


## **Teachers' Strategies in Teaching Al-Qur'an Recitation in Sabihisma 4 Kindergarten Padang**

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ARTICLE INFO	ABSTRACT
<p><b>Article History:</b> Recieved : 18-11-2022 Revised : 13-01-2023 Accepted : 31-01-2023</p> <p><b>Keyword:</b> Al-Qur'an recitation; Early childhood; Strategies</p>	<p>This study aimed to describe the teachers' strategies in teaching Al-Qur'an recitation to Kindergarten students. This research was a qualitative descriptive research, with the research subject being Sabihisma 4 Kindergarten teachers. Data were collected by observation, interviews, and documentation. The interviews were conducted with six teachers and the principal. The data analysis technique was done by collecting data, reducing data, presenting data and drawing conclusions. While the data validity technique used method triangulation. The results showed that the strategies carried out by the teachers in teaching Al-Qur'an recitations were 1) In planning the teaching, the teachers identified the characteristics of students and designed the lesson plan; 2) In implementation, the teachers used singing methods and question and answer methods. The teachers also used <i>hijaiyah</i> cards and colorful card media to help them teach; and 3) In evaluation, Al-Qur'an recitation examinations were conducted in several steps.</p>

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### **INTRODUCTION**

Al-Qur'an is a great miracle which contains instructions and guidelines for human life in all aspects of human life as caliphs on earth. The Al-Qur'an contains guidelines that regulate human life and its creator, humans and their fellow humans and humans and nature in the form of plants, animals and so on. Al-Qur'an is also the word of God, which when read and internalized, it will become an activity of worship to increase rewards and get various benefits for the life of the world and the hereafter. In the daily life of a Muslim, of course, one cannot escape from what is taught by the Al-Qur'an, because in fact the Al-Qur'an is a guide to life and a blessing for all nature, especially for all people who live on this earth. Therefore, a Muslim is obliged to learn and practice the Quran, as well as implement various laws in it that apply in the reality of life. In order to position the Al-

Qur'an as a way of life, of course it starts with being able to read every letter in the Al-Qur'an.

Government Regulation no. 55 of 2007 article 24 paragraph 2 concerning Religious Education and Religious Education states that Al-Qur'an Education consists of Al-Qur'an Kindergarten (TKA/TKQ), Al-Qur'an Education Park (TPQ/TPQ), Ta'limul Quran lil Aulad (TQA), and other similar forms. The rapid development of Al-Qur'an educational institutions indicates the increasing ability of public awareness of the importance of the ability to read and write the Al-Qur'an and its presence in Indonesia (Sulaikho, Rahmawati, Istikomah, & Kholilah., 2020). The obligation to know the Al-Qur'an starts as early as possible to produce generations of the Quran, namely generations who love and understand the Al-Qur'an. Bearing in mind that learning the Quran requires a gradual process and requires quite a lot of time, for this reason learning the Quran must be given since children are in the early age range.

Early childhood refers to an individual whose age range is from birth to six years who is in a very rapid development phase. Children are in a critical period, which is the most important and fundamental thing throughout the span of human growth and development. Children are in the golden age or commonly referred to as the golden age, that is, children begin to be sensitive and receive various stimuli. The sensitive period is the period of physical and psychological maturity, the sensitive period in children varies, along with the rate of development and growth of the individual child. This is also in line with the opinion of Murray (2020) who stated that this period is the right time to provide stimulation as well as guidance as the foundation for the next life.

Early childhood education is a very fundamental stage for further development and education. Someone will be able to easily overcome all the obstacles that will be faced in the world of education with readiness and maturity. Therefore, at an early age it is necessary to carry out educational efforts including efforts to stimulate, guide, nurture, assist and provide learning activities that can develop children's potential so that they can develop properly. Children who experience optimal growth and development will affect their lives in the future. This means how important it is to be given stimulation of the teaching of Al-Qur'an recitation from an early age.

