

ANALYSIS OF LEARNING METHODS FOR READING AND WRITING AL-QUR'AN AT MI TARBIYATUL ATHFAL

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Abstract

This study aims to analyze the approach to learning to read and write the Qur'an currently applied at MI Tarbiyatul Athfal, namely the Baghdadiyah method. The main focus of this research lies in analyzing the learning stages of the Baghdadiyah method, especially in the steps of memorizing 29 hijaiyah letters and four punctuation marks fathah, kasroh, dhummah, and tanwin before the teaching process begins. Data collection techniques in this study were participatory observation and interviews with teachers at MI Tarbiyatul Athfal to understand the implementation of the Baghdadiyah method in the context of Qur'anic learning. A qualitative approach was used in analyzing the data to describe the advantages and disadvantages of this method, as well as its impact on learners' development. The findings of the study highlight the significance of mastering 29 Hijaiyah letters and four punctuation marks of fathah, kasroh, dhummah, and tanwin as the main requirements in implementing the Baghdadiyah method. In addition, the analysis also includes aspects of the advantages and disadvantages of this method, with an emphasis on its impact on learners who have or have not understood these requirements.

Keywords: *Learning Methods, Read and Write Al-Qur'an, MI Tarbiyatul Athfal, Analysis of Learning Methods, Al-Qur'an Learning.*

INTRODUCTION

This research is based on the urgency of learning to read and write the Qur'an at MI Tarbiyatul Athfal, where the Baghdadiyah method is the dominant learning method. MI Tarbiyatul Athfal, as an Islamic educational institution, has a strong commitment to the teaching of the Qur'an from an early age. The continued use of the Baghdadiyah method in MI Tarbiyatul Athfal is the basis for choosing this method as the focus of research. This study aims to further explore the learning process using the Baghdadiyah method, especially in the early stages which involve the introduction of hijaiyah letters and punctuation marks fathah, kasroh, dhummah, and tanwin. Mastery of these aspects is considered crucial as the main basis for learners before entering further material.

In previous research, several related studies that are relevant to the topic being studied have been described. For example, Ritonga's research shows that the results of the analysis of the data show that there are several approaches to learning mufradat that have been applied. These four strategies involve various aspects, including singing, translation, consolidation, and metacognition. It is important to note that in this context, learning strategies do not only include teaching methods but also consider the teacher's skills in implementing these strategies. The suitability of the learning method, the media used, and the form of evaluation are crucial factors that affect learners' understanding of the mufradat material. Evaluation is carried out in detail to assess the extent to which mufradat learning objectives are achieved, as well as how the applied strategies can improve learners' understanding and skills. By understanding the complex interactions between learning

strategies, teacher skills and alignment with learning objectives, we can find optimal ways to improve the effectiveness of teaching mufradat in the learning environment. This reinforces the importance of continuous reflection and adjustment in learning approaches to achieve optimal outcomes for learners. (Ritonga, M., 119-136)

In addition, the findings of Sufrianti's research show that the application of semiotics to the Qur'an as a text opens a new perspective on the understanding of the holy book. The Qur'an, when analyzed with semiotics, is considered as a text encased in Arabic, which is basically a code or symbol that contains various dimensions of meaning. In this context, the Arabic language acts as a key or symbol that unlocks the layers of meaning in the Qur'an. Therefore, semiotic analysis of the Qur'ān shows that every word, verse or symbol in Arabic has a depth of meaning that includes spiritual, ethical and social aspects. The semiotic approach to the Qur'ān provides an in-depth perspective to explore the rich meanings and messages hidden in the sacred text. (Ramdhani, S., & Said, M. S. (2021). 63-91)

The research method used is a qualitative approach, using participatory observation and interviews with teachers. This is expected to provide an in-depth understanding of the implementation of the Baghdadiyah method, the advantages found, as well as potential weaknesses in the learning process. The findings of this study are expected to contribute to improving the effectiveness of the Baghdadiyah method at MI Tarbiyatul Athfal, as well as providing insights for the development of more optimal Qur'an learning methods in the future. The conclusion of this analysis is expected to provide a comprehensive view of the impact of this method on the development of students in understanding and mastering the reading and writing of the Qur'an.

