

Learning Of the Qur'an with Approach Recommendation Methods of Qalifa Learning Methods

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Abstract

Al-Quran learning ideally uses learning methods that have certain guidelines and are carried out consistently. However, in certain cases a teacher of the Koran faces special conditions and requires different handling. The study groups handled have diverse characteristics between groups and internally the Al-Quran study group is very open to heterogeneous possibilities. However, currently in a place or study group the Qur'an only uses one learning method so it cannot give students the opportunity to choose a learning method that suits their learning style. The purpose of this study is to analyze existing Al-Quran learning methods, provide recommendations to students on learning methods that are in accordance with their learning styles, make learning Al-Quran based on personalized learning more effective. The method used in this research is Design Thinking Process. Based on the development research procedures that have been described, there are 5 procedural steps of research based on design thinking. This research is very important considering that studying the Qur'an properly is a priority for Muslims as a way of life in the world.

Keywords

Al-Qur'an; recommendation facility; qalifa; method



I. Introduction

As the largest Muslim country in the world (Maarif, 2018), it turns out that the number of Al-Quran illiterates in Indonesia is still high. According to data from PTIQ (College of Qur'anic Sciences) Jakarta in 2017, the number of Muslim illiterates in the Koran in Indonesia is still high. Based on the results of the PTIQ research, 65% of Indonesians were still illiterate Al-Quran in 2017. In a narrower scope, through data in East Java Province, the authors took a sample of the results of pre-test data on Al-Quran Reading Guidance activities in Islamic religious education courses. which is at the State University of Malang on 3200 students which shows that 86% of new students at the State University of Malang still cannot read the Al-Quran properly and correctly. Islamic Religious Education (PAI), including learning to read the Koran is part of the National Education curriculum in Indonesia. PAI is a compulsory subject for every Muslim student, not least at the university level, in order to foster student character (Sukiman et al., 2021).

So far, various methods and strategies for learning the Qur'an have been formulated with the aim of building character in each student, because this is closely related to better religious quality (Hastasari et al., 2022) and the happiness of life (Feizi et al., 2020). The results of Abdel-Khalek's research (2010) show that the ability to read the Koran is important in the lives of the majority of the Muslim population. Al-Quran learning ideally uses learning methods that have certain guidelines and are carried out consistently (Herlina,

2021). This consistency is important to build a strong method system with the principle of making it easy for students (Orba Manullang et al., 2021). However, in certain cases a teacher of the Koran faces special conditions and requires different handling (Hanafi et al., 2019). The study groups handled have diverse characteristics between groups and internally the Al-Quran study group is very open to heterogeneous possibilities (Umar et al., 2020). However, currently in a place or study group the Qur'an only uses one learning method so it cannot give students the opportunity to choose a learning method that suits their learning style (Nobisa & Usman, 2021).

The purpose of this study is to analyze existing Al-Quran learning methods, provide recommendations to students on learning methods that are in accordance with their learning styles, make learning Al-Quran based on personalized learning more effective. The personalized learning method is designed based on the students' personal needs and interests. Through the innovation of this learning method, of course it really supports the success of learning the Qur'an among people from various segments (Pahlevi et al., 2019). The presence of innovation is expected to be an impactful learning innovation and be able to increase the effectiveness of learning the Qur'an, especially in the community.

II. Research Method

2.1 Research Implementation

The method used in this research is Design Thinking Process. Based on the development research procedures that have been described, there are 5 procedural steps of research based on design thinking (Wrigley et al., 2018). The procedural stages of this development research are described as follows:

1. Empathize

At this stage the researcher will identify the problems that will be overcome. When you have determined the target user to be addressed, an analysis of the user's experience, situation, and emotional condition is needed. At this stage, the expected outputs are operational design and need analyst.

2. Define and Ideate

After the user's needs, the development design needs to draw an idea from the user's point of view which forms the basis for developing recommendations for technology-based Al-Qur'an learning methods. Furthermore, after the needs and idea analysis have been identified, it is continued with the development of ideas, making recommendations for Al-Qur'an learning methods to validation of learning materials. Phases 1 and 2 are targeted to be completed in the second quarter after the program is funded.

3. Prototype

At this stage, technology-based Al-Qur'an learning will also be produced, and guidebooks as well as collaboration with material experts and involve 3rd parties, namely schools or Islamic boarding schools in terms of recommendations for Al-Qur'an learning methods and case studies and collaboration connections. implemented in terms of using recommended learning methods.

