



QUR'AN LEARNING STRATEGIES IN BATEE SHOK VILLAGE, SABANG CITY (COMPARATIVE STUDY OF TPA AL-IKHLAS AND MEUNASAH NURUL BADRI)

***Irmayani¹, Zulfatmi², Hayati³**

Universitas Islam Negeri Ar-Raniry Banda Aceh

¹221003034@student.ar-raniry.ac.id; ²zulfatmi.budiman@ar-raniry.ac.id;

³hayati.hayati@ar-raniry.ac.id

Abstract

This research investigates the Quran learning strategies for children in Gampong Batee Shok, Sabang City, specifically comparing two institutions: TPA Al-Ikhlash and Meunasah Nurul Badri. Utilizing a qualitative comparative study design, data was gathered through interviews, observations, documentation, and assessments at both sites. The analysis employed a comparative descriptive technique to highlight the similarities and differences in their educational approaches. Findings indicate that both institutions employ comprehensive strategies despite notable differences. TPA Al-Ikhlash implements the Ummi curriculum, emphasizing Tajwid, reading fluency, and a progressive understanding of verses, complemented by a reward system to enhance student motivation. In contrast, Meunasah Nurul Badri integrates Iqra' and Mujawad techniques with visual aids and group prayer practices. Both facilities promote motivation through competitions and awards while prioritizing teacher training. Challenges include TPA Al-Ikhlash's issues with attendance and parental engagement, whereas Meunasah Nurul Badri contends with limited resources and teaching staff. The teaching methods vary significantly; TPA Al-Ikhlash fosters a structured yet enjoyable environment, while Meunasah adopts a more creative and adaptable approach. Evaluation processes also differ: TPA Al-Ikhlash conducts regular structured assessments, while Meunasah employs a flexible bi-weekly evaluation system, yielding better outcomes there. Parental involvement is integral to monitoring student progress in both institutions.

Keywords: *Learning strategies; Quran learning, TPA Al-Ikhlash, Meunasah Nurul Badri*

*Corresponding author



Creative Commons Attribution-ShareAlike 4.0
International License

Published by Teunuleh Research Center

A. Introduction

Learning the Qur'an is expected to instill a deep understanding to children about the content and messages contained in the Qur'an, so that they can not only read or memorize the verses of the Qur'an, but also be able to apply its teachings in daily life. (Munawir, Alfiana, & Pambayun, 2024; Yusuf, 2015) Ideally, the approach used in learning the Qur'an should be tailored to the age and characteristics of the children, which requires methods that are interesting, fun, and easy to understand. Good learning must pay attention to the balance between the aspects of memorization, comprehension, and practice of the teachings of the Qur'an. (SH, Darmila, & Banurea, 2024)

There is a considerable gap or difference between the ideal concept of learning the Qur'an and the reality that occurs in the field, especially in Gampong Batee Shok, Sabang City. In this area, there are two Qur'an learning institutions that function to educate children in understanding and practicing the content of the Qur'an, namely TPA Al-Ikhlas and Meunasah Nurul Badri. Although these two institutions have the same goal, which is to educate children to understand and teach the Qur'an, in reality, the approaches applied by the two institutions are quite different.

At TPA Al-Ikhlas, for example, many students tend to need more time to understand the Qur'an material taught. This indicates difficulties in the learning process, which may be caused by several factors. One of them is the teaching method applied at the Al-Ikhlas Landfill which can be less effective or less varied.

On the other hand, at TPA Meunasah Nurul Badri, students are proven to be faster in learning and understanding the Qur'an. They are more fluent in reading the Qur'an, and their learning process looks more efficient. This success is certainly not a coincidence, but the result of several supporting factors. One of the most striking factors is the teaching method applied at the Meunasah Nurul Badri Landfill.

