

**IMPLEMENTASI PROGRAM PEMBELAJARAN
GEMA QUR'ANI DALAM MEMBACA AL-QUR'AN
DI TPQ AL-FALAH DESA SIBALUNG**

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RINGKASAN

Pembelajaran Al-Qur'an merupakan bagian penting dalam pendidikan Islam karena berperan dalam membentuk kemampuan membaca Al-Qur'an yang baik dan benar sesuai kaidah tajwid dan makhraj huruf. Namun, dalam pelaksanaannya masih terdapat berbagai kendala, seperti perbedaan kemampuan membaca santri, rendahnya motivasi belajar sebagian santri, keterbatasan waktu pembelajaran, serta kurangnya latihan membaca Al-Qur'an di rumah. Untuk mengatasi permasalahan tersebut, TPQ Al-Falah Desa Sibalung menerapkan Program Pembelajaran Gema Qur'ani sebagai upaya meningkatkan kemampuan membaca Al-Qur'an santri. Penelitian ini bertujuan untuk mengetahui implementasi Program Pembelajaran Gema Qur'ani serta faktor pendukung dan faktor penghambat pelaksanaannya di TPQ Al-Falah Desa Sibalung, Kecamatan Kemranjen, Kabupaten Banyumas.

Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian lapangan (field research). Pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Subjek penelitian terdiri atas pengasuh TPQ, ustadz dan ustadzah, santri, serta wali santri. Data yang diperoleh dianalisis melalui tahap reduksi data, penyajian data, dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa implementasi Program Pembelajaran Gema Qur'ani di TPQ Al-Falah dilaksanakan melalui tiga tahapan, yaitu perencanaan, pelaksanaan, dan evaluasi pembelajaran. Pada tahap perencanaan, ustadz dan ustadzah menyusun jadwal pembelajaran, menentukan target kemampuan membaca Al-Qur'an, memilih metode pembelajaran yang sesuai, mengelompokkan santri berdasarkan tingkat kemampuan membaca, serta menyiapkan media pembelajaran seperti buku Iqra' dan mushaf Al-Qur'an. Pada tahap pelaksanaan, kegiatan pembelajaran diawali dengan doa bersama dan murojaah, kemudian dilanjutkan dengan pembelajaran Iqra', membaca Al-Qur'an, setoran bacaan, serta

sima'an Al-Qur'an. Dalam proses pembelajaran, ustadz dan ustadzah membimbing santri secara langsung menggunakan metode talaqqi sehingga kesalahan bacaan dapat segera diperbaiki. Adapun tahap evaluasi dilakukan secara rutin melalui pengamatan langsung dan setoran bacaan dengan memperhatikan kelancaran membaca, ketepatan tajwid, serta makhraj huruf santri.

Faktor pendukung Program Pembelajaran Gema Qur'ani meliputi kompetensi ustadz dan ustadzah dalam membimbing santri, penggunaan metode pembelajaran yang sesuai, lingkungan belajar yang religius dan kondusif, ketersediaan sarana pembelajaran, serta dukungan orang tua dalam mendampingi anak belajar di rumah. Sementara itu, faktor penghambat program meliputi perbedaan kemampuan membaca Al-Qur'an antar santri, rendahnya motivasi belajar sebagian santri, keterbatasan waktu pembelajaran, kurangnya latihan membaca Al-Qur'an di rumah, serta pengaruh penggunaan gawai yang mengurangi minat belajar santri.

Berdasarkan hasil penelitian dapat disimpulkan bahwa Program Pembelajaran Gema Qur'ani di TPQ Al-Falah telah diimplementasikan secara terstruktur melalui tahap perencanaan, pelaksanaan, dan evaluasi pembelajaran. Program ini memberikan kontribusi positif dalam membantu santri meningkatkan kemampuan membaca Al-Qur'an, baik dari aspek kelancaran membaca, ketepatan tajwid, maupun makhraj huruf, serta membentuk kebiasaan membaca Al-Qur'an secara rutin.

Kata Kunci: Implementasi, Program Pembelajaran Gema Qur'ani, Kemampuan Membaca Al-Qur'an, TPQ.

**"THE IMPLEMENTATION OF THE
GEMA QUR'ANI LEARNING PROGRAM IN QUR'AN READING
AT TPQ AL-FALAH SIBALUNG VILLAGE"**

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SUMMARY

Learning the Qur'an is an important part of Islamic education because it plays a role in developing the ability to read the Qur'an correctly in accordance with the rules of tajwid and proper makhraj (pronunciation of Arabic letters). However, in its implementation, various challenges are still encountered, such as differences in students' reading abilities, low learning motivation among some students, limited learning time, and a lack of Qur'anic reading practice at home. To address these problems, TPQ Al-Falah in Sibalung Village implemented the Gema Qur'ani Learning Program as an effort to improve students' Qur'anic reading skills. This study aims to examine the implementation of the Gema Qur'ani Learning Program as well as the supporting and inhibiting factors affecting its implementation at TPQ Al-Falah, Sibalung Village, Kemranjen District, Banyumas Regency.

This study employed a qualitative approach using field research. Data were collected through observation, interviews, and documentation. The research subjects consisted of the head of TPQ, ustadz and ustadzah (Qur'anic teachers), students, and parents. The collected data were analyzed through the stages of data reduction, data presentation, and conclusion drawing.

The results of the study indicate that the implementation of the Gema Qur'ani Learning Program at TPQ Al-Falah is carried out through three stages: planning, implementation, and evaluation. During the planning stage, the teachers prepare learning schedules, determine targets for Qur'anic reading proficiency, select appropriate learning methods, group students based on their reading abilities, and prepare learning materials such as Iqra' books and Qur'an manuscripts. During the implementation stage, learning activities begin with collective prayers and muroja'ah (review of memorization), followed by Iqra' lessons, Qur'an reading sessions, recitation submissions, and sima'an Al-Qur'an activities. In the learning process, the teachers directly guide students using the talaqqi method so that reading mistakes can be corrected immediately. The evaluation stage is conducted regularly

through direct observation and recitation assessments by paying attention to reading fluency, tajwid accuracy, and the correctness of makhraj.

The supporting factors of the Gema Qur'ani Learning Program include the competence of teachers in guiding students, the use of appropriate learning methods, a religious and conducive learning environment, the availability of learning facilities, and parental support in assisting children's learning activities at home. Meanwhile, the inhibiting factors include differences in students' Qur'anic reading abilities, low learning motivation among some students, limited learning time, lack of Qur'anic reading practice at home, and the influence of gadget use that reduces students' interest in learning.

Based on the findings, it can be concluded that the Gema Qur'ani Learning Program at TPQ Al-Falah has been implemented systematically through the stages of planning, implementation, and evaluation. The program has made a positive contribution to improving students' Qur'anic reading skills, including reading fluency, tajwid accuracy, and proper makhraj, while also fostering the habit of regularly reading the Qur'an.

Keywords: Implementation, Gema Qur'ani Learning Program, Qur'anic Reading Ability, TPQ.

