



Research Article

Classroom Action Research: An Analysis of the Implementation of the *Insani* Method in Elementary Schools

Zulmasri¹, Muhammad Kabil Ikbal², Ardi Satrial³, Norman Haziq Bin Salahudin⁴

1. STAI Solok Nan Indah, Indonesia

E-mail: zulmasri.oz@gmail.com



2. STAI Solok Nan Indah, Indonesia

E-mail: kabilmuhammadikbal@gmail.com

3. STAI Solok Nan Indah, Indonesia

E-mail: ardisatrial@gmail.com

4. Universitas Islam Pahang Sultan Ahmad Shah (UNIPSAS), Malaysia

E-mail: normanhazeck@gmail.com



Copyright © 2025 by Authors, Published by AL-AFKAR: Journal For Islamic Studies. This is an open access article under the CC BY License (<https://creativecommons.org/licenses/by/4.0>).

Received : August 05, 2024

Revised : September 20, 2024

Accepted : November 23, 2024

Available online : January 28, 2025

How to Cite: Zulmasri, Z., Muhammad Kabil Ikbal, Ardi Satrial and Norman Haziq Bin Salahudin (2025) "Classroom Action Research: An Analysis of the Implementation of the *Insani* Method in Elementary Schools", *al-Afkar, Journal For Islamic Studies*, 8(1), pp. 544-560. doi: 10.31943/afkarjournal.v8i1.1704.

Abstract. Learning methods play a role in creating an effective and efficient learning environment that supports the achievement of optimal learning outcomes. Among the methods that can improve the ability to read the Quran is the *insani* method. The purpose of this study is to analyze the use of the *insani* method in teaching the Quran to elementary school students. This research uses a Classroom Action Research approach with participant type. The research location was an elementary school in Solok Regency, Indonesia. The informants of this study consisted of teachers and 16 elementary school students. Data collection techniques used observation, and tests. The data analysis technique uses a reduction composed of four steps, namely the planning stage, the implementation stage, the observation, and the reflection stage. The presentation of data in the form of narratives, tables, and histograms. Conclusions were obtained from interpreting data obtained from test results and observations. The *insani* method is proven to be able to improve student learning outcomes in reading the Quran fluently and mastering tajweed in elementary school students. This can be seen from the achievement of learner learning outcomes that increased from the first cycle of 37% of students who were complete to 88% in cycle II. This achievement has implications for the choice of teacher methods in teaching the Quran to students in elementary schools, especially in learning Islamic Religious Education.

Keywords: Insani Method, Optimizing Quran Reading Ability, Elementary School Religious Education

Abstrak. Metode pembelajaran berperan menciptakan lingkungan belajar yang efektif dan efisien sehingga mendukung pencapaian hasil belajar yang optimal. Diantara metode yang dapat meningkatkan kemampuan membaca al-Quran adalah metode insani. Tujuan penelitian ini menganalisis penggunaan metode insani dalam mengajarkan al-Quran kepada siswa sekolah dasar. Penelitian ini menggunakan pendekatan Penelitian Tindakan Kelas dengan tipe partisipan. Lokasi penelitian pada sekolah dasar di Kabupaten Solok Indonesia. Informan penelitian ini terdiri dari guru dan 16 siswa sekolah dasar. Teknik pengumpulan data menggunakan observasi, dan tes. Teknik analisis data menggunakan reduksi yang terdiri dari empat langkah yaitu tahap perencanaan, tahap pelaksanaan, tahap pengamatan dan refleksi. Penyajian data dalam bentuk narasi, tabel, dan histogram. Kesimpulan diperoleh dari interpretasi dari data yang diperoleh dari hasil tes dan observasi. Metode insani terbukti dapat meningkatkan hasil belajar peserta didik dalam membaca al-Quran dengan lancar serta menguasai ilmu tajwid pada siswa sekolah dasar. Hal ini terlihat dari capaian hasil belajar peserta didik yang meningkat dari siklus I sebesar 37% siswa yang tuntas menjadi 88% pada siklus II. Pencapaian ini berimplikasi terhadap pilihan metode guru dalam mengajarkan Al-Quran kepada siswa di sekolah dasar, khususnya dalam pembelajaran Pendidikan Agama Islam.

Kata Kunci: Metode Insani, Optimalisasi Kemampuan Membaca Al-Qur'an, Pendidikan Agama Sekolah Dasar

INTRODUCTION

Islamic Religious Education (IRE) learning in elementary schools aims to change a person's behavior to have behavior by Islamic teachings through guidance, teaching, and practice of good deeds (Sulaiman 2017); (Zulaikhah 2019); (Saepudin 2019). IRE learning is not only a process of transferring knowledge or religious norms but also trying to realize the physical and spiritual development of students (Hamidi, Bagherzadeh, and Gafarzadeh 2010), to become a generation that has a noble character, character, and personality and a complete Muslim personality (Jamalinezhad, Talakesh, and Soltani 2012); (Musya'adah 2020); (Muhammad Ibnu Faruk Fauzi 2022); (Mukhliso 2020); (Mahira et al. 2024); (Adel et al. 2024)(Delviany