Educating early childhood is one of the solutions so that the values of the Al-Qur'an are instilled in them. Even, to create a *hafiz* Quran generation from early childhood is very possible to achieve. In fact, the most important period or often called the golden age is during early childhood so that at that time it is important to instill attitudes, values, and interests intensely. Therefore, the teaching of the Al-Qur'an to children is a problem that must receive attention if you want to see a new generation that is strong, faithful, has noble character and is good at being grateful. Educating children with the script and spirit of the Al-Qur'an, in the form of understanding, appreciation, practice of the Al-Qur'an and Islamic studies is necessary so that Muslim children become the ideal generation and have a hopeful future.

The teaching of Al-Qur'an recitation is a strategic step in order to improve the quality of Muslims and build a better next generation (Purba & Maturidi, 2019). The principle of early childhood learning is concrete, meaning that children are expected to learn something in real terms. This principle implies that learning media is so important to convey messages from teachers to children so that messages can be well received. Therefore, early childhood education teachers play a role in determining educational attainment that takes place in

schools (Hasanah, 2018). The teachers is the motor in carrying out learning in kindergarten. The teachers's expertise in choosing and using learning strategies will greatly determine the success of children's learning. Kindergarten teachers must be able to choose and use strategies that allow children to learn and develop.

The strategies should be fun for children and children can involve all their senses, so that children's learning becomes meaningful. Learning strategies can be used by teachers as intermediaries in the teaching and learning process to further enhance achieving educational goals as optimally as possible. Learning strategies are tools that are used in accordance with the objectives and content of learning as an effort to make it easier to convey information from learning sources to recipients of information, with the aim of obtaining better learning outcomes in teaching and learning activities. The selection of learning media must also pay attention to the condition of the child as a learning subject.

Based on the results of preliminary observations conducted by researchers at Sabbihisma 4 Kindergarten Padang, most of the children in Sabihisma 4 Kindergarten already knew the hijaiyah letters well from *alif* to *ya* with punctuation, were able to read verses Al-Qur'an verses (short *surahs*), and were accustomed to reading prayers before and after activities. The researchers saw the teachers at the school carried out Al-Qur'an reading activities after the core activities were carried out.

In the teaching of Al-Qur'an recitations, teachers as educational staff who are responsible for carrying out learning interactions and teaching of Al-Qur'an recitations, need to have a very deep understanding of Al-Qur'an recitations in children. The researchers made observations at Sabihisma 4 Kindergarten Padang, where the researchers wanted to see the teachers' strategies in teaching children's Al-Qur'an recitation. At the time of the teaching of recitation, the teachers also carried out very interesting learning activities every day. The purpose of teaching Al-Qur'an recitation is to train children from an early age to get used to reading the Al-Qur'an. Therefore, the research conducted focused on the strategies used by the teachers in teaching Al-Qur'an recitation to students of Sabihisma 4 Kindergarten Padang.

Some researches have been conducted in finding out the strategies in teaching Al-Qur'an recitation. One of them was conducted by Demina et al. (2022) which found out the implementation of Wafa Method in teaching Al-Qur'an recitation to elementary school students. The result showed that Wafa Method could be used as one of the strategy to teach Al-Qur'an memorization. Hikmah (2022) also conducted research on the implementation of learning to read and write the Al-Qur'an (BTQ) Qutab System to elementary school students. The result showed that Qutab System could be used as one teaching strategy in reading and writing the Al-Qur'an. From the two researches conducted, both of them focused on elementary school students. No research was conducted to find out strategies to teach Al-Qur'an recitation to kindergarten students. This becomes the novelty of this research. Therefore this research became necessary to be conducted due to no other research had been conducted at the same level of education, namely the kindergarten.

## **LITERATURE REVIEW**

### **Early Childhood Concept**

Early childhood is a child who is in a decisive period of development where the child's potential develops very rapidly. Early age is also the age that determines further development. Early age is the most important and fundamental initial period throughout the span of growth and development of human life. At an early age all the potential of children develops very quickly. Pebriana (2017) defines that early age is the age when children experience rapid growth and development. At this age the child is very sensitive to the stimulation given and the child's curiosity is very high. This can be seen from how often the child asks about what he sees around him, the child will continue to ask questions until the child understands the meaning of what he sees. Akbar (2020) argues that early age is very decisive in the formation of character and personality. This has been explained in the Law on the National Education System that includes early childhood children who are in the age range 0-6 years where this age is a golden age of early childhood development. Meanwhile, according to Suryana (2013), early age is an individual act as a sociocultural being for the next life and has a number of certain characteristics.