4. Product Test

Small-scale trials that are targeted at small groups are carried out in 1 school so that all students in 1 school will be carried out with the target of showing significant results in improving the quality and skills of reading the Qur'an.

5. Evaluation and Preparation

At this stage the evaluation will be carried out with the formation of a final report, as well as preparation for a more massive application to schools to see the impact of

research results by publishing articles and publishing Intellectual Property Rights from the technology developed.

2.2. Types of Data and Data Analysis

This type of data in this development uses descriptive qualitative data. Qualitative data is generated from the responses of media experts and material experts. Trials involving selected students will be able to represent and produce outcomes that can be used in this study. Overall, this study took a sample of 65 from 25 schools and universities in Indonesia.

The data analysis used in this research is descriptive data analysis. Descriptive analysis is used to analyze the data obtained from the validation results of material experts and media experts. There are several data analysis techniques used in this study.

a. Validity test

The data collection instrument was taken from an assessment questionnaire by material experts and media experts. Referring to the Likert Scale, there is a score range of 1-5 for assessment during the validation stage (Degner et al., 2022).

- a. Score 5, if the learning media is very appropriate, very appropriate, and very easy.
- b. Score 4, if the learning media is appropriate, precise, and easy.
- c. Score 3, if the learning media is not appropriate, not appropriate, and not easy.
- d. Score 2, if the learning media is not appropriate, not appropriate, and not easy.
- e. Score 1, if the learning media is very inappropriate, very inappropriate, and not very easy.

The results that have been obtained in the form of percent are converted back into qualitative form in accordance with the rules that have been described to determine the feasibility category of Qalifa Islamic disruptive school learning materials and media based on digital boarding schools (Sholihin et al., 2020). Test results by experts can be declared eligible if they meet the minimum feasible category, namely good with the following percentages:

- a. The eligibility category is very good, if it has a score of 81-100%.
- b. The eligibility category is good, if it has a score of 61-80%.
- c. The eligibility category is sufficient, if it has a score of 41-60%.
- d. The eligibility category is less, if it has a score of 21-40%.
- e. The eligibility category is very poor, if it has a score of 0-20%.

III. Result and Discussion

This research was conducted in three stages which are described as follows:

3.1 Preliminary studies

The preliminary stage begins with a literature study and then continues with a field study. The literature study was conducted by looking for references to the methods of learning the Qur'an which have been frequently used by the public for learning. Meanwhile, the field study was conducted by observing the recommendation facilities of students who want to learn to read the Qur'an at the school and college level. Field observations were carried out to explore the material for developing the learning of the Qur'an with the approach to the recommendation of the Qalifa learning method. In addition to conducting empirical studies on students, researchers also analyze similar products that already exist in the community. The results of competitor analysis show that some

platforms provide learning facilities in the form of direct learning without using a learning management system, and there is no means of learning recommendations based on the learning style of each student learning the Qur'an. The following is an analysis of the learning methods that have been carried out:

1. The Qiro'ati method became a method of learning to read the Qur'an compiled by KH. Achmad Dahlan Zarkasyi in 1986. The principle of learning the Qiroati method emphasizes mastery of makhoriul letters and tajwid as well as how to read the Qur'an with tartil. The learning curriculum has been adapted to the needs of the students based on age levels.
2. The Iqra' method was discovered by KH. As'ad Humam Iqra' only has one handbook. But the content inside is quite dense. Starting from the spelling of the hijaiyah letters, short word pieces, to juz 'amma', it is already contained in one Iqra book. Therefore, many people consider this method very effective as a teaching material.
3. The tilawati method was developed in Surabaya in 2002 by a team consisting of Drs. H. Hasan Sadzili, Drs. H. Ali Muaffa, et al. The hallmark of this method is teaching how to read the Qur'an using rots songs. Through song media, it is hoped that learning the Qur'an will be more fun. Of course, mastery of makhoriul letters and tajwid remains the main point in the achievement target.
4. The Ummi method is a mother tongue (ummi) approach. This principle is implemented into 3 strategies, namely the direct method (read directly without spelling), repetition (repeating the reading), and affection (sincere affection). With this approach, students are expected to get maximum results in learning to read the Qur'an.

Therefore, product differentiation is needed that will assist students in accelerating access to learning through technology in the form of a learning management system.

