



Implementation of the Tahsin Al-Qur'an as the Foundation of Religious Literacy for Students at MTs Al-Amanah Waikaya

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Abstrak

Implementasi Program Tahsin Al-Qur'an sebagai Fondasi Literasi Keagamaan Peserta Didik MTs Al-Amanah Waikaya. Penelitian ini disusun dalam rangka memperbaiki serta memperindah bacaan Al-Qur'an. Adapun tujuan yang lain yaitu, mengimplementasikan hukum tajwid agar sesuai dengan aturannya, terhindar dari bacaan yang salah baik kesalahan yang ringan maupun yang berat karena bisa saja mengubah makna dari bacaannya, meluruskan bacaan yang tidak selaras dengan kaidah-kaidah tajwid, meningkatkan kualitas bacaan agar bacaan lebih indah saat didengarkan dan yang tidak kalah penting adalah santri diharapkan mampu menumbuhkan cintanya pada Al-Qur'an. Latar belakang penelitian ini pentingnya pembinaan pendidikan bacaan Al-Qur'an sesuai dengan kaidah yang benar sehingga membentuk karakter serta pemahaman spiritual peserta didik. Kualitatif deskriptif ditetapkan sebagai metode dalam penyusunan penelitian ini, sebab metode ini mampu memberikan gambaran dengan lebih mendalam terkait implementasi program tahsin Al-Qur'an tersebut secara fasih. Data dihimpun memanfaatkan beberapa teknik seperti wawancara, observasi, beserta dokumentasi. Kegiatan Tahsin Al-Qur'an ini dilaksanakan setiap hari sebelum proses belajar mengajar berlangsung. Adapun tahapan yang dilakukan yaitu perencanaan, pelaksanaan, evaluasi dan perbaikan serta pengulangan bacaan. Pada tahap pelaksanaan, guru secara perlahan membacakan Al-Qur'an kemudian santri mengikuti bacaan tersebut secara klasikal dan dilakukan secara individual, gunanya adalah untuk meningkatkan kefasihan dan ketepatan dalam melafalkan huruf. Selanjutnya, dilakukan pengamatan oleh guru terhadap bacaan santri, memperbaiki dan mengoreksi secara langsung bacaan yang salah serta memberikan contoh bacaan yang benar, ini merupakan bentuk evaluasi terhadap aspek bacaan. Pada tahap akhir kegiatan tahsin al-Qur'an tidak hanya selesai dengan proses pembacaannya saja, terdapat hal yang lebih penting berupa evaluasi dan tindak lanjut dimana guru menilai kemampuan bacaan santri dan memberikan koreksi, umpan balik, penguatan terhadap kesalahan bacaan yang masih ditemukan dan selalu memberikan motivasi terhadap peserta didik. Setelah dilakukan analisis, penelitian memberikan hasil yang mengindikasikan jika dilaksanakannya program tahsin di sekolah tersebut memberikan perubahan yang signifikan, memberi pengaruh positif dari yang tidak lancar, terbata-bata dalam membaca, mad atau panjang pendeknya kurang tepat sudah menunjukkan perubahan yang lebih baik dari sebelumnya. Oleh karenanya, program tahsin ini merupakan satu solusi bagi santri yang sangat bermanfaat dalam kehidupannya, bacaannya menjadi lebih teratur dan lebih lancar sehingga kecintaan dalam membaca Al-qur'an itu cenderung meningkat. Dilaksanakannya program tahsin Al-Qur'an, mampu menjadikan kualitas bacaan setiap santri menjadi lebih baik. Kata Kunci : Implementasi, Tahsin Al-Qur'an, Literasi Keagamaan

