

## Implementation of Tahsin Al Qur'an Learning with Iqro' Method in Improving Students' Reading of Al Qur'an in SD IT DOD Tanjung Gusta Sunggal District

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### Abstract

*This study aims to determine: (1) knowing the planning of learning Tahsin Al Qur'an with the Iqro' method at SD IT DOD Tanjung Gusta, (2) knowing the implementation of learning Tahsin Al Qur'an with the Iqro' method at SD IT DOD Tanjung Gusta, (3) knowing the evaluation of learning Tahsin Al Qur'an with the Iqro method at SD IT DOD Tanjung Gusta. To achieve the above objectives, a qualitative approach is used with a qualitative descriptive type. Data collection is done by using interview, observation and documentation methods. The data are analyzed by reducing the relevant data, presenting the data and drawing conclusions. The results showed that: (1) Planning for Tahsin Al Qur'an learning with the Iqro' method was guided by the learning program that had been designed by the vice principal for student affairs and the coordinator of Thafidz/Tahsin SD IT DOD Tanjung Gusta, the teacher only adjusted the hours of learning and regulate the conditions of students in the classroom, while the necessary preparation itself is the mastery of learning materials and supporting materials such as Arabic writing in order to improve the quality of students' abilities. (2) the implementation of learning Tahsin Al Qur'an with the Iqro method begins with muroja'ah reading the previous Iqro' together, then enters the material. The teacher reads and explains while the students listen to the Iqro' read by the teacher, after that the students read together and write. (3) evaluation of learning Tahsin Al Qur'an with the Iqro' method, daily assessments are carried out at the end of each student learning meeting by being tested one by one in front of the teacher. The assessment of the increase in the level of Tahsin learning stages is by conducting monthly exams, mid-semester exams and end-semester exams.*

### Keywords

implementation; tahsin Al Qur'an; reading



## I. Introduction

Al-Qur'an is a guide and guide for the life of Muslims which is no longer in doubt. It is proper for Muslims to practice the contents contained therein and no less important is also to read the Qur'an properly and correctly according to the rules of reading the Qur'an through mastery of Tajweed. So urgent is the majesty of reading the Qur'an that we can learn a lesson when Allah wants to teach his noble lover, the Prophet Muhammad SAW. Through an interactive educational process between the angel Gabriel and the noble Prophet Muhammad SAW, the first sentence that appears is "Iqro" with the meaning of the command "read".

The Al-Qur'an learning method basically has the same goal, which is to teach students how to recognize letters and sound signs from these letters. Of course learning to

read the Qur'an is much different from learning to read ordinary textbooks, because learning the Qur'an uses a different language and is certainly very foreign to students who are not used to studying it seriously. In learning the Qur'an, the most important thing is how students can read and understand properly and correctly in accordance with the rules of tajwid.

At the Integrated Islamic Elementary School, the learning of the Qur'an has become the curriculum of Islamic Religious Education. They divide the content of Islamic education into 3 parts, namely PAI, Al Qur'an and Arabic. In the realm of the Qur'an, there are 2 learning contents, which include Tahsin (improvement of reading) and thafidz (memorization).

One of the Integrated Islamic Elementary Schools that became the focus of the author's research, namely SD IT DOD which is located in the Graha Indah Kelapa Gading housing complex, Tanjung Gusta, Sunggal District, Deli Serdang Regency, has been established since 2014. This school is the choice of parents to send their children there. With a strategic environment for an Islamic school, SD IT DOD Tanjung Gusta already has 314 male and female students where at the beginning of the school's establishment there were only 14 students. The improvement of these schools was influenced by the attitude of those who joined themselves to jointly struggle to carry out Islamic education with the National Integrated Islamic School Network community.

Although the school has been running since its inception, the Tahsin Al Qur'an learning program has not yet achieved maximum results, there has been a gap between expectations and actual reality. There are still many students who have ascended the Qur'an and have difficulty reading the Qur'an according to the correct rules of Tajweed science, so schools are trying to take steps to reform in applying the Tahsin Al Qur'an learning method.

Tahsin Al Qur'an is a way to read the Qur'an properly and correctly by using the rules contained in the science of recitation, in addition to refining and improving the reading. Ali Muntahar explained that the meaning of "tahsin" is in line with the meaning of recitation, namely improvement, refinement (Muntahar, 2005, p. 270). The meaning of tahsin is much broader than tajwid. This is because in tahsin, in addition to using the rules contained in the science of recitation, it also tries to improve and beautify the reading with a melodious voice.

