

IMPLEMENTATION OF LITERACY PROGRAM THROUGH TAHFIDZ LEARNING WITH TALAQQI METHOD IN MUHAMMADIYAH ORPHANAGE

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Abstract

This research aims to describe the literacy program's implementation through takhfidz learning with the talaqqi method in Muhammadiyah orphanage, starting from planning, implementation, results, and factors affecting the literacy program. The research method used is descriptive quality. The data collection techniques that the authors use in this study are through observations and interviews conducted with teachers and students., documentation studies, and literature studies. The analysis of the data used is to begin providing raw data, such as field records and research documents, storing and researching the results of research in the form of field records and documents, formulating views or interpretations, drawing conclusions, and reporting the entire research process. The results showed that: 1) Planning literacy programs through takhfidz learning with talaqqi methods in Muhammadiyah orphanages include: a) Identification of learning needs and learners, b) Formulating learning objectives, c) Strategizing learning activities, d) Determining the implementing team of learning, e) Preparing learning facilities and materials, f) Determination of learning methods and techniques, g) Determination of place and time of learning, and h) Determination of learning costs. 2) The implementation of learning consists of three activities, namely the initial activity (opening), this activity, and the last activity (closing). 3) The result of learning is that there is an improvement in the reading skills of the Qur'an, now the child can know and mention various hijaiyyah letters, read and know short letters in juz 30, and can memorize them well. 5) Supporting factors include teacher factors that use demonstration and guidance methods and the use of exciting media to appeal to the child. The factors that hinder the learning process are the environmental factors of the house that are less supportive.

Keywords: Talaqqi Method, Takhfidz Learning, Literacy Program

Abstrak

Penelitian ini bertujuan mendeskripsikan implementasi program literasi melalui pembelajaran takhfidz dengan metode talaqqi di panti asuhan Muhammadiyah dimulai dari perencanaan, pelaksanaan, hasil, dan faktor-faktor yang mempengaruhi program literasi. Metode penelitian yang digunakan adalah deskriptif kualitatif Adapun teknik pengumpulan data yang penulis gunakan dalam penelitian ini adalah melalui observasi dan wawancara yang dilakukan dengan guru dan siswa., studi dokumentasi, serta studi Literatur. Analisis data yang digunakan yaitu dimulai menyediakan data mentah, seperti catatan lapangan dan dokumen hasil penelitian, menyimpan dan meneliti hasil penelitian berupa catatan lapangan dan dokumen, merumuskan pandangan atau tafsiran, menyusun kesimpulan, dan melaporkan seluruh proses penelitian. Hasil penelitian menunjukkan bahwa: 1) Perencanaan program literasi melalui pembelajaran takhfidz dengan metode talaqqi di panti asuhan Muhammadiyah meliputi: a) Identifikasi kebutuhan belajar dan peserta didik, b) Merumuskan tujuan pembelajaran, c) Menyusun rencana kegiatan pembelajaran, d) Menentukan tim pelaksana pembelajaran, e) Menyiapkan sarana dan bahan/materi pembelajaran, f) Penentuan metode dan teknik pembelajaran, g) Penentuan tempat dan waktu pembelajaran, dan h) Penentuan biaya pembelajaran. 2) Pelaksanaan pembelajaran terdiri dari tiga kegiatan yaitu kegiatan awal (pembukaan), kegiatan ini dan kegiatan akhir (penutupan). 3) Hasil yang dicapai dari pembelajaran yaitu terdapat peningkatan keterampilan membaca Al-qur'an, kini anak mampu mengetahui dan menyebutkan berbagai huruf hijaiyyah, membaca dan mengetahui surat-surat pendek dalam juz 30, serta dapat menghafalnya dengan baik. 5) Faktor yang mendukung di antaranya adalah faktor guru yang menggunakan metode demonstrasi dan bimbingan, serta penggunaan media

yang menarik dapat memberi daya tarik bagi anak. Adapun faktor yang menghambat proses pembelajaran yaitu faktor lingkungan rumah yang kurang mendukung.