More effective and diverse methods can make it easier for students to understand the material being taught. (Ummah & Wafi, 2017) For example, the use of a more hands-on experience-based approach, more interactive teaching, or even the use of engaging supporting media, can make the learning process easier. In addition, a better ratio of teachers to the number of students also plays an important role in accelerating the learning process. With more teachers available, each student can get more attention, so that the difficulties they face can be solved immediately. A more conducive learning environment, such as adequate facilities and a supportive atmosphere, also plays a very important role in creating an effective learning process. (Amrulloh, Aliyah, & Darmawan, 2024)

The higher success rate at TPA Meunasah Nurul Badri proves that the right approach in teaching can have a very significant impact on student learning outcomes.

An approach that focuses not only on good teaching aspects, but also on other factors such as teacher-student ratio, individual attention, and a supportive learning atmosphere and facilities, can produce much better results. In this case, it can be concluded that effective teaching of the Qur'an requires attention to various aspects, be it teaching methodology, number of teachers, learning environment, as well as the participation of parents and the community in supporting the children's learning process. (Fathra, 2023)

Therefore, the success of TPA Meunasah Nurul Badri in teaching the Qur'an to its students is not only seen from the speed and fluency of reading the Qur'an, but also as an indicator of a more holistic and integrated teaching approach. TPA Al-Ikhlas, although it has great potential, needs to evaluate the teaching methods applied in order to improve the quality of learning, by paying attention to various factors that affect educational success. In the long run, these two institutions can learn from each other's experiences to create a better and more effective learning environment, which will ultimately provide greater benefits for children who study there.

Significant differences in Qur'an learning strategies between these two institutions show that the approach used greatly affects the learning outcomes of students. At TPA Al-Ikhlas, although the approach is simple and focuses more on memorization, the biggest challenge is the lack of individual attention to each student, due to the limited number of teachers. In addition, a less conducive learning atmosphere and less varied methods make the learning process feel monotonous, thus slowing down the progress of students. On the other hand, Meunasah Nurul Badri has succeeded in creating a more supportive learning environment, with the use of various methods and prioritizing direct interaction between teachers and students, so that the process of understanding and reading the Qur'an runs more smoothly.

Overall, the Qur'an learning strategies used in these two institutions show that the success in teaching the Qur'an to children depends not only on the material taught, but also on the methods used and how conducive the learning environment is created. TPA Al-Ikhlas needs to consider updating its approach with more varied methods and paying more attention to the individual needs of students. Meanwhile, Meunasah Nurul Badri can be an example in integrating various more innovative and interactive teaching methods to improve children's understanding of the Qur'an. These two institutions have great potential, and with the evaluation and adaptation to the needs of students, the quality of Qur'an education in Batee Shok Village can be further improved.

At TPA Al-Ikhlas, the main problem that arises is the lack of effectiveness of the teaching methods applied. Methods that focus more on memorization and repetition are traditionally felt to provide less space for children to develop a deep understanding of the Qur'an. In addition, the limited number of teachers makes attention to students less than optimal. (Saputra, Wati, Husni, & Charles, 2022) This causes students who need

guidance more often not to receive enough attention, so that difficulties in understanding the material cannot be overcome properly.

Meanwhile, in Meunasah Nurul Badri, although the use of more diverse and interactive methods can have a positive impact on learning, there are still challenges in terms of the ratio of teachers to the number of students. Although the number of teachers is more adequate, but in some cases, supervision of the development of each student is still not optimal. In addition, the use of learning media that does not fully support local conditions is an obstacle. Sometimes, the inadequate reliance on aids such as visual and audio media makes some teaching materials less effective for students, especially for those who need a more direct or more traditional approach. This study is here to examine more deeply how the Qur'an learning strategy for children in Batee Shok village, Sabang City by conducting a comparative analysis between the Recitation at Al-Ikhlas Landfill and Meunasah Nurul Badri.

