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IMPLEMENTATION OF TALQIN METHOD IN IMPROVING THE QUALITY OF AL-QUR'AN READING CASE STUDY CLASS 1 SDIT AL-ARABI CIKARANG

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Abstract

The purpose of this study is to describe the application and implementation of the talqin method in improving the quality of reading al-Qur'an case studies class 1B SDIT Al-Arabi Cikarang. The research method used in this research is qualitative with a descriptive approach. The study will take place in February 2024. The data was obtained from observations, documentation and from interviews with Tahfidz coordinators and teachers. The data analysis used is the Miles Huberman and Saldana models that include: data condensation, data presentation, verification and conclusion. Data validity uses triangulation of techniques and sources. This is the way the teacher reads the first verse, then the student follows the teacher's reading, and it is repeated in the way of seeing the mushaf, then it is done without seeing the Mushaf. It is also applied when remembering the verses after it, then combining with the verse that has been spoken. (3) Talqin method is effective in improving student reading quality.

Keywords: Implementation, Method Talkin.

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INTRODUCTION

The Qur'an is the word of Allah that was revealed to the Prophet Muhammad *sallallaahu 'alaihi wasallam* through the angel Gabriel, the Qur'an is also a source of law in Islam and a guide to the life of Muslims (Tabrani, 2019). Al-Qur'an is the greatest miracle that Allah gave to the Prophet Muhammad *sallallaahu 'alaihi wasallam* which will remain authentic until the end of time (Imam Tabroni et al., 2022) This is also in accordance with the word of Allah *Ta'ala* in Q.S. Al-Hijr 9:

إِنَّا نَحْنُ نَزَّلْنَا الذِّكْرَ وَإِنَّا لَهُ لَحَافِظُونَ ﴿٩﴾

Artinya:

Indeed, it is We who have sent down the Qur'an and We are the guardians of it. (Al-Hijr: 9)

Seeing how the virtue of the Al-Qur'an is so great, it becomes a spirit for teachers to continue to memorize and convey the Al-Qur'an to the next generation, so that the Al-Qur'an is always read and practiced by Muslims since the Al-Qur'an was sent down until the Day of Resurrection. Over time and the spirit that continues to continue until now so that it gives birth to various methods as well as facilities and infrastructure in making it easier to memorize the Al-Qur'an. As according to Hamdayama, the learning method is a method, procedure, or certain learning steps used to achieve the goals or competencies of the expected learning results more efficiently and quickly. (Jumanta Hamdayama, 2016)

As mentioned by Handayama, the implementation of the method is very important to achieve more efficient learning, therefore it is very important to use the method in every learning activity, including tahfidzul qur'an learning. There are so many methods of learning tahfidzul qur'an, among the many existing methods, one of which is the talqin method.

The talqin method is a method of memorizing the Al-Qur'an which is done by listening to the reading of Al-Qur'an verses read by the teacher and then followed by students. *Talaqqi* itself has the meaning of learning to memorize the Al-Qur'an directly to someone who is an expert in reading the Al-Qur'an. (A. Syahid Robbani & Ahmad Muzayyan Haqqy, 2021)

This method is also the first method that was done or practiced in memorizing the Al-Qur'an, as the angel Jibril alaihissalam mentalqinkan verses of the Al-Qur'an which were first revealed to the prophet Muhammad *shallallohu alaihi wasallam* in Hiro's cave. As the word of Allah *Ta'ala*:

فَإِذَا قَرَأْتَهُ فَاتَّبِعْ قُرْآنَهُ ثُمَّ إِنَّ عَلَيْنَا بَيَانَهُ ﴿١٨﴾

Translation

18. So, when We have finished reading it, follow the reading.

19. Then, it is indeed Our duty (also) to explain it.

Imam Ibn Kathir explained in his tafsir (فَإِذَا قَرَأَهُ) that is, when Jibril's evenings reciting or mentalqinkan to you, prophet Muhammad, then (فَاتَّبِعْ قُرْآنَهُ) listen carefully then follow the reading of the verse as read or recited by the angel Jibril *alaihissalam*. (Abul Fida' Ismail Ibnu Umar Ibnu Katsir, 2020)

Syaikhul Islam Ibn Taimiyyah in Al-Fatawaa mentions,

ومذهب سلف الأمة وأئمتها وخلفها أن النبي صلى الله عليه وسلم سمع القرآن من
جبريل، وجبريل سمعه من الله عز وجل

"The school of the predecessors of this people and their imams and those who follow them is to believe that the Prophet Muhammad listened to the Qur'an from the angel Gabriel and Gabriel heard it directly from Allah Ta'ala".

