



Teacher's Method in Learning the Qur'an

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Abstract

This study aims to analyze the methods used by teachers in learning the Alquran. This study used a qualitative method with a case study type, the data source was taken from forty-two informants through in-depth interviews who were selected using purposive sampling and observation techniques. All results of interviews and observations were analyzed thematically with Miles and Huberman's qualitative data analysis. The research findings show that there are nine methods used by teachers in teaching the Qur'an including; i) Iqra', ii) Tartil, iii) Baghdadiyah, iv) Tahsin v) Recitations, vi) Lamma, vii) As-Sahl, viii) Talaqqi, ix) Peer tutor. The results of this study can be used as initial data for future researchers in examining different issues related to this problem and various other issues that are relevant to this context.

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INTRODUCTION

The Alquran is the main source for every matter that humans need in various sciences and various knowledge, as well as in every part of the right parts of life (Purnama et al., 2019). Reading the Alquran is a worship that has a high value in the sight of Allah SWT. especially if accompanied by an understanding of the meaning and its application in everyday life. As a Muslim Allah SWT has ordered to read the Alquran as stated in several verses in the Qur'an.

...أَتْلُ مَا أُوحِيَ إِلَيْكَ مِنَ الْكِتَابِ وَأَقِمِ الصَّلَاةَ

"Read the Book (the Qur'an) that has been revealed to you (Muhammad) and perform the prayer..." (Q.s Al-'Ankabut/29:45)

أَوْ زِدْ عَلَيْهِ وَرَتِّلِ الْقُرْآنَ تَرْتِيلًا

"Or more than half of that and read the Qur'an slowly." (Q.s Al-Muzamil/73:4)

فَاقْرَأْهُمَا مِمَّا تَيَسَّرَ مِنَ الْقُرْآنِ

"Then read what is easy (for you) from the Alquran" (Q.s al-Muzammil/73:20)

The holy book Alquran is the word of Allah SWT that was revealed to Muhammad peace be upon him. In a gradual way brought by the angel Ruhul Amin (Jibril), worth worship for those who read. To be able to read the Qur'an can be obtained through education in which

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there is a process of transmitting knowledge, carried out in three forms, namely oral (reading), writing or pictures, as well as behavior or ethics or morality. The book by Shaykhul Islam Muhyiddin Abu Zakariyya Yahya bin Syaraf An-Nawawi mentions several advantages of reading the Qur'an including The Qur'an will be an intercessor or a helper on the Day of Judgment for its readers, those who study and teach it become the best of human beings, for those who proficient in reading the Alquran, then he will be with His angels, for those who have not yet fluently read and completed the Alquran, Allah SWT gives two rewards, the Alquran can raise the status of humans in the eyes of Allah SWT.

Given the importance of the Alquran for life, it is necessary for every Muslim to study the Alquran properly and correctly. At present, Alquran reading activities are commonly carried out in Indonesia, this is indicated by the number of Alquran Education Parks in each region, especially in urban areas. Qur'an Education Park is a non-formal Islamic educational institution that can assist parents in guiding and teaching children to deepen insight and knowledge about Islamic education and to increase the level of knowledge of religious education, especially the ability to read and memorize the Qur'an, regarding worship, creeds, and morals. The Qur'an Education Park aims to give birth to a generation that is not only intellectually and emotionally intelligent but also spiritually intelligent to guide, foster and develop the potential possessed by students and instill religious values based on the teachings of the Alquran (Handayani & Wirdatul'aini, 2022). According to Hamdani, (2018), Qur'anic Education Parks are non-formal (non-formal) religious educational institutions with teaching content in the Qur'anic Education Parks emphasizing religious aspects, especially in the field of the Qur'an. As stated in the National Education System Law No. 20 of 2003 paragraph 4 states that non-formal education units include training institutions, courses, study groups, PKBM, taklim assemblies, Alquran education parks, and other similar educational units (Handayani & Wirdatul'aini, 2022).

Many authors have found Qur'anic Education Parks (TPA) scattered in various places, in fact, almost every mosque and prayer room has a Qur'anic Education Park. The growth and development of the Qur'an Education Park are quite fast and lively throughout the country. Based on research from Hamdani, (2018), states that research by the 1990 Research and Development Department of the Ministry of Religion of the Republic of Indonesia, revealed the results of the development of Qur'an Education Parks and Qur'an Education Institutions from 1995 to 2000 reaching 30%, namely in 1998 the number of Qur'an Education Parks registered at Ministry of Religion as many as 40,000 TPA, and in 2000 the number of TPA throughout Indonesia increased to 41,600.

