



The Guidance Iqra' Studying be Using Classic Methods for Children at Al-Firdaus Mosque in Papua's Yapen Islands

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Abstrak

Penelitian ini bertujuan untuk mengevaluasi efektivitas metode klasikal dalam bimbingan belajar Iqra' pada anak di Masjid Al-Firdaus Kepulauan Yapen Papua. Permasalahan yang mendasari penelitian ini adalah kesulitan yang dialami anak dalam belajar membaca Iqra' melalui metode bimbingan belajar konvensional. Hal ini berdampak pada kemampuan mereka dalam memahami dan menghafal huruf Arab dan ayat Iqra secara efektif. Penelitian ini menggunakan jenis kuantitatif dengan pendekatan studi kasus. Data yang diperoleh merupakan hasil konkrit observasi, wawancara, dan dokumentasi yang peneliti lakukan terhadap informan yang telah ditentukan. Penelitian ini menunjukkan bahwa anak yang mendapat bimbingan belajar Iqra' dengan metode klasikal mempunyai kemampuan yang lebih baik dalam mengenal huruf arab, memahami bacaan Iqra', dan kelancaran membaca Iqra' secara keseluruhan. Metode klasikal yang diterapkan adalah metode continuous repetition atau pengulangan dan penggunaan metode role-playing yang membuat anak merasa nyaman selama proses pembelajaran. Penelitian ini mempunyai implikasi penting dalam rangka pengembangan metode bimbingan Iqra' pada anak. Metode klasikal dapat menjadi alternatif yang efektif untuk meningkatkan hasil belajar anak dalam membaca Iqra'.

Kata Kunci: Pembelajaran Iq'ra, Metode Klasik, Anak-Anak.

Abstract

This research aims to evaluate the effectiveness of the classical method in tutoring Iqra' for children at the Al-Firdaus Mosque, Yapen Islands, Papua. The problem underlying this research is the difficulties experienced by children in learning to read Iqra' through conventional tutoring methods. This has an impact on their ability to understand and memorize Arabic letters and Iqra's verses effectively. This research uses a quantitative type with a case study approach. The data obtained is the concrete result of observations, interviews, and documentation that the researcher conducted with the informants that he had determined. This research shows that children who receive Iqra' learning guidance using the classical method have better abilities in recognizing Arabic letters, understanding Iqra' reading, and overall fluency in reading Iqra'. The classical method applied is the continuous repetition or repetition method and the use of role-playing methods, which enable children to feel comfortable during the learning process. This research has important implications in the context of developing the Iqra' tutoring method for children. The classical method can be an effective alternative for improving children's learning outcomes in reading Iqra'.

Keywords: Iqra' Learning, Classical Method, Children.

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INTRODUCTION

The phenomenon of decreasing interest in learning the Al-Qur'an in children is a significant concern in the context of religious and cultural education in today's society (Rambe & Widodo, 2023). This decline in interest is reflected in children's low participation in Al-Qur'an learning activities, which should be an integral part of the formation of religious and cultural values (Aisyah Ayun Khoirurrizki & Betty Mauli Rosa Bustam, 2023). One of the main challenges that has resulted in this decline in interest is the great influence of modern technology which increasingly dominates children's daily lives (Kholil et al., 2023). Now children tend to be more interested and fixated on technological devices such as gadgets and social media, thereby reducing their time and focus in learning the Al-Qur'an (Indriyani Maulita, Sofia Ari, 2018). This will certainly result in a shift in children's behavior and priorities, so that concrete steps are needed to overcome the negative impacts of things that can reduce children's talents and interest in learning to recite the Al-Qur'an (Adib, 2021). Therefore, concrete steps and solutions are needed to overcome the negative impacts that may arise due to the dominance of technology in children's lives.

Learning to recite the Al-Qur'an at an early age is an Islamic teaching that must be recommended (Latifah, 2021), this aims to foster children's enthusiasm and willingness to learn letter by letter in the Al-Qur'an/Iqra', which will become the main provision in life in childhood. World and the hereafter (Rosi, 2021). Dasri Yanti (Yanti & Jahani, 2021) in his research results also emphasized that providing children with an interest in learning to recite the Al-Qur'an is a very valuable mini achievement, because children will have better abilities in understanding Iqra' and applying Islamic teachings in everyday life. This preparation is not only limited to children's formal understanding of learning the Al-Qur'an, but also involves the practice of worship, prayer, and the application of Islamic values in daily life (Muhibbah et al., 2020). Thus, learning to recite the Al-Qur'an at an early age is considered a comprehensive first step in forming the next generation who will be role models for society by bringing Islamic values into every aspect of life.

