



THE EFFECT OF *JARIMATIKA* IN MEMORIZING ALQURAN IN MTS MUHAJIRIN DINOYO MOJOKERTO

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Abstract:

In memorizing Qur'an there are various ways and methods to facilitate memorization. Al-Qur'an *Jarimatika* is new innovation in memorizing Qur'an. It presents innovative and fun learning for students, and students can more easily understand the Qur'an and Islamic value better. The purpose of this research was to determine the effect of *Jarimatika* Methods on memorizing Qur'an for class VII Students at MTs MuhajirinDinoyo, Jatirejo, Mojokerto. The research method used in this research was mixed method. The data source used in this study were primary and secondary data sources. Data collections techniques included pre-test and post-test to identify the effect of *Jarimatika* method. Researchers gathered the data by using observation, interview, and documentation. Based on the results of the study it can be concluded that the implementation of the Al-Qur'an *jarimatika* method has a significant influence on memorizing the Qur'an. This Method facilitates and trains student's motor sensors, especially since its application is quite simple so that learning is more effective and efficient.

Keywords: *Moderation Al-Qur'an Jarimatic Method, Effectiveness, Student learning outcomes*

INTRODUCTION

Learning methods are one of the spearheads for achieving maximum learning outcomes in the learning process at school, therefore educators are required to know various methods and strategies in teaching and make the learning process more effective and efficient. Method or strategy can be interpreted as a series of ways to use full strength to achieve optimal success (Hernawan, 2018). Learning strategy is a planned activity that must be carried out by teachers or educators and students so that learning objectives can be achieved efficiently and effectively (Lamatenggo, 2020).

Each strategy and method has clear learning objectives and is planned and directed. In general, learning strategies or methods have three objectives, namely cognitive, affective, and psychomotoric. Cognitive is all efforts involving brain or mental activity (Aeni, 2020). Then affective is learning objectives whose final results are related to values, attitudes and norms. Education can be said to be successful if students or students experience changes in behavior, are more disciplined and have high learning motivation. Moreover, psychomotor is a learning strategy related to body movement, skills or abilities of students. In this domain, students are taught personality aspects in the form of behavior and habituation of body movements in learning strategies which are of course beneficial for the students themselves and their surroundings (Indriawati et al., 2021).

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The process of teaching and learning activities can be said to be successful if what is conveyed and taught by the teacher is well received and does not give rise to ambiguous understanding. This can be achieved by implementing learning methods that are appropriate to class conditions and the various learning methods used by the teacher. Thus, it is necessary to compare the use of learning methods in order to determine the effectiveness of the methods applied in the learning class (Nasution, 2017).

Based on the raw data on observation phase, MTs Muhajirin Dinoyo obligated memorization as one of the graduation requirements for their students. Where the memorization material starts from juz 30, Ad-dukhan, Yasiin, Ar-Rahman, Maryam, and al-Mulk. In its learning to date, MTs Muhajirin targets its students to not only memorize but also practice Qur'anic morals and have a global perspective. MTs Muhajirin has been established since 1997, starting from collaboration between community leaders who care about religious education, of course, it has produced many memorizers of the Qur'an.

There are various methods in memorizing the Qur'an and one of them is *Jarimatika*. A method that uses the fingers ability to count to mark each verse to be memorized. The *Jarimatika* method, which relies on the joints of the fingers, and it can be applied easily and simply, so this method has succeeded in attracting the interest and enthusiasm of female students who are having difficulty memorizing the Qur'an. Not only that, the teachers also apply habituation to the students every morning before class starts, starting from the Dhuha prayer then reading juz 30 and finally continuing the verses guided directly by the religious teacher. So, the memorization process is not too difficult for MTs Muhajirin students

In practice, memorizing Qur'an requires continuity in reading and studying it, even when you have memorized it, you are obliged to maintain your memorization so that it is not lost. The aim of memorizing the Qur'an itself is not just to memorize it but to understand and practice the contents of the Qur'an in order to become a servant with noble character and *tawadhu'* both to Allah SWT and to fellow humans.

Based on the description, the researchers are interested in describing the effect of *Jarimatika* in memorizing Alquran in Madrasah Tsanawiyah Muhajirin Dinoyo, Jatirejo District, Mojokerto,

RESEARCH METHODS

The type of research used by researchers is mixed method research. This method was used to obtain in-depth results regarding research into the effect of the *Jarimatika* method in memorizing the Qur'an. Mixed methods are most suitable for looking at relationships between variables (Kurniati et al., 2018).

