

# Implementation of the Asy-Syafi'i Method in Learning to Read Al-Qur'an in Tahfidz Class Program for Children Bimbelqu Al Fawwaaz Pekalongan

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## Abstract

*Learning to read Al-Qur'an is an important thing that must be taught to children so that they are able to read Al-Qur'an correctly. The method plays an important role in the learning process of the Qur'an. There are many methods used in learning to read Al-Qur'an. In this study, researchers are interested in examining the asy-syafi'i method applied to children. This research will discuss how to implement the asy-syafi'i method in the Tahfidz Class program for Children BimbelQu Al Fawwaaz Pekalongan? what are the solutions to overcome the inhibiting factors hindering the implementation of the asy-syafi'i method in the Tahfidz Class program for Children BimbelQu Al Fawwaaz Pekalongan. This study uses a qualitative approach with field research techniques.*

**Keywords:** implementation, Asy-Syafi'i method, learning to read Al-Qur'an

## A. Introduction

Al-Qur'an learning, especially the ability to read Al-Qur'an, should be taught to children from an early age to adolescence. Learning to read Al-Qur'an is the main obligation for every Muslim as well as teaching it, because every Muslim who learns Al-Qur'an has an obligation and responsibility towards his holy book. Among the responsibilities is learning and teaching it (Ayi Nutfi Palufi, Ahkmad Syahid, 2020, p. 32).

Al-Qur'an is the word of Allah as the main source for every belief and worship of Muslims. This is a rule for a subject related to humans, policies, teachings, worship, buying and selling, law and others. (Shabri Shaleh Anwar, 2020, p. 7). Reading the Qur'an is a worship that is rewarded. This is what makes the Qur'an so noble and becomes one of its characteristics.

Allah commands to read the Qur'an with tartil. In accordance with the word of Allah "...And read (by you) the Qur'an with the true tartil" Surah Al Muzammil verse 4. Tartil Al-Qur'an means reading it in tajwid, Ali radhiyallahu'anhu' said, "Tartil is improve (tajwid) the pronunciation of the letters and know the waqaf" (Aiman Rusydi Suwaid, 2015, p.5)

Through learning to read and write the Qur'an, children will learn the basics of Qur'an education, such as the introduction of hijaiyah letters, pronunciation and writing of hijaiyah letters, punctuation and makhraj letters, as well as other basics of learning the Qur'an. With the basics of learning Al-Qur'an like this, it will become a habit and approach for children to understand and interpret Al-Qur'an so

that it facilitates understanding at the next stage of education. In learning to read and write Al-Qur'an educators usually use the method. Methods are methods or steps used to achieve a goal (Sri Maharani and Izzati, 2020, p. 1292).

There are many studies that examine the methods used in learning to read Al-Qur'an. Among them are the qiroati method, the ummi method, the yanbu'a method, and others. The focus of this research is to find out the implementation of the Asy-syafi'i method in learning to read Al-Qur'an in the Tahfidz Class Program for Children BimbelQu Al Fawwaaz. The Children's Tahfidz Class is a tahfidz program that is attended by children with an age range of 5-9 years. One of the classes in the Children's Tahfidz Class program is the tahsin class. Where the tahsin class is a class that studies the science of recitation using the book guide of the Asy-Syafi'i method written by Abu Ya'la Kurnaedi.

This research will describe the implementation of the Asy-Syafi'i method as a method used in learning to read Al-Qur'an in the Tahfidz Class Program for Children BimbelQu Al Fawwaaz. In addition to knowing the application of the asy-syafi'i method in this study, the supporting and inhibiting factors found along with the solutions used will be described.

## **B. Research Method**

This research uses a qualitative approach with a type of field research. Field research is basically qualitative research in which research directly observes and records people in natural settings over long periods of time. Field research starts with loosely formulated questions, then has groups or locations for research, gains access, and then assumes a social role in structuring and begins making observations. (Moh. Slamet Untung, 2019, p. 215). This method is used to observe the processes, factors, and solutions used in the application of the asy-syafi'i method in the Tahfidz Class Program for Children BimbelQu Al Fawwaaz Pekalongan.

## **C. Underlying Theory**

### **1. Learning to Read Al-Qur'an**

Learning is the behavior of a combination composed of human elements, facilities, equipment, and procedures that influence one another to achieve learning objectives (Oemar Hamalik, 2014, p. 75). Humans involved in the teaching system consist of students, teachers, and other forces. Materials include books, blackboards and chalk, graphic photos, slides and films, audio and video, etc. Facilities and equipment consist of classrooms, audio-visual equipment, as well as computers. Procedures include schedules and methods of conveying information, learning practices, exams, and so on (Buna'i, 2021, p.4).