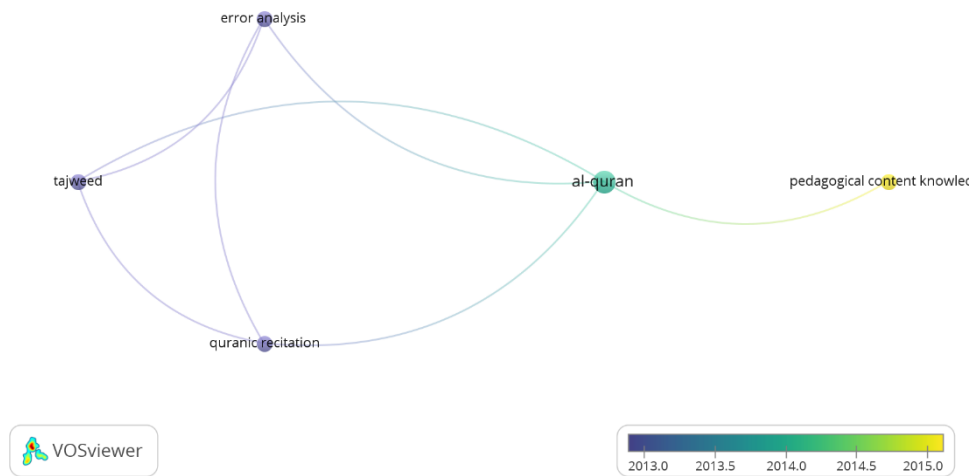
et al. 2024). Among the IRE learning materials are reading the Quran properly and correctly, memorizing, and understanding the meaning of Quran reading (Musya'adah 2020); (Mawardi 2023). If the *harokat* is wrong in reading the Quran, it can change the meaning and meaning contained in the Quranic verse (Hashim, Saili, and Noh 2015).

Learning how to read the Quran is important to avoid mistakes in reading the Quran and also the meaning of the verse (Nisa, Mujani, and Romdhoni 2023); (Khasanah, Muharam, and Fajrussalam 2023). Non-Arabic descendants certainly have difficulty reading the Quran if they do not learn the letters and *makhraj* well. For this reason, it is recommended to learn Arabic from recognizing letters to reading them using standard *qiraat*, to understand the Quran correctly (Anshori 2013). *Qiraat* recognized by scholars, there are four levels, namely: (a) *At-Tahqiq*, which is a very slow and punctuated reading of the Qur'an, which is commonly used to teach the Qur'an, (b) *At-Tartil*, which is a slow and punctuated reading that is by the standard, which is halfway between *At-Tahqiq* and *At-Tadwir*. This reading is the best because it is by the reading of the Al-Quran when it was revealed, (c) *At-Tadwir*, which is reading that is not too fast and not too slow, which is halfway between *Al-Hadr* and *At-Tartil* but is still *tajweed*, (d) *Al-Hadr*, which is reading done at the fastest level but still practicing *tajweed* (Rauf 2010); (Fitriani and Hayati 2020).

The existence of students who have not been able to read the Quran properly encourages observers of Quran education methods to develop ways to learn the Quran (Hassan and Zailaini 2013a); (Hassan and Zailaini 2013b). There are several methods introduced to students such as the *Iqro* Method and the *tilawati* Method (Mulyani and Maryono 2019), the *yanbua* method (Palufi and Syahid 2020), the *al-baghdadi* method and the *Insani* method (Zheihan Aisyah Achmad, Ajat Rukajat, and Undang Ruslan Wahyudin 2022). Especially for the *Insani* method, is a method that is practical and Effective in learning to read the Quran, both for beginners and those who can but the *makhraj* and *tajweed* are not yet correct. This *Insani* method uses simple language that is easy to understand, starting from the introduction of letters from where they come out, determining their length and shortness, and *Tajweed*. The *Insani* method aims to improve the reading of the Quran to be better than before (Annuri 2020). The *insani* method is a way to make it easier to read the Quran which emphasizes *Makhrot* and *mad* (where the letters come out long and short) and *tajweed*. Someone who uses this method to learn to read the Quran can directly deal with the teacher to understand the reading of the letter *makhroj* well (Surasman 2002). In the *Insani* Method, there are stages of learning that are designed in stages, such as learning letters, recognizing punctuation marks, and mastering certain reading laws before entering the complete reading stage.

In connection with the study of the method of studying the Quran in scientific studies can be seen in Figure 1 below.

Fig. 1: Previous studies on Quran tajweed



Searches with VOSviewer software related to the study of studying Quranic *tajweed* appear to have little discussion. The discussion of *tajweed* has begun to be studied scientifically since 2013, the discussions that have been discussed are related to *tajweed*, error analysis, Quranic recitation, Quran text, and pedagogical content knowledge. The discussion that is still new in the scientific study of the Quran is related to the knowledge of the Quran, including how to read and understand the Quran with the human method. So, the use of human methods in learning good and correct reading of the Quran is something new in scientific studies.

In connection with this, the results of field observations in elementary schools found students who have not been able to read the Quran properly and correctly, pronouncing *makhroj*, a short length, and *tajweed*. The condition encourages to review how to teach the Quran to students. Teachers must have innovation in teaching the Quran by the development of students. The tendency of teachers is still using the lecture method and assignments in learning, including in learning the Quran so that it makes students stagnant, and bored quickly. The impact is that students are less interested and too lazy to learn to read the Quran. In response to this condition, it is necessary to change the method of learning the Quran, especially in Islamic Religious Education subjects. The purpose of this study is to analyze the effectiveness of the *insani* method in teaching Quran reading in elementary schools.

