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TEACHING PRACTICE OF THE QUR'AN THEMATIC STUDY OF TAFSIR JALALAIN IN THE HOUSE OF THE QUR'AN AT-THIBYAN AND THE HOUSE OF THE QUR'AN HAFSHAH BINT UMAR

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ABSTRACT

This service activity aims to introduce a thematic-based teaching method of the Qur'an using Tafsir Jalalain in two Qur'an Houses (RQ) in Bogor Regency, namely RQ At-Tibyan Peduli Indonesia in Cibinong District and RQ Hafshah Binti Umar in Tamansari District. This thematic teaching method is designed so that students not only understand the verses of the Qur'an literally, but also be able to relate them to the themes of daily life, so that learning becomes more relevant and applicable. This program is carried out through a participatory method that involves teachers and students actively in the learning process. The stages of the activity include teacher training, the implementation of learning with thematic studies, and evaluations to measure the effectiveness of the methods applied. The results of the activity showed that there was an increase in students' understanding of the meaning of the verses of the Qur'an in a practical daily context. The active participation of students in thematic discussions strengthens their involvement in learning, which can be seen from their high interest and motivation to learn. Students also show a better ability to relate Qur'anic values to their personal experiences, which has the potential to form a strong Islamic character. Based on these positive results, the thematic teaching method based on Tafsir Jalalain is expected to be an effective model that can be adopted by various other Islamic educational institutions in Indonesia to enrich students' understanding of the Qur'an and support the formation of Islamic characters that are relevant to the challenges of modern life

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A. INTRODUCTION

Teaching **Tafsir Jalalain** at the Quran House is a very important activity in order to deepen Muslims' understanding of the content of the Qur'an. This tafsir, which was compiled by two great scholars, Jalal ad-Din al-Mahalli and Jalal ad-Din as-Suyuti, has the advantage of its short but concise writing style. As one of the most popular classical tafsirs, Tafsir Jalalain provides a relevant approach to be applied in an Islamic-based educational environment, especially by integrating comprehensive and contextual learning methods.

The main advantage of Tafsir Jalalain lies in its conciseness which allows for wider accessibility, especially for beginners in the study of Qur'anic interpretation. The direct and to the point language style makes it easy for students to understand the essential meaning of the scriptures without feeling overwhelmed by excessive details (Ghoni and Fauji 2022). In addition, this commentary also provides important insights into the historical and linguistic context behind the revelation, which helps the reader understand its original intent and application in everyday life (Kaffah and Mursalin 2023).

In the teaching of Tafsir Jalalain, the tafsir ijmal approach is often used as the main method. This approach prioritizes understanding the general messages of the Qur'an, which is very helpful for beginners in understanding the teachings of Islam without getting too caught up in the complexity of the detailed verses. In addition, the use of the concept **Asbabun Nuzul** it is important to provide students with a clear historical context, so that they can relate the Qur'anic messages to specific historical events (Ghoni and Fauji 2022; Kaffah and Mursalin 2023).

The teaching method of Tafsir Jalalain can also be expanded through the integration of da'wah approaches, such as **Bill of Wisdom, Bil Mauizhoh Hasanah, and Mujlà Bill**. This approach encourages interactive learning while building critical thinking among students. With this approach, the teaching of Tafsir Jalalain is not only a process of knowledge transfer, but also encourages students to reflect on the teachings of the Qur'an in depth (January 2022).

Although it has many advantages, the use of Tafsir Jalalain in education also faces several challenges. Its concise nature can lead to oversimplification, so teachers need to add depth to the discussion to avoid losing out on broader theological and philosophical insights. In addition, in areas where Arabic is not the main language, linguistic and cultural adaptation is important so that the teaching of this tafsir remains relevant and easy to understand (Ghoni and Fauji 2022; Musyarofah 2020).

As part of the rich literature of tafsir, Tafsir Jalalain remains one of the top choices in Islamic education. However, it is important for educators to supplement teaching with other interpretation references, such as the works of Al-Tabari and Al-Razi, which offer different perspectives and approaches. With the integration of modern educational techniques and the use of technology, the study of the Qur'an through Tafsir Jalalain can become more interesting and relevant for today's generation (Amin 2017).