The Qur'an is the mu'jiz word of Allah which was sent down to the last Prophet and Messenger with the trusted intermediary of the angel Gabriel, written in the Mushaf which is quoted to us mutawatir, reading it is a worship that starts from surah Al-Fatihah and ends with Surah An -Nas (Sam'ani Sya'roni, 2013, p.10). The command to read the Qur'an is mentioned directly in this verse. In this verse it is stated that reading the Qur'an is a worship. The learning process affects skills in reading the Qur'an. Al-Qur'an reading learning is the interaction of teachers and

students who are oriented towards students' reading abilities according to the correct rules.

## **2. *The Purpose of Learning to Read Al-Qur'an***

Learning to read the Al-Qur'an has the aim of providing learning to students so they can read the Al-Qur'an in accordance with the rules of tajwid science. After students are able to read well, it is hoped that they will be able to understand and be able to apply what they have learned in the Qur'an. In this learning process it shows an attitude of obedience to Allah by taking lessons from the Al-Qur'an, so that it can make people fear and submit to Allah SWT (Abdurrahman An-Nahlawi, 1989, p.184).

The other objectives of learning to read Al-Qur'an are as follows: (Mardiyo, 1999, p. 34-35)

- a. After following the learning process students are expected to be able to read the Qur'an steadily. Pronounce each letter in accordance with the rules of perfection of vowels, the location of makhraj, and the correct meaning.
- b. Through the process of learning to read the Qur'an students can understand and understand the meanings contained in the Qur'an into their souls.
- c. By reading the Qur'an according to the rules and being able to understand its meaning, students are then expected to be able to have a sense of calm, solemnity, and compassion in their souls.
- d. Participants understand the laws of reading contained in the science of the Qur'an).

Al-Qur'an learning is an interaction process carried out by educators and students who have the goal of helping students be able to read the Al-Qur'an according to the correct rules then be able to understand it and apply it in everyday life.

## **3. *Asy-Syafi'i Method***

The asy-syafi'i method is the pioneering book of Practical Tajweed Science developed by Ustadz Abu Ya'la Kurnaedi et al. This book is in the form of a practical guidebook for learning to read Al-Qur'an and the science of tajwid which is applied in the mahad of Imam asy-Shafii. The Diktat was deliberately prepared with a practical approach, easy methods, and a short time, after going through trials and training for two years, during which period evaluation and improvement were carried out on all sides, both in terms of setting, learning methods, language of description and the side of choice. variety of writings, eventually finding a method that is more interesting and easy to learn and understand, therefore, it is deemed necessary to publish it in book form and present it to the general public so that the benefits can be reaped by the wider community (Muhammadong and M. Usman, 2018, p. 410 ).

There are several levels in the Asy-Syafi'i Method, including the iqro class, the tajwid class, and the deepening program class. In the Iqra deepening class, there is some material presented, including getting to know the hijaiyah letters, getting to know the vowel fathah, kasrah, dummah, connecting hijaiyah letters, getting to know tanwin, distinguishing two letters that are often exchanged, getting to know breadfruit, getting to know tasydid, getting to know mad, how to read waqf readings, get to know Al readings, Get to know reading mad letters that meet with

hamzah washal, know Allah's lafadz, know mad and tasydid, how to read letters that are not elevated at the beginning of letters and Practice reading short letters.

In the second level, namely the series of deepening recitation, there are as many as thirteen topics of discussion including getting to know the science of recitation, basmalah and isti'adzah, reading the letters according to their characteristics, the law of nun breadfruit and tanwin, the letters nun and mim which are tasydid, the laws of mim sukun the laws of idgham, the laws of mad ashliy/thabi'iy, the laws of mad far'i, the laws of mad sukun 'aridh, the laws of mad sukun 'ashli, the laws of ra. In the deepening program there are reading materials for waqaf and ibtida', nabr, verse ghoribah, nun iwadh or nun washal, reading the law of jaiz munfashil with two vowels (Abu Ya'la Kurnaedi, Nizar Sa'ad Jabal, 2018, p. iv-v)

#### ***4. The Advantages and Disadvantages of the Ash-Shafi'i Method***

The Ash-Shafi'i method has several advantages and disadvantages. In the thesis written by Rabiyyatul Adawiyah, it is stated that there are several advantages of the Asy-Syafi'i method, including:

- a. Learning is more practical by systematically arranged, can be applied anywhere because this method does not require a certificate/training.
- b. Can be applied to children who have high grasping power.
- c. For tajwid classes or in-depth classes, this method is fairly practical because it has an explanation in Indonesian.
- d. There are competencies and learning time divisions for each subject.
- e. There are important notes that need to be considered when using this method.
- f. There is an evaluation.