3.2 Qalifa Learning Method Concept

The innovation of the Qalifa learning method provides a forum for students who have heterogeneity of different learning styles. This approach is used to connect the existing learning methods with students who have unique characteristics in each individual. The learning process can be active, effective, and fun. This method can help a place or group to study the Qur'an which usually only uses one learning method so that it cannot give students the opportunity to choose a learning method that suits their learning style. The concept of the recommendation of the Qalifa learning method can be explained in the following description:



Figure 1. The Concept of Recommendation for the Qalifa Learning Method

3.3 Preparation of Learning Materials and Videos

The data obtained from the field survey and supported by a theoretical basis from the results of the literature study, the researchers then compiled learning materials according to the needs of students in the development of the Qur'an based on the design described earlier with a product brand called the Qalifa Learning Method. The following are the results of developing digital Islamic boarding school-based learning materials:

3.4 Tartil Learning Materials and Media Design

Details of recitation learning materials are designed to assist students in learning tartil. Tartil is beautifying or beautifying and the procedure for stopping reading. Which of course this cannot be done if you read the Qur'an in a hurry. Reading the Qur'an clearly is only possible if you mention all the letters, and fulfill the correct way of reading the letters. In general, this lesson will learn about the types of rhythm in reading the Qur'an such as jiharka, bayati, syika, nahawan. The implementation of the learning class is divided into 3 different levels, namely basic, intermediate, and advanced levels according to ability and educational hierarchy. which exists. The following is the tartil class learning material:

Materi	Bentuk	Waktu
1. Membaca dengan benar	1.1.1. Membaca dengan benar	1.1.1.1. Membaca dengan benar
2. Membaca dengan benar	2.1.1. Membaca dengan benar	2.1.1.1. Membaca dengan benar
3. Membaca dengan benar	3.1.1. Membaca dengan benar	3.1.1.1. Membaca dengan benar
4. Membaca dengan benar	4.1.1. Membaca dengan benar	4.1.1.1. Membaca dengan benar
5. Membaca dengan benar	5.1.1. Membaca dengan benar	5.1.1.1. Membaca dengan benar
6. Membaca dengan benar	6.1.1. Membaca dengan benar	6.1.1.1. Membaca dengan benar
7. Membaca dengan benar	7.1.1. Membaca dengan benar	7.1.1.1. Membaca dengan benar
8. Membaca dengan benar	8.1.1. Membaca dengan benar	8.1.1.1. Membaca dengan benar
9. Membaca dengan benar	9.1.1. Membaca dengan benar	9.1.1.1. Membaca dengan benar
10. Membaca dengan benar	10.1.1. Membaca dengan benar	10.1.1.1. Membaca dengan benar

Figure 2. Basic Class Tartil Learning

Materi	Bentuk	Waktu
1. Membaca dengan benar	1.1.1. Membaca dengan benar	1.1.1.1. Membaca dengan benar
2. Membaca dengan benar	2.1.1. Membaca dengan benar	2.1.1.1. Membaca dengan benar
3. Membaca dengan benar	3.1.1. Membaca dengan benar	3.1.1.1. Membaca dengan benar
4. Membaca dengan benar	4.1.1. Membaca dengan benar	4.1.1.1. Membaca dengan benar
5. Membaca dengan benar	5.1.1. Membaca dengan benar	5.1.1.1. Membaca dengan benar
6. Membaca dengan benar	6.1.1. Membaca dengan benar	6.1.1.1. Membaca dengan benar
7. Membaca dengan benar	7.1.1. Membaca dengan benar	7.1.1.1. Membaca dengan benar
8. Membaca dengan benar	8.1.1. Membaca dengan benar	8.1.1.1. Membaca dengan benar
9. Membaca dengan benar	9.1.1. Membaca dengan benar	9.1.1.1. Membaca dengan benar
10. Membaca dengan benar	10.1.1. Membaca dengan benar	10.1.1.1. Membaca dengan benar

Figure 3. Middle Class Tartil Learning

Materi	Bentuk	Waktu
1. Membaca dengan benar	1.1.1. Membaca dengan benar	1.1.1.1. Membaca dengan benar
2. Membaca dengan benar	2.1.1. Membaca dengan benar	2.1.1.1. Membaca dengan benar
3. Membaca dengan benar	3.1.1. Membaca dengan benar	3.1.1.1. Membaca dengan benar
4. Membaca dengan benar	4.1.1. Membaca dengan benar	4.1.1.1. Membaca dengan benar
5. Membaca dengan benar	5.1.1. Membaca dengan benar	5.1.1.1. Membaca dengan benar
6. Membaca dengan benar	6.1.1. Membaca dengan benar	6.1.1.1. Membaca dengan benar
7. Membaca dengan benar	7.1.1. Membaca dengan benar	7.1.1.1. Membaca dengan benar
8. Membaca dengan benar	8.1.1. Membaca dengan benar	8.1.1.1. Membaca dengan benar
9. Membaca dengan benar	9.1.1. Membaca dengan benar	9.1.1.1. Membaca dengan benar
10. Membaca dengan benar	10.1.1. Membaca dengan benar	10.1.1.1. Membaca dengan benar

