

STRENGTHENING STUDENTS' BASIC LITERACY IN THE TAHFIDZUL QUR'AN PROGRAM AT MI DARUL HIKMAH

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Abstract: Based on research by IIQ (Institute of Quranic Sciences) the illiteracy rate of the Quran in Indonesia is relatively high, namely 65%. Meanwhile, those who can read the Quran well are 0.5%. This condition demands the role of Islamic educational institutions to improve it. MI Darul Hikmah is a basic education institution that is committed to improving it. Efforts are made through the Tahfidzul Quran program. This study aims to describe and analyze the strengthening of basic Quranic literacy through the Tahfidzul Quran program. This research is qualitative research. Its data mining techniques are through observation, interviews, and documentation. Its data analysis through reduction, presentation, and drawing conclusions. The results of this study show that the Tahfidzul Quran program can strengthen the basic literacy of the Quran with indicators (1) The emergence of reading activities (2) The development of the ability to read, write, recognize letters, words, and simple sentences.

Keywords: Quran, Basic Literacy, Tahfidzul Quran

Introduction

Literacy is an important thing to teach children. This ability will be the basic capital of the child for his self-development. The development of a superior nation is also inseparable from the development of a nation's literacy. The spirit of building a superior nation has not been balanced with the literacy level of the Indonesian nation. This fact can be seen from the results of PISA (Programme for International Student Assessment) research which shows that Indonesia's literacy rating is still low from 2000 to 2018 (Narut & Supardi, 2019). Other survey institutions such as PIRLS (Progress in International Reading Literacy Study) also stated the same thing regarding Indonesia's literacy rate which is still relatively low (Kharizmi, 2015). Therefore, educational institutions must play a more active role in improving the literacy of their students.

The literacy movement also needs to be directed at Quranic literacy. This movement needs to be promoted so that Indonesia as a muslim-majority nation is no stranger to the Quran. Indonesia as a muslim-majority nation is not balanced with its Quranic literacy skills. Based on research conducted by IIQ (Institute of Quranic Sciences) shows that the illiteracy rate of the Quran is still relatively high, namely 65%. As for those who can read the Quran well, it is

0.5% (Mulyani dkk., 2018). Such a situation illustrates the importance of concrete actions that can improve the basic literacy skills of the Quran of Muslims in Indonesia.

The Quran as the holy book of Islam is mandatory to be studied for every Muslim boy and woman and is very important to be introduced and taught since children (Kaukab, 2021). Muslims and the Quran are inseparable from one another (Kaukab, 2021). But before studying the Quran far, there are some basic skills that are usually taught to beginners. These skills are like reading, writing, and memorization skills. These skills are usually taught to children and beginners to learn to know the Quran. As a basic educational institution characterized by Islam, MI (Madrasah Ibtidaiyah) must introduce the Quran to its students by teaching basic Quranic literacy skills as a provision for students to pursue a wider religious education. Armed with basic Quranic literacy, students will find it easier to understand or master other religious knowledge.

Seeing how important it is to introduce the Quran to elementary school children in shaping the Qurani generation, the next learning of the Quran is used as a program in several schools (Zahrah, 2021). Then several public schools affiliated with religious education emerged, such as the Integrated Islamic Elementary School (SDIT), Putra Harapan, SD Al-Irsyad, and so on (Dina, 2021). This shows the high enthusiasm of parents to have children who memorize the Quran (Hidayah, 2016) and equipping children with religious education for the foundation of children's lives (Harfiani, 2021). Schools that hold generally have a vision of strengthening the religious aspects of their students (Tholkhah, 2016).

In addition, the program is also a special attraction for parents in providing the best education for their children (Syahid & Wahyuni, 2019). Parents see the child not as a world investment only but as an afterlife (Wiyani, 2017). Thus, schools with a focus on religious education become one of the considerations for parents to send their children to school (Mubarakah & Munastiwi, 2020). This phenomenon should be a motivation for MI as a school that expressly declares its religious education orientation in realizing alumni who have good Islamic insights.

