

The Application of Tajweed Science in the Qur'an Learning Process at TPQ Ponpes Sa'adatul Ikhwan NW Rensing

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ABSTRACT

This study explores the application of Tajweed science in Qur'anic learning at TPQ Ponpes Sa'adatul Ikhwan NW Rensing, focusing on the methods implemented, student participation, and influencing factors. A qualitative approach was employed, using observation, interviews, and document analysis to collect data. The findings reveal that systematic teaching of Tajweed—combining theoretical explanations, practical demonstrations, and interactive feedback—significantly enhanced students' ability to recite the Qur'an with proper Tajweed. Approximately 87% of students successfully applied at least 70% of the Tajweed rules, including accurate pronunciation (makhraj), elongation (mad), and blending rules (ikhfa' and idgham). However, challenges were noted, particularly among students struggling with advanced Tajweed principles, such as idgham bighunnah and qalqalah, which require additional practice and individualized attention. Teachers employed strategies like repetition, immediate correction, and positive reinforcement to build students' confidence and proficiency. Learning materials were well-structured, aligning with the curriculum to support both classroom instruction and independent practice. The findings also highlight the importance of incorporating technology and audio resources to reinforce learning outcomes. This study emphasizes the effectiveness of interactive and student-centered teaching methods in Tajweed education, along with the need for extended practice sessions and tailored guidance to address individual learning gaps. These insights contribute to developing strategies for enhancing Qur'anic literacy and Tajweed mastery, ensuring a strong foundation for students' lifelong engagement with the Qur'an.

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INTRODUCTION

Reading the Qur'an is a fundamental obligation for every Muslim. Therefore, studying and learning the Qur'an is mandatory for all believers. It is insufficient to merely read the Qur'an; it must also be understood and studied. Every Muslim is required to comprehend and apply the teachings contained within this holy scripture (Utami et al., 2023).

The Qur'an is the word of Allah revealed to Prophet Muhammad (PBUH) through various methods ordained by Him. It contains laws, obligations, rights, and guidance for humanity, serving as divine instructions for achieving happiness and well-being in both worldly and spiritual life. The Qur'an is a source of knowledge that provides goodness and prosperity for humankind in this

world and the hereafter. Moreover, it serves as the primary medium for connecting with Allah, whether through listening, reading, studying, or teaching it—all of which constitute acts of worship. According to M. Quraish Shihab, studying the Qur'an is obligatory and should be taught from an early age. The aim is that by adulthood, individuals can master Qur'anic recitation according to established principles (Al et al., 2021).

Qur'anic teachings are incorporated at all levels of education. In madrasahs, the subject "Qur'an and Hadith" is part of the curriculum, while in general schools, Qur'anic lessons are included in Islamic Religious Education (PAI). Both subjects encompass materials related to the science of tajwid (Pai, n.d.).

Tajwid is the science of rules and methods for reading the Qur'an correctly. Its purpose is to safeguard Qur'anic recitation from errors and deviations and to train the tongue to articulate accurately. Learning tajwid is considered a communal obligation (*fardhu kifayah*), while reading the Qur'an properly (in accordance with tajwid) is an individual obligation (*fardhu 'ain*). Numerous teachings emphasize the necessity of applying tajwid in every Qur'anic recitation (Mikraj, 2024).

One aspect of religious education often neglected is Qur'anic literacy. Parents generally focus more on general education and pay less attention to religious education, including Qur'anic learning. It is essential to lay a strong foundation of religious values in children as early preparation for their life journey. A solid religious foundation equips them to make wise decisions as adults, as religion is the soul and spirituality of education (Wakit, 2020).

During childhood, instilling noble character and faith based on Allah's guidance is crucial. At this stage, children should be introduced to the Qur'an as their life's guide and compass, ensuring they remain steadfast even amid life's storms. Early Islamic education institutions, such as Qur'anic Learning Centers (TPQs), address the spiritual and religious gaps in contemporary society. TPQs aim to safeguard future generations by instilling religious values sourced from divine revelations (Di et al., 2021).

The tahsin method aims to refine and beautify Qur'anic recitation, aligning it with the Prophet Muhammad's (PBUH) recitation. This involves proper articulation of letters (*makharijul huruf*), fulfilling their characteristics, and observing the rules of tajwid. This method uses a student-centered and teacher-centered approach, implemented both classically and individually. Its advantage lies in improving imperfect recitation, ensuring proper pronunciation of letters and adherence to tajwid rules (Di et al., 2021).

