

## Strategies Of Teaching Teachers In Increasing Interest In Learning The Qur'an At TPQ Syahidul Ikhlas

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**Abstract:** The low interest of students in learning the Qur'an at TPQ Syahidul Ikhlas is the main focus of this study. The study aims to identify teaching strategies applied by teachers to increase interest in learning the Qur'an among students. The approach used is qualitative with a case study method, through observation, interviews, and documentation to obtain in-depth data. The results of the study indicate that the application of the murojaah method routinely, repeatedly, and a personal approach adjusted to the abilities of students is effective in increasing students' interest in learning, understanding, and memorization of the Qur'an. The importance of innovation and variation in learning methods is proposed so that the process of learning to recite the Qur'an becomes more enjoyable and is able to foster a love and deeper understanding of the contents of the Qur'an. With this strategy, students are expected to be able to achieve optimal results in learning the Qur'an.

**Keywords:** Teaching Strategy; Murojaah Method; Students' Interest in Learning; Syahidul Ikhlas.

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**Abstrak:** Rendahnya minat belajar santri terhadap Al-Qur'an di TPQ Syahidul Ikhlas menjadi fokus utama dalam penelitian ini. Penelitian bertujuan untuk mengidentifikasi strategi pengajaran yang diterapkan oleh guru guna meningkatkan minat belajar Al-Qur'an di kalangan santri. Pendekatan yang digunakan adalah kualitatif dengan metode studi kasus, melalui observasi, wawancara, dan dokumentasi untuk memperoleh data secara mendalam. Hasil penelitian menunjukkan bahwa penerapan metode murojaah secara rutin, pengulangan, serta pendekatan personal yang disesuaikan dengan kemampuan santri efektif dalam meningkatkan minat belajar, pemahaman, dan hafalan Al-Qur'an santri. Pentingnya inovasi dan

variasi dalam metode pembelajaran diusulkan agar proses belajar mengaji menjadi lebih menyenangkan dan mampu menumbuhkan kecintaan serta pemahaman yang lebih mendalam terhadap isi kandungan Al-Qur'an. Dengan strategi ini, santri diharapkan mampu mencapai hasil optimal dalam belajar Al-Qur'an.

**Kata Kunci:** Strategi Pengajaran; Metode Murojaah; Minat Belajar Santri; Syahidul Ikhlas.

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## A. Introduction

The Qur'an, in the context of linguistic studies, is derived from the word "qaraa" which means "reading" or "reading". (Amroeni, D. 2017) In general, the Qur'an is interpreted as a book that is a collection of Allah's kalam, a miracle revealed to the Prophet Muhammad PBUH through the intermediary of the angel Gabriel. (Ajahari, 2018) This book is written in a mushaf whose authenticity is always maintained, and reading the Qur'an is a form of deeds of worship. In addition, the Qur'an also functions The Qur'an has a function as a guide for humans, therefore, each meaning must be understood as well as possible. (Muhammad, D. S. 2020)

The Qur'an is the word of Allah that has the value of miracles, revealed to the Prophet Muhammad PBUH through the angel Jibril. (Nurdin, 2018) (The recitation of the Qur'an is also considered a form of worship. As the last book, the Qur'an holds an important position in the teachings of Islam, because the Qur'an is the revelation of Allah SWT that was conveyed to the Prophet Muhammad PBUH. (Sofyan, R. 2019)

Learning to read and write the Qur'an in Indonesia has existed since the arrival of Islam in the country. Although its existence serves as a means of knowledge transfer, this learning process and the generally applied models are not yet fully clear. Institutions such as Islamic boarding schools, suraus, and madrassas have long played a pioneering role in learning the Qur'an in Indonesia (Yuanda, K. 2018).

The authenticity of the existence of the Qur'an, both in terms of the essence of the reading and the correctness of the way to read it, will be maintained from the first time it was revealed until at any time. Allah SWT guarantees the authenticity of the Qur'an itself. Any attempt to distort (tahrif) the Qur'an, both in terms of content and reading,

will surely be revealed by Allah through the memorizers of the Qur'an and those who are consistent and diligent in studying it. Imam Al-Ghazali revealed that one way to ensure the continuity of the Qur'an until the end of time is to memorize it in the heart.

