

Behaviorist-Based Tahsin Learning: Strengthening Tajwid Awareness through the Tahsin Bagdadi Method

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Abstract. *The low awareness of tajwid in Quranic learning, due to a lack of motivation and behavioral reinforcement, has become a crucial issue, as the Quranic illiteracy rate is reaching 72.25% in Indonesia. This study aims to analyze the application of B.F. Skinner's behaviorist theory in the Tahsin Bagdadi Method to strengthen awareness of tajwid among students at the Sekolah Guru Ngaji, Pesantren Takhassus IIQ Jakarta. A qualitative descriptive method with an instrumental case study approach was used, collecting primary data through direct observation of the learning process, in-depth interviews with 1 teacher, 2 administrators, and 9 students, as well as documentation of teaching materials (Tahsin Bagdadi method book, Tajwid Poem, Teacher's Guide book). Data were analyzed through reduction, presentation, and verification. The main findings show the effectiveness of hierarchical teaching materials (from makhārij al-ḥurūf to sifat 'āridah), repetition of i'rāb and rhymes for habituation, as well as positive reinforcement (verbal praise) and negative reinforcement (re-explanation) that enhance motivation, discipline, focus, and reduce reading errors through operant conditioning and shaping. The conclusion states that the integration of behaviorism with Tahsin Bagdadi method successfully led to the internalization of conscious tajwid behavior. The implications include behaviorist-based teacher training and advanced mixed-methods research for broader generalization in national Quran pedagogy.*

Keywords: *Tahsin Learning; Bagdadi Method; Behaviorist Theory; Tajwid Awareness; Qur'anic Education*

Abstrak. Rendahnya kesadaran tajwid pada pembelajaran Al-Qur'an, akibat minimnya motivasi dan penguatan perilaku, menjadi isu krusial di tengah tingkat buta aksara Al-Qur'an yang mencapai 72,25% di Indonesia. Penelitian ini bertujuan menganalisis penerapan teori behavioristik B.F. Skinner dalam Tahsin Metode Bagdadi untuk memperkuat kesadaran tajwid pada peserta didik Sekolah Guru Ngaji, Pesantren Takhassus IIQ Jakarta. Menggunakan metode deskriptif kualitatif dengan pendekatan studi kasus instrumental, mengumpulkan data primer melalui observasi langsung proses pembelajaran, wawancara mendalam dengan 1 guru, 2 pengurus, dan 9 siswa, serta dokumentasi bahan ajar (buku Tahsin Metode Bagdadi, Sajak Tajwid, buku Panduan Guru). Data dianalisis melalui reduksi, penyajian, dan verifikasi. Temuan utama menunjukkan efektivitas bahan ajar hierarkis (*makhārij al-ḥurūf hingga sifat 'āridah*), pengulangan *i'rāb* dan lagu sajak untuk habituasi, serta penguatan positif (pujian lisan) dan negatif (penjelasan ulang) yang meningkatkan motivasi, disiplin, fokus, dan mengurangi kesalahan bacaan melalui operant conditioning dan shaping. Simpulan menyatakan bahwa integrasi behaviorisme dengan Tahsin Metode Bagdadi berhasil membentuk perilaku sadar tajwid yang terinternalisasi. Implikasi mencakup pelatihan guru berbasis behavioris dan penelitian mixed-methods lanjutan untuk generalisasi lebih luas dalam pedagogi Al-Qur'an nasional.

Kata kunci: *Pembelajaran Tahsin; Metode Bagdadi; Teori Behaviorisme; Kesadaran Tajwid; Pendidikan Al-Qur'an*

A. INTRODUCTION

Education is never separate from the process of learning and teaching activities. Through learning, humans are able to easily understand and adapt to their surroundings. Learning also becomes a manifestation of the efforts made by students to achieve change, starting from the process of improving the quality and quantity of each student's personal attributes to enhance knowledge, skills, and thinking ability (Murniyati & Suyadi, 2021).