In the same study, the deficiencies of the Ash-Shafi'i method were explained as follows:

- a. Not good if applied to children who lack high memory.
- b. In children aged less than 6 years this method is still relatively difficult.
- c. Learning is relatively concise, so if it is applied to children it will be a little confusing for them to remember (Rabiyyatul Adawiyah, 2019, p. 20).

## **D. Discussion**

### ***1. Implementation Of The Asy-Syafi'i Method In Learning To Read The Quran In Tahfidz Class Program For Children Bimbelqu Al Fawwaaz Pekalongan***

Based on the results of interviews with the teacher supporting the tahsin class of the Tahfidz Class program for Children BimbelQu Al Fawwaaz that the implementation of the Asy-Syafi'I method in learning to read Al-Qur'an is carried out in three stages. These three stages include the planning, implementation, and evaluation stages as follows:

#### **a. Planning Stage**

Planning is a process of preparing activities so as to choose alternative ways and allocate available resources to achieve certain goals (Yulia Riszki Ramadhani, 2021. P. 194). The planning process in implementing Al-Qur'an learning using the Asy-Syafi'I method is carried out by making a curriculum before the start of learning. The preparation of the curriculum is adjusted to the

systematics contained in the iqro book and the tajwid book of Imam Syafi'i's method. Learning to read Al-Qur'an in the Tahfidz Class program for Children BimbelQu Al Fawwaaz is called the tahsin class. In learning tahsin in the Tahfidz Class program for Children BimbelQu Al Fawwaaz, posters of makharijul letters compiled by the Daar Al Fawwaaz Foundation, qiroatil lil atfali books, and in-depth tajwid books on the Asy-Syafi'i method.

The makharijul letter poster compiled by the Daar Al Fawwaaz foundation is the first teaching material given to each student. Qiroatul lil Atfali's book is used as an addition to reading practice. Then the Asy-Syafi'I Method book is the main handbook in learning tahsin. The reason BimbelQu Al Fawwaaz uses this method is because the Asy-Syafi'I method is practical. The second reason is that the Rasm used in the Asy-Syafi'I Method uses international standard Ottoman Rasm. Each chapter in the Asy-Shafi'I method is equipped with clear explanations and lots of examples so that it is suitable for use in practicing reading the Qur'an.

b. Implementation Stage

Tahsin learning in the Tahfidz Class program for Children BimbelQu Al Fawwaaz is carried out using a classical and private system in practice. In classical learning, a teacher can teach a group with a certain number but regardless of the group's background (Halimatussa'diyah, 2014, p. 249). At the beginning of the lesson the teacher explained the material in the ash-syafi'i method book with the classical system and was listened to by all the students. The duration of one meeting is 90 minutes. The first fifteen minutes are used by the teacher to review material that has been delivered. Then proceed with an explanation of new material for thirty minutes.

After the students understand the material presented by the teacher, the teacher gives examples of readings related to the material then followed by the students. This activity is carried out in approximately fifteen minutes. At this stage the students listen and follow the teacher carefully so that the readings recited by the students are good and correct. After practicing the reading together, the teacher then listens to the reading of the students one by one. Santri practice correct pronunciation in accordance with the chapter that day delivered by the teacher.

c. Evaluation Stage

Evaluation is carried out in the middle and end of the learning year. In essence, learning evaluation is a process for determining services, values, or benefits of learning activities through assessment or measurement activities (Ajat Rukajat, 2018, p.2). Evaluations are given in the form of written exams and oral exams. Written exams are used to see the ability of students to understand the material. While the oral exam is used to measure the ability of students to recite the reading according to the correct rules.

In addition to mid and end evaluations of the school year, there are weekly evaluations which are carried out by giving questions or quizzes to students in various ways. Sometimes given in the form of questions, quizzes, or games. This is adjusted to the teacher's creativity so that students who are still classified as children are able to learn and carry out evaluations well and happily. Various

forms of weekly evaluations are carried out with the aim of strengthening students' understanding of the material.

