

THE EFFECTIVENESS OF THE TALAQQI METHOD IN CHARACTER FORMATION IN STUDENTS OF MIN 4 TANJUNG BALAI: A STUDY OF THE INTERPRETATION OF AL MISBAH QS. AL ALAQ 1-5 AND QS. AL QIYAMAH 16-19

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ABSTRACT

Study This aim analyze effectiveness method talaqqi in formation character of students of MIN 4 Tanjung Balai, reviewed from Tafsir Al-Misbah's perspective on the QS. Al -' Alaq verses 1-5 and QS. Al- Qiyamah verses 16-19. Research This use approach qualitative descriptive with primary data in the form of interview deep with Al-Qur'an teachers, as well as secondary data from studies Tafsir Al-Misbah literature , which was analyzed through data reduction , data presentation , and data extraction conclusion combined with thematic interpretation approach simple . Research results show that method talaqqi through stages exemplify , listen , imitate , and repeat effective in grow character discipline , patience , responsibility responsibility , religiosity , and thoroughness in students, even though Still faced with obstacles difference ability individuals and limitations time learning . The study of Tafsir Al-Misbah strengthens findings mentioned , where the meaning iqra ' in QS. Al -' Alaq understood as a learning process at a time teach , whereas principle listening before read without in a hurry in QS. Al- Qiyamah in harmony with procedure talaqqi . Thus , method talaqqi own runway relevant theology as means effective formation character religious student based the values of the Qur'an.

Keyword: *Talaqqi Method , Formation Character , Tafsir Al-Misbah, QS. Al- 'Alaq , QS. Al- Qiyamah*

INTRODUCTION

Islamic education in essence No only mastery - oriented knowledge knowledge (transfer of knowledge), but also aims form character and morals participant educate in accordance with the values of the Qur'an and Sunnah. Formation character be one of indicator success education Because play a role in form a person who is faithful , pious , and has good morals noble , responsible answer , and capable practice knowledge in life everyday life . However , developments technology and current globalization bring challenge new for the world of education , such as decline discipline , weakness not quite enough answer , and decrease respect participant educate towards teachers. Conditions the show that education character need strengthened through method capable learning integrate aspect cognitive , affective and spiritual (Baihaqi , 2018).

One of method learning that has been used for a long time in tradition Islamic education is method talaqqi . This method emphasize the learning process in a way direct between teachers and students through activity reading , listening , imitating , and get correct in a way direct from the teacher. Interaction the No only functioning as a means of transferring knowledge , but also a medium for instilling good manners, discipline , and responsibility answer , patience , and respect to the teacher. A number of study show that method talaqqi effective in increase ability read and memorize the Qur'an at the same time support formation character religious participant educated (Rosyidatul 'Ilmi, Suhadi, and Faturrohman , 2021; Prasetya , 2025; Suwardi , Fauziyati , and Hidayat, 2024). Although Thus , the effectiveness method the in form student character at the elementary madrasah level Still need further study deep .

In a way normative , foundation method talaqqi can understood through QS. Al-' Alaq verses 1-5 and QS. Al- Qiyamah verses 16-19. In Tafsir Al-Misbah, M. Quraish Shihab explains that order



iqra' in QS. Al-'Alaq No only meaningful read in a way textual, but also shows the importance of the process of learning, understanding and developing knowledge with proper guidance (Shihab, 2002; Dozan, 2020). Meanwhile that, QS. Al- Qiyamah Verses 16–19 teach not to in a hurry in accept science, but rather follow the learning process in a way Be patient until get complete understanding (Ministry of Religion of the Republic of Indonesia, 2019). Second group paragraph the contain principles pedagogically aligned with characteristics method talaqqi, namely learning direct, thorough, patience, discipline, and respect towards teachers as mentor science (Nur' Afiifah and Yahya, 2020).

