

WAFU METHOD IN LEARNING TAHSIN TO READ AL-QURAN IN BINA INSAN PALU INTEGRATED ISLAMIC ELEMENTARY SCHOOL

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ABSTRACT

This article discusses the use of *wafu* method in learning tahsin to read al-quran in a elementary school in Palu city, Central Sulawesi. The research used a qualitative method with data collection techniques such as direct observation, in-depth interviews, and document analysis. The research findings show that planning for learning the Qur'an using the *Wafu* method includes the syllabus and learning implementation plan, learning objectives, learning materials, learning media, and evaluation. Applying the *Wafu* method to learning tahsin in the Qur'an uses quantum teaching: grow, experience, name, demonstrate, repeat, and celebrate. However, some methods include opening, experience, teaching, assessment, and closing. The results of tahsin learning in reading the Qur'an for students using the *Wafu* method at the Bina Insan Integrated Islamic Elementary School in Palu are that it is easier for students to recognize the letters, students can read the Qur'an well and correctly, students are also able to read the Qur'an using the *hijaz* tone with the correct pattern, simplified, and students are also able to write the Qur'an with *Ustmani khat*.

ARTICLE INFORMATION

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1. Introduction

Providing Al-Qur'an education to children will instill the spirit of Islam and their deep love for Islam. The ability to read, memorize, and appreciate the meaning of the Qur'an is a starting point for children to understand the Islamic teachings contained in it (Yamani & Nurdin, 2023). Therefore, it is necessary to educate children about the Qur'an from an early age so that children have the skills to read, write, and memorize the Qur'an, as well as master several sciences related to the Qur'an, such as

recitation and other sciences, which are prerequisites for being able to understand the Qur'an which is the source of religious teachings.

For Muslims, studying the Qur'an is a must or mandatory because it contains Islamic teachings regarding commands and prohibitions so that humans are safe in this world and the afterlife. Studying the Qur'an, especially the law, is very important. Reading it is fardu ain or the law that applies to everyone. However, in studying the Qur'an in the case of elementary school, in the learning process, there is a

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tendency to learn from things that can be seen, heard, and learned, from simple stuff to more complex things; the same is true in learning. In the process, a method is needed to bring children to their learning goals.

A suitable, effective, and efficient method is needed to stimulate interest in learning and make it easier for students to learn to read the Qur'an. Ahmad Tafsir explained that process refers to the most suitable and fastest method so that, in its working order, a method must be calculated scientifically through experiments that have been tested and developed theoretically before it can be called a methodology.

As time passes, the method for learning tahsin by reading the Al-Qur'an continues to innovate, shows various advantages, and is more interesting than previous methods of learning tahsin. This method provides an effective and efficient way to read the Qur'an. The *Wafa* Method is one of the methods that is currently being hotly discussed in the world of Al-Qur'an education. The characteristic of this method is reading with Hijaz tones and learning volumes with sound similarities. Apart from that, there are also exciting learning media such as large displays of *Wafa* books and colorful flashcards with pictures equipped with hijaiyyah letters arranged in a word, packaged very friendly to the child's world.

The *Wafa* method first appeared in Indonesia in 2013 because previously, there were many methods of learning to read the Qur'an circulating in society, especially methods that succeeded in making many children aware of reading the Qur'an with tartil, such as the Ummi

Method, Qiroati Method, and other methods.

The *Wafa* method was born to develop a more comprehensive Qur'an education system and instill a love of the Qur'an and its learning environment, aiming to instill a sense of closeness to the Qur'an. *Wafa* was pioneered by KH. Muhammad Saleh Drehem, Lc, assisted by the compiler of the *Wafa* Method KH. Dr. Muhammad Baihaqi, Lc., MA, who is also the founder and director of the Syafa'atul Quran Foundation, Indonesia.

The *Wafa* method is often referred to as a right-brain approach method, which uses multisensory aspects or a combination of senses, such as vision, hearing, and kinesthetics, in learning. The way of thinking is consistent with knowing non-verbal things such as feelings, emotions, awareness related to sensations, shapes, patterns, music, recognition of art, sensitivity to color, creativity, and visualization. On the other hand, one of the advantages of the right brain is that it can store memories for a long time.

Several similar studies related to the *Wafa* Method found that this method positively affected the quality of Al-Qur'an reading among children and adults. For example, research conducted by Dian Mustika Sari in 2018, *Wafa* Method in Improving the Reading of the Qur'an among the women studying at Griya Qur'an Tartiila, Argomulyo District, Salatiga City, shows that the *Wafa* Method can improve the quality of reading the Qur'an in the Recitation group.

