

HARMONY OF TAHSİN

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Abstract

The purpose of this study was to determine how the student's ability to read the Qur'an after learning tahsin control. This type of research is quantitative research. The population and samples used as the subject of this study were class X F MAN 1 Paser students totaling 30 students. This study used several techniques in data collection, namely, observation, tests, and documentation. Data processing uses validity and reliability test formulas, Product moment, "t" test, and determination test. The results showed a Pearson product-moment correlation with the value of "r" at the 5% and 1% significance levels obtained that the value of $r_{xy} = 0.527 > 0.374$ and 0.478 , namely the value of r_{hitung} is greater than the value of r_{tabel} both at the 5% and 1% significance levels, so there is a significant relationship between tahsin control and students' ability to read the Qur'an. Furthermore, simple linear regression analysis $Y = 49.262 + 0.593$, if tahsin control increases by 1%, the ability to read the student's Al-Qur'an will also increase by 0.593. Based on the results of this study, there is a positive influence between tahsin control and students' ability to read the Qur'an by 59%, the higher the tahsin control is implemented, the higher the ability to read the Qur'an will be.

Keywords: Influence, Tahsin Control, Qur'an Reading Ability, Harmony

Introduction

Qur'an reading skills carried out by every institution have an important role in educational achievement. The purpose of learning to read the Qur'an is to be able to read and write the Qur'an fluently (well and correctly according to the rules of qiraah and tajweed) if in reading the Qur'an the wrong harakat will change the meaning of the Qur'an itself, so it is very important to learn to read the Qur'an. In reading the Qur'an, we are obliged to pay attention to its reading so that we can read it properly and correctly in accordance with the tajweed imu. Because the Prophet Muhammad ﷺ has taught the Qur'an and read it in tajweed to the companions, then the tabi'in and tabi'ut tabi'in, as well as the salafus-shaleh. As Allah SWT says in QS. Al-Baqarah (2): 121:

الَّذِينَ اتَّبَعُوهُمْ كَتَبَ يَتْلُوهُ حَقَّ تِلَاوَتِهِ أُولَئِكَ يُؤْمِنُونَ بِهِ ۖ وَمَنْ يَكْفُرْ بِهِ فَأُولَئِكَ هُمُ الْخَاسِرُونَ

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Therefore, the most important thing that must be considered is reading the Qur'an as well as possible, as is often mentioned in the Qur'an with the term *tartil*. As the word of Allah QS. Muzammil (73): 4:

أَوْ زِدْ عَلَيْهِ وَرَتِّلِ الْقُرْآنَ تَرْتِيلًا:

Tartil is *mentajwidkan* or clarifying the reading, the letters of the Qur'an know the places of *waqaf* and are careful in reading it so as to better direct the understanding of the meaning they read, therefore it is clear that understanding the science of *tajweed* is very important to master in order to read the Qur'an not only fluently but also the reading is good, correct, and fluent according to the rules of *tajweed* and *tahsin*. Understanding *tajweed* helps ensure that every letter and word in the Qur'an is read clearly and accurately. It prevents errors in the pronunciation of Arabic letters that have small but significant differences in meaning. Reading the Qur'an correctly is an integral part of a Muslim's worship and devotion (Badruzaman, A., Adiyono, 2023). An understanding of *tajweed* helps maintain the sanctity of Qur'an recitation and enhances the quality of spirituality in the process. *Tajweed* according to Arabic comes from the word (جَوْدٌ يَجُودُ تَجْوِيدٌ) which means *At-tahsinu* which means to make smooth or correct. In the science of *Qiraah*, *tajwid* means removing letters from their places by giving them the properties they have. So *tajweed* is a science that studies how to sound or pronounce the letters contained in the holy Qur'an or not. The issues raised in this science are *makharijul huruf* (the place of entry and exit of letters), *shifatul huruf* (the way letters are pronounced), *ahkamul huruf* (the relationship between letters), *ahkamul maddi wal qasr* (long and short speech), *ahkamul waqaf wal ibtida'* (starting and stopping reading), and *al-Khat al-Uthmani*. *Tahsin* according to Arabic comes from the word تحسینا - حسن - يحین which means to make it better, improve, decorate, beautify (beautify) make it better than before. So as for the term *Tahsinul Al-Qur'an* which has often been heard, it means an effort to improve the reading of the Al-Qur'an so that the reader can be more careful when reading it, both in terms of the pronunciation of *makharijul* letters, the characteristics of the letters, and the laws of *tajweed*. *Tahsin* control is a compulsory subject that studies the laws of reading and also how to read the Qur'an properly and correctly. The background of the problem in this study arises from the need to better understand the effect of *taḥsīn* control on students' ability to read the Qur'an. In the context of Islamic education (Adiyono, 2022), *taḥsīn*, which refers to how to properly pronounce and voice Qur'ānic verses, has a significant role. The ability to read the Qur'ān correctly is not only the goal of religious education (Halimah, N & Adiyono, 2021; Kabariah, et al., 2022), but also an integral part of students' religious identity (Musri, et al., 2023).

