

Implementation of the book *tuhfatul athfal* in maintaining the quality of qur'an recitation among students of Pondok Pesantren Tahfidzul Qur'an Bilal Bin Rabah Sukoharjo, Central Java

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Received: 11-07-2024

Revised: 16-09-2024

Accepted: 21-12-2024

KEYWORDS

Tuhfatul Athfal;
Tajweed;
Islamic boarding school;
Quranic recitation.

ABSTRACT

The implementation of the Tuhfatul Athfal book in Tajweed education at Pondok Pesantren Tahfidzul Qur'an Bilal bin Rabah Sukoharjo is the focus of this study, given the importance of maintaining the quality of Quranic recitation. This study aims to analyze the implementation of this book, identify the factors affecting its success, and develop strategies to address gaps in Tajweed understanding and application among students. The research employs a qualitative descriptive method, with data collected through in-depth interviews, participatory observations, and documentation. The findings indicate that the Tuhfatul Athfal book is effectively implemented through interactive and practice-based teaching methods. However, challenges such as differences in students' levels of understanding, limited time for guidance, and students' motivation were identified. To address these gaps, it is recommended to adjust teaching methods, provide additional guidance time, use technology as a supplementary tool, and strengthen motivation and support from instructors. By applying these strategies, it is hoped that the quality of Quranic recitation among students will improve and the gaps in Tajweed understanding will be minimized.

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Introduction

Education in pesantren is one of the main pillars in nurturing a generation with noble character and a deep understanding of Islamic teachings (Bambang Triyono & Elis Mediawati, 2023). Among the most important aspects of pesantren education is the teaching of the Qur'an, both in terms of memorization and proper recitation according to tajweed rules. In fact, tajweed is one of the essential sciences that every Muslim must know and apply when reading the Qur'an (Syahuri, 2020). To achieve this goal, the book *Tuhfatul Athfal* has become one of the primary references for teaching tajweed in various pesantren. This book helps students understand the basic rules of tajweed, enabling them to recite the Qur'an with tartil and in accordance with the established rules.

Nevertheless, challenges in maintaining the quality of Qur'an recitation among students still persist. Although tajweed is part of the pesantren curriculum, some students struggle to consistently apply tajweed rules, which then affects the quality of their recitation. This is where the effective implementation of the Tuhfatul Athfal book becomes crucial, so that students can understand and apply tajweed rules properly. Good implementation not only helps students read the Qur'an correctly but also instills good habits in their daily worship.

The teaching methods used by the ustadz or teachers at the pesantren also play a significant role in the effectiveness of tajweed learning. Using methods that align with the students' characteristics can influence their understanding of the material and help them stay focused on following and comprehending the lessons (Pertiwi et al., 2022). Pondok Pesantren Tahfidzul Qur'an Bilal bin Rabah Sukoharjo, as an educational institution that focuses on Qur'an memorization and recitation, uses the Tuhfatul Athfal book as one of its main references for teaching tajweed. However, this pesantren also faces various challenges in maintaining the quality of its students' Qur'an recitation, such as limited time, varying student abilities, and limited supporting facilities.

To maintain and improve the quality of students' Qur'an recitation, regular evaluations of the teaching methods and the implementation of the Tuhfatul Athfal book are essential. These evaluations can help identify areas that need improvement and ensure that each student receives optimal learning, as well as provide valuable insights for enhancing the learning process (Pramita, 2023). Additionally, teachers in the pesantren play a crucial role in guiding students. The ability of teachers to deliver material clearly and provide good examples greatly determines the learning outcomes of the students, particularly in Qur'an recitation.

A conducive learning environment significantly influences the development of both teachers' and students' quality (Latief, 2023). A supportive atmosphere, both spiritually and in terms of physical facilities, can help students focus more on learning and memorizing the Qur'an. Furthermore, the involvement of parents and the community in the educational process at the pesantren has a significant impact (Damayanti, 2023). External support can provide additional motivation for students to continuously improve their Qur'an reading and memorization skills.

In this digital era, technology can also be utilized to support tajweed learning. The use of applications or digital media that teach tajweed can be an effective complement to the materials taught in the pesantren. Additionally, the curriculum at Pondok Pesantren Tahfidzul Qur'an Bilal bin Rabah Sukoharjo can be continuously developed to be more responsive to the students' needs and contemporary challenges. Adjusting the curriculum to integrate various innovative tajweed learning methods can help improve the quality of education (Suryokta et al., 2023).