In Bogor Regency, RQ At-Tibyan Peduli Indonesia and RQ Hafshah Binti Umar have become successful examples of community-based Qur'an education. These two RQs actively carry out learning activities that aim to increase students' understanding of Islamic values based on the Qur'an. RQ At-Tibyan is located in Cibinong District, while RQ Hafshah Binti Umar is located in Tamansari District. Both have a vision to

become a center for learning the Qur'an that is inclusive and accessible to various levels of society. With the presence of this RQ, it is hoped that the people of Bogor, especially children and teenagers, can grow into a generation that not only memorizes the Qur'an but is also able to understand and implement Qur'ani values in daily life.

Institution Profile

Objective Conditions of the RQ Hafshah binti Umar Institution

1. Background of the establishment of the Hafshoh Binti Umar Qur'an House

RQ Hafshoh binti Umar was established at the end of 2018, the management feels that to study at the pesantren requires considerable funds while there are still some children who want to explore religious knowledge, especially studying and memorizing the Qur'an still comes from the economically underprivileged sphere, with the sincere intention of the management wants to facilitate these children full scholarships are prioritized for orphans and dhu'afa with the condition of their seriousness and perseverance in studying and memorize the Qur'an.

2. Vision and Mission

Facilitating children who want to learn and memorize the Qur'an, preferably orphans and dhu'afa with full scholarships and can print mutqin hafidzoh.

Mission:

- a. Reading the Qur'an in accordance with the standards of Tahsin and tajwid.
- b. Printing hafidzoh that have mutqin memorization.
- c. Giving birth to students who have Qur'anic morals (admiring its contents, carrying out the sunnahs of the Prophet)

3. Facilities and Infrastructure

The rental building located on Jl Raya Ciapus Blok Pasir Eurih 3, Gg. Potlot 12 No.19, RT.002/RW.012, Tamansari District, Bogor Regency, West Java 16610 consists of 3 floors and this is quite adequate for RQ Hafshoh Binti Umar students even though there are several facilities that are not quite adequate. The rooms that can be used:

- a. The bedroom for resting students consists of 5 bunk beds (10 mattresses), and a bathroom.
- b. The study room is used for Tahsin, memorization and murojaah activities for the students.
- c. Dining room and kitchen.

4. Potential of students

From the year of the establishment of RQ Hafshoh binti Umar until this year, namely 2018 - 2024, it has graduated 4 students with memorization of 30 juz mutqin.

Objective Conditions of RQ Hafshah binti Umar Students

5. Santriwati Rumah Quran Hafshoh binti Umar

The students who are still boarding at RQ Hafshoh binti Umar are a total of 6 students, and 2 students who have hafidzoh 30 juz who still want to serve at RQ

Hafshoh binti Umar as 2 musyrifah (supervisors) of the room as well as routine Tahsin teachers who are carried out at dawn.

It	Santri Name	Ladder	City of Origin
1.	Utrujah	Solemnity	Bogor
2.	Asiah	Solemnity	Bogor
3.	Shafa	JUNIOR	Bogor
4.	Rahma	JUNIOR	Bogor
5.	Maryam	JUNIOR	Bogor
6.	Salma	SMA	Bogor
7.	Zahidah	JUNIOR	Bogor
8.	Nayla	JUNIOR	Bogor

6. Activities

a. Main Activities

- 1) Tahsin ba'da dawn
- 2) Ziyadah and murojaah memorization, carried out at 8 a.m. until finished except Sunday
- 3) The once-sitting tasmi' program is carried out every time the memorization of 5 juz is completed
- 4) 1-year memorization program at the end of

b. Extracurricular

Supporting activities that are expected to increase the ability of the students of the Hafshoh binti Umar Qur'an House in order to contribute to progress nation and state and ready to adapt to the outside world when learning is complete. Supporting activities include:

- 1) Archery
- 2) Swim
- 3) Fiqh Studies

Objective Conditions of the At-Tibyan RQ Institute

7. Overview of the Tahfidz Al-Qur'an Institution At Tibyan

In the midst of the challenges of an increasingly complex era, the need for education based on religious values is increasingly felt by many families in Indonesia, especially in Bogor Regency. In response to this need, the Tahfidz Al-Qur'an Institute was established with a vision to produce a young generation with noble character, adherence to the Qur'an, and able to contribute positively to society. Rumah Tahfidz Al-Qur'an At-Tibyan is an educational institution established in 2020 in Bogor Regency with the main goal of providing affordable and quality Qur'an education for the community. At Tibyan is here as a solution for parents who want to provide the best religious education to their children without having to be burdened by high education costs. This institution is committed to eliminating financial barriers that are often an obstacle in the pursuit of religious knowledge, especially in memorizing the Qur'an.

Rumah Tahfidz Al-Qur'an At-Tibyan, applies educational methods that are specifically designed to help students memorize the Qur'an easily and effectively. The institution integrates classical methods with modern approaches, such as the use of learning technology and intensive mental and spiritual coaching. With a focus on personalizing guidance, each student is given special attention according to their abilities, so that the process of memorizing the Qur'an can take place more optimally and enjoyably. In addition, Rumah Tahfidz Al-Qur'an At-Tibyan also emphasizes the importance of moral values and Islamic characters in the daily lives of students. With a combination of good tahfidz education, strong moral guidance, and affordable education costs, Rumah Tahfidz Al-Qur'an At-Tibyan strives to become an institution that makes a real contribution in forming a young generation who have faith, noble character, and love the Qur'an

8. Geographical Location

Rumah Tahfiz Al-Qur'an At-Tibyan Domiciled in BDB 2 Jl. Anggrek Block BU 04 RT 002 RW 015 Kel.Sukahati Kec.

9. Legality

Rumah Tahfiz Al-Qur'an At-Tibyan is an educational institution under the auspices of the At-Tibyan Peduli Indonesia Foundation. With notary deed No. 18 dated October 23, 2020 made by Notary Cynthia Kania, SH., M.Kn who is domiciled in Bogor Regency. Decree of the Minister of Law and Human Rights concerning the Ratification of the Legal Entity of the At Tibyan Peduli Indonesia Foundation, the list of foundations number AHU-0001058. AH.01.05. Year 2020 dated November 11, 2020

10. Vision and Mission

"Producing a generation of hafizah who have the faith of ahlussunnah wal jama'ah, noble civilization and spirit of entrepreneurship in 2030".

Mission:

- a. Becoming uswah as part of integral in learning.
- b. Providing basic provisions to love the Qur'an.
- c. Providing basic provisions to become an independent person by imitating Rosulillah.
- d. Instilling noble manners.
- e. Include an entrepreneurship curriculum.

11. Facilities and Infrastructure

Rumah Tahfiz Al-Qur'an At-Tibyan stands firmly on an area of 83 square meters with a building measuring 36 square meters which is functionally designed to support teaching and learning activities. Inside there are four comfortable bedrooms for students, two bathrooms, and a study room equipped with modern facilities to support the process of memorizing the Qur'an.

In addition, there is also a warm living room as a place to interact and receive guests, as well as an adequate parking lot for vehicles. The facilities at Rumah Tahfiz At-Tibyan are designed to create a conducive learning environment. Two units of computers and infocus devices and screens support technology-based learning, while one unit of motorcycles is used for operations and daily needs. With this facility, At-Tibyan is committed to providing the best for students in

memorizing the Qur'an comfortably and enthusiastically.

12. Curriculum

The curriculum at Rumah Tahfiz Al-Qur'an At-Tibyan Bogor is a curriculum designed to create a balance between learning the Qur'an and developing students. The main focus of this curriculum is the memorization of the Qur'an, which is organized systematically to ensure the understanding and mastery of each verse with proper tajweed. The method used in tahfiz learning is the STIFIn Tahfiz method. The Tahfiz Stifin method is a structured approach in memorizing the Qur'an that is designed to increase the effectiveness of learning through the use of various techniques and strategies. This approach includes an organized learning process, including planning, organizing, and evaluating to ensure students have clear targets for memorization (Suyitno, Markhamah, and Utama 2022). In addition, this method combines traditional techniques such as talaqqi, which involves direct correction by the teacher, and muraja'ah, which focuses on periodic repetition of memorization to strengthen memory (Akmal 2021; Fithriani 2022)

