

Efforts to Improve the Fluency of Al-Qur'an Memorization of Santri through Joint Murojaah Activities at Darunnajah Islamic Boarding School Kedungcangkring Jabon Sidoarjo

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Abstract: Memorizing the Qur'an is one of the main goals of education in Islamic Boarding Schools (Pondok Pesantren), particularly those with a tahfidz program. However, many students (santri) face difficulties in memorizing and reviewing their Qur'anic memorization. Therefore, an activity that can support the memorization process is needed one of which is through group murojaah (collective review sessions). Qur'anic memorization is a core objective in religious education, especially for students at Tahfidz Qur'an boarding schools. At Darunnajah Islamic Boarding School, many students are highly motivated to memorize the Qur'an, but they often encounter obstacles in maintaining the fluency of their memorization. These challenges may include a lack of effective time for murojaah, limited variation in review methods, and an unsupportive environment. Murojaah, or the repetition of memorized verses, is an essential activity that helps students strengthen their memory and deepen their understanding of the Qur'an. In this context, the group murojaah activity at Darunnajah Islamic Boarding Schools is expected to provide a solution to improve students' memorization fluency. By conducting murojaah collectively, students can support each other, stay motivated, and share experiences, thereby creating a conducive learning atmosphere. The study titled "Efforts to Improve Qur'anic Memorization Fluency of Students through Group Murojaah Activities at Darunnajah Islamic Boarding Schools Kedungcangkring Jabon Sidoarjo" is a qualitative research project. It analyzes the impact of group murojaah activities on the fluency of students' Qur'anic memorization.

Abstrak:

Hafalan Al-Qur'an ialah salah satu tujuan utama dalam pendidikan di Pondok Pesantren yang notabennya mengadakan program tahfidz. Namun, banyak santri yang mengalami kesulitan dalam menghafal dan mengulang hafalan mereka. Untuk itu, diperlukan suatu kegiatan yang dapat mendukung proses hafalan, salah satunya melalui kegiatan murojaah bersama. Hafalan Al-Qur'an merupakan salah satu tujuan utama dalam pendidikan agama, terutama bagi santri di Pondok Pesantren Tahfidul Qur'an. Di Pondok Pesantren Darunnajah, banyak santri yang memiliki semangat tinggi untuk menghafal Al-Qur'an, namun sering kali mengalami kendala dalam menjaga kelancaran hafalan mereka. Kendala tersebut dapat berupa kurangnya waktu yang efektif untuk murojaah, minimnya metode yang bervariasi dalam mengulang hafalan, serta faktor lingkungan yang tidak mendukung. Murojaah, atau pengulangan hafalan, adalah kegiatan penting yang dapat membantu santri untuk memperkuat ingatan dan memahami isi Al-Qur'an. Dalam konteks ini, kegiatan murojaah bersama di Pondok Pesantren Darunnajah diharapkan dapat memberikan solusi untuk meningkatkan kelancaran hafalan santri. Dengan melakukan murojaah secara bersama-sama, santri dapat saling mendukung, memotivasi, dan berbagi pengalaman, sehingga menciptakan suasana yang kondusif untuk belajar. Penelitian tentang "Upaya Meningkatkan Kelancaran Hafalan Al-Qur'an Santri melalui

Kegiatan Murojaah Bersama di Pondok Pesantren Darunnajah Kedungcangkring Jabon Sidoarjo" termasuk dalam kategori penelitian kualitatif. Menganalisis pengaruh kegiatan murojaah bersama terhadap kelancaran hafalan santri.

Kata Kunci: Meningkatkan Kelancaran Hafalan Al-Qur'an, Murojaah, Santri Darunnajah

INTRODUCTION

Many students at TPQ Nurul Furqon An-Nuriyah Surabaya have a strong enthusiasm for memorizing the Qur'an, but many struggle with both memorizing and reviewing their memorization. One of the main goals of religious education is Qur'anic memorization, especially for students in *tahfidzul Qur'an* boarding schools. Several challenges include ineffective time for *murojaah* (review), a lack of varied techniques for repeating memorization, and an unsupportive environment.

An important activity known as *murojaah*, or the repetition of memorized verses, can help students strengthen their memory and deepen their understanding of the Qur'an. In this context, the group *murojaah* activity at Darunnajah Islamic Boarding Schools is expected to help improve the fluency of students' memorization. Through group *murojaah*, students can support each other, stay motivated, and share experiences. This creates a positive and effective learning environment.

