

Using Tahsin Al-Qur'an Based on Self-Regulated Learning to Improve Students' Capabilities in Reading The Al-Qur'an

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ABSTRACT

The purpose of this study was to determine the effectiveness of self-regulated learning-based tahsin Al-Qur'an in improving students' Al-Qur'an reading skills. The research method used was the quasi experimental method, the one group pretest-posttest design. The experimental subjects in this study were 25 PGMI study program students in semester 3 of the 2022/2023 academic year. Research data were collected using tests in the form pre-test and post-test. Data analysis used statistical analysis with a paired sample t-test to determine the significance of the pre-test and post-test values. This research resulted in the finding that tahsin Al-Qur'an based on self-regulated learning could significantly improve students' Al-Qur'an reading ability. It could be seen from the paired sample t-test of 19.230 which was higher than the t-table of 2.064 (df 24) with a significant value of 0.000, which was lower than 0.05.

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INTRODUCTION

Teaching materials are the core elements in teaching and learning activities because it is teaching materials that are sought to be mastered by students. Educators must think about the extent to which the materials whose topics are listed in the syllabus are related to the needs of students at a certain age and in a certain environment. Student interest will arise if a teaching material meets the needs of students (Supardi, 2020). Students are students at a higher education level and also have a higher age, so the teaching materials used in student learning must be teaching materials that support their independent learning because students are mature individuals in terms of age and knowledge. In the Law of the Republic of Indonesia (RI) number 12 of 2012 article 13 paragraph 1 it states "students as members of the academic community are positioned as adults who have their awareness in developing their potential in Higher Education to become Intellectuals, Scientists, Practitioners, and/or

Professional (Kementrian Hukum dan HAM, 2012). Therefore, teaching materials based on self-regulated learning are used in learning Al-Qur'an tahsin courses so that students can manage their learning environment, manage their learning, monitor their learning progress, and evaluate their learning according to the principles of self-regulated learning (Mustofa et al., 2019).

The use of teaching materials for tahsin al-Qur'an based on self-regulated learning is because in learning the tahsin subject of the Qur'an in the Madrasah Ibtidaiyah Teacher Education (PGMI) IAIN Takengon study program, the authors found several mistakes made by students. in reading the Qur'an. These errors include quite complex recitation rules such as long and short readings, reverberation problems such as *bigunnah* and *bilagunnah idgām*, *ikhfā*, *izhār*, and other tajwid rules. In addition, other mistakes occur to students in reading the Qur'an, namely errors in pronouncing letters known as makharij al-huruf which are not quite right, how to stop cutting off the reading of verses that are not correct, thus causing damage to the meaning of the Qur'an.

The meaning of this verse when read without stopping is "Indeed I am Allah, there is no God (the right) but Me, so worship Me and establish prayers to remember Me (Al-Qur'an, 2019). In the verse above there is no stop sign, in tajwid terms it is called waqaf, so it must be read until the end of the verse. However, many students read this verse intermittently. Some even cut off the word lailah, which means there is no God, Such errors result in sin for the reader, because the meaning of the Qur'an becomes corrupted (Ahmad Annuri, 2010). So from this system, the author uses teaching materials for tahsin al-Qur'an based on self-regulated learning in learning tahsin courses of the Qur'an.

Al-Qur'an tahsin teaching materials based on self-regulated learning contains material about errors in reading the Qur'an and their consequences. How to pronounce the letters of the Qur'an. Reading nun die and tanwin. Mim dead reading, mim syiddah, and nun syiddah. Al-Ta'rif reading. Long reading (mad). Thick reading (tafkhim) and thin (tarqiq). idgham reading. How to stop (waqaf) and start reciting the Qur'an (ibtida'). Gharib and musykilat reading. As well as nun wiqayah. This teaching material is also equipped with assignments and motivation for students so that students are expected to be able to study independently and be able to practice reading the Qur'an to lecturers. The use of teaching materials for tahsin al-Qur'an based on self-regulated learning, at the same time the author wants to conduct research with the aim of knowing the effectiveness of teaching materials for tahsin al-Qur'an based on self-regulated learning in improving students' reading skills of the Qur'an.

