



Implementation of the At Tanzil Method in Islamic Education at the At Tanzil Lembah Jaya Guidance Center in Malaysia

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Abstract

This study examines the application of the At-Tanzil Method at the At-Tanzil Lembah Jaya Guidance Center in Selangor, Malaysia, as a structured learning approach in Islamic education within the Muslim diaspora community. This study aims to describe the stages of learning using the At-Tanzil Method and analyze its contribution to the learning development of students. This study uses a qualitative approach with a case study design. Data collection was conducted over a period of one month through observation, semi-structured interviews, and documentation. The research participants consisted of two main informants, namely the Al-Qur'an teacher and the guidance center manager, as well as students in grades IV-VI who already had basic Al-Qur'an reading skills. Student learning progress was monitored through routine evaluations twice a month using oral and written tests. The results showed that the At-Tanzil Method, which was applied through six systematic stages of tahsin, contributed to improvements in fluency, accuracy, and the application of basic tajwid rules. The bi-monthly evaluations also showed an increase in consistency in learning discipline and student engagement during the learning process. In addition to technical learning achievements, the application of this method also supports an increase in learning motivation, discipline, and religious awareness among students as part of Islamic character building. Thus, the At-Tanzil Method is effective as a structured learning approach in Islamic education and has practical implications for the development of Qur'an learning models in similar educational institutions.

Keywords: at-tanzil method, qur'an reading skills, islamic character, education

Abstrak

Penelitian ini mengkaji penerapan Metode At-Tanzil di Pusat Bimbingan At-Tanzil Lembah Jaya di Selangor, Malaysia, sebagai pendekatan pembelajaran terstruktur dalam pendidikan Islam di kalangan komunitas Muslim diaspora. Penelitian ini bertujuan untuk menggambarkan tahapan pembelajaran menggunakan Metode At-Tanzil dan menganalisis kontribusinya terhadap perkembangan pembelajaran siswa. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Pengumpulan data dilakukan selama satu bulan melalui observasi, wawancara semi-terstruktur, dan dokumentasi. Peserta penelitian terdiri dari dua informan utama, yaitu guru Al-Qur'an dan manajer pusat bimbingan, serta siswa kelas IV-VI yang telah memiliki keterampilan membaca Al-Qur'an dasar. Kemajuan belajar siswa dipantau melalui evaluasi rutin dua kali sebulan menggunakan ujian lisan dan tertulis. Hasil menunjukkan bahwa Metode At-Tanzil, yang diterapkan melalui enam tahap sistematis tahsin, berkontribusi pada peningkatan kelancaran, ketepatan, dan penerapan aturan tajwid dasar. Evaluasi dua bulanan juga menunjukkan peningkatan konsistensi dalam disiplin belajar dan keterlibatan

siswa selama proses belajar. Selain pencapaian belajar teknis, penerapan metode ini juga mendukung peningkatan motivasi belajar, disiplin, dan kesadaran agama di kalangan siswa sebagai bagian dari pembentukan karakter Islam. Oleh karena itu, Metode At-Tanzil efektif sebagai pendekatan belajar terstruktur dalam pendidikan Islam dan memiliki implikasi praktis untuk pengembangan model pembelajaran Al-Qur'an di lembaga pendidikan serupa.

Kata kunci: metode at tanzil, keterampilan membaca al-qur'an, karakter Islam, pendidikan

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Introduction

The Qur'an is a guide for Muslims that contains spiritual, moral, and social values for daily life (Fauzyl et al., 2024; Husna et al., 2025). The Qur'an's position as the main source of teachings makes it a reference in shaping individuals and social structures with noble character (Ahmad, 2023). Therefore, studying and teaching the Qur'an is an obligation that must be carried out continuously and ideally started from an early age, when children's language skills and comprehension begin to develop (Alfianto, 2017; Syaifullah et al., 2021). Apart from serving as a spiritual guide, the Qur'an is also the main source of law that regulates various aspects of Muslim life (Aziba et al., 2025; Saputra et al., 2025).

