

Implementation of the At-Tibyan (Tahajji) Method in Improving Al-Quran Recitation in Kindergarten

Syelvia Wulandari¹, Noor Baiti², Herman Taufik³

¹ Universitas Muhammadiyah Banjarmasin, Indonesia; syelviawulan@gmail.com

² Universitas Muhammadiyah Banjarmasin, Indonesia; baitinoor75@gmail.com

³ Universitas Muhammadiyah Banjarmasin, Indonesia; hermantaufik@gmail.com

* 081391112121

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Abstract

Early Humans are born without knowledge but are endowed with innate potential (fitrah) that enables development through the process of education. The Qur'an is the primary guideline in the life of Muslims; therefore, the ability to read the Qur'an needs to be introduced from an early age. A common problem found is children's inability to pronounce hijaiyah letters correctly. This study aims to describe the implementation of the tahajji method using the At-Tibyan book in improving Qur'anic reading (qira'ah) skills of early childhood students at TK TAUD SaQu Ar-Raudah, Marabahan District. This research employed a qualitative approach with a field research design. Data were collected through observation, interviews, and documentation, then analyzed descriptively. The results indicate that the implementation of the At-Tibyan method improves children's ability to read the Qur'an, particularly in recognizing hijaiyah letters and improving pronunciation accuracy. In addition, this method increases students' learning interest and assists teachers in delivering learning materials effectively. Therefore, the At-Tibyan method is considered effective for teaching Qur'anic reading to early childhood learners.

Keywords

at-tibyan method; early childhood; hijaiyah letters; quranic reading.



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INTRODUCTION

Early Humans are born without knowledge but are endowed with innate potential (fitrah) that enables development through the process of education. Education serves as the primary means of transmitting, preserving, and developing values including religious values that are essential for shaping human character (Moh. Roqib, 2019). In early childhood, the learning process is crucial, as children have exceptional receptivity and a natural tendency to imitate behaviors in their surroundings. Therefore, instilling religious and moral values from an early age forms the foundation for building strong character in children (Hidayat Syarif,

2013; Ahmad Syarifuddin, 2004). In Islamic teachings, the Qur'an is the main source of guidance for human life. The ability to read the Qur'an correctly and properly is a fundamental skill that should be nurtured from a young age (Abdurrahman Bakr, 1433 H; Hakmi Hidayat et al., 2024). However, in practice, many children still encounter difficulties, particularly in pronouncing the Arabic letters (huruf hijaiyah) in accordance with their correct articulation (makhraj) and the rules of tajwid. Errors in pronouncing these letters can alter the meaning of the recitation, making it essential to employ an effective teaching method to help children understand and read the Qur'an accurately (Muhammad Iqbal Ansari, 2019; Nata, 2009).

Various Qur'anic learning methods have been developed to address these challenges. One such method is the At-Tibyan method, which focuses on tahajji (spelling out Arabic letters), understanding the articulation points of the letters (makharij al-huruf), and gradually introducing tajwid rules in a structured manner (Abdurrahman Bakr, 1433 H). The At-Tibyan method was introduced by Shaykh Abdurrahman Bakr from Madinah and in Indonesia, it has been disseminated by LKID Wadi Mubarak Bogor. This method is recognized for providing a systematic and comprehensive approach to teaching Qur'anic reading, especially for young children, aligning with their developmental needs for concrete, visual, and stepwise learning experiences (Dardum & Nurul Sa'adah, 2021). Prior research shows that the use of appropriate methods in teaching Qur'anic recitation can enhance learning outcomes, motivation, and children's interest (Ranti Nurdianti, 2022; Dardum & Nurul Sa'adah, 2021). The teacher's role and the use of engaging educational media are also critical to the success of early childhood Qur'anic education (Ajeng Rizki, 2020; Herman Taufik & Noor Baiti, 2022). However, studies specifically examining the implementation of the At-Tibyan method in kindergartens—especially its practical and contextual impact on improving qira'ah (recitation)—are still limited.

