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Research Article

Qur'anic Reading Support as an Inclusive Student Service: Preliminary Qualitative Evidence from Tahsin in an Indonesian Public Junior Secondary School

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Abstract

This study aims to examine how a school-based Qur'anic recitation improvement program (tahsin) functions as an inclusive student-support service for Arabic letter articulation (makhārij al-ḥurūf) in an Indonesian public junior secondary school. A qualitative descriptive case analysis was undertaken using the documented preliminary evidence available for Grade IX D at SMP Negeri 7 Tanjung Jabung Timur: the program schedule, classroom observation mapping, and pedagogical documentation. The analysis identified a 30-minute pre-Dhuhr routine structured around whole-class reading, teacher modeling, corrective repetition, and selective small-group support. The most salient difficulties were clustered around perceptually or articulatorily close phonemes: sīn /s/, shīn /ʃ/, and ṣād /sˤ/; tāʾ /t/ and ṭāʾ /tˤ/; and dhāl /ð/, zāy /z/, and ẓāʾ /ðˤ/. Three interacting constraints limited individualized correction: compressed instructional time, the practical demands of a full class, and linguistic diversity shaped by Javanese, Buginese, and Malay speech backgrounds. Tahsin is therefore best understood not only as technical tajwid instruction, but also as a human-centered support practice that can expand equitable participation and confidence in Islamic Religious Education (IRE). Findings are bounded to preliminary case evidence and do not establish causal effects.

Keywords: Islamic Religious Education; Qur'anic Literacy; Tahsin; Makhārij Al-Ḥurūf; Inclusive Education.

INTRODUCTION

Qur'anic reading in Islamic Religious Education (IRE) is simultaneously a literacy practice, a form of religious participation, and a site where students may experience confidence or vulnerability. A school's responsibility is therefore not exhausted by offering the same recitation activity to every learner; it also includes organizing support so that students with different prior exposure, linguistic repertoires, and levels of confidence can participate meaningfully. Ainscow [1] frames inclusion and equity as an ongoing effort to remove barriers to presence, participation, and achievement. In school settings, belonging is similarly associated with learner engagement and well-being: Allen et al. [2] synthesize evidence on practices that foster school belonging, while Korpershoek et al. [3] show its broad association with motivational, social-emotional, behavioural, and academic outcomes in secondary education. These perspectives provide a useful lens for viewing Qur'anic reading support as an educational service rather than a narrow technical exercise.

Within Indonesian public junior secondary education, Qur'anic reading is commonly situated within IRE, a subject that must integrate Qur'an-Hadith, faith, worship, ethics, and Islamic history. Such curricular breadth restricts the time available for repeated recitation coaching, especially for learners who require individual correction. Motivation also matters because sustained practice depends on perceived competence, autonomy, and relatedness, as Ryan and Deci [4] explain. Research on Qur'anic learning has documented the potential of structured reading guidance, including the e-BBQ program investigated by Hanafi et al. [5], and has illustrated the wider formative role of Islamic learning practices in Indonesian educational contexts [6], [7]. Yet a support-oriented analysis is still needed for ordinary public-school routines in which a teacher must respond to articulation difficulties within a short and socially visible learning period.

The immediate pedagogical issue is makhārij al-ḥurūf, namely the articulation points through which Arabic letters are produced. Accurate articulation is consequential because letters that are acoustically close may differ in place of articulation, tongue posture, airflow, or emphatic quality. Hassan and Zailaini [8] documented recurring tajwid errors in Qur'anic recitation, while their curriculum-focused study [9] underlines that recitation competence requires systematic educational provision. Teacher competence also matters: Sartika et al. [10] link tajwid competence among Qur'anic teachers with learning outcomes. The problem is especially pronounced for Indonesian learners when Arabic phonemic contrasts have no direct counterpart in everyday speech or are filtered through local language habits.