The research was carried out at Madrasah Tsanawiyah Muhajirin Dinoyo, Jatirejo District, Mojokerto, with 20 class VII students as the research sample. Data analysis uses descriptive analysis, through factual field data with appropriate interpretation, accurate depiction of the nature of phenomena, both groups and individuals (Suparman, 2020).

The effect of the *Jarimatika* method can be determined by using the N-Gain formula, the N-Gain test is a test that can provide a general idea of the increase in learning outcome scores between before and after implementing the method. Using

the N-Gain assessment criteria, $N\text{-Gain} > 0.70$ (High), $0.30 < N\text{-Gain} <$ (medium), $N\text{-Gain} < 0.30$ (Low (Hufron et al., 2022).

Research data was collected using a table instrument questionnaire with pre-test and post-test using two assessment categories, namely, memorizing reading in sequence and memorizing reading in random or continuous verses. Al-Qur'an learning makes it possible for students to stimulate the brain and body parts to create muscle memory. (Nasir & Basit, 2021). Muscle memory is the impact of repeated body movements where if a person performs a repetitive movement, the brain will record the movement and store it as a pattern. In this way, every movement of the finger joints which is the benchmark for each verse in the Koran will be automatically remembered by students so that the memorization process can be easier. (Arsanti et al., 2018)

RESULTS AND DISCUSSION

Teachers or educators who create various methods for memorizing the Qur'an certainly have a background so that the Qur'an can be memorized more easily and with pleasure. Because as time goes by there are various changes both personally and culturally. This makes it increasingly difficult to memorize the Koran (Sanjani & Irham, 2022).

The method of memorizing the Qur'an using *Jarimatika* is a memorization technique that relies on motor sensors and finger joints to code each verse. This method not only trains the left brain but also trains the right brain. In general, this *Jarimatika* method combines three classifications of learning strategies, namely, Cognitive, Affective and Psychomotor. First, from a cognitive perspective, this method increases students' brain activity in learning and memorizing the Al-Qur'an (Huda, 2018), This is because memorizing requires focus and concentration on the brain and mentality.

Second, learning strategies that are interesting and easy to apply for students will increase students' interest and motivation to learn. So from an affective perspective, this *Jarimatika* method is a solution for students whose have low learning motivation. Moreover, this method only requires discipline that is not too repressive. Then, Psychomotorics as a learning strategy that relies on body movements is a plus, this is because the movements of the finger joints in the memorization process stimulate the brain and body parts to create muscle memory or muscle memories. Muscle memory is the impact of repeated body movements where if a person performs a repetitive movement, the brain will record the movement and store it as a pattern.

(Arsanti et al., 2018). In this way, every movement of the finger joints which is the benchmark for each verse in the Al-Qur'an will be automatically remembered by students so that the memorization process can be easier.

To determine the effect of the Al-Qur'an *Jarimatika* method in memorizing student learning outcomes. This research uses N-Gain analysis with non-parametric criteria. The results of the pre-test before implementing the *Jarimatika* method can be seen from its implementation at MTs Muhajirin, there is an increase in students' memorization as shown in the diagram below:

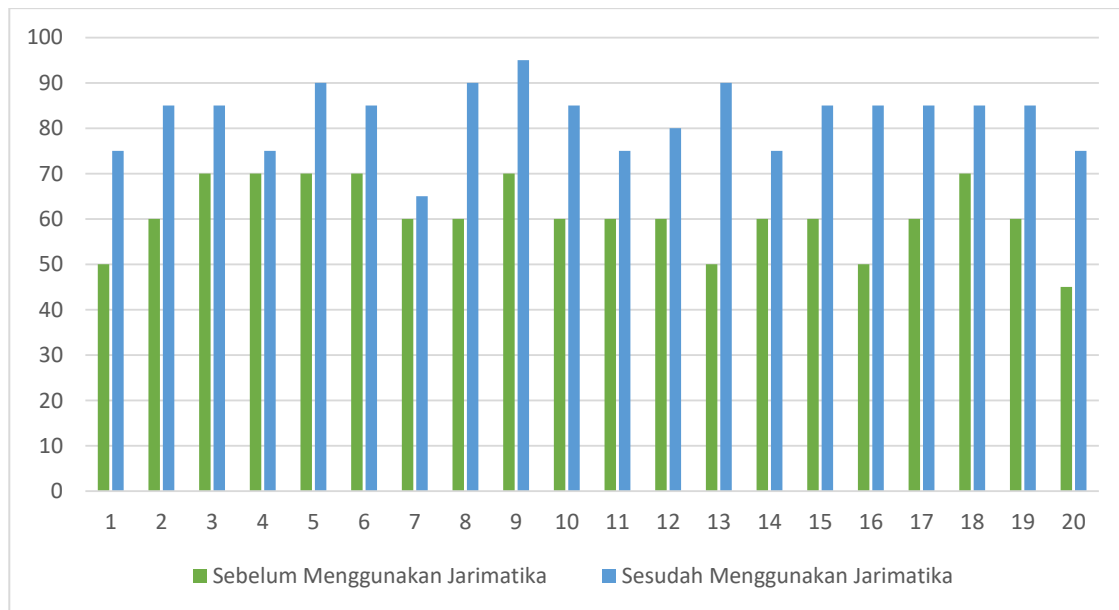


Figure 1. Reading in Order

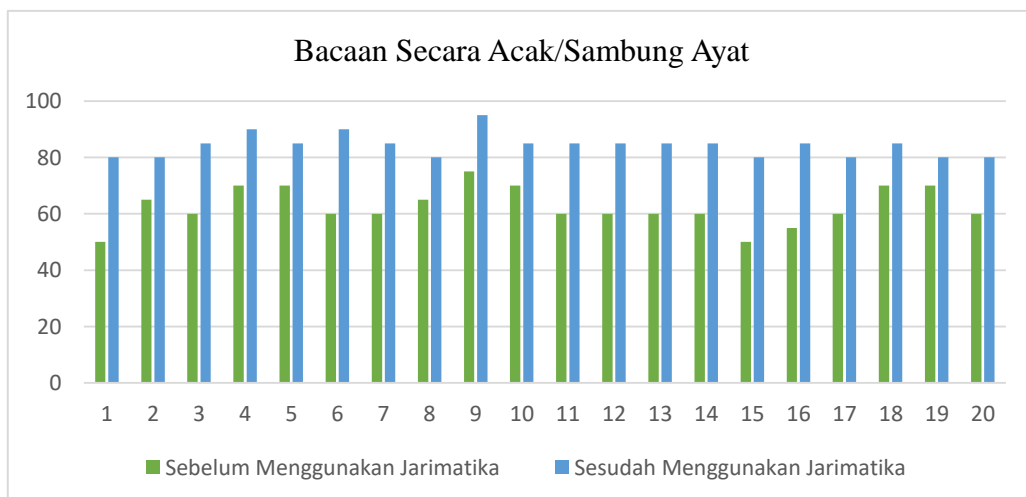


Figure 2. Random Reading

Based on the diagram above, it can be concluded that the application of the *Jarimatika* method has quite significant effectiveness and influence on students' reading, whether reading sequentially or randomly or connecting verses. Where in the sequential reading before using the *Jarimatika* method the average score was 60.75, then after applying the *Jarimatika* method the score rose to 82.5. Likewise, reading verses or letters randomly or in conjunction with verses has quite good influence and effectiveness, namely before applying the *Jarimatika* method, the average value was 62.5, increasing to 84.5. However, there are some students who do not experience an increase in their grades, this is due to the loss of students' motivation and enthusiasm for learning and memorizing.

From the post-test table above, the quality of reading in both of them has increased. Then, from the two data above, the effectiveness can be determined by using the N-Gain formula. The N-Gain test is a test that can provide a general idea of

the increase in learning outcome scores between before and after implementing this method.

$$N - Gain = \frac{\text{Post Test Score} - \text{Pre Test Score}}{\text{Maximum Score} - \text{Pretest Score}}$$

Table 1. students score

| In Order | | | | |
|----------|-------|------|----------|----------|
| No | Pre | Post | N-Gain | % N-Gain |
| 1 | 50 | 75 | 0.555556 | 55.55556 |
| 2 | 60 | 85 | 0.714286 | 71.42857 |
| 3 | 70 | 85 | 0.6 | 60 |
| 4 | 70 | 75 | 0.2 | 20 |
| 5 | 70 | 90 | 0.8 | 80 |
| 6 | 70 | 85 | 0.6 | 60 |
| 7 | 60 | 65 | 0.142857 | 14.28571 |
| 8 | 60 | 90 | 0.857143 | 85.71429 |
| 9 | 70 | 95 | 1 | 100 |
| 10 | 60 | 85 | 0.714286 | 71.42857 |
| 11 | 60 | 75 | 0.428571 | 42.85714 |
| 12 | 60 | 80 | 0.571429 | 57.14286 |
| 13 | 50 | 90 | 0.888889 | 88.88889 |
| 14 | 60 | 75 | 0.428571 | 42.85714 |
| 15 | 60 | 85 | 0.714286 | 71.42857 |
| 16 | 50 | 85 | 0.777778 | 77.77778 |
| 17 | 60 | 85 | 0.714286 | 71.42857 |
| 18 | 70 | 85 | 0.6 | 60 |
| 19 | 60 | 85 | 0.714286 | 71.42857 |
| 20 | 45 | 75 | 0.6 | 60 |
| | | | | |
| | | | | |
| Mean | 60.75 | 82.5 | 0.631111 | 63.11111 |

