
TEACHING TAHFIDZ IN THE TODDLER AND CHILD TAHFIDZ HOUSE (RUTABA) SIDOARJO

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Abstract

This study aims to enhance the teaching effectiveness of the tahfidz programme for toddlers at Rumah Tahfidz Balita dan Anak (RUTABA) Sidoarjo. The research employed a qualitative approach with a case study design, and data were collected through classroom observation, interviews, and document analysis. The findings revealed that increased teacher understanding is crucial for the success of memorising tahfidz among toddler students. The significance of the teacher's role in effective guidance and teaching is emphasised. Additionally, parental involvement is recognised as a crucial factor in improving the quality of memorisation and maintaining the spirit of memorisation of toddler tahfidz students. The use of technology was found to be highly beneficial in tahfidz learning, both in school and during murojaah at home. This indicates that integrating technology can enhance learning effectiveness. Factors such as teachers' professional development and rote memorisation were identified as being able to increase motivation and set an example in the tahfidz programme for students. This highlights the importance of skill development and ongoing support for educators. Continuous evaluation is a method of enhancing the quality of students' memorisation that is carried out regularly according to a schedule. This approach highlights the significance of continuous monitoring and assessment to improve the quality of learning. Therefore, this abstract demonstrates a comprehensive approach to teaching tahfidz to toddlers by emphasising the roles of teachers, parents, technology, professional development, and continuous evaluation.

Keywords : *teaching effectiveness, tahfidz teaching, toddler age.*

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Introduction

In 2018, the Ministry of Religion of the Republic of Indonesia recorded over 10,000 tahfidz houses, indicating a rapid growth in their numbers. Tahfidz houses have become a popular programme in many Islamic schools, promoting the memorisation of the Qur'an and leading to their emergence in remote areas. This growth has also resulted in a shift in people's learning styles from reading the Qur'an to memorising it. This learning method enables toddlers to memorise the Qur'an from an early age, even if they cannot read or spell the text.

Teaching tahfidz Al Qur'an at the age of five is significant in forming the basis of faith and Islamic character. It involves not only memorisation but also the application of Qur'anic values, which should be reflected in the attitudes and activities of learners. When children have a close relationship with the Qur'an, it becomes easier for them to apply Islamic values. It is important to note that there are many intelligent individuals who lack good character and are therefore prone to emotional outbursts, disrespect towards others, and engaging in violent or corrupt acts [3].

Rumah Tahfidz Balita dan Anak (RUTABA) in Sidoarjo is an institution committed to organising a special tahfidz programme for children aged under five. RUTABA uses the Tabarak method for memorisation, which is a method from Egypt that engages the five senses of sight and hearing through mediums such as television, laptop or loudspeaker[4].

This programme for memorising the Qur'an is achievable for toddlers. Memorising the Qur'an has many virtues promised by Allah. The memorisers of the Qur'an have a noble position on the side of Allah and find ease in learning and memorising it. 17, 22, 32, and 40. As stated in Surah Al Qamar (54):

وَلَقَدْ يَسَّرْنَا الْقُرْآنَ لِلذِّكْرِ فَهَلْ مِنْ مُدَكِّرٍ

"And indeed, We have made the Quran easy to learn. Is there anyone who will learn?"[4]

Despite its potential benefits, teaching tahfidz to toddlers presents several challenges. These include limitations on effective learning methods and the need to maintain their motivation and participation.

To address these challenges, it is crucial to develop strategies that are tailored to the unique needs and characteristics of toddlers at each stage of their development. Research and development in this area are essential to make a positive contribution to the early age tahfidz development.

In the context of Rumah Tahfidz Balita dan Anak (RUTABA) in Sidoarjo, this study aims to optimize tahfidz teaching to maximize the potential and effectiveness of learning in this environment. The study explores various approaches, strategies, and innovations in teaching tahfidz for toddlers in RUTABA Sidoarjo, with the main objective of increasing the effectiveness of tahfidz learning in this age group.

Methods

This study employs a qualitative approach to gain an in-depth understanding of tahfidz teaching for toddlers at Rumah Tahfidz Balita dan Anak (RUTABA) Sidoarjo. A qualitative approach was chosen as the objectives of qualitative research are description, exploration, and discovery[5]. This approach can provide rich and contextualized insights into the experiences, perceptions, and factors that influence the effectiveness of tahfidz learning for children under five.

