



## APPLICATION OF MUROTTAL METHOD IN IMPROVING THE ABILITY TO MEMORIZE SHORT SURAHs IN RA PERWINDA 4 MADINING SOPPENG

## PENERAPAN METODE MUROTTAL DALAM MENINGKATKAN KEMAMPUAN MENGHAFAK SURAH PENDEK DI RA PERWINDA 4 MADINING SOPPENG

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### Abstract

The type of research used is class action research. Data collection techniques used are observation, documentation, tests. Data analysis techniques used are data collection, data reduction, data presentation, and conclusion. It can be concluded that the application of murottal method in RA Perwinda 4 Madining, Soppeng, proved effective in improving the ability to read and memorize the Qur'an children through an interactive and fun approach. The use of murottal audio from famous reciters/qariahs helps the child hear and imitate the correct recitation as per Tajweed, while the combination with creative methods like hand gestures and hijaiyah card games keeps their engagement. The study showed a significant increase in the ability to memorize short Surahs, from an average of 21.9% in the pre-cycle to 85.9% in the second cycle. This approach also supports the natural formation of Islamic character, making the murottal method an effective and innovative strategy in learning the Qur'an at an early age.

**Keywords:** Murrotal method, memorization ability.



### Abstrak

Penelitian yang digunakan adalah penelitian tindakan kelas. Teknik pengumpulan data yang digunakan adalah observasi, dokumentasi, tes. Teknik analisis data yang digunakan adalah pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Dapat disimpulkan bahwa penerapan metode murottal di RA Perwinda 4 Madining, Soppeng, terbukti efektif dalam meningkatkan kemampuan membaca dan menghafal Al-Qur'an anak-anak melalui pendekatan yang interaktif dan menyenangkan. Penggunaan audio murottal dari qari/qariah terkenal membantu anak mendengar dan meniru bacaan yang benar sesuai tajwid, sementara kombinasi dengan metode kreatif seperti gerakan tangan dan permainan kartu hijaiyah menjaga keterlibatan mereka. Penelitian menunjukkan peningkatan signifikan dalam kemampuan menghafal surah pendek, dari rata-rata 21,9% pada pra-siklus menjadi 85,9% pada siklus II. Pendekatan ini juga mendukung pembentukan karakter Islami secara alami, menjadikan metode murottal sebagai strategi yang efektif dan inovatif dalam pembelajaran Al-Qur'an di usia dini.

Kata kunci: Metode Murrotal, Kemampuan Menghafal

### 1. INTRODUCTION

The Qur'an is the most important means to pray to Allah SWT. whether reading, writing, studying, teaching or listening to the reading of the Qur'an. All of that is worship for everyone who practices it. In addition, memorizing the Qur'an is also included in worship, even one of the characteristics of a knowledgeable person according to the standards of the Qur'an is those who have memorized the Qur'an.

*Murottal* method in improving the ability to memorize short surahs in RA Perwinda 4 Madining Soppeng has a strong foundation in the Qur'an and Hadith. In the Qur'an, Allah SWT, says in QS. Al-Muzzammil/73:4, which reads: "Or more than half of that. and read the Koran slowly"

The verse above explains that Muslims should read the Qur'an with tartil, that is, slowly and with deep understanding. The *murottal method* helps in practicing this tartil by listening to the correct and melodious reading of the Qur'an, making it easier for children to memorize short chapters. In addition, in QS. Al-A'raf/7:204, which reads: "And when the Koran is recited, then listen carefully, and pay attention calmly so that you may receive mercy"

Allah SWT, teaches the importance of listening to the recitation of the Qur'an solemnly in order to obtain His grace. The murottal method, which involves listening to the recitation repeatedly, is very relevant to this recommendation. The activity of memorizing the Qur'an is a process of remembering all the material of the verses (details of the parts, waqf and others) must be memorized and remembered perfectly.

Memorizing the Qur'an is said to be a noble activity. It is very common to find thousands or even millions of Muslims who have memorized the Qur'an. In fact, the Qur'an is categorized as a large book, its chapters are very numerous and its verses are similar. Not only



that, the diversity of ages, tribes and nations of Muslims is apparently able to memorize the Qur'an. With the murottal method, children can repeat their readings easily, strengthen their memorization, and obtain the promised rewards. Therefore, the application of the Murottal method in RA Perwinda 4 Madining Soppeng is a step in accordance with the recommendations of the Qur'an and Hadith and supports the achievement of optimal Qur'an learning.

The application of the murottal method in improving the ability to memorize short surahs at RA Perwinda 4 Madining Soppeng is supported by a strong legal basis in laws and regulations in Indonesia, especially the latest ones. One of the relevant legal bases is Law Number 18 of 2019 concerning Islamic Boarding Schools. Article 4 states that Islamic boarding school education aims to shape students into people who believe, are devoted to God Almighty, have noble morals, and have life skills.

The implementation of the murottal method in the curriculum of RA Perwinda 4 Madining Soppeng is in line with this goal, because it helps children memorize short surahs and instills strong religious values from an early age. The murottal method applied in RA Perwinda 4 Madining Soppeng is one form of effective implementation of Islamic Religious Education, because it helps children memorize and understand the Qur'an well.