Kata kunci: Metode Talaqqi, Pembelajaran Takhfidz, Program Literasi

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INTRODUCTION

Indonesia is in an era of information that is synonymous with the era of literacy. The literacy era describes the ability to interact, communicate, and actualize orally and in writing. Indonesia is listed as one of the countries that managed to reduce the number of illiteracy. UNDP data in 2014 recorded that the literacy rate of Indonesians reached 92.8% for the adult group, and 98.8% for the youth category. This figure shows that Indonesia has passed the literacy crisis stage in the sense of literacy. According to the Ministry of Education Research and Development Agency, the reading ability of 15-year-olds is only 37.6 percent of children reading without being able to capture meaning. In writing, Indonesia can only produce 8,000 books per year, lagging behind Vietnam, which can produce 15,000 books per year.

Irianto & Febrianti (2017: 13) explain that people who have literacy skills can read and write. According to Elizabeth Sulzby "1986", literacy is a language ability possessed by a person in communicating "reading, speaking, listening and writing" in different ways according to his purpose. If defined briefly, the definition of literacy is the ability to write and read. Learning activities support the formation of students who have a broad insight and have a way of international view. One of them is by cultured literacy activities. In Muhammadiyah orphanages have become accustomed to literacy culture through the learning of tahfidz by using the talaqqi method in its imprisonment. The method of talaqqi is one of the methods that has existed since the time of the Prophet Muhammad SAW. Based on the Quran and As-Sunnah this method was used by the angel Gabriel to the Prophet Muhammad SAW when the first revelation from Allah SWT came down, namely QS. Al-Alaq verse 1. The Prophet Muhammad (PBUH), when receiving revelation, cannot read, then the Gabriel angel tells the Prophet Muhammad to read the first revelation that comes down in the verse of the Qur'an surah Al Alaq verse 1 with the talaqqi line.

Muhammadiyah Orphanage is one of the places that implement tahfidz learning with the talaqqi method. Nevertheless, based on initial observations, there are general indications that takhfidz learning in Muhammadiyah orphanage in the results has not met the minimum standards that every child is expected to have. The learning outcomes for Muhammadiyah orphanage children, in general, are relatively varied. This will affect the implications of utilization by children later in the learning process. Besides, the implementation of takhfidz learning is less maximal because the method used is incoherent with experts. Learners have made various efforts, but the results are not yet known through scientific research. This is interesting enough to be researched with an approach to the concept of community education. Therefore, researchers will examine more about the literacy program's implementation through tahfidz learning with talaqqi method in Muhammadiyah orphanage to describe the implementation of the literacy program and know the learning tahfidz with talaqqi method.

Literacy

Simply put, literacy means the ability to read and write or literacy. In the current context, literacy has a comprehensive meaning. Literacy is an absorbent word derived from the word

literacy. Literacy means the ability to read writing. The type of literacy varies greatly depending on the field of science. In a modern context, literacy refers to reading and writing at an adequate stage to communicate in a literate society (Widodo, Johan, & Ghasya, 2015). A nation's quality is determined by its intelligence and knowledge, while intelligence and knowledge are generated by how much science is obtained, while science is obtained from information obtained both verbally and in writing.

The study of literacy in this paper focuses more on reading and memorizing skills. As the main activity of literacy, in addition to writing, reading, and memorizing, also undergoes paradigm changes. This makes reading experts realize that reading is a complex activity. As revealed by Caldwell (2008:2) that "reading is an extremely complex and multifaceted process". The process of understanding reading is not simple (Kintsch & Kintsch, 2005). Reading literacy focused on reading comprehension includes four primary studies, namely: (1) reading skills; (2) application, training, and determination of readings; (3) the reading process; and (4) the text used in reading (UNESCO, 2005). The availability of similar text above can steer students' achievements in literacy reading in a better direction (Geske & Ozola., 20008). The availability of similar text above can steer students' achievements in literacy reading in a better direction.

Tahfidz Learning

According to Munandar (Suyono & Hariyanto, 2011) Learning is conditioned to be able to encourage children's creativity as a whole, keep students active, achieve learning goals effectively, and take place in pleasant conditions. Furthermore, the meaning of the Tahfidz Qur'an consists of two syllables, namely tahfidz and Qur'an. Hisyam & Hariyono (2006) stated that tahfidz means memorizing, memorizing from the basic word memorization, which is from arabic hafidza - yahfazhu - hifzhan, i.e., the opponent of forgetting, i.e. always remember and forget a little. Meanwhile, according to Abdul Aziz Abdul Rauf, explaining that "memorization is the process of repeating something, either by reading or hearing. Any job if repeated, is bound to be memorized." (Rauf & Aziz, 2015).

