

## Implementation of Tahsin Learning Module to Improve the Ability to Read the Qur'an at SMAN 10 Gowa

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### Abstract

This study discusses the implementation of *tahsin* learning to improve Qur'anic reading skills at SMAN 10 Gowa. The aim is to enhance students' ability to read the Qur'an through ROHIS activities at SMAN 10 Gowa, as well as to examine the outcomes of using the *tahsin* module. This research adopts a qualitative approach to obtain more comprehensive and in-depth information regarding the application of the *tahsin* learning module in improving Qur'anic reading skills at SMAN 10 Gowa. The data collection methods used include observation, interviews, and documentation, followed by data validity testing to ensure results that reflect actual conditions. The findings of the study indicate that to master BTAQ, students must first be able to read the Qur'an. There are three levels of Qur'anic reading proficiency identified at SMAN 10 Gowa: high, moderate, and low. High proficiency is characterized by accurate reading, writing fluency, memorization, and correct reading melody. Moderate proficiency is indicated by correct letter recognition but with less precise reading. Low proficiency refers to poor reading ability, both in memorization and letter recognition, or the complete inability to read.

**Keywords:** PAI; Tahsin Method; Al-Qur'an.

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### Abstrak

Penelitian membahas terkait penerapan pembelajaran tahsin untuk meningkatkan kemampuan membaca Al-Qur'an Di SMAN 10 Gowa, yang bertujuan untuk meningkatkan kemampuan membaca Al-Qur'an pada kegiatan ROHIS SMAN 10 Gowa, serta untuk mengetahui hasil dari penggunaan modul *tahsin* Al-Qur'an. Penelitian ini menggunakan pendekatan kualitatif, untuk memperoleh informasi yang lebih komprehensif dan mendalam mengenai penerapan modul pembelajaran Tahsin untuk

meningkatkan kemampuan membaca Al-Qur'an di SMAN 10 Gowa. Metode pengumpulan data yang digunakan adalah observasi, wawancara, dan dokumentasi yang kemudian nanti akan dilakukan pengujian keabsahan data untuk memperoleh hasil yang sesuai dengan kenyataan yang terjadi. Hasil penelitian ini menunjukkan bahwa untuk menguasai BTAQ siswa harus membaca Al-qur'an terlebih dahulu. Terdapat tiga tingkat kemahiran membaca Al-Quran di SMAN 10 Gowa: tinggi, sedang, dan kurang. Mampu membaca secara akurat dan kefasihan menulis serta hafalan, termasuk melodi bacaannya, merupakan tanda keterampilan yang tinggi. Pembacaan huruf yang benar merupakan tanda kemampuan sedang, namun pembacaannya masih kurang tepat. Sedangkan kemampuan rendah mengacu pada buruknya kemampuan membaca, baik dalam hafalan maupun huruf, atau tidak sama sekali.

**Kata Kunci:** PAI; Metode Tahsin; Al-Qur'an

#### A. Introduction

The Qur'an as the holy book of Muslims is not only in spiritual aspects, but also as a clear guideline in the social, political, economic, and cultural life of Muslims. One of the crucial things in Muslim life is the ability to read the Qur'an properly and correctly. This is very relevant to the instructions contained in Surah Al-Alaq (96: 1-5), where the first revelation received by the Prophet Muhammad SAW was the command to read. As a believer, the ability to read the Qur'an properly is an obligation that needs to be taught from an early age.

Reading the Qur'an properly and correctly does not only involve pronouncing the words contained in it,

but also includes understanding the meaning and accuracy in pronunciation according to applicable rules. This process is known as Tahsin, which literally means improving or beautifying the reading.