Another advantage of the Tahfiz Stifin Method is its integration with psychoeducation to support the psychological well-being of students. The program helps to cope with mental stress through counseling and strengthening self-efficacy, which is essential for effective learning (Yahya, Bakar, and Johari 2022). In some settings, modern technology such as computer-based decision support systems are also implemented to improve objectivity and efficiency in the selection of students for the Tahfiz program (Widayanti and Hati, 2020). In addition, support from parents and the community is often an important factor in creating a supportive learning environment (Fithriani 2022).

However, this method also faces challenges such as differences in student abilities that may require a special approach by teachers to ensure all students can achieve their memorization targets (Anon 2023). Additionally, boredom and lack of student engagement can become an obstacle if the methods are not varied or adapted to individual needs. Therefore, it is important to use alternative methods, such as the verse-by-verse or takrir method, to keep students interested and motivated (Akmal 2021). The integration of emotional support through psychoeducational approaches has also shown a positive impact on students' emotional intelligence, aiding their personal development and overall academic success (Masri, Warsodirejo, and Nababan 2023)

In addition to the academic aspect, the curriculum also emphasizes moral education, with the aim of shaping the character of students in accordance with Islamic values. Through guidance and discussion sessions, students are invited to apply ethical principles in daily life, build an attitude of responsibility, and improve personal quality. This is expected to form a generation that is not only intellectually intelligent, but also strong in morals and ethics.

One of the advantages of the curriculum at RQ Attibyan is emphasizing the ability of its students in terms of improving their skills to think critically and analytically. Students are not only expected to be able to understand the literal meaning of the verses studied, but are also invited to explore deeper meanings according to the context of the theme being discussed. For example, in the theme of cleanliness, the students were not only taught that cleanliness is part of faith, but also invited to understand how cleanliness can be manifested in various aspects, ranging from

maintaining personal hygiene, the surrounding environment, to the impact of cleanliness on health.

13. Activities

The daily schedule of Rumah Tahfiz Al-Qur'an At-Tibyan students for the odd semester of the 2024-2025 school year includes a series of structured activities that start from early morning to night. Every day, the activity begins with Qiyam Al-Lail at 03.00-04.00, followed by activities such as suhoor or Fajr prayer, morning dhikr, and KBM (Teaching and Learning Activities) sessions in the morning. This schedule shows consistency in activity patterns across each weekday (Monday to Saturday), with certain variations that suit specific needs, such as morning apple activities on Fridays. This structure reflects the disciplinary approach applied to support the learning and development of Islamic character of students.

The teaching of the Qur'an is a form of Islamic educational activity that has an important role in shaping people's morals, knowledge, and spiritual awareness. The learning process of the Qur'an does not only involve the ability to read with correct tajweed, but also an understanding of the meaning contained in it. In this case, tafsir has a central role as a means of understanding the content of the Qur'an comprehensively. One of the books of tafsir that is often used in the teaching of the Qur'an is Tafsir Jalalain, by Jalaluddin Al-Mahalli and Jalaluddin As-Suyuthi. This book is widely known for its concise presentation, but it is still rich in meaning, so it is suitable for use in thematic learning.

Rumah Qur'an as a non-formal institution plays an important role in supporting Qur'an-based education in the community. The At-Thibyan Qur'an House and the Hafshah Binti Umar Qur'an House, for example, are strategic platforms to foster a generation of Muslims who are not only able to read the Qur'an well but also understand the content and message contained in it. The thematic approach in teaching the Qur'an based on Tafsir Jalalain can be a relevant innovation to answer the needs of contextual and applicable learning for students, especially in understanding the verses of the Qur'an according to certain issues or themes that they face in their daily lives.

Previous studies have shown that the thematic approach in teaching the Qur'an provides many benefits, such as increasing student engagement, deepening understanding of the content of verses, and facilitating the integration of Qur'an values in life practice. This is relevant to the purpose of community service, which is to provide direct benefits to the community, especially in the context of increasing Qur'an literacy at the local level.

