

Research Article

Growing Quranic Literacy Through Mother's Quranic Stories Toward Their Children

Dinar Nur Inten, Dewi Mulyani, Helmi Aziz

Universitas Islam Bandung, Bandung, Indonesia

ORCID

Dinar Nur Inten: <https://orcid.org/0000-0003-0471-7108>

Abstract.

Mother plays an important figure in a child's life. Children can learn various things from their mothers, so, naturally, mothers have a bigger role in introducing Islamic values into children's lives. This research aims to find the right way to foster Al-Quran literacy in children's mothers. This research uses a quantitative approach with a quasi-experimental method. The research participants were mothers who had primary education and young children. The research results proved that the experimental class gain was 0.522 or was in the medium category, higher than the control group. This explains that continuous training can improve the understanding and skills of mothers with basic education. And this can help mothers to carry out literacy activities at home that are appropriate to the child's development and meet Islamic values. The work created by mothers and children makes children enthusiastic about taking part in Quranic literacy learning and fosters children's interest in knowing various things in the Al-Quran.

Corresponding Author: Dinar Nur Inten; email: dinar_nurinten@unisba.ac.id

Published: 9 August 2024

Publishing services provided by Knowledge E

© Dinar Nur Inten et al. This article is distributed under the terms of the [Creative Commons Attribution License](#), which permits unrestricted use and redistribution provided that the original author and source are credited.

Selection and Peer-review under the responsibility of the 6th SoRes Conference Committee.

Keywords: Al-Quran Literacy, mothers and children, Quranic stories

1. INTRODUCTION

Al-Quran literacy is an activity that invites children to be literate and have an awareness of the importance of the Al-Quran. This is one of the efforts to eradicate Al-Quran illiteracy which is currently still high in Indonesia. Based on data from Institut Ilmu Qur'an (IIQ) in Jakarta, in 2022 as many as 72.25% of the 3,111 Muslims as a sample spread across 25 provinces are unable to read the Qur'an. In fact, the number of Muslims in Indonesia occupies the first position as a country with the largest number of Muslims in the world. According to the World Population Review page, the population of Muslims in Indonesia has reached 231 million people. In response to this, efforts and involvement of various parties are needed in order to overcome the problem of Al-Qur'an illiteracy.

Raising awareness of the importance of being able to read and study the Al-Quran is not an easy thing and done anytime and anywhere. This needs to be done from an

OPEN ACCESS

early age and from childhood. Because childhood is a golden age, where every child is used to responding quickly to things if those things are interesting, fun, and providing a sense of security for the child. Permatasari and Inten 2020 stated that the weight and importance of a mother's responsibility means that mothers must provide moral and religious education as early as possible. Therefore, through the ngahariring tradition, mothers can convey moral messages to the baby they are carrying while ngahariring, in which this becomes one of the mother's media in instilling child's awareness of goodness in the context of forming behavioral capital for the child's future[1].

Early age and childhood cannot be separated from the role of a mother as the main person and figure in a child's life. Mothers are educators, caregivers, nurses and providers of foundation and basic capital of life for children both in terms of knowledge, life skills, and personality including faith and morals. It is the mother who can easily teach and be a model in the child's life. The results of the study prove that mother's parenting style greatly impacts the good and bad behavior of children [2]. Therefore, mothers are required to provide the best education and teaching for children and are required to have knowledge. This is taken by a mother by learning a lot and honing various skills in order to be able to provide a model and better living capital for children. Likewise in instilling Al-Quran literacy in children, mothers are required to be able to understand science in introducing the Al-Quran, so that they are able to make their children interested, enthusiastic and happy to participate in Al-Quran literacy activities.

