

ANALYSIS OF EFFECTIVENESS OF MUTUAL MURAJA'AH ON JUZ AMMA READING FLUENCY FOR KINDEGARTEN CLASS AT TPQ RAUDLATUL QUR'AN KARANG DUWAK AROSBAYA

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ABSTRACT

In this study, the researcher raised a learning method problem namely mutual Muroja'ah to read juz amma fluently for kindergarten students at TPQ Raudlatul Qur'an. In this study, researcher used a qualitative descriptive research approach with case study research. The data collection techniques used observation, test, interview and documentation. The analysis techniques used were a) data reduction, b) data display and c) conclusion making. As the result of the study are: a) the mutual muroja'ah method implementation was conducted by many ways such as guided muroja'ah, continuing verse muroja'ah and reading together, b) the method is very effective in helping students to read Alqur'an fluently, in terms of the results of evaluation test every three months that the percentage assessment result show that many students obtain grade B and even some students achieved grade A in terms of reading fluency.

Keywords: *Analysis, Effectiveness, Muraja'ah*

A. INTRODUCTION

Arosbaya is one the sub- districts in Bangkalan Regency that the people diverse in terms of education, social and also livelihood or work, in terms of religious education such as Islamic studies, Diniyah School and other religious types in Arosbaya including people who are fanatically in religion. Especially in terms of learning to recite Qur'an but there are also some people who are indifferent about the importance of religious education as a way of life for their children,

Reading qur'an fluently is one of the main things expected by Muslims especially parents for their children, one of which is by entrusting their children to Langgar (small mosque) or TPQ as applied by student's guardian at TPQ Raudlatul Qur'an Karang Duwak Arosbaya which until now still exist teaching qur'an. In reading fluency mutual muraja'ah application becomes very important to be noticed.

Karang Duwak is one of villages in Arosbaya sub-district where there are many religious educational institutions including the Qur'an teaching which is considered very important to be taught to early age children because nowadays it is very urgent to teach how important learning Qur'an well and correctly follow the rules of recitation with reading standard that have been determined by the scholars who expert in Qur'an.

TPQ Raudlatul is one of the Qur'an education institutions which until now still exists to teach how to read the Qur'an with reading standards that are considered good by local community, because the fact that teaching method and discipline in teaching and learning process at TPQ Raudlatul Qur'an is very noticed to build generation who are able to read Qur'an well and correctly.

There are also quite a lot of students and the teaching and learning system is divided into classes they are from kindergarten class to class B tahsin tilawah, the researchers here focus on the students reading Qur'an fluency, there are many obstacles in teaching children at early ages in learning Qur'an, both in terms of

students who are less enthusiastic about learning and sometimes they are bored and less enthusiastic about the teaching method used, many methods are used such as bil Qolam, bina kata (words building) and also sorogan.

Reading fluency is the focus of the teachers' teaching of the qur'an in kindergarten classes at TPQ Raudlatul Qur'an, one of the methods used to facilitate reading is mutual muroja'ah method, it means that students are asked to repeat the reading of the qur'an which have been studied then read together, sometimes one of children leads the reading then the other follow and also sometimes the students read together simultaneously.¹

This muroja'ah method has been applied for quite a long time, and is also considered effective for reading fluency, not only fluent in reading but also in accordance with the makhroj and the sifatul letters, several times the test of the reading the qur'an has been carried out with the focus on the lesson namely juz amma, kindergarten class students are considered passable in terms of reading fluency.²

B. RESEARCH METHOD

This research method used an inductive approach to analyze values explicit³ and descriptive qualitative, the research approach that puts forward qualitative data, and in situations as they are without being made up of manipulated. This approach leads to an individual situation or an organization as a whole.

In collecting data, the researchers used several methods according to the problem being investigated and the research objectives. In this case, several techniques were used, such as:

1. Observation

¹ Observasi, di *TPQ Raudlatul Qur'an*, 10 Maret 2020. 16.37.WIB

² *Ibid*, 18 Maret 2020.16.45.WIB

³ Lexy J. Moleong, *Metode Penelitian Kualitatif, Edisi Revisi* (Bandung: PT. Remaja Rosda Karya, 2011) hal. 10.

Observation is a data collection technique that is carried out by observing systematically and recording the symptoms being investigated.⁴

2. Interview

Interview is a meeting of two people to exchange information and ideas through question and answer, so that meaning can be constructed in a particular topic. This technique used to explore primary data about the problems that had been formulated by researchers from several people such as from teachers, students guardians and students of TPQ Raudlatul Qur'an Karang Duwak Arosbaya.