METHOD

This research is a classroom action research with a participant research design (Mualimin and Cahyadi 2014); (Arikunto 2021), meaning that this research was conducted in collaboration between researchers and educators. The research subjects consisted of religion teachers and students of one of the elementary schools in Solok district, Indonesia, totaling 16 students. To obtain research data, data collection techniques in the form of observation and tests were used. Data collection by observation was assisted by a fellow senior religion teacher. The classroom action

research procedure adopted the Kemmis and Mc. Taggart model (Kemmis, McTaggart, and Nixon 2014); (Alsokari et al. 2024), as shown in Figure 2.

Fig. 2. Research procedure



After the data were collected completely, analysis was carried out using the Miles and Huberman model (Miles, Matthew B., A. Michael Huberman 2014), which included data reduction according to the research objectives, and data presentation in the form of narratives, tables, and pictures. Quantitative data were analyzed using the following formula.

$$\text{Percentage of success} = \frac{\text{Number of successful students} \times 100\%}{\text{Total number of students}}$$

The formula analysis results are converted with the following provisions.

Table 1. Conversion of learning outcome scores

| Abbreviations | Rating | Score | Value |
|---------------|--------|----------|-----------|
| SB | 4 | 80 – 100 | Very good |
| B | 3 | 70 – 79 | Goof |
| C | 2 | 60 – 69 | Simply |
| K | 1 | 0 – 59 | Less |

Calculating the percentage of students passing by giving the value of the work according to the score, and calculating the percentage of passing completeness with the formula, and converted in the form of an assessment in Table 1. The acquisition of learning outcomes is part of the consideration in drawing research conclusions.

FINDINGS AND DISCUSSION

This class action research was conducted from January to February 2024. Observations were conducted with one observer from a senior teacher. The results of observations from the observer became material for reflection to improve and enhance learning in the classroom at the next meeting. This research was conducted in two cycles, and each cycle consisted of two face-to-face meetings.

Cycle I Meeting I and II

The implementation of cycle I is the initial stage of this research which was carried out on January 16, 2024, in class V elementary school, which consists of the following activities.

Planning

Researchers designed a lesson plan that uses the Insani Method. The action plan that will be carried out is the application of a group learning model. One group consists of 4 students. Furthermore, the researcher compiled the teaching module collaboratively with colleagues who shared the same field of study. Materials and learning resources are taken based on the independent primary school curriculum for Islamic Religious Education and class V character. Learning outcomes at the first meeting were able to read Quran verses properly and correctly. The steps for implementing learning that are arranged in the teaching module are i) initial activities, ii) core activities, and iii) closing activities, these three stages are interrelated with each other.

Action

Preliminary Activities. In this initial activity, the teacher begins the learning by reading greetings, praying together, reading verses from the Quran, paying attention to the readiness of students, checking attendance, neatness of clothing, position, and seating of students, and dividing students into groups, making apperception, namely by asking about the fact of the ability to read and understand the Quran according to the experience of each student, for example, the experience of reciting the Quran, participating in the Quran reading competition (*musabaqah tilawatil Quran*), or other activities related to reading the Quran. Then the teacher conveys the learning objectives to be achieved in Islamic Religious Education lessons. Introducing the *Insani* method in the learning process to improve students' ability to read the Quran.

Core Activities. In the core activities, the teacher is in charge of carrying out learning activities by the teaching module that has been prepared by the researcher together with the observer. Implementation of the cycle I at meeting I with the material "*Makharijul Letter*." The teacher groups students consisting of 4 people in each group so that students focus more on learning. Students are given an explanation in advance about the *Makharijul* letter material that will be studied. Learners are given a little overview of the letter *makharijul* material and asked to observe the letter *makharijul* image displayed. Learners are asked to ask questions about the images observed and are told to ask questions about the material and image display of *makharijul* letters. Furthermore, learners are allowed to ask the teacher about the material, and also learners are asked to discuss the material in groups. After that, the teacher guides students to conclude together about the material of *makharijul* letters learned.

Closing Activities. In the closing activity, the teacher and students make a joint conclusion or summary of the material that has been presented. The teacher asks questions to students to determine student understanding and gives homework. The teacher invites students to be silent, followed by reading prayers together, and ends with reading *Alhamdulillah* and greetings.

Observation

The results of the observation of the learning process observed from teachers and students during the learning process can be found as follows: i) **Teacher activities**, based on the results of observations of teachers, there are still some shortcomings, such as the teacher has not been able to direct students to actively express opinions and new ideas orally or in writing. When ending learning, the teacher is still lacking in questions and answers with students about material that students have not understood. ii) **Student activities**, in the first cycle showed that student participation in the learning process was quite active in answering questions and responding to apperception. However, it is still not optimal in learning the material, group discussions, and also student activeness in asking questions. Only a few students asked questions.

An overview of students' IRE learning outcomes in reading the Quran using the Insani method at the second meeting of Cycle I can be seen in Figure 3 below.