Al-Qur'an learning can be carried out through various methods that are tailored to the students' abilities and teaching goals. One of the commonly used methods is for teachers to read the verses of the Qur'an slowly and clearly, then students imitate them. This method is effective in helping students in recognizing correct pronunciation, including the pronunciation of letters and the application of tajweed. In addition, this method also trains listening skills and imitating reading well.

Another method is for students to read directly in front of the teacher, while the teacher listens carefully to provide guidance and correction if there are mistakes. There is also a repetition method, where the teacher repeats a reading and the students imitate it gradually word by word, sentence by sentence until the reading is completely mastered. This repetition is very helpful in smoothing out reading and strengthening memorization. With the application of this varied method, the learning process of the Qur'an becomes more effective, fun, and encourages the spirit of students in understanding and loving the Qur'an.

The existence of TPQ has a very significant potential and influence on the development of religious education. They are the ones who play an important role in shaping the morals and morals of the nation's next generation. Today, Quranic educational institutions, such as TPQ and the like, are quite established and active. With the passage of Government Regulation No. 55 of 2007 concerning religious education and religious education, the existence of these Quranic educational institutions is further strengthened. This also requires the implementation of their education to be more professional. (Source: Scott, 2009)

The success of the Qur'an Education Park (TPQ) as an educational institution does not only depend on formal institutions, but also involves the important role of non-formal institutions. One of the challenges we face is the lack of quality of student output in the field of religion, one of which is due to the lack of attention to religious learning. In addition, human resources, especially teachers, in this institution have also not

received adequate attention. With the development of non-formal educational institutions, such as the Al-Qur'an Education Park, it is hoped that it can fill the shortcomings that exist in formal institutions in terms of religious education. (Mansur, 2005)

The Al-Qur'an Education Park (TPQ) is a form of non-formal educational institution that has a strategic role in strengthening Islamic religious learning, especially in the aspects of reading and memorizing the Qur'an. According to (Marzuki, 2012). Non-formal education is understood as a learning activity that takes place outside the formal education system or school, but is carried out in an organized manner. These educational programs can be implemented separately or as an integral part of a broader activity, which aims to meet the learning needs of specific target groups. In addition, (Sungsri 2018), non-formal education can be accessed by anyone. With a deep understanding of the process of developing learning communities, educators or teachers can motivate all sectors, especially local communities, to participate in realizing a learning society.

As a non-formal educational institution, TPQ plays a role in complementing the character education received by children in formal schools. This is in accordance with the concept of comprehensive character education that involves various learning environments for children (Lickona, 2009). This institution exists as an alternative solution for formal schools that experience obstacles in providing optimal religious education. Some of the factors that cause the lack of optimal religious learning in schools include the limited number of Islamic Religious Education (PAI) teachers, as well as the low quality of religious teaching due to the lack of adequate training or competence from teaching staff. This condition certainly has an impact on the weak understanding of the teachings of Islam and their low ability to read and understand the Qur'an.

One of the institutions that plays an active role in answering these challenges is TPQ Syahidul Ikhlas. This TPQ has a total of twenty students and is known as an institution that emphasizes intensive Qur'an learning methods. The main focus of the teaching and learning process at TPQ Syahidul Ikhlas includes reading, writing,

memorizing, and repetition (murojaah) of the Qur'an. The regular application of the murojaah method is expected to be able to improve the quality of student reading, both in terms of fluency, accuracy of tajweed, and the ability to remember memorization. In addition, the learning approach used also aims to form the character of students to love the Qur'an and make it a guideline for life.

Seeing the important role of TPQ in supporting religious learning, especially TPQ Syahidul Ikhlas which has special methods and approaches, the researcher felt interested in making it an object of research. This TPQ is considered relevant to the research theme to be studied, namely about teachers' strategies in increasing interest in learning the Qur'an in children. This research aims to find out more deeply how the roles, methods, and approaches used by teachers at TPQ Syahidul Ikhlas in fostering motivation and interest in learning the Qur'an in students. Thus, the results of this research are expected to contribute to the development of Qur'an learning strategies in the TPQ environment and in other educational institutions.

