



Assistance in Learning the Quran Using Snake and Ladder Game Media at LPQ Keblukan Village, Kaloran District, Temanggung Regency

Ibif Fatijroh¹, Ida Hidayatu Solehah², Mita Amelia Nurrahma³, Ahmad Al Fadhri⁴, Jupit Triana⁵, Bagus Yoga Pratama⁶, Achmad Fatchudin⁷, Ekawati Ramadhani⁸, Elsa Sophia Santika⁹, Nadya Noermala Nona. P¹⁰, Saniayuen Kwee¹¹, Givo Al Akbar¹², Mukhamad Sa'id Aqil¹³, Nugraho Prasetya Adi¹⁴

1,2,3,4,5,6,7,8,9,10,11,12,13,14 Universitas Sains Al-Qur'an

 kpm51keblukan@gmail.com

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ABSTRACT

This study aims to document the Qur'an teaching assistance program at LPQ Keblukan Village, Kaloran District, Temanggung Regency, using the media of snake and ladder games. The purpose of this mentoring program is to help LPQ Keblukan Village students to better understand the science of tajweed and the Qur'an. The research approach in this study is qualitative and descriptive. Researchers will collect qualitative data on local mentoring programs and elements that affect Qur'an learning. Children at LPQ Keblukan Village have shown significant improvement in their Qur'anic reading and comprehension skills as a result of the mentoring program that uses the Iqra method and the game media of snakes and ladders. Students from the Community Service Lecture (KPM) of the University of Al-Qur'an Science participated in this activity which lasted for 2 weeks. The assessment findings show that the program is effective in increasing the learning motivation and engagement of young people as they study the Qur'an. Therefore, this program can be a model in creating an interesting and successful Qur'an literacy program for children.



A. INTRODUCTION

The Arabic word "Qur'an" means "recitation" in two senses: first, that it is the word that Allah SWT gave to the Prophet Muhammad PBUH through the angel Gabriel; second, that it is written in the mutawatir style, starting with Surah Al-Fatihah and ending with Surah An-Nas; and third, that reading it is worship. As a Muslim, you have to read the Qur'an. The verb "qar'a-yaqra'u-qur'an," which means "something that can be read over and over again," is the linguistic root of the Qur'an. The Qur'an is a sacred text that must be studied, memorized, recited, and practiced by all Muslims. The Qur'an is a unique and unparalleled message of Allah SWT, experts say. Gabriel's messenger spoke to the Prophet Muhammad (saw) through Gabriel. For Muslims, the Qur'an is a moral compass and an authoritative code of ethics. Reading the Qur'an aloud has several advantages for children, such as:



- 1) Reading the Qur'an teaches one about Islam and its benefits, which contributes to
1) education and knowledge about Islam. A more devout and happier Muslim life is possible for children who discover Islam at a young age.
- 2) Reading the Qur'an brings serenity to one's soul and intelligence. Teaching children to read the Qur'an begins by showing them how it can bring them joy, wisdom, and serenity.
- 3) Learning the Qur'an for children is not only about teaching reading, but also about understanding the meaning and purpose behind it. Reading the Qur'an regularly will give you a better degree and get intercession at the time of judgment. The two parties involved in the mentoring relationship work together to help the individual receiving the help achieve their goals.

Support staff are involved in mentoring relationships with their clients as they help clients become more independent by helping them recognize and meet their own needs, as well as in making their own decisions. Including this mentoring activity in the curriculum is one way to complete the Qur'an lessons. KPM Universitas Sains Al-Quran is responsible for providing support to the teaching staff of LPQ Kebelukan Village in their teaching and learning activities. The implementation of activities is the responsibility of the ustadz and ustadz, while the management of LPQ educational institutions and the local community actively participate in solving problems. To ensure that community empowerment initiatives do not lead to program dependency, the first step in the field is to conduct a survey before acting. To improve the ability to improve together, it is believed that this activity can help teaching staff in improving LPQ to be more independent and qualified. One of the definitions of learning media is a material or non-material tool used to bridge the gap between instructors and students in terms of understanding subject matter, with the aim of facilitating more useful and efficient learning. As a result, students not only understand the material faster, but they are also motivated to keep learning. One aspect of education that cannot be separated is the function of learning media in learning and teaching activities. The term "teaching media" encompasses all forms of information delivery that have the potential to arouse students' interest and engagement with the subject matter.[1]

Kids love rolling dice and figuring out how many steps the box has to take from the bottom to the top in the classic game Snake Ladder. Played on a board, the game is similar to monopoly and ludo. The format of the picture table used is rectangular, with a snake and ladder graphic on it. Students are expected to be able to learn more easily in a fun atmosphere, such as learning while working, with multimedia snake and ladder material combined with the history of the descent of the Qur'an, tajweed and makhrojul letters. This in turn is expected to increase students' interest in Qur'an literacy. The above description lays the foundation for a community service project that will use snake and ladder games to teach people about the Qur'an. The purpose of this program is to arouse the interest of all LPQ students in Keblukan Village, Kaloran District, Temanggung Regency, in reading and understanding the Qur'an. For elementary school students of all ages, the LPQ Al-Quran Education Institute provides Islamic religious education in the form of community programs that teach the Qur'an and help them understand Islamic concepts. During this stage of education, students memorize the verses of the Quran and memorize them using Hijaiyah letters. One can learn to read the Quran easily with consistent guidance and practice. So, the following is the minimum age for kindergarten children to take part in Quranic lessons. Children between the ages of seven and two are the target audience for Quranic lessons.[2]