3. Test

Test is a common research technique to measure students' ability to achieve a certain competency⁵. The implementation related to the present study is the form of a test to read a certain letter from Juz Amma as a result to measure the effectiveness of mutual muroja'ah on the fluency of reading Qur'am Juz Amma in kindergarten class at TPQ Raudlatul Qur'an Karang Duwak Arosbaya.

4. Documentation

Documentation comes from the word "document" which means written items. Documentation technique is a way of collection data by investigating written objects such as books, magazines, documents, regulations, meeting minutes, diaries and so on.⁶

This method is used to find secondary data in the TPQ Raudlatul Qur'an Karang Duwak Arosbaya, in documents form such as TPQ Raudlatul Qur'an overview, educator documents, student documents and other documents related to the subject matter to be studied.

⁴ Cholid Narbuko, *Metode Penelitian*, (Jakarta: Bumi Aksara, 2009), hal. 23.

⁵ Wina Sanjaya, *Pembelajaran dalam Implementasi Kurikulum Berbasis Kompetensi*, (Jakarta: Kencana, 2006), hal. 187.

⁶ Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, (Jakarta: PT. Rineka Cipta, 1998), hal. 120.

C. DATA ANALYSIS

Data analysis is the process of systematically searching and compiling the data that have been obtained. So that the findings are easy to understand and can be informed to others.⁷ Analytical techniques used to obtain conclusions and answers both from interviews, observation and documentation are collected into categories with the following steps:

Data Reduction, reducing data means summarizing, choosing the main things, focusing on important things, looking for themes and patterns. Thus the data that has been reduced will provide a clearer picture and make researchers easy to conduct further data collection².

Data Display, after reducing the data, the next step is to display the data. In qualitative research, the presentation of the data can be presented in form of tables, graphs, pie cards, pictogram and the like. Through the presentation of the data, the data is organized, arranged in a relationship pattern, so that it will be easier to understand.

Conclusion Consideration, the conclusion considered by the researcher was by collecting some research evidence in the field. Furthermore, researcher conducted a description of the data that had been obtained and analyzed carefully and systematically.

D. CHECKING THE FINDINGS VALIDITY

Data validity is a technique used so that the qualitative research can be scientifically justified. The steps taken are as follows:

Triangulation. Triangulation is checking the validity of the data that use other things out of the data for checking or comparing the data. Triangulation can be conducted by⁸:

1. Comparing the interview result from one source to another.

⁷ S.Margono. *Metodologi Penelitian Pendidikan*. (Jakarta: PT. Rineka Cipta, 2000) hal.181

⁸ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2016) h, 247.

2. Comparing the interview results with observation, test results and field notes.
3. Comparing the interview results with the contents of related documents.

Examination through discussion. This technique is done by exporting the temporary result or final results obtained by discussion with several sources. The discussion is conducted by interviewing sources who have knowledge and experiences in the field of the study.⁹

Increase Perseverance. That is by observing more carefully and continuously. In this way, the certain data and the sequence of the events can be designed systematically and certainly.

In this study, the researcher used triangulation techniques like different data collection techniques to obtain data from the same source such as observation, interview, test and documentation for the same data source simultaneously. In addition, researchers also use source of triangulation which means to get data from different sources but using the same technique. With this triangulation, researcher can draw conclusions not only from one point of view so that the truth of the data can be accepted that data obtained from various parties can be combined into a conclusion.

E. DISCUSSION AND RESEARCH FINDINGS

Mutual Muraja'ah is a repetition method to strengthen a previous learning with techniques from the teachers to the effective and efficient learning process. Learning is mentioned as effective learning when a teaching material can be fully mastered by students.¹⁰

Some notes about mutual murojaah i.e. first murojaah is a reading repetition that has been passed, studied or previously memorized with the aim of strengthening, of course which is

⁹ *Ibid*, hal.249

¹⁰ An-Nawawi, *At-Tibyan Fi Adabi Hamalatil Qur'an*. (Surabaya: 2004. *Darul-ulum* hal.101

guided by a teacher so that the learning is in accordance with what is wished.

Basically, murojaah is often used by the Qur'an memorizer which aims to make the memorization stronger, however the essence of this murojaah is that the results are better than before, including in terms of reading fluency. So the focus that the researchers expect here is the fluency of reading juzamma with early childhood as the object or kindergarten class with 14 students in one class.

