

Case Study: Problems and Solutions for Learning to Read and Write the Qur'an at TPQ Al-Huda, Darat Sawah Village, Seginim District.

Midela Eka Putri ¹, Asmara Yumarni ², Giyarsi ³

UIN Fatmawati Soekarno
Bengkulu, e-mail:
mideekaputri@gmail.com1
giyarsi@mail.uinfasbengkulu.ac.id

Abstract: The study of the Qur'an is a fundamental obligation for every Muslim, playing an important role in shaping religious character from an early age. This research explores the problems and solutions in learning to read and write the Qur'an at the Al-Qur'an Education Park (TPQ) Al-Huda, Darat Sawah Village, Seginim District, South Bengkulu Regency. The main focus of this research is to analyze the learning process, identify the obstacles faced, and develop effective solutions to improve the quality of education in TPQ. The methodology used is qualitative descriptive research with a case study approach. The research subjects consisted of the head of TPQ, educators, students, guardians of students, and students. Data is collected through observation, in-depth interviews, and documentation, then analyzed through data reduction techniques, data presentation, and conclusion drawn. The data credibility test was carried out by extending participation, diligent observation, triangulation of methods, and data sources. The results of the study showed various problems in learning to read and write the Qur'an, including the difficulty of students in understanding the material, lack of family support, low interest in learning religion, the number of materials taught, monotonous teaching methods and media, limited facilities and infrastructure, and the lack of quality of teachers. The solutions identified include more attention from teachers, memorization at home, giving supportive assignments, variations in teaching methods, support from the government, counseling on the importance of religious knowledge to the community, regular meetings with students' parents, providing motivation to students, and teacher coaching or training. This research contributes significantly to the field of education by providing in-depth insights into the challenges and solutions in learning to read and write the Qur'an. This finding is expected to be a reference for other TPQs and similar educational institutions in an effort to improve the effectiveness and quality of Qur'an education in Indonesia. The results of the study also emphasize the importance of collaboration between teachers, families, and the government in creating a conducive and sustainable learning environment.

Keywords: Learning the Qur'an, TPQ Al-Huda, Educational Problems, Learning Solutions

Introduction

Indonesia, as a country with a majority Muslim population, makes the Qur'an the main holy book. Islam teaches the principle of rahmatan lil'alamin, which includes guidance and sharia for daily life, both in relation to Allah and fellow creatures. To understand Islamic sharia in depth, the main key is to understand the content of the Qur'an. (Matnur Ritonga., Alivia Dewi Nurochmah, Ghiast Nabila 2022). Learning to read and write the Qur'an plays an important role in shaping children's religious character from an early age (Khairiyah 2021). However, its implementation is often faced with various challenges. Although the Qur'an plays an important role in Islam, many Muslims in Indonesia are not able to read the Qur'an properly. Data shows that about 65% of the Muslim population in Indonesia cannot read the Qur'an fluently, even though Indonesia has the largest Muslim population in the world

(Mukhtar and Nursalikah 2021). Early Qur'an education is very important to form a generation that understands and practices the contents of the holy book (Sauri et al. 2021). Al-Qur'an Education Park (TPQ) as a non-formal educational institution has a crucial role in teaching reading and writing the Qur'an to children. However, in practice, TPQ often faces various problems such as lack of facilities, outdated teaching methods, and lack of motivation from students (Anon 2023). Therefore, this study focuses on learning to read and write the Qur'an at TPQ Al-Huda, Darat Sawah Village, Seginim District, South Bengkulu Regency, to identify problems and find solutions that can increase the effectiveness of Qur'an learning in the institution.

Previous studies on the problems of learning the Qur'an have shown variations in focus, location, and research methods. Ukhti Nugraheni researched the problems of reading and writing the Qur'an at Muhammadiyah Sokaraja Junior High School with a descriptive method in formal education, in contrast to the author who focuses on TPQ with a social case study method (Nugraheni 2020). Melda Wulandari and Noda Adi Vutra examined the problems of PAI learning in formal schools with a descriptive method, while the author's research focused on TPQ with a social case study approach and discussed the specifics of learning the Qur'an (Wulandari 2021), (Vutra 2019). Nita Zakiah researched Arabic language learning, different from the author's focus on the Qur'an at TPQ (Zakiah 2021). Anisatul Fitriyah and Al Ridha & Hasanuddin also discuss Qur'an learning but with different formal locations and methods, while the authors examine TPQ with an in-depth focus on specific problems and solutions to Qur'an learning (Fitriyah 2021), (Al Ridha 2023). Rheschy Auliya Kamil & Murniyetti examined the problems in formal schools, while the author's research examined in TPQ with a more comprehensive approach including solutions and evaluation of the Ministry of Religion's standards (Kamil and Murniyetti 2023).