The characteristics of early childhood are a) unique, that is, they are different from one another b) egocentric, children tend to see and understand things from their own point of view and interests, c) active and energetic, d) strong curiosity and active towards many things, e) explorative and adventurous. f) spontaneous, namely the behavior displayed by children is generally relatively original and not covered up, g) happy and rich in fantasy, h) still easily frustrated, namely children who are easily disappointed when faced with something that is not satisfactory, i) still lack consideration in doing something. j) short attention span, k) passionate for children who like to do various activities that cause changes in behavior in themselves. l) increasingly showing interest in friends (Khairi, 2018).

Early childhood education is the basis for further education. Early childhood education (PAUD) is education provided for early childhood (0-6 years) which is carried out through the provision of various stimuli to help growth and development both physically and spiritually. Huliyah (2016) explains that early childhood education is a process of strengthening the growth and development of children aged 0-6 years as a whole, which includes physical and non-physical aspects, by providing stimulation for physical, spiritual (moral and spiritual), motor, intellectual, emotional development. and socially appropriate so that children can grow and develop optimally.

The purpose of early childhood education is to provide stimulation to early childhood so that the potentials that exist within the child can be developed as a preparation for further education. In line with this, Suryana (2016) said that the purpose of early childhood education is to develop various potentials of children from an early age as preparation for life and being able to adapt to their environment. With the achievement of these goals, it is expected that aspects of child development can increase optimally.

### **Al-Qur'an**

Al-Qur'an is the sacred book of Muslims which was revealed by Allah to the Prophet Muhammad gradually over approximately 22 years. Al-Qur'an contains rules for human life in the world in order to get happiness and safety in this world and the hereafter. Al-Qur'an

is also a guide for people who are pious and in it there is a great mercy and lessons for people who believe. Etymologically, the word Al-Qur'an comes from the Arabic "*Qara'a-Yaqro 'u-Qur'an*" which means something that is read repeatedly.

Reading Al-Qur'an can move the heart to do the practice of *tilawat* and set our thoughts and desires on Him. As for some of the benefits or virtues of people who read the Quran, they are: 1) being placed in the ranks of the main and high great people, 2) obtaining some goodness from each letter he reads and increasing in rank in the sight of God as much as the good obtained, 3) shaded with an umbrella of mercy, surrounded by angels and sent down by Allah to him peace and vigilance, 4) glorified his heart by Allah and kept him from darkness, 5) scented, respected and loved by pious people. If the person who reads the Al-Qur'an expands his reading and memorization, then he can reach the rank of an angel, 6) will not be discouraged on the Day of Resurrection, because he will always be in the care and care of Allah, 7) get a higher position in heaven.

Reading the Al-Qur'an is a worship that will get a reward from Allah. The value of worship reading the Al-Qur'an is found in Qs. Fathir verses 29-30 and in the hadith of the Prophet narrated by Muslim, which explain about the virtues of people who read the Al-Qur'an, which mean as follows:

"Whoever reads one letter from the Al-Qur'an, he will get one goodness. And that kindness will be rewarded tenfold. I do not say that alif lam mim is one letter, but one letter, lam is one letter, mim is one letter." (Reported by Tirmizi and Ibn Mas'ud)

"Read by you the Al-Qur'an! Because in fact it will come on the Day of Judgment, as a giver of intercession for those who read it". (HR. Muslim).

