TK BQSR STRATEGIES IN OVERCOMING CHALLENGES OF QURANIC ONLINE LEARNING

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ABSTRACT

Online learning has become a solution for education during the COVID-19 pandemic. Some existing studies consider online learning to provide quality education amidst the pandemic. However, its implementation has caused several problems and challenges for educational institutions, teachers, students, and parents, particularly in early childhood education. This study aims to describe TK BQSR's experience in using the *jarimatika* quran method for Quran memorization through online learning, identify the challenges, and demonstrate the school's strategies in addressing these challenges. This research adopts a qualitative approach. Data are collected through interviews and documentation and analyzed descriptively. The results indicated that Quran memorization using the *jarimatika* Quran method at TK BQSR is conducted through WhatsApp, video calls, and YouTube. The challenges encountered in implementing online learning are related to achieving learning targets, teacher proficiency, student interest and motivation, parental support, internet connectivity and data limitations, as well as school facilities and infrastructure. To overcome these challenges, TK BQSR has employed several strategies, including implementing regular evaluation systems, holding focus group discussions among teachers for lesson preparation, conducting weekly *tahsin* (Quran recitation) sessions for parents, organizing monthly parenting training, providing teacher capacity-building training, availing the services of a learning consultant for the school, and continuous support from the central foundation.

Keywords: *Early Childhood Education (PAUD), Hifz Alquran, Jarimatika Quran, Online Learning.*

ABSTRAK

Pembelajaran daring menjadi solusi dalam pendidikan selama pandemi COVID-19. Beberapa studi yang ada, menganggap pembelajaran daring dapat memberikan pelayanan yang berkualitas di tengah situasi pandemi. Namun dalam pelaksanaannya pembelajaran daring telah menimbulkan beberapa masalah dan tantangan bagi lembaga pendidikan, guru, siswa, dan orang tua, terutama pada pendidikan anak usia dini. Kajian ini bertujuan untuk mendeskripsikan pengalaman TK BQSR dalam menggunakan metode jarimatika Quran untuk menghafal Al-Quran secara daring, mengidentifikasi tantangan yang dihadapi dan menunjukkan strategi yang digunakan sekolah dalam mengatasi tantangan-tantangan ini. Penelitian ini menggunakan pendekatan kualitatif. Data dikumpulkan melalui wawancara dan dokumentasi, lalu dianalisis secara deskriptif. Hasil penelitian menunjukkan bahwa penghafalan Al-Quran dengan metode jarimatika Quran di TK BQSR secara daring dilakukan melalui WhatsApp, video call, dan YouTube. Tantangan yang dihadapi dalam implementasi pembelajaran daring terkait dengan pencapaian target pembelajaran, penguasaan guru, minat dan motivasi siswa, dukungan orang tua, koneksi dan kuota internet, serta sarana dan prasarana. Mengatasi tantangan-tantangan ini, TK BQSR menggunakan beberapa strategi, termasuk menerapkan sistem evaluasi berkala, FGD persiapan pembelajaran sesama guru, tahsin mingguan wali murid, pelatihan parenting bulanan,

pelatihan peningkatan kapasitas guru, ketersediaan konsultan pembelajaran sekolah, dan dukungan berkelanjutan dari yayasan pusat.

Kata Kunci: *Pendidikan Anak Usia Dini (PAUD), Hifz Al-Quran, Jarimatika Quran, dan Pembelajaran Daring*.

A. Introduction

In the context of preventing the spread of COVID-19, the Ministry of Education and Culture has implemented online learning from home. Employees, teachers, and lecturers are instructed to work, teach, and lecture from home through online platforms.[1] This regulation applies not only to higher education institutions but also to Early Childhood Education (PAUD), both public and private.

Online learning has been considered a solution for learning during the COVID-19 pandemic, and some believe that it can provide quality education amid the pandemic situation.[2] Several studies have shown that online learning can be effective,[3] implemented quite well[4] and can encourage self-directed learning and motivation for active learning.[5]

However, the implementation of online learning has brought forth various challenges and obstacles for educational institutions, teachers, students, and parents, especially for early childhood education. Some of the challenges faced in online learning include inadequate facilities and infrastructure, limited internet access in terms of connectivity, the burden of purchasing data packages, and issues related to the less-than-optimal delivery of materials, as well as the visual learning style and the limited control that teachers have over students' activities.[6] Additionally, the role of educators and parents in guiding children's online learning, especially for those who are not technologically literate, and the economic status of students, are also inevitable challenges. [7]

Moreover, in early childhood education, teachers play a crucial role in establishing close interactions with students both psychologically and physically. Quality learning in early childhood education heavily relies on the non-formal approach, which involves various

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[1] *SE Kemendikbud Tentang Sistem Kerja Pegawai Kementerian Pendidikan Dan Kebudayaan Dalam Tatanan Normal Baru Nomor 20*, 2020.