Fig 3. Student Pass Ratio

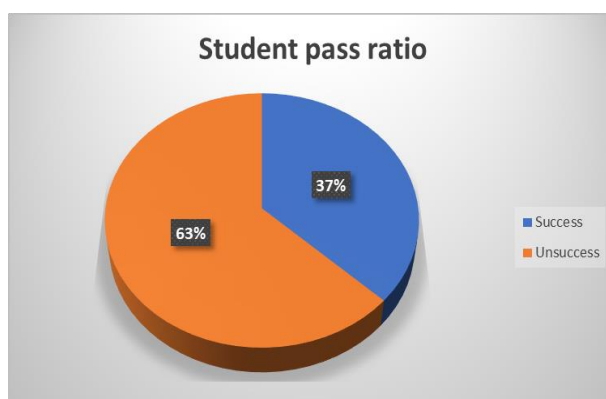


Figure 3 shows the learning outcomes of students in reading the Quran at the second meeting of Cycle I, the percentage of students' learning completeness has reached 37%, and students who have not completed 63%. When compared with the acquisition of learning outcomes of both meetings in cycle 2 can be described in table 2.

Table 2 Frequency of learning outcomes Cycle I meeting II

| No | Description | Success | Unsuccess |
|----|--------------------|---------|-----------|
| 1 | Cycle I meeting I | 19% 3 | 81% 13 |
| 2 | Cycle I Meeting II | 37% 6 | 63% 10 |

Based on Table 2, it can be seen that there are changes in student learning outcomes in improving the ability to read the Quran using the Insani method. Where at the first meeting of Cycle I, students who completed 3 people (19%) increased at the second meeting of Cycle I to 6 people (37%). Students who did not complete the

first meeting of the cycle I were 13 people (81%) decreased at the second meeting of the cycle I to 10 people (63%).

Reflection

Based on the reflection conducted by the observer on the implementation of learning with the *insani* method, teacher and student activities have not yet reached the expected category, and student initiative in the learning process is still lacking. Things that teachers need to pay attention to in the next meeting, teachers teach students to foster self-confidence, and guide students to make good and correct conclusions. Motivate students to be more enthusiastic in the learning process, and guide students to work on questions that have not been understood.

Cycle II Meeting I

Planning

In this planning, the results of the reflection that have been discussed in cycle I are implemented. At this stage, researchers will carry out learning activities in two meetings. The teacher makes planning preparations in the form of Teaching modules, student worksheets, observation sheets, assessment instruments, teacher and student activity observation instruments, and preparing learning media such as laptops, InFocus, and screens for InFocus displays. Determine the learning outcomes that will be carried out in cycle II, and determine the material that will be implemented in one meeting in cycle II.

Action

In Cycle II, a meeting was held in January 2024. The number of students present was 16 students. Researchers are assisted by observers who observe during the learning process.

Preliminary Activities. In this introductory activity, the teacher begins the learning by reading greetings, praying together, reading verses of the Quran, paying attention to the readiness of students, checking attendance, neatness of clothing, position, and seating of students and dividing students into groups, and distributing material on student worksheets, writing the title of the material to be developed on the board and motivating students. Conduct apperception by asking about the ability to read and understand the Quran according to the experience of each learner, for example, the experience of reciting the Quran, participating in the Koran reading competition (*musabaqah tilawatil Quran*), or the Quran *Tahfidz* competition or other activities related to reading the Quran. Then the teacher conveys the learning objectives to be achieved in the Islamic Religious Education lesson. Repeating the explanation of the *Insani* mode in the learning process in improving the ability to read the Quran.

Core Activities. In this cycle II meeting I, the teacher divides students into 4 groups, one group of 4 students. The teacher identifies students with the laws of *nun die/tanwin*, *mim sukun*, *mim*, and *nun tasydid*. Students are asked to look at the picture through in-focus media about the laws of *nun die/tanwin*, *mim sukun*, *mim* letters, and *nun tasydid*. The teacher gives examples of the laws of *nun die/tanwin*,

mim sukun, *mim* letters, and *nun tasydid*. The teacher explains to the learners about the laws of *nun die/tanwin*, *mim sukun*, *mim* letters, and *nun tasydid*. The teacher asks the learners to listen to the teacher's explanation. The learners are asked individually to recite the laws of *nun die/tanwin*, *mim sukun*, and the letters *mim* and *nun tasydid*. The teacher asks the learners to pay attention to their friends in reciting the laws of *nun die/tanwin*, *mim sukun*, *mim* letters, and *nun tasydid*. The teacher mentions the rulings of *nun die/tanwin*, *mim sukun*, *mim* letter, and *nun tasydid*. The learners are asked to repeat and imitate the pronunciation of the laws of *nun die/tanwin*, *mim sukun*, *mim*, and *nun tasydid*. The teacher asks the learners to memorize the laws of *nun die/tanwin*, *mim sukun*, the letter *mim*, and *nun tasydid*. The teacher asks the learners to write the laws of *nun die/tanwin*, *mim sukun*, *mim* letters, and *nun tasydid* in front of the class in turn. The teacher gives reinforcement to the learners about the material of the laws of *nun die/tanwin*, *mim sukun*, *mim* letters, and *nun tasydid*. After everything is done the teacher asks students to discuss the material that has been given, students are allowed to ask about material that they do not understand, and also give appreciation to students who have understood the material well, and then the teacher conducts a test evaluation.

Closing Activities. The teacher and students make conclusions from the material that has been presented. Students are asked to record the conclusion in their respective notebooks so that students can repeat reading it at home. The teacher asks questions to students to find out students' understanding of the material that has been learned and gives homework. The teacher invites students to be silent for a moment and read prayers together.

