

## IMPROVING ABILITY TO REPEAT AL-QUR'AN MEMORY THROUGH AUDIO MEDIA IN CHILDREN AGED 5-6 YEARS AT TKIT CENDEKIA PURWAKARTA

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**Abstract.** This research is motivated by the condition of children's abilities related to the use of audio media in improving the ability to memorize the Koran in group B2 children aged 5-6 years at TKIT Cendekia. It can be seen when memorizing Surah An-Nasr that children have not been able to memorize, there are still many children who are still silent when memorizing, and are stiff in reciting the verses. This research was obtained on the assumption that using audio-visual media can improve the ability to memorize the Koran in early childhood. This research is a class action research (CAR) aimed at improving children's memorization skills. namely a research method that aims to determine the extent to which the development of improving children's memorization skills in class B2 TKIT Scholars can be stimulated by using audio media. Based on the results of the research and data analysis it was concluded that efforts to improve the ability to memorize the Qur'an in early childhood using audio media is an effective medium to apply. In the pre-cycle, 50% mastery of repeating memorization was obtained, and in cycle I with a success percentage of 70%, because the results were not significant, cycle II was carried out with 85% success. This proves that the method of repeating memorization using audio media can be implemented in TKIT Scholars

**Keywords:** Please list your keywords in this section.

### INTRODUCTION

Children are the hope for the future, every parent has the perception that children are a priceless investment. The success of children in the future is the pride of their parents. However, children's success will not be achieved if it is not supported by good education. Every parent would want their child to grow up as a healthy and intelligent child. But it is not only intellectual intelligence that must be given to children, but spiritual intelligence must also be instilled in children. Spiritual intelligence is no less important than intellectual intelligence, especially if it is instilled early in the child, of course the child will apply it until he is an adult. The time we have should be used to educate our children, the opportunity will not come twice, even Allah SWT says which means that "indeed man is in loss, except for those who believe and do good deeds and advise in truth and advise advise with patience" (Siswanto, 2010)

Learning and teaching the Qur'an is the best activity one can do. Learning and teaching the Qur'an is also the best practice. Besides that learning and teaching the Qur'an is better than getting the world and everything in it. If traced there are many virtues that we get when studying and teaching the Qur'an. (Junaidi, 2018). Memorizing the Al-Qur'an for early childhood can be done with things that can attract children's interest in memorizing the Al-Qur'an, one of which is by using audio media that is attractive and liked by children which contains verses from the Al-Qur'an 'an. So when a child is interested in listening to audio murotal verses of the Qur'an, the child will gain knowledge of the murotal tone of the Qur'an that is recited in the audio. Every memorizer of the Qur'an, of course, wants a fast and short time, and his memorization is firmly embedded in the

memory of the brain in the process of memorizing the Al-Qur'an. This can be done if the memorizer uses the right method, and has perseverance, is diligent, and istiqamah in going through the process, even though the speed at which someone memorizes cannot be separated from the brain they have (Wiwi Alawiyah Wahid, 2014).

Audio media is a medium for conveying messages that will be conveyed in the form of auditive symbols, both verbal (into words or spoken language) and non-verbal (Arsyad, 2017). From this description, it can be concluded that audio media is a form of intermediary or non-print introduction that can be used to convey messages from educators to students by playing or listening directly so that students are able to master certain competencies from the learning activities carried out. There are several benefits to be gained if educators use audio media as learning media. The educator's task will be lighter when compared to without using audio media. Utilization of audio teaching materials in learning activities, mainly used in: a) Teaching musical literary (poem reading) and documentation activities; b) Foreign language teaching, both audio and audio-visual; c) Teaching via radio or Educational radio; d) Learning packages for various types of material that enable students to train their interpretive power in a field of study. (Arsyad, 2017).

The function of audio media is to train all skills development activities, especially those related to aspects of listening skills. Skills that can be achieved by using audio media include: a. Focusing and maintaining attention. b. Follow directions. c. Train analysis power. d. Sorting out relevant information or ideas and irrelevant information. e. Summarize, restate, or recall information (Arsyad, 2017). It is inevitable that we should be able to make the best use of technological progress now in educating children. So by using audio media children will be interested in memorizing the Al-Qur'an through this media. The use of short surah audio media which is certainly played on gadgets will certainly make it easier for children to memorize the Al-Qur'an. Children will study at home more often, so to keep their memorization going, parents can memorize at home using their own audio media to memorize Al-Qur'an memorization for early childhood. That way parents can also accompany their children to study while memorizing the Qur'an at home.

The results of observations made by researchers found that repeating the memorization of An-Nasr's letter at TKIT Scholars was still monotonous, so that there were several obstacles that researchers found including: 1). it seems that it is difficult for the child to recite the verses given by the teacher” 2). It can be seen that the child is difficult to repeat the verse,; and 3) there are children who are less focused and do not pay attention to the lessons the teacher gives. Based on the description above, the researcher is interested in carrying out classroom action research (PTK) entitled "Improving the Ability to Repeat Memorizing of the Qur'an Through Audio Media in Children Aged 5-6 years at TKIT Cendekia Purwakarta."

## RESEARCH METHOD

The type of research used in this research is Classroom Action Research (CAR). The determination of the research design is based on the desire of the researcher to stimulate the child's ability to repeat memorization by using audio media. Classroom action research (PTK) is an examination of learning activities in the form of an action that is deliberately raised and occurs in a class together (Sa'dun Akbar, 2008). The subjects of this study were group B2 children in the IT Scholar Kindergarten for the 2022/2023 academic year, aged 5-6, with a total of 11 children, consisting of 6 boys and 5 girls.