MIN 4 Tanjung Balai is one of the madrasas that is still apply method talaqqi in learning the Koran as part from effort build character participant educate. Although method the has become tradition learning, not yet Lots integrated research analysis implementation method talaqqi with thematic interpretation studies of the Qur'an, especially based on Al-Misbah's interpretation of QS. Al-'Alaq verses 1–5 and QS. Al- Qiyamah verses 16–19. In fact, the approach the can give greater understanding comprehensive about connection between method Al-Qur'an learning and formation character participant educated (Azah, Sholeh, Tasya, Munawwarah, Abror, Mintarsih, and Rosyidi, 2024; Sa'ban, Saugi, and Sholihah, 2021).

Research novelty This lies in the merging of two realms studies that have been carried out This tend walk separate, namely study field about implementation method talaqqi and study of thematic interpretation of the Koran. Study previously generally only highlight effectiveness method talaqqi to ability reading and memorizing the Qur'an (Rosyidatul 'Ilmi, Suhadi, and Faturrohman, 2021; Suwardi, Fauziyati, and Hidayat, 2024), or study QS. Al-'Alaq and QS. Al- Qiyamah solely from side interpretation normative without link it with practice field learning (Dozan, 2020; Nur' Afiifah and Yahya, 2020). Research This offer novelty with connect in a way direct findings empirical implementation talaqqi at MIN 4 Tanjung Balai with M. Quraish Shihab's interpretation in Tafsir Al-Misbah of QS. Al-'Alaq verses 1–5 and QS. Al- Qiyamah verses 16–19, at the same time map in a way specific five characters that grow through this process, namely discipline, patience, responsibility responsibility, religiosity, and thoroughness. Approach integrative kind of This Not yet Lots found in research previously, especially at the elementary madrasah level, so that study This expected fill in emptiness study the.

Based on description said, research This aim analyze effectiveness method talaqqi in formation character students of MIN 4 Tanjung Balai through Tafsir Al-Misbah's perspective on the QS. Al-'Alaq verses 1–5 and QS. Al- Qiyamah verses 16–19. Research This expected give contribution theoretical to development study Islamic education based on the Qur'an and interpretation, as well as give contribution practical for development of effective Qur'an learning strategies in strengthen education character in the elementary madrasa environment (Setiawan, Hartati, and Luthfi, 2025).

METHODS

Study This use approach qualitative with type study descriptive (Sugiyono, 2019), which aims For describe and analyze in a way deep implementation method talaqqi in formation student character, then connect it with M. Quraish Shihab's interpretation in Tafsir Al-Misbah of QS. Al-'Alaq verses 1–5 and QS. Al- Qiyamah verses 16–19 (Shihab, 2002). Research held at MIN 4 Tanjung Balai with subject study in the form of an Al-Qur'an teacher who direct apply method talaqqi in the



learning process . Research data sourced from primary data and secondary data . Primary data is obtained through interview in- depth interview with the Al-Qur'an teacher at MIN 4 Tanjung Balai for dig information about stages implementation method talaqqi as well as change characters that appear in students.

Secondary data obtained through studies literature , especially the book Tafsir Al-Misbah by M. Quraish Shihab and literature other relevant supporters with method talaqqi and education character , as material thematic interpretation analysis on verses that become references research . The collected data analyzed through three stage , namely data reduction with sorting information relevant interviews with focus research , data presentation in form description descriptive about implementation and effectiveness method talaqqi , as well as withdrawal conclusion (Miles and Huberman, 1994). Analysis to be continued with simple thematic (maudhu'i) interpretation approach (Rokim and Triana, 2021), namely linking findings field about practice talaqqi with explanation of Tafsir Al-Misbah on QS. Al- 'Alaq verses 1–5 and QS. Al- Qiyamah verses 16–19, so that obtained mutual understanding strengthen between empirical data and the basis normative of the Qur'an.