In line with the position of the Qur'an, the ability to understand and read it well is inseparable. One of the first steps in understanding the Qur'an is the ability to read it correctly according to the applicable rules. Reading, understanding, and conveying the contents of the Qur'an are important parts of Islamic teachings and a form of practicing faith (Nurmalasari et al., 2025; Surya & Fanreza, 2024). Therefore, mastery of tajwid is very important because it is directly related to the accuracy of reading and understanding the meaning of verses.

Tajwid is understood as the science of studying how to read the Qur'an correctly through the accuracy of makhraj, the nature of letters, reading rules, and the provisions of waqaf and ibtida in accordance with the guidance of the Prophet Muhammad SAW and his companions (Agung Sanjaya et al., 2024; F. Fitriani et al., 2023). The majority of scholars agree that learning tajwid is fardhu 'ain for every Muslim because errors in recitation can change the meaning of verses (Marfuah et al., 2025; Munawar & Pohan, 2024). Thus, learning the Qur'an cannot be separated from efforts to understand and apply tajwid correctly from the early stages of learning (Fadhli et al., 2025).

Based on the importance of mastering tajwid, various methods of learning the Qur'an continue to be developed to improve the quality of students' recitation (Ariyanto,

2024). One commonly used approach is the tahsin tilawah method, which emphasizes gradual improvement in recitation through direct guidance from teachers using the talaqqi and musyafahah methods (D. I. Fitriani & Hayati, 2020; Suriansyah, 2020). This approach aims to perfect the recitation of the Qur'an in accordance with the rules of tajwid. However, the effectiveness of learning is also greatly influenced by the suitability of the method to the characteristics and conditions of the students (Alvira et al., 2024; Susiawati & , Angko Wildan, 2024).

In this context, the At-Tanzil method has become one of the most widely used alternatives for learning to read and write the Qur'an. This method is characterized by gradual and structured learning and uses everyday language codes to help students understand the letters and rules of reading the Qur'an (Najmi, 2022). The At-Tanzil Method was developed in the Mambaul Ulum Bata-Bata Islamic Boarding School and is widely known for its effectiveness in improving the ability to read the Qur'an according to the rules of tajwid. The advantage of this method lies in its simple, systematic learning system that is easy to understand for learners from various backgrounds.

Along with its development and application, the At-Tanzil Method is not only used in Islamic boarding schools in Indonesia, but has also been adopted by Muslim communities abroad. One example is the application of the At-Tanzil Method at the At-Tanzil Lembah Jaya Guidance Center in Selangor, Malaysia. The diaspora community faces its own challenges, particularly in maintaining their Islamic and national identity in a different social and cultural environment (Ahmadi & Nafis, 2024; Siregar & Pasaribu, 2023). In this situation, learning the Qur'an plays a role that is not only religious but also social and cultural.

In addition to improving the ability to read the Qur'an, learning at the At-Tanzil Lembah Jaya Guidance Center is also aimed at shaping the character of the students. One of the values developed is a love for the homeland as part of national identity. The value of love for the homeland is understood as an awareness of the origins of the nation and culture in line with Islamic teachings (Ridwan et al., 2025), especially for Indonesian Muslims living abroad. Therefore, the integration of Islamic and national values in Quranic learning is important and relevant in the context of the diaspora.

Although various studies have discussed the effectiveness of the At-Tanzil Method in improving the ability to read the Qur'an (Khosni, 2024; Najmi, 2022), studies that specifically examine its application in the context of the Malaysian diaspora are still limited. Most previous studies have emphasized the technical aspects of learning.

Meanwhile, discussions on the formation of Islamic character and the instillation of love for the homeland in the diaspora environment have not been studied in depth. This condition indicates a research gap that needs to be explored further.

Based on this description, the problems in this study are how the At-Tanzil Method is applied at the Lembah Jaya Malaysia Guidance Center and how it contributes to shaping Islamic character and instilling a love for the homeland in students. This study also seeks to identify the challenges faced in implementing this method in the diaspora environment. Therefore, the purpose of this study is to describe the application of the At-Tanzil Method and analyze its role in shaping the Islamic character and national awareness of students.

