

## QURAN-BASED EARLY CHILDHOOD EDUCATION MANAGEMENT

Hasbullah<sup>1</sup>, Ahmad Sanusi<sup>2</sup><sup>1,2</sup>Institut Agama Islam Qomarul Huda<sup>1</sup>Email: [hasbullahsanid@gmail.com](mailto:hasbullahsanid@gmail.com)<sup>2</sup>Email: [aahmadsanusiii23@gmail.com](mailto:aahmadsanusiii23@gmail.com)

**Abstrak:** Salah satu masalah yang dihadapi oleh dunia pendidikan Indonesia adalah krisis karakter para pelajar. Salah satu faktor pemicu krisis karakter adalah kurangnya pemahaman ajaran dan nilai agama yang dimiliki oleh pelajar. Oleh sebab itu, salah satu langkah konkrit adalah dengan memperkuat pendidikan agama. PAUD Tahfidz al-Kautsar adalah salah satu lembaga pendidikan anak usia dini yang menyelenggarakan pendidikan dengan fokus penguatan pemahaman dan internalisasi nilai dan ajaran al-Qur'an untuk mencegah krisis karakter di pelajar masa depan. Lembaga pendidikan ini menerapkan pembelajaran berbasis Qur'an. Penelitian ini mengungkap bagaimana PAUD Tahfidz al-Kautsar melaksanakan pembelajaran anak usia dini berbasis Qur'an. Penelitian ini adalah sebuah penelitian kualitatif dengan informan utama adalah kepala yayasan, kepala sekolah, dan guru. Pengumpulan data dilakukan melalui observasi langsung, dokumentasi, dan wawancara mendalam bersama para informan. Teknik uji pengumpulan data menggunakan model Milles dan Huberman serta teknik keabsahan data menggunakan triangulasi teknik. Hasil penelitian ini menunjukkan bahwa: manajemen pembelajaran berbasis Al-Qur'an di PAUD Tahfidz Al-Kautsar Kediri Lombok barat dilaksanakan melalui tahapan perencanaan, pelaksanaan, pengawasan, dan evaluasi.

**Kata Kunci:** Manajemen Pembelajaran, al-Qur'an, Pembelajaran Berbasis Al-Qur'an

**Judul:** Manajemen Pembelajaran Paud Berbasis Al-Qur'an

**Abstract:** One of the problems that the Indonesian education is facing is the crisis of character. The lack of religious understanding is one of the factors that trigger the crisis of character. Therefore, strengthening religious education is one of the concrete steps to alleviate the crisis. PAUD Tahfidz al-Kautsar is one of the early childhood education institutions that provides education with a focus on strengthening the understanding and internalization of Islamic values and teachings for the prevention and mitigation of future character crisis. This institution implements Qur'an based learning. This research investigated how PAUD Tahfidz al-Kautsar is implementing Qur'anic based early childhood education. The research is a qualitative study in nature with the main informants being the head of the foundation, the director of the school, and the teachers of the school. Direct observation, documentation and in-depth interviews with informants were used to collect data. The Milles and Huberman model was used to test the data collection and technical triangulation was used to test the data validity. The findings of this study indicate that Qur'an-based learning management at PAUD Tahfidz Al-Kautsar, Kediri, West Lombok is carried out through the stages of planning, implementing, monitoring and evaluating.

**Keywords:** Learning Management, Qur'an, Qur'an-Based Learning



## INTRODUCTION

Education plays an important role in human life. Education is a collective effort for the liberation of man from his powerlessness and for the realization of his potential as a creature of God. Article 1 of Law No. 20 of 2003 explains education as a conscious and planned effort to create a learning atmosphere and a learning process so that students can develop their various potentials; therefore, they become religious, independent, intelligent, noble, and others.<sup>1</sup>

The Indonesian government is mandated by the constitution to organize various levels of education in order to fulfill the constitutional rights of every citizen. One of the levels of education that must be implemented by the government is early childhood education. Therefore, the government, individuals and groups jointly organize early childhood education throughout Indonesia. Apart from being a form of implementing the mandate of the law, the organization of early childhood education by the government is also based on the importance of children's stage as a critical stage of human character formation.<sup>2</sup>

Early childhood education is a level of education that is organized with the aim of facilitating optimum growth and development of all aspects of a child's personality and character.<sup>3</sup> Law No. 20 of 2003, Article I, Paragraph 4 stated that early childhood education is a coaching effort aimed at children from birth to six years of age which is carried out through providing educational stimuli to assist physical and spiritual growth and development; hence, the children will be ready to enter next level education.

Early childhood education is the foundation for shaping the nation's character. It is the starting point for the formation of quality, insightful, intellectual, characterful, responsible, innovative, creative, proactive, participatory and independent human resources.<sup>4</sup> Early childhood is a critical phase that determines the character of an individual in the future. If an individual develops optimally in their early years, they will grow into an individual with good character in the future. The success of an individual's development and growth is greatly influenced by the education he or she receives at each phase.

