

# THE LEARNING METHOD OF AL-QURAN FOR EARLY CHILDHOOD

**Zaenal Mutaqien, S.Pd**

[Zaenal.mutaqien771968@gmail.com](mailto:Zaenal.mutaqien771968@gmail.com)

*Indonesia University of Education*

## ABSTRACT

Al-Quran is the greatest miracle Allah SWT has revealed through the prophet Muhammad SAW as blessing and life guidance for Moslems. In Al-Quran, the revelation of God is composed as a complete and perfect guidance to manage various aspects of life. Therefore, the learning of Al-Quran is important in every level and unit of education, starting from elementary school, junior high school, and senior high school. Even the learning of Al-Quran is necessarily given in early childhood education. It is known that early childhood education is often called the golden age because in this age, there is rapid growth and development in many aspects such as religious and moral values, physical motoric, cognitive, language, social-emotional, and art. The learning of Al-Quran in early childhood is given so that children can read and memorize short verses of Al-Quran based on children's learning ability and development. Children of early childhood have cognitive potential which needs to be developed and actualized. Nowadays, psychologists believe the presence of various forms of intelligence in human. Not only intellectual intelligence, but also other forms of intelligence such as spiritual and interpersonal intelligence. Howard Gardner and the other experts found some forms of intelligence which are possibly owned by human called multiple intelligence. One of the potentials owned by children of early childhood is verbal-linguistic intelligence, which is related to the sensitivity to sound, structure, meaning and function of words that emerges through the activity of talking, discussing, reading, and verbally communicating in general. This article elaborates several learning methods of Al-Quran at school and its characteristics including the learning method of Al-Quran for children of early childhood and the character of early childhood education.

Keywords: learning method, Al-Quran, early childhood education

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## I. Introduction

Early childhood is a rapid development period in social, emotional, cognitive, and spiritual aspects and when the development of mental and physical ability is rapidly progressing since a child was born until the age of six years old (Curriculum 2013 of PAUD, 2015). Childhood is the age when every chance can develop fast and is said as the Golden Ages. There are five important things for the growth and development of a child. The first is the development of sight. The ability of sight has to be stimulated at the age of the first four years. The second is the development of emotion. Since a child is two months old until four years old, the happiness and sadness start developing. The third is the development of language ability. It starts since pregnancy, determined by how much the parents involved the baby to talk and listen to

them. The fourth is the development of movement ability. The critical stage of movement ability is since birth until the age of two years old. The development of rough motoric happens until the age of four years old. The fifth is the development of musical ability. The critical stage of musical ability is between the age 3 to 10 years old. (Sri MujiRahayu, 2013).

According to the result of a research in neurobiology as conducted by Bloom (2004), an education expert from the University of Chicago, US, which reveals that the growth of brain tissues of a child is 50% at the age of 0-4 years old; 80% at the age of 4-8 years old; 100% at the age of 8-18 years old, and the result of the research shows that a child is born with 100 billion brain cells, and the connection multiplies its amount to 20.000 (Cropley in Promono, 1994). This causes a child is incredibly able to absorb everything from the

environment. According to Gardner's theory, each individual has a multiple intelligence, changing and improving this intelligence can be developed through the process of learning. Jamal M. Asmani (2015) explains that Gardner's research identifies eight kinds of intelligence in understanding the real world, which one of them is the intelligence in language or linguistic intelligence. The skill to think through words, to use language to state and to comprehend a complex meaning. Stimulating linguistic intelligence can be done by giving stimulant to language and speaking ability, doing question and answer session after each activity, showing pictures, listening to recording, saying what has been seen and heard in daily activities.

## II. Discussion

NAEYC (National Association for the Education of Young Children) gives a statement about school readiness that school must be able to respond various abilities of children in the group, and the curriculum of early childhood must give a meaningful context for children, and that the readiness in reading, writing, and counting can be started to be stimulated since a child is at the age of pre-school. The reading readiness of a child can be seen in the child's ability to (1) listen to and differ reading material; (4) understand and interpret simple writing and so on. Reading activity is a process of thinking which is necessarily learnt and trained because it doesn't happen automatically. In teaching a child to read, individual guidance, sufficient time, and educator's patience in motivating the child are needed. The readiness in reading can develop children's understanding in the connection between spoken language and written symbols.

The learning method of Al-Quran for early childhood is based on children's potential and characteristic. It goes along with Gardner theory which states that child

has multiple intelligence. Jamal M. Asmani (2015) explains that Gardner's research identifies eight kinds of intelligence in understanding the real world, which one of them is the intelligence in language or linguistic intelligence. The skill to think through words, to use language to state and to comprehend a complex meaning. Stimulating linguistic intelligence can be done by giving stimulant to language and speaking ability, doing question and answer session after each activity, showing pictures, listening to recording, saying what has been seen and heard in daily activities.