An additional goal of this activity is to strengthen the emotional connection between students, teachers, and the Qur'an itself. When students are in an environment surrounded by others, it is expected that they will feel more motivated and a greater sense of responsibility for their memorization. Through this approach, Darunnajah Islamic Boarding Schools hopes to produce a generation of Qur'an memorizers who not only memorize the text but also understand and apply its teachings in their daily lives.

Therefore, it is hoped that the group *murojaah* activity at Darunnajah Islamic Boarding Schools can serve as a strategic step to improve the quality of Qur'anic education and to build stronger character among students in understanding the content of the Qur'an. This study aims to identify issues related to the implementation of *murojaah* activities, the challenges involved, and to determine the impact of *murojaah* on Qur'anic memorization.

METHOD OF THE RESEARCH

A. Type of Research

This research is a community service-based study conducted at Darunnajah Islamic Boarding Schools. The study titled "Efforts to Improve Qur'anic Memorization Fluency of Students through Group Murojaah Activities at Darunnajah Islamic Boarding Schools" falls under the category of qualitative research, with the following approaches:

1. Descriptive Qualitative

This study will explore and describe the experiences of students, teachers, and parents regarding murojaah activities. Through in-depth interviews,

observations, and document analysis, the researcher will collect data on their perceptions and attitudes toward the memorization process and the effectiveness of the murojaah activities.

2. Case Study

This research takes Darunnajah Islamic Boarding Schools as a case study to examine the practice of murojaah and its impact on students in depth.

By combining these two approaches, the study is expected to provide a comprehensive and in-depth overview of the impact of group murojaah activities on the fluency of Qur'anic memorization among students at Darunnajah Islamic Boarding Schools.

B. Research Subjects

The subjects of this study are students enrolled at Darunnajah Islamic Boarding Schools Kedungcangkring Jabon Sidoarjo. The research will focus on the following:

1. **Active Students:** Students who regularly participate in memorization and murojaah activities at the Islamic boarding school. This includes students of various ages and levels of memorization, from beginners to those with more extensive memorization experience.
2. **Teachers:** Educators and instructors at the boarding school who are involved in murojaah activities. Their experiences and teaching methods will play a key role in analyzing the outcomes of the program.
3. **Parents of Students:** To gain a broader perspective on the students' memorization development, interviews or surveys will be conducted with their parents. This will help in understanding the level of family support in the memorization process.
4. **Murojaah Activities:** The analysis will include observations and documentation of the murojaah sessions, including their frequency, duration, and the methods used.

By studying these subjects, the research aims to provide a comprehensive picture of the effectiveness of group murojaah activities in improving the fluency of Qur'anic memorization among students at Darunnajah Islamic Boarding Schools.

C. Research Procedure

The following is the research procedure for "Efforts to Improve Qur'anic Memorization Fluency of Students through Group Murojaah Activities at Darunnajah Islamic Boarding Schools Kedungcangkring Jabon Sidoarjo":

- a. **Research Preparation:**

- 1) Topic Selection: Determine the focus of the study and formulate clear research questions.
- 2) Literature Review: Conduct a review of relevant literature on Qur'anic memorization, murojaah activities, and effective teaching techniques.
- b. Methodology Planning:
 - 1) Research Design: Choose a qualitative and quantitative approach in line with the research objectives.
 - 2) Instrument Development: Create questionnaires and interview guides for data collection, as well as design observation formats.
- c. Data Collection:
 - 1) Interviews: Conduct in-depth interviews with students, teachers, and parents to gather qualitative data.
 - 2) Observation: Observe murojaah activities directly, recording interactions and techniques used.
 - 3) Questionnaire Distribution: Distribute questionnaires to students and parents to collect quantitative data regarding memorization progress and satisfaction with the activities.
- d. Data Analysis:

Qualitative Analysis: Organize and analyze data from interviews, observations, and focus group discussions (FGDs) to identify key themes.
- e. Results Interpretation:

Interpret the data analysis results by linking the findings to the research questions and existing literature.
- f. Research Report Writing:

Prepare a report that includes the background, methodology, findings, and conclusions of the research. The report may also include recommendations for the future development of murojaah activities.
- g. Presentation of Findings:

Present the research findings to the boarding school administrators, teachers, and students to gather feedback and discuss the implications of the findings.
- h. Follow-Up Actions:

Propose further steps based on the research results to enhance murojaah activities and improve students' Qur'anic memorization fluency.

By following this procedure, the study is expected to provide a clear and valuable overview of the impact of murojaah activities on the fluency of Qur'anic memorization at Darunnajah Islamic Boarding Schools.

