

Parents' Strategies in Improving Childrens' Ability to Memorize Al Qur'an

SPEKTRUM

Jurnal Pendidikan Luar Sekolah
<http://ejournal.unp.ac.id/index.php/pnfi>
Jurusan Pendidikan Luar Sekolah
Fakultas Ilmu Pendidikan
Universitas Negeri Padang
Sumatera Barat, Indonesia

Volume 11, Nomor 2, Mei 2023
DOI: 10.24036/spektrumpls.v11i2.113997

Enna Juhana^{1,3}, Sri Nurhayati²

^{1,2}Pendidikan Masyarakat, IKIP Siliwangi

³srinurhayati@ikipsiliwangi.ac.id

ABSTRACT

The purpose of this research was to analyze the parents' strategies applied in improving childrens' ability in memorizing Al Qur'an. The research method used in this study is qualitative with case study method, because this research describes or describes the state of the object under study in accordance with the facts as they are. The research data was taken from in depth interviews, observation and documentation study with several informants and the subjects of this research were 2 families (family of Mr A and family of Mrs. J). The place where the research process took place was in the Caringin Street 006/002, Margajaya Village, Ngamprah District, West Bandung Regency. The research found that the informants parents' strategies in improving childrens' ability to memorize the Qur'an include: 1) parents must start to memorize Qur'an before the children, 2) give the children rewards everytime they reach the target, 3) register their children into tahfiz based school, 4) memorizing the Qur'an together with the children, 5) always send sincere prayers so Allah make it easy for the children to memorize the Qur'an, 6) make a regular tahfiz schedule daily.

Keywords: Parents' strategies, Child, Memorizing Al Qur'an

INTRODUCTION

The Qur'an is a crucial foundation that parents must instill in their infant children. This is one method by which children can comprehend the Qur'anic teachings that can calm their hearts. The essence of Quranic education is for individuals to adopt the Quran as their life's compass. Additionally, memorization of the Qur'an can have good effects on the education and lives of children (Tarmilia et al., 2022). Parents are the first madrasah that will play a significant role in introducing and explaining the Quran to young children (Nurhayati, 2021; Sari & Ismaniar, 2020). Introducing the Quran at a young age is the first step before other learning and a very central problem-solving strategy for future generations who are strong in faith, knowledge, and noble character, because education received in childhood will have a greater and more lasting impact than education received in adulthood. Children must be taught religious instruction, particularly the Qur'an, as it is of the utmost importance (Ahmad Sabri, 2020; Islamiah et al., 2019; Nugraha, 2020). This is because the child's brain undergoes extremely rapid development during the early infancy growth phase (Astuti & Nurhayati, 2022; Iis et al., 2022; Marsegi et al., 2023; Ratningsih et al., 2021).

In article 1, chapter 1, number 13 of Law Number 20 of 2003 regarding the National Education System, informal education and family and environmental education paths are discussed. In this instance, parents have a substantial impact on a child's education. The key to a child's ability to memorize the Quran is his or her parent (Islamiah et al., 2019; Marlina et al., 2021; Sari & Ismaniar, 2020). However, several factors inhibit children's ability to memorize the Quran, including a lack of desire to memorize because the verses are memorized too often, a lack of support from parents and the environment, a lack of teacher ability to use various methods, and learning activities that are less interesting and not in accordance with the conditions of students who essentially still like to play, which ultimately causes children to drop out (Ainia et al., 2021; Islamiah et al., 2019; Nurhayati, 2021; Sari & Ismaniar, 2020). It is challenging to teach youngsters to memorize the Quran, particularly given the fast pace of modern life.

Parents are forced to educate their children with greater attention to detail and precision. Choosing the ideal memorizing approach and atmosphere for their children, developing a home environment that promotes children to memorize the Quran, and providing for all of the child's fundamental necessities through a halal lifestyle. Appropriate parenting practices are necessary to enhance children's memorization of the Qur'an. The phrase parenting refers to parents who provide advice. The most important aspect of parenting is that parents perform the activities and effort. The word "parent" in the context of parenting has multiple connotations, including both parents, someone who accompanies and helps the child through every stage of the development process, all stages of the child's growth, as well as someone who cares for, protects, and guides them into a new life. Parenting can be described as parental control, which is the process of parents overseeing, leading, and accompanying their children while they carry out developmental tasks en route to maturation. On the basis of the above context, researchers were interested in studying numerous families in the villages of Caringin and Margajaya to determine how the parenting process can increase children's Quran memory skills.