The world of children is a world full of games, fun and joy. Therefore in designing Al-Quran literacy activities, mothers are required to be able to plan, involve children in various activities and materials that make children happy and interested, which are tailored to the needs of children. Then, based on several studies related to Al-Quran literacy, several methods and techniques that mothers can choose are playing, telling stories, and singing. Pamungkas, Mulyani, and Inten 2019 said that the game is an alternative method that can be used in learning the Qur'an [3]. Mulyani, Pamungkas, and Inten 2018 also stated that 75% of children enjoy learning Al-Quran literacy through the story method because through telling stories children can gain new knowledge and convey ideas without feeling afraid [4].

Stories are expressions about experiences, events, actions that are strung together in verbal or non-verbal strands. Stories for children are something that is favorable and an exciting activity. Andalusia N Permatasari et al. 2017 stated that by telling stories, children get information about the world, conditions in various regions, various human

characters, habits and values that belong to a culture. Thus, children can find out things that are still secret or strange to them [5].

In storytelling activities between mothers and children at home, there are several things that need to be considered, namely the mother's readiness in telling stories (for example determining the story to be told to the child), the involvement of the child in the story, and the mother's ability to evaluate the story being told. Therefore, mothers need to know new things and new skills that children can do that come from stories told. According to Syahraini Tambak 2016, in the Al-Quran there are many important past or historical events that need to be known and told to the younger generation [6]. In addition, the long story in the Qur'an requires an interesting learning method, so that children are interested in listening to the story. One of the right methods is the storytelling method. However, children will be interested in following the story told by the storytelling if educators know the strategy for using that method. Therefore, the purpose of this study was to find out the mother's strategy in fostering Al-Quran literacy in children through stories sourced from the Al-Qur'an.

2. METHODS

This type of research was a quantitative research, namely the experimental method. The experimental method was a study involving manipulating independent variables, controlling external variables, and measuring the effect of independent variable on the dependent variable. The experiment used was a quasi experiment, namely the process of selecting participants who were not randomized. In this case, 30 mothers were grouped into two, namely 15 one of experimental group (received treatment) with basic education background and having early-aged children and 15 ones of control group (without special treatment). The design used in this research was a quasi-experimental design, which used a nonequivalent control group design model. Before being given treatment, both the experimental group and the control group were given a test (pre-test), with the aim of knowing the condition of the group before treatment. After being given treatment, the experimental group and the control group were given another test (post-test) to find out the condition of the group after treatment. The design form for this type of design can be seen in Figure 1:

Where:

O_1 = Experimental group before being given treatment

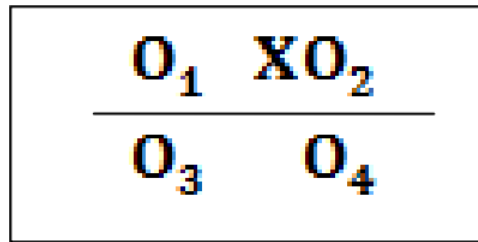


Figure 1: Quasi Experimental Design Model for Nonequivalent Control Group Design.

O_2 = Experiment group after being given treatment

O_3 = Control group before being given treatment

O_4 = Control group which was not given treatment

X = Treatment (mother and child literacy model)

The research subjects were mothers who had a basic educational background with early-aged children. While the data analysis technique used was the normality distribution test, which was utilized to check whether the data obtained from each variable was normally distributed or not. Normality test on evaluation test data used Kolmogorof Smirnov. Furthermore, a homogeneity test was carried out to find out whether the two groups had the same average or not. In this case, the homogeneity test was carried out with One Way Anova. Meanwhile, hypothesis testing in this study was conducted to prove the truth of the hypotheses that had been previously formulated using the t-test, namely the Independent Sample T Test.

3. RESULTS AND DISCUSSION

The research focused on developing mothers' abilities in strategies for delivering Al-Qur'an literacy at home. Mother is an important figure in a child's life. Mother is one of the figures that will determine the behavior and future of the child. A study stated that good mother-child communication and relationships are marked by several things, such as support, open communication, mother monitoring, and disclosure. Some of these things affect the future of adolescents and are the main protective factors against risky sexual behavior [7]. Therefore, the role of the mother in the child's life cannot be ruled out. In addition, it is necessary to develop the abilities that mothers have, especially mothers with basic educational background. The findings show that children born to mothers with low education suffer losses in terms of reinforcing the transmission of losses between generations and illustrate the negative implications of non-standard

work schedules for child welfare [8]. To obtain information about the normality of the initial data on research subjects, normality and homogeneity tests were carried out.

