

Learning Strategy to Read The Al-Qur'an Online Using The At-Tibyan Method

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ARTICLE INFO

Article History:

Recieved : 05-01-2024

Revised : 15-06-2024

Accepted : 18-06-2024

Keyword:

Al-Qur'an;

At-Tibyan Method;

Learning Strategy.

ABSTRACT

This research aims to describe the implementation of the At-Tibyan method in read the Al-Qur'an online at Graha Qur'an Wadi Mubarak, as well as the strategies and factors that support or inhbiting read the Al-Qur'an online using the At-Tibyan method. The research methodology employed is qualitative research, with 7 participants involved. Data analysis follows the Miles Huberman analysis approach, involving data collection, data reduction, data presentation, and verification/conclusion. The research findings indicate that the At-Tibyan method used in read the Al-Qur'an online at Graha Qur'an Wadi Mubarak involves preparation, implementation, and evaluation stages, and is supported by factors such as qualified instructors and active participant involvement. However, challenges such as poor internet connectivity and limited participant engagement are also encountered.

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How to Cite:

Efrita Norman, Arman Paramansyah, & Rizki Firmansyah. (2024). Learning Strategy to Read The Al-Qur'an Online Using The At-Tibyan Method. *Ta dib: Jurnal Pendidikan Islam*, 28(2). 233-245

 <https://doi.org/10.19109/td.v28i2.21463>

INTRODUCTION

Islamic Religious Education is a guide for physical and spiritual development in achieving the main personality following Islamic teachings. In this context, Islamic education refers to the process of forming a Muslim personality that reflects Islamic religious values. This personality involves choosing and making decisions based on Islamic principles, as well as being responsible for following the values of that religion (Amsal, 2013).

According to Sudrajat (2008), in the context of Islamic religious education, the Al-Qur'an and Hadith are considered the main sources that form the basis for Muslims. The Al-Qur'an is a revelation from Allah conveyed to the Prophet Muhammad SAW through the angel Gabriel, using Arabic as clear evidence of the prophethood of the Prophet Muhammad SAW. Reading the Al-Qur'an is also considered a form of worship. Therefore, Muslims,

need to have the ability to read the Al-Qur'an well to understand and study the contents contained in it. To achieve the ability to read the Al-Qur'an well and correctly, education is the path that can be taken.

Understanding the importance of learning to read the Al-Qur'an for Muslims is very crucial because the Al-Qur'an is considered a life guide for them. For both the younger generation and those who are elderly, studying the Al-Qur'an is a necessity in living their daily lives (Sajirun, 2012). Through the process of learning to read the Al-Qur'an, a person will not only get rewards from Allah and interact with noble angels but will also feel peace and tranquility in his heart (Sa'dullah, 2010).

Qardhawi (1998) explains that in his book entitled "The Al-Qur'an Talks about Reason and Science", surah al-Alaq verses 1-5 in the Al-Qur'an is a clear command that Allah SWT repeats twice to all the people of the Prophet Muhammad SAW. According to Qardhawi (1998) in his book "The Al-Qur'an Talks about Reason and Science", reading has an important role as a means of learning and gaining knowledge. This includes reading texts written in books as well as reading signs in the universe (*ayatul kauniyah*). The command to read became the basis for the Prophet Muhammad SAW. in teaching his people to free them from illiteracy. Currently, reading has meaning as a process of learning, studying, and explaining various aspects of science, both as formal objects and material objects of knowledge, as stated in the *Kauniyah* verse.

From the explanation above, it is hoped that each individual should increase interest and study in reading, studying, researching, and expressing various views about humans, starting from the stages of life from when they were still in the womb to old age. In this way, Muslims will have a comprehensive understanding of humanity as a whole.

During 2019-2022, the world experienced a very large disease outbreak with the emergence of the COVID-19 pandemic which originated in Wuhan, China. This virus spread rapidly and was considered a global epidemic by WHO in March 2020. This pandemic has had a wide impact on the government, economy, and education sectors, with social restrictions and school closures affecting the lives of millions of children and families in Indonesia. The government has taken steps to ensure continuity of education by implementing online learning through various platforms (Andini, 2021).