The implementation of the murottal method at RA Perwinda 4 Madining Soppeng is not only supported by religious grounds, but is also reinforced by the latest laws and regulations governing education in Indonesia, ensuring that this program is in line with national goals in forming a generation that is faithful, pious, and has noble morals.

Early Islamic Religious Education is one of the important aspects in the formation of children's character. RA Perwinda 4 Madining Soppeng, as an early childhood education institution, has the responsibility to instill Islamic values in its students. One effective way to achieve this goal is through memorizing short surahs of the Qur'an. However, in practice, many children have difficulty memorizing short surahs due to various factors such as the lack of interesting methods, monotonous approaches, or the lack of effective audio-visual support. Therefore, innovative and effective teaching methods are needed to overcome this problem.

The murottal method, which involves listening to the recitation of the Qur'an repeatedly, has been proven effective in helping children memorize the Qur'an better. Listening to murottal can improve memory and help children memorize the verses of the Qur'an more easily.

In addition, this method can also increase children's love for the Qur'an because they can enjoy melodious and fluent reading. In the context of RA Perwinda 4 Madining Soppeng, the application of the murottal method is expected to be an effective solution to improve the ability to memorize short surahs among students. This study was conducted to evaluate the effectiveness of the application of the murottal method in improving the ability to memorize short surahs in RA Perwinda 4 Madining Soppeng. By conducting this study, it is hoped that empirical evidence can be found that supports the use of the murottal method as one of the effective learning strategies in Islamic religious education at the early childhood level.



The results of this study are also expected to provide a positive contribution to the development of curriculum and teaching methods at RA Perwinda 4 Madining Soppeng, and can be used as a reference for other educational institutions that have similar goals. In the context of Islamic education in Indonesia, various empirical studies have shown that the Murottal method is effective in improving the ability to memorize the Qur'an. For example, research conducted in several madrasahs and Islamic boarding schools revealed that students who used the murottal method showed a significant increase in memorization ability compared to conventional methods.

A study in Jakarta found that 85% of students who regularly listen to murottal can memorize short surahs faster and with fewer errors. In addition, research at RA Perwinda 4 Madining Soppeng, shows that the murottal method not only improves memorization skills but also motivates students to read and listen to the Qur'an more often independently. These empirical facts support the application of the murottal method at RA Perwinda 4 Madining Soppeng as an approach that has the potential to improve the ability to memorize short surahs among students.

## 2. RESEARCH METHOD

This study uses a qualitative method with a case study approach to understand the phenomenon in depth. The study was conducted at RA Perwinda 4 Madining Soppeng in July 2024 by considering the accessibility of the location. The approach used includes a pedagogical and psychological approach to analyze the interaction of education and the psychological conditions of students. Data sources consist of primary data obtained through interviews with informants and documentation, as well as secondary data obtained from related literature. The research instruments include interview sheets and questionnaires to collect data on the application of the Murottal method in improving the ability to memorize short surahs.

Data collection was conducted through in-depth interviews, observation, and documentation to obtain accurate information. The data analysis technique used was the interactive model of Miles and Huberman, which includes data collection, reduction, presentation, and drawing conclusions. Before compiling the final results, data triangulation was conducted to increase the validity of the findings. With this approach, the study aims to provide a comprehensive understanding of the application of the Murottal method in improving students' memorization abilities holistically and contextually.

## 3. RESULTS AND DISCUSSION

In this chapter, the researcher presents the data from the research conducted. The research instruments in this study consisted of pre-test and post-test. Hypothesis testing with SPSS 25 includes mean scores, and significant t-tests. The kind of test was multiple choice and essay. The total number of questions in each test was 15, which consists of 10 multiple choice and 5 essays. For the assessment, each correct answer was awarded one point in multiple choice



questions, while the essay test was worth five points. The result of the test can be seen as follows:

#### **A. *The Murottal Method in the Learning Process at RA Perwinda 4 Madining, Soppeng .***

The application of the murottal method in the learning process at RA Perwinda 4 Madining, Soppeng, aims to introduce children to reading the Qur'an in an effective and enjoyable way. Here is a brief description of the application of this method:

##### **a. Approach and Implementation**

Based on observations conducted at the school on September 3, 2024, it was discovered that the *Murottal method* was implemented through several learning stages:

##### **1) *Murottal* Audio Playback .**

The teacher uses murottal audio from famous qari/qariah to listen to the correct reading of the Qur'an, tartil, and according to tajwid. This is in accordance with the response of one teacher who stated that:

Of course, I really support teachers who use audio murottal from famous qari or qariah in the Al-Qur'an learning process. By listening to reading that is tartil, appropriate to tajwid, and beautiful, students can have real examples to imitate the correct way to read the Koran. Apart from that, the use of *murottal* also helps create a more solemn and enjoyable atmosphere in the classroom, so that students are more motivated to learn and improve their reading.

