



Opportunities And Challenges Of Learning To Read And Write Al-Qur'an In Early Childhood At The Quran Education Park

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Abstract

Introduction to The Problem: This research highlights the importance of Quranic education from an early age and investigates the opportunities and challenges in teaching Quranic reading and writing (BTAQ) at TPA Ulil Albab. **Purpose:** The study aims to analyze the learning opportunities and challenges in BTAQ for early childhood students at TPA Ulil Albab. **Design/methods/approach:** This is a qualitative case study involving 4 educators and 4 guardians as informants. Data was collected through observation, interviews, and documentation, and analyzed using an interactive model. **Findings:** The TPA provides opportunities for students to improve their Quranic reading skills through Iqro' and Sorogan methods. Challenges include weak memory, lack of concentration, difficulty in writing, and lack of cooperation between educators and parents. Solutions involve motivation, rewards, advice, and a supportive environment. **Research implications/limitations:** The research offers insights into BTAQ learning in early childhood, but its findings might be limited to the specific context of TPA Ulil Albab. **Originality/value:** This study contributes to understanding the dynamics of early Quranic education and provides practical recommendations for enhancing BTAQ learning experiences.

Keywords : Learning BTAQ in Early Childhood, Qur'anic Education Center

Introduction

The Qur'an is a revelation that Allah SWT revealed to the Prophet Muhammad SAW through the angel Gabriel as the intermediary, so that if reading it will be worth worship and get a reward. The Qur'an is a guideline that humans need in living their lives in the world and in the future (Muhammad, 2019). And the Qur'an is a guide to life for Muslims because in it there are instructions so that Muslims can continue to walk on the right path, if a Muslim upholds these guidelines it will lead him to salvation in this world and in the hereafter. As Muslims, we should study and understand the content contained in the Qur'an. This is because the Qur'an is a guide to the life of Muslims, therefore by studying and understanding the contents contained in the Qur'an, Muslims will participate in preserving the teachings contained in it.

Studying and understanding the content in the Qur'an can be done by reading, writing, translating and interpreting it. To do this, an education system is needed that embraces it, the education in question is Qur'an education. Quran education provides basic skills for students to read, write, get acquainted, understand and enjoy reading the Qur'an. In addition, learning the Qur'an can also guide students to always be guided by the Qur'an and practice it in everyday life, one of the learning materials from al-Qur'an education is learning to read and write the Qur'an. This material can help students easily understand and practice the guidance of their life (al-Qur'an and al-Hadis).

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The development of educational institutions today shows the increasing public awareness of the importance of BTAQ skills. The existence of al-Qur'an learning carries a very basic mission related to the importance of introducing and instilling al-Qur'an values from an early age (Aliwar, 2014). The existence of TPA can be an opportunity that can be utilized by early childhood to learn BTAQ properly and correctly. Not only that, there are also challenges faced by early childhood when learning BTAQ, so that it becomes an obstacle in learning. One of them is the different abilities of each child which is a factor in the lack of support from parents or family in motivating children to learn BTAQ properly and correctly.

Learning the Qur'an is an obligation for every Muslim. If a Muslim reads the Qur'an with the wrong harokat and short length, the meaning of the verse read will be different, this can cause someone to sin. Learning the Qur'an must be started by introducing the hijaiyah letters to early childhood. Allah SWT also strongly recommends learning the Qur'an from the age of 3 years, because at that young age it is the most appropriate time to teach the recitation of the Qur'an. According to article 28 of the National Education System Law No.20 of 2003 paragraph 1, the range of early childhood is 0-6 years (Fitriah, 2020).

TPA Ulil Albab which is one of the non-formal education places for children to learn BTAQ, as well as being a place of BTAQ education that parents are expected to help their children learn the Qur'an well. TPA Ulil Albab conducts al-Qur'an learning activities in one week three meetings, and each meeting will be held for more than one hour and thirty minutes. Educators' learning activities allocate several stages of learning such as the first meeting, Tuesday focuses on memorizing children; the second meeting, Thursday focuses on reciting Iqro' and the Qur'an; while the third meeting, on Friday, educators invite children to play games to train children's cohesiveness and children's agility.

The results of preliminary studies conducted by researchers at TPA Ulil Albab contained several problems, which according to researchers can be an obstacle to the continuity of BTAQ learning in early childhood at the location to be studied. The phenomena found at TPA Ulil Albab are (Indah, 2024); first, the children or students of TPA Ulil Albab as a whole number 30 students, but when learning activities or schedules set by educators for the TPA program, there are some students who do not follow or are not fully present in the process of learning the Quran. Second, the achievement target of the students still cannot be maximized by the educator, because there is still much that the educator needs to do to evaluate at each stage that the students have done in the learning process of the Qur'an, so that some students are not maximized in achieving their learning targets. Third, students are still unable to apply the tajweed knowledge that has been learned when reading al-Qur'an and Iqro'. Fourth, students still do not want to write and only write simple letters. Fifth, there are only a few parents who contribute to the implementation of BTAQ for their children, especially in the recitation of students who are carried out independently when at home, one of the supports that must be given to children is the contribution and cooperation between educators and parents of students who can provide better opportunities for children to be able to learn the Qur'an optimally. Parents also have an obligation to guide their children, as mentioned in the Qur'an surah At-Tahrim verse 6: (Dahlan, 1999)

يَا أَيُّهَا الَّذِينَ آمَنُوا قُوا أَنْفُسَكُمْ وَأَهْلِيكُمْ نَارًا وَقُودُهَا النَّاسُ وَالْحِجَارَةُ عَلَيْهَا مَلَائِكَةٌ غِلَاظٌ شِدَادٌ لَا يَعْصُونَ اللَّهَ مَا أَمَرَهُمْ وَيَفْعَلُونَ مَا يُؤْمَرُونَ

6. O ihr, die ihr glaubt, hütet euch und eure Familien vor dem Feuer der Hölle, dessen Brennstoff Menschen und Steine sind und dessen Wächter harte und strenge Engel sind. Sie sind nicht ungehorsam gegenüber Allah in dem, was Er ihnen befiehlt, und tun stets, was ihnen befohlen wird.

