Management of Al-Qur’an Learning in Early Children

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Abstract
Management of Al-Qur’an learning in early childhood can create quality Al-Qur’an learning. This study aims to analyze the management of Al-Qur’an learning. Multisite descriptive qualitative research approach at PAUD Qur’an Cahaya Ar-Raudah and PAUD Terpadu Shabwa Amanah. Collection of interview data, observation and documentation. Data analysis: (1) Individual data (2) Cross-site data. Research results: 1) Planning is prepared by the PAUD head together with the teacher with a new school year meeting by compiling a Al-Qur’an learning program followed by setting goals, targets, methods, materials, media, assessment and Al-Qur’an learning time 60 minutes 2) The implementation uses the tilawati method, consisting of initial activities, core activities: classical learning and individual learning, finally closing activities. 3) The evaluation assesses the Al-Qur’an recitation test and the short surah memorization test. Daily assessments use achievement books, star stamps and checklist sheets and semester assessments use munaqosyah assessment report cards and child development reports.

Keywords: learning management; learning al-qur’an; early childhood

Introduction
Early childhood education is a coaching effort aimed at children from birth to the age of 6 years (Depdiknas, 2014). Each child's developmental achievements vary, there are fast developments and there are also slow developments. One way to provide convenience in developing all aspects of the growth and development of the child's personality is to provide stimulation to the child in accordance with the child's developmental stage. There are six aspects of early childhood development that must be developed. Early childhood education currently has a variety of different learning programs, such as nature-based, entrepreneurship-based, foreign language-based, and Al-Qur'an-based programs. Learning the Qur’an for early childhood is a learning designed in such a way as to shape the character of students in accordance with the teachings of the Qur'an, who are devoted to His Lord, who are intelligent and have the skills of students who have character but have faith in Allah SWT. (Komariah, 2016).

The ability to read the Qur'an of Muslims is currently still a concern, because most of the population of this country who incidentally is Muslim, it turns out that the ability to read the Qur'an is very minimal. Research results from the Institute of Qur'anic Sciences (IIQ) (2020) noted that around 65 percent of Indonesians were illiterate in the Qur'an. The Indonesian Islamic Da'wah Council (DDII) considers that this problem must be a concern for all groups (Masyithoh, 2018). The ability to read the Qur'an is the main and first ability that must be possessed by children. At the end of time there will always be an anxious world turmoil. Not
separated from the Qur'an and Hadith, if all problems return to the texts and scholars, God willing, life will run on His pleasure. Therefore, it is important to introduce the Qur'an from an early age to children so that they can better know Allah as the Creator and His words.

Based on the Regional Regulation of the Province of South Kalimantan Number 3 of 2009 concerning reading and writing the Qur'an in South Kalimantan. Chapter I Article I Al-Qur'an Education is a systematic effort to grow the ability to read, write, translate, understand and practice the contents of the Qur'an, Article II Al-Qur'an Education encourages the creation of an Islamic generation that is faithful, intelligent and has character. noble, article III Al-Qur'an education aims so that every student in addition to being able to read and write the letters of the Qur'an properly and correctly is also fluent, understands, appreciates and practices the contents of the Qur'an, article IV The targets of Al-Qur'an education are students who are Muslim in all lines and levels of primary and secondary education and Article V The implementation of Al-Qur'an education is carried out in all lines and levels of formal education (Peraturan Daerah Provinsi Kalimantan Selatan Nomor 3 Tahun 2017 Tentang Penyelenggaraan Pendidikan, 2017). Therefore, the need for learning the Qur'an is to cultivate the ability to read properly and correctly as well as fluently, write the letters of the Qur'an well, translate, understand and practice the contents of the Qur'an at all levels of education, especially at the early childhood education programs.