Recent studies have expanded the technical landscape of Qur'anic learning through automated tajwid checking [11], expert systems [12], syllable-based harakāt assessment [13], tajwid-rule detection [14], automatic classification of mad rules [15], and audio-signal classification [16]. These studies are useful because they demonstrate that recitation accuracy can be supported through diagnostic technologies. However, technological potential does not eliminate the pedagogical problem facing a public-school teacher: students need an intelligible model, a low-risk opportunity to attempt a sound, specific corrective information, and repeated practice within a socially supportive environment.

This requirement converges with a substantial body of pronunciation research. Saito [17] and Lee et al. [18] report that focused instruction can strengthen second-language

pronunciation, while Thomson and Derwing [19] emphasize the importance of pedagogically purposeful pronunciation teaching. Saito and Plonsky [20] further show that how learning is measured matters for interpreting instructional effects. Studies comparing perception- and production-based work [21], replicating instructional evidence [22], and examining comprehensibility [23] collectively indicate that sound learning requires more than declarative knowledge of phonetic rules. Corrective feedback is particularly relevant: Lyster and Saito [24] and Li [25] establish its value in classroom language learning, whereas Shintani et al. [26] demonstrate the need to align comprehension- and production-oriented tasks with the target performance. Hattie and Timperley [27] and Shute [28] explain why feedback is effective when it clarifies the task, the learner's current performance, and the next action. These mechanisms are compatible with Bandura's [29] and Schunk's [30] accounts of self-efficacy, in which visible progress and successful performance strengthen learners' willingness to persist.

The present study addresses this gap through a qualitative descriptive analysis of preliminary case evidence from Grade IX D at SMP Negeri 7 Tanjung Jabung Timur, hereafter described as an Indonesian public junior secondary school. The case concerns a 30-minute tahsin routine conducted before the Dhuhr prayer. Tahsin is used here as a structured Qur'anic recitation-improvement practice, and the study focuses on how the routine is organized, which makhārij al-ḥurūf difficulties are mapped, and how the available support strategies respond to those difficulties. The article's novelty lies in treating tahsin as an inclusive, human-centered student-support practice: articulation errors are interpreted not as student deficits, but as diagnostic information that should guide equitable support allocation. After this introduction, the methods define the bounded evidence base; the results present the documented routine, error clusters, and constraints; the discussion connects the findings with relevant scholarship and advances a diagnostic-responsive support model.

METHODS

Research Design

This study employed a qualitative descriptive single-case design. Its purpose was not to estimate effect sizes or to test whether tahsin improved recitation scores; rather, it was to interpret how a school-based support routine was structured, what articulation difficulties it identified, and which pedagogical responses were embedded in the available case materials. The analytic procedure was informed by thematic-analysis principles described by Braun and Clarke [31] and by the trustworthiness guidance of Nowell et al. [32]. The report is intentionally transparent about its evidentiary boundary: the source materials contain preliminary observation mapping and program documentation, but no completed interview transcript, audio corpus, or pre-post assessment. Accordingly, the article reports documented patterns and analytically bounded implications, not causal or prevalence claims.

Setting, Participants, and Case Materials

The case is situated at SMP Negeri 7 Tanjung Jabung Timur, Indonesia. The focal setting is Grade IX D, a ninth-grade class identified in preliminary observation as displaying recurrent makhārij al-ḥurūf difficulties. Approximately 30 students participated in the class routine, and one IRE teacher was responsible for organizing the recitation practice. The available evidence

comprises the documented 30-minute pre-Dhuhr tahsin routine, preliminary non-participant observation mapping of recitation difficulties, and available program-oriented documentation. In the original proposal, semi-structured interviews and a broader document review were planned. Because completed interview transcripts were not included in the material supplied for analysis, they are not represented as findings in this article. This decision follows the reporting transparency expected in qualitative research [33], [34].