Tahsin learning is the process of improving or increasing the quality of reading the Qur'an so that it is in accordance with the correct rules of tajwid (Mahalili, 2017). Tahsin is closely related to the application of tajwid laws which regulate how to read the Koran correctly, taking into account the makhraj (where the letters come out), the character of the letters, and other tajwid rules. Therefore, studying tahsin is very important to ensure that the reading of the Qur'an is done correctly according to

Islamic guidelines. The main goal of Tahsin learning is to ensure that each letter of the punctuation mark and the makhrāj where the letter comes out is read correctly so that the reading of the Al-Quran can be done in a way that complies with the rules taught by the ulama and tajwid experts. However, although the teaching of the Qur'an has begun since an early age in Indonesia, in reality there are still many students who have difficulty in reading the Qur'an correctly and precisely, especially at the secondary education level. This can be seen in many schools, including SMAN 10 Gowa, where most students have not been able to read the Qur'an properly according to the rules of tajwid. Some students still make mistakes in pronouncing letters, adjusting the length of the reading, and do not pay attention to the rules of tajwid such as ghunnah, idgham, i'raab, and others. This phenomenon is not only caused by the lack of interest of students in studying the Qur'an, but also due to an ineffective and unstructured learning approach. Learning to read the Qur'an is often more focused on memorization methods or conventional methods that pay less attention to the correct techniques in

reading the Qur'an. Many of the methods used are still traditional and have not fully overcome the difficulties experienced by students in learning the rules of tajwid in depth.

The low reading ability of Indonesian Muslim society is caused by the lack of reading habits so that what they have learned is easily lost. Especially in terms of reading the Qur'an, this must be practiced at home and at school. The Qur'an, as the holy book of Muslims, plays a very important role in everyday life, both as a guide to life, a source of knowledge, and a means to get closer to Allah. Therefore, the ability to read and understand the Qur'an well is very fundamental for every Muslim, including among students in schools. Based on observations, SMAN 10 Gowa also faces similar challenges, where students' ability to read the Qur'an is still limited even though they have studied it since childhood. The main problem faced by many students in this school is the lack of understanding of the laws of tajweed and errors in pronouncing letters, which ultimately affect the quality of their reading. And feel less confident when reading in front of teachers or friends. This can be

caused by various factors, including: learning methods that are not optimal, lack of in-depth understanding of tajwid and makhraj letters, limited time for learning the Qur'an in schools, and learning methods that are not optimal in strengthening the skills of reading the Qur'an. Therefore, a more effective and systematic approach is needed in teaching tahsin to students, so that they can read the Qur'an well and correctly.

One solution that can be applied to overcome this problem is to implement the tahsin learning module. The tahsin learning module is a tool designed to teach students how to read the Qur'an properly and correctly, through systematic explanations and clear steps. This module is designed to help students understand and practice the rules of tajwid independently and in a structured manner. By using the tahsin module, students can learn according to their respective ability levels, because this module allows them to study the material and practice individually according to their own rhythm. This study aims to analyze the use of the tahsin learning module in improving the ability to read the Qur'an at SMA Negeri 10 Gowa and to determine the

supporting factors and challenges in implementing the tahsin learning module at SMAN 10 Gowa. It is hoped that the results of this study can help develop more effective Al-Quran learning methods and become a reference for other schools in improving the quality of tahsin learning. In addition, the results of this study are also expected to provide recommendations for Islamic Religious Education teachers in designing more effective teaching strategies to improve students' ability to read the Qur'an.

Related research was conducted by Zahra in 2022 entitled "Analysis of the Influence of the Tahsin Learning Module on the Quality of Al-Qur'an Reading among Adolescents" using a qualitative approach with interviews and observations of a group of adolescents who had participated in the tahsin learning program using the module. The results of the study showed that the use of the tahsin module can improve the quality of adolescent Al-Qur'an reading, especially in terms of letter pronunciation, accuracy of makhraj, and understanding of tajwid (Zahra, 2022). Then a similar study was also conducted by Fatimah in 2020 entitled "Comparison of the Effectiveness of

Tahsin Learning Using Modules and Conventional Learning on Al-Qur'an Reading Ability in Madrasah Tsanawiyah" using a quantitative research design with pre-test and post-test experiments involving two groups of students. With the aim of the study to compare the effectiveness of tahsin learning using modules and conventional learning methods on students' Al-Qur'an reading abilities (Fatimah, 2020).

