

Qur'an Education Innovation for School Age Kindergarten

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ABSTRACT: The methods of learning the Qur'an that existed early and were widely used by the community were not perfect. The Utrujah and Wafa methods as a manifestation of the many methods that are considered effective still have their own weaknesses. From here, it is necessary to find an innovation that can minimize weaknesses and maximize the effectiveness of learning the Qur'an; This is especially true for school-age children. This study uses a qualitative-descriptive analysis method in field *research*, with data collection using observation, interview and documentation techniques. The researcher processes data through the process of data reduction, *display*/visualization and conclusion/verification. The research is focused on the discovery of innovative Qur'an learning methods in Tahfidz Mabadi Quranil Kindergarten. Based on an in-depth study, researchers found a new innovation in learning the Qur'an that is more effective, quickly followed by students and the results are satisfactory. The innovation departs from the combination of using the Wafa and Utrujah methods which are modified in such a way as to adjust the goals and suitability of students as well as maximum learning achievement. With the innovations that have been implemented, the target of learning the Qur'an; an Tahfidz MQA Kindergarten student is fulfilled according to the learning curriculum, quickly, precisely, fun, and easily.

KEYWORDS: Innovation, Qur'an Learning, Learning Methods, Qur'an Learning

I. INTRODUCTION

The education of the Qur'an has a crucial role in shaping the character and spirituality of the Muslim individual. In the development of Quranic education, conventional approaches are often not effective enough to achieve the desired educational goals. Therefore, there is a need for conceptual innovation in the learning process of the Qur'an in order to improve the quality of education and the formation of the nation's character. Through Qur'anic educational institutions such as the Qur'an Education Park (TPA) or TPQ and also the Mabadi Quranil Aziz Tahfidz Kindergarten, it is hoped that it can become a forum for increasing Qur'anic literacy; an among the Muslim community.

Improving Qur'anic literacy for the surrounding community is the basis for the establishment of TK-Tahfidz MQA. Public awareness is increasing with the increase in the number of students from year to year. During the pre-research, there were 30 students. From this fact, it can be seen that TK-Tahfidz MQA has been trusted to be the choice of parents to make their children able to read and memorize the Quran from an early age. This is because TK-Tahfidz MQA has excellent programs, namely tahsin and tahfidz programs of the Qur'an. The learning model uses two methods that are applied together, namely the wafa method and the utrujah method. These two methods are applied by the ustadz and ustadzah simultaneously (combined) in the learning process to their students.

In its application, both methods have their own advantages and disadvantages. The Wafa method emerged as an inspiration from the methods of reading the Qur'an that existed earlier and have been widely adopted by the community. This method is considered successful in guiding students to be able to read the Qur'an fluently and according to the rules because it emphasizes the approach through optimizing the right brain so that it emphasizes simple and entertaining learning patterns. The learning model used in 'Wafa' is in accordance with the theories of child development, involving stimulation of various aspects of development and the child's dual intelligence. This model is designed to cater to students' diverse learning styles.

The disadvantage is that this method tends to be habits that have been repeated in the learning process, especially the combination of visual memorization and tone in reading and media as the main reference for students to understand learning materials guided by textbooks. The effectiveness of the Wafa model in Tahfidz learning, however, there are obstacles, especially in the emphasis on different students' abilities. In line with his conclusion about the Wafa model, it was also carried out by Syarifuddin, Jufri, and Kasim, Lailatul Mufidah, Riza Fahrudin and Nurwahid and Wahyuni, Octaviani.

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Refraction and repetition are obstacles in themselves, especially when students get new material that is not exactly the model, tone and way of learning they get from the teacher, they will tend to understand less. The Wafa model material is also more complex, there is reading, there is writing and listening. In other words, this model learning method is closer to the type of Inductive learning strategy, meaning that learning starts from a specific material, namely hijaiyah and then slowly expands to the general aspect and its development. With diverse students and beginners, this model will feel quite heavy and take a long time.

Likewise, the utrujah method is considered a breakthrough in the Qur'an learning method for students, especially early childhood. The Utrujah method has similarities to the wafa method, which uses the medium of letter cards to teach hijaiyyah letters. The difference is that in this model, the letters are not made in a normal hijaiyah order, but by randomization. Letter randomization is based on letters that are easier for students to pronounce, then gradually improved on letters that are medium and difficult to pronounce. The material is also taught unspelled but sounded with the sound of reading gradually starting from *the reading of fathah*, then increasing to the reading of *kasroh* and then *dhomah*. Some say that the success rate within 6 months to a year can read the Quran and khatam al-Quran repeatedly. The key to success is not only in the book that is in volume, but in this method there are books that are spread out and easy to see by children equipped with posters or cards that are pasted on the walls, on the doors, walls in the room and other places. This is the key to the success and speed at which children can read the Quran.