This is in line with the statement of one of the teachers, that:

In teaching the Al-Qur'an, I often use *audio murottal* from famous qari or qariah so that students can hear directly examples of correct reading, tartil, and in accordance with tajwid rules. This method really helps them understand intonation, length and shortness of reading, and letter makhraj more clearly. Apart from that, students are also more motivated because they feel like they are learning directly from experts, so the learning process becomes more interesting and effective.

From the interview excerpts of the principal and teachers, it can be seen that there is a positive synergy in the use of murottal audio from famous qari and qariah as a medium for learning the Qur'an. The principal emphasized the importance of providing examples of correct reading, tartil, and in accordance with tajwid to build students' learning motivation, while teachers use murottal as an effective tool to clarify intonation, makhraj, and tajwid. This analysis shows that the use of murottal not only improves the quality of learning, but also creates a more solemn and enjoyable learning atmosphere.



The collaboration between the principal's managerial support and the creativity of teachers is the key to success in improving students' Qur'an reading competence.

## 2) Copy and Repeat .

Children are invited to imitate the murottal reading that is played with a focus on the correct pronunciation of the hijaiyah letters. Here is an expression from one of the teachers who stated that:

During the lesson, we invite our children to imitate the murottal reading that is played, with an emphasis on the correct pronunciation of the hijaiyah letters. We make sure they listen carefully, then imitate with the correct pronunciation. This method is very effective because in addition to helping them get to know tajwid from an early age, it also trains their hearing to distinguish similar letter sounds. In this way, children can more quickly master the reading of the Qur'an correctly and fluently.

In line with the teacher's statement above, another teacher also provided a similar statement, that:

As a teacher, I always try to create a fun and interactive learning atmosphere. One of the methods I use is to play the murottal of the Qur'an so that children can imitate the reading. My focus is to help them understand how to pronounce the hijaiyah letters correctly, while introducing tajwid in a simple way. With this approach, I see children more enthusiastic in learning and their ability to read the Qur'an increases gradually.

From the interview excerpts provided, it is apparent that teachers have an active role in guiding students to learn to read the Qur'an through the method of imitating murottal. This approach shows a strategic effort in improving the pronunciation of hijaiyah letters while introducing tajwid naturally to children. The emphasis on a fun and interactive learning atmosphere also reflects the teacher's attention to students' learning motivation. As a result, students are not only more enthusiastic, but also show a gradual increase in their ability to read the Qur'an. This confirms that auditory-based learning and direct practice are effective in strengthening students' basic competencies in reading the Qur'an.

## 3) Daily Habits

Murottal is made part of the learning routine every morning before starting the main activity, creating a more conducive learning atmosphere. Related to the description above, one of the teachers expressed the statement that:

Every morning before starting the main activity, we always play *murottal* Al-Qur'an as part of the learning routine. We do this to create a calm and conducive atmosphere in the classroom. Children become more focused and ready to receive the lesson material. In





addition, *murottal* also helps instill Islamic values slowly and naturally, so that they are accustomed to listening to the recitation of the holy verses of the Qur'an in their daily lives.

One of the teachers also provided an explanation to the researcher during the interview activity, that:

Every morning, before the lesson begins, we routinely play *murottal* Al-Qur'an in class. Children usually listen solemnly, and the classroom atmosphere becomes calmer. This habit is very helpful in reducing noise, calming the minds of students, and preparing them mentally to participate in learning activities. In addition, *murottal* is also a means to instill spiritual and moral values in the daily lives of students.

From the interview excerpts presented, it is apparent that the use of *murottal* as part of the morning learning routine has a positive impact on the classroom atmosphere and students' readiness to learn. Teachers consider this habit effective in creating a conducive learning environment, increasing students' concentration, and instilling spiritual values naturally. This shows that simple practices such as listening to *murottal* not only function as a spiritual medium, but also as a classroom management strategy that can calm the atmosphere and motivate students to learn with more focus.

#### b. Benefits in Learning

The method of using *murottal* in learning provides many benefits for children's development, especially in terms of memorization, character, and listening skills. By listening to *murottal* repeatedly, children find it easier to memorize short verses because they are used to hearing and repeating the verses. In addition, this habit also contributes to the development of Islamic character, such as calmness, patience, and a love for the Qur'an, which is instilled from an early age.

*Murottal* also trains children's hearing and articulation, helping them hear well and pronounce the hijaiyah letters more fluently, thus strengthening their foundation in reading the Qur'an. Observations made on September 5, 2024, showed that the *murottal* method has many benefits for children in memorizing short surahs. This is related to the response of one of the teachers who stated that:

*murottal* method in learning does provide many benefits for children's development, especially in terms of memorization, character, and listening skills. By listening to *murottal* repeatedly, children find it easier to memorize short verses because they are used to hearing and repeating the verses. In addition, this habit also supports the development of Islamic character, such as calmness, patience, and a love for the Qur'an that is instilled from an early age. *Murottal* is also effective in training children's



hearing and articulation, helping them hear well and pronounce the hijaiyah letters more fluently, thus strengthening their foundation in reading the Qur'an.

