



Analysis of The Process of Intensive Guidance in Reading and Writing the Qur'an for Children Aged 8-12 Years at The Pondok Darul Aman Foundation Thailand

Lukman Hakim¹, Fitrah Sugiarto², Mustahiqurrahman³, Salwa Dama Nazila⁴, Muhammad Ridho Rizki Setiawan⁵

Universitas Islam Negeri Mataram

Received: 10/01/2025	Accepted: 10/02/2025	Published: 01/03/2025
----------------------	----------------------	-----------------------

Abstrak

Artikel ini membahas program bimbingan intensif membaca dan menulis Al-Qur'an yang dirancang untuk anak-anak usia 8-12 tahun di Kalamullah Al-Qur'an dan Multilingual School, Pusat Hafal Al-Qur'an Al-Rahmah Al-Alamiyah, Yayasan Pondok Darul Aman di Thailand. Program ini bertujuan untuk meningkatkan kemampuan membaca, menulis, dan pemahaman dasar Al-Qur'an pada usia dini melalui metode pengajaran yang terstruktur dan pendekatan yang interaktif. Penelitian ini menggunakan pendekatan kualitatif-deskriptif, dengan pengumpulan data melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa program ini secara signifikan membantu anak-anak dalam meningkatkan keterampilan membaca dan menulis Al-Qur'an, dengan fokus pada penguatan fondasi pengajaran agama Islam yang kokoh di usia dini. Program ini juga memperhatikan aspek motivasi belajar dan pembinaan karakter islami, yang mana turut berperan dalam meningkatkan minat dan kecintaan anak terhadap Al-Qur'an. Temuan ini memberikan kontribusi penting dalam bidang pendidikan agama Islam dan dapat menjadi acuan bagi lembaga pendidikan lainnya yang memiliki visi serupa.

Kata Kunci: Bimbingan Intensif, Baca Tulis Al-Qur'an, Anak Usia 8-12 Tahun, Siswa.

Abstract

This article discusses an intensive Qur'an reading and writing tutoring program designed for children aged 8-12 years at Kalamullah Qur'an and Multilingual School, Al-Rahmah Al-Alamiyah Qur'an Memorization Center, Darul Aman Pondok Foundation in Thailand. The program aims to improve reading, writing, and basic comprehension of the Qur'an at an early age through structured teaching methods and an interactive approach. This research uses a qualitative-descriptive approach, with data collection through observation, interviews, and documentation. The results show that the program significantly helps children improve their skills in reading and writing the Qur'an, with a focus on strengthening a solid foundation of Islamic teaching at an early age. The program also pays attention to aspects of learning motivation and Islamic character building, which contribute to increasing children's interest and love for the Qur'an. The findings make an important contribution to the field of Islamic religious education and can serve as a reference for other educational institutions with a similar vision.

Keywords: Intensive Tutoring, Read and Write the Qur'an, Children Aged 8-12 Years, Students.

Introduction

Al-Qur'an education is one of the fundamental aspects in the development of literacy skills for students, especially in children aged 8-12 years. In this phase, children experience significant growth in various aspects, including physical, motor, cognitive, emotional, social, language, and moral. Therefore, early age is a very appropriate time to instill Qur'an values, considering that children at this stage are very responsive to learning. (Sudarmono et al., 2020, p. 163).

Qur'anic literacy education has been recognized as a priority by the Government of Indonesia, as stipulated in the Joint Decree of the Minister of Home Affairs and the Minister of Religion of the Republic of Indonesia number 128 of 1982/44 A of 82. This decision emphasizes the importance of improving the literacy of the Qur'an to deepen the appreciation and practice of the teachings of the Qur'an in daily life. (RI, 1982) This is supported by the Instruction of the Minister of Religion of the Republic of Indonesia number 3 of 1990 which emphasizes the need for efforts to improve the literacy of the Qur'an. This learning process not only includes the recognition of letters and words, but also understands tajwid (reading rules), makhraj (where the letters come out), and manners in reading the Qur'an. (RI, 1990).

Based on a survey by the Ministry of Religious Affairs in 2023, around 38.49% of people do not have Qur'an literacy, and 11.3% do not have Qur'an Mushaf at home. The data also showed that 22.2% of respondents did not find a Qur'an Reading and Writing Learning Assembly (BTQ) in their place of residence, and among those who had access, 59.36% never participated in the activity. These findings show the need for more attention to Qur'anic education efforts, especially among children. According to research by Keith and his colleagues, about 50% of adult intelligence variability is formed by age 4, with a 30% increase occurring at age 8. This emphasizes the importance of childhood as a crucial "golden age" for human development. (Ministry of Religion, 2023).