The disadvantage of the utrujah method is that students are more likely to need good cooperation between teachers, students and parents. Because there is the application of repetition and independent tasks that require attention from parents and motivation of their students. In addition, this method emphasizes more on the memorization aspect so that effective application tends to basic memorization so that it can be applied at the beginning of students starting to learn. This method is closer to a deductive learning strategy, meaning from abstract concepts and then drawn into concrete concepts.

The above background review is the basis for the researcher to dig deeper by collaborating two learning methods to be applied at Tahfidz Mabadi Quranil Aziz Kindergarten in Banteran Village, Sumbang District. The advantages and disadvantages are the subject of the main study of this research which will be proportionately explored so that at the end of this study can find a new formulation of a method that is more precise, effective and improves the previous method.

The Utrujah method is also widely used in learning the Qur'an because it has the advantage of emphasizing students' love for the Qur'an as researched by Mufiada with the title Implementation of the Utrujah Method in Learning Tahfiz Al-Qur'an at SDIT Madani Ekselensia Sidoarjo. Previous research has written that this method is quite widely applied in various circles of educators and educational institutions of the Qur'an because of its characteristic in the recognition of hijaiyyah letters and its reading in *talaqqi*, so that it can make it easier for students to be justified in their reading when it is wrong by the teacher in front of them and students can memorize the Qur'an according to the specified targets/targets and have quality in memorizing it because there is a basis for love for The Qur'an is one of the characteristics of this method.

From the various scientific works or research that have been mentioned related to the wafa method and the utrujah method, both from its application, its influence in various institutions, and its comparison with other methods, there has not been one that specifically raises how the implementation of the combination of two models of learning the Qur'an in one educational institution can be directly observed and the product of its application can be used as a new prototype that is no longer the same as the model Originally. Therefore, the researcher will focus on the problem of how to apply two methods, namely wafa and utrujah, so that it is hoped that later a new innovation will emerge that can be found (novelty) from the results of this research.

In the process of this research, the author seeks to describe how the application of the wafa method and the utrujah method are the most effective and appropriate in learning the Qur'an for students from early childhood and toddlers in Tahfidz Kindergarten. The combination of wafa and utrujah methods will focus on appreciation, understanding and truth in reading and memorizing the Qur'an as has been applied at Tahfidz Mabadi Quranil Aziz Kindergarten in Banteran Village, Sumbang District

II. RESEARCH METHODS

This study uses a qualitative approach to field research, with data collection using observation, interview and documentation techniques. Researchers process data through data reduction, display/visualization and conclusion/verification processes. This study focuses on the project of discovering innovations in the Qur'an learning method at TK-Tahfidz Mabadi Quranil. Researchers collect data from various sources, both users/inventors of the utrujah and wafa learning methods, teachers at TK Tahfidz MQA, and parents of students. Researchers can find out the real facts about the weaknesses and advantages of the utrujah and wafa methods through interviews with informants and field observations. Furthermore, researchers conduct a triangulation process through data verification and seek supporting data from other sources to assess the validity of the data so as to produce a conclusion about a better and more innovative method.

III. RESULTS AND DISCUSSION

a. Educational Innovation

Innovation is a word that is rooted in the English term Innovations. *Inovations* means *a new idea, method, or device: novelty, the introduction of something new* (idea, method, new device as a new invention (novelty) or introducing something new.

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Innovation can be understood as a new discovery about a particular idea, method and device and undergoes a test process by introducing it to the user and then becoming a discovery that has not existed before.

An innovation is produced not spontaneously and instantaneously. There is a systemic process and through a research that is not simple. The scientific and academic definition, as stated in Law No. 18 of 2002, regarding innovation is defined as a research, development, and/or engineering activity that has the aim of developing the practical application of new scientific values and contexts and new scientific contexts, or new ways to apply existing science and technology into products or production processes. According to experts such as Everett M. Rogers (1983), innovation is an idea or idea that is realized and accepted as something new by a person or group to be adopted. Edquist defines innovation as new inventions, both intangible and material, that have significant value.

Various innovations that can be made in the field of education are by updating the teaching system such as the way it is delivered in front of the students, and by making new products. Innovation can be created according to its use, creating new things, facilitating the world of education and leading to progress. The world of education was initially based on only one method, with the spread of these methods in the media, many innovative new methods will emerge.

If innovative is very useful to improve human resources so that they are always of quality, then this can also be done by facilitating and continuing to evaluate the methods applied, solving the problems that arise during learning which will later be combined with several other methods or concepts, using technology as a process and products for learning such as books, CDs, videos and others, as well as by creating various innovations in education and learning and then disseminating them.

b. Quran Education

Understanding the concept of Qur'an education also needs to understand what the Qur'an is; an. As Muslims know, the Qur'an has provided various principles of value for each individual. Its existence as a refinement of the previous scriptures denies the existence of a limit to the Qur'an in terms of . This is proven that the relevance of the Qur'an goes hand in hand with the development of various contemporary scientific disciplines. Etymologically, it is found that the Qur'an comes from the word قَرَأَ which means "to read" or "to gather". However, reading actually means collecting letters or words in the spoken word so that both have the same meaning. This is based on the words of Allah in QS al-Qiyamah verses 17-18 which reads:

(إِنَّ عَلَيْنَا جَمْعَهُ وَقُرْآنَهُ) 17 (فَإِذَا قَرَأَهُ فَاتَّبِعْ قُرْآنَهُ) 18

"Indeed, It is Our duty to collect (in your hearts) and recite it. So when We have finished reciting it, follow it."

