

## Improving the Ability to Read and Write the Qur'an: A Case Study of the Effectiveness of the Qur'anic Education Center in Kangkung Village, Kangkung District

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**Abstract.** Religious education is the basic education that children need and has a direct impact on their behavior and development. And child development. Religious education in children is the beginning of identity formation. Children who receive information about the Quran since childhood will grow up to be a good and religious person. Learning to read and write the Quran as a foundation for learning the Quran from an early age will create good habits and instill a sense of love in children, their hearts and minds. This research uses a field study with a descriptive qualitative method with data collection techniques in the form of direct observation in the field. Nonetheless, this study also found some challenges, such as limited teaching time and variations in learners' initial ability levels. The findings suggest the need to improve the quality of training for TPQ teachers and develop a curriculum that is more adaptive to learners' needs. The results of this study show that the Qur'anic Education Center (TPQ) has implications in improving children's religious values.

**Keywords:** : Religious, Education, Qur'an.

**Abstrak.** Pendidikan agama merupakan pendidikan dasar yang sangat dibutuhkan anak dan berdampak langsung terhadap perilaku dan perkembangan anak. Pendidikan agama pada anak merupakan awal pembentukan jati diri. Anak yang menerima informasi tentang Alquran sejak kecil akan tumbuh menjadi orang yang baik dan taat beragama. Pembelajaran membaca dan menulis Al-Quran sebagai landasan belajar Al-Quran sejak dini akan menciptakan kebiasaan yang baik dan menanamkan rasa cinta pada diri anak, hati dan pikirannya. Penelitian ini menggunakan studi lapangan dengan metode kualitatif deskriptif dengan teknik pengumpulan data berupa observasi terjun langsung ke lapangan. Meskipun demikian, penelitian ini juga menemukan beberapa tantangan, seperti keterbatasan waktu pengajaran dan variasi dalam tingkat kemampuan awal peserta didik. Temuan ini menyarankan perlunya peningkatan kualitas pelatihan bagi guru TPQ dan pengembangan kurikulum yang lebih adaptif terhadap kebutuhan peserta didik. Hasil dari penelitian ini menunjukkan bahwa Taman Pendidikan Al-Qur'an (TPQ) berimplikasi di dalam peningkatan Nilai-Nilai Religiusitas Anak-Anak.

**Kata kunci:** Pendidikan, Agama, Al-Qur'an.

### 1. BACKGROUND

Indonesia is a country with the fifth largest Muslim population in the world, which has supported the rapid development of Islamic education in this country. Islamic education aims to form a complete Muslim individual by developing human potential as a whole, both physically and spiritually, and strengthening the harmonious relationship between humans and Allah SWT, among fellow humans, and with the environment or nature (Oktari and Aceng, 2019).

Currently, character or moral education is very important, especially for early childhood, given the moral crisis that often occurs. If left unchecked, this can damage the character of the younger generation. Many children are starting to imitate Western lifestyles, including in terms of dress, attitude and behavior, which should not be followed. To overcome this problem,

efforts are needed from all levels of society, including the government, community leaders, religious leaders, parents, and educators. One solution that can be taken is through character education, especially religious character education (Khoniah, 2016).

Qur'anic education has a very important role in Muslim societies, especially in developing the ability to read and write the Qur'an in children. Taman Pendidikan Al-Qur'an (TPA) is one such informal educational institution that focuses on teaching the Qur'an to children at the primary level. In the context of Indonesian villages, such as Kungkung Village, Kungkung Sub-district, TPA serves as the main bridge in the process of learning the Qur'an outside formal school hours. TPA not only plays a role in teaching Qur'anic texts, but also in instilling moral and spiritual values that are an integral part of Islamic education.

In Kungkung Village, there are several TPAs operating with the main objective of improving the ability to read and write the Qur'an among children. However, the effectiveness of TPA in achieving this goal needs to be examined in more depth to understand the extent to which TPA can meet community expectations and have a significant impact on children's Qur'anic literacy skills. Therefore, this study aims to evaluate the effectiveness of TPA in Kungkung village in improving children's ability to read and write the Qur'an. Research by Nurhadi (2020) shows that teaching methods in TPA involving interactive and fun approaches can significantly improve children's Qur'an reading and writing skills.

## **2. RESEARCH METHODS**

In this research, the approach used was a participatory approach applied in Kungkung Village, Kungkung Sub-district. The participatory approach was chosen because the nature of this research emphasizes the active involvement of the community in every stage of the process, from planning to evaluation, so that the results obtained can reflect local needs and dynamics more accurately (Rahman et al., 2021).

The research method used is descriptive analytical method, which aims to provide an in-depth understanding of the effectiveness of the Al-Qur'an Education Park (TPA) in improving the ability to read and write the Al-Qur'an in children in the village, the results of the research are presented and explained based on the data obtained and field information available during the TPQ research project in kungkung village, kungkung sub-district, kendal district.