The results of the pre-test data normality test in the experimental group and the control group showed that the data were normally distributed with a value of 0.055. The normality test for this data used the Kolmogorof Smirnov. Next, a homogeneity test was carried out with One Way Anova. The results of the homogeneity test showed that the results of the pre-test between the experimental group and the control group were homogeneous. This was indicated by a value of 0.882. The complete results of this procedure can be seen in Table 1 below.

TABLE 1: Test Results of Different Pre Test Values for the Experimental Group and the Control Group Independent Samples Test.

Levene's Test for Equality of Variances			t-test for Equality of Means							
			Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Results	Equal variances assumed		.958	.149	29	.882	.117	.780	-1.479	1.713
	Equal variances not assumed			.149	28.757	.882	.117	.781	-1.481	1.715

Based on Table 1, it can be seen that the different tests on the pre-test values of the experimental group and the control group on literacy teaching abilities with a significance level of 0.05 yielded p (sig.2-tailed) = 0.882. The p value > 0.05 indicated that there was no difference between the pre-test of the experimental group and the control group in literacy teaching ability at the 95% level of confidence.

The next research phase looked at the initial abilities of mothers with basic education in Lamajang Village, Bandung Regency in terms of patterns of mother and child literacy activities at home. Based on the initial conditions, the mothers had carried out mother and child literacy activities but were not in accordance with the stages of child development, so the activities still looked monotonous and the mothers had not used the various media needed in literacy activities for children. In addition, the stories told by the mother were not varied and were sourced from Student Worksheets or short stories that mother knew. Therefore, to help mothers with basic education and having early-aged children in literacy learning activities at home that are fun and Quran-based, we provided training and assistance to mothers regarding Al-Qur'an literacy learning

strategies through the storytelling method with stories sourced from the Qur'an. To see the success of the Quran-based literacy learning model, we divided the number of mothers with basic education into two groups, namely the experimental group that received action and the control group that did not receive treatment.

The results showed that the results of the post-test data normality test in the experimental group and the control group were normally distributed with a value of 0.073. Normality test on data used Kolmogorof Smirnov. Next, a homogeneity test was carried out with One Way Anova. The results of the homogeneity test showed that the post-test results between the experimental group and the control group were not homogeneous, with a value of 0.000. The results of the t-test were carried out using the Independent Sample T-Test analysis. The full results can be seen in Table 2 below.

TABLE 2: Test Results for the Average Difference in the Post Test Values of the Experimental Group and the Control Group of the Independent Sample Test.

Levene's Test for Equality of Variances				t-test for Equality of Means						
F		Sig.		T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Result	Equal variances assumed	.742	.396	5.886	29	.000	2.975	.505	1.941	4.009
	Equal variances not assumed			5.929	28.373	.000	2.975	.502	1.948	4.002

Based on Table 2, it can be seen that the different test on the post-test scores of the experimental group and the control group on literacy teaching abilities with a significance level of 0.05 yielded p (sig.2-tailed) = 0.000. The p value > 0.05 showed a significant difference between the post-test of the experimental group and the control group on the mother's ability to teach Qur'an-based literacy at the 95% level of confidence. Meanwhile, the gain in the effectiveness test can be seen in Table 3 below.

The graph of the difference in gain from the experimental group and the control group is described below.

The results of calculating n gain of the experimental group with the criterion are as follows. With the n-gain formula as follows.

$$n - gain = \frac{129 - 106}{150 - 10} = 0,522$$

TABLE 3: Gain Results of Effectiveness Test of the Candaria Qurani Literacy Model.