## **B. Methods**

In this study, the researcher used a qualitative approach. This approach is very important to understand the social phenomena that exist in society and to produce descriptive data, both in written and oral form, about the observed individual behavior. According to (Moleong, 2013) defines qualitative research as research that is intended to understand the phenomenon of what is experienced by the research subject such as actors, perceptions, motivations, actions and others holistically and in a descriptive way in the form of words and language in a special natural context and by utilizing various scientific methods.

The type of research used is a case study, which is conducted intensively, in detail, and in depth on a specific organization, institution, or phenomenon. In terms of territory, this case study will focus on very limited areas or objects. However, when viewed from its nature, case studies provide a more in-depth analysis. (Sugiono, 2009)

To obtain optimal data, data mining techniques are required that include observation, interviews, and documentation. With the qualitative nature of this research,

data analysis is carried out through three main steps, namely: data reduction, data presentation, and conclusion drawn. After data collection is carried out, the next step in data analysis is data reduction, data presentation, and drawing conclusions from research results (Moleong, 2019). In order for this study not to go out of the theme, the researcher focuses on describing the Strategies of Teachers in Increasing Interest in Learning the Qur'an at TPQ Syahidul Ikhlas. Data collection techniques were carried out using observation, interviews, and documentation studies. The researcher carried out several activities in data collection using several instruments, namely the researcher himself, notebooks.

## **C. Results and Discussion**

### **1. Definition of Learning Strategies**

Before entering further discussion, it is important to first understand the basic concepts of learning and teaching strategies. Learning and teaching strategies are a systematic approach designed to direct the learning process effectively and efficiently to achieve the educational goals that have been set. In the context of education, these strategies include a variety of methods, techniques, and approaches used by educators to create an optimal learning experience for learners. The implementation of a learning activity, both operational and non-operational, requires careful planning and the selection of the right strategy. This is because a properly designed strategy will not only help in delivering material in a more structured manner, but also be able to foster learning motivation and accommodate differences in students' abilities and learning styles. Thus, a deep understanding of learning and teaching strategies is an important foundation in efforts to improve the quality of learning, both in formal and non-formal education environments. The right strategy will support the achievement of maximum educational goals and create a conducive, participatory, and meaningful learning atmosphere for all parties involved.

McLeod, said that literally in English, the word "strategy" can be interpreted as the art of implementing a strategy, namely strategy or plan. The term strategy is often used in many contexts with meanings that are not always the same (Muhibbin, S. 2003).

According to (J.R. David 1976), a learning strategy can be interpreted as a plan that includes a series of learning activities that aim to achieve a better quality of education. Meanwhile, (Dicky and Carey 1985) argue that learning strategies include all methods that are used together to improve student learning outcomes. On the other hand, (Moedjiono 1993) states that the learning strategy includes all teacher activities that aim to create a learning process by considering certain aspects. (Asih, 2016)

Strategy can also be interpreted as an approach in the teaching and learning process carried out by teachers to students in the implementation of learning activities. In the context of education, strategy is a well-organized way to achieve desired goals. In other words, strategy in education can be understood as a series of activities that consist of careful planning. Therefore, learning strategies refer to the steps taken by teachers in utilizing existing learning resources, with the aim of achieving learning outcomes actively and efficiently.

So, from the various opinions that exist, it can be concluded that learning strategies include all forms of effort made by a teacher to achieve learning objectives effectively. This effort involves the way teachers plan, deliver, and manage teaching and learning activities so that the material can be understood more easily by students. In this case, teachers play an important role in determining steps that are in accordance with the conditions and abilities of students. The strategies applied not only help students understand the lessons, but also create a directed and fun learning process. Thus, teachers can ensure that learning takes place optimally and the expected results can be achieved well according to the goals that have been set.

