

Teacher Strategies for Improving the Ability to Read the Qur'an in Early Childhood

Nur Holidayh

Institut Agama Islam Negeri Madura
nurholidayhmei05@gmail.com

Waqiatul Masrurah

Institut Agama Islam Negeri Madura
wmasruroh7@gmail.com

Selfi Lailiyatul Iftitah

Institut Agama Islam Negeri Madura
siftitah@iainmadura.ac.id

Abstract

This study aims to describe the teaching strategies used by teachers when learning the Qur'an in early childhood in a kindergarten in Pamekasan regency, East Java. What are the obstacles faced by teachers at the time of learning the Qur'an? How do teachers overcome the obstacles of teaching in early childhood? This study uses a descriptive qualitative approach, in which sources are obtained through interviews, observation, and documentation. As for the informant principal and class, the teacher checks the validity of the data through continuous observation, extending the observation, and triangulation. The study's results showed that: first, at the design stage, the teacher is required to make the RPPH. After that, the teacher checks the student's presence one by one, motivates children, and gives a stimulus to their students. Second is the implementation. There are some things that teachers and students must do before learning, such as reading prayers, reading short surah using the iqro' method, starting with taawudz, using fingers for the short length of a reading, reading with tahqiq, tartil, and tajweed. The third is the evaluation. The teacher does several ways, such as holding a test and giving a star symbol for appreciation. Based on the results of the study, it can be concluded that the strategy of teachers in improving the ability to read the Qur'an in early childhood is, using several stages the first, the design stage, the second stage of implementation, and the third stage of evaluation. These three stages are carried out in the learning process.

Keywords: teacher strategy, reading the qur'an, early children

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan strategi mengajar yang digunakan guru pada saat pembelajaran Al-Qur'an pada anak usia dini di sebuah taman kanak-kanak di kabupaten Pamekasan, Jawa Timur. Apa saja kendala yang

dihadapi oleh guru pada saat pembelajaran Al-Qur'an? Bagaimana cara guru dalam mengatasi kendala mengajarnya pada anak usia dini? Penelitian ini menggunakan pendekatan kualitatif deskriptif, di mana sumber yang diperoleh melalui wawancara, observasi, dan dokumentasi. Adapun yang menjadi informan kepala sekolah dan guru kelas, untuk pengecekan keabsahan data melalui pengamatan terus-menerus, memperpanjang masa observasi dan triangulasi. Hasil dari penelitian menunjukkan bahwa: Pertama, pada tahap rancangan guru diwajibkan membuat RPPH setelah itu mengabsen satu persatu, dan memberi sebuah motivasi pada anak dan memberi sebuah ransangan pada anak didiknya. Kedua, pada tahap pelaksanaan yaitu ada beberapa yang harus guru laksanakan ketika tahap pelaksanaan yaitu membaca doa sebelum belajar, membaca surat-surat pendek, menggunakan metode iqro', memulai dengan taawudz, menggunakan jari untuk panjang pendeknya suatu bacaan, membaca dengan tahqiq, membaca dengan tartil, membaca dengan menggunakan tajwid. Ketiga, pada tahap evaluasi guru melakukan beberapa cara, caranya adalah mengadakan tes dan pemberian simbol bintang. Berdasarkan hasil penelitian dapat disimpulkan bahwa strategi guru dalam meningkatkan kemampuan membaca Al-Qur'an anak usia dini yaitu, menggunakan beberapa tahap yang pertama, tahap rancangan, yang kedua tahap pelaksanaan, yang ketiga tahap evaluasi. Ketiga tahap ini dilakukan dalam proses pembelajaran.

Kata kunci: strategi guru, membaca al-Qur'an, anak usia dini

A. Introduction

The early age period is the golden age or golden age. In this period, all the potential in the child will quickly develop. Scholars agree that the golden period lasts only once in a human life span. According to the Islamic view, education for children prepares the next generation to be better in the future and get closer to Allah.

