



TAJWEED TRAINING AS AN EFFORT TO IMPROVE THE COMPETENCE OF TPQ DARUL FALAH TEACHERS IN PESANTREN HAMLET

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Abstract:

Darul Falah Qur'anic Education Centre (TPQ) is an educational institution located in Pesantren Hamlet and has an important role in providing Qur'anic education to students. Based on the survey results and interviews with the surrounding community, the facilities available at this TPQ are considered quite adequate. However, learning still focuses on teaching reading the Qur'an in general without a deep emphasis on tajweed. As a result, many students have not been able to apply tajweed rules correctly and optimally in reading the Qur'an. To overcome this problem, tajweed training has been conducted for TPQ teachers using the methods of lecture, discussion, and practice reading the Qur'an. In addition, the training also includes intensive mentoring so that the teachers not only understand the science of tajweed, but are also able to apply it directly in the learning process. The main objective of this training is to improve the teaching competence of TPQ teachers so that they can be more effective in delivering tajweed material to students. In addition, the training aims to increase students' learning motivation in understanding and applying the laws of tajweed in reading the Qur'an. The interaction between teachers and students is also optimised through an interactive approach that allows students to be more active in the learning process. In addition, this training is also designed so that teachers can continue learning tajweed independently after the end of the community service programme. It is expected that the implementation of this training can have a sustainable positive impact on TPQ Darul Falah. By improving the quality of tajweed learning, students can read the Qur'an better and in accordance with the correct rules.

Keywords: *Tajweed Science Training, TPQ Teacher Competence, Interactive Methods, Intensive Mentoring, Learning Quality Improvement.*

INTRODUCTION

Qur'anic education has a very important role in shaping a generation that is not only able to read, write, understand, but also practice the teachings contained in the Qur'an. This education not only aims to improve the literacy skills of the Qur'an, but also to shape the character and morals of students to be in accordance with Islamic teachings. In this context, the Qur'anic Education Park (TPQ) as a non-formal educational institution acts as the main forum in providing teaching to read the Qur'an from an early age and guiding basic understanding of Islam for students.

TPQ has a strategic role in building morals and Islamic values in everyday life. Education at TPQ not only teaches how to read the Qur'an, but also provides learning about the basics of Islam, daily prayers, and ethics in accordance with Islamic teachings. Therefore, the existence of TPQ in the community is needed as a means to foster the younger generation to have a good understanding of the Qur'an and be able to practice it in everyday life.

TPQ Darul Falah is one of the Al-Qur'an education institutions located in Pesantren Hamlet. Based on the results of surveys and interviews with the

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surrounding community, the facilities at this TPQ are considered adequate to support learning activities. However, although the available facilities are sufficient, there are several aspects of learning that still need to be improved, one of which is the teaching of tajweed. Currently, learning at TPQ Darul Falah focuses more on teaching reading the Qur'an in general without giving a deep emphasis on tajweed. This causes many students to not be able to apply the rules of tajweed properly and correctly in their reading.

Tajweed is a very important science in reading the Qur'an because it relates to the pronunciation of letters, the length and shortness of reading, and the procedure for reading in accordance with predetermined rules. A good mastery of tajweed will ensure that Qur'an readers can avoid errors in reading that can change the meaning of the verse. Research shows that the ability to read the Qur'an can be significantly improved through good mastery of tajweed. Therefore, improving the quality of tajweed learning is very important for TPQ Darul Falah.

As a solution to this problem, tajweed training for TPQ teachers is a strategic step that can be implemented. This training aims to improve the competence of the teachers so that they are able to deliver tajweed material effectively to the students. In its implementation, the training uses lecture, discussion, and question and answer methods that allow teachers to understand the concept of tajweed theoretically while practising it in the learning process. In addition, the training also includes intensive mentoring to ensure that the teachers not only understand the theory of tajweed, but can also apply it in daily learning.

The main objective of this training is to improve the quality of tajweed teaching at TPQ Darul Falah so that teachers have a deeper understanding of tajweed rules and can better teach them to students. In addition, this training also aims to increase the learning motivation of students to be more enthusiastic in understanding and applying the laws of tajweed in their recitation of the Qur'an. With this training, it is hoped that students can read the Qur'an better, correctly, and in accordance with established rules.

Furthermore, this training is expected to have a sustainable positive impact on TPQ Darul Falah. With increased teacher competence and more interactive learning methods, the tajweed learning process can take place more effectively and interestingly for the students. Thus, TPQ Darul Falah can become a more qualified educational institution in guiding students to understand and practice the teachings of the Qur'an properly.