Apart from being effective in adults, the *Wafa* Method was also found to be effective in elementary school-age

children as per research conducted by Hikmatul Ruwida in 2019, Implementation of the *Wafa* Method in Al-Quran Learning at Nuruul Fikri Integrated Islamic Elementary School. This research found that the *Wafa* Method made it easier for students to recognize letters, coupled with the use of the right brain method, which made students not feel bored when learning the Al-Qur'an.

Based on the results of several studies on the effectiveness of the *Wafa* Method in handling problems with reading the Al-Qur'an, researchers consider that this method can answer the problems faced by educational institutions, especially in Palu City. They consider that elementary school students still encounter many obstacles in reading the Qur'an well and correctly. Moreover, this happens in state elementary schools and private Islamic-based elementary school institutions, also called integrated Islamic schools.

2. Literature Review

2.1 Understanding *Wafa*

Meanwhile, the word *Wafa* comes from Arabic, namely *Wafaa* and *Yafii*. *Wafaa* means fulfilling, trustworthy, or loyal; meanwhile, according to the term, the word *Wafa* itself means traits that embody moral perfection (Motawah, Sen, & Willett, 2020). His philosophy is to be faithful to the Qur'an and loyal to its teachings, practice, and preaching.

The goal of the *Wafa* institution is a significant and long-term goal to produce ulama, who will become a nation's civilization in the years to come. The Al-Qur'an expert in question is a

person who reads the Al-Qur'an every day and understands what he reads to have Al-Qur'an morals. With this method, students will find it easier to learn the Qur'an by following the correct rules of recitation and *makhorijul* letters.

The founder of the *Wafa* method is KH. Muhammad Shaleh Drehem, Lc. Born on November 10 1963 in Sumenep, Madura (Syarifah & Ifadah, 2023). He is also the administrator of the Telok Buli Mosque Ibadurrahman Foundation. Licensure Degree (LC) obtained from Imam Muhammad bin Saud University in Saudi Arabia. Apart from being the founder and administrator of the Indonesian Syafa'atul Quran Foundation, he also serves as Chair of the Indonesian Dai Association in East Java, expert consultant and forum in the field of Nufus Tazkiyatun for several Islamic Magazines, Local Radio and Television Advisor, National Management of the Griya Al-Qur'an Foundation, Member of the Sharia Board of Suara Muslim Surabaya Radio Station (SHAMFM), Spiritual Advisor for the Al-Hikmah Islamic Education Foundation, and Da'wah Activist in East Java (Drehem, 2022).

The author of the *Wafa* method is KH. Dr. Muhammad Baihaqi, LC, MA. He was born on February 20, 1974, in Sidu Ajo. He is currently living on Jl. Laksantri no. 19 Surabaya also serves as chairman of the drafting group and chairman of the Management Board of the Syafa'atul Qur'an Foundation in Indonesia. This doctorate in Arabic completed his bachelor's degree at the Institute of Islamic and Arab Sciences Jakarta in 1999. In 2002, as the best graduate, he earned a master's degree at

State Islamic University Malang and a doctorate at El-Nilain University, Sudan. Currently, he serves as Chair of Postgraduate Lecturers in Tarbiyah and Teacher Training in the Arabic Language Education Research Program at State Islamic University Sunan Ampel Surabaya, Director of the Indonesian Dai Association in Surabaya, and a source for local and national TV and radio.

2.2 Steps for Applying the Wafa Method in Learning Tahsin in Reading the Al-Quran

The *Wafa* method is known as the method used in the learning process. This method includes initiation, experience, learning, assessment, and completion. This applies to all education levels.

1) *Initiation (Opening)*

This level is the first and earliest level that must be passed. This stage is critical because whether this stage is successful or not determines what happens next. At this stage, educators must be able to identify and pay attention to children's learning styles (visual, auditory, kinesthetic). Here's what to do in this phase:

- a) Ask about news
- b) Include challenging questions
- c) Video/film
- d) Nasyid/singing
- e) Guesswork

2) *Experience*

This phase is where the teacher provides incentives and suggestions to students so that they can arouse great curiosity before engaging with the learning material. At this stage, the following can be done:

- a) Simulation

- b) Direct demonstration of students
- c) Nasyid or telling stories

3) *Learning*

This phase is where the teacher provides learning or material continuously to students. At this stage, teachers are also expected to be able to maintain enthusiasm and give the students an understanding of their learning. At this stage the teacher can do the following:

- a) After the teacher finishes reading, the students follow
- b) After one student has finished reading, other students imitate
- c) and one of the students is randomly appointed to come forward to demonstrate how the teacher teaches

4) *Assessment*

During this phase, the teacher assesses the learning outcomes achieved. Teachers must be able to provide grades commensurate with the abilities of each student. If it is good, then it is considered good; if not, then the teacher's next task is to provide guidance and motivation to students.