Figure 4. Advanced Class Tartil Learning

Based on the distribution of tartil material that has been made, it is then developed into a learning module. Learning tools were also developed to support the learning process in order to fulfill the aspects of learning and evaluation of learning. The existence of tartil learning tools in teaching and learning activities is very beneficial for Ustadz and Ustadzah teaching tartil. Because apart from being a guide in the implementation of learning, learning tools can also be used as a benchmark for the success of ustadz and ustadzah and can be used as a teacher's professional standard. The following tartil learning tools have been created:

**REKAM PENCELAJARAN
TARTIL AL-QUR'AN**

Kompetensi Inti:
 KI-1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
 KI-2 : Mengembangkan perilaku jujur, disiplin, tanggung jawab, peduli, santun, dan percaya diri dalam proses pembelajaran maupun saat berinteraksi dengan lingkungan sosial di sekitarnya
 KI-3 : Memahami 7 asma tartil Al-Qur'an (bayati, sholih, lajaz, nahawand, roat, sila, dan jharika) yang dibagi ke dalam tingkatan kelas dasar, menengah, dan mahir
 KI-4 : Mempertahankan bacaan Al-Qur'an dengan ilmu tajwid yang benar, disertai dengan asma tartil yang diaplikasikan ke dalam hikayah surat di Al-Qur'an

Kompetensi Dasar	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
(I)	(II)	(III)	(IV)	(V)	(VI)
3.1 Memahami kandungan surat-surat dan ayat-ayat dalam surat-surat	1. Q.S. Al-Fatiha 2. Q.S. Al-Baqarah	Perencanaan 1 (Q.S. Al-Fatiha) Pada pertemuan 1, akan dibahas pre-test surat Al-Fatiha ayat 1-7 dengan menggunakan media karton, kemudian dilanjutkan dengan kegiatan pembelajaran sebagai berikut: 1. Siswa dipersiapkan bacaan surat-surat dengan asma tartil sebagai berikut:	Pengumpulan: - Pre-test dan post-test menggunakan media karton yang telah dibuat - Asma tartil - Rata-rata hasil belajar	2 pertemuan (4 bulan)	- Al-Qur'an - RPP - Penilaian - Video - Pembelajaran

Figure 5. Tartil Learning Syllabus

**MATERI KELAS TARTIL
QALIFA INDONESIA**

Al-Qur'an adalah kitab terakur yang diturunkan oleh Allah SWT yang terjaga amnya hingga kini. Al-Qur'an merupakan pedoman bagi seluruh umat. Kita diperintahkan untuk membaca, mempelajari, mengajarkan, serta mengamalkan Al-Qur'an dalam kehidupan sehari-hari. Al-Qur'an menjelaskan tentang salah satu adab kita terhadapnya, yaitu dengan membaca Al-Qur'an secara tartil. Sebagaimana Allah SWT berfirman dalam Q.S. Al-Muzzammil ayat 4:



Artinya:
dan lebih dari (menambah) itu. Bacakan Al-Qur'an itu dengan perlahan-lahan.

Tartil memiliki bahan artinya perlahan-lahan. Berdasarkan tafsir Ibnu Katsir, tartil bermakna membaca surat dengan hukum tajwid berarti membaca Al-Qur'an dengan memperjelas setiap huruf, membaca dengan fasih disertai menghayati makna, serta nafsunya

Figure 6. Tartil Learning Materials and Modules

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
TARTIL AL-QUR'AN**

Institusi	Qalifa Indonesia
Materi Pokok	Isma Riast
Kelas	Dasar
Alokasi Waktu	80 Menit

A. Kompetensi Inti
 KI-1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
 KI-2 : Mengembangkan perilaku jujur, disiplin, tanggung jawab, peduli, santun, dan percaya diri dalam proses pembelajaran maupun saat berinteraksi dengan lingkungan sosial di sekitarnya
 KI-3 : Memahami 7 asma tartil Al-Qur'an (bayati, sholih, lajaz, nahawand, roat, sila, dan jharika) yang dibagi ke dalam tingkatan kelas dasar, menengah, dan mahir
 KI-4 : Mempertahankan bacaan Al-Qur'an dengan ilmu tajwid yang benar, disertai dengan asma tartil yang diaplikasikan ke dalam berbagai surat di Al-Qur'an