We can understand Islam itself to practice the fundamental teachings of the Quran and the Sunnah. If education is good from the beginning, it will also produce a sound generation. We provide excellent early childhood education to provide opportunities for children to become a better generation. Moreover, a good education is related to various physical, cognitive, emotional, and spiritual aspects.¹

Education is essential to achieve success and ideals. Education is necessary for a person to achieve something desired, to achieve something intended. Education can change the mindset of children and foster physical and spiritual both through formal and non-formal education. Education will also provide opportunities for humans to develop the potential to become a man of faith and fear of God Almighty, Noble, healthy, knowledgeable, capable, creative, and create a responsible personalities. In line with that, a good understanding of religion becomes vital to be practiced by the next generation. For this reason, it is not only essential to teach, but also

¹ Mohammad Muchlis Solichin, *Pendidikan Anak Usia Dini* (Surabaya, n.d.).

requires a holistic educational process by teachers in an educational process, both formal and non-formal, both in schools and outside schools.

One aspect of development that we must focus on from an early age is related to the religious and moral understanding of children. Muslim parents should mandatorily introduce moral and spiritual values early so children can distinguish which values are good and which are not. Culturing religion and morals in early childhood is like a solid foundation. If it is embedded in a child, then it becomes the beginning of education to continue education to come. Planting religious values from an early age will allow children to become more mature in facing every life problem experienced when they grow up. It also aims to develop all the potential and religious values following the level of ability when receiving stimuli that have been given.²

For Muslims, the Qur'an is the initial source for tasyri' (law) and thaqafah (civilization). The Qur'an is a guide for all times. Therefore Muslims are strongly encouraged to be able to read the Qur'an well, which is fluent, fluent, and per the rules of Tajweed. Therefore, learning to read the Quran is necessary and recommended to Muslims. Furthermore, the first thing to note in studying the Qur'an is how to read it.³

Learning to read and write the Quran is the most critical capital for Muslims because the Quran is a lifelong guide. For Muslims, reading the Quran is essential for this world and for provision in the hereafter. In addition, reading the Quran is very important for the growth and development of early childhood. It follows the results of research conducted by Hidayat that the function of the Quran in religious psychology and neuroscience can shape character and development in early childhood. Moreover, realizing this, teachers play an essential role in teaching children to read the Quran correctly.

However, various difficulties still exist in teaching the Qur'an in early childhood. These difficulties include how reading could be smoother, long and short mismatch readings with the rules of Tajweed, and so on. Therefore, teachers must use various strategies and find variations of practical ways to guide children to read the Qur'an.

Based on the background of these problems, researchers are interested in researching the method of reading the Qur'an in early childhood. So, the problems can be formulated as follows: what is the teacher's strategy in teaching the ability to read the Qur'an; how is the implementation of these strategies, and how does the teacher carry out the evaluation?

² Hidayatullah, "Strategi Guru Dalam Meningkatkan Kemampuan Membaca Al-Qur'an Santri Di TPQ Al-Karim Kota Bengkulu" (Institut Agama Islam Negeri Bengkulu, 2019).

³ Selfi Yatul Aini and Rasidi, "Penerapan Metode Tilawati d Alam Pembelajaran Membaca Al - Qur'an Pada Anak Usia Dini d i RA Darul Ulum Mani'an Majungan Pademawu Pamekasan," *Kiddo: Jurnal Pendidikan Islam Anak Usia Dini* 2, no. 1 (2021): 67.

B. Method

This study uses a qualitative approach. The type of research is descriptive research type. We conducted the research in an early childhood education institution in Asemmanis Hamlet, Larangan Tokol Village, Tlanakan, Pamekasan, East Java, Indonesia.

The presence of researchers in the location under study is as a data collector by conducting interviews and observations. In addition, there is also the use of documentation techniques. Interviews were conducted with informants consisting of teachers and principals. Meanwhile, field observations and document analysis are also carried out with the aim that researchers can better understand a more transparent and tangible picture of the object of research. All data obtained are carefully considered and systematically collected so that there are no obstacles in the analysis process.