In addition to focusing on classroom learning, it is also important to implement tajweed learning outcomes in the daily lives of the students. This can be done by encouraging the habit of reciting the Qur'an in various daily activities, so that students become more accustomed to and capable of applying tajweed rules correctly. This research is expected to make a significant contribution to the efforts to maintain and improve the quality of Qur'an recitation among students at Pondok Pesantren Tahfidzul Qur'an Bilal bin Rabah Sukoharjo. By studying the implementation of the Tuhfatul Athfal book, it is hoped that more effective methods for teaching tajweed can be identified, enabling students to recite the Qur'an correctly and with tartil in accordance with the established rules.

Although the implementation of the Tuhfatul Athfal book at Pondok Pesantren Tahfidzul Qur'an Bilal bin Rabah Sukoharjo has made a significant contribution to improving the students' ability to recite the Qur'an, there remains a gap between expectations and the reality on the ground. One of the prominent gaps is the difference in understanding and application of tajweed among students. Some students are able to master tajweed well and apply it consistently, while others still struggle to understand and apply the rules, especially in more complex recitation situations.

This gap may be caused by several factors. First, the difference in educational background and ability of students before entering the pesantren. Students who already have a strong foundation in Qur'an recitation and tajweed tend to grasp the material more easily, while those without a strong foundation require more time and intensive guidance. Additionally, the limited time available for each student to receive individual guidance is also a challenge, as each student has different learning needs.

Moreover, although the pesantren environment has made efforts to create a conducive atmosphere for learning, not all students are able to fully utilize this environment. Other factors, such as personal motivation and family support, also play a role in the success of tajweed learning. Some students may lack motivation to study tajweed diligently, especially if they find it difficult or experience boredom during the learning process.

To address this gap, a more personalized and adaptive approach to tajweed learning is needed. Targeted teaching that is tailored to each student's needs can help reduce this gap. Additionally, improving the quality of teacher training to make the material delivery more effective is essential. This way, it is hoped that all students can achieve the expected quality standards in Qur'an recitation without exception.

This research has a novelty aspect that distinguishes it from previous studies, particularly when compared to the studies titled "Hubungan Antara Pemahaman Kitab Tuhfatul Athfal Dengan Kefasihan Membaca Al-Qur'an Santri di Pondok Pesantren Al-Hikmah Tugurejo Tugu Semarang" and "Efektivitas Penerapan Kitab Tuhfatul Athfal Dalam Meningkatkan Kefasihan Membaca Al-Qur'an Di Pondok Pesantren Raudhlatul Huda Al-Islamy Sidomulyo Pesawaran." Both studies have made important contributions to understanding the role of the Tuhfatul Athfal book in tajweed education and Qur'an recitation fluency, but this research focuses on a different context and offers a new perspective.

The study at Pondok Pesantren Al-Hikmah Tugurejo Tugu Semarang emphasized the relationship between students' understanding of the Tuhfatul Athfal book and their fluency in Qur'an recitation. Meanwhile, the research at Pondok Pesantren Raudhlatul Huda Al-Islamy Sidomulyo Pesawaran focused more on the effectiveness of implementing the Tuhfatul Athfal book in improving Qur'an recitation fluency. Neither study specifically explored the challenges of implementing the Tuhfatul Athfal book in the context of a tahfidz pesantren, which has a primary focus on Qur'an memorization.

This research offers novelty by examining the implementation of the Tuhfatul Athfal book in maintaining the quality of Qur'an recitation at Pondok Pesantren Tahfidzul Qur'an Bilal bin Rabah Sukoharjo. Tahfidz pesantren has different characteristics compared to other pesantren, as its main focus is on Qur'an memorization. Therefore, this study will explore how the Tuhfatul Athfal book can be effectively integrated into the tahfidz pesantren curriculum, and how to maintain a balance

between teaching tajweed and Qur'an memorization, which may not have been addressed in previous studies.

Thus, this research not only enhances the understanding of the importance of the Tuhfatul Athfal book in tajweed education at pesantren but also offers new insights into implementation strategies that can be used in tahfidz pesantren. This approach is expected to make a significant contribution to curriculum development in tahfidz pesantren, particularly in maintaining and improving the quality of Qur'an recitation among students, despite their strong focus on memorization.