In dealing with the ongoing COVID-19 outbreak, parties involved in the education sector have implemented strategies to continue the learning process, especially in learning to read the Al-Qur'an. One example is the Graha Qur'an Wadi Mubarak (GraQu WM) institution which has developed an online learning program to read the Al-Qur'an using the At-Tibyan method. This Al-Qur'an learning program was established when the Covid-19 outbreak began and will continue until 2022.

The At-Tibyan method is the latest method introduced by Syaikh Abdurrahman Bakr, an Al-Qur'an scholar from Medina, and has been socialized in Indonesia (Yulyawati, 2017). This method is used to teach reading the Al-Qur'an by spelling it repeatedly (*tahajji*) and applying the laws of tajwid directly. This method makes it easy for children to recognize the sounds of letters and understand the laws of recitation, as well as using fragments of the Al-Qur'an to introduce verses to children from an early age. At Graha Qur'an Wadi Mubarak

Bogor, the online learning program from the Friends of the Al-Qur'an Foundation (YASAQU) uses the At-Tibyan method as an online Al-Qur'an learning method in response to limited time, place, and the COVID-19 pandemic situation.

Several studies related to this method include; Research conducted by Anam (2020); Izzah (2023); Nurdianti (2022); and Liana (2023). The difference with research on the at-Tibyan method in this study is that in the more in-depth analysis of the sequence of implementation of the al-Tibyan method for students, each teacher must pay more careful attention to the planning and implementation side and how the evaluation should be carried out better. The important part of a method is that it not only lies in success, but when it is not successful, it is necessary to know in more depth what the underlying obstacles are.

This research aims to determine the strategy for learning to read the Al-Qur'an online using the At-Tibyan method at Graha Qur'an Wadi Mubarak, evaluation and factors that can support and hinder the strategy of learning to read the Al-Qur'an online using the At-Tibyan method at Graha Qur'an Wadi Mubarak. Another urgency of this research is to measure the effectiveness of the methods used by teachers in implementing the At-Tibyan method. The important thing about teaching the Al-Qur'an using a certain method is the evaluation carried out, the urgency of this study is to measure the success of the evaluation in the at-Tibyan method.

LITERATURE REVIEW

Learning Strategy

Overall, according to the Big Indonesian Dictionary (KBBI, 2016), strategy can be defined as careful planning of activities to achieve certain goals. This includes designing activities according to the program that has been designed or designed, and then implementing them fully by the established vision. According to J.R. David (1976), strategy can be explained as a plan, method, or series of activities designed to achieve certain educational goals. Thus, strategy can be understood as planning that involves a series of activities designed to achieve certain educational goals (Trianto, 2014).

According to Slameto (2003), learning strategies involve who does what and uses what tools in the learning process. This includes the role of resources, use of materials, and learning aids. Apart from that, learning strategies also involve how predetermined learning tasks can be carried out optimally, including the learning methods and techniques used. Apart from that, learning strategies also include when and where learning activities are carried out, as well as how long these activities last.

From this opinion, it can be concluded that a learning strategy is a systematic plan that is prepared by considering the existing situation, conditions, and needs. This strategy becomes a guide in carrying out the learning process to achieve the desired results.

According to the MKDP development team (2013), learning can be defined as the efforts made by a teacher or educator to teach students who are learning. According to Mulyasa (2004), learning is a process of interaction between pupils or students and their environment which aims to produce positive behavioral changes. Overall, learning strategies

can be divided into three main stages that need to be considered and implemented. The first stage is the pre-instructional stage, the second stage is the teaching (instructional) stage, and the third stage is the evaluation and follow-up stage. According to Setiawan (2018), learning can be considered as a system consisting of several components that are interrelated to achieve goals. Learning strategy components include teachers, students, learning materials, methods, and facilities and infrastructure. The stages of learning activities include preparation, implementation, evaluation, and follow-up.