Figure 7. Tartil Learning Implementation Plan

Based on the material that has been made, it is then developed into an interactive learning video that can be used by students in the self-learning stage. Here's a tartil lesson video:



Figure 8. Video Class Tartil

3.5 Design of Recitation Learning Materials and Media

Details of recitation learning materials are designed to assist students in learning recitations. Recitations or taghanni are not new in reading the Qur'an. In the Arabic dictionary, taghanni means singing in a sweet voice. This term can be interpreted by amplifying and improving the sound of reading the Qur'an solemnly. Recitation of reading the Qur'an by singing without ignoring the rules in reading the letters. In general, this lesson will learn about the types of rhythms in reading the Qur'an such as jiharka, bayati, shika, shoba, rost, nahawan, and hijaz. Isro' Mi'roj, Mawlid Nabi, and Marriage. The implementation of the learning class is divided into 3 different levels, namely basic, intermediate, and proficient in accordance with the ability and hierarchy of existing education. The following is the learning material for the recitation class:



Figure 9. Learning Recitations for Elementary Class



Figure 10. Middle Class Recitation Learning



Figure 11. Learning Recitations for Advanced Class

Based on the distribution of recitation material that has been made, it is then developed into a learning module. Learning tools were also developed to support the learning process in order to fulfill the aspects of learning and evaluation of learning. The existence of recitation learning tools in teaching and learning activities is very beneficial for Ustadz and Ustadzah who teach recitations. Because apart from being a guide in the implementation of learning, learning tools can also be used as a benchmark for the success of ustadz and ustadzah and can be used as a teacher's professional standard. The following are recitation learning tools that have been made:



Figure 12. Recitation Learning Syllabus

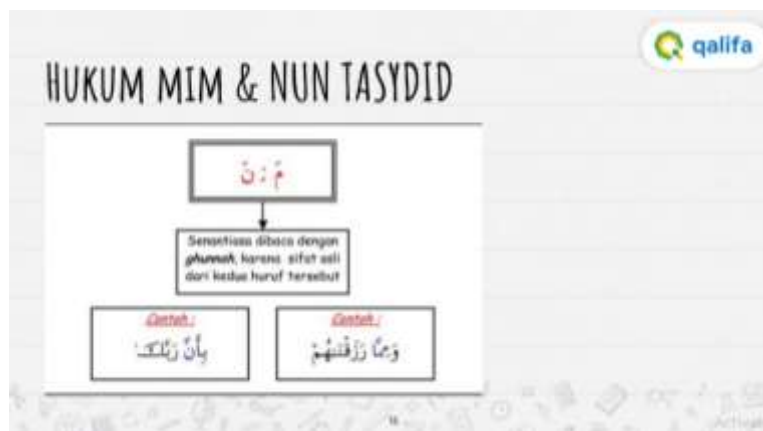


Figure 13. Recitation Materials and Learning Modules

LEMBAR EVALUASI BIDANG TILAWAH

1. Nama Pengajar	: Moch Syahrul Fadhilah
2. Bidang	: Tilawah

Petunjuk

Berilah penilaian secara jujur, objektif, dan penuh tanggung jawab terhadap Peserta Didik. Penilaian dilakukan terhadap aspek-aspek dalam tabel berikut dengan cara melingkari angka (1-5) pada kolom skor.

1 = Sangat tidak baik

2 = Tidak baik

3 = Biasa

4 = Baik

5 = Sangat baik

NO	STANDAR	INDIKATOR	SKOR				
1	Menguasai Pembelajaran Tilawah Al Qur'an (Menirukan ayat yang dibaca beserta lagu) dengan lancar beserta penerapan	Menirukan setiap lagu dan bacaan dengan tepat	1	2	3	4	5
		Menerapkan ilmu tajwid pada setiap bacaan tanpa mengurangi keindahan lagu	1	2	3	4	5

Figure 14. *Recitation Learning Implementation Plan*

Based on the material that has been made, it is then developed into an interactive learning video that can be used by students in the self-learning stage. The following is a bootcamp learning video for scholarship preparation as follows:



Figure 15. *Video Class Recitation*

3.6 Tahfidz Learning Material and Media Design

Details of tahfidz learning materials are designed to assist students in learning tahfidz. Tahfidz means memorizing and can be interpreted as the process of repeating a lesson, either by reading or listening. The definition of tahfizh or tahfidz of the Qur'an is the process of memorizing the Qur'an either by reading or listening to it repeatedly until it is memorized so that each verse can be read without looking at the manuscripts. In general, this lesson will learn about etiquette in learning the Qur'an, the basics of tajwid and makharijul letters, the intention to memorize the Qur'an, add to the memorization of the Qur'an according to what has been determined, istiqomah to maintain memorizing the Qur'an, testing the memorization that is owned by practicing the memorization that is owned. The implementation of the learning class is divided into 3 different levels, namely the juz amma level, 1 juz, and 2 juz according to the ability and hierarchy of existing education. The following is the learning material for the tahfidz class:



Figure 16. Learning from Tahfidz Juz Amma



Figure 17. Learning Tahfidz 1 Juz



Figure 18. Learning Tahfidz 2 Juz

Based on the distribution of the tahfidz material that has been made, it is then developed into a learning module. Learning tools were also developed to support the learning process in order to fulfill the aspects of learning and evaluation of learning. The existence of tahfidz learning tools in teaching and learning activities is very beneficial for Ustadz and Ustadz tahfidz teachers. Because apart from being a guide in the implementation of learning, learning tools can also be used as a benchmark for the success of ustadz and ustadzah and can be used as a teacher's professional standard. The following are the tahfidz learning tools that have been made:

SIARAN MENTORING TAHFIDZ QALIFA INDONESIA						
Nama Lembaga : Qalifa Indonesia Mata Pelajaran : Tahfidz Al-Qur'an Buku / Semester : Tahun Pelajaran : 2021/2022						
Kompetensi Inti :						
KI-1, Peserta dapat menghafal Al-Qur'an juz 30 KI-2, Peserta dapat mengaji secara bilghoh, tartil, dan dengan tajwid yang benar KI-3, Peserta dapat membunyikan dengan lancar hafalan yang sudah dihafal						
INISIASI						
Kompetensi Dasar	Materi Pokok	Kompetensi Keterampilan	Indikator / Materi Penguasaan	Praktik	Aspek / Waktu	Indikator Penilaian
1	1.1	1.1	1.1	1.1	1.1	1.1

Figure 19. Tahfidz Pembelajaran Learning Syllabus

Sub Materi Tahfidz QALIFA Indonesia

Kompetensi Dasar :

1. Memahami Definisi, Hukum, Keutamaan, Dan Tujuan Tajwid

Definisi Tajwid

Tajwid secara bahasa artinya memperbaiki atau memperbaiki. Adapun secara istilah adalah :

إخراج كل حرف من مخرجه مع إعطائه حقه ومستحقه

"Mengeluarkan (mengucapkan) setiap huruf dari makhroj (tempat keluar) nya dengan memberikan haq dan mustahqnya".

Yang dimaksud dengan haq huruf ialah sifat dzat atau asli yang selalu bersama atau melekat pada huruf hijaiyah yang tidak bisa dipisahkan. Seperti sifat Qalqalah, Jahl, Hams, Syiddah, Rakhawah, isti'la dan lain-lain. Sedangkan yang dimaksud dengan mustahq huruf ialah sifat huruf berupa (hukum-hukum bacaan) yang dihasilkan sifat-sifat, baik dzatyyah atau 'oridhah seperti tarqiq, tafkhir, idzhar, iqlo, idgham, ikhfa, dan sebagainya. Harapannya tajwid dapat dipakai untuk memperbaiki bacaan AL-Qur'an tanpa berlebihan, tanpa takalluf (memperumit diri) serta tanpa ta'assuf (somaunya sendiri).

