

## Introducing the Letters of Qalqalah in Tajweed using Card Sort in Qur'an Learning

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### Abstract

Hijaiyah letters are the basic knowledge capital for reading the Quran because it is the basis of the formation of verses in the Qur'an. If a person already knows the hijaiyah letters, he will find it easier to learn to the next stage in learning to read the Quran. This research was motivated by the learning conditions of the Qur'an which showed that the ability to cooperate, activeness and learning outcomes of students was still relatively low. Teachers still use conventional learning models, so learning is dominated by teachers. The dominance of teachers in this learning process makes students passive-minded so that they more often wait for what the teacher will give them than find for themselves the knowledge, skills and attitudes they need. In this case, researchers try to overcome these problems through the application of card sort learning methods. The application of these learning methods is expected to help students' understanding in the subjects of the Qur'an so that the ability to cooperate, activeness and learning outcomes of students can increase. The type of research used in this study is Classroom Action Research (PTK) which consists of two cycles, the first cycle two meetings, the second cycle one meeting. The target of the study is learners. The process of implementing classroom actions includes: (1) the planning stage, researchers prepare plans from each cycle including Learning Implementation Plans (RPP), methods, media, and materials. (2) the implementation stage, the researcher applies the card sort learning method to learning the subject matter of the law of qalqalah reading (3) the observation stage, making observations related to the researcher's activities and also the response to the condition of students according to the observation sheet that has been previously provided and (4) the reflection stage.

Keyword: Hijaiyah Letter Recognition, Qalqalah Letter, Short Card Method

### Introduction

Hijaiyah letters are the basic knowledge capital for reading the Quran because it is the basis of the formation of verses in the Qur'an. If a person already knows the hijaiyah letters, he will find it easier to learn to the next stage in learning to read the Quran.

The letter hijaiyah is taken from the Arabic الهجائية which means spelling or spelling. Not only used in the Quran, this hijaiyah letter is also used in everyday writing from Arabic. Hijaiyah letters have 29 letters that have various makhraj (places of exit / pronunciation). Today, Indonesian people who are still illiterate Hijaiyah account for a percent of the number of Muslim accusers in Indonesia. Of course, this is a concern in the midst of the development of technology and easy access to find information. Not to mention, many methods have been developed, but apparently have not been able to reach all Indonesian Muslim communities.

In the process of learning the Quran, what usually becomes the initial stage is the introduction of hijaiyah letters. The scholars, divide the hijaiyah letters according to their makhraj (place of exit) which are generally into five, namely, the oral cavity (al-jauf), throat (al-halqi), tongue (oral), both lips (ash-shafatayn), and the bridge of the nose (al-khoisyum). In this paper, we will introduce learning the letters of the Quran specifically, namely a solution to learn one's weaknesses in reading the Qur'an which in this paper discusses the method of reading qalqalah, which discusses about:

1. Understanding qalqalah
2. Letter traits
3. How to read the letters qalqalah and
4. Examples of recitation of qalqalah sugro and kubro in the Qur'an.

Learning activities in the classroom are a separate world of communication where teachers and students exchange ideas to develop ideas and understanding. When the teaching and learning process occurs, of course, it does not run as smoothly as expected by the teacher, often deviations or disturbances arise, so that teaching and learning activities cannot run effectively and efficiently, one of which is caused by the passion of student learning motivation to accept the lessons delivered by the teacher. Most of the learning methods and atmosphere in schools applied by teachers do not seem to be effective in motivating students because teachers have not been able to master student characteristics. Therefore, teachers

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cannot improve learning achievement, for example their students are prepared by some children who listen, receive all information, and obey all forms of teacher culprit alone without any effort to direct students actively and independently, the main problem in learning in formal education.

Important to instill for students is the motivation that reading and spelling the Qur'an smoothly based on the rules of tajweed, is actually an obligation for every Muslim, all of this is the most important teaching and learning process that needs to be considered including the use of methods. One method and strategy that needs to be implemented is card sort learning. With this card sort, students learn how to read the Qur'an in a conducive atmosphere. Therefore, teachers need to first understand the method, teachers must be able to spur student learning motivation so that an active learning process occurs, meaning that it is not only dominated by teachers but students are motivated to be proactive in learning how to read the Qur'an, no longer like conventional learning processes and dominated by educators.

