

ABSTRAK

Khairul Osly, (*Pembelajaran Alquran Metode Tilawati, Qiraati dan Ummi (Studi pada TK/TPA Unit 081 Al-Falah Banjarbaru, SDIT Insantama Banjarbaru dan SDIT Ukhuwah Banjarmasin)*) di bawah bimbingan I: Prof. Dr. H. Mahyudin Barni, M.Ag dan II: Dr. H. Abdul Basir, M.Ag pada Pascasarjana UIN Antasari Banjarmasin, (2020).

Kata kunci : Pembelajaran Alquran, Tilawati, Qiraati, Ummi.

Penelitian ini dilatarbelakangi metode pengajaran Alquran Tilawati, Qiraati, dan Ummi dengan sistem pembelajaran Alquran yang mudah, efektif dan efisien. Ketiga metode ini menggabungkan metode pengajaran secara klasikal dan privat yang dilengkapi dengan berbagai media pembelajaran dan diajarkan dengan irama tartil. Melalui ketiga metode ini, guru mempunyai solusi dalam meningkatkan mutu pendidikan Alquran melalui pelatihan dan pembinaan masing-masing cabang di daerah sehingga diharapkan lahirnya santri/siswa yang berkualitas.

Jenis penelitian ini adalah *field research*, yaitu penelitian dengan cara terjun langsung ke lokasi penelitian untuk mengamati dan memperoleh informasi mengenai “Pembelajaran Alquran Metode Tilawati, Qiraati dan Ummi (Studi pada TK/TPA Unit 081 Al-Falah Banjarbaru, SDIT Insantama Banjarbaru dan SDIT Ukhuwah Banjarmasin)”. Penelitian lapangan ini bersifat deskriptif, sedangkan pendekatan dalam penelitian ini adalah kualitatif.

Hasil penelitian ini menunjukkan bahwa sistem pembelajaran metode Tilawati, Qiraati dan Ummi menggunakan 6 jilid buku pokok dan alat peraga, metode Tilawati ditambah buku penunjang pengenalan huruf, buku kitabati, pembelajaran tajwid, akidah dan ibadah, metode Qiraati ditambah juz 27 serta jilid gharib dan tajwid, sedangkan metode Ummi ditambah jilid gharib dan tajwid. Prosedur ketiga metode ini menggunakan teknik klasikal dan individual. Kualifikasi guru atau pengajar ketiga metode ini harus mengikuti standarisasi dan sertifikasi untuk mendapatkan sertifikat atau syahadah. Evaluasi dilaksanakan setiap kenaikan jilid. Proses pembelajaran Tilawati terdiri menjadi kegiatan awal 15 menit yang berisi membaca alat peraga, kegiatan inti 30 menit pembelajaran individual dengan cara santri membaca bergiliran secara berputar, kegiatan akhir 20 menit berisi pelajaran tambahan baik tajwid, akidah ataupun ibadah. Metode Qiraati dibagi kegiatan awal 15 menit berisi membaca do'a-do'a, surah-surah pendek dan bacaan shalat, kegiatan inti membaca peraga 15 menit dan setoran individu 15 menit. Metode Ummi terdiri kegiatan awal 15 menit berisi klasikal individual dan klasikal baca simak, kegiatan inti 30 menit pembelajaran privat/individual dan kegiatan penutup 15 menit diisi dengan klasikal baca simak murni dan materi hafalan. Problematika metode Tilawati ialah kemampuan anak yang berbeda-beda, dan kapasitas serta kualitas tenaga pengajar baik dalam hal bacaan maupun penguasaan pengelolaan kelas. Pembelajaran metode Qiraati mempunyai kendala karena SDIT Insantama Banjarbaru merupakan satu-satunya sekolah yang menerapkan metode Qiraati sehingga siswa baru tidak memiliki dasar dan mereka kebingungan pada saat mengikuti pelajaran Alquran metode ini. Adapun kendala yang ditemui metode Ummi adalah anak yang aktif, anak yang tidak aktif (murung/diam) dan anak yang terlambat akan sangat mempengaruhi terhadap keberhasilan metode pembelajaran Ummi.

ABSTRACT

Khairul Osly, (*Learning the Quran with the Tilawati, Qiraati and Ummi Methods (Study at TK/TPA Unit 081 Al-Falah Banjarbaru, SDIT Insantama Banjarbaru and SDIT Ukhuwah Banjarmasin)*) under the guidance of I: Prof. Dr. H. Mahyudin Barni, M.Ag and II: Dr. H. Abdul Basir, M.Ag. at Postgraduate UIN Antasari Banjarmasin, (2020).

Keywords : Learning the Quran, Tilawati, Qiraati, Ummi

This research is based on the methods of Tilawati, Qiraati, and Ummi as teaching methods of Quran that offer an easy, effective and efficient Quran learning system. These three methods combine classical and private teaching methods equipped with various learning media and are taught in the rhythm of the tartil song. Through these three methods, teacher will have solutions in improving the quality of Quran education through training and development of each branch in the region so that the emergence of high quality *santri*/students can be expected.

The type of this research is *field research*, namely research by going directly to the research location to observe and obtain information about "Learning the Quran with the Tilawati, Qiraati and Ummi Methods (Study at TK/TPA Unit 081 Al-Falah Banjarbaru, SDIT Insantama Banjarbaru and SDIT Ukhuwah Banjarmasin)". This field research is descriptive in nature, while the approach in this research is qualitative.

The results of this study indicate that the learning system of the Tilawati, Qiraati and Ummi methods uses 6 volumes of basic books and teaching aids, while the Tilawati method adds supporting books for letter recognition, Kitabati books, learning recitation, faith and worship, Qiraati method adds juz 27 and gharib and recitation volumes, and the Ummi method also adds gharib and recitation volumes. The procedure of these three methods uses classical and individual techniques. The qualifications of teachers of these three methods must follow standardization and certification to get a certificate or *syahadah*. Evaluation is carried out every volume change. The Tilawati learning process consists of an initial 15-minute activity containing reading props, a core activity of 30 minutes of individual learning by way of students taking turns reading in a circle, a 20-minute final activity containing additional lessons in either recitation, creed or worship. The Qiraati method is divided into 15 minutes of initial activities containing reading prayers, short suras and prayer readings, the core activity of reading 15 minutes of demonstrations and 15 minutes of individual deposits. The Ummi method consists of an initial 15-minute activity containing individual classics and reading and listening classics, a core activity of 30 minutes of private/individual learning and a 15-minute closing activity filled with pure reading and memorizing classics. The problem with Tilawati's method is the different abilities of children, and the capacity and quality of the teaching staff, both in terms of reading and mastery of classroom management. Learning the Qiraati method has problems because SDIT Insantama Banjarbaru is the only school that applies the Qiraati method so that new students have no basis and they are confused when following the Koran lesson with this method. The obstacles encountered by the Ummi method are active children, inactive children (moody/silent) and late children will greatly affect the success of Ummi's learning method.