At TPQ Al-Huda, some of the problems that often arise include the lack of availability of adequate books and teaching materials, the limitation of supporting facilities such as proper classrooms, and the lack of training for teachers. In addition, external factors such as the lack of parental involvement in the learning process are also one of the significant obstacles. Based on initial observations and interviews with several related parties, it was found that many children have difficulty mastering the basics of reading and writing the Qur'an. This shows that there are weaknesses in the teaching methods applied and a lack of motivation to learn among students. This problem requires special attention to ensure that the learning objectives of the Qur'an can be achieved optimally. This study aims to examine the problems faced in learning to read and write the Qur'an at TPQ Al-Huda and explore solutions that can be implemented to overcome these obstacles. Using a case study approach, this research will explore the experiences and views of various parties directly involved in the learning process, including teachers, students, and parents. This research is expected to provide benefits both theoretically and practically. Theoretically, the results of this research are expected to enrich the literature on learning to read and write the Qur'an in Indonesia, especially those related to relevant problems and solutions. Practically, the findings of this study are expected to be a reference for TPQ Al-Huda and similar educational institutions in designing more effective strategies to improve the quality of Qur'an learning.

The case study approach was chosen in this study because it allows researchers to conduct in-depth exploration of the specific context of TPQ Al-Huda. Data will be collected through direct observation, in-depth interviews with teachers, students, and parents, and analysis of related documents. This qualitative approach is expected to provide a comprehensive overview of the problems faced and solutions that can be applied. Through this research, it is hoped that a comprehensive picture of the existing obstacles and strategic steps that can be taken to improve the quality of Qur'an reading and writing learning at TPQ Al-Huda can be obtained. The results of this

study are also expected to be a reference for similar educational institutions in an effort to increase the effectiveness of Qur'an education in Indonesia.

Literature Review

Problem

Problematika comes from the United Kingdom word "problem" which means problem, problem, or obstacle. In Indonesian, problematika is defined as a problem, obstacle, or difficult thing that occurs in a process, such as in the context of Education (Fatawi 2015). The use of the word problematic tends to be plural, indicating a collection of many problems, obstacles, or difficulties. In the world of education, problems include various challenges faced by students, teachers, and educational institutions in achieving effective and efficient learning goals (Linda Marlensi, Adisel 2024).

According to Sugiyono, the problem can be defined as a deviation between what should have happened and what actually happened. It includes the distinction between theory and practice, as well as between planning or policy and implementation (Adhimonth 2021). Problematic, thus, refers to a series of problems that have not been solved due to these deviations. In the context of education, problems often arise due to the mismatch between educational goals and the reality in the field, such as ineffective teaching methods, lack of facilities, and low student motivation to learn.

In everyday life, problems are inevitable. However, the presence of problems is not to make people down, but rather to encourage them to find solutions. In the context of education, this means finding ways to overcome various problems that hinder the learning process. Teachers and educational institutions need to work together to identify and address these problems, both through innovations in teaching methods, improved facilities, and through motivation and support for students. Thus, educational problems can be overcome effectively, allowing the learning process to take place better and in accordance with the expected goals.

Learning the Qur'an

Learning comes from the United Kingdom word "instruction" which is interpreted as an effort aimed at helping people learn. In Law No. 20 of 2003 concerning the National Education System Article 1 Paragraph 20, learning is the process of interaction between students and educators and learning resources in a learning environment. Learning is an active interaction between teachers who provide lesson materials and students as the object (2014 only). The learning process is an activity that includes a learning design system that creates interaction between the presenter (teacher) and the recipient of the material (students/students). Thus, learning is one of the determining elements of the quality of graduates produced by the education system, and can be likened to the heart of the entire learning process. Good learning tends to produce graduates with good learning outcomes, reflecting educational values that color the interaction between teachers, students, and learning resources (Nafiah, Yarmi, and S. 2008).

The learning process is an activity with educational value. These values color the interaction that occurs between teachers and students and learning resources in achieving the set learning goals (Tanjung 2013). To meet these expectations, various supporting factors are needed such as good student conditions, supportive facilities and environment, and the right learning process. The learning process is a system consisting of student components as

input, hardware and software components as instrumental inputs, and environmental components as environmental inputs. The implementation of learning as a component of the process finally produces the output of student learning outcomes as an output component (Mutthoharoh 2023). Learning includes three main problems: input problems that affect learning factors, process problems regarding learning parts and principles that affect the learning process, and output problems related to learning outcomes and goals to be achieved.

