

ABSTRAK

Rusmini, 220211020059, “*Pengembangan Kurikulum Tahfizh Al-Quran Pendekatan Nafsa Pada Anak Usia Dini*” Penelitian Ilmiah Jurusan Pendidikan Agama Islam, *Pascasarjana*, Universitas Islam Negeri Antasari Banjarmasin. Dosen Pembimbing I Prof. Dr. H. Hamdan, M.Pd, dan Dosen Pembimbing II Dr. H. Surawardi, S.Ag., M.Ag. 2026.

Kata Kunci: kurikulum tahfizh, pendekatan Nafsa, anak usia dini, Research and Development, ADDIE

Penelitian ini dilatarbelakangi oleh permasalahan pada kurikulum tahfizh Al-Quran konvensional yang masih berfokus pada aspek teknis semata, menggunakan metode pembelajaran yang cenderung mekanistik, serta mengabaikan kesiapan spiritual pendidik dalam mendampingi anak menghafal. Penelitian ini bertujuan untuk mengembangkan Kurikulum Tahfizh Al-Quran Pendekatan Nafsa pada anak usia dini, yang menekankan persiapan spiritual pendidik (guru dan orang tua) sebagai upaya mencegah pemberian afirmasi negatif kepada anak selama proses menghafal.

Penelitian ini menggunakan metode Penelitian dan Pengembangan (Research and Development/R&D) dengan model ADDIE (Analyze, Design, Develop, Implement, Evaluate), serta pendekatan mix method yang menggabungkan data kualitatif dan kuantitatif. Desain kurikulum mengacu pada model Hilda Taba dengan pendekatan Grassroots, menghasilkan lima komponen kurikulum, yaitu tujuan, isi/materi (meliputi Pra-Nafsa, audio berulang, silent moment, materi penunjang doa-hadis, dan apresiasi), proses pembelajaran dengan tahapan N-A-F-S-A (Nurturing-Absorption-Focus-Synergy-Actualization), media dan sumber belajar, serta evaluasi. Produk divalidasi oleh empat ahli (tiga ahli kurikulum tahfizh dan satu ahli psikologi anak) dan diujicobakan secara terbatas di Taman Pendidikan Al-Quran (TPA) Atqiya, Amuntai, Kalimantan Selatan, melibatkan satu guru dan sembilan orang tua peserta didik selama 18 kali pertemuan.

Hasil penelitian menunjukkan bahwa kurikulum ini dinyatakan sangat valid, dengan skor rata-rata ahli kurikulum tahfizh sebesar 96,67% dan ahli psikologi anak sebesar 92%. Uji kepraktisan menunjukkan kategori sangat praktis, baik dari sudut pandang guru (81,00%) maupun orang tua (85,15%), dengan instrumen kepraktisan orang tua yang teruji valid dan sangat reliabel (Cronbach's Alpha = 0,981). Dari sisi keefektifan, ditemukan peningkatan capaian hafalan anak selama masa uji coba, yang didukung pula oleh persepsi orang tua bahwa anak menjadi lebih mudah diarahkan setelah penerapan Pra-Nafsa. Dengan demikian, Kurikulum Tahfizh Al-Quran Pendekatan Nafsa dinyatakan layak, praktis, dan efektif untuk diterapkan pada pembelajaran tahfizh anak usia dini.

ABSTRACT

Rusmini, 220211020059, "Development of a Nafsa-Approach Al-Quran Memorization (Tahfizh) Curriculum for Early Childhood." Thesis, Department of Islamic Education, Postgraduate Program, Universitas Islam Negeri Antasari Banjarmasin. Advisor I: Prof. Dr. H. Hamdan, M.Pd., Advisor II: Dr. H. Surawardi, S.Ag., M.Ag. 2026.

Keywords: tahfizh curriculum, Nafsa approach, early childhood, Research and Development, ADDIE

This study was motivated by problems found in conventional Al-Quran memorization (tahfizh) curricula, which tend to focus solely on technical aspects, apply mechanistic teaching methods, and overlook the spiritual readiness of educators in guiding children through the memorization process. This research aims to develop a Nafsa-Approach Tahfizh Al-Quran Curriculum for early childhood that emphasizes the spiritual preparation of educators (teachers and parents) as an effort to prevent negative affirmations toward children during the memorization process.

This study employed the Research and Development (R&D) method with the ADDIE model (Analyze, Design, Develop, Implement, Evaluate), combined with a mixed-methods approach integrating qualitative and quantitative data. The curriculum design was based on Hilda Taba's model with a Grassroots approach, resulting in five curriculum components: objectives, content (including Pra-Nafsa, repeated audio, silent moments, supplementary prayer and hadith materials, and appreciation), a learning process following the N-A-F-S-A stages (Nurturing-Absorption-Focus-Synergy-Actualization), learning media and resources, and evaluation. The product was validated by four experts (three tahfizh curriculum experts and one child psychology expert) and piloted on a limited scale at Taman Pendidikan Al-Quran (TPA) Atqiya, Amuntai, South Kalimantan, involving one teacher and nine parents of students over 16 meetings.

The results showed that the curriculum was rated as highly valid, with an average score of 96.67% from tahfizh curriculum experts and 92% from the child psychology expert. The practicality test yielded a highly practical category from both teachers (81.00%) and parents (85.22%), with the parent practicality instrument proven valid and highly reliable (Cronbach's Alpha = 0.981). In terms of effectiveness, an improvement in children's memorization achievement was observed throughout the trial period, further supported by parents' perceptions that children became easier to guide following the implementation of Pra-Nafsa. These findings indicate that the Nafsa-Approach Tahfizh Al-Quran Curriculum is valid, practical, and effective for use in early childhood Al-Quran memorization instruction.