Research on the tahsin of the Qur'an has been carried out by many previous researchers. Among them is research by Samad et al (2017), the results of the study that the peer tutoring method proved effective in increasing the ability to memorize the Qur'an in the Qur'an Workshop program. Then research by Rohmadi (2020), the results of his research show that the tahsin method has proven effective in increasing recitation skills. Next, research by Suwarno et al (2022) found that students have great potential to develop their Al-Qur'an reading ability, while The main problem is that there are no appropriate teaching materials to develop students' abilities independently. Then research by Fitriani (2020), this

research resulted in the finding that the tahsin method had a significant effect on improving students' ability to read the Qur'an. The next research was by Mujahidi et al (2020) entitled Tahsin Al-Qur'an for adults from an Islamic perspective. This research found that 65% of adults are illiterate in the Qur'an.

Of the several studies above, none has focused on the use of Al-Qur'an tahsin teaching materials. This is what differentiates the research above from the research that the author will conduct. Based on these differences, there is still an opportunity for the author to conduct this research. This research aims to determine the effectiveness of self-regulated learning-based tahsin Al-Qur'an teaching materials in improving students' ability to read the Al-Qur'an. This research is important to carry out so that the results of this research can later become the basis for whether self-regulated learning-based tahsin Al-Qur'an teaching materials can be widely used.

LITERATURE REVIEW

Teaching Materials

Teaching materials are a part of learning resources which can be interpreted as something that contains learning messages, both of a general nature that can be used for the benefit of learning. Munaymani (2016) argues that "instructional material contains the content either written, mediated, or facilitated by an instructor that a student as use to achieve the objective also includes information that the learners will use to guide the progress.". From the expression From the above, it can be understood that teaching materials contain content that students need to learn, either in printed form or facilitated by the teacher to achieve goals.

The content in teaching materials is a set of materials that are arranged systematically and allow students to learn according to the existing curriculum. learning material or content is structured to achieve learning objectives (Ulum et al., 2020). Material or content in teaching materials is in the form of ideas, facts, concepts, principles, rules, or theories that cover subjects according to their scientific discipline as well as other information in learning (Supardi, 2020). Subject matter must refer to the curriculum used to achieve predetermined competency standards and basic competencies (Akhiruddin & Sujarwo, 2020).

Tahsin of The Qur'an

Tahsin comes from the Arabic word "*ḥassana-yuḥassinu*" which means to repair, improve, improve, beautify, or make better than before. In terms, tahsin is defined as an activity or method to perfect the pronunciation of the letters of the Qur'an as well as possible starting from the pronunciation of the letters as well as the correctness of the law of tajwid and its rules (Maghfirah, 2020).

The term tahsin appears as a synonym for a word that was already familiar to the ears of Muslims, namely '*tajwid*' which is often understood as a science that discusses the procedures for reading the Qur'an properly and correctly and all its demands for perfection

(Syaifullah et al., 2021). In language, the term tajwid which is equated with tahsin has the same meaning, which is to make beautiful (Suwarno et al., 2022).

So it can be understood that the tahsin of the Qur'an is an effort to make the reading of the Qur'an better, better by the principles of tahsin science, moreover beautifying the recitation (Sa'dijah, 2021). As stated by Ibn Kathir "In fact what is demanded in a *shar'i* way is to beautify the sound which is the driving force for thinking deeply al-Qur'an, understand it, khusyu', submit, obey and obey (Al-Sheikh, 1994).

Self-Regulated Learning

Zimmerman and Schunk (2018) think that self-regulated learning is a process where students activate and maintain cognition, behavior, and influence that are systematically oriented toward achieving goals. self-regulation is the process by which students activate and maintain goal-oriented cognition, behavior, and affect. According to Winne in Saldareh (2012) self-regulated learning is an inherently construct and self-directed process. Self-regulated learning describes self-regulated learning as constructive learning and an independent process.

Self-regulated learning (SRL) is defined as a constructive process when students set learning goals while trying to monitor, regulate, and control observations of motivation, and behavior which are limited by learning goals and environmental conditions (Sadi & Uyar, 2013). Self-regulated learning (SRL) is defined as a constructive process when students set learning goals while trying to monitor, regulate and control their motivational observations and behavior which are limited by learning goals and environmental conditions (Carmen & Torres, 2014).