Abstract

Implementation of the Tahsin Al-Qur'an Program as the Foundation of Religious Literacy for Students at MTs Al-Amanah Waikaya. This study was conducted to improve and refine the recitation of the Qur'an. Another objective is to implement the rules of tajwid in accordance with established guidelines, avoid incorrect recitation—whether minor or major errors—as these can alter the meaning of the text, correct recitation that does not align with the principles of tajwid, enhance the quality of recitation so that it sounds more beautiful when heard, and, no less importantly, enable students to cultivate a deeper love for the Qur'an. The background of this study highlights the importance of fostering Qur'anic recitation education in accordance with correct principles, thereby shaping the character and spiritual understanding of the students. A descriptive qualitative approach was adopted as the method for this research, as this method provides a deeper insight into the implementation of the Qur'anic recitation improvement program. Data was collected using various methods, including interviews, observation, and documentation. The Qur'an Recitation Improvement program is conducted daily before the start of regular classes. The stages involved include planning, implementation, evaluation and refinement, and repeated recitation. During the implementation stage, the teacher slowly recites the Qur'an, and the students follow along both collectively and individually; the purpose is to improve fluency and accuracy in pronouncing the letters. Next, the teacher observes the students' recitation, directly correcting mistakes and providing examples of correct recitation; this constitutes an evaluation of the recitation aspect. In the final stage of the Qur'an recitation improvement activity, the process does not end with the recitation itself; there is a more important aspect involving evaluation and follow-up, where the teacher assesses the students' recitation skills, provides corrections, feedback, and reinforcement

regarding any remaining errors, and consistently motivates the students. Following the analysis, the study yielded results indicating that the implementation of the tahsin program at the school produced significant improvements, with positive effects observed in students who previously struggled with reading such as those who read haltingly, stuttered, or had difficulty with the proper length of syllables who now demonstrated marked improvement compared to before. Therefore, this tahsin program is a solution for students that is highly beneficial in their lives; their recitation becomes more organized and fluent, thereby increasing their love for reciting the Qur'an. The implementation of the Qur'an tahsin program improves the quality of each student's recitation.

Keywords: *Implementation, Qur'an Recitation, Religious Literacy.*

Introduction

In developing high-quality human resources—not only intellectually but also morally and spiritually education serves as a key instrument in this process. In Indonesia's national education system, the religious dimension is an integral and inherent component. Law No. 20 of 2003 on the National Education System states that the purpose of education is to nurture students' potential so as to develop them into individuals who possess faith and piety toward the One and Only God, as well as noble character (Republic of Indonesia, 2003). Therefore, Islamic Religious Education (PAI) plays a strategic role in shaping students with religious character.

In Islam, the Qur'an serves as the primary source and guide for the well-being of humanity. Every Muslim is required to possess the basic skill of reciting the Qur'an in accordance with the rules of tajwid, which form the foundation of religious instruction and serve as a guide for the lives of the faithful.

The Qur'an recitation improvement program is a systematic effort to refine and optimize students' ability to recite the Qur'an. This program focuses on the accuracy of letter pronunciation (makhraj), the characteristics of letters, and the application of tajwid rules to produce a recitation that is both good and correct. Nata (2020) explains that Islamic education aims to instill Islamic values so that students are able to understand, internalize, and practice them fully. Therefore, the tahsin program is a crucial element in this process, because through the correct recitation of the Qur'an,

it becomes easier for students to understand the meanings contained within it.

Furthermore, fostering religious literacy requires a foundation of proficiency in reading the Qur'an correctly. In developing religious literacy, one must not only cultivate the ability to read religious texts but also the ability to comprehend, delve into, and apply religious values in daily life. The Ministry of Religious Affairs of the Republic of Indonesia (2020) emphasizes that strengthening religious literacy is a key step in shaping the character of religious students. Therefore, the Qur'an recitation improvement program plays a strategic role as the foundation for building strong and sustainable religious literacy.

However, in practice, various issues regarding students' ability to read the Qur'an still persist. It has been found that some students do not yet possess sufficient proficiency in reciting the Qur'an according to the rules of tajwid, in terms of both fluency and accuracy of pronunciation. Several factors may contribute to this, including insufficient practice in reading the Qur'an, limited learning time, and the fact that the methods used during instruction are not yet optimal. This situation presents a challenge for Islamic educational institutions to develop effective and sustainable learning innovations.

MTs Al-Amanah Waikaya is an educational institution grounded in Islam, committed to improving the religious literacy of its students through the implementation of a Qur'anic recitation improvement program. This program not only serves as a means to enhance students' technical proficiency in reciting the Qur'an but also lays the foundation for fostering a

strong religious character. Through a well-planned and systematic tahsin program, students are expected to apply their learning through Quranic recitation that adheres to the rules of tajwid, understand the meanings contained within the text, and be able to integrate these teachings into their daily lives.