Learning the Qur'an is the most important foundation in instilling educational, religious, and moral values. Learning about the Qur'an involves a comprehensive approach that includes several stages, each contributing to a deeper understanding and application of its teachings. The stages include *tilawah*, *tahsin*, *tahfidz*, *tafhim*, *tadabbur*, *tathbiq*, *ta'lim* (Syarif, Rozali, & Hasiloan, 2025)(Abidin, Saad, & Ahmad, 2017). The initial stage, *tilawah*, focuses on learning the hijaiyah letters, *makhārij al-ḥurūf*, and *ṣifāt 'arīḍah* to ensure correct reading or *tartil*. This basic step is very important because it sets the stage for accurate reading, which is emphasized in various educational settings (Zain, 2025). After *tilawah*, the *tahsin* stage aims to perfect reading skills in accordance with *tajwid* rules, improving the quality of recitation (Fauziyah, Idris, Danis, & Salam, 2025).

Focus on learning *tajwid* for reciting the Qur'an requires knowledge and practice according to the discipline of *tajwid*, so that the recitation of the Qur'an can achieve an excellent standard of *tartil* (Fathoni, 2022, p. 5). However, the level of illiteracy in reading the Qur'an from the tests conducted on 3,111 Muslims in Indonesia shows that 72.25 percent are classified as not being able to read the Qur'an well (Humas, 2022). If so, then how can it be understood? This has become an issue in Quran education. Therefore, efforts to improve the ability to learn the rules of reading the Qur'an are very important to enhance the quality of Qur'anic recitation, understanding, and practice in daily life. As a subject, the delivery of the Qur'an in the process of learning to read the Qur'an requires a method of delivery, as methods play a crucial role in achieving learning objectives (Rohimah & Ngulwiyah, 2023).

Among the methods of Quranic learning used are the Bagdadi Method, Qira'ati Method, Tilawati Method, Ummi Method, Iqra Method, Yanbu'a Method, and others. Various methods used in institutions and schools certainly have their advantages and disadvantages (Kalsum, 2026, p. 10). The emergence of these methods is based on the differences in backgrounds and the demands of society, which expects its children to be able to read the Qur'an well and correctly according to the rules of *tajwid*. Among the many Qur'an learning methods that have emerged in Indonesia, the aim is to facilitate the learning of reading and writing the Qur'an in accordance with the science of *tajwid*. (Alfaini, 2022). The researcher observed that in the Tahsin Bagdadi Method, it specifically mentions the goal of "making students graduates who understand *tajwid*, thereby influencing their awareness, attitudes, and behavior."

In addition to methods for understanding learning and teaching activities in discussions about educational issues, there are also theories from various figures, theories, and schools of thought, including behaviorist theory, cognitive theory, constructivist theory, and humanistic theory (Shahbana, Kautsar Farizqi, & Satria, 2020). Learning theories that emphasize the change and formation of student behavior are behaviorist theories. The change and formation of student behavior are behaviorism theories. The behavioristic learning theory, more commonly known as behavior theory, assumes that an individual is considered to have learned if there is a change in their behavior. The behavioristic learning theory is a theory that emphasizes the importance of observable behavior (Huda, Fawaid, & Slamet, 2023).

The behaviorist theory emphasizes measurement pressure, which is the measurable end result, because measurement is an important aspect to assess whether behavioral change occurs. The behaviorist learning theory, with its stimulus-response model, positions the learner as a passive entity. Certain responses or behaviors occur through methods of practice, repetition, or habituation alone. The behavior that emerges will become more intense if reinforced and will be eliminated if punished. According to behavioral theorists, the emphasis is on the actual change in behavior experienced, not just the structuring of the individual (Amsari, 2018). Therefore, behaviorists emphasize their research on actual human behavior in real-life events. Individuals are considered to have learned when they can demonstrate a behavior change. The behavioristic paradigm acknowledges the significance of input or input in the form of stimuli, as well as output or output in the form of responses. Behavioristic learning theory analyzes the pressure on behavior formation based on the relationship between observable stimuli and responses, without the assumption of awareness or constructivism (Safaruddin, 2016).

B.F. Skinner is a prominent figure in the field of behaviorism. Skinner was born on May 20, 1904, in Susquehanna, Pennsylvania, United States (Irham & Wiyani, 2014). In the field of literature, Skinner excels in his achievements. At Hamilton College, New York, he began studying modern and classical literature. He obtained his master's degree in 1930 and his doctorate in 1940 from the same university. At that time, his father was serving as a legal expert. Skinner also studied psychology at Harvard University in 1928 with a focus on animal behavior. According to Zalyana, as quoted by Mahmudi, Skinner gained recognition as a leading figure in behaviorism in the United States because, throughout his career, Skinner was able to demonstrate high productivity and capability (M Mahmudi, 2016).