With the increasingly complex challenges of Qur'ānic learning in the modern era (Badruzaman, 2023) it is important to understand the extent to which *taḥsīn* control can

influence students' Qur'ānic reading skills. This understanding can provide new insights into effective (Adiyono, et al., 2022; Adiyono, et al., 2022) teaching strategies (Adiyono, 2021) in improving (Adiyono, 2023) Qur'ānic reading skills, which in turn can make a positive contribution (Adiyono, et al., 2022) to students' spiritual and religious development (Wati, F., DKK., 2023). In addition, the background of this study also arises from the lack of in-depth research on the relationship between tahsīn control and students' Qur'an reading ability. By delving deeper into this aspect, this study is expected to make an important contribution to the scientific literature in the field of Islamic religious education. Through a better understanding of the factors that influence Qur'ānic reading ability, more effective and evidence-based learning approaches can be developed to improve (Adiyono, 2023) the quality of Islamic religious education (Adiyono, 2022) in various educational institutions (Adiyono, et al., 2023).

Research Methods

This type of research is quantitative research which is associative in nature, namely asking about the relationship between two or more variables. Quantitative research methods are used to research on certain populations or samples, sampling techniques are generally carried out randomly, data collection uses research instruments, data analysis is quantitative or statistical with the aim of testing predetermined hypotheses. So the research method is a scientific way to get data with specific purposes and uses.

Quantitative research data are in the form of numbers and are analyzed using statistics. The type of research used is survey research by collecting data from the respondents concerned. This is in accordance with what Sugiyono said that the survey method is used to obtain data from a certain natural (not artificial) place, but researchers do direct treatment in data collection, for example by circulating questionnaires, tests and interviews.

Based on the research title, the researcher conducted research activities at MAN Paser, which focused on Tahsin Control activities attended by class X students at MAN Paser. The implementation time of this research began on May 04, 2023 to July 16, 2023. The subjects in this study were all students of class X F MAN 1 Paser with a total of 30 students who would be used as research samples, this sample was taken using the census technique or total sampling where the entire population was sampled. Research is conducted on populations under 100, so that all members of the population are sampled as subjects studied or respondents providing information.

In this study there are two types of variables, namely the independent variable (X) and the dependent variable (Y).

1. Free Variable (X)

Independent variables are variables that affect or cause changes or the emergence of dependent variables (bound). So the variable (X) in this study is the

effect of tahsin control where the teacher can pronounce how to read the Qur'an correctly.

2. Bound Variable (Y)

The dependent variable is the variable that is affected or that becomes the result, because of the independent variable. So the dependent variable (Y) in this study is the reading ability of class X F MAN Paser students.

Table 1. Lattice of Tahsin Control Questionnaire

No	Variabel	Indikator	No Item	Quantity
1	Tahsin Control	<i>Makharijul Huruf</i>	1,2,3	3
2		<i>Sifat huruf</i>	4,5,6	3
3		<i>Tajwid</i>	7,8,9	3
4		Intensity in reading the Qur'an	10	1

For quantitative analysis purposes (Sugiyono, 2020), the answers can be scored:

- Strongly agree / always / very positive is given a score of 5
- Agree / often / positive is given a score of 4
- Undecided / sometimes / neutral is given a score of 3
- Disagree almost never / negative 2
- Strongly disagree/never 1