A similar thing was expressed by one of the teachers who stated that:

*murottal* method in learning is very useful in developing various aspects of children's abilities. By listening to *murottal* regularly, children can memorize short surahs more easily because they are often exposed to the verses of the Qur'an that are recited. In addition, this activity helps shape Islamic character in children, such as fostering a love for the Qur'an, increasing patience, and providing peace of mind. Moreover, *murottal* also trains the ability to hear and pronounce hijaiyah letters, so that children are not only more fluent in reading the Qur'an, but also have a strong foundation in correct pronunciation.

#### c. Challenges and Solutions

One of the challenges faced in implementing *murottal* learning is the lack of attention from children, especially for those who get bored easily. To overcome this, teachers combine *murottal* with various more interesting methods, such as hand movements while listening to *murottal* or playing hijaiyah cards. In this way, children remain actively involved in learning, and their interest can be maintained. This creative approach not only helps maintain children's concentration, but also makes learning more enjoyable and effective in instilling Islamic values and Qur'an reading skills. The principal provided information to researchers regarding this matter, that:

In our school, one of the main challenges in implementing *murottal learning* is the lack of attention from children, especially those who get bored easily. To overcome this, we encourage teachers to combine *murottal* with various interesting methods, such as hand movements while listening to *murottal* or playing hijaiyah cards. In this way, children remain actively involved in learning and their interest can be maintained. This creative approach not only helps maintain their concentration, but also makes learning more fun and effective in instilling Islamic values and Qur'an reading skills.

One of the teachers also provided information that:

As a teacher, I feel the biggest challenge in learning *murottal* is maintaining children's attention, especially for those who get bored easily. To overcome this, I try to combine *murottal* with more interesting methods, such as using hand movements while listening to *murottal* or playing hijaiyah cards. In this way, children can stay focused and be more actively involved in learning. This creative approach not only helps them maintain concentration, but also makes learning more fun, while still instilling Islamic values and Qur'an reading skills.





From the results of interviews with the principal and teachers, it can be concluded that the main challenge in learning *murottal* is maintaining the attention of students, especially for those who get bored easily. Both interviews showed that to overcome this problem, a creative approach was taken through a combination of *murottal* with more interesting methods, such as hand movements and hijaiyah card games. This approach has proven effective in maintaining student engagement and maintaining their interest in learning. In addition, the use of this creative method not only increases children's concentration, but also makes learning more enjoyable, while instilling Islamic values and the skills of reading the Qur'an more effectively. This shows the importance of innovation in teaching methods to create a more interesting and meaningful learning experience for students.

### **1. *the Murottal Method in Improving the Ability to Memorize Short Surahs in Children at RA Perwinda 4 Madining Soppeng.***

#### **a. Study Pre Cycle**

Implementation learning methods that right can grow children's activeness in learning, so that if children are active in learning, children will have learning abilities. One of the learning processes at RA Perwinda 4 Madining Soppeng is memorizing short suras of the Koran. A method that can enable students to memorize short suras of the Koran by providing rhythm or songs with *murattal* reading. This method can be demonstrated by teachers or using audio media, through the use of teaching media that is relevant to the subject matter or material being presented, it will be able to improve children's ability to memorize short surahs of the Koran.

Based on the results of the researcher's observations on children at RA Perwinda 4 Madining Soppeng, especially on the material for memorizing short surahs, a number of students found it difficult to memorize the material for memorizing short surahs. Children lack interested in memorizing short surahs with the method of stuttering. In addition, children are also difficult to be invited to repeat the memorization of short surahs, let alone memorize them independently. Children prefer to repeat children's songs rather than repeat the memorization of short surahs. Based on the results of observations that researchers observed, for one new song children can master it in one day or several repetitions, but for one short surah it takes one month to memorize it.

Some children eventually feel bored because of the difficulty of memorizing short surahs of the Quran. This has an impact on children who prefer to play rather than participate in learning activities. According to the researcher, this is because the method of memorizing short surahs applied is less interesting for children, so that children are not interested in carrying out the learning process by repeating the short surah memorization material. The results of observations in this pre-cycle can be described by the researcher in the following details:



**Table 14**  
**Observation On Pre Cycle**

No	Name Child	Instrument Study														
		Child can memorize verses				Children can combine memorization				Children can memorize by rhythm				Fluency of memorization		
		B B	M B	B S H	B S	B B	M B	B S H	B S B	B B	M B	B S H	B SB	B B	M B	B S H
1	Student 1	√				√				√				√		
2	Student 2			√			√				√				√	
3	Student 3				√				√			√				√
4	Student 4		√			√				√				√		
5	Student 5	√				√				√				√		
6	Student 6	√				√				√				√		
7	Student 7				√				√			√				√
8	Student 8		√				√			√				√		
9	Student 9		√			√				√				√		
10	Student 10		√				√			√				√		
11	Student 11		√			√				√				√		
12	Student 12				√				√			√				√
13	Student 13	√				√				√				√		
14	Student 14	√				√				√				√		
15	Student 15			√			√				√				√	

Information:

BB = Not yet Develop

MB = Starting to Develop



BSH = Develop In accordance Hope  
 BSB = Very Well Developed

**Table 15**  
**Results Observation On Pre Cycle**

No	Research Indicators	BB	MB	BSH	BSB	Number of Children (%)
		f1 (%)	f2 (%)	f3 (%)	f4 (%)	
1	Child can memorize verses	5	6	2	3	<b>16</b>
		31.25 %	37.5 %	12.5%	18.75%	<b>100%</b>
2	Children can combine memorization	9	4	0	3	<b>15</b>
		56.25 %	25 %	0%	18.75%	<b>100%</b>
3	Children can memorize by rhythm	11	2	3	0	<b>15</b>
		68.75 %	12.5%	18.75%	0 %	<b>100%</b>
4	Fluency of memorization	11	2	3	0	<b>15</b>
		68.75 %	12.5%	18.75%	0 %	<b>100%</b>

Based on data descriptio pre-cycle on the ability to memorize short letters of the Al-Quran of children before using the murattal method at RA Perwinda 4 Madining Soppeng, that:

- Children can memorize verses, there are 5 children who have not developed or 31.25%, 6 children are starting to develop or 37.5%, only 2 children are developing according to expectations or 12.5%, and 3 children are developing very well or 18.75%.
- Children can combine memorization, 9 children or 56.25% have not developed, 4 children or 25% have started to develop, none have developed according to expectations, and 3 children or 18.75% have developed very well.
- Children can memorize with rhythm, which has not developed as many as 11 children or 68.75%, starting to grow 2 children or 12.25%, growing as expected 3 child or 18.75%, and growing very good none.
- Memorization fluency, which has not developed as many as 11 children or 68.75%, starting to develop 2 children or 12.25%, developing according to expectations 3 children or 18.75%, and developing very well none.

Based on the results of observations in the pre-cycle, it can be determined the level of success or ability of children before using the Murattal method at RA Perwinda 4 Madining



Soppeng according to the provisions of the minimum level of success is if the child gets the BSH predicate (developing according to expectations), namely:

**Table 16**  
**Ability Memorization Letter Short Child In Pre Cycle**

No	Indicator Study	BSH	BSB	Number of children (%)
		f3 (%)	f4 (%)	f3 +f4 (%)
1	Child can memorize verses	2	3	5
		12.5%	18.75%	31.25%
2	Child can combine memorization	0	3	3
		0%	18.75%	18.75%
3	Child can memorize with rhythm	3	0%	3
		18.75%	0%	18.75%
4	Smoothness memorization	3	0	3
		18.75%	0%	18.75%
Average				21.9%

Based on the analysis of pre-cycle data on children's ability to memorize short surahs of the Al-Quran before using the murattal method at RA Perwinda 4 Madining Soppeng based on the minimum completeness of BSH is:

- Children can memorize verses, there are 2 children who are still developing according to expectations or 12.5%, and developing
- very good there are 3 chil or 18.75%.
- Child can merge memorization, Which develop in accordance There is no hope, and there are 3 children or 18.75% developing very well.
- Children can memorize with rhythm, which develops according to expectations 3 children or 18.75%, and there are none who develop very well.
- Fluency of memorization, which developed as expected in 3 children or 18.75%, and developed very well did not exist.

Based on initial observations, regarding children's ability to memorize short surahs of the Al-Quran in the pre-cycle, based on the minimum completion of BSH can be obtained the average is 21.9%. This shows that the ability of children in memorizing short surah Al-Quran before using the murattal method in RA Perwinda 4 Madining Soppeng is still low. Therefore, it is necessary to do a follow-up so that the expected results are achieved. Therefore, researchers together with teachers conducted classroom action research through the murattal method to improve children's ability in memorizing short surah Al-Quran in RA Perwinda 4 Madining Soppeng .

#### b. Cycle I Research

##### a) Planning



- (1) Compiling RPPH with theme I am a servant of Allah SWT., and sub my body theme.
  - (2) Prepare media learning that is audio in accordance with planning in RPPH
  - (3) Prepare Learning Activities For improve children's ability to memorize short surahs of the Koran .
  - (4) Prepare sheet observation.
  - (5) Discuss RPPH to Friend peer And Improvement Scenario collaborators.
  - (6) Teacher give directions in do learning.
  - (7) The teacher provides direction in improving children's ability to memorize short surahs of the Koran.
  - (8) Children were formed into 4 groups and were first put together to listen to instructions about murattal with songs using audio.
  - (9) Child listen directions from Teacher.
  - (10) Teacher give motivation on child in learning
- b) Research Implementation
- Opening (30 Minutes)
1. Sing song five senses
  2. Explanation theme (tell a story) about five senses
  3. Prayer before Study And memorization prayer health
  4. Dawamul Quran: QS Al- Falaq
  5. Pearl Hadith: Guard Islam
  6. Additions vocabulary new: eyes, nose, ear, tongue, And skin, etc.
  7. Discuss about rule class And activity Which will implemented
- Core (100 Minutes)
1. Child observe eyes, nose, ear, tongue, And skin his friend
  2. Children ask what the five senses are and the functions of the five senses, and so on.
  3. Child Gather Information, through do activity:
    - a) Connect picture function the five senses
    - b) Imitating number 1 on picture bottle perfume
    - c) Inhale bottle aroma.
    - d) Listen reading Al-Qur'an surah Al-falaq with murottal
  4. Child Reasoning with capable know:
    - a) What just five senses gift Allah Almighty.
    - b) Function the five senses
    - c) Understand draft number 1
    - d) Can feel, breathe, and feel
    - e) Read surah Al-falaq with murattal song
  5. Child Communicating



- a) Child mention the names the five senses, know its position, and mention its function.
- b) Children show the results of connecting pictures and writing numbers.

