

Tilawati Method Training Management To Improve The Quality Of Al Quran Teachers

[Manajemen Pelatihan Metode Tilawati untuk Meningkatkan Kualitas Guru Al-Quran]

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Abstract. *The purpose of this study is to find out how the training management of the Tilawati method is in Gresik. The research method used is descriptive qualitative. Data collection techniques using interview techniques, observation, and documentation. The results of the study show: first, planning is carried out by compiling an activity schedule for 1 year with 5 training sessions. second, organizing is carried out by determining the stages of the Tilawati method training. third, implementation is carried out by scheduling, the mechanism of activities includes opening, core activities ending with munaqasyah (exams) of participants to determine graduation. fourth, the evaluation is carried out by monitoring training participants in teaching the Qur'an the Tilawati method at their respective institutions. The results showed that the Tilawati training method was able to improve the quality of Al-Qur'an teachers both in terms of reading and classroom management techniques.*

Keywords - training; tilawati; quality; teachers

Abstrak. *Manajemen sangat dibutuhkan dalam pelatihan guru Al Qur'an, agar kegiatan pelatihan dapat terukur keberhasilannya. Tujuan penelitian ini untuk menganalisis bagaimana manajemen pelatihan metode Tilawati dalam meningkatkan kualitas guru Al-Qur'an. Penelitian ini dilakukan dengan metode deskriptif kualitatif. Teknik pengumpulan data menggunakan wawancara, observasi, dan dokumentasi. Hasil analisis dari penelitian ini menunjukkan bahwa manajemen pelatihan metode Tilawati dilaksanakan sesuai dengan prinsip manajemen organisasi yang meliputi, Planning, Organizing, Actuating, dan Controlling. Dari hasil pengolahan data bisa didapatkan kesimpulan bahwa Tilawati Pusat mempunyai beberapa cabang di kota/kabupaten di Indonesia, salah satu cabang tersebut adalah Tilawati Cbang Gresik, Tilawati adalah salah satu metode pembelajaran Al Qur'an yang mempunyai kekhasan dalam pembelajarannya. Hasil penelitian menunjukkan bahwa pelatihan metode Tilawati mampu meningkatkan kualitas guru Al Qur'an baik secara bacaan, penguasaan ilmu tajwid, dan tehnik pengelolaan kelas serta sesuai dengan fungsi manajemen organisasi.*

Kata Kunci – pelatihan, tilawati, kualitas, guru

I. INTRODUCTION

Al-Qur'an is the holy book of Muslims which is believed to be true until the Day of Judgment. So it is obligatory for every Muslim to read, study and practice it. Reading the Koran for Muslims will be worth worship. Therefore Muslims must try to read in accordance with the science of recitation. [1]. To lead generations of Muslims to be able to read the Koran well, it takes a teacher of the Koran who is able to read the Koran with tartil according to the rules of tajwid science, and is skilled in managing classes. But in fact, the city of Gresik, which is known as the city of students [2], turns out that there are still many Al-Qur'an teachers whose quality still needs to be improved.

One effort to improve the quality of Al-Qur'an teachers, both in terms of reading and in managing a good class is the Tilawati method training management. In teaching the Qur'an, the Tilawati method has a uniqueness in its learning, namely using a balanced classical and individual system, namely classical using visual aids and individually with a read and see approach [3], so that students can be more conditioned when learning the Qur'an. an in class.

In previous research, there was research that discussed "the management of the Tilawati method of education and training in an effort to improve the quality of Al-Qur'an teachers in West Java". In this study, the results and discussion were presented as follows: "The training held by Tilawati Center Jabar 1 aims to improve the quality of Al-Qur'an teachers, this quality includes abilities in the field of Ulumul Qur'an, Tajwid knowledge, skills in teaching and managing classes, skills in managing educational institutions, especially Al-Qur'an educational institutions as well as building the attitude of teachers so that they have a prophetic character as successors to the da'wah of the Prophets and Apostles." [4].

In this study, only the objectives of the training were mentioned, the results of the research had not been stated, whether the Tilawati method training was able to improve the quality of Al-Qur'an teachers in the field of Al-Qur'an

reading, namely reading tartil in accordance with the rules of tajwid science, as well as in the field of class management skills in learning the Tilawati method in educational institutions. Besides that, previous studies have not mentioned research results in accordance with organizational management functions which include Planning, Organizing, Actuating, and Controlling (POAC).