That's how this noble Al-Quran Allah revealed to His most noble servants, Muhammad *Shalallahu 'alaihi wasallam*. (Syaikhul Islam Ibnu Taimiyyah, 2021)

Currently, the attention of the Muslims is very large towards the Qur'an, and the Muslims are very enthusiastic in their efforts to be able to read the Qur'an, especially for Muslims other than the Arabs, including the Indonesian nation, as well as the Indonesian Muslims are very eager to learn to read the Qur'an both from an early age to adulthood, various educational institutions both formal and informal stand in an effort to teach the Qur'an. As described in the article of the Indonesian Ministry of Religion Republik that 190,000 al-Quran educational institutions have been registered that have received registration marks. Among the formal institutions in Indonesia that teach reading al-qur'an is the integrated Islamic elementary school Al-Arabi. This Al-Arabi school teaches al-qur'an starting from grade 1 to grade 6, among the methods they use is the independent method but after applying the method experienced some obstacles, then switched to applying the talqin method, and got better results than before.

METHOD

The method that researchers use in this research is a qualitative research method. Qualitative research method is research that describes and analyzes an event, phenomenon, social activity and thinking, where the description is used to draw a conclusion (Bachri, 2010). The type of research conducted by the author is qualitative descriptive field research. This research focuses on events in the field by describing and explaining objects according to the facts that occur in the field. This descriptive research aims to obtain information about existing circumstances. In this study, researchers present data through sentences and descriptions and use case study types of research. As for the data collection techniques used are using observation, interview and documentation.

Researchers used part of Matthew B's data analysis. Miles, A.M. Huberman, and J. Saldana, quoted by Alfi Haris Wanto. The first component, known as data condensation, is used by researchers to produce data written from the results of interviews conducted in the field, then interview transcripts are grouped to determine the focus of the research. When conducting a more in-depth analysis, researchers need to present data (Data Display) for the purpose so that researchers can understand the context of the research. Organizing, the unification of data that is concluded is called the presentation of data. Next is the withdrawal and verification of conclusions (Drawing & Verifying Conclusions) which is to verify and draw conclusions from the results of the data that has been collected (Alfi Haris Wanto, 2017)

RESEARCH RESULTS AND DISCUSSION

SDIT Al-Arabi has applied the talqin method to learning tahfidzul qur'an. The implementation at SDIT Al-Arabi in the first grade is from the quality of student reading. The following are the results of the description of the interview results with the Tahfidz coordinator at SDIT Al Arabi

1. Application of Talqin Method in learning Tahfidz Al-quran at SDIT Al Arabi

Based on the results of observations that have been made by researchers, the tahfidz program in grade 1 SDIT Al-Arabi itself is held every Monday to Friday at 07. 50 Western Indonesia Time until 09.30 Western Indonesia Time. Every learning of tahfidz students is divided into groups according to their respective teachers. For the effectiveness of Tahfidzul Qur'an learning, SDIT Al-Arabi implements a group system that is limited to a maximum of 15 students. In addition to the SDIT Al-Arabi group arrangement, it also arranges a halaqoh place for students so that students can be more focused. For the placement of halaqoh Al-Arabi provides standardization, namely 1 classroom can only be filled with 1 halaqoh to be more efficient in applying the talqin method because later students must listen to the pronunciation read by the teacher, the rest of the halaqoh that is not in class is spread in the prayer room and school hallway. In the process of applying this talqin method, Al Arabi has a standardization that must be applied by every teacher, this standard is conveyed by the tahfidz coordinator before teaching and learning activities take place, and each teacher is given a hard file related to standardization that must be carried out during the learning process of teaching tahfidzul qur'an within 1 school year. In the learning process of tahfidzul qur'an with the talqin method carried out by the teacher, it is described as follows;

- 1) In 1 semester all students are given a memorization target of 5 sheets.
- 2) Every day students are given a memorization target of 3 lines.
- 3) At 5 student meetings, the focus on memorization is by listening to the teacher's reading and repeating it 10-15 times, and at this stage the teacher is really focused on improving student reading as well as strengthening student memorization.

- 4) At the sixth meeting the students will be guided by the teaching teacher to repeat - repeat the memorization that has been memorized to prepare the deposit which will be carried out at the next meeting.
 - 5) At the meeting, the seven students deposited memorization that had been memorized to their respective teachers in halaqoh as much as 1 page.
 - 6) After depositing 1 page, automatically the next meeting the student will continue the memorization to the next page and the technicality remains in accordance with the rules that have been made, namely five meetings focus on listening and following the reading of the teacher by repeating 10-15 times, with a target every day of three lines, and in the sixth meeting repeat the new memorization or memuroja'ah, then deposit the memorization in the seventh meeting.
2. The implementation of meode talqin in learning tahfidzul qur'an at SDIT Al Arabi
- The learning of Tahfidzul Qur'an at SDIT Al-ARABI is carried out five days a week or every day of effective learning, and is carried out at the beginning before starting other learnings, with details of the following activities, namely at 07.15 students preparing to enter or have gathered in class, then continued with morning habituation, namely by carrying out morning dhikr and other morning habits, after carrying out the morning habituation routine, students will be broken or distributed according to their respective halaqoh groups. For the sake of efficient learning tahfidzul qur'an in 1 class can only consist of 1 halaqoh which is about 15 students, for halaqoh who do not attend class will be distributed in prayer rooms and school hallways. After getting a place for students who are outside the class, the rule is given, namely taking a small table in each office 1 and taking it to their respective halaqoh.
- After everyone gathered in their respective halaqoh, 1) the teaching teacher started the lesson by opening a ceremony or halaqoh then giving greetings, and asking how the students were doing. 2) doing absences so that any students were recorded and those who were not present. 3) motivating students related to the reward or virtues of reading, memorizing the Al-Qur'an. 4) Read the prayer before studying together. 5) then the teacher will first read the verse that will be memorized 3 times so that the students can listen directly to the right reading. 6) after the teacher reads the new memorization, the next step is that the students are ordered to follow the teacher's reading, by remaining guided 10-15 times. 7) after repeating the new reading, the teacher will appoint the students to re-read the newly memorized memorized, so that they can correct each reading that is not be in accordance with the rules of tajwid knowledge.
3. The results of the interview with the Tahfidz coordinator at SDIT Al Arabi