Optimal learning of the Qur'an will give birth to a Qur'anic generation that is able to enrich the earth with the Qur'an and save world civilization in the future (Hamdani, 2018). An absolute requirement for bringing up the Qur'anic generation is an understanding of the Qur'an which begins with being able to read the qu'ran properly and correctly according to predetermined rules (Hamdani, 2018).

In learning the Alquran, various learning methods have been developed which are enough to help facilitate the process of learning to read the Alquran. A learning method is a tool for achieving learning goals, therefore the teacher must choose the method to be applied in class, educators must also determine which method is appropriate to use so that it can be digested and practiced properly by students (Hidayati & Bukhori, 2022). Based on the author's observations, the dominant learning method used by the teacher is the iqra' method using a guidebook, while other methods are complementary or perfect. Can the author say that the Iqra method is the main method used by the teacher. Behind that, there are some teachers who are not familiar with other learning methods such as the lamma method, as-sahl, ummi, albarqi, and so on.

Based on the explanation above, the authors are interested in conducting research on the methods used by teachers in learning the Alquran. So that later it will be known what methods have been used by teachers in teaching the Alquran, the results of this research can be a source of reading for teachers, especially Alquran teachers in getting to know and

looking for further methods of learning the Alquran that are developing in the present and can apply these methods properly.

In learning the Alquran, teachers are needed who have creativity, good quality, and memory as well as the ability to handle the different abilities of children, so that they can improve their ability to read the Alquran. In addition, choosing the right teaching method can support this, including methods that are practical and efficient both in terms of setting short lengths, letter emphasis, pronunciation, and attractiveness for children (Muyassaroh & Nafisah, 2020).

Methods are important in the world of education, with the teacher's method being able to better direct learning to students. The method is an overall plan that deals with presenting lessons regularly and not fighting with each other. As the author mentioned in the introductory section that there are many methods that teachers can use, some of them; the al-baghdadi, al-barqy, iqro', tartil, ummi, qiro'ati, yanbu'a methods (Kusuma, 2018). The Qur'an learning method greatly influences the ability to read the Qur'an of students, in research conducted by Hamdani, there is no significant difference in the level of effectiveness of the iqra and tilawati methods (Hamdani, 2018). States that the iqra method takes a long time to learn and is difficult for students to understand, while the lamma method takes a short time to learn and is easy for students to understand.

According to Asy-Syahida & Rasyid, (2020), the use of the talaqqi method makes it easier for students to recognize the letters in the Alquran as well as introduce the rules or laws of reading (tajwid). Research by Hanafi et al., (2021), revealed three methods used in learning the Qur'an in Gadingrejo District, Pringsewu Regency, including; baghadiyah method, iqra', and yanbu'.

In this research, the data source was taken from Alquran teachers, different from previous research where the data source was taken from santri and focused on any method used by teachers, whereas previous research focused on one to two methods used by teachers (Hamdani, 2018; Sulastini & Zamili, 2019; Elkarimah & Sutisna, 2021; Hasnah & Muliati, 2022).

METHODS

This research uses a qualitative method with a case study type. According to Murniyetti et al., (2016); Martell, (2017); Zhang et al., (2018); Zhou et al., (2021), a case study is a type of research in which the researcher wants to observe a phenomenon in depth in an individual or community group.

The data source is taken from forty-two informants who are teachers of Taman Pendidikan Alquran. According to Engkizar et al., (2018); Elkhaira et al., (2020), the selection of informants must meet four criteria, namely being active in the field being researched, having competence related to the problem being studied, being willing to take the time to provide information to researchers, and being honest in providing information according to the facts that occur in the field.

Furthermore, research data were taken through direct interviews with all informants using a set of interview protocols to strengthen the interview data. The author also made observations at the Qur'an Education Park. All interview and observation data were then analyzed thematically. According to Clarke & Braun, (2018); Castleberry & Nolen, (2018); Herzog et al., (2019); Rahawarin et al., (2020), thematic analysis is a technique in research to analyze interview results so that they can be seen clearly and easily understood by readers. The analysis technique in this study is Miles and Huberman's analysis, which is an analysis technique consisting of data *collection* (data collection), *data reduction* (data reduction), *data display* (data presentation), and *conclusions* (conclusion) (Ayuni et al., 2020).

