

THE IMPLEMENTATION OF AL-QUR'AN TEACHING MODELS
TO IMPROVE READING SKILLS “*MAKHARIJUL HURUF*”
IN TPA/TPQ OF AR-RAHMAT MOSQUE MALANG

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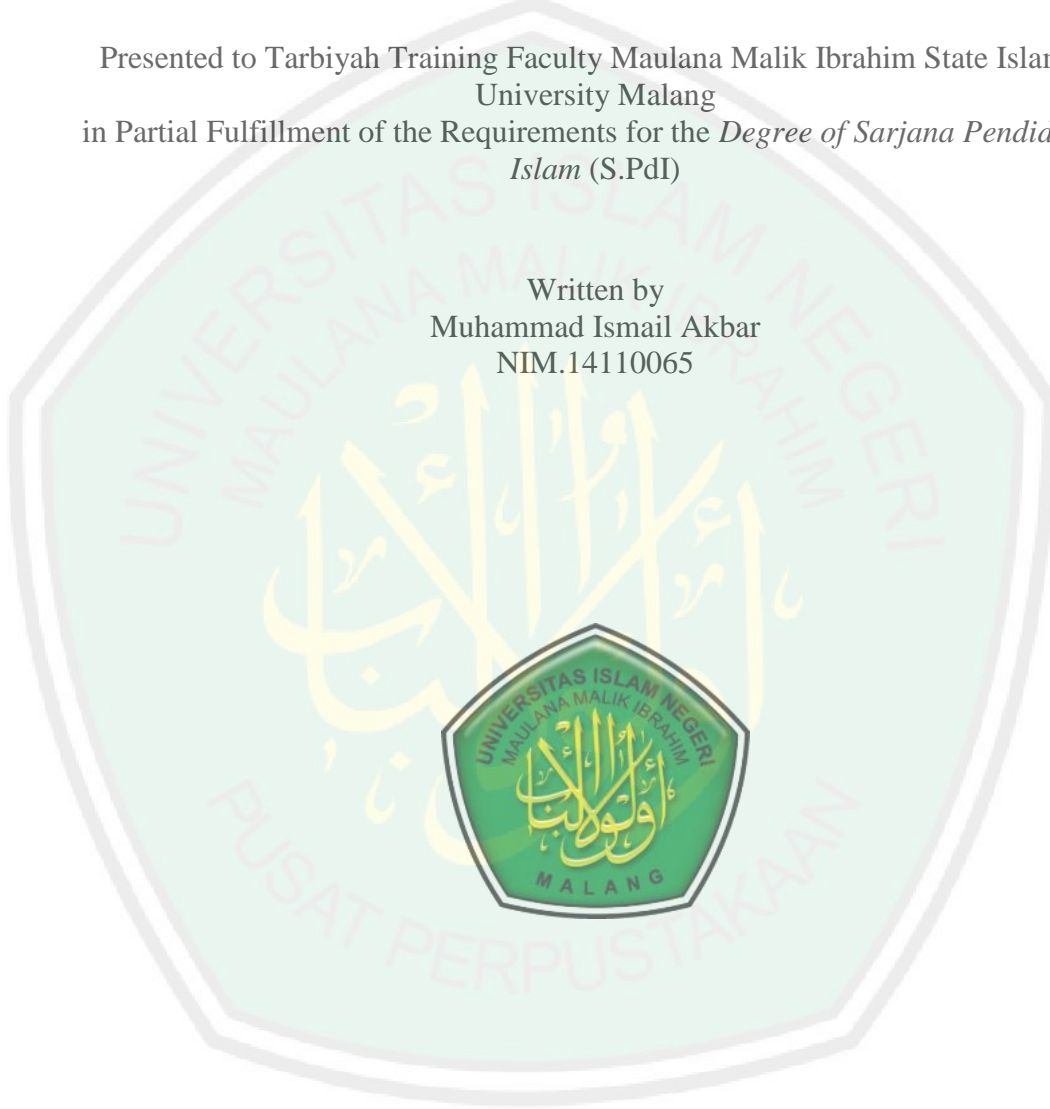
Islamic Education Department
Tarbiyah and Teacher Training Faculty
Maulana Malik Ibrahim State Islamic University Malang
May, 2018

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THESIS

Presented to Tarbiyah Training Faculty Maulana Malik Ibrahim State Islamic
University Malang
in Partial Fulfillment of the Requirements for the *Degree of Sarjana Pendidikan
Islam (S.PdI)*

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READING SKILLS MAKHARIJUL HURUF IN TPA/TPQ OF AR-RAHMAT MOSQUE
MALANG

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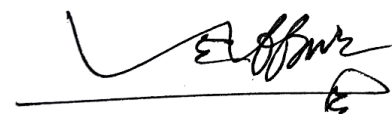
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HALAMAN PERSEMBAHAN

Dengan senantiasa memanjatkan puji syukur kehadirat Allah SWT
Shalawat serta salam selalu tercurahkan kepada Nabi Muhammad SAW

Penulis persembahkan karya skripsi ini kepada:

Kedua orang tuaku tercinta Ibu Nur Astiah dan Bapak Darmadji yang telah membesarkan, mendidik, membimbing, menyayangi, menasehati, serta memberikan motivasi, dorongan berupa doa dan kasih sayang tiada hentinya, dukungan moril dan finansial yang paling berjasa dalam hidupku

Semua dosen dan guru-guruku yang telah memberikan waktu, tenaga untuk selalu membimbing, mendidik, dan mengarahkanku

Pengajar dan Pimpinan TPA/TPQ Masjid Ar-Rahmat, beserta jajarannya yang dengan tulus dan ikhlas memberikan saya ilmu beserta bimbingan yang tak ternilai harganya hingga terselesaikannya skripsi ini

Tak terlupakan semua sahabat-sahabatku yang tak bisa kusebutkan satu-satu dan juga murid lesku atas segala ketulusan dan keikhlasan dalam curahan kasih sayangnya selama ini, sehingga menjadikan hidupku lebih hidup, lebih semangat dan lebih indah. Persembahan buah karyaku yang sederhana ini teruntuk kalian.

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MOTTO

“Orang yang mahir membaca Al-Qur’an, dia berada bersama para malaikat yang terhormat dan orang yang terbata-bata di dalam membaca Al-Qur’an serta mengalami kesulitan, ma baginya dua pahala”



CERTIFICATE OF SKRIPSI AUTHORSIP

I hereby declare that this skripsi is originally written by Muhammad Ismail Akbar, student of Islamic Education Department (PAI) as the requirement for degree of Sarjana Pendidikan Islam (S.PdI), Faculty of Tarbiyah and Teaching Training at Maulana Malik Ibrahim State Islamic University, Malang. This research writing does not incorporate any material previously written or published by other parties to achieve the other *Sarjana* status of other Higher Tertiary Education, except those which are indicated in the notes, quotation, and bibliography. Therefore, I am the only person who is responsible for the thesis if there is any objection or claim from others.

Malang, August 15th, 2018

Author,



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PREFACE

All praises for The Most Merciful Allah SWT, because of His blessing, the writer succeed settled this *skripsi* entitled “*The Implementation of Al-Qur’an Teaching Models to Improve Reading Skills “Makharijul Huruf” in TPA/TPQ of Ar-Rahmat Mosque Malang*”, as the final assignment of Islamic Education Bachelor in Maulana Malik Ibrahim State Islamic University of Malang. Unforgettable *shalawat* and salam always be given to our Prophet Muhammad SAW who has guided us from the darkness to the brightness.

A lot of buffetings which packed orderly in this report is the extraordinary credit for the writer to hold on this book by the hands coincides with the academic title. However, the end result is not prominent, but he guidance, encouragement, knowledge, experience and prays from all parties are valuable in this report arrangement. Therefore, for great gratitude present to the Excenllency:

1. Both parents, Mom (Hj. Nur Astiah) and Dad (H. Darmadji) and big family who always give the precious prays, financial encouragement and motivation to finish this final assignment as soon as possible
2. Prof. Dr. Abdul Haris, M. Ag, as the Rector of Maulana Malik Ibrahim State Islamic University of Malang
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9. And all parties can't be mentioned one by one who give the encouragement morally and physically to the writer

The writer realize if there is defectiveness in this research report. Therefore, opened widely the chance for constructed critical and suggestion from all reader for the next edition of report arrangement.

Malang, August 15th, 2018

Writer,



Muhammad Ismail Akbar

PEDOMAN TRANSLITERASI ARAB LATIN

Penulisan transliterasi Arab-Latin dalam skripsi ini menggunakan pedoman transliterasi berdasarkan keputusan bersama Menteri Agama RI dan Menteri Pendidikan dan Kebudayaan RI no. 158 tahun 1987 dan no. 0543 b/U/1987 yang secara garis besar dapat diuraikan sebagai berikut:

A. Huruf

ا =	a	ز =	z	ق =	q
ب =	b	س =	s	ك =	k
ت =	t	ش =	sy	ل =	l
ث =	ts	ص =	sh	م =	m
ج =	j	ض =	dl	ن =	n
ح =	h	ط =	th	و =	w
خ =	kh	ظ =	zh	ه =	h
د =	d	ع =	'	ء =	,
ذ =	dz	غ =	gh	ي =	y
ر =	r	ف =	f		

B. Vokal Panjang

Vokal (a) panjang = â

Vokal (i) panjang = î

Vokal (u) panjang = û

C. Vokal Diftong

أُ = aw

أَي = ay

أُو = û

إِي = î

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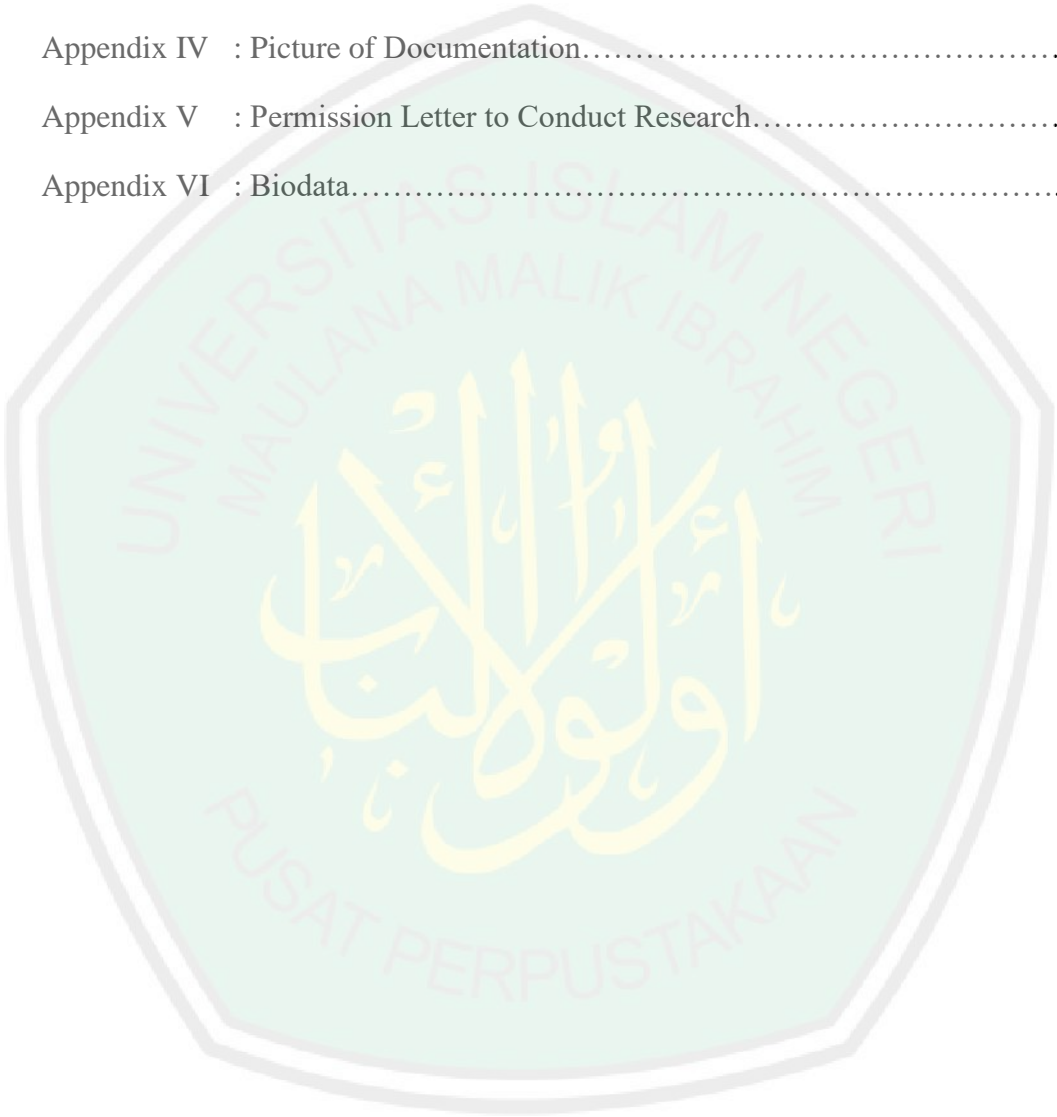
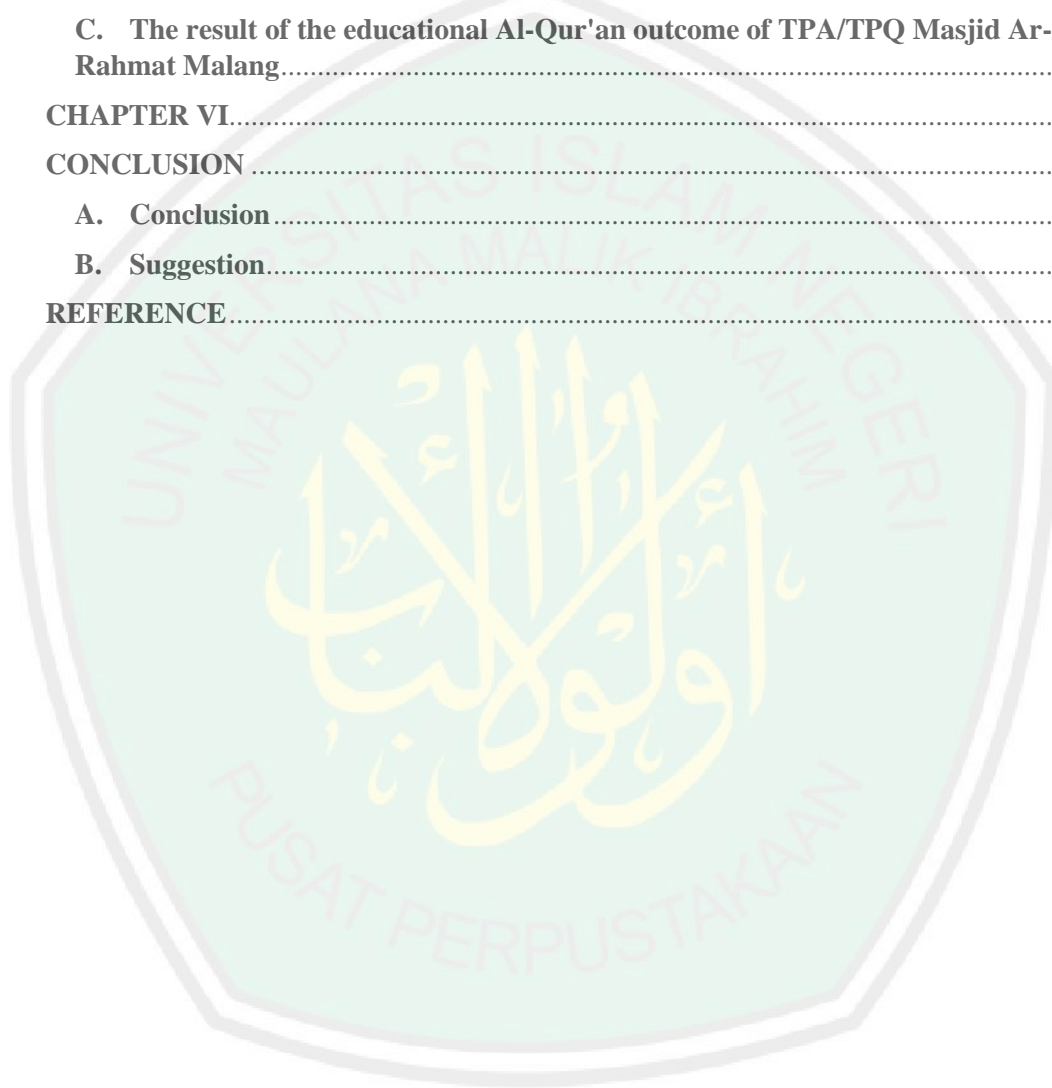