METHOD

The case study method is used with a descriptive approach to qualitative analysis in this study. The qualitative approach, according to Sugiono (2018), strives to depict the real scenario or condition that exists in the field, particularly in relation to the study issue. This method was chosen because the purpose of this study is to describe and interpret a picture of an event that focuses on genuine problems as they existed at the time the study was done. The subjects of this study were two parents with children who were memorizing the Qur'an on Jalan Caringin Desa Margajaya in West Bandung Regency. From September 20 to November 22, 2022, this study was done at the research subjects' residence in West Bandung. Data was gathered through the use of interview techniques, observation, and documentation studies. To make conclusions, the data was subsequently evaluated using the triangulation approach.

DISCUSSION

Mr. A's household included two children who were memorizing the Qur'an. The first child, I, was six years old, and the second, E, was ten years old. Pak A's family's memorizing Qur'an strategies are used in instructing his two children to memorize the Quran, specifically, by giving orders to the child, who at times must carry out what the parents tell him, and the parents set an example of memorizing the Quran for their children to follow. Because, in general, what their parents do has a strong influence on their offspring. Mr. A did the same thing before telling his children to memorize the Quran: he read it first. "Before I encouraged my children to memorize the Quran, I first consistently recited the Tadarus of the Quran after the Magrib prayer and was indirectly listened to by my children," says Mr. A.

Mr. A's strategy for his son swiftly memorizing the Quran is to employ the talaran method and deposit the results memorized by his children. Mr. A's two children took part in regular Qur'an recitations every Monday, Friday, and Sunday, which were carried out in the madrasa to speed up the process of memorizing the Quran. According to Mr. A, an obstacle to children memorizing the Quran is that they regularly play with their cellphones and play with their friends until they forget the time to recite. Pak A's answer to overcome these difficulties is to give his children rewards and awards if he memorizes the Quran according to the target that has been set.

Mrs. J has a 5-year-old child, named T, and strengthening her child's capacity to memorize the Quran is more likely to occur at school due to the availability of Quran memorization lessons at school and the fact that both parents work. Mrs. J stated, "I send my children to a school where there are Quran memorization classes. Since my spouse and I both work." The method utilized at home parallels her child's school-based memorization of the Quran. In everyday school activities, every prayer dhuha the memorization of a surah from the Qur'an is performed with the teacher and murojaah before each lesson.

The school utilizes the Gemar Meriah Method, which is a movement to recite and murojaah at home. If the method has been adopted, the teacher is required to provide a report. Every time the magrib she and her child perform murojaah, or memorizes verses 1 through 5, it is deposited to the teacher. Mrs. J stated, "There is no target for children to memorize within a specific time frame so that it does not become a burden, but she knows the obligations that must be deposited, such as when she advances to the sixth grade of graduation by June 30, the teachers and teachers encourage them to graduate prior to graduating in grade 6."

For obstacles, there may be a little time when the child has a bad mood; she stated that she look for the child's condition when the mood is good again. The solution to overcoming the mood is to let the child do what he wants first, for example, want to play first, please, or want to eat first, and then ask about her obligations. In addition, she gives a reward for a surah memorized by her child, with praise in the form of saying "masya allah kaka hebat" and also in the form of a gift. Mrs. J also stated, "I always pray and really want my child to be a child who memorizes the Quran; in every prayer, I will definitely slip a prayer so that my child will fulfill his dream of becoming a hafidzah." The result that has been achieved by Mrs. Jeny's child is that now her son has memorized Juz 30 and has graduated from Juz 30. For now, in the process of rote memorization and graduation of Juz 29.

According to the research conducted, the educational pattern utilized by the subjects is meant to resemble that of the Prophet Muhammad SAW and earlier academics. Prior to teaching other sciences, the Quran is taught first. The education provided by the subjects is meant to mirror that of the Prophet Muhammad SAW and earlier scholars. Prior to teaching other sciences, the Quran is taught first. Qur'anic education must precede all other forms of instruction for subjects and families. They believe that the Quran contains all current knowledge. And they believe that by studying the Qur'an with their children at a young age, the blessings of the Qur'an will encourage their children to acquire other knowledge effortlessly.

