

Utilisation of the Tafsir Learning Method to Improve Quranic Comprehension Among Students at Madrasah Faqihul Ilmi Makassar

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Article information	Abstrak
<p>Article history: Received 26 April 2026 Approved 5 Mei 2026</p>	<p><i>A solid grasp of the Qur'an is an essential basis for cultivating pupils' character and intellect. Some students of Madrasah Faqihul Ilmi Makassar still have trouble fully and contextually understanding the meanings of Qur'anic passages. The goal of this community service programme is to help students understand the Qur'an better by using a hands-on and interactive tafsir learning technique. The programme is for all middle school students who are taking Qur'an and Tafsir classes. Direct instruction, group discussions, step-by-step verse interpretation exercises, Questions and Answers (Q&A) activities, and simulations are all ways to put Qur'anic values into practice in everyday life. We evaluate by watching how well students participate, doing exercises to clarify the meanings of verses, and reflecting on what they learned each day. The results reveal that students are more interested in learning, better at explaining tafsir, and more aware of how to use Qur'anic values at home and in school. This programme is efficient at improving understanding of the Qur'an, increasing enthusiasm in learning, and developing religious character. In conclusion, using the tafsir learning method in community service projects can be a useful and effective way to help students at Madrasah Faqihul Ilmi Makassar improve their religious skills.</i></p>
	<p>Kata Kunci : Tafsir; Comprehension; Qur'an; Madrasah; Community</p>

INTRODUCTION

Learning about the Qur'an is an important part of madrasah education that helps students build their character, morals, and spiritual intelligence. The Qur'an is not only a guidance for Muslims' lives, but it is also a reservoir of information that includes moral, social, and cultural aspects. For students to be able to apply the lessons of the Qur'an to their daily lives, they need to be able to understand its verses in depth and in context. Madrasah Faqihul Ilmi Makassar is one of the Islamic schools in the area. It plays a key role in training a generation that can not only read the Qur'an accurately, but also understand what it means and how to interpret it. This is in line with the goals of Islamic education, which stresses the connection between knowledge, faith, and morals. (T. Arumsari, et al, 2025)

Based on initial findings, pupils have numerous problems in comprehending the Qur'an. A lot of students still have trouble understanding the Scriptures, putting them in historical context, and relating the principles in the verses to their own lives. These problems show that there is a difference between being able to read the Qur'an and really knowing what it means. Most traditional teaching approaches stress memorisation over understanding, which makes this issue much worse. As a result, students often don't take an active role in their learning and have a hard time understanding the verses in a critical and contextual way. (R. Indriani, 2026)

It is hard to teach tafsir at this madrasah because of many reasons. First, the way the teachers teach is boring, which makes it hard for pupils to get involved. Second, because students have different levels of skill, using just one way to reach everyone is less effective. Third, teachers typically have trouble teaching tafsir in a way that is both systematic and interesting, which limits how much students may learn. Another problem is that there isn't enough time in the classroom, which makes it harder to have in-depth discussions or ask questions. Because of these problems, we need teaching approaches that are more hands-on, engaging, and adaptable to each student's level of skill. (H.I. Herlado, et al, 2024)

This community service programme aims to solve these problems by using an engaging and hands-on tafsir learning style. The method focuses on getting students involved by having them do things like group discussions, verse interpretation exercises, questions and answers sessions, and simulations to show how Qur'anic ideals can be used in everyday life. The Questions and Answers sessions are very important because they let students ask questions directly, get answers, and practice explaining the tafsir with the help of the teacher. This method should help students think more critically, communicate better, and grasp the Qur'an better. The main goal of this programme is to help students learn how to read Qur'anic passages in a critical and contextual way. (T. Deva Islammiyah, A. Sodikin, & Romdloni, 2025)

More specifically, the program's goals are to help students better interpret the meaning of verses, use Qur'anic ideals in their daily lives, and get them more interested in and involved in learning. The programme also aims to help people improve their analytical abilities, introspective thinking, and ability to communicate their understanding in both speech and writing. So, the programme is not just about helping pupils do better in school; it's also about helping them become more religious and moral. (M. Mahmood, & A. Hasan, 2024)