By using the book of Tafsir Jalalain as the main reference, this activity is expected to provide deeper insight to the students about the relevance of the Qur'an in various aspects of life. In addition, through thematic interpretation-based teaching, the Qur'an House can become a learning center that is not only ritualistic, but also a solution in facing the challenges of modern life while still adhering to Islamic values.

B. METHOD

The participatory method in teaching Tafsir Jalalain at the Quran House (RQ) At-Tibyan and RQ Hafshah bint Umar adopts an approach that involves students and the community in the learning and service process. By using Participatory Action

Research (PAR), teachers and students are actively involved in identifying learning challenges, such as understanding the context of Qur'anic verses, and finding solutions together. For example, in *asbabun nuzul* learning, students are invited to explore information through group discussions and simple research, which not only enriches their understanding but also empowers them to think critically in interpreting sacred texts (Khafsoh and Riani 2024).

In addition, technology is also integrated to support the participatory learning process. In both Quran Houses, teachers use digital tools such as tafsir applications to help students understand the terms or contexts of verses in Tafsir Jalalain. This is in line with the SINANAS project in Indonesia, where technology is used to improve efficiency in community services (Wirastuti et al. 2023) This approach ensures that learning remains relevant to the needs of the digital era, while making it easier to deliver material to students who have different educational backgrounds.

Challenges in the application of this method, such as differences in students' ability to understand interpretive texts and limited resources, are overcome with adaptive strategies. Teachers utilize local culture-based approaches, such as using analogies that are relevant to the context of Indonesian people's lives. This is similar to the approach in Sydney, where health promotion programmes are culturally adapted to the Chinese community (O'Callaghan et al. 2021) By involving students as active partners in learning, this participatory method not only increases their understanding of Tafsir Jalalain but also fosters a sense of ownership and responsibility for the knowledge they are learning.

C. RESULT AND DISCUSSION

In general, this service activity consists of three main stages: teacher training, learning implementation, and evaluation and reflection. Each stage is designed to support each other and contribute to improving the understanding and ability of students in interpreting the Qur'an thematically using Tafsir Jalalain.

Teacher Training Stage

The first stage in this activity is teacher training. This training aims to improve the competence of teachers in delivering Qur'an material with thematic methods based on Tafsir Jalalain. As a widely used book of tafsir, Tafsir Jalalain has a simple and direct approach to the core meaning of the verses of the Qur'an. This teacher training is carried out so that they can relate the verses of the Qur'an to the themes of daily life in a relevant and applicable way, so that students can more easily understand and relate them to their lives.

This training began with an introduction session on the basic concepts of thematic methods in teaching the Qur'an. Teachers are taught to recognize important themes contained in the Qur'an, such as manners, honesty, cleanliness, and compassion, which can be used as thematic study topics. Teachers are also trained to choose certain verses that are relevant to the theme raised and how to relate them to the actual situation faced by students in daily life. During this training, they are equipped with a variety of delivery strategies and techniques, such as the use of real-life examples, contextual approaches, and interactive discussion methods.

Furthermore, this training also includes increasing teachers' understanding of the use of Tafsir Jalalain as the main material in delivering material. They are taught to

understand the interpretation correctly so that they can convey the appropriate message and not deviate from the desired meaning of the text. Teachers are trained to simplify the language of tafsir so that it can be accepted by students, especially for students who are still young and may not have much experience in understanding formal religious language. In addition, teachers are invited to pay attention to the development of students' personal understanding, so that they can provide the right approach for each student.

Learning Implementation Stage

The second stage of this service program is the implementation of learning. At this stage, learning is carried out by applying a thematic study method, where students are invited to learn the Qur'an in certain themes that are arranged based on their needs and relevance to their lives. The implementation of learning is carried out in several sessions, where each session is focused on one specific theme. For example, if the theme raised is about "Manners of Interaction," then the verses discussed in the session are related to respect, good speech, and manners in association.

This thematic learning emphasizes the active involvement of students through group discussions and open dialogue. This method aims to make students not only passive listeners, but also able to express opinions, ask questions, and share experiences related to the theme discussed. In each session, the teacher opens the discussion by relating the theme to be studied with the real conditions faced by students on a daily basis. For example, when discussing the theme of honesty, teachers can start the discussion by asking students about their experience with honesty and how the positive impact of being honest is felt.