To conclude the introduction, this article is organized systematically to make it easier for readers to understand the research flow. The introduction contains the background, problems, and objectives of the study. The methods section explains the approach and data collection techniques used. Furthermore, the results and discussion section describes the research findings, while the final section presents the conclusions of the study.

Method

This study uses a qualitative approach with a case study design that aims to understand the application of the At-Tanzil Method in shaping Islamic character and the ability to read the Qur'an among students. The case study design was chosen because this study focuses on one location and one learning practice that has specific characteristics. This approach allows researchers to explore the learning process in depth in accordance with the context being studied.

The research was conducted at the At-Tanzil Lembah Jaya Guidance Center, Selangor, Malaysia. Field data collection was carried out for approximately one month through observation and face-to-face interviews. After the field activities were completed, the researcher continued to collect data online for clarification and further information so that the data obtained was more complete.

There were two informants in this study, namely a teacher who teaches the Qur'an and a teacher who also acts as the center manager. The informants were selected using purposive sampling technique, considering their direct involvement in the implementation of the At-Tanzil Method. The selection of informants was done so that the data obtained was in accordance with the focus of the study.

The research participants were students in grades IV to VI who already had basic skills in reading the Qur'an. This criterion was set so that the participants could optimally follow the tahsin learning process using the At-Tanzil Method. Thus, the researchers could observe the process of improving reading skills and character building in a more focused manner.

Data collection techniques were carried out through observation, semi-structured interviews, and documentation. Observation was used to observe the learning process and interactions between teachers and students. Interviews were conducted to explore informants' views on the implementation of the method, while documentation was used as supporting data.

Data analysis was carried out through the stages of data reduction, data presentation, and conclusion drawing, as stated by Miles and Huberman (2014). The analysis process was carried out continuously during data collection. Data collection was stopped when data saturation was reached, which was when the information obtained showed a repeating pattern and no new significant findings were found.

Data validity was maintained through source and technique triangulation by comparing the results of observations, interviews, and documentation. This step was taken to increase confidence in the research data. In addition, the researcher confirmed the data with the informants to ensure the accuracy of the information.

From a research ethics perspective, the researcher obtained permission from the guidance center management before conducting the research. All informants and participants were involved voluntarily after receiving an explanation of the research objectives. The identities of the informants were kept confidential, and the data was used only for academic purposes.

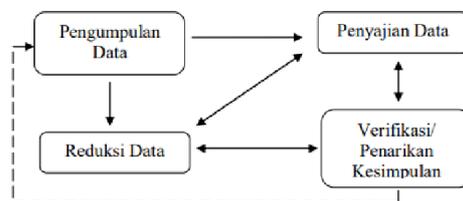


Figure 1. *Analysis data (Ibad et al., 2022)*

Results and Discussion

Results

Based on observations and data obtained in the field, the results of the study show that the application of the At-Tanzil Method at the Lembah Jaya At-Tanzil Guidance Center is effective in improving students' ability to read the Qur'an. The tahsin learning process, which consists of six main stages, shows an improvement in skills, starting from the introduction of Hijaiyah letters, understanding long and short readings, to the application of tajwid rules such as sukun, qolqolah, and waqaf. Evaluations conducted twice a month show a significant improvement in fluency, eloquence, and accuracy in applying tajwid. In addition, a structured daily study schedule also contributes to increasing the motivation and discipline of students in consistently following the Al-Qur'an learning process. The following is the schedule of teaching and learning activities at the At-Tanzil Lembah Jaya Guidance Center.



