THE PARADIGM OF LEARNING TAHSIN AL-QUR’AN FOR ELEMENTARY SCHOOL STUDENTS

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Abstract
This research is a literature study, which aims to determine the importance of learning to read the Qur’an tahsin starting at an early age or for elementary school students. The purpose of learning to read the Qur’an is to improve how to read the Qur’an, which focuses on makhrojul letters and the science of tajwid. Tahsin learning is an obligation for every generation of Muslims in this case, especially students, to improve, perfect the reading of the Qur’an in accordance with the rules of tajwid science, starting with the makhrojul huruf approach, learning it through a teacher by dealing directly, such as which has been exemplified by the Prophet Muhammad. From the results of interviews with tahsin teachers, there are several obstacles in learning Al-Qur’an tahsin in elementary schools, (1) Some students have a thick regional language accent so that they have difficulty in practicing material, especially makhrojul letters in learning tahsin. (2) Some students are less serious when practicing imitating makhrojul letters from the teacher. (3) Tahsin Al-Qur’an is a way of learning to read the Qur’an or improve the reading of the Qur’an, which uses Arabic, using hijaiyyah letters which are rarely found in everyday life.

Key words: Tahsin, Alqur’an, Tajwid

INTRODUCTION

Language has a very important role in the life of every human being, especially in communicating with each other. Both direct and indirect communication. Basically every human being has the ability to master various languages including Arabic. Arabic is a foreign language, as a means of communication both orally and in writing. Arabic is a language that most widely spoken in all corners of the world where no less than 25 countries use it as an official language in their daily lives, most of whom live in the Middle East region. Arabic is the first language used in the world and is included as the language of worship in Islam. Because there are some worship which are rituals in Islam that are not considered valid if they are done using other than Arabic, including praying, and reading the Koran. Al-Qur’an as the holy book of Muslims in Arabic and its writing uses hijaiyyah letters. This is a challenge for some people who are not from the Middle East or who are not from the Muslim majority. Reading the Qur’an is an obligation in Islamic teachings. Therefore learning to read the Qur’an needs to be taught from an early age. The purpose of learning to read the Qur’an is to improve how to read the Qur’an, which focuses on makhrojul letters and the science of recitation. Learning to read the Qur’an, is called tahsin Al-Qur’an.

Learning to read the Qur’an or tahsin the Qur’an, for every Muslim or Muslim the law is fard kifayah. Sarotun (2013:3) explains that Tahsin learning can make it easier for students to learn the Qur’an, because the method of writing and learning is with
the makharijul letter approach (where letters come out), not just based on hijayyah letters, so it will make it easier for students to learn it. Because learning the same letters where they came out, and arranged based on the proximity of the readings, making it easier for students to practice according to the law of recitation. The preparation starts with letters that are easier to learn, so that students will be motivated to be enthusiastic about learning. Writing letters in the tahsin learning method uses the Ottoman rosso that starting from the beginning students are familiarized with the Middle Eastern standard Al-Qur’an and this will make it easier for them to read the Al-Qur’an correctly.

Thus it is reaffirmed that the reading of the Qur’an must be as it was revealed to the Prophet Muhammad through Jibril. Allah SWT says in Surah Al-Qiyaamah verse 18 as follows:

"When We have perfected the reading (to you, with the intercession of Jibril), then read according to his reading that”(Al-Qiyaamah:18).

Likewise, in learning to read the Qur’an which is carried out at the Integrated Islamic Elementary School (SD IT), learning to read the Qur’an is one of the lessons included in the curriculum of the Integrated Islamic Elementary School (SD IT). In the daily practice of learning SD IT is very concerned about learning to read the Qur’an of students, where in learning the Qur’an related to the quality of reading and memorizing the Qur’an is one of the things that is prioritized at every grade increase and graduation. IT Elementary School. Learning to read the Qur’an in SD IT is also known as Tahsin learning.

Learning to read the Qur’an or Tahsin is an important lesson, where Allah SWT revealed the Qur’an to be used as a life guide for humans, which automatically means as a book that is easy to learn content, language, how to read, memorize, and read. practice it. Therefore, the Qur’an is a guide for life, and as a guide it must be studied as Allah swt says;

meaning:

Djalaluddin (2012: 17) that the ability of students in learning to read the Al-Quran correctly requires certain stages, this is in accordance with the theory which reveals that the ability to read the Qur’an can be possessed through several stages, namely the stage of the ability to recite the letters properly and correctly, in accordance with makroj and its nature.

2 | METHODS

This research uses descriptive qualitative research method. Djam’an Satori (2011: 23) reveals that qualitative research is carried out because researchers want to explore phenomena that cannot be quantified that are descriptive in nature such as the process of a work step, the formula of a recipe, the notions of a diverse concept, the characteristics of an item and services, pictures, styles, procedures
of a culture, physical models of an artifact and so on. In addition, Sugiono (2012: 9) also suggests qualitative research as a research method based on the philosophy of postpositivism, used to examine the condition of natural objects, where the researcher is the key instrument, data collection techniques with triangulation, data analysis is inductive or qualitative, and the results of qualitative research emphasize meaning rather than generalization.

According to Nana Syaodih Sukmadinata (2011: 73), descriptive qualitative research is intended to describe and describe existing phenomena, both natural and human engineered, which pay more attention to the characteristics, quality, and interrelationships between activities. In addition, descriptive research does not provide treatment, manipulation or changes to the variables studied, but describes a condition as it is. The only treatment given was the research itself, which was carried out through observation, interviews, and documentation.

**Data Collection Techniques**

### 2.1 Literature Study

Literature study according to Sugiyono (2015: 140), that relates to theoretical studies and other references related to values, culture, and norms that develop in the social situation under study, this is because research cannot be separated from the literature.