5) *Completion (Closing)*

Closing is the final part of this phase. At this stage, the teacher reviews the material provided and provides motivation, praise, and appreciation to students so that they can achieve better and be more enthusiastic about learning in subsequent meetings. The following things are done:

- a) Provide a review
- b) Make an impressive statement
- c) Praise
- d) Singing and Islamic jargon

2.3 Understanding Tahsin Reading

Tahsin comes from the Arabic *hassana*, *yuhassinu*, and *tahsinan*, which means repairing, refining, decorating, beautifying, and making better than before (Hikmah & Mualimin, 2023). Meanwhile, *tahsin* means reading the Qur'an as the Prophet and his companions taught by observing and paying attention to the rules of reading, producing each letter according to its *makhraj* and nature, and beautifying its sound.

The basis for implementing *tahsin* itself has guidelines because doing it is an act of worship. When reading the Qur'an, we are advised to read it *tartil*, according to the place where the letters come out and the rules of recitation, excellent and correct. The following are reasons or arguments for reading the Qur'an with *tartil*:

Al-Quran Surah Al-Muzammil
verse 4:

أَوْزِدْ عَلَيْهِ وَرَتِّلِ الْقُرْآنَ تَرْتِيلًا

Translation: "Or more than half of that and read the Qur'an slowly."

In this verse, Allah ordered the Prophet Muhammad to read the Qur'an carefully. This means reading the Al-Qur'an slowly, reading it fluently, and feeling the meaning and intent of the verses. This order was carried out by the Prophet Muhammad SAW. Aisyah narrated that the Messenger of Allah read the Qur'an with *tartil*, so the letter he read took longer than usual.

From the explanation above, it can be understood that when reading the Qur'an, read it as a *tartil* reading. The *tartil* way of reading is by slowing down and paying attention to the reading,

reading the letters correctly according to their nature, and reading by applying the rules of recitation correctly and accurately.

Other virtues of someone who reads the Qur'an well include:

- a. Those who study the Qur'an well and correctly, as the verses of the Qur'an were revealed, are loved by Allah SWT.
- b. A good reader of the Qur'an will enable the reader or listener to appreciate the Qur'an truly.
- c. Reading the Qur'an correctly will make it easier for someone to reap rewards from Allah SWT.
- d. A good reading of the Qur'an can guide listeners and readers.

Reading the Qur'an well allows a person to teach it to others, at least to his own family, and the reader can improve his quality.

2.3 Understanding Tahsin Learning to Read the Qur'an

Based on the previous description, it is stated that learning is the interaction between students and teachers and learning resources in a learning environment, which includes teachers and students exchanging information using interactions or learning tools for educational purposes to achieve goals through a predetermined educational learning process (Könings, Brand-Gruwel, & van Merriënboer, 2005; Limniou & Smith, 2010). As previously explained, *tahsin* is observing and paying attention to the laws of reading when reading the Qur'an, pronouncing the letters, and beautifying the sound following the *makhraj* and its characteristics, as exemplified by the

Prophet Muhammad and continued by his companions.

Meanwhile, the Al-Qur'an is the word of Allah Subanahu Wa Ta'ala, which was conveyed to the Prophet Muhammad SAW through the intercession of the angel Gabriel. Reading it is a form of worship and is delivered mutawatir, starting with surah Al-Fatiha and ending with surah An-Nas. Based on the description above, it can be concluded that learning to read the Al-Qur'an is a process of changing student behavior through the process of teaching, guiding, and preparing students to read the Al-Qur'an fluently and precisely, according to existing rules, and so that students get used to learning to read the Al-Quran in their life.

3. Methodology

This study uses qualitative methods. In qualitative research, the use of theory is only a guide so that the research focus is in accordance with the facts in the field (Nurdin & Pettalongi, 2022; Nurdin, Stockdale, & Scheepers, 2016). The data was collected through direct observation, in-depth interviews, and written document analysis at the research site (Rusli, Hasyim, & Nurdin, 2021; Rusli & Nurdin, 2022). The object of this research is Bina Insani Elementary School, which is located in Palu city. The authors choosed the school because it is an institution that has implemented *wafa* method in learning tahsin to read al-quran.

