

Improving Ability in Reading the Qur'an for Students at Hidayatullah TPA Bogor Through the Art of Learning the Qur'an with the Tilawati Method

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Abstract

This research will be carried out to know how to implement the tilawati method for students at TPA Hidayatullah Bogor in studying the Qur'an and various factors that influence this implementation process. This research was carried out using various data obtained from various research results and previous studies related to this research. The results of this study indicate that the implementation of the increased learning of the Qur'an through the tilawati method for the students at the Hidayatullah TPA went quite smoothly. This success is due to the good understanding possessed by the teachers in implementing this tilawati method, sufficient supporting facilities and infrastructure, adequate time allocation, and a fairly conducive environment for learning so that the students possess a spirit to be able to learn Al-Qur'an well through this tilawati method.

Keywords: Al-Qur'an Learning, Implementation, Tilawati Method.

A. INTRODUCTION

The Qur'an is the word of Allah revealed to the Prophet Muhammad SAW who read, saw and heard it is worth worship. The Qur'an is a guide for Muslims, which there is no doubt. This is in line with the Word of God in Surah al-Baqarah verse 2 (Rofiq & Mus'idah, 2019).

Given the very importance of the Qur'an as a guide for Muslims, Muslims must be able to read the Qur'an properly and correctly, following applicable rules (Hanafi et al., 2019). Allah sent down the first revelation to the Prophet Muhammad, which contained the command to read. The command is in the letter al-Alaq, verses 1-5 (Rahman, 2020).

This is proof that since ancient times Muslims have been ordered to read. Because by reading, you will get information that includes the content and understand what is contained in the reading. So that Muslims can read the Qur'an properly and correctly according to the rules, it is necessary to hold Qur'an learning for all Muslims (Ardhian et al., 2020). As stated in the joint decision of the Minister of Home Affairs and the

Ministry of Religion of the Republic of Indonesia, number 128 of 1982/44 A 82. In 1990 it was stated that “The need for efforts to improve the literacy and writing skills of the Qur’an for Muslims to increase the appreciation and practice of the Qur’an in daily life” (Mas’ud et al., 2019).

So, to improve the appreciation and practice of the Qur’an in everyday life, it is necessary to hold learning the Qur’an from an early age. Because if Muslims can read the Qur’an properly and correctly following applicable rules, then Muslims will avoid mistakes in interpreting the Qur’an (Basir et al., 2022).

Reading the Qur’an is not just reading because, in the Qur’an, there are rules that must be considered and understood. Because if you read with the wrong rules, it will also result in the wrong meaning of the Qur’an (Supriyadi et al., 2019). Therefore, it is necessary to study the Qur’an so that Muslims can read the Qur’an with good and correct rules. Rules or rules that must be considered in reading the Qur’an include *alwaqfu wal ibtida* (the procedure for stopping and starting reading), *muroatul letters wal harokat wal ayat* (perfection of pronouncing letters, *harokat* and verses), *makhorijul huruf* (where letters come out), *sifatul huruf* (characteristics of letters), *ahkamul huruf* (laws of letters), *ahkamul mad wal qoshor* (long and short laws) and *ghorib musykilat* (foreign and heavy reading) (El-Bassiouny et al., 2022).

The ability to read the Qur’an properly and correctly is the most basic thing for him to be conveyed to others. Therefore, efforts to increase the ability to learn the rules of reading the Qur’an are very important for Muslims to improve the appreciation and practice of the Qur’an in everyday life (Abdussalam et al., 2021).

In the process of learning to read the Qur’an, a method is needed. This is because the method has an important role in achieving learning objectives (Khafidah et al., 2020). Using the method will be able to develop attitudes, mental and personalities. So that students can receive lessons easily and effectively and can be practiced well (Intania & Sutama, 2020).

