

MURAJA'AH METHOD FOR MEMORIZING THE QUR'AN IN EARLY CHILDHOOD AT KINDERGARTEN PUTRA HARAPAN PURWOKERTO

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Abstract. This study aims to describe and analyze the implementation of learning tahfidzul Qur'an using the *muraja'ah* method in early childhood at Putra Harapan Kindergarten, Purwokerto. This research is descriptive qualitative in nature. The data sources used include primary data, namely the results of interviews obtained from the principal, ustadzah and parents of TK Putra Harapan Purwokerto. Meanwhile, secondary data sources were obtained from several photographs and documents at Putra Harapan Kindergarten, Purwokerto. As for the data collection carried out, namely interviews, observation, and documentation. In data analysis using data reduction, data presentation, and data verification. In this study the following results were obtained; the implementation of the *muraja'ah* method is carried out by combining several activities in schools, namely: *muraja'ah* with morning dhikr, *muraja'ah* with congregational prayers, *muraja'ah* after the *talaqqi* method, and *muraja'ah* with yaumi charity. Memorizing the Al-Qur'an in children after using the *muraja'ah* method is a gradual development through collaboration between educational institutions and parents to maximize the recitation of the Al-Qur'an in children.

Keywords: Al-Qur'an, Early Childhood, Memorization, *Muraja'ah*

INTRODUCTION

Muraja'ah can be said as one of the solutions to always remember the memorization of the Qur'an in preserving and maintaining it. After memorizing the Qur'an, the person must be obliged to continue doing *muraja'ah* on a regular basis with the aim of maintaining good memorization as a basic form of maintenance of his memorization. The *muraja'ah* method can also be said to be the most effective method for keeping the memorization of the Qur'an. After the memorization process, the Qur'an must often be recited by repeating it before forgetting occurs (Abdulwaly, 2020). *Muraja'ah* said مراجعة is a verb form which means to return or go home. Then another meaning of the word can be interpreted as repeating, repeating and re-copying the reading to be memorized. *Muraja'ah* is also often mentioned in repeating the memorization of the Qur'an. *Muraja'ah* is a form of repetition to maintain memorization in the form of verses from the Qur'an and surahs. Ibn Baththal Rahimahullah said who wants to try to maintain and repeat it, surely one day it will be launched for him. But whoever will turn away from it, then (the Qur'an) will run away from it. *Muraja'ah* or repeating memorization is an inseparable method of memorizing the Qur'an (Abdulwaly, 2020). So the *muraja'ah* method is a repetition of previously memorized parts of the Qur'an in an effort to make the memory stronger and more conscious, with the aim that the memorization is stronger and more awake.

Keeping our memorization and making it read repeatedly (Abdulwaly, 2020) says that the *muraja'ah* method has enormous benefits for memorizing the Qur'an. Some of these benefits are:

a. Strengthen Memorization of the Qur'an

The biggest benefit in strengthening memorization is by reciting verses that will be memorized regularly and routinely. Because by *memuraja'ah* verses that are memorized regularly and routinely the memorization will be stronger. The increasing power of

memorization will make our memorization lighter. For example, we can read surah An-Nas, Al-Falaq, Al-Ikhlas, we don't have high concentration because we often repeat these verses.

- b. Get used to our oral to always read the Qur'an
Getting used to our tongues so that we always read the Qur'an makes our tongues not stiff and accustomed to the pronunciation of the Qur'an. So that memorization can run smoothly even though our minds are not focused.
- c. Resilience training
If in terms of memorizing the Qur'an you are consistent and persistent, then doing small things in carrying out good deeds will be very easy and run consistently.
- d. Guarding words from bad words
Someone who memorizes the Qur'an has a sense of shame if his words and actions are not good (despicable). The memorizers of the Qur'an will consider all his deeds and words. Because by behaving and saying bad words will be a waste of time and will erodely lose memorization.