Creating interest and motivation for learning in children, especially in the context of learning the Al-Qur'an, is the result of planned efforts in the use and selection of appropriate and enjoyable learning methods (Mgr Sinomba Rambe, 2024). In this context, the importance of using fun learning methods is crucial because it plays a role in increasing children's interest in Iqra' learning or Iqra' learning (Mardiah Kalsum Nasution, 2017). A learning atmosphere full of joy not only creates active involvement in the learning process, but also makes it easier to understand concepts and the learning process more effectively (Pangastuti, 2017). Not only that, the atmosphere of the learning environment is also very influential in increasing children's activeness in learning the Al-Qur'an (Hidayat et al., 2021). This also shows that an interesting and entertaining approach to the learning environment can be a dynamic and effective key in increasing children's understanding in learning the Al-Qur'an or Iqra'.

Previous research from Dian Kusuma (Wardani & Samsu, 2022) regarding the application of the Tilawatil Qur'an Method to improve the ability to read the Qur'an at the Bahrul Ulum Islamic Boarding School. The results of his research explain that various forms of tilawatil Al-Qur'an methods contribute to the development of students, improving the quality of reading, understanding recitation, and other aspects. The main difference between previous research and current research lies in the learning methods used and the research objects. If previous research used the Tilawah method and involved students in Islamic boarding schools, this latest research focuses on using classical methods for children in a mosque located in the island city of Yapen, Papua. This shows that variations in the Iqra' learning approach provide positive results in improving the ability to read Iqra' and understanding of religious teachings in children.

Rama Joni (Rama Joni, Abdul Rahman, 2020), in his research entitled Religious Teachers' Strategy in Improving Village Residents' Al-Qur'an Reading Ability, explained that the listening strategy used by

religious teachers in Turan Baru Village was proven to be effective in improving the congregation's Al-Qur'an reading ability. The difference in this research lies in the method used, namely the classical method for children in a mosque in the city of the Yapen Islands, Papua, which emphasizes a strong foundation in reading Iqra' and understanding Islam from an early age. The main differences between the two studies lie in target age, learning methods, and research objects.

Previous research from Mgr Sinomba Rambe (Rambe & Widodo, 2023) on the Development of Islamic Education Materials in Strengthening Al-Qur'an Reading and Writing at SMP Piri 2 Yogyakarta emphasized the use of habituation methods, collective tadarus, and memorization as strategies to improve the ability to read and write the Al-Qur'an. In contrast to that, the latest research is about Iqra's tutoring using the classical method in a mosque environment for children. Thus, the main difference between the two studies is the focus on the age of the research subjects and the emphasis on non-formal and formal learning contexts.

In order to explore the effectiveness of Iqra's learning tutoring using the classical method for children, which was held in a mosque in the city of Yapen Islands, Papua, researchers first carried out direct observations of Iqra's learning activities, such as makharizul khuruf learning, basic recitation learning, and harmonized religious learning, with the age and understanding level of early childhood children. In the researcher's own view, this learning process is different from the Al-Qur'an learning method in general, especially in urban areas, because it uses a classical approach that is still preserved, starting from choosing a method that is not boring, choosing media that builds motivation and enthusiasm for learning, and creating a mosque environment that helps enliven the learning atmosphere.

This learning begins after Asr prayers until before Maghrib time or in the afternoon at one of the mosques located in the city of Yapen Islands, Papua, with intensive interaction between the Al-Qur'an teacher and children. The Al-Qur'an teacher begins the lesson by reading the study prayer, followed by the children; then they are given time to repeat the Iqra' lesson that was previously studied; then the children will be given classical or intensive study guidance (one by one) until the child can read letter by letter in Iqra'. In this lesson, each child then submits his or her abilities to the teacher by bringing a revision notebook to study at home with their parents.