What distinguishes the previous study from the one conducted by the researcher is that this study entitled "Implementation of the tahsin learning module to improve the ability to read the Qur'an at SMAN 10 GOWA" uses a qualitative approach, in using the Tahsin learning module, there are several stages carried out, such as the planning stage, at this stage the Islamic Religious Education (PAI) teachers at SMAN 10 Gowa compile a tahsin module that covers important aspects in reading the Qur'an, such as makharijul huruf (where the letters come out), the properties of the letters, the laws of tajwid, and regular reading practice.

The next stage is the implementation stage, where learning is carried out with the talaqqi approach,

namely students read directly in front of teachers who are competent in tahsin. This process is also reinforced by classical and individual methods, so that students not only learn in groups but also get guidance according to their needs. Then also using debate and presentation techniques.

## **B. Methods**

This research is located at SMAN 10 Gowa on Jl. Mustafa Dg Bunga, RomangPolong, Gowa Regency, South Sulawesi 92113. Using a qualitative approach, to obtain more comprehensive and in-depth information regarding the implementation of the Tahsin learning module to improve the ability to read the Qur'an at SMAN 10 Gowa. In this study, data sources include individuals involved in the research or who provide relevant information. The research subjects consisted of the principal, Islamic religious education teachers, class teachers, and education personnel. This study aims to examine the extent of the implementation of the Tahsin learning module to improve the ability to read the Qur'an at SMAN 10 Gowa. The data collection methods used are observation, interviews, and

documentation which will then be tested for data validity to obtain results that are in accordance with the reality that occurs.

### C. Results and Discussion

This study aims to analyze the implementation of the tahsin learning module in improving students' Quran reading skills at SMAN 10 Gowa. Through the results of observations, interviews, and tests conducted before and after the implementation of the module, it was revealed that the implementation of the tahsin module had a significant impact on improving students' Quran reading skills. The process of implementing this module is carried out through several stages, namely planning, implementation, evaluation, and follow-up, in order to assess its effectiveness in the learning process.

At the planning stage, Islamic Religious Education (PAI) teachers at SMAN 10 Gowa compiled a tahsin module that covers important aspects in reading the Quran, such as makharijul huruf (where the letters come out), the properties of letters, the laws of tajwid, and regular reading practice. This

module is made systematically by paying attention to the level of understanding of SMAN 10 Gowa students, especially Rohis members, so that it can be used independently or under direct guidance from teachers.

Implementation stage, learning is carried out with a talaqqi approach, where students read directly in front of a teacher who is competent in tahsin. This process is also reinforced with classical and individual methods, so that students not only learn in groups but also get guidance that suits their needs. Then also using debate and presentation techniques. This technique has been introduced for classes X, XI, and XII with the hope that students will eventually be able to lead learning in class, but the method of learning the Qur'an still uses lectures, especially for members of Rohis SMAN 10 Gowa. Similar to the theory of tajwid, the BTAQ learning process begins with the theory taught, continues with its application in writing, and ends with practice reading the Qur'an. Students are given the name of the law of tajwid when the teacher asks them to find examples in the Qur'an. The results of the pretest before the implementation of

the module showed that many students had difficulty reading the Qur'an properly and correctly. Common mistakes include incorrect pronunciation of letters, inaccurate application of the law of tajwid, and lack of fluency in reading long verses. However, after implementing the tahsin learning module for several months, the posttest results showed significant improvements in these aspects. Students began to be able to distinguish makharijul huruf better, apply the laws of tajwid more accurately, and read more fluently and tartil.