Children have a pathway of physical growth and mental development that they must achieve as they grow older. The Government of the Republic of Indonesia has set standards for healthy physical growth and mental development for children in Indonesia. Regulation of the Minister of Education and Culture No. 146 of 2014 states that the standards for

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<sup>1</sup> Muhiyatul Huliyah, "Hakikat Pendidikan Anak Usia Dini Jalur Pendidikan Informal," *pendidikan guru raudlatul athfal* 1, no. 1 (2016), hlm. 62.

<sup>2</sup> Mukhtar Latief, dkk, *Orientasi Pendidikan Anak Usia Dini Teori dan Aplikasi*, (Jakarta: Kencana, 2014), hlm. 2.

<sup>3</sup> Fatmawati and Muhammad Abdul Latif, "Implementation of the Center Model at Amal Insani Kindergarten Yogyakarta," in *Golden Agie: Scientific Journal of Early Childhood Growth and Development*, Vol.4, No. 2, 2019, p. 26.

<sup>4</sup> Mulyasa, *PAUD Management*, (Bandung: Remaja Rosdakarya, 2014), p. 50.

children's developmental achievement levels include cognitive development, language development, physical and motor development, social emotional development and moral and religious development.<sup>5</sup>

Education is a holistic effort made by the government to improve the quality of Indonesian human beings. Therefore, although the education system is tiered, they all form a unified whole to achieve the goals of national education. However, lately, we see various problems occurring in the national education system that affect the quality of Indonesia's human resources. As a result, various deviant behaviors are carried out by students such as brawls between students, drug abuse, pornography, smoking, skipping school, stealing, lying to teachers and parents, cheating during exams, and others.<sup>6</sup> Our society and students are experiencing a character crisis.

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Instead of decreasing, the character crisis of Indonesian students has actually increased quantitatively and qualitatively. One of the expected keys to improving this character crisis is Islamic education. However, Islamic education seems less able to mitigate and anticipate the crisis. Islamic education has been considered less successful in building the students' morals ground and character. Therefore, few observers say that Islamic education today has not played a strategic role in producing superior Muslim personalities.

Based on the above background, education is required to make a breakthrough to prevent and overcome the character crisis among students and society. The main step needed is to improve the educational environment. The National Education System Law (*UU Sisdiknas*) states that the educational environment includes schools and educational institutions.<sup>8</sup>

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<sup>5</sup>Ministry of National Education, Permendikbud No. 146 of 2014 concerning the 2013 Curriculum for Early Childhood Education (Jakarta: Ministry of National Education, 2014).

<sup>6</sup> Novan Ardy Wiyani, "Strategic Planning for Early Childhood Character Building at Al-Irsyad Islamic Kindergarten Purwokerto," *Al-Athfal*: Vol. 3

<sup>7</sup> Novan Ardy Wiyani, "Strategic Planning for Early Childhood Character Building at Al-Irsyad Islamic Kindergarten Purwokerto," *Al-Athfal*: Vol. 3

<sup>8</sup> Fakhriyatus Shofa Alawiyah and Laila Masruroh, "Development of Religious and Moral Values during the Pandemic Period at Al-Hidayah Kindergarten Lumajang," *GENIUS: Indonesian Journal of Early Childhood Education*, Vol. 1, No. 1 (2020), p. 44.

Educational institutions are an important locus that must be considered to improve and respond to the problems that researchers have mentioned earlier. Therefore, researchers are trying to examine the learning carried out in one of the educational institutions that focus on early childhood education, namely PAUD Tahfidz al-Kautsar which is located in Kediri, West Lombok Regency. This early childhood education institutions implement Qur'an-based learning, and the Qur'an-based learning applied at PAUD Tahfidz al-Kautsar is a new learning model.

Qur'an-based learning is a conscious effort from educators to encourage students to learn the Qur'an by reading, writing, and understanding the rules of reading and writing the Qur'an (*tajweed*). That way, it is hoped that students will be able to absorb the values of the Qur'an so that these values can be transformed into students' character. Therefore, the emphasis is on changing the students' character through theoretical and practical education supported by learning media, methods, educators, school principals, and related organizations, including in teaching the Qur'an.<sup>9</sup>

Qur'an-based learning seeks to solve various problems faced by Muslims both spiritual and social, economic and cultural problems. It is hoped that Islamic values and teachings instilled through Qur'an-based education will solve the problems mentioned above.<sup>10</sup>

Because of the important role of Islamic educational institutions in efforts to resolve the character crisis, researchers studied a Qur'an-based educational institution that organizes early child education. Research that explores the management of Qur'an-based education at early childhood level has never been done before. In fact, as researchers have mentioned earlier, early childhood education has an important role for successful learning in higher education (elementary, secondary, and higher education).

This research revealed and explored how PAUD Tahfidz al-Kautsar, Kediri, West Lombok conducts Qur'an-based learning management. Researchers explored in depth how the approaches, methods, and strategies of educational institution managers manage the course of their organization.