The method is very simple by asking student to repeat individually. As conveyed by Ustadz MA:

“Anak-anak sebelum dimulai pelajaran memang saya suruh untuk murajaah sendiri agar supaya lidahnya terbiasa untuk mengulang bacaan yang sudah dilalui sebelumnya”

In every moment especially when the class end, there is an evaluation carried out by Ustadzs to find out the level of students ability. Many kinds of evaluation tests were carried out, one of which was revealed by ustadz YF:

“Jadi setiap tes evaluasi itu mas anak anak memang saya kasih surah yang saya anggap paling sulit, agar saya bisa tau ketika mereka itu lancar ketika membaca surah yang saya ujikan berarti surah-surah yang lain mereka juga lancar”¹¹

The following are explanation of the implementation of mutual murojaah carried out by TP Al-Qur'an Raudlatul Qur'an:

1. Murajjah is implemented 10 minutes before and after the class begins

Every afternoon or after ashar class for kindergarten conducts mutual murojaah which starts ten minutes before the teacher comes in and ten minutes after the teacher enters the class which aims to make students' tongues accustomed to repeat the surahs taught by the previous teacher. This is done every day in the hope of getting maximum results. As stated by Ustadz YF:

¹¹W.YF.60620.AM.WU7.

“saya biasakan anak-anak setiap hari untuk mengulang bersama-sama pelajaran yang sudah saya berikan, agar supaya mereka semua terbiasa lidahnya dibasahi kalam Allah”¹²

The class starts at 04.50 a.m. when the students come in; they immediately start murajaah themselves without teacher’s monitoring, after 05.00 p.m. teacher enters the classroom and examines students’ reading. After 05.10 pm the murajaah ends then teacher starts the teaching and learning process. This was revealed by Ustadz YF:

“setiap jam 16:50 anak-anak sudah harus memulai murajaahnya, dan murajaah berehenti setelah saya masuk 10 menit.”

And for those who are late for the class time, so there will be punishment that they should stand up, push up and so on.¹³

2. Murajaah is led by one person.

Murajaah is applied in various ways, one of which is led by one child, the others are following the leader, and the teacher’s goal is to get children used to leading reading like what the teacher does. From this way, the students will be easy to read fluently. As stated by Ustadz MA:

“tidak hanya murajaah langsung satu kelas mas, terkadang saya juga menyuruh anak-anak untuk memimpin satu orang, kemudian yang lain mengikuti dan seterusnya”¹⁴

It means that each child is asked by teacher to lead the reading of one surah then the others follow and it is done in turns by students from their seats, in one class containing 14 children, all of them have the opportunity to lead the reading of the surah that has been determined by the teacher. Or sometimes it is also randomized according to the child appointed by the teacher to lead.¹⁵ I found this out when I directly inspected the

¹²W.YF.60620.AM.WU7.

¹³O.TPQ.40620.17:00,WIB.

¹⁴W.MA.60620.AM,WU7.

¹⁵O.TPQ.60620.17:00.WIB.

location and the results of interviews with teachers who teach in the kindergarten class.

3. **Murahaah of continued verse**

It means that each child has the same opportunity to read one verse and then followed by the others and those who are wrong stand up then replaced by other students on the side and so on, by focus on the reading jusamma (the last juz of the alqur'an). Ustadz MA in an interview said:

“Disini saya sebagai ketua asatidz menyuruh anak-anak di kelas TK 10 menit sebelum dan setelah pelajaran dimulai untuk murajaah (mengulang) bersama-samabacaan yang sudah diajarkan sebelumnya, sambil diawasi oleh seorang guru dikelas TK tersebut, kadang satu orang membaca kemudian yang lain mengikuti dan juga langsung semua satu kelas membacanya secara bersama”.¹⁶

This was also conveyed by Ustadz YF:

“untuk melancarkan bacaan murid saya menyuruh untuk setiap sebelum dan sesudah dimulainya pelajaran untuk mengulang surah yang dibaca sebelumnya mas”.¹⁷

In the application of this mutual murajaah, of course there are advantages and disadvantages, the advantages of this mutual murajaah are of course in terms of making it easier for students to read quickly and fluently, in terms of disadvantages here the researcher reveals that sometimes studes are lazy to follow the reading or even just move their tongue but do not speak or silent.

However, all of that can be anticipated by reprimanding or by punishing, such as asked to stand up or so on. As stated by Ustadz YF:

“Kelebihan metode ini mas yaitu dapat memudahkan murid untuk menyamakan bacaannya dengan rekan kelasnya, juga bisa tau dimana letak kesalahannya ketika tidak sama dengan yang lain, dan kekurangannya yaitu murid terkadang ada yangb kurang serius, dan enteng untuk ikut membaca

¹⁶W.MA.60620.AM.WU7.

¹⁷W.YF.60620.AM.WU7.