The success of this training will depend on the collaboration between TPQ managers, teachers, and support from the surrounding community. With a good synergy between all parties involved, improving the quality of education at TPQ Darul Falah can be realised and provide great benefits for the younger generation in understanding and reading the Qur'an according to the correct tajweed rules.

RESEARCH METHODS

The research method used in this activity is a qualitative descriptive method with an ABCD approach. This method was chosen so that the tajweed training is not only informative, but can also be applied directly by participants and is sustainable after the service team has finished carrying out the activity. This activity was carried

out at TPQ Darul Falah, Dusun Pesantren, with research subjects consisting of TPQ Darul Falah teachers.

The tajweed training was designed to improve the teachers' understanding and skills in teaching tajweed rules to students effectively. In the implementation of this training, an interactive method was used which included lectures, discussions, Qur'an recitation exercises, and intensive mentoring for the teachers. The lecture method is used to convey the basic theories of tajweed, while discussions are used to discuss the obstacles experienced by teachers in teaching tajweed to students. Al-Qur'an reading exercises are applied so that participants can immediately practice the tajweed rules that have been learned, and intensive mentoring is carried out to ensure that teachers not only understand the theory, but are also able to apply it in the learning process at TPQ.

The material taught in this training covers five main aspects of tajweed, namely makhrijul huruf, the law of nun mati and tanwin, the law of mim mati, ghunnah, and the law of qolqolah. Makhrijul huruf is the science that discusses where the hijaiyah letters come out of the mouth and throat. Understanding letter makhraj is very important in reading the Qur'an because mistakes in makhraj can change the meaning of a word. In this training, participants were taught to recognise and pronounce each hijaiyah letter correctly according to its makhraj.

Furthermore, participants also learnt the laws of nun mati and tanwin, which consist of four main parts, namely Idzhar (clear reading), Idgham (melting reading), Iqlab (sound change), and Ikhfa (faint reading). In this training, participants are given examples of verses in the Qur'an that contain the laws of nun mati and tanwin, then they practice reading with guidance to ensure correct pronunciation. In addition, participants also received material on the laws of dead mim, which includes Idzhar Syafawi (clear reading), Idgham Mimi (reading merging with fellow mim), and Ikhfa Syafawi (faint reading). The law of inanimate mim is very important because it often appears in reading the Qur'an, so a good understanding will greatly help the students in reading correctly.

The next material taught is ghunnah, which is a buzzing sound that must be read with a certain length in some tajweed laws. Ghunnah occurs in the recitation of Idgham bighunnah and Ikhfa, as well as in several other rulings. In this training, participants are taught how to apply ghunnah with the right length and sound so that their reading is in accordance with the rules of tajweed. Finally, participants were also given material on the laws of qolqolah, which includes qolqolah sugra (small) and qolqolah kubra (large). Qolqolah is the sound reflection that occurs when reading the letters of qolqolah (ق، ط، ب، ج، د) under certain conditions. Understanding the laws of qolqolah is very important because it often appears in the recitation of the Qur'an, and errors in pronunciation can change the meaning of the verse being recited.

Data collection techniques in this study were conducted through observation, interviews, and documentation during the implementation of the training. Observations were made to observe the participants' progress during the training, while interviews were conducted to find out the obstacles experienced by the teachers in teaching tajweed before the training began. Documentation was used to record the training process, both in the form of photographs and records of discussion and evaluation results.

Evaluation is carried out by testing the participants' ability to read the Qur'an using the tajweed rules that have been taught. Reading practice tests are conducted at the end of each session to ensure that participants understand and are able to apply the rules of tajweed properly. In addition, participants were also given the opportunity to teach tajweed back to TPQ students to measure their level of understanding and readiness to teach tajweed after the service programme was completed.

RESULTS AND DISCUSSION

The tajweed training conducted at TPQ Darul Falah aims to improve teachers' competence in teaching tajweed and ensure the sustainability of tajweed teaching after the community service programme ends. The results of this study were obtained through interviews, observations, and documentation during the training.

1. Improving TPQ Teachers' Competence in Tajweed

Before the training, most TPQ teachers had the basics of tajweed, but still faced difficulties in understanding and applying some tajweed laws systematically. Initial interviews revealed that some teachers lacked confidence in teaching tajweed to students due to a lack of understanding of certain laws, such as makhrijul huruf and ghunnah.

