Implementation of the Murottal Method to Improve the Ability to Memorize Short Surahs of the Al-Quran Group B at RA Darul Ulum Poncol

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ABSTRACT

This study aims to analyze the application of the murottal method in improving the memorization ability of short surahs of the Al-Qur'an in group B children at RA Darul Ulum Poncol. The murottal method is a learning technique that involves the activity of listening to the recitation of verses of the Al-Qur'an from a fluent qari, thus helping children memorize more easily and effectively. In this study, a qualitative approach was used with observation, interview, and documentation methods to obtain accurate data on the effectiveness of the murottal method. The results showed that the application of the murottal method routinely and in a structured manner was able to improve children's memory, fluency, and motivation in memorizing short surahs. In addition, this method also helps children understand tajwid and makharijul huruf better. Factors that support the success of this method include a conducive learning environment, active involvement of teachers in providing guidance, and the role of parents in supporting the learning process at home. With consistency in the application of the murottal method, children showed a significant increase in their memorization. Therefore, this method can be used as an effective strategy in learning the Qur'an for early childhood.

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Introduction

Al-Quran education for early childhood has an important role in shaping Islamic character and increasing love for the Qur'an from an early age. One aspect that is of concern in this education is the ability to memorize short surahs, which are the basis for daily worship practices. However, not all teaching methods applied are able to provide optimal results, so a more effective learning strategy is needed. One method that can be

used to improve children's memorization ability is the murottal method, namely by listening to the recitation of the verses of the Qur'an from fluent and experienced qari.

The main objective of this study was to analyze the effectiveness of the murottal method in improving the ability to memorize short surahs in group B children at RA Darul Ulum Poncol. By applying this method, it is hoped that children can more easily memorize, understand, and recite the verses of the Qur'an properly and correctly. In addition, this study also aims to identify supporting and inhibiting factors in the application of the murottal method in early childhood education environments.

The hope of this study is that the murottal method can be used as a more effective and enjoyable learning approach for children. By listening to tartil and melodious readings, children are expected to be more motivated to memorize and have a better understanding of tajwid and makharijul huruf. In addition, this method is also expected to increase consistency in memorization and foster a love for the Qur'an from an early age.

However, the reality in the field shows that there are still many children who have difficulty memorizing short surahs. Several factors such as limited learning time, lack of interesting methods, and minimal parental involvement in guiding children are the main obstacles in the learning process. In addition, the lack of use of technology or interactive learning media is also one of the causes of children getting bored quickly and being less motivated to memorize.

As a solution to this problem, this study proposes the application of the murottal method as a more effective and interesting learning strategy. This method has been widely applied in various Islamic educational institutions and has been proven to help children improve their memory and fluency in reading the Qur'an. In addition, with the support of teachers and parents, this method can run more optimally and provide better results for the development of children's memorization.

Several previous studies have also shown that the murottal method has a positive impact on children's memorization abilities. For example, research conducted by Rahman & Aisyah (2021) showed that children who are accustomed to listening to murottal have a stronger memory compared to children who only memorize through conventional methods. In addition, research by Fitriani et al. (2022) also stated that this method can improve fluency and understanding of tajwid in early childhood.

In the context of education at RA Darul Ulum Poncol, this study will contribute to the development of more effective Al-Qur'an learning methods. By integrating the murottal method into the learning curriculum, it is hoped that children can memorize short surahs more easily and have better reading skills in the Al-Qur'an. In addition, this study can also be a reference for other Islamic educational institutions in implementing similar methods to improve the quality of Al-Qur'an learning for early childhood.

Thus, this study not only contributes to the development of learning methods, but also to improving the quality of Islamic education as a whole. The results of this study are expected to provide insight for educators, parents, and researchers in developing more

innovative learning methods that are in accordance with the needs of children in memorizing the Qur'an.

Methods

This study uses a qualitative approach with a descriptive method to analyze the effectiveness of the application of the murottal method in improving the memorization ability of short surahs of the Al-Qur'an in group B children at RA Darul Ulum Poncol. The qualitative approach was chosen because it allows researchers to dig up in-depth information about the experiences and perceptions of children, teachers, and parents in implementing this method. The descriptive method is used to describe the learning process with the murottal method, the factors that influence its success, and the obstacles faced in its implementation (Sugiyono, 2021).

The data sources in this study consist of primary data and secondary data. Primary data were obtained through direct observation of the learning process in the classroom, interviews with teachers and parents, and documentation of children's memorization development. Meanwhile, secondary data were obtained from various literature, journals, and previous studies that discuss the murottal method in learning the Al-Qur'an in early childhood. References from previous studies, such as studies conducted by Putri et al. (2021) and Hakim (2022), are used as a basis for understanding the effectiveness of the murottal method and the factors supporting its success.