Research on "Iqra' Tutoring Using Classical Methods for Children at the Al-Firdaus Mosque, Yapen Islands, Papua" is very important in the context of educational development in the area. First of all, this research can provide in-depth insight into the effectiveness of classical methods in the tutoring process, especially for children. This can help in developing an early childhood education curriculum that is more effective and relevant to the needs of local communities. Second, this research can also be a basis for strengthening the role of mosques as centers of community education and learning. By integrating religious education such as Iqra' in the mosque environment, an environment that is conducive to holistic learning will be created, integrating religious values with academic learning. Apart from that, this research can also make a real contribution to developing the potential of children in the area, helping them acquire the skills of reading the Al-Qur'an from an early age, and strengthening their religious identity. Thus, this research has a high urgency in making a real contribution to the educational development and character formation of children at the Al-Firdaus Mosque, Yapen Islands, Papua. It is hoped that the results of this research can provide a clear picture of the effectiveness of classical methods in improving children's learning abilities in reading Iqra'.

METHOD

This researcher used a type of descriptive qualitative research (Sugiyono, 2018) with a case study approach (Darmalaksana, 2020) by understanding a series of events that occurred at the research location, which the researcher arranged according to the researcher himself (Moleong, 2005). This research will focus more on explaining Iqra's tutoring using classical methods for children in the complex that the researcher has

determined. The data collection technique in this research was carried out in stages and was neatly structured (Moleong. Lexy J., 2018). The first stage begins with making observations (Moleong. Lexy J., 2021) regarding the problem to be researched and determining the subjects and objects that will be directly involved in Iqra's tutoring using classical methods for children that have been chosen by the researcher himself. After that, the researcher will carry out an interview process (Fitrah, 2018) regarding the application of classical methods used in teaching Iqra' to children at the research location. In the interview stage, the researcher chose the informants who would be involved in this interview, including Ustad Zaifuddin, Ustad Ali, and Ibu Suci, and was assisted by several children who took part in Iqra's tutoring. In selecting informants, researchers used a purposive sampling method that considered the special characteristics of each informant, which were considered relevant to the research objectives (Dkk., 2020). This method allows researchers to selectively select informants who have the knowledge and experience necessary to provide in-depth insights related to the research topic. During the interview process, documentation was carried out through field notes and collecting supporting documents to support the validity of the research data (Sugiyono, 2014).

The data analysis process in research on the application of Iqra's tutoring uses classical methods for children, which begin with the data reduction stage (Sutopo., 2020). This stage involves researchers selecting and organizing data to reveal relevant patterns related to Iqra's learning. For example, the research may include recordings of teaching and learning activities for further analysis. Furthermore, at the data presentation stage, the results of the analysis are presented systematically to enable in-depth interpretation of the findings obtained during the research. The data analysis process in this research is based on critical analysis, which connects the findings with relevant theories and discourses in the field of Iqra' learning. in children. Finally, drawing conclusions involves synthesizing the findings in a theoretical context . For example, based on the findings obtained, researchers can conclude a significant contribution to the understanding and development of Iqra's tutoring using classical methods for children and provide suggestions for further research or practical implementation in the field (Nugrahani, Farida, 2014).

THE RESULTS AND DISCUSSION

Results

The Guidance Iqra' Studying Be Using Classic Methods For Children At Al-Firdaus Mosque In Papua's Yapen Islands

Education is an important aspect in forming children's character and abilities from an early age (Priska, 2020). One effort to shape the ability to read and understand religious material in children is through tutoring. Al-Firdaus Mosque, as a center for religious activities, plays a significant role in providing religious education to children. In this context, this research will explore the use of classical methods in tutoring Iqra' at the Al-Firdaus Mosque, Yapen Islands, Papua. The classical method, which refers to traditional approaches to teaching, is expected to make a positive contribution in improving reading skills and understanding of religious material in children. Through this research, it is hoped that valuable information can be found regarding the effectiveness of classical methods in the context of Iqra' tutoring for children in religious environments such as the Al-Firdaus Mosque.

