

Epistemological Approach of Listening Method in Memorizing Juz Amma in Madrasah Ibtidaiyah

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Abstract

In the era of globalization that is full of information and challenges, the role of madrasah as an Islamic educational institution is increasingly strategic. One of the important aspects that must be mastered by madrasah students is the science of religion and the deepening of the Qur'an. This study aims to analyze philosophically the implementation of listening methods in the process of memorizing Juz Amma in Madrasah Ibtidaiyah. Through an epistemological approach, this study explores how the knowledge of the Qur'an, especially Juz Amma, is constructed in the minds of children through the process of listening repeatedly. The study also discusses the philosophical implications of this method on students' understanding of the meanings and values contained in the Qur'an. The results of the study are expected to contribute to the development of a more effective and meaningful method of learning the Qur'an. This study seeks to integrate the theories of educational philosophy with the practice of learning to memorize Juz Amma in Madrasah Ibtidaiyah. The study analyzes how the listening method, which is one of the popular learning methods, can be philosophically justified. In addition, this study also evaluates the effectiveness of this method in achieving the goals of Islamic education, which is to form a generation of faith, piety, and noble character.

Keywords: epistemology, memorizing juz ama, listening method, madrasah students

1. Introduction

The study of the Qur'an has a fundamental role in Islamic education, especially at the level of Madrasah Ibtidaiyah (MI). One part of such learning is the memorization of Juz Amma, which is considered the initial foundation before students proceed to the memorization of the Qur'an as a whole. The methods used to memorize are very diverse, ranging from visual methods, kinesthetics, to auditory methods such as listening.

Madrasah Ibtidaiyah is a formal educational institution that at the same time has a role in forming the character of students with karimah morals that integrate aspects of habituation in living good things and avoiding something bad in Islam. Teachers and educators in the Madrasah are responsible for providing a good understanding of the Qur'an and Hadith and provide good examples so that they can be exemplified by students.

The Qur'an should be taught to children from the age of children. At this age, children are easier to listen to and have the right and very strong learning potential, so education experts call it a sensitive period for learning. Because at this age children have high potential in learning and remembering lessons. So that the lessons he gets can be easily attached and not easily lost.

This study focuses on the listening method as one approach that incorporates an epistemological foundation in helping students understand and memorize verses of the Qur'an. This study is important because listening is

one of the natural processes in learning language and understanding sacred texts, which is directly connected to students' cognitive ability to store and remember information.

The learning process requires careful and systematic preparation and planning to be effective. The decisive factor in learning is the appropriate and appropriate method or methods in the learning process. As important as Islamic education is, as a Muslim, you should be able to teach your children how to read and write the Quran. Or at least, as Muslims, they can read the verses of the Quran. However, there are still many children who cannot read the Qur'an. Since we know that every muslim has the obligation to read the Qur'an with the best and sincere.

Historically, the term epistemology was first used by Ferrier, to distinguish two branches of philosophy, epistemology and ontology. As a sub-system of philosophy, epistemology turns out to keep the "mystery" of meaning or understanding that is not easily understood. This understanding of epistemology is quite a concern for experts, but they have different points of view when expressing it, so that different understandings are obtained, just go to the editorial, but also to the substance of the problem. The substance of the problem becomes the central point in the attempt to understand the meaning of a concept, although the characteristics inherent in it cannot be ignored either.

Usually, the discussion of any concept, always begins with introducing the meaning (definition) technically, in order to reveal the substance of the problem contained in the concept. This serves to simplify and clarify the discussion of the next concept. Talking about philosophy will not be separated from what is called epistemology. Why not, because in philosophy in general epistemology is one of the three things that are the basis of a thought in philosophy.

Epistemological problems are concerned with questions of knowledge. Before answering the questions of philosophy, it is necessary to consider how and by what means we can acquire knowledge.

If we knew the limits of knowledge, we would not try to know things that are ultimately unknowable. Actually, we can only assume to have knowledge after we examine epistemological questions. We may be forced to deny the possibility of gaining knowledge, or may come to the conclusion that what we have are only possibilities and not certainties, or may be able to establish boundaries between areas in which absolute certainty is possible and areas in which it is not possible

Epistemology is a branch of philosophy that studies the nature of knowledge, how knowledge is acquired, and how one can know things. In the context of Islamic education, epistemology is related to the way knowledge of the Qur'an is transmitted, learned, and understood. One of the traditional methods of transmission in Islam is through listening, be it listening to the recitation of the Qur'an from teachers, parents, or other media.

Memorizing the Qur'an is a very noble activity, as the Prophet said (My Most Noble People are those who memorize the Qur'an). Not only the label of glory that they get, but also intercession for both parents of the memorizer. Imam Al-Shatibi composed a very nice poem to describe the glory obtained by the memorizers of the Qur'an and his parents, namely "it is very happy and joyful, both parents wear crowns and jewelry that glow (later in the hereafter in return)."

To be able to memorize the Qur'an juz 30 is not as easy as turning both hands, because to get the label of the best people need sincerity and sacrifice of soul and body. utilizing the sense of hearing to absorb information in rote learning Juz Amma, students are asked to listen to the recitation of the Qur'an repeated until they are able to remember it

This process involves the cognitive ability to store information in long-term memory. Epistemologically, this method refers to the concept of traditional Islamic teaching in which knowledge of the Qur'an is transmitted through orality (oral) before being codified in written form. Currently, many institutions offer special programs to memorize the Qur'an, not only in pesantren, but also many formal educational institutions from elementary school (SD) to high school (SMA) that offer programs designed specifically to memorize the Qur'an. One of them is Madrasah Ibtidaiyah (MI) Ma'arif NU Dawuhan Kulon.