Sources of data in this study there are two kinds, namely primary data and secondary data. Primary Data is obtained from the principal and class teacher. Researchers chose the principal and class teacher as the object of research because the principal and class teacher is considered the most knowledgeable people related to how the teacher's strategy improves the ability to read the Qur'an in early childhood.

The interview model used was free guided interviews. The observation technique used by the researcher is a type of non-participatory observation. At the same time, the documentation technique is used to collect several relevant documents, such as institution profiles, interview instruments, teacher data, data related to learning, and others.

The researchers began the data analysis in this study by describing all the study findings. The Data obtained was previously collected and condensed before further processing. After that, researchers perform data analysis to produce conclusions. There are several ways to check the validity of the data, namely through extended observation time and triangulation. Researchers use three types of triangulation, namely source triangulation, method triangulation, and theory triangulation.

C. Result and Discussion

1. Teacher Strategy Planning in improving the ability to read the Qur'an for early childhood

In the learning process, of course, teachers do several things so that the learning process runs smoothly and effectively. There are three main points in the strategy of teachers in improving the ability to read the Qur'an in early childhood: First, the plan prepared by the teacher when

going to class or when about to start learning. Second, the implementation of strategies in the learning process. The third is the teacher's evaluation when the learning process is over.

Before teachers enter the classroom, teachers are required to make an RPPH or daily learning implementation plan. RPPH is a reference for managing play activities in the school in one day. RPPH is a way to achieve a goal in terms of learning procedures, learning methods, learning objectives, learning materials, and all activities the teacher will carry out during the learning process. The teacher has a goal to achieve when teaching in the classroom and must have preparation before entering class to achieve it.

Based on the findings at the study site, before entering the classroom, the teacher had made the RPPH the previous day. Usually, the RPPH was collected after the teacher completed the learning. It is one of the teacher's daily tasks.

Teachers also check the attendance of their students every morning. It is intended that children practice responding to what is said by the teacher. Checking the child's attendance at the session is done by the teacher when he has just entered the class. The results of the attendance check are proof that the teacher continuously monitors the attendance of his students. Usually, the teacher calls the students by mentioning the child's name one by one and using greeting sentences, such as "Good Morning, Dido," then Dido answers, "Good Morning, teacher." It becomes a sign that the child can respond to the teacher's speech / greeting the teacher well while declaring his presence in class.

When considered, this activity also shows the application of the question-and-answer method. According to Sutrisno, the question-and-answer way is suitable for teachers to use for children, so they feel valued and can express their opinions openly. Making the child dare to ask questions and speak according to his knowledge is good.⁴

The teacher gives advice and motivation to the child first before learning the Qur'an begins. Motivating children is encouraging so that children are able and dare to do a particular activity. With the provision of motivation, children will be more enthusiastic about doing an activity. With this step, the teacher becomes indirectly excited to face the children. If the teacher is excited, the children will be more enthusiastic and can quickly improve their abilities.

According to one of the class teachers, motivating children before they start reading is very important because children generally tend to be

⁴ Tri Sutrisno, "Penggunaan Metode Tanya Jawab Untuk Meningkatkan Keberanian Mengemukakan Pendapat Pada Anak Di TKS PGRI Kalianget Barat Sumenep," *Kiddo: Jurnal Pendidikan Islam Anak Usia Dini* 1, no. 2 (2020): 123.

lazy to read them. There was even one of his students who refused to read the Qur'an. The teacher must always motivate before learning, especially when facing such cases. Such a thing is a natural thing to happen to children caused by disinterest. However, teachers are required to be able to bring up a sense of interest and attention to children in a wise way. Giving motivation and direction to each child is one of these ways so that they are interested in learning to read the Qur'an. Of course, teachers must always be patient in dealing with students who tend to show varied responses.