In Kaloran District, Temanggung Regency, there is an Al-Quran Education Institution called LPQ in Keblukan Village. Reading the Quran by following the rules of tajweed is a form of obedience. However, there are still many students at LPQ Keblukan Village who are illiterate, and some even have difficulty reading hijaiyah letters. Therefore, learning the rules of reading the Quran is a very important first step for every Muslim who wants to learn the Quran. The science of tajweed emphasizes that this rule is valid.[3]

[1] Tafonao, the role of learning media in increasing students' interest in learning. (Journal of Educational Communication, 2 (2) , 2018), 103. <https://doi.org/10.32585./jkep.v2i2.113>

[2] Hatta Abdul Malik, "Empowerment of Al-Qur'an Education Park (TPQ) ALhusna Pasadena Semarang,"

Dimas: Journal of Religious Thought for Empowerment 13, no. 2 (2013): 387–404.

[3] Hasanuddin Muhammad, "Learning Assistance for Children Reading the Qur'an with the Science of Tajweed in

Ratu Jaya Village, North Lampung Regency." Page 38

B. METHODS

A descriptive qualitative approach is used in this study. Here, researchers will visit the Keblukan Village LPQ directly to assess the situation and determine what the children there need to learn about the Qur'an. Through research that includes documentation, interviews, and observations. To better understand the elements influencing Qur'an learning in [A1] this region, researchers will collect qualitative data on current mentoring methods. The researchers hope that by investigating the social, cultural, and economic issues surrounding Qur'an literacy in Keblukan Village, they will be able to draw conclusions that will help them formulate strategies to improve Qur'an literacy in the LPQ.

Standardization of the Qura'an Reading and Writing Model

This finding is based on the results of student observations on the Qur'an literacy learning model at KPM, namely the Iqra technique with the media of snake and ladder games. In learning to read the Qur'an, one of the approaches is the Iqra method. This technique was initiated by Dr. H. As'ad Humam in 1984. The ultimate goal is to make it easier for children to learn the Hijaiyah alphabet so that they can read the Qur'an. [1]

Implementation

Community Service Students (KPM) from the University of Al-Quran Science (UNSIQ) Group 51 accompanied the community and invited them to teach their children to read the Quran as part of this activity. The purpose of this program is to help LPQ students in Keblukan Village learn to read and write the Quran from an early age. The program lasts for two weeks. Using educational media for snake and ladder games, this activity is carried out every day from 16.00 until it is finished.



C. RESULTS AND DISCUSSION

Effectiveness of Assistance

How effective is the assistance in increasing young people's understanding and competence of the Qur'an. As part of the process of evaluating their learning outcomes, we test children's comprehension, memorization, and reading skills against the verses of the Qur'an. The snake and ladder game can be used to test this learning outcome. The game cards can contain questions, challenges, or information related to the material. Also important are the behavioral elements of children that affect their learning, such as their level of engagement with learning activities, self-confidence, involvement in play, and attention during the explanation of the material. Children's presence and engagement during the implementation of the program are important signs of their strong engagement, which can help improve their learning outcomes. After participating in this mentoring program, the children's desire to learn changed. They are more interested in religious activities, want to continue improving their skills, and are enthusiastic about memorizing the Qur'an, all of which indicate that their drive to learn has increased. Participation in tutoring programs is associated with improved children's social lives, tolerant attitudes, and morals, all of which contribute to their overall personal development. In addition, the examination investigated the long-term effects of guidance in laying a solid foundation for children to understand and obey the teachings of the Qur'an in the years to come. In addition to the obvious short-term benefits, guidance has a long-term effect that benefits the moral and spiritual development of the child.

Community Participation

The level of community involvement in the Qur'an guidance program in LPQ Keblukan Village is an important indicator of the program's effectiveness, as is the level of support from the community as a whole. This includes the quantity and level of interest shown by children to participate. The function of the ustadzah is to guide and encourage activities, which includes their work with young people to give them direction and incentives. Community involvement in Qur'anic guidance programs, including the provision of necessary resources or facilities, and the extent to which various groups in the community work together to ensure the long-term continuity of the program. These elements influence participation and support. For example, the extent to which people participate in and support Qur'anic guidance programs can be influenced by social and cultural variables including prevailing community conventions and local beliefs. Community financial resources have an impact on the involvement and support of mentoring programs, as well as on efforts to overcome certain financial constraints. The evaluation will be more thorough and representative if all parties are involved, as can be achieved through interviews with community members regarding the sustainability of the Qur'an learning program in LPQ Keblukan Village. This program has the potential to be widely accepted and adopted by the local community. The results of the activity showed that the children had understood the concept. The enthusiasm of children to learn the Qur'an is commendable, but there are some that may need a little improvement. Considering this, we use the Snake and Ladder media as an effort to arouse children's interest and talent in learning the Qur'an. Mentoring programs