The purpose of Tahfidz Qur'an learning, as stated by Sanjaya (2009), is the ability (competence) or skills that students are expected to have after they have completed instruction. Objectives must be formulated first in a clear and detailed learning implementation plan. Besides, goals must also be communicated with students to be understood, so that they from the beginning of learning have understood the skills to have after the learning process. Memorizing the Qur'an is a very commendable and noble act, both in the presence of man, especially before Allah SWT. The Ahl al-Quran is the chosen group of Allah SWT, and they are the ones who will occupy a high place and a noble position when they are preoccupied with the Qur'an. The person who memorizes the Qur'an means that in his heart is kept a noble kalamullah, and then it is appropriate that the memorizers of the Qur'an have a unique priority prioritized by Allah SWT for them.

Talaqqi Method

Muhammad (2011) stated Talaqqi is: "studying religious science directly to teachers who have the competence of science, tsiqah, dhabit and have a scientific isnament that muttashil to the Messenger of Allaah (peace and blessings of Allaah be upon him). Talaqqi means to learn and deposit memories directly to someone expert in reading and memorizing the Qur'an. This method is more often used by people to memorize the Qur'an, because it includes two very decisive factors, namely the maximum cooperation between teachers and students.

METHOD

This research approach is qualitatively descriptive. To determine the method used in this study, the researcher is based on the objectives that want to be achieved. Descriptive research aims to obtain an overview of all aspects of certain social phenomena relevant to the research that researcher wants to achieve so that this method is chosen so that a clear picture of the ultimate research objective can be achieved, namely about the symptoms that occur in the present and stimulate in the future. This research was conducted at Muhammadiyah Orphanage, located at Jalan Purnawarman No.25, Tamansari District Bandung Wetan Bandung West Java.

The data collection technique that the authors used in this study are through observation done to observe the process of implementation of the literacy program through tahfidz learning with talaqqi method in Muhammadiyah Orphanage. Interviews were conducted with teachers and students. The study documentation used to obtain students' value data, and other data needed, such as orphanage profile data, photographs that include learning, the surrounding environment in Muhammadiyah Orphanage. Literature Studies are used to obtain theoretical data by studying books relevant to research studies and problems. The analysis of the data used is by doing the following: 1) providing raw data, such as field records and research documents, 2) storing and researching the results of research in the form of field records and documents. 3) formulate views or interpretations, 4) draw conclusions, and 5) report the entire research process.

RESULTS AND DISCUSSION

Results

The Planning of takhfidz learning in Muhammadiyah Orphanage

Based on the results of interviews with organizers and educators on takhfidz learning planning in Muhammadiyah orphanage, researchers were informed that the takhfidz learning planning stage was implemented gradually. First, identify the needs by briefing that in Muhammadiyah orphanage held takhfidz learning. The educator then demonstrates how the takhfidz learning process so that they are interested in participating in the activity and explain to them about the results of takhfidz learning is needed in life. This briefing activity is carried out by educators not once but done repeatedly so that they are interested and motivated to follow it. Second, to determine tahfidz learning's purpose is for students or learners to have the knowledge, skills, and mental attitudes in living life by understanding and practicing directly about takhfidz learning. Third, determine the study schedule drawn up based on the agreement of the teacher or educator. This study is carried out every Monday to Friday. The learning length is about 1 to 2 hours, starting from 08.00 to 10.00 WIB or until the finish. Fourth, in implementing this takhfidz learning, a team of implementers of the program is organized in an organizational structure. The arrangement starts from the person in charge, the chief executive, and the teacher or learner.

Fifth, prepare learning facilities used in takhfidz learning in Muhammadiyah orphanage in buildings and learning materials, such as the Quran, modules, stationery, speakers, laptops, InFocus, and others. Sixth, compile learning materials for organizers and teachers or educators. Students or students only have to adjust and follow existing materials. Seventh, determine the techniques used in takhfidz learning i.e., with the combined techniques of various methods such as lecture methods, questioning, assignments, demonstrations, discussions, and practices. Nevertheless, the most core in takhfidz learning is used as a method that is talaqqi method. Learning is carried out gradually from the easiest to the more complicated, with a theoretical percentage of 30% and 70% practice. Eighth, determine the cost of learning. The source of

funds for learning activities comes from the regular funds of Muhammadiyah orphanages. The same opinion expressed by Ibu Sari as a teacher or educator that the learning funds come from regular funds. Thus, learning funds are obtained from the institution's funds. Organizers and teachers explain that all students or students are free of charge.