The Qur'an comes from the word قرائن which is the plural of *qarinah* meaning "couple", "proof", something that explains. It is so named because the Qur'an is continuous between one verse and another. Meanwhile, the Qur'an is reviewed terminologically and several definitions are found by scholars. *First*, the Qur'an is the word of Allah revealed to the Prophet Muhammad that serves to fight against his opponents even though it is just a short letter similar to the Qur'an.

Second, the Qur'an is the revelation of Allah that came down to the Prophet Muhammad the closing of the Prophets, which is narrated in mutawatir in pronunciation and meaning, as well as the last sacred book of the heavenly religion that descended to the earth. *Third*, the words of Allah intended for the Prophet Muhammad written in the mushaf, narrated in mutawatir, are worth worship (get rewards) for those who read them, and function as a miracle even if it is just a letter similar to him.

In line with the development of knowledge and innovation of Qur'an teachers, their varied teaching methods emerged as the findings of Qur'an scholars from various regions. The finding of the learning method is termed by the researcher as an innovation in learning the Qur'an. The varied learning innovations of the Qur'an cannot be separated from the basic idea of learning effectiveness that is better, fast, easy and interesting. There are many Qur'an learning experts who have produced different methods. The difference is influenced by many reasons, one of which is the knowledge, experience and perspective of the method inventor on learning goals and achievements.

If every Indonesian Muslim has the same ability to read, write and memorize the Qur'an with each other, then the method used is likely to be only one. However, the reality is that the reading ability of the Indonesian Muslim community is different. Therefore, if examined, many methods of reading or memorizing the Qur'an applied by the Indonesian Muslim community are in order to adapt to their people so that their learning can be well received and get quality results. So many methods of learning the Qur'an emerged.

c. Qur'an Learning Methods

In learning the Qur'an, it is necessary to make a strategy and method that is compiled and implemented in order to achieve the goal optimally. Strategy is an approach that includes various aspects such as the implementation of ideas, *planning*, and consistent work procedures. The method according to experts is *first*, Moh. Athiyah al-Abrasy defines the method in a way or understanding that a teacher has and then transferred to the students or other people around him that have been neatly planned beforehand. *Second*, Moh. Abd. Rokhim defines methods in various practical ways that are quick to realize certain goals and intentions. *Third*, Ali al-Jumbalaty and Abu al-Fath attawanisy emphasized that methods are the methods that teachers have and then convey to the brains of students.

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The Qur'an learning method is a rhythm that can be carried out in every step of a person towards the goal of achievement, namely learning the Qur'an well, easily and precisely. In addition to methods that always go hand in hand with the purpose of an activity, the method must also see and understand the condition of the participants and prepare the teaching materials to produce optimal activities.

d. Innovation of Qur'an Learning Methods

The innovation of the learning method in question is the result of the innovation of the wafa and Utrujah methods and then produces a new innovative method. Innovation in the form of redesign by combining the two methods is understood as an effort and step that is carried out systemically, structured and using scientific methods to find new patterns or references that have never existed before in the field of Qur'an learning because it departs from the previous hypothesis about the practical experience of applying a method that is considered to have certain advantages and disadvantages. The practices and experiences that have been implemented are as follows:

1) Practice and experience of using the Wafa Method

The wafa method refers to the way in which educators convey certain values to students. This includes actions taken by educators in the context of educational activities to influence students to achieve optimal learning outcomes. In accordance with the purpose of education, the Qur'an is considered a life guide that plays a role in the implementation of education. The Qur'an is presented through various methods that are interesting and facilitate the learning process.

The main focus of this method is the reading, writing, and memorization of the Qur'an in accordance with the makhrojul of letters and tajweed. The methods and systems managed by the Indonesian Syaful Quran Foundation (YAFQIN) have spread to various regions in Indonesia. The method highlights how to function the right brain, presents interesting, systematic material, and prioritizes comfort for students. Organizationally, 'wafa' has a vision to produce Quranic experts to build the civilization of the Quranic community in Indonesia. Top of Form

In the 'Wafa' method, educators are empowered with educational knowledge that involves the concept of brain neuroscience in a simple way and its relationship with the world of education, human learning patterns, classroom management strategies, administration, curriculum, and basic teaching competencies. The goal is to create superior and quality educational outcomes. Educators must understand the elements that support students' competencies in order to effectively optimize their learning potential. Educators must understand how to optimize the role of the child's brain in absorbing information, and identify the learning style of each student. These learning style variants can be overcome through the application of rules in the classroom.