The function of parents is defined by the methods employed by parents in relation to their perspectives on the parental responsibilities that must be carried out (Lismayanti et al., 2021; Nursa'adah et al., 2022; Supartini et al., 2020). With the proper selection of a teacher for the child, the children will develop into a complex individual whose intelligence and morals will be more directed, specifically for children under the age of seven (Syuraini, 2020). They will act in accordance with what they observe and perceive. Therefore, the collaboration of the educators and parents is required in this situation, particularly in the formation of children's character and discipline in memorizing the Qur'an (Nurhayati, 2021; Rumsari & Nurhayati, 2020; Sari & Ismaniar, 2020). The children's surroundings has the capacity to impact child education process. For this reason, parents must be able to provide a more cautious and selective environment for their children, especially in maintaining their capability in memorizing Al Qur'an. Children's positive personality will also be fostered by a conducive atmosphere transmitted by the parents (Linda & MHD, 2020). Because the child mimics and imitates what he observes, hears, and feels. Intelligence is the expression of a child's thinking as the primary base for learning. If a child has the potential to exert influence, his intelligence will be beneficial to him and his environment (Tasliyah et al., 2020). Children can be taught to memorize the Quran in a variety of ways and approaches, one of the method is by applying strategies considered effective by the parents is parents being the example method. The exemplary technique has a tremendous impact on the growth and development of youngsters. Specifically the improvement of hard and soft skills The Exemplary Method (Uswah) is a teaching strategy that employs real-world examples of behavior, particularly worship and morals (Islamiah et al., 2019; Pawellangi & Ismail, 2020).

CONCLUSION

According to the results of the research that has been carried out, parents' main strategies in improving the ability to memorize the Qur'an include being a role model in memorizing the Qur'an for children, memorizing the Qur'an with children, registering children in tahfiz-based schools, making special schedules for memorization every week, giving rewards to children who have achieved the target, and wishing children success in memorizing the Qur'an. Making children memorize the Quran

is quite difficult because there are so many obstacles from the environment, school, and home. To overcome obstacles in improving children's Quran memorization skills, parents must be smart to make effective strategies so children want to memorize Qur'an, such as by giving rewards to children after they finish memorizing and making a special schedule for memorizing the Quran at home.