Observation

The results of observations in the learning process observed from teachers and students during the learning process can be found as follows. i) **Teacher activity**. Based on the results of observations, teachers carry out learning by the learning steps of the Insani method. In delivering the learning material, the teacher can explain the material clearly. When discussing, the teacher has been able to guide students in doing their group assignments. In addition, the teacher can create a conducive learning atmosphere. ii) **Student Activities**. The results of student observations in the second cycle showed that student participation in the learning process was quite active in answering questions and responding to perceptions. However, the activeness of students asking questions is still lacking, in group discussions students have started to be active well. They enjoy learning in groups but there are still some students who do not pay attention. In addition, students are excited when starting learning in groups and have begun to actively provide responses related to the learning material being discussed. During the learning process, there are still students who like to play alone or chat with their friends, not paying attention to learning. And the teacher can overcome this by inviting students to do things that can encourage them to learn again.

Student learning outcomes in improving the ability to read the Quran using the Insani method in cycle II meeting I can be seen in Figure 4 below.

Fig. 4. *Student Pass Ratio*

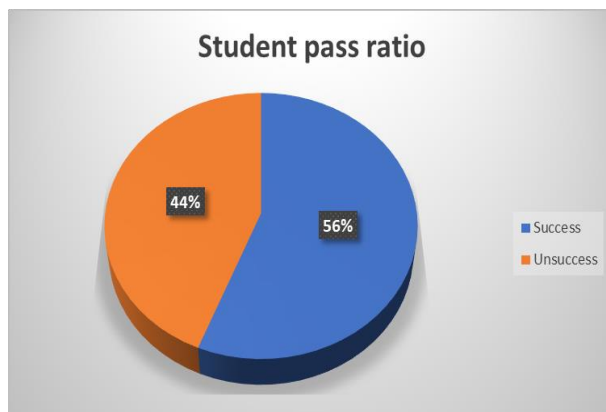


Figure 4 shows student learning outcomes in improving the ability to read the Quran. It can be seen that at the first meeting of Cycle II, the level of student completeness was 56% (9 students), and those who had not completed 44% (7 students). In terms of improvement from the previous meeting, the comparison can be seen in Table 3.

Table 3. Frequency of Student Learning Outcomes Cycle II Meeting I

| No | Description | Success | Unsuccess |
|----|--------------------|---------|-----------|
| 1 | Cycle I Meeting II | 37% 6 | 63% 10 |
| 2 | Cycle II Meeting I | 56% 9 | 44% 7 |

Based on Table 3, it can be seen that there is an increase in student learning outcomes in improving the ability to read the Quran using the *Insani* Method. Where in Cycle I Meeting II completed as many as 6 people (37%) increased in Cycle II Meeting I to 9 people (56%). For students who were not complete in Cycle I Meeting II as many as 10 people (63%) decreased in Cycle II Meeting I to 7 people (44%).

Reflection

Based on the reflection carried out by the observer in this study, several shortcomings were found in cycle II meeting I, namely, some students had not been able to understand the material provided, and there were still many students who had not been able to develop their abilities in solving the given problems. The observer suggested that learning will be continued in the next cycle (cycle II meeting II), the teacher provides more motivation to students to be more enthusiastic about learning. Teachers teach and guide students to work on problems that have not been understood so that it is easy to answer questions.

Cycle II Meeting II

Planning

In the second meeting of cycle II, the learning process was carried out like the first meeting. The teacher prepares the teaching module, then the teacher first explains the activities carried out according to the Insani method. By what the observer suggested, the teacher provides more motivation to students to be more enthusiastic about learning. Teachers make preparations and planning in the form of teaching modules, student worksheets, observation sheets, assessment instruments, and observation instruments for teacher and student activities and prepare learning media such as laptops, in focus, screens for infocus displays, and determine the learning outcomes that will be carried out in the second meeting of cycle II, as well as determining the material to be delivered in learning.

Implementation

In Cycle II, meeting II was held in February 2024. The number of students present was 16 students. Researchers are assisted by observers who observe during the learning process.

Preliminary activities. The teacher begins the learning by reading greetings, praying together, reading verses of the Quran, paying attention to the readiness of students, checking the attendance, neatness of clothes, position, and seating of students, dividing students into groups, distributing material on student worksheets, writing the title of the material to be studied on the board, and motivating students. Conduct apperception by asking about the ability to read and understand the Quran. Then the teacher conveys the learning objectives to be achieved in the Islamic education lesson. The teacher repeats the explanation of the Insani method in the learning process to improve students' ability to read the Quran.

Core activities. In this cycle II meeting II, the teacher identifies students about *mad* letters and *mad* law, students are asked to see pictures through in focus media about *mad* letters and *mad* law. The teacher gives examples of *mad* letters and *mad* laws. The teacher explains to the learners about *mad* letters and *mad* laws. The teacher asks the learners to listen to the explanation from the teacher. Learners are asked individually or in groups to read *mad* Letters and *mad* Law. The teacher asks the learners to pay attention to their friends in reading *mad* Letters and *mad* Law. The teacher mentions *mad* letters and *mad* laws. Learners are asked to repeat and imitate the pronunciation of *mad* letters and *mad* law. The teacher asks the learners to memorize *mad* letters and *mad* laws. The teacher asks the learners to write *mad* letters and *mad* laws in front of the class in turn. The teacher gave reinforcement to the learners about the material of *mad* letters and *mad* law and practiced in pieces of reading the Quran. After all, is done, the teacher asks students to discuss the material that has been given, and students are allowed to ask about material that they do not understand, and also give appreciation to students who have understood the material well. Next, the teacher conducts a test evaluation.