The theoretical framework of this research is based on several fundamental concepts that serve as a foundation for understanding the implementation of the Tuhfatul Athfal book and its role in improving the quality of Qur'an recitation among students. First, the theory of tajweed learning within the context of pesantren education is one of the essential aspects that need to be understood, as pesantren is considered the most ideal institution for studying tajweed (Abdurroozzaq & Abidin, 2022). Tajweed, which literally means "beautifying" or "perfecting," is the science that teaches how to recite the Qur'an correctly and properly according to established rules (Ainun & Kosasih, 2021). Learning tajweed is considered *fardhu kifayah* (a collective obligation), while reciting the Qur'an correctly according to tajweed is *fardhu 'ain* (an individual obligation) (Anggriani Rambe et al., 2020). The knowledge of tajweed is very important because with tajweed, we can read the Qur'an correctly and properly, giving each letter its due rights and articulation (Azhar et al., 2024). In pesantren education, tajweed is an integral part that is taught from an early age to ensure that students can recite the Qur'an according to the correct rules, which not only serves as an act of worship but also as an effort to preserve the purity of the Qur'anic text.

The Tuhfatul Athfal book itself is a classical work in the field of tajweed that has been widely recognized and accepted in the pesantren world (Tawwab, 2016). The Tuhfatul Athfal book itself contains poems that teach the knowledge of the Qur'an in a structured and orderly manner (Reski et al., 2023). The purpose of studying Tuhfatul Athfal is the same as that of learning tajweed, which is to be able to read the Qur'an correctly and properly (Syafa'ah, 2015). This book, written by Sheikh Sulaiman Al-Jamzury, is used to teach the basic rules of tajweed to students (Imron, 2019). The learning theory underlying the use of this book focuses on repetition, reinforcement, and direct practice in Qur'an recitation. In the pesantren context, the behaviorist learning theory is often applied, where the repetition of material and the provision of examples by the teacher are expected to form students' habits in applying tajweed rules (Husain, 2022).

The Qur'an is the final holy book revealed by Allah to His prophets and messengers. This book was revealed to Prophet Muhammad (PBUH), the last of the prophets and messengers (Agus Salim Syukran, 2019). The Qur'an is a holy scripture that contains guidance for human life (Purba, 2016), a guide that will never be exhausted in study and exploration (Prof.Dr.H. Amroeni Drajat, 2017). Allah commands humanity to read the Qur'an and understand its meaning in order to live righteously (Rasyid et al., 2020). Therefore, every believer who trusts in the Qur'an has responsibilities toward this holy book. Among these responsibilities is the duty to study and teach it (Fitriyah, 2021).

Additionally, theories on the effectiveness of teaching methods are also relevant in this study. Effective teaching methods are those that can bridge differences in students' abilities, provide clear understanding, and motivate students to learn. In this regard, the role of the teacher

is crucial in determining how well students can understand and apply tajweed in Qur'an recitation. Constructivist learning theory, which emphasizes the importance of active and participatory learning experiences, can be used to improve and enhance existing teaching methods, particularly in the implementation of the Tuhfatul Athfal book (Suparlan, 2019).

Based on the background and theoretical framework outlined, this research formulates several key issues to be addressed. First, how is the implementation of the Tuhfatul Athfal book in maintaining the quality of Qur'an recitation at Pondok Pesantren Tahfidzul Qur'an Bilal bin Rabah Sukoharjo? Second, what factors influence the success of the implementation of the Tuhfatul Athfal book in tajweed learning at the pesantren? Third, what are the effective strategies to overcome the gaps in understanding and applying tajweed among students, using the Tuhfatul Athfal book as the main reference?

Method

This study employs a descriptive qualitative approach to examine the implementation of the Tuhfatul Athfal book in maintaining the quality of Qur'an recitation at Pondok Pesantren Tahfidzul Qur'an Bilal bin Rabah Sukoharjo. Qualitative research is descriptive and analytical in nature. Descriptive in qualitative research means describing and explaining events, phenomena, and social situations under study, while analysis involves interpreting and comparing research data (Waruwu, 2023). Qualitative work is expressed in natural language and work is often focused on particular individuals, events, and contexts, lending itself to an idiographic style of analysis (Crowther & Lauesen, 2017). A qualitative approach was chosen because it is suitable for understanding complex and contextual phenomena, such as how the process of tajweed teaching through the Tuhfatul Athfal book is applied in the pesantren and how it affects the students' recitation quality (Nartin et al., 2024). This method allows researchers to delve deeply into the experiences, views, and practices of teachers and students in their daily learning activities.