The word management comes from two Latin words, "*manus*," which means "hand" and "*agree*," which means to do. These two words are then combined into "manager," which means to handle, organize, or make something as desired using the available resources.<sup>11</sup> However, terminologically, many scholars have different definitions of management. A.F.

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<sup>9</sup> Purnama and Sarbini et al., "Implementation of the Quran Learning Method for Tamyiz Age Santri at Kuttab Al-Fatih Bantarjati Bogor.", p. 181.

<sup>10</sup> Murniati and Nasir Usman Erna Supiani, "Implementation of Al-Qur'an Teaching Management at Nurul Ishlah Integrated Islamic Elementary School Banda Aceh," in *Journal of Master of Education Administration Postgraduate Syiah Kuala University* 4, no. 4 (2016), pp. 21.

<sup>11</sup> Mathias Gemnafle and John Rafafy Batlolona, "Learning Management," *JPPGI: Journal of Indonesian Professional Teacher Education*, Vol. 1, No. 1 (2021), pp. 30.

Stoner defines management as an action carried out as a process of planning, organizing and using resources.<sup>12</sup> This definition is in line with the opinion put forward by Terry, where it is explained in Meiku and Mamenta that management is a process or a framework that is carried out by involving the guidance or direction of a group of people towards the goals or ideals of the organization.<sup>13</sup> In line with the above opinion, Sapre in Husnaini asserts that management is an activity that is directed directly to the use of organizational resources effectively and efficiently to achieve organizational goals or ideals.<sup>14</sup> In addition, in Erni Munastiwi's book, Howard, Reid, and Bullock assert that the term management is something that is very essential in a program implementation, management can make it easier for managers to carry out the vision and mission of the institution, create an orderly and orderly atmosphere, and can increase the efficiency and effectiveness of an institution.<sup>15</sup>

Based on several definitions above, it can be said that management is an activity or effort carried out by individuals or groups to organize and plan organization, implementation, and supervision to increase the use of institutional resources to achieve goals that have been set in planning.

In organizations, management has a very vital function. There are many management functions in organizations according to scholars, and these management functions vary from one expert to another. This difference is due to various factors, such as background, institutional conditions, philosophy of life, and changes due to the development of information, technology, and media.<sup>16</sup> However, there is a common thread that summarizes these differences so that management functions include 1). Planning, 2). Organization, 3). Actualization, 4). Controlling, and 5). Evaluation.<sup>17</sup> In this case, the author will only describe the management function based on the perception of one of the figures, namely George Terry, where according to him the management function includes POAC, planning, organization, actuation, controlling, and evaluation.<sup>18</sup>

The definition of learning management itself in a broad sense is an effort to manage learning which includes planning, implementing, organizing, evaluating/supervising learning in order to achieve the learning objectives to be achieved.<sup>19</sup> While in a narrow sense it is said

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<sup>12</sup> Siti Farikhah, *Management of Educational Institutions*, (Yogyakarta: Aswaja Pressindo, 2015), pp. 2.

<sup>13</sup> Ari Prayoga Et Al., "Learning Management of Tahfidzul Quran Based on the Yaddain Method at Mi Plus Darul Hufadz Sumedang," *Nidhomul Haq*: 4, No. 2, 2019, pp. 140-156.

<sup>14</sup> Husnaini Usman, *Management (Theory, Practice, and Educational)*, pp. 6.

<sup>15</sup> Erni Munastiwi, *Education Management*, (Jakarta: Grafindo, 2019), pp. 7.

<sup>16</sup> *Ibid*, p. 35.

<sup>17</sup> A Suradi, "Qur'an Learning Management in Madrasah Ibtidaiyah Plus Ja-Alhag Bengkulu City," in *Naturalistic: Journal of Educational and Learning Research Studies*, Vol. 2, No. 2 2018, p. 172-183.

<sup>18</sup> Wibowo, *Change Management*, (Jakarta: PT. Raja Grafindo, 2012), p. 12.

<sup>19</sup> Ahmad Suardi, "Qur'an Learning Management in Madrasah Ibtidaiyah plus Ja-Alhag Bengkulu City," in *Naturalistic* 2, no. 2 (2018), p. 176.

that learning management is a teaching and learning activity managed by a teacher during the learning process.<sup>20</sup>

Early childhood education learning management is how teachers plan, implement the learning process and evaluate learning outcomes, as stated in the regulation of Indonesian ministry of education number 137/2014. The term management is not much different from the term management. So that in the regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014 concerning National Standards for Early Childhood Education includes: Program planning, organizing, implementing work plans and supervising.<sup>21</sup>

## METHOD

This research employs a qualitative method using field research techniques and a case study approach. The study aims to analyze the management of Qur'an-based learning at PAUD Tahfidz Al-Kautsar in Kediri, West Lombok. This is a research approach that highlights the quality and significance of a product or service through the analysis of events, phenomena, and social indicators. These are used as valuable lessons for the development of theoretical concepts. (Yin, 2012, p. 46).<sup>22</sup> According to Craswell (2017), qualitative research involves investigating, exploring, and understanding social and human problems at both individual and group levels.<sup>23</sup> The research method involves several stages. First, observe the implementation of Al-Qur'an-based learning management at PAUD Tahfidz Al-Kautsar. Second, conduct in-depth interviews with sources and take documentation in the form of photos and important notes. Finally, use observation, interviews, and documentation to collect data. The data source for this research consists of primary and secondary data. Primary data includes the head of the Foundation, principal, and class teacher. The author uses the Miles and Huberman model to analyze secondary data, which consists of documents and related literature.