#### Conclusion (20 Minutes)

1. Ask feeling child during today
  2. Discuss about activity Which has done Today .
  3. Ask toy or activity What Which most liked
  4. Tell a story short Which containing messages advice
  5. Informing activity For day tomorrow
  6. Pray after Study and sing.
- b. Observation and Evaluation.

During activity learning ongoing, Teacher do Observation. Results observation on cycle I This that is:

**Table 17**  
**Observation On Cycle I**

No	Name Protege	Indicator Study															
		Child can memorize verses				Children can combine memorization				Children can memorize by rhythm				Fluency of memorization			
		B B	M B	B S H	B S B	B B	M B	B S H	B S B	B B	M B	B S H	B S B	B B	M B	B S H	B S B
1	Student 1		√				√			√					√		
2	Student 2				√				√			√					√
3	Student 3				√				√				√				√
4	Student 4		√				√				√				√		
5	Student 5	√				√				√				√			
6	Student 6	√				√				√				√			
7	Student 7				√				√		√		√				√
8	Student 8			√					√		√						√
9	Student 9			√			√								√		
10	Student 10			√				√			√					√	
11	Student 11		√				√				√				√		
12	Student 12				√				√			√					√
13	Student 13			√			√			√					√		





14	Student 14	√				√				√				√			
15	Student 15				√			√			√					√	

Information:

BB = Not yet Developing

MB = Start Develop

BSH = Develop In accordance Hope

BSB = Very Well Developed

**Table 18**  
**Results Observation On Cycle I**

No	Research Indicators	BB	MB	BSH	BSB	Number of children (%)
		f1 (%)	f2 (%)	f3 (%)	f4 (%)	
1	Child can memorize verses	3	4	4	5	16
		18.75%	25 %	25 %	31.25%	100%
2	Children can combine memorization	3	6	2	5	16
		18.75%	37.5%	12.5%	31.25%	100%
3	Children can memorize by rhythm	6	6	2	2	16
		37.5 %	37.5%	12.5%	12.5%	100%
4	Fluency of memorization	3	6	2	5	16
		18.75%	37.5%	12.5%	31.25%	100%

Based on the data description in the cycle I about ability memorization short letter of the Al-Quran of RA Perwinda 4 Madining Soppeng children after using the murattal method can be explained as follows:

1. Children can memorize verses, there are 3 children who have not developed or 18.75%, 4 children are starting to develop or 25%, 4 children are developing as expected or 25%, and 5 children are developing very well or 31.25%.



2. Children can combine memorization, 3 children or 18.75% have not developed, 6 children or 37.5% have started to develop, 2 have developed according to expectations child or 12.5%, develop very good there is 5 children or 31.25%.
3. Children can memorize with rhythm, which has not developed as many as 6 children or 37.5%, starting to develop 6 children or 37.5%, developing according to expectations 2 children or 12.5%, and developing very well there are 2 children or 12.5%.
4. Fluency of memorization, which has not developed, there are 3 children or 18.75%, starting from develop there are 6 child or 37.5%, growing as expected there were 2 children or 12.5%, developing very well there were 5 children or 31.25%.

Based on the results of observations in cycle I, it can be determined The level of success of children's ability to memorize short surahs of the Al-Quran through the Murattal method in children at RA Perwinda 4 Madining Soppeng according to the provisions, the minimum level of success is if the child gets the BSH predicate (developing according to expectations), namely:

**Table 19**  
**Ability Memorization Letter Short Child On Cycle I**

No	Indicator Study	BSH	BSB	Number of children (%)
		f3 (%)	f4 (%)	f3 +f4 (%)
1	Child can memorize verses	4	5	9
		25%	31.25%	56.25%
2	Child can combine memorization	2	5	7
		12.5%	31.25%	43.75%
3	Child can memorize with rhythm	2	2	4
		12.5%	12.5%	25%
4	Smoothness memorization	2	5	7
		12.5%	31.25%	43.75%
Average				42.2%

Based on data analysis in cycle I regarding the ability to memorize short letters of the Al-Quran using the murattal method at RA Perwinda 4 Madining Soppeng based on the minimum completeness of BSH is:

- a. Children can memorize verses, there are 4 children who are still developing according to expectations or 25%, and there are 5 children who are developing very well or 31.25%.
- b. Child can merge memorization, Which develop in accordance hope There are 2 children or 12.5%, and there are 5 children or 31.25% developing very well.



- c. Children can memorize with rhythm, which develops according to expectations for 2 children or 12.5%, and develops very well for 2 children or 12.5%.
- d. Smoothness memorization, Which develop in accordance hope There is 2 child or 12.5%, and developing very well there are 5 children or 31.25%.

