

ABSTRAK

Zainudin Juhri: 240211020039, *Dinamika Sistem Pembelajaran Seni Baca Al-Qur'an Di Sekolah Tilawah Al-Qur'an Dan Rumah Al-Qur'an Alwi Al-Bahri*, Tesis 2026, Pembimbing: (1) Prof. Dr. H. Abdul Basir, M.Ag, (2) Dr. H. Surawardi, M.Ag, Pascasarjana UIN Antasari Banjarmasin.

Kata Kunci: *Dinamika Sistem Pembelajaran, Seni Baca Al-Qur'an, Tilawah, STQ, Rumah Al-Qur'an Alwi Al-Bahri.*

Seni baca Al-Qur'an (tilawah) tidak hanya menuntut penguasaan tajwid dan makharijul huruf, tetapi juga kemampuan membaca secara tartil disertai keindahan estetika (nagham). Namun dalam praktiknya, lembaga pendidikan Al-Qur'an nonformal menghadapi berbagai dinamika, antara lain perbedaan struktur pembelajaran, kurikulum, metode pengajaran, serta sistem evaluasi. Dinamika tersebut turut memengaruhi kualitas kompetensi tilawah peserta didik. Oleh karena itu, diperlukan kajian mendalam untuk memahami bagaimana sistem pembelajaran seni baca Al-Qur'an berkembang dan diimplementasikan dalam konteks lembaga yang berbeda.

Penelitian ini bertujuan untuk mendeskripsikan dinamika sistem pembelajaran seni baca Al-Qur'an di Sekolah Tilawah Al-Qur'an (STQ) Banjarmasin dan Rumah Al-Qur'an Alwi Al-Bahri Kertak Hanyar, serta mengidentifikasi persamaan dan perbedaan sistem pembelajaran di kedua lembaga tersebut. Penelitian menggunakan pendekatan kualitatif deskriptif-naratif dengan jenis penelitian lapangan. Data dikumpulkan melalui wawancara mendalam, observasi partisipatif, dan dokumentasi, kemudian dianalisis melalui reduksi data, penyajian data, dan penarikan kesimpulan. Uji keabsahan data dilakukan dengan triangulasi sumber, metode, dan teori.

Hasil penelitian menunjukkan bahwa: (1) Sistem pembelajaran di STQ bersifat terstruktur dan berjenjang (dasar, menengah, lanjutan) dengan kurikulum sistematis, metode dominan talaqqi, sima'i, demonstrasi, dan drill, peran guru sebagai model dan evaluator, serta evaluasi berkala melalui ujian praktik dan lomba MTQ. (2) Sistem pembelajaran di Rumah Al-Qur'an Alwi Al-Bahri bersifat fleksibel, berbasis komunitas, dan bernuansa kekeluargaan, dengan kurikulum adaptif terhadap kemampuan individu, metode talaqqi dan latihan berulang, peran guru sebagai murabbi dan teladan, serta evaluasi formatif yang terintegrasi dalam proses pembelajaran. (3) Persamaan kedua lembaga terletak pada tujuan pembelajaran berorientasi peningkatan kualitas bacaan, penggunaan metode praktik langsung, dan peran guru sebagai pembimbing utama. Perbedaannya mencakup tingkat formalitas dan struktur pembelajaran, bentuk kurikulum (berjenjang versus berbasis kemampuan individu), serta pola evaluasi (formal dan berkala versus nonformal dan menyatu dengan proses belajar).

Penelitian ini menyimpulkan bahwa kedua sistem pembelajaran memiliki keunggulan masing-masing sesuai dengan konteks dan karakteristik lembaga, sehingga dapat menjadi rujukan bagi pengembangan pendidikan seni baca Al-Qur'an di lembaga nonformal.

ABSTRACT

Zainudin Juhri: 240211020039, *Dinamika Sistem Pembelajaran Seni Baca Al-Qur'an Di Sekolah Tilawah Al-Qur'an Dan Rumah Al-Qur'an Alwi Al-Bahri*, Tesis 2026, Pembimbing: (1) Prof. Dr. H. Abdul Basir, M.Ag, (2) Dr. H. Surawardi, M.Ag, Pascasarjana UIN Antasari Banjarmasin.

Keywords: Dynamics of Learning System, Art of Reading the Qur'an, Tilawah, STQ, Alwi Al-Bahri Qur'an House.

The art of reading the Qur'an (tilawah) requires not only mastery of tajwid and makharijul huruf but also the ability to recite with tartil and aesthetic beauty (nagham). However, in practice, non-formal Qur'anic educational institutions face various dynamics, including differences in learning structures, curriculum, teaching methods, and evaluation systems. These dynamics influence the quality of students' tilawah competencies. Therefore, a comprehensive study is needed to understand how the learning system of the art of reading the Qur'an develops and is implemented in different institutional contexts.

This study aims to describe the dynamics of the learning system of the art of reading the Qur'an (tilawah) at the Sekolah Tilawah Al-Qur'an (STQ) Banjarmasin and the Rumah Al-Qur'an Alwi Al-Bahri Kertak Hanyar, as well as to identify the similarities and differences in the learning systems of the two institutions. The research employs a qualitative descriptive-narrative approach with a field research design. Data were collected through in-depth interviews, participant observation, and documentation, then analyzed using data reduction, data presentation, and conclusion drawing. Data validity was ensured through source, method, and theory triangulation.

The findings reveal that: (1) The learning system at STQ is structured and tiered (basic, intermediate, advanced) with a systematic curriculum, dominant methods of talaqqi, sima'i, demonstration, and drill, the role of the teacher as a model and evaluator, and periodic evaluation through practical exams and MTQ competitions. (2) The learning system at Rumah Al-Qur'an Alwi Al-Bahri is flexible, community-based, and familial, with a curriculum adaptive to individual abilities, methods of talaqqi and repetitive drills, the role of the teacher as a spiritual mentor (murabbi) and role model, and formative evaluation integrated into the learning process. (3) The similarities between the two institutions lie in learning objectives oriented toward improving reading quality, the use of direct practice methods, and the role of the teacher as the main guide. The differences include the level of formality and learning structure, the form of the curriculum (tiered versus individual ability-based), and the evaluation pattern (formal and periodic versus non-formal and integrated into the learning process).

This study concludes that both learning systems have their respective strengths according to the context and characteristics of each institution, and thus can serve as a reference for developing the art of reading the Qur'an in non-formal educational institutions.