

# Kuala Sebatu Village Government's Efforts to Improve the Quality of Qur'an Education at Nurul Falah Tahfidz House, Indragiri Hilir Regency

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## Abstract

**Keywords:** Human Resources; Learning Methods; Qur'an Education; Village Government

This investigation endeavours to provide an account of the Village Government's initiatives to enhance the character of Rumah Tahfidz Nurul Falah, an al-Qur'an Education Institution located in Kuala Sebatu Village. This research employs a descriptive qualitative methodology, utilising data sourced from interviews with the Village Government and tahfidz instructors, as well as observations of the Nurul Falah Tahfidz House. The data analysis procedure is conducted through the subsequent steps: Data minimisation, data submission, and data verification. Following the analysis, the research findings indicated that the Village Government implemented various initiatives to enhance the quality of Qur'an Education at the Nurul Falah Tahfidz House, specifically in the areas of Human Resources (HR) and the learning processes and methods employed. Initiatives aimed at enhancing human resource quality encompass Teacher Development and Welfare. Initiatives aimed at enhancing the quality of Qur'anic education encompass 1) Implementing education in alignment with the curriculum 2) Offering coaching to pupils, 3) Organising tournaments, 4) Verifying student attendance, 5) Reviewing Muttaba'ah Books, 6) Conducting Graduations, 7) Dispensing Rewards, 8) Cultivating Saving Habits, 9) Assessments/Evaluations. Initiatives aimed at enhancing the quality of Qur'anic learning revealed that the Tahfidz instructor at Nurul Falah employed many pedagogical methods, including Sima'i, Kitabah (Writing), Talaqqi, Memorisation Depositing, Tahsin, and Tahfidz techniques. The Kuala Sebatu Village Government has undertaken numerous initiatives to enhance the quality of Qur'an education at the Nurul Falah Tahfidz House in Indragiri Hilir Regency.

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## Abstrak

**Kata Kunci:** Upaya; Peningkatan Mutu Pendidikan Al-Qur'an; Pemerintah desa

Penelitian ini bertujuan untuk mendeskripsikan upaya Pemerintah Desa dalam peningkatan mutu suatu Lembaga Pendidikan al-Qur'an yang ada di Desa Kuala Sebatu yaitu Rumah Tahfidz Nurul Falah. Penelitian ini menggunakan metode kualitatif deskriptif sebagai metode untuk menyelesaikan penelitian, sumber data yang diambil berdasarkan hasil wawancara kepada Pemerintah Desa dan guru tahfidz serta melakukan observasi terhadap Rumah Tahfidz Nurul Falah. Proses analisis data dilaksanakan melalui langkah-langkah berikut: Reduksi data, penyampaian data, dan pengecekan data. Setelah dilakukan analisis maka didapat hasil penelitian yaitu terdapat berbagai Upaya yang dilakukan oleh Pemerintah Desa dalam peningkatan mutu Pendidikan al-Qur'an di Rumah Tahfidz Nurul Falah yaitu Upaya dalam bidang Sumber Daya Manusia (SDM), Proses pembelajaran dan Metode yang diterapkan. Upaya dalam bentuk peningkatan mutu SDM meliputi Pembinaan dan Kesejahteraan Guru. Upaya dalam bentuk peningkatan mutu pembelajaran Al-Qur'an meliputi 1) Melaksanakan pembelajaran sesuai dengan kurikulum 2) Memberikan bimbingan pada santri, 3) Melaksanakan Lomba, 4) Mengecek kehadiran santri, 5) Mengecek Buku Muttaba'ah, 6) Mengadakan Wisuda, 7) Memberikan Reward, 8) Pembiasaan Menabung, 9) Ujian/Evaluasi. Upaya dalam bentuk peningkatan mutu pembelajaran Al-Qur'an terkait Metode yang digunakan didapatkan bahwa Guru tahfidz nurul falah menggunakan beberapa metode mengajar Al-Qur'an diantaranya metode Sima'i, Kitabah (Menulis), Talaqqi, Menyetor Hapalan, Tahsin dan Tahfidz. Pemerintah Desa