Learning to Read the Al-Qur'an

According to Al-Qattan (1990), the Al-Qur'an has the meaning of collecting and compiling *qira ah*, which means combining letters and words into an orderly utterance. Initially, the Al-Qur'an was called *qira ah*, which comes from the words *qara a*, *qira atan*, and *Al-Qur'an*. The Al-Qur'an, which is the holy book for Muslims, is believed to be God's revelation revealed to the last prophet, namely the Prophet Muhammad SAW. This book is considered the greatest miracle among other miracles. The Al-Qur'an was delivered in two phases over 23 years. First, the revelation was revealed in Mecca and is known as the Makkiah verses. Then, these revelations came down in Medina and were called Madaniyah verses. According to Nahlawi (1989), the goal of Al-Qur'an education in the short term, including learning to read the Al-Qur'an, is so that students can read well and correctly by the principles of Tajwid science, understand it well, and apply it. This goal also involves aspects of *ubudiyah* and obedience to Allah, by taking guidance from His word, developing devotion to Him, and being submissive to Him.

At-Tibyan Method

Learning methods play an important role in the entire learning interaction process. Every educator always faces questions regarding the methods that will be used to help students understand concepts or achieve predetermined learning goals. According to Djamarah & Zain (2002), a method is a method used to achieve predetermined goals. In the context of teaching and learning activities, methods are important for a teacher, and their use can vary according to the goals to be achieved after the teaching process is complete.

The At-Tibyan method is the latest method introduced in Indonesia by the Al-Qur'an expert, Syaikh Abdurrahman Bakr. This method is used to teach reading the Al-Qur'an. This method involves *tahajji*, namely the repetition of reading letters and syllables, as well as reciting the rules of tajwid directly. Previous research by Yulyawati (2017), an increase in students' ability to read the Al-Qur'an after implementing the At-Tibyan method. This method also uses various play modifications that are appropriate to the age and characteristics of early childhood students, so that they can recognize *hijaiyyah* letters quickly, differentiate similar letters, and apply recitation.

The At-Tibyan method involves *tahajji* in reading *hijaiyyah* letters, starting from single letters to connected letters, *madd*, and accompanied by verse verses as a characteristic of each letter. *Tahajji* helps make it easier to learn to read the Al-Qur'an intensively, because,

with *tahajji*, the differences between the letters will be more visible, including *makhraj* and the nature of the letters. The use of Arabic in *tahajji* also helps maintain authenticity in pronunciation (Ansari, 2018).

METHOD

This research adopted a qualitative approach with a case study method carried out at the Graha Qur'an Wadi Mubarak (GraQu WM) Institute Bogor. The duration of this research lasted for approximately 6 months, starting from May 10 to October 11, 2022. Data sources in this research consisted of two types, namely primary data obtained through observation, interviews, and direct documentation with research participants, as well as data sources secondary in the form of documents, school archives, and school profiles obtained from Graha Qur'an Wadi Mubarak Bogor.

The participants in this research consisted of 7 people, consisting of the Graha Qur'an Leader, 2 Graha Qur'an Curriculum Sections, 2 GraQu teachers, and 2 Graha Quran participants. Data collection techniques used include observation, interviews, and documentation. The collected data was then analyzed using the flow data analysis method (Flow model analysis) developed by Miles and Huberman. Where in the analysis model, three components of analysis flow, namely data reduction, data presentation, and conclusion drawing/verification, flow together with the data collection process and flow simultaneously. The steps in flow analysis can be seen in the following picture:

FINDINGS

Learning to Read the Al-Qur'an Using the At-Tibyan Method at Graha Qur'an Wadi Mubarak

Learning to read the Al-Qur'an Graha Qur'an Wadi Mubarak uses the At-Tibyan method. The At-Tibyan method is a method of *tahajji* or spelling letter by letter so that ordinary readers of the Al-Qur'an can pronounce the letters of the Al-Qur'an fluently and correctly according to the pronunciation of the letters and according to what was brought by the Prophet Muhammad SAW.

This example of At-Tibyan teaching was mentioned by the informant in that one word will have its letters taken out. For example, the informant said that the word “كَتَبَ” would be read “ka” then read the next letter “ta”, then combine the two letters to make “ka ta” and finally say the third letter, namely “ba” then combine the 3 letters to read “kataba”. Then, if there is a word that has the law of tajwid, it will be explained using the pronunciation according to the tajwid. For example, in the word “قَالَ”, you will *tahajji* (spell it) “qo” then read the word after it “*alif mad Thobi i harakataan*”, combine the two previous words to become “qoo” then read the third letter, namely “la” and finally combine the word it becomes “qoola”.