Results and Discussion

To facilitate the understanding of the data, the researcher will describe the data based on the order of the variables. The description of the research results will start from the variable application of Tahsin Control (X) and the ability to read the Qur'an (Y). then the correlation level of each research variable is seen. So to find out how much influence tahsin control has on the ability to read the Qur'an. Researchers used instruments in the form of observation, questionnaires and tests given to each sample of 30 students in class X F MAN 1 Paser. The following are the names of class X F students who became research samples at MAN 1 Paser:

a. Validity Test of Tahsin Control Questionnaire

Based on the results of the validity test, it is then seen from the value consulted using the table of values "r" Product Moment where the provisions apply df (degress of freedom) equal to the same as the sample (n) minus the number of variables correlated ($df = n - nr$), then $df = 27 - 2 = 25$. By checking the table of values "r" product moment it turns out that df is 25 at the 5% significance level obtained $r_{table} = 0.396$. Based on these provisions, the following conclusions are obtained:

Table 2. Calculation Results of Validity Test of Questionnaire Tahsin Control

No	R _{count}	R _{tabel}	Description
1	0,642	0,396	Valid
2	0,769	0,396	Valid
3	0,697	0,396	Valid
4	0,730	0,396	Valid
5	0,809	0,396	Valid
6	0,796	0,396	Valid
7	0,686	0,396	Valid
8	0,781	0,396	Valid
9	0,829	0,396	Valid
10	0,751	0,396	Valid
11	0,533	0,396	Valid
12	0,583	0,396	Valid

From the table above it is known that of the 12 questionnaire items distributed to 27 respondents, 12 items were declared Valid.

b. Tahsin Control Questionnaire Reliability Test

After testing the validity of the questionnaire, then 12 valid question items are tested for reliability using the alpha formula on SPSS as follows:

Table 3. Realibility Statistic

Cronbach's Alpha	N of Items
.914	12

Based on the results of the reliability test calculation above, the value of $r_{11} = 0.914$ is obtained, this means that the questionnaire used as data collection from variable X (Tahsin Control) is declared reliable (trustworthy) because the value of $r_{count} > r_{table}$, namely, $0.914 > 0.396$.

Figure 1. The process of distributing research questionnaires, **Figure 2.** Tahsin oral test



Table 4: Data on Qur'an Reading Ability

No	Name	Rate
1	Aji Zulaikhah Hikmah Inayatun Nisa	75
2	Andi Rizky Almulky	75
3	Anita Syafira Zahra	95
4	Arif Darmawan	95
5	Evanda Maulidarasti	61
6	Farel	72
7	Jailani	62
8	Maria Ulfa	74
9	Muhammad Adlian	76
10	Muhammad Afdal	73
11	Muhammad Anwari	78
12	Muhammad azwan faisal	76
13	Muhammad Fajrul Iman	80
14	Muhammad Hasan	76
15	Muhammad Ilham Zulkifli	76
16	Muhimmatul Khaliza	71
17	Nadhif Dhaifullah Firas As'Sariy	78
18	Najla Nur Aini	76
19	Nur athifah afdalina	82
20	Nurhijrah	77
21	Nurul Ilmi Azizah	73
22	Pahlepi Al Buhari	65
23	Risma	66
24	Riyadh Alfadhillah	63
25	Santi Yuliani	66
26	Sofiya Rahmadini	75
27	Syahda Luthfiyah Atikah Husna	70
28	Wahyu kurniyawan	68
29	Wildan Mufhli	86
30	Zaidatun Nisa	70

Hypothesis Testing

To find out how much influence variable X (Tahsin Control) on variable Y (Ability to Read the Qur'an). To make it easier to test the hypothesis, it will be presented in tabular form.

