

CREATING AN ONLINE TAHSIN QURAN LEARNING WITH PEER TUTORING METHOD

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Abstract

Tahsin Quran is a lesson to improve the ability of reading Quran to conform to its rules (tajwid). In the current era of technological advances, tahsin Quran learning can be carried out online both in virtual face-to-face learning (synchronous) and independent learning with assignments (asynchronous). In tahsin Quran learning the students need guidance from teachers or people who are more competent than them to be able to assess and give feedback to their Quran readings. For this reason, peer tutoring method is the right method to be applied. This article tries to provide a framework for implementing online tahsin Quran learning using peer tutoring methods. The framework includes the application of synchronous online learning (virtual) and asynchronous online learning by self-assignments. The result of this research can be used as a guideline in tahsin Quran learning so that it can improve students' learning experience and ability.

Keywords: Tahsin, Quran reading, peer tutoring, online learning.

1 INTRODUCTION

Every Muslim is required to be able to read Quran in *tartil*. *Tartil* means to read eloquently according to its rules in reading, or what is called *tajwid* (Fathoni, 2019). Quran is intended for all Muslims in the world even though the Quran uses Arabic. So to be able to understand its meaning, people other than Arabs need to learn how to read the Quran properly and precisely (Naja, 2: 2018) That difference in language also makes the reason for the need to learn how to read Quran because every mistake in pronouncing letters, words or sentences can make changes in meaning, which is a very fatal thing if in Quran. Learning to read Quran under its rules and regulations is called tahsin Quran. Tahsin Quran learning aims to improve the reading of the Quran to be under the rules of *tajwid* to avoid errors in reading (Rusyd: 12-36, 2015).

With the convenience provided by current technology, learning tahsin Quran can be carried out online. Online learning is now widely chosen because it is easy to follow for everyone, especially adults, because it can be taken at the same time (real-time), which is called synchronous learning, or at different times and can be accessed at any time, which is called asynchronous learning. Learning will also take place more efficiently in terms of time and cost (Hrastinski, 2006). Currently, many educational institutions choose to use online learning synchronously or a combination of synchronous and asynchronous (blended learning). This is because synchronous learning can support students to be more active in learning and interactive in communicating both with other students and with teachers (Offir et al., 2008; Oztok et al., 2013) as easy as face-to-face learning when they do it in the classroom (Yang et al., 2019). In addition to interaction between

students, student interaction with learning content as well as student interaction with teachers are also important factors in student satisfaction with online learning (Alqurashi, 2019).

Even though it is carried out online, tahsin Quran learning still requires direct interaction between students and teachers or between students and students. Teachers should give students examples of proper reading and correct their Quran readings directly. In addition, adult students also need the ability to identify reading errors in other students so that the knowledge they have learned can be applied to their students or their families. One approach that can be used to overcome it is to apply the peer tutoring method. Peer tutoring is a method where students or learning participants provide guidance and learning assistance to other students. Students who are chosen as tutors are basically the students who have superior abilities or learning outcomes than other students so they have to mentor them in learning. Based on his research, online peer tutoring can increase students' active participation in both discussing and interacting. (Sansone et al., 2018). This is in accordance with the learning tahsin Quran which requires active participation from its participants, especially in practicing each letter and reading of the Quran. Duran et al. also stated that reading in pairs (peers) has an effect in the development of reading comprehension and the improvement of communication skills in both tutors and participants (Duran et al., 2019). By using this method, participants will not be embarrassed to practice their Quran readings because they are guided by their friends. Active participation is also expected to increase their learning motivation. According to Schuetz et al. in their research, peer tutoring methods can support to create of learning that adjusts to the individual need (Schuetz et al., 2017).

This study aims to provide an online tahsin Quran learning design with a peer tutoring method that can be used by adult students, especially those who want to become Quran teachers. This design includes a combination of synchronous (virtual) online learning with an asynchronous online mentoring process.

2 METHODOLOGY

This research is a development research (R&D) that uses an instructional development model (MPI) as its development model. The model consists of 8 development steps (Suparman: 2014), while this study only uses 7 of them. The development steps carried out are as follows.