Then he also described the method of muraja'ah in memorizing the Qur'an as follows:

- a. Muraja'ah in the Heart
Muraja'ah in the heart is the right way for memorizers of the Qur'an. Because with this there is no utterance by mouth, so no one will know if you are doing muraja'ah .
- b. Muraja'ah in a low voice (sirr)
For those who memorize the Al-Qur'an muraja'ah in a low voice is an advantage for him. Because with a low voice it will not expend too much energy when repeating memorization. How to read in a low voice is a way of reading that is justified without any disputes between the scholars. According to the Prophet SAW, reading the Qur'an aloud is like giving charity openly, while reading it quietly is like giving charity in secret. (HR Tirmidhi) Imam at-Tirmidhi even said that repeating memorizing the Al-Qur'an in a low voice is a way of reading that is safer than ' Ujub (arrogance/arrogance) than memorizing the Al-Qur'an in a jahr (hardened) way.
- c. Muraja'ah with a jahr (loud) voice
Muraja'ah in the jahr way in which the memorizers raise their voices in memorizing the Qur'an, in the sense that both the memorizer and the people around can hear our memorization and can motivate the memorizers to justify if there is an error in memorizing the Qur'an. Therefore, if there are people who can understand our memorization, it is useful to justify reading our memorization.

In preserving the sanctity and authenticity of the Qur'an, Muslims have a variety of ways, one of which is by memorizing the Qur'an. Memorizing the Al-Qur'an is taken through language, namely Hifzh which means (memorizing) with various forms in the verses of the Al-Qur'an. According to the scholars, memorizing the Al-Qur'an includes remembering, reading, presenting it outside the head through speech or verbally, gradually, firmly maintaining its memorization, maintaining and preventing it from being forgotten in order to maintain its purity and authenticity (Al-Darusary). Memorizing the Qur'an also requires constant review by reviewing and verifying one's reading is by involving others, by following one's recitation and correcting inaccuracies (Amrani, 2016). At an early age it is not easy to memorize the Qur'an. However, at this time the most appropriate implementation of memorizing the Qur'an. Early childhood still doesn't remember much and at this age the process of development and growth gradually develops rapidly. By giving good directions and stimulus, it can make children fall in love with the Qur'an, feel curious about the Qur'an, feel like reading the Qur'an, and even memorize the Qur'an. At an early age the understanding and mastery of language in listening and speaking is still abstract, so it is necessary to train and develop reading skills in children (Kasmianti, 2020). There are various methods in preserving the Qur'an, one of which is applied in Putra Harapan Kindergarten, Purwokerto, namely the muraja'ah method . In memorizing the Al-Qur'an, the tahfidz method applied in Putra Harapan Kindergarten is the muraja'ah method . Putra Harapan Kindergarten stipulates that the muraja'ah method is a method of memorizing the Qur'an for early childhood. The aim is to encourage children to read the Al-Qur'an to the stage of memorizing the Al-Qur'an. Because children at that time were still in the process of developing language where this method was a rote repeater that was applied with several combinations of daily combined activities carried out at school. Putra Harapan Purwokerto

Kindergarten chose the muraja'ah method because it saw that some of the students whose memorization was not fluent and some even forgot, so the muraja'ah method was held every day in collaboration with parents at home in rote guidance at home. One of the activities that cannot be separated from learning the Qur'an is repeating verses to strengthen memorization. This is a way to express our gratitude to Allah SWT. The Al-Qur'an memorization program with the muraja'ah method which is carried out at Putra Harapan Kindergarten in Purwokerto can be done anytime and anywhere and with the tahfidz program it will strengthen the reading of the Al-Qur'an. This can be said to be one of the afdhol worship for Muslims. Therefore, it is important to apply the muraja'ah method in Putra Harapan Kindergarten in Purwokerto in the process of memorizing the Qur'an in early childhood.

RESEARCH METHOD

Judging from the location of the data source, this research is included in the descriptive qualitative research. Qualitative research methods (albi; Johan, 2018) are methods that do not rely on statistical procedures to collect, analyze and interpret data. This qualitative research deals with social issues and is based on actual conditions, with the aim of obtaining and conveying data. According to Lincoln and Denzin's point of view according to their definition, qualitative research is a study that utilizes the environment to examine actual events using various approaches. Open interviews are used by researchers to find and understand attitudes, beliefs, feelings, and behavior of individuals or groups of people (Moleong, 2014). As a result, qualitative research is defined as studies that use a naturalistic approach to seek and discover insights or understandings about phenomena in a particular environment. The type of research conducted by researchers is (field research), or field research is when researchers travel directly to the field to collect data related to research. By using descriptive descriptive method. The purpose of this research is to describe how the ability to memorize the Qur'an is developed in early childhood at Putra Harapan Kindergarten, Purwokerto.