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ABSTRACT

Ismail, Muhammad, Akbar. 2018. *Implementasi Model Pembelajaran Al-Qur'an untuk meningkatkan kemampuan membaca atau "Makharijul Huruf" di TPA/TPQ Masjid Ar-Rahmat Malang*. Skripsi, Jurusan Pendidikan Agama Islam, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Maulana Malik Ibrahim, Malang. Pembimbing Skripsi: Dr. H. Abdul Bashith, M.Si

Mempelajari Al-Qur'an sebagai pedoman seseorang dan juga manusia pada umumnya yang mengaku sebagai seorang Muslim adalah sesuatu yang diwajibkan oleh Allah swt. Melalui rasul-Nya. TPA / TPQ masih menjadi pilihan utama dan juga bagi anak-anak dari orang tua yang ingin mengarahkan anak-anak mereka untuk belajar Alquran. Namun, dalam penerapan banyak TPA / TPQ yang masih memiliki banyak kekurangan dan kendala ketika menerapkan pembelajaran TPA / TPQ ini, TPA / TPQ terlalu fokus untuk membuat anak-anak dapat membaca tanpa memahami perbedaan dalam penyebutan huruf-hurufnya sehingga ketika anak-anak tumbuh dewasa, anak-anak tersebut masih belum mengerti dasar dalam membaca Alquran.

Oleh karena itu perlu diketahui model-model pembelajaran yang dapat mengembangkan keterampilan membaca anak-anak dalam membaca Al-Qur'an. Penelitian ini bertujuan untuk: (1) penentuan model Al-Qur'an untuk memecahkan masalah makharijul huruf di TPA / TPQ Masjid Ar-Rahmat, (2) penerapan model pembelajaran Al-Qur'an di TPA / TPQ Masjid Ar-Rahmat, dan (3) hasil dari pendidikan Al-Qur'an setelah penentuan dan pelaksanaan model pengajaran Al-Qur'an di TPA / TPQ Masjid Ar-Rahmat Malang.

Penelitian ini menggunakan peneliti menggunakan pendekatan penelitian kualitatif deskriptif yaitu dengan mendeskripsikan data dalam bentuk kata, gambar, tabel ilustrasi, dan bukan angka. Peneliti bertindak sebagai instrumen sekaligus sebagai pengumpul data, mulai dengan wawancara, observasi, dan dokumentasi. Data dianalisis dengan melaporkan data dan menarik kesimpulan.

Temuan penelitian di TPA/TPQ Masjid Ar-Rahmat mengungkapkan bahwa, (1) penentuan model Al-Qur'an diputuskan dengan menggunakan model utama yaitu model pembelajaran IQRA bersama dengan beberapa model yang digunakan untuk mendukung model utama yaitu model RHPH dan Ummi, pelajaran pendukung lainnya adalah menghafal dan menulis huruf-huruf *Hijaiyah* untuk mengembangkan keterampilan membaca siswa atau *Makharijul Huruf* di TPA / TPQ Ar-Rahmat, (2) penerapan model berikut di TPA / TPQ diimplementasikan dengan baik dengan beberapa kasus baru ditemukan dalam proses pembelajaran, seperti diperlukannya kesadaran guru untuk memberikan perhatian kepada siswa, (3) hasil dari hasil pendidikan Al-Qur'an siswa menunjukkan bahwa keterampilan membaca Al-Qur'an siswa mencapai standar untuk membaca Al-Qur'an, dimana dalam hal ini berarti siswa pada umumnya mampu membedakan setiap huruf meskipun beberapa siswa ditemukan sulit untuk mengucapkan beberapa huruf tetapi hasilnya menunjukkan kemampuan membaca yang sudah mencapai standar dimana hasil ini juga dipengaruhi oleh factor pendukung dan penghambat.

Kata kunci: *Makharijul Huruf, Huruf-huruf Hijaiyah, Model Pembelajaran Al-Qur'an, Kemampuan Membaca.*

ABSTRACT

Ismail, Muhammad, Akbar. 2018. *The Implementation of Al-Qur'an Teaching Models to Improve The Reading Skills "Makharijul Huruf" in TPA/TPQ of Ar-Rahmat Mosque Malang*. Skripsi, Islamic Education Program, Faculty of Tarbiyah and Teaching Training, Maulana Malik Ibrahim Malang State Islamic University, Malang. Advisor: Dr. H. Abdul Bashith, M.Si

Studying the Qur'an as a guidance of a person and also a human in general who claimed to be a Muslim is something that is obliged by Allah swt. Through His apostle. TPA/TPQ is still the main choice as well as additionally for the children of parents who want to direct their children to study the Qur'an. However, in the application of many TPA/TPQ that still have many shortcomings and constraints when implementing this TPA/TPQ learning, TPA/TPQ is focused on making children able to read without understanding the difference in the mention of letters in the result of that when the children growing up, the children are still do not understand basis in reciting the Qur'an.

Therefore it is necessary to know what models to develop the reading skills of the children in reciting the Qur'an. This research is aimed at: (1) the determination of Al-Qur'an models to solve the problem of *makharijul huruf* in TPA/TPQ of Ar-Rahmat Mosque, (2) the implementation of Al-Qur'an teaching models in TPA/TPQ of Ar-Rahmat Mosque, and (3) the result of the educational outcome after the determination and the implementation of the models of Al-Qur'an teaching in TPA/TPQ of Ar-Rahmat Mosque Malang.

This research employed the researcher uses descriptive qualitative research approach that is by describing data in the form of words, pictures, illustration table, and not number. The researcher acts as an instrument as well as a data collector, start with interviewing, observing, and documentation.

The data were analyzed by reporting the data and drawing conclusion. The research findings reveal that, (1) the determination of Al-Qur'an models is decided by using a main models which is IQRA model of learning along with some various models that used for supporting the main models which is RHPH and Ummi models, another supporting lesson is memorizing and writing the letters of *Hijaiyah* to develop the student reading skills or *Makharijul Huruf* in TPA/TPQ of Ar-Rahmat, (2) the implementation of the following models in TPA/TPQ are well-implemented with some new cases found in the learning process, like the need of the teacher care for giving the student attention, (3) the result of the educational outcome of the student show that the student Al-Qur'an reading skills is reaching the standard for reading the Qur'an which mean the student generally able to difference each letters even though some student are found hard to pronounce some letters but the result show standard reading skills which is the result is also influenced by supporting and obstacle factors.

Keywords: *Makharijul Huruf, Hijaiya Letters, Al-Qur'an Models, Reading Skills.*

الملخص

إسماعيل ، محمد ، أكبر. 2018. تنفيذ نموذج التعلم القرآني لتحسين مهارات القراءة مسجد الرحمة مالانج. رسالة الليسانس، قسم TPA/TPQ أو "مخارج الحروف" في التربية الإسلامية، كلية علوم التربية والتعليم، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: د. عبد البسيط، الماجستير

إن دراسة القرآن كمبدأ توجيهي للشخص وكذلك للبشر عموماً الذين يدعون أنهم مسلمون هو أمر هو الخيار الرئيسي من للآباء الذين يريدون توجيه أطفالهم TPA/TPQ إلزامي من الله من خلال رسوله. لا يزال الذي لديه أوجه القصور والعقبات عند تطبيق التعلم TPA/TPQ لتعلم القرآن. ومع ذلك في تطبيق العديد من ليكون الأطفال يستطيعون القراءة دون فهم الاختلافات في لفظ الأحرف TPA/TPQ، يركز التعلم في TPA/TPQ حتى عندما يكبر الأطفال هؤلاء الأطفال لا يفهمون أساسيات قراءة القرآن.

لذلك من الضروري معرفة نماذج التعلم التي يمكن أن تطور مهارات القراءة لدى الأطفال في قراءة القرآن. وتهدف هذه الدراسة إلى: (1) تحديد نموذج من القرآن الكريم لحل المشكلة عن مخارج الحروف في مسجد الرحمة، و (3) نتائج تعلم TPA / TPQ مسجد الرحمة، (2) تطبيق نماذج تعلم القرآن في TPA/TPQ مسجد الرحمة مالانج. استخدم الباحث لهذا TPA/TPQ القرآن بعد تحديد وتنفيذ نموذج تعلم القرآن في البحث هو بحث وصفي نوعي عن طريق وصف البيانات في شكل الكلمات والصور والجدول التوضيحية وليس أرقاماً.

يعمل الباحث كأداة البحث وكذلك الجامع من البيانات، وقيام بالمقابلات والملاحظة والتوثيق. يتم مسجد الرحمة TPA/TPQ تحليل البيانات عن طريق تقرير عن البيانات والاستنتاجات. وكشفت نتائج البحث (1) تقرر تحديد نموذج للقرآن باستخدام نموذج الرئيسي من نموذج التعلم "اقرأ" مع النماذج التي تستخدم ، و الدعم الدروس الآخر مثل الحفظ وكتابة الحروف Ummi و RHPH لدعم النموذج الرئيسي هو نموذج مسجد الرحمة (2) نماذج التالية TPA / TPQ الهجائية لتطوير مهارات القراءة لدى الطلاب أو مخارج الحروف تنفذه بشكل جيد مع وجدت بعض مشكلة جديدة في عملية التعلم، مثل الحاجة إلى الوعي المعلم TPA/TPQ في إعطاء اهتمام الأطفال، (3) نتائج من تعلم القرآن الكريم من الأطفال تشير إلى أن مهارات القراءة الأطفال تحقيق معايير لقراءة القرآن الكريم، وهو أن الطلاب عموماً قادرة على التمييز كل حرف على الرغم من أن بعض الأطفال وجدوا صعوبة في لفظ بعض الحروف لكن النتائج أظهرت القدرة على القراءة لقد وصلت إلى معيار حيث تتأثر هذه النتيجة أيضاً بعوامل الدعم والتثبيط.

الكلمات المفتاحية: مخارج الحروف، الأحرف الهجائية، نموذج تعلم القرآن ، القدرة على القراءة

CHAPTER I

INTRODUCTION

A. Background of The Research

Studying the Qur'an as a guidance of a person and also a human in general who claimed to be a Muslim is something that is obliged by Allah SWT. Through His apostle. And surely studying the Qur'an will have an effect on that person, where the effect makes morality a better person in everyday life, especially for the younger generation or children of our descendants. The initial phase in studying the Qur'an is learning to read it well and correctly.

When educating children to read the Qur'an becomes the right of children to be fulfilled by their parents, then educating children to write the Qur'an and studying things related to reading Al-Qur'an is also the child's right that must be fulfilled by his parents.¹ therefore many parents choose to teach Al-Qur'an in the TPA / TPQ or the Qur'an educational park for their children, in order to understand the Qur'an to their children. TPA / TPQ is a non-formal community learning institute provided to nurture and teach the reading and writing of the Qur'an to children ranging in age from 6-12 years old.

¹ Ahmad Syraifuddin, *Mendidik Anak Membaca, Menulis, dan Mencintai Al-Qur'an*, (Jakarta: Gema Insani Press, 2004), p. 70.

The Qur'an itself according to language is "reading" then the word "Qur'an" is used for the Qur'an which is known now. The definition of Al-Qur'an is: "Allah's Word. which is a miracle revealed to the prophet Muhammad SAW. reading the Qur'an is the worship and the many *Fadhilah* it contains."² Because reciting the Qur'an is a worship and has many *Fadhilah* and its virtues, it also underlies the parents who want their children to understand the Qur'an 'an early on.

Really studying the Qur'an has many glories even in terms of its judgment, Allah SWT. still reward them by giving two rewards for those who recite the Qur'an but stammer and elevate the degree of those who read it fluently along with the angels, in other words studying the Qur'an is successful or unsuccessful as long as it still has desire to learn then God rewards them as well. Because in essence God allows humans to study the Qur'an, as Allah says in the Qur'an:

"وَلَقَدْ يَسَّرْنَا الْقُرْآنَ لِلذِّكْرِ فَهَلْ مِنْ مُدَكِّرٍ (١٧)"

"And indeed we have made it easy for the Qur'an to be taught, then is there anyone who takes a lessons?"