In addition to the things already mentioned, at the preparation stage, the teacher stimulates the child so that the child's ability increases or the child is faster to understand it. Giving stimulation to children is an action that aims to stimulate children to show a response based on what is received from the five senses. According to one teacher, stimulation is always done to develop children's brain performance. It can make children think for themselves freely without the need for us to tell first. It is usually easier for children to understand, process information, and absorb the material with stimulation. As a result, the child may experience difficulties in the process of learning the Qur'an. At the same time, the findings show that students are always given a stimulus before the implementation stage. One example is an activity where children are invited to pronounce one of the hijaiyah letters (the letters of the Qur'an) first or one of the harakat types (good signs in Arabic spelling). Other forms of stimulation the teacher performs can also be in singing or certain games. Before learning to read the Qur'an, teachers, and children sing about one of the letters together, hijaiyah to memudahkan in remembering. According to one teacher, this activity is beneficial to focus the children's views and improve their concentration on the teacher's explanation when the material is given later using the Iqro book as the media.

Media books used in the classroom is the book, Iqra'. The book contains exercises to recognize letters, sounds, and even sentences or examples of verses from the Qur'an. Preliminary stimulation is required. If not, the condition may challenge the child to understand every reading of the Qur'an; even the sound of letters that come out of the mouth of the child sometimes does not match the way the teacher exemplified. After this stage, the children are invited to read short surahs in the Qur'an together.

2. Implementation of Teacher Strategies in Improving the Ability to Read the Qur'an Early Childhood

The implementation of the teacher's strategy in improving the ability to read the Quran in early childhood can be broken down as follows: first, children are asked to read a prayer before learning. Reading prayer before

learning is an activity whose content is to ask God for help before learning begins and ask God's blessing so that what is obtained by children becomes valuable knowledge. In the prayer, there is also a request to God to facilitate the study of the Holy Qur'an. Usually, when praying, the teacher with the children raises both hands together. It is done every day so that it becomes a habit. By reading the prayer together daily, the children can also recognize the letters of the Qur'an and its sound. As time passes, children become aware that they can even be trained to pronounce it fluently.

This activity is part of moral and religious cultivation from an early age in children in the school environment. Moral and spiritual values must be instilled from an early age so that children can know their Lord from an early age so that later after they grow up, they will have faith and holiness and can distinguish between good and bad things.

The second is to invite children to open iqro books each. The Media used as a source of learning the Qur'an is the book iqro'. The Iqra method ' is a method that emphasizes directly on the process of reading letters and sentences without spelling first. In this method, children are emphasized to be more active, and teachers tend to exemplify and listen. This method has a special module book called the book iqro'. The book consists of 6 volumes and has several properties. These properties are:

a) Direct reading

In this method, the child is not required to spell the letters one by one. Students need first to be introduced to the names of hijaiyah letters, punctuation, and harakat but directly taught letters with sounds, such as A, BA, TA, TSA, and others.

b) CBSA (active students learning way)

Those who are more active in learning activities are students. Children are encouraged to study harder independently, and teachers act as mentors. The teacher, in this case, is required to be able to give examples of reading. After the child felt clear, he was asked to read the following lessons themselves, and the teacher listened.

c) Private

In learning to read the Qur'an with the Iqro method, students face their teachers directly so that they can see and hear how to pronounce the letters per the rules of makhori al-letters (where the letter sounds come out). That way, teachers can also clearly know the level of ability of their students.

d) Practical

The primary purpose of teaching the Qur'an with this method is so that students can read the Qur'an easily and quickly. For that, they must imitate how to read letters that have harakat. Theoretical things

(the theory of Tajweed) are taught later after the students can read example sentences or in passing when they know how to read examples of short passages. The method Iqra' is practiced with emphasis on how to read, without the need to introduce a single letter name first.

e) Systematic

Each material in the book Iqra' is arranged systematically and planned with a balanced composition of letters. They start from elementary lessons, from single-letter reading and double letter to words and sentences, stage by stage.⁵

It is reinforced by Ulfah et al that the Iqro method is arranged from simple to complex parts, and ranging from simple to complex. Iqro ' method has the advantage, which has been applied throughout Indonesia and several countries in ASEAN. This method is also considered more flexible, the books are easy to obtain and affordable, using the CBSA system, and allows students to complete Iqra' in a short time, practical, systematic, and varied.⁶

Third, the teacher conducts the process of learning the Qur'an individually. Usually, each student is called to the front one by one to deal with the teacher. Meanwhile, the other students were doing different activities the teacher had prepared. And so on, one after the other, until all students get the same turn. After the individual learning session is finished, the joint or classical learning session begins. Because it starts with individual learning first, the teacher can monitor the extent of their students ' ability to read the Qur'an and adjust the handling as needed.