The above verse explains that parents have an obligation to guide and educate their children. The most important obligation is to teach the Qur'an from an early age, because the Qur'an is the guide to life for Muslims. Early childhood education is an important part of an individual's journey towards further education, namely basic education. It is in this process that all individual potential is developed and in accordance with human nature, through a comprehensive educational process that can involve various aspects of development (Mufti, 2023).

The many problems and challenges faced by early childhood in a non-formal educational institution, one of which is at TPA Ulil Albab, is a question for researchers. How are the challenges and opportunities in learning BTAQ in early childhood according to parents and educators at TPA Ulil Albab. Based on the background that has been described, researchers are interested in looking deeper into the opportunities and challenges faced in learning BTAQ in early childhood at TPA Ulil Albab Candi Karang Sleman Yogyakarta. The title of this research is "opportunities and challenges of BTAQ learning in early childhood at TPA Ulil Albab Candi Karang Sleman Yogyakarta".

Research Focus and Questions

Based on the background above, the focus of this research is the opportunities and challenges of BTAQ learning in early childhood. The research questions based on the research focus are:

1. What are the opportunities for BTAQ learning in early childhood at TPA Ulil Albab Sleman Yogyakarta?
2. What are the challenges of BTAQ learning in early childhood at TPA Ulil Albab Sleman Yogyakarta?

Methods

This type of research is case study research in which a series of scientific activities which are carried out intensively and in detail related to a program, activity, even events in an organizational institution in order to obtain in-depth knowledge of these events, the approach used in this research is descriptive qualitative research which is research intended to understand the phenomenon of what is experienced by the research subject. This research produces data in the form of descriptive words in oral and written form from the people and behavior of the people observed. The reason researchers use this approach is because the problem is unclear, holistic, complex, dynamic and full of meaning so that it is impossible for data on these social situations to be captured by quantitative research methods.

This research will be carried out at TPA Ulil Albab Candi Karang, Sardonoarjo, Ngaglik District, Sleman Regency, Yogyakarta Special Region Province. researchers took informants who would be researched and / or asked for information or data for research, namely as follows; *first*; 4 educators / musrifahs at TPA Ulil Albab Candi Karang, Sleman, Yogyakarta; *second*; 4 guardians of students / parents of students at TPA Ulil Albab Candi Karang, Sleman, Yogyakarta. The technique of determining informants using *Purposive Sampling* technique, namely selecting informants according to criteria that are relevant to the topic of research problems.

Data collection techniques using observation methods, This observation or observation technique allows you to see or overcome yourself, so that you record conditions, events or events as they occur in the existing situation in the field (Lexy J. Moleong, 2007). Interview technique, Interview is a conversation conducted with a specific purpose, the conversation is carried out by two parties, including the interviewer who asks questions while the interviewee who provides answers to the questions asked by the interviewer (Lexy J. Moleong, 2007). And documentation technique, Documentation is a technique whose results can be complementary data from the results of observations and interviews conducted in research (Sugiyono, 2015). In this study using documentation techniques, which aim to obtain data related to the problem to be studied, so that in this research activity will document things related to completing the information data needed in the research. The data analysis technique in this study uses an interactive model by miles and huberman with several stages, namely; data reduction, data presentation, and research data conclusions. In the validity of the data, this research uses two tests, namely the credibility test, where this research will be tested for the trustworthiness of the research data carried out by triangulation and persistence of observation, while the dependability test, which means that in this test an audit of the entire research process will be carried out by asking for help from the supervisor in auditing the entire process that has been researched, starting from the focus of the problem from research to the end of the conclusion. So that if the research process is not carried out but data has been obtained, then the research is not reliable because there is research data but no research process is carried out (Sugiyono, 2015). With this research method, the conclusion in qualitative research will answer the focus of the problem in research that has been formulated from the beginning before conducting research in the field, but keep in mind that the focus of this research is only temporary, so that this temporary data will be able to develop after the researcher is in the field.

Results

The Learning Process of Reading and Writing Al-Qur'an at TPA Ulil Albab

In BTAQ learning, the most important value is in the implementation process in BTAQ learning, a process where the implementation can take place in BTAQ learning with the guidance of the educator. The BTAQ learning process carried out at TPA Ulil Albab, Educators use the Iqro' and Sorogan methods, which consist of 6 volumes and are equipped with practical tajweed books so that students are easy to learn the Quran, and students directly recite to the educator or musyrifah. The purpose of educators using this method is because in BTAQ learning, there is no need to use various tools, but it emphasizes more on reading the letters of the Qur'an fluently, in the sense that each individual student reads the hijaiyyah letters without being spelled and directly to the educator and can directly reprimand students who are wrong in reading the Qur'an because the educator can directly see and listen when the students recite.