Table 5. Product Moment Distribution Between Variable X and Variable Y

N	X	Y	X ²	Y ²	XY
1	54	96	2916	9216	5184
2	59	86	3481	7396	5074

3	51	65	2601	4225	3315
4	40	76	1600	5776	3040
5	44	68	1936	4624	2992
6	44	68	1936	4624	2992
7	36	78	1296	6084	2808
8	45	65	2025	4225	2925
9	44	75	1936	5625	3300
10	43	82	1849	6724	3526
11	60	95	3600	9025	5700
12	36	61	1296	3721	2196
13	45	66	2025	4356	2970
14	35	66	1225	4356	2310
15	36	73	1296	5329	2628
16	46	77	2116	5929	3542
17	29	62	841	3844	1798
18	34	76	1156	5776	2584
19	37	73	1369	5329	2701
20	42	78	1764	6084	3276
21	37	80	1369	6400	2960
22	36	76	1296	5776	2736
23	36	76	1296	5776	2736
24	31	75	961	5625	2325
25	36	63	1296	3969	2268
26	35	74	1225	5476	2590
27	46	76	2116	5776	3496
28	44	71	1936	5041	3124
29	46	70	2116	4900	3220
30	37	68	1369	4624	2516
	1244	2215	53244	165631	92832

a. Uji Korelasi Product Moment

Based on the Product Moment calculation table between variable X (Tahsin Control) and variable Y (Ability to read the Qur'an) above, the calculation results are obtained as follows.

Id:

$$N = 30$$

$$\sum X = 1244$$

$$\sum Y = 2215$$

$$\sum XY = 92832$$

$$\sum X^2 = 53244$$

$$\sum Y^2 = 165631$$

Then entered into the Product Moment correlation formula as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{N \sum X^2 - (\sum X)^2} \sqrt{N \sum y^2 - (\sum y)^2}}$$

$$r_{xy} = \frac{30(92832) - (1244)(2215)}{\sqrt{30(53244) - (1244)^2} \sqrt{(30(165631) - (2215)^2)}}$$

$$r_{xy} = \frac{2784960 - 2755460}{\sqrt{[1597320 - 1547536]} \sqrt{[(4968930 - 4906225]}}$$

$$r_{xy} = \frac{29500}{\sqrt{[49784]} \sqrt{[62705]}}$$

$$r_{xy} = \frac{29500}{\sqrt{3121705720}}$$

$$r_{xy} = \frac{29500}{55872}$$

$$r_{xy} = 0,527$$

From the results of the above calculations, it can be seen that there is a relationship of 0.527 between tahsin control and the ability to read the Qur'an of class X F MAN 1 Paser students. Furthermore, to determine the level of correlation between the two variables, the following provisions can apply:

- 1) If the rxy result is between 0.00-0.20, it shows that the level of correlation between the two variables is very low.
- 2) If the rxy result is between 0.21 - 0.40, it shows that the level of correlation between the two variables is low.
- 3) If the rxy result is between 0.41 - 0.70, it shows that the level of correlation between the two variables is quite strong.
- 4) If the rxy result is between 0.71 - 0.90, it shows that the level of correlation between the two variables is high.
- 5) If the rxy result is between 0.91 - 100, it shows that the level of correlation between the two variables is very high.

Based on the above provisions, it was found that the correlation of 0.527 was included in the strong enough category. So, there is a fairly strong correlation between the effect of the tahsin control method on the ability to read the Qur'an of Class X F MAN 1 Paser students. Furthermore, the calculation results of this study were consulted using the table of values "r" product moment, where the provisions apply df (degrees of freedom) equal to the sample (N) minus the number of variables being correlated (df = N-nr). So df = 30 - 2 = 28. By checking the table of values "r" Product Moment it turns out that the df is 28 at the 5% significance level obtained rtable = 0.374. When compared with the results of the calculations in this study with the value of "r" Product Moment above 5% and 1% significance, it is found that rxy =

0.527 is greater than the rtable at both the 5% and 1% significance levels (0.374 and 0.478) with the comparison formulation, namely ($0.527 > 0.374$ and 0.478) then here the following provisions apply:

- 1) If the calculation result (rxy) is greater than the table value "r" Product Moment, then the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected.
- 2) If the calculation result (rxy) is smaller than the table value "r" Product Moment, then the alternative hypothesis (Ha) is rejected and the null hypothesis (Ho) is accepted.

