



# Improving Student's Skills in Reading the Al-Quran Through the Tahsin Program at the Islamic Boarding School

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## Abstract

This research aims to determine the forms of activities and forms of guidance for class VII students at the Madrasah Tsanawiyah Islamic Boarding School Prof. Dr. Hamka Maninjau. This type of research takes the form of field research using a qualitative descriptive approach, namely research that tries to describe and interpret a situation that is currently occurring in the field. Data collection uses observation, interviews, and documentation. The data sources in this research were the principal of Madrasah Tsanawiyah, tahsin teachers, and class VII students of Madrasah Tsanawiyah Islamic Boarding School, Prof. Dr. Hamka Maninjau. Data were analyzed by triangulation through 3 stages, namely preparation, checking, and evaluation. The conclusion of this research is; i) preparation of teachers and students, namely teaching materials, making syllabi, lesson implementation plans, making concept maps, collecting resources, stationery and tahsin teaching materials needed for teaching such as the Quran and memorizing books, ii) equipment prepared is that the teacher makes a syllabus and prepares a learning implementation plan, iii) the media used is that the teacher uses books, whiteboards, and markers during tahsin activities. Meanwhile, the sources used are the Quran, memorized books, and the Iqra' book volume iv) the obstacle faced is the lack of time in tahsin activities, v) the type of assessment is oral and written tests. In tahsin guidance there is guidance with halaqqah: i) the approach used by the teacher is the talaqi method, ii) guidance is not always in accordance with the plan that has been made, there are students who already understand and there are also those who do not fully understand the tahsin material, iii) Obstacles that arise found in students' verbal assessments, namely being sleepy and not repeating lessons, iv) students' responses to tahsin guidance can improve how to memorize the Quran according to tajwid rules.

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## INTRODUCTION

Education is an important foundation to be able to enlighten the generation of the nation and improve the quality of human resources (Chams & García-Blandón, 2019). Islamic religious education is the main means and foundation for the formation of the best generation, especially through the education of the Quran (Abbas et al., 2021). Quran is the holy book and also the main guide for Muslims which was revealed to Prophet Muhammad SAW and also as a perfecter of previous books (Arif, 2019). This is mentioned in the words of Allah SWT;

It means: *And we have sent down the Quran to Muhammad with the truth, which justifies the books that were sent down before and guarded them, so decide their case according to what god has revealed and do not follow their wishes by abandoning the truth who has come to you. For every ummah among you, we give rules and a clear path. If god wills, he will make you one nation, but god wants to test you against the gift he has given you, so compete to do good deeds. Only to god do you all return, then he informs you about what you used to disagree about* (Q.S. al-Maidah: 48)

According to Ibn Kathir's Tafsir regarding the verse above, the Quran was revealed because it was based on what was reported in the books (Hakim et al., 2018). This really adds confidence to the readers of people who understand it who obey the commands of Allah SWT and obey His Shari'ah, and justify his messengers (Hoessein, 2021).

The Quran is written using arabic, so the way to read the Quran must be with good and correct arabic, what is meant by good and correct is reading that is in accordance with the rules of knowledge tajwid which has been determined (Nasier, 2018). When reading the Quran, if you read it incorrectly it will have a big impact on you makharijul letters because it can result in understanding a meaning (Arrohman et al., 2023). Therefore, Muslims are obliged to learn the science of reading the Quran, both in terms of makharijul letters, rules in reading the Quran tajwid, and others (Wardani & Samsu, 2022). There is no age limit for learning to read the Quran. Everyone can learn from childhood to old age (Ruby, 2012). There are 5 terms in studying the Quran, so the purity of the Quran should be maintained, but before entering the 5 terms in studying the Quran, first look at learning tahsin, because in learning tahsin This was the beginning of the introduction of the law on reading the Quran (Ramadhan, 2021).