Islamiah, Fridani and Supena (Islamiah et al., 2019) said that the activity of studying the Qur'an was not only carried out by adults but all groups, even early childhood. Al-Qur'an is a guide and guide for human life, especially for Muslims. The Qur'an is the word of Allah SWT which is a miracle that was revealed to the Prophet Muhammad SAW and was written on the manuscripts and narrated with mutawatir, and reading it is included in worship (Hamdi, 2016). According to Chairilsyah (2020) learning the Qur'an in accordance with the correct basics will help children love the Qur'an while strengthening their memory and understanding. In the world of education, management can be defined as the activity of combining educational resources so that they are concentrated in an effort to achieve predetermined educational goals. Learning management is all efforts to regulate the teaching and learning process in order to achieve an effective and efficient teaching and learning process. Management is one of the main components for all aspects of education. Learning management is a very important activity to be carried out by teachers in the learning process with the aim of achieving quality learning. The quality of learning is defined as one of the benchmarks of success in an educational process. Learning management refers to an effort to regulate and control learning activities based on learning concepts and principles for the success of learning objectives so that they are achieved more effectively, efficiently and productively (Safitri et al., 2020).

Judging from the previous research study conducted by Ade Abdul Muqit and Abu Maskur (2021) with the title Management of Learning the Qur'an in Early Childhood (Case Study at PAUD Ad-Din Cirebon). The results obtained show that the management of learning the Koran in PAUD Ad-Din Cirebon includes three important activities namely planning, implementation and assessment. From these three important activities it was concluded that the management of learning the Koran at PAUD Ad-Din Cirebon was carried out professionally, as evidenced by the stages or steps that were planned, implemented and assessed in stages and integrated. In addition, Second, Rosyida Istiromah and Reni Lailina Hidayah (2021) Management of Al-Qur'an Learning: Longitudinal Case Studies at Islamic Boarding Schools. The research results obtained were, first, the Al-Qur'an learning planning activities were attended by all teachers. Second, there is clear organization. Third, in the implementation of learning the Qur'an, there is a different treatment in each class, so as to maximize children's abilities. Fourth, the evaluation of Al-Qur'an learning is carried out thoroughly, not only looking at the learning outcomes but also the ongoing learning process. Third Erna Supiani, Murniati and Nasir Usman (2016) Management of Al-Qur'an Learning in the Integrated Islamic Elementary School Nurul Ishlah Banda Aceh. The research results
obtained show that: 1). The plan is prepared by the teacher in accordance with the curriculum set at school. 2). The implementation of Al-Qur'an learning that is implemented at SDIT NurulIshlah is in accordance with the activities that have been planned. 3). Evaluation is carried out through written exams and practical tests on reading and memorizing the Al-Qur'an 4). The obstacle faced by the teacher is the lack of motivation and interest of students to repeat reading and memorizing the Qur’an, so that the quality of learning does not improve.

PAUD Qur'an Cahaya Ar-Raudhah and PAUD Terpadu Shabwa Amanah are PAUD institutions that carry out Al-Qur'an learning management in early childhood. The advantages of these two institutions can be seen from the management of Al-Qur'an learning, namely Al-Qur'an learning planning that is well planned and mature. Al-Qur'an learning planning based on goals and targets will determine the achievement of Al-Qur'an learning according to the target, involving methods, media, material, assessment and time that are well structured, so that the implementation of Al-Qur'an learning in children aged directed early learning according to the planning of learning and evaluation of Al-Qur'an learning in early childhood which is scheduled to consist of daily and semester assessments to make it easier to carry out assessments. Teachers who teach Al-Qur'an learning are not just any, only teachers who have attended training and graduate get a shahadah who can teach Al-Qur'an learning in this PAUD. Another added value as an educational institution that combines two educations, namely religious education, Al-Qur'an learning and national education, uses interesting learning methods according to children's learning styles. This PAUD is a reference for comparative studies as well as being a model for learning the Koran in the city of Banjarbaru. Seeing the importance of learning the Qur'an in early childhood education, the researchers chose these two PAUD institutions. PAUD Qur'an Cahaya Ar-Raudah and PAUD Shabwa Amanah both teach Al-Qur'an learning to early childhood using the tilawati method, these two PAUD institutions also make learning the Qur'an in early childhood a flagship program to provide early education about the Qur'an so that children are formed into generations who love the Qur'an, so that children have a pious personality and believe in Allah SWT. For this reason, researchers need to conduct more in-depth research on "Management of Al-Qur'an Learning including: planning, implementing and evaluating Al-Qur'an learning in early childhood"