"Indeed, those who read the book of Allah and establish prayers, and spend part what we provide for them, secretly and openly, they hope for a trade that will not lose money, so that Allah will perfect their reward. them and increase them from His bounty. Verily, Allah is Forgiving, Most Gracious." (Qs. Fathir: 29-30)

### **The Concept of Teaching Al-Qur'an Recitation in Early Childhood**

Al-Qur'an is the guideline for life for Muslims, so you should make Al-Qur'an the main reference in carrying out life as a leader on earth. Actually, early childhood is a good time to instill attitudes, values and interests. Islam says that human beings have religious potential from birth, but if parents and families do not provide support and educate their children by teaching and reading the Al-Qur'an, then the children will grow up with shallow knowledge of the Al-Qur'an and will forget Al-Qur'an as a guide for their lives. Allah says in Surah An-Nahl verse 78 which means "Allah brought you out of your mother's belly in a state of not knowing anything and He gave you hearing, sight and a heart so that you are grateful".

From the description above, as a Muslim, the process of learning the Al-Qur'an must be given from the cradle, by optimizing the potential of hearing, potential of seeing and potential of the heart. To improve the ability of Al-Qur'an recitation for young children, Setiawan (2018) said that teaching children to recite Al-Qur'an is the initial process of knowing and understanding the contents and teachings contained in the Al-Qur'an. Therefore, teaching of Al-Qur'an recitation should be done through games or anything fun. Every learning activity given to children will seep into their heads if given through games.



According to Nasution (2020), *hijaiyah* letters are the basic key so that children are able to read the Al-Qur'an. In Indonesian, *hijaiyah* letters are the same as the letters of the alphabet which are the basis for recognition for those who are learning to read (Kurniati, 2017). Meanwhile, according to Solihati (2018), *hijaiyah* letters are the alphabet or Arabic script system used in the Al-Qur'an.

According to Alfiani (2018), the ability to read the Al-Qur'an is important in the learning process of children, because this is a basic ability that children must have. Hidayat (2017) argues that the ability to read the Al-Qur'an properly and correctly requires certain stages, this is in accordance with the theory which reveals that the ability to read the Al-Qur'an can be possessed through several stages, namely the ability to pronounce the *hijaiyah* letters properly and correctly, in accordance with *makhraj* and their nature. The next stage is the ability to read verses of the Al-Qur'an in accordance with the laws of recitation. The final stage is the ability to read the Al-Qur'an fluently and still pay attention to the rules of recitation, so that they are able to carry out the Prophet's advice, namely reading 30 chapters of Al-Qur'an in a month.

In line with the statement above, Alfiani (2018) argues that the ability to read the Quran for early childhood is a skill that is possessed in the accuracy of pronouncing *hijaiyah* letters according to their signs which are commonly called "*makhrojul huruf*", the ability and fluency in reading verses. After being able to read the verses correctly, the new *tajwid* learning increases so that they are able to read the Al-Qur'an with *tartil*. The above opinion is supported by Kurniati (2017) who argued that teaching the Al-Qur'an at the initial level contains the teaching of letters, words and sentences, training and getting used to pronouncing Arabic letters with the correct *makhraj*. Next is to introduce punctuation marks. This will help teach *tajwid* at the reading level using rhythm. Pronouncing *hijaiyah* letters Arabic is not easy for young children because it is very different from the language children use everyday. One other strategy that can be used by teachers in teaching the recitation is by playing *hijaiyah* cards. According to Abdurrosyid (2019), to improve children's ability to read the Al-Qur'an, children can play *hijaiyah* cards. This is also agreed upon by research of Solihati (2018), that *hijaiyah* card games can be used to introduce children to reading the Al-Qur'an.

## METHOD

This research was qualitative research with a descriptive approach. Qualitative research is a research process that is carried out naturally and fairly in accordance with the actual situation without any manipulation (Palmer & Bolderson, 2006). The research method used in this research was descriptive method. According to Arikunto (2016), a descriptive approach is research that is intended to collect information about existing phenomena, namely the state of the phenomena according to what they are at the time the research is conducted.

To find out about the teaching of recitation of the Al-Qur'an to early childhood at Sabihisma 4 Kindergarten Padang, researchers required data sources or informants. In this study, the technique used by researchers in selecting informants, according to Sugiyono (2017), is purposive sampling, in which informants are taken as data sources with certain

considerations. In this study, the research informants were six teachers and the principal of Sabihisma 4 Kindergarten Padang.