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<sup>20</sup> Nana Suryapermana, "Learning Management in Education," in *An-Nidhom ManagementIslamic Education* Vol. 1, No. 2 (2016), p. 77.

<sup>21</sup> Fitra Fauziah Hasanah and Erni Munastiwi, "Management of Religious Character Education through the Habituation Method in Kindergarten," in *Golden Age: Scientific Journal of Early Childhood Growth and Development*, Vol.4, No. 1, 2019, p. 37.

<sup>22</sup> Robert K Yin, *Case Study Design and Methods* (Jakarta: Grafindo Persada, 2012), p. 46.

<sup>23</sup> Jhon Craswell, *Research Design (Qualitative, Quantitative and Mixed Approaches)*, (Yogyakarta: Student Library, 2017), p. 145.

## RESULTS AND DISCUSSION

The implementation of Qur'an-based learning management implemented by PAUD Tahfidz Al-Kautsar, Kediri, West Lombok is carried out through several stages, including the following:

### **Qur'an-Based Learning Planning**

Learning management planning is the main step that must be taken by an educational institution. Teacher groups develop learning programs that will be implemented by teachers or other parties involved in the implementation and supervision of learning in an educational institution. The planning stage includes the preparation of steps that will be implemented to achieve predetermined goals. Learning management planning can be prepared based on the needs at a certain time according to the needs or desires of the planner. The main principle of planning is that it must be implemented easily and on target.<sup>24</sup>

From the results of observations and interviews with the head of the Foundation, researchers found that the learning planning process at PAUD Tahfidz Al-Kautsar is carried out in accordance with the standard steps of learning preparation, namely they start by compiling the curriculum they will use.

“In the activities of formulating and preparing the existing curriculum at PAUD Tahfidz al-Kautsar includes the curriculum used, curriculum structures such as curriculum content (development programs include the development of children's moral and religious values, physical motor, cognitive, social emotional, language and art. As in this case PAUD Tahfidz al-Kautsar emphasizes more on the religious aspects of children or their religiosity), core competencies, basic competencies, learning content content and also the length of learning and learning tools.<sup>25</sup>

In addition, the Principal of PAUD Tahfidz al-Kautsar in addition to curriculum planning, they also do other planning, such as planning basic competencies derived from the curriculum and planning additional competencies. This additional competency is what makes PAUD Tahfidz al-Kautsar different from other early childhood education institutions.<sup>26</sup>

From the observations and interviews conducted, researchers found that PAUD Tahfidz Al-Kautsar developed their lesson plans in accordance with established rules and procedures. They also do it carefully based on Curriculum 2013. They discuss various important elements in the lesson plan, such as curriculum content, core competencies, basic competencies, learning content, learning duration, and learning tools. In addition to the

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<sup>24</sup> Abdul Majid, *Learning Planning: Developing Teacher Competency Standards*, (Bandung: Remaja Rosdakarya, 2012), p. 15.

<sup>25</sup> Interview with the head of the foundation of PAUD Tahfidz al-Kautsar Kediri West Lombok Hj. Mislahah Najib, S.Pd, M.Pd.I,

<sup>26</sup> Interview with the principal of PAUD Tahfidz al-Kautsar Kediri West Lombok Mawaddatun Warahmah, S.Pd.

elements mentioned above, PAUD Tahfidz Al-Kautsar also compiles additional competencies that become the excellence and distinctiveness that distinguishes them from other PAUD. One of their characteristics is the combination of Islamic learning and Qur'anic learning. Therefore, the curriculum preparation process at PAUD Tahfidz Al-Kautsar has fulfilled the elements of the 2013 Curriculum as described by Annisa Eka Putri, et al, namely the standard level of achievement of child development, core competencies, basic competencies, time allocations, indicators of developmental achievements, learning programs (annual programs, semester programs, weekly program plans, daily learning implementation plans, learning program identities, learning objectives, learning materials, learning methods, learning resources, learning activities (initial activities, core activities, and closing), learning tools, learning media and learning assessment or evaluation.<sup>27</sup>