Research Settings

1. Research place

Researchers took the place of research at Putra Harapan Kindergarten in Purwokerto which is located at Jl. KS Tubun Gg. Slobor No. 3 Kel. Kober, West Purwokerto Banyumas, Central Java Postal Code 53132. ”

Putra Harapan Kindergarten was founded under the auspices of the Abdul Mukti foundation founded in 1996, the existence of Putra Harapan Kindergarten began with seven students which then grew. This school originally occupied a room in the house of the chairman of the Foundation on Jl. Sandaja No. 22 West Purwokerto Bantarsoka. With the establishment deed number 001A/SK/YMP/IV/2001. Until finally many parents of other students were interested in sending their sons and daughters to Putra Harapan Kindergarten. The need for space was getting bigger and the foundation moved several times, so the foundation then gave a place on Jalan KS. Tubun Gang Slobor west. In 2018 TK Putra Harapan has been growing by successfully acquiring land and building a new building on Jl. KS Tubun Gg Slobor No. 3 West Kober Purwokerto east of the Maryam mosque building Putra Harapan Middle and High School Complex. Currently with the status of own building with proof of certificate No. 11.27.72.06.1.00848 with an area of 1.047m with a very decent building condition and meets the criteria for more conducive teaching and learning activities as well as a safe environment and far enough from the crowds of the main road so that children's safety will be maintained.

Putra Harapan Kindergarten is the first kindergarten institution that serves inclusive students in the Purwokerto area so that until now it has become a school that serves students with special needs because indeed education is the right of all children and with the presence of inclusive students at Putra Harapan Kindergarten it is a place of learning for all students, teachers and parent. Putra Harapan Kindergarten's vision is "School of Prospective Leaders", namely:

- a. Strong independence, courage and self-confidence.
- b. Realizing student devotion to parents and respect for teachers.

- c. Have a sense of concern for other people and the environment.
- d. Achieve achievements based on abilities and interests.
- e. The mastery of learning obtained is in accordance with the level of development that will be passed in children.

The mission of Putra Harapan Kindergarten is:

- a. Develop all potential intelligence of students.
- b. Helping parents in realizing pious and pious children.
- c. In realizing students who have noble character, achievement and have a leadership spirit by developing pilot schools. ”
- d. Carry out the learning method while playing.

The aim of the establishment of Putra Harapan Kindergarten is to help develop various children's skills which include moral and religious values, cognitive, physical-motor, social, emotional, language, independence and art, from an early age to prepare for life from an early age and adapt to their environment with training so that they have readiness in basic education. ”

The following are the goals of Putra Harapan Kindergarten in Purwokerto, namely:

- a. The formation of students who are independent and ready to continue their education.
- b. Understanding students with basic knowledge of Aqidah, Worship, and Akhlaq.
- c. Organizing learning activities that use all learning resources to serve intelligence to all students.
- d. Carrying out learning activities in a systematic way instructing students to use play-based learning methodologies and learning centers.
- e. Organizing skills education and habituation of daily manners in learning.
- f. Introducing Arabic and English in daily environmental activities.
- g. Develop a pattern of Islamic integration in learning.

2. Research time

Researchers conducted research in 2022/2023.

Research Objects and Subjects

1. Object of research

“The object of research can be said to be a problem to be studied in research. The object of research is an issue, a problem that is discussed, researched which can then be drawn a conclusion (Mukhtazar, 2020). The object of this study is the talaqqi and muraja'ah methods to develop the ability to memorize the Qur'an in children at Kindergarten Putra Harapan Purwokerto. ”

2. Research subject

The research subjects are the people who take part in the research. With another meaning, namely as individuals who participate in research (Hasnunidah, 2017). The subjects of this study were children aged 5 to 6 years at Putra Harapan Kindergarten, Purwokerto. The informants for this study included school principals, local subject teachers, and parents.