The Qur'an literally means "Perfect Reading," a very appropriate name chosen by Allah, because no reading since humans knew reading can match the Qur'an Al-Karim. The Qur'an comes from Arabic, the plural form of isim masdar from the word *read – he reads – Our Quran* or *qara'a-yaqro'u-qur'an* which means recitation or something that is recited over and over again (Anon n.d.). The Qur'an is the Kalam of Allah SWT which was revealed to the Prophet Muhammad (saw) as a miracle and conveyed in mutawatir from Allah SWT through the angel Gabriel. Reading the Qur'an is also considered as worship to Allah SWT. In general, the Qur'an is the main holy book in Islam that was handed down to the Prophet Muhammad (saw), divided into chapters (Surah) and each surah is divided into several verses (verses). The Qur'an Reading and Writing Program (BTA) is one of the local content teaching of Islamic Religious Education that directs students' ability to read the Qur'an, write Arabic letters, and help students memorize short letters, increasing love, faith, and devotion to Allah SWT.

Muhaimin argued that Islamic Religious Education is an effort to educate Islam and its values so that they become one's views and attitudes in life. Islamic education is the process of trans-internalization of Islamic knowledge and values to students through teaching, habituation, guidance, business, supervision, direction, and development of their potential, in order to achieve harmony and perfection in life in this world and the hereafter, physically and spiritually (Giyarsi 2020). Islamic religious education activities aim to help a person or a group of students in instilling and developing Islamic teachings and their values as a view of life. In Islamic Religious Education, learning the Qur'an has an important role, starting from reading and writing Arabic letters to mastering interpretation and deep understanding. Therefore, in Islamic education, learning the Qur'an begins with methods such as IQRA' for children who are just starting out. Learning the Qur'an requires effective planning so that it can be conveyed and practiced properly by students, including aspects of attitudes, knowledge, and skills with the support of material components, media, methods, and evaluations.

Al-Qur'an Education Park (TPQ)

Religious education has an important role equal to general education, so the government makes a great contribution to religious education. One of the policies taken is the development of non-formal educational institutions such as Al-Qur'an Education Park (TPQ) for children at the Kindergarten and Elementary School levels (Faishol from Muttaqin 2018). TPQ functions as an institution that guides and teaches children to read the Qur'an properly and correctly, as well as forming community-based Islamic character and personality. TPQ aims to create and develop Muslim personalities who believe and fear Allah SWT, have noble character, and are beneficial to society, as exemplified by the Prophet Muhammad PBUH (Released in 2018).

TPQ is also directed at cadres of students who are independent, firm in their personalities, and able to preach Islam. The purpose of TPQ includes the formation of Muslim personalities who master the teachings of Islam and practice them, so that they are beneficial to students, religions, nations, and countries. The functions of TPQ include the transition and transfer of Islamic sciences, the maintenance of Islamic traditions, and the reproduction of ulama. TPQ plays a role as a social solidarity institution that provides equal services to students from various backgrounds

regardless of socio-economic level. The TPQ curriculum, which was set by the Ministry of Religious Affairs, covers various aspects of Islamic education such as tajwid, memorization of short letters, prayer practice, daily prayers, and daily manners (Sutrisno 2018).

The curriculum structure of TPQ consists of three levels: Levels A, B, and C, each with a different focus. Level A teaches the basics of learning the Qur'an, memorizing prayer readings, and practicing worship. Level B includes Tadarus Al-Qur'an Juz 1-15, tajweed science, and memorization of selected verses. Level C includes Tadarus Al-Qur'an Juz 16-30, tajweed science, and memorization of short letters. Teaching is carried out by methods such as Iqro', Ummi, Baghdaddy, or other methods. Educators at TPQ are expected to be able to target early childhood to be able to read the Qur'an within 12 months or two levels from the first stage of Level A. Thus, TPQ plays an important role in forming a generation that understands and practices Islamic teachings well.