The results of interviews conducted by researchers to Ustadzah Intan as one of the educators or musyrifah at TPA Ulil Albab; "The learning process is not only learning, but we also write and learn it too, so before TPA takes place we give the material first. Today we give material related to writing this material, then later also learn how to write it like this, we write what we want to recite, for example the Iqro '4 they write the Qur'an part, they only write a few verses. After that, they recite the deposit, each deposit is different, so later we can see the progress of the child's writing. So it's like the child doesn't know at all, we first introduce the hijaiyah letters, then they start reciting, the children here prefer to practice right away, so like after being taught, they immediately recite the deposit" (Intan, 2024). Meanwhile, the method used by Ustadzah Intan as an educator at TPA Ulil Albab, stated that; "Here we use the sorogan method, so the children directly deposit their lessons one by one to us" (Intan, 2024). According to ustadzah Indah as an educator or musyrifah at TPA Ulil Albab regarding the BTAQ learning process, stated that; "For the children's BTAQ process, because the children who study here are of different ages, so for children of an early age, sometimes they don't want to take part in learning well because their name is early childhood, their world is still playing, so they are still busy with their own friends, so sometimes they don't want to write, don't want to recite like that. For the solution, there are some children who really want to be directed, there are also some children who need a lot of time to understand them about the material given" (Indah, 2024). While the method used by ustadzah Indah as an educator at TPA Ulil Albab, stated that: "For the method we use the Iqro' method mba" (Indah, 2024). In connection with the learning process of the Qur'an, this was also emphasized by Mrs. Nunik as the guardian of Vanesa, one of the students at TPA Ulil Albab, stating that; "Yes, that's the most so that you can be smart in reciting the Qur'an, so that it is in accordance with the rules of the science of recitation, at TPA it is taught by the ladies who know, if I just know that tajweed is not understood" (Nunik, 2024). According to Mrs. Esti as the guardian of Amel's students, she also stated that: "My hope is that after my child enters TPA, he will be able to recite the Quran properly and correctly" (Esti, 2024).

The results of the answers from the research informants explained that the BTAQ learning process was carried out directly, namely the educator listening to the students. The implementation is three times a week, namely on Tuesdays, Thursdays, and Fridays. Before reading the Qur'an is carried out, the educator provides material in advance in accordance with the predetermined learning plan.

Table 4. 2 BTAQ Learning Implementation Plan at TPA Ulil Albab in May and June (Indah 2024).

Day, Date	Material	Teacher
Thursday, May 09, 2024	Types of Impurity	Indah and Helmi
Friday, May 10, 2024	How to Cleanse Impurity	Nana and Lilis
Tuesday, May 14, 2024	Memorization of Surah Al-Lahab	Ida and Nisa
Thursday, May 16, 2024	Tajweed (Idzhar)	Uzan and Ida
Friday, May 17, 2024	Tajweed (Idzhar)	Helmi and Nana
Tuesday, May 21, 2024	Memorization of Surah An-Nasr	Indah and Isti
Thursday, May 23, 2024	Story Telling Prophet Idris	Ida and Uzan
Friday, May 24, 2024	Movie Time (Prophet Idris)	Lilis and Nana
Tuesday, May 28, 2024	Memorization of Surah Al-Kafirun	Nisa and Ilham
Thursday, May 30, 2024	Adhan and Iqomah	Ilham and Uzan
Friday, May 31, 2024	Prayers After the Adhan	Helmi and Nana
Tuesday, June 04, 2024	Memorization of Surah Al-Kautsar	Indah and Ana
Thursday, June 06, 2024	Tajweed Idghom Bigunnah	Uzan and Ida
Friday, June 07, 2024	Looking for Examples in the Qur'an (Idghom Bigunnah)	Ida and Nisa
Tuesday, June 11, 2024	Memorization of Surah Al-Maun	Indah and Ida
Thursday, June 13, 2024	Hajj Manasik (Material)	Isti and Ilham
Friday, June 14, 2024	Hajj Manasik (Practice)	Helmi and Nana
Tuesday, June 18, 2024	Memorization of Surah Quraysh	Nana and Indah
Thursday, June 20, 2024	Ashabul Kahfi Story Telling	Ida and Isti
Friday, June 21, 2024	Movie Time (Ashabul Kahfi)	Lilis and Nisa

From the observations that the researchers have made, the learning process at TPA Ulil Albab starts at 16.00- 17.30, in the first 30 minutes the educator provides material in accordance with the lesson plan, during the implementation of learning carried out the students take notes in the book related to the material provided, from this the students learn to write the letters of the Quran. After taking notes, the students deposit their notes with the educator and then proceed with the recitation for one hour, the process of reading the Qur'an uses the Iqro' book and the students face directly to the educator by forming several halaqohs, the results of reading the Qur'an of the students are written in the achievement book, from the book the educator or parents can see whether the students can continue to recite the Qur'an to the next stage or repeat it.



Figure 4. 1 Learning to read the Qur'an.



Figure 4. 2 Writing lesson
The Letters of the Qur'an.

From the results of the answers of several informants and observations made, the researcher concluded that BTAQ learning at TPA Ulil Albab is carried out three times a week, namely; the *first meeting*, Tuesday students memorize short surahs. *The second meeting*, Thursday students learn tajweed, listen to prophet stories, learn adhan and iqomah, and learn hajj manasik. *The third meeting*, on Friday, students do movie time activities and practice Hajj manasik. These activities are carried out for thirty minutes before the learning of the Qur'an begins, while learning to read the Qur'an is carried out for one hour. Learning to read the Qur'an is carried out using two methods, namely the Sorogan and Iqro' methods. The implementation process using the sorogan method, students individually recite directly to the educator or musyrifah. While the Iqro' method is carried out using the Iqro' book which consists of 6 volumes. By using this method, the educator can directly see the students' reading ability and can immediately correct the students' reading, if there are errors in reading Iqro' or the Qur'an, and apply the tajweed that has been learned. Learning to write the Qur'an is carried out when the educator provides material related to tajweed, because the educator immediately tells the educator to take notes and look for examples directly from the Qur'an and then record them in the book and when memorizing short surahs, the students record in the book first the verse or surah to be memorized. Thus the educator can see the writing ability of each individual student, because after writing the students are asked to deposit the results of their writing.