## **2. Qur'an Learning Strategies**

As previously explained, learning is a process of behavior change in students after they receive, respond, and master the material taught by the teacher. In the context of learning the Qur'an, there are several phases or stages that must be passed by students. This series of phases can be found at every level of education. In addition, in the implementation of Qur'an learning, there must be a clear goal, which is related to the



system to achieve the goals of the Qur'anic educational institution. For example, TPQ Syahidul Ikhlas needs to have an effective learning strategy.

As expressed by TPQ teacher Syahidul Ikhlas who said that in the learning process of Iqro and the Qur'an.

"In the process of learning Iqro and the Qur'an, I emphasize the importance of memorization and repetition as the key to smoothing the ability to read and understand the content of the Qur'an. I realize that each student has different abilities in absorbing lessons both in terms of memorization, catch, and learning speed. Therefore, I apply a flexible and individual approach in assigning tasks and memorization targets. Each student I guide according to their respective capacities and abilities, without any pressure to have to match the achievements of their friends. With this approach, I hope that students can learn more comfortably, consistently, and grow their love for the Qur'an naturally and sustainably."

From the author's statement above, it can be concluded that each teacher or educator has a different way of delivering learning, even though in essence the goal is the same to provide understanding and provide knowledge to the students being taught.

### **3. Al-Qur'an Education Park (TPQ)**

According to the Tadarus Team of the Youth of the Mosque and Mushola of Gede City Yogyakarta, explained by As'ad and Budiyanto, the Al-Qur'an Education Park (TPQ) is a non-formal educational institution that focuses on teaching Qur'an literacy for children between the ages of 6 to 12 years. This institution is managed and operated by the local Islamic community (Mulyanti, 2005). According to (As'ad, H), who is the compiler of the Iqra method, the Qur'an Education Park abbreviated as TPQ or TPA is an educational institution that focuses on teaching the Qur'an to elementary school children, which is between 7 and 12 years old. The purpose of this institution is to teach students to be able to read the Qur'an properly and correctly, as well as to make the Qur'an a guideline for their lives, and according to Mr. According to Ki Hajar Dewantara, TPQ is a type of out-of-school education for Muslim children. (Usman, 2024)

The Al-Qur'an Education Park (TPQ) is one of the non-formal educational institutions that has an important role in the religious development of children outside the formal school environment. This institution specifically organizes the teaching of



the Islamic religion, with the main focus on learning to read the Qur'an for children from early childhood to adolescence.

The main goal of TPQ is to educate students to be able to read the Qur'an properly and correctly, in accordance with the rules of tajweed. Through targeted guidance and learning methods that are tailored to children's abilities, TPQ is a strategic place to instill the basics of reading the Qur'an tartil from an early age.

In addition to the ability to read the Qur'an, TPQ also equips students with other basic worship skills, such as how to carry out prayers correctly, both in terms of movement and reading. In addition, students are also taught to memorize short letters, selected verses from the Qur'an, and daily prayers that are usually practiced in daily life.

Not only focusing on the cognitive aspects and worship practices, TPQ also instills noble moral values and the habit of pious deeds in the lives of students. Thus, TPQ not only functions as a place to learn to read the Qur'an, but also as a means of forming Islamic character and fostering children's faith as a whole.

In line with the research that has been conducted by "Ika and Ashif entitled Strategies for Increasing Interest in Learning to Read the Qur'an at TPQ Nurul Huda Jepara with the results "The purpose of this research is to find out how the strategies of teachers in increasing children's interest in learning to read the Qur'an at TPQ Nurul Huda Jepara. This research uses a qualitative approach, namely the interview method. The location of the research was conducted in Bugel Village, Jepara Regency. Based on the results of the study, it can be concluded that the teachers' strategy in increasing the interest in learning to read the Qur'an of children at TPQ Nurul Huda Jepara is with the Yanbu'a method whose learning is adjusted to the branch and must be able to imitate like the teacher."