In Thailand, there are three institutions committed to improving understanding and mastery of the Qur'an through effective literacy guidance. Kalamullah Al-Qur'an and

Multilingual School integrate Qur'an learning methods in a multilingual context, Al-Rahmah Al-Alamiyah Al-Qur'an Memorization Center offers an intensive program to memorize the Qur'an with an understanding of meaning, and Yayasan Pondok Darul Aman provides special guidance in reading and writing the Qur'an. These three institutions play an important role in guiding the young generation in Thailand to not only be able to read and write the Qur'an, but also understand and practice its teachings. However, these three institutions also face challenges in maintaining interest in learning the Qur'an in the midst of the development of the times and technological advances. This condition has an impact on students' ability to read the Qur'an, where the role of the supervisor is very vital in the teaching and learning process. Encouragement from the supervisor can increase students' motivation to develop their competencies. (Choiriyah & Jinan, 2022).

Intensive guidance can be the right solution to improve the ability to read the Qur'an among students. Through this approach, various advantages can be optimized, such as creating a fun learning atmosphere, reducing awkwardness, and paying attention to the individual needs of students. Therefore, to achieve optimal results, coaching and mentoring must be carried out gradually and continuously, so that the quality of students' reading of the Qur'an can be significantly improved.

Method

The method used in this study is a qualitative method with a case study approach by exploring data related to the aspects of improving and strengthening the quality of Qur'an learning through training for students using methods that are in accordance with their social and environmental conditions. (Moleong, 2014) ABCD (Asset Based Community) Development. According to Munawar Ahmad as quoted by Fitrianto, et al, Asset Based Communities Development is a method that attaches importance to and prioritizes potential and assets in the community. (Susilowati & Fitrianto, 2022) Meanwhile, according to R.M. Brown, that is, "If you look for a problem, then you will add more problems, if you seek success, then you will find more success, if you believe in a dream, you will achieve and embrace a

miracle, then our motto is "find a root of the cause of success" and not "the root of the problem".

The ABCD (Asset Based Community Development) approach is an approach that focuses on community development by utilizing the assets that exist in the community. In the context of strengthening Qur'anic learning in Thailand, this approach can be used to empower people through the resources they have, both human, physical, and social resources.

Result and Discussion

1. Brief Profile

Kalamullah Al-Qur'an and Multilingual School is an educational institution committed to integrating Islamic religious education with multilingual teaching, especially in the Pattani region, Thailand, which has a majority Muslim population. The school is located at 2/18 M.2 Yamu, Yaring, Pattani, Thailand. (Hastuti et al., n.d.)

a. Vision and Mission

The school has a vision to produce a generation that not only understands and memorizes the Qur'an, but is also able to communicate effectively in various languages, in order to prepare them to become leaders at the local and international levels. The mission includes:

a) Teaching the Qur'an

The main focus is on religious education, especially tahfiz (memorization) of the Qur'an, tafsir, and a deep understanding of Islamic teachings.

b) Multilingual Development

In addition to Arabic, as the language of the Qur'an, the school also offers other language lessons, such as English, Thai, and Malay, to equip students with global communication skills.

c) Religious-Based and Academic Curriculum

In addition to religious education, the curriculum at this school includes academic subjects such as science,

mathematics, and social sciences, which are adapted to Islamic principles.

b. Educational Programs

a) Qur'an memorization

The main focus of this program is memorizing the Qur'an. The school provides effective methods and supports students in achieving their memorization targets with the guidance of experienced ustaz and ustazah.

b) Arabic Language and Islamic Studies

Arabic lessons are strongly emphasized to understand the Qur'an and other religious texts. Islamic studies include sharia sciences, fiqh, hadith, and tafsir.

c) Multilingual Program

In addition to Arabic, the school also teaches English, Malay, and Thai. This aims to enable students to adapt to a multicultural environment and compete at the international level.

d) General Education

The curriculum also includes general subjects such as mathematics, science, and social sciences that are taught according to Islamic perspectives, ensuring students get a balance between the worldly and the afterlife.

c. Facilities

The school is equipped with various facilities to support the teaching and learning process, such as:

a) Modern Classroom

Classrooms are equipped with multimedia facilities to support interactive teaching methods.

b) Boarding house

Provided for students who live far from school, with a comfortable and Islamic environment.

c) Islamic Library

Providing religious literature and other reading materials in

various languages to support students' scientific development.

d) Mosque

There is a mosque that is the center of religious activities and a place of worship for students and staff.