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*Kuala Sebatu telah melakukan berbagai upaya dalam peningkatan mutu Pendidikan al-Qur'an di Rumah Tahfidz Nurul Falah, Kabupaten Indragiri Hilir.*

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## INTRODUCTION

The low level of Qur'anic literacy among the younger generation has become a serious concern for both the government and society, especially in rural areas. Amid rapid technological development and digitalization, activities related to reading and studying the Qur'an have begun to decline (Choi et al., 2024; Gray-Nicolas et al., 2022). This condition is also evident in Kuala Sebatu Village, prompting the village government to intervene through the management of religious programs and targeted guidance, particularly at Rumah Tahfidz Nurul Falah (YAO & PAN, 2020). A village is a legal community unit inhabited by a group of people who possess the rights and authority to regulate and manage their own governance and society, including educational institutions within their area such as Qur'anic education institutions (Rauf, R and Maulidiah S, 2015).

Although various studies have discussed improving the quality of Qur'anic education, most recent research still focuses on the effectiveness of tahfidz learning methods, such as memorization, talaqqi, and curriculum integration within Islamic educational institutions. Recent studies show that tahfidz methods are proven effective in enhancing Qur'anic literacy, particularly in aspects of tajwid, reading fluency, and memorization skills (Izza et al., 2026). In addition, other studies highlight the importance of integrating tahfidz curricula with formal education as a strategy to improve the quality of Islamic education holistically (Zhu & Li, 2021).

However, these studies tend to focus on internal institutional aspects, such as learning methods, curriculum, and evaluation of tahfidz programs (Qulub dan Thulfitrah, 2026), as well as program implementation within school or pesantren contexts. Research examining external factors, particularly the role of village governments as strategic actors in improving the quality of community-based Qur'anic education, remains very limited.

In fact, village governments play an important role in supporting the improvement of religious education quality through policies, strengthening human resources, providing facilities and infrastructure, and fostering non-formal educational institutions such as rumah tahfidz. To date, there has been little comprehensive research examining how village government interventions

contribute to improving the quality of Qur'anic education, particularly in terms of managerial, pedagogical, and integrated human resource development aspects.

Therefore, there is a significant research gap between studies on the effectiveness of tahfidz learning methods and those on the role of village governments in improving the quality of Qur'anic education. This study seeks to fill this gap by examining in depth the efforts of the Kuala Sebatu Village Government in enhancing the quality of Qur'anic education at Rumah Tahfidz Nurul Falah.

Problems related to community conditions and the environment influence the learning process. For example, technological developments such as excessive smartphone use and gaming have become a major concern, as they are difficult to control and significantly affect children's and students' cognitive development (Jimenez & Zepeda, 2020). Another common issue is the lack of parental attention, which influences children's mindset and ultimately impacts their education (Kontopoulos et al., 2021). According to Majid, A in his book *Strategi Pembelajaran*, appropriate learning strategies that adopt a comprehensive approach within an educational system can be used to achieve learning objectives (Boutwell & Smith, 2023).

Rumah Tahfidz Nurul Falah is one of the institutions needed to help shape character based on the Qur'an. It serves as a medium for transmitting religious knowledge, particularly the Qur'an, and as a means to strengthen the religious faith of students. The Kuala Sebatu village government, as the closest governmental institution to the community (Lyles et al., 2021), holds a strategic role in advancing human resource quality through the management of character development, religious values, and Qur'anic literacy culture. Support in the form of policies, budget allocation, learning facilities, provision of teachers, and community motivation are important instruments that can influence the improvement of Qur'anic reading interest among children and adolescents. Rumah Tahfidz Nurul Falah in Kuala Sebatu Village has become a center for Qur'anic learning.

The low level of Qur'anic literacy among the younger generation has become an increasingly complex issue amid digital technological developments that influence learning patterns and religious interests. This phenomenon occurs not only in urban environments but also in rural areas such as Kuala Sebatu Village. In this context, the presence of non-formal educational institutions such as rumah tahfidz is crucial as a means of character development and improving the ability to read and memorize the Qur'an. Furthermore, the village government, as the closest administrative structure to the community, holds a

strategic position in supporting the improvement of community-based religious education quality (Sarkar et al., 2022).