Several studies have discussed the application of behaviorist learning theory in Islamic religious education. Murniyati and Suyadi (2021) in their article titled "The Application of Skinner's Behaviorist Learning Theory in Quran Reading and Writing Education at SDIT Alam Nurul Islam Yogyakarta." Discusses how Skinner's theory is applied at SDIT Alam Nurul Islam Elementary School and examines the impact of the application of B.F. Skinner's behaviorist theory on Quran reading and writing education (Murniyati & Suyadi, 2021). Then Rifdah Sabrina, Bibi Suprianto, et al. (2023), in their article titled "Implementation of Behavioristic Theory in Learning Islamic Religious Education in Senior High School." Discusses the implications of behavioristic learning theory in Islamic Religious Education on the moral development of high school students (Sabrina, Suprianto, Rohman, Fatimah, & Piter, 2023). And Eyra Aisyah Jasmine, Sri Yani, Maruba Aliana Daulay et al. (2024) in their article titled "The Application of B.F. Skinner's Learning Theory in Islamic Religious Education (PAI) Teaching". It discusses the application of behavioral learning theory in PAI teaching at elementary schools in the city of Medan using reinforcement, motivation, stimulation, and training methods (Jasmine et al., 2024).

Although there have been several relevant studies, the application of behaviorist learning theory in the specific teaching of PAI regarding the study of the Qur'an still requires more comprehensive research, including a focus on tajwid awareness with the application of behaviorist theory. The purpose of this study is to analyze the behaviorist theory on students to become graduates who understand tajwid, thereby influencing their attitudes and behaviors. It is hoped that this study will provide a more comprehensive understanding of how B.F. Skinner's theoretical behaviorist learning theory or the understanding and application of the Tahsin Bagdadi Method can be implemented to enhance tajwid awareness in students' Quranic learning.

B. METHOD

This study uses a qualitative descriptive method within the framework of an instrumental case study to examine the application of behaviorism theory in enhancing tajwid awareness (Creswell, 2009, p. 14). Qualitative methodology is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behaviors to study the relationship of behaviorism theory in strengthening tajwid awareness through the Tahsin Bagdadi Method (Bado, 2021).

This research was conducted at the Sekolah Guru Ngaji located in the Pesantren Takhassus IIQ Jakarta, which was purposively selected because it is a place for practicing and teaching the Tahsin Bagdadi Method. A qualitative approach was adopted to trace the process of internalization analytically by exploring the meaning, interactions, and learning experiences of the research subjects as they engage in participatory classroom activities. Through this design, the study systematically examines how the implementation of the Tahsin Bagdadi Method is presented, applied, and gradually forms awareness in reading the Qur'an according to tajwid based on actual pedagogical practices in the classroom, while the researcher actively engages in the learning context and uses reflective practices to critically review the emerging assumptions, interactions, and interpretations.

The data sources obtained by the researcher are primary data sources from the field, which were obtained through informants: 1 teacher, 2 administrators, and 9 students who were selected based on their direct involvement in implementing participatory learning practices related to. Meanwhile, secondary data was obtained from various literature reviews related to this research, including the book "Tahsin Bagdadi Method," the "Teacher's Guide book," "Tajwid Poetry," related books, and journals.

To obtain credible and comprehensive data, this research uses three main data collection techniques, namely observation, interviews, and documentation. The researcher conducted direct observations to observe the learning process of the Tahsin Bagdadi Method by applying behaviorist learning theory to strengthen tajwid awareness when learning to read the Quran. Meanwhile, interviews were conducted with several students of the Sekolah Guru Ngaji in depth using an interview guide that included questions on the issues to be explored during the interview. The interview guide was prepared to ensure that the same outline of questions was followed by each interviewee and to explore the influence of behaviorism theory principles in strengthening tajwid awareness (Patton, 2002, p. 343). In addition, documentation in the form of photos, recordings of teaching methods, and notes is used to examine the learning plan policies related to the application of behaviorism theory. The use of these three techniques allows for data triangulation, thereby enhancing the validity and depth of the research findings.