2. The Effectiveness of Intensive Guidance in Helping Children Aged 8-12 Years in Reading the Qur'an

1) Improved Reading Ability

Intensive guidance at institutions such as Kalamullah Al-Qur'an and Multilingual School, Al-Rahmah Al-Alamiyah Al-Qur'an Memorization Center, and the Pondok Darul Aman Foundation showed significant results in improving the ability to read the Qur'an. Based on the learning theory proposed by Piaget, children's cognitive development at the age of 8-12 years is at the concrete operational stage, where they begin to understand abstract concepts. (Borst & Houdé, 2022) Through a specially designed tutoring program, children are able to achieve a better understanding of tajweed and pronunciation, which is important in reading the Qur'an.

2) Applied Learning Methods

The methods used in intensive tutoring include interactive and collaborative approaches. According to Vygotsky, learning occurs in a social context, where interaction with teachers and peers plays an important role in the learning process. (Tamrin & Sirate, 2011) This method includes:

a. Project-Based Learning

Children engage in reading and writing projects that encourage collaboration

b. Use of Technology

Digital aids, such as Qur'anic learning apps, are used to strengthen reading skills.

3) Student Engagement and Motivation

Student engagement is one of the indicators of educational success. The Theory of Self-Determination Motivation by Deci and Ryan explains that intrinsic motivation is very important in the learning process. (Ryan & Deci, 2017) In intensive tutoring programs, teachers provide positive feedback and create a

supportive atmosphere, which boosts students' confidence.

4) Parent Support

The role of parents in children's education is very crucial. Research by Epstein shows that parental involvement in children's education has a positive impact on academic achievement. (Salac & Florida, n.d.) In the context of this intensive guidance, good communication between teachers and parents increases support at home, which reinforces the learning that children receive at school.

Parents who actively participate in the activities of the institution report improvements in reading skills and positive changes in children's attitudes towards the Qur'an.

5) Continuous Evaluation

Continuous evaluation is an important part of the learning process. (Lui & Andrade, 2022) The Formative evaluation model, advocated by Black and Wiliam, states that continuous feedback allows for instructional adjustments to meet student needs. In this mentoring program, an evaluation is carried out at the end of each session to identify areas that need improvement. (Black & Wiliam, 1998).

Periodic evaluations help teachers to adjust teaching strategies, so as to provide better results in learning to read the Qur'an.

3. Challenges and Obstacles Using Intensive Guidance Methods in Teaching Children Aged 8-12 Years

1) Human Resource Limitations

a. Teacher Quality

The availability of trained and experienced teachers in intensive guidance methods is often an obstacle. Without adequate training, teachers may have difficulty implementing effective teaching techniques.

b. Student to Faculty Ratio

An unbalanced ratio between the number of students and teachers can limit the individualized attention required to help students overcome difficulties in writing the Qur'an. (Yusaini et al., 2023).

2) Variation in Student Ability Levels

a. Difference in Initial Ability

Students in the same age group may have very varied reading and writing abilities. The intensive guidance method must be able to adapt to the abilities of each student, which can be a challenge for teachers.

b. Different Motivations

Not all students have the same motivation in learning. Some students may be more excited, while others may experience boredom or dissatisfaction, which hinders the learning process. (Mubarok, 2023).

3) Instability of the Learning Environment

a. External Interference

An uncondusive learning environment, such as noise or outside distractions, can interfere with students' concentration during tutoring sessions.

b. Limited Facilities

Limitations of facilities, such as inadequate classrooms or lack of learning aids, can affect the effectiveness of intensive tutoring. (Zaturrahmi, 2019).

4) Use of Technology

a. Adaptation to Technology

Although the use of technology can improve the learning process, not all students or teachers have the ability to use digital tools well. This can be an obstacle in the implementation of modern methods.

b. Limited Access

Some students may not have adequate access to technology devices at home, which can limit their ability to practice outside of school hours.

5) Lack of Support from Parents

With the support and involvement of parents in Qur'anic education, children may lack additional motivation at home. This can affect their progress in learning to write the Qur'an. (Sholiha, 2022).

Conclusion

Intensive guidance in these institutions is effective in improving the ability to read the Qur'an for children aged 8-12 years. Through the application of interactive methods, support from parents, and continuous evaluation, the

program not only improves technical skills, but also builds deeper motivation and spiritual understanding. This research provides a strong scientific basis to continue to develop and apply intensive guidance in Qur'an education. In implementing intensive guidance methods in teaching children aged 8-12 years in related institutions face various challenges and obstacles. Addressing these issues requires collaboration between teachers, parents, and educational institutions to create a supportive learning environment, improve teacher skills, and ensure all students get the attention and resources they need.