Data collection techniques included observation, interviews, and documentation. The researcher conducted non participatory observation, where researchers were not involved and acted only as independent observers. Interviews were conducted with teachers and the principal. Data collection with documentation techniques is the collection of data obtained through documents and in the form of photos when carrying out learning activities and also in the form of daily learning process design documents (RPPH). Research location was in Sabihisma 4 Kindergarten Padang. Data analysis and interpretation techniques in this study were divided into three stages, namely data reduction, data presentation, and conclusion and verification. The data validity technique used in this study was triangulation.

## FINDINGS

Based on these findings, this study described the teaching of reciting Al-Qur'an in Sabihisma 4 Kindergarten Padang, including planning, implementing and evaluating the teaching. The following are the results of interviews conducted during the planning process:

*Table 1. Activities in Sabihisma 4 Kindergarten Padang*

No	Activity	Findings
1	Planning	1. Determine the characteristics of the children 2. Conformity of planning with the learning process made by the teachers 3. Make RPPH
2	Implementation	1. The methods used by the teachers in teaching Al-Qur'an recitation to children 2. Determining the right methods for teaching Al-Qur'an recitation to children 3. The media used in teaching Al-Qur'an recitation
3	Evaluation	1. Repeating the reading in accordance with the sound taught by the teachers 2. The assessment techniques used by the teachers in teaching Al-Qur'an recitation to children

### *Planning*

Based on the interview data, information was obtained that the first thing to do was that the teachers observed the characteristics of each child to adjust the plans made to the learning process that would be carried out in the classroom. This was conveyed by teacher K that the teachers saw in advance how the characteristics of each child were, so that the learning process in the class went according to what was planned beforehand. This was justified by teacher S who stated that planning was made before carrying out the learning process, one of which is planning that has been determined by the foundation and adapted to the characteristics of the child.

In this case the planning carried out was creating RPPH adjusted to the curriculum set by the school and adapted to the needs of children before learning activities or at the beginning of the year before the learning process took place. In the RPPH it has been

explained that the teaching of Al-Qur'an recitation was appropriate to be carried out with the planning made beforehand.

### **Implementation**

In the implementation of the teaching of the recitation of the Al-Qur'an, the data were divided into three. 1) The method used by the teachers in teaching Al-Qur'an recitation to children, 2) The teachers determined the appropriate method for teaching Al-Qur'an recitation to children, 3) The media used in teaching Al-Qur'an recitation to children. This implementation is described as follows:

1. The method used by the teachers in teaching Al-Qur'an recitation to children

Based on the results of observations, interviews and documentation of researchers about the way teachers do in the teaching of reading *hijaiyah* letters to children, it was found that teachers at Sabbihisma 4 Kindergarten Padang used various methods in teaching Al-Qur'an recitation,. One of them was the teachers introduced the Al-Qur'an to objects that are around the child. The teachers also introduced the Al-Qur'an by asking children to follow the gestures exemplified by the teachers, so that children could follow it.

2. The teachers determined the method suitable for teaching Al-Qur'an recitation to children

Based on the results of observations made by researchers, they saw that the teaching of Al-Qur'an recitation was carried out when the core learning process was completed by children. The teachers asked the children one by one to come to the front of the class and the children were accustomed to continuing their reading in their respective seats while waiting for other friends to read it (based on field notes). This habit can make children patient in waiting for their respective queues. This the researchers found when Faiza was reciting the Al-Qur'an in front of the class, Aziz was patient in waiting while continuing to read the Al-Qur'an. In addition, Aira invited Wafa to recite the Al-Qur'an together on the carpet provided at the back of the class. In the teaching process, the teachers introduced in advance how the forms and how to pronounce the *hijaiyah* so that children could easily follow. For example, Nabil had difficulty reading "*mirrabbihim*".

The researcher also conducted interviews with teachers and school principal, the teacher SE said that the method used in teaching Al-Qur'an recitation was implementing the teaching of Al-Qur'an recitation to the children, namely by asking the children one by one to the front of the class to read them and the other children waiting for their turn to arrive. "*If the child forgets to recognize shapes because they have the same shape, then I use an object around them as a medium for their teaching.*"

This is in accordance with the results of interviews with teacher YS, who said: "The method of teaching is that at the early classical time we introduced what letters this was in writing and then we told the child to recite or pronounce according to the movements of our mouths and also exemplify the various sounds of letters with objects around the child."