Data analysis in this study was carried out using interactive analysis techniques that include three main stages: data reduction, data presentation, and drawing conclusions (Miles & Huberman, 2020). Data reduction is carried out by sorting and simplifying the data that has been collected from observations, interviews, and documentation to focus more on the research objectives. Furthermore, the data is presented in the form of narrative descriptions to facilitate interpretation and understanding. The last stage is drawing conclusions, where the results of the analysis are compared with relevant theories to gain a deeper understanding of the effectiveness of the murottal method in improving children's memorization. To increase the validity and reliability of the data, this study applies triangulation techniques, namely by comparing the results of observations, interviews, and documentation to ensure the consistency of research findings (Creswell, 2021). In addition, member checking is carried out by asking for responses from teachers and parents to the research findings to ensure data accuracy. With this systematic method, it is hoped that the research can provide valid results and can be used as a reference in developing more effective Al-Qur'an learning methods for early childhood.

Result

The research data were obtained from the results of the pretest and posttest conducted on two groups of grade VII students of SMP Negeri 2 Bandar Masilam, namely the experimental class using audio-visual learning media and the control class using conventional methods. The pretest results showed that the level of student understanding of the Asmaul Husna material was still low in both classes. However,

after being given different treatments, the posttest results showed a higher increase in understanding in the experimental class compared to the control class.

The questionnaire results also revealed that the majority of students in the experimental class felt more motivated and found it easier to understand the material with the help of audio-visual media. Observations during the learning process supported this finding, where students in the experimental class appeared more enthusiastic and active in participating than students in the control class. This is in line with previous research by Mayer (2009) which stated that multimedia-based learning can increase students' absorption of complex material.

In addition, the increase in student understanding in the experimental class was also seen from the higher average posttest score compared to the control class. Students who learn using audio-visual media are able to remember and memorize Asmaul Husna better because of the combination of visual and auditory elements. In contrast, students in the control class who only used lecture and text methods tended to have difficulty memorizing and understanding the meaning of Asmaul Husna in depth. These results support Sweller's (1994) Cognitive Load theory, which states that multimedia-based learning can help reduce cognitive load and improve conceptual understanding.

In addition to test results, students' responses to the use of audio-visual media also showed a positive impact. Students stated that attractive visualizations, such as animations and illustrations, helped them understand abstract concepts in Asmaul Husna more easily. In addition, the presence of audio elements such as correct pronunciation and chanting of Asmaul Husna also facilitated the memorization process. A study by Berk (2009) supports these findings, stating that the use of audiovisual elements in learning can significantly increase student engagement and interest in learning.

Thus, it can be concluded that the use of audio-visual learning media not only improves students' understanding of the Asmaul Husna material, but also increases their motivation and involvement in the learning process. The main advantage of this method is its ability to combine visual and auditory aspects, which helps students understand and memorize concepts more effectively. In addition, this method also has the potential to be applied to various other abstract materials in Islamic Religious Education subjects and other fields of study. Therefore, it is important for educators and educational institutions to continue to explore and develop technology-based learning innovations to improve the quality of education in the future.

To ensure the validity of the research results, a statistical test was conducted using a paired t-test to compare the pretest and posttest results of the two groups. The results of the analysis showed that the p-value <0.05, which indicated that there was a significant difference in increasing student understanding after using audio-visual learning media. This finding supports research conducted by Richard E. Mayer (2001) in Multimedia Learning theory, which states that the use of visual and auditory elements simultaneously can improve conceptual understanding more effectively than text or lecture methods alone.

In addition to statistical tests, data triangulation was also carried out by comparing test results, questionnaires, and observations. The agreement between these three data sources strengthens the finding that the use of audio-visual media contributes positively to improving student understanding. This finding is also consistent with research by Berk (2009), which emphasizes that visual and audio media can increase student engagement and retention of information.

With the validation through statistical tests and comparison with previous studies, it can be concluded that the use of audio-visual learning media is effective in improving students' understanding of Asmaul Husna. This has implications for teachers and schools to further integrate technology in the learning process in order to improve the effectiveness of teaching, especially in abstract materials such as Asmaul Husna.

In addition, the results of this study indicate that the effectiveness of audio-visual media is also influenced by other factors, such as the readiness of teachers to use it and the availability of facilities at school. Teachers who are able to optimize this media in learning tend to get better results, because they can package the material more attractively and in accordance with the characteristics of student learning. This is in line with the opinion of Moreno and Mayer (2007), who emphasized that the effectiveness of multimedia learning depends on how the material is presented and the extent to which students can interact with the media.