In this case it is learning thank you which must be used in discussing how to read the Quran correctly like science tajwid, which covers makharijul letters, reading smad, the short length of a reading, and so on. Tahsin in the Quran it means correcting and beautifying one's reading of the Quran so that it is correct (Choi, 2013). Tahsin also improves reading of the Quran based on knowledge tajwid, both in terms of hifatul letter nor makharijul letters. Understand the purpose of learning tahsin. The purpose of the Quran is to protect your tongue so that mistakes do not occur when reading and memorizing the Quran (Maliana et al., 2022). The scholars agree that reading the Quran properly and correctly must be based on the rules of science tajwid (Damanik, 2019).

There are many young generations today who are weak in understanding how to read the Quran properly and correctly, therefore there is great concern that there will be an error in the meaning and significance of the Quran if this is allowed to happen (Hakim et al., 2018). Apart from that, memorizing the Quran also has many benefits, and can also maintain its authenticity. As in the words of Allah SWT:

It means: *Surely We are the ones who sent down the Quran, and surely We are the ones who*

*preserve it.*"(QS. al- Hijr :9)

Currently, researchers see that so many people read and memorize the Quran, prioritizing fluent reading without understanding the laws of reading or the science of the rules for reading the (Damanik, 2019). This causes many reading errors which can actually change the meaning and meaning of the verse being read.

Current problems that researchers encounter at the Prof. Islamic Boarding School. Dr. Hamka Maninjau also said that there are many students who can read the Quran fluently, but do not pay attention to the rules of reading, length and shortness, and just the sound. Students are required to memorize the Quran according to the memorization provisions set by the Islamic boarding school, but many students experience difficulties Quran, and experience problems with reading the Quran incorrectly and not paying enough attention to the sciences in reading the Quran, making it difficult to achieve the memorization target that has been set by the Islamic boarding school. Based on the description of this problem, researchers want to study how to improve students' proficiency in reading the Quran through the Tahsin program located at the Prof. Islamic Boarding School Dr. Hamka Maninjau.

## METHODS

This type of research is field research using a descriptive qualitative approach. The methods used are observation, interviews and documentation methods. The data collection techniques are: observation, interviews and documentation. After the necessary data is collected, then the data is processed or analyzed. The data analysis that researchers use is qualitative descriptive analysis, namely a method of analysis that tends to use words to explain the phenomena or data obtained. The steps taken by researchers are: preparation stage, checking stage, and evaluation stage and drawing conclusions.

## RESULT AND DISCUSSION

### Preparation of teachers and students for activities tahsin

Readiness is the overall condition of an individual that makes a person ready to respond and answer in a certain way and under certain conditions (Vakola, 2013). It can be interpreted as readiness in the condition of teachers teaching, the condition of students for learning, and also in the condition of materials as learning resources and the condition of infrastructure as learning media (Hung, 2016). Based on the research results, it can be seen that in the form of activities tahsin in class VII, the teacher has made a plan before the teaching process where the teacher has prepared preparations, namely preparing teaching materials and also the tools prepared by the teacher such as making a syllabus and planning the implementation of learning activities tahsin (Muswara & Zalnur, 2019).

Then the teacher makes a concept map regarding the main material to be taught, makes a learning implementation plan and the teacher also prepares a resource book tahsin which resource book as a reference in activities tahsin, so that the objectives of this activity are achieved easily and can be understood by class VII students. As for the preparation of activities, class VII students have also prepared activity materials for the subjects tahsin. In preparing students in preparing activities tahsin namely preparing books and stationery and bringing the books tajwid for activities tahsin. Students also do homework given by the teacher (Kistoro & Kurdiansyah, 2022).

### **Equipment prepared by the teacher for the activity tahsin**

Based on the research results, it can be seen that the devices used by teachers in activities tahsin namely the teacher creates a syllabus, by looking for core competencies and basic competencies in accordance with the curriculum used (Hikmah & Mualimin, 2023). After that, make it according to the indicators, and main material, determine the media that will be used, determine the source of the material, and the type of evaluation that will be applied after the learning process (Joung et al., 2013). A learning implementation plan is a face-to-face learning activity plan for one or more meetings developed from the syllabus to direct students' learning activities in an effort to achieve basic competencies. Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 65 of 2013 concerning basic and secondary education process standards also states that implementation program plans refer to a standard content approach. Preparing the syllabus and also adapting it to the learning approach used.