This research will examine how the management of the Tilawati method training is organized by the Tilawati Gresik branch with the target participants being Al-Qur'an teachers and prospective Al-Qur'an teachers in Gresik, as well as assessing whether the Tilawati method training management can improve the quality of al-Qur'an teachers. Qur'an in Gresik, both the quality of reading and mastery of tajwid science and the quality of Al-Qur'an teachers in managing classes in the Tilawati method of learning, so as to create a conducive classroom atmosphere and a better learning atmosphere in class.[4]

It is hoped that this research can motivate Foundation administrators as well as Mosque and Musholla takmir, as well as other educational institutions, and it is hoped that this research will also provide awareness as well as motivate Al-Qur'an teachers to take part in the Tilawati method Training as an effort to improve the quality of Al-Qur'an teachers -Quran. Because in reality not all Al-Qur'an teachers have a high awareness of learning, especially those related to the needs of Al-Qur'an teachers, both the need to improve the quality of reading and study the knowledge of the Qur'an which is specifically discussed in the rules of tajwid science

II. METHOD

This study uses a qualitative method approach. This study aims to explain descriptively [5] how the management of the Tilawati Al-Qur'an teacher training is carried out by the Tilawati Gresik Branch. They plan, organize, implement, and also evaluate [6]. The location of this research is KPA (Al Qur'an Development Coordinator) Kebomas which is located in Gembyang hamlet, Gulomantung village, Gresik district. KPA Kebomas was chosen as the object of study because this KPA is located in the center of Gresik city and this KPA is most often used as a training ground for Tilawati Gresik Branch.

As for techniques in collecting data, researchers conducted interviews, observations, and also document analysis. [7] Interviews were conducted with research subjects who were directly involved in the implementation of the training (key informants), as well as research subjects who were not directly involved in the implementation of the training (additional informants), but who were considered to have the knowledge to provide the information needed by the researchers. In this research, interviews were conducted with the heads of foundations at institutions that use the Tilawati method, teachers with the Tilawati method, guardians of students, as well as interviews with students.

In collecting data the researcher also made observations. Observation is one of the main data collection methods in studying social situations that are used as research objects. Observation is one of the empirical scientific activities that bases field facts and texts, through sensory experience without using any manipulation. [8] Observation is useful for seeing, observing, collecting various behavioral data or social interactions. [7] In this case the researcher saw directly the activities of the participants in participating in the Tilawati Al-Qur'an teacher training, as well as seeing directly the place used for the training, namely at the KPA Kebomas in Gembyang Hamlet, Gulomantung Village, and the time used for the training, as well as the material that was contained in the Tilawati method Al-Qur'an Teacher Training rundown.

Researchers also use documentation for data collection. The documentation instrument was developed for research using an analytical approach. Documents in qualitative research are used as a complement to the interview data and observations that have been made. In qualitative research, documentation can be in the form of writing, pictures, or monumental works of the object under study.[7] Documentation was carried out by researchers by viewing photos of Al-Qur'an teacher training activities, watching video activities, and reading guidebooks that were used as references in implementing Al-Qur'an Teacher training and training.

Furthermore, the primary data source is information obtained from the main source, namely the head of the TPQ and the TPQ teacher. Furthermore, secondary data sources are complementary data that researchers obtain from observation, literature studies, and documentation related to the research topic under study. [9] Data was analyzed by data reduction, namely the stages of collecting and selecting data that can be used and not used. Appearance or presentation of data is the stage of compiling data into information displayed in descriptive sentences. Then, the researcher concludes and verifies the data being analyzed. [10]

In testing the validity of the data in this study, researchers used triangulation. The validity of the data aims to prove that what has been observed by the researcher is in accordance with what is actually in the field. Testing the trustworthiness of the data is necessary in qualitative research for the validity and credibility of the data that has been collected [11]. Triangulation as a process of strengthening evidence from the results of field notes, observations, interviews, and documentation that aims to increase accuracy in a study so that there is no doubt in drawing conclusions about the research carried out [11]. Triangulation is divided into 3, namely source triangulation, data triangulation and time triangulation. [12] In this study the researchers used source triangulation by means of which

the researcher tested the credibility of the information obtained from several informants by comparing the information and data obtained from the head of the TPQ, the TPQ teacher, the walisantri, and the administration section of the Foundation. This means that the data must support and reinforce each other so that they can be used as valid and existing research results. [13] After the data is tested, it will then be presented as research results.