**Figure 1. Reciting Activities at TPQ Syahidul Ikhlas**



The picture above is a routine recitation activity carried out at TPQ Syahidul Ikhlas, which was attended by 20 students. This activity is part of the daily routine that is carried out every day of ba'da Asar. In this activity, the students learn to read Iqro and the Qur'an gradually, according to their respective skill levels. The teacher said that the strategy used in increasing students' interest in learning is to emphasize memorization

and repetition regularly. This strategy is applied with the aim of making the students more enthusiastic in learning to recite, because through repetition, they can better understand and remember the readings well.

Memorization and repetition also help students in forming consistent and disciplined learning habits. In addition, the teacher also noticed that each student has different abilities, both in terms of ability to grasp and memorize. Therefore, teachers provide tasks and assistance according to the abilities of each student, without forcing them to equalize each other's achievements. This approach makes the learning process more comfortable and enjoyable for the students, so that their interest and enthusiasm in learning the Qur'an can grow naturally and sustainably.

#### **4. Murojaah Methods**

Memorizing the Qur'an is inseparable from the use of proper methods. This method is important so that what we memorize can be stored properly and the memorization process becomes faster. By using the right method, it will be easier to memorize the Qur'an. In the Great Dictionary of the Indonesian Language, the term "method" is defined as an orderly and planned way to achieve goals, both in the field of science and others. Methods can also be interpreted as a systematic way of working to facilitate the implementation of an activity so that the desired goals can be achieved more efficiently. Method is also an important element needed by a teacher, it is the means used to achieve the goals that have been set. (Armizi, 2015) Based on this understanding, it can be concluded that a method is a planned way to achieve goals in the learning process. (Alex Sobur, 2010)

Actually, there are various methods that can be developed to find the best alternative in memorizing the Qur'an. These methods are designed to help memorizers reduce the difficulties they often face. Some of them are the wahdah method, the kitabah method, the sima'i method, the combined method, the murojaah method, and the jama' method. With the selection of the right method, it is hoped that the process of memorizing the Qur'an can be easier and more effective. But this time the author will focus more on the murojaah method.

Murojaah (المراجعة) is to repeat verses that have just been memorized and repeat the previous memorization or that has already been memorized, This is a very important part and should not be missed. The best time for murojaah is before and after the dawn prayer because at these times, the mind is in an optimal state of concentration. (Az-Zawawi, Y. A. F. (2010) Without doing muraja'ah, memorization will be quickly forgotten, and the memorizer will immediately forget what has been memorized if there is no effort to repeat it. (Muhammad, H. M. A. 2011) Memorization that has been stored in the brain requires repetition. Murojaah is divided into two types: murojaah for new memorization and murojaah for old memorization. Both are very important to strengthen the memorization they have. To perform a new memorization murojaah, it is necessary to repeat two sheets of the latest memorization, in the first hour of the schedule that has been created when depositing the new memorization.

Murojaah plays a very important role for every individual who is trying to memorize the Qur'an, because it is the main means of maintaining and strengthening memorization. Through the murojaah process, a person can evaluate the level of understanding and accuracy of the memorization that has been mastered. If weaknesses or errors are found, then they can be immediately corrected before they become habits that are difficult to change. Conversely, if memorization is strong, then its quality can continue to be improved. In general, murojaah is divided into two types, namely short-term murojaah which is done daily, and long-term murojaah which is done periodically for all memorization.

#### **D. Conclusion**

The conclusion of this article shows that the teaching strategies implemented by teachers at TPQ Syahidul Ikhlas have a significant role in increasing interest in learning the Qur'an among students. The Murojaah method has proven effective in helping students understand and memorize the Qur'an better. With an emphasis on routine repetition and memorization, students feel more motivated and enthusiastic in the process of learning to recite the Qur'an. This method not only helps in the cognitive aspect, but also forms a character of discipline and consistency in students. In addition,

the approach that is adjusted to the abilities of each student shows that each individual has a different way of learning, so it is important for educators to pay special attention to the needs and potential of each student. This adjustment makes the learning process more inclusive and effective. This study confirms that non-formal educational institutions such as TPQ have an important role in complementing religious education that may be lacking in formal institutions. Therefore, the development of innovative and interesting teaching methods is very much needed to improve the quality of Qur'an education and form a generation that understands and loves the holy book better, and has a strong religious personality from an early age.

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