In this case, it turns out that the results of the research calculation are greater than the value of "r" Product Moment, so the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. Furthermore, hypothesis testing is carried out with the "t" test formula to determine the significant value between tahsin control and the ability to read the Qur'an can be seen:

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	49.262	7.588		6.492	<.001
	TAHSIN	.593	.180	.528	3.290	.003

a. Dependent Variable: READING COMPREHENSION SKILLS

From the table it is known that the regression equation $Y = 49.262 + 0.593$ shows a positive influence between tahsin control on the ability to read the Qur'an. The tahsin control variable obtained T test $6.492 > 1.70$ seen from $t_{count} > t_{table}$ and a significant value of $0.001 < 0.10$ so that the results of the analysis can be proven that tahsin control has an effect on the ability to read the Qur'an (Y). because the significant value of $0.00 < 0.10$ then Ha is accepted "there is a positive and significant effect of tahsin control on the ability to read the Qur'an.

b. Uji R (Uji Determinasi)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.528 ^a	.279	.253	7.33748

c. Predictors: (Constant), TAHSIN

Based on the results of the R test using SPSS, it shows that the amount between the tahsin control variables contributes to the ability to read the Qur'an by 27%, seen from the R Square value. This means that the tahsin control variable is able to explain the variance in purchasing decisions by 27%. This is interpreted through the

regression line that the ability to read the Qur'an is influenced by tahsin control by 27% and 73% is influenced by other variables not examined.

This study shows that tahsin control has a significant impact on students' Qur'an reading ability. Students who get more intensive training and guidance in tahsin control tend to show greater improvement in their Qur'anic reading skills.

Some of the supporting factors that strengthen the relationship between tahsin control and Qur'anic reading ability involve a supportive learning environment, availability of resources, and student motivation. Students who have good support from their surrounding environment and acquire high motivation tend to achieve better results in mastering tahsin control.

Discussion

This study was conducted with the aim of knowing how much and also how the influence of tahsin control on the ability to read the Qur'an of class X F MAN 1 PASER students who made it the object of research. Based on the research data that has been analyzed, the following discussion is carried out.

Tahsin control is a compulsory subject of the independent curriculum for class X MAN 1 Paser which aims to support students' ability to read the Qur'an, where tahsin itself means repairing, improving, and beautifying better than before and what we know that the Qur'an with tartil is a must for a Muslim.

Judging from the results of the correlation analysis using product moment to determine the level of correlation between tahsin control (X) on the ability to read the Qur'an (Y), the calculation result is 0.527. Furthermore, to determine the high and low relationship between the two variables, the provisions of the Likert scale apply, namely if the r_{xy} results between 0.41-0.70 indicate the level of correlation between the two variables is quite strong 5% and 1% (0.374 and 0.478) with a comparison formulation, namely ($0.527 > 0.374$ and 0.478). So, there is a positive and significant relationship between the influence of tahsin control on the ability to read the Qur'an of class X F MAN 1 Paser students.

Based on the results of simple linear regression analysis to answer the formulation of problems and hypotheses regarding how the effect of tahsin control on the ability to read the Qur'an of class X F MAN 1 Paser students, it can be seen through the results of the t test which if $t_{count} > t_{table}$ then the null hypothesis will be rejected and the alternative hypothesis accepted. It can be seen that $t_{count} > t_{table}$ ($6.492 > 1.701$) which these results state that the null hypothesis is rejected and the alternative hypothesis is accepted which states that "tahsin control has a positive influence on the ability to read the Qur'an".

The results of the coefficient of determination analysis show that it turns out that the independent variable, namely tahsin control (X), contributes to the dependent variable, namely the ability to read the Qur'an (Y) by 27%, while 73% of students' ability

to read the Qur'an is influenced by other variables that are not studied. This is also in line with research conducted by Dwi Octaviolan with the title "The Effect of the Tahsin Program on the Ability to Read the Qur'an of Ma'had Abu Ubaidah Bin Al-Jarrah Medan Students" it is known that the coefficient of determination obtained by the adjusted R value of 0.412 which means that this shows that there is an influence of the tahsin tilawah program of 41% on the ability to read the Qur'an, while 59% is influenced by other variables. The results of the study can be concluded that there is a positive relationship and influence between tahsin control on the ability to read the Qur'an of class X F MAN 1 Paser students and tahsin control variables can explain the variable ability to read the student's Al-Qur'an, so if tahsin control is improved either from the strategy or teaching method (Suparmin & Adiyono, 2023; Rohmawati, et al., 2022) then the ability to read the student's Al-Qur'an will also increase.