### **Media and sources used during activities tahsin**

Media itself are everything, whether physical or technical, in the learning process, which can help teachers make it easier to convey learning material to students, making it easier to achieve the learning objectives that have been formulated. In general, media is a tool to help the teaching and learning process. Everything that can be used to stimulate the thoughts, feelings, attention abilities, and skills of students so that they can encourage the process. Based on the research results, it can be seen that for the media used in activities tahsin that is, the teacher only uses media in the form of a whiteboard and markers (Joung et al., 2013).

Resources can be interpreted as everything that includes data, people, and items used by students either independently or in group form, which aims to make learning easier. Meanwhile, the sources used by students in activities tahsin that is, there are several sources that are used according to the teacher's direction (R. Hakim, 2019). Using a whiteboard can explain the material tahsin and write down examples of letters along with their places of origin, examples of verses and laws tajwid contained in the verse, and so on. Actually, the whiteboard and marker media are quite effective (Kamaruddin et al., 2022). However, it is still necessary to add media such as laptops, infocus, and speakers so that you don't get bored when studying, while the sources used by students are the Quran. 'Tadjwid and books iqra' volume 1 to volume 6.

### **Obstacles faced by teachers during activities tahsin**

An obstacle is something that prevents the achievement of a goal or objective (Duckworth et al., 2013). Regarding obstacles that occur during activities tahsin at the Prof. Islamic Boarding School (Ibrahim & Wiza, 2021; Khoiriyati et al., 2021; Prasetyo et al., 2020). Dr. Hamka Maninjau, based on the research results, it can be seen that there are obstacles, namely, the problem of time allocation, namely limited or insufficient time to carry out activities and guidance in accordance with the plans that have been made. The timing for each subject is adjusted to the number of basic competencies, the depth of the material, the level of difficulty of the material, the importance of basic competencies, and the breadth of the material. This problem regarding time can be seen when the teacher has not finished explaining or when the students have all finished practicing reading the Quran in front of the teacher but the activity time has run out. Apart from that, due to lack of time, teachers are in a hurry to explain the material so some students do not understand the material optimally

(Purwaningsih et al., 2020).

The teacher's way of overcoming these obstacles is by carrying out activities outside of learning hours and if there is no time to add more outside of learning hours, the teacher will explain at the next meeting (Borg et al., 2012). Other obstacles to activities tahsin. This is a student who gets sleepy while studying and then asks permission to leave the classroom to get rid of the feeling of sleepiness by washing his face. However, due to asking for permission to leave, students will miss the teacher's explanation of the material. On the other hand, there are also problems with guidance This is because there is no repetition of lessons. Meanwhile, repetition is one of the theories used when studying (Aliakbari et al., 2015).

### **The type of assessment carried out by the teacher during the activity tahsin**

The research results show that the types of assessment carried out in the evaluation are oral tests and written tests. For the oral test, the teacher asks students to read the verse that the teacher has determined according to tajwid correctly, and then the teacher will determine the value according to the level of student's ability to read it. Meanwhile, for the writing test, the teacher gives essay questions about science tajwid as well as examples of its application in verse. For the assessment technique, the teacher sets the highest score of 100. In the oral test, the teacher will reduce the score every time students read a verse incorrectly (Paige et al., 2012). Meanwhile, for the essay test, the teacher estimates that for questions that require a long answer, if correct, the score given is higher than for questions that require a short answer.

Based on the types and techniques of assessment carried out at school, learning outcomes can be known after students gain learning experience and experience changes in behavior. Learning outcomes have 3 categories, namely cognitive, psychomotor, and affective. So basically, if all students have mastered a basic competency, then the lesson can be continued with the next material, provided that the teacher can provide improvement or remedial for those who have not achieved completeness. Assessment or evaluation of guidance tahsin. This aims to determine completeness in mastering basic competencies (Tagtow et al., 2014). Based on the assessment in the evaluation, it can be seen that basic competencies, materials, or indicators have not yet been completed. If it is found that the majority of students have failed the assessment or evaluation, it is necessary to review whether the assessment instruments are too difficult, whether the instruments are in accordance with the indicators, or whether the learning methods used are not appropriate.