*bersama bahkan terkadang hanya menggerakkan lidah tapi tidak ikut bersuara”.*¹⁸

Reading al-qur’an fluently is the main point for Rabbani Kalam lovers, by using the murajaah method with the Raudlatul Qur’an education park is considered very effective in order to facilitate the reading of their students especially kindergarten class of Juzamma. Of course by conducting oral and evaluation tests every three months, each teacher can know the results. This can be known by a reading test once in every three months by using assessment criteria that have been determined by a teacher. As stated by Ustadz AN:

*“Untuk mengetahui dan menilai kelancaran seorang murid di kelas TK ini pertama kami mencoba menyuruh anak-anak untuk membaca juz amma di salon aktif setiap hari sebelum subuh, kedua setiap dua bulan sekali kami mengadakan tes kelancaran bacaan dengan soal bacaan dari surah-surah yang ada di juz amma (juz 30). Nah dari situ kita bisa tau kelancaran seorang murid”.*¹⁹

It is not only teachers who think that the mutual murajaah method is effective, but also the guardians of students when asked about their children’s reading fluency they say the same thing, which is very effective. As stated by ms MF to the researcher that:

“Sejauh ini yang saya ketahui untuk adik adik saya yang mengaji disana ketika membaca al-Qur’an lancar dan enak untuk didengarkan juga tidak terbata-bata, dulu pertama masuk adik saya tidak bisa membaca sama sekali setelah beberapa bulan masuk sudah mulai bisa dan lumayan lancar membacanya, karena saya penasaran apa metode yang digunakan guru maka saya tanyakan ke adek saya, dek? Metode yang diterapkan gurunya waktu ngajar apa saja kok kamu sekarang bacanya bagus dan lancar? Adek saya menjawab murajaah bersama kak, yaitu mengulang bacaan dengan bersama-sama 15 menit sebelum dan sesudah pelajaran

¹⁸ W.AN. 60620.AM.WU9.

¹⁹ W.AN. 60620.AM.WU11.

*dimulai. Nah dari jawaban adek saya maka saya beranggapan bahwa metode murajaah ini sangat efektif dalam hal melancarkan bacaan al-Quran anak-anak*²⁰

The same thing was expressed by Ms NQ:

“Untuk anak saya pribadi mas kan saya mendengarkan ketika anak saya mengaji setelah beberapa kali ngaji juz amma dirumah anak saya lancar dan fasih, maka untuk tanggapan saya metode murajaah yang gurunya pakai sangat efektif untuk kelancaran bacaan anak saya”²¹

The same thing was also stated to the researcher by Ms NS:

“Sejauh ini anak saya lancar mas selama beberapa bulan belajar mengaji di TPQ dengan metode murajaah bersama sebagaimana yang saya tanyakan kepada anak saya waktu mengaji dirumah”.²²

So from the results of the data obtained both from the results of interviews and evaluation test every month the researchers concluded that the mutual murjaah method was very effective in terms of reading fluency of Juz amma class of kindergarten. Both from the field observation results are also supported by existing theories.

Mutual Muroja’ah is considered very appropriate to use including in TPQ Raudlatul Qur’an that has used this method for many years and many of its students are fluent in reading. The benchmark of person’s fluency in reading when one reads Qur’an without stuttering and keep the reading rules related to the tajwid reading rules.

So this mutual muroja’ah is not only done and used in old way but it is based on existing theories and used as learning design to achieve maximum results.

²⁰ W.MF.80620.AM.WU11.

²¹ W.NS.80620.AM.WU12.

²² W.NQ.80620.AM.WU13.

1. Mutual Muroja'ah Application at TPQ Raudlatul Qur'an

In one class that containing 14 students, muroja'ah is applied every afternoon after Ashar before entering classroom at 4:50 p.m. which is 10 minutes before the class begin and finished 10 minutes after the teacher enters, this activity is applied so that all students get used to reciting the surahs that have been read in the previous meeting.

Regarding the reading of the Qur'an Imam Nawawi at Tibyan said "Know! Indeed, reading the Qur'an in groups is Sunnah, this activity is in accordance with several clear evidences and this kind of practice is the activity of the Salaf and the generations after them"².

From the Imam Nawawi's opinion, the researcher had inspiration to use term mutual Muroja'ah in learning Qur'an to facilitate reading fluency.

Indeed at the beginning before this muroja'ah method implemented, the students's reading ability in kindergarten class was not fluent almost half of the students were not fluent in reading Juz amma, but after the method implemented there were significant changes and at the end from the total number of the students there were only a few of them who were not fluent; it because they seldom came to learn reading qur'an and used to late to join mutual muroja'ah.

2. The form of mutual muraja'ah evaluation

In a method usage there must be a form of measurement of the success of a learning plan called evaluation. To find out the reading fluency of kindergarten class students by using muroja'ah method the teacher is able to find out by reading test every three months related to the assessment criteria that have been determined by teacher.