Figure 20. Tahfidz. Learning Materials and Modules

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Lembaga	: QALIFA INDONESIA
Bidang	: Tahfidz
Tingkat	: Satu/Dua/Tiga
Materi Pokok	: Definisi, hukum, keutamaan, dan tujuan tajwid
Alokasi Waktu	: 1 x 1,5 Jam

A. Kompetensi Inti

KI.1 Peserta dapat menghafal Al-Qur'an juz 30

KI.2 Peserta dapat mengaji secara bilghoh, tartil, dan dengan tajwid yang benar

KI.3 Peserta dapat membunyikan dengan lancar hafalan yang sudah dihafal

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1 Memahami definisi, hukum, keutamaan, dan tujuan tajwid	1.1.1 Peserta mampu menyebutkan definisi, hukum, keutamaan, dan tujuan tajwid

Figure 21. Tahfidz. Learning Implementation Plan

Based on the material that has been made, it is then developed into an interactive learning video that can be used by students in the self-learning stage. The following is a bootcamp learning video for scholarship preparation as follows:



Figure 22. Tahfidz Kelas Class Learning Video

3.7 Design of Learning Materials and Media for Reading the Qur'an Qalifa

Details of learning materials for learning to read the Qur'an Qalifa are designed to assist students in learning the Koran. Study recommendations are made so that students are familiar with the various methods of learning the Qur'an that have existed such as the ummi method, bil qolam, iqra, tilawati, qiraati, as-syafii. The learning recommendation data base is made through learning groupings so that students have the freedom to use the Qalifa recommendation method according to the learning styles of each student.

Based on the material that has been made, it is then developed into an interactive learning video that can be used by students in the self-learning stage. The following is a video of learning the Qur'an in several selected methods as follows:



Figure 23. Tahfidz Kelas Class Learning Video

3.8 Material Validation Test

a. Tartil Learning

This material expert test is carried out by validators who are experts in their fields to provide advice and assessment of the development of Al-Qur'an learning materials with the approach of the means of recommending the Qalifa learning method in the tartil class so that it can be seen that the learning video material developed has met the eligibility category or not. Material validation test data can be seen in Table 1 below:

Table 1. Material Test Assessment Data in the Tartil Class

No.	Aspect	Earned Score	Total Expected Score	Percentage
1.	Learning objectives	9	10	90

2.	Basic competency suitability	8	10	80
3.	Conformity of learning objectives with basic competencies	8	10	80
4.	Clarity and accuracy of the material	10	10	100
5.	Ease of material to understand	8	10	80
6.	The suitability of the material with the learning objectives	9	10	90
7.	Strengthening learning motivation	10	10	100
8.	Regular use of language	10	10	100
Average value				90

Based on the table above, the expert validation test of tartile class material obtained an average score of 90% with a maximum score of 100%. The average value with a percentage of 90% is in the "very feasible" category.

b. Recitation Learning

This material expert test is carried out by validators who are experts in their fields to provide suggestions and assessments of the development of Al-Qur'an learning materials with the approach of the means of recommending the Qalifa learning method in the recitation class so that it can be seen that the learning video material developed has met the eligibility category or not. Material validation test data can be seen in Table 2 below:

Table 2. Material Test Assessment Data in Recitation Class

No.	Aspect	Earned Score	Total Expected Score	Percentage
1.	Learning objectives	9	10	90
2.	Basic competency suitability	9	10	90
3.	Conformity of learning objectives with basic competencies	9	10	90
4.	Clarity and accuracy of the material	10	10	100
5.	Ease of material to understand	10	10	100
6.	The suitability of the material with the learning objectives	9	10	90
7.	Strengthening learning motivation	10	10	100
8.	Regular use of language	9	10	90
Average value				93.75

Based on the table above, the expert validation test of the recitation class material obtained an average score of 93.75% with a maximum score of 100%. The average value with a percentage of 93.75% is in the "very feasible" category.

c. Tahfidz Learning

This material expert test is carried out by validators who are experts in their fields to provide advice and assessment of the development of Al-Qur'an learning materials with the approach of the means of recommending the Qalifa learning method in the tahfidz class so

that it can be seen that the learning video material developed has met the eligibility category or not. Material validation test data can be seen in Table 3 below:

Table 3. Material Test Assessment Data in Tahfidz Class

No.	Aspect	Earned Score	Total Expected Score	Percentage
1.	Learning objectives	10	10	100
2.	Basic competency suitability	8	10	80
3.	Conformity of learning objectives with basic competencies	8	10	80
4.	Clarity and accuracy of the material	10	10	100
5.	Ease of material to understand	9	10	90
6.	The suitability of the material with the learning objectives	9	10	90
7.	Strengthening learning motivation	10	10	100
8.	Regular use of language	9	10	90
Average value				91.25

Based on the table above, the tahfidz class material expert validation test obtained an average score of 91.25% with a maximum score of 100%. The average value with a percentage of 91.25% is in the "very feasible" category.