This is by what was conveyed by Ustadz Ilham, chairman of Graha Qur'an Wadi Mubarak (GraQu WM), that the At-Tibyan method is unique in its explanation using *tahajji* or spelling. In Indonesian, *tahajji* is the process of spelling words in the Al-Qur'an using

direct examples from the Al-Qur'an. For example, if a word consists of 3 letters, the first letter will be read, followed by the second letter, then the first and second letters will be read together, and finally the third letter will be read together with the first to third letters, including the *Tajwid law*. Ustadz Ilham's statement is in line with what was conveyed by Ustadz Ferri, GraQu WM curriculum staff, that the At-Tibyan method has its specificities. The examples of words used in this method come purely from the Al-Qur'an so that students learn to read fragments of words in the Al-Qur'an. The At-Tibyan method provides a detailed explanation of *tahajji* from letter to letter, as well as paying attention to the legal meetings of *tajwid*.

In the Al-Qur'an learning method using At-Tibyan, the focus is given to describing the names of the *hijaiyyah* letters before being given the *harakat* sign. This is done by explaining the *hijaiyyah* letters according to their *makhraj*. Ustadz Ferri, a curriculum staff, explained that in At-Tibyan learning, teachers must improve their understanding of the *hijaiyyah* letters from the basics by paying attention to the correct *makhraj*. At that time, the introduction of the *hijaiyyah* letters was carried out before giving the *harakat* sign, and there was an explanation regarding the *makhraj* alignment and the nature of the letters. This was also conveyed by Ustadz Ilham Akbar, head of Graha Qur'an, who explained that learning the At-Tibyan method begins with an explanation of the names of the *hijaiyyah* letters along with their pronunciation by the *makhraj* and the nature of the letters. Students will learn how to pronounce the sound of one letter well before continuing to learn letters with vowel signs.

In learning to read the Al-Qur'an using the At-Tibyan method, the spelling of words is the main focus. Students will spell letter by letter until the words can be read as a whole. The informant said that the At-Tibyan method helps students learn to read the Al-Qur'an smoothly without stuttering. Ustadz Ilham and Ustadz Ferri also stated that every participant who succeeded in spelling a word would be asked to read it without spelling as a strengthening step in pronouncing the letters correctly and when the letters form a unity in a sentence or more than two words. The At-Tibyan method also pays attention to the correct pronunciation of the letters in each word and follows the *tajwid* laws that apply to that word. Ustadz Ilham and Ustadz Ferri explained that students would learn to spell *tajwid* words and connect them with the next letter. Learning the Al-Qur'an using the At-Tibyan method is outlined in 2 book volumes containing several materials.

Table 1. At-Tibyan Book

No	Book Name	Material Contents
1.	At-Tibyan Vol 1	1) <i>Hijaiyyah</i> letters 2) Introduction of <i>hijaiyyah</i> letters which have the meaning <i>fathah</i> 3) Introduction to <i>hijaiyyah</i> letters which have the meaning <i>kasrah</i> 4) Introduction to the <i>hijaiyyah</i> letters which have the meaning <i>dhammah</i> 5) Introduction to <i>Mad Thabi</i> 6) Introduction to the law of <i>tajwid tanwin</i> 7) Introduction to the <i>harakat</i> of breadfruit along with the law of <i>tajwid qalqalah</i>

	8) Introduction to <i>hijaiyyah</i> letters with <i>tasydid</i> and the laws of tajwid <i>ghunnah</i>
	9) The introduction of <i>hijaiyyah</i> letters with <i>tasydid</i> accompanied by <i>mad law</i>
	10) Introduction to <i>hijaiyyah</i> letters which are <i>tasydid</i> with the <i>harakat tanwin</i>
	11) Introduction to <i>hijaiyyah</i> letters which are <i>tasydid</i> with <i>waqof</i>
2. At-Tibyan Vol 2	1) Introduction to the law of tajwid <i>lam qomariyah</i>
	2) Introduction to the law of tajwid <i>lam syamsiyah</i>
	3) Introduction to <i>mad law</i> , divided into: <i>Mad Muttasil, Mad Munfasil, Mad Lazim Kilmi, Mad Arid Lissukun</i>
	4) Introduction to the law of recitation of <i>mim sukun</i>
	5) Introduction to the law of tajwid <i>nun sukun tanwin</i>
	6) How to read the beginning of <i>Hamzah Washal</i>
	7) Introduction to the laws of <i>tajwid idghom mitslaini, idhom mutajanisaini, and idghom mutaqoribaini</i>
	8) Introduction to the law of recitation of <i>mad layyin</i>
	9) Introduction to the laws of tajwid <i>mad silah sughra and qubra</i>
	10) Introduction to <i>Mad Iwadh Tajwid law</i>
	11) Introduction to <i>Mad Tamkin Tajwid law</i>
	12) Introduction to <i>Mad Lazim Harfi Tajwid law</i>
	13) Introduction to the verses of the Al-Qur'an <i>Gharibah</i>