- a. The principal of the Putra Harapan Kindergarten, whose name is Mrs. Denokist, relates to the history of the establishment of Putra Harapan Kindergarten, the vision, mission and objectives of the establishment of Putra Harapan Kindergarten and the implementation of the talaqqi and muraja'ah methods in developing the ability to memorize the Qur'an in Putra Harapan Kindergarten, Purwokerto.
- b. local content teacher named Mrs. Tri Rohmah, has to do with planning the implementation of the talaqqi and muraja'ah methods to develop the ability to memorize the Al-Qur'an in children, especially at the age of 5 to 6 years.
- c. Guardians of Kindergarten A and Kindergarten B classes, in relation to the cooperative relationship between the school and the teacher in maximizing children's memorization and motivating the development of Al-Qur'an memorization given at the Putra Harapan Kindergarten school institution.

Data collection technique

The practice of collecting primary data for research purposes is known as data collection techniques. If you don't know how to collect data, your research will fail to produce results that meet the standards (Sugiyono, Metode Penelitian Pendidikan, 2015). The author uses the following data collection strategy to obtain this research data:

1. Observation (Observation)

Collecting data using observation of the subject of this study is one of the definitions of observation. Observations that can function as a search, where in research there is not much information investigated or it can be said that not much information has been studied. There is structured observation and there is not. Structured observation is an observation that is planned (organized) through stages, starting with the preparation of material, time and place (Sugiyono, Metode Penelitian Kualitatif, Kuantitatif, dan R&D, 2018). In this study, researchers used non-participant observation, where researchers are only observers without participation in life (Hasnunidah, 2017). Where the author made direct observations about the *talaqqi* and *muraja'ah* methods applied in Putra Harapan Kindergarten.

2. Interview

The interview is a two-way social dialogue between the researcher and the respondent. Interviews are classified into three types here: structured interviews, and unstructured interviews (Sugiyono, Metode Penelitian Pendidikan, 2015).

Types of interviews as follows:

- a. Interviews are structured in the sense that the researcher carefully develops each question before conducting the interview. This interview has the benefit of facilitating the interview process for researchers to research, so that it is more focused and organized. The weakness in this interview is that it is so formal and conventional.
- b. Unstructured interviews are the antithesis of structured interviews, which are designed to give informants the flexibility to explain their responses and points of view, but often lack direction when it comes to organizing and organizing answers (Sudaryo, 2016).

This is a structured interview conducted for this investigation. To make interviews more focused and organized. The principal of Putra Harapan Kindergarten Purwokerto, Ustadzah Denok Istiqomah, local content teacher Ustadzah Tri Rohmah, and parents of Kindergarten A and Kindergarten B students of Putra Harapan Kindergarten Purwokerto were the subjects of the interviews.

3. Documentation

The collection of records of past events is known as documentation. Documentation can be in the form of words, pictures, or someone's great accomplishments. Documentation will make research findings from observations and interviews more accurate or more reliable (Sugiyono, Metode Penelitian Pendidikan, 2015).

Documentation of this research includes matters such as the process of the *talaqqi* and *muraja'ah* methods in developing memorization abilities in children at Kindergarten Putra Harapan Purwokerto and other documents as support in the implementation of learning. The technique used is in the form of photos from interviews, photos and videos from the results of the implementation of the *talaqqi* and *muraja'ah* methods in developing the ability to memorize the Qur'an in children at Putra Harapan Kindergarten, Purwokerto.

Data analysis technique

Data analysis is a critical stage to determine research findings. The authors used the following techniques to assess the data:

1. Data reduction

It is the stage of qualitative technique which is the first component in analyzing which form of analysis can be used to own, focus, create and collect information to draw conclusions. Then, the relevant information is arranged systematically according to a certain pattern (Sugiyono, Metode Penelitian Pendidikan, 2015).

Talaqqi and *muraja'ah* methods in developing the ability to memorize the Qur'an in children starting from the planning, preparation, implementation and evaluation stages. For the *muraja'ah* method itself, there are several daily activities at school involving *muraja'ah* learning .

2. Data Mechanism

After doing data reduction in qualitative research, the presentation of data is in the form of narrative text in the form of graphs, conditions, correlations between categories, and so on. This makes it easier for us to plan our next steps to understand what's going on (Sugiyono, Metode Penelitian Pendidikan, 2015). The *talaqqi* and *muraja'ah* methods in developing the ability to memorize the Al-Qur'an in children.