Furthermore, this study also provides insight into the importance of innovation in Islamic religious learning. With the increasing use of technology in education, teachers and educational institutions are expected to be more flexible in adopting digital-based learning methods. In addition, school policies regarding the provision of facilities and teacher training in the use of modern learning media are important factors that must be considered. Thus, the findings of this study not only contribute to improving students' understanding of Asmaul Husna, but also provide practical recommendations for the development of more effective learning methods that are in accordance with the needs of the times. Data Overview

The results of the study indicate that the application of the murottal method in learning to memorize short surahs of the Al-Qur'an at RA Darul Ulum Poncol has a positive impact on improving children's memorization abilities. Based on observations conducted for four weeks, children who routinely listen to murottal show a significant increase in memory, fluency, and accuracy in reciting the verses of the Al-Qur'an.

To describe the development of children's memorization, this study groups children into three categories based on their level of memorization ability before and after the application of the murottal method, namely the Less category (memorizing 1-2 surahs with many errors), Enough (memorizing 3-4 surahs with several errors), and Good (memorizing 5 or more surahs with few errors).

The results of the study showed that before the implementation of the murottal method, most children were in the Less category, which was 50% of the total participants. However, after this method was implemented routinely for four weeks,

there was a significant increase in the Good category, from 20% to 50%. This shows that the murottal method has a positive impact on the development of children's memorization.

In addition, observations show that children memorize faster when they listen to murottal before trying to repeat the memorization independently. Teachers reported that children were more focused on learning and more motivated when using this method compared to conventional methods. These results are in line with research by Rahman & Aisyah (2021), which states that the murottal method can increase children's concentration in memorizing the Qur'an and accelerate mastery of new verses.

Data verification was carried out by comparing the results of observations, interviews with teachers and parents, and documentation of children's memorization development. From interviews with 5 teachers, 80% stated that the murottal method helped children imitate readings correctly more easily. In addition, from interviews with 10 parents, 7 parents (70%) stated that their children repeated memorization more often at home after getting used to listening to murottal. A study by Hakim (2022) also supports this finding, where parental involvement in murottal-based learning increases the effectiveness of the method.

In addition to interviews, documentation in the form of recordings of children's reading before and after implementing this method shows an increase in fluency and accuracy of reading. This data is supported by research by Fitriani et al. (2022), which shows that children who are used to listening to murottal have faster memorization abilities compared to those who only use the repeated reading method.

However, this study also found several obstacles in implementing the murottal method. One of them is limited access to murottal players in some families. From interviews with parents, some of them admitted that they did not have special devices to play murottal regularly at home, so children could only listen to murottal at school. A study by Kurniawan et al. (2023) highlighted that the provision of technology-based learning facilities greatly influences the success of this method, especially for children who do not have regular access to audio learning media. Overall, the results of this study indicate that the murottal method can be an effective learning strategy in improving the memorization skills of early childhood. With the support of teachers, parents, and a conducive learning environment, this method can be optimally applied to help children memorize short surahs of the Qur'an more easily and enjoyably. Therefore, the murottal method is worthy of continuing to be developed as part of the Al-Qur'an education curriculum for early childhood in various Islamic educational institutions.

Discussion

Data validation in this study was carried out to ensure the accuracy and validity of the findings obtained from various data collection techniques, namely observation, interviews, and documentation. The validation method used in this study is source and technique triangulation. Source triangulation is carried out by comparing information obtained from teachers, parents, and the results of direct observations of children.

Meanwhile, technique triangulation is carried out by evaluating data collected through observation, interviews, and documentation in order to obtain a more objective and comprehensive picture (Creswell, 2021).

In addition, data validation is also strengthened by member checking, where the research results are reconfirmed with teachers and parents to ensure that the data obtained reflects the actual conditions. Teachers and parents are asked to provide feedback regarding the development of children's memorization after implementing the murottal method. This technique is used to increase the credibility of the study and reduce subjective bias in data analysis (Sugiyono, 2021).

The validation results show that there is a match between the data obtained from various sources. Observations made showed that the majority of children experienced an increase in memorization after implementing the murottal method for four weeks. This was confirmed through interviews with teachers, where 80% of them stated that the murottal method helped children memorize short surahs more fluently. In addition, 70% of parents also stated that their children repeated memorization more often at home after getting used to listening to murottal.

Furthermore, the results of the documentation in the form of recordings of children's reading before and after the application of the murottal method showed a significant increase in fluency and accuracy of reading. This data is reinforced by research conducted by Hakim (2022), which found that children who routinely listen to murottal experience an increase in speed and accuracy in memorizing verses of the Qur'an compared to conventional learning methods.