Method

This study uses a qualitative method with a descriptive approach to understand the phenomena experienced by the research subjects, such as behavior, perception, motivation, and action in a natural context and utilizes various methods (2023). The descriptive method aims to describe and describe the events, phenomena, and social situations being studied, assess the current facts of a population, and answer the questions of the research object. This research is in-depth because it is based on direct data collection with participants who directly experience the social context of the research object. The case study approach is used to explore problems with detailed constraints, in-depth data capture, and various sources of information, limited by time and place, and includes programs, events, activities, or individuals. Case studies are conducted in a natural setting which means the data is obtained in a real-life context, holistically and in-depth (Assyakurrohim et al. 2023). This study uses a descriptive qualitative method to understand the phenomenon experienced by the research subjects, namely the Chairman of TPQ, educators, students, and guardians of students at TPQ Al-Huda, Darat Sawah Village, Seginim District, South Bengkulu Regency. Primary data was obtained through in-depth interviews and participatory observations, while secondary data was obtained from books, scientific papers, and related documents. Data collection techniques include observation to obtain direct data about learning conditions and processes, structured and unstructured interviews to obtain information from informants, and documentation to record data from written documents. The validity of the data was tested through the extension of participation, diligent observation, and triangulation of methods and data sources. Data analysis is carried out through data reduction, data presentation, and iterative conclusion drawing until the data is saturated. This research aims to examine the problems of educators, students, and the teaching and learning process at TPQ Al-Huda.

Results and Discussion

This study revealed several important findings regarding the learning process of reading and writing the Qur'an at the Al-Qur'an Education Park (TPQ) Al-Huda, Darat Sawah Village, Seginim District, South Bengkulu Regency. The first findings show that the main goal of this program is to eradicate hijaiyah illiteracy from an early age, as well as improve children's skills in reading, writing, memorizing, and practicing the Qur'an. This goal is in line with the theory of religious literacy which emphasizes the importance of early religious education as a moral and spiritual foundation (Jones, 2019). In other words, religious literacy is expected to shape children's character and understanding of religious teachings that will guide them in their daily lives.

However, the results of the study also show that TPQ Al-Huda does not have a written learning plan, vision,

mission, or clear regulations. The material taught is flexible and adjusted to the abilities and conditions of the students. Teaching methods mostly use lectures, with simple media such as the book *Iqra'* and the *Qur'an*. Evaluation is carried out through assignments and memorization tests, and graduation is only held for students who have completed *Iqra'*. Meanwhile, the celebration of the khatam of the *Qur'an* is carried out simply. This approach shows shortcomings in the formal structure but also allows for adaptations that are more in line with the needs of students (Miller, 2020). This flexibility provides the freedom for teaching to be adapted to actual circumstances, although it may come at the expense of consistency and more systematic planning.

One of the main problems found in learning at TPQ Al-Huda is the difficulty of students in understanding the material. This difficulty can be caused by monotonous and less varied teaching methods. According to the theory of multimodal learning, learning is more effective if it involves a variety of methods that allow children to construct their knowledge through visual, auditory, and kinesthetic experiences (Smith & Bowers, 2020). A variety of teaching methods, such as the use of visual and audio media, can help improve students' understanding and make the learning process more dynamic and interesting. Lack of support and motivation from families is also a significant obstacle to the learning process. Developmental ecological theory states that the family environment has a great influence on children's development (Bronfenbrenner, 2019). Parental involvement in the learning process is very important. Involving parents in regular meetings and socialization about the importance of religious education can help address this problem. By increasing family support, children will feel more motivated and get an extra boost in learning.

The low desire of students to learn religion is also another challenge. Self-Determination motivation theory explains that children's internal motivation can be improved by creating a learning environment that supports autonomy, competence, and connectedness (Deci & Ryan, 2019). Creating a learning environment that supports autonomy and rewards achievement can increase student motivation. Making learning more relevant and interesting will also help increase students' interest in learning religion. The minimal facilities and infrastructure at TPQ Al-Huda also affect the quality of learning. The theory of educational facilities states that a good physical environment can increase the effectiveness of learning (Loughlin & Suina, 2019). Improving facilities, such as better classrooms and adequate learning aids, can support the learning process and provide a better learning experience for students. Therefore, support from the government or related parties is very important to improve the facilities at TPQ Al-Huda.

The quality of teachers who are still minimal is also an important factor in learning at TPQ Al-Huda. Training and coaching for teachers are urgently needed to improve their competence. Based on the theory of teacher professional development, continuous training can improve teaching effectiveness and student learning outcomes (Guskey, 2021). Intensive and quality training programs should be implemented to improve teachers' skills and knowledge in teaching, so that they can provide better learning. In addition, better classroom settings are needed to address the problem of children being difficult to manage during learning. According to classroom management theory, good management strategies can increase student engagement and reduce disruptive behavior (Marzano, 2020). Training in effective classroom management techniques will help teachers create a conducive learning environment, which in turn will support a better learning process.