Closing activities. The teacher and students conclude the material that has been presented on the blackboard, and students are asked to record the conclusion in their respective notebooks so that students can repeat reading it at home. The

teacher asks questions to students to determine students' understanding of the material that has been learned. The teacher invites students to be silent for a moment and read prayers together.

Observation

Based on observations during the teaching and learning process, cycle II meeting II showed a fairly good improvement. Students' seriousness in participating in IRE lessons with *Insani's* method increased. The results of observations on the IRE learning process in cycle II meeting II can be seen as follows: i) Teacher activities. The teacher has carried out all the steps in IRE learning by using *Insani's* method to improve students' ability to read the Quran. And also be able to direct students to express opinions. Students can pay attention well during the learning process. Learning by using *Insani's* method in the second phase of meeting II makes students more active in participating in IRE lessons in improving their ability to read the Quran both in groups and individually so that they can read the Quran well. This is evidenced by each student being able to read the Quran well, and understanding the learning material is also increasingly focused. ii) Student activities. Student participation in learning in cycle II meeting II with the *Insani* method is quite active and very enthusiastic. Students have begun to understand the reading of the Quran well. In addition, students have been able to discuss well in groups, and have been active in discussing the learning material provided. Students have improved and dared to recite the Quran. Students have cooperated well with each other with their friends during the learning process.

Student learning outcomes using the *Insani* method have improved in the expected direction. The number of students who completed their learning increased to 88% or as many as 14 students have completed out of 16 students. More details can be seen in Figure 5 below.

Fig. 5. Student Pass Ratio

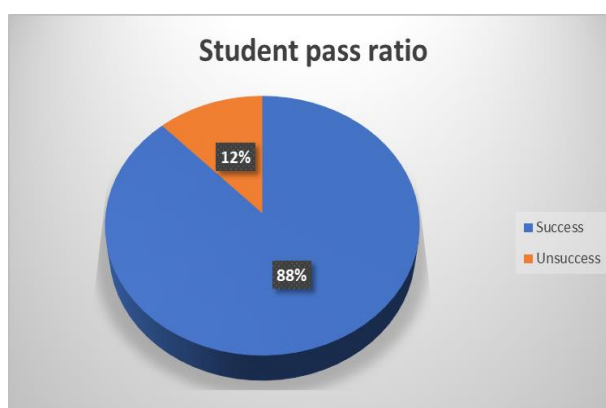


Figure 5 shows that the learning outcomes of students in reading the Quran at meeting II of Cycle II increased to 88% or as many as 14 students were complete in

reading the Quran, and only 12% or 2 students were still not complete in improving their ability to read the Quran. The increase in student learning outcomes in cycle II meeting II from the previous meeting can be seen in Table 4.

Table 4. Frequency of Student Learning Outcomes Cycle II Meeting II

| No | Description | Success | Unsuccess |
|----|---------------------|-----------|-----------|
| 1 | Cycle II Meeting I | 44% 7 | 56% 9 |
| 2 | Cycle II Meeting II | 88% 14 | 12% 2 |

Based on Table 4, student success can be seen from cycle II meeting I students who are complete by 56% and those who are not complete by 44%, and in cycle II meeting II there is an increase in student learning outcomes whereas in cycle II meeting II those who are complete by 88% and those who are not complete by 12%. Based on these results, it can be seen that the learning outcomes of students always increase every meeting and every cycle. An illustration of this increase can be seen in Figure 5.

Fig. 5. Student Learning Outcomes

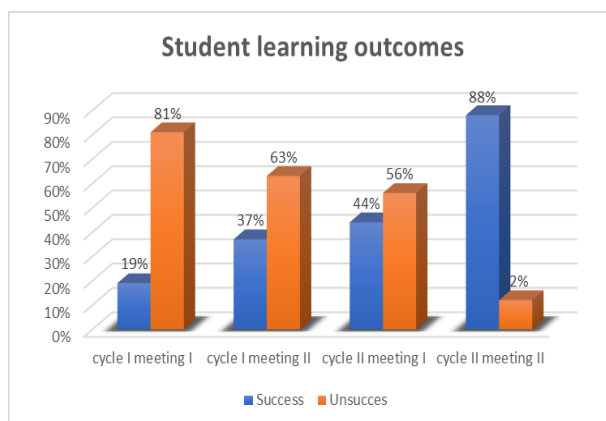


Figure 5 presents the improvement of elementary school student's ability to read the Quran with the *insani* method always increases at each research meeting. This increase occurred with improvements at each meeting to the results of the reflection of the observer. At the first meeting of cycle I, the students who were complete were 19%, increasing to 37% at the second meeting of the cycle I. This increase continued at the first meeting of cycle II to 37% at the second meeting of cycle II. This increase continued in the first meeting of cycle II to 44%, and finally in the second meeting of cycle II students who completed 88%.

Reflection

In the implementation of Cycle II meeting II, the obstacles in Cycle I have been resolved. The teacher has been able to use the *Insani* method optimally, the teacher has created confidence, and students are willing to ask about learning that they have

not understood. By learning group discussions students can understand and cooperate well. Students have actively asked and argued about the learning material discussed in the group. The level of knowledge and understanding of students has increased from the implementation of the first cycle. Most students have been able to communicate well, already have confidence, and show courage to perform in front of the class. There is an increase in the aspect of understanding the material, almost all students have been able to solve problems well. Based on the values obtained from the results of observations, and the results of student tests in cycle II, there has been an increase in the ability to read the Quran using the *Insani* method. The value of learning outcomes and the ability to read the Quran possessed by students is by the success criteria in the study, so there is no need for cycle III action.