TPA/TPQ is still the main choice as well as additionally for the children of parents who want to direct their children to study the Qur'an. However, in the application of many TPA/TPQ that still have many shortcomings and constraints when implementing this TPA/TPQ learning, TPA/TPQ is focused on making children able

² T.H. Thalhas, *Fokus Isi dan Makna Al-Qur'an*, (Jakarta: Galura Pasê, 2008), p. 5

to read without understanding the difference in the mention of letters so that when growing up, the children are still many who do not understand basis in reciting the Qur'an. In this case the authors want to break down some of the principal deficiencies and obstacles in understanding the author in accordance with the knowledge and experience of the author, including:

First, many TPA/TPQ are limited to teach the reading of the Qur'an without teaching the places where letter or letter letters are spelled correctly so that it cannot distinguish the pronunciation *Lafadz* letter to each other, on this error if allowed to drag on will cause habits that will be difficult to remove when mature, thus allowing mistakes in the meaning of reading the Qur'an. *Makharijul Huruf* are the most basic stage in the study of the Qur'an, if it is less attention to the final difficulty.

Second, at the age of 6-12 years, children prefer to play rather than learn because when reading the book *Iqro'*, the student will feel bored and want to finish soon, so learn to read less effective. In some places the Qur'an teaches less space for the students to play while learning on the grounds that making the best use of time during a predetermined time allocation, while the effective period of learning and understanding at least 30-40 minutes.

In this proposal, based on the observation and research of the author, by looking at the existence of the things that exist, the author wants to examine how the implementation or implementation of education in the TPA/TPQ Ar-Rahmat Mosque and see the results of understanding students, by because the authors conclude a title:

**“The implementation of Al-Qur'an Teaching Models to Improve Reading Skills
“*Makharijul Huruf*” in TPA/TPQ of Ar-Rahmat Mosque Malang”**

B. Focus of the Research

Based on the above background, the writer can formulate some of the problems such as the following:

1. How is the determination of Al-Qur'an education model in solving the problematic of *Makharijul Huruf* in TPA/TPQ Masjid Ar-Rahmat Malang?
2. How is the implementation of the Al-Qur'an teaching model in TPA/TPQ Masjid Ar-Rahmat Malang?
3. How is the result of the educational Al-Qur'an outcome of TPA/TPQ Masjid Ar-Rahmat Malang?

C. Objective of the Research

The purpose of this study which is the answer of the research focus above are:

1. To find out how the determination of models in solving the problem of reading skills or *Makharijul Huruf* in TPA/TPQ Ar-Rahmat Mosque of Malang.
2. To find out how is the implementation of the Al-Qur'an teaching in TPA/TPQ Ar-Rahmat Mosque.
3. To see the implementation and educational results of Al-Qur'an in TPA/TPQ Masjid Ar-Rahmat Malang.

D. Significance of the Research

In general, the significance of this research can be classified as follows:

1. For College Student

With the implementation of this research is expected for college students to be able to learn the method of studying Al-Qur'an that are suitable for their biological children and learners in general and add insight and knowledge about the education of the Qur'an.

2. For Researcher

With the implementation of this research is expected to increase the insight and knowledge both theory and practice and learn methods or ways of teaching that can benefit the community to actualize himself serve the community and country. With the implementation of this research is expected to increase the insight and knowledge both theory and practice and learn methods or ways of teaching that can benefit the community to actualize himself serve the community and country.

3. For University

With the implementation of this research is expected to add and reproduce the treasury library of Islamic University Maulana Malik Ibrahim Malang and become

the basis of other studies for the same study enthusiasts and help students complete the final project.

4. For Society

With the implementation of this research is expected for people who want to learn one of the methods of teaching Al-Qur'an to teach their children.

E. Previous Research

About this research there is an earlier research where the study discussed the same thing that is the teaching of the Qur'an both reading, writing and memorizing. Therefore, the researcher will describe the previous research that has been done before this research, among others:

1. Implementation of Qiro'ati Method in Expediting the Reading of al-Qur'an of class VIII students in state SMP 1 Pandaan, written by Lailatul Mufarrichah in the year 2014. This study aims to describe the assessment process and learning outcomes by using qiro'ati method in improving the ability to read Al-Qur'an class VIII students in SMP Negeri 1 Pandaan. This research resulted in the conclusion that Qiro'ati method can improve reading ability of Al-Qur'an students feel more active and motivated in its application.
2. Implementation of Bil-Qolam Method of Learning to Read Al-Qur'an in Improving The Quality of Tajwid and Understanding of *Mufradat* in TPQ Bil-Qolam Singosari Malang written by Nur Yasin in august, 2016. This study aims to know the

implementation of Bil-Qolam method and know the standard tajwid quality according to Bil-Qolam method. The results of this study is to use this Sorogan method to create a relationship between the teacher and the student in improving the quality of memorization of the students.

3. Implementation of write and reading Method of Al-qur'an (descriptive-analytic study in SMP Negeri 2 Tenggara) written by Wiwik Argranti in April, 2016. This study aims to find out the methods implemented in teaching and learning to read and write Al-qur 'an. The result of this research is the method used is iqro', tartil, and qiro'aty for student method can quickly make them be able to read Al-qur'an because it is assisted with props, and giving achievement card in classical.
4. Implementation of Wafa Method in the Study of Al-Qur'an (Multicases study in Integrated Islamic Elementary School Nurul Fikri Banjarmasin and Integrated Islamic Elementary School Robbani Banjarbaru South Kalimantan) written by Hikmatu Ruwaida in 2016. This study aims to find out how Wafa method applied in two primary schools on the quality of their students. The results of this study itself is the impact of the Wafa method seen in the ability to read and write children as a whole is good although there are some points that the students are difficult to do.
5. Learning Method Reading Al-Qur'an in KTSP Perspective on MI Muhammadiyah in Simo District Boyolali (Multi Site Study in MIM Tejobang, MIM Packs and MIM Pentur) written by Thoriq Arifin in 2011. The purpose of this study is to investigate the implementation of KTSP in learning to read the Qur'an and find effective methods to learn the Qur'an. The results of this study showed

implementation of KTSP in learning to read the Qur'an is the effectiveness of the methods is depend on low cost, easy in material, and the source of guidance.

Table 1.1

Num.	Name of researcher, Title, Form, Publisher, and Year of Research.	Equation	Difference	Originality Research
1.	By Lailatul Mufarrichah, The Application of Qiro'ati Method in Accelerating the Reading of Al-Qur'an of class VIII students in SMP Negeri 1 Pandaan, thesis, central library of University of Maulana Malik Ibrahim Malang, written in 2014.	Knowing the quality of Al-Qur'an reading.	Using qiro'ati method.	Using RHPH method (Read Hard Play Hard).
2.	By Nur Yasin, Implementation of Bil-Qolam method of learning to read Al-Qur'an in improving the quality of tajwid and understanding of <i>Mufradat</i> in TPQ Bil-Qolam Singosari Malang, Thesis, Central Library of University of Maulana Malik Ibrahim Malang, written in 2016.	Discussing the implementation of Al-Qur'an reading.	Using Bil-Qolam method.	The results of reading with the allocation of learning with a very short time.
3.	By Wiwik Argranti, the application of reading and writing Al-qur'an (descriptive-analytic study in SMP Negeri 2 Tenggarong), journal,	Discusses the implementation of Al-Qur'an literacy method.	Using the Iqro, <i>Tartil</i> , and Qiro'aty methods	Implementa tion of Al-Qur'an teaching using methods to

	journal intelegensia, written in 2016.			solve learning problems that occur.
4.	By Hikmatu Ruwaida, the implementation of Wafa Wethod 'in the Study of Al-Qur'an (multicases study in Integrated Islamic Elementary School Nurul Fikri Banjarmasin and Integrated Islamic Elementary School Robbani Banjarbaru South Kalimantan), Thesis, Central Library of University of Maulana Malik Ibrahim Malang, written 2016.	Discusses the implementation of learning methods of the Qur'an.	Using the Wafa method '	Learning plan is determined after recognizing the characteristics of the student.
5.	By Thoriq Arifin, Learning Method of Reading Al-Qur'an in KTSP Perspective on MI Muhammadiyah in Simo District Boyolali (Multi Site Study in MIM Tejobang, MIM Packs and MIM Pentur), Thesis, Library of University of Muhammadiyah surakarta, written in 2011	Discussing model or method to improve the Qur'an Reading	Using KTSP perspective to improve the Qur'an reading	The source of material is provided by the material of IQRA.

F. Definition of Key Terms

To avoid misinterpretation of the contents of this paper, below is a description of the definitions of several words in this study:

1. Implementation in this matter which mean that the observer observe the act of learning by keep attention on the *Makharijul Huruf* learning process on student to know the result such as the implementation meaning by Nurdin Usman: "Implementation is rooted in activities, actions, or the existence of mechanisms of a system Implementation is not just an activity, but a planned activity and for achieving the objectives of the activity".³ In this study describes the system mechanisms that implemented in.
2. Reading in this research is about to understand the pronunciation of Al-Qur'an letters in order to read the Qur'an correctly which also according of KBBI is spelling or pronouncing what is written.⁴ which mean reciting the Qur'an in this study.
3. *Makharijul huruf* is a place of the pronounce of letters in reciting the letter of the Qur'an. The meaning of *makhraj* in terms of language is out of a place. While in terms of *makhraj* interpreted the place of the letter out when it's pronounced. Knowing the place of *hijaiyyah* letters is very important because this is the basis in properly teaching of *hijaiyyah* letters.⁵ where in this case the meaning is the pronunciation of every word or letter in Al-Qur'an in order to avoid error of the meaning when pronounce it.

³ Nurdin Usman, *Konteks Implementasi Berbasis Kurikulum*, (Jakarta: PT. Raja Grafindo Persada, 2002), p. 70

⁴ <https://kbbi.web.id/baca> diakses pada Tanggal 06/11/2017

⁵ Drs.H. Bambang Imam Supeno SH. MSc., *Pelajaran Tajwid*, (Surabaya: Insan Amanah, 2004), p. 10

G. Composition of Research Finding

To facilitate the reader to understand this thesis, it is necessary to systematic discussion. Therefore, in this thesis the authors will include systematic discussion in accordance with this research, including:

CHAPTER I in the form of introduction contains background of the research, focus of the research, objective of the research, significance of the research, previous research, definition of key term, and composition of research finding.

CHAPTER II discusses literature review that contains the theoretical study concerned with the teaching of Qur'an, some methods of teaching Al-Qur'an, method that used in TPA / TPQ Ar-Rahmat Mosque which is RHPH, application of RHPH method.

CHAPTER III in the form of explanation about research method about approach and type of research, researcher attendance, research location, data and data source, data collection technic, data analysis, research procedure, and temporary library.

CHAPTER VI in this chapter the author explained about the description of the research object that includes: general history of TPA/TPQ of Ar-Rahmat Mosque, layout of geography, Vision, Mission The Purpose of standing, Organizational Structure, means and infrastructure of TPA/TPQ of Ar-Rahmat Mosque.

CHAPTER V in this chapter the author explained about the variables, the implementation of model in teaching, and the results of the *makharijul huruf* improvement which in TPA/TPQ of Ar-Rahmat Mosque.

CHAPTER VI in this chapter the author explained about the final conclusion from the research analysis of the discussion presented and equipped with suggestions that build for TPA/TPQ of Ar-Rahmat Mosque and also for the reader.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Implementation of Al-Qur'an Teaching

The first thing in learning about the Qur'an is how the implementation of it being held, therefore the writer would like to elaborate the implementation of Al-Qur'an Teaching:

1. Implementation

Implementation is geared toward activity, action, action or existence systems, activities, not just activities, but planned activities and to achieve the objectives of the activity.⁶ Implementation can also be defined as a process of application, idea, concept, policy or innovation in a practical action that gives impact, either in the form of knowledge, skills and values and attitudes.⁷ Which mean in this part is the implementation of Al-Qur'an Teaching that being held in TPA/TPQ of Ar-Rahmat Where the implementation is with planned activity to achieved the objectives to read the Qur'an with the correct tajwid.

2. Teaching

Learning is an activity or a process to gain knowledge, improve skills, improve behavior, attitudes and strengthen personality. In the context of knowing or the process

⁶ Nurdin Usman, *Konteks Implementasi Berbasis Kurikulum*, (Jakarta: Grasindo, 2002), p. 70

⁷ A. Mulyasa, *Kurikulum Berbasis Kompetensi* (Bandung: Remaja Rosda Karya, 2003), p. 93

of acquiring knowledge according to conventional scientific understanding, human contact with nature is termed an experience that repeatedly generates knowledge, knowledge or a body of knowledge.⁸ Which in this paper the teaching to gain knowledge, improving skills and behavior and strengthen personality with the Qur'an learning. With the goal to achieved the correct pronunciation in reading the Qur'an verses.

3. Al-Qur'an

Studying the Qur'an have many virtues in life and specially hereafter, as the Muslim believe Al-Qur'an as guidance in life, therefore learning it is a compulsory, Prophet Muhammad P.B.U.H. said that "The best of you is he who learns the Qur'an and teaches it." (Reported by Bukhari)

He also said: "Will not any of you go to the Masjid and learn or read two verses from the Book of Allah 'The Exalted', Mighty and Glorified be He? (For) that is better for him than two she-camels, and three (verses) are better for him than three (she-camels), and four (verses) are better for him than four (she-camels). And the number (of verses read in total) are better than the same number of camels." (Reported by Muslim).

He said: "There is no envy (acceptable) except in two (cases): a person whom Allah has given the Qur'an and recites it throughout the night and throughout the day. And a person whom Allah has given wealth, that he gives out throughout the night and

⁸ Suyono and Hariyanto. *Belajar dan Pembelajaran*, (Bandung: PT. Remaja Rosdakarya, 2011), p. 9

throughout the day.” (Reported by Bukhari and Muslim)⁹ from this various *Hadith* we mention above, clearly studying the Qur'an contain many virtues.

B. The Model of Al-Qur'an Teaching

Studying the Qur'an is mandatory for every Muslim, because the Qur'an is a guide in life in the world and in the Hereafter, among the things that underlie why studying the Qur'an from an early age is a virtue, that is because it will obtained in the world and the hereafter, teaching according to KBBI is the process, the way, the act of teaching or teaching.¹⁰ the author follows the complete review of the teaching of the Qur'an.

Reading the Qur'an is explained in the hadith that Allah Almighty. gives a multitude of double goodness to those who read the Qur'an, one letter is given one goodness and one good is multiplied again to 10 times, it shows that the grace of God is so vast for those who want to study the Qur'an both still stammered and smooth. Here the authors explain about the form of teaching methods and methods applied in the Ar-Rahmat Mosque by teachers.

