

Hidayah Mantrijeron Tahfidz House

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ABSTRACT

Background. This study investigates the impact of community service activities at Rumah Tahfidz Al-Hidayah Mantrijeron, Yogyakarta, on enhancing students' motivation to learn Islamic values.

Purpose. The purpose of the research is to explore how interactive quizzes can reinforce Islamic teachings and engage students in meaningful learning experiences.

Method. The methodology involved a one-day community service event where the team coordinated with the management to prepare materials and quizzes focused on Islamic value

Results. The results indicate that students felt more motivated and appreciated the learning process, as evidenced by their positive feedback and increased enthusiasm for studying Islam.

Conclusion. The interactive elements of the quizzes prompted critical thinking and allowed students to connect religious knowledge with their daily lives. In conclusion, the integration of interactive learning methods in religious education can significantly enhance students' engagement and understanding of Islamic values, fostering a deeper commitment to their faith.

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INTRODUCTION

The community service activity at Rumah Tahfidz Al-Hidayah Mantrijeron, Yogyakarta, which combines the reinforcement of Islamic values and learning motivation through interactive quizzes, is an effective approach to enhancing the enthusiasm of students, particularly in studying Islam (Susmayanti, 2021). Through this fun and educational method, the students are not only provided with religious material but are also guided to understand the importance of learning as a form of worship. The



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interactive quiz conducted in this elements that strengthen the internalization of Islamic activity has proven to be one of the values in their daily lives.

Islamic education is one of the main pillars in shaping the character of the younger generation, making them not only intellectually intelligent but also possessing noble morals (Ahmada et al., 2023). However, the main challenge in religious education is how to eliminate boredom and introduce material, which is often considered heavy, in an enjoyable and motivating way (Isabellapavytha & Munawaroh, 2023). Monotonous and unappealing teaching methods often reduce students' enthusiasm for learning, especially in the digital age, which is filled with various distractions (Yusuf et al., 2023). Therefore, there is a need for a creative approach that can increase students' motivation to learn while also strengthening their understanding of Islamic teachings (Al-Karasneh & Saleh, 2010). One solution that can be implemented is the use of interactive quizzes as a learning method that is not only fun but also effective in instilling Islamic values (Pradana & Uthman, 2023).

The interactive quiz, which incorporates elements of competition with rewards as a form of appreciation, has the potential to ignite the enthusiasm and excitement of the students (Chans & Portuguez Castro, 2021). As an active participation-based learning method, this quiz encourages students to delve deeper into their knowledge of Islam, through questions about Islamic history, Quranic verses, and stories of the prophets and messengers. Moreover, the interactive quiz also serves as a means to strengthen their understanding of basic concepts in Islamic teachings, which can then be applied in their daily lives.

The implementation of the interactive quiz activity at Rumah Tahfidz Al-Hidayah Mantrijeron has proven to have a positive impact on the students' enthusiasm and motivation to learn. In each session, the students appeared very enthusiastic and actively participated. The quiz, which was designed with a variety of interesting and relevant topics to their lives, such as Islamic history, the Quran, and stories of the prophets, successfully attracted the students' interest in studying religious knowledge. Throughout the activity, they not only answered questions enthusiastically but also demonstrated a deep understanding of Islamic teachings. In fact, some students were able to provide remarkable answers, which indicates that they had internalized the values taught during the activity. The success of this activity is closely related to the impact of the rewards given to students who successfully answered the questions correctly. These rewards serve as a form of appreciation for their efforts, as well as an additional motivation for them to continue learning and improving their knowledge. In the atmosphere of healthy competition, the students felt increasingly motivated to compete positively, thus not only improving their knowledge but also strengthening the sense of togetherness and sportsmanship among the students.

The presence of Ustadz Tribowono, an administrator of Rumah Tahfidz Al-Hidayah, also played a significant role in the success of this activity. Ustadz Tribowono not only accompanied the students throughout the activity but also provided explanations that deepened their understanding of the material being taught. The explanations were very helpful in assisting the students in connecting the theoretical knowledge they obtained with practical applications in daily life. As a result, this activity not only enhanced the students' knowledge but also shaped their character to better reflect the noble values of Islam.