This activity is important for a lot of reasons. The programme gives students a chance to learn more about the Qur'an in a hands-on way, which helps them internalise religious ideals and use them in their everyday lives. The programme can be a useful

and new way for teachers and the madrasah to teach, and it can be used in other classrooms later on. Also, the community and the families of the students gain since students who know more about the Qur'an tend to pass on good moral and ethical principles to the people around them. So, the programme not only helps pupils do better in school, but it also helps produce a generation that is religious, morally upright, and socially responsible. (L. R. Nuryadi, P. Padlurahman, & M. Mashun, 2024)

To make sure that the programme is targeted and works well, its scope is set. It is for middle school kids who are studying the Qur'an and Tafsir at Madrasah Faqihul Ilmi Makassar. The materials include discussions of the meanings of chosen surahs that are relevant to students' daily lives, practical tafsir exercises, and simulations to help students use Qur'anic values in their daily lives. The programme does not cover fundamental Qur'an reading or extensive memorisation because it assumes that pupils already know how to read well. Evaluation is carried out by observing active involvement, engaging in tafsir explanation activities, and daily reflection, thereby emphasising the enhancement of interpretative comprehension and skills. (Z. Ibrahim, & T. Al-Hassan, 2023)

The subject was selected due to the genuine necessity at Madrasah Faqihul Ilmi Makassar to enhance students' understanding of the Qur'an. This community service programme aims to use an interactive, participatory, and practical learning style so that students can not only study about the Qur'an but also understand, analyse, and use its values. Choosing an interactive tafsir learning technique is important for closing the gap between reading skills and understanding meaning while also building students' religious character. The programme is expected to have real effects on boosting understanding of the Qur'an, interest in learning, active involvement, and character development. This way, the service activity goes beyond just being for school and becomes a meaningful way to help Islamic education grow in the madrasah setting. (K. Karman, R.A. Maslani, R. Anwar, et al, 2024)

The goal of the Student Creativity Program (PKM) is to help students at Madrasah Faqihul Ilmi Makassar better understand the Quran by using the Tafsir learning technique. The main goal of this curriculum is to teach students a systematic and participatory Tafsir process that would help them understand the meanings of Quranic verses better. Second, to help students learn how to think about the context, meaning, and use of Quranic verses in everyday life, making sure that learning is more than just memorising. Third, the program's goal is to get students more involved in the learning process by having conversations, question-and-answer sessions, and using Tafsir in their daily lives. Fourth, it wants to give instructors and other educators in the madrasah a way to educate that they can use again, making the Tafsir method a long-term way to improve Quranic literacy. The main goal of this program is to integrate intellectual and spiritual approaches to help young people understand the Quran better. It also intends to help madrasah settings establish better ways to teach the Quran.

METHOD

This community service programme uses tafsir-based interactive learning to get students to actively participate in understanding the Qur'an in a deep and contextual way. This method includes group discussions, activities for interpreting verses, question-and-answer sessions, and simulations for using Qur'anic ideals in everyday life. The first step in the activity stages is to get ready tafsir materials, learning modules, student worksheets, and a plan for how the programme will be run. After that, the

students get a short introduction to the program's goals and the ways they will be studying. The learning takes place over four weeks, with two sessions each week, each lasting 90 minutes. Every session has tafsir material, a group discussion, a question-and-answer session, and Qur'anic value simulators. (S. Herlina, M.A. Rahman, Z. Nufus, C. Handrianto, & K. Masoh, 2021)

The last step is to evaluate and follow up with reflection, exercises in explaining tafsir, and giving them rules for doing things on their own. The intended participants are all middle school students of Madrasah Faqihul Ilmi Makassar who are taking Qur'an and Tafsir classes. Tafsir modules, student workbooks, whiteboards, presentations or movies, and simulation media for practicing Qur'anic ideals are all examples of learning media. Some ways to put these ideas into action are group discussions, tafsir exercises that go step by step, interactive Q&A, and simulations of applying values. We evaluate and keep an eye on things by seeing people actively participate, giving them short exams, making them think about things every day, and giving them facilitator comments for further help. The programme lasts for 1 week of preparation, 1 hour of orientation, 4 weeks of implementation, evaluation at every session, and 1 hour of follow-up. (I. Heriyanto, D. Rubai, M. Mukhlisin, R. Heryana, A.A. Bustom, & N. Nazriyah, 2024)

