom management solution. Students who had reached the Proficient level and achieved a score of 4 in makhraj were empowered to guide their peers, allowing each student to gain more opportunities for practice despite limited time. In reality, makhraj is the main gateway to the validity of Qur'an recitation. Without attention to makhraj, a person may not only make articulatory errors but also risk changing the intended meaning of the words of Allah (Fatkhayah et al., 2020).

Although the study encountered technical obstacles, such as a non-functioning projector in Cycle I that forced the teacher to rely more on lectures and the whiteboard, the researchers successfully improved time management in Cycle II. By reducing the duration of oral theoretical explanation and increasing independent practice sessions and gamification simulations, the acceleration of students' abilities was achieved optimally. Overall, the combination of the disciplined traditional Talaqqi method with modern game elements successfully created an active, positively competitive, and accuracy-oriented learning ecosystem. As Yanti et al. (2025) stated, repetitive learning without methodological variation can cause students to become bored quickly. Therefore, a new approach is needed that can maintain the effectiveness of the Talaqqi method while increasing students' learning motivation; one such approach is gamification in learning. Based on the observation results, students were also able to pronounce difficult makhraj consistently and apply tajwid rules and mad duration with high precision.

These findings demonstrate that combining the Talaqqi method with a gamification approach is a potential learning innovation for improving students' Qur'anic literacy. The Talaqqi method maintains the aspects of recitation accuracy and direct guidance from the teacher, while gamification provides a more engaging learning experience that aligns with the characteristics of the digital generation. Thus, the integration of these two approaches is expected to increase students' motivation, participation, and Qur'an reading ability more effectively and enjoyably.

Conclusion

The implementation of the XP gamification-based Talaqqi method proved to be able to significantly accelerate the Qur'anic literacy and prayer recitation skills of Grade VII G students at SMPN 1 Karawang Barat. Based on the research data, there was a very clear increase in the class average score, from 58 in Cycle I to 94 in Cycle II. The change in

certificate levels also showed the success of the action, as at the beginning of the study all 42 students were at the Beginner level, while by the end of Cycle II all 42 students (100%) had reached the Proficient level. The integration of gamification elements such as XP points, leaderboards, and badges (Voice, Tilawah, and Hafidz) proved effective in increasing students' motivation, confidence, and mental resilience in facing difficult recitation challenges. In addition, this method created an interactive and positively competitive learning atmosphere, enabling curriculum acceleration targets to be achieved more optimally than through conventional lecture-based methods.

Recommendations

Based on research reflection, several suggestions are offered for future learning development. First, time management should be monitored more strictly so that the duration of theoretical explanation does not dominate the main learning activities, allowing more time for independent practice and individual Talaqqi sessions. Second, technical support facilities, such as a stable projector and internet connection, are crucial to ensure the transparency of the gamification system and the smooth operation of other supporting media. Third, teachers are encouraged to optimize the peer tutoring strategy (Buddy Talaqqi) by empowering students who have reached the Proficient level to assist their peers, thereby accelerating the equalization of abilities in classes with many students.

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