In the teaching of the Qur'an will certainly require a method that aims to facilitate the student in guiding them fluently in reading and writing the Qur'an, from time to time many methods are created to facilitate teachers in teaching to understand

⁹ Abdul Qadir Al-Naroot, *The Virtues of The Qur'an*, (International Islamic Publishing house, 1998), p. 3

¹⁰ <https://kbbi.web.id/ajar> diakses 11/8/2017

reading and writing the Qur'an and also aims to facilitate students to understand the reading of the Qur'an, following exposure to methods of learning the Qur'an, including:

1. Qur'any Models

Is a models of teaching the science of Tajwid Al-Qur'an without a teacher developed and created by Drs. Sa'dulloh, this method explores about how and the characteristics of the name of the Qur'an reading in accordance with the science of tajwid and how to read Al-Qur'an correctly, smoothly, and *Tartil*. This method received an award from the minister on the teacher success contest in the 2003 and 2006 national level learning.¹¹ This method has included the basic teaching of the Qur'an.

2. Tartil Models

Is a method to improve the recitation of the Qur'an according to Muhammad Izzuddin which can be taken within 12 hours, where *Tartil* itself according to scholars of *Qiro'ah* is a slow reading by using the rules of science tajwid and contemplate it, according to Muhammad Izzuddin this reading is reading which is best because it is with this passage that the Qur'an is revealed.¹² this is the most method used by society because of the verse of Allah on surah muzammil, Allah Almighty Said:

¹¹ Sa'dulloh, *Mahir Tajwid Metode Qur'any Lancar Ngaji Tanpa Guru*, (Yogyakarta: Mutiara Media, 2010), p. V

¹² Muhammad Izzuddin, *Memperbaiki Bacaan Al-Qur'an Metode Tartil 12 Jam*, (As-salam: Solo, 2009), p. 38.

وَرَتَّلِ الْقُرْآنَ تَرْتِيلاً

"... and we recite the Qur'an with tartiles." (al-muzammil: 4)

3. Buroq Models

It is a method that begins with the introduction of meaningful word/sentence structures, then separations are held on each syllable until the sound is understood in each of the syllables in question. After that. Continue to compose a new word using elements or syllables that have been understood. At the time of separation then by way of introducing the connection letters. When composing a new word, it should use the letters.¹³ This method can also help in understanding Arabic.

4. Al-Huda Power Models

Is a method of research for approximately eight years to conclude where this method begins with recognizing the letters of *Hijaiyah* and *Makharijul Huruf* and then followed by the sign read end with steps in writing Al-Qur'an this method in the value match by the author to the people who find it difficult and busy in studying the Qur'an.¹⁴ This method can be applied to elderly and parents who want to learn the Qur'an.

¹³ M. Mufti Mubarak and H. Bachtiar Ichwan, *60 Menit Mahir Baca Tulis Al-Qur'an Metode Buroq*, (Surabaya: Java Pustaka, 2009), p. vi

¹⁴ M. Ashim Yahya, *5 Jam Lancar Membaca & Menulis Al-Qur'an*, (Jakarta: Quantum Media, 2008), p. vii

5. Al-Bana Models

It is the method of teaching the Qur'an by using 8 principles or ways of teaching the Qur'an at once, as for its principles is practical and systematic, synthetic analytical structures or techniques of stories in remembering, kinesthetic or memorizing by rewriting, transliteration or reading Latin letters as auxiliary means, examination or use of questions, in the form of evaluation sheets, guides and illustrations or giving characters of role models, and by the color of the letters.¹⁵ This method is suitable for teenagers and children.

6. BBQ 99 Models

It is a method of teaching Al-Qur'an which learns with an intensive one-hour pattern every day, which is summarized in the six scope of issues surrounding the science of tajwid that is about the exit of letters, the characters of the letters, the laws that are born from the relationship between letters, the law of short length of reading, the law of how to stop and start reading, and the writing of the *Mushaf Ustmani*, BBQ 99 itself is the abbreviation of the guidance of reading Qur'an 99 hours.¹⁶ although it takes a relatively long time but this method can increase the literacy of the Qur'an if done every day.

¹⁵ Abdul Aziz Abdul Rauf, *Metode Al-Bana Tiga Langkah Mudah Belajar Membaca Al-Qur'an Secara Mandiri*, (Jakarta: Bana Publishing, 2008), p. 2-3.

¹⁶ Abdul Majid Sofie, *Metode BBQ 99 Belajar Termudah Membaca Al-Qur'an*, (Bandung: El-Fath, 2008), p. 5.

7. RHPH (Read Hard Play Hard) models

Is a method in the mind by one of the teachers at the TPA / TPQ Ar-Rahmat Mosque where the method was created after recognizing the general characteristics of students, where the application of this method is the focus of learning 30 minutes and then play 30 minutes.

The lecturer of the Qur'an must recognize the characteristics of its students when it will teach the Qur'an from their strengths and weaknesses, to the common thing experienced when teaching its students, so as to conclude a method to be used or made in order supporting the learning process of Al-Qur'an. Teaching the Qur'an in the early stages needs to pay attention to the thoroughness in doing so because, this early stage, the new student recognize and read the letters that he just knew, while reading Al-Qur'an need to distinguish the letters clearly so that when reading does not violate meaning and meaning.

RHPH method is concluded by the teacher after understanding the characteristics of the students, the teachers feel the student they have a desire to play with other students is very large, so when learning to read the letters *Hijaiyah* student want to quickly solve it and not focus on what in guidance by the teacher, so the teacher makes a method of RHPH or Hard Read Hard Play is a solution of the problem that occurs, which is a method that provides flexibility for students to play after learning with a condition to read the book of *Hijaiyah* serious reading before playing.

The time allocation for learning is 1 hour, and the RHPH implements 30 minutes of serious learning and 30 minutes of play, where the times are maximum and can be less than that if the students reach the target. This method is summed up after seeing the student announcement that all have a desire to play after learning. The form of the game in the form of drawing or playing guessing something for female students and play bike for male students, where the form of the game itself in accordance with the wishes of the student.

8. Iqro' Model

The iqro 'method is a method of reading the Qur'an that emphasizes directly on reading practice. The iqro 'handbook consists of 6 volumes ranging from simple levels, step by step to the perfect level. This method of Iqro 'in practice does not require a variety of tools, because it is emphasized in the reading (reading the letters of the Qur'an fluently). Direct reading without spelling. It means introducing the names of the letters *Hijaiyah* by way of active student learning (CBSA) and more individualized.

This model of learning was first prepared by H. As'ad Humam in Yogyakarta. Iqro' model book is compiled/printed in six volumes once¹⁷. Where in each of the volumes there is a teaching guide with the aim to facilitate every learner (*Santri*) who will use it, or *Ustadz/Ustadzah* who will apply the method to the

¹⁷ As'ad Humam, *Buku Iqro' Cara Cepat Belajar Membaca Al-Qur'an*. (Yogyakarta: Team Tadarus AMM, 1994), p. 1.

student. *Iqro* Method; this is one of the well-known methods among the people, because this method is commonly used in the midst of Indonesian society.

Iqro' model consists of 6 volumes with cover color variations that captivate the attention of Kindergarten children Al-Qur'an. In addition, in each of the volumes of the *Iqro'* handbook it is complemented by how to read and teach instructions to the *Santri*. There are 10 kinds of book properties *Iqro'* which is:

- a. Direct reading.
- b. CBSA (How to Learn Students Active)
- c. Private
- d. Modules
- e. Assistance
- f. Practical
- g. Systematic
- h. Variation
- i. Communication¹⁸

The advantages of *Iqra* models are:

- a) Using the CBSA method, so it is not an active teacher but an active student.
- b) In its application using classical, as well as ways of existence.
- c) Communicative means that if students are able to read well and correctly the teacher can give flattery, attention and appreciation.

¹⁸ *Ibid.* p. 1.

d) If there are students who have the same level of learning, it may be with the *tadarrus* system, in turn reading about two lines while the others are listening.

The disadvantages of Iqra models are:

- a) Tajweed readings were not introduced early.
- b) There is no learning media.
- c) Not recommended using murottal rhythms.

C. Makharijul Huruf

Al-Qur'an is a words from Allah which is a miracle that revealed to prophet Muhammad P.B.U.H. and reading it is an act of worship.¹⁹ which learning it is an obligation for every Muslim in order to know their guidance in life. One of the most important aspect in learning to read the Qur'an is how to pronounce each letters, because Al-Qur'an it's not like any other book, it's required an act of practice.

Realize that learning Al-Qur'an is an obligation that commanded by Allah SWT. For all Muslims. Besides as a necessity, Al-Qur'an is a book of guidance which can lead to a happy life in *Dunya* and hereafter.²⁰ regarding that, it is also an obligation in knowing the pronunciation of each letters of the Qur'an or *makharijul huruf* in order to pronounce it correctly, because if someone pronounce it with false pronunciation, it will change the meaning of the Qur'an.

¹⁹ Zainal Abidin, *Seluk Beluk Al-Qur'an* (Jakarta: PT. Rineka Cipta, 1992), p. 1.

²⁰ Yudi Imana, *Sudah Baik dan Benarkah Bacaan Al-Qur'anku?* (Bandung: Khazanah Intelektual, 2009), p. 3.

Makharijul Huruf meaning based on the perspective of morphology is from the word *Khoroja* which mean out, and the word *Huruf* which mean letters, so *Makharijul Huruf* is the letters out. In language, *Makharijul Huruf* meaning is the place of the letters when the letters are pronounce.²¹ so, almost each letters are pronounce differently, in order to learn it, we need to know what it is.

D. The Distribution of Makharijul Huruf

According to Imam Ibnul Jazari, *Makharijul Huruf* letters are divided into 17 letters, which each of it are in the 5 places, below:

1. Mouth Cavity : 1 Letters
2. Throat : 3 Letters
3. Tongue : 10 Letters
4. Two lips : 2 Letters
5. Nose Cavity : 1 letters

The following description will elaborate each 17 letters that divided into 5 places. Which will be elaborated below on this chapter, the description contain the distribution of *Makharijul Huruf* above, later on this distribution will decide each letter pronunciation:

a. Mouth Cavity Letters

²¹ Ahmad Annuri, *Panduan Tahsin Tilawah Al-Qur'an*, (Jakarta: Pustaka Al-Kautsar, 2010), p. 43.

Letters that are coming out from mouth cavity is the words of *Mad*, it contain of 3 letters, which is: (ا) (و) (ي) *alif, waw, and ya.*

b. Throat letters

Letters that are coming out from throat is:

1. *Aqshal Halq* (اقصى الحلق) is the base of the throat or inner throat. From this *Makhraj* out the letters hamzah (ء) and ha (ه).
2. *Wasthul Halq* (وسط الحلق) is the middle throat. From this *Makhraj* out the letters ain (ع) and ha (ح).
3. *Adnal Halq* (ادنى الحلق) is the outer throat or tip of the throat. From this *Makhraj* comes the letter kha (خ) and ghain (غ).

c. Tongue Letters

Letters that are coming out of tongue are below:

1. Side / Edges of tongue / Tongue edge of tongue (1 letter) Namely the letter dho (ذ) the sound comes out from the edge of the tongue (may be the edge of the tongue right or left) to connect with the *Makhroj* lam, and keep the molars.
2. The base of tongue are 2 Letters (The base of the tongue and the back of the mouth) Namely the letter qof (ق) the sound comes out from the base of the tongue close to the esophagus that is squeezed into the back of the mouth. The base of the middle tongue and the middle of the roof of the mouth That is the letter kaf (ك) the sound comes out from the base of the tongue in front

of the qof letters makhroj that is squeezed into the ceiling of the middle part of the mouth.

3. Middle tongue are 3 Letters Namely the letter jim (ج), syin (ش), and ya' (ي) the sound comes out from the middle of the tongue and keeps the palate right above it.

4. The tip of tongue 12 Letters

- a) Tip of tongue 3 Letter

Edge of the tongue edge That is the letter lam (ل) sounds out from the edge of the tongue (left or right) to the end of the tongue tip and keep it with the upper palate.

The tip of the tongue Namely the letter nun (ن) sounds coming out of the tip of the tongue after *Makhroj* lam, More enter slightly to the base of the tongue and keep it with the upper palate.

The tip of the tongue is exactly That letters ro (ر) sounds coming out of the tip of the tongue just after *Makhroj* nun and more into the base of the tongue and kept with the upper palate.

- b) Leather upper gum Namely dal (د) ta' (ت) tho' (ط) sounds coming out of the tip of the tongue as well as keeping up with the base of the upper incisors.

- c) Spiky tongue That is the letter shod (ص) sin (س), za' (ز) sounds coming out of the tip of the tongue as well as keeping the tip of two lower incisors.
- d) Gum Namely the letters dho (ظ) tsa' (ث) dzal (ذ) sounds coming out of the tip of the tongue as well as keeping up with the tip of two upper incisors.

d. Two Lips Letters

Which includes the letters syafatain namely:

1. *Fa'* (ف) out of it the lower lip and keep it with the tip of two upper incisors.
2. *Wawu* (و) *ba'* (ب) *mim* (م) out between two lips (between the upper and lower lip). It's just for *wawu* lips open, while for *ba'* and *mim* lip silencing.

e. Nose Cavity

The letters are the letters *ghunnah mim* and *nun* with the provisions:

1. *Nun Tasydid*
2. *Mim Tasydid*
3. *Nun Sukun* that is read *idghom bighunnah*, *iqlab* and *ikhfa' haqiqi*
4. *Nun Sukun* who meets with *mim* or *ba'*.²²

²² *Ibid.*, p. 46-51.



CHAPTER III

METHOD OF THE RESEARCH

A. Approach and Type of Research

In the approach, the researcher uses descriptive qualitative research approach that is by describing data in the form of words, pictures, illustration table, and not number. Descriptive approach is more focused to utilize existing concepts or create new concepts in logic and scientific functioning clarification of social phenomena in question.²³ So in this case the author wants to understand and describe a community's actions in the form of teaching the Qur'an what presence and also helps solve a constraint and problem that occurs by applying a method that feels best suited to solve the problem that occurred.

The type of research used by researchers is the type of qualitative research. Qualitative research is descriptive research and tend to use analysis with inductive approach. Process and meaning (subject perspective) are more highlighted in qualitative research. Theoretical basis is used as a guide to focus the research in accordance with the facts in the field.²⁴ This research tries to analyze descriptively activities that occur in the field.