Fourth, repetition of reading. Before starting to read together, students are invited to say ta'awud and basmalah sentences. Ta'awudh is to begin the recitation of the Qur'an by reciting the phrase "a'udhubillahiminassyaitanirrajim." Reading this sentence is one of the guidelines or manners in the procedure for reading the Qur'an. Reading it is very important to do so that Muslims are always protected by Allah SWT and kept away from Satan's interference. The researcher found this in the study site; the students could get used to the manners because they did the repetition daily. Afterward, the teacher invited the students to say some of the letters sounds exemplified in the book Iqra'. The teacher says, then the students imitate. While wearing the sound of letters that have harakat, the teacher also introduces short surahs to be memorized,

⁵ Zainal Arif Zulfitria, "Penerapan Metode Iqro' Sebagai Kemampuan Dasar Membaca Al-Qur'an Di Tk Hiama Kids," *PAUD Lectura: Jurnal Pendidikan Anak Usia Dini* 2, no. 2 (2019): 61.

⁶ Tsaqifa Taqiyya Ulfah Muhammad Shaleh Assingkily Izzatin Kamala, "Implementasi Metode Iqro' Dalam Pembelajaran Membaca Al-Qur'an," *Ta'dibuna: Jurnal Pendidikan Agama Islam* 2, no. 2 (2019): 59-69, <https://doi.org/http://dx.doi.org/10.30659/jpai.2.2.44-54>.

such as surah Al-Ikhlâs, surah Al-nas, and others. In this session, all done together or simultaneously. When they finished, they ended by reading *sadaqallahul 'adhim*.

The fifth is to teach children to read the Qur'an in a *tahqiq* way. Reading by *tahqiq* is a way of reading the Qur'an clearly and carefully to confirm the laws of reading, the nature of the letter, and the letter law based on the rules of *Tajweed*. Examples are how to lengthen the reading of letters or the so-called *mad ordinance*, explain the lesson or *idhar*, affirm the pronunciation of letters, identify *harakat* and its nature, and pronounce letters by *tartil* or reading examples of reading slowly by observing *Waqf* and *Tajweed*.⁷

Tahqiq is usually used for people who are just learning to read the Qur'an or for beginners. For this reason, this technique is very suitable for children. Moreover, young students learning to read the Qur'an generally need help imitating letter sounds. Therefore, reading it in front of students should be done with patience so that every letter sound that comes out of their mouth can perfectly follow the rules of *Tajweed*. In addition, the teacher also teaches students to clarify the reading by using symbols. For example, if it finds an example of reading *idhar*, the teacher will encourage students to press their tongues. Similarly, when finding examples of *ghunnah* readings, the teacher will train his students to make a buzzing sound by practicing pronunciation that sounds like it comes from the nose, and so on.

The *sixth* is to do *tartil*. Reading with *tartil* is a way of pronouncing long sentences or verses in the Qur'an and clarifying where the sounds of *hijaiyah* letters come out. Its application slows down the reading while using a specific tone and rhythm to beautify the Qur'an for the listener.

The *seventh* is to practice the rules of *Tajweed* in reading the Qur'an. At this stage, the teacher began to ask their students to try to read letter by letter, word by word, based on the rules of *Tajweed*, and pay attention to *makharij al-huruf* and the properties of the notes so that the reading is correct.