While literature study according to Nazir (2013: 93) is a data collection technique by conducting a review study of books, literatures, notes, reports that have to do with the problem being solved.

In addition, the study of literature according to Sutrisno Hadi (1990), is a library research because the data or materials needed to complete the research come from the library in the form of books, encyclopedias, dictionaries, journals, documents, magazines and so on.

### 2.2 Interview

Interview is a data collection technique by giving a series of questions to respondents or sources. Researchers directly conducted interviews with high grade teachers using interview guidelines. This interview technique is used at the preliminary study.
The paradigm of learning tahsin al-qur’an for elementary school students

stage where the interview is intended to explore information related to the implementation and problems in tahsin learning, especially in performance appraisal. Interviews were also used to find out teacher problems and analyze school needs related to the implementation of the Ottoman tahsin assessment. This interview is the result of a teacher needs questionnaire.

2.3 Observation

This research is motivated by the large number of children at this time where there are still children who have not been able to read the Koran properly and correctly according to the law of tajwid. Therefore, many parents send their children to Integrated Islamic Schools (IT) in addition to studying science as well as to learn the science of the Qur’an.

The hallmark of every Integrated Islamic school is learning to improve the reading of the Qur’an. This learning is called learning Tahsin Al-Qur’an. Called tahsin Al-Qur’an in it specifically studying the laws of tajwid science, improving reading according to makhrojul letters, including paying attention to the law of long and short reading. The purpose of this study is to determine the urgency of learning tahsin for elementary schools and the obstacles that are inhibiting factors for learning tahsin the Qur’an.

3 RESULTS AND DISCUSSION

3.1 Understanding Tahsin Al-Qur’an

According to Annuri (2016: 3) that Tahsin comes from the verb in Arabic تحمسين (-يحمسين–حمسين) which means to repair, decorate, improve, beautify, or make better than before. Tahsin is often used as a synonym for the word tajwid, in Arabic rules it comes from the word يجويد (تجويد). Tajweed is a form of masdar, from fi’il madhi ‚Jawwada’ which means to refine, perfect, or strengthen.

Tahsin learning is one way to recite the Qur’an which focuses on makhroj (where letters come out) and the science of recitation. According to Abdur Rauf (2003: 8) that Tahsin is studying the Qur’an through a teacher directly or face to face.

Based on the opinions of these experts, it can be concluded that learning Tahsin is an obligation for every generation of Muslims in this case, especially students, to improve, perfect the reading of the Qur’an in accordance with the rules of tajwid science, starting with the makhrojul hurf approach, learning it through a teacher face to face.

3.2 Learning Objectives of Tahsin Al-Qur’an

According to Qosim (2008: 34) that the purpose of learning the Qur’an in general is to instill divine values in children from an early age as a basis for dealing with life’s problems. In addition, the purpose of learning Tahsin is to read the Qur’an with tartil, it is obligatory for every Muslim, according to the word of Allah s.w.t in Surah Al-Muzammil verse 4, namely:

“And read the Quran with “Tartil” ”(Almuzammil:4).

The goals of Tahsin according to Murjito (2000: 17) are as follows:

a. Maintain and maintain the sanctity and purity of the Qur’an from the correct way of reading, according to the rules of recitation as taught by the Prophet Muhammad s.a.w.

b. Reminding teachers of the Qur’an that in teaching the Qur’an one must be careful not to be careless. Reading the Qur’an has certain rules so that when reading it there is no misinterpretation of meaning, for that Al-Qur’an teachers must be careful in reading and teaching the Qur’an.

Based on the opinions of the experts above, it can be concluded that the purpose of learning to read the Qur’an in Tahsin learning is to improve or perfect the quality of reading the Qur’an by disseminating the knowledge of reading the Qur’an properly and correctly according to the rules of recitation science such as exemplified by the Messenger of Allah.

Based on the results of the study that in the application of learning tahsin Al-qur’an there are various obstacles found based on the results of observations.
and interviews, namely as follows:

3.4 | Students

1) Some students have a regional accent which is quite thick so that they have difficulty in practicing the material, especially makhorijul letters in learning tahsin.

2) Some students are less serious when they practice imitating makhorijul letters from the teacher.

3) Tahsin Al-Qur’an is a way of learning to read the Qur’an or improve the reading of the Qur’an, where the language of the Qur’an uses Arabic, using hijaiyyah letters which are rarely found in everyday life.

3.5 | Teacher

1) Some teachers are not able to understand the character of students in learning, so sometimes they are wrong in handling students.

2) Minimal teacher supervision during the learning process.

3) Limited time allocation, with tahsin material that requires practice for every student.

3.6 | Parents

1) Some parents are less concerned about children’s learning development, only relying on teachers at school.

2) Lack of control by parents at home, resulting in children’s learning tasks at home are often neglected.

3.7 | Cover

From the explanation of the research, it can be concluded that learning to recite the Qur’an for elementary schools is very important. Learning Al-Quran tahsin is able to improve students’ ability to read the Qur’an properly and correctly according to the law of tajwid

4 | CONCLUSION

From the results of interviews with tahsin teachers, there are several obstacles in learning Al-Qur’an tahsin in elementary schools, (4) Some students have a thick regional language accent so that they have difficulty in practicing material, especially makhorijul letters in learning tahsin. (5) Some students are less serious when practicing imitating makhorijul letters from the teacher. (6–9) Tahsin Al-Qur’an is a way of learning to read the Qur’an or improve the reading of the Qur’an, which uses Arabic, using hijaiyyah letters which are rarely found in everyday life.

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