Learning to read the Al-Qur'an using the At-Tibyan method at GraQu WM is divided into two volumes. Volume 1 is used for the Pre-*Tahsin* class, where students are still in the early stages of learning the Al-Qur'an and are not yet good at reading it. Volume 2 is used for *Tahsin* classes, where students have a good reading of the Al-Qur'an according to the rules of tajwid. This method has received a positive response from participants studying the Al-Qur'an at GraQu WM. Through interviews with Ustadz Ferri, GraQu WM curriculum staff, many positive testimonials were conveyed by alumni of Graha Qur'an Wadi Mubarak. They expressed their enthusiasm for learning the At-Tibyan method, which helps lay people read the Al-Qur'an, especially in terms of recitation and correct pronunciation.

Online Learning Strategy for Reading the Al-Qur'an at Graha Qur'an Wadi Mubarak

Learning strategies are generally divided into three stages. Namely pre-instructional, Instructional, and Evaluation. So the researcher discussed the 3 stages as described and conveyed by the Graha Qur'an Wadi Mubarak informant.

Planning

In preparation for learning to read the Al-Qur'an at GraQu WM and the curriculum section involve teachers in training or training using the At-Tibyan method. This training is

carried out both for new teachers and for teachers of Al-Qur'an institutions from various regions of Indonesia. The teachers were also given a briefing before teaching at Graha Qur'an. GraQu WM contacted alumni from Islamic boarding schools and Islamic boarding school students who were studying at the Wadi Mubarak Islamic Center to teach at Graha Qur'an. In online learning, teachers create a guidance group on WhatsApp for learning participants to provide introductory videos, and remind them of the learning schedule. Each meeting has a daily learning plan that is by the curriculum. At the beginning of the lesson, the teacher gives warm greetings and greetings, reminds the learning participants, and delivers the material via a short video. In class, the teacher asks about emotional conditions and ensures participants have seen a short video and read the material before providing the main material. Learning is carried out by repeating previous material and asking participants for understanding.

Implementation

From the results of interviews and observations, it was found that the learning strategy for reading the Al-Qur'an at Graha Qur'an Wadi Mubarak uses the At-Tibyan method which involves several important components, such as teachers, students, learning objectives, learning materials, methods used, and infrastructure. In the learning process, teachers follow four stages of the At-Tibyan method, namely *At-Taahdir* (material preparation), *At-Tamkin* (material consolidation), *Tatbiq* (practice), and *Murajaah* (repetition of material). At the beginning of the lesson, the teacher asks about the participants emotional condition, makes sure they have watched a short video, and skimmed the material before giving the main material. After learning, there is a *murajaah* (repetition of material) or question and answer session with the participants. Evaluation is carried out by assessing the learning process every two months and getting positive impressions from participants about the benefits of learning at Graha Qur'an and new experiences with the At-Tibyan method.

Evaluation

From the results of interviews, observations and documentation that have been obtained, researchers can conclude the evaluation process of implementing learning to read the Al-Qur'an Graha Qur'an Wadi Mubarak. The evaluation process is carried out in each class at the beginning of learning to see whether students/participants have studied the material to be discussed and have seen the material in summary in the form of the YouTube video link provided. Then a re-evaluation is carried out before closing the lesson, namely by *murajaah* or repeating the lesson that was explained by the teacher that day and the students/participants can practice it (reading the Al-Qur'an verse).