In learning Al-Qur'an Tahsin requires effective methods to improve students' ability to read the Qur'an. The learning method is all the efforts made by the teacher in the realization of teaching and learning activities (Latif, 2013, p. 108).

The process of implementing tahsin learning materials with the Iqro 'method goes through the following stages: (1) the teacher provides examples of correct readings related to makhoriul letters and students must be really correct in imitating their reading. Students see the movements of the teacher's lips and vice versa the teacher sees the movements of the mouths of students and avoids mistakes in pronouncing letters, or to see whether students are right in pronouncing them or the teacher must use clear and communicative speech, (2) the teacher teach correct examples of harokat pronunciation such as harokat fathah (top row) mouth wide open position, harokat dhommah (front row) forward mouth position, and harokat kasroh (bottom row) grimacing mouth position, (3) the teacher teaches the law of Mad reading ( long reading marks) such as Mad Asli and Mad Far'i and their branches, (4), the teacher teaches the letters qolqolah and the law of reading qolqolah which consists of two parts, namely qolqolah sughro and qolqolah qubro, (5) the teacher teaches about differences in the signs of waqf and their explanations and the 14 letters of

muqotto'ah which are in 29 surahs in the Qur'an, and (6) the teacher teaches the laws of nun suk un and tanwin such as izhar, idghom, ikhfa, and iqlab. In addition, the teacher teaches the laws of Mim and Nun who are tasydid.

## II. Research Methods

This study uses qualitative research methods, namely to understand the phenomenon of what is experienced by the research subject, for example behavior, perception, motivation, action and others, holistically and by way of description in the form of words and language, in a special natural context and by utilizing various natural methods, and in reasonable field situations as they are without manipulation. Data was collected through observation, interviews, and documentation. The data analysis technique used is the Miles and Huberman model, namely data reduction, data display and conclusion and verification.

## III. Discussion

From the results of interviews, observations and documentation that researchers obtained in the Tahsin Al Qur'an learning process with the Iqro 'method at SD IT DOD Tanjung Gusta, that the school has a Tahsin Al Qur'an learning plan which is divided into 3 stages, namely: (1) Makhraj learning stages, (2) Stages of learning long punctuation marks, and (3) The stages of the basics of tajwid related to the law of reading dead nuns, tanwin readings, dead mim readings and idghom readings. (Observation of Tahsin Al-Qur'an learning planning with the Iqro method on Wednesday, March 3, 2021).

Planning means compiling steps to solve a problem or the implementation of a job that is directed at achieving certain goals. In this case, planning includes a series of activities to determine the general goals (goals) and specific objectives (objectivity) of an organization or educational institution, based on complete information support. After the goals are set, the program relates to the preparation of patterns, series and processes of activities that will be carried out to achieve these goals. In short, program effectiveness is related to the preparation of activity plans to achieve goals, it can be measured by the fulfillment of cooperation factors in the formulation of school work programs and efforts to implement these work programs in achieving goals (Hadari, 2012, p. 12). The media and tools used are the Qur'an, Iqro Books, blackboards, notebooks and daily assessment books. In the context of teaching, the program can be defined as the process of preparing subject matter, the use of teaching media, the use of teaching approaches and methods and assessments in a time location that will be carried out at a certain period to achieve predetermined goals (Hadari, 2012, p. 17).

Planning in learning the Qur'an according to Nana Sujana is estimating (projecting) what actions will be taken when carrying out teaching. Each teaching and learning activity demands that each of its components (instructional objectives) be prepared, even lessons, teaching and learning activities (KBM), methods, tools and evaluations so that an optimal teaching and learning process occurs and the desired goals are achieved. Preparation is the anticipation, design and estimation of what will be done in each teaching that allows teaching and learning to occur that can lead students to achieve the desired goals (Sudjana, 1995, p. 136).

The preparations made before learning Tahsin Al Qur'an with the Iqro method at SD IT DOD Tanjung Gusta really consider the circumstances of the students and the readiness of the class teacher to teach, the suitability of the preparation activities with general theory and the theory of learning the Qur'an itself is synchronous and appropriate. Targets that are

in accordance with the goals of the school and the program/planning are carried out in detail in their implementation, namely from the side of the class teacher and students.