This teaching is arranged with a fun approach so that students are more interested and involved in learning. Teachers also use various supporting media such as whiteboards, pictures, or other visual media that are relevant to the theme discussed. With this method, students can understand how the message of the Qur'an can be applied in various situations in their lives. For example, when discussing the theme of compassion, students are invited to see how affection for family, friends, and the surrounding environment can strengthen their relationships with others.

This learning is carried out by paying attention to the level of understanding of students, so that each material is delivered gradually and not excessively. Teachers also encourage students to practice directly on the themes they are learning. For example, after learning about cleanliness, students are invited to maintain the cleanliness of the environment around them, such as cleaning classrooms or study places. In this way, students not only understand the concept, but also directly experience the benefits of the teachings in daily life.

Evaluation and Reflection

The last stage of this service activity is evaluation and reflection. Each learning session ends with an evaluation activity to find out the extent of students' understanding of the material that has been taught, as well as how they respond to this thematic method. Evaluations are carried out in a variety of ways, such as short questions and answers, quizzes, or simple assignments related to the theme discussed. Through this evaluation, teachers can find out whether the students have understood the concepts presented and whether they can relate the lessons to their lives.

In addition to evaluation, reflection is also an important part of this method. Reflection provides an opportunity for students to reflect on the values they have learned and how they can implement them in their daily lives. In this reflection session, students are invited to share their experiences about how they have implemented or plan to implement these values. For example, after learning about the theme of compassion, students are invited to share about what acts of affection they want to do to their family, friends, or the environment around them.

This reflection also helps students to realize that the teachings of the Qur'an are not only limited to theory but must be realized in real deeds. Students are invited to see the importance of practicing what they have learned, so that they not only gain knowledge but can also emulate Qur'ani values in every aspect of their lives. This reflection process motivates students to continue learning and improve their understanding of the Qur'an.

The participation of students applied in this activity allows teachers and students to learn from each other and exchange experiences. Students feel closer to teachers because they are directly involved in learning, and teachers can more easily understand the needs of students. This method also encourages the development of Islamic character which is not only limited to theoretical understanding but also in the form of real attitudes and behaviors. The results of this activity show that the thematic teaching method based on Tafsir Jalalain with a participatory approach is effective in increasing students' understanding of the teachings of the Qur'an and how to apply it in daily life.

Overall, this participatory method places students not as learning objects, but as subjects who play an active role in the learning process. With active involvement in learning, students not only understand the messages of the Qur'an but also have the desire to practice them. Through continuous evaluation and reflection, students are also encouraged to continue to improve and develop themselves in accordance with Qur'ani values. This service activity is expected to provide long-term benefits for students and become an inspiration for other institutions to develop interactive, relevant, and applicable methods of learning the Qur'an.

The results of the evaluation showed that students who studied with this curriculum showed an increase in understanding and higher learning motivation compared to traditional teaching methods. Students feel more interested in learning because learning is more relevant to their lives. They not only learn the verses of the Qur'an but also how they can be applied in real life. For example, on the theme of affection, students are not only taught to respect parents but also how to express affection in concrete actions, such as helping parents at home, respecting each other with friends, and maintaining harmony with others.

In the end, this program is expected to become a learning model that can be replicated in various other RQs. This service activity not only provides benefits for students at RQ At-Tibyan and RQ Hafshah Binti Umar, but also for teachers who gain new experience in teaching methods. Thematic learning based on Tafsir Jalalain applied in these two RQs is a form of educational innovation that is very relevant in answering modern challenges where the need for an applicative understanding of the Qur'an is increasing among the community.

D. CONCLUSION

Community service activities through a thematic-based Qur'an teaching program using Tafsir Jalalain which were carried out at RQ At-Tibyan Peduli Indonesia and RQ Hafshah Binti Umar in Bogor Regency showed significant results in increasing students' understanding of the meaning of the Qur'an. The thematic methods applied provide a learning experience that is different from conventional approaches. By grouping verses based on certain themes that are relevant to daily life, students become easier in connecting the teachings of the Qur'an with the situations and challenges they face in the surrounding environment. Through this approach, verses that were initially considered only sacred texts that need to be memorized can now be understood more contextually. Students began to realize that the Qur'an contains guidelines that can be applied in various aspects of life, both in the context of social relationships, behavioral ethics, and in the formation of good character.