RESULT AND DISCUSSION



Fig 1. The teacher's method in learning the Qur'an

Picture 1, the author can explain that after observing and interviewing Alquran teachers, there are nine methods used by teachers, the nine methods are the iqra', tartil, Baghdadiyah, tahsin, tilawah, lamma, as-sahl, talaqqi and tutor methods same age.

First, namely the iqra method, this method is one of the well-known methods and has been thoroughly used in Indonesia. The iqra method is applied to evening classes. This theme was stated by informants 1,2,3,4,5,6,7,8, & 9 as excerpts from the below:

... The iqra' method has been thoroughly used in Indonesia... (Teacher 1). ... I used the iqra' method because I taught in the afternoon class (Teacher 2). ... The iqra' method, because only that method is known, the application uses the iqra' book (Teacher 3). ... The iqra' method because in order for children to quickly learn the Qur'an and the methods that are commonly used, the application uses the iqra' book (Teacher 4). ...you use the Iqra' method. The reason for choosing this method is so that children quickly learn to read the Qur'an and the iqra method which is commonly used. Its application uses the book Iqra' Teacher 5). ...Iqra' method. The reason for choosing this method is because the initial iqra' of children recognizes letters or readings to continue to the Alquran, so that children read the Qur'an quickly (Teacher 6). ...The iqra' method, the reason for choosing this method is because it is faster and in accordance with today's developments, its application uses the iqra' book Teacher 7). ... Iqra' method, the reason for choosing this method is that this method can be easily applied directly to students because the teacher teaches directly how to pronounce or makbarijul letters (Teacher 8). ...Iqra' method. The reason for choosing this method is because it has been done repeatedly and the students have no difficulty with applying the method (Teacher 9).

Second, namely the tartil method, according to the informant, this tartil method was better understood by the students and was in accordance with the informant's ability to teach the qur'an. This theme was stated by informants 10,11,12, &13 as excerpts from the below:

...Going to night classes, teaching in a tartile manner. Tartil itself is easier for children to understand (Teacher 10). ..., Alhamdulillah can use the recitation and tartil methods, so you teach according to the requests of the students Teacher 11). ...You usually teach tartil. The reason you teach tartil is because that's all you can do for this level of the qur'an Teacher 12). ...tartile method. The reason for choosing the method is because children understand it more easily than the iqra' method. its application using the hijaiyah letter book (Teacher 13).

Third, namely the baghdadiyah method, children understand more easily with this baghdadiyah method. This theme was stated by informants 14 & 42 as excerpts from the below:

... Mother prefers the *baghdadiyah* method. Because children understand more easily with this method compared to the *iqra* method. Its application uses the *hijaiyah* letter book Teacher 14 & 42).

Fourth, namely the *tahsin* method, there are several methods favored by informants, one of which is the *tahsin* method. This theme was stated by informants 15 as excerpts from the below:

..I use the *iqra*, *tartil*, *tahsin*, *tajwid* methods. The reason for choosing this method is to perfect the reading of the *qur'an* and get to know the *makbarijul* letters, and practice them Teacher 15).

Fifth, namely the recitation method, informants use this method in teaching and in accordance with the request of the students for the method to be used. This theme was stated by informants 16, 40, & 41 as excerpts from the below:

..., *Alhamdulillah* can use the recitation and *tartil* methods, so you teach according to the requests of the students Teacher 16, 40, & 41).

Sixth, namely the old method, used so that students can read and write fluently. At the beginning of the introduction of the *lamma* method, informants had practiced the method. This theme was stated by informants 17, 26, 27, 28, 29, 30, 31 & 32 as excerpts from the below:

... I took the certification exam before. The way of teaching was the old method. Mother used the old method Teacher 17, 26, 27, 28, 29, 30, 31 & 32).

Seventh, namely the *as sahl* method, according to the informant this method is more effectively used to introduce *hijaiyah* letters, and has not been widely used because it is a new method. This theme was stated by informants 18 as excerpts from the below:

... The *As-Sahl* method is a method that has recently been used in teaching the *Qur'an*. This method is the same as *Iqra'*, but after you use it, this method is more effectively used to introduce *hijaiyah* letters to students who are just learning the *Qur'an* Teacher 18 & 20).

Eighth, namely the *talaqqi* method. This theme was stated by informants 19, 21, 22, 23, 24, & 25) as excerpts from the below:

... I use the *talaqqi* method directly to the students Teacher 19, 21, 22, 23, 24 & 25).