REFERENCES

- Ahmad Sabri. (2020). Trends of "Tahfidz House" Program in Early Childhood Education. *JPUD - Jurnal Pendidikan Usia Dini*, 14(1), 71–86. <https://doi.org/10.21009/jpud.141.06>
- Ainia, W., Martati, B., & Rahayu, A. P. (2021). Analisis Metode Menghafal Al-Qur'an Pada Anak Usia Dini Di Tahfidzhul Anak Usia Dini (Taud Saqu) Pondok Pesantren Karangasem Paciran Lamongan. *Pedagogi : Jurnal Anak Usia Dini Dan Pendidikan Anak Usia Dini*, 7(1), 21–35. <http://journal.um-surabaya.ac.id/index.php/Pedagogi/article/view/6232>
- Astuti, E. P., & Nurhayati, S. (2022). IMPROVING CHILDREN ' S EARLY LITERACY SKILL. *Empowerment : Jurnal Ilmiah Program Studi Pendidikan Luar Sekolah*, 11(2252), 67–74.
- Iis, I., Nurhayati, S., & Nurunnisa, R. (2022). PENERAPAN METODE PEMBELAJARAN KOOPERATIF UNTUK MENINGKATKAN KOGNITIF ANAK USIA 5-6 TAHUN. *CERIA (Cerdas Energik Responsif Inovatif Adaptif)*, 6(1), 50–53.
- Islamiah, F., Fridani, L., & Supena, A. (2019). Konsep Pendidikan Hafidz Qur'an pada Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 3(1), 30. <https://doi.org/10.31004/obsesi.v3i1.132>
- Linda, D. F., & MHD, N. (2020). Parent Guidance Pattern in Growing Independence. *SPEKTRUM Jurnal Pendidikan Luar Sekolah (PLS)*, 8(1). <https://doi.org/10.24036/spektrumpls.v8i1.107762>
- Lismayanti, M., Nurhayati, S., & Rosita, T. (2021). Peran Orang Tua Dalam Memotivasi Anak Untuk Mengikuti Pembelajaran E-Learning (Online) Dalam Meningkatkan Minat Baca Pada Program Kesetaraan Paket C Di Pkbm Srikandi. *Comm-Edu (Community Education Journal)*, 4(2), 38. <https://doi.org/10.22460/comm-edu.v4i2.6794>
- Marliana, R. L., Rukanda, N., & Nurhayati, S. (2021). Improving Early Childhood Cognitive Abilities Through Hand Movement Method. *Jurnal EMPOWERMENT; Jurnal Ilmiah Program Studi Pendidikan Luar Sekolah*, 10(2), 168–177.
- Marsegi, S. M., Nurhayati, S., Ansori, A., & Hendriana, H. (2023). Digital-Based Portfolio Assessment Competence of Early Childhood Educators. *Obsesi*, 7(1), 251–259. <https://doi.org/10.31004/obsesi.v6i6.3360>
- Nugraha, E. (2020). Implementasi Program Tahfizh Qur'an Di PAUD Inklusif Dengan Model HOTS. *As-Sibyan: Jurnal Pendidikan Anak Usia Dini*, 5(2).
- Nurhayati, S. (2021). Parental Involvement in Early Childhood Education for Family Empowerment in The Digital Age. *Jurnal Empowerment: Jurnal Ilmiah Program Studi Pendidikan Luar Sekolah*, 10(1), 54–62.
- Nursa'adah, E., Mulyana, E., & Nurhayati, S. (2022). PARENTING PATTERNS IMPACT ON CHILDREN ' S SOCIAL INTELLIGENCE : STUDY ON PROGRAM KELUARGA HARAPAN BENEFICIARIES FAMILY. *Journal of Educational Expert*, 5(2), 59–65.
- Pawellangi, A., & Ismail, A. (2020). Hafidz Cilik: Pola Asuh Dan Model Pendidikan Dini Hafidz Cilik Di Kelurahan Karampuang Kecamatan Panakkukang Kota Makassar. *PREDESTINATION: Journal of Society and Culture*, 1(1), 1. <https://doi.org/10.26858/prd.v1i1.14947>
- Ratningsih, O., Sadiyah, R. A., Nurhayati, S., & Widiastuti, N. (2021). FATHER PARENTING ROLE IN THE CHILD ' S SOCIAL -EMOTIONAL DEVELOPMENT. *EMPOWERMENT*, 10(2252), 47–53.
- Rumsari, C., & Nurhayati, S. (2020). Parent Involvement in Instilling Social Care Attitudes to Early Childhood Through the Friday Blessing Program. *Jurnal Empowerment: Jurnal Ilmiah Program Studi Pendidikan Luar Sekolah*, 9(2), 306–312. <http://www.e-journal.stkipsiliwangi.ac.id/index.php/empowerment/article/view/1929>

- Sari, D. R., & Ismaniar. (2020). Profil Pengasuhan Orangtua Keluarga Penghafal Al-Qur'an (Studi Kasus di Keluarga X Jorong Kayu Manang). *Ranah Research : Journal of Multidisciplinary Research and Development*, 3(1), 296–304.
- Sugiyono. (2018). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Alfabeta.
- Supartini, N., Riyanto, A. A., Marfu, K. A., & Nurhayati, S. (2020). *MANAGEMENT OF PARENTING ACTIVITIES IN PAUD IN MOTIVATING TO BE A WISE PARENT IN THE DIGITAL ERA*. 9(2), 242–253.
- Syuraini, S. (2020). The Effectiveness of Parenting Cooperation Models for Parents and Teachers in Developing Social and Emotional Early Childhood. *KOLOKIUUM Jurnal Pendidikan Luar Sekolah*, 8(1), 67–75. <https://doi.org/10.24036/kolokium-pls.v8i1.394>
- Tarmilia, T., Fadjaritha, F., Istiqomah, I. W., Purwandari, E., & Hutagalung, F. D. (2022). Learning and Memory of Early Childhood Tahfiz Quran: A Systematic Review. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6(6), 5913–5922. <https://doi.org/10.31004/obsesi.v6i6.1707>
- Tasliyah, L., Nurhayati, S., Nurunnisa, R., Al-Amanah, T., Sesko No, J. A., Siliwangi, I., & Terusan Jendral Sudirman Cimahi, J. (2020). *Jurnal Ceria (Cerdas Energik Responsif Inovatif Adaptif) Mengembangkan Kecerdasan Logika Matematika Anak Usia Dini Melalui Ape Kids 'N Kit*. 3(4), 2714–4107.