B. Method

The type used in this study is qualitative descriptive. The research site here is Gampong Batee Shok, Sabang City, including Al-Ikhlas Landfill and Meunasah Nurul Badri as representatives of other landfills. The number of population in this study is an infinite population, that is, a population owned by data sources whose limits cannot be quantitatively determined. Therefore, the population area is infinite and can only be explained qualitatively. The data collection techniques used in this study include observation, interviews, and documentation reviews. Furthermore, after the data is collected, to conduct data analysis, an interactive data analysis technique is used which includes three components of data analysis, namely: data reduction, data presentation, and conclusion drawn. (Mustika, Ambiyar, & Aziz, 2021) Finally, to test the validity of the data, this study uses the criterion of credibility. To make the implementation of data validity checks effective and efficient, researchers only use two of the seven existing methods, namely observation diligence and triangulation.

C. Finding and Discussion

1. Al-Qur'an Learning Strategy at Al-Ikhlas Landfill and Meunasah Nurul Badri Gampong Batee Shok Sabang City

The learning strategy of the Qur'an at the Al-Ikhlas and Meunasah Nurul Badri Landfill, Gampong Batee Shok, Sabang City, is designed to improve the understanding and ability to read the Qur'an for children and the community. At TPA Al-Ikhlas, learning strategies are more focused on the use of structured methods, such as tajwid, fluency reading training, and individual approaches that are in accordance with the student's ability level.

Meanwhile, at Meunasah Nurul Badri, the learning strategy emphasizes more on community-based recitation with traditional methods, including teaching reading the Qur'an together and strengthening religious values in daily life. These two institutions have a unique approach according to the characteristics and needs of the local community, with the same goal of creating a generation that loves and understands the Qur'an.

The Qur'an learning strategies at Al-Ikhlās Landfill and Meunasah Nurul Badri, Batee Shok village, Sabang City include:

- a. Clarity of vision and mission, conformity with the goals of Islamic religious education

The clarity of the vision and mission at TPA Al-Ikhlās and Meunasah Nurul Badri is very relevant to the goal of Islamic religious education, which is to form a generation that has a deep love for the Qur'an and is able to practice its values in daily life. The vision and mission of these two institutions include developing the ability to read the Qur'an well, understand its contents, and apply it as a guideline for life. This is in line with the goals of Islamic religious education which seeks to build faith, noble morals, and religious skills for each individual. (Djaelani, 2013; Abidin, 2021) With a clear vision and mission, TPA Al-Ikhlās and Meunasah Nurul Badri are important pillars in supporting targeted and sustainable religious learning.

- b. Development programs, teaching innovations, supporting facilities

TPA Al-Ikhlās and Meunasah Nurul Badri continue to strive to develop innovative educational programs to improve the quality of Qur'an teaching. Teaching innovations such as the use of interactive learning methods and simple technology-based approaches have been implemented to help children understand and love the Qur'an more easily. In addition, adequate supporting facilities, such as comfortable study rooms and learning equipment, also support the effectiveness of the teaching and learning process. (Gusniati, Jahera, Zulkifli, & Ananda, 2024; Saputri & Fatmawati, 2024) Through this development and innovation program, both institutions strive to create a learning environment that is conducive, fun, and relevant to the needs of the current generation.

- c. Regular training, materials provided, duration of training

At TPA Al-Ikhlās and Meunasah Nurul Badri, there are training programs that are routinely carried out to improve the competence of ustadz/ustadzah in teaching the Qur'an. At TPA Al-Ikhlās, training usually involves teaching new techniques in teaching tajweed and memorization, as well as introducing the latest methods to improve the quality of learning. This training is often held in the form of workshops involving ustadz/ustadzah from various institutions. Meanwhile, at Meunasah Nurul Badri, the training program is also carried out with the aim of improving the ability to teach the

Qur'an, including training on more effective teaching methods and strategies in dealing with challenges that may arise during the learning process. Both institutions recognise the importance of ongoing training for teachers to ensure that they can provide quality education to students, as learning methods and needs continue to change.

d. Curriculum standards, material sources, application of methods

In learning the Qur'an, the curriculum or teaching materials used generally follow the standards that have been prepared by educational institutions or authorized religious authorities, such as the Ministry of Religion or other Islamic educational institutions. Teaching materials usually include understanding tajweed, tafsir, memorization, and the application of Qur'anic teachings in daily life. This curriculum is often adjusted to the level of ability and age of students, starting from the introduction of hijaiyah letters, reading with tartil, to a deeper understanding of the verses of the Qur'an. In addition, many institutions integrate Qur'an learning with Islamic moral and ethical characteristics so that students can implement Qur'an values in their social lives. (Parawansah & Sofa, 2024) Some institutions may also adopt an international curriculum or a specific education system that focuses on a comprehensive and applied understanding of the Qur'an.