Activities of Santri in Ulil Albab Al-Qur'an Education Park

In addition to learning to read and write the Qur'an, of course, other activities are needed so that learning can be carried out optimally. One of them is learning tajweed, because tajweed is the basis that a person must know if he wants to learn to read the Qur'an properly and correctly. Based on the results of interviews that researchers have conducted, according to ustazah Ana Hanifah as an educator, regarding the activities carried out by students at TPA Ulil Albab, stated that; "There are many activities, besides reciting the Quran we also have walks, out bound, movie time, cooking class, then we have games. Like the movie time and participating in competition events. For the first game; there are games that are CCA question and answer, there are games that must use agility, meaning that there must be physicality, such as

running games or puzzle games, and then compiling pictures, for the pictures themselves, any picture is random but the important thing is that it does not contain pornography or sara" (Hanifah 2024). As according to ustadzah Istiqomah Intan regarding the activities carried out by santri at TPA Ulil Albab, stated that; "We fill the learning not only reading and writing but we also have some playfulness, so sometimes we also have walks, out bound, out bound maybe once a few months, it can just add to the enthusiasm of the children, then watch movies too if for example there are commemorations such as isra' mi'raj, the intention is that we invite to watch films that smell like that, then we will usually have a walk like that on Friday, Tuesday learning English, because now there are children in their elementary school who are not able to study b. English so we teach it at TPA.English so we teach it in TPA, at least introducing basic vocab. We also have memorization of short letters and prayers, special prayers or special verses like earlier special verses, then it's like cooking TPA children don't memorize it like that. So we teach them to memorize short surahs, maybe from An-nas to An-naba, but also just take short ones so that children can memorize them easily" (Intan 2024). And this is also confirmed by Mrs. Subek Wati as Farid's santri guardian, stating that; "We have made a WA grub to inform children's activities at TPA, so to let them know what activities there are tomorrow at TPA" (Subek, 2024). According to Mrs. Nunik as the guardian of Amel's students, stated that; "There is cooperation from the grub, if there are activities outside, that's also how we inform them" (Nunik 2024).

Based on the observations made by researchers, learning activities at TPA Ulil Albab are not only learning to read the Qur'an, but there are other supporting activities such as learning tajweed, learning fiqh, movie time, memorizing surahs, prayers and short verses. With the learning of tajweed, learning fiqh, and memorization, that's where students learn to write the letters of the Qur'an, which are then deposited when they want to recite to the educator. TPA Ulil Albab also has an achievement book that is useful for seeing the results of the students' learning achievements, from the book educators or parents can see to what extent the development of the students' recitation and memorization.



Figure 4. 3 Surah memorization activity, Prayers, and Short Verses.



Figure 4. 4 Movie Time activity.



From some of the informants' answers and observations that the researchers have made, it can be concluded that students at TPA Ulil Albab not only come to learn BTAQ, but at TPA Ulil Albab educators also provide materials that support students to be more optimal in learning BTAQ, such as memorizing short chapters, daily prayers, selected verses, and learning tajweed science. With the learning related to tajweed science, students can read and memorize the Qur'an properly and correctly according to the rules of tajweed science. In the sense that students can directly apply the rules of tajweed science when reading the letters of the Qur'an (reciting) with educators. In addition, TPA Ulil Albab also has several other activities such as movie time, competition events, and games. In addition, TPA also has an achievement book which is useful for seeing the progress of students' Qur'an learning.

Figure 4. 5 Tajweed learning activity.

Learning Opportunities for Reading and Writing the Qur'an in Early Childhood at TPA Ulil Albab

Based on the results of interviews that researchers have conducted, related to BTAQ learning opportunities in early childhood at TPA Ulil Albab according to Ustadzah Indah, the opportunities for BTAQ learning are; "So there are some students before entering TPA who are still lacking in recognizing hijaiyyah letters, especially those who have not entered formal school (elementary school) usually they cannot read the Qur'an because they are still Iqro', well there are also those who are still on the first page which is only 'alif', 'ba'. After the students enter the TPA, we have to be patient in teaching them because the students are not immediately able to teach them, maybe they are, at home they don't learn the Quran so they have to be taught continuously, for example now they are still on the first page, for the next day they are still repeating the first page again, but they can't do it right away, maybe they wait until the fifth meeting before they start to be somewhat fluent" (Indah, 2024). According to Ustadzah Lili Saputri, who is also an educator or musyrifah at TPA Ulil Albab, explained that; "Opportunities in learning at TPA Ulil Albab can greatly help children in understanding the reading and writing of the Qur'an, because before starting TPA, we usually invite children to memorize short surahs, after starting we teach children to read the Qur'an or Iqro' by facing so that they can tell directly, for writing we also teach because we not only provide Qur'an lessons but also other sciences such as fiqh, tajweed and others" (Lili, 2024). This was confirmed by Ustadzah Intan, who is also an educator at TPA Ulil Albab, stating that; "We have several meetings where the material is learning to write the Quran. whether it's a prayer, a letter, or what they want to deposit when reciting the Quran. so learning through that. yes, some can already do it. but there are also those who can't do it at all. now that's the job of the teacher, he must be painstaking in teaching those who can't" (Intan, 2024). Based on the results of an interview with one of the TPA Ulil Albab santri guardians, according to Mrs. Subek Wati, the learning opportunities for reading and writing at TPA Ulil Albab are; "After entering TPA, I can read the letters better, because before entering TPA I had never read the Quran at all" (Subek, 2024). According to Mrs. Esti Rahayu as the guardian of amel's santri, also stated that; "Alhamdulillah, with the existence of TPA, my child can already recite the Quran, in TPA there is also an achievement book so I know where my child has reached, now he has reached Iqro 'three recitations" (Esti, 2024).

From the answers of several educators at TPA Ulil Albab, researchers concluded that TPA is a non-formal educational institution that provides opportunities for students to learn to read and write the Qur'an properly and correctly in accordance with the rules of tajweed. With the existence of TPA, students who previously could not read and write the Qur'an at all became able to, because in TPA they

were taught how to read the Qur'an by introducing the hijaiyyah letters first. In addition, before learning to read the Qur'an begins, educators provide material such as tajweed, fiqh, and memorization of verses, surahs, and short prayers. From this material, students learn to write the letters of the Qur'an, then deposit them when they want to recite to the educator, so that students can write the letters of the Qur'an properly and correctly. The results of the answers from Mrs. Subek Wati and Mrs. Esti as the guardians of the Ulil Albab TPA students, the researchers concluded that there were several students who had never recited the Quran before and after entering TPA the students could recite properly and correctly, the santri guardians could also monitor the students from the achievement book of each student.