The data analysis technique in this research, we used a deductive thinking technique, which can be interpreted as a

research procedure that produces deductive data from the sample that has been explained by the author, namely teachers in the field of Islamic education from class teachers, students, principals and other teachers who are related to the problems. Data analysis was conducted using thematic analysis from Corbin and Strauss (2003). The analysis started with open, axial, and selective coding. The final result of the data analysis is themes found from the data.

4. Result and Discussion

4.1 Application of the *Wafa* Method in Tahsin Learning to Read the Al-Qur'an

The success of a lesson is determined by the plan that an educator has made (Searcy & Maroney, 1996). A learning plan is an essential factor in the learning process. Therefore, the parts of the learning plan must be prepared and developed systematically to achieve educational goals. In making learning plans, educators must refer to the curriculum that applies to the school. Based on the results of interviews with the principal at the Bina Insan Palu Integrated Islamic Elementary School, the curriculum used there is the independent curriculum. The learning plan includes activities to formulate the goals to be achieved, what methods to use, the material to be presented, and the media that will be used to achieve an educational purpose. *Wafa* Method Plan at Bina Insan Palu Integrated Islamic Elementary School includes:

a. Syllabus and Learning Implementation Plan

In a lesson, the teacher must make a lesson plan as a reference and guide when teaching. Teachers must make complete and systematic learning plans so that the learning process can occur effectively and efficiently.

Based on the results of the interview, the Deputy Head of Curriculum said:

"The Qur'an teacher at the Bina Insan Integrated Islamic Elementary School in Palu makes the lesson plans and syllabus at the beginning of each semester and submits them to the school principal. So throughout the semester's learning process, the teacher is guided by the lesson plans made."

In connection with the Learning Implementation Plan and syllabus, the Deputy Head of Al-Quran also said that::

"In learning the Qur'an, teachers have teams created from each class. So, the Qur'an teachers at our school work together to achieve goals. So, in making the Learning Implementation Plan, each phase member works together to prepare a learning plan. However, each teacher always makes their own Learning Implementation Plan to be modified according to class needs based on the Learning Implementation Plan in each phase."

Having a Learning Implementation Plan and syllabus can facilitate and assist teachers in the classical learning process so that it can be directed and

facilitate the achievement of learning objectives, especially in the field of the Qur'an through the *Wafa* Method in tahsin learning.

Before conducting the research, the researcher entered several classes where the students were mainly still children who needed to be proficient in reading the Qur'an properly and correctly; many made mistakes pronouncing the letters hijaiyah, tajwid, and long and short when reading the Al-Qur'an. This is based on what the class II teacher, Thalhah bin Ubaidillah Sitti Aisyah, said:

"In this school, basically all the children already know the hijaiyah letters, but in terms of pronunciation, some of them are still not or are still less proficient in pronunciation, especially in long and short reading, both in *Wafa* exercise books and when memorizing the Qur'an."

Then, the researcher continued the research in Said bin Zaid's third class, which was the class where the researcher first looked at how the teacher taught and provided teaching material. From there, the researcher understood the obstacles to the student's inability to read the Al-Quran properly and correctly.

b. Learning objectives

In education, there are goals and targets to be achieved. The overall goal in learning the Qur'an through the *Wafa* method is that students can read the Qur'an correctly according to the rules of the science of tajwid, can write single and connected hijaiyah letters well and accurately according to the khat, can memorize juz 29 and 30, and can

translate letters. Based on the results of the interview with the Al-Quran coordinator, he said:

"The objectives of learning the Qur'an in our school follow the general objectives set by the *Wafa* Method. Namely, students can read the Qur'an following the *makharijul* letters and *tajwid* laws, write verses even though they do not match the *khat*, and memorize juz 29 and 30 in the Qur'an."

In connection with the learning objectives of Al-Qur'an teachers, the Deputy Head of Al-Qur'an for the Bina Insan Integrated Islamic Elementary School in Palu also said that:

The target of learning the Qur'an using the *Wafa* method is completing *Wafa* 5 in class III and memorizing one juz a year. However, we were catching up last year due to the COVID-19 pandemic, so we tried to complete 2 to 3 chapters in class V in a year to align with the standard target.