Card Sort method is any form of learning that allows students to play an active role in the learning process itself by sorting cards or choosing cards. The Card Sort method is a method that creates learning conditions that are cooperation, mutual help and responsibility in completing tasks given through card games. This method is collaborative to work out concepts, characteristics, classifications, facts, about objects or review information and emphasize physical movements that are prioritized can help to energize a classroom atmosphere that is starting to saturate.

## Research Methods

The method used in this study is a descriptive method and the form of research used is classroom action research. The descriptive method is a method that describes symptoms as they are based on facts that were in the classroom at the time the research was conducted. This research is carried out in the learning process and the teacher acts as a researcher. This form of research is classroom action research, which is research conducted in the classroom with the aim of improving learning in the classroom or in English terms often called Classroom Action Research. Arikunto (in Suyadi, 2006: 18) explained in detail the meaning of PTK, namely:

- a) Research is the activity of observing an object using certain ways and rules or methodologies to find accurate data about things that can improve the quality of the object observed.
- b) Actions are movements that are carried out deliberately and planned with a specific purpose.
- c) A classroom is a place where there is a group of students who simultaneously receive lessons from the same teacher. In this classroom action research, the teacher acts as a researcher.

## Results and Discussion

### A. Understanding Qalqalah

According to the language, the meaning of qalqalah is bouncing. While according to the term, qalqalah is a strong and clear additional sound (reflection) that occurs in letters that die after pressing on the makhroj of the letter. In the science of tajweed Qalqalah there are three are reflecting the sound of certain letters because breadfruit with real death, because waqaf with turned off, and tasydid / syiddah because of waqaf.<sup>1</sup>

The importance of learning the meaning of qalqalah in the science of tajweed related to breadfruit, waqaf, and tasydid is so that one's reading of the Qur'an avoids errors in meaning and meaning. There are five letters of qalqalah that can be used as a sign and reinforcement of the understanding of qalqalah, namely Ba' (ب) jim (ج), dal(د) ta (ط) and qaf (ق) or collected in the sentence quthbunjadi

### B. Letter Nature

Linguistically, nature means characteristic. While according to the term is the procedure or behavior of the sound of letters when they come out of the makhrojnya. Each hijaiyah letter has its own properties that can be so it has the same or different properties from other letters. This trait will appear after the letters are pronounced correctly and in accordance with the makhraj. Errors in pronouncing the nature of letters are not affected by misinterpretation, but will reduce the quality of reading in reciting verses of the Qur'an.<sup>2</sup> There are several kinds of division of letters, namely:

1. **Hams:** The exhalation (exhalation) of breath when pronouncing letters because of the tent pressure on the makhroj of the letters.
2. **Jahr:** Restraint of breath when pronouncing letters, due to strong pressure on the makhraj of the letters.
3. **Syiddah:** The sound is retained when pronouncing letters, because the makhroj of the letters is pressed perfectly.
4. **Rakhawah :** The flow of sound when pronouncing letters when the pressure on the makhraj of the letters is weak.
5. **Inphytah:** The opening of what is between the tongue and the upper palate, so that the wind comes out from between them
6. **Istifal:** Spread of the tongue from the upper palate to the court of the mouth when pronouncing letters
7. **Ishmat:** Letters feel heavy and not smooth when pronounced
8. **Idzlaq:** Letters feel light and fluent when pronounced
9. **Ithbaq:** Pressing of the tongue against the palate when pronouncing letters

10. **Isti'la**: Lifting of the base of the tongue to the upper palate

The letters qalqalah are only a few characteristics of letters, namely:

1. (Ba) includes the properties of the letters Jahr, Shiddah, Istif'al, Infitah, Idzlaq
2. (Jim) includes the properties of the letters Jahr, Shiddah, Istif'al, Infitah, Ishmat
3. (dal) includes the nature of the letters Jahr, Shiddah, Istif'al, Infitah, Ishmat
4. (tha) includes the properties of the letters Jahr, Shiddah, Isti'la, Ithbaq, Ishmat
5. (qa) includes the nature of the letters Jahr, Shiddah, Isti'la, Infitah, Ishmat

**C. How to read the letters qalqalah**

Many people are still weak in pronouncing the letters qalqalah that have qalqalah characteristics, such as ba, jim, and dal. The letters tha and qaf have undergone a change in sound to **ta** and **ka**.