The results of the interview conducted on March 12 with Informant A, who is one of the Al-Qur'an teachers at the Al-Firdaus Mosque in Yapen Island City, Papua, reveal important insights into the Iqra' tutoring process for children. According to Informant A, the tutoring process adheres to a classical method that is structured and planned in steps to ensure effective learning outcomes. In the initial stage, the children's reading abilities and understanding of religious concepts are assessed. This assessment is carried out through direct observation and interaction with the children in the tutoring environment. Additionally, parents play a

crucial role by providing feedback on their children's comprehension of the Iqra' learning at home. Based on the results of these assessments, the appropriate teaching method is selected. For the Al-Firdaus Mosque, the classical method has been chosen as the primary approach. This method utilizes the Iqra' book as the main instructional material, ensuring that the learning process is both standardized and comprehensive. The structured approach allows for a systematic development of reading skills and religious knowledge among children, facilitating their early educational journey in an organized and supportive environment. The results of the researcher's interview with the Al-Qur'an recitation teacher also explained that in a series of activities, the teacher used the repetition method repeatedly, which built children's resilience in learning Iqra'. Iqra's learning at the mosque also emphasizes the importance of repetition in learning, and teachers use their creativity to make each session a memorable moment. During this process, teachers also involve the children's parents and families in supporting learning at home, creating synergy between extra learning and the family environment. This was conveyed by one of the guardians of children learning Iqra'. The entire learning process creates a strong foundation for reading Iqra' using the Iqra' method in the mosque, not only involving cognitive aspects but also paying attention to the emotional and social aspects of children.

This research highlights the importance of using classical methods, especially in the context of Iqra's tutoring at the Al-Firdaus Mosque, Yapen Islands, Papua, for children. The use of the repetition method shows a significant impact on children's ability to read Arabic letters consistently. Researchers' observations and interviews confirmed that teachers' creativity in applying this method can provide great added value in creating interesting learning experiences for children. Active support from parents and families has also been proven to make a positive contribution to creating an optimal balance between the school and family environments and supporting the learning process. The research results confirm that Iqra' Learning can effectively be used as an effective learning model to help children learn to read Iqra', creating a solid foundation for the holistic and sustainable development of reading skills in the Yapen Islands of Papua.

Apart from using the repetition method, a suitable method to use in learning Iqra' for children at the Al-Firdaus Mosque, Yapen Islands, Papua is the role-playing method. The results of the researcher's interview with one of the Iqra' guidance teachers explained that the application of this method made a positive contribution to improving the understanding and reading skills of Iqra' in children at the Al-Firdaus Mosque. The role-playing method involves children in roles or situations that are relevant to the learning context. For example, children can act out characters in the story Iqra' or participate in role-playing activities that illustrate the use of Arabic letters in everyday life. This research shows that children tend to be more active and enthusiastic about learning when they can participate directly through role play.

The Iqra's tutoring uses classical methods for children at the Al-Firdaus Mosque, Yapen Islands, Papua, and also utilizes a role-playing approach that involves a series of interactive and fun processes. Initially, the process begins with identifying learning materials, namely choosing Arabic letters that will be taught to children. After that, roles or characters are distributed to each child, where each child will be a representation of one letter or related character in Iqra'. Scenarios and supporting stories were developed to suit the level of understanding of children at the Al-Firdaus Mosque. Scenarios can include situations around the mosque or daily activities that are easy for them to understand.

The Learning begins with an interesting introduction, explaining the learning objectives, and motivating children to actively participate in learning Iqra'. Then, role demonstrations are carried out by the facilitator or teacher to provide examples of how children can take on their respective roles well. Next, the role-play session begins, where children act according to the scenarios that have been prepared in the Iqra' learning context. In this process, interaction between children is encouraged, giving them the freedom to express themselves and understand Arabic letters through fun role-playing. After the role-playing session was finished, a group discussion was held about their experiences in learning Iqra'. Open questions help in

understanding children's understanding of the Iqra' material being taught. Corrections and feedback are provided to correct errors and improve their understanding. Simple evaluations, such as questions or light quizzes, are used to measure children's understanding of Iqra'.