2. Al-Qur'an learning strategies at Al-Ikhlās Landfill and Meunasah Nurul Badri Gampong Batee Shok Sabang City

Based on the findings of the research, the Qur'an learning strategy at TPA Al-Ikhlās and Meunasah Nurul Badri has several important aspects. In terms of teaching approach and learning focus, TPA Al-Ikhlās adopts the Ummi curriculum-based method which is oriented towards learning tajweed, fluent reading, and understanding the meaning of Qur'an verses gradually. (Haliska, Nurita, Juniansyah, & Suratman, 2020) The memorization process is carried out through regular repetition supported by a reward system to motivate students. Meanwhile, Meunasah Nurul Badri uses a simple local method that combines *lqra'* and *mujawad techniques*, supported by color visualization to clarify the law of tajweed. In addition, practical activities such as congregational prayers and dhikr are an integral part of learning to instill the values of the Qur'an.

In terms of motivation, TPA Al-Ikhlās organizes joint memorization activities, tahfiz competitions, and tajweed with awards in the form of charters to increase students' confidence and enthusiasm for learning. Meunasah Nurul Badri motivates students through exemplary student programs and competitions with prizes in the form of books or stationery. Both institutions also pay attention to teacher training. At TPA Al-Ikhlās, the training focuses on modern teaching methods such as *Ummi* and *Tilawati*, by

involving external resource persons. Meanwhile, Meunasah Nurul Badri emphasizes training on deepening tajweed, memorization techniques, and the use of technology.

The challenges faced by TPA Al-Ikhlas include the consistency of student attendance and the lack of parental involvement in learning at home. The solution implemented is to design a flexible schedule and hold regular meetings with parents. Meunasah Nurul Badri faces obstacles in the form of limited facilities and the number of teachers, as well as difficulties for students in understanding tajwid. To overcome this, this institution maximizes the use of existing space and involves parents in the memorization process. (Yanti & Al' Afuw, 2022)

The involvement of parents and the community is also an important part of the strategies of the two institutions. At the Al-Ikhlas Landfill, parents are involved through religious activities, memorization competitions, and the procurement of facilities supported by the community. Meanwhile, Meunasah Nurul Badri provided training to parents on how to accompany their children in learning the Qur'an and involve the community to support the institution's operations. These strategies reflect a comprehensive and adaptive approach in an effort to improve the quality of Qur'an learning. For more details, please see the following table:

Table: Similarities and Differences in Qur'an Learning Strategies at Al-Ikhlas and Meunasah Nurul Badri Landfills

Table: Similarities and Differences in Qur'an Learning Strategies at Al-Ikhlas and Meunasah Nurul Badri Landfills

Aspects	TPA Al-Ikhlas	Munasah Nurul Badri	Equation	Difference
Teaching Approach	Using the Ummi curriculum, focus on tajwid, fluency in reading, and understanding the meaning of verses.	Using the Iqra' and mujawad methods, assisted by color visualization for tajwid.	Both focus on tajweed and fluency in reading the Qur'an.	TPA Al-Ikhlas uses the Ummi curriculum; Meunasah Nurul Badri combines Iqra' and mujawad.
Metode Hafalan	Memorization through regular repetition and a reward system.	Memorization with exemplary student programs and prizes in the form of books or stationery.	Both provide motivation with prizes in memorization learning.	The Al-Ikhlas TPA reward system is charter-based; Meunasah Nurul Badri is based on book/stationery prizes.
Motivational Strategies	Tahfiz, tajwid, and charter awards competitions to	Competitions with prizes, practical activities such as	Both organize competitions and awards for motivation.	TPA Al-Ikhlas focuses more on tahfiz and tajwid; Nurul Badri's