Implementation of literacy program through takhfidz learning

Based on the results of interviews with organizers and educators that in the process of implementing a literacy program through takhfidz learning with talaqqi method in muhamadiyyah orphanage consists of three activities as follows:

a. Early activities

The initial activities in the implementation of the literacy program through takhfidz learning with talaqqi method consist of various activities, including preparing and conditioning students. In preparing and conditioning activities these students are carried out to get the results of a pleasant and more conducive learning atmosphere, as expressed by one of the educators in muhamadiyyah orphanage that the learning activities are better to prepare and condition the learners in advance so that the learning process feels more conducive and easy to manage. The preparing stage of these students begins by arranging the children to sit neatly, sitting in a circle, sitting like a prayer saf position, sitting in a chair, and so on. This is done so that the children do not feel saturated and bored, even make them discouraged in the learning process. This is also done to obtain the physical development of the child's motoric. The child's body is unconsciously moved by various activities such as sitting, running around, jumping, etc. Once found a conducive situation, the next activity is to give greetings and answer the greeting. This is done to stimulate children's concentration when going to literacy program activities through takhfidz learning with talaqqi method. A perception is the next activity after praying before the learning process. This perception is done to recall the material submitted before and make it easier to associate the previous material with the next material. In this perception activity is strongly related to literacy programs in takhfidz learning and related to the development of children's language. At the age of four years to 5 years, the children have obtained almost all adult language elements. Ages 5 to 6 years old the language of children and adults has been the same. This causes intelligent children to imitate the language or speech of the teacher delivered to their pupils.

b. Core activities

In the core activities in the literacy program through takhfidz learning with talaqqi method, there are various activities carried out including concept planting activities, concept understanding activities, skills activities, fostering active participation of students in learning, fostering fun and enthusiasm of learners in learning, monitoring learning progress during the learning process, conducting final assessments according to competency, using spoken and written language, sound, and true, and convey the message in the appropriate style. These activities are interconnected with each other to be able to know to what the planting and understanding of students have been conveyed. Learning activities also need to be specially designed so that students can develop their potential to the maximum by providing opportunities and freedom constructively. Muhammadiyah orphanage uses talaqqi method in the learning process of hafalanya. Using the talaqqi method will help and facilitate the study and reading of the Qur'an, this is because learning takhfidz with talaqqi method is a method oriented towards students, a method that creates the process of learning to read and memorize the Qur'an of active learners. Help the learning process of reading and memorizing the Qur'an better, meaningfully, and motivate students in smoothly learning to read and memorize the Qur'an. In its implementation, educators have no difficulty because this method is easy to

implement. This is because all educators here have participated in a learning training program with the Qur'an talaqqi method.

c. Closing activities

In this closing activity, several activities include the following activities: evaluation activities, follow-up activities by providing directions or tasks, preparing and conditioning activities of students after learning in learning, praying and closing greetings. At this stage of the evaluation activity, students were observed directly to be assessed through achievement books on the ability and quality of reading of quranic learners individually, both reading short letters such as Al-Fatihah, An-Nas, Al-Falaq, Al-Ikhlash, hijaiyyah readings, readings about makhroj, and others. Next, follow-up and direction, followed by praying after learning.

Results of Implementation of literacy program through takhfidz learning

The literacy program results in takhfidz learning with the talaqqi method in Muhammadiyah orphanage are as follows: children can know and mention various hijaiyyah letters, read and know short letters in juz 30, and can memorize them well. Based on the results of interviews with students, it is known that before the implementation of talaqqi method in the process of implementing a literacy program through takhfidz learning, all children who became informants in this study have not been able to memorize and read the Quran correctly and adequately. Be it knowledge, the pronunciation of hijaiyyah letters, and memorizing short letters in juz' 30 such as Surah An-Nas, Al-Falaq al-Ikhlash with the correct makhroj. However, after using talaqqi method in the literacy program through takhfidz learning in Muhammadiyah orphanage, it was found as a result of the observation that children have gained an improvement in learning poses implemented and applied so far. Children can memorize and read the Quran satisfactorily and adequately. Be it knowledge, the pronunciation of hijaiyyah letters, and able to read letters by distinguishing the dignity that should be read short and should be read long and able to memorize short letters in juz 30 such as surah An-Nas, Al-Falaq, and Al-Ikhlash with the correct makhroj.