MI Darul Hikmah Bantarsoka is one of the schools that has a strong commitment in realizing Quranic alumni. This commitment is realized through the Tahfidzul Quran program that is held. The program has the same portion as other subjects in terms of commitment to its implementation. Skills such as listening, reading, writing, and memorization are skills that students must master while studying at MI Darul Hikmah Bantarsoka. These four skills must be mastered by students as capital to get to know the Quran better and become the capital for further religious deepening (Ismail, 2018) and is included in one of the praxis steps in grounding the Quran (Maujud, 2017). Basic literacy that focuses on listening, reading, and writing skills is explicitly contained in the Quran tahfidzul program at MI Darul Hikmah. To prove this statement, the author relies on two formulations of the problem as follows (1) How is the tahfidzul Quran program run?, (2) Why can the Tahfidzul Quran program strengthen students' basic literacy.

Methods

The research method used is qualitative. This method researchers use to reveal the meanings behind events or activities (J Moleong, 2017, hlm. 7). The data collection technique researchers use observation, interview, and documentation methods (Miles & Huberman, 1994, hlm. 9). The data analysis technique also uses the Miles and Huberman model, namely through the stages of reduction, presentation, and drawing conclusions (Miles & Huberman, 1994, hlm. 10). This research was conducted from October 1, 2022 to November 3, 2022. The object of this study is basic literacy with the subject of the study, namely the teachers who teach the Tahfidzul Quran program and the students.

Discussion

Basic literacy can be understood as language skills that include reading, writing, listening, and speaking skills (Kharizmi, 2015; Makin & Whitehead, 2004). In addition to these skills, literacy is also closely related to the ability to process information to solve problems (Kuder & Hasit, 2002). Indonesia's low literacy rate needs to be supported by concrete efforts. Therefore,

to improve students' literacy skills, teachers need to encourage reading, writing, listening, and speaking activities so that students can process information and solve their problems.

Fostering literacy for students can be done in a variety of ways. In general, to grow student literacy is done by habituation or what is often referred to as cultivation. Cultivating literacy activities in schools can be carried out through programs outside of classroom learning or integrated with various subjects in the teaching and learning process. Both efforts still have the same goal, namely so that students have the habit of reading and writing (Subandiyah, 2015).

According to Allington and Cunningham, there are seven indicators of children's literacy starting to develop, namely, (1) Starting to have reading activities, (2) Students can write and can read their own writing, (3) Showing the reading that students want to read, (4) Students starting to be able to recognize letters and words, (5) Students are able to recognize simple sentences, (6) Recognize intonation, and (7) Students can mention letters and can mention words or sentences with only mentioned initials (Kharizmi, 2015).

To strengthen student literacy while providing basic literacy skills can be done through the Quranic literacy program. In the basic literacy program, the Quran can encourage the strengthening of literacy skills. Therefore, this basic Quranic literacy program is important to teach, especially in faith-based schools. One of the schools that implements the basic literacy program of the Quran is MI Darul Hikmah. This program is realized through the Tahfidzul Quran Program.

The Tahfidzul Quran program is one of the excellent programs at MI Darul Hikmah Bantarsoka. This program is applied from grade 1 to grade 6. The implementation of the Tahfidzul Quran program is completed when students are in grade 5. All letters must be memorized by the time the 5th grader. As for grade 6 students, they are required to repeat their memorization from the letter An-Nas to the letter An-Naba. Each letter is divided into each class as shown in the following table:

Table 1. Distribution of Memorized Surah Al-Quran

No	Class	Surah Al-Quran
1	One	An-Nas, Al-Falaq, Al-Ikhlâs, Al-Lahab, An-Nasr, Al-Kafirun, Al-Kaustar, Al-Maun
2	Two	Quraish, Al-Fil, Al-Humazah, Al-Asr, At-Takasur, Al-Qoriah, Al-Adiyat, Al-Zalzalah
3	Three	Al-Bayinah, Al-Qodar, Al-Alaq, At-Tin, Al-Insyiroh, Ad-Dhuha, Al-Lail, As-Sams, Al-Balad,
4	Four	Al-Ghosyiyah, Al-A'la, At-Thariq, Al-Buruj, Al-Insyiqoq, dan Al-Mutaffifin
5	Five	Al-Infitar, At-Takwir, Abasa, An-Naziat, dan A-Naba
6	Six	Mengulangi dari surat An-Nas sampai dengan An-Naba

The practice of implementing the Tahfidzul Quran program is carried out from Monday to Thursday. There are four main activities in each meeting. The four activities are as follows:

Listening activities

The Quran is written using Arabic, so to learn it, the first thing to do is to listen to people who know or understand the Quran. Listening activities carried out when the activities of the Tahfidzul Quran program are carried out in two ways. The first way to practice with the teacher, the second way to practice with peer tutors.

The first way with the teacher. The activities are carried out by means of one class together and one by one students advance to face the teacher. The teacher first gives an example of reading it and is followed by the student. The teacher then appoints students who are considered rudimentary in mimicking what the teacher said. Then, the student tries to repeat it again until it is deemed sufficient by the teacher. In this activity, students are able to recognize the intonation, short length of reading, and makhorijul letters. Students are also able to mention words and

sentences when the teacher shows them the words or sentences. These abilities also indicate the development of student literacy(Kharizmi, 2015).

The second way is to be with a tutor of his peers. Rudimentary students reciting letters are trained several times with their teachers. If it is still not perfect, the teacher asks one of the students who is considered to be able to teach his friend who has not been able to. This method is quite effective to use because with the help of peer tutors, students who have not been able to relax more because the one who teaches them is their own friend(Prasetyo, 2019). There are several benefits when teaching involves peer tutors, namely (1) Delivery of explanations is easier to accept because the tutor uses a friend's language, (2) Students will be more open when expressing their difficulties to their peer tutors, (3) A relaxed atmosphere will eliminate fear, (4) Strengthen friendships(Prasetyo, 2019).

Reading activities

The activity is that students are taught how to read the Quran correctly one letter that they will memorize. The first teacher gave all students the opportunity to read it. Next, the teacher will correct the student's reading. If there is an incorrect reading, the teacher will set an example on the student who then the student is asked to repeat again. Students are asked to re-mimic either together or individually. This reading exercise is usually done for up to a few days until the student is really able to read it correctly. The data obtained based on observations, most students are able to read correctly, although there are still some students who still have difficulty in reading the Quran.

Reading practice is also practiced daily which is done at the beginning of the study and the end of the learning. It aims to accustom children to reading. According to Hapsari, one of the components that can be used to measure children's literacy is from their interest in reading(Prasetyo, 2020). According to Akhdiyat, primary school children are encouraged to be able to master spelling, vocabulary, splicing several words into a whole unity(Prasetyo, 2020). In tahfidz learning the element is contained in it. Students are trained to spell, mention one word and then are trained to connect with the next words.

The above reading exercises are carried out when the beginning of learning for about 5-10 minutes. Reading exercises are done by means of practice reading a few verses each meeting. Students who still have difficulty reading correctly will be focused first on improving their reading until they can actually recite it correctly. As for students who have not been able to read at all, then students will be taught to introduce basic letters first. In this case, the teacher uses Yanbua as a medium to teach students to read the Quran. The routine of activities that have been described above, is able to develop student literacy. The development of student literacy can be seen from the emergence of awareness of reading letters to be studied(Kharizmi, 2015).

Writing activities

As for writing practice activities, students are asked to write letters that they are memorizing. After finishing the writing, students will show their writing to the teacher. Next, the writing will be corrected by the teacher. If an error is encountered, the teacher will provide information on which writing should be corrected. After the student's writing is corrected, the student will show the writing again. In addition, students are also asked to check their assignments in advance with their parents. This will greatly help teachers to involve the role of parents who have an influence on student learning outcomes because there is control from parents. Parents and teachers should be directly involved in the development of children's literacy(Saint-Laurent & Giasson, 2005).