The findings from research and interviews conducted by researchers reveal that the implementation of Iqra' tutoring, employing a combination of the classical method with recitation and role-playing techniques, in teaching children at the Al-Firdaus Mosque in the Yapen Islands, Papua, led to positive advancements in the learning process. The Classical Method, with its creative and interactive approach, proved effective in enhancing children's comprehension of Arabic letters through the utilization of visual aids and physical activities that actively engaged them. Concurrently, the role-playing method introduced a social and emotional dimension to the learning experience, fostering enthusiasm and high participation among the children. Notably, active support from the community and families served as the main pillar for the success of these two methods. Moreover, the learning moments at the Al-Firdaus Mosque not only perpetuated a tradition but also cultivated an environment conducive to effective learning. Therefore, the integration of classical methods and role-playing techniques in Iqra' tutoring presents an effective holistic approach to improving Iqra' reading skills among children. This approach lays a robust foundation for the development of Iqra' reading proficiency and prepares the children for subsequent levels of Iqra' learning.

Discussion

Choosing appropriate and enjoyable learning methods is very important in the children's education process (Maesaroh, 2023). Appropriate learning methods can increase children's interest and motivation in learning, so that they are more active and enthusiastic about participating in learning (Siwiyanti et al., 2020). Apart from that, fun methods can also create a positive learning environment and trigger children's creativity (Arviansyah & Shagena, 2022). This is very important because children are naturally highly curious and learn more easily when they feel happy and interested in the material being taught. Thus, choosing appropriate and enjoyable learning methods can help increase the effectiveness of learning, speed up the understanding process, and help children achieve their maximum learning potential (Sholihah, 2021).

One of the main requirements of appropriate learning methods is to enable children to acquire basic knowledge about Arabic letters and how to read the Qur'an from an early age. This is important because it helps them build a strong foundation for understanding Islamic teachings as a whole as they grow and develop. Apart from that, the benefits of appropriate learning methods for learning Iqra' for children are also very significant (Rahmah, 2014). First of all, the right method will create a fun and refreshing learning environment for children, so that they are more motivated and enthusiastic to learn. In addition, appropriate learning methods also enable children to acquire the skills of reading the Al-Qur'an more quickly and effectively, considering that the ability to learn and absorb information at this age is very high (Rejeki, 2020). In this way, children can develop the skill of reading the Al-Qur'an independently and more fluently over time, which will be a valuable asset in their future spiritual and educational journey.

The repetition method in learning Iqra' for children is an approach that emphasizes repetition as a way to strengthen understanding and reading skills of the Al-Qur'an. In this context, repetition becomes an important strategy because it utilizes the learning principle that children tend to be more effective through consistent and structured repetition of material. One important aspect of the repetition method in learning Iqra' is the activity of repeating Arabic letters and words, which are taught repeatedly to children. This aims to strengthen their memory of letters and help them build better reading skills. By systematically repeating material, children can more easily internalize information and develop the ability to read the Qur'an more fluently (Tambak, 2016).

Apart from that, the repetition method also integrates the use of various learning media that are repetitive in nature, such as Iqra's songs, Arabic letter flashcards, and interactive games that reinforce the repetition of material in a fun way. This helps create a stimulating learning environment and motivates children to continue practicing reading the Al-Qur'an without getting bored. From a scientific point of view, the repetition method in learning Iqra' for children has a strong theoretical basis in the psychology of children's learning. Learning theory, which emphasizes the importance of repetition in strengthening memory and forming learning habits, is the basis that supports the effectiveness of this method. Thus, the repetition method is not just a teaching technique but also a strategy that has been proven to be effective in helping children master the skill of reading the Qur'an.

The role-playing method in Iqra's learning for children is an approach that involves active interaction between children and learning material through role-based games. This is important because it activates children's direct involvement in the learning process, thereby strengthening their understanding of the teachings of the Al-Qur'an. At the level, role-playing methods in Iqra' learning often integrate characters from the Al-Qur'an or Islamic stories into game activities. For example, children can act as prophets or other Islamic figures in a game scenario adapted to their level of understanding. This not only increases children's interest in learning but also helps them internalize Islamic values practically through the roles they play (Zaini, 2019).

The main advantage of the role-playing method in Iqra's learning is that it creates a fun and interactive learning atmosphere (Mu'awanah, 2018). Children can learn more effectively because they are actively involved in games that require creativity, collaboration, and problem solving. In addition, this method also helps improve children's social skills, such as the ability to communicate, cooperate, and understand other people's perspectives, which are important skills in their personal development. From a scientific perspective, the role-playing method of learning Iqra' for children is supported by psychological theories of learning that emphasize the importance of direct and active experience in strengthening understanding and skills. The concept of learning through games or ludic learning is also a theoretical basis that supports the effectiveness of this method, considering that children at age tend to learn better through concrete and fun experiences. Thus, the role-playing method in learning Iqra' for children is not only entertaining but is also a learning strategy that has been proven to be effective in increasing children's understanding, involvement, and motivation to learn about the teachings of the Qur'an.