The Wafa method emphasizes the teaching of reading, writing, memorizing, translating, understanding, and applying the teachings of the Qur'an in daily life. In facilitating early childhood understanding of the Qur'an using the 'Wafa' method, a *quantum teaching strategy* developed by Boby de Porter was applied. The Wafa method emphasizes teaching that is appropriate to the character and psychology of children, involving them interactively, in various ways, and actively and integratively involving children.

The wafa method introduces the audience to the meaning of a container that is wrapped as much as possible in learning the Qur'an, both from reading and memorizing the Qur'an which is integrative and comprehensive and easy and fun at the same time. The application of this method uses rhythm in quantum teaching which includes TANDUR (Grow, Natural, Name, Demonstrate, Repeat, Celebrate) learning.

The Wafa method also introduces the function of the left brain for short-term repetition and the right brain which is combined to process imagination, movement, happy emotions and can accelerate the absorption of new information while producing memories for a long period of time, only the dominant one is used is the right brain. Thus, there are multisensory aspects or a combination of various senses, such as visual, auditory, and kinesthetic. So that the interest in art with the relationship between teachers and students can be sustainable and get satisfactory knowledge of the Qur'an.

In terms of learning the Qur'an, the Wafa method is a method that has 5 principles in its teaching or the so-called 5T, namely *Tilawah, Tahfidz, Tarjamah, Tafhim, and Tahsin*. This 5T is used as a foothold to make its own excellence in its comprehensive, easy and fun learning.

a) Steps to Learn the Wafa Method

Learning steps with the 5 P's method (Opening, Experience, Teaching, Assessment, Closing). The 5Ps in question are, as follows:

1) Opening

Strategy at this stage, by: asking how you're doing, including challenging questions; Video/film; Story; Nasyid/ singing; Unfamiliar look; Guess.

2) Experience

The strategies used are as follows: Simulation; Demonstration; angung by pupils; Nasyid or analogous stories

3) Teaching

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The strategy used is BT (read imitation with prop cards, large props and recitation books): Teachers read memorized verses, students imitate; The teacher moves his hand according to the translation of the verse, the student imitates it; One pupil reads another imitating ; One group reads the other imitates ; Reading additional memorization along with movement

4) Assessment

At the assessment stage, students are required to repeat the material that has been given in the previous stage, by carrying out several strategies, as follows: BS: Read Listen with the recitation book; BSK (read Classical Listen): one pupil reads, the teacher and the other pupil listens; BSP (read Private Watch): one student reads, the teacher listens and the other writes or murojaah

5) Closing

The final stage is the confirmation stage. This activity is carried out by reviewing the material, giving awards and praise as well as motivation to keep the spirit even though it is at the end. The strategies are: *Re-view* ; Impressive statement ; Test; Singing/nasyid ; Story; Shouting yells; Stuttgart

b) Wafa Method Characteristics

The characteristics used in the Wafa method are as follows:

1. Using the TANDUR strategy (Grow, Natural, Name, Demonstrate, Repeat, Celebrate)
2. Song usage
3. Memorization with Movement

From the results of the study, this method in the teteen aspect has advantages, but from other aspects there are still disadvantages, namely *First*, there are limitations of the age observer of the child which at the age of 4-5 years requires special adaptation so that children can focus and accept the material given. *Second*, sanad that is too easy so that it affects the makhoriul of the letters taught is not correct. *Third*, each individual has a different character, which causes the need to provide a portion of teaching that is appropriate to each individual.

2) Practice and experience of using the Utrujah Method

The Utrujah method is an approach that emphasizes the development of affection for the Qur'an, not only teaching learning Tahsin, but also teaching how to love the Qur'an. The main differentiator of the Utrujah method from other methods lies in its individual approach, where the teacher must understand the abilities of each student. This is what distinguishes it from the previous wafa model. The method created by Dr. Sarmini, Lc. MA has the characteristics of being flexible, easy, and entertaining.

This method increases rewards for participants and minimizes punishment. With the Utrujah method, participants have the right to choose between the two segments, namely the method of reading the Qur'an and the method of memorizing the Qur'an, but they can choose to combine the two. The props used are in the form of flashcards, posters, pointing tools (can be skewers, or others), and the A4 Qur'an (not words, not colored).

a) Principles of the Utrujah Method

The principle of this method is independence and consistency without feeling burdened for students. One way is to invite and motivate participants in a subtle way without containing elements of commands (Sarmini, interview, June 3, 2024). That way, students will slowly grow as people who always love the Qur'an. (Sarmini, interview June 4, 2024). In terms of repeating the material is a key to achieving the target that has been designed. This is because repetition has proven to be effective and relevant in strengthening long-term memory. This allows students to sharpen and improve their reading skills by articulating Arabic letters in the Qur'an in harmony with the correct rules of tajweed.