Data analysis in this study follows the interactive model of Miles, Huberman, and Saldaña, which consists of an iterative cycle of data reduction, data display, and conclusion drawing. Data reduction begins with open coding of field notes, interview transcripts, and documents. These initial codes are then grouped into preliminary categories based on conceptual similarities and continuously compared across various data sources. Through this constant comparative process, these categories are refined and consolidated into analytical themes that represent the principles of behaviorism theory in reinforcing the awareness of tajwid. Data presentation is carried out using thematic narratives and analytical matrices to examine inter-theme relationships and support systematic interpretation. Conclusions are developed progressively by comparing emerging themes with the original data and reviewing previous analytical decisions (Miles, Huberman, & Saldaña, 2013)

Table A. 1 *Indicators of Learning Theory Application*

Indicators/Instruments Used in Applying B.F. Skinner's Learning Theory in Quranic Learning

| No | Reinforcement | Student Behavior | Consequence | Future Behavior |
|----|------------------------|---|--|---|
| 1 | Positive Reinforcement | The students listened to the lesson and asked the teacher good questions. | The teacher gives awards to the students. | Students have made progress in understanding the material and practicing reading the Quran. |
| 2 | Negative Reinforcement | The students listened to the lesson and asked the teacher good questions. | The teacher gives warnings, reprimands, and extra assignments. | They correct mistakes and know how to fix them, and they are not afraid to make mistakes. |
| 3 | shaping | The students listened to the lesson and asked the teacher good questions. | Material repetition | Students are gradually developing good study habits and awareness of Quranic readings. |

Table A. 2 *Indicators of the Influence of Learning Theory*

Indicators/Instruments of the Influence of Applying Learning Theory on Strengthening Al-Qur'an Learning

| No | Influence Indicator | Operational Definition | Relation to results and findings |
|----|--|--|--|
| 1 | Awareness of the reading of the Qur'an | The ability of students to independently recognize and correct mistakes in letter pronunciation, makharij, and tajwid. | Positive reinforcement encourages tajwid awareness; students become more confident and able to identify their mistakes while reading. |
| 2 | Students focus on the teacher while providing lessons in the classroom | Full attention of the students to the teacher's instructions during the tahsin reading practice. | Mild punishment for inattentive behavior improves discipline; students pay more attention to instructions for reading improvement. |
| 3 | A greater sense of curiosity | The internal motivation of students to understand the rules of tajwid and the correct pronunciation of letters. | Recognition of learning initiatives fosters motivation; students actively ask about pronunciation and the articulation points of letters. |
| 4 | Students must be active during the learning process | Active participation of students in practice and reading correction during the tahsin process. | The shaping process through repetition and reinforcement results in positive habits; students continue to actively practice improving their reading. |

C. RESULT AND DISCUSSION

The findings of this study illustrate the reinforcement of behaviorist learning theory in fostering awareness in reading the Qur'an. The application of behaviorist theory in the Tahsin Bagdadi Method is evident in the structured arrangement of stimuli and the learning environment. The availability of the Tahsin Bagdadi Method book, Tajwid Poems, Teacher's Guide book, teaching aids, and song examples on the YouTube channel of the Sekolah Guru Ngaji shows that the material is taught through organized and consistent stimuli. From the perspective of behaviorism, the arrangement of such stimuli facilitates the emergence of the desired response, which is the recitation of the Quran according to tajwid rules, while also strengthening students' awareness of each letter sound and its reading rules.

The hierarchical arrangement of material, from *makhārij al-ḥurūf*, reading consistency, *sifat lāzimah*, to *sifat 'āridah*, reflects the principles of shaping and successive approximation in Skinner's theory. By starting with simple and easy-to-memorize material, then gradually progressing to more complex tajwid rules, learners are guided to form more complex responses through gradual reinforcement. This progression allows the awareness of tajwid to develop gradually, so that students not only memorize but are truly able to recognize and consciously correct reading mistakes.