TK TAUD SaQu Ar-Raudah in Marabahan is one of the early childhood education institutions that has implemented the At-Tibyan method in its Qur'anic learning process. This institution stands out because of its commitment to Qur'anic memorization (tahfidz) and reading proficiency for young learners. The teachers have received specialized training in the At-Tibyan method, equipping them to effectively teach Qur'anic reading to their students (Abdurrahman Bakr, 1433 H; Dardum & Nurul Sa'adah, 2021). Supported by a religious local environment, the school's program emphasizes not only cognitive aspects but also the cultivation of daily religious habits and morals (Moh. Roqib, 2019; Hidayat Syarif, 2013). Over the years, this institution has shown notable achievements in both memorization and Qur'anic reading fluency. However, there is a lack of systematic studies that evaluate the classroom implementation of the At-Tibyan method, the challenges teachers face, and the extent to which this method contributes to enhancing children's ability to recite the Qur'an. Such studies are important to provide an evidence-based reference for other early childhood institutions seeking to adopt effective Qur'anic teaching models (Muhammad Iqbal Ansari, 2019; Dardum

& Nurul Sa'adah, 2021; Ranti Nurdianti, 2022). Based on these considerations, this research aims to describe the implementation of the At-Tibyan tahajji method in enhancing early childhood qira'ah (Qur'anic reading ability) at TK TAUD SaQu Ar-Raudah, Marabahan. The results are expected to contribute to the development of innovative, effective, and developmentally appropriate Qur'anic learning methods for young children.

METHODS

This study employs field research with a descriptive qualitative approach, aiming to describe the implementation of the At-Tibyan method in Qur'anic reading instruction at TK TAUD SaQu Ar-Raudah, Marabahan (Lexy J. Moleong, 2002; Amirul Hadi & Haryono, 1998). The qualitative approach is selected to provide a deep, holistic description of the phenomena observed in the field, focusing on words, behaviors, and observation results rather than statistical analysis (Nana Syaodih Sukmadinata, 2013; Saifudin Azwar, 2005). The researcher played an active role in collecting data to obtain a comprehensive picture of the At-Tibyan method's implementation in improving early childhood qira'ah.

The research subjects included 43 students, 8 female teachers (ustadzah), and the principal of TK TAUD SaQu Ar-Raudah, Marabahan. The research object was the implementation of the At-Tibyan method in Qur'anic reading, encompassing the planning, execution, and outcomes of the learning process (Dardum & Nurul Sa'adah, 2021; Ranti Nurdianti, 2022). This research was conducted at TK TAUD SaQu Ar-Raudah, located in Marabahan District, Barito Kuala Regency, South Kalimantan. The timing was adjusted to coincide with the school's daily activities, ensuring that data collection occurred naturally without disrupting the learning routine (Herman Taufik, 2012). The study gathered qualitative data, including main data on lesson planning and instructional practices using the At-Tibyan method and supporting data such as school profiles, lesson documents, and photos or videos of learning activities (Lexy J. Moleong, 2002; Ajeng Rizki, 2020). Data sources consisted of teachers and students as respondents, school officials as informants, and documents, archives, photos, and recordings as supporting materials.

The data collection techniques comprised observation. Direct observation of classroom practices, teacher-student interaction, and the use of At-Tibyan media. The researcher participated as an observer to gather factual information regarding classroom dynamics and children's responses (Husaini Usman & Purnomo Setiadi Akbar, 2009). In-depth interviews were conducted with teachers, the principal, and selected students to obtain information on strategies, obstacles, and experiences during At-Tibyan method implementation (Lexy J. Moleong, 2002; Nana Syaodih Sukmadinata, 2013). Documentation included photos, video recordings, lesson plans, and evaluation results of children's Qur'anic reading (Ajeng Rizki, 2020; Ranti Nurdianti, 2022).

The research procedure followed several steps, first Preparation: Initial observation, instrument design, coordination with the school, and literature review related to the At-Tibyan method (Abdurrahman Bakr, 1433 H; Moh. Roqib, 2019). Implementation: Direct involvement in the classroom, observation, note-taking during lesson delivery, and documentation of each stage in the At-Tibyan method (Dardum & Nurul Sa'adah, 2021). Data Analysis: Collected data from observation, interviews, and documentation were reduced, categorized, and systematically presented. Analysis focused on identifying key themes related to At-Tibyan implementation (Husaini Usman & Purnomo Setiadi Akbar, 2009; Lexy J. Moleong, 2002). Conclusion Drawing: Findings were reflected upon and summarized to provide a comprehensive depiction of the implementation and its impact on children's Qur'anic reading (Saifudin Azwar, 2005; S. Margono, 2010).