RESULTS AND DISCUSSION

Implementation of the Talaqqi Method at MIN 4 Tanjung Balai

Based on results interview with the Al-Qur'an teacher at MIN 4 Tanjung Balai, the method talaqqi implemented through systematic stages . Learning process started with the teacher giving an example reading verses of the Qur'an in repeatedly with tartil , while the students listen with carefully . After the listening process said , students are directed For imitate reading in accordance with what has been exemplified by the teacher. Next , the teacher pays attention student reading direct and correct if there is error in pronunciation , before finally the students were asked read in a way individual in front of the teacher as form evaluation (Rosyidatul 'Ilmi, Suhadi, and Faturrohman, 2021).

Election method talaqqi based on limitations ability reading the Qur'an to students, especially in class low (class 1, 2, and 3). Characteristics method talaqqi which relies on imitation reading in a way direct from teachers is considered very helpful for students at the level said , because the students have not fully capable read the text of the Qur'an in independent so that requires a reading model that can heard and imitated repeatedly (Prasetya , 2025). Choice This No without reason pedagogical : at the age However , students still rely heavily on imitation direct modeling compared instructions written , so that the presence of the teacher as a possible reading model heard repetitive become bridge that connects limitations ability read students with demands accuracy reading of the Qur'an that is not can bargained .

As for the steps operational method talaqqi in the field follow pattern : teacher reads the verse that will memorized in a way repetitive with tartil , students listen and imitate in a way together , then students read in a way individual in front of the teacher for ensure accuracy pronunciation (Kinana Dwinta Sukma and Nahar, 2025). Consistency pattern three stage This exemplifying , listening-imitating , evaluating in the three the above findings confirm that talaqqi at MIN 4 Tanjung Balai, no lax practices or different between teachers , but rather A procedure standard operating procedure in a way discipline . The implication is that discipline learning in the future grow in the student's self solely results from verbal instructions regarding importance

discipline, but also results from exemplary behavior structural: students learn discipline because every day experience itself an orderly and repetitive learning process.

Findings the interview also showed that the process of reading the Qur'an by students in front of the teacher is always accompanied with business pay attention to tajwid, makhraj, as well as long short reading, and continued with correct direct from the teacher if happen error. This pattern in line with message the basis of QS. Al-'Alaq verses 1-5 which, in M. Quraish Shihab's Tafsir Al-Misbah, are interpreted as No just order read in a way literally, but rather order For reading and studying "with" or "in the name of" Allah, namely with support, guidance, and accountability to source true knowledge (Shihab, 2002; Dozan, 2020). Events the decline revelation First Alone ongoing through the process of talaqqi, namely the Prophet Muhammad ﷺ receive and repeat reading direct from Angel Gabriel to the reading true (Al-Bukhari, n.d.). Structure learning The talaqqi experienced by MIN 4 Tanjung Balai students read in front of the teacher, corrected, then repeated until true — basically is replication small from pattern qira'ah wa talaqqi which became the model of origin the revelation of the Qur'an itself. Thus, the findings that teachers always fix student reading on aspects makhraj letters, tajweed, and length short reading can read No just as technique teaching, but rather as affirmation empirical on preservation the way of the Qur'an Alone taught since first time it was revealed — a continuity rare historical- theological realized in a way explicit by the perpetrator learning That Alone.

One of prominent findings from the student's answer is growth attitude more patient and not in a hurry in study the Koran, which is indicated with habit read in a way slowly and carefully as well as repair reading in accordance teacher's instructions. Attitude This in harmony with the content of QS. Al-Qiyamah verses 16-19, which according to Tafsir Al-Misbah contain Allah's warning to the Prophet Muhammad ﷺ not to in a hurry move oral For control revelation before reading the perfect delivered, because Allah himself guarantees it collection and explanation (Ministry of Religion of the Republic of Indonesia, 2019; Shihab, 2002). The principle of "do not hurry, listen and follow the reading more previously" contained in paragraph This become runway methodological talaqqi: the student does not left alone read as he wishes, but directed For listening example teacher's reading, imitating it with careful, and new considered complete after the reading appropriate. What's interesting For examined in a way analytical is that patience here No taught as standing moral advice alone, but rather embedded in structure procedural talaqqi That The students themselves are "forced" to be patient by the mechanism method, not by lecture about importance patient. Student's confession that they become more be patient, no in a hurry, and trying repair error in accordance teacher's instructions show that mark Quran in paragraph This No stop as text normative, but has internalized become applied characters in practice Study daily.