Meanwhile, learning planning at PAUD Tahfidz al-Kautsar is carried out in stages. From the results of observations and interviews with informants, researchers found that the process of preparing learning plans was carried out collectively with stakeholders, such as the head of the foundation, principal, and teachers. They compile several main things related to the implementation of learning for one year which includes a year program (*Program Tahun: PROTA*), semester program (*Program Semester: PROMES*), weekly learning program plan (*Rencana Pelaksanaan Pembelajaran Mingguan: RPPM*), and daily learning program plan (*Rencana Pelaksanaan Pembelajaran Harian: RPPH*).<sup>28</sup>

Based on the facts above, the researcher concludes that the preparation of al-Qur'an-based learning planning at PAUD Tahfidz al-Kautsar is carried out in accordance with the scenario set by the school. The learning scenario is a series or flow of learning arranged by a teacher so that the learning activities he carries out are in accordance with the objectives and expected results.<sup>29</sup> According to Mawaddah Warahmah, S.Pd, the principal of PAUD Tahfidz Al-Kautsar, their lesson planning during the COVID-19 pandemic includes the following programs:

1. Annual program (PROTA)

The Annual Program (*PROTA*) planned at PAUD Tahfidz al-Kautsar is based on child development to be achieved within one year developed based on themes/sub themes, basic competencies, indicators and activities to be carried out . In this context, the annual program serves as a guideline for implementing learning while still paying

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<sup>27</sup>Annisa Eka Putri, Sri Saparahayuningsih, and Nesna Agustriana, "Learning Planning for the 2013 Curriculum for Early Childhood Education (Quantitative Descriptive Research at PAUD IT Auladuna Bengkulu City)," in *Potensia Journal, PG-PAUD FKIP UNIB*, Vol. 2, No. 1 (2017), p. 4.

<sup>28</sup> Interview with the head of the foundation of PAUD Tahfidz al-Kautsar Kediri West Lombok Hj. Mislahan Najib, S.Pd, M.Pd.I.

<sup>29</sup> Yuni Hendrowati and Ari Suningsih, "Why do we need learning scenarios?", in *International Journal of Community Service Learning*, Vol. 2, No. 1 (2018), pp.34-40.



attention to the developmental aspects that must be achieved by children within one year. The learning activities that are the hallmark or characteristic of PAUD Tahfidz Al-Kautsar are Tahfidz Al-Qur'an and Hadith activities and dhuha prayers every day. Tahfidz Qur'an and Hadith activities are carried out every day, namely when students arrive at school, when students enter class, and before students go home. These two learning activities which are a blend of Islamic and Qur'anic education become the distinctiveness of PAUD Tahfidz al-Kautsar.

When they deliver material to students, teachers apply a variety of methods and strategies. Consequentially, the learning methods and strategies are varied. Teachers are given the flexibility to develop their own learning methods and strategies so that children easily understand the material delivered by the teachers. In addition, at the planning stage, all teachers are always involved openly and together. The management always does something like this every year.

## 2. Program Semester (*PROMES*)

Based on interviews and observations, researchers discovered that PAUD Tahfidz al-Kautsar conducts several semester programs (*PROMES*) each semester. The first program is a thematic outing class where students visit places related to the topic being discussed. For instance, when discussing public transportation, students visit a bus terminal. The second program is a parenting class designed for parents to discuss their children's development and growth with their teachers. Parenting classes are conducted not only face-to-face but also via WhatsApp groups. Additionally, the annual program takes place during Islamic and national holidays, as well as special occasions such as Quran memorization.

## 3. The Weekly Learning Program Plan (*Rencana Program Pembelajaran Mingguan: RPPM*)

RPPM at PAUD Tahfidz al-Kautsar is developed based on basic competencies, achievement indicators, and a learning activity plan designed for one week. The RPPM can take the form of a collection of themes. To improve the quality of learning, it is important to pay attention to the achievement of each indicator by students in each basic competency.

## 4. Rencana Program Pembelajaran Harian (*RPPH*)

The RPPH at PAUD Tahfidz al-Kautsar comprises predetermined components, including the date and day of learning, student group/age, semester, themes and sub-themes, learning materials, learning tools and media, opening activities, core activities, closing activities, and assessment plans. PAUD Tahfidz al-Kautsar has implemented a unique policy to ensure that the RPPH is only one page long. The creation of the RPPH follows the institution's guidelines. This is an explanation of the elements that must be included in the RPPH; a) It should include the RPPH identity, which consists of the

theme and sub-theme, semester/month/day, date, group, and group learning model; b) Additionally, it should cover all aspects of child development, as well as the learning tools and media that will be used, under the Basic Competencies (KD) section; c) Finally, the learning activities should be structured in steps, starting from opening activities, followed by core activities, and ending with closing activities; d) This statement provides information about the identity and legality of the homeroom teacher and principal of PAUD Tahfidz Al-Kautsar.