The combination of repetition and role-playing methods in learning Iqra' for children produces a holistic and effective approach. The repetition method provides a strong foundation by repeating the Arabic letters and words of the Qur'an, strengthening their reading skills gradually. On the other hand, the role-playing method brings elements of fun and active involvement, where children can apply what they learn through interesting games, such as acting as Islamic figures or situations relevant to the teachings of the Al-Qur'an. This combination creates a fun learning environment, motivates children to continue learning, and strengthens their understanding and reading skills of the Qur'an in a more comprehensive and integrated way. By incorporating repetition, children are able to internalize the shapes, sounds, and patterns of Arabic letters and words, leading to increased fluency and confidence in their reading abilities. Repetition helps in reinforcing memory, making it easier for children to recall and recognize the Qur'anic text. This method aligns with the natural learning process of young children, who often learn through repetition and practice. Role-playing, on the other hand, transforms the learning experience by introducing an element of creativity and imagination. When children engage in role-playing activities, they are not only memorizing and repeating information but also actively participating in scenarios that make the learning process more tangible and relevant. For example, by acting out stories of Islamic prophets or daily practices such as prayer, children can

better understand and connect with the teachings of the Qur'an. This active involvement keeps the children engaged and makes learning more dynamic and enjoyable.

Moreover, the integration of these methods caters to different learning styles. Some children may benefit more from the repetitive nature of practice, while others may find role-playing more effective for their comprehension and retention. Combining these approaches ensures that various aspects of learning are addressed, making the educational experience more inclusive. Overall, the synergistic effect of repetition and role-playing in teaching Iqra' to children leads to a deeper and more enduring understanding of the Qur'an. This approach not only builds foundational reading skills but also fosters a lifelong love for learning and exploration of their faith. It creates a balanced educational environment that is both structured and flexible, catering to the developmental needs and interests of young learners.

CONCLUSION

Learning Iqra' tutoring using classical methods for children at the Al-Firdaus Mosque, Yapen Islands, Papua, shows positive results in improving children's learning abilities in reading Iqra'. Classical methods with a creative and interactive approach, such as the repetition method and role-playing method, help create an effective learning environment and stimulate children's interest and motivation to learn. Active support from the community, family, and teachers is also an important factor in the success of this learning method.

The repetition method helps strengthen understanding of Arabic letters and words in the Al-Qur'an through the repetition of material in a structured and enjoyable manner. Meanwhile, the role-playing method involves children's active interaction with learning material through role-based games, which creates a fun and interactive learning environment. The integration of these two methods creates a holistic learning approach that is effective in improving Iqra's reading abilities in children. In addition, this research highlights the importance of a child-centered approach to Iqra's learning. Focusing on children's needs and interests and using learning methods that suit their characteristics are the keys to success in improving their understanding and reading skills of the Qur'an. Thus, the integration of classical methods with a creative and child-based approach becomes an effective learning model in the context of Iqra's tutoring for children in a religious environment.

In conclusion, the implementation of classical methods in Iqra' tutoring at the Al-Firdaus Mosque has proven to be highly effective in enhancing children's reading abilities. The combination of repetition and role-playing not only strengthens their understanding of the Arabic script but also engages them in a fun and interactive manner. This dual approach caters to different learning styles, ensuring that every child can benefit from the lessons. Furthermore, the active involvement of the community, family, and teachers plays a crucial role in creating a supportive and motivating learning environment. By centering the learning process around the children's needs and interests, the program fosters a deep and enduring connection with the Qur'an. This holistic and integrated approach sets a strong foundation for lifelong learning and appreciation of their faith, making it an exemplary model for Iqra' tutoring in religious communities.

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- 2740 *The Guidance Iqra' Studying be Using Classic Methods for Children at Al-Firdaus Mosque in Papua's Yapen Islands - Munzir, Lin Sugiarti, Amrin Mushawir, Mgr Sinomba Rambe, Adnan Faris Naufal Siregar*
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