RESEARCH METHODS

This research uses a qualitative approach with a descriptive type to investigate and understand the phenomenon that is the focus of research in depth. In collecting data, this research uses interviews, observation, and documentation methods. Interviews were used to obtain direct views from respondents, while observation provided a contextual picture of the observed situation, and documentation provided relevant written data. Data analysis refers to the Miles & Huberman approach, which consists of three stages simultaneously: data reduction, data presentation, and conclusion drawing/verification. This process was conducted simultaneously to ensure the completeness and rigor of the analysis. To strengthen the validity of the data, this study applied triangulation, which is using multiple data sources and data collection methods to confirm the findings. This aims to provide higher confidence in the research results.

RESULTS AND DISCUSSION

Baghdadiyah Method in Learning to Read and Write Al-Qur'an at MI Tarbiyatul Athfal

The learning system for reading and writing the Qur'an at MI Tarbiyatul Athfal carries the Baghdadiyah Pulosari Jambon Ponorogo method, a strategy that has proven effective in teaching students the skills of reading and writing the Qur'an. This approach emphasizes on a holistic approach that includes cognitive, affective, and psychomotor aspects in the process of learning the Qur'an.

One of the main aspects of this method is the application of interactive and participatory learning techniques. Teachers at MI Tarbiyatul Athfal use teaching strategies that involve active participation of students in every learning session. For example, in reading lessons, students are not only taught Arabic letters, but are also invited to understand the context of sentences and the meaning of the Qur'anic verses they read, creating a more meaningful and contextualized learning experience for students.

The Baghdadiyah Pulosari Jambon Ponorogo method also emphasizes repetitive learning. Students are given ample opportunities to repeat the skills of reading and writing the Qur'an intensively, giving them sufficient time to strengthen and master each stage of learning. This approach also pays particular attention to the use of technology in Qur'anic learning. MI Tarbiyatul Athfal uses modern technology, such as multimedia and specialized educational applications, to increase the attractiveness and effectiveness of learning. This approach helps students to more easily understand and remember Qur'anic learning materials.

Learning method is a planned strategy arranged by educators to achieve learning objectives efficiently. In this method, the teacher's role is highly structured in instructional design, creating an organized and motivating learning environment. The main focus of this method is to encourage students' active participation, not only as recipients of information, but also as active participants in the learning process. The key to this method is to provide diverse and relevant learning resources, serving as tools to facilitate the understanding and application of the concepts taught. Thus, the learning method creates conditions that support the formation of students' knowledge through active involvement, allowing them to develop skills and deeper understanding. (Syaiful Sagala, 2010, 62)

In summary, the Baghdadiyah Pulosari Jambon Ponorogo method at MI Tarbiyatul Athfal reflects a strong commitment to holistic, interactive and repetitive learning of Qur'anic literacy. This approach creates a learning environment that supports the development of students' Qur'an reading and writing skills, as well as forming a solid foundation for a deep understanding of Islamic teachings.

Learning Stages of Baghdadiyah Method in Memorizing 29 Hijaiyah Letters and Punctuation Marks

The Baghdadiyah method is a learning approach that focuses on memorizing the Hijaiyah letters and punctuation marks in the context of Islamic education. In Madrasah Ibtidaiyah Tarbiyatul Athfal in Pulosari, Jambon, Ponorogo, this method is the main basis in forming the basis of Islamic knowledge for students.

The first step in this method is familiarization with the hijaiyah letters. Teachers create an interactive and creative atmosphere to guide students to recognize and memorize the letters. This process is designed to increase students' motivation to actively participate in learning. After that, the focus shifts to the students' ability to pronounce and write the hijaiyah letters. Various methods such as educational games and learning media are used to improve reading and writing skills. The learning approach not only emphasizes cognitive aspects, but also involves students' affective and psychomotor aspects.

Learning is a series of activities that are organized with the aim of facilitating the learning process in students. The term learning refers to all activities that directly affect the learning process of learners, and the results of the learning process should be manifested in the form of real learning. Learning itself is an inevitable concept in the context of the teaching-learning process (learning), which refers to the actions of the subject, namely students, in receiving learning materials. (Fathurrohman, 2012, 9)

The Baghdadiyah method also focuses on memorizing punctuation marks in the Qur'an. Students are invited to understand the meaning and role of each punctuation mark in the Qur'anic verses. This provides a solid foundation for students in understanding the structure and significance of the holy verses. Teachers use various methods to create a learning environment and customize activities that involve interaction between teachers and learners during the learning process. In general, these methods are integrated in learning strategies, however, the possibility of variations in methods within different strategies cannot be ignored. This means that the selection of learning methods can be adjusted to different strategies, depending on the objectives to be achieved and the content of the learning process that will be carried out in learning activities. (Abdul Majid, 2012)

By combining these stages, Madrasah Ibtidaiyah Tarbiyatul Athfal creates a holistic and engaging learning environment. Through the Baghdadiyah method, students not only gain knowledge, but are also encouraged to apply Islamic values in their daily lives. This approach helps students to understand and internalize Islamic teachings thoroughly, making learning not just a school task, but an integral part of their spiritual development.