Based on the findings obtained by the researchers, the learning planning carried out at PAUD Tahfidz Al-Kautsar includes annual programs (PROTA), semester programs (PROMES), weekly program implementation plans (RPPM), and daily program implementation plans (RPPH). As stated by Mulyasa, the development of early childhood learning plans include semester planning, weekly program implementation plans (RPPM), and daily program implementation plans (RPPH).<sup>30</sup>

### **Al-Qur'an The Implementation of Al-Qu'ran Based Learning Management**

Learning implementation is an activity carried out by educators and students to realize a planned learning program and achieve goals through effective and efficient resource utilization. In addition, it is claimed that the implementation of learning is a teaching and learning activity carried out by teachers and students directly on the subject matter being taught. This information is based on a study by Lilianti et al. (2021) on learning management in developing early childhood social skills, published in the *Journal of Obsession: Journal of Early Childhood Education*, Vol. 5, No. 2, pp. 2191-2200.

During the learning implementation stage at PAUD Tahfidz al-Kautsar, the teaching plan prepared with the teachers at the school is followed. The learning implementation is similar to that of early childhood education institutions in general. According to researchers, the implementation of Qur'an-based learning is currently guided by Permendikbud No. 146 of 2014, which concerns the 2013 PAUD Curriculum, and Permendikbud No. 137 of 2014, which concerns National Standards for Early Childhood Education. The learning program activities consist of opening, core, and closing activities, as revealed by the interview results:

“The implementation of Qur'an-based learning during the Covid-19 pandemic at PAUD Tahfidz al-Kautsar is similar to that of other conventional schools. However, this PAUD stands out due to its additional religious content and the Qur'an tahfidz program. Learning activities in the PAUD still follow the government-regulated curriculum, but with an emphasis on Qur'anic education, memorization, and practical

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<sup>30</sup>Siti Farida, “Pengelolaan Pembelajaran PAUD,” dalam *Jurnal Wacana Didaktika: Jurnal Pemikiran, Penelitian Pendidikan dan Sains*, Vol. 5, No. 2 (2017), hlm. 191.

application in children's lives. The goal of the PAUD is to cultivate children with strong religious values and a deep understanding of the Quran."<sup>31</sup>

The principal of PAUD Tahfidz Al-Kautsar also stated:

In addition to using the core curriculum from the Office (*Dinas Pendidikan*), we also incorporate Quran-based learning into our teaching. This includes reading, memorizing, *muroja'ah* (repeating the memorization), and writing. This information was obtained from an interview with Ririn Qadriana, a teacher at class A PAUD Tahfidz al-Kautsar. We ensure that every class is targeted towards children memorizing Juz 30 of the Qur'an.<sup>32</sup>

Researchers have found that the learning program at PAUD Tahfidz al-Kautsar is similar to that of other schools, but with the added advantage of a Tahfidz program that aims to have students memorize at least *Juz 30 / Juz 'Amma*. Therefore, the implementation of learning activities includes general learning activities, as well as conventional school and habituation activities that support Qur'an-based learning in PAUD Tahfidz Al-Kautsar. The aim is to increase the religiosity of early childhood within an integrated learning framework that combines Islamic and Qur'anic teachings.

The usual learning activities consist of opening, core, and closing activities. Additionally, PAUD Tahfidz Al-Kautsar school incorporates Al-Qur'an-based learning into every lesson and encourages memorization of the Al-Qur'an through habituation activities. Interviews conducted revealed that the implementation of Qur'an-based learning aims to instill Islamic and Qur'anic values in students by fostering a habit of memorizing the Qur'an. The implementation of Al-Qur'an-based learning at PAUD Tahfidz Al-Kautsar involves several programs, including the following:

1. Qur'an-Based Learning Activities Program

- a. Opening Activities

Opening activities are designed to prepare students for learning before they begin the material to be taught.<sup>33</sup> These activities include greetings, prayers, singing, and motivation. At PAUD Tahfidz Al-Kautsar, opening activities for Al-Qur'an-based learning are conducted through habituation from 07.30-09.00 WITA. During this time, students participate in marching, washing hands, reading the Qur'an, and daily prayers.

- b. Core Activities

Core activities are the primary learning activities that convey the main themes and sub-themes of the lesson. Teachers can use various learning strategies and

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<sup>31</sup> Hasol Observasi

<sup>32</sup> Wawancara dengan Ibu Guru kelas B PAUD Tahfidz al-Kautsar Kediri Lombok Barat Pitriah, S.Pd.

<sup>33</sup> Kemendikbud, *Kerangka dasar dan struktur kurikulum 2013 PAUD*, (Jakarta: Dirjen PAUD, 2015).

methods as needed. These activities were carried out from 09.00-10.30 WITA and include observing, questioning, gathering information, reasoning, and communicating. These activities should encompass all of the children's achievements, including religious and moral values, language, cognitive abilities, social-emotional development, physical motor skills, and art.

c. Break Activities

A break for rest was taken from 10:30-11:00 WITA. During this break, children have the opportunity to eat lunch brought from home and play. Prior to this activity, children are instructed to wash their hands and form a queue.

d. Closing Activities

Closing activities are the final step in the learning process. They are designed to assess students' comprehension of the material covered and to summarize the learning activities. It is important to ensure that students have absorbed the material. The activities should be concise and clear, avoiding complex terminology and sprawling descriptions.