### **The learning approach used by teachers during guidance tahsin**

The research results show that the Prof. Islamic Boarding School. Dr. Hamka Maninjau in the form of activities tahsin using a methodical approach to divorce. Talaqqi is a teaching approach tahsin that requires teachers and students to meet face to face and requires direct guidance from the teacher. Talaqqi this has the advantage of correcting irregularities in reading the Quran. Face to face, students accompany the teacher's pronunciation so that any irregularities in students' reading of the Quran can be corrected. Correcting irregularities here is repairing makharij letters, shifat al-huruf and ahkam al-huruf.

Appropriateness of guidance tahsin in class with the planning carried out and students' understanding. Learning planning is a series of neatly arranged processes carried out by teachers when helping, directing, and guiding students so that they have learning experiences and achieve predetermined activity goals by arranging



activity materials, determining the media, methods, and approaches that will be applied as well as evaluations that will be applied. at a certain time. The research results show that this form of guidance tahsin not really according to the plan (Hikmah & Mualimin, 2023). This is due to the minimal allocation of class time tahsin at every meeting. Lack of time means that several planned activity steps cannot be implemented by the teacher. It is hoped that the guidance that has been established can achieve the targeted guidance goals. The formation of this guidance includes material that has been prepared before teaching, preparing media, and determining methods and approaches as carried out by the teacher tahsin Prof. Islamic Boarding School.

Dr. Hamka Maninjau. However, based on the research results all the specific steps and forms of guidance tahsin generally not applicable. This will have an impact on not achieving maximum guidance goals. As for students' understanding of guidance tahsin this is in the form of guidance tahsin. Based on the research results, it is known that there are students who already understand the material tahsin this and there are also those who don't understand the material tahsin maximally. The research results show that teachers use interesting methods so that students do not get bored with the material tahsin this is understandable (Hikmah & Mualimin, 2023). However, on the other hand, this is due to limited guidance time tahsin there is some material that the teacher has to explain in a hurry so some students do not understand the material.

#### **Obstacles that occur in students' tahsin guidance**

The research results show that there are obstacles to oral assessment (Jackson, 2015). Therefore, students looking for solutions are more active in studying outside class hours, because in this oral evaluation, students have to read the Quran according to the rules that have been taught by the laws of reading, while students are not yet able to practice reading. Quran with true principles. Obstacles in this guidance are a term that is familiar to students, which is defined as a certain condition that can prevent something from being achieved. Learning difficulties refer to a group of difficulties that are manifested in the form of real difficulties in the skills and use of listening, conversation, reading, writing, reasoning, or abilities in other areas. On the obstacles that occur in guidance tahsin Therefore, when evaluating students, they should be able to repeat the lessons that will be tested. This will also have an impact on students who forget to apply guidance tahsin on oral assessment (Hikmah & Mualimin, 2023).

#### **Student responses to guidance Tahsin**

Apply guidance tahsin in Class VII students can memorize the Quran, although not completely. Because sometimes students forget to practice it when memorizing the Quran. Guidance tahsin is closely related to the way class VII students memorize which will continue in the program tahfizh in the following semester. Students must focus on guidance tahsin because after guidance tahsin This is done they will enter the program tahfiz which has been programmed by the Islamic boarding school, namely that if you do not achieve the targeted memorization, it will have an impact on class promotion (Rohman et al., 2022).

#### **CONCLUSION**

Based on the description above, it can be concluded that activities and guidance tahsin It is closely related to the memorization method for class VII students which will continue in the program tahfizh in the following semester.

Students must focus on activities and guidance tahsin because after activities and guidance tahsin. This is done they will enter the program tahfizh which has been programmed by the Islamic boarding school, namely that if you do not achieve the targeted memorization, it will have an impact on class promotion. The results of this research also show that activities and guidance tahsin Class VII students can help in reading fluently and memorizing the Quran according to the correct rules. Based on the research results obtained for the fluency and improvement of the quality of students' reading of the Quran, it is hoped that various parties, especially in the school environment, will add Tahsin teaching staff and collaborate with parents at home to help students read.

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