**JADWAL KEGIATAN BELAJAR MENGAJAR MD
SANGGAR BIMBINGAN AT TANZIL LEMBAH JAYA AMPANG SEMESTER GENAP
TAHUN PELAJARAN 2025**

Hari Senin	Mata Pelajaran Fiqh Mengaji	Juz 1 : Ust Diby Wahyudi
Hari Selasa	Mata Pelajaran Tauhid Mengaji	Juz 2 : Ust Abid Wahid
Hari Rabu	Mata Pelajaran Akhlaq Mengaji	Juz 3 & 4 : Ust Imam Sunusi
Hari Kamis	Mata Pelajaran Tahsin & Imla' Mengaji	Juz 5 : Ust Mok Dollyanto
Hari Jumat	Mata Pelajaran Khuaboh Mengaji	Juz 6 : Ust Utman Asiat

Figure 2. Teaching and Learning Activity Schedule

Application of the At-Tanzil Method in Improving Al-Qur'an Reading Skills

The At-Tanzil Method is applied at the At-Tanzil Lembah Jaya Guidance Center in a systematic and structured manner in accordance with the established stages. Learning activities begin in the morning after the Duha prayer for general learning, as in formal schools, so that students continue to receive a balanced academic education. Then, after the zuhur prayer until 4:00 p.m., students participate in religious learning using the At-Tanzil Method, which focuses on tahsin, or improving their recitation of the Qur'an. This learning pattern shows that the learning process is not only oriented towards academic aspects but also towards the formation of religious habits through the daily routine of reading the Qur'an.

Al-Qur'an recitation learning consists of six main stages, arranged in levels from basic to advanced. The first stage (Juz 1) covers the introduction to the Hijaiyah letters and how to pronounce the halqi letters as the initial foundation for reading the Qur'an. The second stage (Juz 2) discusses long and short readings, while the third stage (Juz 3) focuses on sukun letters and how to pronounce them. The fourth stage (Juz 4) begins teaching the application of tajwid rules, the fifth stage (Juz 5) discusses qolqolah and waqaf signs, while the sixth stage (Juz 6) explains waqaf ibtida so that students understand how to stop and continue reading correctly according to the rules.

Development of Al-Qur'an Reading Skills

The results of interviews and observations show that students have improved in terms of fluency, eloquence, and accuracy in applying tajwid when reading the Al-Qur'an. Each student is given the opportunity to read in turn in front of the teacher, who then provides immediate corrections for any reading errors. Through this process, students find it easier to understand their mistakes and are gradually able to correct them. This learning pattern makes students more actively involved in the learning process, not only as listeners but also as direct participants.

In addition to technical improvements in reading, students' motivation to learn has also increased significantly. Students become more disciplined in following the learning schedule set by the studio. With regular and systematic learning every day after the midday prayer, students become more accustomed to reading the Qur'an correctly and begin to understand the basic rules of tajwid better. This condition shows that learning not only has an impact on cognitive abilities but also shapes the attitudes and learning habits of students.

Evaluation of the Implementation of the At-Tanzil Method

Evaluations are conducted twice a month to assess students' progress, particularly in terms of tajwid, fluency, and fluency in reading the Qur'an. Each evaluation is conducted through oral and written tests, in which students are given specific texts to read with the correct application of tajwid. If errors are found, the teacher will provide additional guidance so that they can correct them.

Evaluations are conducted twice a month to measure student progress, particularly in terms of tajwid, fluency, and proficiency in reading the Qur'an. Evaluations are conducted through oral and written tests, in which students are asked

to read specific texts while applying the correct tajwid rules. Through this evaluation, teachers can determine the extent of students' understanding of the material that has been taught. The evaluation also serves as a means of reflection for teachers in assessing the effectiveness of the methods used.

Based on the results of the evaluation, the At-Tanzil Method has been proven effective in improving students' ability to read the Qur'an. Most students showed significant improvement in the application of tajwid and fluency in reading. In addition, the evaluation also serves as a means to identify obstacles faced by students during the learning process. Thus, teachers can determine learning strategies that are more suited to the needs of students on an ongoing basis

Discussion

The Advantages of the At-Tanzil Method in Improving Al-Qur'an Reading Skills

Based on the results of the study, the At-Tanzil Method has advantages in improving the ability to read the Qur'an because it is applied in a structured, routine, and gradual manner in accordance with the conditions of the students. The learning process, which is carried out every day after the midday prayer until 4:00 p.m., provides sufficient time for students to practice consistently. This fixed schedule not only improves reading skills but also builds discipline and a habit of continuous learning. Thus, the advantages of this method lie not only in the content of the material but also in the pattern of its implementation.