2. The implementation of habituation activities

In addition to several Al-Qur'an-based learning programs, there are also habituation activities aimed at supporting the achievement of expected learning objectives. At PAUD Tahfidz Al-Kautsar, habituation activities during Qur'an-based learning include line marching, which is carried out every morning in the school yard. The purpose of marching is to prepare students to follow the upcoming lessons. Before entering the classroom, students are required to wash their hands with clean water. This activity aims to teach children the importance of maintaining cleanliness. Additionally, students at PAUD Tahfidz Al-Kautsar routinely perform *Belajar Wudhu* and *Shalat Dhuha* on Fridays and Saturdays. This activity takes place on Thursdays, during which all teachers assist in a series of activities. These activities include reading the Qur'an, memorizing short letters, *hadiths*, and daily prayers. This activity involves reading the Qur'an together in the terrace yard, followed by memorization of the Qur'an or *muroja'ah* both individually and collectively before starting the classroom learning. Additionally, memorization of the Qur'an, *hadith*, and prayers is also conducted before the end of the school day during the closing activities of learning. This activity aims to enhance children's memorization and instill Islamic and Qur'anic values in them, in line with the vision and mission of PAUD Tahfidz Al-Kautsar school.

The implementation of Qur'an-based learning follows the Beyond Centers and Circle Time (BCCT) model, also known as centers. The approach used by schools adheres to the scientific approach outlined in the 2013 curriculum. The following are the interview results from the teacher of class B at PAUD Tahfidz Al-Kautsar:

“This approach is similar to that of other schools, but we believe it provides a more scientific approach to learning.”<sup>34</sup>

Regarding our school's approach to learning, we utilize a model called Beyond Centers and Circle Time (BCCT), which involves various methods tailored to the theme and environmental conditions, such as storytelling, singing, conversations, lectures, and the use of learning media. The researchers obtained results from interviews with several teachers at PAUD Tahfidz Al-Kautsar:

“The learning methods used in the learning process include habituation, storytelling, conversation, question and answer, demonstration, field trips, and assignments.”<sup>35</sup>.

Researchers have found that the teachers at PAUD Tahfidz al-Kautsar have utilized multiple learning methods during the pandemic, including storytelling, lectures, questions and answers, and assignments. The above findings align with Lasaiba's statement that early childhood learning methods should be both challenging and enjoyable, incorporating elements of play, movement, song, and education. Teachers in PAUD commonly use various methods, including play activities, storytelling, singing, field trips, conversation, demonstration, project-based learning, assignments, and centers.<sup>36</sup>

The learning material used for implementing Qur'an-based learning is the religious development curriculum of PAUD Tahfidz al-Kautsar for the 2020/2021 study year. The curriculum is designed to achieve specific competencies. The researchers obtained the following observations:

a. Strengthening faith and love for God

The learning material provided by PAUD Tahfidz al-Kautsar aims to strengthen faith and foster love for God. The teacher introduces children to God's creation, helping them understand God as the creator, recognize His creations, and become familiar with the names of Prophets and Messengers, Angels, the names of Islamic months, and sentences of praise for God.

b. Accustoming children to worship God

Educators in this case teach students to recite prayers, including prayers before and after learning, prayers to parents, prayers before and after eating, prayers before and after waking up, and prayers in and out of the bathroom. They also teach the

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<sup>34</sup> Wawancara dengan Ibu Guru kelas B PAUD Tahfidz al-Kautsar Kediri Lombok Barat Laela Thahir, S.Si.

<sup>35</sup> Wawancara dengan Ibu Guru kelas A PAUD Tahfidz al-Kautsar Kediri Lombok Barat Aulia Ulfa, S.Pd.

<sup>36</sup> Lasaiba, “Pola Pengembangan Model Pembelajaran Pendidikan Anak Usia Dini di Lingkar Kampus IAIN Ambon,” dalam *Jurnal Fikratuna*, Vol. 8, No. 2 (2016), hlm. 79-104.

*hadiths* of the Prophet, recognize the names of religious holidays, procedures for worship such as *Salat Fardhu* (obligatory prayers) and *dhuha* prayers, and recognize places of worship and religious figures. It is important to note that educators should maintain objectivity and avoid subjective evaluations.

c. Accustoming children's behavior and attitudes to be based on religious values

Educators aim to instill religious values in children's behavior and attitudes, teaching them to behave politely, speak respectfully, ask for help, express gratitude, pray properly, dress appropriately, and assist friends, parents, and teachers. Educators aim to instill religious values in children's behavior and attitudes, teaching them to behave politely, speak respectfully, ask for help, express gratitude, pray properly, dress appropriately, and assist friends, parents, and teachers. The learning material provided by the teachers of PAUD Tahfidz al-Kautsar aims to instill in children the values of respect and tolerance for other religions, personal hygiene, and the importance of not hurting themselves or others. Additionally, the material emphasizes the importance of respecting friends, teachers, and parents, as well as protecting and caring for plants, pets, and the environment .

d. Helping children develop into individuals who believe in and fear

Allah SWT involves teaching them to recognize God's creation, read and memorize the Qur'an, learn procedures for worship, behave politely towards parents and friends, recognize Prophets, Angels, religious holidays, and Hadiths. This learning indirectly develops the religiosity of early childhood. Children will be born as reliable, faithful, noble, and civilized human beings with a Qur'anic soul, capable of thriving in a rapidly developing world. This is the vision and mission of PAUD Tahfidz al-Kautsar.