Supporting and Inhibiting Factors of literacy program through takhfidz learning

The results of interviews with educators show several factors that influence the learning process of takhfidz with talaqqi method. Supporting factors include teachers applying learning with demonstration methods and guidance proven to improve a child's reading ability. Another supporting factor is the media used. The use of exciting media can give an attraction for the child to like the activity so that the child is encouraged to do activities with the best results. Furthermore, about the obstacles felt by using the method of talaqqi carried out in muhammadiyah orphanage, that is like the environmental factor of the house that is considered very un supports. Because a kid his age is only allowed to play. So sometimes able to make the mood of his child a little lazy. Because for students, a good environment is hard to come by at the moment, so few environments are supportive in this case. Another inhibitory factor is felt that students so have to be guarded their feelings so that they feel happy and happy in memorizing the Quran. Nevertheless, other factors consider less supportive due to other factors that exist around it. So from these studies, it was found that various inhibitory factors were felt by both students and educators who participated in literacy program activities through takhfidz learning using talaqqi method in the Muhammadiyah orphanage.

Discussion

The study results are that teachers or educators have conducted activities systematically starting the stage of planning, implementation, and results. In the planning stage, the step of identifying learning needs by interview and observation means that teachers or educators have

conceptually conducted scientific activities following the concept of learning management of education outside the school that prioritizes the step of identifying learning. This is considered essential in line with Sudjana's opinion (2010) that the identification of learning needs is the main element or the initial foothold in compiling an out-of-school educational learning program because the learning program must be by the learning needs implemented so that it is known the mapping of learning needs. Program planning after identifying the needs of teachers or educators mapping learning needs according to the scale of priorities, and then they draft learning programs for students or students, which means strengthening the core learning package. The preparation of this learning program is in line with the theory put forward by Sudjana (2010), which emphasizes that teaching materials are one of the elements of learning activities in the classroom. From the research data, takhfidz learning conducted in Muhammadiyah orphanage is carried out in a planned manner to improve the mastery of skills, knowledge, and attitudes relevant to life's needs. This learning plan serves as a handle in the implementation of life, a reference to control the implementation of learning, and a tool to thoroughly assess the success of takhfidz learning. The process of planning takhfidz learning with talaqqi method is carried out by teachers or educators and organizers gradually from the aspect of identifying learning needs and students or learners, formulating learning objectives, arranging learning activity plans, determining the implementing team of learning, preparing learning facilities and materials, determining learning methods and techniques, determining the place and time of learning and determining the cost of learning. All of them have been carefully implemented, meaning teachers or educators and organizers have carried out planning activities by educational principles.

The implementation of takhfidz learning with the talaqqi method consists of three activities: the initial activity (opening), this activity, and the last activity (closure). In the initial activity, teachers or educators prepare and condition students to learn, say greetings, pray. After that, the teacher or educator performs an apperception that is to associate the lessons that have been learned before with the material to be learned. Then the teacher or educator motivates in the form of questions that match the learner's curiosity and show hijaiyyah letters related to the previous learning. In core activities, first teachers or educators group students or students into groups. Then the teacher or educator provides materials with the technique of lectures, discussions, and questions. In discussion and q&A activities, learners are actively required to express their ideas. After understanding the material, learners are asked to directly practice the material delivered with the teacher or educator's guidance. In this practice, there is good interaction between teachers or learners so that the learning process becomes active and not monotonous. Besides, various activities are carried out, including concept planting activities, concept understanding activities, monitoring the progress of learning during the learning process, fostering students' active participation in learning, fostering fun and enthusiasm of students in learning, and conducting final assessments following competencies. According to Sagala (2011), in principle, the core activities in learning are building students' experience and ability programmatically implemented within a specific time. Teachers or educators need to work out how to optimize their learning activities. Through core learning activities, students are not only expected to have abilities that are instructional impacts (directly related to learning objectives designed according to the curriculum) but also have a positive attitude towards the subject matter (as an accompanying impact of learning activities). While according to Munandar experts (Suyono & Hariyanto, 2011) stated that learning is the conditioning of students in order to encourage the creativity of children as a whole. According to Pramuji Atmosudirdjo, planning is a calculation and determination of something carried out to achieve a specific goal. In closing activities, teachers or educators and learners make summaries of the recently studied material. After that, the teacher or educator gives the task to

be done at home as a reflection of the day's learning. Students carry out learning activities and learning activities carried out by educators. According to Gagne (1970), in his book, *The Condition of Learning* suggests that learning is a change in a person's disposition or ability achieved through the person's efforts and that change is not obtained directly from the natural growth process.