METHOD

This research uses the type of experimental research, which is research conducted to find the consequences of something done intentionally by researchers (Gall et al., 2003). This research experiment is in the form of teaching materials for tahsin of the Qur'an based on self-regulated learning. The experimental subjects were students of the Islamic Elementary School teacher education study program (Prodi) in the third semester of the 2022/2023 academic year of IAIN Takengon who took the Al-Qur'an tahsin course, totaling 25 students who took the Al-Qur'an recitation course, totaling 25 students

Data collection uses a special test method. Special tests in the form of pre-tests and post-tests, to determine the level of effectiveness of teaching materials for tahsin al-Qur'an based on self-regulated learning. In this design, the subject is tested for their ability to read the Qur'an (pre-test) before being given certain treatment. Then the subjects were given certain treatment in the form of learning using teaching materials tahsin al-Qur'an based on self-regulated learning. Furthermore, the measurement of student's ability to read the Qur'an was carried out after being given certain treatment (posttest).

Pre-test and post-test values were analyzed by t-test or t-count to see differences or significance in the use of self-regulated learning-based Tahsin al-Qur'an teaching materials,

as well as to test the research hypothesis, namely H_0 ; There is no difference in pretest and posttest scores, and H_a : there is a difference in pretest and posttest scores. Self-regulated learning-based teaching materials for tahsin of the Qur'an are said to be effective if students who achieve scores of 60-100 reach 80% of the total number of students who become subjects experiment.

FINDINGS

The use of teaching materials for teaching Al-Qur'an based on self-regulated learning in learning is carried out by 25 students of the PGMI study program semester 3 of the 2022/2023 academic year starting from the beginning of lectures on September 14 2022 until the end of lectures on December 21 2022. At the first meeting on September 14 2022, a pre-test will be conducted to determine students' ability to read the Qur'an. Assessment of students' ability to read the Qur'an includes the accuracy of reciting the letters of the Qur'an (fashahah), the accuracy of reciting recitation, and the fluency of reading the Qur'an. The indicator of fluency in reading the Qur'an is reading without getting stuck, not stopping, not halting, and not procrastinating (Ahmad Annuri, 2010). The results of the pre-test values are in the following table 1:

Table 1. Pre-test scores for students' ability to read the Qu'ran

Number	Student Initials	Score			Total score	Average
		<i>fāṣāḥah</i>	<i>tajwīd</i>	smoothness		
1	M1	55	55	55	165	55
2	M2	50	55	50	155	51,6
3	M3	70	75	75	220	73,3
4	M4	60	55	55	170	56,6
5	M5	55	60	60	175	58,3
6	M6	55	55	50	160	53,3
7	M7	45	40	45	130	43,3
8	M8	50	50	45	145	48,3
9	M9	50	45	50	145	45,3
10	M10	70	65	65	200	66,6
11	M11	55	45	50	150	50
12	M12	60	60	60	180	60
13	M13	55	50	55	160	53,3
14	M14	65	65	65	195	65
15	M15	40	40	45	125	41,6
16	M16	75	70	70	215	71,6
17	M17	55	50	55	160	53,3
18	M18	60	60	60	180	60
19	M19	65	65	65	195	65
20	M20	50	50	50	150	50
21	M21	70	70	70	210	70
22	M22	60	50	50	160	53,3
23	M23	70	65	65	200	66,6
24	M24	55	55	55	165	55

25	M25	45	40	45	130	43,3
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From the table above it can be seen that 9 students can read the Qur'an out of 25 students of the PGMI study program semester 3 of the 2022/2023 academic year, with a percentage of 36% being able to read the Qur'an. While 64% have not been able to read the Qur'an. To improve students' ability to read the Qur'an, learning is carried out using self-regulated learning-based tahsin teaching materials. Tahsin Al-Qur'an learning using Al-Qur'an Tahsin teaching materials was carried out for 14 meetings, from September 21 2022 to December 21, 2022. In each meeting, the author as a lecturer for Al-Qur'an Tahsin courses makes steps learning steps as follows 1) presenting teaching materials for tahsin al-Qur'an based on self-regulated learning with material according to the meeting; 2) assign students to look for verses in the Qur'an about tajwid recitation according to the material in each meeting; and 3) students read the Qur'an in front of the lecturer, assisted by two teaching assistants, by practicing tajwid recitation according to the material for each meeting.