Students in general consistent state that learning talaqqi make they more discipline, namely used to follow timetable study, read the Qur'an more regularly, and prepare reading before deposited to the teacher. The habit of "submitting" reading material or memorization This demand existence preparation independent outside session face face, so that in a way No direct practice not quite enough student's response to assignments and memorization alone. This is also seen from recognition of students who try memorizing and repeating memorization regularly so that you can deposit it with good and bad disappointed the teacher. Feeling "no want to disappointing the teacher" show that relation talaqqi No just knowledge transfer relationship, but also a moral



relationship that fosters personal accountability— a form concrete from character discipline and responsibility answer that is one of the focus study (Setiawan, Hartati, and Luthfi, 2025). Accountability kind of This nature relational, not bureaucratic: disciplined students No Because Afraid sanctions administrative, but rather Because existence personal ties and feelings of shyness towards the teacher who is guiding they in a way direct — a form motivation intrinsic growth from proximity emotional, not from system formal rewards and punishments.

answers also confirmed that method talaqqi grow attitude respect to someone more elders, especially teachers, which is reflected from habit behave polite, listening advice, and appreciate teachers as Al-Qur'an teacher (Abnisa, 2022; Baihaqi, 2018). Structure talaqqi which requires students to face each other direct with the teacher, listening corrections, and accept directions personally create room interactions that are experience demanding manners: students do not can Study without moreover formerly put self as the party who listens and respects authority science his teacher. In framework theory education, phenomena This can understood as form curriculum hidden curriculum, namely the process of planting ongoing values No through explicit teaching materials about manners, but rather through structure relationships and patterns interaction learning That alone. In the context of the interpretation that has been elaborated, this adab also resonates from pattern the relationship between Gabriel and the Prophet in the process of his descent revelation, which requires obedience and sincerity listening before reading can mastered with Correct.

Beside impact On the positive side, students also expressed existence obstacles, especially nervousness when reading the Qur'an in front of the teacher because Afraid do errors, as well as need will more practice Lots For strengthen memorization, tajweed, and makhraj letters. Findings This important For noted Because show that the formation process character through talaqqi No ongoing instant, but rather through stage adjustment psychological, including anxiety face evaluation direct from the teacher. However Thus, the constraints This precisely can viewed as part from a more mental formation process resilient: overcome nervousness in a way repetitive through exercise consistent in the end support growth patience and trust self, as recognized by students who feel method This help they become more diligent and serious (Sa'ban, Saugi, and Sholihah, 2021). In other words, constraints psychological This No failure method, but rather an integral part of the mechanism: a feeling of nervousness that is repeatedly faced and overcome precisely become room exercise for growth students' courage and mental resilience.

In a way Overall, the students' answers show that method talaqqi give contribution double: on aspect cognitive-technical, students are more easy understanding tajweed and makhraj Because get example correct reading in a way direct and correct instantly from teachers compared Study in a way independent; in terms of affective, students experience internalization mark discipline, patience, responsibility responsibility, politeness and respect to the teacher. Second aspect This No stand individually, but rather each other support: technical process talaqqi read, corrected, repeated — is vehicle at the same time which is simultaneously form character, as depicted in pattern qira'ah and prohibitions the haste that the Qur'an itself teaches through QS. Al-'Alaq: 1–5 and QS. Al-Qiyamah: 16–19 (Suwardi, Fauziyati, and Hidayat, 2024). Cycle pattern exemplify – imitate – correct this is basically in line with principle Study through observational learning, which emphasizes that behavior and values can obtained in a way effective through observation towards a credible model accompanied by strengthening directly (Bandura, 1977), so teacher's position in



talaqqi No just as transmitter material , but as a character model that is active emulated by students in every aspects , including method attitude and discipline . Thus , the findings in the field strengthen argument that method Talaqqi at MIN 4 Tanjung Balai is effective No only in increase quality reading the Koran, but also deep form character student self , in line with the values contained in second paragraph the according to interpretation of Tafsir Al-Misbah.