Systematic Learning of the Utrujah Method

The methodology of the implementation of the Utrujah method is based on three stages. *First*, the pre-Qur'an focuses on the ease of pronouncing the hijaiyah letters without thinking about the alphabetical order. *Second*, the Qur'an stage, namely the beginning of the introduction of tajweed material as well as the practice of pronunciation by participants to educators. The material to be studied consists of thirteen materials, namely: 1) Syiddah, 2) ghunnah, 3) idghom bilaghunnah, 4) the words of Allah, 5) waqofarid lissukun, 6) idghom bighunnah, 7) ikhfa', 8) waqof mad iwad and ta marbuthoh, 9) iqlab, 10) ikhfa'syafawi, 11) idghom mimi, 12) Middle waqf, 13) fawatihussuwar. *Third*, before continuing at the ketida stage, participants are allowed to recite first and then continue to the third stage, namely *tahfiz*. Students who have moved up to the previous class are required to start memorizing the verses of the Qur'an.

b) Strategies in Learning the Utrujah Method

Before starting learning, each participant instilled in his soul to change his mindset by 'loving the Qur'an'. By the way, *first*, the Qur'an is easy to memorize with the pretext contained in Surah al-Qamar verse 32 which contains that the existence of the Qur'an is easy to study or memorize. *Second*, make the child or participant the subject, namely the absence of orders that go directly to the child but still monitor the child so that he continues to praise and ask for something that is put in its place according to what the child asks. *Third*, make daily targets for children so that when they learn the Qur'an on time and not late and are trained to be

disciplined. Fourth, give rewards to children who have done memorization or learning routines by giving what they want or others. and the most important thing is to give stimulation or stimulation to children, especially in the house so that children often see, often ask, often exemplify and often listen. Do something like this little by little as long as it is often what will actually make its own success in studying or memorizing the Qur'an.

c) Application of Utrujah and Wafa Methods in MQA Kindergarten

1) Stages of Implementing the Utrujah Method in Tahfidz MQA Kindergarten

The Utrujah method used is the Qur'an reading method and the tahfidz al-Quran method which focuses on the recognition of hijaiyah letters, tajweed, and gradual repetition of memorization. This method emphasizes gradual mastery according to children's development, so that they not only memorize, but also understand how to read the Quran correctly. At Tahfidz MQA Kindergarten, the application of the Utrujah method is carried out through several stages that are adjusted to the ability and age of the children, including:

Introductory Stage (Getting to Know Hijaiyah Letters)

The introduction of hijaiyah letters at Tahfidz MQA Kindergarten is the initial stage of recognizing hijaiyyah letters using a gradual approach that integrates repetition, visualization, and sensory stimulation to help early childhood understand and remember letters well. At this stage, the utrujah method approach is applied.

In the early weeks, children are introduced to several hijaiyah letters at once, starting with simpler letters. Here is an example of the introduction stages:

- a) First week: Children are introduced to letters such as **ب م ل و ة** through visualization (picture of letters) and repeated pronunciation. These letters are repeated in class with the help of the teacher, and children are invited to pronounce the letters correctly.
- b) Second week onwards: Children learn additional letters gradually, such as **م ل و ة ك ي** and **م ل و ة ك** for 28 complete letters with random concepts. Repetition is done with fun techniques, such as playing while learning, and the visualization of the letters is accompanied by colors or pictures that help children associate the shape of the letters with the right sound.

After the children get to know the hijaiyah letters, they are taught basic tajwid, which is the correct way of pronouncing when reading the Quran. The difference is, if the Utrujah Method emphasizes the importance of tajweed from an early age so that children can recite the verses of the Quran correctly, then in its application in MQA Kindergarten, tajweed learning is carried out in a classical way by reading together following the pronunciation spoken by the teacher in class and students follow what is said by the teacher and correct it if there are still inaccuracies.

Children are not taught to memorize a large number of verses at once, but rather to be taught to memorize them little by little, according to their ability. Memorization is done repeatedly so that the verses can be remembered well. The method used is *the talaqqi method* with a target at the beginning of 2 lines, and if it is considered capable with 2 lines, then continue to 4-6 lines while still paying attention to the children's abilities.

Teaching Techniques at Tahfidz MQA Kindergarten

The application of learning in Tahfidz MQA Kindergarten emphasizes simple, practical, and fun teaching for early childhood children. Based on the available material, here are some main points that explain the application of learning methods:

1) Focus on Practice rather than Theory

Adopting the utrujah method is "*learning by doing*" or learning through hands-on practice, not complicated theory. Children learn by listening to and imitating the reading of *hijaiyyah* letters. This allows children to understand *the hijaiyyah* letters faster and can pronounce Back according to what is said by the teacher.

2) Start from easy and random

Children are taught to say the easiest letter sounds even if they are random, not the name of the letters, so that the learning process becomes more natural and intuitive. Below is an example of hijaiyyah letters that are taught at the beginning, namely *ba, ma, la, wa*, these letters are considered easy for toddlers, although this is also not standard, the principle is to start from easy letters first, so that the level of difficulty can be minimized.