This study employs a case study research design, with a primary focus on a single unique case: Rumah Tahfidz Balita dan Anak (RUTABA) Sidoarjo. The case study design enables the researcher to thoroughly investigate how the tahfidz teaching programme at RUTABA can be optimised to achieve maximum learning effectiveness.

The study involved tahfidz teachers, parents of toddler students, and related parties at RUTABA Sidoarjo. This diverse group of participants provided a

comprehensive perspective on the factors that influence the effectiveness of tahfidz learning in toddlers.

Data was collected through several methods, including direct observation of the tahfidz learning process in toddler classes. (2) Interviews were conducted with teachers, parents, and other relevant parties to gather their views and experiences regarding the tahfidz programme. (3) Documents related to the programme's curriculum and records of previous learning outcomes were investigated.

The collected data will be analysed qualitatively using an inductive approach. The analysis process involves grouping data, searching for patterns, and identifying key findings related to the optimisation of tahfidz teaching in toddler age. Validity and reliability measures are maintained through data triangulation, by comparing and harmonising results from various data sources to ensure the validity of research findings. This qualitative research method aims to provide a comprehensive and contextual understanding of the optimization of tahfidz teaching for toddlers at Rumah Tahfidz Balita dan Anak (RUTABA) Sidoarjo.

Results and Discussions

The study found that optimising toddler tahfidz teaching at Rumah Tahfidz Balita dan Anak (RUTABA) Sidoarjo can be achieved by focusing on several key factors. Firstly, it is crucial to increase teacher understanding to achieve success in memorisation for toddler tahfidz students. A deeper understanding of learning methods that are in accordance with the characteristics of toddler development is the main foundation for shaping an optimal learning process. One of the duties of a teacher is to motivate students through various means such as providing feedback, praise, and constructive criticism [6]. In addition to possessing technical knowledge, a teacher should also have an understanding of the individual needs and learning styles of young children.

The role of a teacher is not limited to delivering material, but also includes guiding and teaching students holistically. The role of a teacher extends beyond imparting knowledge; they also serve as role models who can motivate and inspire students to remain enthusiastic about the learning process. Teachers who lead by example can help students understand and internalise the values they aim to teach[7]. Creating a supportive, creative, and patient learning environment is crucial for stimulating young learners' interest and memory when memorising the Qur'an.

A teacher is an educator employed by an educational institution with the duty and responsibility to educate, direct, guide, encourage and assist students in becoming intelligent, resilient, active, creative, responsible and competitive individuals [8]. Teachers with a deeper understanding become more sensitive to the individual needs of each student, enabling them to adjust learning approaches and overcome any challenges that may arise. The successful memorisation of toddler tahfidz students relies heavily on the teacher's role.

Additionally, parents play a significant role in optimising the quality of memorisation and nurturing the learning spirit of toddler tahfidz students, as they are both educators and motivators for children[9]. Parents' involvement in their children's learning process is not limited to material support. They also provide emotional, social,

and spiritual support. In the context of tahfidz, parents function as active partners who provide financial and moral support, motivation, and positive encouragement.

The role of parents is crucial in fostering a strong and open relationship with their children. Effective communication between parents and children is essential in shaping a conducive learning environment. Additionally, the active involvement of parents in learning activities at Rumah Tahfidz Balita dan Anak (RUTABA) Sidoarjo strengthens family ties, which is a supporting factor for the success of tahfidz toddlers.

Parents' involvement in their children's education is not limited to the teaching process at school, but also extends to learning at home. The obligation of parents is to provide education for their children in the family, which includes teaching them about worship, morals, and aqidah [10]. As role models, parents play a crucial role in creating an atmosphere that fosters children's love for and interest in the Qur'an. Parental support is crucial in fostering the spirit and quality of continuous memorisation in toddler tahfidz students. This support should include providing time, attention, and guidance every day. It is important to maintain an objective tone and avoid figurative language.

One important responsibility of parents in the tahfidz programme is to create a murojaah schedule for their children. The parents should supervise their child's daily murojaah schedule and perform it together at home. The murojaah schedule can be completed after dawn, in the afternoon, after maghrib, or at bedtime[11]. Murojaah involves listening to murottal and can be done up to 20 times per day.

Parents can motivate children to memorise the Qur'an by providing rewards, such as objects or guidance, to appreciate their achievements. Parents can motivate children to memorise the Qur'an by providing rewards, such as objects or guidance, to appreciate their achievements. Parents can motivate children to memorise the Qur'an by providing rewards, such as objects or guidance, to appreciate their achievements. This can help children remain enthusiastic about memorisation, especially since most of the time is spent at home [12].