can benefit from the incorporation of "snake and ladder" learning media into their socialization programs. Introducing and demonstrating the use of snake and ladder media to acquire Qur'an literacy is the purpose of this learning. To help children who have difficulty understanding questions better, the students offer their help. Therefore, this practice serves to help young people gain a deeper understanding of the content and solve problems.

Implementation of Al-Quran Learning with Snake and Ladder Media at LPQ Keblukan Village

Every Muslim should strive to acquire and improve their knowledge of the Quran as it is an integral part of their daily worship. Incorporating Quranic literacy into children's education from an early age requires alluring teaching strategies. Teachers can use a variety of learning tools to keep their lessons engaging and engaging. Among the many advantages of learning media is the fact that it encourages engagement, engages children, enhances the learning experience, and opens up lines of contact between instructors and their students. Since they not only read but also play while studying, students will eventually be happy with the technique of learning the Quran using the medium of snakes and ladders, which is a game. The following is an overview of LPQ Keblukan Village's mentorship program:

1. Joint Classics

A classic collaborative exercise in which children read daily prayers, Juz Amma, and pray in groups. Collaborative classical activities aim to:

- a. **Improving Adjustment:** The purpose of classical mentoring is to facilitate the student's adaptation to new situations, both in a group and individually.
- b. **Information Integration:** Students are provided with a background on how the Quran is transcribed and read.
- c. **Improving Student Well-Being:** Classical mentoring aims to help students become more integrated members of society by improving their interpersonal skills and developing their intellectual, emotional, and social capacities.



Figure 1. Classical co-tutoring

2. Binding Guidance

To ensure that students are able to read the Quran accurately, there is a regular and consistent schedule of learning activities that includes the submission of volumes and the evaluation of previously completed learning objectives. Teachers can tailor their instruction to each student's level of understanding by using the results of this volume collection task to measure how much students have learned about reading the Quran.



Figure 2. Classical tutoring

3. Material Delivery

Learning through the "snake and ladder" format begins with the presentation of the subject matter. The content centers on the history of the descent of the Qur'an, tajwid, and has an educational film that teaches the audience about the descent of the Qur'an or how to memorize hijaiyah letters with songs. Students will find this information easier to understand as they play snake and ladder, a game that is directly related to the topic being discussed. The content is presented in a way that is easy for students to understand.



Figure 3. Material Delivery

4. Learning Evaluation

Assessment of learning through the use of the game "snake and ladder" in the media. Players take turns dividing themselves into groups of three or four students each. At the beginning of the game, one student from each group will be chosen to be the captain, who is responsible for protecting and directing the pawn. As the game progresses, players will be provided with questions, challenges, and information based on the current position of the pawn. Each question in the game has a time limit of 15 to 10 seconds. The game ends when the group points reach a certain threshold, which is achieved in about 80 minutes, or about two hours of study time.

Questions designed to measure students' understanding of the content presented are also interspersed throughout the game with the aforementioned rules. Short letters, the history of the descent of the Quran, tajweed materials, reading the Quran, connecting verses, and compiling hijaiyah letters are all part of the material tested.

The children's excitement to participate in this game is contagious. The students can answer the questions correctly based on the previous explanation. No group will get points if any of its members are unable to answer the questions. They will then form a team to compete for the points; The winning team will be determined by the number of points earned.



Figure 4. Snake and Ladder Game

Table 1. Comparison Before and After Training

No	Before Training	After Training
1	before the class was held together, the children were still noisy, running around, and did not respect the teacher.	after holding a classic with the children, they can understand the situation, are easy to manage and can appreciate.
2	before the guidance per volume was carried out, the children still did not understand how to read.	after the guidance per volume, the children understand more about understanding the hijaiyyah letters.
3	many children did not understand the material to be discussed	after the delivery of the material, the children become clearer and know the material being taught which is also the material in the snakes and ladders game
4	children sometimes get bored with games that are too monotonous and ordinary.	



[1] Nasucha, Y., Huda, M., Santoso, T., & Ihsanudin, M. (2015). Innovative Indonesian Learning: Implementation of Strategies for Developing Question and Answer Paragraphs Between Students. *UMS News*, 18(2), 145-152.

D. CONCLUSION

Children at LPQ Keblukan Village have shown a significant improvement in reading and understanding the Quran through a guidance program that uses the Iqra method and snake and ladder game media. The number of young people participating and showing interest in learning the Quran has increased as a result of this activity. Therefore, this program can be a model for creating an interesting and successful Quran reading program for children.

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