**Methodology**

The research method used is qualitative research, so that researchers can examine the ongoing process in a natural context, this research will describe or describe something that is obtained completely, in detail and in depth (Putra & Dwilestari, 2012). This type of research with a multi-site design. A multi-site study is a study that involves several sites and research subjects that are assumed to have similar characteristics (Amir, 2020). This study uses a multi-site design because it describes and analyzes how the management of Al-Qur'an learning in early childhood from two PAUD institutions, namely PAUD Qur'an Cahaya Ar-Raudhah and PAUD Terpadu Shabwa Amanah Banjarbaru City: Head of PAUD and Al-Qur'an learning teacher. Data collection techniques by interviews which have been validated by lecturers before conducting research, direct observation to PAUD and archival documentation and photos. Data analysis went through two stages, namely: (1) individual data analysis, there were the Miles and Hubermen model steps consisting of data collection stage, data reduction stage, data presentation, and verification conclusions (figure 1). (2) cross-site data analysis includes: formulating propositions based on findings, comparing and combining findings from both sites and formulating conclusions as final findings from both research sites (figure 2).
Results and Discussion

Management of Al-Qur’an learning in early childhood at PAUD Qur’an Cahaya Ar-Raudah and PAUD Terpadu Shabwa Amanah Banjarbaru City includes planning, implementing and evaluating Al-Qur’an learning.

Al-Qur’an Learning Planning in Early Childhood

Leading to the findings of the first field research on planning for Al-Qur’an learning based on the results of observations, interviews and documentation at PAUD Qur’an Cahaya Ar-Raudah and PAUD Terpadu Shabwa Amanah. Planning is something that is important before doing anything else. Based on the results of interviews with the PAUD head and Al-Qur’an learning teachers it was said that the Al-Qur’an learning plan was prepared by the PAUD head together with teachers including group A and B teachers and special tilawati teachers by holding meetings at PAUD institutions in the new school year. The curriculum applied in learning the Qur’an is integrated with the 2013 curriculum. The plans made include annual programs, semester programs, weekly and daily programs followed by determining goals, targets, methods and materials to be taught. as well as determining the media and assessment of Al-Qur’an learning. Al-Qur’an learning time for early childhood is 60 minutes.

From the results of interviews it can be seen that in making plans there are learning objectives of the Qur’an to equip children to be fluent in reciting hijaiyah letters and so that children can read the Al-Qur’an properly and correctly and children memorize short surahs. In the objectives there are targets to be achieved in learning the Qur’an the targets are determined so that the child can pronounce the two hijaiyah letters smoothly with one tap and so that the child can read sentences with the correct vowel. This is in line with Ali’s opinion (2018) which states that the target of learning the Qur’an using the tilawati PAUD method is for children to be able to pronounce two hijaiyah letters with the vowel fathah, children to be able to read letters with one beat using the rost song, children to know the front position, back, right side, left side, up and down, and introduce numbers to children.

From the results of interviews, observations and documentation of learning the Qur’an using the tilawati method, there is material to be taught in learning the Qur’an including: makhraj, namely the place where the letters come out, so they can be distinguished from letters. The makhraj of a letter is the place where the letter comes out when the letter is sounded. Fashohah, namely perfection/clarity in pronouncing letters with the dignity karooh, dhummah, fakhkatain, dhummatain, kasrotaa correctly, as well as perfection in pronouncing sentences, fashahah can be interpreted clearly and clearly in terms of words and sentences and the speaker (Sari, 2017). Tajweed, namely enhancing/improving the reading of the Qur’an so that there are no mistakes in pronouncing the readings in the Qur’an such as long and short readings of 2 harokat (Mad thobi’i) and short 1 beat, Tajwid is etymologically masdar from the word jawwada (tahsin) make something nice (Anggreini & Putra, 2022). Fluency, namely in reading the Qur’an or short surahs without stuttering, according to the Big Indonesian Dictionary, fluency is not stuttering or getting stuck. Fluency is something that can encourage
activities that will be carried out by students so that it will affect the achievement of the desired results and finally the material for short surahs from al-Fatihah to Al-Maun.