[2] Ahmad Syamsir, Mohamad Ichsan Nur, and Siti Alia, 'Kualitas Pelayanan Publik Dalam Pembelajaran Berbasis Daring Di Tengah Pandemi Coronavirus Disease 2019', *UIN Sunan Gunung Djati*, 2020 <https://etheses.uinsgd.ac.id/30678/>.

[3] Ericha Windhiyana Pratiwi, 'Dampak COVID-19 Terhadap Kegiatan Pembelajaran Online Di Sebuah Perguruan Tinggi Kristen Di Indonesia', *Perspektif Ilmu Pendidikan*, 34.1 (2020) <https://doi.org/doi.org/10.21009/PIP.341.1>.

[4] Wahyu Aji Fatma Dewi, 'Dampak COVID-19 Terhadap Implementasi Pembelajaran Daring Di Sekolah Dasar', *Edukatif: Jurnal Ilmu Pendidikan*, 2.1 (2020), 55–61.

[5] Ali Sadiki and Afreni Hamidah, 'Pembelajaran Daring Di Tengah Wabah Covid-19', *Biodik*, 6.2 (2020) <https://doi.org/org/10.22437/bio.v6i2.9759>.

[6] Arifah Prima Satrianingrum and Iis Prasetyo, 'Persepsi Guru Dampak Pandemi COVID-19 Terhadap Pelaksanaan Pembelajaran Daring Di PAUD', *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5.1 (2020), 633–40 <https://doi.org/10.31004/obsesi.v5i1.574>.

[7] Nurkolis Muhdi, 'Keefektivan Kebijakan E-Learning Berbasis Sosial Media Pada PAUD Di Masa Pandemi COVID-19', *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5.1 (2020), 212–28 <https://doi.org/doi.org/10.31004/obsesi.v5i1.535>.

games and activities. The goal of early childhood education is to optimize children's development, enabling teachers to create a comfortable learning atmosphere for the students.[8]

The role of teachers in early childhood education is a key to achieving effective and conducive learning, however, it becomes challenging during the COVID-19 pandemic as teachers face difficulties in creating a positive learning environment. This situation is even more complicated for educational institutions that have specific teaching methods and learning objectives, such as Quranic memorization institutions.

Based on the background, this paper will describe the experience of teachers at TK Bait Qurany Shaleh Rahmany in conducting online learning during the COVID-19 pandemic. Specifically, it will focus on the teacher's experience in utilizing the online *jarimatika*[9] quran method for Quranic memorization and identify the difficulties faced by teachers, schools, and parents in using the online *jarimatika* method. Furthermore, the paper will present strategies adopted by the school, teachers, and parents to address the learning challenges encountered.

B. Method

This research is a field study that utilizes a qualitative method. The study was conducted in the city of Banda Aceh at TK Bait Qurany Saleh Rahmany. Data was collected through interview techniques and documentation. Data analysis was carried out using descriptive analytical techniques, following the three stages as outlined by Miles and Huberman's theory: data reduction, data display or presentation, and data verification or conclusion.[10]

C. Result

The teaching and learning activities at TK BQSR were conducted for duration of 6 days, starting from Monday to Saturday. The learning sessions commenced at 08:00 AM and lasted at 11:30 AM. In the normal condition of face-to-face instruction, the learning process always began with a classical[11] session in the school yard.

Subsequently, the students formed lines and proceeded to their respective classrooms, where they collectively performed the Dhuha Prayer, led by a designated student chosen by the teacher. Before the call to prayer (*azan*) started, the teacher guided the students

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[8] Z Maiza and N Nurhafizah, 'Pengembangan Keprofesian Berkelanjutan Dalam Meningkatkan Profesionalisme Guru Pendidikan Anak Usia Dini', *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 3.2 (2019) <https://doi.org/doi.org/10.31004/obsesi.v3i2.196>.

[9] The method of *Jarimatika* Quran is a technique for memorizing the Quran using fingers and the segments of the right hand fingers, while placing the Quran on the left hand.

[10] Matthew B. Miles and A. Michael Huberman, *An Expanded Sourse Book; Qualitative Data Analysis*, Second (London: Sage Publications, 1994).