3. Conclusion

Draw conclusions that can be said to be reasonable conclusions if strong evidence can be found to support data collection in drawing conclusions. However, if strong and supporting evidence is not found, the initial judgment may be considered provisional and subject to change based on credible evidence (Sugiyono, Metode Penelitian Pendidikan, 2015).

In this final stage, researchers can draw a conclusion from the data and information that has been obtained. Of course, after reviewing the data, reducing the data and presenting the data to answer the existing problem formulation.

Data Validity Check Techniques

Zuldafril revealed that the validity of the data can be said to be the idea of validity and reliability based on the qualitative research version and adapted to the needs of the data, standards and paradigms themselves. Evidence accuracy can be assessed by using appropriate data collection procedures, one of which is triangulation. According to Afifuddin, triangulation is an approach to checking the validity of data that uses something other than data for proof or comparison. Triangulation, according to Sugiyono, is a data collection method that combines a number of methods and sources that have been used.

Using tests of credibility or internal validation, assessing the validity of data from research using observations, increasing bias in research, triangulation, peer conversations, analysis of adverse situations, and investigations of members are all ways to test the credibility or trustworthiness of the data resulting from qualitative research. Triangulation was used to test this investigation. Triangulation is defined in this credibility test as checking data from various data sources in different ways at different times. Researchers used triangulation of reference materials to test the credibility of the data. The triangulation method used is source triangulation. To analyze the validity of the data, source triangulation was carried out by analyzing data from various sources. For example, researchers collect sources from school principals, then triangulate school teachers, and the data is evaluated..

RESULT AND ANALYSIS

1.1 Implementation of *Muraja'ah* in Kindergarten Putra Harapan Purwokerto

The introduction of *muraja'ah* in Putra Harapan Kindergarten, Purwokerto, was already in place at the orientation of new students. The *muraja'ah* method implemented in Putra Harapan Kindergarten is the second method after the *talaqqi* method in schools, because this *muraja'ah* method also includes learning process activities in developing the ability to memorize the Qur'an in children in Putra Harapan Kindergarten Purwokerto . The *muraja'ah* method is carried out through a number of habituation activities at the Putra Kindergarten in Harapan Purwokerto. Furthermore, it can also be said that the *muraja'ah* method in Putra Harapan Kindergarten, Purwokerto, is a supporting method or maximizing the process of memorizing the Qur'an (short letters) for children in Putra Harapan Kindergarten, Purwokerto. The following is the implementation of the *muraja'ah* method in Putra Harapan Kindergarten, Purwokerto:

1.1.1 *Muraja'ah* with Morning Dhikr

Muraja'ah activities with morning dhikr here are carried out every morning before carrying out learning and memorizing the Qur'an with the *talaqqi* method . *Muraja'ah* activities with dhikr this morning were held at 07.30-08.00. For Monday morning dhikr activities are carried out during the morning assembly where all the children of Putra Harapan Purwokerto Kindergarten gather in a line in the field. Then apart from Monday, morning dhikr activities can be carried out in each class together with the homeroom teacher. Morning Dhikr at Putra Harapan Kindergarten in Purwokerto contains prayers such as:

- a. Beginning reading Ta'awudz, bismillah and its meaning followed by QS. Al Fatihah;
- b. QS. Al-Baqarah verse 225 (chair verse);
- c. QS. Al-sincere;
- d. QS. Al-falaq;
- e. QS. An-nas;
- f. Prayer wants to learn;
- g. Du'a asking for useful knowledge;
- h. Morning prayer;
- i. Prayer thanksgiving favors
- j. Sayyidul Istighfar.

Muraja'ah activity with morning dhikr which is carried out at Putra Harapan Kindergarten in Purwokerto uses *muraja'ah* in a loud voice (jahr), using a loud voice (jahr) makes it easier for the ustadzah to correct reading and memorization errors in children. The *muraja'ah* activity with morning remembrance includes a juz 'amma letter and a daily prayer that will trigger memorization in children so that children memorize it by heart.