The increase in student learning outcomes at each meeting in each cycle is evidence that the use of the *insani* method in reading the Quran in elementary schools can improve students' abilities, both in reading and in pronouncing letters properly and correctly. According to Surasman, reading the Quran without knowing the tajweed cannot be said to be the correct reading, even including incorrect reading, an incorrect reading will result in sin, while sinful acts must be abandoned. If you want to be rewarded for reading the Quran, you must learn tajweed as a whole, covering at least one riwayat. The riwayat used in the *insani* method uses the riwayat of Hafs An Ashim Thoriq Shathibiyyah (Surasman 2002). In addition to demanding activeness, learning the Quran must also be done by *talaqqi* and *musyafahah* from an expert source directly (Annuri 2020). This has been practiced by teachers in elementary schools in Solok Regency Indonesia with 14 to 16 face-to-face meetings. Furthermore, Surasman said, that if it is done in 12 meetings, you can read the Quran but do not understand tajweed. With 14 to 16 meetings, you can read the Quran fluently and understand tajweed. Learning meetings in elementary schools consist of 14 meetings to 18 face-to-face meetings. So by applying the *insani* method in elementary schools, students can read the Quran fluently and understand tajweed. This is the basis for elementary school teachers, the *insani* method is one of the choices for elementary school teachers in teaching the Quran to students so that students' reading of the Quran becomes good and understand tajweed.

CONCLUSION

This research leads to a conclusion about the human method of learning to read the Quran to be easier and more quickly understood by students. The subject of Islamic religious education in the material of the Quran becomes lighter for students in learning with the use of the *insani* method. The *insani* method has basic stages, starting from the introduction of letters, punctuation marks, and mastery of reading laws. After this basic stage is mastered by students, they proceed to the stage of complete reading and understanding. The essence of this *insani* method combines aspects of reading and *tajweed* in learning the Quran. So, the use of the *insani* method in teaching the Quran in Islamic religious education subjects in elementary schools is an option for improving the ability of students to read the Quran.

REFERENCES

- Adel, Samiullah, Nurhayati Nurhayati, Endra Endra, Ardi Satrial, and Nurainiah Nurainiah. 2024. "Islamic Religious Education Learning Innovation Using the Course Review Horay Model." *International Journal of Islamic Teaching and Learning* 1(1):1-6.
- Alsokari, Tareq, Nada Rahmatika, Dewi Herawati, Kardinal Kardinal, and Yumna Yumna. 2024. "Classroom Action Research: Implementasi Model Picture and Picture in Social Learning in Elementary Schools." *International Journal of Elementary School* 1(1 SE-Articles):1-7. doi: 10.69637/ijes.viii.24.
- Annuri, H. Ahmad. 2020. *Panduan Tahsin Tilawah Al-Qur'an & Ilmu Tajwid*. Pustaka Al-Kautsar.
- Anshori, Ulumul Qur'an. 2013. "Kaidah-Kaidah Memahami Firman Tuhan." *Jakarta: Rajawali Pers*.
- Arikunto, Suharsimi. 2021. *Penelitian Tindakan Kelas: Edisi Revisi*. Bumi Aksara.
- Delviany, Venny, Risnawati Risnawati, Miftahir Rizqa, Rifdah Sabrina, and Ardi Satrial. 2024. "The Relationship between Disciplinary Behavior and Religious Habits on the Religious Character of Students in High School." *International Journal of Multidisciplinary Research of Higher Education (IJMURHICA)* 7(1):44-55.
- Fitriani, Della Indah, and Fitroh Hayati. 2020. "Penerapan Metode Tahsin Untuk Meningkatkan Kemampuan Membaca Al-Qur'an Siswa Sekolah Menengah Atas." *Jurnal Pendidikan Islam Indonesia* 5(1):15-30.
- Hamidi, Farideh, Zohreh Bagherzadeh, and Sobhan Gafarzadeh. 2010. "The Role of Islamic Education in Mental Health." *Procedia - Social and Behavioral Sciences* 5:1991-96. doi: <https://doi.org/10.1016/j.sbspro.2010.07.402>.
- Hashim, Azmil, Jahidih Saili, and Mohd Aderi Che Noh. 2015. "The Relationship between Pedagogical Content Knowledge and Al-Quran Tajweed Performance among Students KKQ in Malaysia." *Procedia - Social and Behavioral Sciences* 197:1530-37. doi: <https://doi.org/10.1016/j.sbspro.2015.07.106>.
- Hassan, Surul Shahbudin Bin, and Muhammad Azhar Bin Zailaini. 2013a. "Analysis of Tajweed Errors in Quranic Recitation." *Procedia - Social and Behavioral Sciences* 103:136-45. doi: <https://doi.org/10.1016/j.sbspro.2013.10.318>.
- Hassan, Surul Shahbudin Bin, and Muhammad Azhar Bin Zailaini. 2013b. "Khatam Al-Quran in Islamic Education Curriculum in Malaysia." *Procedia - Social and Behavioral Sciences* 103:558-66. doi: <https://doi.org/10.1016/j.sbspro.2013.10.373>.
- Jamalinezhad, Mahdi, Seyed Mohammadreza Talakesh, and Seyed Hassan Khalifeh Soltani. 2012. "Islamic Principles and Culture Applied to Improve Life Quality in Islamic Cities." *Procedia - Social and Behavioral Sciences* 35:330-34. doi: <https://doi.org/10.1016/j.sbspro.2012.02.095>.
- Kemmis, Stephen, Robin McTaggart, and Rhonda Nixon. 2014. "The Action Research Planner: Doing Critical Participatory Action Research."
- Khasanah, Annisa Windar, Agus Muharam, and Hisny Fajrussalam. 2023. "Analisis Kemampuan Menghafal Al Quran Terhadap Hasil Belajar Siswa Kelas V Di Sekolah Dasar." *Al Qodiri: Jurnal Pendidikan, Sosial Dan Keagamaan* 21(2):853-61.
- Mahira, Moren, Nur Hazifa, Rosi Guspita, M. Zuhri, Muhiddinur Kamal, and Ardi