From the results of interviews, observations and documentation, the researchers got the results that the implementation process of implementing Tahsin Al-Qur'an learning with the Iqro method. In its implementation, this activity can be applied through 4 Iqro 'learning methods, namely:

1. Talaqqi Method  
The teacher reads first what readings will be learned by students and then students follow it repeatedly.
2. Biblical Method  
While the teacher calls the students one by one to read the text, the students write down what they read so that they can memorize the readings they read better.
3. Imlaqi  
Where at the end of each meeting the teacher must provide questions about the reading. Then write it on the blackboard and appoint one of the students to answer. When students can read it correctly, the teacher gives an assessment and reward to students. The reward can be in the form of stars that the school has prepared for the daily learning of students.
4. Provide the same portion of the Iqro 'reading rank for each student.  
This makes it easier for the teaching of the Iqro method to run in the classroom. Because the level of Iqro lessons given is the same.
5. Read aloud.  
Reading by reciting or voicing written symbols in the form of words or sentences that are read. This reading exercise is more suitable for beginners.

In accordance with the title of this reading, the main goal is for students to be able to recite the reading as well as possible in accordance with the sound system in Arabic. In addition, there are several advantages of teaching reading aloud, among others, as stated by scientists: (1) 1. Increase students' self-confidence, (2) 2. Errors in reciting can be corrected immediately by Master, (3) Strengthening discipline in the classroom, because students participate actively and should not be left behind in reading simultaneously, and (4) Provide opportunities for students to connect pronunciation in orthography (writing) (Sri Utari Subyakto, 2011).

In addition, before learning activities begin, things that must be considered by the teacher in the class know the condition of the students are ready, the students together recite the previous reading at the last meeting.

The implementation of Tahsin Al Qur'an learning with the Iqro method at SD IT DOD Tanjung Gusta, although the deputy head of the school for student affairs, Thafidz / Tahsin, stated that it was smooth and not difficult to implement and there were only obstacles experienced in each class, namely the condition of the students but can still be overcome and achieve the desired goal, because the process is not so difficult and complicated.

The process of implementing Tahsin Al Qur'an teaching and learning activities with the Iqro method, of course, must first be taken with the following steps in learning:

1. Preliminary words from the teacher to calm students down, publish everything in class, attract students' interest and attention to the lesson and the importance and benefits of being good at reading the Qur'an both for themselves and for Islamic society in general.
2. Start the lesson by reading basmallah together aloud and in the heart, may Allah bless you and His mercy, taufiq and guidance in learning.

3. The teacher gives appreciation and achievement. Appreciation is asking students about the main points of the past subject matter to refresh their memory and relate it to today's lesson. While achievement is a test that is given before the lesson begins and aims to find out to what extent the students' mastery of the teaching materials to be taught.
4. Teach Tahsin Al Qur'am with the Iqro method so that students can read fluently.
5. Iqro reading exercises, and then making games or quizzes about the learning that has been given as well as conducting an assessment of the students' reading.
6. In closing, short advices and ends by saying the prayer kifaratul majlis and hamdalah.

Every aspect of learning includes the process of implementing Tahsin Al Qur'an learning with the Iqro method at SD IT DOD Tanjung Gusta according to and in sync with the theory that the researcher quotes below.

Writing is the ability to express ideas, opinions, and feelings to other parties through written language (Saragih, 2019). Writing skills are very important to learn because writing skills are very important in supporting student success (Kristyanawati, 2019). Still, the thought of writing in a second language hinders their creativity (Sari, 2020). Writing skill (Mahirah al-kitabah/writing skill) is the ability to describe or express the contents of the mind in the category of writing skills, there are imlak skills in Arabic.

Imlak (al-impla') is a writing category that emphasizes the appearance or posture of letters in forming words and sentences. According to Mahmud Ma'aruf's definition, imlak is writing the letters according to their correct position in words to prevent misunderstandings (Ma'ruf, 2011, p. 152).

At first, imlak trains students to develop their ability to observe words or sentences or written text to be transferred/copying which is done repeatedly, it will also gain flexibility in writing hands. This will be a capital in the development of calligraphy skills. In addition, they are also trained in understanding the meaning of the text sentences they write through discussions or questions and answers that are carried out in a series of writing the imlak. Broadly speaking, there are techniques that must be considered in imlak learning, namely copying (al-impla' al-mauqul) and observing (al-impla' al-manzur).