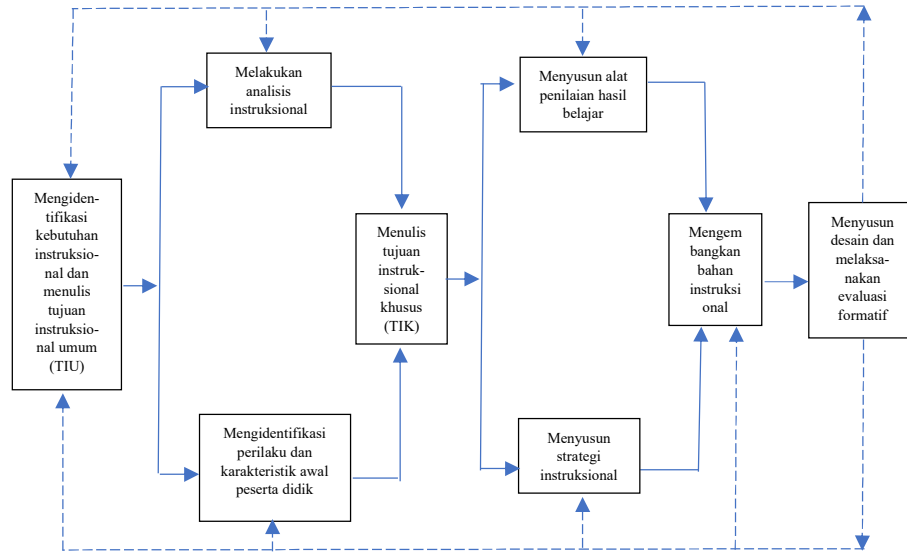


Figure 2. 1. Eight Stages of Development on an Instructional Development Model (MPI).

- a. Identifying instructional needs and writing general instructional objectives. The identification of instructional objectives aims to find out the student's competency gap, what the expected competencies look like, and what the student's current abilities are.
- b. Conducting instructional analysis. This step results in the elaboration of general competencies into specific competencies that students must master. These competencies are arranged into a structure or chart that forms a competency map.
- c. Identifying the initial behaviors and characteristics of learners. This data collection aims to find out the characteristics of students before participating in learning such as educational background, learning motivation, access to learning resources, study habits, access to information technology, domicile of residence, and others.
- d. Writing specific instructional goals. Specific instructional objectives or achievement indicators are arranged based on ABCD elements, which are Audience (learners), Behavior (specific behaviors that students will appear after participating in learning), Condition (limits imposed on students), and Degree (student success rate).
- e. Developing a learning outcomes assessment tool. Learning outcomes assessment tools are structured based on specific instructional objectives or achievement indicators that have been predetermined at a previous stage.
- f. Developing instructional strategies. The components that go into it include instructional objectives, sequences of instructional activities, instructional content or materials in the order corresponding to the order of objectives, methods, media, and tools to be used as well as the required study time.
- g. Developing instructional materials. Learning materials are arranged based on needs, so they can be in the form of guidebooks, learning media, or other components.

3 FINDINGS AND DISCUSSION

This study was conducted from April to November 2022 with respondents of 22 Quran teachers in one of the private institutions studying at the need analysis stage. The results obtained from each stage of development are as follows.

3.1 Identifying instructional needs and writing general instructional objectives

Based on the results of interviews and documentation studies, it is known that these teachers are not yet qualified to be able to teach students at the Quran level because their Quran reading practice test scores are not sufficient standards. In addition, it is also known that institutions have not provided additional training to their teachers due to the unavailability of guidelines for carrying out quranic tahsin learning. For this reason, a Quran tahsin learning design that follows the characteristics of teachers nowadays is needed, and it can be Online tahsin Quran so that learning can take place anywhere and guidance can take place at any time. It also can use peer tutoring method so that teachers can practice their ability to assess and evaluate their students' Quran readings later. This tahsin Quran learning will focus on a common mistake found in teachers, which is reading in humming (dengung). Based on the need analysis, the instructional purpose of this online tahsin Quran learning is 'Students can practice reading in humming by 100% correct in reading Quran.'

3.2 Conducting instructional analysis

To be able to achieve the general instructional objectives above, researchers compile several sub competencies that learners must achieve in the form of competency maps.

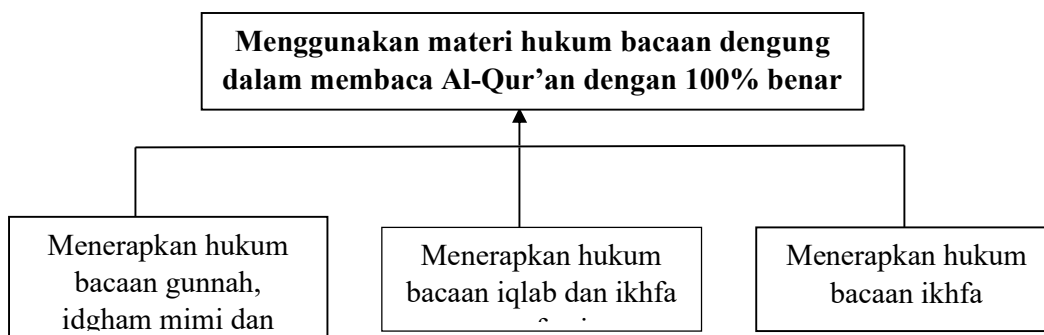


Figure 3. 1. Competency Map of Online Tahsin Quran Learning with Peer Tutoring Method.