3) Individualized and phased approach

Tahfidz MQA Kindergarten pays great attention to the unique abilities of each child, where each child is considered as an individual who has a different learning speed and understanding. In this method, the teacher acts as a *problem solver* who pays individual attention. The learning process is adjusted to the child's ability level, so that those who experience difficulties will be given an easier and more enjoyable approach, without lowering their enthusiasm for learning.

The learning method at Tahfidz MQA Kindergarten also applies an individualized learning model, especially at the time of memorization deposit at the beginning of arrival as a form of daily evaluation. The teacher notes the extent of the child's ability to memorize the Qur'an, both in tahsin and tahfidz. Children who need further help will be guided in a more specific way. The application of the individual method is carried out during *murojaah* or upon arrival or during *ziyadah* in class. During *murojaah* (memorization repetition) and *ziyadah* (addition of new material).

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This approach ensures that every child in Tahfidz MQA Kindergarten receives optimal and personalized attention, while maintaining a shared learning rhythm. This is the key to the success of the Qur'an memorization program at Tahfidz Kindergarten, because every child feels supported and cared for in their learning process.

a. Rewards and Punishment Minimization

Children's motivation is maintained by giving more *rewards* or rewards, while punishment is minimized. This approach creates a positive learning atmosphere, where children feel rewarded for their efforts, not just the results. This method emphasizes that love for the Quran is much more important than just being good at reading. Some reward activities can be by giving the collected stars, then exchanged every week in the form of gifts.

b. Learning Together With The Quran Every Day

The existence of the Qur'an in children's daily activities is highly emphasized. Every day, children are involved in activities with the Quran, both reading hijaiyyah letters and memorizing them, so that they are familiar with and have a close relationship with this holy book from an early age. Parental involvement is given a portion in independent learning at home with teacher monitoring via zoom/video call during learning.

c. Process-focused evaluation

Assessment not only focuses on the final outcome, but also appreciates the child's process and effort in learning. Teachers monitor children's development gradually and provide constructive evaluations to support children's motivation in learning. This method emphasizes simplicity, closeness, and hands-on experience in learning the Quran. The focus on practice rather than theory, an individualized approach, and a fun and rewarding learning environment make this method effective for building a love for the Quran in early childhood.

2. Stages of Implementing the Wafa Method in Tahfidz MQA Kindergarten

The Wafa method is an innovative approach in teaching Qur'an reading and memorization, which emphasizes the function of the right brain and incorporates melodic recitation using maqam hijaz. This method uses multi-sensory learning strategies, which accommodate visual, auditory, and kinesthetic modalities. This method follows a structured implementation process, usually using 5 P stages: opening, introduction, learning, assessment, and closing. Research shows that the Wafa method improves students' ability to read and memorize the Qur'an and promotes correct pronunciation in accordance with the rules of tajweed. This method creates an interesting and enjoyable learning environment, thus potentially increasing students' interest in the study of the Qur'an. This method has been successfully applied in various educational settings, from early childhood education to community-based programs.

The focus of the application of the Wafa method in Qur'an education in Tahfidz Kindergarten is to build a strong foundation for children from an early age to learn to read and memorize the Qur'an in a fun, effective, and developmentally appropriate way. This method is designed to accommodate each child's unique abilities through a multi-sensory approach that blends visual, auditory, and kinesthetic modalities. In the context of education in Tahfidz Kindergarten, the Wafa method is very important because it not only improves children's ability to memorize the Qur'an, but also helps them understand tajweed and correct pronunciation, as well as create an interesting and vibrant learning environment. By using melodic elements in the reading of the Qur'an, children can more easily connect with the material and enjoy the learning process, thus fostering interest and love for the Qur'an from an early age. The steps of learning the Wafa Method at Tahfidz MQA Kindergarten are as follows:

a) Unveiling

The teachers of Tahfidz MQA Kindergarten always involve children at the beginning of learning in interesting ways, such as asking how they are doing, telling stories, or singing nasyid to grow their interest. For example, ustadzah Ani Sofia will say greetings by singing as follows:

Ustazdzah: "*Assalamu Alaikum 2x Ustazdah Say Hello*"

Student : "*waalaikum salam, wa 'alaikum salam we answer Salam*".

The AMBAK (What Benefits for Me) strategy is implemented to provide motivation. This strategy aims to create a dynamic learning environment, improve communication between teachers and students, and ensure that students feel engaged and motivated in the learning process. The AMBAK strategy is rarely used by teachers at Tahfidz MQA Kindergarten, because this strategy has not been fully implemented.

b) Experience

Children are introduced to the material in a fun way through simulations, stories, or nasyid. This method stimulates curiosity and strengthens memory. In building a learning experience, usually the teacher will involve students to be actively involved in learning, for example by mentioning a card or poster given to students with the question: "*what letter is this?*", then they will spontaneously answer: "*dha, sa, ba, .*" According to the letters designated by the teacher in the classroom and generally done at the time of *murojaah* or before continuing with new material.