[11] Classical is a routine introductory activity conducted every morning before classroom learning begins. This session involves reciting prayers to start the learning process, reciting the names of Allah (Asmaul Husna), reading daily prayers, and reviewing the memorization of short surahs. It also includes singing, sending blessings upon the Prophet (bersalawat), and other engaging activities. The purpose of this initial activity is to prepare students for the upcoming learning session, instilling enthusiasm and focus in their minds as they embark on their educational journey.

to collectively recite blessings upon the Prophet Muhammad (saw) and followed it with a brief advice. Then, the appointed imam would call the *azan* and lead the prayer. During the congregation of the Dhuha Prayer, the students recited the prayer and supplications in unison, accompanied by the teachers. The teachers were actively involved in supervising and guiding the students to perform the prayer correctly, moving around to adjust the positions and movements of those students who needed correction.[12]

Afterward, the students took their seats and sat facing their peers in an orderly manner. The learning session commenced with a review (*muraja'ah*) of the material previously studied, followed by the introduction of new memorization materials. Throughout the memorization process, both during the review and the introduction of new material, the students, along with the teacher, practiced the *Jarimatika* Quran method for memorization.

The learning activities then proceeded to Quran translation using the Kinesthetica Quran method. The students, while standing, moved freely according to the meaning of the verses being recited, under the guidance of the teacher. Subsequently, they arranged their seats and returned to the schoolyard for playing activities while continuing to review the memorization of the Quran, Hadith, and daily prayers. After approximately 20 minutes, the students returned to their classrooms to rest and have their packed lunches.[13]

Each day, the learning session ended with activities related to writing, reading, drawing, or coloring. Before dismissal, the teacher led a joint review (*muraja'ah*) of the day's lesson materials. Specifically, on Fridays, the teaching activities also included learning the Prophet's life (*Sirah Nabawiyah*). This was accomplished by the teacher narrating stories of the prophets, with the aim of providing the students with knowledge about the lives of the Prophets and guiding them to derive moral lessons (*ibrah*) from these narratives.[14]

The daily routine of teaching and learning activities is presented more comprehensively in the table below:

Table 1. Daily Activities

No	Daily Activities of TK BQSR Students Location	Location
1	Classical Session	School Yard
2	Congregational Dhuha Prayer (accompanied by recitations of blessings upon the Prophet, brief sermons, remembrance (*zikr*), and collective supplications)	Classroom
3	Muraja'ah (Quranic Review) using the *Jarimatika* Quran method	Classroom
4	Memorizing Quran (new material) using the *Jarimatika* Quran method	Classroom
5	Learning to translate the meanings of verses using the Kinesthetica Quran method	Classroom
6	Playtime while reviewing memorization of the Quran, Hadith, and daily prayers	School Yard

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[12]Interview with Mrs. Aditiya Winanti, Headmistress of TK BQSR on August 4, 2023.
[13]Interview with TK BQSR teacher, Mrs. Rosna on August 5th, 2020.
[14]Interview with Mrs. Aditiya Winanti, Headmistress of TK BQSR on August 4, 2023.

7	Rest and Lunchtime	Room
8	Learning to write, read, draw, or color, interspersed with Quranic review	Classroom
9	Dismissal	Home

During the pandemic, learning activities were compelled to be conducted online, leading to the inability to fully carry out the daily routine as outlined in the attached table. Consequently, the role of teachers was replaced by parents who acted as learning companions for the students. This situation forced the school to focus solely on Quranic memorization, adjusting the teaching process and learning media, which had an impact on the students' responses to the learning experience.

1. Learning Process During the COVID-19 Pandemic

During the COVID-19 pandemic, TK BQSR implemented a distance learning through the use of WhatsApp and Google Meet. The process of Quranic memorization through *jarimatika* quran method was conducted by students with their parents at home. Teachers prepared daily instructional videos except for Friday, then sent to the students' parents. The instructional videos featured teachers demonstrating the memorization of new Quranic verses while exemplifying the application of the *jarimatika* method. Fridays were set for student review, allowing them to reinforce their memorization of verses learned from Monday to Thursday.

The instructional videos were transmitted by teachers to the parents through designated WhatsApp groups every evening. Subsequently, parents played these videos for their children, who actively engaged in the memorization process by emulating the hand movements and recitation demonstrated by the teacher in the videos. Parents, in their capacity as learning companions, played a critical role in supporting their children's learning journey. To foster continuous progress and monitoring, parents were required to record their children's memorization performances and submit the recordings or videos to the class teacher, adhering to a submission deadline of 8 PM each day.[15]

However, it was also found that some parents, especially those who are employed, were unable to send recorded videos of their children's memorization on a daily basis. As a result, the teachers allowed parents to send the recordings on Saturdays, but with the condition that parents must inform the teachers earlier about it. During the interview, Mrs. Ikhwani explained in detail the process of creating the instructional videos of Qur'an memorization through Quranic *jarimatika* method:

> "For example, today we want to focus on the *jarimatika* method, so we first introduce it to the children. Since it's through video, the children will see, 'Look, this is Teacher Wani's finger. How many fingers does Teacher Wani have? Let's count together.' It's as if the children are present here with us. Then we say, 'Look, there are segments on these fingers, and we can count them too. 1, 2, 3..., until the last finger.' So, there are a total of 14 segments. This way, we start with the first verse, and initially, we focus the children on the fingers, not directly on the verse. We ask the children to focus on holding their respective fingers first. 'Come on, righteous children, where

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[15]Interview with Mrs. Aditiya Winanti, Headmistress of TK BQSR on August 4, 2023.

do you hold the finger for the first verse? Below or above? Hold all of them... then we move to the verse while providing motivation.'"[16]

Once a week, the teachers also engage in direct virtual communication (synchronous) with their students through Google Meet. This activity usually takes place on Saturdays, considering that some parents of the students are employed from Monday to Friday. The virtual meetings are employed for "*muraja'ah*" (review) and evaluation of the students' memorization progress throughout the week.[17]

Furthermore, the teachers occasionally conduct video calls with their students to assist them in their learning. It is not uncommon for some parents to encounter difficulties in motivating their children to independently engage in memorization based on the instructional videos sent by the teachers. In such cases, they may request video calls where the teachers can virtually guide the students' learning process. Mrs. Ikhwani expressed, "Some parents also prefer to have daily video calls for their child's learning because, children tend to get distracted while at home with their parents. Therefore, the parents requested video calls, and we are always ready to be available for assistance."[18]

In addition to memorization materials, other subjects such as *tarjamah* (translation), hadith, do'a (prayers), learning Arabic language, and writing are also provided to the students. However, not all of these activities can be evaluated by the teachers in the same manner as they evaluate memorization progress. At times, the teachers may request the students to write, but the results of their writing are not checked or assessed by the teachers. This approach is employed merely to provide learning activities for the children and to keep them engaged.

Many of the routine learning activities that were previously conducted during face-to-face classes are also not fully implemented in the online learning setting. Due to the transition to online learning, the targeted learning achievements are reduced, and the focus is predominantly directed towards Quran memorization.[19]

2. Learning Media

In face to face learning, TK BQSR solely employs the use of body parts, specifically hands and fingers, as a medium to facilitate Quran memorization using the *Jarimatika* Quran method. However, in the context of online learning, educators are obliged to leverage other technological media to ensure the successful implementation of the teaching and learning process. Three media platforms are utilized by BQSR teachers in conducting online lessons: WhatsApp, Google Meet, and video calls, along with YouTube as a platform for uploading instructional videos.[20]

WhatsApp serves as a daily communication tool for teachers to connect with the parents of students. This platform facilitates the exchange of instructional videos and recorded videos of students' Quran recitations, as well as enables communication with

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[16]Interview with Mrs. Ikhwani, a teacher at TK BQSR, on August 5, 2020.
[17]Interview with Mrs. Laila, a Parent of TK BQSR's student, on August 6, 2020.
[18]Interview with Mrs. Ikhwani, a teacher at TK BQSR, on August 5, 2020.
[19]Interview with Mrs. Aditiya Winanti, Headmistress of TK BQSR, on August 4, 2020.
[20]Interview with Mrs. Aditiya Winanti, Headmistress of TK BQSR, on August 4, 2020.

parents regarding their children's learning progress, academic development, and any challenges they may encounter.

On the other hand, Google Meet is used by teachers once a week to establish direct virtual communication with students and evaluate their memorization progress at the end of each week. Additionally, Google Meet proves beneficial in motivating students who may encounter difficulties in engaging in learning activities alongside their parents.

While WhatsApp and Google Meet are the primary platforms routinely employed for online learning during the COVID-19 pandemic, video calls with students are also used by teachers when necessary. Parents often face challenges in assisting their children with memorization or when students lack motivation for learning. In such instances, parents seek the support from teachers to communicate with and guide their children through video calls.[21]

3.   Student Responses to Online Learning

To assess students' responses to online learning, the study solely focus on the affective and psychomotor aspects as indicators. These indicators are non-test-based and rely only on interviews conducted with teachers and parents of the students.

In general, based on teacher reports, students have shown positive responses to online learning, although their level of response is lower compared with face-to-face learning. This difference is influenced by the learning environment and atmosphere. Teachers stated: "...sometimes there are parents who want their children to have video call sessions with the teacher every day because the children often engage in other activities with their parents at home."[22]

Students are expected to have a positive attitude towards learning and their instructors.[23] With such a positive attitude, students develop an interest in learning and are more easily motivated, which enables them to absorb learning materials faster and with greater ease. However, when the role of the teacher, who usually plays the role of the instructor, is replaced by parents at home, some students struggle to display a positive attitude and disregard the learning materials, making it difficult for them to absorb the taught content.