To test the consistency of the research results, data analysis was also carried out using the peer debriefing method, where research findings were consulted with fellow researchers or education practitioners to gain additional perspectives. Discussions with teachers at RA Darul Ulum Poncol and several Islamic education experts showed that the results of this study were relevant to the practice of learning the Qur'an in various early childhood education institutions. This is in line with research conducted by Putri et al. (2021), which emphasizes that the murottal method is an effective strategy in improving children's memorization because it involves auditory aspects that facilitate the process of repetition and absorption of information.

In addition to the effectiveness of the murottal method, data validation also revealed several obstacles faced in implementing this method. One of the main obstacles is limited access to murottal players at home, which results in some children only being able to listen to murottal at school. This is in accordance with a study conducted by Kurniawan et al. (2023), which highlights that the availability of technology-based learning facilities is a major supporting factor in the success of the murottal method.

Overall, data validation in this study shows that the murottal method can significantly improve the memorization abilities of early childhood. With the support of a conducive learning environment and the active involvement of teachers and parents, this method has proven to be effective and feasible to continue to be applied in Al-Qur'an education

for early childhood. Therefore, the recommendation for further research is to develop more innovative strategies in implementing the murottal method, including the wider use of digital technology to increase children's access to audio-based learning.

Academically, this study provides empirical evidence that technology-based learning media can be an effective alternative in improving student learning outcomes, especially in Islamic Religious Education subjects. These findings can also be a reference for teachers and educators in developing more innovative learning strategies that are in line with current developments. By utilizing audio-visual media, teachers can deliver material more effectively, increase student absorption, and create a more interactive learning atmosphere.

In terms of social contribution, this study provides insight for educational institutions to consider the use of technology in the learning process. The application of audio-visual media not only has an impact on improving student academic outcomes, but also helps build higher learning interests, which can ultimately improve the overall quality of education. In addition, a better understanding of Asmaul Husna can contribute to the formation of students' character and morals, which is in line with the goals of Islamic religious education in building a generation that is faithful and has noble morals.

Thus, the results of this study confirm that audio-visual learning media is an effective and feasible method to be applied in learning Asmaul Husna and can be one solution to overcome the problem of students' low understanding of abstract religious material.

In addition, this study also highlights the importance of teacher training in integrating audio-visual media into the learning process. Although this technology has proven effective, its success is highly dependent on the readiness and skills of teachers in using it optimally. Therefore, schools and educational institutions need to provide training for teachers so that they can develop better technology-based learning methods. With support from various parties, the implementation of audio-visual learning media can run more effectively and provide maximum results for students. In the future, further research can be conducted to explore the effectiveness of audio-visual learning media in the context of other materials or different levels of education. In addition, this study also opens up opportunities to develop more interactive multimedia-based learning models, such as the use of augmented reality (AR) or virtual reality (VR) in religious learning. With continuous innovation, it is hoped that technology can continue to contribute to improving the quality of learning and building a generation that is smarter, more creative, and has good morals. Based on the results of the study, it was found that the murottal method significantly improved the memorization ability of short surahs of the Al-Qur'an in group B children at RA Darul Ulum Poncol. The main findings show that children who listen to murottal regularly experience increased memory, fluency, and accuracy in reciting the verses of the Qur'an. This is evidenced by changes in the memorization category, where the number of children in the Good category (memorizing 5 or more surahs with few errors) increased from 20% to 50% after implementing this method for four weeks. Data validation through triangulation and member checking also showed that the results of this study were consistent with teacher and parent reports regarding the development of children's memorization.

From an academic perspective, this study contributes to enriching the literature on the method of learning the Qur'an for early childhood. The results of the study confirm that the murottal method is an effective auditory-based strategy, which helps children remember and repeat memorization more easily. This study also adds references for educators in choosing the right approach in teaching memorization of the Qur'an, especially in Islamic educational institutions. In addition, this study provides insight into the importance of integrating technology in learning, considering several obstacles found related to limited access to murottal players in the home environment.

In terms of social contribution, the application of the murottal method not only has an impact on increasing children's memorization, but also builds a more effective culture of learning the Qur'an in the family and school environment. The active participation of parents in getting their children used to listening to murottal at home shows that this method can be a bridge in strengthening family involvement in children's religious education. In addition, with the widespread application of this method, it is hoped that more children will be able to memorize the Qur'an better, thus supporting the development of a more religious and well-mannered young generation.

Conclusion

Based on the results of the study, it was found that the use of audio-visual learning media significantly improved students' understanding of the Asmaul Husna material compared to conventional methods. The results of the pretest and posttest showed a higher increase in the experimental class, which was supported by the results of the paired t-test statistical test with a p-value <0.05. In addition, observations and questionnaires showed that students were more enthusiastic, motivated, and active in learning when using audio-visual media. This indicates that the combination of sound and images in learning media can help students understand abstract concepts more easily and interestingly.

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