D. Data Collection Techniques

For the research titled “*Efforts to Improve Qur’anic Memorization Fluency of Students through Group Murojaah Activities at Darunnajah Islamic Boarding Schools*”, several data collection techniques can be employed as follows:

1. Interviews

In-Depth Interviews: Conduct semi-structured interviews with students, teachers, and parents to explore their experiences, motivations, and perceptions regarding *murojaah* activities. This will provide insight into how these activities influence students' Qur'anic memorization.

2. Observation

Participant Observation: Directly observe the *murojaah* sessions, including the interactions between students and teachers, as well as the methods used. This observation will help the researcher understand the group dynamics and the effectiveness of the repetition techniques applied.

3. Questionnaires

Written Surveys: Distribute questionnaires to students and parents to gather quantitative data on memorization progress, frequency of *murojaah*, and satisfaction with the activity. The questionnaires may include Likert scale questions to assess perceptions and motivation.

4. Documentation

Document Collection: Gather relevant documents such as memorization records, *murojaah* schedules, and student progress reports. These will provide additional data on the development of memorization over the research period.

By using these various data collection techniques, the study is expected to produce comprehensive and in-depth data, offering a clear picture of the impact of *murojaah* activities on the fluency of Qur’anic memorization among students at Darunnajah Islamic Boarding Schools.

RESULTS AND DISCUSSION

The data collected by the researcher in the field must be verified. Various methods are used to test the validity of data in qualitative research, including transferability (external validity), dependability (reliability), and confirmability (objectivity). The researcher focuses on testing data validity through triangulation. Using triangulation, researchers collect data while simultaneously evaluating its validity by employing multiple data collection methods and sources.

Cycle 1

Interviews are a part of this research. Research instruments are used to collect data. Sugiyono (2017:102) states that research instruments are tools used by researchers to measure the phenomena they are studying. Additionally, they can be considered as tools utilized by researchers during the data collection process. In this

study, the researcher conducted interviews with teachers and tracked classroom learning activities using an observation guideline sheet. A reading test was conducted orally to evaluate students' learning achievement levels.

- A. For the preliminary study, Sugiyono (2017:232) explains that researchers may use interview instruments to collect data if they want to understand respondents' issues comprehensively. To explore the *tahfidz* (Qur'an memorization) teaching process at Darunnajah Islamic Boarding Schools, the researcher interviewed members of the teaching staff. They also inquired about the use of instructional media and students' Qur'anic memorization abilities. The researcher used a structured interview approach, which relied on a pre-developed interview guide. The researcher recorded the findings from the interviews with the teachers at Darunnajah Islamic Boarding Schools.

Table 1. Interview Sheet Grid

Numbers	Indicators	Descriptions	Test Numbers	Questions
1.	Kemampuan Hafalan Santri	a) Response b) Solutions c) Factors	1,2,3	a) What is your opinion on the ability of memorizing the Qur'an of tahfidz students at Darunnajah Islamic Boarding School? b) What is the solution that the ustadz provides to improve the memorization ability of the Qur'an of tahfidz students at Darunnajah Islamic Boarding School?

				c) Are there factors that affect the ability of memorizing the Qur'an of tahfidz students at Darunnajah Islamic Boarding School?
2.	Learning Methods	d) Implementation e) Constraints	4,5	d) What learning model do you use in teaching at Pondok Pesantren Darunnajah? Do you use one learning concept or use several learning concepts in teaching? e) Are there any obstacles that affect the ability to memorize the Qur'an of tahfidz students at Darunnajah Islamic Boarding School?

B. Observation Instrument

In this study, observation was used in the data collection method because this technique is complex and systematic (Sugiyono, 2019: 214). The researcher made observations to see how teachers and students learn from the lectures conducted in the classroom. The data collected by the researcher is presented and explained in this findings and discussion. The researcher analyzed quantitative (data from student tests) and qualitative (data from interviews and observations) data.

Table 2. Observation Sheet Grid

Numbers	Aspects observed	Yes/No
1.	Students actively participate in the learning process	
2.	Students pay attention to the direction of the teacher	
3.	Students are active and enthusiastic in murojaah together	
4.	Students are active in reading, both together and alone	
5.	Students are enthusiastic and brave to perform / read to the front	

C. Test Instrument

Tests are used as a systematic method to provide a more detailed explanation with the help of a numeric scale, according to Sugiyono (2019: 208). Data was collected through the verse connection test and murojaah together. Santri are asked to answer in order to test their ability to remember by listening and forwarding. The purpose of this test is to find out how well tahfidz students at Darunnajah Islamic Boarding School remember their memorization.