Media consisting of props for visual aids, display devices for visual aids, calendar displays, tilawati books and study tables. This is in accordance with the procedure for media equipment for tilawati, namely, card displays, calendar displays, display stands, display devices for visual aids, study tables and student attendance books (Muaffa, 2018) according to Chanakul (2020) the use of media that supports children's activities must also be well developed. The media used in learning the Qur'an using the tilawati method are card displays, calendar displays, support tools, instructional tools and tilawati books, this is to make it easier for children to learn the Qur'an. The media used in learning the Qur'an using the tilawati method are card displays, calendar displays, support tools, instructional tools and tilawati books, this is to make it easier for children to learn the Qur'an. Figure 3 shows the media used in learning the Al-Qur'an.

![Figure 3](image)

**Card Viewer**  **PAUD Calendar Display**  **Calendar display level 1**  **Calendar display level 2**  **PAUD Tilawati book**  **Level 1 Tilawati book**  **Level 2 Tilawati book**

*Figure 3 Learning Media Al-Qur'an in PAUD Qur'an Cahaya Ar-Raudhah and PAUD Terpadu Shabwa Amanah*

In planning there is also an evaluation which is the most important component in learning that serves as a benchmark to what extent the planning objectives can be achieved. Planning is considered important because it will determine and at the same time give direction to the goals and targets to be achieved. Thus a work will be messy and undirected if there is no careful planning, careful and well-organized planning will have an impact on the achievement of goals. This is in line with the statement of Suriansyah, Aslamiah and Sulistiyan (2015) which states that planning is the first and main activity in carrying out activities in schools, any activities carried out without comprehensive planning will not be
able to produce activities that are right on target. This is in line with the opinion of Amiruddin (2016) which states that planning is something that is important before doing anything else. Planning will be a determinant as well as giving direction to the goals to be achieved. This planning is the first step which is very important for an activity, without planning an activity becomes chaotic and undirected. In fact, the success of an activity depends on how the plan is made (Saifuddin & Amalia, 2018).

Learning planning that is oriented towards the needs and characteristics of early childhood, planning as the initial stage in the management process is very important because with the right learning planning it can also provide the right direction in implementing learning activities (Indra Rini & Tirtayani, 2021). One of the efforts that can be made in the context of developing children's potential is with learning programs that are arranged in a curriculum that includes all competency dimensions (attitudes, knowledge, and skills) and includes all development programs that are planned and presented in an integrated and sustainable manner according to the child's developmental stage. Learning objectives will be successfully achieved if there is a written plan. At least the written planning produces a lot of results for a goal (Safitri et al., 2020). With planning in learning management, especially in learning the Qur'an in early childhood, it will run very systematically, regularly and very organized. As in sites 1 and 2, they have carried out a thorough learning planning process, because it can be seen that the implementation is very systematic, runs regularly and is very organized in accordance with the goals and targets to be achieved so as to create quality learning of the Qur'an that can give birth to generations of Qur'ans. Ani in early childhood.

Implementation of Al-Qur'an Learning in Early Childhood

The implementation of Al-Qur'an learning in the PAUD Qur'an Cahaya Ar-Raudah and PAUD Terpadu Shabwa Amanah, that in the implementation of Al-Qur'an learning is taught by the respective group teachers both group A teachers and group B teachers who each each numbered 2 people and 1 special teacher tilawati.

Figure 4 Implementation of Al-Qur'an Learning in the PAUD Qur'an Cahaya Ar-Raudhah

Figure 4 shows the implementation of Al-Qur'an learning in PAUD Qur'an Cahaya Ar-Raudhah. There are two core activities, namely classical Al-Qur'an learning and individual Al-Qur'an learning. Al-Qur'an classical learning consists of card display activities, calendar display, there are 2 techniques, the first is the teacher reads the child listening, followed by the
second technique, the teacher and the child read together while and individual learning in the form of reading tilawati books and memorizing short surahs, here children are taught patience waiting for their turn and the final activity is closed with the final activity by singing and praying.