This study explores the application of tajwid in Qur'anic teaching at TPQ PNPES Sa'adatul Ikhwan, examining how tajwid is practiced and identifying factors influencing its implementation. The research questions are: 1) How is tajwid applied in Qur'anic learning at TPQ PNPES Sa'adatul Ikhwan?, and 2) What factors influence the application of tajwid at TPQ PNPES Sa'adatul Ikhwan?

The study aims to evaluate the use of tajwid in Qur'anic education and provide recommendations for improving the quality of Qur'anic instruction. The implications of this research are expected to enhance Islamic education, especially in delivering effective and rule-compliant Qur'anic lessons at the foundational level.

In conclusion, reading the Qur'an requires serious attention from both educational institutions and government bodies. Developing a habit of reading and mastering the Qur'an according to tajwid principles is essential to overcoming literacy challenges.

METHODS

The research method employed in this study has been a qualitative descriptive approach aimed at gaining an in-depth understanding of the application of knowledge in the Qur'anic learning process at TPQ PNPES Sa'adatul Ikhwan. This approach has been selected because it can comprehensively explain the teaching methods implemented and the students' understanding of the Qur'anic material taught. The research has been conducted at TPQ PONPES Sa'adatul Ikhwan from August to September 2024.

The study has involved a population of 100 students, with a sample consisting of 41 students in Class A. A purposive sampling technique has been used to ensure that the focus of the research is specific and relevant to its objectives. Data for this study has been collected through observation, in-depth interviews, and documentation. Observations have been conducted to directly observe the Qur'anic learning process in the classroom, noting interactions between teachers and students as well as the methods used to deliver the material. In-depth interviews have been carried out with students and teachers to obtain information regarding their experiences, understanding, and the impact of the application of knowledge in Qur'anic learning. Meanwhile, documentation has been utilized to gather written or recorded data related to learning activities, such as teaching modules or classroom notes.

Data analysis has been performed using thematic analysis techniques, aiming to identify the main themes that emerge in the application of knowledge in Qur'anic learning at TPQ. The steps in this analysis include: (1) transcribing interview data, (2) initial coding to identify patterns, (3) grouping data based on themes, and (4) interpreting the findings to understand the relationship between themes and the research objectives.

To ensure the validity of the data, source triangulation has been conducted by comparing data from observations, interviews, and documentation. This triangulation aims to verify the accuracy and consistency of information from multiple sources, thereby enhancing the credibility and reliability of the results. The findings from this method are expected to provide a comprehensive overview of the application of knowledge in the Qur'anic learning process at TPQ PONPES Sa'adatul Ikhwan and its impact on students' understanding.

RESULTS

1. Overview of the Application of Tajweed Science in the Learning Process

The implementation of Tajweed science in the Qur'an learning process at TPQ PONPES Sa'adatul Ikhwan was observed to be methodical and thorough. The teaching methods employed by instructors included the direct explanation of Tajweed rules, which involved detailing the theoretical aspects of Tajweed, such as the rules of elongation (mad), nasal sounds (ghunnah), and letter articulation points (makhraj). Teachers also provided practical demonstrations, showing how these rules are applied in real-time Qur'anic recitation.

Additionally, students were guided through supervised practice, allowing them to apply Tajweed rules under the close observation of teachers, who offered immediate feedback and corrections. These sessions were designed to be interactive, encouraging dialogue between teachers and students. This interaction not only facilitated comprehension but also ensured that each student received personalized attention to address specific areas of difficulty.

2. Student Participation in the Learning Process

The observation involved 41 students listed in Table 1. These students actively participated in activities such as Qur'anic recitation, group discussions, and question-and-answer sessions, all designed to reinforce their understanding of Tajweed rules. The focus of these activities was on applying Tajweed principles accurately during recitation.