Reading the qalqalah at the place where the letter comes out is required to explain the sound of the letter. To interpret the meaning of qalqalah can be done with two kinds of qalqalah reading laws including, qalqalah sugro and kubro and adapaun qalqalah others.<sup>3</sup> The Division of Qalqalah namely Qalqalah Sugro and Qalqalah Kubro:

**1. Qalqalah Sugra**

Sugra means small. The law of reading qalqalah sugra is that if there is one of the letters of qalqalah that has breadfruit, then it is read to bounce thinly or the law is called qalqalah sugro. In another sense, the letter qalqalah dies in the middle of a sentence, hence the name qalqalah sugro. <sup>4</sup>

There are 3 letters that include qalqalah sugro, namely: (ba), (jim), and (dal). There are still many people who are weak in pronouncing the letters qalqalah sugro on phonemes that have the nature of qalqalah.

**2. Qalqalah Kubro**

Kubro means big, The law of reading qalqalah kubro is that if the five letters of qalqalah are dead or breadfruit from the cause of waqf or stop or semicolon or read bold, then the law of reading is called qalqalah kubro. In another sense, if the letter qalqalah is dead at the end of the sentence, then it is called qalqalah kubro.

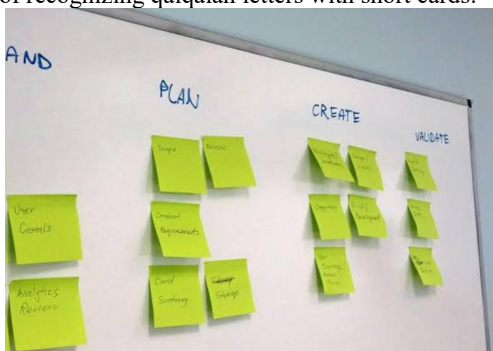
The way to pronounce qalqalah is to strongly emphasize the dead makhraj of the qalqalah letters so that the sound bounces off with a strong and clear reflection. However, in qalqalah qubro should be more reverberate and clearer than qalqalah sugro. Even the pronunciation of qalqalah kubra must be even stronger when the letter qalqalah kubro in the waqfkan is in a state of tasydid.

**Theoretical Studies**

Short card learning can be defined as a work / group system that can be used to work on concepts, characteristics, classifications about objects or meriewew information. These movements that are domains in this strategy can help dynamic a class that is bored or bored. So card learning can be concluded that the short card method is learning that emphasizes student activity, where in this learning students are active in calobariative activities that are usually used to teach concepts, classification of properties, facts about an object or review knowledge that has been given previously or repeat information. The physical movements dominant in this method can help dynamize an exhausted class.

The short card learning method using card media with this learning will help students understand the lesson and grow their motivation in learning. In the application of the card short method, the teacher only acts as a facilitator who facilitates students in learning, while students learn actively with facilities and direction from the teacher, so that those who are active here are not teachers but independent students who must be active in learning. In the short card learning strategy, students not only learn and accept what is presented by the teacher, but learn with other friends. And at the same time teach other students. With effective and motivated learning interactions, confident, able to think, and able to build cooperative relationships. When students learn, the group will develop with an open and dynamic atmosphere. Because forming a calobarative relationship with others needs each other.

Method of recognizing qalqalah letters with short cards:



<https://images.app.goo.gl/RSfYjoebiWYe5jLs7>



<https://images.app.goo.gl/DNsMZUSHUeEnDrPe8>

Card sort Learning Method The form of the card sort method is in the form of paper or cards cut into small pieces measuring about 10 x 5 cm each width. As stated by Fatah Yasit that the card sort method is the main medium by utilizing paper cutouts, with these paper cutouts, students can be creative in the teaching and learning process. (A. Fatah Yasin, Dimensions of Islamic Education (Malang: UIN Malang Pers, 2008). Card sort method is a learning system that emphasizes the need for cooperation between students, so that characters, classifications, concepts and facts can be known to assess information.

Physical movement contained in it can provide motivation for students who feel bored (Allyn and Bacon, Boston 1996 in Silberman, 2006). The card sort method learning model is a learning method that functions to call students to actively learn and has the goal of how students have independence to learn and sow creativity, so as to create innovation. This card sort method learning system is a collaborative activity that can be applied as material to describe concepts, character classifications, facts / data about an object / target or review information related to prioritized physical movements that can transfer energy / power to the class / room that has been trained / coaching.