Table 1. Case-Evidence Architecture and Analytic Boundaries

Study Focus	Available Case Evidence	Analytic Question	Boundary of Interpretation
Routine implementation	Program schedule; preliminary classroom mapping; activity description	How is tahsin positioned and organized within the school day?	No claim is made about attendance consistency across terms.
Articulation difficulties	Preliminary identification of recurring letter confusions	Which phoneme clusters require targeted support?	No frequency ranking or diagnostic score is inferred.
Pedagogical response	Descriptions of modeling, repetition, direct correction, and flexible grouping	How do documented responses address the mapped difficulties?	No claim is made about fidelity across all sessions.
Institutional constraints	Time allocation, class setting, and linguistic-background information in the source materials	Which conditions restrict individualized support?	The analysis does not estimate the causal weight of each condition.

Analytic Procedure and Trustworthiness

The analysis proceeded in four stages. First, the available materials were read repeatedly to identify explicit evidence about routine structure, articulation difficulties, teacher actions, and constraints. Second, initial descriptive codes were generated, including ‘compressed schedule,’ ‘whole-class recitation,’ ‘contrastive articulation difficulty,’ ‘corrective repetition,’ and ‘linguistic transfer.’ Third, codes were organized into three results themes: routine architecture, patterned phoneme difficulty, and diagnostic support under institutional constraints. Fourth, the themes were checked against the primary case materials to ensure that each conclusion remained proportionate to the evidence. Document analysis was used as a structured qualitative technique [35], [36]. Conceptual triangulation across the schedule, observation mapping, and pedagogical description was used to limit single-source interpretation, consistent with Carter et al. [37]. Quality was evaluated through clarity of scope, coherent evidence-to-claim linkage, and explicit discussion of limitations, following the qualitative criteria advanced by Tracy [35] and Noble and Smith [38].

Ethical Considerations

The source materials describe a school setting involving minors. No student names, individual recitation recordings, or personally identifiable information are reproduced in this article. The report retains the school name because it appears in the original case materials but avoids attributing unverified statements to individual students or the teacher. Any subsequent interview- or recording-based phase should obtain school authorization, informed assent from students, consent from guardians where required, and clear procedures for secure handling of audio data.

RESULTS AND DISCUSSION

Results

Institutional Positioning and Routine Structure

The first finding is that tahsin functions as a recurring support routine rather than as an independent subject with a protected lesson period. The available schedule places the activity before the Dhuhr prayer and allocates approximately 30 minutes. This positioning makes Qur'anic reading support accessible because students encounter it as part of the ordinary school day. At the same time, it creates a compressed instructional environment in which the teacher must balance collective participation with the need for individual correction. The evidence therefore depicts a routine that is institutionally enabling - it guarantees regular contact with recitation practice - but pedagogically constrained because articulation learning requires repeated, audible, and often individualized adjustments.

Table 2. Documented Characteristics of the Tahsin Routine

Routine Component	Evidence from the Case Materials	Immediate Pedagogical Function	Implication for Equitable Support
Institutional placement	Conducted before the Dhuhr prayer for approximately 30 minutes.	Creates predictable access to Qur'anic recitation practice.	Regularity can reduce dependence on unequal home-based learning opportunities.
Whole-class recitation	Classical reading and teacher-led modeling are the dominant modes described.	Provides a shared auditory model and allows the teacher to monitor broad patterns.	Supports access for all learners, but does not guarantee individual correction.
Corrective repetition	Students repeat after the teacher when errors are identified.	Links sound perception with immediate production practice.	Can normalize correction when delivered as learning support rather than public judgment.
Flexible small-group or individual support	The program allows selective follow-up when time permits.	Enables more focused attention to persistent articulation difficulties.	Offers a pathway for differentiated support, although time limits its reach.

The routine's instructional logic is clear: a common recitation opportunity is followed by teacher modeling and repeated student production. However, the available evidence does not indicate a formal diagnostic register, tiered support schedule, or regular individual recitation record. Consequently, the teacher's ability to identify whether a student has stabilized a particular sound is likely to depend on moment-to-moment listening during a short group session. This is an important result because the core challenge is not merely whether tahsin exists, but whether the existing routine can convert general exposure into sufficiently precise support for learners with persistent errors.