Sample	Experimental Group	Control Group
1	1	1
2	2	1
3	1	1
4	2	0
5	2	1
6	1	2
7	2	1
8	3	1
9	1	0
10	1	0
11	2	0
12	2	1
13	1	0
14	1	1
15	1	1

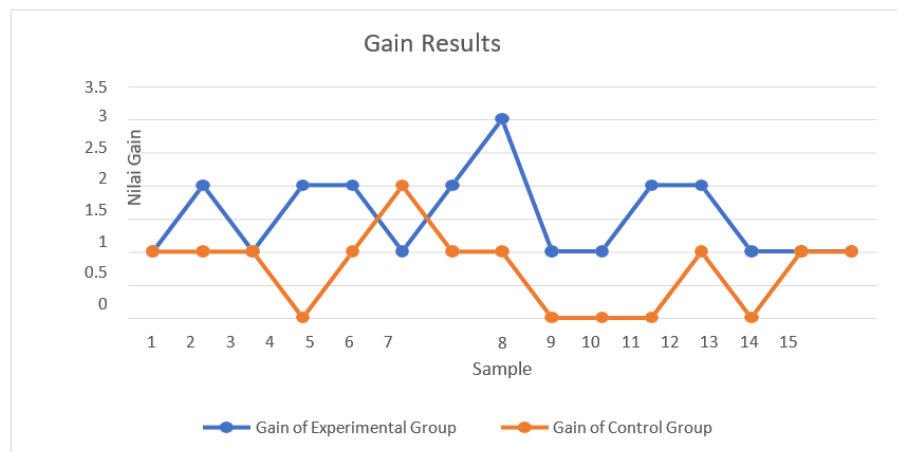


Figure 2: Gain Results.

n-gain from experimental group showed the moderate category. The n-gain control group is as follows.

$$n - gain = \frac{90 - 79}{160 - 79} = 0,136$$

n-gain of control class showed the low category.

Based on these data, it can be seen that the ongoing provision of materials, training and mentoring could help increase mothers' knowledge and skills in conducting early literacy learning to children while at home. Inten, Mulyani, and Aziz 2023 stated that the provision of knowledge and training in literacy teaching skills for children can help mothers with basic education understand and be able to practice mother and child literacy strategies at home [9].

Therefore, to improve the ability of mothers with basic education in carrying out literacy activities with children at home, a mother with a low educational background needs to be given continuous training and assistance. This is done because the mother's knowledge and skills have an impact on the mother's upbringing, which ultimately affects the child's development. Research of Miyati, Rasmani, and Fitrianingtyas 2021 stated that there is a significant positive effect of parents' education level on parenting style, so that any increase in parental education will improve parenting style[10].

With increasing knowledge and skills of mothers in literacy activities for mothers and children at home, there are several important things that need to be considered in cultivating Al-Qur'an literacy by mothers in children at home, including:

A lesson needs to pay attention to the correct stages and steps of learning and the age of the child who will take part in the lesson. By paying attention to this, the teacher or mother can prepare a learning plan that is in accordance with the interests of the child, so that the child will easily follow the learning being carried out. According to Putriarningsih, Muchasan, and Syarif 2021, lesson planning is very important in determining teacher actions, so that predetermined goals can be achieved [11].

In literacy learning conducted by mothers to children, children's involvement in various activities also needs to be pursued. By involving children in activities such as discussions and questions and answers, reading stories, and writing certain words or parts of stories, children will feel enthusiastic about participating in literacy activities. In addition, the child's involvement will also bind the child's memory of the meaning of the story conveyed. Furthermore, the involvement of children can help develop communication skills and strengthen the relationship between mother and child. Inten, Permatasari, and Dwi 2021 stated that storytelling and playing activities for mothers and children at home can increase the harmony of communication that exists between the two [12].