From the results of interviews and observations conducted, researchers can conclude that the opportunity for learning the Qur'an in early childhood is that TPA provides opportunities for students who are still unable to read / write or recognize the letters of the Qur'an so that they can be even better at reading / writing the letters of the Qur'an correctly and fluently. In addition, TPA does not only learn to read and write, but there are other activities that support learning to read and write more optimally, such as memorizing short surahs, listening to prophet stories, learning adhan and iqomah, and learning tajweed. With these activities, learning can be carried out well.

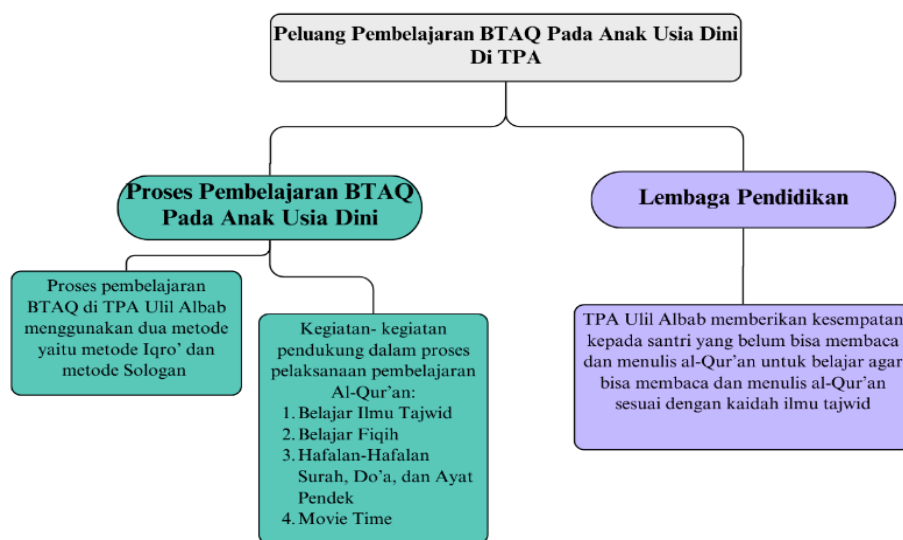


Figure 4. 6 Mind Map of BTAQ Learning Opportunities for Children Early Childhood at Ulil Albab TPA

Challenges of Learning to Read and Write the Qur'an at TPA Ulil Albab

In learning to read and write the Qur'an there are several challenges that children must face, in this case as educators and parents play an important role in supporting the child's learning process. Between educators and parents must cooperate so that the learning process can be carried out optimally. Based on the results of interviews that researchers have conducted, related to the challenges of BTAQ learning at TPA Ulil Albab according to Mrs. Nunik as the guardian of amel students, explaining that; "Children if they are tired are lazy to go, because at school they also have extracurricular activities, there are also lessons so they are tired" (Nunik, 2024). Meanwhile, from the results of interviews conducted by researchers, related to the motivation given by santri guardians to students according to Mrs. Nunik is; "Sometimes if the child is in the mood to recite the Quran, I teach it at home, sometimes I also promise him something so that he wants to recite the Quran" (Nunik, 2024). Meanwhile, according to Mrs. Asti as a zahra santri guardian, the challenges of learning to read and write the Qur'an faced by santri are; "There are no challenges, at most at home they look at their cellphones more often, rather than reciting the Qur'an" (Asti, 2024). Meanwhile, from the results of interviews conducted by researchers, related to the motivation given by santri guardians to students according to Mrs. Asti is; "Zahra is an enthusiastic person when reciting the Quran, especially when there is a Tahfiz competition at school, then the bugirunya has given her a target, then at home she will immediately be enthusiastic about ngafal, at school she also

participates in the tahfidz competition, giving motivation is the most to say to Zahra 'I want to memorize the Qur'an,' don't just say that, I want to be like my friends who have memorized the Qur'an, right there are friends who have memorized the Qur'an so I am motivated by their friends too" (Asti, 2024). According to Mrs. Subek as Farid's santri guardian, the challenges of BTAQ learning faced by students are; "Farid said that it is getting harder and harder to read, after a while the volume will increase from volume 3 to 4, after a while it will get harder and harder he said" (Subek, 2024). Meanwhile, the motivation given by Mrs. Subek as Farid's parents from the results of the interview is; "I told him to learn to read and write at the TPA, because his mother and father are not good at reciting the Quran, so that he wanted to go to the TPA, I gave him five thousand rupiah to encourage him" (Subek, 2024).

Regarding the challenges of learning the Qur'an in TPA, the researcher also interviewed Ustadzah Hanifah as an Educator or Musryifah, who stated that; "Especially for children under the age of 7, building their concentration also cannot be that optimal, if for children under 7 years of age, yes, they still like to read, then there are friends who run, they look at their friends who are noisy, they look at them, then just read half there is a friend who calls to run around, for the age of 7 years,, if the age above they can already be conducive when studying they are already focused on studying, if to overcome it we have to pat their feet, let's finish, but pat gently, not a strong pat (giving a reprimand) "(Hanifah, 2024). This is also emphasized by Ustadzah Indah, regarding BTAQ learning at TPA Ulil Albab, stating that; "Sometimes there are some children who still often skip TPA, if they come a little, they usually have activities outside, because there are children who participate in what, maybe extracurricular activities and for grade 6 elementary school children they start preparing for exams so they rarely leave. For the challenges of children who are still at an early age, sometimes they don't want to follow learning well because their name is early childhood, their world is still playing, so they are still busy with their own friends, so sometimes they don't want to write, don't want to recite the Quran like that. Usually we also embrace and advise slowly, we invite them to write sometimes we also model how to write sometimes they can't because they are still small. When it comes to writing, the younger children don't want to be told to write long verses, they just want to write simple letters" (Indah, 2024).