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c) Teaching

Teachers use the Reading Imitation (BT) technique with demonstration cards, cards or posters with movements, and introduce hijaiyyah letters that are adapted to the material and also verses of the Qur'an that will be read using the tone of hijaz and memorized during learning. Each child follows the readings mentioned by the teacher and follows the reading of the Quran which will be the target of memorization according to their respective abilities. For cards or props owned by the wafa method at Tahfidz Kindergarten, MQA is not used. Because with the sentences *ma-ta, sa-ya, ka-ya, ra-da* and by using it specifically, it makes the students of Tahfidz MQA Kindergarten not focus on knowing letters, so they memorize tones but do not memorize letters. Thus, TK Tahfidz MQA does not use cards issued by Wafa Center. On the other hand, Tahfidz MQA Kindergarten uses cards issued by Utrujah because it is easy with a variety of colors so that it makes it easier for students to remember them.

Focus on personalization of teaching, where the more advanced students of MQA tahfid kindergarten continue to new material (*ziyadah*), while those who are left behind are given special attention without interfering with classroom learning.

d) Valuation

The assessment was carried out through the Read and Listen method individually and not in groups. Each child is evaluated based on the ability to read wafa books, with a fun approach to keep them motivated. The assessment carried out by the Tahfidz MQA Kindergarten teacher is by using tools, namely the achievement book or *the mutaba'ah yaumiyyah* book and the final report per quarter, semester or year-end.

e) Closing

The Tahfidz MAQ Kindergarten teacher will close the learning session with a brief review with a murojaah of the material on that day, both the reading of hijaiyyah letters and memorization of the Quran, as well as giving awards to students who have participated in learning in an orderly manner, can be in the form of praise, or do creative activities such as yells and rhymes, which motivate children to continue to be enthusiastic while at school.

MQA tahfidz kindergarten is the first choice because the utrujah method is simple and simple and does not require a lot of media, just cards and posters and frequent and continuous *exicise*. For the material for reading the Quran, the material compiled is as follows:

Differences in the Tahsin Program Model of Utrujah and Wafa Methods

Smtr	Materi Tahsin	Methods of fatigue	Wafa Method	Time Allocation
I	The letter Hijaiyyah means Fathah (<i>ba-ma-la etc.</i>)	<i>Flascard</i> and Psoter		2 weeks
	Practice the line sentences of fathah		Boko Wafa Vol. 1 Hallam 1-30	2 weeks
	The letters of Hijaiyyah are harokat <i>fathah</i> and continue		Wafa Books Jilid 1 hlm. 31-44	2 weeks
	Hijaiyyah letters <i>lined up fathah, kasrah, dhammah</i>	<i>Flascard</i> and Utrujah Poster		2 weeks
	Practice of the Qur'anic sentences that are lined up with <i>fathah, kasrah, dhammah</i>) and continued		Boko Wafa Vol. 2 Hallam. 1- Hallam. 8	2 weeks
	Hijaiyyah letters lined up fathah tanwin, kasrah atnwin and dhammah tanwiin	Poster		2 weeks
	Hijaiyyah Letter Sentence Practice in Line: Fathah Tanwin, Kasrah Atnwin and Dhammah Tanwiin		Boko Wafa Vol. 2 Hallam. 9 – Hallam. 19	2 weeks
	<i>Mad fathah</i>	Utrujah poster and <i>flascard</i>		2 weeks
	The Mad Hatter's Tale		Boko Wafa Vol. 2 Hallam. 22. Hallam.26	2 weeks
	<i>Mad kasrah</i>	<i>Flas card</i>		2 weeks
II	The Mad Hatter's Tale		Buku Wafa jilid	2 weeks
	Breadfruit	Poster tires		2 weeks
	Practice of hijaiyyah <i>letter sentences</i> that are		Boko Wafa Vol. 3 Hallam. 2	2 weeks

stirred		C.D. Hallam.30	
Oh, hey, hey, hey,	Utrujah Card		2 weeks
A word of <i>caution</i> , <i>ayy</i>		Boko Wafa Vol. 3 Hallam. 32-38	2 weeks
<i>Syiddah</i>	Poster tires	Boko Wafa Vol. 3 Hallam 38-44	2 weeks
Practice of syiddah sentences		Boko Wafa Vol. 3 Hallam 38-44	2 weeks
Preparation for the entry of the Quran			4 weeks

Based on the achievements of students in the Pre-Kindergarten class at Tahfidz MQA Kindergarten, it can be concluded that students who have passed the Pre-Kindergarten class will find it easier to follow learning in Kindergarten A or Kindergarten B. This is because they already have a strong foundation in **tahfidz** and **tahsin**, so that when entering the kindergarten class, learning will be more focused on strengthening the abilities they already have.