²³ Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, dan R&D*, (Bandung: Alfabeta, 2006), p. 3.

²⁴ Pupu Saeful Rahmat, "Penelitian Kualitatif", *EQUILIBRUM*, VOL. 5, NO. 9, 2009, p. 1.

B. Attendance of the Researchers

The presence of the researcher acts as an instrument as well as a data collector, and the presence of researchers in the field is absolutely necessary due to qualitative research that requires direct observation in the field, the researcher present as participant observer, the presence of the researcher known to his status by the participants as a teacher and known also by informant status.

C. Setting of Research

The research took place at Tlogomas Permata Estate, Tlogomas, Lowokwaru, Malang, TPA / TPQ of the poor mosque of Ar-rahmat located in the housing complex, less than 2 kilometers from the main campus of University of Muhammadiyah Malang, 4 kilometers from Brawijaya University, UIN Malang and State University of Malang (UM) and less than 7 kilometers from downtown Malang and Batu. The reason researchers chose to research in TPA / TPQ is the first is the researchers know the condition of data and subjects studied very deep because the researchers directly involved in research as a teacher, and the existence of various backgrounds of the students, some from public schools, children hyperactive, to Islamic schools.

D. Data and Data Sources

In qualitative research required data detailing both primary and secondary data, all data information will be used in this research, following information of data source to be collected by writer:

1. Primary data are direct interviews with TPA / TPQ staff of Ar-Rahmat Mosque, by focusing on interview questions on methods or methods of teaching, characteristics of the students, and the results and the quality of the students reading. Related to this, researchers interviewed among others:
 - a. Chairman of TPA / TPQ of Ar-Rahmat Mosque as the organizer and mentor of TPA / TPQ of Ar-Rahmat Mosque: interview about background and characteristic of students in general.
 - b. Teachers of TPA / TPQ Mosque of Ar-Rahmat Mosque: interviewing the teachers to find data related to what is done to teach the students.
2. Secondary data in the form of indirect data that support the research process, including all forms of written data to measure the quality of the students like book report cards, absent books, and books write al-qur'an.

E. Data Collection

Data collection techniques is how researchers use techniques in collecting data, in this section the researchers determine their own the most appropriate techniques in research. The techniques used by researchers in this case is the observation and in-depth interviews. Here's a clearer explanation of the data collection techniques used, including:

1. Observation

The collection of data by observation to collect data is to see directly in teaching and learning activities as well as directly involved in its implementation and also observe the development of related student. This observation aims to collect data

by observation, Observation itself according to Prof. Dr. Sofyan S. Willis is a participant or non-participant observation, the participant method requires that the researcher be directly involved in the related activities while the non-participant method is only observed from the outside, not involved.²⁵ in this research, the researchers involve as a teacher.

2. Interview

Interviews in this case are necessary in order to collect the same data with observation even more preferred because through this interview will give a clearer picture on the related data, the interview is conducted by preparing questions related to the purpose of this study then addressed those questions to the chairman takmir and mentor or lecturer at TPA / TPQ Ar-Rahmat Mosque this. In the end the results of interviews and observations coupled with the results of the documentation will be compared as a triangulation measure to ensure the accuracy of the data taken, the interview itself according to the Moleong interview is a conversation conducted by two parties namely interviewers who ask questions and interviewers who provide answers to the question.²⁶ researchers already prepared several questions regarding the topic of this research.

3. Documentation

²⁵ Sofyan S. Willis, *Psikologi Pendidikan*, (Bandung: Alfabeta, 2012), p. 36.

²⁶ L.J. Moleong, *Metodelogi Penelitian Kualitatif*, (Bandung: PT. Remaja Rosdakarya), p. 186.

Documentation retrieval is useful as additional data to present data in the form of images and as evidence of activities. Documentation taken include the documentation of teaching and learning of the student, which serves as a data exposure that such learning activities Al Quran teaching takes place, then the documentation when interviewing relevant sources as data records if the researcher escaped in writing the information given by the speakers and who the latter as an observation documentation to provide an illustration of related place settings.

F. Data Analysis

Data analysis in qualitative research is done from the beginning of the research to the end, because in qualitative research the researcher is the main instrument that must participate in the research from beginning to end. In the initial process, the researchers have to collect data in the field later on after all the data collected, research can be done in depth which in essence in this process will give birth to new things that may require more research in, therefore the data analysis involves workmanship which then results to look for patterns and things that are important so as to determine what will be reported.

G. Research Procedure

In maintaining the validity of the findings and preventing errors in the process of research and data acquisition that will impact on the final results, it is necessary to do some checks in the acquisition and research stage, checking the validity of these findings should go through several processes in testing the data, including:

1. Long-term participation of researchers

The participation of researchers in qualitative research is important in collecting the data carefully and this participation can not be done in a short time which is then concluded just like that, but researchers need long-term participation to ensure that the data collected is accurate.

Related to this, the researcher involved directly in teaching and learning process as a teacher and mentor, where researchers participated in this learning process in order to improve reading and writing Al-Qur'an in TPA / TPQ Ar-Rahmat Mosque in the period of 3-4 months to ensure the results of research with relevant field practice.

2. Triangulation

Researchers applied for triangulation in this research in order to maintain the validity of data, Bachtiar S. Bachri in his journal stated that triangulation is a method of synthesis of data against the truth by using other data collection methods or various triangulation paradigm. Data declared valid through triangulation will

give confidence to the researcher about the validity of data, so do not hesitate in taking conclusion to research done.²⁷

So researchers check the validity of data through several other sources including the results of documentation, observation and interview. Triangulation is done by comparing the results of interviews and documentation results with the results of observations made by the researchers themselves.

In conducting research on the implementation of Al-Qur'an education in TPA/TPQ Masjid Ar-Rahmat , there is a research procedure that will be done and prepared until finally concluded, where the research procedure is divided into three stages, as for the stages as follows:

1. Early Stage and Preparation Stage

In the initial stages and preparations, the researchers predict by preparing the question questions before the initial observation related to TPA / TPQ Masjid Ar-Rahmat in order to know the problems and the state of this TPA / TPQ and determine the title of the thesis after concluding from the initial data that can be on preliminary observations so that the source of reference of this study, the researchers prepare also administrative requirements such as a research permit from the dean of faculty *Tarbiyah* and teacher UIN Maulana Malik Ibrahim Malang.

²⁷ Bachtiar S. Bachri, "*meyakinkan validitas data melalui triangulasi dalam penelitian kualitatif*", jurnal teknologi pendidikan, vol. 10, no. 1, april 2010, p. 46.

2. Implementation Stage and Research Phase

In the implementation stage and stage of this research, the implementation phase and stage of this research is the core step in collecting the existing data as a reference. researchers divide into several parts, including:

First, the researcher observes the teaching and learning activities of Al-Qur'an which is carried out by the existing teaching staff and the researcher is directly involved in the learning process as a teacher, from which this researcher will study and understand the characteristics of the students of TPA / TPQ Masjid Ar-Rahmat

Secondly, the researcher conducted an interview on the Qur'an reading study conducted by the teaching staff and interviewing the characteristics of the students to compare with the results understood by the researcher before the first stage.

Third, the researchers searched for additional data such as achievement books as well as written students sources as additional data.

3. Final Stage and Completion Stage

In the final stages and stages of completion of the authors compile data and research results that have been obtained and concluded and then reported in the form of scientific work that in accordance with the pattern of scientific work in UIN Maulana Malik Ibrahim Malang and then discuss it also with faculty and leadership TPA / TPQ Ar-Rahmat Mosque in order to obtain maximum results.



CHAPTER IV

DATA EXPOSURE AND RESEARCH FINDINGS

A. Description of the Research Object

1. Background of TPA/TPQ Ar-Rahmat Mosque

TPA/TPQ of Ar-Rahmat mosque was established on 2017, under the head of *Takmir* of Ar-rahmat mosque which is Mr. Fahmi Arief Hidayat. It was located on Perumahan Permata Tlogomas near the entry gate by the street of Coral, Lowokwaru, Malang city. This TPA/TPQ was created to provide the education for the children of the people who live in Perumahan Permata Tlogomas and to make Ar-Rahmat mosque more useful for public facility. The location of this TPA/TPQ was not really exposed in the nearby main street, because it was regularly created to provide education for the children of the people who live in Perumahan Permata Tlogomas. So this TPA/TPQ didn't have many student as it should be, but it wasn't only for the children of the people who live in this perumahan, rather it open for every children who wants to be part of it.

From the teachers, it was from the *Marbot* or the one who stay in the mosque, jama'ah of Ar-rahmat mosque and the head of *Takmir* of Ar-Rahmat mosque. This TPA/TPQ limit the teachers to teach not more than two students, in order to make the act of education more meaningful and more easy to be guided. TPA/TPQ in Ar-Rahmat mosque used the book of IQRO in learning the students Al-Qur'an, use many kinds of methods, and have many kinds of facilities. The

parents of the students may choose how much money they want to give to provide the TPA/TPQ teaching progress, start from 50.000 rupiah up to 250.000 rupiah. This source of economy later on being used to provide books, pencil, blackboard, and everything that need to make the education more effective.

2. Profile of TPA/TPQ Ar-rahmat Mosque

- a. Name of place : TPA/TPQ Masjid Ar-rahmat
- b. Name of principal : Fahmi Arief Hidayat S.Kom
- c. Place Status : Private
- d. Form of education : Religion
- e. Address : Koral Street Perumahan Permata Tlogomas
- f. City : Malang
- g. Province : East Java
- h. E-mail : takmir.arrassamat@gmail.com

3. Programmes of TPA/TPQ Ar-rahmat mosque

TPA/TPQ of Ar-rahmatr Mosque has some several program which they are applied to their students, the program which is reading IQRA, Tahsin or pronunciation, *Tahfidz* or memorizing, learning some basic of religion, and writing the letters of *Hijaiyah*. There are also game activity which to make the student more focus in class when they are seems not listening to the teachers. It was start at 04:00 P.M. to 05.00 pm on Saturday and Sunday, after maghrib till before Isya on Friday night. The program goals are to make the student understand in learning Al-Qur'an

memorize some surah or chapter in the Qur'an and understanding the salah or five daily prayer.

This program is unscheduled, which means it applied when one materials is finish, for example the material of salah is finished next material is about *Tahsin* or the pronunciation of *Al-Qur'an*. When writing, the student were urge to be able to write at least able to understand which letter is unable to be mix and which words that can be mix. With this main goals, the program of TPA/TPQ Ar-Rahmat mosque is step by step guiding the children.

4. Vision and mission of TPA/TPQ Ar-Rahmat mosque

a. Vision:

"guiding and preparing the Muslim generation to be able to read, write, and memorize the Qur'an based on the guidance of Allah and Prophet Muhammad SAW."

b. Mission:

- Make the student able to read the Qur'an with the correct tajwid.
- Make the student able to write the Qur'an and know the difference of the letters
- Understand the act of salah with all the supplication
- Memorize *Juz* 30 of the Qur'an and daily supplication

5. Facilities TPA/TPQ of Ar-Rahmat

In order to make the education process more efficient, the facilities are provided. In TPA/TPQ of Ar-Rahmat mosque there are several facilities which provided books of IQRA for the student, the book contain six part of stages which each stages are have different amount of difficulties, after the student finished all the stages, they can continue to read the Qur'an from the first chapter to the last. Other books are the books of writing *Hijaiyah* letter, this book is divided into several chapter which first chapter are tell them how to write one letters, later on by next chapter they have to learn which letter are can be mixed and which letter are not.

The student are studying without chair because of the act of education are being held at the Mosque, and they provided with several table for them to read and write, they actually bring their own table to the place and leave them there. For the tools inside class, TPA/TPQ of Ar-Rahmat mosque have 3 white boards, 3 wipers, and 10 markers with different colors, TPA/TPQ of Ar-Rahmat used different colors of markers to create game section with the student, they usually drawing something or they usually want to have start when they are achieving something.

B. Research findings

1. The Determination of Al-Qur'an Method to Solve The Problem of "*Makharijul Huruf*"

Inside the teaching of Qur'an, which is start with reading the Qur'an in the correct way, the *Makharijul Huruf* is the main aspect to be cared for, as it is the main part of the learning how to read Al-Qur'an. Therefore deciding the perfect model of Al-Qur'an teaching is needed. This happen in order to avoid the student which is still a child to be able to read Al-Qur'an but failed to know the difference of each of the pronunciation of Al-Qur'an.