Based on the activities that have been carried out, it can be concluded that the combination of interactive quizzes with motivational material and Islamic values can enhance the learning spirit of students at Rumah Tahfidz Al-Hidayah Mantrijeron. The interactive quiz, which raised themes related to Islamic history, the Quran, and stories of the prophets, had a positive impact on the

students' understanding and internalization of Islamic teachings. In addition, the rewards given as appreciation to students who correctly answered the questions became an essential element that strengthened their motivation to continue learning and working harder. The guidance provided by Ustadz Tribowono also played an important role in creating a conducive atmosphere and directing students to better understand the values of Islam being taught. With an approach based on healthy competition and appreciation for the students' efforts, this activity successfully revived their learning spirit and strengthened their Qur'anic character.

The success of this activity not only demonstrates the effectiveness of the interactive quiz method in enhancing learning motivation but also reinforces the students' awareness of the importance of religious education in their lives. Therefore, this method is expected to be applied in other Islamic educational activities as an alternative to enhance motivation and the quality of learning in an era full of digital distractions. Programs like this also open up opportunities for further collaboration between community-based educational institutions and higher education institutions to create more creative and innovative Islamic education in the future.

RESEARCH METHODOLOGY

Pengabdian The community service conducted at Rumah Tahfidz Al-Hidayah Mantrijeron aims to strengthen Islamic values and motivate students' learning through interactive quizzes. This activity was carried out in one day with several key steps. First, coordination was done with the management of Rumah Tahfidz to determine the schedule, materials, and logistics preparation. Afterward, the community service team prepared materials focusing on Islamic values and developed an engaging and educational quiz. The quiz covered topics such as the history of Islam, Quranic verses, and stories of the prophets. On the day of implementation, the activity began with a motivational session to boost the students' learning spirit. This was followed by an interactive quiz involving all participants. Each correct answer earned a reward as a form of appreciation and motivation. During the activity, the management of Rumah Tahfidz, such as Ustadz Tribowono, provided guidance and explanations to strengthen the students' understanding of the material being taught. After the activity concluded, an evaluation was conducted to assess how well the activity had succeeded in increasing the students' motivation and understanding. The event ended with the presentation of awards to the students who actively participated. Overall, this activity is expected to foster a greater enthusiasm for learning and strengthen the students' Islamic character.

RESULT AND DISCUSSION

The community service activity conducted at Rumah Tahfidz Al-Hidayah, Yogyakarta, by the team from the Master's Program in Islamic Community Development (PMPI), was designed to create an interactive and inspiring learning environment. The primary goal of this activity was to strengthen Islamic values among the students and motivate them to continue learning and deepening their understanding of religion through enjoyable and relevant approaches. The service activities were structured into several main discussions, namely:

1. Conducting a Motivation Session

The motivation session conducted by the team from the Master's Program in Islamic Community Development (PMPI) at UIN Sunan Kalijaga was a vital element of the community service activities at Rumah Tahfidz Al-Hidayah. This session was designed to instill the spirit of learning as an integral part of worship and a form of contribution by the younger generation of Muslims to the community. With a thought-

provoking and relatable delivery, the session successfully created an inspiring atmosphere, fostering profound motivation among the students.



Picture 1.1 Providing Motivation to Students

The motivation provided by team focused on strengthening the awareness that learning is not just an intellectual activity, but also has a spiritual dimension. The team shared inspirational stories of Islamic figures such as Imam Shafi'i and Ibn Sina, demonstrating how learning can be a means to draw closer to Allah while benefiting society. The students were also encouraged to understand that in Islam, seeking knowledge is a duty for every individual, as mentioned in the hadith of Prophet Muhammad SAW, "Seeking knowledge is an obligation upon every Muslim."

The team used a narrative approach, delivering these stories with enthusiasm and passion. Ahmad, a 15-year-old student, testified, "This motivation session opened my eyes to the fact that learning is not just for getting good grades, but also for drawing closer to Allah. I feel more motivated to memorize the Qur'an after hearing about the importance of learning as an act of worship." Ahmad's statement reflects the success of the team in conveying the main message of the motivation session: that learning holds much greater value than just academic achievement.

Additionally, the team highlighted the importance of learning as preparation for the future. They explained that the youth are valuable assets who will determine the progress of the Muslim community in the future. In this session, the students were taught that seeking knowledge is not just for personal benefit, but also for building a better society. The team illustrated how the knowledge possessed by the younger generation can provide solutions to various challenges facing the community, such as poverty, ignorance, and backwardness.