Table 1. List of Sampled Students

No.	Student Name	No.	Student Name
1	Abdul Khalik	22	Muhammad Fatir Abdillah
2	Muhammad Randi Hariady	23	Ahmad Anwar Gozali
3	Ahmad Agah Huswandi	24	Ririn Idrawati
4	Suherman Fatoni	25	Nurrahmah Sofira
5	Fatir Syamsi Maulana	26	Sulistiana
6	Hendri Jandrian	27	Rianti Oktaviana
7	Alfin Dwi Putra	28	Khaira Izzati
8	Ladena Khairul Adli	29	Laura Salsa Agisna
9	Muhammad Al Faska	30	Baiq Desti
10	Muhammad Surya Nata Al Badri	31	Nisa Aprilia
11	Lalu Ilham Bagas Putra	32	Mirnawati
12	Ridho Afrian Maulana	33	Zahra Aina Saputri
13	Muhammad Kholid Andira Bakti	34	Hamidatul Aulia
14	Hasbi Alhamdi	35	Ririn Erlina
15	Muhammad Ilham Halil Al Qurtubi	36	Chandra Miranti Tania
16	Muhammad Ardilan Maulana	37	Lira Aliana Andini
17	Wiwini Herwandi	38	Baiq Liana Tantri
18	Lalu Muhammad Rifki	39	Uliana Ulan
19	Muhammad Anwarul Masalik	40	Suci Rahmawati
20	Muhammad Riadussolihin	41	Aela Zikro Fina
21	Lalu Aidil Ansori		

Evaluation Results

The results revealed that 87% of the students (36 out of 41) were able to correctly implement at least 70% of the Tajweed rules taught. These rules included accurate pronunciation (*makhraj*), elongation (*mad*), and proper blending rules (*ikhfa'* and *idgham*). Such outcomes demonstrate the effectiveness of the interactive and practice-oriented teaching methods adopted during the sessions.

Students showed steady improvement throughout the program, as evidenced by their enhanced accuracy in applying Tajweed during recitations. Five students, however, required additional guidance to master more intricate rules, highlighting the need for supplemental instruction tailored to their learning pace.

These findings underscore the dedication of students and teachers in fostering a conducive learning environment, ultimately contributing to significant progress in mastering Tajweed science.

3. Teacher's Role in Tajweed Application

Teachers at TPQ PONPES Sa'adatul Ikhwan played a crucial role in facilitating the learning process. Their methods included repetition, where challenging Tajweed rules were revisited multiple times to ensure mastery, and immediate correction, which involved addressing errors as they occurred during recitation practice.

Teachers also emphasized building students' confidence by offering encouragement and positive reinforcement. Interviews with teachers revealed their perception that these strategies significantly enhanced the students' ability to recite the Qur'an with proper Tajweed, instilling a sense of accomplishment and motivation to improve further.

4. Student Perception and Challenges

Interviews conducted with the students highlighted a positive overall perception of the Tajweed learning process. Approximately 75% of the students expressed satisfaction with the teaching methods, particularly appreciating the interactive and practical aspects of the sessions. Students noted that these methods made the material easier to understand and more engaging.

However, challenges were identified, particularly in mastering advanced Tajweed rules such as ikhfa' (hidden pronunciation of certain letters) and idgham (merging of sounds). These rules required a higher level of attention to detail and practice, which some students found difficult to achieve within the limited class time.

5. Document Analysis

The analysis of learning materials revealed that the instructional guides and handouts used in the Qur'anic learning process were well-structured and aligned with the core Tajweed curriculum. These materials included step-by-step instructions, examples of correct recitation, and exercises designed to reinforce the application of Tajweed rules.

The materials were found to be a significant support in achieving the learning objectives, providing students with reference points to review and practice outside of the classroom. Furthermore, teacher-prepared notes and modules tailored to the specific needs of the students enhanced the learning process, ensuring that the content was both relevant and accessible.

These detailed findings underscore the effectiveness of the teaching strategies, the dedication of the teachers, and the active engagement of students in the application of Tajweed science in Qur'anic learning. While overall progress has been significant, the challenges faced by students in mastering advanced rules suggest the need for additional instructional strategies and extended practice sessions to ensure comprehensive understanding.

DISCUSSION

The study demonstrates the effectiveness of the multi-faceted approach to teaching Tajweed at TPQ Ponpes Sa'adatul Ikhwan, combining theoretical instruction, practical demonstrations, and interactive feedback. This structured method, which allows students to gain a comprehensive understanding of Tajweed rules, mirrors findings in related studies that highlight the importance of combining different instructional strategies for optimal learning outcomes. In fact, research shows that effective Tajweed teaching not only helps preserve the traditional practices of Qur'anic recitation but also strengthens students' engagement with the material, contributing to improved pronunciation and understanding (Al-Najjar, 2019; Roni, 2021).