The primary instrument was the researcher (human instrument), as qualitative research demands sensitivity and interpretative skills throughout the process (Lexy J. Moleong, 2002; A. Muri Yusuf, 2014). Additional supporting instruments included observation sheets, interview guides, and documentation formats to ensure systematic data collection. Analysis involved data collection, reduction (selection and simplification), presentation (narrative description), and conclusion drawing. Data validity was ensured through triangulation of sources, methods, and timing, as well as member checking by returning findings to participants for verification (Husaini Usman & Purnomo Setiadi Akbar, 2009; S. Margono, 2010).

FINDINGS AND DISCUSSION

The implementation of Qur'an learning at TK TAUD SAQU Ar-Raudah demonstrates that the At-Tibyan method is systematically applied through a combination of classical and individual instructional settings. The learning process does not focus solely on reading the Qur'an, but is also integrated with children's play activities, such as educational games with Lego, puzzles, and various motor skill activities. This integration aims to stimulate children's cognitive, linguistic, motor, socio-emotional, and creative development in a balanced way, as recommended in holistic early childhood education (Ajeng Rizki, 2020; Darmadi, 2016).

Structure and Process of Qur'an Learning

The At-Tibyan method at this institution is initiated with opening activities, including greetings and motivational discussions. The core learning session then introduces the Arabic alphabet (huruf hijaiyah), spelling (tahajji), and exercises in pronunciation according to correct articulation (makhraj) and tajwid rules (Abdurrahman Bakr, 1433 H). Teachers make use of the At-Tibyan books, letter cards, and lawhah (small whiteboards) to enhance comprehension and retention. Repetition is a key strategy, allowing children to internalize the visual and auditory patterns of Qur'anic recitation (Ranti Nurdianti, 2022). Planning is carried out

collaboratively among teachers at the beginning of each semester, adapting the At-Tibyan curriculum from the central institution. The planning process includes the development of learning activities, selection of materials, and choosing age-appropriate media. Qur'anic lessons are delivered alongside thematic learning, such as drawing, coloring, and other motor skills activities, which are adjusted weekly based on the school's theme. The ultimate target is for children to gradually memorize and fluently recite Juz 30 of the Qur'an, at a pace suitable for their development (Abdurrahman Bakr, 1433 H; Dardum & Nurul Sa'adah, 2021).

Teacher Preparedness and Professionalism

Interviews reveal that the implementation of the At-Tibyan method at TAUD SaQU Ar-Raudah is supported by educators who have undergone formal training, although not all teachers received training directly from the central At-Tibyan Center. Teachers are required to have strong proficiency in Qur'anic reading, mastery of tajwid, and skills in interacting with young children. Continuous assessment is also conducted through direct observation of students' qira'ah abilities, allowing for timely intervention and support (Herman Taufik & Noor Baiti, 2022; Dardum & Nurul Sa'adah, 2021). The readiness of the teaching staff is a crucial supporting factor. Teachers act not only as instructors but also as motivators and facilitators, ensuring that children remain engaged and confident while learning Qur'anic reading. Their role extends to providing encouragement, correcting pronunciation gently, and adapting teaching strategies to different learning styles and individual needs, as highlighted in early childhood pedagogical theory (Moh. Roqib, 2019).

Integration of Play and Learning

A distinctive feature of the At-Tibyan implementation at TK TAUD SAQU Ar-Raudah is the integration of Qur'an learning with play-based activities. The use of games and creative movement is designed to maintain children's interest and motivation, aligning with the principle that learning at this age should be enjoyable, varied, and hands-on (Ajeng Rizki, 2020; Darmadi, 2016). For example, the introduction of new hijaiyah letters is often accompanied by singing, clapping, and group activities that reinforce the learning objectives in a non-threatening, friendly environment (Ahmad Syarifuddin, 2004). The use of concrete teaching aids—such as letter cards and lawhah—helps children visualize the shapes and sounds of the Arabic letters, while repetition and group practice support auditory and kinesthetic learning. This approach reflects contemporary best practice in Qur'anic pedagogy, which advocates for multisensory, interactive, and participative learning experiences (Abdurrahman Bakr, 1433 H; Nata, 2009).