Gifts do not have to be expensive, especially for toddlers. Gifts should be chosen based on the needs of the child. For instance, clothes, shoes, and toiletries that need to be replaced. Additionally, the content of the improved text must be as close as possible to the source text. Instead, consider a short walk to a free tourist spot or public park.

The integration of technology has proven to be a valuable tool for tahfidz learning, both in school and during at-home murojaah. This phenomenon highlights the potential for technology to enhance the effectiveness of tahfidz learning in the modern era. The TPACK (Technological Pedagogical Content Knowledge) framework can be employed to manage tahfidz learning. TPACK is an understanding that arises from the interaction between learning content, pedagogy, and technology.

It involves knowledge of how technology can be used to provide an understanding or description of the concepts of the field of science designed in a lesson [14]. At Rumah Tahfidz Balita dan Anak (RUTABA) Sidoarjo, teachers can utilise various technological facilities, such as TV, audio and video, Qur'an speakers, memorisation applications, and the internet, for tahfidz teaching in the classroom. The TPACK framework provides an understanding of how to maximise the use of these facilities.

The use of technology in tahfidz learning offers several advantages. Firstly, digital resources, such as Qur'an memorisation apps or online learning platforms, provide easy access and flexibility for santri. This facilitates a more independent and personalised learning process. Secondly, technology enables the implementation of more interactive and engaging learning methods. Qur'an memorisation apps often include innovative features, such as voice recordings of famous reciters or educational games, which can increase students' motivation to learn.

Additionally, technology integration facilitates the murojaah process at home. Students can use voice recordings, murojaah apps, or other digital resources to improve and consolidate their memorisation outside of formal class hours, which increases time efficiency and provides flexibility in managing their memorisation time.

Therefore, the use of technology is not only a modern trend but also a smart strategy to enhance the effectiveness of tahfidz learning. The integration of technology brings positive changes to the learning approach, making the tahfidz process more dynamic, interactive, and affordable for students at Rumah Tahfidz Balita dan Anak (RUTABA) Sidoarjo.

Fourthly, professional coaching for teachers and the implementation of memorisation deposits by teachers are recognised as key elements that have a positive impact on motivation and role models in the Tahfidz programme for students. These factors are not just administrative routines, but involve holistic efforts to strengthen the role of teachers as learning facilitators and role models for students. Like other professional positions, such as doctors, engineers, and lawyers, the work of teachers requires systematic and scientific training [15].

Professional development is crucial for teachers to enhance their skills and knowledge. They can access the latest teaching methods, motivational strategies, and innovative approaches through training, workshops, or other professional development activities that are relevant to the needs of toddler tahfidz students. This coaching also covers pedagogical and psychological aspects, as well as an in-depth understanding of the developmental characteristics of children under five. The process of improving teaching begins with professional development sessions, followed by the application of knowledge and skills, and ends with the implementation of effective teaching practices. This process contributes to improving learning outcomes and overall school performance [16].

While teachers' use of memorization techniques can create a dynamic and supportive learning environment, it is important to note that this approach should be used in moderation. This not only fulfils their formal responsibility but also serves as a real example of the teacher's sincerity and dedication towards the material. Teachers who demonstrate exemplary behaviour in their daily lives can help students understand and internalise the values they aim to teach [7]. Such behaviour motivates students by demonstrating that the memorisation process is not merely an obligation, but a shared journey that requires the teacher's commitment and enthusiasm.

The significance of professional coaching and teachers' memorization deposits highlights the principle that enhancing the quality of tahfidz education involves not only the students but also the continuous development of educators. This ongoing support

enriches the teaching and learning potential of Rumah Tahfidz Balita dan Anak (RUTABA) Sidoarjo, ensuring that educators remain a positive force in the tahfidz journey of children under five.

Fifth, continuous evaluation is crucial in managing the tahfidz program at Rumah Tahfidz Toddlers and Children (RUTABA) Sidoarjo. Evaluation of student learning outcomes is a process of determining the value of student learning achievements using certain benchmarks to achieve predetermined learning objectives [17]. Evaluation is not just an administrative obligation but also a critical instrument in improving the quality of students' memorization. In its implementation, evaluation is regularly carried out according to a predetermined schedule, creating a continuous cycle of monitoring and assessment. This approach reflects not only administrative regularity but also the philosophy that continuous monitoring and assessment are the main pillars in advancing the quality of tahfidz learning.