Some of the proposed solutions to overcome this problem include giving more attention from teachers to students, assignments of memorization and reading at home, and the use of more varied learning methods and media. Attention and emotional support from teachers can increase students' motivation and involvement in learning. A variety of learning methods and media can make the learning process more interesting and enjoyable,

which has the potential to improve learning outcomes (Tobin & Tippett, 2020). Support from the government or related parties is also very important in improving the quality of education at TPQ Al-Huda. This support can include the provision of better facilities, training for teachers, and programs that can increase parental involvement in their children's religious education. With comprehensive support, the quality of education at TPQ Al-Huda can be significantly improved (Hargreaves & Fullan, 2021). This research highlights various challenges faced in the learning process of reading and writing the Qur'an at TPQ Al-Huda. Although there are shortcomings in the structure and teaching methods, flexibility and adaptation to the needs of students remain an advantage. To overcome the existing problems, comprehensive efforts are needed, including improving teaching methods, support from families and the government, and improving the quality of teachers. With the implementation of the proposed solutions, it is hoped that TPQ Al-Huda can achieve its main goal of eradicating hijaiyah illiteracy and improving the skills of students in reading, writing, memorizing, and practicing the Qur'an.

This research also contributes to understanding the importance of religious education from an early age and how various factors can affect the learning process. By identifying relevant challenges and solutions, this research can be a reference for other religious education institutions in facing similar challenges. This research shows that although there are many challenges in religious education, a holistic and integrated approach can help to overcome the problem and achieve the desired educational goals. This research paves the way for further research on the effectiveness of various teaching methods and support strategies in the context of religious education. For example, an in-depth study of the use of technology in the teaching of the Qur'an can offer new insights into how technology can improve the effectiveness of learning. In addition, research on the long-term impact of early religious education on children's moral and spiritual development can also provide valuable information for educators and policymakers.

The implementation of the proposed solutions and the continued support of various parties will greatly determine the success in achieving educational goals and improving the quality of Qur'anic literacy learning. This research also highlights the importance of cooperation between teachers, parents, and the government in creating a conducive learning environment and supporting children's development. Through continuous teacher training, facility improvements, and innovative teaching approaches, TPQ Al-Huda can become a model for other religious education institutions. Improving the quality of education at TPQ Al-Huda will not only have a positive impact on students, but also on the community as a whole, by creating a more educated and moral generation. Overall, this study shows that while there are many challenges in Qur'anic literacy education, there are also many opportunities for improvement and innovation. With the commitment of all parties involved, TPQ Al-Huda can continue to develop and provide quality religious education for children. This research provides a clear roadmap for further improvement and development, which will ultimately bring great benefits to the community and society as a whole.

Thus, the results of this research are expected to be the basis for further improvement and development in religious education at TPQ Al-Huda and other religious education institutions. The implementation of the proposed solutions and the continued support of various parties will greatly determine the success in achieving educational goals and improving the quality of Qur'anic literacy learning. This research also paves the way for further research on the effectiveness of various teaching methods and support strategies in the context of religious education, as well as the contribution of religious education to the development of children's character and morals. It is hoped that the findings and recommendations of this study can be adopted and implemented by TPQ Al-Huda and other similar educational institutions. Thus, the existing challenges can be overcome, and the higher educational goals can be achieved, namely creating a generation that is intelligent, moral, and noble in accordance with the teachings of

Islam.

Conclusion

Based on the discussion of learning to read and write the Qur'an at the Al-Qur'an Education Park (TPQ) Al-Huda Darat Sawah Village, Seginim District, South Bengkulu Regency, several important points can be concluded. First, the learning process at TPQ Al-Huda has the main goal of eradicating hijaiyah illiteracy and developing skills in reading, writing, memorizing, and practicing the content of the Qur'an from an early age. However, learning at TPQ is not structured like in formal schools; There is no clear written plan, vision, mission, or regulations. The teaching materials are flexible and adjusted to the ability and conditions at that time, and use simple lecture methods and media, such as Iqra' books and the Qur'an. The evaluation is carried out through assignments and memorization tests, with the celebration of the khatam of the Qur'an as a form of expression of gratitude. Second, there are various problems in learning at TPQ Al-Huda, including the difficulty of students in understanding the material, lack of support and motivation from families, limited methods and media, and lack of facilities, infrastructure, and quality of teachers. To address this problem, proposed solutions include paying more attention from teachers, repetition of memorization at home, variations in learning methods, support from the government, as well as training for teachers and meetings with students' parents. These efforts are expected to improve the quality of learning and help students achieve their educational goals more effectively.

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