From the observations made by researchers, the challenges faced by students vary, starting from the unfocusedness of the students when they are reciting the Quran, because the students who are already reciting are running around or playing so that they make the students who are reciting become unfocused. Then there are some students who still have not memorized the hijaiyyah letters and only want to write simple letters, especially students who are under eight years old, thus hindering the development of BTAQ learning in TPA. Some students are also lazy to go to TPA for various reasons, namely; tiredness due to extracurricular activities at school, students feel that the higher the volume the more difficult it is, and there are no friends. Then there is no cooperation between parents and educators regarding BTAQ learning. The solution provided by teachers and educators is to provide motivation in the way of each educator and parents of students, from the observations that researchers have made, the motivation given by educators is to give rewards in the form of gifts and praise and give advice so that students are enthusiastic about BTAQ learning, as well as the motivation given by parents from home. From the answers of several informants and observations that researchers have made, related to the challenges of BTAQ learning at TPA Ulil Albab, each individual santri has different challenges because each child has different difficulties. Some of these challenges are:

1. Santri feel lazy to go to TPA because they are tired.
2. Some students feel that the higher the volume, the more difficult it is to recite, which makes the santri lazy to recite.
3. Santri are not focused on reciting the Quran, which can hinder the learning process.
4. Some students have weak memory, this is also one of the obstacles in the process of implementing learning to read and write the Qur'an, with weak memory, it is difficult for students to remember the letters of the Qur'an.
5. The students only want to write simple letters.
6. There is no direct cooperation between educators and parents regarding the learning process of the Qur'an.

While the motivation carried out by educators and santri guardians so that students remain enthusiastic in learning BTAQ also varies, such as meetings, giving rewards, giving rewards is something that is often done by educators and parents so that students are more enthusiastic about learning to read and write the Qur'an. The reward can be in the form of praise or gifts; second, giving advice, educators and parents also motivate in the form of advice, educators and parents give advice when students have started to be lazy or not focus on BTAQ. In addition to providing motivation at TPA Ulil Albab also has

facilities or a supportive environment in improving reading and writing the Qur'an such as first, having an achievement book that is useful for recording and seeing where the results of learning to read the Qur'an of the students; second, educators use media in the form of laptops as learning media to support the learning process; third, the mosque as a place for implementing BTAQ learning.

From the results of interviews and observations conducted by researchers, it can be concluded that the challenges faced by each individual are different, because students have their own difficulties, as educators and parents have the duty to always provide motivation or support, so that students always feel enthusiastic about learning and can read and write hijaiyyah letters correctly and fluently in accordance with the rules of tajweed science. In this case, parental support or guidance from home is needed so that the process of implementing al-Qur'an learning can be carried out optimally. The facilities provided by TPA are also one of the achievements of a pleasant and positive learning atmosphere for students.

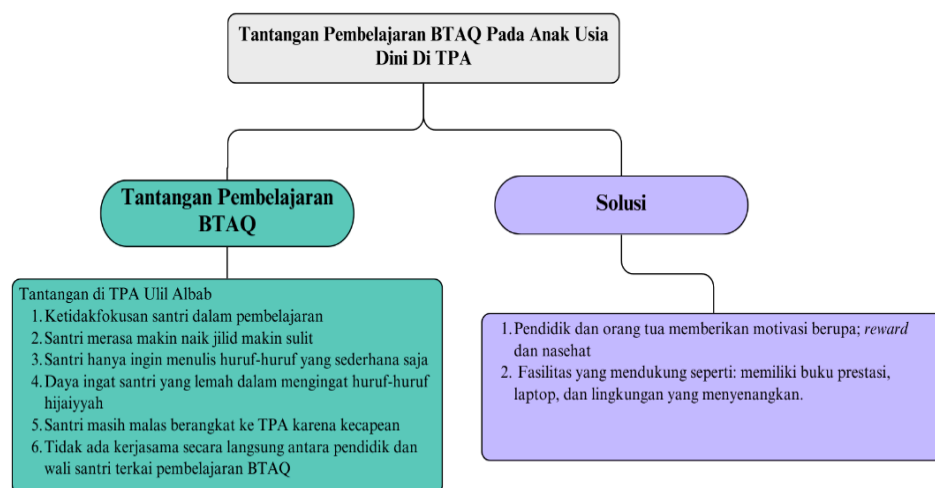


Figure 4. 7 Mind Map of BTAQ learning challenges in young children Early Years at Ulil Albab TPA

Discussion

Opportunities for Learning to Read and Write the Qur'an in Early Childhood at TPA Ulil Albab

According to Bambang S. Soedibjo in the module on the basics of opportunity theory, states that opportunity is a way to express the chance of an event occurring (Bambang, 1). In the context of education, opportunities refer to the access and opportunities given to individuals to learn and develop. These opportunities can be in the form of time, resources, or facilities that allow a person to achieve certain goals, such as mastery of skills or knowledge. According to Suyono and Hariyanto, "learning is synonymous with teaching, an activity in which the teacher teaches or guides students towards the process of self-maturing" (Suardi 2017). It can be explained that in a learning there will be a process where teachers or educators teach and also guide towards a change, both from behavior and increasing insight in students. According to Gagne, learning is a series of activities designed to enable a teaching and learning process in students (Masita, 2022). In this case, the learning process aims to get a change in behavior by interacting between individuals and their environment through activities. The existence of a learning process in an educational institution, both formal and non-formal, there will be several aspects that become opportunities for the community in obtaining the goals of education. Every educational institution, both formal and non-formal, must have a curriculum, vision and mission that is unique to their respective educational institutions, so that this is the interest of parents to realize good education for their children. The most ideal age in providing education to children is when newborn children are up to 8 years old (early age), with this age determining the development of children in the formation of children's character and personality. According to Marjorry Ebbeck, an early childhood education expert from Australia, early childhood education is a service for children from birth to 8 years of age (Dian, Syafrudin, and Drupadi, 2021). According to Piaget, there are four stages in early childhood development, namely; sensorimotor, preoperational, concrete operational, and formal operational (Pitriani, Faslah, and Masitoh, 2023).