Patterned Makhārij al-Ḥurūf Difficulties

The second finding is that the observed difficulties are patterned rather than diffuse. The preliminary mapping identifies three clusters: sīn /s/, shīn /ʃ/, and ṣād /sˤ/; tāʾ /t/ and ṭāʾ /tˤ/; and dhāl /ð/, zāy /z/, and ẓāʾ /ðˤ/. These clusters share an instructional feature: they require learners to perceive and control contrasts that are close in auditory impression but distinct in articulation. The challenge is therefore embodied. A student may know the letter name or a tajwid rule but still reproduce an inaccurate sound when tongue position, oral pressure, or emphatic quality has not been internalized.

Table 3. Preliminary Mapping of Articulation-Difficulty Clusters

Arabic Letter Cluster	International Phonetic Orientation	Likely Learning Challenge	Support Requirement
س / ش / ص (sīn / shīn / ṣād)	/s/; /ʃ/; /sˤ/	Distinguishing alveolar frication, palato-alveolar frication, and emphatic quality.	Slow contrastive modeling, listening discrimination, and repeated production in short units.
ت / ط (tāʾ / ṭāʾ)	/t/; /tˤ/	Maintaining the contrast between a plain stop and an emphatic stop.	Visible mouth-position cues, teacher imitation, and focused individual checks.
ذ / ز / ظ (dhāl / zāy / ẓāʾ)	/ð/; /z/; /ðˤ/	Avoiding substitution of a dental fricative or emphatic dental sound with a more familiar sibilant.	Diagnostic feedback that identifies the point of articulation before asking for repetition.

This pattern is consistent with the case description of a linguistically diverse classroom, in which Javanese, Buginese, and Malay speech backgrounds may shape how Arabic contrasts are heard and produced. The analysis does not classify any local language as a deficit. Rather, it interprets local phonological habits as part of the learning ecology that teachers must recognize when selecting examples, pacing repetition, and deciding which students require additional attempts. The result shifts attention from generic 'correct pronunciation' to targeted articulatory support.

Teacher Responses and Institutional Constraints

The third finding concerns the relationship between instructional response and institutional constraint. The case materials describe four core responses: teacher modeling, repeated practice, direct corrective feedback, and flexible movement between whole-class and smaller-group support. These responses are pedagogically coherent because makhārij al-ḥurūf cannot be learned through explanation alone; students need to hear a contrast, attempt it, receive information about the mismatch, and attempt it again. Nevertheless, the same materials show that response quality is constrained by a short routine, a class-sized group, and variability in students' previous exposure to Qur'anic Arabic.

Table 4. Constraint-Response Matrix for the Tahsin Routine

Constraint	How It Shapes Instruction	Documented Teacher Response	Unresolved Support Need
Thirty-minute allocation	Limits the number of individual recitation turns and feedback cycles.	Whole-class reading, concise modeling, and on-the-spot correction.	A predictable rotation for students with persistent difficulties.
Class-sized group	Makes simultaneous monitoring of all articulatory details difficult.	General correction followed by selective attention where possible.	Small-group stations or peer-assisted rehearsal that preserve teacher oversight.
Linguistic diversity	Students may bring different phonological habits to Arabic recitation.	Repeated imitation and contrastive explanation of target letters.	A simple diagnostic list linking each learner's recurring issue to a targeted drill.
Public visibility of oral correction	Students may hesitate to read aloud after repeated error exposure.	Supportive repetition and teacher guidance.	Feedback routines that protect dignity, confidence, and willingness to retry.

Taken together, the findings portray tahsin as an existing support mechanism with uneven capacity for precision. The routine makes recitation practice visible and regular, but it does not yet appear to contain a formal system for allocating additional attention according to error persistence. The key analytic implication is that the same 30-minute routine can serve more learners effectively when it is organized around diagnostic information rather than only around collective repetition.