Effectiveness of the Talaqqi Method in Formation Student Character

Interview results show that implementation method talaqqi give impact positive to response and attitude student learning . Although some students are seen shy Because the reading Not yet smoothly , in a way general permanent students show will For learn and follow teacher's instructions . This indicates that method talaqqi , although demand involvement students directly in front of the teacher, no cause meaningful resistance , but rather precisely push students' courage to Keep going try (Prasetya , 2025).

1. Discipline

Talaqqi method assessed Enough effective in increase student discipline . The learning process requires students to pay attention teacher reading , waiting turn read in a way orderly , and repeating reading the Qur'an with Be patient form pattern behavior discipline that is built in a way gradually through habituation , not through instructions direct about discipline (Setiawan, Hartati, and Luthfi, 2025).

2. Patience and Responsibility

The most prominent character develop through method This is patience in learn and be responsible answer on knowledge that has been obtained . The repetition process reading that becomes characteristics typical talaqqi in a way No direct train students to No easy give up when face difficulty pronunciation . In addition , the sense of trust students themselves participate increased , especially for students whose reading Already good and get chance display reading during the activity apple morning , so that elements also appear motivation social in the process of formation character (Rosyidatul ' Ilmi , Suhadi, and Faturrohman , 2021).

3. Character Religious

Learning with method talaqqi also contributes to formation character religious students. Habituation reading the Qur'an with correct and repeat paragraph in a way consistent grow attitude polite and respectful towards the Qur'an, which appears from change student behavior in treat mushaf — from previously often placed haphazard become placed in a suitable place . Change behavior simple This become indicator that instilled values through talaqqi No stop at the aspect ability reading , but extending to attitudes and manners towards the Qur'an (Sitorus , 2025; Azah, Sholeh, Tasya, Munawwarah , Abror, Mintarsih, and Rosyidi, 2024).

4. Accuracy and Focus

Besides patience , accuracy is also important . formed character through method talaqqi . Students are accustomed to For notice teacher reading with concentration full , especially in the aspect makhraj letters , long-short reading (mad), tajwid rules , and pronunciation . Habits This demand level high focus and gradually practice student accuracy in capture reading details (Kinana Dwinta Sukma and Nahar, 2025).

Although Thus , the dynamics Study still found in implementation . Some students showed



saturation in the learning process , but No Few students showed it passion and enthusiasm high . Variation response This reasonable happen remember difference characteristics and individual abilities of students, so that effectiveness method talaqqi in formation character need understood as a gradual and uninterrupted process uniform for each student (Suwardi, Fauziyati , and Hidayat, 2024).

Obstacles and Efforts to Overcome Them

Implementation method talaqqi at MIN 4 Tanjung Balai no off from a number of constraints . First , the ability reading the Qur'an varies greatly among students ; there are students who find it easy catch memorization , but there are also those who experience difficulty concentrate . Second , limitations time become constraint alone Because learning talaqqi generally implemented after the bell rings school , same time with various other activities belonging to students, so that student attendance and concentration are not always optimal (Sa'ban , Saugi , and Sholihah , 2021). Second constraint this is basically each other aggravate One each other: because talaqqi demand individual correction from the teacher each student, variation wide capabilities in a way automatic extend time required For complete One session learning in a way evenly , while time implementation that is precisely limited in the afternoon , after students are tired undergo activity formal school— narrowing room for teachers to give portion proportional guidance to students who are falling behind . In other words, talaqqi face A dilemma structural between equality of process (every student gets turn listening-imitating-correcting) and justice achievement (every student really control reading in accordance level), a an unsolvable dilemma can completed only with add Spirit teaching , but rather demands management strategy higher class adaptive .