Based on the results of an interview with the tahfidz coordinator at SDIT Al Arabi, namely with Mrs. Rere, he explained that in the implementation of the talqin method at SDIT Al Arabi produced better results, especially in student reading, he also explained that before SDIT Al Arabi used the Talqin method, SDIT Al Arabi had used an independent method, so children when they were learning tahfidzul qur'an in class no longer memorized together, but memorized each of each, they read new memorization independently, and of course because this method of memorization of children was not equal, some have exceeded the target as well as there are children who have not even Reach the target. And when the memorization test, many children whose readings are still not in accordance with the rules of tajwid. With this incident, SDIT Al Arabi decided to pindan to the Talqin method. In this method, SDIT Al Arabi is more concerned with the quality of reading and the strength of memorization of students.

4. Obstacles in the application of the talqin method in SDIT Al ARABI

The obstacle that is felt in the application of the talqin method in SDIT Al ARABI is the limitations of students in memorizing the Al-Qur'an. The limitation that is meant is because the system that is applied is the talqin method system with that the main point is that the teacher who is able to read new memorization to students, automatically it cannot if each student has different memorization. That's why the same target is applied at every level, which is that every semester only adds memorization by half a juz, of course this is a note for children who want to have more memorization.

Learning is a collection of activities and environments designed to help students learn. The environment in question does not only consist of the location of the learning itself. not only takes place, but also the equipment, techniques, and resources needed to convey information. Educators make efforts to help their students gain knowledge and achieve learning goals (Suprihatiningrum, 2017)

While implementation is the process of implementing a new concept, program, or set of actions to help others achieve or expect change (Fullan, 2019). The talaqqi method is a method of memorizing the Al-Qur'an which is done by listening to the reading of Al-Qur'an verses read by the teacher and then followed by students (A. Syahid Robbani & Ahmad Muzayyan Haqqy, 2021).

Thus the talaqqi method is a method where the teacher reads first the verse that will be memorized to the students and then the students follow afterwards. Talaqqi has a meaning that is how to learn to memorize the Al-Qur'an directly to someone who is an expert in reading the Al-Qur'an ((Nurhidayah et al., 2684)).

According to the talqin method when the learning process of tahfidzul qur'an which is a special concern is the quality of reading for students, of course this is a special concern for all teaching teachers to continue to prepare readings that are in accordance with tajwid rules. And in its implementation, the most important thing is that students really follow the

reading of the teacher as well as memorize repeatedly to optimize reading as well as memorizing students.

Islamic-based elementary schools, such as integrated Islamic elementary schools (SDIT) or madrasah ibtidaiyah (MI), use the Tahfidz Qur'an program a lot to improve the quality of their students (Syahid, 2019).

Drawing the conclusions that have been explained earlier, based on the results of interviews and observations that have been made by researchers is the implementation of the most appropriate method to be carried out and related to the learning of tahfidzul qur'an at the elementary school level is the talqin method. Because researchers found several problems when conducting an interview with the tahfidz coordinator at SDIT Al Arabi Cikarang, namely learning is not conducive and the reading that is read is not in accordance with the rules of tajwid if you have to memorise it yourself or use an independent method, especially in the low class if educators do not use the talqin method and let students memorise by themselves, students will memorise many new surahs but many readings are not in accordance with the right rules and other than that is learning too will be less conducive. In addition, the advantages of the talqin method are also felt in upper class students and also in educators themselves to become easier to master learning.

CONCLUSION

From the results of observational research and interviews with the tahfidz coordinator at SDIT Al ARABI, it can be concluded that the talqin method is an effective method to improve the quality of student reading, as evidenced by the results before this method is applied and after this method is applied much different, that is, students not only increase memorization but also strengthen the quality of their reading. However, this method also has its drawbacks, namely because the talaqqi system where students are required to listen first to the readings delivered by the teacher, ultimately resulting in the addition of student memorization, students are not allowed to add memorization beyond the target that has been provided, because if the memorization of students is different, it will make it difficult for the teacher to mentally read students.

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