Various recent studies indicate that improving the quality of Qur'anic education is generally focused on internal institutional aspects, such as learning methods, teacher strategies, and student motivation. A 2025 study shows that tahfidz teacher strategies play an important role in improving memorization quality and student motivation through adaptive pedagogical approaches (Nur'aini et al., 2025). In addition, other studies confirm that tahfidz activities contribute to students' social and character development, particularly through discipline and social interaction during the learning process (Mazid dan Pasaribu, 2025).

In contrast to previous studies that primarily emphasize the effectiveness of learning methods or the role of teachers in the tahfidz process, this research offers a broader perspective by positioning the village government as a key actor in improving the quality of community-based Qur'anic education (Shi, 2022). This study not only examines learning methods but also analyzes in depth the forms of village government intervention in human resource development, improving teacher welfare, and strengthening the learning system at Rumah Tahfidz Nurul Falah.

Thus, the novelty of this research lies in its integrative approach that combines managerial aspects (the role of the village government), pedagogical aspects (learning methods), and social aspects (community participation) within a single analytical framework. This study is expected to contribute theoretically to the development of community-based Islamic education studies as well as practically to village governments in formulating more effective and sustainable religious education policies. This study aims to analyze the role and efforts of the Kuala Sebatu Village Government in improving the quality of Qur'anic education at Rumah Tahfidz Nurul Falah, Indragiri Hilir Regency, particularly in terms of human resource development, improving the quality of learning, and the utilization of technology in the educational process.

## **RESEARCH METHODS**

This study employs a qualitative approach with a descriptive research design. This approach is chosen because the study aims to analyze the role and efforts of the Kuala Sebatu Village Government in improving the quality of Qur'anic education, thus requiring an in-depth understanding of social phenomena, policies, and practices occurring directly in the field. A qualitative approach allows the researcher to explore the meanings, perspectives, and

experiences of the actors involved, particularly in aspects of human resource development, improvement of learning quality, and the utilization of technology in the educational process. This study adopts a phenomenological approach, which focuses on understanding the experiences and perceptions of research subjects regarding the phenomenon being studied. This approach is used to examine in depth how the role of the village government is implemented in improving the quality of Qur'anic education at Rumah Tahfidz Nurul Falah. The research was conducted at Rumah Tahfidz Nurul Falah in Kuala Sebatu Village, Indragiri Hilir Regency.

The research subjects were determined using purposive sampling, which involves the deliberate selection of informants based on their involvement and knowledge related to the research focus. The subjects include the Kuala Sebatu Village Government officials, tahfidz teachers at Rumah Tahfidz Nurul Falah, and as supporting data, students and/or their parents. The selection of these subjects is aligned with the research objective, which emphasizes analyzing the role of the village government and its implementation in educational practices. The data in this study consist of primary and secondary data. Primary data are obtained directly through in-depth interviews with village government officials and tahfidz teachers, as well as observations conducted at the research site. Secondary data include supporting documents such as institutional archives, organizational structures, activity programs, muttaba'ah books, and relevant literature.

Data collection techniques include observation, in-depth interviews, and documentation. Observation is conducted to directly examine the learning process, interactions between teachers and students, and facilities supporting Qur'anic learning activities. In-depth interviews are carried out to obtain comprehensive information regarding policies, roles, and efforts of the village government in improving the quality of Qur'anic education. Documentation involves collecting written documents, activity photographs, program archives, and student progress records relevant to the study.

The data analysis technique uses the interactive model of Miles and Huberman, which includes data reduction, data display, and conclusion drawing and verification. Data reduction refers to the process of selecting, focusing, and simplifying data in accordance with the research objectives. Data display involves organizing data into a systematic descriptive narrative for easier understanding. Conclusion drawing and verification involve identifying patterns, relationships, and meanings from the data, which are continuously verified throughout the research process. The analysis is conducted inductively, meaning that conclusions are drawn based on findings from the field. To ensure

the validity and reliability of the data, this study employs triangulation techniques, including source triangulation by comparing data from various informants such as village officials, teachers, and students; technique triangulation by comparing data obtained through observation, interviews, and documentation; and time triangulation by collecting data at different times to ensure data consistency.