Based on the results of observations in cycle I regarding memorization abilities short letters of the Quran using the murattal method at RA Perwinda 4 Madining Soppeng with a minimum completeness of BSH can be obtained on average is 42.2%. This shows that the ability to memorize short letters of the Quran using the murattal method at RA Nurul Tahfizhil Quran Patumbak Deli Serdang is still low. Therefore, it is necessary to do a follow-up so that the expected results can achieve maximum success.

#### 5. Reflection

The success and failure that occurred in cycle 1 have their strengths and weaknesses. The strengths and weaknesses of this study are:

##### a. Strength

- 1) Activity has done in accordance with planning.
- 2) On moment Teacher demonstrate material lesson child with enthusiastically watching it
- 3) Activity learning done in a way group And individuals, so that children can carry out learning activities themselves.

##### b. Weakness

- 1) Part of it child Still difficult And feel catch murattal rhythm .
- 2) Some children have not seriously studied to improve their ability to memorize short letters of the Koran .

### Cycle II Research

#### 1. Planning

- a. Compile RPPH with theme I servant Allah Almighty, And sub my favorite theme .
- b. Prepare instructional Media that is audio in the form of amplifier mini
- c. Prepare activity Which will be done
- d. Prepare sheet observation
- e. Discuss RPPH to Friend peer And collaborator .

#### Repair Scenario

- a. Teacher listen rhythm murattal through audio
- b. Teacher give directions in activity learning.
- c. Children are divided into 4 groups with first come together to listen to instructions on how to memorize the short surahs of the Koran that will be done.
- d. Teacher And child repeat together reading surah short Al-Qur'an.
- e. Teacher give motivation on child in do learning



## 2. Research Implementation

### Opening (30 Minutes)

- a. Sing song food nutritious And drink milk
- b. Explanation theme (tell a story) about types food Healthy as well as nutritional content and requirements for healthy food
- c. Prayer before Study And memorization prayer before And after Eat
- d. Dawamul Quran: QS Al- Ikhlas
- e. Pearl Hadith: charity
- f. Addition of new vocabulary: types of healthy food and the nutritional content and requirements of healthy food such as vegetables, major, fruit, milk, and so on.
- g. Discuss about rule class And activity Which will implemented.

### Core (100 Minutes)

- a. Child observe types food Healthy, nutritious and halal
- b. Children ask about types of healthy food and the nutritional content and requirements of healthy food.
- c. Child Gather Information, through do activity
  - 1) Grouping picture food Healthy
  - 2) Copy number 6 in the picture fruit.
  - 3) Weaving pattern basket rice.
  - 4) Listening to the recitation of the Quran surah Al-Asr with *murottal* using audio
- d. Child reasoning with able to know:
  - 1) Types food Healthy And halal .
  - 2) Contents nutrition in food .
  - 3) Understand draft number 6 .
  - 4) Layout method Eat Which Correct (pray) .
  - 5) Listen reading Al-Qur'an with song murattal .
- e. Child Communicating
  - 1) Child mention type food the favorite nutritious and halal
  - 2) Child show results his work in the form of weaving, grouping, and writing numbers.

### Conclusion (20 Minutes)

1. Ask feeling during day This
2. Discuss what activities were played today, and what games you like to play.
3. Short story containing messages, as well as play clap your hands
4. Informing activity For day tomorrow .
5. Pray after Study and sing

## 2. Observation and Evaluation



During activity learning ongoing, Teacher do Observation. Results observation on cycle II This that is:

**Table 20**  
**Observation On Cycle II**

No	Name Child	Indicator Study															
		Child can memorize the narrator				Children can combine memorization				Child can memorize with rhythm				Fluency of memorization			
		B B	M B	B S H	B S B	B B	M B	B S H	B S B	B B	M B	B S H	B S B	B B	M B	B S H	B S B
1	Student 1				√				√			√				√	
2	Student 2				√				√			√				√	
3	Student 3				√				√			√				√	
4	Student 4				√				√			√				√	
5	Student 5				√			√			√				√		
6	Student 6				√			√			√				√		
7	Student 7				√				√			√				√	
8	Student 8				√				√			√				√	
9	Student 9				√			√			√				√		
10	Student 10				√				√			√				√	
11	Student 11				√				√			√				√	
12	Student 12				√				√			√				√	
13	Student 13				√				√		√				√		
14	Student 14				√		√				√				√		
15	Student 15				√				√			√				√	

Information:

BB	= Not yet Develop
MB	= Starting to Develop
BSH	= Develop In accordance Hope
BSB	= Very Well Developed

**Table 21**  
**Results Observation On Cycle II**

No	Research Indicators	BB	MB	BSH	BSB	Number of children (%)
		f1 (%)	f2 (%)	f3 (%)	f4 (%)	
1	Child can memorize verses	0	0	0	16	<b>15</b>
		0%	0%	0%	100%	<b>100%</b>
2	Children can combine memorization	0	1	4	11	<b>15</b>
		0%	6.25%	25%	68.75%	<b>100%</b>
3	Children can memorize by rhythm	0	4	3	9	<b>15</b>
		0%	25%	18.75%	56.25%	<b>100%</b>
4	Fluency of memorization	0	4	3	9	<b>15</b>
		0%	25%	18.75%	56.25%	<b>100%</b>