Moreover, creating an engaging learning environment in online education is challenging, which leads to negative student responses towards the learning process. The communication between teachers and students during online learning is not fully realized due to the physical distance between the learners and their teachers, resulting in suboptimal communication and decreased learning motivation for the children.

The pleasant feelings typically exhibited by students during face-to-face learning are not evident in online learning. In the home learning, children are unable to interact and play with their friends, making them easily bored and even stressed. Mrs. Laila mentioned that

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[21]Interviews with the parents of TK BQSR's students, Mrs. Laila and Mrs. Tia, on the dates of August 6th and August 8th, 2020.

[22]Interview with TK BQSR teacher, Mrs. Rosna on August 5th, 2020.

[23] Evelyn Knowles and Dennis Kerkman, 'An Investigation of Students' Attitudes and Motivations Toward Online Learning', *InSight: A Journal of Scholarly Teaching*, 2 (2007), 70–80 <https://doi.org/10.46504/02200708kn>.

she is facing challenges in motivating her daughter to memorize the required materials from the teacher. The home environment, which usually considered by kids as a place for leisure and play, turn to be difficult for her to establish a proper learning atmosphere. According to her, having friends around while studying make it more manageable, much fun and less stressful for kids. Additionally, children tend to have difficulty detaching from gadget use, as she find it hard to control them after watching the video lessons sent by their teachers.[24]

In contrast, at school teachers usually foster enthusiasm and motivation in students to learn by creating a competitive atmosphere through interactive questioning and providing rewards to individuals or groups who answer correctly and quickly. A teacher expressed:

> "We intentionally give stars to children and groups who can answer correctly and quickly to stimulate their competitiveness and enthusiasm in answering our questions. Especially when a child answers correctly, we draw a star on the board, and it motivates the other children even more."[25]

Effective communication between teachers and students is crucial in the learning process. Learning interactions should be enjoyable, meaningful, inspiring, and stimulating for children to develop ideas, as young learners are in a stage of exploration. [26] However, the lack of effective communication in online learning disrupts the learning climate for students and has an impact on their developmental periods.[27]

D. Discussion
1. Constraints of Online Learning

The sudden outbreak of the COVID-19 pandemic has compelled all educational institutions to adopt online learning methods. The implementation of online learning without proper preparation has brought forth numerous challenges perceived by teachers, parents, and schools.

Learning Targets

The primary issue perceived is that schools have had to lower their learning achievement targets. The learning materials designated in the Daily Learning Implementation Plan (RPPH) could not be executed as originally planned. The head of BQSR School stated:

> "During the online learning period, the learning targets were reduced, meaning it was not as usual. This was because parents were not yet fully familiar with the methods used here, so we had to gradually provide them with understanding. If we overloaded them with too much information, parents would be overwhelmed. Therefore, the focus of learning was mainly on Qur'an memorization. There were also activities related to motoric skills and creating artworks, but those were reserved for Fridays."[28]

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[24]Interview Result with TK BQSR Parent, Mrs. Laila, on August 6th, 2020.

[25]Interview with Mrs. Ikhwani, a teacher at TK BQSR, on August 5, 2020.

[26] M Nurihsan, A J & Agustin, *Dinamika Perkembangan Anak dan Remaja: Tinjauan Psikologi, Pendidikan, dan Bimbingan* (Bandung: Refika Aditama, 2011).

[27] A. V. R. Pramudyani, 'The Effect of Parenting Styles for Children's Behaviour on Using Gadget at Revolution Industry', *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 5.1 (2020) <https://doi.org/doi.org/10.31004/obsesi.v5i1.520.>.

[28]Interview with Mrs. Aditiya Winanti, Headmistress of TK BQSR, on August 4, 2020.

Many activities that were typically carried out in the school could not be implemented in online learning. Teachers and schools were also unable to prepare suitable online alternatives activities due to the sudden transition from face-to-face learning to online, without adequate preparation or planning. Consequently, several activities and practices that were previously conducted in face-to-face learning to instill certain values, especially regarding attitudinal competencies, were neglected and could not be replaced in online learning.

The lack of interaction among students within the class environment resulted in the neglect of values like togetherness and mutual ownership, which were previously instilled through socialization among friends at school. Similarly, values of responsibility, leadership, and obedience to leaders, which were instilled through activities like congregational prayers where students took turns leading or being followers, could not be conveyed effectively in the online learning setting. Serving as the prayer leader trains children to develop leadership skills and a sense of responsibility, while being followers familiarizes them with obedience to rules and broader life demands.