3.3 Identifying the initial behaviors and characteristics of learners

Researchers identified the initial characteristics and behavior of the participants through the dissemination of questionnaires. The results of the questionnaire showed that the learners were aged 21-30 years. Most of the participants have a higher education background (graduate and undergraduate students) and have participated in tahsin learning before, but their practice of reading Quran is still lacking and needs improvement. Based on the presentation, learning activities will be designed by adult learning that is more practice-oriented and supports the active participation of each participant through the peer tutoring method. The 4 teachers with the highest test scores will act as tutors in each group accompanying 18 other teachers in learning.

Furthermore, based on the results of the questionnaire, it was also known that 13 participants were familiar with online learning while the other 5 people had never participated at all. Participants who are mostly workers elsewhere or housewives make them choose learning times synchronously in the evening between Monday and Friday. For this reason, online learning will be carried out synchronously once or twice a week in the evening between Monday and Friday, and then the implementation of tutoring or guidance with tutors will be carried out asynchronously using the Whatsapp application within one week.

3.4 Writing specific instructional goals

Three specific goals are compiled based on the results of an instructional analysis of general objectives, which are:

- a. Learners will be able to apply the laws of reading *gunnah*, *idgham mimi* and *idgham bigunnah* if given a reading of Quranic verses with 100% correctness.
- b. Learners will be able to apply the laws of reading *iqlab*, and *ikhfa syafawi* if given a reading of Quranic verses with 100% correctness.
- c. Learners will be able to apply the laws of reading *ikhfa* if given a reading of Quranic verses with 100% correctness.

Based on these specific objectives, the subject matter of online tahsin Quran learning only consists of:

- a. *Gunnah*, *idgham mimi* and *idgham bigunnah*
- b. *Iqlab* dan *ikhfa syafawi*
- c. *Ikhfa*

3.5 Developing a learning outcomes assessment tool

To measure the ability of students' success in studying tahsin Quran, researchers compile a post-test in the form of an oral test to read the Quran. Because the final goal only refers to the ability to read the humming reading, the scoring point refers to the three points contained in the specific goal.

3.6 Developing instructional strategies

The learning activities are designed by compiling the preliminary, core, and closing activities while determining the allocation of its learning period. Learning activities are adapted to online learning settings and the use of peer tutoring method. This online learning uses a combination of synchronous and asynchronous settings to apply its peer tutoring methods. Synchronous settings are used in the learning explanation by teachers through virtual face-to-face learning using videoconference applications or webinars. While the asynchronous setting is used for the process of mentoring (tutoring) among students with their tutors using the WhatsApp application in the group chat feature.

In this learning guide, the tahsin Quran material designed only focuses on the material of humming readings (bacaan dengung). The next tahsin Quran subjects can be adjusted by following the steps in this guide. For more details, the implementation of online tahsin Quran learning with the peer tutoring method can be described as follows.

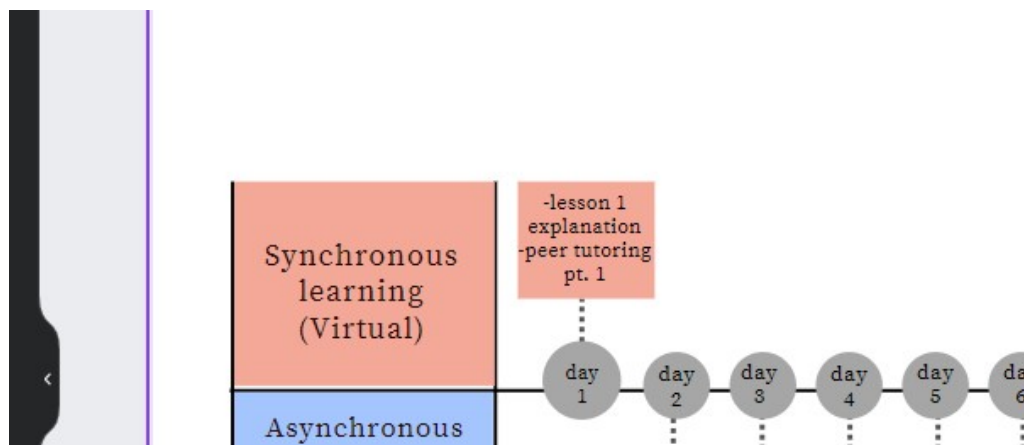


Figure 3. 2. The Learning Flow from Online Tahsin Quran learning with Peer Tutoring Method