Evaluations are carried out by Graha Qur'an to Graha Qur'an every 2 weeks during the 3 month learning period and Graha Qur'an teachers will be given annual evaluations to upgrade their knowledge and strengthen the At-Tibyan method. Evaluations are also carried out every month, namely exams with the teacher/cleric who holds the class. The exam is

carried out with an oral exam between the teacher and students, namely in the form of questions about the theory explained and practicing the reading that has been taught and delivered by the teacher. The next evaluation is the final exam for participants/students after the lessons have been taught, namely 3 months with an exam at the Graha Qur'an Wadi Mubarak examination board to obtain passing results and measure the success of students/participants.

Supporting and Inhibiting Factors Management of Online Al-Qur'an Learning at Graha Qur'an Wadi Mubarak using the At-Tibyan Method

The success of a learning method can of course be seen from the success of students in achieving a goal. This success can of course have supporting factors in its implementation. Supporting factors are several things that can make it easier to achieve ongoing learning goals. Apart from that, it makes it easier for students to receive Al-Qur'an learning and is also able to maximize the quality of students reading.

In the interview, several supporting factors for learning to read the Al-Qur'an at Graha Qur'an Wadi Mubarak were revealed. *First*, the most important supporting factor is the existence of competent and professional educators or instructors. Teachers have a very important role in guiding us to study the Al-Qur'an. *Second*, the factor of student activity and commitment in taking GraQu classes greatly influences learning success. With participant activity, learning objectives can be achieved well. Third, the ideal number of participants, namely no more than 10 people, creates a conducive classroom atmosphere and allows teachers to maximize learning using the At-Tibyan method. Finally, the factor of teacher activity in controlling students outside and during learning is important. Interactive communication between teachers and students is a key factor in successful learning. Ustadz Ilham Akbar, head of the Graha Qur'an, also conveyed the suitability of these factors. According to him, the main supporting factor is the Graha Qur'an teachers or instructors who have contributed greatly to thousands of Graha Qur'an alumni. The Graha Qur'an team also considers that an ideal class, with a limited number of participants and group division based on age, is a supporting factor in creating effective learning. Apart from that, the teacher's activeness in guiding students is also an important factor in supporting learning activities.

Every time you carry out an activity, some factors can weaken or hinder the continuation of the activity. Learning to read the Al-Qur'an online will always have factors that can hinder it.

Based on interviews with Graha Qur'an leaders, the biggest inhibiting factor in online learning is the unstable internet network in several regions in Indonesia. Apart from that, another factor is the sudden busyness of students while working which can disrupt attendance in learning classes. However, the Graha Qur'an team overcomes this problem by recording lessons for participants who cannot attend. Apart from that, the different levels of understanding of participants are also an inhibiting factor, which encourages teachers to make maximum efforts so that participants can understand the lesson.

This statement was supported by Ustadz Ferri, Graha Qur'an Curriculum staff, who stated that other inhibiting factors were the ability to grasp various materials, participants

inactivity in asking questions when they did not understand the material, and inconsistent attendance in learning classes. To conclude the supporting and inhibiting factors for learning to read the Al-Qur'an online at Graha Qur'an, researchers compiled the following chart:

DISCUSSION

Analysis of Learning to Read the Al-Qur'an At-Tibyan Method

In observations and interviews that researchers have concluded and analyzed by the leadership, 2 curriculum staff, and teachers of Graha Qur'an Wadi Mubarak, learning to read the Al-Qur'an using the At-Tibyan method is a very good method for people who want to learn Al-Qur'an from the basics. This method is a method that we can conclude complements existing methods or is more comprehensive. The results of the interview are relevant to the Al-Qur'an Learning Method according to Djamarah & Zain (2002), a method is a method used to achieve predetermined goals. In teaching and learning activities, teachers need methods and their use varies according to the goals to be achieved after teaching ends.