Data collection in this study was carried out through several main techniques: in-depth interviews, participant observation, and documentation (Djaelani, 2013). In-depth interviews will be conducted with teachers, students, and other related parties at the pesantren to gain their views on the effectiveness of using the Tuhfatul Athfal book. This interview technique aims to explore their understanding of tajweed, the challenges faced in the learning process, and the strategies used to overcome these challenges. Participant observation is conducted by the researcher directly engaging in tajweed learning activities at the pesantren, allowing for direct observation of how the Tuhfatul Athfal book is implemented in the teaching process.

Documentation is another technique used in this research. The researcher collects and analyzes various relevant documents, such as teaching materials, as well as evaluation records and students' learning outcomes. Data from these documents are used to complement and strengthen the findings from interviews and observations. All collected data are analyzed descriptively by identifying emerging patterns, categorizing information, and making in-depth interpretations of how the Tuhfatul Athfal book is applied and its impact on the students' Qur'an recitation quality.

Data validity in this study is maintained through triangulation, which involves comparing data obtained from various sources and different data collection techniques (Susanto et al., 2023). This triangulation is conducted to ensure that the collected data is accurate, trustworthy, and reflects the reality in the field. Additionally, the researcher will engage in discussions with experts

and peer debriefing to gain insights and other perspectives that can enrich the analysis. The results of this data analysis will be presented descriptively, providing an in-depth depiction of the Tuhfatul Athfal book's implementation process, the factors influencing it, and relevant recommendations for improving tajweed learning quality at Pondok Pesantren Tahfidzul Qur'an Bilal bin Rabah Sukoharjo.

Result and Discussion

From the observations and interviews conducted with Ustadz Aly, a teacher at Pondok Pesantren Tahfidzul Qur'an Bilal bin Rabah Sukoharjo, several important findings related to the implementation of the Tuhfatul Athfal book in tajweed education at this pesantren were revealed. Ustadz Aly explained that the Tuhfatul Athfal book is used as the primary teaching material for tajweed because it is considered clear in conveying the basic rules of tajweed, which are easy for students to understand. This book helps students grasp essential rules for reciting the Qur'an correctly, particularly in recognizing rules such as idgham, ikhfa, and iqlab.

Observations indicate that the tajweed learning process using the Tuhfatul Athfal book at this pesantren is conducted systematically, starting with theoretical introduction in the classroom and then followed by practical application in Qur'an recitation. Ustadz Aly employs an interactive teaching method, where students not only listen to explanations but are also encouraged to repeat and practice the tajweed rules they have learned. This approach helps students internalize the tajweed rules and apply them automatically while reciting the Qur'an.

However, interviews also revealed some challenges faced in the implementation of this book. According to Ustadz Aly, one of the biggest challenges is the varying levels of understanding among students. Some students, especially those who are new to tajweed, require more time to grasp and apply the taught rules. This necessitates extra attention from the teacher to provide more intensive guidance for students who struggle with the material. Additionally, time constraints pose a challenge due to the busy daily schedule at the pesantren.

From the observation perspective, it is evident that students who are more actively participating in tajweed classes tend to have a better understanding and are able to recite the Qur'an more fluently. However, students who are less motivated or do not receive additional guidance often struggle to apply tajweed consistently. Ustadz Aly also emphasizes the importance of regular repetition and practice, as the ability to read with correct tajweed heavily relies on habits and skills that are continually refined.

Overall, these findings indicate that the implementation of the Tuhfatul Athfal book at Pondok Pesantren Tahfidzul Qur'an Bilal bin Rabah Sukoharjo has been fairly effective, but there is still room for improvement, particularly in providing more personalized and adaptive guidance. Ustadz Aly recommends establishing mentoring programs or additional classes specifically for students who need more intensive support, to minimize gaps in understanding and applying tajweed among the students. This approach is expected to enhance the quality of Qur'an recitation among students to meet the desired standards.