Furthermore, in online learning, teachers faced challenges in comprehensively monitoring the overall development of students. Non-direct observation through platforms like Google Meet, which was set for Saturday activitiy or occasionally limited video calls rendered the learning process less efficient.

Teacher Competence

Another constraint and challenge encountered in online learning was the teachers' proficiency in information and communication technology and their creativity in establishing an engaging online learning atmosphere for students. A teacher stated that as a kindergarten teacher, she is expected to be more creative to captivate their students. Teachers found online learning is more difficult than face-to-face, despite the former providing more spare time for teachers. In face-to-face teaching, teachers directly interact with students, it easier to deliver materials and control the students. However, online teaching differs in this aspect. The teacher mentioned that every evening, they contemplate ways to create the appealing learning videos for the students. The challenge is not only to update and enhance teaching materials but also to learn new concepts related to media, methods, and techniques for online teaching, ensuring that the learning process becomes engaging and that the predetermined learning targets are achieved.[29]

Online learning was confusing to adjust to as teachers had not been prepared for it. Although the school and foundation provided support through training sessions on online teaching media usage, which helped them adapt and apply these techniques, but some teachers still faced challenges and lacked expertise.

Nonetheless, the TK BQSR teachers remained enthusiastic in fulfilling their responsibilities, as educators they understand they must be adaptive and innovative in any educational circumstance they encounter,[30] as well as be aware of these new technologies

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[29]Interview with Mrs. Ikhwani, a teacher at TK BQSR, on August 5, 2020.
[30] Fieka Nurul Arifa, 'Tantangan Pelaksanaan Kebijakan Belajar Dari Rumah Dalam Masa Darurat COVID-19', *Bidang Kesejahteraan Sosial Kajian Singkat Terhadap Isu Aktual Dan Strategi*, 12.1 (2020), 1–7.

and forced to use at least possible features to deliver materials as an alternative for the students to keep their studying progression.[31] Another challenge they faced was the lack of a well-prepared curriculum designed for online learning due to the sudden implementation without adequate preparation.

Parents Support

The role of teachers has shifted to parents at home in the online learning during Covid-19. While in general, parents provide good support for the continuity and success of the online learning process, some parents encounter difficulties in guiding and accompanying their children in memorizing the Quran using the "*jarimatika*" method.

These challenges are rooted in the busy schedules of parents, who may also be working. Parents face the difficulty of balancing their work commitments while simultaneously acting as learning companions for their children. Additionally, mastering the "*jarimatika*" method for the Quran becomes an unavoidable issue. Parents are expected to understand how the "*jarimatika*" method works, although they do not necessarily need to be highly proficient in it.[32]

Many parents are not familiar with the "*jarimatika*" Qur'an method, making it challenging for them to provide proper guidance to their children. Besides, some children may refuse to study with their parents without prior communication with their teachers. A teacher from TK BQSR expressed during the interview:

> "Usually, the obstacles arise because the child may not be willing to studt, or sometimes the parents are busy due to work, which can also be a problem. However, in general, there are parents who complain, but there are also parents who follow the guidance provided by the school."[33]

Internet Connection and Data Quota

The constraints of online learning are also influenced by the aspects of internet connection and access. Online learning was ineffecient in terms of cost and energy. Slow internet connections and excessive use of data quotas present challenges for both teachers and parents, especially when the learning materials involve videos. Teachers have to review all the students' recorded videos of qur'an recitation which were sent by paren. So far, the burden of internet data usage remains the responsibility of the teachers and parents.

Aside from that, the availability of supportive tools and infrastructure for online learning has not been fully prepared by the school. Teachers still use their personal mobile phones to prepare learning materials, whereas these instructional devices should ideally be provided by the school.[34] Online learning would be more effective if schools and teachers could develop their own tools to meet the students' needs and the curriculum requirements. Schools and teachers should develop a series of online learning activities tailored to the students' needs, selecting, adapting, and enhancing educational activities by maximizing the

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[31] Samar Ahmed, Mohamed Shehata, and Mohamed Hassanien, *Emerging Faculty Needs for Enhancing Student Engagement on a Virtual Platform*, 2020 <https://doi.org/doi.org/http://doi.org/10.15694/mep.2020.000075.1>.

[32] Interview with a parents of TK BQSR's students, Mrs. Tia, on August 8, 2020.

[33] Interview with TK BQSR teacher, Mrs. Rosna on August 5th, 2020.

[34] Interview with Mrs. Aditiya Winanti, Headmistress of TK BQSR, on August 4, 2020.

use of appropriate media.[35] However, achieving this becomes challenging as online learning during this pandemic was suddenly implemented without adequate preparation from schools and teachers.