In terms of student responses to the implementation of the tahsin module, the interview results showed that most students felt more confident in reading the Quran after participating in learning with this module. They admitted that the delivery of material in the module greatly helped them understand the rules of tajwid that were previously difficult to understand. In addition, they were more motivated to improve their abilities because the learning was carried out gradually and systematically. Islamic Religious Education teachers also considered that this module greatly supported the effectiveness of learning because it provided clear and structured

guidance for students. Although the results of the study showed success in implementing the tahsin learning module, there were several challenges faced in its implementation. One of the main obstacles is the limited learning time at school, because the dense curriculum makes the allocation of time for tahsin learning limited. In addition, the diversity of student abilities is a challenge, because the student group has a variety of religious education backgrounds, some students have a good understanding, while others have minimal knowledge about reading the Quran. Teachers need to strive to meet the needs of each student so that all can experience optimal improvement. Another obstacle is the lack of student habits in reading the Quran outside of school hours, so that the development achieved at school does not always continue at home.

There are three levels of student proficiency in reading the Quran at SMAN 10 Gowa: High, medium, and low levels. The ability of students to read accurately and fluent in writing and memorizing, including the melody of their reading, is a sign of high skills in reading the Quran. Then, correct reading

of letters is a sign of students' ability to read the Quran at a moderate level, but the reading is still not quite right. Meanwhile, students' ability to read the Quran at a low level refers to poor reading skills, both in memorization and letters, or not being able to read the Quran at all. In this case, the difference in the ability to read the Quran between Rohis students is clearly visible, where only four out of twenty-seven students in the science class are still actively studying the Quran at home, compared to six out of twenty-seven students in the home study class. There are several factors that support the success of implementing this tahsin learning module. Among them is full support from the school which provides freedom for Islamic Religious Education teachers to develop innovative learning methods. In addition, the conducive religious environment at SMAN 10 Gowa also encourages students to be more enthusiastic in learning tahsin. Additional programs such as tadarus activities before lessons also help students get used to reading the Quran properly and correctly. Modules that are written in easy-to-understand language

and practical examples also contribute to the effectiveness of learning.

Overall, the results of this study indicate that the implementation of the tahsin learning module at SMAN 10 Gowa has proven effective in improving students' ability to read the Quran. Although there are still obstacles in its implementation, the results achieved are quite significant in helping students understand and apply the rules of tajwid better. Therefore, it is recommended that schools continue to support this program by providing more flexible time in the curriculum and improving the habit of reading the Quran in the school environment. In addition, teachers are expected to continue to develop innovative and interesting learning methods so that students are increasingly motivated to learn tahsin.

Thus, this study shows that tahsin learning using modules can be an effective solution in improving students' ability to read the Quran at the secondary school level. For further research, it is recommended that further studies be conducted on the effectiveness of this module in a longer period of time and its application at various other levels of education.

#### D. Conclusion

The implementation of the *tahsin* learning module at SMAN 10 Gowa has proven to be effective in enhancing students' Qur'anic reading abilities. Through a well-structured process that includes planning, implementation, evaluation, and follow-up, the module helps address common reading issues such as incorrect pronunciation, lack of fluency, and errors in applying *tajwid* rules. The learning activities involve a *talaqqi* approach, supported by classical, individual, and interactive methods like debates and presentations, tailored for students in grades X, XI, and XII. The posttest results showed significant improvement in students' reading accuracy, fluency, and understanding of *makharijul huruf* and *tajwid*.

Students responded positively to the *tahsin* module, expressing increased confidence and motivation in reading the Qur'an. They found the content of the module easy to understand and helpful in clarifying previously difficult *tajwid* concepts. Teachers also viewed the module as a valuable teaching aid, offering structured guidance to support

diverse student needs. Despite these successes, challenges such as limited instructional time, varying student backgrounds, and lack of reading habits outside school were noted as obstacles to optimal learning outcomes.

Overall, the study concludes that the *tahsin* module can serve as a powerful tool in improving Qur'anic literacy at the secondary school level. Its effectiveness is reinforced by institutional support, a religious school environment, and supplementary programs like *tadarus*. To further enhance outcomes, schools are encouraged to allocate more flexible time for *tahsin* lessons and cultivate consistent Qur'anic reading habits. Future research could explore the long-term impact of such modules and assess their application across different educational levels.

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