Discussion

The findings reframe tahsin as a form of inclusive student support within IRE. This does not imply that religious instruction should be reduced to an instrumental welfare intervention; rather, it recognizes that access to meaningful religious learning depends on how schools respond to differences in prior learning opportunity, language background, and confidence. Ainscow [1] emphasizes the removal of barriers to participation, and the present case identifies a specific barrier: students who need more articulation feedback than a short whole-class routine can normally provide. The support-service framing is also consistent with the literature on school belonging. Allen et al. [2] show that belonging can be cultivated through everyday

school practices, while Korpershoek et al. [3] associate belonging with motivational and social-emotional outcomes. In Qur'anic reading, a respectful correction culture matters because learners who anticipate embarrassment may withdraw from oral participation even when they value the learning goal.

The case also clarifies why a generic call for 'more practice' is insufficient. The difficulty clusters are not interchangeable. Confusion among sīn, shīn, and ṣād requires attention to frication and emphatic quality; the contrast between tāʾ and ṭāʾ requires attention to plain versus emphatic production; and the dhāl-zāy-ẓāʾ cluster requires targeted work on dental and sibilant distinctions. This supports Hassan and Zailaini's [8] observation that tajwid errors must be identified rather than treated as undifferentiated weak reading. Their curriculum analysis [9] and the teacher-competence findings of Sartika et al. [10] similarly suggest that Qur'anic reading quality rests on systematic instructional provision. The current article advances this discussion by presenting an articulation-error matrix that links each cluster to a proportionate, observable teacher response rather than simply restating the obligation to master tajwid.

Technology research offers a complementary, not replacement, perspective. Automated rule engines [11], expert systems [12], and syllable or harakāt assessment [13] show that computational approaches can make aspects of recitation diagnosis more visible. More recent work on tajwid detection [14], mad-rule classification [15], and audio-signal classification [16] further demonstrates the feasibility of targeted acoustic feedback. Yet such tools do not by themselves resolve the social conditions of learning in a public classroom. A low-cost, human-centered design is therefore more immediately applicable to the present setting: teacher-curated reference audio, short recordings for private self-comparison where ethically appropriate, and a simple classroom diagnostic register could supplement, rather than displace, the teacher's role. The point is not technological novelty for its own sake, but the extension of feedback opportunities beyond the few students who can be heard individually in a 30-minute period.

The value of the proposed approach is reinforced by pronunciation pedagogy. Saito [17], Lee et al. [18], and Thomson and Derwing [19] indicate that explicit, focused pronunciation instruction is more productive than assuming that exposure alone will transform articulation. Saito and Plonsky [20] caution that claims about instructional effect should be anchored in appropriate measurement; accordingly, this study does not claim that the documented tahsin routine has already improved students' recitation. Instead, it identifies the instructional conditions that should be monitored in a future evaluation. The distinction between perception and production highlighted by Lee et al. [21], together with the replication-focused discussion of Nagle and Hiver [22], supports a two-part lesson design: students first discriminate the target sound from a close alternative, then produce it in a guided sequence. Isaacs and Trofimovich [23] further show that listener judgments are shaped by multiple linguistic dimensions, which strengthens the case for feedback that identifies a particular articulatory feature instead of offering a global judgment such as 'incorrect.'

Corrective feedback is the central mechanism that connects diagnosis with improvement. Lyster and Saito [24] and Li [25] show that feedback can support language development, but feedback must be actionable. Shintani et al. [26] underscore the instructional importance of aligning learning activities with target performance. In the tahsin context, a high-value correction sequence is therefore: identify the contrasting letters, model the target slowly,

invite a brief student imitation, specify one change in tongue or airflow placement, and request a second attempt. This sequence operationalizes the feedback principles articulated by Hattie and Timperley [27] and Shute [28]: learners need clarity about the goal, information about their present attempt, and an attainable next step. It is also compatible with Bandura's [29] agentic account and Schunk's [30] account of self-efficacy because students gain confidence through manageable, visible successes rather than by being repeatedly told that their reading is weak.