The use of repetition and intensive practice, such as *i'rāb makhārij al-ḥurūf*, the characteristics of letters, and Quran reading practice, reinforces the principle of repetition in behaviorism, which emphasizes habit formation through repeated reinforcement. On the other hand, the provision of positive reinforcement in the form of appreciation and words of praise, as well as re-explanation and corrective tasks when mistakes occur, reflects Skinner's operant conditioning. This combination of practices creates a behavioristic learning environment that not only measures changes in reading behavior but also systematically reinforces the awareness of tajwid as a stable and internalized behavior within the students.

The teacher's teaching method is carried out with several one-way explanations from the teacher and approached by the teacher through repetition and practice. Classroom management, according to Skinner is an effort to modify behavior through the reinforcement process, which involves rewarding desired behavior and not reinforcing inappropriate behavior. Operant conditioning is a process of operant behavior (positive or negative reinforcement) that can result in that behavior being repeated or extinguished according to desire.

Some of Skinner's principles include: (a) learning outcomes must be immediately communicated to students, with corrections for mistakes and reinforcement for correctness; (b) the learning process must align with the rhythm of the individual learner; (c) lesson materials use a systematic module in the learning process, without the application of punishment. Therefore, the environment needs to be modified to avoid punishment; (d) in the learning process, individual activities are prioritized; (e) behaviors desired by educators are rewarded, preferably using a variable ratio schedule reinforcement; (f) applying the shaping approach (Shahbana et al., 2020).

The development of the behavioristic approach has made a significant contribution to achieving counseling targets aimed at changing thoughts, feelings, and behaviors. It can be seen from the statements of the students who said that they are more careful in reading the Qur'an and increasingly aware that their previous reading was not good and did not follow the rules of tajwid. Awareness of the mistakes made is the goal to be achieved so that when reading the Qur'an, they can pay more attention to the tajwid of the Qur'an.

Learners function as objects that behave according to norms, so the control of the learning process must be carried out by an external system outside the individual learner.

The goal of learning according to behaviorist theory focuses on the acquisition of knowledge, while learning as a "mimetic" activity requires students to represent the knowledge they have learned in the form of reports, quizzes, or tests. The delivery of lesson material emphasizes separate skills or the collection of facts following a part-to-whole sequence. Learning strictly follows the curriculum, so learning activities are more focused on textbooks/required books with an emphasis on the skill of restating the content of those books. Teaching and assessment focus on learning outcomes.

Evaluation focuses on passive responses, separate skills, and generally uses written tests. Evaluation of learning outcomes requires accurate answers. This means that when students provide "correct" answers according to the teacher's expectations, it indicates that they have completed their learning tasks. Learning evaluation is considered a separate component of the learning process and is generally conducted after the learning activities are finished.

1. The Application of Tahsin Strengthening Using the Tahsin Bagdadi Method in Learning the Quran Based on B.F. Skinner's Behaviorist Learning Theory

Based on the results of observations and interviews, the teachers and students of the Sekolah Guru Ngaji, who are the subjects of this research, have applied the principles of B.F. Skinner's behaviorist learning theory, particularly through the use of positive reinforcement and punishment. Positive Reinforcement (Reward): The instructor rewards students who show progress in understanding the material and practicing reading the Qur'an. These rewards can take the form of verbal praise and encouragement. This positive reinforcement has proven effective in increasing students' motivation to be more active in learning and following lessons well (Ratnasari & Mustofa, 2024). Rewards are not always in the form of material things, but can also be non-material. Non-material rewards can take the form of praise, congratulations, expressions of gratitude, and motivational statements that encourage students to study harder and improve their achievements. Recognition of students' achievements or successes is a form of attention given by teachers to their students. The praise indirectly serves as communication or a positive response given by the teacher to the student (Lavanga & Sulla, 2023).

Through such communication, students will feel noticed by the teacher, making them believe that their actions are not in vain. By giving praise to students, a teacher builds positive communication with their successful students, while also sending a message to other students to emulate the behavior of the awarded student. In giving praise, a teacher should use specific and measurable methods, avoid exaggeration, and ensure it aligns with the achievements of the students (Frisky faradisa & Ibnu Muthi, 2025).

Next, Negative Reinforcement (Punishment): In some situations, teachers also impose light punishments on students who do not behave appropriately or pay insufficient attention to lessons, and remind children when they misunderstand the lesson. The punishments applied are educational in nature, such as warnings, reprimands, and additional assignments. This punishment aims to reduce undesirable behavior without causing excessive negative effects (Zuhri, 2020). For example, as follows:

Teacher : (☞) Is the letter *ba* jahr or hams?