The learning method of Al-Quran for early childhood aims for making it easier and supporting the students in learning to read Al-Quran especially starting from the introduction to basic letters (hijaiyah), reading short verses and memorizing them and eventually they can read Al-Quran fluently and correctly.

Muhammad Syaifullah (2017) in his research explains that there are several learning methods to make it easier and supporting the students in learning to read Al-Quran, which are the an-Nahdliyah method and the Iqra method. Both methods are practical and easy method to learn Al-Quran for early childhood.

### 1. The An-Nahdliyah Method

The An-nahdliyah method is born and characterized with a prominent figure of NU (Nahdliyat Ulama), KH. Munawwir Kholid. Generated from the Education Institution of Ma'arif NU which is an Autonomic Body of NU dealing with educational field, both formal and nonformal education. The formal education includes MI/SD, MTs, and MA/SMA. The Nonformal education includes TPQ (Taman Pendidikan Al-Quran), MD (Madrasah Diniyah), dan Islamic Boarding School (Muhammad Syaifullah, 2017).

The An-Nahdliyah method is the development of the Baghdadiyah learning method of Al-Quran. It emphasizes the

mechanism of execution. This method challenges thinking power so that the learning result is authentic, long-lasting and can be developed based on each individual's ability. This method is presented to students by focusing on reading Al-Quran according to rules of tajwid (rules of how to read the letters correctly).

The An-Nahdhliyah method of Ida Vera Sophya & Saiful Mujab (2014) is included into method of synthetic, which means reading learning starting from the introduction of basic letters (hijaiyah) first. And then they are given the reading symbol (harakat) and constructed into words and sentences. This method is known by the learning method of Al-Quran of Thariqat Alif Ba Ta (Alphabet Method).

## 2. The Iqro Method

The Iqro method is arranged by KH. As'ad Humam from Kota Gede Yogyakarta and developed by AMM (Angkatan Muda Masjid dan Musholla) Yogyakarta, by opening TK Al-Quran and TP Al-Quran. The Iqro method is getting more developed and spread in every part of Indonesia after the National Assembly of DPP BKPMI in Surabaya that makes TK Al-Quran and the Iqro method into the main program of its struggle. The Iqro method consists of 6 books with various cover colors that interest the children of TK Al-Quran.

The methods that are established include:

- a. CBSA (Cara Belajar Santri Aktif), in which teacher acts as a listener only and does not guide, except giving an example of the main lesson.
- b. Private, listening to students one by one, if it is done classically, it must be equipped with a model.
- c. Assistance, every student with higher level of lesson can help listening to the other students below them.
- d. Communicative. Every letter/word is read carefully, the teacher gives

correction instead of keeps silence. When letters are read correctly, students do not have to repeat the reading, and when they are read incorrectly, correction is given to the incorrect letters only (Panduan Metoda Iqro', 2014).

The Iqro method is included in the method of sound (Thariqat Shautiyah). This method starts with the sound of letters, not the names of letters. For Example, Aa, Ba, Ta and so on. From these sounds, syllables are formed into sentences.

## Conclusion

The learning of Al-Quran is necessarily given to early childhood as an effort to develop the ability of reading and memorizing Al-Quran starting from the sound, basic letters (hijaiyah), short verses, until children can read Al-Quran as a whole fluently and correctly. The learning of Al-Quran for early childhood must pay attention to the characteristic and the method that is suitable with children development, be conducted with interesting, practical, and easy approach and method which create an active and exciting learning atmosphere. Two of the learning methods of Al-Quran for early childhood are the An-Nahdhliyah method and the Iqro method.

The An-Nahdhliyah method is included into method of synthetic, which means reading learning starting from the introduction of basic letters (hijaiyah) first. And then they are given the reading symbol (harakat) and constructed into words and sentences. This method is known by the learning method of Al-Quran of Thariqat Alif Ba Ta (Alphabet Method). The weakness of this method is it takes quite a long time in learning. The strength is the students pay attention to each letter until it forms a sentence. This method helps students which are not too smart and inexperienced teachers.

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This method starts with the sound of letters, not the names of letters. For Example, Aa, Ba, Ta and so on. From these sounds, syllables are formed into sentences. The methods that are established include: (1) CBSA (Cara Belajar Santri Aktif), in which teacher acts as a listener only and does not guide, except giving an example of the main lesson; (2) private, listening to students one by one, if it is done classically, it must be equipped with a model; (3) assistance, every student with higher level of lesson can help listening to the other students below them; (4) communicative. Every letter/word is read carefully, the teacher gives correction instead of keeps silence. When letters are read correctly, students do not have to repeat the reading, and when they are read incorrectly, correction is given to the incorrect letters only

Both the An-Nahdliyah method and the Iqro method have strength and weakness. The strength of the Iqro method is that it is used and developed rapidly in every part of Indonesia. Not only easy and practical, it also has used student centered learning approach so that students learn actively and teachers are only a careful listener.

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