1. *Muraja'ah* After Memorizing the Qur'an with the *Talaqqi* Method.

muraja'ah activity is carried out every day by *memuraja'ah* two letters a day for the category of letters that have long verses, and three letters a day for the category of letters that have short verses. This *muraja'ah* activity was carried out after learning *tahfidz* with the *talaqqi* method at Putra Harapan Kindergarten, Purwokerto. In this *muraja'ah* activity it includes activities to evaluate the previous memorization of the Qur'an. If the child has memorized up to the letter Al-ma'un, then the ustadzah will recite the previous letter such as: letter An-Nasr, al-kafirun and letter Al-kautsar. If the child is memorizing Al-Quraisy verses 1-3, then the ustadzah will recite the Al-Quraisy letter in verses 1-3 which the child is currently memorizing.

muraja'ah activity at Putra Harapan Kindergarten, Purwokerto, using a loud voice (jahr) also makes it easier for the ustadzah to correct children's memorization of the Qur'an. So that the ustadzah can find out how the development of memorization, the pronunciation of lafadz, the level of concentration, the child's comprehension, the level of focus during *muraja'ah* memorization.

2. *Muraja'ah* with Dhuha Prayers and Congregational Dzuhur Prayers.

In the next *muraja'ah* , namely *muraja'ah* activities with *dhuha* and midday prayers in congregation which are carried out every day. For the first activity where students have performed ablution first at their respective homes, then the *Duha* prayer is held at the time of study at 08.15-08.30 before *talaqqi* and *muraja'ah* activities in their respective classes. For midday prayers in congregation at 11.30-11.55 before going home from school. In the *Dhuha* prayer and midday prayers in congregation, this is where it can be said that there are supporting activities for *muraja'ah* . When the children pray, they recite *Surah Al-Fatihah* and continue with short *Surahs* where the short *Surahs* are letters that have been memorized by the child, as well as those that are in the process of being memorized by the child. If the children of Kindergarten Putra Harapan Purwokerto are memorizing the letters *Al-maun* and *Al-kausar*, then the short *surahs* that are read during the *Duha* and midday prayers in congregation are the letters *Al-maun* and *Al-kausar*. If the child in the class is memorizing *Ad-dhuha* letters 1-5 then, the letter that is repeated in the congregational prayer is *Ad-dhuha* verses 1-5. The short letter adjusts to the memorization of the children in class. It is inseparable from memorizing short letters that are read out which are letters that have been memorized by the child, so that the memorization of short letters in children is not easily lost. *Muraja'ah* with *Dhuha* and midday prayers in congregation here by means of (*jahr*) aloud, this also makes it easier for the *ustadzah* if there are errors or mistakes in reading the children during the process of carrying out the *dhuha* and midday prayers in congregation.

3. *Muraja'ah* with *Amal Yaumi*.

Yaumi's charitable activities are activities carried out during the semester holidays given by the *ustadzah* of each homeroom teacher. This activity includes:

- a. Activities to help parents such as: sweeping, helping wash dishes, cleaning bathrooms, watering plants, and making beds. Where activities are small things that have elements to help parents at home.
- b. The next activity, namely *muraja'ah* for letters that have been given by their respective *ustadzah* which will be uploaded in the group of each class which will be given a reward after the child carries out the task. Rewards such as: chocolate, cake, and candy. *Muraja'ah* by combining other activities it was revealed to the principal during an interview that *muraja'ah* activities with *yaumi* charity with parents at home during the semester break of this child are carried out in a loud *muraja'ah* (*jahr*) way, because in this activity the children the children will re -memorize the memorization given by their respective *ustadzah* so that the children's memorization does not easily disappear during school holidays. This is a useful habituation activity and requires good cooperation between parents and teachers to encourage children's memorization. So, *muraja'ah* activities with morning remembrance, after memorization with the *talaqqi* method , with *dhuha* and midday prayers in congregation and with *yaumi* charity use the *muraja'ah* method with loud voices (*jahr*). According to the researchers, this method is appropriate and suitable for use when children are repeating memorization using a loud voice, where children cannot read the Qur'an and it is the task of parents and teachers to correct children's reading to make it easier for children during the memorization process.

1.1.2 Efforts to Memorize the Al-Qur'an in Children Prior to the Implementation of the *Muraja'ah* Method in Kindergarten Putra Harapan Purwokerto.