There are many and varied methods of learning the Qur’an in Indonesia. The *tilawati* method is a Qur’anic learning method developed throughout Indonesia (Rahmah & Maknin, 2021). The *tilawati* method is a method that introduces how to read the Qur’an with *tartil* using a *rost* song. So, the *tilawati* method has become easy and fun (Hunainah et al., 2021).

In teaching, the *tilawati* method has several levels ranging from *Tilawati PAUD* (Early Childhood Education), *Tilawati Volume* and *Tilawati Al Qur’an*. Every 60 times, a meeting with *munaqasyah* (repetition of volume increase) is held to determine whether students can study for the next volume (Herlina et al., 2021).

Through the various explanations above, the researcher then intends to examine how the results of the implementation were carried out through the tilawati method for the ability to read the Qur'an of the students of TPA Hidayatullah Bogor.

B. LITERATURE REVIEW

Implementation

Implementation means application. So, if it is interpreted, implementation is the application of a plan which has a purpose (Huang & Hew, 2018). Implementation is an action or application of a plan that has been prepared carefully and in detail. Implementation is usually done after the planning is considered perfect (Lynch et al., 2018). According to Nurdin Usman, implementation is down to activity, action, action or the existence of a mechanism or system. Implementation is not just an activity but an activity planned to achieve the activity's objectives (Hariyanti et al., 2021).

Guntur Setiawan argues that implementation expands activities that adjust the interaction between goals and actions and require a network of implementers and an effective bureaucracy (Istianto et al., 2021).

The above understanding shows that the word implementation boils down to the mechanism of a system. Based on the opinion of the experts above, it can be concluded that implementation is an activity that is planned and carried out in earnest based on certain norms to achieve the activity's objectives (Ernst et al., 2019). Therefore, an implementation does not stand alone but is influenced by the next object, namely the curriculum. Curriculum implementation is implementing new ideas, programs, or activities, hoping that others can accept and make changes to learning and obtain the expected results (Tabroni et al., 2022).

Tilawati Method

The tilawati method is a method of learning and teaching the Qur'an, which is composed of one or two sentences of the Qur'an, then short and long verses with a distinctive rhythm so that it is easy to read and teach (Irlina, 2019). Then the word Tilawati is a book learning to read the Qur'an, which is then called the tilawati method, which consists of six volumes. Typically, this book uses a classical approach and reads and listens in a balanced way (Istiqomah & Al-Badrani, 2020).

So, what is meant by the tilawati method is a method that not only learns to read the Qur'an but also writes the letters of the Qur'an, memorizes short suras, recitation material and aqidah and akhlaqul karimah (Jaeni & Basuki, 2020). The Tilawati method is also equipped with learning strategies with a balanced approach between habituation and combining classical learning methods to overcome student disorder during the teaching and learning process (Hunainah et al., 2021).

C. METHOD

This research was conducted through a qualitative approach. The data used in this study were obtained from the results of various studies, and previous research studies carried out previously and still have a relationship with this research. The data that has been successfully collected will be analyzed so that the results expected by the researchers can then be found.

D. RESULT AND DISCUSSION

The Process of Implementing the Tilawati Method in Learning the Qur'an for Children at the Hidayatullah TPA

Reading the Tilawati Demonstration Using 1, 2 and 3 Techniques

Based on the research that the author has carried out, it was found that the teachers had read the tilawati demonstration at more than the 15th meeting using technique 3, namely, the teacher and students both read according to what was stated in the provisions of the tilawati method.

So, it can be concluded that the teachers have carried out their duties as teachers of the tilawati method by correctly reading the demonstration following applicable regulations. From the 16th meeting to the 51st meeting, the classical demonstration uses technique three, and at each meeting, ten demonstration pages must be completed.

Reading the Tilawati Book with the Read Listen Technique

Based on the data presented in the data, the teachers listen correctly in carrying out the reading of the tilawati book with reading techniques. This can be seen from the way they carry out the reading of the tilawati book in several stages:

1. The teachers explain the subject matter on the page to be read.
2. The teachers read, and the students imitated (technique 2) the page to be studied
3. The teachers tell the students to read one by one (one person, one line) by alternating around until all the students have read each line on the page.
4. The teachers read together with the students on the pages that have been studied earlier as reinforcement.