Table 3. Reading Skills Test Grid

Numbers	Indicators	Technique	Form	Research Instrument
1.	Continue memorization	Test	Oral	Based on the accuracy of continuing the recitation
2.	Reading fluently	Test	Oral	Based on fluency of makhorijul letters

3.	Read correctly	Test	Oral	According to the rules of tajweed science
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Researchers use qualitative and quantitative data analysis techniques. Data obtained from observations and interviews will be analyzed qualitatively. The researcher used the Miles and Huberman model for qualitative analysis, which includes data reduction, data display, and conclusion drawing stages. Central measure is used in quantitative analysis to manage data by drawing an average or mean (Yusuf, 2017).

Cycle 2

Researchers conducted qualitative analysis using interactive analysis data conversion guidelines, which consisted of three steps: data reduction, data exposure, and conclusion drawing (Muslich, 2012: 91). For quantitative analysis, researchers used the tendency guideline. The researcher will discuss the results of observations, interviews, and tests conducted by students.

1. Interview Data

Each of these information was collected by interviews that the researcher conducted. The researcher also found that some students memorized the Qur'an that they memorized before with difficulty. Some students become awkward and confused when asked to recite. Teacher learning relies on murojaah together; sometimes, not enough time and an uncomfortable environment is needed to do so.

2. Observation Data

According to the data collected from observation, the learning process is not going well. It seems that there are some students who are not involved in the learning process and do not have enough enthusiasm to memorize the Qur'an. Reading ability, memory, and the tendency to play can be the cause of students' failure in murojaah. When the teacher asks the students to read and make sounds, the students do not want to read.

3. Test Data

The researcher has conducted a test by asking students to continue the memorization read by the teacher. The purpose of this test is to enable the students to make inferences and assess their ability from the writing. The table below shows the test results.

Table 4. Reading Proficiency Level

Students Interval	Descriptions	Percentage
85- 100	Very good	30%
70- 84	Good	35%
55- 69	Good Enough	20%
46- 54	Not Good Enough	15%

The joint murojaah activity to improve the fluency of the students' Al-Qur'an memorization at Darunnajah Islamic Boarding School shows significant results. Table 4 shows that the students' memorization memory is in the very good category (27 students, or 30%), good category (32 students, or 35%), and fairly good category (18 students, or 20%). One of the results is as follows:

1. Improved Quality of Memorization: Many students say that they find it easier to pronounce words fluently. Repeating Qur'anic verses frequently helps them remember and understand them.
2. Motivation and Togetherness: Murojaah creates a social atmosphere that supports the desire to learn. The spirit of the santri increases when they get together, which encourages them to memorize.
3. Increased Self-Confidence: During the murojaah session together, students are more courageous in showing their memorization to their friends. This increases their confidence and reduces their anxiety while memorizing.
4. Development of Learning Methods: This activity offers teachers a variety of learning approaches. The use of strategies such as good tajweed, oral repetition, and group-based memorization increases memorization efficiency.
5. Positive Character Building: This activity helps students become more disciplined and responsible for their opinions. They develop respect for the process of memorizing the Qur'an and a commitment to it.
6. Positive Feedback from Teachers: Teachers say that students show clear progress in their memorization and comprehension. Teachers also said that students' active participation in the activities also had a positive impact on students' learning outcomes.

Overall, the purpose of the joint murojaah activity at Darunnajah Islamic Boarding School is to improve the fluency of the students' Qur'an memorization and create a more interactive and enjoyable learning condition. This opens up opportunities for the development of similar activities in the future to further help students learn the Qur'an.

CONCLUSION

The joint murojaah activity at Darunnajah Islamic Boarding School has proven to be effective in improving the fluency of students' Qur'an memorization. This activity makes students feel more motivated and helped in their memorization process. Efforts to improve the fluency of students' memorization at Darunnajah Islamic Boarding School have been proven to have a positive effect. In addition to strengthening santri's memory and understanding of the contents of the Qur'an, this activity creates an atmosphere that supports learning and encourages each other.

Through intensive interaction during murojaah, santri can share methods and experiences with each other. This makes memorization repetition more interesting and fun. The teacher's involvement in accompanying and guiding students also encourages them to memorize more consistently. Overall, this joint murojaah activity not only improves the fluency of memorization but also builds the character of the santri, who better understand the teachings of the Qur'an. As a result, Pondok Pesantren Darunnajah continues to strive to develop similar programs that help students develop academically and spiritually.

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