Figure 5 shows the implementation of Al-Qur'an learning at PAUD Terpadu Shabwa Amanah starting with the opening activity of reading prayers together followed by reading daily prayers, short surahs, hadiths and asmaul husna. There are two core activities, namely classical Al-Qur'an learning and individual Al-Qur'an learning. Al-Qur'an classical learning consists of card display activities, calendar display, there are 2 techniques, the first is the teacher reads the child listening, followed by the technique of both teacher and child reading together while and individual learning in the form of reading tilawati books and memorizing short surahs and final activities. with the final activity by reading the prayer after studying together.

The implementation of Al-Qur'an learning at these two sites based on the results of interviews, observation and documentation consists of 3 activities, namely opening activities, core activities, and closing activities. Based on the results of observations on the initial opening activities in learning the Qur’an using the muraja’ah/habituation system which consists of singing, praying, reading short surahs, reading hadiths, reading daily prayers and finally read Asmaul Husna using movement. The implementation of Al-Qur'an learning in the core activities consists of 2 learning activities namely classical together using card displays and calendar displays in teaching there are 2 techniques, first the teacher reads to the child listening to the two teachers and children reading together and secondly individual learning that is, each child takes turns reading tilawati books and memorizing short surahs, this is in accordance with the provisions that apply in the tilawati PAUD method curriculum (Muaffa, 2018). With the existence of methods in learning the Qur’an, the learning process will be more interesting and neatly arranged (Suryabudi, Y. A., Hendrian, H., Pratama, H. K., Abdullah, M. R., & Sabila, 2022). This is in line with the second component according to Mulyasa (Mulyasa, 2016), namely there are core activities, core activities are learning efforts carried out through activities that provide direct learning experiences to children as a basis for forming attitudes, acquiring knowledge and skills. The last activity is closing by singing, then reciting a prayer after learning to pray before boarding the vehicle, then closing with greetings. Closing
activities are carried out to calm children and are given classically. This activity can end with a question and answer about the ongoing activities so that children can interpret the activities that have been carried out (Mulyasa, 2016). The implementation of learning is also part of the learning management component as a process of implementing the learning plan. Related to the implementation of learning, it was also explained by Wibowo (2013) that of the entire series of management processes, implementation (actuating) is the most important management function. Implementation is also a process that provides assurance that the planned learning program is ready to be implemented.

Implementation of learning is the interaction of teachers and students in the context of delivering materials or subject matter to children to achieve goals (Abdul Muqit & Maskur, 2021). In implementing Al-Qur'an learning on these two sites both use the tilawati method. The tilawati method in learning the Koran is a method or way of learning to read the Koran with the characteristics of using songs and using a balanced approach between habituation through classical and correct reading through individuals with the reading technique (Aini, 2021). This method is a form of educators in conveying how to read and sound hijaiyah letters and the Qur'an properly and correctly through a classical approach between groups and individuals or individuals (Kumalasari, 2020). With the principle of individual differences, it can be said that each individual has different abilities in using his learning style. There are those who can learn well through visual learning styles, some through hearing. While other individuals may use two or even all three in learning. It is very clear that learning styles differ not only depending on their circumstances but also on their cognitive structure, knowing the different learning styles that exist in the classroom yields valuable information for teachers (Bilbao et al., 2021). The use of learning styles that are limited to only one form, especially those that are only verbal or with auditory pathways, can certainly cause imbalances in stimulating the brain. This is also of course very likely to result in a learning process that is less than optimal. Some of these problems cause learning the Koran to become boring for children, making it difficult to accept and easily lost from memory. As a result, the Al-Qur'an education system has so far produced a generation that can only read the Al-Qur'an with perfunctory abilities.

The tilawati method is an appropriate method taught in learning the Qur'an in early childhood because in its implementation it uses three kinds of learning styles, namely: visual, auditory, and kinesthetic (VAK). This is the same as Bobbi De Poter & Mike Hernacki. In general, human learning styles are divided into three major groups, namely visual learning styles, auditory learning styles and kinesthetic learning styles as follows (Lestariningrum, 2017). Huda stated that the VAK learning model is a multisensory learning style that involves three learning styles, namely seeing, hearing and moving. In other words, the VAK Learning model is a learning style that combines three sensory modalities to absorb information, lessons and knowledge by seeing, hearing and moving, which helps students to learn through more than one sense and they can learn easily, faster to improve their abilities (Litta & Budiarty, 2020). Learning style itself is a method used by students to easily receive information while studying (Nafi’ah, 2021).