III. RESULT AND DISCUSSION

A. Quran Teacher Quality Concept

In language, teachers have the same word as educators. In the perspective of Islamic education, teachers are commonly called murabbi, mu'allim, mu'addib, muddaris, and murshid. [14] Murabbi is someone who is in charge of guiding and directing students, so that they have the skills and are able to manage the results so that they can benefit the homeland, nation and religion. Mu'allim is someone who has a variety of knowledge and can teach and apply it in everyday life, and is able to convey various knowledge to others. Mu'addib is someone who transfers knowledge and applies moral and spiritual values to students, so that they behave well in carrying out their lives in order to build a better civilization in the future. Muddaris is someone who has comprehensive knowledge that is used to develop and update his knowledge on an ongoing basis and seeks to educate students and train abilities according to their respective talents. Mursyid is someone who has good morals and attitudes, so that he can be used as an example by others and his students. [14].

Based on the description above, it shows that the teacher does not only act as a teacher who transforms the knowledge they have, but the teacher is also required to guide students in organizing and forming souls, besides that the teacher is a very important medium in the context of fostering and developing human resources in institutions. education. [15] In the perspective of Islamic Education, a teacher is someone who carries out a very noble mandate from Allah SWT, namely directing, educating, and guiding people. A teacher is also a guideline for human life, because it can form better humans who always fear Allah SWT. [14]

The teacher carries out a scientific mission so that students master religious knowledge, the teacher also has prophetic/prophetic duties, namely guiding and directing students towards the path of Allah SWT, with the central role of the teacher, the teacher faces challenges that are not easy so that the teacher is required to always improve his abilities so that he is categorized as a teacher who quality, in the context of Al-Qur'an education, Al-Qur'an teachers are categorized as qualified if the teacher has competence or expertise and commitment as a teacher. from the Koran

The competence of Al-Qur'an teachers in question includes; the teacher is able to recite the letters of the Qur'an according to mahkraj, the teacher is able to read the Qur'an in Tartil, the teacher understands the theory of Tajwid and Gharib Musykilat, the teacher is able to write the letters of the Al-Qur'an according to the rules of writing, the teacher masters Islamic material, especially which is the target in the curriculum, and teachers have methods, approaches and creativity in developing Al- Qur'an learning.[4]

B. The Concept of the Tilawati Method

One method of teaching the Qur'an in Indonesia is the Tilawati method. In learning, the tilawati method has its peculiarities, including being taught using a rost rhythm which consists of 3 tones, namely flat tones, rising tones and descending tones. Another peculiarity of this learning method is the arrangement of the class of students in a circle forming the letter U with the teacher's position in front of the students. This is intended so that students can control everything during the learning process, both classical and individual (Munir, 2008). Apart from that, in her learning, the Tilawati method uses a balanced approach between habituation through classical and the truth of reading through individuals with a reading technique (Hasan, 2010).

The Tilawati method was developed in 2000-2004 by the Muallif Team consisting of Drs. KH. Hasan Syadzily, Drs. KH. Thohir Al-Aly, Drs. KH. Ali Muaffa, and KH. Masrur Masyhud. The Muallif Team is an activist group from the Indonesian Mosque Youth Communication Board (BKPRMI) in the East Java region who have been involved in recitation since the 1980s.

The background to the emergence of the Tilawati method was due to the concern of the Muallif Team who felt that there were still many Muslims who could not read and write the Qur'an properly and correctly, according to (Ningsih, 2021) that the Tilawati method was expected to be a solution to this problem by carried out various strategies including: 1) Tilawati's learning approach used cooperative learning, 2) Tilawati developed an effective and efficient learning methodology and management, 3) Tilawati responded to the ever-present dynamics of the times. - changing times by using Information and Communication Technology-based media which includes: audio, audio visual, teleconferencing and applications), 4) Tilawati develops integrated and comprehensive learning starting from reading, writing, translating and memorizing, and 5) Tilawati improves the quality of Al-Qur'an teachers through various kinds of training, mentoring, supervision, evaluation, and consultation.

Tilawati is one of the Al-Qur'an learning methods that has emerged and developed in Indonesia. Tilawati develops integrated and comprehensive learning of the Qur'an starting from reading, writing, translating, memorizing with an effective and efficient methodology and learning management. In order to realize integrated, comprehensive and

standardized learning of the Qur'an, the effort being made is to hold training on the Tilawati method as a standardization of the quality of human resources (HR) for Al-Qur'an teachers (Ningsih, 2020).