RESULTS AND DISCUSSION

Improving Understanding of the Content of the Qur'an

The results show that there was a big difference once the tafsir-based learning approach was used with students at Madrasah Faqihul Ilmi Makassar. At first, the traditional way of learning the Qur'an was still focused on reading and memorisation skills. Students often understood the verses in a textual way, which made it hard to convey the verses' meanings fully and connect them to real-life situations. This condition shows that there is a difference between being able to read the Qur'an and being able to grasp what it means. (A. Hishnuddin, & J. Jazilurrahman, 2025)

Students' understanding improved a lot once the tafsir learning approach was put into place. There were numerous steps in this process, such as explaining the meanings of the verses in a systematic way, looking into the context of revelation (*asbabun nuzul*), having group discussions, and giving instances from students' daily lives that were relevant to the topic. Through this method, pupils started to understand the poems not just in terms of language, but also in terms of what they meant and the messages they sent. Using this strategy made pupils not only memorise the verses, but also understand and interpret them on a deeper level. (A. Supriatna, 2025)

There was a big difference in how well pupils could describe the meaning of Qur'anic passages in context. Students learned how to connect the verses to things that happen in their daily lives, like the value of honesty, responsibility, and tolerance. Students also got better at showing what they knew both in writing and speaking. This shows that studying through tafsir not only improves students' cognitive skills but also their ability to think critically and communicate. (F. Andi, 2024)

Also, the learning environment became more engaging and involved. Students were engaged in discussions, posing enquiries, and reacting to the offered content. This engagement helped them understand better since the way they learned changed from being teacher-centered to a more collaborative way of building knowledge. Teachers were facilitators who helped students figure out what the verses meant. This made the learning atmosphere centred on the students.

Overall, using the tafsir learning approach has worked to help pupils better understand the Qur'an's content. This progress is evident in their capacity to elucidate the contextual significance of the verses, as well as in their more contemplative perspectives and cognitive approaches about the values embedded in the Qur'an. This method can be suggested as a pertinent and enduring educational approach to improve the quality of Qur'anic comprehension in madrasah environments. (T. Deva Islammiyah, A. Sodikin, & Romdloni (2025)

Strengthening Students' Critical and Analytical Thinking Skills

The results show a big improvement once the tafsir-based learning approach was used at Madrasah Faqihul Ilmi Makassar. At first, kids' cognitive skills were still at a basic level, and they could only understand the literal meaning of verses without going further. The learning process was mostly focused on the teacher, which made it less common for pupils to raise questions, talk about things, or share their thoughts. This situation led to students not being very interested in the Qur'an and not being able to think critically about what they were reading. After the implementation of the tafsir learning method, which emphasizes interactive discussions, contextual analysis of verses, and connections to real-life situations, there was a notable shift in students' thinking patterns. Students started to show more interest in learning, as shown by how much more responsive they were during class discussions. (Y.R. Yunita, Salsabila, Z. Arifin, & M. Janah, 2024)

They were no longer just listening; they were actively involved in building understanding through conversation and sharing ideas. This means that kids got used to thinking deeply instead of just taking in information. The students' capacity to ask important questions also got a lot better. Their queries were no longer just about language or translation; they also asked about more complicated things, including why verses were revealed, how Qur'anic lessons apply to everyday life, and what the ideals in the Qur'an mean. This progress shows that kids are better at critical thinking because they can judge information, link ideas, and look for a deeper understanding.