	build the spirit of learning.	congregational prayers, dhikr to instill the value of the Qur'an.		meunasah is more diverse.
Training for Teachers	Focus on modern methods such as Ummi and Tilawati, by involving external sources.	Deepening tajweed, memorization techniques, and the use of technology.	Both organize training for ustadz/ustadzah.	Al-Ikhlash Landfill is oriented towards modern methods; Meunasah Nurul Badri is more focused on tajwid.
Challenge	Consistency of student attendance and parental involvement at home.	Limited facilities, the number of teachers, and difficulty understanding tajwid.	Both face challenges in the implementation of learning.	The challenges of the Al-Ikhlash Landfill are more related to the presence of students; Meunasah Nurul Badri with facilities.
Solution	Flexible schedules and regular meetings with parents.	Maximize the space and involve parents in memorization.	Both involve parents in learning solutions.	Al-Ikhlash landfill solutions are more about schedule management; Meunasah Nurul Badri at a physical facility.
Parent Involvement	Involve parents in religious activities and community support in facilities.	Providing training to parents on assistance in learning the Qur'an.	Both involve parents and the community in learning.	TPA Al-Ikhlash is more oriented towards joint religious activities; Meunasah Nurul Badri at the training.

TPA Al-Ikhlash and Meunasah Nurul Badri have the same focus on teaching tajwid, fluency in reading the Qur'an, and memorization, as well as trying to motivate students through competitions and awards. However, the two show differences in teaching approaches and methods, where TPA Al-Ikhlash emphasizes the use of the Ummi curriculum and modern methods, while Meunasah Nurul Badri combines Iqra', mujawad, and visualization involvement. The main challenge at Al-Ikhlash Landfill revolves around the consistency of student attendance, while Meunasah Nurul Badri faces limited facilities. In finding a solution, both involve parents, but with different focuses: TPA Al-

Ikhlas prioritizes joint religious activities, while Meunasah Nurul Badri provides mentoring training for parents.

D. Conclusion

The Qur'an learning strategy at Al-Ikhlas Landfill and Meunasah Nurul Badri Gampong Batee Shok Sabang City shows a comprehensive and adaptive approach, albeit with different methods. TPA Al-Ikhlas adopts the Ummi curriculum which focuses on tajwid, fluent reading, and understanding verses gradually, supported by awards to motivate students. On the other hand, Meunasah Nurul Badri combines Iqra' and mujawad techniques with color visualization and practices such as congregational prayers to instill the values of the Qur'an. Both have motivational programs involving competitions and awards, as well as attention to teacher training. TPA Al-Ikhlas faces the challenge of consistency in parental attendance and involvement, while Meunasah Nurul Badri struggles with limited facilities and teachers. Both institutions involve parents and the community in the learning process, reflecting a commitment to improving the quality of Qur'an learning through an inclusive and adaptive approach.

Bibliography

- Abidin, A. (2021). Pendidikan Moral dan Relevansinya Dengan Pendidikan Islam. *Jurnal Paris Langkis*, 2(1), 57-67. doi:10.37304/paris.v2i1.3282
- Amrulloh, A., Aliyah, N. d., & Darmawan, D. (2024). Pengaruh Kebiasaan Belajar, Lingkungan Belajar dan Motivasi Belajar Terhadap Prestasi Belajar Siswa MTS Darul Hikmah Langkap Burneh Bangkalan. *AL-MIKRAJ Jurnal Studi Islam Dan Humaniora*(5), 188-200. doi:10.37680/almikraj.v5i01.5656
- Djaelani, M. S. (2013). Peran Pendidikan Agama Islam Dalam Keluarga dan Masyarakat. *Jurnal Ilmiah WIDYA*, 1(2), 100-105.
- Fathra, F. (2023). Meningkatkan Efektivitas Pengajaran Al-Qur'an Dalam Kurikulum Pendidikan Islam. *Atthiflah: Journal of Early Childhood Islamic Education*, 10(2), 209-219. doi:10.54069/atthiflah.v10i2.460
- Gusniati, J., Jahera, J., Zulkifli, A., & Ananda, R. (2024). Standar Sarana Dan Prasarana Pendidikan Dasar Dalam Meningkatkan Proses Pembelajaran Yang Efektif. *Elementary School: Jurnal Pendidikan dan Pembelajaran Ke-SD-an*, 11(2), 572-582. doi:10.31316/esjurnal.v11i2
- Haliska, Nurita, I., Juniansyah, & Suratman. (2020). Implementasi Kurikulum Metode Ummi Kelas Tahfidz. *el Buhuth: Borneo Journal of Islamic Studies*, 2(2), 93-106. doi:10.21093/el-buhuth.v2i2.2327