Ninth, namely the peer tutor method, according to the informant if students get their knowledge through their friends, it will be more effective in gaining knowledge. This theme was stated by informants 33, 34, 35, 36, 37, 38 & 39 as excerpts from the below:

...Yesterday I also used the peer tutor method. It will be more effective if children get their knowledge through their friends, that's why I use the peer tutoring method 33, 34, 35, 36, 37, 38, & 39).

First the *Iqra* method is a method of learning the *Qur'an* that emphasizes reading practice directly, its application uses the *Iqra* book. This learning method was first developed by H. As'ad Humam in Yogyakarta. This *iqra* method book is compiled/printed in six volumes starting from a simple level, step by step up to a perfect level (Hasnah & Muliati, 2022). Each volume of the *Iqra'* book contains teaching instructions with the aim of making it easier for every student who will use it, as well as the *ustadz/ustadzah* who will apply the method to his students. This method is a method that is quite well known among the public, because it has been used throughout Indonesia.

The *iqra* method in practice does not require various tools, because the emphasis is on reading (reading the letters of the *Qur'an* fluently). Direct reading without spelling. This means that the names of *hijaiyah* letters are introduced by means of active student learning (CBSA) and are more individual in nature. Each volume of *Iqra's* book contains teaching instructions with the aim of making it easier for students who will use it, as well as teachers who will apply the method to their students (Srijatun, 2017).

In one of the Alquran Education Parks, the *iqra* method is the dominant method used, especially for students in *tamhid* 1, *tamhid* 2, and *tpq* 1, afternoon classes. Each teacher uses a certain way to apply this method. Each class has a student performance book, where this performance book is an evaluation of the student's *iqra* reading. In one class, there are at least two teachers who teach reading, so with this performance book, the

teacher can know the last page of the iqra book that the students read. In the performance book there is a description of whether the student's reading is successful or should be repeated. If the written description is smooth, then the student is allowed to read the next page according to the teacher's instructions, but if the written description is not smooth or repeated, then the santri is not allowed to continue to the next page, which means that the santri must repeat the last iqra reading.

Second the tartil method is one of the more practical and faster methods of learning the Qur'an to help students read and write the Qur'an. In 1998, the tartil method was socialized by Hj. Gazali, S.MIQ, M.A, Lecturer of Alquran at the Sekolah Tinggi Agama Islam Pengembangan Ilmu Alquran (STAIPIQ) and also Lecturer at the Institut Agama Islam Negeri (IAIN) Imam Bonjol Padang West Sumatera, Indonesia (Kusuma, 2018).

The tartil method consists of two volumes, namely tartil I and tartil II. The Tartil I method is a guide to guide students: (i) recognize the letters of the Qur'an, (ii) read the letters of the Qur'an in one line, (iii) read the verses of the Qur'an Mufarohan,ed with dead (sukun), (iv) read the verses of the Qur'an marked with tasyadid, (v) read the Qur'an in two lines (tanwin). While Tartil Method II is used to guide students: (i) learning mad, (ii) ghunnah, (iii) wakaf wal ibtida'.

The application of the tartil method used by the teacher initially asked the students to open the Qur'an, then recited one verse and repeated it until the students really understood the verse and no longer stammered in reading the Qur'an. This method requires a long time to teach it, it also requires the seriousness of the students and repetition of the students' learning while at home.

Third Baghdadiyyah method is a method of learning the Qur'an by spelling out the letters, this method is also called the "Spell" method which originated in Baghdad during the Abbasid Caliphate. It is not clear who composed this method and it is the oldest and most widely used method worldwide, in Indonesia itself this method has developed for more than a century (Hanafi et al., 2022).

The way to teach it starts with introducing hijaiyah letters, then the punctuation is spelled out slowly. The method turns out, according to information from various parties, has been able to make it easier and faster for students to learn to read the Qur'an. In using this method students must be able to master the material before continuing to the next material, and the teacher has the task of giving an example first.

Fourth allotment to method According to it is one of the ways to recite the Qur'an that focuses on the makhroj or the place of the letters, the properties of the letters and the knowledge of tajwid. This method is through talaqqi or (meeting directly) and musyafahah (correction of the lips when reading) directly facing the teacher or shaykh whose sanad continues to the Messenger of Allah SWT.

Steps in applying the tahsin method: 1) Private / Sorogan / Individual, that is, by providing material according to their ability to receive lessons, so that in this way private, namely the teaching-learning process is carried out one by one. 2) Individual classical, has a wider scope than sorogan or private because classical is mass learning (together) in a group or class.