After the training, there was a significant improvement in the teachers' understanding and skills. Observations showed that they were able to distinguish letter makhraj better and understand the concepts of the laws of nun mati and tanwin, the laws of mim mati, ghunnah, and qolqolah more systematically. The reading exercises conducted during the training also helped to improve their reading fluency.

In addition, in the discussion session, TPQ teachers stated that the lecture and question and answer methods used in the training helped them better understand tajweed theory, while the reading exercises and intensive mentoring provided an opportunity to directly apply the knowledge learnt. Photo and video documentation also showed an increase in teachers' active participation during the training sessions, indicating their increased interest and understanding of the tajweed material.

2. Effectiveness of Training Methods

The training used lectures, discussions and reading exercises. Observations showed that this combination of methods was effective in helping teachers understand and apply the laws of tajweed. The lectures delivered at the beginning of the sessions provided a strong theoretical basis, while the discussion sessions allowed teachers to ask questions about things they did not understand. Reading exercises guided by the presenters allowed teachers to correct reading errors directly.

For example, in the makhrijul huruf material, many teachers initially had difficulty distinguishing some letters with adjacent makhraj, such as ث (tsa), س (sin) and ص (shad). However, after training with live demonstrations and practical exercises, teachers began to recognise the differences in the makhraj of each letter better.

In the material on the laws of nun mati and tanwin, it was found that previously some teachers were still mistaken in distinguishing the laws of idzhar and ikhfa in reading the Qur'an. Through the exercises and reading examples given in the training, their understanding improved, so they were more confident in guiding students.

In addition, in the material on the law of qolqolah, many teachers initially did

not pay attention to the difference between qolqolah sugra and qolqolah kubra. However, after being given examples and direct practice, they better understand how to pronounce qolqolah with the right sound reflection.

3. Challenges and Solutions in the Implementation of the Training

Although the training went well, there were some challenges faced during the process. One of the main challenges was the different levels of understanding of tajweed among the teachers. Some teachers who already had a strong foundation of tajweed were able to grasp the material more quickly, while other teachers who were beginners took longer to understand the concepts taught. To overcome this, intensive individual mentoring was provided for teachers who were experiencing difficulties, so that they could learn more optimally.

Another challenge is the limited training time. Given that TPQ activities must also continue, the training time is limited so as not to interfere with the teachers' teaching schedules. As a solution, the training was conducted in several sessions by providing additional teaching materials in the form of tajweed modules that could be studied independently by the teachers outside the training sessions.

In addition, there are challenges in applying tajweed in the learning process of students. Some teachers said that students still often have difficulty in understanding the laws of tajweed, especially in distinguishing the makhraj of similar letters. To overcome this, teachers are given more interactive learning strategies, such as the use of recitation examples in the Qur'an, repeated pronunciation exercises, and providing audio examples to make it easier for students to understand the correct pronunciation.

4. Sustainability of Tajweed Learning at TPQ Darul Falah

One important aspect of this research is to ensure that tajweed learning at TPQ Darul Falah continues after the community service programme is completed. Therefore, the training emphasised the importance of creating a cadre of tajweed teachers who can continue teaching tajweed at TPQ. Teachers who have attended the training are encouraged to share their knowledge with fellow teachers who have not received direct training.

In addition, a tajweed module is provided as a reference for teachers so that they have clear guidelines in teaching tajweed to students. Some teachers were also given the opportunity to directly practice the method of teaching tajweed to students under the guidance of the training team, so that they are better prepared to teach tajweed independently after the programme is over.

Through interviews with TPQ teachers, it was found that they are committed to continue implementing tajweed learning at TPQ Darul Falah. Some teachers even suggested that a special tajweed class be held for santri to deepen their understanding. This shows that the training not only improved teachers' competence, but also raised awareness of the importance of tajweed in learning the Qur'an at TPQ.

CONCLUSION

Based on the results of the study, it can be concluded that the tajweed training conducted at TPQ Darul Falah succeeded in improving teachers' competence in understanding and teaching tajweed. The training methods used, namely lectures, discussions, reading exercises, and intensive mentoring, proved effective in helping teachers master tajweed material better.

Although there were some challenges in implementing the training, such as different levels of tajweed understanding among teachers and time constraints, the solutions implemented helped overcome these obstacles. In addition, the sustainability of tajweed teaching at TPQ Darul Falah can be maintained by regenerating teachers, providing tajweed modules, and implementing more interactive learning strategies for students.

With this training, it is hoped that TPQ teachers can continue to teach tajweed better, so that TPQ Darul Falah students can read the Qur'an properly and accurately.

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