For overcome constraint said , the teacher takes a number of steps , including give motivation in a way consistent , giving chance more to students who are classified as more difficult catch lessons , as well as train students in a gradually in accordance with individual abilities . An individual and gradual approach This show that success method talaqqi No only depends on the method That themselves , but also on the patience and flexibility of the teacher in adapt the learning process with condition real each student (Setiawan, Hartati, and Luthfi, 2025). If we look closely more far , this teacher's strategy Actually is form learning differentiated in practice traditional : instead treat all students with speed and portion uniform guidance , teachers uniformly intuitive adapt level help with the needs of each student— giving guidance more intensive to students who are falling behind and leaving behind students who have fluent drive more fast . This pattern in line with development zone idea proximal (*zone of proximal development*), namely that help most effective learning given right at the limit of the student's current abilities That does not too easy so that No challenging , and not too difficult so that make students give up (Vygotsky, 1978). Talaqqi , with its one -on-one nature between teacher and student during the session individual evaluation , basically own structures that allow differentiation kind of This ongoing natural , although teachers may No in a way explicit realize it as A theory pedagogical . This is at a time confirm that effectiveness talaqqi No solely question adherence to procedures read-listen-imitate , but also depends on the teacher's sensitivity in read need Study each student personally — a competence pedagogical that is not always easy maintained in the middle limitations time and number of students to be guided in One session .



Analysis of Al-Misbah's Interpretation of Application of the Talaqqi Method

For strengthen meaning on findings in the field , discussion following connect practice method talaqqi with M. Quraish Shihab's interpretation in Tafsir Al-Misbah of QS. Al -' Alaq verses 1-5 and QS. Al- Qiyamah verses 16-19 (Shihab, 2002).

1. QS. Al-'Alaq Verses 1-5

قُلْ أَعُوذُ بِرَبِّ الْفَلَقِ مِنْ شَرِّ مَا خَلَقَ وَمِنْ شَرِّ غَاسِقٍ إِذَا وَقَبَ وَمِنْ شَرِّ النَّفَّاثِ فِي الْعُقَدِ وَمِنْ شَرِّ حَاسِدٍ إِذَا حَسَدَ

Meaning : 1. Read by (mentioning) the name of your Lord who created, 2. He has create man from a clot of blood.3. Read it , and your Lord is the Most Gracious,4. Who teaches (humans) with pen / qalam, 5. He taught man what not known .

QS. Al -' Alaq 1-5 is revelation first to be revealed to the Prophet Muhammad saw. and become references main draft education in Islam. In Tafsir Al-Misbah, the word iqra ' becomes order First No interpreted in a way narrow as ability read letter only , but includes a more in -depth reading process area , namely awareness intellectual and spiritual towards signs the greatness of Allah. Quraish Shihab also explained that repetition of the word iqra ' in the verse first and third own meaning different : some scholars understand iqra 'in verse First as order read For self alone (study), whereas iqra 'in verse third as order read for others (teaching) (Shihab, 2002; Dozan, 2020).

Meaning This relevant with pattern implementation method talaqqi found in interview . When the teacher reads verses of the Qur'an in repetitive as example for students, things the in line with meaning iqra ' as a process of teaching (reading) for others). On the other hand , when students imitate and repeat reading the in a way independent , this process reflect meaning iqra ' as Study For self itself . Thus , the structure talaqqi teacher gives an example , students listen , then imitate and repeat can understood as implementation concrete from two dimensions iqra ' explained in Tafsir Al-Misbah (Nur ' Afiifah and Yahya, 2020).

fifth verse , which confirms that God teaches man what not known , is also reflected in findings interview about the students' seriousness in studying the Qur'an, the students' courage to ask questions when Not yet understand reading , as well as students' perseverance in practicing although experience Lots difficulty or left behind from his friends . Attitude the show that the process of talaqqi No solely move ability reading , but also growing attitude low heart For Keep going Study from ignorance going to knowledge , as message fundamental from paragraph this (Lorens, Razzaq, and Imron, 2024).