In this study, data collection techniques were carried out using observation techniques and documentation. Observation is a data collection technique by observing every ongoing event and recording it with an observation tool about the things to be studied. Data analysis is an activity after collecting data from all respondents or other data sources (Sugiyono, 2012). Data analysis here is the process of systematically searching for and compiling data obtained from interviews, field notes and other additions so that it can be easily understood and the findings can be informed to others. To find out the effectiveness of a method in learning activities, this class action research used qualitative description analysis. Qualitative description data analysis, namely a research method that aims to determine the extent to which the development of the stimulated child's

memorization ability increases by using audio media. Research instruments are tools used by researchers in collecting data so that conducting research is easier and obtaining good results (Sugiyono, 2012).

In this study, researchers used a checklist observation sheet and documentation. Based on the description above, it can be concluded that the research instrument is a tool used to present the results of data collection. In this study the instrument used was the child's observation sheet. The things that need to be observed are the stages of the development of the child's ability to repeat memorization. Before carrying out the pre-cycle, the researcher has made a Daily Learning Implementation Plan (RPPH) which has been attached, observation sheets, checklists for measuring children's memorization. Observing children's activities and teaching and learning activities from the start of the child entering to going home from school. This pre-cycle observation produced the results of an assessment of the ability to memorize children, totaling 11 children, only 3 children who were able to repeat memorization.

## RESULT AND ANALYSIS

This research was planned in 2 cycles. From each cycle there are 4 stages that are passed, namely: Planning, Implementation, observation, and reflection. In teaching and learning activities there are activities of memorizing short letters of the Qur'an. Before the pre-cycle was carried out, the researcher made it first. The attached Daily Learning Implementation Plan, observation sheets, checklists for measuring children's ability to repeat memorization skills, observing children's activities and teaching and learning activities from when children enter to go home from school, letters of the Qur'an that are memorized, namely letter An-Nasr. From the results of this pre-cycle observation, 50% of the 12 children who have not been able to repeat memorization have not been able to repeat memorization.

Before carrying out the research action (cycle), the researcher made initial observations (pre-cycle), so the pre-cycle value was 50%. On the highest criteria, this cycle was the percentage of children's learning completeness, which was carried out on the first day of the study. From the results of pre-cycle observations, it shows that the target of learning completeness is 50%, so researchers will continue research and teaching and learning activities to improve children's memorizing abilities with CAR steps through Audio media. Then the next cycle will be carried out.

Implementation of Cycle 1 was carried out in 3 meetings. In this study, learning was carried out in two cycles. To further improve the ability to repeat memorization individually, each cycle is carried out in three meetings. The planning stages in cycle 1 are as follows: before carrying out the action, the teacher and researcher collaborate on what must be prepared. Researchers have prepared daily learning implementation plans, memorization improvement assessment sheets and also the media to be used, and researchers carry out observations. The researcher carried out the opening activities according to what was stated in the daily learning implementation plan. After that the core activities are carried out, learning is carried out by means of children and the teacher making a circle and the teacher giving a question and answer game. The teacher also becomes an observer when researchers invite children to repeat rote activities using audio media. Researchers made observations of students to get results in cycle I.

Based on the results of the researcher's actions in cycle 1 of 3 repetitions, the results of the assessment of the ability to repeat memorization of children in Group B2 An-Naml TKIT Scholar obtained in cycle 1 were the results of increasing the success of learning to repeat children's memorization through audio media increasing to 70% achieving the completeness criteria memorize. These results indicate that there must be improvements made at this stage of the cycle, the researcher found deficiencies in this first cycle such as the child was still difficult to recite the verses of the Qur'an. Because the results obtained were not optimal enough, the research was continued in cycle II.

The steps of cycle II activities are similar to cycle I. At the core stage of the learning activity is to make improvements and identify problems that occur. This refers to the reflection results of cycle I. After knowing the results, then looking for alternative solutions to solve the problem.

Activities in cycle II were held 3 meetings. Implementation of the application of planning, research such as preliminary, core, and closing activities. Observations on teaching and learning activities were carried out in order to obtain information about the ability to repeat memorization with regard to students' competence in repeating memorizing Surah An-Nasr at TKIT Scholar. In this cycle the activities went well, because the children were able to recite the verses of the Qur'an, were able to repeat the verses, and also focused on the memorization material provided by the teacher. The results of research in cycle II.

The results showed that learning increased to 85% success in repeating memorization using audio media.

The results of the above description show that only 50% of the children whose ability to memorize Surah An-Nasr meets the Completed criteria in the pre-cycle, then in cycle I it has increased to 70% of the children getting the Completed criteria, and 85% of the children in the completion criteria. This shows that there is a significant increase in memorization ability. Conclusions that can be taken This action has been reached so that researchers do not need to continue in cycle III.

This shows that the method of repeating memorization using audio media can improve the ability to memorize in children aged 5-6 years in group B2 TKIT Scholar

## CONCLUSION

Based on the results of observations that researchers made regarding the ability to improve memorization in TKIT Scholars, namely using audio media. This activity is carried out by the teacher reciting Al-Qur'an readings and memorizing muroja'ah then the child listens to murottal. Al-Qur'an memorization activities utilize electronic media in the form of mobile phones. The supporting factors for memorizing the Koran in early childhood at TKIT Cendekia are conducive rooms that support memorizing the Koran, using learning media in memorizing activities, and parental support in memorizing the Koran. While the inhibiting factors for memorizing the Koran in early childhood at TKIT Scholar are children who have not been able to recite verses of the Koran, children who have not been able to repeat memorization and children who are less focused on memorization given by the teacher. The results of data analysis from pre-cycle 50% increased in cycle I 70% in cycle II experienced an increase Back to 85% The success of the media for repeating rote activities using audio media can be implemented in TKIT Cendekia.

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