Student : *Jahr* (the answer is correct)

Teacher : why *jahr*?

Student : Because beside فَحَنَّهُ شَخْصٌ سَكَتٌ

it indicates the student already understands how to memorize and understands the teacher's question

Teacher : (☞) Is the letter *ba* from the letters of *jahr* or *hams*?

Student : *Hams* (the answer is wrong)

- Teacher : Why *hams*?
 Student : Because beside فَحَنَّهُ شَخْصٌ سَكْتٌ
 Teacher : Is "baa" in فَحَنَّهُ شَخْصٌ سَكْتٌ ?
 Try to pay attention!
 Student : None Teacher
 Teacher : That means ba is not included in the hams letters because it is not in فَحَنَّهُ شَخْصٌ سَكْتٌ and what is the correct letter for ba?
 Student : Jahr
 Teacher : Why jahr?
 Student : Because beside فَحَنَّهُ شَخْصٌ سَكْتٌ

If there are students who don't understand it that way, then the teacher helps them understand it again so that learning can continue together.

Then, the use of repetition: teachers often use repetition of the material that has been taught, in accordance with Skinner's operant conditioning principle, which emphasizes the repetition of reinforced behavior. Students who are consistently reinforced for the expected behavior tend to repeat that behavior (Addaeroby & Febriani, 2024). Reinforcement can also be done through drills (repetition). The drill method is a teaching approach that involves conducting training activities with practice that is repeated multiple times to acquire practical skills related to the knowledge being studied. By conducting regular exercises provided by the teacher, it is hoped that the learning objectives can be achieved and students can become more skilled in learning (Lestari, Ruslan Wahyudin, & Abidin, 2021). Repeating mantras to introduce *makhārij al-ḥurūf*. As one of the examples, as follows:

- Teacher : This is a picture of the throat (while circling the picture of the throat on the teaching aid).
 Student : This is a picture of the throat (imitating the teacher's words).
 Teacher : What is this a picture of, children?
 Student : Throat picture Teacher
 Teacher : Do we have a throat?
 Student : I have one
 Teacher : Where is it?
 Student : This... while pointing to their respective throats.
 Teacher : This is the bottom, middle, and top (pointing to the three parts of the throat in the picture/teaching aid).
 Student : Bottom, middle, top (following the teacher's instructions).
 Teacher : If I say hamzah-ha, you all say bottom, okay? Conversely, if I say bottom, you all say hamzah-ha, okay?
 Teacher : Hamzah-ha
 Student : Below
 Teacher : Below
 Student : Hamzah-ha

And so on until the throat part of the articulation points of letters is finished.

The teacher uses a throat diagram as a teaching aid to introduce the position of the *makhārij al-ḥurūf* in the throat section. Through a series of simple questions, such as "What picture is this?" and "Do we have a throat?", students are invited to relate the concept to their own body parts. After that, the teacher directs the focus to the three parts of the throat (bottom, middle, upper) and relates them to the sounds of letters. For example, with the command, "If the older sibling says hamzah ha, the younger siblings respond with

bottom; if the older sibling says bottom, the younger siblings respond with hamzah ha."(Masykur, 2019, p. 11)

Intensive repetition of this response pattern serves as a behaviorist strategy that emphasizes practice and habituation. By repeatedly responding to the instruction-response pairs (bottom –hamzah ha), students form a strong association between the positions of makharij and the sounds of the letters, making their understanding more ingrained and internalized. This process continues until all parts of the *makhārij al-ḥurūf halaqiyyah* are completed, so that repetition serves as a mechanism for forming conscious and controlled reading habits.

2. The Influence of Applying Learning Theory on Strengthening Al-Qur'an Learning

The research results show that the application of B.F. Skinner's behaviorist theory in Quran learning has a positive impact on students as reinforcement of conscious tajwid behavior. This impact is evident through increased awareness, attitude changes, and the formation of more controlled reading habits, all realized through the mechanisms of positive reinforcement, negative reinforcement, and the shaping process.