Learning on each subject lasts for one week. On the first day, the teacher will explain the subject matter directly through the videoconference application (virtual). Then peer tutors are allowed to

guide students in practicing through the break-out room feature. Learning continues in the assignment and mentoring process asynchronously through the WhatsApp group for the next 6 days. Learners are given recordings from previous virtual learnings to relearn independently. Then the next day students are given independent reading assignments on the subject matter that has been given previously through virtual learning. The results of these reading assignments are uploaded in WhatsApp groups to be assessed and given feedback by peer tutors. The assessment and feedback process lasts for 5 days. During these five days, students will receive guidance by their peer tutors to master the subject matter they are studying. Then in the following week (the eighth day), the learning will take place virtually again where the teacher begins a discussion on a new subject. This learning cycle will continue to repeat itself until the last subject. Then participants will undergo a final test in the form of an oral exam to find out their level of learning success.

3.7 Developing instructional materials

To complete the learning process, we develop learning media in the form of e-books for all students and guidebooks for peer tutors as reference material in the implementation of learning.

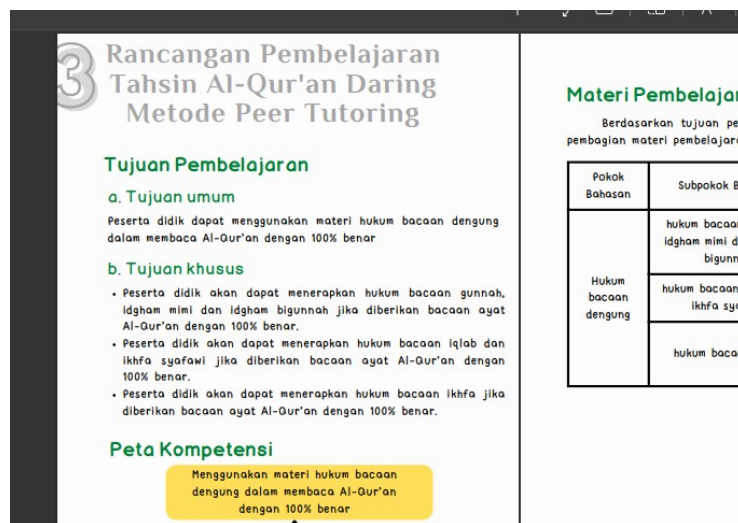


Figure 3. 3. Display of Tahsin Quran Online Learning with Peer Tutoring Method for Tutors (Guide Book)

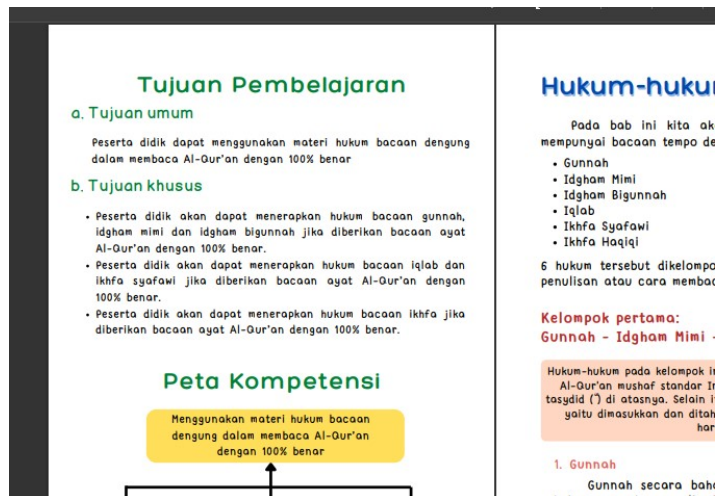


Figure 3. 4. Display of Tahsin Quran Online Learning with Peer Tutoring Method for Students (Student Book)

4 CONCLUSION

This research has made a framework for online tahsin Quran learning with the peer tutoring method using 7 of the 8 steps in the Instructional Development Model (MPI). The online learning used is a combination of synchronous (virtual) settings for the explanation of the subject matter and asynchronous in the WhatsApp group to carry out the tutoring process with the peer tutor. Although it is intended for learning tahsin Quran, this learning design can be used for other learning by adjusting the subject matter, the mentoring process, independent assignments, and the assessment of learning outcomes used.

This learning design has not been tested by experts and has not been tested for the effectiveness of its use on students. The results of these tests will be continued in the next study.

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