A detailed explanation of Tajweed rules, such as the articulation points (makhraj) and elongation rules (mad), alongside practical demonstrations by teachers, is central to this approach. Similar to studies conducted in other Islamic educational settings, research indicates that when students receive a foundation of theoretical knowledge paired with modeled correct pronunciation, they are more likely to successfully implement Tajweed principles (Al-Sarraf, 2020). The role of immediate feedback is also crucial, as it helps identify and correct mispronunciations, enhancing the learning process (Zahra & Hamid, 2018).

The study's findings, with 87% of students applying at least 70% of the Tajweed rules, reflect a positive outcome, similar to the findings of other studies that observe substantial progress in

Qur'anic literacy through structured Tajweed instruction (Abdul-Rahman, 2022). However, it also highlights the need for additional support for more advanced rules like ikhfa' and idgham, which are often more challenging for students (Roni, 2021). This variability in student learning is also noted in previous research, which suggests the importance of individualized learning plans or targeted interventions for students struggling with complex Tajweed rules (Zahra & Hamid, 2018).

The findings align with the conclusions of Mikraj (2024) and Wakit (2020), who emphasized the critical role of structured Tajweed instruction in developing accurate Qur'anic recitation. Similar studies, such as those conducted by Di et al. (2021), underline the importance of student-centered and teacher-supported methods in improving literacy. Unlike studies that observed limited student engagement in Tajweed learning due to traditional teaching methods, this research demonstrates the effectiveness of combining theoretical, practical, and interactive strategies.

The implications of this research extend to both practical and theoretical domains. Practically, the study underscores the importance of active teaching methods in Tajweed education. It highlights the need for tailored approaches to accommodate varying student abilities, particularly for advanced rules. Theoretically, the findings contribute to the broader understanding of Qur'anic education, supporting the notion that interactive and adaptive teaching methods foster better comprehension and application of Tajweed. These insights can guide the development of curricula and instructional materials that prioritize student engagement and mastery.

The study's scope was limited to the TPQ Ponpes Sa'adatul Ikhwan, and the findings may not fully generalize to other Qur'anic learning institutions with different contexts or challenges. Additionally, the evaluation relied heavily on teacher and student feedback, which may introduce subjectivity. While document analysis supported the findings, the study would benefit from longitudinal observations to assess the long-term retention of Tajweed principles.

The application of Tajweed science in Qur'anic education at TPQ Ponpes Sa'adatul Ikhwan NW Rensing has proven effective, fostering a significant improvement in students' recitation skills. The interactive methods, practical demonstrations, and immediate feedback were instrumental in achieving the learning objectives. Nevertheless, challenges in mastering advanced Tajweed rules indicate a need for extended practice sessions and tailored instructional strategies. These findings emphasize the importance of teacher-student collaboration in achieving literacy in Qur'anic recitation, serving as a model for other institutions aiming to enhance Tajweed learning.

In summary, the study contributes valuable insights into the methodologies and outcomes of Tajweed education, offering practical recommendations for its broader application in Islamic educational settings.

CONCLUSION

This research demonstrated that the application of Tajweed science in Qur'anic learning at TPQ Ponpes Sa'adatul Ikhwan NW Rensing was effective in enhancing students' recitation skills. Key findings include the successful implementation of interactive teaching methods that combined theoretical instruction, practical application, and personalized feedback. The majority of students showed significant progress, with 87% able to apply the majority of Tajweed rules correctly. Teachers' strategies, including repetition, immediate correction, and confidence-building, were pivotal in achieving these results.

The study underscores the importance of structured and interactive Tajweed education in addressing challenges related to Qur'anic literacy. It also highlights the potential of well-designed instructional materials in facilitating effective learning outcomes. For future research, it is recommended to explore longitudinal studies to assess the retention of Tajweed skills and

investigate innovative methods for teaching advanced rules. Additionally, expanding the study to include diverse educational settings could provide a broader understanding of best practices in Qur'anic education. In conclusion, this research contributes valuable insights into effective strategies for teaching Tajweed, emphasizing its role in fostering Qur'anic literacy and preserving the integrity of Qur'anic recitation. This study underscores the need for a continued focus on Qur'anic education to support the spiritual and intellectual development of future generations.

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