The effectiveness of this thematic method can be seen from the active involvement of students in the learning process. This program has succeeded in encouraging students to think critically and not only passively receive information. They are invited to engage in discussions, reflections, and share personal experiences relevant to the theme studied. As a result, students not only understand the content of the verses discussed but are also motivated to apply these Qur'ani values in real action. For example, when the theme of learning is honesty, students not only learn the definition in terms of religion, but are also invited to talk about their experiences in terms of honesty and the positive impact they feel when they are honest. This builds a deeper understanding and encourages them to make these values part of their daily character.

The teacher training that is part of this program also contributes significantly to the success of this thematic method. Teachers not only learn how to convey interpretation in a simpler way, but are also trained to create an interactive learning environment and support student engagement. As a result, teachers are able to deliver material in a more interesting way and in accordance with the age and background of the students. In addition, this training provides new insights for teachers on how Tafsir Jalalain can be used as a key source in thematic learning, which makes them more confident in connecting the verses of the Qur'an with the context of modern life that is relevant to the students.

From the results of the evaluation carried out at the end of each learning session, it can be seen that there is an increase in students' understanding of the material presented and changes in attitudes that show their awareness in practicing the teachings of the Qur'an. This evaluation shows that the thematic approach not only provides new knowledge for students but also trains them to become more introspective and reflective of what they learn. In other words, the learning they get is not just a cognitive understanding, but also emotional and practical, which has a positive impact on their character development. This program has a measurable positive impact both from the academic aspect and from the aspect of forming a more Qur'ani attitude and behavior of students.

SUGGESTIONS AND ACKNOWLEDGMENTS

In the future, it is hoped that this approach can be optimized and equipped with supporting technologies, such as audio-visual media or digital applications that can

enrich the learning experience of students. This can help students to be more connected to the Qur'an, both in learning activities at RQ and outside the formal learning environment. Thus, this thematic-based teaching method of the Qur'an is not only a solution for contextual and applied teaching, but also builds a strong character foundation for students as the next generation who adhere to the values of the Qur'an in living their lives.

The success of this program opens up opportunities for thematic methods to be adapted and implemented in other Islamic educational institutions. In a broader context, the thematic method based on Tafsir Jalalain has great potential to become an effective learning model, especially in the face of the challenges of the modern world that require the younger generation to have a deep understanding of religious teachings as well as the ability to apply them in daily life. This method also provides space for teachers to continue to develop their creativity in conveying Qur'anic values in a way that is relevant and easy to understand for the younger generation.

Overall, this service program proves that the thematic-based teaching practice of the Qur'an using Tafsir Jalalain is able to have a positive and transformational impact on the learning of the Qur'an. Through active engagement and a contextual approach, students can better understand the meaning of the Qur'an and are encouraged to practice it in their daily lives.

We are grateful to Allah SWT for providing convenience and blessings in the implementation of community service activities entitled "Teaching Practice of the Qur'an: Thematic Studies of Tafsir Jalalain at the At-Thibyan Qur'an House and the Hafshah Binti Umar Qur'an House". We would like to express our deep gratitude for the support and participation from various parties who have helped make this program a success. We would like to express our deepest gratitude to the managers of the At-Thibyan Qur'an House and the Hafshah Binti Umar Qur'an House for the cooperation, dedication, and facilitation given during the activity. The active role of teachers and students who are enthusiastic about participating in this activity is also a special encouragement for us.

We would also like to express our appreciation to all parties who have supported, both morally and materially, for the implementation of this program. Hopefully this activity will be one of the meaningful small steps in increasing the literacy of the Qur'an and the understanding of Muslims towards the content of His holy book. We hope that this program can continue and bring sustainable benefits to the community, especially in producing a generation that not only understands reading the Qur'an but is also able to apply its values in daily life. May Allah SWT always be pleased and bless all our efforts in goodness.

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