Learning outcomes are related to learning activities because learning activities are a process, whereas learning results are partly the result. Meanwhile, according to Dimiyati and Mudjiono (2013), his opinion that learning results are the result of an interaction of learning and teaching action. The teaching-learning process's success is seen to the extent that the actual is performed or implemented in real-time. Tahfidz learning in Muhammadiyah orphanage can be concluded that the results achieved from learning so far are entirely satisfactory because the literacy program through tahfidz learning has given meaning to students' lives. This meaning is felt in the benefits that students or students get during and after the activity. While according to Gunawan (2008), information literacy is useful in competition in the era of information globalization, so smart alone is not enough, but the main thing is the ability to learn continuously. The results showed an improvement in the reading skills of the Qur'an. During the study, children were enthusiastic about memorizing and reading the Qur'an. For children of Muhammadiyah orphanage, this activity is one form of creative activity that is interesting and fun. Through the activities of reading, the Qur'an can develop competencies of thought, imagination, and sense of art. Based on the opinions outlined above, it can be said that information literacy is useful in the era of information globalization for everyone. Anyone who has information literacy can create new knowledge by combining it with the previously existing knowledge and making it easier to make decisions when dealing with various problems and making policy. The benefits felt by students during the study illustrate that mastery of tahfidz science provides many advantages. The perceived benefits of tahfidz learning include: 1) gaining a position in the world and the Hereafter, 2) the one who reads the Qur'an the most will get many rewards, 3) elevate the position in heaven, 4) the memorizers of the Qur'an are His nearest family, and 6) memorize the Qur'an into intercession on the Last Day for all humankind.

There are supporting factors and inhibition to the learning process, including environmental factors, family factors, and factors of study or school. According to Nawawi (1989), factors that support classroom management include curriculum, buildings and facilities, teachers and students, and classroom dynamics. In contrast, the inhibitory factor can come from the teacher himself, the students, the family environment, or other facilities factors. The learning activities of talaqqi method in order to grow the reading ability of the Qur'an in children proved to be able to improve literacy skills in students in Muhammadiyah orphanages. This is evidenced by the data obtained during the study. One of the factors that led to this research managed to achieve indicators of success is because Muhammadiyah orphanage implemented a working step in growing the ability to read the Qur'an as a literacy program. Besides, teachers' role, determination of methods, and learning media are also one of the factors that support the implementation of learning goes well. After learning to read the Qur'an, the literacy skills of children in Muhammadiyah orphanages improved. Similarly, based on the behavioristic theory in this study that the administration of stimulus in the form of activities to grow the reading of the Qur'an, then the response that arises is the increasing development in students in Muhammadiyah orphanages. The results of Yuliya's research, Nurhayati & Andriyati (2020) mention that the role of teachers is an essential factor in improving the spiritual intelligence of children, thus making children fluent in how to read hijaiyah letters and makharijul letters well and correctly, can distinguish hijaiyah letters and memorize one by one hijaiyah letters.

CONCLUSION

Through takhfidz learning with talaqqi method in Muhammadiyah orphanage, the literacy program is carried out systematically, starting the stage of planning, implementation, and results. Literacy program planning through takhfidz learning with talaqqi method in Muhammadiyah orphanage includes: a) Identification of learning needs and learners, b) Formulating learning objectives, c) Strategizing learning activities, d) Determining the implementing team of learning, e) Preparing learning facilities and materials, f) Determination of learning methods and techniques, g) Determination of the place and time of learning, and h) Determination of learning costs. The learning implementation steps are learning as a process in which there is an interaction between educators and students or between students. Students carry out learning activities, and educators carry out learning activities. The implementation of learning consists of three activities: the initial activity (opening), this activity, and the last activity (closing). The results achieved from learning so far run quite satisfactorily because literacy programs through takhfidz learning have given meaning to students' lives. There is an improvement in the reading skills of the Qur'an, now the child can know and mention various hijaiyyah letters, read and know short letters in juz 30, and can memorize them well. Besides, during the learning process, children are enthusiastic about participating in memorizing and reading the Qur'an. Supporting factors include teacher factors that use demonstration and guidance methods and the use of attractive media that can appeal to children. The factors that hinder the learning process are the environmental factors of the house that are less supportive.

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