The article's principal novelty is the diagnostic-responsive support model derived from the case. It has three connected levels. First, whole-class tahsin preserves access, shared modeling, and a common recitation culture. Second, short rotating micro-groups provide contrastive drills for the specific difficulty clusters listed in Table 3. Third, periodic individual checks allow the teacher to record whether a target letter remains unstable, has improved, or requires referral to more sustained coaching. This model does not require the school to create an additional subject. It requires a change in support architecture: from the assumption that every learner benefits equally from the same repetition to the use of brief diagnostic information to differentiate the next feedback cycle. It also offers a practical institutional response to the implementation constraints described in Table 4.

This model has implications for school leadership and IRE policy. School leaders can protect the routine by ensuring a predictable weekly schedule, providing teacher development on articulatory diagnosis, and making low-cost audio resources available. IRE teachers can maintain a confidential diagnostic list that records target contrasts rather than labels students as 'poor readers.' Peer-assisted rehearsal can be used carefully for initial repetition, but teacher verification remains necessary because students may otherwise reproduce the same error. The evidence on peer tutoring in secondary education reported by Noble and Smith [38] supports the educational value of structured peer interaction, although this study does not claim that peer tutoring has been tested in tahsin. For future research, a mixed-methods evaluation should combine audio-recorded articulation rubrics, student perspectives on confidence and correction, observation of feedback cycles, and gender-disaggregated participation analysis. Such work would allow researchers to examine whether the proposed support model improves accuracy, participation, and perceived inclusion without conflating these outcomes

CONCLUSION

This preliminary qualitative case analysis shows that the tahsin routine at an Indonesian public junior secondary school can be understood as an inclusive student-support practice within IRE. The available evidence identifies a regular 30-minute pre-Dhuhr routine, patterned articulation difficulties involving three Arabic phoneme clusters, and a pedagogical repertoire centred on modeling, repetition, corrective feedback, and flexible small-group support. The central issue is not the absence of tahsin but the mismatch between the precision required for makhārij al-ḥurūf learning and the limited feedback opportunities available in a class-sized, time-compressed routine. The article's contribution is to reframe articulation errors as diagnostic information for equitable support allocation. A diagnostic-responsive model - whole-class access, rotating contrastive micro-groups, and periodic individual checks - offers a feasible institutional pathway for strengthening recitation support without requiring a new formal subject. The study is bounded to preliminary case evidence and does not demonstrate causal

improvement. Future work should test the model through longitudinal audio-based assessment, student voice, and comparative cases across public schools.

LIMITATIONS

The analysis is deliberately bounded by the materials available from the original proposal and preliminary observation mapping. It does not include completed interview transcripts, individual audio recordings, standardized tajwid scores, or longitudinal evidence of change. The case is limited to one Grade IX class at one public junior secondary school; it therefore cannot establish prevalence, causal effects, or generalizability across Indonesian schools. The analysis also lacks gender-disaggregated participation data and cannot assess whether students experienced correction as supportive, neutral, or stressful. These limitations do not invalidate the documented patterns, but they require the findings to be read as a rigorously bounded preliminary case analysis rather than a completed effectiveness study.

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AUTHOR CONTRIBUTION

M. R. R. conceptualized the study, developed the research focus, organized the methodological design, and drafted the manuscript. J. M. E. contributed to conceptual refinement, theoretical positioning, manuscript-structure review, and intellectual revision. Both authors reviewed and approved the final manuscript and agree to be accountable for all aspects of the work.

CONFLICT OF INTEREST

"The authors declare no conflict of interest."

DECLARATION OF USE OF AI IN SCIENTIFIC WRITING

The authors used ChatGPT for academic language refinement, manuscript restructuring, and reference-formatting assistance. After using the tool, the authors reviewed, edited, and verified the content and assume full responsibility for the manuscript.

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