To reinforce this message, the team provided concrete examples from everyday life. For instance, they taught that learning the Qur'an not only deepens religious understanding but also cultivates discipline, perseverance, and sincerity—characteristics that are vital in life. One team member even shared their personal story about the struggles of memorizing the Qur'an while pursuing formal education. This story inspired the students to realize that with strong intentions and consistent effort, they can achieve great goals in life. This personal approach was highly effective in building an emotional connection with the students. In an open discussion following the motivation session, several students expressed how much more appreciated and motivated they felt after hearing the material presented. One female student, Aisyah, 13 years old, said, "I feel like I've been reminded again that learning is important, especially as a girl who will eventually become a mother. This motivation session makes me want to know more about Islam and how I can contribute."

The motivation session was also integrated with interactive elements that actively engaged the students. For example, the team asked reflective questions like, "What do you feel when you

successfully memorize one surah from the Qur'an?" or "What can we do to make the knowledge we gain beneficial to others?" These questions prompted the students to think critically and connect what they were learning with their everyday lives. Additionally, the team used simple visualizations with analogies that were easy to understand. One team member explained, "Learning is like planting a tree. When you plant the seed with love and care for it with patience, one day you will see that tree grow big and bear sweet fruit. The same goes for knowledge—when you sincerely study it, that knowledge will benefit not only you but also those around you." This analogy helped the students understand the importance of the learning process in a relatable way.

As a conclusion to the motivation session, the team gave the students a challenge to set their learning goals. They were asked to write down one thing they wanted to achieve in the near future, whether it was memorizing a surah of the Qur'an, understanding a hadith, or learning about the history of Islam. These goals were then discussed briefly in small groups, where the students shared and supported one another. This activity was designed to foster a sense of community and collective responsibility among the students. The results of this motivation session were evident in the enthusiasm of the students to continue with the next activities, such as the interactive Islamic quiz. The enthusiasm and motivation instilled during this session had a positive impact on their participation in the overall community service activities. Ustadz Tribowono, the administrator of Rumah Tahfidz, also acknowledged the effectiveness of this motivation session. "I see a change in the attitude of the children after the motivation session. They are more enthusiastic and motivated. This is a very good approach to building awareness about the importance of learning as worship," he said.

Overall, this motivation session proved that with a personal, inspiring, and relevant approach, the students could more easily understand the importance of learning from an Islamic perspective. Not only that, but they also felt motivated to continue striving to become better individuals, not just for themselves, but for the benefit of the ummah. This demonstrates that community service activities like this have great potential to shape a generation of youth that is both outstanding and Islamic in character.

2. Organizing an Islamic Quiz with Prizes



Picture 1.2 Awarding prizes to students who answered the quiz

The interactive quiz organized by the PMPI Master's Program team became one of the most enjoyable activities for the students. With a format that combines elements of education, competition, and motivation, this activity not only provided intellectual challenges but also created a fun learning environment and fostered camaraderie. The event began with a brief introduction to the quiz rules and motivation delivered by one of the team members. "Kids, learning isn't just about

memorizing, it's also about understanding. Today, we will learn while playing a quiz. Don't be afraid of making mistakes, because we learn from them," said one of the team members, smiling, breaking the tense atmosphere among the participants. The quiz was divided into several sessions with various themes, such as the meanings of Allah's names, the pillars of faith, the pillars of Islam, the event of Isra' Mi'raj, and completing verses. Each session had questions designed to challenge the students' knowledge while motivating them to learn more deeply.

A. Question about the Meaning of Ar-Rahman by Adam Hafidz Al Fajar

The quiz started with a question from Adam Hafidz Al Fajar, a team member known for his straightforward delivery. He asked, "What does Ar-Rahman mean?" Adam added a brief explanation about the importance of understanding the names of Allah in everyday life. A male student raised his hand enthusiastically and answered, "Ar-Rahman means The Most Merciful." Adam smiled and confirmed the answer. He then added further motivation, "Allah is The Most Merciful to all His creatures, so we should also try to emulate this trait by being merciful to others." The student's answer was met with enthusiastic applause from his peers, creating a positive atmosphere that encouraged other students to participate more actively.

B. The Pillars of Faith and The Pillars of Islam by Syamraeni

Syamraeni, another team member, took her turn to ask a question. With a friendly smile, she said, "Does anyone know how many pillars of faith and pillars of Islam there are?" A male student raised his hand confidently and answered, "There are six pillars of faith and five pillars of Islam." Syamraeni praised the answer and explained each point of the pillars of faith and Islam in an easy-to-understand way. She added, "If we understand the pillars of faith and Islam well, it will help us live a better life as Muslims. Don't just memorize them, but also internalize them."