Learning to read the Al-Qur'an using the At-Tibyan method has several advantages. *First*, this method uses a *Tahajji* (spelling) approach where letters are spelled one by one and then combined to form words. *Second*, the words used in the book At-Tibyan come directly from the Al-Qur'an, without any additional words from other sources. *Third*, this method provides a detailed and detailed explanation of the *hijaiyyah* letters, including the *makhraj* (where the sound comes out) of each letter, as well as describing the properties and pronunciation of the *hijaiyyah* letters which have the characters *fathah*, *kasrah*, and *dhammah*. *Fourth*, this method not only includes letters but also the rules of Tajwid in a word to help understand the rules of Tajwid. Finally, the At-Tibyan method consists of two book volumes. The first volume discusses the introduction of *hijaiyyah harakat* and letters, as well as arranging letters into words and words into sentences. Meanwhile, the second volume discusses *mad law*, *nun sukun*, and other topics (Margana & Afsari, 2023).

Learning to read the Al-Qur'an using the At-Tibyan method has a method that other Al-Qur'an learning methods do not have, namely the *tahajji* technique, where the words in the Al-Qur'an are detailed and vocalized or spelled into letters and recitation instruments. as the researcher wrote in the previous discussion. Then the *Talqin* method from the teacher and its practice with students is important in this At-Tibyan method (Ansari, 2018).. This At-Tibyan method has 2 book volumes and the learning is also digital-based, namely the application can be downloaded in the Playstore application with 2 applications, namely the At-Tibyan 1 application and the At-Tibyan 2 application, which application is the contents of the volume of the book 1 and 2 plus the pronunciation of the words of the Al-Qur'an according to the correct rules and how to pronounce the *tahajji* (spelling) (Iqbahtullah, 2022).

Analysis of Online Al-Qur'an Learning Strategy at Graha Qur'an Wadi Mubarak

Learning strategies are usually defined as steps that are arranged in a planned and systematic manner using certain methods or techniques to achieve the desired goals. Then

the strategy implemented by Graha Qur'an Wadi Mubarak includes 3 strategic stages, namely initial preparation for learning, the learning implementation process, and learning evaluation. This is what was stated by Riyanto (2010) who stated that there are 3 stages of learning strategies, namely Pre-instructional, Instructional, and evaluation. Researcher's analysis of the strategy for learning to read the Al-Qur'an Online at Graha Qur'an Wadi Mubarak using the At-Tibyan method from observations and interviews with the leadership, 2 curriculum staff, teachers, Graha Qur'an Wadi Mubarak participants. The implementation or implementation of the At-Tibyan method at Graha Qur'an Wadi Mubarak is going well. This can be seen from the preparation stage (Pre-Instructional), namely giving the house Al-Qur'an teacher 1 full month of At-Tibyan method training.

This also found a correlation in previous findings researched by Anggriani (2023) which stated that this method is more efficient and makes students look more active, especially since this model uses the tahaji method so students can easily read by spelling it out first and even received more complete knowledge from Sis about mastery of Tajwid and language. However, this cannot be done without the teacher's consistency in applying the methods in at-Tibyan. This means that the results of at-Tibyan will be visible if the teacher is consistent and effective enough in carrying out his plans well in teaching.

CONCLUSION

Learning the Al-Qur'an online using the At-Tibyan method at Graha Qur'an Wadi Mubarak involves preparation and implementation strategies, including setting objectives, learning planning, dividing classes based on age and time, class preparation, as well as stages of the At-Tibyan method such as *At-Tahdiir*, *At-Tamkin*, *At-Tatbiq*, and *Murojaah*, concerning the components of teachers, students, learning objectives, learning materials, methods and infrastructure. Evaluations in this learning are carried out weekly, monthly, and annually. Supporting factors in the learning strategy to read the Al-Qur'an at Graha Qur'an Wadi Mubarak include qualified teachers, active participants, the ideal number of participants, and the teacher's ability to manage the class, while the inhibiting factors are poor internet network and power variations. arresting participants, limited participant participation in asking questions, and inconsistent attendance of participants in learning.

For further research regarding online Al-Qur'an learning using the At-Tibyan method, it is recommended to focus on developing technology-based interactive learning modules, which can increase student involvement and understanding. Studies could also evaluate the effectiveness of these methods across different age groups and analyze the readiness and training needs of teachers. Additionally, it is important to conduct longitudinal research to monitor long-term learning outcomes and explore solutions to overcome challenges such as poor internet connectivity and inconsistent participant participation. Comparative research with other institutions that use different methods can provide insight into the advantages and disadvantages of each approach, while studies of the influence of the learning environment and family support can identify external factors that influence the effectiveness of online learning.

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