A. Implementation of the Tuhfatul Athfal Book in Maintaining the Quality of Qur'an Recitation Among Students

The implementation of the Tuhfatul Athfal book at Pondok Pesantren Tahfidzul Qur'an Bilal bin Rabah Sukoharjo plays a crucial role in maintaining and enhancing the quality of Qur'an recitation among students. This book was chosen due to its systematic structure and its ability to explain tajweed rules in a way that is easy for students to understand. According to research findings, the teaching of tajweed using this book is conducted in a planned manner, starting with theoretical introduction in the classroom followed by practical application through Qur'an reading activities. This approach reflects the pesantren's serious efforts to ensure that students not only understand tajweed rules theoretically but also apply them practically.

Ustadz Aly, as the instructor, plays a key role in the successful implementation of the Tuhfatul Athfal book. He employs an interactive teaching method that actively involves students in the learning process. Students are encouraged to repeat and practice the tajweed rules they have learned, which helps them internalize these rules more quickly. Observations show that students who actively participate in learning are more fluent in Qur'an recitation and more consistent in applying tajweed rules.

However, the research also reveals several challenges faced in implementing this book. A major issue is the varying levels of tajweed understanding among students. Students with a better background in tajweed before entering the pesantren grasp and apply the taught rules more quickly. Conversely, students who are new to tajweed require more time and extra attention from the instructor. This condition indicates that while the Tuhfatul Athfal book is effective as a teaching material, its success heavily relies on teaching approaches tailored to individual student needs.

Additionally, the limited time for individual guidance is a constraint in maintaining the quality of Qur'an recitation. Given the busy daily schedule, not all students receive the additional guidance they need. This leads to gaps in understanding and applying tajweed among students. Ustadz Aly has made efforts to address this issue by providing regular practice and revisiting materials periodically, but there is still a need for more personalized strategies, such as additional classes or special mentoring for students requiring more intensive support.

Overall, the implementation of the Tuhfatul Athfal book at Pondok Pesantren Tahfidzul Qur'an Bilal bin Rabah Sukoharjo has provided a solid foundation for tajweed learning. However, its success is significantly influenced by teaching methods and attention to individual student needs. To maintain and improve the quality of Qur'an recitation, the pesantren needs to consider more adaptive approaches that can bridge the gaps in student abilities. This can be achieved through enhanced teaching quality, providing additional guidance, and utilizing technology as a more effective learning aid (Sumakul et al., 2024). Thus, it is hoped that all students can achieve a high standard of Qur'an recitation in line with the educational goals of the pesantren.

B. Factors Affecting the Success of Implementing the Tuhfatul Athfal Book in Tajweed Learning

The success of implementing the Tuhfatul Athfal book in tajweed learning at Pondok Pesantren Tahfidzul Qur'an Bilal bin Rabah Sukoharjo is influenced by several key factors that are directly related to the research findings.

1. *Teaching Methods.* Teaching methods are a primary factor affecting the effectiveness of the implementation of this book. Ustadz Aly uses an interactive teaching approach, where students are directly involved in practicing recitation and repeating tajweed rules. This method has proven effective, as students who actively participate in the classes demonstrate better understanding and more fluent Qur'an reading abilities. Observations show that students who frequently engage in tajweed practice and Qur'an recitation exercises experience significant improvements in their reading quality. This indicates that teaching methods involving direct practice and repetition contribute positively to learning outcomes.
2. *Differences in Students' Understanding Levels.* Differences in students' understanding levels are an important factor influencing the success of the Tuhfatul Athfal implementation. Findings indicate that students with a stronger background in tajweed before joining the pesantren tend to grasp and apply the taught rules more quickly. Conversely, students who are new to tajweed require more time and intensive guidance. This highlights the need for a more adaptive approach in tajweed teaching, which could include grouping students based on their understanding levels or providing additional support for students who struggle.
3. *Time Constraints and Daily Schedule.* Time constraints and the daily schedule also play a role in the success of implementing this book. The time available for individual guidance is often limited due to the busy schedule at the pesantren. Research findings suggest that students who do not receive additional guidance frequently struggle to apply tajweed consistently. To address this issue, the pesantren could consider providing dedicated time for extra practice or remedial classes focused on students needing more attention in understanding tajweed material.
4. *Support and Motivation of Students.* Support and motivation of students are equally important factors determining the success of the book's implementation. Student motivation and involvement in the learning process significantly affect the final outcomes. Interviews with Ustadz Aly reveal that students with high motivation and an understanding of the importance of tajweed are more likely to work hard to understand and apply tajweed rules. Support from instructors in the form of constructive feedback and positive encouragement also plays a significant role in enhancing students' motivation to learn.