Good learning methods have syntax (learning steps), so that teachers and students can apply it according to the syntax. Silberman (2006) suggests the stages that the learning process goes through with the card sort method, namely first; Each student is given an index card in which there are a number of data or samples that correspond to several categories / groups. Second; Students are given orders to go around the room/classroom and find other students who have matching cards with the same category/group. Third; students are given orders to find other students have the same/similar category card to make offers to other students, and fourth; When each category/group is given an offer, explain the urgent core of learning. The next example is: 1) instruct each group to design a presentation of teaching materials about its category. 2) At the beginning of the activity, create a group. Give each group a box of cards. It must be ensured that the group shuffles so that the categories that correspond to them are randomized automatically. Instruct each group to sort through cards so they are divided into categories. Each group can get a value from a number of cards that have been selected.

The process of implementing class actions includes:

(1) planning stage

A teacher prepares teaching materials that will be used to do this method, the teaching materials are in the form of paper or cards. The paper or card is cut into small pieces measuring about 10 x 5 cm each width.

(2) implementation stage

The implementation of this method is carried out to class 7A students of Mts Islamic boarding school assalaam. The number of students in the class amounted to 40 students. Then divided into 8 groups to apply this method to make it more effective. Each group taps it on a blackboard of paper or a cut card, then they read it simultaneously according to the group of letters that have been written on the paper or card.

(3) observation stage,

After playing with the short card method, very satisfactory results were obtained. Because 70% of the number of students in this class can understand well the recognition of the qalqalah letters with this short card method.

(4) reflection stage

The evaluation of the research that I have done on class 7A students of Mts Islamic boarding school assalaam is that there are some students who do not understand the recognition of qalqalah letters using this short card method. Because some of them are difficult to understand this method. But 70% of the students of the class have understood this method.

Advantages of the learning process using the card sort method:

- 1) students can be active in the teaching and learning process,
- 2) students can find out perspectives that are not the same as their own,
- 3) students can tolerate different opinions when they encounter a problem,
- 4) students who agree and can align learning perspectives,
- 5) motivate students to compete in terms of improving learning outcomes,
- 6) the time spent supports the effectiveness and efficiency of learning,
- 7) Teachers can understand the variety of student characters.

In-depth research, this card sort method can spur student cooperation, as stated by Zaini Hisyam, et al (2008), "card sort method is a collaborative activity that can be applied in explaining conceptions, characteristics, groupings, factualities about objects / targets or assessing information". One of the very important elements to be highlighted by students is the presence of physical movements that are very dominant. This method prevents students from getting bored with learning, meaning that they highlight the game in it so that it can grow students' interest in always learning. The form of the game, makes it easier for students to socialize with their friends, not only that, this method spurs the development of thinking and the ability to control emotions.

Based on the search for research results that have been available in various reference sources that can be used as a reference for conducting research, namely: first, Muhammad Fauzah's research (2010), title: "Application of the Short Card Method in Increasing Learning Motivation for PAI Subjects Subject of Fasting" from the results of the study it can be proven that the application of the short card method is quite effective.

## Conclusion

Based on the observation of the researchers' skills in the card short method, it can be concluded that the application of the card sort learning method can improve the learning outcomes of the Qur'an of class students in learning the letters qalqalah.

Reading the qalqalah at the place where the letter comes out is required to explain the sound of the letter. To interpret the meaning of qalqalah can be done with two kinds of qalqalah reading laws including, qalqalah sugro and kubro. The way to pronounce qalqalah is to strongly emphasize the dead makhrāj of the qalqalah letters so that the sound bounces off with a strong and clear reflection. However, in qalqalah qubro should be more reverberate and clearer than qalqalah sugro. Even the pronunciation of qalqalah kubra must be even stronger when the letter qalqalah kubro in the waqafkan is in a state of tasydid.

The nature of a letter is the inherent characteristic of a letter. This trait will appear after the letters are pronounced correctly according to the makhrāj. This example of Qalqalah can be seen from the verses of the Qur'an.

Student activeness in a learning can be done by focusing learning on students, while the teacher only acts as a guide, monitor and direct during the learning process so that learning experiences occur so that learning objectives can achieve the minimum abilities of students. This is done to increase student independence and activeness as well as avoid the habit of learning to memorize concepts and often rely on teacher lectures.

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