- Munawir, M., Alfiana, F., & Pambayun, S. P. (2024). Menyongsong Masa Depan: Transformasi Karakter Siswa Generasi Alpha Melalui Pendidikan Islam yang Berbasis Al-Qur'an. *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 7(1), 1–11. doi:10.54069/attadrib.v7i1.628
- Mustika, D., Ambiyar, & Aziz, I. (2021). Proses Penilaian Hasil Belajar Kurikulum 2013 di Sekolah Dasar. *Jurnal Basicedu*, 5(6), 6158-6167. doi:10.31004/basicedu.v5i6.1819
- Parawansah, S. H., & Sofa, A. R. (2024). Pendekatan Komprehensif Berbasis Al-Qur'an dan Hadits dalam Pengembangan Pendidikan Islam: Integrasi Nilai, Metode, Evaluasi, Sosio-Kultural, dan Kompetensi Pendidik. *Karakter : Jurnal Riset Ilmu Pendidikan Islam*, 2(1), 187–205. doi:10.61132/karakter.v2i1.407
- Saputra, A., Wati, S., Husni, A., & Charles. (2022). Optimalisasi Pengelolaan Kelas Oleh Guru Taman Pendidikan Al-Qur'an (TPQ) Mushalla Mukhlisin di Nagari Kubu Tapan Kecamatan Ranah Ampek Hulu Kabupaten Pesisir Selatan. *KOLONI*, 1(2), 408-419. doi:10.31004/koloni.v1i2.70
- Saputri, I., & Fatmawati, F. (2024). Permasalahan Pengelolaan Sarana dan Prasarana dalam Pendidikan. *Innovations in Multidisciplinary Education Journal*, 1(1), 29-33. doi:10.61476/95kesa76
- SH, H., Darmila, L., & Banurea, S. (2024). Rumah Tahfidz: Pembentukan Sistem Pembelajaran Islam Berbasis Hafalan dan Dampak Psikologis pada Anak Didik. *ARINI: Jurnal Ilmiah dan Karya Inovasi Guru*, 78-87. doi:10.71153/arini.v1i2.159
- Ummah, S. S., & Wafi, A. (2017). Metode-Metode Praktis dan Efektif dalam Mengajar Al-Quran bagi Anak Usia Dini. *Annual Conference on Islamic Early Childhood Education (ACIECE)*. 2, pp. 121-134. Yogyakarta: Program Studi Pendidikan Islam Anak Usia Dini Fakultas Ilmu Tarbiyah dan Keguruan UIN Sunan Kalijaga. Retrieved from <https://conference.uin-suka.ac.id/index.php/aciece/article/view/64>
- Yanti, D., & Al'Afuw, N. F. (2022). Smart Parenting Dalam Mengasah Hafalan Al-Quran Anak Usia Dini. *Jurnal Aksioma Al-Asas: Jurnal Pendidikan Anak Usia Dini*, 3(1). doi:10.55171/jaa.v3i1.640
- Yusuf, K. M. (2015). *Tafsir Tarbawi: Pesan-Pesan Al-Qur'an Tentang Pendidikan*. Jakarta: Amzah.