The statements from the teachers were in line with the the interview with the school principal who said that:

“In teaching reading the Al-Qur’an to children, we must first introduce the forms and ways of reciting it by using using objects that are close to the children.”

Based on the result of the observation, the researchers found that teacher L used the question and answer method. With this method the child would quickly understand because the teacher conducted a question and answer activity in front of the class and asked the child what letters the teachers made. Teacher L also used the singing method by looking at the characteristics of the child, because each child had different concentration abilities. By using this singing method the children were more enthusiastic about reading the Al-Qur’an. Children also enjoyed conversing with their friends about the letters in their respective Iqra. For example, Arkan and Zayyan asked each other about the letters they read. Then to confirm whether they were correct or not, they asked teachers L.

The use of other methods was also said by teacher EF who said that:

“Sometimes we see the child’s condition first, whether the child is in good condition or not, then we talk with the child about hijaiyah letters. Sometimes we also use the singing method to introduce hijaiyah letters to children, because the children get bored quickly with the same activities every day.”

3. The media used in the teaching of Al-Qur’an recitation to children

Based on the results of observations that have been made by researchers, researchers saw that the media used by teachers in teaching Al-Qur’an recitation were attractive to children. Researchers saw teacher L used picture cards as media to introduce various forms of *hijaiyah* letters in Iqra or the Al-Qur’an. Children played with their friends using picture cards and arranged them in the correct order. In addition to using the teachers L’s picture card media, she also uses various other media, such as colorful card media. In teaching the Al-Qur’an to children, teacher L tried not to use the same media every day, because the child got bored quickly in the learning process.

In addition, the researchers also conducted interviews with other teachers and school principal, the EF teacher stated that:

"The media used here are picture card media where the pictures are objects that are close to the child".

This was in accordance with the results of the interview with the principal who stated:

"The media used in the teaching to reading the Al-Qur’an here is in the form of pictures or in the form of cards of objects that are close to the child, for example, the letter alif is symbolized by a picture of an apple."

### ***Evaluation***

Sabihisma 4 Kindergarten teachers carried out two evaluation techniques of the teaching of Al-Qur’an recitations to children, namely:

1. Crosschecking the reading in accordance with the sounds taught by the teachers

Based on the documentation provided, the researchers looked at the form of evaluation of the teaching to reading the Al-Qur'an, namely by crosschecking the reading in accordance with the sounds taught previously. And the teacher would examine the child's reading which was at the end of each volume of the iqra. When the child started to be fluent with the evaluation page, the child would continue reading the next volume of *iqro*.

This is in accordance with the results of an interview with teacher SE, she stated that:

"Firstly in the iqra reading book there is something called evaluation there. When the children are starting to be fluent with the final pages or meaning the child is already capable or has advanced in reading the Al-Qur'an." The school principal also stated an evaluation of the teaching to reading the Al-Qur'an. He stated "If in the teaching to reading the Al-Qur'an the child is able to distinguish between letters that have the same shape then the child is asked to repeat the reading".

2. The assessment technique used by the teachers in teaching Al-Qur'an recitation to children

Based on the results of observations made, the researchers observed the assessment technique used by the teachers. The teacher would observe how the child read the Al-Qur'an first. For example, when Aira read Iqra, teacher L would observe how Aira read it whether she still required help. Furthermore, after teacher L felt the child was capable, teacher L asked the child to go to the principal's office to check his reading. In addition, it was also found that teacher L filled out his assessment notebook, when the child had read a few verses of the Al-Qur'an, the teachers would write in the assessment book and give information whether the child was fluent in reading it or not.

During an interview with the school principal, MN stated:

"If during the first assessment technique the child was able to read his part without any assistance, he would be tested with the school principal as a final evaluation, so when the child had been evaluated by the school principal and was fluent, he was able to get into higher level of Iqra and even the Al-Qur'an."

