

ABSTRAK

Rahmad Hidayat. 1402521352. *Implementasi Metode Tamyiz dalam Pembelajaran Terjemah Alquran di SD, SMP, dan SMA Islam Sabilal Muhtadin Banjarmasin*. Pembimbing Prof. Dr. H. A. Fahmy Arief, MA dan Dr. H. Abdul Basir, M.Ag. Tesis, Pascasarjana, Program Studi Pendidikan Agama Islam, UIN Antasari Banjarmasin, 2019.

Kata kunci: Implementasi, Metode Tamyiz, Terjemah Alquran

Pembelajaran terjemah Alquran dengan menggunakan Metode Tamyiz mempunyai prinsip pengajaran tersendiri. Prinsip pengajarannya menggunakan *Neuro Linguistic* dan pengajar harus *fun and active teacher*. Pengajarnya jauh dari perilaku kasar dan menakutkan bagi para peserta didik. Sehingga dikatakan metode yang mudah dan cepat bisa terjemah Alquran. Pengajar Tamyiz harus memberikan motivasi dalam mempelajari Alquran. Syarat belajar Tamyiz, sudah bisa membaca Alquran.

Penelitian ini menggunakan penelitian lapangan (*Field Research*) pendekatan deskriptif kualitatif. Peneliti langsung melakukan pengamatan yang memusatkan perhatian pada suatu kasus. Data diperoleh melalui observasi partisipan, wawancara dan dokumenter. Sedangkan sumber data didapat dari peserta didik, Guru Alquran dan Guru PAI sebagai pengajar Tamyiz. Analisis data terdiri dari Reduksi data, Display atau penyajian data, dan penarikan kesimpulan. Kemudian ditinjau berdasarkan teori yang ada. Pengecekan keabsahan data dilakukan melalui proses triangulasi sumber.

Temuan dari hasil penelitian diperoleh data bahwa di LPI Sabilal Muhtadin, sangat mendukung dengan diterapkan Metode Tamyiz. Sehingga LPI Sabilal Muhtadin membuat kurikulum khusus untuk pembelajaran Metode Tamyiz. Implementasi penerapan Metode Tamyiz didukung oleh sarana dan prasarana yang memadai. Yaitu adanya buku/modul tamyiz, pengeras suara, gendang, papan tulis, LCD, laptop, ATK lainnya. Proses pembelajaran Tamyiz, diawali dengan pengenalan Metode Tamyiz. Kemudian memberikan motivasi dan bimbingan serta melakukan pengulangan materi. Membacanya dengan diiringi nyanyian dan gendangan. Tenaga pendidik merupakan seorang guru Alquran yang diikuti sertakan untuk mengikuti pelatihan metode tamyiz. Baik itu di Indramayu ataupun yang dilaksanakan oleh Sekolah Islam Sabilal Muhtadin. Mereka merupakan guru Metode Tamyiz, bahkan ada yang berlisensi. Sedangkan untuk peserta didik sendiri diwajibkan mengikuti Metode Tamyiz Mereka merasa termotivasi dan menyenangkan dalam mengikuti pembelajaran metode tamyiz. Sedangkan Problematika Implementasi Metode Tamyiz pada sarana dan prasarana tidak ada. Tapi proses pembelajaran kurangnya waktu pembelajaran Metode Tamyiz. Sedangkan tenaga pendidik belum ada problematika. Namun problematikanya ada pada peserta didik yang masih ada kurang lancar BTA, bukan alumni Sekolah Islam Sabilal Muhtadin, belum paham menggunakan kamus kawkab. Untuk mengatasi problematika tersebut pihak Sekolah melaksanakan kelas tambahan bagi peserta didik yang kurang lancar BTA dan peserta didik yang bukan alumni SD, SMP, dan SMA Islam Sabilal Muhtadin.

ABSTRACT

Rahmad Hidayat. 1402521352. *Implementation of the Tamyiz Method in Holy Qur'an Translation Learning in Elementary School, Middle School and Sabilal Muhtadin Islamic High School Banjarmasin*. Advisor Prof. Dr. H. A. Fahmy Arief, MA and Dr. H. Abdul Basir, M.Ag. Thesis, Postgraduate, Islamic Education Study Program, UIN Antasari Banjarmasin, 2019.

Keywords: Implementation, Tamyiz Method, Holy Qur'an Translation.

The translation of the Holy Qur'an using the Tamyiz Method has its own teaching principles. The teaching principle uses Neuro Linguistic (passion in language) and the teacher must be a fun and active teacher. The teacher is far from being rude and frightening for students. So it is said to be an easy and fast method of translating the Holy Qur'an. Teachers of Tamyiz must provide motivation in learning the Holy Qur'an. The conditions for learning Tamyiz can read the Holy Qur'an.

This research uses field research qualitative descriptive approach. The researcher immediately makes observations that focus on a case. Data is obtained through participant observation, interview and documentary. While the data sources were obtained from student, Holy Qur'an teacher and PAI teacher as Tamyiz teacher. Data analysis consists of data reduction, display or data presentation, and drawing conclusions. Then reviewed based on existing theories. Checking the validity of the data is done through the source triangulation process.

The findings from the research results obtained data that at LPI Sabilal Muhtadin, was very supportive with the application of the Tamyiz Method. So that LPI Sabilal Muhtadin made a special curriculum for learning the Tamyiz Method. Implementation (application) of the Tamyiz Method is supported by adequate facilities and infrastructure. Namely the existence of tamyiz book/modul, loudspeaker, drum, blackboard, LCD, laptop, other ATK. The Tamyiz learning process begins with the introduction of the Tamyiz Method. Then provide motivation and guidance and make repetition of the material. Read it accompanied by lay and drum. The educator is a Holy Qur'an teacher who was included in the Tamyiz Method training. Whether it's in Indramayu or carried out by the Sabilal Muhtadin Islamic School. They are teachers of the Tamyiz Method, some are even licensed. As for the students themselves are required to follow the Tamyiz Method. They feel motivated and pleasant in following the Tamyiz Method learning. While the Problems of Implementation of the Tamyiz Method in facilities and infrastructure do not exist. But the learning process lacks the learning time of the Tamyiz Method. Whereas there are no problematic educators. However, the problem is with students who still have BTA fluency, not alumni of Sabilal Muhtadin Islamic School, do not understand using kawkab dictionary. To overcome these problems, the School carried out additional classes for BTA fluent students and students who were not alumni Elementary School, Middle School and Sabilal Muhtadin Islamic High School Banjarmasin.