C. Tilawati Method Training Management in Gresik

Management comes from the word "to manage" which means to regulate, organize or organize. From this understanding, substantively the notion of management contains elements of management activities. According to George R. Terry namely, management is a process of activities consisting of planning, organizing, implementing, monitoring and evaluating carried out to achieve maximum results in an institution. In another sense management is a process or framework, which involves, guides, and directs a group of people towards organizational goals or real goals. [16] Training ... In general, Al- Qur'an teachers are faced with the challenges of life in modern, mundane times, the Tilawati method has specific specifications in terms of vision and mission, learning models developed and expected qualifications, these various specifications are described in a management system that is clear, detailed, accurate and realistic, then implemented and controlled to provide quality results, to facilitate all processes, the Tilawati Center as the developer of the Tilawati method forms branches and coordinators of Al-Qur' development (KPA) in various regions in Indonesia. Indonesia.

Tilawati has 59 branches spread across various regions of the archipelago and several countries, the Tilawati branch is divided into two major regions, namely the western region which includes Java, Sumatra, Malaysia, Singapore, Brunei Darussalam and Hong Kong, and the eastern region which includes Kalimantan, Sulawesi, Bali, Nusa Tenggara and Papua. The Tilawati branch is a group of people who are in a management structure who are given the authority or mandate by the Tilawati center to develop the Tilawati method in their area. Its territory is limited by the territorial government, to facilitate the distribution of learning media and Tilawati's facilities and infrastructure (Muaffa, 2004).

One branch of the Tilawati method is the Tilawati Gresik Branch. The Tilawati Gresik branch has sub-branches spread across all sub-districts in Gresik Regency. This sub-branch is called KPA (Al- Qur'an Development Coordinator). Each Tilawati branch has human resources (HR) which drives all branch activities consisting of: branch heads, administrative staff, instructors, munaqisy and supervisors. All of these teams have received training and licenses from Balai Tilawati. To standardize and improve the quality of Al-Qur'an teachers, the Tilawati method establishes a curriculum at each level of education and training. The curriculum is a tool that makes learning effective and efficient (Ningsih, 2022).

The curriculum developed using the Tilawati method consists of a set of Al-Qur'an learning plans and objectives, content and learning materials and methods used as guidelines for implementing learning to achieve Al-Qur'an educational goals (Hasan, 2010). . The Tilawati Gresik branch organizes training 9 times in 1 year which has been outlined in the annual activity schedule with the concept of offline implementation at the KPA Building or at the Tilawati Gresik fostered institution. Data for 2022 states, from the beginning of January to the end of December 2022, there were 364 Al-Qur'an teachers and 3700 students under the guidance of the Tilawati Gresik Branch.

The results of research conducted by researchers on August 20-21 2022 in training activities held by the Gresik Tilawati Branch show that the Tilawati Method training can improve the quality of Al- Qur'an teachers in Gresik Regency. These characteristics include the ability to read the Qur'an and mastery of tajwid science, teaching and classroom management skills, as well as building a teacher's attitude so that he has a prophetic character, namely a person whose spirituality is functioning well within himself. so as to be able to give a positive influence in all its activities. mental and spiritual [17].

The Tilawati Gresik branch continues to evaluate for further program improvements. Evaluation of training programs is an evaluation used to assess the effectiveness and efficiency of training programs. Evaluation is used as a means of collecting data and information that will be used as a basis for improving the quality of training programs. Evaluation of the Tilawati method training program is carried out not only to determine the effectiveness and efficiency of training delivery but also to obtain information regarding existing deficiencies so that later the Tilawati method training program can be improved.

Furthermore, the evaluation of the Tilawati method training program can also be used to determine the impact of the training program on improving the quality of the Tilawati method training participants. Therefore the Tilawati Gresik Branch Team in every annual working meeting with KPA (Al Qur'an Development Coordinator) always evaluates this training program for further improvement.

IV. CONCLUSION

From the results of the research and discussion that have been presented, it can be concluded that Tilawati is a method of learning the Koran which in terms of the organizational structure includes Central Tilawati, Branch Tilawati, KPA, and members. Tilawati Gresik Branch is a branch of the central Tilawati. Tilawati Gresik Branch held a training aimed at improving the quality of Al-Qur'an teachers.

Based on the results of this study, with the holding of Al-Qur'an Teacher Training by the Tilawati Gresik branch, the quality of Al-Qur'an teachers has increased, both in terms of the ability of Al-Quran teachers in reading the Al-Qur'an and their mastery of recitation, skills in teaching and managing classes, so that students become orderly in learning the Qur'an in class.

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Conflict of Interest Statement:

The author declares that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.