This is following what is written in the book, namely, in learning to read the tilawati book, there are several stages:

1. The teacher explains the subject on the page to be read.
2. Read and listen, starting with classically reading the page that will be taught on that page, while technique two is used.

3. The students take turns reading each line until each student has finished reading one page.
4. After one page has been read, it is repeated classically using classical technique 3 for stabilization.

Supporting Materials Include:

1. Memorization Material Book

Based on the data presented, the teachers implementing the provision of supporting materials in the form of rote material have been carried out correctly. This can be seen from the way they apply the rote material. The stages are as follows:

- a. The teacher asks the children to listen to the teacher read one verse in full (technique 1) up to 3 times or more if necessary
- b. The teacher uses technique two but reads it only word by word, and the teacher reads one word, then the children follow one word to one verse.
- c. The teacher reads one verse perfectly then the children follow it until it feels like the children are running smoothly.
- d. The teacher asks the children to read one verse perfectly one by one.

Meanwhile, senior teachers can implement it more concisely because they are older and more experienced than new teachers. As a result, there is no need for repeated emphasis. Senior teachers carry it out with the following stages:

- a. The teacher asks the children to follow what the teacher reads up to 3 times.
- b. After the students have felt fluent, the teacher asks the children to read one by one.
- c. When reading is fluent, students are welcome to memorize it. And if time still allows, the teacher continues to the next verse.

This author feels similar to what has been described by KH. Umairah Bakir, namely:

- a. The teacher reads one verse (try in one verse it is not long, and if it is long, then only one waqof is enough) using technique 2 (the teacher reads the student's following) 3 times using the rost song.
- b. The teacher divides students into three small groups (if there are 12 people in one class, one group consists of 4 people). Then the teacher asks each group to read one verse/one waqof that has been taught alternately once per group.
- c. Teachers and students read together three times using the rost song.
- d. The teacher asks the students to close the book of memorizing material. Then the teacher instructed the students to read by not looking at the book (memorizing) three times.
- e. The teacher offers students to memorize. If no one volunteered, the teacher might appoint students who have to memorize.

2. Book of Kitabati

Based on the data presented in the data, the teachers differ in their implementation. Junior teachers provide supporting material in writing in a book of scriptures. Meanwhile, senior teachers did not provide supporting material in the form of a book of scriptures.

3. Book of Tajweed

Based on the data that the author presents in presenting the data, the junior teacher does not provide supporting material in the form of a book on the recitation of the science of recitation to the teacher's students. Meanwhile, senior teachers provide supporting materials in the form of recitation books to teach students by:

- a. First, the teacher asks the students to follow what the teacher reads (technique 2).
- b. The teacher explains the material that has been read.
- c. The teacher asks the students to read with the teacher.
- d. The teacher asks the students to memorize it.

This is the same as what is written in the book of recitation of tajwid but only at the stage of providing/inculcating concepts. Meanwhile, at the habituation stage and the crystallization stage, it has not been applied to the teacher's class

4. Book of Akidah and Akhlakul Karimah Education

Based on the data that the authors present in the data, the teachers provide supporting material through aqidah and akhlaqul karimah education books. However, they sometimes teach it not as often as other supporting materials such as memorization material, scripture books, etc., because the contents of the book on aqidah and akhlaqul karimah education have been taught in formal schools.

Factors Affecting the Implementation Process of the Tilawati Method in Learning the Qur'an to Children at TPA Hidayatullah

Based on the results of the research that the author presents in presenting the data, for the teacher factor, there are three categories:

1. Educational Background

The educational background in this study was the last education of the Hidayatullah TPA teacher. However, you must also pay attention to the previous background. From the data obtained through interviews, the majority of teachers who teach at TPA Hidayatullah have studied in Islamic boarding schools, starting from the Hidayatullah Islamic Boarding School, Mursyidul Amin Islamic Boarding School, and other Islamic boarding schools, and some teachers who have completed their undergraduate programs are also still in college.