By understanding and managing these factors, Pondok Pesantren Tahfidzul Qur'an Bilal bin Rabah Sukoharjo can improve the effectiveness of implementing the Tuhfatul Athfal book in tajweed learning. Adjustments in teaching methods, attention to individual students' needs, provision of sufficient guidance time, and increased support and motivation for students can help address existing challenges and ensure that all students achieve the desired standards of Qur'an recitation.

C. Effective Strategies to Address Gaps in Understanding and Applying Tajweed

To address gaps in understanding and applying tajweed among students using the Tuhfatul Athfal book as the primary reference, several effective strategies can be implemented based on the findings of this research.

1. *Adjustment of Teaching Methods.* Adjusting teaching methods is crucial to address differences in students' levels of understanding. Based on observations and interviews, it is evident that students with varying backgrounds in tajweed require tailored approaches. An effective strategy is to implement personalized learning methods. For example, teaching can be divided into groups based on understanding levels, providing more in-depth basic material to groups needing additional guidance. This approach allows tajweed instruction to be more aligned with each student's abilities, thus effectively addressing understanding gaps.
2. *Provision of Additional Guidance Time.* Providing additional guidance time is a crucial strategy for helping students who face difficulties. Research findings indicate that time constraints are a barrier to individual guidance. Therefore, the pesantren can implement additional classes or individual tutoring sessions outside the regular schedule. Remedial programs or small study groups can be organized for students who need extra help in understanding tajweed rules. This special time allocation gives students the opportunity to receive more focused attention and address specific issues they encounter in applying tajweed.
3. *Use of Technology as an Aid.* The use of technology as an aid can enhance the effectiveness of tajweed learning (Salomo Leuwol et al., 2023). Technology can be utilized to provide additional teaching materials, such as tajweed instructional videos, tajweed apps, and interactive practice software. By using technology, students can access learning resources that support them in understanding and applying tajweed outside of regular class time. This can also help students who struggle with direct material comprehension by offering alternative ways to learn and practice.
4. *Enhancing Motivation and Instructor Support.* Enhancing motivation and instructor support is an important strategy to address gaps in tajweed understanding. Findings indicate that motivation and support from instructors impact students' learning outcomes. Therefore, instructors need to provide constructive feedback, positive encouragement, and recognition of students' progress. High motivation helps students commit more to learning tajweed and work harder to improve their skills.
5. *Integration of Continuous Practice and Evaluation.* Integrating continuous practice and evaluation is an important strategy to ensure consistent application of tajweed. Regular practice and periodic evaluations can help students correct mistakes and improve their skills gradually. Training programs designed to provide immediate feedback and opportunities for ongoing improvement assist students in strengthening their understanding and application of tajweed.

By implementing these strategies, Pondok Pesantren Tahfidzul Qur'an Bilal bin Rabah Sukoharjo can address gaps in understanding and applying tajweed among students and ensure that the Tuhfatul Athfal book is used effectively to enhance the quality of Qur'an

recitation. These strategies are expected to help students achieve the desired level of fluency in reading the Qur'an according to the expected standards.

Conclusion

This study shows that the implementation of the Tuhfatul Athfal book at Pondok Pesantren Tahfidzul Qur'an Bilal bin Rabah Sukoharjo has a significant impact on maintaining and improving the quality of Qur'an recitation among students. The book, with its systematic and interactive teaching approach, has successfully provided a strong foundation in tajweed learning. However, the findings also reveal gaps in understanding and applying tajweed among students, influenced by differences in background knowledge, limitations in guidance time, and variations in student motivation.

To address these gaps, effective strategies include adjusting teaching methods, providing additional guidance time, using technology as a support tool, and enhancing motivation and instructor support. Adjusting teaching methods based on students' levels of understanding and providing extra guidance outside of regular schedules can help address differences in tajweed comprehension. The use of technology to provide supplementary teaching materials and motivational support from instructors also plays a crucial role in increasing student engagement and understanding.

Overall, the success of implementing the Tuhfatul Athfal book depends on the pesantren's ability to apply these strategies effectively. By addressing and managing the factors influencing tajweed learning, the pesantren can improve the quality of Qur'an recitation among students and achieve higher educational standards. These recommendations are expected to contribute positively to the development of tajweed curriculum and teaching methods at the pesantren and help students better understand and apply tajweed rules effectively.

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