Continuous evaluation encompasses a broad range of elements, from Quran memorisation to the application of taught values. This process evaluates not only shortcomings but also identifies potential and achievements that can be recognised and strengthened. This approach makes evaluation more than just a means of measuring achievement; it becomes a means of reflection and a driver of continuous improvement.

Continuous evaluation can motivate students to learn and encourage teachers to improve the quality of the learning process, as well as schools to enhance facilities and the quality of student learning [17]. Timely feedback is crucial in monitoring and assessing progress, enabling a rapid response to individual student needs and challenges. Evaluation is not only a tool for measuring performance, but also a strategic tool for refining teaching approaches, adjusting curricula, and designing more effective learning programs.

The continuous evaluation approach at Rumah Tahfidz Balita dan Anak (RUTABA) Sidoarjo reflects the dynamic and adaptive spirit of learning. By implementing a continuous evaluation cycle, the institution can ensure that the quality of students' memorization improves, and tahfidz learning becomes more relevant and meaningful in the spiritual and academic development of toddlers.

Conclusion

The study's results emphasise several key factors that can be optimised to improve the effectiveness of teaching tahfidz to toddlers at Rumah Tahfidz Balita dan Anak (RUTABA) Sidoarjo. Firstly, increasing teacher understanding is crucial for achieving memorisation success in toddler tahfidz students. A thorough comprehension of learning methods that align with the characteristics of toddler development is crucial in shaping an optimal learning process. The teacher serves not only as an instructor but also as a role model who can motivate and inspire students to remain enthusiastic during the memorisation process.

The teacher's role is not limited to delivering material but also includes holistic guidance and instruction. Teachers who demonstrate exemplary behaviour in their daily lives can help students understand and internalise the values they aim to teach. By gaining a deeper understanding, teachers become more sensitive to the individual needs

of each student, enabling them to adjust their teaching approach and overcome any challenges that may arise.

Secondly, parental involvement is crucial in optimizing the quality of memorization and maintaining the learning spirit of toddler tahfidz students. It is not limited to material support, but also involves emotional, social, and spiritual dimensions. Effective communication between parents and children is a fundamental foundation for creating a conducive learning environment. Parental support is not limited to the teaching process at the institution but also extends to learning at home.

Additionally, the use of technology has proven to be a valuable tool in the context of tahfidz learning. Integrating technology, such as Qur'an memorization applications or online learning platforms, provides easy access and flexibility for santri. Technology enables the application of interactive and engaging learning methods and facilitates the murojaah process at home. Therefore, technology integration is a smart strategy to improve the effectiveness of tahfidz learning.

Fourth, professional coaching and the implementation of rote memorisation by teachers are recognised as key elements that have a positive impact on motivation and role modelling in the tahfidz program for students. Professional coaching helps teachers access the latest teaching methods, motivational strategies, and innovative approaches according to the needs of the students. The teacher's responsibility to memorize the material is not only formal but also a clear example of their sincerity and dedication.

Professional development and memorization deposits are important for developing the quality of tahfidz education and require continuous development for educators. This ongoing support enhances the teaching and learning potential of Rumah Tahfidz Balita dan Anak (RUTABA) Sidoarjo, ensuring that educators remain a positive influence in the tahfidz journey of children under five.

Fifth, continuous evaluation is a critical instrument in managing the tahfidz program at Rumah Tahfidz Balita dan Anak (RUTABA) Sidoarjo. Regular evaluation creates a continuous cycle of monitoring and assessment, not just as an administrative obligation, but as a means of reflection and a driver of continuous improvement. Continuous evaluation covers a wide range of elements, from aspects of Quran memorisation to the ability to apply the values taught.

The significance of continuous monitoring and assessment lies in its capacity to offer prompt feedback, facilitating a swift response to the challenges and requirements of individual students. Therefore, evaluation is not only a tool for measuring performance, but also a strategic tool for refining teaching approaches, adjusting curricula, and designing more effective learning programs. The evaluation approach at Rumah Tahfidz Balita dan Anak (RUTABA) Sidoarjo is continuous, reflecting the dynamic and adaptive spirit of learning. This approach ensures that the quality of santri memorization continues to improve, and tahfidz learning becomes more relevant in the spiritual and academic development of children under five.

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