## **3. RESULTS AND DISCUSSION**

Religious character education, especially in the context of Islamic education, is a process that requires continuous and systematic attention. The community service team in our Kuliah

Kerja Nyata (KKN) program at Taman Pendidikan Al-Qur'an (TPA) Silastra has committed to strengthening religious character education in children through various structured approaches. Religious character education focuses on the formation of deep Islamic attitudes and values, as outlined in Q.S. Luqman: 13-19, including loyalty, respect, gratitude, critical thinking, curiosity, friendliness, responsibility, discipline, courage, patience, care for others, not arrogant, modesty, and courtesy (F Kh & Mukhlis, 2017).

Character education at an early age aims to instill good values that will form good habits of children in the future (Hadisi, 2015). In childhood, which is a critical period of cognitive and emotional development, the cultivation of religious character is very important. Character education applied early on can help children manage emotions and form a good personality (Sudaryanti, 2012).

During the KKN program, we carried out activities in 1 TPA location, namely at TPQ NU 04 Hidayatul Mubtadiin. This TPA work program is part of our routine to help children learn to read the Qur'an and prepare them to become a Qur'anic generation. The Qur'anic generation is expected to have a deep commitment to the Qur'an as a guide to life, with a love for the holy book, ability and diligence in reading it, and a strong desire to practice it in everyday life.

The TPA work program is carried out every day and holidays on Fridays, located in one of the classrooms at MTS NU 20 Kangkung. This activity takes place from 16:00 to 17:00 every day of implementation. Before starting the work program, the service team made direct observations at both locations. This observation aims to understand the conditions and needs of each location, determine the appropriate learning system, optimal implementation time, and evaluate the ability of children in TPA.

After the observation, the team conducts a meeting or briefing to discuss the results of the observation and plan the next steps. This meeting includes determining teaching strategies, division of tasks, and adjusting methods based on the findings from the observation. With a structured and data-driven approach, we hope to increase the effectiveness of the TPA program in shaping the religious character and Qur'an reading skills of children in Kangkung Village.

In Taman Pendidikan Al-Qur'an (TPA) activities, a number of important activities are carried out to support children's religious development. The program includes various types of educational activities, including reading and writing the Qur'an, recognizing and reciting hijaiyah letters, and memorizing daily prayers and short surahs.

Each learning session at TPA begins with reading short surahs to familiarize the children with the recitation of the Qur'an from an early age. After that, they continue with reciting the

prayers and prayers before starting the lesson. The next process involves the children depositing Qur'anic recitations or iqro books to the KKN students who act as teachers. This allows for a direct evaluation of each child's progress. To conclude the activity, the children again recite the daily prayers and deposit the written Qur'anic verses they have learned. In addition, they are also asked to memorize one daily prayer that will be randomly selected by the TPA manager.

More than just learning to read, TPA also emphasizes the cultivation of good faith and morals. Children are introduced to fundamental Islamic values, the development of faith and piety, and noble character (*akhlakul karimah*). This program aims to form a strong character and solid religious principles, which are expected to equip the children with a solid foundation for their future lives.

The results of this study indicate that the teaching methods applied at the TPA in Kangkung Village are quite effective in improving the ability to read and write the Qur'an. This improvement can be attributed to several key factors. First, the interactive and contextualized teaching approach helps learners understand the material better. The use of visual aids such as letter cards and learning videos reinforced letter recognition and reading.

Second, the systematic and high-level use of learning modules allows learners to learn gradually according to their abilities. The module is designed to emphasize consistent repetition and practice, which is proven effective in improving reading and writing skills.

Third, parents' involvement in the teaching and learning process has a positive impact on students' learning motivation. Parents who are active in accompanying and monitoring their children's learning development tend to provide significant additional encouragement. However, this study also identified some challenges. One of them is the wide variation in learners' initial ability levels, which requires teachers to be more flexible in teaching. In addition, the limited teaching time in TPA, which only lasts a few hours per week, becomes an obstacle in achieving more optimal results.

In this context, this study suggests developing additional intensive programs outside of regular TPA hours and improving the quality of training for teachers to be more adaptive in managing the diversity of learners' abilities. Furthermore, developing a more flexible curriculum that focuses on the individual needs of learners is needed to overcome the challenges.

#### 4. CONCLUSION

This study reveals that the Qur'anic Education Center (TPA) has a significant role in improving children's ability to read and write the Qur'an. Through interactive teaching methods, systematic use of learning modules, and active parental involvement, TPAs in Kangkung Village have managed to substantially improve learners' abilities.

Although the results show positive improvements, the study also found challenges that need to be overcome, such as variations in learners' initial abilities and limited teaching time. Therefore, additional efforts are needed in the form of intensive programs and improving the quality of teacher training to accommodate diverse learning needs.

Overall, TPA proved effective as a non-formal education institution that supports the development of Qur'an reading and writing skills. The findings provide a basis for the development of more effective and adaptive teaching strategies and underscore the importance of parents' role in children's religious education process. Further research is recommended to explore other approaches that can accelerate the improvement of Qur'anic reading and writing skills in various TPA contexts.

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