## **2. *Supporting and Hindering Factors the Implementation of the Asy-Syafi'i Method in Learning to Read the Qur'an in the Tahfidz Class Program for Children of BimbelQu Al Fawwaaz Pekalongan***

There are several factors that support and hinder the implementation of the asy-syafi'i method in learning to read Al-Qur'an in the Tahfidz Class program for Children BimbelQu Al Fawwaaz as follows:

### **a. Supporting factors**

#### **1) Supporting facilities and infrastructure**

BimbelQu Al Fawwaaz has facilities and infrastructure that support learning such as books, blackboards and desks for the teacher and every student in the class. In addition, there are other facilities as additional student activities such as origami paper, crayons for coloring, puzzles, educational games and so on. The study room used also supports teaching and learning activities with a capacity of 10-12 students in one class. Inside there is a fan so the class does not feel hot.

#### **2) Mastery of the material and the teacher's ability to convey the material**

The teacher's mastery of the material greatly influences the ability to deliver the material. If the teacher masters the material, the teacher will convey the material easily and not be fixated on the text in the book. The targets or goals in learning the Qur'an in the Tahfidz Class program for Children BimbelQu Al Fawwaaz. So the way the teacher delivers must be adjusted to that age. The material contained in the Asy-Syafi'i Method book is classified as practical and includes a summary of material that can be used by the teacher and then balanced with a fun and not monotonous delivery style. The teacher conveys the material by conditioning the students first to be calm. After that the teacher explains the material and ensures that one by one the students have understood the material presented.

#### **3) Tenacity and patience of the teacher**

One of the important things in training the ability to read the Qur'an is practice corrected by the teacher. The ability of students to read and grasp the material varies from class to class. For example, in the material for pronouncing the letter ش correctly, the teacher must be patient and ensure that all students are able to pronounce the letter ش in accordance with its makhraj and its correct nature. If there are students who experience problems in pronunciation, the teacher has an obligation to train students to be able to pronounce them correctly. This is usually done at the end of the lesson where the students will be listened to and corrected by the teacher one by one. The teacher's patience and tenacity in helping students practice reading correctly is one of the important keys to successful learning.

#### **4) The presence of students**

Every day the students practice to learn to pronounce letters in accordance with makhraj and their characteristics so that they are able to

read the Qur'an fluently and fluently. Santri who have the enthusiasm and great sense of discipline to attend every day will see their progress clearly and quickly.

b. Obstacle factor

1) Students who are less focused

Santri in the Children's Tahfidz Class program are in the age range of 5-9 years. Where children at this age are active and have an interest in many things. Sometimes when the teacher is still explaining the material, students are often distracted by various things, such as toys, the various stationery they carry, or are distracted by their friends next door. This can hinder the process of understanding the material when the teacher explains.

2) Absence of students

At each meeting, materials and reading exercises are given. If the students often get permission or are not present in class, the students will be left behind in the lesson because the initial learning is carried out with a classical system. Reading exercises carried out by the teacher every day can help students to be fluent in reciting letters and readings in the Qur'an. If students are often absent, then they do not have many opportunities to practice reading well. In fact, to achieve a fluency in reading requires a lot of practice.

3. *Solutions to factors that hinder the implementation of the Asy-Syafi'i method in learning to read Al-Qur'an in the Tahfidz Class Program for Children Bimbelqu Al Fawwaaz Pekalongan*

One of the factors that hinders the implementation of the asy-syafi'i method in learning to read Al-Qur'an in the Tahfidz Class program for Children BimbelQu Al Fawwaaz is students who lack focus during learning. One of the causes is students who are sleepy during class hours. To overcome this, the teacher sometimes provides material in the form of games or quizzes so that the enthusiasm of students appears and the feeling of drowsiness disappears. On the other hand, students sometimes want to play with their class mates or do other activities. To overcome this, the teacher makes alternative activities. These activities include writing hijaiyah letters, drawing, coloring, making crafts, and others which are carried out while waiting for their turn one by one students come forward to be listened to by the teacher. With this activity it is hoped that the focus of the students can be focused on one activity. This alternative activity can also increase student creativity.

**E. Conclusion**

The implementation of the asy-syafi'i method in learning to read Al-Qur'an in the Tahfidz Class Program for Children Bimbelqu Al Fawwaaz Pekalongan is carried out in three stages. Among them are the preparation, implementation, and evaluation stages. In its implementation there are several things that become factors that support and hinder learning. The Asy-Syafi'i method is a diktat book written by Abu Ya'la Kurnaedi et al with the preparation of material that is practical and systematic so it is easy to use. The material is

arranged systematically and coherently from the most basic material to in-depth material. The Ash-Shafi'i method can be used as a method for teaching the Qur'an to children.

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