A lesson will be more meaningful and easily understood by children if the learning is conveyed through various learning media. In mother and child literacy activities, media around the house that are environmentally friendly and at home can be used such

as fruit, vegetables, plants or animals. Media in the form of used goods can also be used for stringing words, for example looking for letter by letter from old newspapers, magazines and books that are no longer used. Based on the results of the analysis of the use of media in learning, it is evident that some of these media can improve student learning outcomes at a minimum of 43% and a maximum of 91%. This proves that the use of instructional media greatly influences student learning outcomes [13].

Apart from the media which plays an important role in the success of mothers telling stories to children, mothers' understanding of the right time to tell stories and the duration of stories are also needed so that children remain enthusiastic about participating in activities. Mothers must understand the right times to tell stories, for example when the child asks. This can happen when children are exposed to various storytelling media or children see various media that stimulate their curiosity or when the child is going to bed. This time can be used by the mother to tell stories while reciting a few verses or a short letter of Qur'an to bedtime for the child. The duration of the story must also be considered because children basically want to always be on the move and have adventures. Therefore, the mother needs to plan and ensure that she can convey the main story or important message in a timely manner, so that the child can easily understand the message conveyed.

The mother's strategy in cultivating Al-Qur'an literacy in children should involve mothers and children in making or creating a work while telling a story. Thus, when the story ends, the child gets a gift from the activity he is doing, namely a work made with his beloved mother. The work can be in the form of pictures, origami, or new story books that are written and drawn together. Bonding mother and child will be bound even tighter when the communication between mother and child is getting more intense. This intensity occurs when the mother can play the actual role that the child really hopes for. Mulyani, Inten, and Aziz 2022 said that the stories told contain meanings that educate, entertain and foster attachment between children as listeners and the mother as the teller. Telling stories for children can be the knowledge and skills that are crucial for their lives. This will be more meaningful for the child if the mother conveys it [14]. Andalusia Neneng Permatasari et al. 2020 stated that the intimacy and attachment of communication between mother and child is determined by the mother's ability to understand her important role, understand herself, carry out her role by conveying good messages to children [15].

Equally important in the Al-Quran literacy strategy are stories told by mothers involving children, namely in the form of stories originating from the Al-Qur'an. These stories

can be in the form of life stories of prophets, miracles of prophets and messengers, animals in the Qur'an, stories of friends and figures in the Qur'an and various scholarships in the Qur'an. This can be a bridge to convey the message to children that the Al-Quran can not only be read but can also tell about various interesting things that are crucial to listen to and learn. Inten and Agustina 2022 stated that parents' ability to read the Qur'an properly and parents' ability to package Al-Quran literacy activities using a variety of methods and media that are attractive to children can increase children's interest in reading the Qur'an and knowing stories in the Qur'an [16].

4. CONCLUSION

Mothers have a big hand in determining the behavior and future of children. Thus, mothers are required to be able to provide useful provisions for children in pursuing the next life. The mothers' ability to foster Al-Quran literacy in children from an early age and in the family environment will help children begin to know and be interested in being able to read and know the contents of the Al-Qur'an in more depth. Therefore, mothers should have knowledge and skills in growing the Al-Qur'an for children at home, so that they can realize the Quranic generation the people desire.

ACKNOWLEDGEMENT

We would like to express our gratitude to the Bandung Islamic University Community Service Institute, which has given us the valuable opportunity to conduct research and at the same time funded this research from the beginning to the end of the activity. We would also like to express our thanks to our partners, including: Al-Muqoddasah Foundation which has assisted in providing infrastructure and inviting leaders of PAUD Institutions, Himpaudi Lamajang Village, Pangalengan District, which has helped bring in mothers with basic education and who have early childhood children, and us I would also like to express my gratitude to the Bandung Regency government through its Education Office for helping to ratify the policy text which is one of the research outputs.

References

- [1] Permatasari AN, Inten DN. Hariring Indung Sebagai Media Komunikasi Ibu dan Anak Usia Dini. *J. Komun*; 2020. <https://doi.org/10.24912/jk.v12i2.8642>.