This is in accordance with the results of the interview with teacher EF:

"The assessment technique is in accordance with the six aspects of the child's assessment whether the child is capable or not in the reading Al-Qur'an according to what is taught to the child and after the child is considered pass, he would be tested by the school principal as the final evaluation".

## DISCUSSION

The teachers' strategies in the teaching Al-Qur'an recitation at Sabihisma 4 Kindergarten Padang were conducted in three steps. First, the teachers designed the lesson plan and it should be adjusted to the needs of the children. The lesson plan was also determined by the school and had to be adjusted to the plan made beforehand whether it was appropriate or not with the needs of the child. In line with opinion of McLachlan et al. (2018) who stated that lesson plan is an overview of the steps that a teachers will take in the

classroom in the future to achieve the goals that have been set. According to Dahlia et al. (2014), lesson plan is preparatory steps for carrying out a directed activity.

The teachers then determined the appropriate strategies for teaching Al-Qur'an recitation to children, namely looking at the characteristics and abilities of children in remembering and capturing something in the learning process. The teachers implemented various strategies such as singing and question and answer so that children were not easily bored and could grasp quickly because the method used is in accordance with the needs of children. It is in line with the statement from Hasbi and Wahyuni (2020) who mentioned that implementation is an action or planning of a plan that has been prepared carefully and in detail, implementation is usually carried out after the plan is considered ready. This is also supported by Retnowati (2019) who stated that the quality of teaching and learning is inseparable from the learning methods used by the teachers in the learning process, because the success or failure of learning objectives is influenced by whether or not the learning process is experienced and from within the students themselves. Effective learning is determined by the teachers' knowledge of the material, how children learn, learning methods and learning assessments used. Nasution (2020) stated that the existence of an appropriate learning method basically aims to create a learning atmosphere that allows students to learn actively and fun and has a positive impact on optimal learning outcomes and achievement.

To achieve the goals, the teachers then used several media that were interesting for children, including: a) picture card media, to introduce various forms of *hijaiyah* letters in Iqra or Al-Qur'an. This media was used by children by playing with their friends using picture cards and arranging them in the correct order, b) colorful card media, and c) using things around the child. These media were used alternately every day, because children would easily get bored in the learning process. The media used in the teaching of reading the Al-Qur'an were media that were interesting for children to raise questions or opinions from children. By using the media, the child's interest in asking questions to get to know the shape of the letters shown on the media arose. In line with Maghfiroh and Suryana (2021), media in an activity can be interpreted as anything that can be used to channel messages or lesson content, stimulate children's thoughts, feelings, attention, and abilities so that they can encourage the achievement of the activity process stimulated by the teachers. Wahyuningsih et al. (2020) mention that using learning media can be fun and direct students' attention to the lessons. Using *hijaiyah* cards was also supported by Abdurrosyid (2019), who mentioned that to improve children's ability to read the Al-Qur'an, children can play *hijaiyah* cards. This is also agreed upon by research of Solihati (2018), that *hijaiyah* card games can be used to introduce children to reading the Al-Qur'an.

The way the teachers did the evaluation was by crosschecking the reading taught previously. Then the teachers asked the children to read the evaluation page which is on the last page of the Iqra to check whether the children could read it fluently or not. When the child was fluent in reading it, the teachers would bring the students to the school principal so the principal could decide whether the children could continue to the next level or not. This is in line with Suminah et al. (2015) who stated that assessment is an activity of collecting and making decisions systematically based on the information obtained. assessment is a component that functions to find out whether the goals set have been achieved or not, it also functions as feedback for improving the strategies that have been set.

## CONCLUSIONS

To conclude, the teaching of Al-Qur'an recitations conducted in Sabihisma 4 Kindergarten Padang were administered in three steps. First, the teachers made a lesson plan that suit the need of the children. Second, teachers conducted various strategies by using interesting media to teach the Al-Qur'an recitation to the children. Third, the evaluation or assessment was also conducted in several steps. This study focused on the strategies in teaching Al-Qur'an recitation to the students of kindergarten. Other interested researchers could conduct other studies concerning this matter by focusing on the challenges or difficulties experienced by teachers when teaching Al-Qur'an recitation to young learners.

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