In the implementation of Al-Qur'an learning using the tilawati method can also develop aspects of development. Al-Quran learning in early childhood is given so that children can read and memorize short verses of the Koran in accordance with children's learning abilities and development (Mutaqien, 2017), such as cognitive aspects because children know about hijaiyah letters, remember what reading these letters, knowing colors and knowing about directions and children remembering short surahs, this is in line with Piaget's theory which states that children build intelligence through direct experience/practice in the environment. So that with a card display in learning the Qur'an using the tilawati method, children can see and know firsthand how hijaiyah letters form.
The development of language aspects can also develop in the implementation of Al-Qur'an learning because children not only remember but will also mention the letters according to the correct way of reading and can read short surahs according to the abilities of each child. This is in accordance with the language theory put forward by Maria Montessori (2020) that skills in language acquisition develop according to the child's developmental stage. Apart from that, in the implementation of Al-Qur'an learning, children are also taught about patience in waiting their turn, this can develop children's social-emotional aspects because children must be patient in waiting their turn to read tilawati books and memorize, and learning the Qur'an can also develop aspects of values, religious morality because children are introduced to reading the Koran and introducing the religion of Muslims through the holy book of the Koran.

Evaluation of Al-Qur'an Learning in Early Childhood

Evaluation of learning is part of the learning management component as a process of collecting information or giving value to the level of learning achievement. Evaluation of Al-Qur'an learning at the PAUD Qur'an Cahaya Ar-Raudah and PAUD Terpadu Shabwa Amanah from the results of interviews stated that evaluation of Al-Qur'an learning in early childhood was scheduled for daily and semester assessments. The evaluation was carried out by group A teachers, group B teachers, special tilawati teachers, and designated teachers (Munaqisy) to test reading and memorizing short surahs in their respective classes. Figure 6 shows an evaluation of Al-Qur'an learning in early childhood scheduled for daily assessment using achievement books to assess children's Al-Qur'an reading, giving star stamps and filling out checklists to assess children's memorization of short surahs and semesters using munaqosyah and reports child development during the process of learning the Qur'an.

The evaluation consists of daily assessments and semester assessments. Assessment is one component in the evaluation. From the results of interviews, observations and documentation regarding the evaluation of Al-Qur'an learning in PAUD Qur'an Cahaya Ar-Raudhah, there are daily assessments carried out by each group teacher to directly test children's reading, the results of which will be recorded in the achievement book and tests. memorizing short surahs for children who finish memorizing will get a star stamp. Direct observation/observation assessment is an assessment carried out by the teacher to obtain data
or information about children's development and problems in various situations and activities carried out. The most important thing in assessing children is making observations (Fatimah Zahro, 2015).

Based on the results of observations of daily assessments in the first Al-Qur'an learning using achievement books, daily assessments are recorded in the achievement book owned by each child. In the achievement book, the date of learning is recorded, the volume page, the name of the teacher teaching, the teacher's initials and finally the student's score with an assessment of the form of fluency, substandard, not fluent or by giving a star stamp with a description of 3 stars. smooth, 2 stars substandard and 1 star not smooth (Sugeng & Hanif Maulaniam Sholah, 2019). Daily assessment in the second Al-Qur'an learning by filling in the child’s surah memorization sheet with checklists. A checklist is a list of notes about something that is used as a reference to check whether something happened or not. With checklist assessment, it will be easier for observers to take notes so that it is possible to record a group of children at the same time (Hani, 2019). Finally, the semester assessment is called a child development report because it looks at the recap of the children's achievement books and checklists during the Al-Qur'an learning process. In the PAUD Terpadu Shabwa Amanah, it does not use munaqosyah assessments due to limited time in its implementation, so there are only report cards combined with formats based on aspects of child development, there is no special report card for tilawati. Semester assessment with child development reports recapitulated based on certain considerations and criteria in the context of making decisions during the learning process of the Qur'an every day as seen from the achievement book and memorizing the completed surahs. Assessment is not only used to measure the success of a program but also to find out how and to what extent children are developing in their daily activities at school (Chulashotud et al., 2020).