## RESULTS AND DISCUSSION

### **The Role of Village Government in Human Resource (HR) Development**

The research findings indicate that the Kuala Sebatu Village Government plays an active role in improving the quality of human resources (HR) at Rumah Tahfiz Nurul Falah, particularly through guidance and the enhancement of tahfidz teachers' welfare. The forms of guidance provided include motivation, strengthening teaching capacity, and moral support for educators (Lucero, 2022).

Based on interviews with one of the village officials, it is known that:

“The village government continues to support tahfidz teachers, both through guidance and attention to their welfare so that the learning process runs optimally.”

In addition, the village government also provides support in the form of incentives as an appreciation for the role of teachers in guiding students. This shows that improving the quality of education does not only focus on students but also on the quality of educators (Hou, 2025; Winfield & Paris, 2024).

The research findings reveal that the role of the Kuala Sebatu Village Government in human resource (HR) development at Rumah Tahfiz Nurul Falah is not merely administrative but also strategic and sustainable. Efforts such as teacher development, motivation, and welfare support represent concrete interventions in improving the quality of educators as the main actors in the learning process (Iniesto et al., 2023).

Recent studies indicate that the quality of tahfidz teachers has a significant influence on the success of Qur'anic education programs, particularly in improving students' memorization and comprehension abilities (Jannah et al., 2025). Other studies also emphasize that teachers' pedagogical and professional competencies are key factors in determining the effectiveness of tahfidz-based learning (Wikanda et al., 2025). This highlights that human resource development is a key component in improving the quality of Qur'anic education (McNaughtan, 2024).

In the context of this research, the guidance provided by the village government reflects its role as a facilitator and motivator, where it not only provides material support but also creates a conducive environment for

developing teachers' competencies. Providing incentives to tahfidz teachers has been proven to increase work motivation and teaching performance (Hill, 2024; Park & Park, 2023). These findings are in line with research stating that teacher welfare has a positive relationship with performance and learning quality (Nahwa, 2025).

Furthermore, recent studies also show that institutional support, including from local governments, plays an important role in improving the quality of community-based education, particularly in resource provision, capacity building for educators, and the sustainability of educational programs (Wulandari & Gularso, 2025). Thus, the involvement of the village government in HR development is not only supportive but also strategic in improving educational quality.

In addition, the approach taken by the village government in this study also reflects the concept of community-based education, where educational development is carried out through collaboration between the government and educational institutions (Díaz et al., 2020). Recent studies show that community-based approaches can improve the effectiveness of religious education programs because they are more contextual and aligned with local community needs (Ikhlas, 2025).

### **Improvement of Qur'anic Learning Quality**

The research findings show that efforts to improve the quality of learning are carried out through various structured programs, including: implementing learning according to the curriculum, providing guidance to students, organizing competitions, monitoring attendance, using muttaba'ah books, conducting graduation ceremonies, giving rewards, encouraging saving habits, and evaluating learning (Lee, 2025).

Based on observations and documentation, the use of muttaba'ah books is one of the important instruments for monitoring students' memorization progress. In addition, interviews with tahfidz teachers reveal that:

“Through the muttaba'ah book, we can observe students' memorization progress, making it easier to conduct evaluation and guidance.”

Competition programs and reward systems have also been proven to increase students' learning motivation, making the learning process more active and competitive.

The findings indicate that improving the quality of Qur'anic learning at Rumah Tahfiz Nurul Falah is carried out through structured strategies, such as implementing a learning curriculum, providing guidance to students, organizing competitions, using muttaba'ah books as evaluation tools, and giving rewards to

enhance learning motivation (Yang & Knight, 2023). These efforts show that the learning process is not only focused on knowledge transfer but also on habit formation and character strengthening among students.