3.9 Media Validation Test

a. Tartil Learning

The media expert test aims to assess the media that has been developed. This expert test was conducted by a team of learning media experts. To find out the assessment and input from this expert test on the learning video of the Qur'an with the approach to the recommendation tool for the Qalifa learning method in the tartil class, an assessment instrument was used as criticism and suggestions so that the learning video could be improved. Media validation test data can be seen in Table 4 below:

Table 4. Media Expert Test Assessment Data in Tartil Class

No.	Aspect	Earned Score	Total Expected Score	Percentage
1.	Media simplicity	9	10	90
2.	Cohesiveness	9	10	90
3.	Balance	9	10	90
4.	Form	9	10	90
5.	Color	10	10	100
Average value (%)				92

In the table above, the media expert validation test assessment obtained an average score of 460 with a maximum score of 500. The average value with a percentage of 92% is in the "very feasible" category.

b. Recitation Learning

The media expert test aims to assess the media that has been developed. This expert test was conducted by a team of learning media experts. To find out the assessment and input from this expert test on the learning video of the Qur'an with the approach to the recommendation tool for the Qalifa learning method in the recitation class, an assessment instrument was used as criticism and suggestions so that the learning video could be improved. Media validation test data can be seen in Table 5 below:

Table 5. Media Expert Test Assessment Data in Recitation Class

No.	Aspect	Earned Score	Total Expected Score	Percentage
1.	Media simplicity	10	10	100
2.	Cohesiveness	9	10	90
3.	Balance	9	10	90
4.	Form	9	10	90
5.	Color	8	10	80
Average value (%)				90

In the table above, the media expert validation test assessment obtained an average score of 450 with a maximum score of 500. The average value with a percentage of 90% is in the "very feasible" category.

c. Tahfidz Learning

The media expert test aims to assess the media that has been developed. This expert test was conducted by a team of learning media experts. To find out the assessment and input from this expert test on the learning video of the Qur'an with the approach of the means of recommending the Qalifa learning method in the tahfidz class, an assessment instrument is used as criticism and suggestions so that the learning video can be improved. Media validation test data can be seen in Table 6 below:

Table 6. Media Expert Test Assessment Data in Tahfidz Class

No.	Aspect	Earned Score	Total Expected Score	Percentage
1.	Media simplicity	9	10	90
2.	Cohesiveness	10	10	100
3.	Balance	10	10	100
4.	Form	9	10	90
5.	Color	10	10	100
Average value (%)				96

In the table above, the media expert validation test assessment obtained an average score of 480 with a maximum score of 500. The average value with a percentage of 96% is in the "very feasible" category.

3.10 Comparison with Previous Research Results

The results of previous research related to the development of the Qur'an learning method by (Sa'adah & Dardum, 2021) with the results of the study showing that there are 3 methods used in learning the Qur'an at TAUD SAQU Jember namely the Tarbiyah Method, the Tahajji Method, and the Tahfiz Method, which can improve the ability to read the Qur'an. Other developments in an effort to increase student activity are carried out by (Subekhan, 2019) namely student learning activity has increased after applying the talking stick learning method in the subjects of the Qur'an and Hadith. From the posttest scores of students in the experimental class have an average = 88.4. For the control class, the average posttest value = 82.0 and hypothesis testing with $t_{count} > t_{table}$, then H_a is accepted. Al-Qur'an learning methods that are diverse and in accordance with students' learning styles can improve the ability to read the Qur'an and have advantages in realizing an increase in students' abilities in the cognitive, affective, and psychomotor domains.

Research on learning styles in learning the Qur'an shows that there are several types that are suitable to be applied. According to the results of research in two schools, the learning styles in memorizing are 1) visual memorization style, 2) aural memorization style, 3) kinesthetic memorization style, and 4) social memorization style. (Ichsan, 2020). There are differences in the learning outcomes of al-Qur'an students who have an independent learning style with students who have a strategy-dependent and conventional learning style (Thoifah, 2018). In addition, Rindiani's research shows that there is a positive simultaneous influence between learning discipline and learning style on learning outcomes. The magnitude of the resulting joint influence is 32.3% (Matussolikhah & Rosy, 2021). Therefore, it is important to pay attention to learning styles in the process of learning the Qur'an to students.

IV. Conclusion

Learning the Qur'an with the Recommended Method Approach Qalifa Learning Method can improve the ability to learn the Qur'an in a sustainable manner by utilizing technology, so that there is an increase in the quality of learning the Qur'an according to the student's learning style. Suggestions for further research is the development towards the development of sustainable analysis studies of learning recommendation facilities in the real learning environment experienced by students.

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