Based on the first observation the researcher found that the teacher used of some various model of teaching the Qur'an in order to guide the student to be able to differentiate the "*Makharijul Huruf*" which mainly used *Iqra* model in the process, and many other things to provide the learning process of Al-Qur'an, this kind of various method being used, are in order to keep the feel of the student so that they will not be bored while studying.²⁸

This relevant with the result of interview with the principal of TPA/TPQ of Ar-Rahmat mosque Mr. Fahmi Arief Hidayat, S.Kom. as we mention it below:

"kami memakai berbagai model pembelajaran untuk meningkatkan "*Makharijul Huruf*" santri-santri disini, tapi panduan

²⁸ Observation report at the class of TPA/TPQ on April 7th 2018

utama kami IQRA, karena model IQRA ini yg umum digunakan di asia, terutama indonesia.”²⁹

The same statement are given by the teachers of the student of TPA/TPQ of Ar-Rahmat Mosque which is brother Dhimas and brother Prasabda Taruna:

“ya, saya sebagai guru disini memakai model IQRA untuk membimbing santri-santri disini mengucapkan *makharijul huruf* yang benar, santri-santri disini umumnya bisa mengucapkan *makhraj* huruf yang mudah diucapkan, tapi untuk huruf-huruf yang memang agak susah diucapkan, saya biasanya gak langsung menuntut mereka untuk bisa, tapi sedikit demi sedikit lah..”³⁰

The used of different model here are meaning that in TPA/TPQ of Ar-Rahmat are tend not to decide specific models besides the IQRA as the main guide, because the fact that the student with the age of 6-9 are tend to play while studying, this are one of the reasons why in TPA/TPQ of Ar-Rahmat Mosque Malang used many different models to teach Qur'an using IQRA, the following model that are being used in TPA/TPQ of Ar-Rahmat Mosque is RHPH, and *IQRA*. Like the statement of the teachers of TPA/TPQ of Ar-Rahmat, brother Prasabda Taruna:

“saya biasanya menyuruh mereka stop kalau mereka salah menyebutkan terus suruh mereka ulang-ulang dibagian yg salah. Kalau saya rasa sudah lumayan, dilanjutin lagi baca IQRanya. Minggu depannya kami selingi model IQRA dengan RHPH.”³¹

Other statement from brother Dhimas Alamsyah which says quite the same:

“saya pikir disini kami banyak memakai model yah, alasannya buat milih model mana yang cocok, selain itu juga untuk menjaga

²⁹ Interview result with Mr. Fahmi, Principal at TPA/TPQ of Ar-Rahmat, on April 4th 2018

³⁰ Interview result with Brother Dhimas, Teacher at TPA/TPQ of Ar-Rahmat, on April 5th 2018

³¹ Interview result with Brother Sabda, Teacher at TPA/TPQ of Ar-Rahmat, on April 5th 2108

keinginan santri-santri biar ga cepat bosan, tapi panduan utamanya tetap IQRA.”³²

Another thing that the teacher consider to be important to solve the “*makharijul huruf*” problem is, the memorization of some surah of Al-Qur’an especially the shorts surah of the Qur’an from the Chapter 30 of the Qur’an, this is to make them know which letter they are pronounce without seeing and the learning how to write each letter in the writing class so the student know how to write it including how to pronounce it. This is from the statement of the teachers of TPA/TPQ of Ar-Rahmat Mosque Mr. Prasabda Taruna

“selain memakai model yang berbeda-beda, kami juga memberikan mereka tugas hafalan dan tugas menulis Al-Qur’an, dengan harapan bisa membantu memperbaiki bacaan Al-Qur’an mereka dan buat yang laki-laki mungkin bisa mimpin solat, ini hanya tambahan saja sifatnya, utamanya ya bisa baca Al-Qur’an sesuai *makhras*.”³³

Based on the interview results, from the point that the writer gain, the writer would like to elaborate the point in this part which is the determination of the Al-Qur’an models in TPA/TPQ of A-Rahmat Mosque, and from the many part above we can learn that TPA/TPQ of Ar-Rahmat is using many different models in teaching Al-Qur’an that mainly guide it with IQRA, also TPA/TPQ of Ar-Rahmat Mosque use memorization and writing. The description of this are below:

a. IQRA and random models of Al-Qur’an Teaching

³² Interview result with Interview result with Brother Dhimas, Teacher at TPA/TPQ of Ar-Rahmat, on April 5th 2018

³³ Interview result with Brother Sabda, Teacher at TPA/TPQ of Ar-Rahmat, on April 5th 2108

TPA/TPQ of Ar-Rahmat Mosque Malang uses various models and mainly guide by IQRA, this is with the purpose to maintain the student feeling in order to avoid the student to be bored while learning, the following various models are from IQRA, UMMI, RHPH etc. with this various models, the TPA/TPQ of Ar-Rahmat Mosque have goal to solve the problem in the student pronunciation of the letters of Hijaiyah or “*Makharijul Huruf*”.

b. Memorization of some various surah in Qur'an.

Beside some various models of teaching Al-Qur'an, TPA/TPQ of Ar-Rahmat also provide another way in order to develop the *Makharijul Huruf* of their student, one of them are memorizing some short surah in Al-Qur'an with the correction of the *Hijaiyah* letter when they are wanted to deliver it to the teachers. The memorization is not the main program in TPA/TPQ, but it as a way to help to develop more of the reading skills of the student or “*Makharijul Huruf*”.

c. Writing the *Hijaiyah* letters.

Another way to develop the reading skills or *Makharijul Huruf* in TPA/TPQ of Ar-Rahmat is to write down the *Hijaiyah* letters, in order to help them on how to difference each letter to another letter. Writing the *Hijaiyah* letter is another way to develop the pronunciation of the letters of the Qur'an and their reading skills.

2. The Implementation of the Al-Qur'an Teaching Models in TPA/TPQ of Ar-Rahmat Malang

The implementation of the Al-Qur'an teaching in TPA/TPQ of Ar-Rahmat Mosque Malang it started with conditioning the student with some ice breaking and then when the student is calm they start it with reading surah Al-Fatihah, and then the last 3 surah inside the Qur'an which is Surah Al-Ikhlash, Surah Al-Falaq, and Surat An-Naas with also the last one is reading the dua of education.³⁴ This is also supported with the statement of the teacher brother Prasabda Taruna:

“Sebelum pelajaran dimulai, untuk membuat santri-santri fokus, karena mereka biasanya pas baru masuk itu ribut dan mainan aja, jadi kita buat semacam ice breaking, setelah santri-santri mulai perhatikan, kami mulai pembelajaran dengan membaca do'a al-fatihah, al-ikhlas, al-falaq, an-naas, dan do'a belajar. Kalau ada yang main waktu baca do'a kami motivasi dan ingatkan.”³⁵

Based on the statement from the interview above, with the results of observation and documentation that the writer done about the research of Al-Qur'an teaching. The teaching process on April 7th 2018 shows that the teachers start the learning process with ice breaking and when the student is calm enough the teacher start to recite dua together from Surah Al-Fatihah, Surah Al-Falaq, Surah An-Naas, and the Dua of Education. As the documentation below:

Picture 4.1³⁶

³⁴ Observation report at the class of TPA/TPQ on April 7th 2018

³⁵ Observation report at the class of TPA/TPQ on April 7th 2018

³⁶ Picture of documentation research at TPA/TPQ of Ar-Rahmat on April 7th 2018



One of the student give performance in ice breaking and lead the prayers

After the recitation of opening *dua*, the teachers are a start to hear the student recite the IQRA, while another student who aren't yet recite are usually memorize some surah or play with the other student which this is part of RHPH teaching model, which are the student who read, they will be read with focus while other student who don't recite yet are free to play while memorizing, this are to maintain the need of the student who are basically like to play³⁷.

Regarding this, RHPH models is not always used in the teaching process. Then the teacher who are mentoring the student while they are read IQRA, to develop the student "*Makharijul Huruf*" or reading skills whenever the student fail to recite a letter, the teacher stop the student and tell them to follow the teacher how to recite the following letter, and the teacher also write down the letter in the whiteboard to make the student more understand³⁸. This as the statement from the teacher Mr. Dhimas Alamsyah, which is below:

“Ketika kami *menyimak* santri yang lagi baca, santri yang lain kami biarkan bermain selama gak ganggu santri yang lagi baca dan ganggu gurunya, ini bagian dari model RHPH, karena anak-anak semua maunya main aja jadi kami buat mereka bermain sambil belajar, selagi

³⁷ Observation report at the class of TPA/TPQ on April 13th-14th 2018

³⁸ Observation report at the class of TPA/TPQ on April 20th 2018

bermain kami juga menyuruh mereka buat ngulang-ngulang hafalan yang sudah dihapal, tetapi gak kami biarkan bebas gitu aja, kadang kami beri peringatan supaya jangan sampai mengganggu teman yang lagi baca.”³⁹

Mr. Prasabda Taruna says almost the same, which is:

“Kami biasanya pakai model RHPH jadi mereka bisa sambil bermain ketika belajar selagi menunggu giliran mereka maju baca Al-Qur’an atau IQRA, model ini yang biasa kami pakai dan yang paling sering di pembelajaran IQRAnyanya kalau mereka ada salah penyebutan, kami stop dulu, habis itu kami beri contoh di papan bagaimana pengucapannya”⁴⁰

Based on the statement from the interview above, with the results of observation and documentation that the writer done about the research of Al-Qur’an teaching. The teaching process on April 7th 2018 shows that the teachers are using the RHPH model of teaching Al-Qur’an which shows the student are playing while learn to memorize some of the surah of Al-Qur’an, sometimes the teacher noticed the student not to play to loud because they are reciting the Qur’an as the documentation below:

³⁹ Interview result with Brother Dhimas, Teacher at TPA/TPQ of Ar-Rahmat, on April 5th 2018

⁴⁰ Interview result with Brother Sabda, Teacher at TPA/TPQ of Ar-Rahmat, on April 5th 2018

Picture 4.2⁴¹

The student playing while learning

After all student are already finish reading the IQRA, the remaining time left are used to learn the basic knowledge of Islam or just simply recite the surah of Qur'an that they already memorize, usually the student are given a star as reward if they are able to complete a task that are given by the teachers, this are with the purpose to stimulate the student to compete with other student, this model was quite effective in stimulate the student attention to their teachers and a competition with their student.⁴² This based on the interview results of the teacher which is brother Dhimas Alamsyah, which below:

“Kalai semua sudah membaca Al-Qur'an atau IQRA, kami beri mereka pelajaran dasar keislaman dan terkadang kami pandu mereka

⁴¹ Picture of documentation research at TPA/TPQ of Ar-Rahmat on April 7th 2018.

⁴² Observation Report at the class of TPA/TPQ on April 8th 2018

untuk mengulang kembali surat-surat yg sudah dihafal, maju satu-satu, dan yang bisa kami beri *reward* bintang di papan tulis.”⁴³

Based on the statement from the interview above, with the results of observation and documentation that the writer done about the research of Al-Qur'an teaching. The teaching process on April 7th 2018 shows that the teachers are giving some knowledge about the basic of Islam which is the 20 natures of Allah, and all of them who are able to memorize it with songs are given a star in the white board. The following documentation are below:

Picture 4.3⁴⁴



The student learn outside to recite some of the daily prayers

At the end of the learning process, when the student are going to go home, the teacher gather around all the student to prepare to go home, one of the student are lead the prayer with the teacher in front, and start reading the supplication for parents and the supplication of the end of learning, after that before going out of the Mosque, the student have to read the supplication for going out of a Mosque,

⁴³ Interview result with Brother Dhimas, Teacher at TPA/TPQ of Ar-Rahmat, on April 5th 2018

⁴⁴ Picture of documentation research at TPA/TPQ of Ar-Rahmat on April 14th 2018

and after this is the end of the learning process.⁴⁵ This based on the statement from the teacher, brother Prasabda Taruna:

“Kalau semua santri sudah melakukan semua kegiatan dan waktu pembelajaran sudah habis, atau jam 5 tepat, jadi kami kumpulkan mereka ditempat duduk masing-masing, karena biasanya mereka gak ditempat mereka, kemudian mengemas buku, dan salah satu dari mereka memimpin doa penutup, do’a yang dibaca itu do’a kedua orang tua dan do’a *kafaratul majlis*, setelah itu baru boleh pulang, tetapi sebelum keluar masjid, mereka harus membaca do’a keluar masjid, dan barulah pembelajarannya selesai”⁴⁶

Based on the statement from the interview above, with the results of observation and documentation that the writer done about the research of Al-Qur’an teaching. The teaching process on April 5th 2018 shows that the teacher are gathering the student to their seat and prepare them to make the supplication for ending the lesson and before the recitation begin, the teacher point one of them to stand in front to lead the praying section, after that all the student pray reading the supplication for parents and the supplication for end of the learning process, after it all done, then the student are allowed to go home, before they going out of the mosque, they have to recite the supplication for going out of the mosque and after that the learning process is done, the following documentation is below:

⁴⁵ Observation report at the class of TPA/TPQ on April 28th -29th 2018

⁴⁶ Interview result with Brother Sabda, Teacher at TPA/TPQ of Ar-Rahmat, on April 5th 2018

Picture 4.4 ⁴⁷



The student lining up before going home to recite the out of mosque prayer

3. The Result of The Educational Al-Qur'an Outcome of TPA/TPQ Masjid Ar-Rahmat Malang

The result that the teachers conclude from the student is influenced by the supporting factors and obstacle factors, the supporting factors can form in many ways, from the teachers, the models of learning, and the materials that used in the learning process, also the obstacle factors that the researcher found during the observation in the field, like the student condition and the teachers attention⁴⁸, in which the writer would like to elaborate more, the following supporting factors and obstacle factors are:

⁴⁷ Picture of documentation research at TPA/TPQ of Ar-Rahmat on April 14th 2018.

⁴⁸ Observation report at the class of TPA/TPQ on March 28th-29th 2018

a. Supporting Factors

The supporting factors that influenced the student result which develop the student to be able to read the Qur'an with the right pronunciation or "*Makharijul Huruf*" is at least :

1. Teacher Competency

The TPA/TPQ of Ar-Rahmat mosque really selective when choosing the teacher to teach the student in the it, minimum qualification is able to read the Qur'an with the right pronunciation or "*Makharijul Huruf*" and already memorize the short *Surah* or Verses of the Qur'an in chapter 30 of the Qur'an. This based on the interview result with Mr. Fahmi Arief, which is:

"kami cukup selektif dalam memilih guru disini, gurunya harus bisa membaca sesuai *Makhras* hurufnya dan sudah hafal surat-surat dalam Al-Qur'an, minimal juz 30"⁴⁹

2. Models of Learning

The TPA/TPQ mainly used IQRA models in learning the student about the letters of *Hijaiyah* which is also the supporting factors of the student because is the strategy in make the student understand about reading the Qur'an with the correct pronunciation, this based on the result of interview with Mr. Fahmi Arief :

"Kami sebenarnya memakai beragam macam model pembelajaran untuk membaca Al-Qur'an dan tentu saha "*Makharijul Huruf*" dari santri-santri kami, tapi panduan

⁴⁹ Interview result with Mr. Fahmi, Teacher at TPA/TPQ of Ar-Rahmat, on April 5th 2018

utama kami adalah model IQRA, karena model ini sudah standar di gunakan di asia, terutama di Indonesia.”⁵⁰

3. Learning Materials

Another supporting factors that influenced the student result is the learning materials, which is inside the model of *Iqra*. This material proven good in developing the student skills in reading the *Qur'an* with the correct Pronunciation or *Makharijul Huruf*.⁵¹

b. Obstacle Factors

The obstacle that influenced the student result is from the result of the observation on the field based on the researcher view is:

1. Student Condition

The fact that most of the children are really love to play, this will make the learning process more difficult, because of the lack of attention that the student gave to the learning materials and the teachers, this is why the researchers conclude that the student condition are one of the obstacle factors in the result of the student outcome in TPA/TPQ of Ar-Rahmat Mosque after observing the field.⁵²

⁵⁰ Interview result with Mr. Fahmi, Teacher at TPA/TPQ of Ar-Rahmat, on April 5th 2018

⁵¹ Observation report at the class of TPA/TPQ on April 7th to May 5th 2018

⁵² Observation Result at the class of TPA/TPQ on May 12nd-13rd 2018

2. Teacher care

Another obstacle that the writer found during the observation is the lack of the student attention to the small things that the student want to show to the teacher or understanding the student condition, for example when the student like to show something which they think it is important and etc. the researcher found that the teacher is a little bit unaware about giving the attention to the student about the stuff that the student wanted to show.⁵³

The result of educational outcome in TPA/TPQ of Ar-Rahmat Mosque is common like in general TPA/TPQ, most of the student able to tell the difference of some letters which is doesn't have any similarity with other letter, but when it comes to the letters that are similar they hard to tell the difference about it like the letters of za and the letter of ja, the letter of haa, xaa, and Haa⁵⁴. This based on the statement from the teacher Mr. Prasabda Taruna, which is:

“Kebanyakan dari santri-santri disini bisa menyebutkan huruf sesuai makhrajnya kalau hurufnya tidak terlalu sama, kayak huruf Ba', Ta' sama huruf yg lainnya itu, tapi kalau untuk huruf-huruf yang hamper sama *makhrajnya*, *agak* susah mereka mengucapkannya, karena itu kami stop mereka membaca sebentar, kemudian mengulangi dan kami kasih contoh yg lain tentang perbedaan pengucapan hurufnya itu.”⁵⁵

Based on the statement from the interview above, with the results of observation and documentation that the writer done about the research of Al-Qur'an

⁵³ Observation Result at the class of TPA/TPQ on May 12nd-13rd 2018

⁵⁴ Observation report at the class of TPA/TPQ on April 7th 2018

⁵⁵ Interview result with Brother Sabda, Teacher at TPA/TPQ of Ar-Rahmat, on April 5th 2018

teaching. The teaching process on April 7th 2018 shows that when the writer join in the act of learning to hear the children reciting the IQRA and found from the student that the writer hear, they sometimes hard in reciting the letter xaa, haa, and h!aa, which indicates that the result of interview and observation also documentation shows the same result. The following documentation for this matter:

Picture 4.5⁵⁶



One of the student paying attention on pronouncing a *hijaiyah* letter



CHAPTER V

ANALYSIS AND DISCUSSION

Based on the technique of data analysis that has been choose by the researcher which is the description of qualitative research to analyze the data that has been gain from the interview, observation, and documentation as the researcher commit a research in the following place of research. The related data above that has been elaborate by the research will be analyze by the researcher according to the problem formulation.