Tajweed is a science used to find where the letters come out and their properties and readings. It is a science related to the way or rules of reading the Qur'an correctly and fluently, accompanied by using certain rhythms and tones a *tartil* way. The teachers must introduce the science of *Tajweed* to learners to avoid reading the Qur'an with various errors so that when it is wrong in pronunciation, they can correct it again. The law of studying *Tajweed* is *fardhu kiyafah* while practicing *Tajweed* when

⁷ Maskur, "Seni Baca Al-Qur'an. Metode Efektif Dalam Pembelajaran Al-Qur'an Hadits.," *Quality: Jurnal of Empirical Research in Islamic Education* 7, no. 2 (2019): 105.

reading the Qur'an is Fardhu ain. Therefore, every Muslim must learn and practice it.

Although the strategies for learning the Qur'an have been implemented quite well, as already mentioned, the teacher must still work on teaching. Based on the results of interviews obtained information that teachers need help to determine the need for allocation of time or meetings for each chapter of the discussion of the material in the book Iqra'. The teacher said that students' success in learning and knowing the Qur'an is also primarily determined by other factors, such as the way of parents' education at home, environmental factors in daily life, and others. If their parents have already introduced the Qur'an to their children at home or there are efforts from parents to support children learning the Qur'an at home, then usually these children will be easier to understand and follow the learning. They also do not feel strange when the teacher in the class asks them to practice reading or mention a letter sound.

Based on this fact, parents become an influential supporting factor in successfully implementing the teacher's strategy in learning the Qur'an. However, if a young student has never known or tried to read the Qur'an at home, he will usually experience a delay in completing every page of his Iqra book. Thus, the child also needs help to go to the next page, even to the next volume of books, Iqra'. Efforts that are only made by teachers who teach in the classroom without the educational support of parents from home will cause results that are not optimal. In the condition of the students supported by learning the Qur'an with parents at home generally make, they only need 1 or 2 meetings for each page. However, learning each page may take longer if the student is not used to studying the Qur'an with parents at home. It could take 5 to 6 meetings and even up to 10 sessions.

3. Evaluation of the implementation of teacher strategies in improving the ability to read the Qur'an in Early Childhood

Evaluation is analyzing and assessing the extent to which a learning goal is achieved. In determining the effectiveness of the efforts, it is necessary to have an evaluation action on the achievement of competencies/learning outcomes of students. This evaluation is also done so that teachers can measure a child's ability.⁸

What is done at this stage, namely: First, the teacher conducts a test to determine students' understanding. The test tool is a tool to measure the ability of students and is a tool to collect information related to the

⁸ Sabariah, "Pembelajaran Al-Qur'an Anak Usia Dini Di Taud Kuttah Rumah Qur'an Kota Malang" (Universitas Islam Negeri Maulana Malik Ibrahim Malang, 2019).

characteristics of a particular subject. The test can also be understood as an activity or action that indirectly stimulates the child's response to an action taken by the teacher. The teacher can also do the test by asking questions so the child can respond to or answer them.

Based on the study's findings, the test system used by teachers in the form of question and answer method. The teacher usually points to the recitation of the Qur'an that has been written on the class blackboard. Starting from the top and randomly, the teacher asks his students to try reading. This technique can also be done in sequence starting from the beginning of the reading, word per word, even sentence per sentence. Afterward, the teacher moves to the sentence while listening to how to read the Qur'an practiced by students. Teachers sometimes ask questions about rules or how to read letters, and students answer them. It is done repeatedly until the teacher is wholly convinced that the child is capable and worthy of moving up the level to the next page. If it needs to be better, the student is not allowed to go up the level to the next page, even to the next volume of books Iqra'.

Second, appreciation and evaluation. Using tests to evaluate the ability to read the Qur'an can also strengthen a child's memory of a material. Sometimes the teacher can do this kind of test as much as two or three times until she is entirely sure that a student already understands. If it is confirmed that his ability and worth go up a level, then the child is allowed to go up a story to read on the next page and get a star symbol from the teachers. Giving the star symbol is a sign of appreciation from the teacher for the achievements of children who have completed the material on the previous page or previous volume and moved up the level to the next page or book volume.