This background serves as the basis for this study, which aims to examine the implementation of the Qur'an recitation program as a foundation for religious literacy at MTs Al-Amanah Waikaya. This study is expected to contribute to the development of Islamic Religious Education, particularly in terms of improving the quality of Qur'an instruction and fostering religious character among students.

Method

This study employs a qualitative, descriptive approach, aiming to provide an in-depth and systematic description of the implementation of the Al-Qur'an tahsin program as the foundation of religious literacy at MTs Al-Amanah Waikaya. A qualitative approach was chosen because this study focuses on understanding social phenomena in their natural context and seeks to uncover the meaning behind the processes that occur. Creswell and Creswell (2018) note that qualitative research is used to investigate and examine meanings derived from human and social issues. Furthermore, descriptive research is applied to provide an accurate description of the characteristics and facts of the research object (Sugiyono, 2021).

MTs Al-Amanah Waikaya served as the site for this study. This location was chosen because it offers a Qur'an recitation program that is integrated into religious education activities. The study focused on the planning, implementation, and evaluation of the Qur'an recitation program, as well as its contribution to developing students' religious literacy. The subjects of this study include parties directly involved in the implementation of the Qur'an recitation program, namely recitation teachers who also teach Islamic Religious Education (IRE), school principals or madrasah heads, as well as

students. The selection of informants in this study utilized purposive sampling, a process of selecting informants by considering several factors, such as their involvement in and knowledge of the program under study (Sugiyono, 2021).

Data was collected using several methods, including interviews, observation, and documentation. The observation method was employed to examine the implementation of the Qur'an recitation improvement program, including the teaching methods used and the interactions between teachers and students. The interview technique was conducted using in-depth interviews to gather more comprehensive information regarding program implementation, the challenges encountered, and the efforts made to improve and optimize students' competence in reading the Qur'an. Meanwhile, the documentation technique was used to supplement data in the form of written documents, such as learning materials, activity schedules, and relevant activity documentation.

The data were analyzed using the interactive model introduced by Miles, Huberman, and Saldana (2014), which consists of three stages: data reduction, data presentation, and drawing conclusions. Data reduction was conducted by sorting and simplifying the data deemed relevant to the research focus. The data were then presented in a descriptive narrative format to facilitate understanding. Conclusions were drawn through the interpretation of the meaning of the data analysis results.

The validity of the data is ensured through triangulation techniques, including both source triangulation and methodological triangulation. Source triangulation is conducted by comparing data collected from several designated informants, while methodological triangulation involves comparing the results of interviews, observations, and documentation. Additionally, member checking is conducted to present the findings to the informants in order to confirm the accuracy of the data (Creswell & Creswell, 2018).

A descriptive qualitative approach was applied in the hope of obtaining a comprehensive picture of the implementation of the Al-Qur'an tahsin program as the foundation of religious literacy at MTs Al-Amanah Waikaya.

Result

1. Implementation of the Qur'an Recitation Improvement Program at MTs Al-Amanah Waikaya.

Based on the research findings, the implementation of the Qur'an recitation improvement program at MTs Al-Amanah Waikaya was carried out in a structured manner through several stages, including planning, implementation, and evaluation.

During the planning stage, the madrasah developed the Tahsin program as part of religious education activities integrated with the Islamic Religious Education curriculum. This planning includes determining learning objectives, establishing a regular schedule, and preparing teachers who are competent in the field of tahsin. This aligns with Majid's (2014) view, which states that instructional planning is the initial step that determines the success of the educational process.

During the implementation phase, tahsin activities are conducted regularly using the *talaqqi* and *musyafahah* methods, whereby students recite the Qur'an in front of the teacher in person, and the teacher then provides examples and corrects their recitation. The focus of learning lies on the accuracy of letter articulation, the characteristics of letters, and the application of *tajwid* rules. This process is also accompanied by repeated practice of reading the Qur'an so that students become accustomed to reading well and correctly. According to Suyadi (2020), effective Islamic education must integrate affective, cognitive, and psychomotor aspects.