Then at the end of the meeting, at the 16th meeting, a test of the ability to read the Qur'an was carried out as a post-test, namely a test carried out after treatment or action. The assessment criteria were the same as the assessment during the pre-test which included the accuracy of pronouncing letters al-Qur'an (*fashahah*), the accuracy of tajwid recitation, and fluency in reading the al-Qur'an. Post-test results are presented in the following table 2:

Table 2. Post-test scores of students' ability to read the Qur'an

No	Inisial mahasiswa	Nilai			Total nilai	Rata-rata
		<i>faṣāḥah</i>	<i>tajwīd</i>	Kelancaran		
1	M1	65	80	75	220	73,3
2	M2	80	80	75	235	78,3
3	M3	85	85	80	250	83,3
4	M4	75	80	80	235	78,3
5	M5	80	80	75	235	78,3
6	M6	80	80	70	230	76,6
7	M7	60	65	60	185	61,6
8	M8	65	65	60	190	63,3
9	M9	70	75	70	215	71,6
10	M10	90	90	85	265	88,3
11	M11	80	75	70	225	75
12	M12	85	85	75	250	83,3
13	M13	80	75	75	230	76,6
14	M14	90	90	85	265	88,3
15	M15	60	60	55	175	58,3
16	M16	90	95	85	270	90
17	M17	85	80	70	235	78,3
18	M18	80	80	80	240	80
19	M19	80	80	80	240	80

20	M20	65	65	70	200	66,6
21	M21	90	90	90	270	90
22	M22	70	70	70	210	70
23	M23	90	85	85	260	86,6
24	M24	65	65	65	195	85
25	M25	50	50	50	150	50

The pre-test and post-test values above will be analyzed using statistical analysis with the t or t-count test to determine the effectiveness of teaching materials for tahsin al-Qur'an based on self-regulated learning in learning the tahsin al-Qur'an course, PGMI study program semester 3 of the 2022/2023 academic year. Before the t-test, the homogeneity test was first performed. The homogeneity test is carried out to show two or more groups of sample data that have been taken from populations that have the same variance. In other words, a homogeneity test is carried out to find out whether the data set under study has the same characteristics or not. (R. Burke Johnson, 2014). The following is the result of the data homogeneity test;

Table 3. Test of Homogeneity of Variances

		Levene	df1	df2	Sig.
		Statistic			
nilai	Based on Mean	2.467	1	48	.123
	Based on Median	.951	1	48	.334
	Based on the Median and with adjusted df	.951	1	24.336	.339
	Based on trimmed mean	.965	1	48	.331

1. The sig value (based on mean) > 0.05, it concludes that the variance of the data is homogeneous, meaning that the assumptions of the homogeneity test are fulfilled
2. The sig value (based on mean) < 0.05, then concludes that the data variant is not homogeneous, meaning that the assumptions of the homogeneity test are not fulfilled

The table above shows a sig value (based on mean) of 0.123. This means that this value is > 0.05, and the pre-test and post-test data are homogeneous.

After the data set is declared homogeneous, then the data normality test is carried out as a prerequisite for testing whether the variables are normally distributed or not. If it is normally distributed, it will be continued with the t-test. If it is not normally distributed, the researcher will modify it so that the variables are normally distributed. Following are the results of the data normality test;

Table 4. One-Sample Kolmogorov-Smirnov Test

		Pre -test	pos-test
	N	25	25
Normal Parameters ^b	Mean	56.384	76.436
	Std. Deviation	9.0957	10.3150
Most Extreme Differences	Absolute	.120	.146
	Positive	.120	.094
	Negative	-.108	-.146
Test Statistic		.120	.146
Asymp. Sig. (2-tailed)		.200 ^{c,d}	.176 ^c

A probability value (sig.) for both pre-test and post-test > 0.05, it is concluded that both data are normally distributed. So that a t-test or hypothesis test can be carried out. Following are the results of the t-test:

Table 5. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre-test	56.384	25	9.0957	1.8191
	postes	76.436	25	10.3150	2.0630

Table 6. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pre-test & post-test	25	.863	.000

Table 7. Paired Samples Test

		Paired Differences		95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Lower	Upper			
Pair 1	pretes - postes	-20.05	5.2139	-22.2042	-17.8998	-19.23	24	.000
		20	1.0428			0		

Hypothesis

Ho; There is no difference in pretest and posttest scores

Ha: there are differences in pretest and posttest scores

Decision-making

If sig > 0.05 then Ho is accepted

If sig < 0.05 then Ho is rejected

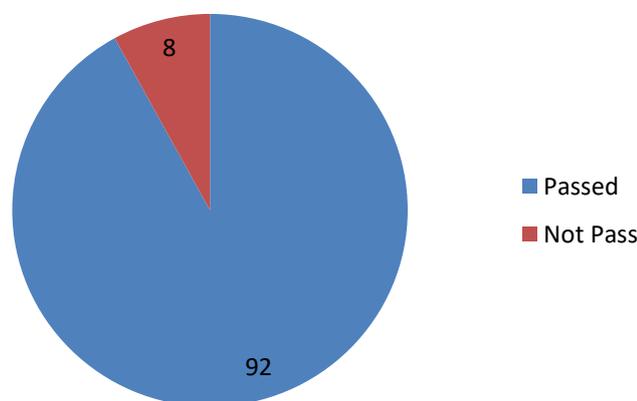
Because the sig table above < 0.05 , H_0 is rejected, meaning that there are differences in pre-test and post-test values.

Self-regulated learning-based tahsin teaching materials are said to be effective if student learning outcomes meet the course graduation criteria, namely C (60-64). To find out student graduation in learning Al-Qur'an tahsin courses using self-regulated learning-based tahsin Al-Qur'an teaching materials from Table 3, a post-test score summary is made which is shown in the following table:

Table 8. Summary of post-test scores on the use of self-regulated learning-based tahsin Al-Qur'an teaching materials

Value Interpretation	Many students	Graduation level
Low below graduation (under 60)	1 student with a score of 50. 1 student with a score of 58.3	Haven't graduated yet
Achieve a passing grade	23 students achieved a score of ≥ 60	Passed

Based on Table 8 above, it is known that 2 students, or only 8% of the total students have not been able to reach the graduation level because the grades obtained by the students in question are less than the passing grade of the course of 60, while 23 students or 92% of students can reach the graduation level. The student graduation rate which reached 92% has exceeded the target of 80%. Thus it can be stated that the self-regulated learning-based Tahsīn al-Qur'an teaching materials in learning the tahsin al-Qur'an course can be said to have met the criteria of effectiveness. The pass percentage can be seen in the following diagram:



Picture. 1 Student graduation percentage diagram

DISCUSSION

From the data above, it is known that learning tahsin al-Qur'an using tahsin al-Qur'an teaching materials based on Self-Regulated Learning is effective in improving students' ability to read the Qur'an. The results of this study support previous research that interventions that combine teaching self-regulated learning (SRL) strategies are considered effective in improving students' second language (Chen, 2020). Also supports the statement of Fatemeh Sadat Mirhosseini et al (2018), that independent learning with self-regulated learning strategies has a significant effect on student motivation and academic achievement ($p < 0.05$). Students' academic achievement in science increased significantly. Likewise, the results of Kim and Nor's (2019) research show that the self-regulated learning strategy is effective in measurement learning.

Self-regulated learning describes self-regulated learning as constructive learning and an independent process (Latipah et al., 2021). Self-regulated learning (SRL) is defined as a constructive process when students set learning goals while trying to monitor, regulate, and control motivational observations, as well as their behavior which is limited by learning goals and environmental conditions (Agustiani et al., 2016). Thus, it can be understood that self-regulated learning is an effort to set goals in the learning process by monitoring, regulating, and controlling aspects of cognition, motivation, and behavior. The entire process will be goal-directed and driven and adapted to the environmental context. As in learning tahsin al-Qur'an with tahsin al-Qur'an teaching materials based on Self-Regulated Learning which directs students to regulate their learning. So that students' ability to read the Qur'an can increase. As stated by Xiao Sanrong et al. (2019), Self-Regulated Learning has a significant impact on improving student academic achievement. The same thing was also expressed by Virtanen et al. (2015), that Self-Regulated Learning correlates with student learning success.