Conversely, if there is a young student who does not rise to the level of the top corner of the book Iqra' will be annotated in the form of the word "repeat." The child should not move up the level to the next page. Besides motivating children to be more excited about learning, these symbols and information are also self-evaluation material for parents to pay more attention to their children's progress. Thus, parents will be more concerned and enthusiastic to make their children love the Qur'an and want to study it more diligently.

Giving rewards in the form of star symbols to young students is a form of appreciation and recognition of their abilities. In other words, the teacher rewards the child who has tried to complete the task well. It is hoped that other children who have not received similar things will also try harder to learn to get the same achievements as those obtained by other friends. In the opinion of Setiawan and Abrianto, the reward's purpose is to strengthen children's positive behavior. This reward can

increase student morale. When students get rewarded, they will be more eager to learn. They also tend to have a better interest in learning independently at home so that when they get to class and deal with the teacher, in the hope that they can earn rewards too. It is also in line with the results of research conducted by Nafisah and Kirana on the implications of compensation on children, one of which is to make students more disciplined in learning. It is shown, for example, in the form of punctuality in doing assignments, increased student activity, and the initiative to engage in fun learning.⁹

It has been described previously that the Iqra' method has many advantages in making it easier for children to read the Qur'an. Unfortunately, there are still some shortcomings of the Iqra' method. Among them is that students do not know the name of the letter hijaiyah because it is not introduced at the beginning of learning. In addition, students do not know the terms or names of reading rules in the science of Tajweed.¹⁰ In addition, there are several other disadvantages of this method. among them are the absence of media or student worksheets or guides for writing Arabic letters; the absence of the introduction of murottal rhythm because there is no suggestion to use rhythm when reading with tartil, unless the child has khatam to the final volume and can read fluently; and for readings that are muqhottho'ah only presented in 1 page only.¹¹

D. Conclusion

Based on what researchers have described above about the strategy of teachers in improving the ability to read the Qur'an in early childhood in kindergarten Miftahus Shudur, Pamekasan, Indonesia can be drawn some conclusions, namely: the strategy used by teachers in improving the ability to read the Qur'an in early childhood includes several stages, namely the design stage, implementation stage, and evaluation stage. These three stages are carried out in the learning process.

Apart from that, there are also some supporters of teachers' efforts to improve the ability to read the Qur'an in early childhood, including 1) the motivation, interests, and talents of the child; 2) the patience of parents in constantly educating to learn; 3) the existence of external factors, for example from friends, the environment and the support of the family; 4) the

⁹ Umi Latifatun Nafisah and Dhinuk Puspita Kirana, "Penerapan Reward Untuk Meningkatkan Disiplin Anak Dalam Belajar," *Kiddo: Jurnal Pendidikan Islam Anak Usia Dini* 2, no. 1 (2021).

¹⁰ Srijatun, "Implementasi Pembelajaran Baca Tulis Al-Qur'an Dengan Metode Iqro Pada Anak Usia Dini Di RA Perwanida Slawi Kabupaten Tegal," *Nadwa | Jurnal Pendidikan Islam* 11, no. 1 (2017): 25-42.

¹¹ Ida Rahmawati, Siti Raihani Sholehah, and Annisa Berliana Jaenudin Hisny Fajrussalam, "Implementasi Metode Iqro' Pada Anak Usia Dini Di Era Covid-19," *Awwaliyah: Jurnal PGMI* 4, no. 2 (2021): 87-98.

presence of teachers whom children like; 5) the comfort of the school/institution; 6) the concentration of the child or the process of concentration; 7) teachers master the learning method. While the inhibiting factors are: 1) Lack of parental attention, meaning lack of exercise or education at home; 2) Lack of concentration of the child; 3) lack of application of the methods used by teachers; 4) inadequate facilities and facilities; 5) economic factors, family circumstances are classified as low will result in lack of readiness in learning; 6) Over game/mostly play games so that the time used to learn to read does not exist; 7) family circumstances are less improved.

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