2. QS. Al-Qiyamah Verses 16-19

لَا تَحْرِكْ بِهِ لِسَانَكَ لِتَعْجَلَ بِهِ إِنَّ عَلَيْنَا جَمْعَهُ وَقُرْآنَهُ فَإِذَا قَرَأَهُ فَاتَّبِعْ قُرْآنَهُ ثُمَّ إِنَّ عَلَيْنَا بَيَانَهُ

It means : 1. Don't You move your tongue to (read) the Qur'an because want to quickly (master) it. 2.In fact on It is Our responsibility to gather them (in your bosom) and (make you) clever) read it. 3. If we have finished read it so follow along the reading that.Then , indeed on It is Our responsibility to explain it.

QS. Al- Qiyamah 16-19 contains Allah's warning to the Prophet Muhammad saw. in order



not to in a hurry move tongue when accept revelation from Angel Gabriel, because God will ensure collection revelation it was in the Prophet's chest as well ensure smoothness the reading . The Prophet ordered For moreover formerly listen and pay attention Gabriel's reading with carefully , then follow reading the after finished read (Ministry of Religion of the Republic of Indonesia, 2019; Shihab, 2002).

The pattern depicted paragraph This listening moreover formerly in a way thorough , no in a hurry , new Then follow reading own suitability fundamental with procedure method talaqqi applied at MIN 4 Tanjung Balai. Teachers especially formerly read paragraph in a way repeated and tartil , students are asked listening with thorough before imitate it , and this process done in a way gradually as well as repeating , not with haste . The value of patience in listening before speak or reading , as exemplary in paragraph this , in line with character patience and thoroughness according to results interview precisely become the most prominent character formed in students through method talaqqi (Rosyidatul 'Ilmi, Suhadi, and Faturrohman , 2021).

In addition , Allah 's guarantee for collect and facilitate reading revelation in the Prophet's chest can interpreted in a way pedagogical as runway belief that the process of repetition and habituation listen correct reading , as practiced through talaqqi , in the end will produce fluency and mastery reading , even though the process need time and patience . This relevant with findings that the student who was initially Not yet smooth and visible shyly , in a way gradually still show will Study until reach progress in reading (Prasetia , 2025).

In a way overall , findings interview show that method Talaqqi at MIN 4 Tanjung Balai was carried out through stages exemplify , listen , imitate , and repeat , which is proven effective in grow character discipline , patience , responsibility responsibility , religiosity , and thoroughness in students, even though still faced with obstacles difference ability individuals and limitations time learning . When associated with Tafsir Al-Misbah, the principle listening before read and repeat without in a hurry in QS. Al- Qiyamah 16-19, as well meaning iqra ' as a learning process at a time teach in QS. Al -' Alaq 1-5, it gives runway theological strengthening relevance method talaqqi as means formation character religious student based the values of the Qur'an (Rokim and Triana, 2021; Shihab, 2002).

CONCLUSION

Based on results research , can concluded that method talaqqi which is applied at MIN 4 Tanjung Balai through teacher exemplifies the stage reading , students listen , imitate and repeat in a way individual proven effective in form student character , in particular discipline , patience , responsibility answer , character religious , as well as precision and focus in learning . Effectiveness This formed in a way gradually through habituation , not through instructions directly , so that the result varies in accordance characteristics and abilities of each student. Implementation method This No off from obstacles , such as difference ability read between students and limitations time learning , which the teacher addresses through individual approach , motivation consistent , and training gradually .

In a way normative , findings This strengthened by Tafsir Al-Misbah by M. Quraish Shihab. Meaning iqra ' in QS. Al -' Alaq verses 1-5 as a learning process For self Alone at a time teaching others is reflected in structure talaqqi between teachers and students. Meanwhile that , the principle listening with thorough before follow reading without in a hurry in QS. Al- Qiyamah verses 16-19 are in line with mark growing patience and precision through talaqqi . Thus , method talaqqi No only effective in a way practical in learning the Qur'an, but also has runway strong theology as means formation character religious students in the elementary madrasa environment .



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