Recent studies show that the quality of Qur'anic learning is strongly influenced by systematic lesson planning, continuous evaluation methods, and active student participation in the learning process (Wikanda et al., 2025). The use of instruments such as *muttaba'ah* books in this study represents a form of continuous evaluation that allows teachers to monitor students' memorization progress more measurably (Hashim Alzadjali et al., 2023).

Moreover, intensive guidance provided to students has proven to be an important factor in improving learning quality. Recent studies state that consistent mentoring in *tahfidz* learning can enhance memorization abilities while also improving the quality of Qur'anic recitation (Nahwa, 2025). This aligns with the findings that *tahfidz* teachers actively provide direction and evaluation of students' progress.

Additional programs such as competitions and rewards also contribute to increasing students' learning motivation. Recent research shows that learning motivation has a significant relationship with the success of Qur'anic education, where rewards can enhance enthusiasm and foster positive competition among students (Jannah et al., 2025). Thus, the implemented learning strategies are not only oriented toward cognitive aspects but also affective aspects.

Furthermore, the implementation of structured learning through curriculum application and periodic evaluation indicates that the learning process has been conducted systematically (Mujib & Marhamah, 2020). This is consistent with studies stating that effective Qur'anic learning must include integrated planning, implementation, and evaluation (Wulandari & Gularso, 2025).

### **Utilization of Technology in Qur'anic Learning**

The research findings also show that Rumah Tahfiz Nurul Falah has begun to utilize technology as a learning medium to help students improve the quality of their memorization. Technology is used as a supporting tool, such as audio media to play Qur'anic recitations and digital devices to assist the learning process (Mujib & Marhamah, 2020).

Based on interviews with *tahfidz* teachers, it was found that:

“Technology helps students in repeating memorization, especially through *murottal* audio that can be played repeatedly.”

The use of technology represents an innovation in learning that adapts to the development of the times and the needs of students.

These findings are in line with the concept of technology-based learning, which emphasizes the importance of integrating digital media to improve learning effectiveness. Technology can accelerate the process of understanding and strengthening memorization through flexible repetition (Day & Nagro, 2025). Thus, the utilization of technology in Qur'anic learning is an adaptive step that supports the improvement of educational quality in the digital era.

## **CONCLUSION**

Based on the results of the analysis conducted, it can be concluded that the Kuala Sebatu Village Government has made various efforts to improve the quality of Qur'anic education at Rumah Tahfiz Nurul Falah, Indragiri Hilir Regency. In the field of human resources (HR), these efforts include teacher development and welfare improvement as key factors in supporting learning quality. In addition, in terms of improving the quality of Qur'anic learning, the village government has encouraged the implementation of structured programs, namely: (1) implementing learning in accordance with the curriculum, (2) providing guidance to students, (3) organizing competitions, (4) monitoring student attendance, (5) checking muttaba'ah books, (6) conducting graduation ceremonies, (7) providing rewards, (8) fostering saving habits, and (9) conducting examinations/evaluations. Furthermore, in terms of teaching methods, tahfidz teachers at Rumah Tahfiz Nurul Falah employ various Qur'anic teaching methods adapted to the needs and characteristics of the students.

The theoretical implications of this study indicate that improving the quality of Qur'anic education is not solely determined by pedagogical aspects but is also significantly influenced by the managerial role of the village government as part of a community-based education ecosystem. These findings reinforce the concept of community-based education, which emphasizes collaboration between local governments and educational institutions in creating effective and sustainable education systems. Practically, this study provides valuable contributions for village governments and managers of Qur'anic educational institutions in designing more comprehensive policies and programs, particularly in human resource development, improving learning quality, and utilizing technology as an adaptive learning medium in the digital era.

However, this study has several limitations, including its focus on a single research location, making the generalization of findings contextual in nature. In addition, the study primarily emphasizes the perspectives of village government and teachers, and has not fully explored the experiences of students and parents in depth. Therefore, future research is recommended to expand the scope of

locations and include more variables, such as the role of families, local culture, and the influence of digital technology on Qur'anic literacy. Future studies may also adopt mixed methods or longitudinal approaches to obtain a more comprehensive and in-depth understanding of the effectiveness of community-based Qur'anic education quality improvement programs.

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