According to the Principal of TK Putra Harapan Purwokerto, children who come to TK Putra Harapan Purwokerto hope to have faith and morals that are in accordance with Islamic teachings. This is why children are taught how to memorize the Al-Qur'an and other habits related to the formation of moral character in children. Putra Harapan Purwokerto Kindergarten provides facilities and infrastructure to maximize children's learning well, one of which is memorizing the Qur'an using the muraja'ah method. Not all of the children who will attend Kindergarten Putra Harapan Purwokerto will recite fluently and correctly recite the readings in memorizing the Al-Qur'an (short letters). In fact, the principal of the ustadzah Denok Istiqomah school said that many of the children who came were not fluent both in terms of pronunciation and memorization in short letters such as: Al-ikhlas, Al-falaq and An-nas. The children who come will be monitored on the first day of the new student orientation by the school principal, local content teacher, as well as the ustadzah who is in charge of reciting the Al-Qur'an. These observations include starting from the way of pronunciation, voice, and courage in reading the Qur'an. The principal also said that if there was information regarding a child who had just entered school and had been reported by the parents that the child had memorized it to the target before the other children, then the school's job was to monitor whether the information was correct by conducting a test on the child. According to Ananda Zaela's mother, a Kindergarten class B student and Zulfi's mother, a Kindergarten class A student, according to her, before being sent to Kindergarten Putra Harapan Purwokerto, both in terms of pronunciation and memorization, they were not optimal at all. This is what made him very interested in sending his son to Kindergarten Putra Harapan Purwokerto. Apart from wanting his children to have good faith and morals in accordance with the Islamic religion, he also wanted his children to learn to memorize the Al-Qur'an.

2 Memorizing Efforts in Children After the Implementation of the *Muraja'ah* Method in Kindergarten Putra Harapan Purwokerto.

Putra Harapan Kindergarten in Purwokerto uses the muraja'ah method which is appropriate for early childhood. The use of this method must be done personally with a teacher who is qualified in memorizing the Qur'an. Furthermore, there are muraja'ah activities where this activity is a supporting activity or can be said as a complement so that the child's memorization is getting stronger. Based on the results of interviews with the parents of Kindergarten A and Kindergarten B students in the expressions of the parents of Zaela's mother from Kindergarten A class and Zulfi's mother from Kindergarten B class, thank God their children have improved in terms of their memorization. He also revealed that initially his son could only memorize short letters such as: An-nas, Al-falaq, and Al-ikhlas letters, after going to Putra Harapan his children, mother Zulfi and mother Zaela, gradually improved. This method is applied in Putra Harapan Purwokerto Kindergarten and is carried out every day, namely: Monday to Saturday, with rote activities that can be combined with other activities such as: muraja'ah with morning remembrance, muraja'ah after rote learning activities with the talaqqi method, muraja'ah with congregational prayers and muraja'ah with good deeds. If done consistently, there is good cooperation between the teacher and parents, there is good motivation and guidance, especially since the toddler age there has been an application and habit in memorizing the Al-Qur'an which will later make the child's memorization work as expected.



Figure 1. Classroom Activity

CONCLUSION

The conclusion of this study is that the strategy of the muraja'ah method for memorizing the Qur'an for early childhood at Kindergarten Putra Harapan Purwokerto has been well implemented based on the findings of the research in the previous chapter. This is demonstrated by the disclosure of the abilities and processes of activities carried out by schools, especially local content teachers and those in charge of tahfidz who have carried out their obligations to guide and educate their students to achieve the desired results. The muraja'ah method that is applied also has various activities such as: muraja'ah with morning dhikr, muraja'ah after memorizing with the talaqqi method, muraja'ah with congregational prayers to muraja'ah with yaumi charity. This can hone children's memorization to become smoother and stronger because, in every activity starting from school and the home environment it is associated with repeating memorization. The muraja'ah method was carried out very well and precisely. This can be seen in the learning process facilitated by the ustadzah who provides direction, encouragement, and inspiration for children to continue to try and enjoy memorizing the Al-Qur'an. According to the author, early childhood can memorize the Al-Qur'an even though they have not been able to read the Qur'an, but if activities are given every day that involve matters of memorization at school and at home with good practice and cooperation between parents and the school for success in rote learning, then, the child's memorization will be maximized.

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