The data that has been serve above based on the interview with the leader or principal of TPA/TPQ of Ar-Rahmat Mosque, and the teachers of the related place and from the observation that the researcher has done and the documentation. According to the problem formulation and the purpose of research that has been wrote by the research so on this chapter the writer would like to clarify into three part, which is:

A. The Determination of Al-Qur'an Models to Solve the Problem of "Makharijul Huruf"

The planning of determination have to be created and have to be apply in the easy way and match with the goal so that the quality in the educational process can be achieve and create the optimal process of learning.⁵⁷ Inside the process of learning in TPA/TPQ of Ar-Rahmat Mosque, which are the staff of it are preparing the plan of learning which is using many models of Al-Qur'an in order to solve the

⁵⁷ Abdul Majid and Dian Andayani, *Pendidikan Karakter Perspektif Islam*, (Bandung: Remaja Rosdakarya, 2012), p. 91.

problem of “*Makharijul Huruf*” or the pronunciation of the letters of *Hijaiyah* which is decided by adjusting the condition of the student that are children, the principal and the teacher found that most of the student are like to play and also wanted to learn at the same time, so the teacher decided to use many models of learning Al-Qur’an.

The determination of model in learning Al-Qur’an in TPA/TPQ of Ar-Rahmat itself decided by the head of TPA/TPQ based on the generality of Indonesia that mainly used IQRA models as learning material, which is then mixing with some others various models that the teacher think should be used in order to develop the student skills in reading the Qur’an.

In solving the problem of the pronunciation of *Hijaiyah* letters or *Makharijul Huruf*, TPA/TPQ of Ar-Rahmat Mosque use IQRA as the basic of learning which they mix it with many models of Al-Qur’an like RHPH, UMMI, and many others. The implementation of this models which is stopping the student whenever they recite the wrong letters and make them repeating the specific letters with the description of the related letters are written in the white board are able to help the student more understand how to pronounce each letter and make them learn more.

There are various models of Al-Qur’an, which is the writer already provided in chapter two of this paper, but if we change the perspective in order to teach, we can use some other various models of learning, that might be a solution to develop

more of the student skills which based on the observation research that shows about the skills of the student can be more develop, for example for this matter:

- a. Cooperative learning can be used as a way to improve the student skills in learning the *makharijul huruf* because it can stimulate the student to think more as the meaning off cooperative learning is a translation of the term *cooperative learning*. Cooperative learning comes from the word cooperative which means doing something together by helping each other as a group or a team⁵⁸, as long as the teacher provide the material of *makharijul huruf*
- b. Problem based learning can also be used to determine the models of learning Al-Qur'an as it focused to solve the problem of learning, which is can be consider to use it in Al-Qur'an learning, which based on the observation result that shows the student condition most likely to play, then the teacher should provide the right models to solve this. PBL itself which is one of the learning models associated with contextual learning. Learning is not faced with problems, which are overwhelmed with problems, releases fundamental problems.

Even though the related model has some flaws like the researcher found in the observation and the teacher that also aware of this flaw which is shows that

⁵⁸ Isjoni, Cooperative Learning: Efektifitas Pembelajaran Kelompok, cet. 5, (Bandung: Alfabeta,2011), p. 15

many of the student still unable to pronounce the letters of *Hijaiyah* that are quite similar with other letter, but the writer stated that with more time of learning, this flaw and problem will be solve, as the teacher also agreed with the research statement.

Based on the observation research and comparing it with the theory of research about Al-Qur' an reading, shows that the determination of models in TPA/TPQ of Ar-Rahmat Mosque is match to develop the skills of the student, which is the used of various model with IQRA as the main guide able to make the student achieved the goal of Al-Qur'an reading. Include the additional ways to improve it.

The additional ways in solving the problem of pronunciation of *Hijaiyah* letter or *Makharijul Huruf* is by the memorization of surah in Al-Qur'an in TPA/TPQ of Ar-Rahmat Mosque which the student are learn to memorize the verse that inside it are many letters of *Hijaiyah* and they have to recite it in the correct way, will help the teacher to solve the problem of *Makharjul Huruf* even more.

The memorization of short surah in the Qur'an will stimulate the student in reciting the Qur'an better and will be able to help the main models in TPA/TPQ of Ar-Rahmat Mosque to solve the problem of *Makharijul Huruf* and make them to be more aware of the main purpose to be able to read Al-Qur'an, if they know some surah in the Al-Qur'an, hopefully will help them to be more able to read in the perfect way.

The hope for memorization may Allah give guidance in the student for learning the Qur'an, because no matter how hard the teacher teach or the good of a model, will not be a result if Allah didn't decided to, like what lies inside the Qur'an surah Al-Ankabut verse 49, which inside that verse Allah said that He has choose a group of His slaves by filling their heart with the verses of Qur'an that indicates the person have a real priority.⁵⁹

The learning how to write the *Hijaiyah* will also help the student in more knowing the aspect of each letter, because they automatically have to pronounce it in order to write it, because writing it's help with memory, especially when a person is still a child. this may help them to develop their pronunciation about the letters of *Hijaiyah* in the correct way and have the results of read the Qur'an with the correct way.

So the writer opinion on how TPA/TPQ solve the problem of "*Makharijul Huruf*" is quite acceptable to apply in the learning process of reading the Qur'an with the correct way, even though the writer found still have the student hard in reciting some letters, but it will be develop as time passed, it only a matter of time until the student able to pronounce the following letters the correct way.

B. The Implementation of learning Qur'an in TPA/TPQ of Ar-Rahmat Malang

The implementation of learning is a key that hold the process of the learning. The implementation of learning process is a process of learning and

⁵⁹ Dr. Yahya Bin Abdurrazzaq, *Cara Mudah & Cepat Menghafal Al-Qur'an*, (Bandung: Pustaka Imam Asy-Syafi'i, 2010), p. 33.

teaching in the class which are the main point of educational process in the school. So, the implementation of learning is an activity to teach student about the good manner in life.⁶⁰ Inside the TPA/TPQ which is the main purpose to be able to read the Qur'an in the correct way as part of the compulsory of religion of islam which will have an effect to the student in manner, therefore the implementation of the learning process of Qur'an in TPA/TPQ is start with the learning models.

1. Learning Models

In implementing learning process of the Qur'an, there are several steps that must be passed by a student in monitoring of a teacher, namely: the ability to read the Qur'an, the ability to understand the words in the Qur'an, examines the interpretation of the Qur'an and explore the values that doctrine or law contained in the Qur'an (*Istimbath of Ahkam*). The four stages are delivered sequentially and must not jump over each other, because each part will underpin the next part.⁶¹

The first step to learn Qur'an is in the TPA/TPQ, therefore to make this step succeed the teacher must provide with some models of teaching, which is in TPA/TPQ used some various models of teaching like IQRA,RHPH,UMMI and many more that are used in adjusting the condition of the student, the learning models mainly are guide with the basic of IQRA and the teacher are just adjusting what is the materials inside the IQRA and adjust that to the

⁶⁰ Soejono Soekamto, *Sosiologi Suatu Pengantar*, (Jakarta: PT. Raja Grafindo Persada, 2012), p. 59.

⁶¹ M. Samsul Ulum, *Menangkap Cahaya Al-Qur'an* (Malang: UIN-Malang Press, 2007), p. 79.

condition of the student, as the writer mention above about the TPA/TPQ is using many kinds of model in learning the Qur'an with the purpose to make the student able to read the Qur'an along with the right pronunciation or "*Makharijul Huruf*".

From the observation that the research has done, as qualitative research done by keep searching data until the data is clear, shows that the learning model in TPA/TPQ are quite able to develop the student skills in reading the Qur'an which is how to pronounce the correct *Makhrailul huruf*. Regarding this, the TPA/TPQ of Ar-Rahmat mosque use IQRA models as main guide in the act of learning.

The key to success in the learning the Qur'an using IQRA model based on the opinion of as'ad humam is CSBA (cara belajar santri aktif) which is the teacher shouldn't always lead whether they should give the principal guide only, use classical ways in teach which is one by one and face to face, about some title of learning the teacher should give the example as they explain about it,

The models that apply in the act of learning should have influenced on the result of learning process, which is the goal or the success itself. The lack of models will affect in the unwanted result or failure and an inefficient use of time. Therefore, selecting the right models should considered the aspect of effectiveness and relevance to the material of the learning which is in this case

to improve reading skills and also learning objectives to be achieved. The success of deciding the models and the implementation of it will have the impact on the result of the student or the educational outcome of the student. Here is an analysis of some approaches used in teaching the Qur'an in TPA/TPQ of Ar-Rahmat according to the writer view:

a. Understanding

The teacher of TPA/TPQ of Ar-Rahmat uses the approaches of understanding in making the student know the different of each letter by hearing them recite the learning materials inside IQRA. With this approach, the teacher hope may student be able to recognize the letter they have recite. This approach is the first approach to be used in the writer view after the observation on the field and from the result of interview about the first implementation of the learning process above.

b. Leading

The teachers lead the student whenever the student wrong in pronounce a letter or more, this indicates that another approaches that used in TPA/TPQ of Ar-Rahmat Mosque is guiding the student to realize in what part they are wrong, and identify the specific part they are unable to do. Based on the statement above, the approach in leading the student could be effectively guide the student in understanding the related learning materials, which in this case are how to pronounce the right letters of *Hijaiyah*.

c. Repeating

After the teacher leading the following mistakes that the student has done, then the student are asked to repeat the following letters that are wrong before in the correct way, this approach will make the student understand even more about the characteristic of the following letters that are spoken, which is the letters of *Hijaiyah*.

d. Reward

At this case, the teacher gives some reinforcement and rewards to students for successfully completing the learning targets. Reinforcement is a positive response of the teacher on positive behavior achieved by the student in the learning process. This reinforcement is on purpose to increase the attention of the student in the learning process, generate, maintain, and enhance the student motivation, directing the development of students thinking towards divergent thinking, also organize and develop the student in the learning process, and control and modify the behavior of student who are less positive and encourage the emergence of a productive behavior.⁶² The teacher gives reward and reinforcement like to write stars every time they manage to complete some tasks.

e. Game

⁶² Wahid Murni, dkk, *Keterampilan Dasar Mengajar*, (Fakultas Ilmu Tarbiyah dan Keguruan UIN Maliki Malang, 2014), p. 84

In TPA/TPQ of Ar-Rahmat Mosque is using games in order to manage the children situation also to stimulate the children about the material that being process in order to make them understand and keep them away from feeling bored inside the learning process, the purpose of the game that used in TPA/TPQ of Ar-Rahmat Mosque to know their abilities in some of the learning material that are consumed by the student.

Play as a learning approach should be adjusted to the development of age and ability of students, so that in play should pay attention to the maturity and stage of development of students, play equipment or aids, methods used, time and place and playmates. Through children's play activities, teachers will get an idea of their developmental stages and general abilities.⁶³

2. Learning Materials

The main material as the guide of the student and for the teachers inside TPA/TPQ of Ar-Rahmat Mosque is using the model of IQRA, even though TPA/TPQ of Ar-Rahmat Mosque uses various models in solving the problem of *Makharijul Huruf* but the main guide of the student is the IQRA book. Therefore the analysis about the material in this matter is about the material of IQRA.

⁶³ Mulyana, *Menejemen PAUD*, (Rosda, Bandung, 2012), p.165-169.

The implementation of the learning material inside TPA/TPQ of Ar-Rahmat Mosque is on the beginning the student recite in front of the teacher, and the teacher hearing the student recite the IQRA', if the following student false in pronounce some of the letters, the teacher stop them and make the student following the teachers guide about the specific letters that are false when the student pronounce it.

The analysis of the material that are being used in TPA/TPQ is the material should match with the student knowledge and match with the purpose of education which is the detailed formulation of what the participant should learn after he or she passes the instructional activity concerned successfully. From this the writer could elaborate the benefits of the learning material in TPA/TPQ

a. Keep the student attention

Children are usually like to play, that's why the teacher must keep the student attention on the learning process, and TPA/TPQ of Ar-Rahmat mosque used various of models in the learning process, this technique is able to maintain the attention of the student to keep learning, like when the student are wrong in some words, the teacher stop them to read for a moment and then separate the following letters and correct it.

b. Spirit to challenge another student

The reward that are given to the student grow the student spirit to challenge other student which motivate them to be more active in the learning process, the active of the student will have the positive impact on the learning process.