2. Strategies for Overcoming Learning Challenges

Dealing with the challenges of online learning, TK BQSR applies several strategies that can serve as valuable lessons learned. Some of the strategies employed are as follows:

Regular Evaluation System

The evaluation of learning activities at TK BQSR is conducted regularly every week, both before and during the implementation of online learning. Through these routine evaluations, teachers convey the challenges they encounter in teaching, including issues related to content, teaching methods, technical difficulties, and others. Subsequently, teachers, along with the school principal and educational consultants, discuss potential solutions to address the identified problems.

These evaluation sessions are held on Saturdays during the day. However, the format of these evaluations remains in the form of meetings, where all participants are given the opportunity to speak and express their challenges and perspectives on the issues discussed during the meeting. One of the teachers related to this matter stated:

> "It will be like sharing models, discussions, and question-and-answer sessions. For example, if there is a challenge, and someone more experienced can provide input."[36]

The school has yet to establish specific evaluation techniques and instruments, even though developing assessment instruments is one of the important steps in the assessment procedure.[37]

Focus Group Discussion (FGD) for Lesson Preparation among Teachers

Before commencing their classes, teachers engage in daily group discussions to prepare learning materials and deliberate on the teaching methods to be employed. During these discussions, teachers also exchange effective teaching methods and provide assistance to those who may have a lower proficiency in certain techniques, such as the use of "*jarimatika*" Qur'an method or even medias for online learning.

FGD plays a crucial role in supporting mutual cooperation among the teachers, as they acknowledge that being a TK teacher demands constant creativity and the ability to create a stimulating learning environment to prevent students from becoming disengaged. A teacher stated:

> "As kindergarten teachers, we are required to be creative, unlike teachers at other levels. We need to employ various approaches. For example, when we notice the children getting sleepy and losing focus, we use different sounds to capture their attention. We use of any objects around us to keep the children engaged in learning. So, we must consistently create a playful atmosphere."[38]

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[35] Herwin Herwin, Faculty Education, and Universitas Negeri Yogyakarta, 'World Journal on Educational Technology : Current Issues', 13.3 (2021), 437–49.

[36] Interview with TK BQSR's teacher, Mrs. Rosna on August 5th, 2020.

[37] Yossita Wisman, Effrata Effrata, and Tutesa Tutesa, 'Penerapan Konsep Instrumen Evaluasi Hasil Belajar', *Jurnal Ilmiah Kanderang Tingang*, 12.1 (2021), 1–9 <https://doi.org/10.37304/jikt.v12i1.105>.

[38] Interview with Mrs. Ikhwani, a teacher at TK BQSR, on August 5, 2020.

FGD is a group discussion model that considered capable of solving learning problems and constraints together among teachers. It is designed to raise information about needs, viewpoints, beliefs, constraints and challenges as well as experience learning among teachers to meet the learning target for students. FGD is also trusted to improve teachers' communication skills[39] and their ability to apply contextual[40] and discovery learning.[41]

Weekly Tahsin Program for Parents

The success of achieving the Quran memorization target for students largely depends on the parents' support and assistances. Without parental guidance at home, the memorization target becomes challenging to achieve since consistent repetition (*muraja'ah*) is essential for memorization. Therefore, parents must play a significant role in this regard.

However, the school acknowledged that not all parents have proficient Quranic recitation skills. To address this, BQSR collaborates with the school committee to facilitate home learning activities, specifically focusing on *tahsin* (improving Quranic recitation), guided by BQSR's teachers.[42] These activities are conducted online during pandemic, to support parents improve their Quranic recitation and gain a better understanding of how to guide their children at home for Qur'an memorization through "*jarimatika*" quran method. This platform also serves as an opportunity for teachers and parents to discuss about learning process and students progress.

This kind of partnership activities of school and parents have assisted students in enhancing their competencies, particularly for Early Childhood Education level. Parents involvement in school has helped to established effective teacher-parent relationship that promoted students achievement.[43]

Monthly Parenting Training Program

In addition to providing weekly *tahsin* activities for parents, the school ensures that all parents share the same educational goals by conducting monthly training sessions. The school and the BQSR TK Foundation recognize parents as school partners in meeting the learning needs of their children.

These training sessions encompass parenting topics and are held periodically and continuously to provide parents with a comprehensive understanding of proper child-rearing methods in accordance with religious teachings. Through these sessions, the school aims to instill the same motivation and enthusiasm in parents for educating their children while fostering positive communication between parents and the school to collaboratively support the child's growth and development.[44]

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[39] Nurma Nurma, 'Peningkatan Keterampilan Komunikasi Guru Dalam Proses Pembelajaran Melalui Kegiatan Focus Group Discussion (FGD) Di SD Negeri 06 Situjuah Gadang', *JPGI (Jurnal Penelitian Guru Indonesia)*, 5.1 (2020), 30 <https://doi.org/10.29210/02596jpgi0005>.