C. Question about the Event of Isra' Mi'raj by Lecturer Sriharini

Lecturer Sriharini then posed a slightly deeper question. "Who can explain what Isra' Mi'raj is?" she asked with a smile, sparking curiosity among the participants. A male student named Ahmad raised his hand and explained, "Isra' Mi'raj is the journey of Prophet Muhammad from Masjidil Haram to Masjidil Aqsa, then ascended to Sidratul Muntaha to receive the command of prayer." This answer was immediately met with appreciation from Sriharini. She then added a brief story about the wisdom of Isra' Mi'raj, emphasizing the importance of prayer as a manifestation of a servant's closeness to Allah.

D. Introduction to Dairi by Sopian Hadi

Next was Sopian Hadi, who asked a unique question, "Who can introduce the 'dairi' from your group?" The students looked puzzled but intrigued. Sopian then explained that the "dairi" in this context refers to the unique identity of each participant that reflects their strengths.

One male student stepped forward and introduced himself, saying, "I am Muhammad, and I like reading stories about the prophets." Upon hearing this, Sopian expressed appreciation and motivated the other students to recognize and develop their talents. "Each of you has your strengths, and that can be a way for you to spread the message or contribute to Islam," he said.

E. Completing a Verse by Mudfainna

Mudfainna concluded the quiz session with the challenge of completing a verse. He recited the beginning of a Qur'anic verse, "Alhamdulillahi rabbil-'alamin," and asked one of the students to continue. A male student boldly continued, "Ar-Rahmanir-Rahim, Maliki yaumiddin." His loud voice reflected confidence and enthusiasm in answering. Mudfainna then explained the meaning of this verse in-depth, linking it to the importance of being grateful to Allah and seeking His guidance

in daily life. The session ended with loud applause from all participants, marking the success of the meaningful quiz session.

After each session, prizes were immediately awarded to students who answered correctly. The prizes included notebooks, stationery, and Islamic storybooks relevant to the students' lives. "These prizes are simple, but I hope they can motivate you to keep learning," said one of the team members while handing over the prizes. The positive response to these prizes was very apparent. The students not only felt happy but also became more motivated to participate in the next quiz. One participant, Ahmad, enthusiastically stated, "When I got a prize, I felt appreciated. It made me more excited to learn because learning is fun when it's done like this."

This quiz not only gave the students a chance to test their knowledge but also encouraged them to support each other. When one participant seemed hesitant to answer, their friends cheered them on with positive encouragement, creating a healthy competitive atmosphere. Through this quiz, the students learned that Islamic knowledge is not just for themselves but also to share and support each other in learning. This approach fostered a strong sense of camaraderie among the participants, which is essential in supporting the learning process in the Rumah Tahfidz environment.

This interactive quiz serves as evidence that learning Islam can be packaged in an engaging and enjoyable way. With a combination of varied questions, relevant prizes, and inspiring delivery, this activity not only increased the active participation of the students but also provided a meaningful learning experience. The success of this event lies in the method of delivery that actively involved the participants and created a positive learning atmosphere. The students not only gained new knowledge but were also motivated to continue learning and deepening their understanding of Islam. This is an important step in building a generation that is knowledgeable and of noble character.

CONCLUSION

The community service activity held at Rumah Tahfidz Al-Hidayah, Yogyakarta, by the team from the Master's Program in Islamic Community Development (PMPI) successfully created an interactive and enjoyable learning environment. By combining a motivational session and an Islamic quiz, the event instilled the value of learning as a form of worship and social responsibility. The students gained a deeper understanding that learning is not only for achieving academic success but also for drawing closer to Allah and benefiting society. The motivational session, delivered in a heartfelt and relevant manner, greatly inspired the students to continue their studies. They were encouraged to view learning as a way to improve themselves and contribute to the future of the Muslim community. The interactive quiz was also very enjoyable for the students, giving them an opportunity to test their knowledge in a competitive yet supportive atmosphere. The prizes awarded after each session further motivated the students to continue learning. Overall, this activity proved that learning Islam can be both enjoyable and beneficial for the students. The program demonstrated great potential in shaping a generation of youth who are knowledgeable and of good character.

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