First, positive reinforcement in the form of appreciation, words of praise, and attention to efforts in reading the Qur'an encourages an increase in students' awareness of their reading. From the perspective of operant conditioning, every behavior followed by positive reinforcement tends to reappear; thus, students who feel appreciated and are not afraid of making mistakes are more motivated to improve their reading and recognize their own errors. Thus, this reinforcement not only strengthens reading skills but also builds tajwid awareness as a measurable behavior that is continuously monitored by the students.

Second, consistent negative reinforcement and mild punishment help reduce negative behaviors, such as lack of focus and inaccurate letter reading. In empirical behaviorism, the presence of consequences for undesirable behavior serves as behavioral control, thereby reducing the frequency of such behavior. In this context, students become more disciplined and show greater attention to reading the Qur'an, because they learn that lack of focus reduces their chances of receiving rewards and clear corrections.

Third, the repetition of positive behavior that is gradually reinforced reflects the shaping process, which is the formation of behavior through gradual reinforcement of responses that increasingly approach the target. By getting used to stimulating themselves to be more aware of *makhārij al-ḥurūf* and *sifat al-ḥurūf*, followed by reinforcement (appreciation) or correction (rebuke), the learners gradually develop good study habits. In the end, conscious tajwid behavior does not just appear momentarily, but becomes a stable habit that is internalized in their Quran reading patterns, in accordance with the principle that effective behavioral learning combines repetition and continuous reinforcement.

3. Challenges in applying Behaviorist Theory

Although in general, the application of B.F. Skinner's behaviorist theory successfully motivates students. This research also reveals several constraints that align with the limitations of the behaviorist approach itself. These limitations indicate that reliance on external reinforcement and variability in individual responses can become practical constraints in the context of Quranic learning.

The time limitation in providing positive reinforcement and material repetition reflects one of the limitations of behaviorist theory: dependence on intensive and repetitive conditioning processes. In a class with a large number of students, teachers find it difficult to provide sufficient attention and reinforcement to each individual student, so not all responses can be reinforced at the right time. The limitations of the physical environment

and time indicate that the behavioristic approach, which heavily relies on external reinforcement, becomes less effective when resources (time, energy, and teacher attention) are very limited.

Furthermore, the differences in students' responses to positive reinforcement demonstrate the limitations of behaviorist theory in explaining individual behavioral variations. Not all students respond to reinforcement in the same way; some take longer to show behavioral changes, while others are already motivated without intensive external reinforcement. This emphasizes that Skinner's theory, which focuses on the stimulus-response relationship and external reinforcement, often overlooks internal factors of students, such as intrinsic motivation, background, and learning styles. This condition reminds us that external reinforcement alone does not always guarantee uniform behavioral change, so the behaviorist approach needs to be combined with an understanding of individual differences to expand its impact on Quranic learning.

D. CONCLUSION

This research concludes that the integration of B.F. Skinner's behaviorist theory, with the Tahsin Bagdadi Method, effectively strengthens tajwid awareness through operant conditioning, which includes positive reinforcement (appreciation), negative reinforcement (light correction), and gradual shaping, resulting in increased motivation, discipline, and a reduction in reading errors. This addresses the problem of low tajwid awareness and the research objective of analyzing the application of behaviorism in tahsin. These findings expand the theory of behaviorism in the context of Quranic learning by demonstrating that the principles of operant conditioning not only shape measurable reading behavior but also internalize tajwid awareness as an automatic response that supports continuous *tartil*.

The findings contribute to the literature on Qur'anic pedagogy with empirical evidence that the behaviorist approach optimizes the Baghdadi Method, complementing previous studies that were limited to general Islamic Education (PAI). The limitations include a descriptive qualitative design with 12 informants in one location (Sekolah Guru Ngaji), which restricts generalization, minimal measurement of long-term impacts, and reliance on external reinforcement that may reduce its effectiveness for students with high intrinsic motivation, as well as critical reflection that behaviorism inadequately captures individual variability in the spiritual context of Quranic learning.

Development prospects include concrete recommendations such as designing behaviorist-based tahsin modules with tiered reinforcement scales, a teacher training framework through operant conditioning simulation workshops, and further research in the form of experimental or mixed-methods studies with multi-location samples to test long-term effectiveness and integrate cognitive-spiritual elements to address methodological and contextual limitations.

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