Fifth recitation method tilawati compiled in 2002 by a team consisting of Drs. H. Hasan Sadzili, Drs. H. Ali Muaffa, Drs. HM. Thohir Al Aly, M.Ag., KH. Mashhud. This method has four principles that cannot be separated from one another, these principles include; delivered in a practical way, using songs from rost and classical approaches using demonstrations and taught individually using reading and listening techniques using books (Asy-Syahida & Rasyid, 2020). The hallmark of the tilawati method is its classical and individual approach. The classical approach is carried out with three techniques, namely: the teacher reading students listens, the teacher reading students imitates, and the teacher and students read together. While the individual approach is carried out using a reading-

seeing technique with a rolling system, with the hope that in the end the students will be able to read one full page in its entirety.

Sixth the lamma method stands for the fluent reading and writing method of the qur'an which gave birth to new innovations in the world of qur'an education today, because according to its teachings, the lamma method aims to assist teachers of the qur'an Education Center in teaching both private and classical and helping students of the qur'an Education Park in learning read and write the qur'an starting from the elementary level, and students can read the qur'an properly and correctly, so each lesson in this book is attached with a thin piece of paper (droslah) whose purpose is that after reading it correctly the students will practice writing the reading in a way tracing using paper *choked* which has been prepared.

This method has principles, 1) Students are able to read and write the Qur'an properly and correctly, reading ability can be obtained through exercises in each lesson, through an individual approach. 2) The ability to write is obtained from exercises in writing verses of the Qur'an, and tracing with transparent paper. 3) This book consists of 15 meetings. This method is applied to the low class, this method is rarely used, but according to the informant, he has used this method precisely when this method was recently introduced to the public.

Seventh method As-Sahl is a quick way to teach children to read the Qur'an, this method belongs to the new method. The instructor and developer of the As-Sahl method is Megah Tinambun, S.Pd.I. Learning with the As-Sahl method is to socialize hijaiyah letters with symbols such as numerical symbols, letters of the alphabet, and pictures. Learning begins by introducing the names of the hijaiyah letters as a whole, then connecting the hijaiyah letters based on the characteristics of the letters with symbols, introducing the forms of the hijaiyah letters, punctuation marks, the basic formula of the hijaiyah letters, getting to know long readings by tapping, then learning the science of tajwid, after that he started teaching him to read the Qur'an.

Eighth the talaqqi method is one of the first methods in learning the Qur'an, as in Islamic history, the talaqqi method was already used in the time of the Prophet and his companions. This method has several advantages compared to other methods, including; *First* because there is a close and harmonious relationship between the teacher and the students. *Second* makes it possible for a teacher to supervise, assess and guide maximally the memorization ability of his students. *Third* clear reprimands, suggestions, and criticisms without having to guess about the memorization that is deposited because a santri deals with the teacher directly. *Fourth* The teacher can know for sure the quality of the students' memorization. *Fifth* The Talaqqi method makes it easier for teachers to choose the right way to convey knowledge, because there is a direct meeting between the teacher and students. *Sixth* the talaqqi method makes it easy for educators to monitor and evaluate student learning outcomes directly. *Seventh* the existence of the talaqqi method is an important part in the spread of Islam, because it is a part that cannot be owned by other teaching methods such as mutual understanding between educators and students.

Ninth peer tutor method applied to empower students actively in the learning process. This method was developed based on the assumption that students tend to be more open and more able to express themselves to their friends.

The advantages of this learning method for students are: (i) providing opportunities for students to be able to express and discuss a point of view, experience gained by students learning collaboratively. (ii) Santri makes it possible to achieve success in learning. (iii) Fully develop knowledge, abilities and skills in an open and democratic learning environment. Here, students are no longer an object of learning, but can also act as tutors for their peers.

In this method, students are divided into several groups, one group consisting of three-six people, in each group there must be one person whose ability to read the qur'an is better than the others. Each group will later recite several verses of the qur'an, as the

author's informant has implemented, namely surah Al-Baqarah verses 1-5. According to the teacher concerned, this method is considered quite effective in improving students' reading ability, although in practice it takes two-three weeks and/or conditionally depends on the ability of each student.

CONCLUSION

Based on the research findings that have been obtained, there are nine methods used by teachers in teaching the Qur'an including the iqra' method, tartil, baghdadiyah, tahsin, recitations, lamma, as-sahl, talaqqi and peer tutors. Each existing method certainly has advantages and disadvantages as well as different levels of effectiveness depending on the teacher in implementing the method. For future researchers, it is necessary to study more deeply regarding the effectiveness of the method and the inhibiting factors in implementing the Alquran learning method.

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