Evaluation is part of the learning process which as a whole cannot be separated from teaching activities, carrying out evaluations carried out in educational activities has a very important meaning, because evaluation is a measuring tool or process to find out the level of success achieved by students on teaching materials or the materials that have been submitted, so that with an evaluation, the objectives of learning will be seen accurately and convincingly (L, 2019). This is related to the notion of evaluation according to Gilbert Sax namely, evaluation is a systematic and continuous process to determine the quality of something, based on certain considerations and criteria in the framework of decision making (Mursid, 2015). The evaluation of Al-Qur'an learning is not only on daily assessments but also on semester assessments which are applied at the PAUD Qur'an Cahaya Ar-Raudhah PAUD using munaqosyah assessments, teachers who will assess munaqosah are teachers who have been appointed to assess children's reading tests directly using PAUD tilawati books and tilawati volumes followed by assessing the memorization test of short surahs whose results will later be made into a special tilawati report card which contains values according to the child's abilities. Munaqosyah aims to determine the level of mastery of the material. Munaqosyah is carried out to evaluate children whose learning has reached the last page of the volume to determine the volume increase (Jaeni & Muaffa, 2018).

Assessment is a process of stimulation through playing activities while learning to achieve age-appropriate child development (Hani et al., 2020). From the results of interviews, observations and documentation regarding the evaluation of Al-Qur'an learning at the PAUD Terpadu Shabwa Amanah with daily assessments carried out by a special teacher of tilawati to test children's reading whose results will be recorded in the achievement book, while to assess the memorization est of short surahs carried out by each group teacher whose assessment results will be included in the checklist sheet that has been prepared.

The learning program is said to be successful if students experience development during and after learning is carried out. In order for children's development to be known by parents and educators, it is necessary to have communication. One of the efforts to communicate child development between educators and parents is through child
development reports. According to Suminah (Rohmadheny et al., 2022) reports on early childhood development, do not consist solely of quantitative data but qualitative. Educators narrate the child’s development that has been achieved, which has not been achieved, and recommends stimulation that needs to be continued through progress reports that are adjusted to the curriculum that applies in PAUD institutions, so child development reports need to be prepared using computer technology. The child’s development report must also be accompanied by photos of activities that represent the child’s developmental achievements as authentic evidence.

With an evaluation, children can find out the extent of success that has been achieved during their education. In conditions where children get satisfactory grades, it will have an impact in the form of a stimulus, a motivator so that children can further improve their achievements. In conditions where the results achieved are not satisfactory, the child will try to improve learning activities, however, it is very necessary to provide positive stimulus from the teacher-teaching so that the child does not despair. Evaluation aims to determine the level of achievement of children in a learning process, with the aim of placing students in learning situations that are more appropriate to their level of ability.

Conclusions

Management of Al-Qur'an learning in early childhood at PAUD Qur'an Cahaya Ar-Raudhah and PAUD Terpadu Shabwa Amanah includes: Planning is prepared by the PAUD head together with teachers, including group A and B teachers and special tilawati teachers by holding a meeting in the new school year. The curriculum in learning the Qur'an is integrated with the 2013 curriculum. The plans made include annual, semester and daily programs followed by determining goals, targets, methods, materials. Media, assessment and Al-Qur'an learning time 60 minutes. The implementation of learning is carried out in the morning using the tilawati method which consists of initial activities, the two core activities consist of classical learning and individual learning, finally closing activities. Evaluation of Al-Qur'an learning in early childhood by testing Al-Qur'an reading and memorizing children's surahs. Scheduled assessments consist of daily assessments carried out by groups of teachers and special teachers for tilawati using achievement books, giving star stamps and checklist sheets and semester assessments carried out by special teachers for tilawati (munaqisy) and groups of teachers using munaqosyah assessments and reports on child development because of the recap of achievement book during Al-Qur'an learning process.

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