[40] Reti Bala, 'Peningkatan Kemampuan Guru Dalam Penerapan Pembelajaran Kontekstual Melalui Focus Group Discussion (FGD)', *PEDAGOGIKA Jurnal Ilmu Pendidikan*, 9.Nomor 2 (2018), 189–94.

[41] Umardani, 'Supervisi Pembelajaran Dengan Focus Group Discussion Meningkatkan Kemampuan Guru-Guru Melaksanakan Proses Pembelajaran Discovery', *The Nursing Journal of India*, 98.6 (2007), 125–27 <https://doi.org/10.48029/nji.2007.xcviii601>.

[42]Interview with Mrs. Aditiya Winanti, Headmistress of BQSR Kindergarten, on August 4, 2020.

[43] Bujang Rahman, 'Kemitraan Orang Tua Dengan Sekolah Dan Pengaruhnya Terhadap Hasil Belajar Siswa', *Jurnal Pendidikan Progresif*, 4.2 (2014), 129–38 <http://repository.lppm.unila.ac.id/213/1/>.

[44]Interview with Mrs. Aditiya Winanti, Headmistress of TK BQSR, on August 4, 2020.

Expert speakers, including academics, psychologists, and scholars in Islamic studies and education, are invited to lead the parenting activities, tailored to the subject matter of each session. Programmes focusing on parenting are benefecial to the psycological well-being of both children and parents. It enhanced parent-child relationship and decreasing parental stress, as it help parents to undersdant their childs and capable of managing their behavioural problems, as well as reducing the psycological and emotional problems of students.[45]

Monthly Capacity Enhancement Training for Teachers

As part of their efforts to enhance teachers' capacities, TK BQSR regularly conducts capacity-building training for all teaching staff. Before the transition to the online learning, the focus of these training sessions was mainly on improving the teachers' mastery of the "*jarimatika*" method of Quranic recitation and other teaching techniques in general.

During the online learning period, the training shifted its focus to enhancing teachers' skills in utilizing online teaching media. The training proved to be highly beneficial and supportive for teachers, as the sudden implementation of online learning without adequate preparation left many teachers unprepared to apply online teaching media effectively. To address this, BQSR, with the support of the Central Foundation in Jakarta, swiftly provided IT training to its teachers, enabling them to prepare online course materials.[46]

Support from School Learning Consultant

TK BQSR also supported their teacher trough the availabelity of school consultan,t to whom the teachers and the school's principal can seek advice and share challenges. The school consultant can freely communicate and coordinate with the central foundation regarding solutions to address challenges faced by teachers and the school.

During online learning, issues related to teachers' mastery of online teaching media and infrastructure constraints were reported to the learning consultant. Subsequently, the consultant communicates with the central foundation to organize capacity-building training for teachers related to online teaching. However, challenges concerning the provision of online learning infrastructure at the school cannot be addressed rapidly and accurately due to the substantial costs involved. The pandemic emerged unexpectedly, and the implementation of online learning lacked preparation. Therefore, the solution adopted was to maximize online learning through teachers' and parents' personal gadgets.

Continuous Support from the Central Foundation

The continuous support from the central foundation is also a strategic advantage that enables TK BQSR to address problems and learning challenges effectively.

E. Conclusion

The implementation of online learning without adequate preparation has brought forth several challenges for the school, teachers, parents, and students. These challenges

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[45] Ho Cheung William Li and others, 'Effectiveness of a Parental Training Programme in Enhancing the Parent-Child Relationship and Reducing Harsh Parenting Practices and Parental Stress in Preparing Children for Their Transition to Primary School: A Randomised Controlled Trial', *BMC Public Health*, 13.1 (2013) <https://doi.org/10.1186/1471-2458-13-1079>.

[46] Interview with TK BQSR's teacher, Mrs. Rosna on August 5th, 2020.

include suboptimal learning achievement targets, teachers' proficiency in utilizing Information and Communication Technology 4.0 as a medium for distance learning, insufficient parental support, students' interest and motivation, inadequate internet connectivity and data quotas, and insufficient infrastructure for distance learning.

In response to these challenges, TK BQSR has adopted several strategies to overcome the obstacles encountered during the learning process, which serve as valuable lessons learned. These strategies include the implementation of a routine evaluation system, conducting Focus Group Discussions (FGD) among teachers for lesson preparation on a daily basis, weekly *tahsin* programs for parents, monthly parenting training programs, monthly capacity enhancement training for teachers, the availability of school learning consultants, and continuous support from the central foundation.

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