- [2] Rahmawati D, Hastuti D, Simanjuntak M. The effect of mother's burden on learning from home, maternal-efficacy, and maternal care practices on emotion and negative behavior of children aged 5-6 years. *Cakrawala Pendidik*; 2022. <https://doi.org/10.21831/cp.v4i13.40419>.
- [3] M. I. Pamungkas, D. Mulyani, and D. N. Inten, "Literation of Al-Quran for Early Age with Playing Techniques," 2019. <https://doi.org/10.2991/sores-18.2019.3..>
- [4] Mulyani D, Pamungkas I, Inten DN. Literasi Al-Quran Untuk Anak Usia Dini dengan Teknik Bercerita. *J. Obs. J. Pendidik. Anak Usia Dini*. 2018;2(2):202–10.
- [5] Permatasari AN, Inten DN, Mulyani D, Rahminawati N. Literasi Dini dengan Teknik Bercerita. *FamilyEdu*. 2017;3(1):20–8.
- [6] Syahraini Tambak MA. Metode Bercerita dalam Pembelajaran Pendidikan Agama Islam. *J. Al-Thariqah*; 2016.
- [7] F. et al. Romo, "Mother-child relationships. *Encyclopedia of Child and Adolescent Health*. Elsevier Science; 2023. pp. 533–41.
- [8] Wang J. Mothers' nonstandard work schedules and children's behavior problems: divergent patterns by maternal education. *Res Soc Stratification Mobility*. 2023 Apr;84:100784.
- [9] Inten DN, Mulyani D, Aziz H. Strategi Ibu dalam Menumbuhkan Literasi pada Anak Usia 5-6 Tahun. *J. Obs. J. Pendidik. Anak Usia Dini*. 2023;7(3):2999–3012.
- [10] Miyati DS, Rasmani UE, Fitrianingtyas A. Pengaruh Tingkat Pendidikan Orang Tua terhadap Pola Asuh Anak. *Kumara Cendekia*. 2021;9(3):139.
- [11] Putrianingsih S, Muchasan A, Syarif M. "Peran Perencanaan Pembelajaran Terhadap Kualitas Pengajaran," *Inovatif*, 2021, Accessed: May 29, 2023. [Online]. Available: <https://jurnal.iaih.ac.id/index.php/inovatif/article/download/211/120/>
- [12] Inten DN, Permatasari NA, Dwi RP. "Improving the intimacy in mother-child communication in the middle of COVID-19 pandemic through playing and reading activities," *Asia Pacific J. Res. Early Child. Educ.*, vol. 15, no. 2, pp. 39–61, 2021, [Online]. Available: <http://www.pecerajournal.com/?page=5&a=30003743> <https://doi.org/10.17206/apjrece.2021.15.2.39>.
- [13] Wahyuningtyas R, Sulasmono BS. Pentingnya Media dalam Pembelajaran Guna Meningkatkan Hasil Belajar di Sekolah Dasar. *EDUKATIF J. ILMU Pendidik*; 2020. <https://doi.org/10.31004/edukatif.v2i1.77>.
- [14] Mulyani D, Intem DN, Aziz H. Bercerita Seraya Berkarya untuk Menumbuhkan Literasi Anak Usia Dini. *J. Obs. J. Pendidik. Anak Usia Dini*; 2022. <https://doi.org/10.31004/obsesi.v6i6.2976>.

- [15] Permatasari AN, Inten DN, Wiliani W, Widiyanto KN. Keintiman Komunikasi Keluarga saat Social Distancing Pandemi Covid-19. *J. Obs. J. Pendidik. Anak Usia Dini*; 2020. <https://doi.org/10.31004/obsesi.v5i1.577>.
- [16] Nur Inten D, Agustina S. Qur'an literacy activities for children and parents during children's study at home. *Al-Athfal J. Pendidik. Anak*; 2022. <https://doi.org/10.14421/al-athfal.2022.81-02>.