Table 2.. students score

| Random | | | |
|--------|-------|----------|----------|
| Pre | Post | N-Gain | % N-Gain |
| 50 | 80 | 0.666667 | 66.66667 |
| 65 | 80 | 0.5 | 50 |
| 60 | 85 | 0.714286 | 71.42857 |
| 70 | 90 | 0.8 | 80 |
| 70 | 85 | 0.6 | 60 |
| 60 | 90 | 0.857143 | 85.71429 |
| 60 | 85 | 0.714286 | 71.42857 |
| 65 | 80 | 0.5 | 50 |
| 75 | 95 | 1 | 100 |
| 70 | 85 | 0.6 | 60 |
| 60 | 85 | 0.714286 | 71.42857 |
| 60 | 85 | 0.714286 | 71.42857 |
| 60 | 85 | 0.714286 | 71.42857 |
| 60 | 85 | 0.714286 | 71.42857 |
| 50 | 80 | 0.666667 | 66.66667 |
| 55 | 85 | 0.75 | 75 |
| 60 | 80 | 0.571429 | 57.14286 |
| 70 | 85 | 0.6 | 60 |
| 70 | 80 | 0.4 | 40 |
| 60 | 80 | 0.571429 | 57.14286 |
| | | | |
| | | | |
| 62.5 | 84.25 | 0.668452 | 66.84524 |

With an interpretation of effectiveness as in table 4 below:

Table 3. Percentage

| Percentage | Description |
|------------|-----------------------|
| < 40% | Not Effective Anymore |
| 40% - 55% | Not Too Effective |
| 56% - 75% | Effective Enough |
| >75% | Very Effective |

If combined with the table of calculation results and the N-Gain percentage in the % N-Gain column, it can be concluded that the *Jarimatika* method is quite effective with average values of 63.11 and 66.84.

There are several factors that support the process of implementing *Jarimatika* al-Qur'an at MTs Muhajirin so that it can run well and smoothly, including:

The students' motivation and enthusiasm come from teachers who require memorization as a graduation requirement. Teachers make memorizing the Qur'an one of the graduation requirements because it will have an impact on increasing students' motivation to carry out the memorization process, however, there are some students' family backgrounds that are not too steeped in religion, thus affecting students' motivation in memorize and deepen religious knowledge.

Second, there is an independent awareness of students to memorize, this is based on the presence of parents in educating their children so they are able to memorize. Then thirdly, there is familiarization at MTs Muhajirin which can make it easier for students to memorize the Koran. Where this habit is carried out regularly after the Dhuha prayer in congregation. And make students muroja'ah directly. Regarding the shortcomings, there are several things, starting from students who have no intention of seeking knowledge. This is due to students' lack of awareness of the primacy of knowledge and memorizing the Koran. Plus, the different family backgrounds of students make memorizing benchmarks a priority in learning. And finally, the teacher's method of teaching is considered boring for students, thereby reducing motivation to memorize. In fact, the process of memorizing the Koran always requires extraordinary enthusiasm and motivation, so teaching strategies become a very crucial instrument, so that they can increase students' motivation and make the teaching and learning process more effective and efficient.

CONCLUSION

Based on the finding and discussion above, it can be concluded that the application of the *Jarimatika* method has quite significant effectiveness and influence on students' reading, whether reading sequentially or randomly or connecting verses. Even so, it cannot be separated from the supporting and inhibiting factors. In sequential reading before using the *Jarimatika* method, the average score was 60.75, then after applying the *Jarimatika* method the score rose to 82.5. Likewise, reading verses or letters randomly or in conjunction with verses has quite good influence and effectiveness, namely before applying the *Jarimatika* method, the average value was 62.5, increasing to 84.5.

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