### **The evaluation of Al-Qur'an based learning management**

The term 'supervision' is closely related to the word 'superior'. According to Suharismi Arikunto, supervision involves seeing, checking, and surveillance carried out by superiors.<sup>37</sup> In education, supervision refers to guidance given to teachers. According to Ali Imron, educational supervision is a process of providing assistance to teachers, particularly in terms of professional service, to enhance the quality of the teaching and learning process.<sup>38</sup> This

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<sup>37</sup> Eliza Rahmah Prahestiwi, "Pengelolaan Program Pendidikan Anak Usia Dini (PAUD) Alam Jomin Kecamatan Kotabaru Kabupaten Karawang," dalam *Jurnal Indonesian Journal Of Adult and Community Education*, Vol. 2, No. 1 (2020), hlm. 47.

<sup>38</sup> Novan Ardy Wiyani, "Desain Manajemen Pendidikan Karakter di Madrasah ," dalam *Jurnal Insania IAIN Puenokerto*, Vol. 17, No. 1 (2012), hlm. 133.

process involves establishing standards, evaluating implementation, and implementing corrective measures.<sup>39</sup>

Researchers found that PAUD Tahfidz Al-Kautsar Kediri West Lombok conducts supervision in two ways: during all program activities at school entry and during every learning and teaching process.<sup>40</sup> Internal supervisors, including organizers, managers, and educators, carry out the supervision. The supervision and evaluation of the activity program at PAUD Tahfidz Al-Kautsar is conducted by the principal or head of the foundation once a month.

The second stage of supervision focuses on the children's developmental progress during the learning process. This evaluation is aimed at assessing the results of the learning process. Evaluation is crucial in learning activities to determine the extent to which goals have been achieved. It is also important in schools to assess the achievement of learning program targets.<sup>41</sup>

Researchers found that the implementation of Al-Qur'an-based learning evaluation at PAUD Tahfidz Al-Kautsar is similar to previous evaluations. The evaluation conducted focuses on children's development throughout the learning process, encompassing all aspects of their growth. Assessments are conducted based on daily, weekly, monthly, and semester-long learning activities.

At PAUD Tahfidz al-Kautsar, teachers not only supervise child development and learning outcomes, but also monitor the progress of children's religious development as they implement the school's superior programs. It is important to note that PAUD Tahfidz al-Kautsar is an educational institution that integrates Islamic and Qur'anic teachings. At the supervision or evaluation stage, a special schedule is applied.

The evaluation of al-Qur'an learning and other religious activities is typically conducted on Fridays and Saturdays, based on findings obtained through interviews, observation, and documentation by researchers. The program evaluates children's memorization, asks them to perform ablutions and prayers, and teaches them to recite various kinds of prayers and Hadiths. Additionally, Dhuha prayers are performed.

## CONCLUSION

Based on the explanation above, it can be concluded that the implementation of Al-Qur'an-based learning management at PAUD Tahfidz al-Kautsar is carried out through

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<sup>39</sup> Fitria Fauziah Hasanah, "Pengelolaan Pendidikan Karakter Religius Melalui Metode Pembiasaan di Taman Kanak-Kanak," dalam *Golden Age : Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini*, Vol. 4, No. 1 (2019), hlm. 3-6.

<sup>40</sup> Wawancara dengan Kepala sekolah PAUD Tahfidz al-Kautsar Kediri Lombok Barat Mawaddatun Warahmah, S.Pd.

<sup>41</sup> Ajat Rukajat, *Manajemen Pembelajaran*, (Yogyakarta: Deepublish, 2018), hlm. 23.

several stages. These stages include planning, which involves compiling the curriculum, including PROTA (*annual program*), PROMES (*semester program*), RPPM (*weekly learning implementation plan*), and RPPH (*daily learning implementation plan*). b) Implementation: The stages of implementing Al-Qur'an-based learning at PAUD Tahfidz Al-Kautsar include opening, core activities, breaks, and closing activities. Various engaging methods are utilized. Regarding the implementation of Al-Qur'an-based learning at PAUD Tahfidz Al-Kautsar, there are various practices, including marching, washing hands with clean water and soap, and engaging in worship activities. The supervision and evaluation of Al-Qur'an-based learning are carried out in two stages: first, during the implementation of Al-Qur'an-based learning, and second, during the evaluation of children's developmental progress throughout the learning process at school.

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