From the interview results above, the learning objectives, especially in the field of the Qur'an through the *Wafa* Method, Al-Qur'an teachers strive to achieve targets as set by the *Wafa* Method despite various obstacles and other inhibiting factors.

c. Learning materials

Learning materials are teaching tools arranged systematically to help teachers in teaching and learning activities. The learning material contained in the *Wafa* Method is interspersed with stories, pictures, and colors, which aim to make it easier for students to remember.

Regarding the learning material, it is explained briefly by the Al-Qur'an Phase B coordinator, and he stated that:

In planning the *Wafa* Method, learning materials have been arranged by the central *Wafa*. So, students in grade I are targeted to have completed *Wafa* 2, grade II to have completed *Wafa* 4, and grade III to have completed *Wafa* 5 and recitation. In *Wafa* 1, the achievement is *makharijul huruf*, and targets are made. In *Wafa* 2, you learn mad *thabi'i*; in *Wafa* 3, you learn about the *jahr* letter group and *hams*; in *Wafa* 4, you get to know drone reading; and in *Wafa* 5, you learn how to donate reading, then move on to *tajwid* studying *gunnah* laws, while *gharib* books study readings that are not as usual.

From the interview results above, the planning for learning materials at the Bina Insan Palu Integrated Islamic Elementary School is good and structured systematically following the *Wafa* program.

d. Strategy Planning

The Qur'an learning strategy at the Bina Insan Palu Integrated Islamic Elementary School is guided by the system that the central *Wafa* team has determined. This was explained by the Al-qur'an Phase C Coordinator as follows:

The strategy for learning the Qur'an through the *Wafa* method that we use follows the concept of the *Wafa* method, namely TANDUR, and we apply it classically. At the beginning of learning, use the imitation reading

strategy. After students are deemed capable, the following process is to read and listen individually. This aims to ensure that each student carries out their duties correctly. While waiting their turn, other students are guided to write so they don't play and talk.

When learning the Qur'an through the *Wafa* method, copyreading and listening are used at the Palu Bina Insan Integrated Islamic Elementary School. The strategic planning implemented follows the agreement of the school principal, coordinator, and Al-Quran teacher. So before learning begins, the Qur'an teacher prepares predetermined strategies so that learning can run effectively and efficiently.

e. Instructional Media

Learning media can be used to convey messages or information in the teaching and learning process to stimulate students' attention and interest in learning. Learning media is one of the supporting factors for the success of learning. So, the media must be planned before learning starts. Based on the observations at the research location, the media used in the Qur'an learning process at the Bina Insan Palu Integrated Islamic Elementary School is varied and supports Qur'an learning. The media used in understanding the Qur'an through the *Wafa* method at the Bina Insan Integrated Islamic Elementary School in Palu include *Wafa* books volumes 1 to 5, recitation books, ghorib books, recitation books, teaching aids, MP3 *Wafa* and projectors. The Qur'an Teacher coordinator explained this, he said:

In improving the ability to read the Qur'an through the *Wafa* Method, the *Wafa* Center has provided learning media for Al-Qur'an teachers to maximize their teaching and learning process. Thank God our school has no shortage of learning facilities and media; only their use must continue to be maximized.

From the interview results above, the facilities and media used at the Bina Insan Palu Integrated Islamic Elementary School support the success of learning the Qur'an so that learning can be carried out well.

f. Evaluation

Assessment needs to be carried out for every lesson because, with assessment, a teacher can find out the progress experienced by students. Regarding evaluation planning, things that must be considered are when the evaluation will be carried out, the evaluation technique, and the assessment format. Based on the results of an interview with the Deputy Head of the Qur'an Division, he said:

Bina Insan Palu Integrated Islamic Elementary School conducts two evaluations: an assessment every week and an assessment at the end of the semester. Namely, the assessment is in the form of a reading test and memorizing the Qur'an. Al-Qur'an subject exams are held every mid-semester and final semester exams. The evaluation technique is that students read *Wafa* books randomly, following the teacher's orders.

From the interview results above, the Bina Insan Palu Integrated Islamic Elementary School evaluation was done well. With a good evaluation, a teacher can discover the abilities and improvements experienced by their students.

4.2 Process of Implementing the *Wafa* Method

The steps set out in the *Wafa* learning system are used to implement Al-Qur'an learning through the *Wafa* method at the Bina Insan Integrated Islamic Elementary School in Palu. The learning activity of reading the Qur'an is packaged with the quantum teaching model, namely grow, experience, name, demonstrate, repeat, and celebrate.