- Satrial. 2024. "Implementations of Character Education in Improving the Religious of High School Students." *International Journal of Islamic Thought, Research and Practice* 1(1):10–19.
- Mawardi, Amirah. 2023. "Membaca Al-Quran Dan Kecerdasan Spiritual: Sebuah Studi Pada Santri Pondok Pesantren Khairul Ummah Kabupaten Bantaeng." *Pilar* 14(1):105–12.
- Miles, Matthew B., A. Michael Huberman, Johnny Saldana. 2014. *Qualitative Data Analysis a Methods Sourcebook*. Third Edit. United States of America: SAGE Publications, Inc.
- Mualimin, Mualimin, and Rahmat Arofah Hari Cahyadi. 2014. "Penelitian Tindakan Kelas Teori Dan Praktik." *Universitas Muhammadiyah Sidoarjo*.
- Muhammad Ibnu Faruk Fauzi. 2022. "PEMBINAAN AKHLAK PADA ANAK USIA DINI MELALUI METODE PEMBIASAAN DALAM PEMBELAJARAN PENDIDIKAN AGAMA ISLAM." *NUSANTARA Jurnal Pengabdian Kepada Masyarakat* 2(2 SE-Articles):34–42. doi: 10.55606/nusantara.v2i2.301.
- Mukhliso, Mukhliso. 2020. "Strategi Guru Pendidikan Agama Islam Untuk Menanamkan Pendidikan Karakter Religius Di Sekolah Dasar." *Jurnal Pendidikan Agama Islam Indonesia* 1(1):64–68.
- Mulyani, Hetty, and Maryono Maryono. 2019. "Implementasi Metode Qiroati Dalam Pembelajaran Al-Qur'an." *Paramurobi: Jurnal Pendidikan Agama Islam* 2(2):25–34.
- Musya'adah, Umi. 2020. "PERAN PENTING PENDIDIKAN AGAMA ISLAM DI SEKOLAH DASAR." *Aulada : Jurnal Pendidikan Dan Perkembangan Anak* 2(1 SE-Articles). doi: 10.31538/aulada.v2i1.556.
- Nisa, Khafiyah Muslihatun, Akhmad Mujani, and Abdul Aziz Romdhoni. 2023. "Pemberdayaan Masyarakat Dalam Meningkatkan Pemahaman Baca Al Quran Di Desa Gunungsari Kecamatan Sukagumiwang Kabupaten Indramayu." *Diplomasi: Jurnal Demokrasi, Pemerintahan Dan Pemberdayaan Masyarakat* 1(1):53–59.
- Palufi, Ayi Nutfi, and Ahmad Syahid. 2020. "Metode Yanbu'a Sebagai Pedoman Membaca Al-Qur'an." *Attractive: Innovative Education Journal* 2(1 SE-Articles):32–40. doi: 10.51278/aj.v2i1.21.
- Rauf, Al-Hafizh Abdul Aziz Abdur. 2010. *Pedoman Dauroh Al Quran: Kajian Ilmu Tajwid Disusun Secara Aplikatif*. Markaz Al-Quran.
- Saepudin, Juju. 2019. "Pendidikan Agama Islam Pada Sekolah Berbasis Pesantren: Studi Kasus Pada SMP Al Muttaqin Kota Tasikmalaya." *EDUKASI: Jurnal Penelitian Pendidikan Agama Dan Keagamaan* 17(2).
- Sulaiman, M. A. 2017. "METODOLOGI PEMBELAJARAN PENDIDIKAN AGAMA ISLAM (PAI)."
- Surasman, Ootong. 2002. *Metode Insani: Kunci Praktis Membaca Alquran Baik Dan Benar*. Gema Insani.
- Zheihan Aisyah Achmad, Ajat Rukajat, and Undang Ruslan Wahyudin. 2022. "PENGARUH METODE TALAQQI TERHADAP PENINGKATAN KEMAMPUAN MENGHAFAL AL-QUR'AN PESERTA DIDIK KELAS AL-QUR'AN TPQ DARUSSALAM." *Al-Afkar, Journal For Islamic Studies* 5(1 SE-Articles):282–301.

doi: 10.31943/afkarjournal.v5i1.230.

Zulaikhah, Siti. 2019. "Penguatan Pendidikan Karakter Melalui Pendidikan Agama Islam Di Smpn 3 Bandar Lampung." *Al-Tadzkiyyah: Jurnal Pendidikan Islam* 10(1):83-93.