In the process of learning the Qur'an, it must be started by introducing the hijaiyyah letters first, Allah SWT strongly recommends learning the Qur'an from the age of 3 years, because at that age the child begins to be able to convey what has been absorbed into the brain with words or pictures. Thus, in the process of learning the Qur'an, educators or musyrifahs should determine the right learning method, as for some of these methods, namely:

1. Iqro' method, Iqro' method is very popular and very popular in BTAQ learning. Srijatun said that the Iqro' method is a fast way to read the Qur'an. It consists of six volumes equipped with practical tajweed books and in a relatively short time (Aliwar 2014).
2. Baghdadiyah method, this method originated in Baghdad during the reign of the Abbasid caliphs. The materials in this method have been sorted from concrete to abstract, from easy to difficult, from general material to detailed (special) material. Broadly speaking, the Baghdadi qoidah requires 17 steps (Ummah & Wafi, 2017).
3. The Ummi method uses a guidebook consisting of several levels, similar to the Iqro' method, but with a greater emphasis on hands-on practice and contextual learning. Children are invited to understand the meaning of reading the Qur'an through the introduction of vocabulary and a basic understanding of the meaning of words (Rahmawati 2019).

The existence of some of the methods in learning the Qur'an above does not mean that it can only be guided by these methods, but there are still many other methods that can be a support for learning the Qur'an that can maximize the learning process. So that if you have obtained the theory and methods in learning the Qur'an, it is certain that someone who intends to learn the Qur'an for Allah alone, Allah will make it easy for someone in the learning process.

From the results of the research, the learning process of reading the Qur'an at TPA Ulil Albab, educators use two methods, namely the Iqro' method and the Sorogan method, the sorogan method is carried out by means of each individual santri reciting directly facing the educator. While the Iqro' method is carried out using the Iqro' book which consists of six volumes and is relatively short and more practical, the Iqro' method emphasizes more on reading or reading the letters of the Qur'an fluently and correctly. While learning to write is carried out when learning tajweed takes place, because in the process of learning tajweed, educators ask students to directly look for examples from the Qur'an and then write them in the book. Before the Qur'an learning begins, the educator provides the material first in accordance with the predetermined learning plan. Thus the educator can directly see the reading ability of the students and can immediately correct the students' reading, if there are errors in reading Iqro' or the Qur'an. In addition to learning BTAQ, TPA Ulil Albab also has other activities such as movie time, and the practice of Hajj manasik. As for writing the letters of the Qur'an, it is carried out when the educator provides material such as learning tajweed, fiqh, and memorization of surahs, verses, and short prayers, because during the implementation of the lesson the students are asked by the educator to record the verses of the Qur'an and when learning tajweed takes place the students are asked by the educator to find examples from the Qur'an and then write them on a notebook. From this, the educator can see the writing ability of each individual student. The implementation is one week three meetings, namely Tuesday, Thursday, and Friday, and each meeting will be held for one hour and thirty minutes.

TPA offers significant opportunities for young children to start and develop BTAQ skills. TPA is a non-formal educational institution that focuses on teaching the Qur'an and Islamic values. At TPA, children get the opportunity to learn to read and write the Qur'an through a variety of methods tailored to the age and ability of the children. Some things that need to be applied by TPA to provide opportunities for early childhood in learning the Qur'an are:

1. Interesting learning methods, using interesting methods can create a pleasant learning atmosphere, so that children are not bored with the learning process. Using methods according to the characteristics of children is also very important in achieving the desired results.
2. A positive learning environment, TPA also offers a positive and conducive learning environment for children's development. Interaction with peers in a religious atmosphere helps children develop their social skills. In addition, guidance from experienced and caring teachers ensures that children get the attention they need to thrive.
3. TPA not only provides learning opportunities for children but also supports parents in educating their children at home. Many TPAs provide mentoring programs for parents, providing tips and strategies on how to continue Qur'anic education at home. This support is crucial to ensure that children receive a consistent and sustainable education.

4. Utilization of technology in learning, along with the development of technology, TPA can also utilize digital tools to improve the quality of learning. Interactive Qur'an learning applications, learning videos, and other digital media are effective tools in attracting children's interest.

Based on the results of the research, TPA Ulil Albab provides opportunities for early childhood to learn to read and write the letters of the Qur'an properly and correctly in accordance with the rules of tajweed science. In the sense that TPA, provides an opportunity for children who cannot read or write the letters of the Qur'an to be able to comply with the rules of tajweed science, because in addition to reading and writing the letters of the Qur'an at TPA Ulil Albab there are also other activities, one of which is learning tajweed science and directly applying it while reciting the Quran or memorizing short chapters with educators. As according to Muhammad Abdul Qadir Ahmad in terms of teaching the Qur'an has the aim of equipping students with knowledge that leads to improved reading in predetermined conditions and memorization of verses or chapters that are easy for him, as well as the ability to apply Islamic teachings and be able to harmonize the soul in the problems of everyday life (Herlina 2017).

It can be concluded, TPA Ulil Albab is a non-formal educational institution that provides opportunities for students to learn to read and write the Qur'an properly and correctly in accordance with the rules of tajweed science, because in TPA not only learn to read and write the Qur'an, but there are other activities as support to improve the ability to read the Qur'an such as learning tajweed, fiqh, memorizing surahs, verses, and short prayers. With the existence of TPA, students who previously could not read and write the Qur'an at all became able to, because in TPA they were taught how to read the Qur'an by introducing the hijaiyyah letters first. In addition, before learning to read the Qur'an begins, educators provide material such as tajweed, fiqh, and memorization of verses, surahs, and short prayers. From this material, students learn to write the letters of the Qur'an, then deposit them when they want to recite to the educator, so that students can write the letters of the Qur'an properly and correctly.