As explained directly by the principal of the Bina Insan Integrated Islamic Elementary School, Palu, Moh. Fauzan Azima Patajenu said that:

"Implementing Qur'an learning through the *Wafa* method is to grow, experience, name, demonstrate, repeat, and celebrate, emphasizing the quantum teaching strategy. The growing stage includes greetings, asking for news, praying, and checking the attendance list; this stage is continued with imitation reading activities. In this activity, the teacher models the reading, and students imitate until they have finished one page. Then, students are randomly appointed to model several examples of reading again according to the teacher's instructions, and so on until finished. Before the classical activities are closed, teachers

usually make group games such as singing, which can be used as examples of reading sounds such as ghunnah reading laws and other recitation laws.

The time allocation used in implementing Al-Qur'an learning using the *Wafa* method at the Bina Insan Integrated Islamic Elementary School in Palu is four learning hours, with 1 lesson hour counting for 30 minutes, starting at 09.45 to 11.45 WITA. This is in accordance with the results of observations made by researchers at the Bina Insan Integrated Islamic Elementary School Palu that learning tahsin to read the Qur'an using the *Wafa* method at school is carried out during 2 hours of learning in the morning at 09.45 - 11.45 WITA and in the following 2 hours activities are used for tahfidz Al-Qur'an.

Based on the explanation above, Bina Insan Palu Integrated Islamic Elementary School provides special learning time for learning the Al-Qur'an using the *Wafa* method, namely two learning hours or 60 minutes in the morning from Monday to Friday. The strategy teachers use in learning to read the Qur'an at the Bina Insan Integrated Islamic Elementary School in Palu is to group students according to ability and not mix students who are already proficient and who are not. This is based on the results of an interview with Nur Hasriani, she said:

"The implementation of the *Wafa* method at the Bina Insan Palu Integrated Islamic Elementary School is done by students first. After that, based on the tasnif results, students are grouped

according to their abilities and taught by the school's teaching staff appointed to handle the level of each *Wafa* book."

This is in accordance with observations made by researchers in their learning; the teacher gives an example first, and then the students follow what the teacher says. Sometimes, researchers also see some teachers giving assignments to students to be their teachers by standing next to the *Wafa* props equipment and then imitating the teacher's teaching style and other students following their instructions.

Based on the interview results above, the implementation of the *Wafa* method is that first, students are grouped based on their reading ability or the level of the book they are reading. Students listen to the reading from the teacher. Students follow the teacher's reading, word by word or by line, which the teacher reads, then interspersed with randomly appointing students to read several examples of reading material on the *Wafa* props tool.

4.3 Steps for learning the *Wafa* method

The implementation steps in learning to read the Qur'an using the *Wafa* method at the Bina Insan Integrated Islamic Elementary School in Palu are almost the same as learning in general. Still, there are slight differences in gaining knowledge. This was explained by an educator at the Bina Insan Integrated Islamic Elementary School in Palu, Nur Hasriani, who said in an interview:

"The steps are the same as other learning, such as saying hello,

asking for news, and then exploring knowledge, which is a bit different from other learning. In this *Wafa* method of learning, students will first be given exemplary stories of the Prophets, stories of other Prophets' friends, and folk tales that build children's knowledge about learning. "For classroom management, the students' seats are shaped like a U shape. Therefore, there are no children with their backs to the teacher; the child focuses on the teacher."

Based on the interview results, it can be concluded that the steps for implementing the *Wafa* method are to condition the class first where the students' tables are shaped like the letter U if they use benches and chairs or sit together on the floor. Then, the teacher opens the lesson by saying hello, asking for news, and exploring the students' knowledge. In this *Wafa* lesson, the teacher tells exemplary stories at each chapter boundary or material on the *Wafa* props tool to attract children to be interested in learning.

5. Conclusion

Planning for learning the Qur'an using the *Wafa* method includes the syllabus and learning implementation plan, learning objectives, learning materials, learning media, and evaluation. Applying the *Wafa* method to learning tahsin in the Qur'an uses quantum teaching: grow, experience, name, demonstrate, repeat, and celebrate. However, some methods

include opening, experience, teaching, assessment, and closing.

The results of tahsin learning in reading the Qur'an for students using the *Wafa* method at the Bina Insan Integrated Islamic Elementary School in Palu are that it is easier for students to recognize the letters, students can read the Qur'an well and correctly, students are also able to read the Qur'an using the *hijaz* tone with the correct pattern, simplified, and students are also able to write the Qur'an with *Ustmani khat*.

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