Steps of the Learning Process for Reading and Writing Al-Qur'an using the Baghdadiyah Method at MI Tarbiyatul Athfal

The learning process of reading and writing the Qur'an at Madrasah Ibtidaiyah Tarbiyatul Athfal Pulosari Jambon Ponorogo using the Baghdadiyah Method is a planned and systematic approach to developing the ability to read and write the Qur'an in madrasah students. Essential steps are implemented to ensure optimal understanding and mastery of the Qur'anic material.

The initial step involves a basic understanding of the Arabic script, where the teacher guides students to understand the Arabic letters correctly, including the recognition of their shape and pronunciation. This provides a solid foundation before entering the stage of learning to read and write the Qur'an. The next stage is the process of learning to read using the Baghdadiyah method, which includes graded learning from letters, words, to short surahs. Students are encouraged to read with correct pronunciation and understand the meaning of each Qur'anic verse studied.

Learning can be defined as a process that involves the deliberate management of the environment to provide opportunities for individuals to participate in specific behaviors in specific situations or respond appropriately to specific conditions. Fundamentally, learning can be considered as a specific part of education that focuses on developing skills and knowledge through active interaction with the surrounding environment. With deliberate management of the environment, individuals can experience growth, change and capacity building in various aspects of life. Therefore, learning involves not only the acquisition of

information, but also includes hands-on experience, reflection, and application of concepts in real contexts. As a specialized part of education, learning is fundamental to the development of individual potential and plays a central role in shaping character as well as the skills needed to deal with various situations in daily life. (Syaiful Sagala, 2003, 61)

The writing aspect involves training students in writing Arabic letters correctly and clearly. The teacher provides examples of good writing, and students are invited to imitate and practice it regularly, with patience and diligence as the main keys. An interactive approach is applied through discussion, question and answer, and collaboration between students to improve understanding of the material studied. Regular evaluation and monitoring is done to measure student progress. Reading, writing and comprehension tests of specific verses are used as instruments to assess student achievement and adapt learning methods where necessary.

Writing skills are the ability to create letter or number characters using various types of writing tools, such as pens, pencils, chalk, and so on. In the context of learning, Arabic writing proficiency is considered a challenging aspect. Often, students face difficulties in mastering this skill, and the learning process takes a relatively long time. Arabic writing skills not only involve the technical aspects of forming Arabic letters, but also require a deep understanding of language structure and Arabic grammar rules. Therefore, learning Arabic writing skills requires a comprehensive approach and effective learning methods so that students can develop their writing skills optimally. By applying appropriate learning strategies, it is expected that learners can overcome the obstacles that arise in mastering Arabic writing skills and accelerate their learning process. (Taufik, 2011, 44)

Thus, these steps form a solid foundation for students at Madrasah Ibtidaiyah Tarbiyatul Athfal Pulosari Jambon Ponorogo in mastering the skills of reading and writing the Qur'an through the Baghdadiyah Method. This ensures that they can become a generation capable of practicing the teachings of the Qur'an in their daily lives.

CONCLUSIONS

The Baghdadiyah Pulosari Jambon Ponorogo method in learning to read and write the Qur'an at MI Tarbiyatul Athfal adopts a holistic approach that includes students' cognitive, affective, and psychomotor dimensions. By emphasizing interactivity and participation, this method creates a meaningful and contextual learning environment. The use of modern technology is a strong support, facilitating students' understanding of learning materials. Asghar Ali Engineer emphasizes the priority on the issues of human equality, gender injustice, and economic inequality as the main objectives of this method. The stages of learning, especially in memorizing Hijaiyah letters, are directed to build a solid foundation. The application of this method in MI Tarbiyatul Athfal is designed in a planned and systematic manner, guaranteeing optimal understanding and mastery of the material. In addition to equipping the skills of reading and writing the Qur'an, this approach makes a significant contribution in forming individuals who are able to apply Islamic values in everyday life. Therefore, this method is not only an effective means of preparing a generation that understands, but also practices the teachings of Islam in depth.

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