The educational background of teachers at Hidayatullah TPA is following their profession, namely teaching the Qur'an, so that it can make it easier for them to teach reading the Qur'an. However, this does not mean that teachers who do not have a boarding school education background are not allowed to teach reading the

Qur'an. As long as the teacher's reading is correct, especially coupled with a good voice and qualified class management, then it is okay to teach the Qur'an.

2. Material Mastery

The ability or mastery of the Hidayatullah TPA teacher in applying the Tilawati method is adequate from the results of the interviews that the author conducted, and all teachers have been included in training on how to apply the correct tilawati method. Coupled with the holding of upgrading to remind teachers again with the material tilawati method. Based on the training that has been obtained, especially coupled with a direct application by teaching, it will help in mastering the teaching material.

3. Teaching experience

The teaching experience possessed by Hidayatullah TPA teachers in applying the tilawati method is quite diverse. This can be seen in the authors' data on the teachers' data, namely the start date of the Hidayatullah TPA teacher assignment. There are teachers whose teaching experience is very experienced. This is indicated by the length of the teacher's teaching (5 years or more). Some teachers have taught 4, 3, 2, and 1 year and some teachers have not even reached one year. But this diversity can be overcome because new teachers do not hesitate to ask questions when they find something they do not understand. Teachers who have taught for a long time patiently provide understanding and explanations to new teachers.

Based on the research results that the authors present in presenting data about students, students who study the Koran at TPA Hidayatullah indicate that they enjoy learning the Koran at TPA Hidayatullah for several reasons. First, because the teacher is good, second because he has many new friends, third because he is close to home and fourth because of family.

This makes the students happy to recite the Koran at TPA Hidayatullah. When the heart is happy, then the students will have an interest in learning to read the Qur'an. At the same time, interest has a close relationship with willingness, so it will make it easier for students to understand the lessons explained by the teachers.

1. Guardian of students

Based on the results of the research that the authors present in presenting data about guardians of students, according to guardians of students who escort, wait or pick up their children who are studying the Koran at TPA Hidayatullah that teachers send their children to study the Koran at TPA Hidayatullah is so that their children can recite the Koran properly and correctly. This is done because of the environment and good quality. This is following the hadith of the Prophet Muhammad narrated by At-Tabraniy

2. Facilities and infrastructure factors

Based on the research results that the author presents in presenting data on facilities and infrastructure, according to Susilowati, a teacher who teaches at TPA Hidayatullah, the facilities and infrastructure at TPA Hidayatullah are adequate.

Thus, it can be said that the facilities and infrastructure of the Hidayatullah TPA are one of the factors to support the implementation of the tilawati method in learning the Qur'an for children at the Hidayatullah TPA Bogor.

3. Environmental factor

Based on the research results that the authors present in presenting data about the environment, Hidayatullah TPA is located within the Hidayatullah Islamic boarding school environment, which is Islamic and far from the bustle of the highway. So that children are comfortable when learning, there are no noises from vehicles or others.

However, at 17.30, Hidayatullah's students carried out daily activities in the form of reading the Qur'an using loudspeakers, which interfered with learning at the Hidayatullah TPA.

E. CONCLUSION

Based on the description above, at the end of the discussion of this thesis, the researcher can conclude that the implementation of the tilawati method in learning the Qur'an for children at TPA Hidayatullah Bogor has generally been going very well. This is influenced by the good and correct understanding of the teachers in implementing the tilawati method, adequate time allocation, supporting facilities and infrastructure, the enthusiasm of students and guardians of students in learning and a conducive environment in carrying out learning the Qur'an using the tilawati method.

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