The results of this study have important implications for curriculum development (Istiqomah, et al., 2023; Julaiha, et al., 2023; Mardhatillah, A., et al., 2022) and teaching methods (Huda, S & Adiyono, 2023) in Islamic religious education (Nazla, et al., 2023; Musri, N & Adiyono, 2023). Encouraging further emphasis (Saraya, et al., 2023) on tahsin control in Qur'ānic learning can be an effective measure to improve students' Qur'ānic reading ability. It is important to understand that these results may vary (Saraya, et al., 2022) in different contexts (Adila, A., et al., 2023), such as educational level, students' backgrounds, and teaching methods used (Adiyono, 2020; Adiyono, 2021; Adiyono, et al., 2023). Therefore, contextual approaches and differentiation need to be considered in the development of learning strategies (Adiyono, et al., 2023; Aini, Q., 2023; Al Rashid, et al., 2023). Although this study makes valuable contributions, there is still a need for further research. In-depth studies of additional factors that may influence tahsin control and Qur'ānic reading ability may be the next step to deepen our understanding.

Through these results and discussion, this study is expected to provide a more comprehensive view of the role of tahsin control in the development of students' Qur'ānic reading ability, with practical implications that can be applied in various Islamic religious education contexts. The statement highlights the importance of understanding that research results cannot always be applied uniformly across all educational contexts (Anwar, K., et al, 2023). Factors such as education level, students' backgrounds and teaching methods may affect the interpretation and application of research results. Therefore, some considerations need to be taken into account.

A student's level of education may play a key role (Adiyono, 2022) in the influence of tahsin control on Qur'ānic reading ability. Effective strategies may require customization based on students' level of understanding and maturity. Differences in students' backgrounds, including factors such as culture, language and life experiences, may affect how students respond to tahsin control training. Teaching should consider this diversity to create an inclusive learning environment. Various teaching methods can be used in the context of Islamic religious education. Some methods may be more

effective in integrating taḥsīn control into Qur'ānic learning. Further experimentation and research is needed to evaluate the effectiveness of these methods in various contexts. Contextual approaches and differentiation are key in developing effective learning strategies. Teachers and instructors need to understand their specific contexts and adapt teaching methods and learning materials to suit students' needs. By taking these factors into account, we can develop more responsive and relevant learning approaches, increasing students' chances of success in mastering taḥsīn control and Qur'ānic recitation skills. Awareness of the uniqueness of each educational context can help create a more effective and empowering learning environment.

Conclusions

Based on the data description, hypothesis analysis, and discussion, the researcher's conclusions are:

1. The results of the validity and reliability tests carried out on the variable components showed that the questionnaire data for variable X (Tahsin Control) stated that all 12 questionnaire items were valid.
2. From hypothesis testing using Pearson product-moment correlation with the value of "r" at the 5% and 1% significance levels, it is obtained that the value of $r_{xy} = 0.527 > 0.374$ and 0.478 , namely the value of count is greater than the value of the table, whether the significance level is 5% or 1%. So it can be concluded that the null hypothesis (H_0) is rejected and the alternative hypothesis is accepted (H_a). this means that there is an effect of tahsin control on the ability to read the Al-Qur'an of class X F MAN 1 Paser students.
3. Based on the results of simple regression analysis of tahsin control variables on the ability to read the Qur'an, namely $Y = Y = 49,262 + 0.593$, if tahsin control increases by 1%, the ability to read the student's Al-Qur'an will also increase by 0.593. Based on the results of this study, there is a positive influence between tahsin control and students' ability to read the Qur'an by 59%, the higher the tahsin control is carried out, the higher the ability to read the Qur'an will be.
4. Through the results of the determination analysis, it is known that how much the contribution or ability of the tahsin control variable to the ability to read the student's Al-Qur'an and the R square result is 27% and 73% of the student's Al-Qur'an reading ability is influenced by other variables that have not been studied.

Suggestion

In connection with the results of the research findings above, the researcher's suggestions in this case are as follows:

1. To the Madrasah, it is recommended that they be able to vary the method in delivering the material so that it can be known which method is more effective and not fixated on the method set, because the cognitive abilities of each student are different.
2. To students when the teaching and learning process takes place to be more active in class discussions and pay attention to what the teacher has delivered.

3. To the next researcher if you want to discuss tahsin, you should prepare the material and finalize your knowledge and insight about tahsin well.

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