Every three months the students in the kindergarten class are tested for their reading fluency one by one and tested three surahs which are considered difficult so that the students' reading fluency really tested according to what the teacher

want.²³ The effectiveness of the common muraja'ah method is known because it has clear results.

The aims of an evaluation are besides to know the students learning results also to determine the effectiveness of the mutual muraja'ah method. In this case someone who wants to achieve certain goal is teacher and students, while the goal to be achieved is teaching and learning. From the results of the tests conducted by the teacher, it can be seen that the level of the students' achievement is effective or not. The following are the results of the evaluation notes from the beginning of the pre-test until the post-test conducted by teacher:

Table
Percentage of Evaluation Result every Three months

Test results	Month	Surah
65%	January	At-Takwir, Al-Muthaffin
70%	April	At-Takwir, Amma
90%	July	At-Takwir, Al-Muthaffin, dan Amma

Source: document and observation results of TPQ Raudlatul Qur'an

From the notes above, the success rate is then measured by existing theories. As said by Syaiful Bahri Djamarah: "A learning activity is known effective if it reaches 80% of the learning objectives that have been set".²⁴

From the data it is known that the evaluation of learning like the value of many kindergarten students reach 85 even 90. The assessment criteria from the teacher will be A if the students' reading test is not halting, B if the students' error reach 25% of the test which the teacher has applied and C if

²³ Eko Susilo Madya, *Dasar-dasar Pendidikan*, (Semarang: Effhar Effest, 2006), hal.63.

²⁴ Syaiful Bahri Djamarah, *Strategi Belajar Mengajar*, (Jakarta: Rineka Cipta, 2008) hal, 121-122.

the error cannot be tolerated, it means that the students' error has exceeded the limit score that determined by teacher.

3. Effectiveness of mutual muraja'ah on the Juz Amma reading fluency

From some of the explanations that have been stated above from the results of observations and interviews conducted by researchers that muraja'ah is very effective. Not only teachers and teaching staff say so but also the students' guardians say the same thing that mutual muroja'ah is very effective in terms of fluency in reading Juz amma in TPQ Raudlatul Qur'an kindergarten class. The fluency is known from the results of the evaluation tests every three months which are accumulated with daily assessments.

According to Cece Abdulwaly in his book entitled "Pedoman Muraja'ah Al qur'an" he said that "although there are many methods of preserving the Qur'an, it is muroja'ah that most determines the awake memorization as well as in terms of fluent the reading of the Qur'an."²⁵

In the fact that in TPQ Raudlatul Qur'an muraja'ah method is very emphasized so that students can read Juz amma fluently.

Fluent means when the teacher gives a reading test such as in the kindergarten class every three months there is a fluency evaluation test in order to find out the students reading that are not really fluent. Usually, the surahs test given is the surah that is considered the most difficult of all the surahs in Juz amma so that it becomes a benchmark if he is fluent in reading test of the difficult surahs automatically the other surahs will be easy to read fluently and precisely.

As we know that there is no perfect method, in the mutual muraja'ah method there are several weaknesses, such as students sometimes not paying attention to what they are

²⁵ Cece Abdulwaly, *Pedoman Muraja'ah Al-Qur'an* (Sukabumi: Farha Pustaka, 2019)hal, 61

reading because they feel that their reading ability has covered by other friends, another weakness in this method is the lack of students' learning motivation.

However, the teachers must have solution to overcome some of these weaknesses for example after teaching and learning process teacher give motivation to arouse the students enthusiasm or teaching with jokes for awhile to refresh their brain. This should be done to arouse the students motivation in learning recite qur'an and the learning process will be run well and effective as expected.

F. CONCLUSION

Based on the explanation and discussion above, "Analysis of the Effectiveness of Mutula Muraja'ah on the Reading Fluency of Juz Amma for Kindergarten Class in TPQ Raudlatul Qur'an Karang Duwak Arosbaya" the researcher made the following conclusions:

1. The implementation of mutual muroja'ah at TPQ Raudlatul Qur'an conducted by various variations such as guided muroja'ah, continued muroja'ah and also one class reading together it means that every one student has the same opportunity to read one verse according to the number of surahs they read.
2. The Mutual Muraja'ah Method at TPQ Raudlatul Qur'an is considered effective because the results of the evaluation test every three months, the percentage results of the assessment show that many students get B grade and even A in terms of fluency as well as the results of interview with the students' guardian that when reading the Qur'an at home their children are fluent in reading no stutter. So the mutual muraja'ah is considered effective.

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