All students are required to write a letter along with the meaning they are memorizing. Writing activities are carried out to train the skills of Arabic writing students. In addition to practicing writing, writing activities are also used as a way to condition students in the classroom because students are fun playing because there are no activities. This activity is able to develop students' skills in writing and reading what they write. By writing they also learn to recognize letters and words, to know simple sentences. With such activities, children's literacy will develop(Kharizmi, 2015).

Based on the results of observations, all students actively practice writing even though they still encounter some writing that is still very simple. However, based on the results of an interview with one of the accompanying teachers, students' writing skills are growing because they are used to Arabic writing. After finishing writing, the accompanying teacher will check the students' writing one by one. If there is an error, the student is asked to correct it. In addition, the teacher also emphasizes on students how to write some hijaiyah letters, most of which students have difficulty writing. Through writing can encourage students' ability to read (Prasetyo, 2020). Meaningful writing activities, aiming to add insight to students. Through this meaning (translation) students will get new knowledge gained from the activity. The activity will also encourage students to enrich Arabic vocabulary.

Memorization activities

The verse that students have mastered how to read, then students will memorize when at home. The verse that the student has mastered how to read today will then the student deposit the next day to the teacher. Each student will be called one by one forward to face the teacher to deposit his memorization. Memorization deposits are made in installments every day. Students memorize two verses each day to be deposited with their accompanying teacher. The existence of the responsibility of memorizing students encourages students to diligently read with letters that they will memorize. This reading awareness is also an indicator of students' growing literacy (Kharizmi, 2015).

Each meeting of the opening activities is carried out by means of students repeating their memorization that has been memorized or murojaah activities (Taulidia, 2021). All the students memorized together the letter they had finished depositing. The goal is for students to keep their memorization so that they don't forget easily (Rachman dkk., 2021). Each meeting students repeat the letter they have already memorized and read the letter they will memorize. Without murojaah activities, students will have difficulty maintaining their memorization. An effective way to murojaah is to murojaah together. So that students who are not fluent can learn from other friends who are more fluent in memorization.

Activities such as listening, reading, writing, and memorization above can be understood as debriefing provided by the accompanying teacher regarding basic literacy skills for students. The main impact is the emergence of the attitude of students who have an attitude of being willing to find out (listen), explore with various sources of information (reading), and then only conclude what students have understood (writing). In student life, that attitude will be the cornerstone of the student's action. This means that, the information that is entered and believed by students is information based on clear data or sources not information that is not clear about its truth.

Conclusion and Recommendations

Based on the results of the research that the researchers have explained above, the author concludes that the Tahfidzul Quran program is one of the efforts to strengthen the basic literacy of the Quran for MI Darul Hikmah students. The implementation is carried out by involving takhfidz teachers in each class. The implementation is carried out every Monday to Thursday before learning begins. The activities of the Tahfidzul Quran program are listening, writing, reading, and memorization. These activities can train students' basic Quranic literacy skills. This can be seen from the indicators of the development of student literacy such as (1) The emergence of reading activities (2) The development of students' reading and writing skills (3) The development of students' ability to recognize letters, words, intonation, and simple sentences.

Based on the data that the author can collect, there are several problems encountered in the implementation of the Tahfidzul Quran program at MI Darul Hikmah. The advice that the author can give is (1) Increase the number of accompanying teachers. The comparison of the number of students with the learning time does not allow the implementation of the program to the maximum. Therefore, there needs to be additional teachers to help existing teachers in relation to students who still need special assistance. (2) Hold activities that involve parents to pay more attention to and support children's literacy at home. Programs that are already running in schools

require reinforcement when students are already at home. Thus, there is a positive relationship between literacy programs in schools and literacy programs at home.

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