1. Imla' copying (al-impla' al-mauqul).

Moving certain writings and media into student books. Imla 'is also commonly called al-impla' al-mansukh, because it is done by way of writing text. Imla 'is suitable to be given to beginners, teaching this imla' is done by giving writing or text on the blackboard, opening, cards or something else. The teacher teaches students to be fluent and discusses the meaning/intent contained in the writing, after which students copy to notebooks.

2. Imla' observes (al-impla' al-manzur).

Imla 'observing (al-impla' al-manzur) is looking at writing in certain media carefully, transferred to certain media carefully, then transferred to the student's book without looking at the writing again. This imla 'is basically the same as al-impla' al-mauqul in terms of moving it or copying the writing.

Writing skills, reading skills (maharah al-qiro'ah / reading skills) are the ability to know and understand written content (written symbols) by reciting or digesting in the heart, the transfer of written symbols in spoken language is called reading (Hermawan, 2011).

Writing skills in the process of implementing Qur'an tahsin learning are additional material to improve Arabic writing skills. In Arabic the writing technique is imla 'skills, the purpose of the school is to provide additional writing material to match the meaning of

writing skills, writing skills also support other learning. The process of writing activities for students at SD IT DOD Tanjung Gusta is in accordance with theory. Starting from reading and writing, listening to writing, to copying writing into a notebook.

To determine the success or failure of teaching and learning activities, it is necessary to carry out an action activity, namely evaluation. According to Muhaibin Syah, evaluation means the assessment of students achieving the goals that have been set in a program (Syah, 2002). Thus, evaluation is an effort or tool to determine the level of success of students in achieving the goals set in a program both qualitatively and quantitatively.

Evaluation as a tool for assessing the results of achieving goals in learning, evaluation must be carried out continuously. Evaluation is more than just determining learning success rates. The most important thing is as a basis for feedback from the teaching and learning process that is carried out. Therefore, the ability of teachers to develop tools and conduct evaluations is part of the ability to carry out the overall learning process (ALi, 2008, p. 113).

Evaluation using standardized tests is a test that can be used as a measurement tool precisely and permanently. The stipulation of a test tool is intended that the tool can be used as a measurement of the ability of something with valid results. The implementation can be done at any time to measure the ability in accordance with the goals and results that can always describe the situation in question in that field. A standardized test tool to measure the ability of high school students in physics, for example, the results can describe the state of the student's ability in the field of high school physics legally and reliably (Ali, 2008, p. 114).

#### IV. Conclusion

Based on the data description, the conclusions of the study are: (1) the program/planning of learning Al-Qur'an tahsin using the Iqro' method is guided by the program that has been designed by the deputy head of the Tahfidz/Tahsin student affairs school, (2) The implementation of Tahsin Al-Qur'an learning with the Iqro' method begins with the appreciation of the class teacher In order to trigger the interest and enthusiasm of students in learning Al-Qur'an tahsin, then the teacher ordered muroja'ah reading Iqro' at the previous meeting and continued with the next material by means of the teacher reading Iqro' reading 2 times and students reading together . After that, students advance one by one to the front of the class to read and other students write, and (3) Evaluation of learning Tahsin Al Qur'an with the Iqro method, daily assessments are carried out at each student learning meeting and are tested one by one in front of the class. Other assessments are monthly, mid-semester, and end-of-semester exams that include an increase in the next learning stage.

The suggestions that can be submitted are:

##### 1. For Principals.

It is advisable to improve the implementation of Tahsin Al Qur'an with the Iqro method so that it is more detailed to know the shortcomings and obstacles or problems that occur in teaching teachers and students when learning activities take place and further reaffirm to teachers to be more effective in teaching, so that students get maximum learning.

##### 2. For Deputy Principals.

Should continue to increase collaboration with school principals related to learning Tahsin Al Qur'an with the Iqro method and strengthening teaching materials to teachers so



that the achievement of the Tahsin Al Qur'an learning program with the Iqro method can be achieved according to the target of one year and students from class III who move up 4th grade is able to read the Qur'an properly and correctly.

### 3. For Teachers.

Teachers should continue to improve teaching skills, be more painstaking and more skilled in conditioning students, improve the quality of teaching for teachers who are not experienced with the Iqro method and improve the media used in order to achieve a more interesting learning.

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