During the evaluation stage, the teacher conducts periodic assessments of students' Qur'an recitation competencies, both through oral tests

and direct observation. The purpose of this stage is to assess the level of students' skill development and to serve as a basis for determining subsequent learning activities. This aligns with the concept of learning evaluation, which serves to measure the achievement of educational objectives (Sugiyono, 2021).

2. The Role of the Tahsin Program as a Foundation for Religious Literacy.

This study presents findings indicating that the Al-Qur'an tahsin program plays a crucial role in fostering students' religious literacy. Through tahsin activities, students not only learn to read the Al-Qur'an but also come to understand the importance of reciting it according to proper rules and internalizing the values contained within its verses.

Religious literacy in this context encompasses the ability to read, understand, and implement the teachings of Islam in daily life. Proficiency in reading the Qur'an serves as the primary foundation for developing such literacy. Nata (2020) emphasizes that the purpose of Islamic religious education is to equip students to comprehensively understand and practice Islamic teaching.

In addition, the tahsin program also has a positive impact on the character development of religious students, such as increased discipline, patience, and a love for the Qur'an. This is in line with the policy of the Indonesian Ministry of Religious Affairs (2020), which emphasizes the importance of strengthening religious literacy in the character development of students who possess noble morals and faith in God Almighty.

3. Supporting and Hindering Factors.

The success of the Qur'an tahsin program is supported by several factors, including:

- a. The commitment of the madrasah principal to supporting religious programs
- b. Teachers' competence in the field of tahsin.
- c. The existence of a regular schedule and the habit of reading the Qur'an

However, factors that hinder the program's sustainability were also identified, including:

- a. Differences in students' basic competencies in reading the Qur'an
- b. Limited class time
- c. Lack of independent practice outside of school hours

These findings indicate that the success of the tahsin program is determined not only by the application of learning methods but also by internal and external factors that influence the students. Therefore, appropriate strategies are needed to address the obstacles encountered, such as providing additional guidance and increasing the intensity of practice.

4. Analysis and Discussion

Overall, the implementation of the Al-Qur'an tahsin program at MTs Al-Amanah Waikaya has proceeded successfully and has made a tangible contribution to improving students' Al-Qur'an reading proficiency. This program has also proven effective in building a foundation for religious literacy, as it focuses not only on the technical aspects of reading but also on fostering religious attitudes.

The findings of this study align with Islamic educational theory, which emphasizes the importance of integrating knowledge, attitudes, and skills during the learning process (Suyadi, 2020).

Furthermore, the results of this study support the view that Qur'an instruction using the tahsin approach can serve as an effective strategy for improving and maximizing the quality of Islamic religious education in madrasah.

Thus, the Qur'an recitation program can serve as a relevant learning model for enhancing students' religious literacy, particularly within educational settings. The success of this program, of course, requires careful planning, consistent implementation, and ongoing evaluation.

Conclusion

Based on the results of the study on the implementation of the Al-Qur'an tahsin program as a foundation for religious literacy at MTs Al-Amanah Waikaya, it can be concluded that the implementation of the tahsin program has proceeded in a structured manner through the stages of planning, implementation, and evaluation. During the planning stage, the madrasah systematically developed the program by establishing objectives, schedules, and preparing competent educators. During the implementation phase, tahsin activities were conducted routinely using methods that emphasize the improvement of recitation, such as talaqqi and musyafahah, so that students could read the Qur'an in accordance with the rules of tajwid. Meanwhile, the evaluation phase was conducted periodically to measure the students' progress.

The Qur'an tahsin program has proven to play a crucial role as a foundation for religious literacy. Through this program, students not only experience improvement in their ability to read the Qur'an but also demonstrate development in religious attitudes, such as discipline, patience, and love for the Qur'an. Thus, the tahsin program contributes not only to cognitive aspects but also to the character development of students.

However, there are still several challenges in its implementation, such as differences in students' initial abilities, limited class time, and a lack of regular practice in reading the Qur'an outside of school. Nevertheless, supporting factors such as the madrasah's commitment, teacher competence, and the regular practice of tahsin activities are crucial to the program's success.

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