Learning based on self-regulation or self-regulated learning includes three components that are applied in learning, namely, cognition, metacognition, and motivation (Schraw et al., 2006). The first component is cognition, which is a process related to gaining knowledge and understanding (Syahmani, 2019). This type of cognitive process can include thinking, knowing, remembering, assessing, and solving problems (Greene, 2015). Cognition is a high-level brain function and includes language, imagination, perception, and planning (Winne, 2023). The cognitive process affects 100 billion nerve cells in the brain. The cognitive process is a process that continues to change and adapt to humans (Zakiah & Fajriadi, 2020). Cognition is a brain process that underlies many daily activities, including learning activities (Hermawan et al., 2020). The cognitive function is a very important part of everyday life, regulating thoughts and actions (Hayati & Berlianti, 2017).

The second component of learning with self-regulation is metacognition. Metacognition is an individual's perception of their knowledge regarding their states and thought processes as well as their ability to maintain and change them according to these states and thought processes, including components of knowledge about cognition and cognitive regulation (Setyadi, 2018). There are two types of metacognition, namely the first

is knowledge about cognition, which includes a person's knowledge about his cognitive resources, and the suitability between a learner's character and the learning situation (Kuzle, 2013). Knowledge about cognition is stable over time. Knowledge about cognition is a form of declarative knowledge. A person's cognitive knowledge develops later than their age. And it becomes more perfect at older age (Udil et al., 2017). Secondly, regulation of cognition is a self-regulation mechanism used by active students when solving problems (Madubun et al., 2023). Cognitive regulation includes the activity of checking the results of each problem-solving effort, planning the next activity, monitoring the effectiveness of each effort by carrying out tests, making improvements and evaluating student learning strategies (Pujiangk et al., 2016).

The third component of learning with self-regulation is motivation. Motivation is efforts that can cause a person or certain group of people to be moved to do something because they want to achieve the goals they want to achieve (Karadağ, 2017). Motivation can be divided into two types, namely, motivation that comes from within a person which is called intrinsic motivation (Atma et al., 2021), for example, a student always reads the Qur'an without being asked by anyone. And motivation from outside or extrinsic motivation, which is in the form of formation efforts from other people (Ofosu-amaah et al., 2019), for example a student is usually not diligent in reading the Al-Qur'an, but because the lecturer promises something if he diligently reads the Al-Qur'an 'ān. In learning, motivation is very necessary for the creation of an effective learning process. Motivation has a very important role in learning, both in the process and in achieving learning outcomes. A student who has high motivation is generally able to achieve success in the learning process and outcomes (Steinmayr et al., 2019).

Learning tahsin al-Qur'an for students at IAIN Takengon, there is potential for students as adults who are able to be invited to think critically and be directed to study independently, by determining the place, time, tempo and rhythm of learning, how to study, and evaluating learning results itself (Ismail et al., 2021). So, Self-Regulated Learning based tahsin al-Qur'an teaching materials are used to direct students in independent learning. Self-Regulated Learning-based tahsin al-Qur'an teaching materials used in teaching tahsin al-Qur'an courses have planning, monitoring and reflection features, so they are suitable for use in learning with self-regulation (Gupta et al., 2003). Students who are skilled at planning, monitoring and evaluating each learning activity will produce students who are more independent and confident, so that their abilities can increase (Sari & Karyati, 2020).

CONCLUSION

From the results of the research above, it can be concluded that teaching materials for tahsin al-Qur'an based on self-regulated learning used in teaching tahsin al-Qur'an courses can improve students' ability to read the Qur'an with high significance. With a very effective effectiveness rate of 92%. From the results of this study, it was recommended to the Dean of the Faculty that self-regulated learning-based tahsin Al-Qur'an teaching materials could be used for all study programs in the Tarbiyah Faculty of IAIN Takengon.

This research is still limited to one study program, so further research needs to be carried out covering all existing study programs.

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