2. Research Methods

This study uses a descriptive qualitative approach with observation and interview techniques as a method of data collection. The subjects were students in Grade 3, 4, 5 and 6 of Madrasah Ibtidaiyah in Mi Dawuhan Kulon, Kedungbanteng District, who participated in juz Amma rote program using listening method. In addition, interviews were conducted with teaching teachers to understand the implementation of this method in teaching and learning activities at school. Tahfidz Al-Quran Program in Madrasah Ibtidaiyah in MI Dawuhan Kulon is a local subject that is required for every learner.

Researchers used several research instruments to obtain research data. There are several research instruments used by researchers in carrying out research activities include:

1. Interview

Lincoln and Guba (1985), Patton (1990), and Burgess (1993) state that interviews have several advantages in understanding problems well. First, by conducting interviews, researchers can understand past

experiences, present life situations, and future projections from respondents. Second, the interviews are flexible and in-depth so that researchers can obtain richer and varied research data. Third, researchers can obtain significant information because respondents can express their thoughts more openly (Cheah Lee Hwa, 2008). Koul (1984) states that structured interviews can obtain more specific data on an event; and unstructured interviews can make respondents more free in expressing their opinions.

2. Observation

Rummel (1964) states that observations need to be made to see the actual situation of school life. Later, Koul (1964) stated that observations should be well planned with regard to the following: the observed activity, the actual situation of the observed Group, individual observations in the group, the duration of the observation, and determine the equipment used in conducting the observation. Patton (1990) stated that the perpetrators of obesity are only spectators or non-participants in observation activities (Cheah Lee Hwa, 2008). In conducting observation activities, researchers can make notes of apaapa what is observed is the actual school life, teaching-learning process and others. Bodgan and Biklan (1992) explained that field notes are researchers' records of what was seen, heard, experienced, and estimated by researchers during carrying out research activities (Cheah Lee Hwa, 2008).

3. Documentation

Rummel (1964) explained that documentation includes several things as follows: a) factual sources such as catalogs of institutions, records of events, meeting Records, official documents and others b) implementation of educational programs such as syllabi, curriculum, teacher's daily program, textbooks and others c) analysis of student learning outcomes such as report cards, student development books and others. Documentation helps researchers understand research issues and educational issues better.

4. Test

Ary, Jacobs, and Razavieh (1979) stated that the test is a measurement instrument in Educational Research. Test is a set of questions / questions that must be answered by individuals that can be measured by numbers (Ary, Jacobs, and Razavieh, 1979). A good Test is a test that meets the reliability, validity, and objectivity (Ary, Jacobs, and Razavieh, 1979).

5. Questionnaire

Questionnaires or questionnaires are research instruments to obtain information about facts, beliefs, feelings, tendencies and others (Ary, Jacobs, and Razavieh, 1979). The questionnaire is a set of written questions that are given to respondents to obtain research data. Questionnaires are more efficient and practical compared to interviews (Ary, Jacobs, and Razavieh, 1979). Typically, questionnaires are designed according to a five-point Likert scale from Point 1 to point 5.

3. Results and Discussion

3.1. The Effect of Listening Methods on Student Memorization

From the results of observations and interviews, it was found that the listening method has a significant impact on students' ability to memorize Juz Amma. Students who consistently listen and repeat what they hear in the Qur'an tend to memorize faster than students who only read the text. This is due to audio repetitions that help memory strengthening.

3.2. Cognitive Processes in Listening

Cognitively, listening to the recitation of the Qur'an allows students to process information in two main stages: short-term memory storage and long-term memory reinforcement through repetition. In addition, this method also involves a higher concentration ability because students must actively pay attention to the tone, intonation, and makhraj letters in the reading heard.

3.3. Challenges and solutions

Although this method is effective, some challenges are faced, such as the lack of variety of audio media available in schools, as well as limited listening time outside of class hours. However, this does not mean that in its implementation there are no obstacles, it is even a big job for teachers of the Tahfidz Al-Quran program at Madrasah Ibtidaiyah in Mi Dawuhan Kulon, because most of the students themselves are still many who cannot read and write the Quran. The solution that can be implemented is to provide more access to quality al-Qur'an audio media, as well as encourage students to listen to rote at home with parental guidance

In addition, in the teaching and learning process, several things are needed that support the teaching, both in terms of physical and non-physical facilities, in this case it is necessary. When these two things have been fulfilled, the automatic interest of students will increase and continue to be nurtured. Meanwhile, if there is lameness over these two things, it can be ascertained that teaching will experience significant obstacles

Students' interest in memorizing has a meaning with the likes and desires of children to something then someone will be said to have an interest if he has an impulse from within himself or from outside himself to do something. Interests usually dominate a person's activities in his daily life. Interest is a driving force that causes a

person to have sympathy for another person or another object. Interest is a source of motivation to do something he pleases

One way to stimulate learners' interest in tilawatil Quran is by making halaqah when teaching takes place, the point is to make small groups or halaqah. The trick is the teacher sets the number of letters or verses to be memorized by students halaqah. Then the teacher reads the verse or letter to be memorized to the learners, and the next student reads in front of the teacher. Simultaneously or alternately. Furthermore, learners are welcome to memorize each according to his ability that has been given by Allah SWT to him, and of course under the guidance and supervision of teachers. One of the efforts to make the learning process conducive is by applying discipline in the halaqah. This enforcement is done to prevent lazy learners during the learning process. So that they become obedient and diligent.

4. Conclusion

Listening method as epistemological approach in memorizing Juz Amma in Madrasah Ibtidaiyah proved effective in improving students' rote ability. This method supports strong cognitive processes in long-term memory through repetition and supports the transmission of religious knowledge through an oral approach that is already part of the Islamic tradition. Further development of supporting media and optimal study times can increase the effectiveness of this method in the future.

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