Another advantage can be seen in the six-stage system (Juz 1-6) used in learning. These stages begin with an introduction to the Hijaiyah and Halqi letters, followed by long and short readings, sukun letters, and the application of tajwid rules such as qolqolah and waqaf ibtida. This gradual system makes it easier for students to understand the material slowly and without feeling overwhelmed. This finding is in line with Najmi (2022), who states that the At-Tanzil Method is effective because it uses a tiered approach that adjusts to the abilities of the students.

In addition, learning is carried out through taking turns reading in front of the teacher, where each student receives immediate correction for reading errors. This pattern shows the application of the talaqqi and musyafahah approaches in learning. This is in line with the opinion of Fitriani and Hayati (2020), who emphasize that the tahsin method will be more effective if students read directly in front of the teacher and

receive immediate feedback. With direct correction, students are quicker to realize their mistakes and are able to correct them gradually.

The advantages of the At-Tanzil Method are also reinforced through a routine evaluation system conducted twice a month. The evaluation is carried out through oral and written tests by asking students to read certain texts using the correct tajwid rules. The evaluation results show a significant improvement in the aspects of fluency, eloquence, and accuracy of reading. With this periodic evaluation, student progress can be monitored more objectively and purposefully.

Challenges in Implementing the At-Tanzil Method

Although proven effective, the implementation of the At-Tanzil Method also faces several challenges. One of the main obstacles is the difference in the students' backgrounds in reading the Qur'an. Not all students have the same level of understanding, so the learning process cannot always proceed at the same pace. This condition requires teachers to adjust their learning strategies so that all students can continue to follow the learning process properly.

This finding is in line with Khosni's (2024) research, which states that the heterogeneity of students' abilities is one of the obstacles in learning to recite the Qur'an. In addition, the limited number of teachers is also a factor that affects the effectiveness of learning, especially in providing individual attention to students. Limited learning facilities are also an obstacle that needs to be considered in the optimal application of the At-Tanzil Method. Thus, the success of this method depends not only on its concept but also on the availability of supporting resources.

Solutions and Implications

To overcome these obstacles, several steps can be taken. One of them is to improve training for teachers so that they are more adaptive in teaching the At-Tanzil method. With good training, teachers can be more flexible in dealing with students with different levels of understanding.

To overcome these various obstacles, efforts to improve teacher competence through continuous training are needed. Teachers are expected to not only master tajwid material but also have pedagogical skills that are adaptive to the diverse conditions of students. With this increase in competence, teachers can manage classes more effectively and be more responsive to the needs of students.

In addition, the use of technology can also be a supporting solution in Al-Qur'an learning. The use of Al-Qur'an learning applications can help students practice independently outside of class hours at the studio. This is in line with Najmi's (Najmi, 2022) view, which emphasizes that the gradual approach in the At-Tanzil Method can be combined with digital media to expand students' access to learning. Implicitly, the results of this study indicate that the At-Tanzil Method is relevant to be applied in the diaspora environment because it not only improves the ability to read the Qur'an but also shapes Islamic character through the habit of discipline and intensive interaction with the Qur'an.

Conclusions

The results of the study show that the application of the At-Tanzil Method at the At-Tanzil Lembah Jaya Guidance Center is effective in improving the ability to read the Qur'an in accordance with the rules of tajwid while supporting the formation of Islamic character and instilling a love for the homeland in diaspora students. Structured learning through gradual stages, talaqqi, and musyafahah enables students to understand the recitation of the Qur'an more accurately and fosters discipline and religious awareness.

However, the effectiveness of this method is still influenced by differences in the initial abilities of students, limitations in teaching staff, and learning facilities. Therefore, teachers and institution managers need to develop more adaptive and evaluative learning strategies. For policymakers, support for Quranic education in the diaspora environment is needed through improving the quality of educators and learning facilities. Further research is recommended to examine the application of similar methods in a broader diaspora context and their long-term impact.

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