1. Basics of Tahfidz: Students have started memorizing from Surah An-Naba to Surah Al-Lail, so that when they proceed to Kindergarten A or Kindergarten B, the further memorization process will run more smoothly because they already have a good memorization foundation.
2. Basics of Tahsin: Mastery of basic hijaiyah letters, conjunctive sentences, and punctuation marks such as fathah, kasrah, and breadfruit, are important capital for students to understand the next tahsin material in kindergarten. With the Wafa and Utrujah methods that have been introduced, students only need to continue strengthening the material they have learned.
3. Ease of Advanced Learning: Because students are familiar with the learning media used, such as Wafa books, flashcards, and posters from the Utrujah method, they will not have difficulty continuing their studies in kindergarten. The focus of learning at the next level is more on improving and strengthening the skills that have been mastered in Pre-Kindergarten.

With the foundation that has been built in the Pre-Kindergarten class, students will be more prepared and easier to adapt to the material in the Kindergarten A or Kindergarten B class, so that the learning process becomes more effective and efficient.

The utrujah method and the Wafa method are both combined in the process of teaching the Quran at Tahfidz MQA Kindergarten. The Utrujah method is used for *ziyadah* or new material, by introducing hijaiyyah letters with cards and posters. Meanwhile, the Wafa method is for strengthening the material and evaluating the material taught. For example, the initial stage introduces the letters *ba, ma, la, wa*, up to 28 complete letters. After the children memorize begin to be trained to read sentences or it is called *exicise* (practice reading sentences e.g. *ma-ta-sa*) or reading the book Wafa volume 1 pages 1-30. If you follow the page, it will take a long time, it can be 1-2 months, therefore Tahfidz MQA Kindergarten does not read the whole but only takes which page it represents for the evaluation of the mastery of hijaiyyah letters, namely from page 28 to page 30.

Challenges and Solutions in the Application of Methods

A common challenge faced by teachers and guardians in the process of defending at school and at home is the complaints expressed by guardians of students generally about the ability of tahsin in terms of limited *letter makhrojil*, so that the ability, the limited time owned by parents during the online deposit schedule, so that the consistency of deposits is not carried out properly and it affects the results or achievements of each child as an indicator of individual success.

Likewise, obstacles in maintaining the consistency of children's memorization, also overcoming obstacles, where the limitations of parents who do not have memorization, make it difficult to provide assistance at home. However, with the development of modern times, the lack of memorization of guardian students can be circumvented by the use of murottal boxes or murottal audio that they can access via the internet, so that this problem can be overcome.

To overcome the challenges in achieving the target of students to be able to read the Qur'an quickly and effectively, innovative steps are taken through more intensive coordination between schools and parents. Parents are expected to have a strong motivation to accompany their children at home, because mentoring outside school hours plays a very important role in accelerating the development of Qur'an reading skills.

In addition, the teachers at Tahfidz Mabadi Quranil Aziz Kindergarten are getting more enthusiastic in providing additional guidance. One of the innovations implemented is the addition of special study hours for students who are late in achieving the target of reading the Qur'an and memorizing tahfidz. The application of the learning model with *the Utrujah and Wafa Method* approaches is also adjusted to the individual abilities of each child. With modifications based on the needs and abilities of each student, it is hoped that the learning targets of the Qur'an and tahfidz can be achieved optimally.

In addition, motivation through rewards and a fun approach is also an important strategy in dealing with these challenges. Giving appreciation to students who have succeeded in achieving their targets, both in the form of verbal and simple gifts, can increase their enthusiasm and confidence. In addition, creating a fun learning atmosphere through educational games and interactive activities makes the learning process of the Qur'an more interesting for children. Thus, both parents and teachers play a role in creating a supportive environment, so that children are more motivated and enthusiastic in learning.

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The model innovation that combines the Utrujah Method and the Wafa Method provides a more balanced approach between visual, phonetic, and daily evaluation teaching. By adding motivation, flexible learning media, and comprehensive evaluation, these reforms allow for more inclusive and effective learning. This model corrects the shortcomings of each method and offers solutions tailored to each child's individual needs.

CONCLUSIONS

The Utrujah method basically helps students speed up the recognition of hijaiyyah letters. The Wafa method strengthens reading skills by providing structured assessments through books divided into five volumes. Both when combined into one method together produce a more effective and targeted learning method. The modification of the Wafa and Utrujah methods in the learning achievement process at Tahfidz MQA Kindergarten is very positive. Students not only achieve the target in the aspect of reading the Qur'an and memorizing, but can also do it smoothly before entering the basic education level. The Utrujah method accelerates the mastery of *hijaiyyah* letters and memorization, while the Wafa method provides a systematic assessment of reading ability. This combination allows students to study the Qur'an well and efficiently, tailored to each child's ability. Tahfidz MQA Kindergarten develops a learning innovation model that is different from the Wafa and Utrujah methods by presenting learning media that is designed to make learning the Qur'an easier. Before students focus on books, schools provide reading sheets that can be used at home, so parents can support the child's learning process. In terms of tahfidz, Tahfidz Kindergarten uses various murottal sources, not only those issued by Wafa, to provide flexibility and comfort for students in memorizing the Qur'an. This innovation allows for more effective and efficient learning, where students are carefully prepared before starting book-based learning, so that the expected results are more optimal.

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