Challenges of Learning to Read and Write the Qur'an in Early Childhood at TPA Ulil Albab

Learning the Qur'an is an obligation for every Muslim, because the Qur'an is a guide to life for Muslims, the purpose of learning the Qur'an is so that a person is able to read the Qur'an according to the rules of tajweed science and is able to write the Qur'an properly and correctly. From this learning, a person can also understand, write, and pronounce the letters contained in the Qur'an.

Challenges in learning the Qur'an in TPA refer to various obstacles and difficulties for students, educators, and the institution itself in the process of teaching and learning the Qur'an. These challenges can come from internal aspects such as teaching methods and student motivation, as well as external aspects such as parental support and available facilities (Abdurrahman An-Nahlawi, 2010). The challenges in BTAQ learning in TPA that occur in general are (R. Hidayat, 2017):

1. Lack of effective teaching methods, in the learning process educators still use conventional and less interesting methods, and monotonous, this method does not involve children actively, thus reducing children's interest and motivation to learn.
2. Limited facilities and resources, some TPAs have limited physical facilities such as uncomfortable learning spaces, inadequate teaching materials, and tools that are not modern or advanced. These limitations can hinder an optimal learning process.
3. Minimal support from parents, parental involvement in the BTAQ learning process is very important, because the lack of parental involvement to encourage or accompany children from home can reduce the effectiveness of learning.
4. Low motivation of children, some children may show low motivation or interest in BTAQ learning because they feel bored and do not see the benefits of BTAQ learning directly. Low motivation can certainly be an obstacle in the process of learning the Qur'an.

As a result of the research, the challenges faced by each individual santri in learning BTAQ at TPA Ulil Albab are different, because each santri has its own difficulties. The challenges in BTAQ learning at TPA Ulil Albab are first, students feel lazy to go to TPA because they are tired; second, students feel that the more they increase the volume the more difficult it is to recite, this makes the santri's reason for being lazy to recite; third, students do not focus on reciting, this can hinder the learning process; fourth, the weak memory of the students, this is also one of the obstacles in the process of implementing learning to read and write the Qur'an, with a weak memory, it is difficult for students to remember the letters of the Qur'an; fifth, students only want to write simple letters; sixth, there is no direct cooperation between educators and parents regarding the learning process of the Qur'an. Cooperation between educators and parents is very important in achieving maximum results, if there is cooperation between educators and parents, it can be ascertained that students will find it easier to learn the Quran, because parents know

where their children's ability to recite the Quran and can teach back at home and parents can know what is the obstacle to reading and writing the Quran santri.

Regarding the challenges of learning the Qur'an, there are several things that TPA can do to help solve these problems, including (Sulaiman n.d.):

1. Develop innovative teaching methods, To overcome the lack of effective teaching methods, TPA can adopt a more interactive and fun approach, such as using educational games and songs.
2. Improve facilities and resources, TPAs can seek support from the community and philanthropic organizations to improve physical facilities and provide adequate teaching materials, as well as use modern learning aids such as Qur'an learning apps and appropriate learning videos.
3. To increase parental involvement, TPA can hold regular meetings with parents to provide an understanding of the importance of Qur'anic education and how to support their children at home. Parents can also be involved in TPA activities to create a more synergistic learning environment.
4. Increase children's motivation, to increase children's motivation, TPA can provide rewards and recognition for the progress made by children. Creating a learning environment that is fun and full of interesting activities can also help increase their interest in learning the Qur'an.

The results of the research, related to the solutions carried out in facing challenges in BTAQ learning at TPA Ulil Albab, as educators and parents are to provide support to students by providing motivation, as for some of the motivations are; first, giving rewards, giving rewards is something that educators and parents often do so that students are more enthusiastic about learning to read and write the Quran. The reward can be in the form of praise or gifts; second, giving advice, educators and parents also give motivation in the form of advice, educators and parents give advice when students have started to be lazy or not focused on learning BTAQ.

In addition to providing motivation at TPA Ulil Albab also has facilities or a supportive environment in improving reading and writing the Qur'an such as first, having an achievement book that is useful for recording and seeing where the results of learning to read the Qur'an of the students; second, educators use media in the form of laptops as learning media to support the learning process; third, the mosque as a place for implementing BTAQ learning.

It can be concluded that the challenges faced by each individual are different, because students have their own difficulties, as educators and parents have the duty to always provide motivation or support, so that students always feel enthusiastic in learning and can read and write hijaiyyah letters correctly and fluently in accordance with the rules of tajweed science. In this case, parental support or guidance from home is needed so that the process of implementing al-Qur'an learning can be carried out optimally. The facilities provided by TPA are also one of the achievements of a pleasant and positive learning atmosphere for students.

Conclusion

TPA Ulil Albab is a non-formal educational institution that provides opportunities for students to learn to read and write the Qur'an properly and correctly according to the rules of tajweed science, because in TPA not only learn to read and write the Qur'an, but there are other activities that support improving the ability to read the Qur'an such as providing material related to tajweed, fiqh, memorization of surahs, verses, and short prayers, and movie time. While learning to write the letters of the Qur'an is carried out when the educator provides material, students are asked to record the material that has been given, such as writing verses, suras, and short prayers before memorizing, and when learning tajweed takes place, students look for examples directly from the Qur'an and then record them.

The challenges of BTAQ learning at TPA Ulil Albab are that some students have a weak memory in remembering the hijaiyyah letters, lack of focus or concentration in reading and writing the letters of the Qur'an, students only want to write simple letters, and there is no cooperation between educators and parents in the learning process of reading and writing the Qur'an. While the solution carried out by educators or parents is to motivate students in the form of rewards and advice, in this case the facilities and environment for learning the Qur'an at TPA are also very supportive and provide a pleasant learning atmosphere and have a positive impact.

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