Also, pupils become better at analysing things, especially when it came to connecting what they learned from the Qur'an to real life. Students learned how to find the principles in the verses and think about how they apply to societal situations, like honesty, justice, and accountability. This method not only improves students' cognitive knowledge, but it also encourages them to think about things in a way that makes them want to use the Qur'an as a guidance in their daily lives. (K. Nisa, & A.R. Muftadi, 2025)

Improving critical and analytical thinking skills is also in line with students being more interested in tafsir courses. Students were more excited about classes, as seen by how often they spoke out in class, how sure they were of their opinions, and how much they wanted to learn the topic. The interactive and contextual learning environment helped make the atmosphere even more welcoming for intellectual participation.

Overall, the outcomes of this community activity show that using the tafsir learning approach not only gets students more interested, but it also helps them improve their critical and analytical thinking skills. This approach is an effective way to teach pupils who can not only read and understand the Qur'an, but also think about its ideals in real life and use them. (F. Sugiarto, 2025)

Enhancing Teachers' Pedagogical Competence

The results show that the tafsir-based learning technique at Madrasah Faqihul Ilmi Makassar made a big difference. Before the programme, a lot of teachers still used

traditional, teacher-centered methods, with lectures as the major way to teach. This situation made it hard to change the way students learned and made it hard to meet the needs of different students, especially when it came to deepening their comprehension of Qur'anic tafsir. (M. Suparta, Rahmatullah & Ainurrafiq, 2025)

Teachers got help and advice on how to come up with and use more creative tafsir-based learning approaches through this community service programme. The method focused on learning that was different, based on the situation, and focused on the pupil. Teachers started to use a variety of teaching methods, like group discussions, interactive question-and-answer sessions, case studies, and looking at verses in context. These different ways not only made the teaching process better, but they also gave students chances to actively build their grasp of the Qur'an. (F.T. Islamiy, & E.F. Fahyuni, 2024)

One big benefit is that teachers are better equipped to control the classroom in a more effective and dynamic way. Teachers are no longer only people who pass on information; they are also people who help and encourage students to learn. They can make the classroom more engaging by encouraging students to speak up, share their thoughts, and ask important questions. This improvement shows that teaching skills have improved, especially in how to manage a classroom and create meaningful learning experiences.

Teachers also got better at producing learning materials that were more relevant to the students' lives. When teachers taught tafsir, they didn't just explain what the verses meant literally. They also connected them to students' lives and experiences. This method made the learning material more useful and easier to understand, which helped pupils better appreciate the values of the Qur'an. Being able to connect what you learn to real-life situations is a big sign that your teaching skills have gotten better. (M. Sabarudin, J. Juhji, & A. Sukandar, 2023)

The programme also pushed teachers to think about how they educate and how they may improve. Teachers were more willing to try new things and keep improving their teaching methods to meet the needs of today's students and the demands of modern education. This knowledge is very important for keeping the quality of teaching high throughout time. The overall findings of this community service show that using tafsir-based learning approaches helps teachers become better at teaching. You may see this development in the fact that they can use more diversified, contextual, and student-centered teaching methods. As a result, teachers may not only teach better, but they can also make the learning process more relevant and engaging, which helps students grasp the Qur'an better. (J. Junarti, J., & I. Rauf, 2025)

CONCLUSION

The tafsir-based learning method has been shown to improve students' grasp of the Qur'anic content. By using a systematic and contextual approach, students may not only learn the literal meaning of verses, but they can also figure out what the messages in them imply in real life. Also, pupils are more actively involved in the learning process than they were before. Students are more engaged in lessons, actively participate in conversations, and feel more comfortable asking questions and sharing their thoughts. This enhancement fosters the cultivation of students' critical and analytical thinking abilities, especially in relating Qur'anic principles to social occurrences within their surroundings. On the other hand, instructors' teaching skills have also gotten a lot better. Teachers can now use a wider range of learning methods that are based on the context and the needs of the students. This makes the learning

process more effective and responsive to the demands of the students. This change has also helped make the learning environment more engaging, dynamic, and meaningful. In general, this community service project is a good way to help the madrasah's learning get better, especially when it comes to teaching Qur'anic tafsir. Consequently, the tafsir learning method is recommended as a pertinent and enduring instructional strategy to augment students' comprehension of the Qur'an while simultaneously promoting their intellectual and spiritual development effectively.

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