References

- Black, P., & Wiliam, D. (1998). Assessment and Classroom Learning. *Assessment in Education: Principles, Policy & Practice*, 5(1), 7-74.
<https://doi.org/10.1080/0969595980050102>
- Borst, G., & Houdé, O. (2022). Introduction: Assembling the Building Blocks of Cognition in a Non-linear Dynamical System of Development. In O. Houdé & G. Borst (Eds.), *The Cambridge Handbook of Cognitive Development* (1st ed., pp. 141-148). Cambridge University Press.
<https://doi.org/10.1017/9781108399838.010>
- Chamidi, A. S., Kurniawan, B., Nursoleh, A., & Kebumen, I. (2023). *Pengembangan Petani Organik melalui Pendekatan ABCD*. 03.
- Choiriyah, S., & Jinan, M. (2022). *Strategi Inovatif Guru dalam Meningkatkan Kemampuan Membaca Al-Qur'an di TPQ Jami'atul Ichwan Dalangan Sukoharjo*. 5.
- Hastuti, D., Pd, S., Ali, R. M., Azhari, A., Kom, S., & Eng, M. (n.d.). *Program Pengabdian Kepada Masyarakat Skema Intrnasional*.

- Kemenag. (2023). *Survei Kemenag, Indeks Literasi Al-Qur'an Kategori Tinggi*. <https://kemenag.go.id>.
<https://kemenag.go.id/nasional/survei-kemenag-indeks-literasi-al-qur-an-kategori-tinggi-w0A7W>
- Lui, A. M., & Andrade, H. L. (2022). The Next Black Box of Formative Assessment: A Model of the Internal Mechanisms of Feedback Processing. *Frontiers in Education*, 7, 751548. <https://doi.org/10.3389/educ.2022.751548>
- Moleong, L. J. (2014). *Metodologi Penelitian Kualitatif*. PT Remaja Rosdakarya.
- Mubarok, H. (2023). Studi Literatur Menumbuhkan Motivasi Belajar Siswa Melalui Strategi Pembelajaran Berdiferensiasi Dalam Konteks Pedagogi. *Jurnal Ilmu Pendidikan Nasional (JIPNAS)*, 1(1), 01–07. <https://doi.org/10.59435/jipnas.v1i1.45>
- RI, K. A. (1982). *LPTQ Provinsi Kalimantan Selatan: Pedoman Lembaga Pengembangan Tilawatil Qur'an*. <https://www.lptqkalsel.com/p/pedoman-lembaga-pengembangan-tilawatil.html>
- RI, K. A. (1990). *Instruksi Menteri Agama RI Nomor 3 Tahun 1990 tentang Peningkatan Kemampuan Baca Tulis Al-Qur'an*.
- Ryan, R. M., & Deci, E. L. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. The Guilford Press.
- Salac, L. M., & Florida, J. U. (n.d.). *Epstein Model of Parental Involvement and Academic Performance of Learners*.
- Sholiha, H. (2022). Hubungan Keterlibatan Orang Tua dengan Motivasi Menghafal Al-Qur'an pada Siswa SMPIT Bina Insan Cendekia di Kota Pasuruan. *Jurnal Ilmiah Psikologi Candrajiwa*, 7(2), Article 2. <https://doi.org/10.20961/jip.v7i2.55159>
- Sudarmono, Mu. A., Wahab, A., & Azhar, M. (2020). Upaya Peningkatan Minat Belajar Baca Tulis Al-Qur'an. *Jurnal Ilmiah Islamic Resources*, 17(2), 162. <https://doi.org/10.33096/jiir.v17i2.92>
- Susilowati, Z., & Fitrianto, A. R. (2022). *Strategi Optimalisasi Pran Rukun Nelayan Dengan Pendekatan Asset Based Community Development (ABCD) Pada Peningkatan Perekonomian Masyarakat*. 7(2).
- Tamrin, M., & Sirate, S. F. S. (2011). *Teori Belajar Konstruktivisme Vygotsky dalam Pembelajaran Matematika*. 3.
- Yusaini, Prakoso, W. A., & Sulastri. (2023). Tantangan dan Strategi Pengelolaan Sumber Daya Manusia Pada Lembaga Pendidikan. *Al-Azkiya: Jurnal Ilmiah Pendidikan MI/SD*, 8(2). <https://doi.org/10.32505/azkiya.v%vi%i.6946>
- Zaturrahmi. (2019). Lingkungan Belajar Sebagai Pengelolaan Kelas: Sebuah Kajian Literatur. *E-Tech*, 7(4), 1–7.