Student Progress and Outcomes

The implementation of the At-Tibyan method has led to marked improvements in children's Qur'anic reading abilities. Over the course of the semester, students demonstrate

significant progress in recognizing hijaiyah letters, accurately pronouncing them, and applying basic tajwid rules. Observational data indicate that students are able to transition from recognizing individual letters to spelling (tahajji), then reading simple syllables, words, and eventually verses from the Qur'an (Hakmi Hidayat et al., 2024; Ranti Nurdianti, 2022). Children's confidence in reading the Qur'an increases with practice and positive reinforcement. Many students exhibit enthusiasm, pride, and joy in their learning achievements—an outcome that is particularly important in fostering a lifelong love for the Qur'an (Ahmad Syarifuddin, 2004; Moh. Roqib, 2019). The gradual and stepwise approach of At-Tibyan ensures that every child progresses at their own pace, reducing anxiety and allowing for differentiated instruction within the classroom (Dardum & Nurul Sa'adah, 2021).

Despite its success, several challenges were observed throughout the research. Not all teachers have yet received comprehensive training from the At-Tibyan Center, which may affect the uniformity and depth of implementation (Dardum & Nurul Sa'adah, 2021). Some children still require additional support, especially those with slower language development or limited exposure to Arabic at home. Time constraints and variations in children's learning speeds can also pose challenges for teachers in meeting all learning objectives within the allocated time (Ranti Nurdianti, 2022). In addition, the school still faces limitations in learning media and facilities. While concrete tools such as letter cards and books are available, digital media or interactive audio-visual resources are not yet widely used, posing a limitation for children who could benefit from additional forms of stimulation (Ajeng Rizki, 2020).

To address these challenges, the school implements regular teacher meetings for reflection and planning, sharing best practices, and discussing obstacles encountered in the classroom. Teachers also maintain close communication with parents, encouraging them to support Qur'anic learning at home through practice and positive reinforcement. The involvement of the wider school community is key to ensuring the sustainability of At-Tibyan's success (Hidayat Syarif, 2013; Dardum & Nurul Sa'adah, 2021). The At-Tibyan method at TK TAUD SAQU Ar-Raudah is continually evaluated and adapted to better suit the needs of its students. The school is committed to ongoing improvement, exemplified by investment in teacher training, the development of supplementary materials, and the integration of feedback from both parents and educational supervisors (Amirul Hadi & Haryono, 1998).

CONCLUSION

The Based on the results and findings presented, it can be concluded that the implementation of the At-Tibyan (Tahajji) method in improving Qur'anic reading (qira'ah) at TK TAUD SaQU Ar-Raudah, Marabahan is carried out through structured teaching that combines classical and individual approaches. The learning process follows the At-Tibyan curriculum, adapted to the developmental stage of early childhood learners. Instructional

content includes the recognition of hijaiyah letters, letters with vowel markings (fathah, kasrah, dhammah), natural elongation (mad thabi'i), and tanwin (vowelization).

The At-Tibyan method is applied through tahajji (spelling), where reading is taught by sounding out individual letters and gradually connecting them. The process is supported by structured learning stages such as at-tahdir (preparation), at-tamkin (reinforcement), and al-murojaah (review and repetition), aimed at strengthening children's ability to recognize and pronounce Qur'anic text. Learning is conducted both classically, using teaching aids, and individually, using At-Tibyan books (Abdurrahman Bakr, 1433 H; Dardum & Nurul Sa'adah, 2021). The research demonstrates that the At-Tibyan method is relevant and effective for early childhood education, being easy to understand, systematic, and suited to the learning characteristics of young children. Its application results in significant improvements in children's ability to read the Qur'an, justifying its continued use and further development in Qur'anic education for young learners (Muhammad Iqbal Ansari, 2019; Ranti Nurdianti, 2022).

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