C. The result of the educational Al-Qur'an outcome of TPA/TPQ Masjid Ar-Rahmat Malang

The results of the study can be analyzed by supporting factors and obstacles in the implementation of learning process. In this research there are some supporting factors and the obstacle also, which is:

1. Supporting Factors

To improve the quality of the student in order to develop their reading skills to read the Qur'an the correct way, it cannot be separated from factors that can support the development of it, therefore the following factors are described below:

a. Teachers competency

The guider of the student which mean in this part is the teachers are the basic provider of the student in the learning process, because the teacher is the one who transfer the learning material to the student in order to make them understand about the learning material, to make this

happen, there are some various qualification according to ondi saondi and aris suherman, a competent teacher is a teacher who are able to⁶⁴:

1) Become Good Listener

To become a good listener, teacher must paying attention to the student even the little part of the student, when the writers are observing the field in TPA/TPQ of Ar-Rahmat, the writer look that some student are likely to tell something to the teacher, for example how they like to have when they are reciting the IQRA or the book, or how they usually wanted something, if the teacher is lack in listening the student need, it may effect the student spirit to learn

2) Knowing about the profession

Teacher must know what their duty in teaching and what are the obligation and prohibition in the learning process, and must adjust the task of the student with the equivalent knowledge of the student, by the result of the observation in TPA/TPQ of Ar-Rahmat Mosque some teacher are a little bit too much in giving the material of the learning to the student, this may cause the student feel hard and would likely never come again to learn.

3) Knowing about the student

⁶⁴ Ondi Saondi and Aris Suherman, *Etika Profesi Keguruan*, (Bandung: Refika Aditama, 2012), p. 150-153.

One of the aspect that important is to know the characteristic of the student, teacher must realize the condition of the student in order to guide them to reach the purpose of learning Al-Qur'an, in the observation result the teacher realize the characteristic of the student one by one, this are concluded when the teacher are giving different act to each student, mainly based on the age of the student.

b. Models of learning the materials

Which is in TPA/TPQ of Ar-Rahmat used the models of IQRA learning, this models is the most common models that are used in most of TPA/TPQ, and this models is also known in helping the improvement of the student in reading the Qur'an, which the writer conclude that using the models of IQRA is equivalent with the student knowledge.

c. Learning materials

One of the importance factors that are needed in order to reach the purpose of learning the Qur'an is the material of the learning, inside IQRA models, the material of the learning start with the level 1-6, each level contain different stages of difficulties, which is effective in developing the student in learning the Qur'an.

2. Obstacle Factors

Every act of education or learning process may have some obstacle to deal, the obstacle starts from many different factors, at this part of the

paper the writer would like to describe the obstacle that the TPA/TPQ of Ar-Rahmat have. This obstacle occurred whether from the student or from the teacher, this obstacle concluded by the result of the observation that the writer has done in TPA/TPQ of Ar-Rahmat. The following obstacle are:

a. Student Condition

The writer found in the process of learning, student is easily distracted with their classmates to play and the interest in reading the IQRA sometimes is less because of the lack of teacher that can't stimulate the student to recite with spirit.

b. Teacher Care

By the lack of the student interest in reading the material of learning, the lack of the teacher care in stimulating the student is also make the obstacle of the learning in TPA/TPQ of Ar-Rahmat, which is the teacher should so something in order to stimulate the student interest to read.

3. Result of Educational Outcome in TPA/TPQ of Ar-rahmat

In this matter, to know the educational outcome in a place, especially in this research is TPA/TPQ of Ar-Rahmat Mosque, as the observation end, the writer would like to conclude about the result of the student outcome in TPA/TPQ of Ar-Rahmat, which is:

- a. About 90% of the student are able to pronounce the correct letters as long as the teacher guide them whenever the student is false in pronounce it.
- b. Iqra model is suitable to make the student improve in reciting the Qur'an with the right pronunciation, this resulted in how most of the student are improve quite well in the observation time.
- c. The student improvement is also influenced by many factors, such as environment, student condition, and teachers competency.

The result of the research that are being held by the researcher in TPA/TPQ of Ar-Rahmat mosque is concluded by the factors above and by the result of observation is the student show a quite good spirit in attending the class for learning the Qur'an with the effect of that is the improvement of pronouncing the correct letters of *hijaiya*, not completely all of the letters but generally every student able to recite the correct way, this result is concluded by observing the student behavior and performance while reciting the Qur'an and compared with the evaluation of the student on their book of record or *prestasi*.

CHAPTER VI

CONCLUSION

A. Conclusion

Based on the research that has been done in TPA/TPQ of Ar-Rahmat Mosque Malang, the writer would like to conclude several things, which is:

1. The determination of models in TPA/TPQ in Ar-Rahmat Mosque is by using some various models with the main guide IQRA models, this model decided by the head of TPA/TPQ of Ar-Rahmat a long with the teachers agreement as the IQRA are the fundamental models that commonly used in asia especially indonesia, therefore the TPA/TPQ use IQRA as the main guide to solve the problem of “*Makharijul Huruf*” with later mix it with some various models such as RHPH, Memorizing short Surah, etc. in order to keep the student attention inside the act of learning
2. The implementation of Al-Qur'an teaching in TPA/TPQ of Ar-Rahmat Mosque is first with conditioning the student by the teacher give some ice breaking for a little time, they usually counted 1 to 5 and give the student reward in a form of a star, after the student is on their place, the teacher point one of the student to lead the prayer, the prayer start with *Al-Fatihah*, *Al-Ikhlash*, *Al-Falaq*, *An-Naas*, and the recitation of education, after that the teacher start to hear the student recite the IQRA while other student can play with the condition not to disturb the other student who are reciting the IQRA, if in the process of reciting

the IQRA the student make a mistake in one of the letter, the teacher stop the student and guide their pronunciation, after the reciting complete, the student prepared their memorization of some short *surah* of Al-Qur'an, after all the student finish their part, the learning process ended with conditioning the student again and start to read the recitation for both of the parents and recitation of ending the education, before they come out of the mosque they must recite the prayer of coming out of the mosque one by one, after that they allowed to go home.

3. The result of educational outcome of TPA/TPQ of Ar-Rahmat is influenced by the supporting factors and obstacle factors, which is those factors are also influenced by internal factors and external factors, the internal factors is from the student them self, the external factors is from the family school and community, the supporting factors is start with about the teachers competency, the models to learn the materials, and the material of learning itself, about the obstacle is around the student condition and the teacher care, the result of the educational outcome of this research by these factors above with the comparison of the observation, the writers conclude that the student show a quite good spirit in attending the class for learning the Qur'an with the effect of that is the improvement of pronouncing the correct letters of *hijaiya*, not completely all of the letters but generally every student able to recite the correct way.

B. Suggestion

A couple of things that may help in a form of suggestions for TPA/TPQ of Ar-Rahmat Mosque in order to develop the reading skills or “*Makharijul Huruf*” of Al-Qur’an for the student, which is:

1. For TPA/TPQ of Ar-Rahmat Mosque, consider providing the student more tools to study the qur’an in a form of gaming stuff, because the fact that most of the student of TPA/TPQ of Ar-Rahmat Mosque like to play while learning, hopefully, providing the tools makes the student more happy to learn and develop their reading skills.
2. For Teachers, it is important to understand the student limit and give attention to everything the student shows, with attention and guiding, hopefully the student will love their teacher and makes them like to learn, because teacher is the main guider for the student development
3. For College Student, hopefully student in the next generation will provide new models in order to develop the student reading skills or “*Makharijul Huruf*” and inspired others to learn the Qur’an with the correct pronunciations.



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APPENDIX I :



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EVIDENCE OF CONSULTATION

Name : Muhammad Ismail Akbar
Number of Student : 14110065
Department : Islamic education
Advisor : Dr. H. Abdul Bashit, M.Si.
Title of Skripsi : The Implementation of Al-Qur'an Teaching Models to Improve Reading Skills "Makharijul Huruf" in TPA/TPQ of Ar-Rahmat Mosque Malang

No	Date of Consultation	Consultation Material	Signature
1	22 - Mei - 2018	KURAXIS DATA	[Signature]
2	29 - Mei - 2018	- Jember observasi → [Signature] - Hasil cheer [Signature] 0 : 10 1 : 14 2 : 5 → [Signature] Proporsi [Signature] Pembacaan [Signature]	[Signature]
3	31 - Juli - 2018	- Kutipan panjang → [Signature] - [Signature] [Signature] - [Signature] [Signature]	[Signature]
4	09 - Agt - 2018	- The conclusion → please check in their document - Appendix → must be there.	[Signature]
5	16 - Agt - 2018	- Dibuat Rapi & perfect. - [Signature] [Signature]	[Signature]

6. 12 - Sept - 2018

- Finishing all (Appendix)
- Checker antiplogis.

7. 24/Sept 2018

- ACC ... Bisa ikut ujian
skripsi, di laksanakan sesuai prosedur.

Acknowledge by,
Head of Department,

Dr. Marno, M.Ag

NIP. 19650431998031002

APPENDIX II :**PEDOMAN WAWANCARA BAGI KETUA TPA/TPQ SERTA STAFF
PENGAJAR MASJID AR-RAHMAT TLOGOMAS**

Nama :

Hari/tanggal :

Tempat :

1. Bagaimana penentuan model/metode pengajaran Al-Qur'an untuk mengatasi problem makharijul huruf di TPA/TPQ ini?
2. Setelah ditentukan, model/metode apa saja itu?
3. Apakah alasan memakai berbagai model/metode tersebut?
4. Apakah ada kegiatan penunjang untuk mengatasi *makharijul huruf* itu?
5. Bagaimanakah implementasi pengajaran Al-Qur'an di TPA/TPQ Ar-Rahmat ini?
6. Apa yang dilakukan pada awal pembelajaran?
7. Apa yang dilakukan pada saat pembelajaran berlangsung?
8. Apa yang dilakukan pada akhir pembelajaran?
9. Bagaimanakah hasil dari Pendidikan Al-Qur'an di TPA/TPQ Ar-Rahmat ini?
10. Faktor apa saja yang mempengaruhi hasil tersebut?

APPENDIX III :

**PANDUAN OBSERVASI BAGI PENELITI DALAM MENELITI SELURUH
KEGIATAN DI LAPANGAN**

Hari/tanggal :

Tempat :

Rincian nilai

No.	Rincian	Angka skor
1	Jika hasil observasi sesuai harapan, sesuai hasil wawancara, sesuai dengan data-data yang telah di dapatkan.	4
2	Jika hasil observasi dianggap mendekati harapan, hasil wawancara, dan data yang ada.	3
3	Jika hasil observasi cukup sesuai dengan harapan, hasil wawancara dan data yang ada.	2
4	Jika hasil observasi tidak sesuai harapan, hasil wawancara dan data yang ada.	1

No.	Jenis/sikap aspek	Deskripsi pencapaian	Indicator nilai				keterangan
			1	2	3	4	
1		Model pembelajaran yang digunakan di					

	Penentuan model pembelajaran	lapangan sesuai dengan hasil interview					
		Model cocok untuk meningkatkan kualitas bacaan santri					
		Hasil Penentuan model sesuai ekspektasi pengajar untuk meningkatkan bacaan santri					
2	Model pembelajaran yang digunakan	Implementasi model Iqra pada santri					
		Implementasi Model RHPH pada santri					
		Implementasi model pendukung pada santri					
3.	Penggunaan beragam model pembelajaran	Hasil interview sesuai dengan hasil observasi					

		Penggunaan beragam model tidak menyulitkan santri.					
		Santri tetap fokus dengan materi					
4.	Kegiatan penunjang makharijul huruf	Hafalan dapat menunjang makharijul huruf santri					
		Hafalan tidak menyulitkan santri untuk belajar					
		Menulis huruf hijaiyah meningkatkan tulisan dan pelafalan santri.					
5.	Implementasi pengajaran Al-Qur'an	Pembukaan pembelajaran sesuai hasil interview					
		Kegiatan inti sesuai hasil interview					

		Penutup pembelajaran sesuai dengan hasil interview					
6.	Awal pembelajaran	Santri hafal seluruh do'a pembuka pembelajaran					
		Santri berdo'a dengan khusyuk					
		Santri tertib setelah ice breaking					
7.	Inti pembelajaran	Membaca sesuai makhraj huruf panduan guru					
		Kesulitan diselesaikan dengan baik oleh santri dengan panduan guru					
		Tertib menunggu giliran					
8.	Penutup pembelajaran	Hafal seluruh do'a penutup pembelajaran					

		Berdo'a dengan khusyuk						
		Mengikuti panduan guru						
9.	Hasil Pendidikan Al-Qur'an	Mencapai standar membaca Al-Qur'an						
		Makharijul huruf sesuai pada tempatnya						
		Hasil pembelajaran dapat ditingkatkan lagi						
10.	Factor pengaruh hasil	Kondisi siswa mendukung hasil						
		Model pembelajaran berpengaruh terhadap hasil pembelajaran						
		Materi pembelajaran berpengaruh terhadap hasil pembelajaran						

APPENDIX IV:



Classroom inside the Mosque



Classroom in the Mosque yard



Teacher give explanation to the student



The student challenge for turn



Supplication before going out of the Mosque



After interview, with teacher and headmaster



Picture of Ar-Rahmat Mosque

APPENDIX V:



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Nomor : ~~1056~~ /Un.03.1/TL.00.1/04/2018 12 April 2018
 Sifat : Penting
 Lampiran : -
 Hal : Izin Penelitian

Kepada
 Yth. Kepala TPA/TPQ Masjid Ar-Rahmat Tlogomas Malang
 di
 Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	: Muhammad Ismail Akbar
NIM	: 14110065
Jurusan	: Pendidikan Agama Islam (PAI)
Semester - Tahun Akademik	: Genap - 2017/2018
Judul Skripsi	: The Implementation of Al-Qur' an Teaching Models to Improve Reading Skills "Makharijul Huruf" in TPA/TPQ of Ar-Rahmat Mosque Malang
Lama Penelitian	: April 2018 sampai dengan Juni 2018 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.


 Agus Maimun, M.Pd
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Tembusan :

1. Yth. Ketua Jurusan PAI
2. Arsip

APPENDIX VI:**BIODATA**

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 NIM : 14110065
 Date and Place of Birth : Balikpapan, April 28, 1996
 Fac./Study Program : FITK/ PAI
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 Address : Telagasari 2 Street No. 47 Rt.
 36 South Balikpapan

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 b. MTsN 001 Balikpapan Selatan 2008-2011
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Malang, August 9th, 2018

Writer

(Muhammad Ismail Akbar)