Based on the description of data in cycle II regarding memorization abilities short letters of the Qur'an using the murattal method at RA Perwinda 4 Madining Soppeng, then it can be explained as follows:

- Children can memorize verses, no child has not developed or 0%, 0 children were beginning to develop or 0%, 0 children were developing as expected or 0%, and 16 children were developing very well or 100%.
- Children can combine memorization, which has not developed 0 children or 0%, starting to develop there is 1 child or 6.25%, developing according to expectations are 4 children or 25%, developing very well there are 11 children or 68.75%.
- Children can memorize by rhythm, which not yet developed as many as 0 children or 0%, starting to develop 4 children or 25%, developing according to expectations 3 children or 18.75%, and developing very well there are 9 children or 56.25%.
- Memorization fluency, which has not developed as many as 0 children or 0%, starting to develop 4 children or 25%, developing according to expectations 3 children or 18.75%, and developing very well there are 9 children or 56.25%.

Based on the results of observations in cycle II, it can be determined the level of children's memorization ability of short Al-Quran letters using the murattal method at RA Perwinda 4 Madining Soppeng according to the provisions of the minimum level of success is if the child gets the BSH predicate (developing according to expectations), namely:

**Table 22**  
**Ability Memorization Letter Short Child On Cycle II**

No	Indicator Study	BSH	BSB	Number of children (%)
		f3 (%)	f4 (%)	f3 +f4 (%)
1		0	16	<b>16</b>



No	Indicator Study	BSH	BSB	Number of children (%)
		f3 (%)	f4 (%)	f3 +f4 (%)
	Child can memorize verses	0%	100%	100%
2	Child can combine memorization	4	11	15
		25%	68.75%	93.75%
3	Child can memorize with rhythm	3	9	12
		18.75%	56.25%	75%
4	Smoothness memorization	3	9	12
		18.75%	56.25%	75%
Average				85.9%

Based on data analysis in cycle II regarding children's memorization ability of short Al-Quran letters using the murattal method at RA Perwinda 4 Madining Soppeng based on the minimum BSH completion is:

- Children can memorize verses, no children are still developing accordingly hope or 0%, and developing very well there are 16 children or 100%.
- Child can merge memorization, Which develop in accordance hope There are 4 children or 25%, and developing very well there are 11 children or 68.75%.
- Children can memorize with rhythm, which develops according to expectations for 3 children or 18.75%, and develops very well for 9 children or 56.25%.
- Fluency of memorization, which developed according to expectations in 3 children or 18.75%, and developed very well in 9 children or 56.25%.

Based on the results of observations in cycle II regarding the ability of children to memorize short letters of the Al-Quran using the murattal method at RA Perwinda 4 Madining Soppeng with a minimum BSH completion rate, the average obtained was 85.9%. This shows that the ability to memorize short letters of the Quran of children using the murattal method at RA Perwinda 4 Madining Soppeng is better than the previous cycle, but there are two indicators that have not reached the minimum success standard of 80%. Therefore, researchers and colleagues and teachers agreed to conduct research for cycle III so that the expected results can achieve maximum success.

### Reflection

The success and failure that occurred in cycle II have their strengths and weaknesses. The strengths and weaknesses of this study are:

- Strength
  - Activity has done in accordance with planning.
  - Learning activities are carried out classically and individually, so that children can memorize short suras of the Koran themselves using the murattal method.
- Weakness
  - A small number of children still find it difficult to learn to repeat short surahs with murattal rhythm.

- 2) Part of it small child Not yet Serious Study For improve the ability to memorize short surahs of the Koran.

Based on the results of the study, it shows that the ability to memorize short letters of the Quran using the murattal method in RA Perwinda 4 Madining Soppeng has been successfully improved. The increase can be seen from the increase in percentage from pre-cycle and after class action. Based on the provisions of the minimum success of children is BSH, it can be averaged that the increase in success in children is in the pre-cycle of 21.9%, then in cycle I the average is 42.2%, in cycle II there is an increase with an average of 85.9%, then in cycle three the average obtained by children is 93.75%.

#### 4. CONCLUSION

The obstacles faced in instilling the Character of Honesty in Early Childhood at RA UMDI Awang-Awang, Pinrang Regency, do not seem so significant because the teachers have methods and strategies in guiding their students, not only at school but educators also build communication with parents of students to guide their children when they return home. The role of educators in the formation of honest character in early childhood at RA UMDI Awang-Awang Pinrang Regency where with the activeness of educators in fostering and forming character through role models for students at RA UMDI Awang-awang Pinrang through various methods, it can be seen from day to day that the character of students begins to change, although not completely because everything requires a process. It can be seen that students begin to maintain an honest attitude from the smallest things, because they are guided to start everything from what they do in their daily lives with the hope that they will not forget.

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