

Improving Makhoriul Letters through the Sorogan Method

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ABSTRACT

Reading the Qur'an is a noble practice. Before reading the Koran we must study makhraj and tajwid well so that we will be able to read the Koran fluently, well and correctly. Most of the children from the TPA RT. 11 Maracang Babakan Cikao Village is less than optimal in pronouncing hijaiyah letters when reading the Koran. The large number of children and the limited time of teachers and the ability of teachers to make TPA activities less than optimal and children experience a lack of insight and knowledge about the science of makhoriul letters. The approach method used in this activity is by providing an understanding of the theory of the Sorogan Method. This is done because one way is to listen directly and check the understanding and correct pronunciation of the hijaiyah letters for the children of TPA Nur, Maracang Village Rt.11 Babakan Cikao. This research also focuses on how the application of the sorogan method in learning to read makharijul letters and whether there is an increase in the ability to read makharijul letters after using the Sorogan method. The method used in this research is the PAR (Participatory Action Research) approach. The results of this study are the application of the sorogan method is carried out in groups and students experience an increase in the ability to read the Qur'an through the introduction of makhoriul letters through the sorogan method. This research has an impact on increasing the abilities of students to.

INTRODUCTION

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None of God's creatures on earth can achieve perfection or maturity without going through a process. However, a process that is desired in educational endeavors is a process that is directed and aimed at directing students (humans) to the optimal point of their abilities (Mukhraj, 2014). The success of a teaching and learning process can be seen in the extent to which the process is able to grow, foster, shape, and empower all human potential, or to the extent to which it is able to provide significant changes to students' cognitive, affective and psychomotor abilities (Rodiah, 2018). In an effort to popularize the Koran, currently there are various methods that are quite helpful in facilitating the process of learning to read the Koran properly and correctly (Tabroni, 2019). So in this case the method plays a very important role in the learning process. Even an Arabic proverb which is quite popular in education says that "the method is more important than the material". This is quite rational because indirectly the method used will greatly affect the learning process. The method does not only function to attract interest in learning and reduce student boredom, but also to increase the effectiveness of learning.

With regard to education in Indonesia, it is not only in public schools or in madrasas, but also in TPA. The Sorogan method is a learning activity for students that focuses more on developing individual abilities (Individuals), under the guidance of a teacher (Pendiikan, 2016) (masyarakat, 2016). The Sorogan method, which is the hallmark of recitation education at TPA, has experienced extraordinary developments and indeed this system has never been completely abandoned by educational practitioners even in modern times. Sorogan is a learning method that focuses on the readiness and expertise of students to learn something which is then consulted with the teacher/ustadz or kyai. With a learning context like this, sorogan is the most basic basis of modern learning methods such as forums and projects.

Although many people consider this method to be a classic and out of date method, until now this method is still maintained in teaching in TPA. This is proof that this method has its own characteristics as a form of method whose scope is not only in achieving the target of learning success, but in the learning process through active learning of children. From the description above, the researcher uses a method of reading and writing the Qur'an called the Sorogan Method. This research focuses on how the application of this method is in learning to read makharijul letters, hijaiyah letters and whether there is an increase in the ability to read makharijul letters after using the Sorogan Method.

IMPLEMENTATION AND METHODS

In accordance with the title of this study, the research used is the *Participatory Action Research (PAR) approach*. Basically PAR is an action of a social group to carry out scientific studies in order to direct, improve, and evaluate their own actions repeatedly by involving all parties in the group to participate in their

actions. The position of the researcher in the PAR approach is not only to study and examine an outcome that occurs in the community, but the researcher also participates and mingle with the community as a facilitator who bridges the implementation of an activity. *PAR* is democratic research, because the research is done by, with, and for the group itself. The data collection techniques in this study include observation and interviews. This research was conducted at TPA Nur Rt 11, Maracang Village, Purwakarta District

RESULT AND DISCUSSION

Definition of Improving Ability to Read Al-Qur'an

The increase comes from the word level which then gets the prefix *pe* and the suffix *an*, level means layers of something stacked or like a floor, a pedestal on a ladder. Improving means raising the degree, level, heightening, strengthening oneself. Improvement is a process, method, deed, increase. The ability to read in question is a person's understanding of the text he reads. Reading is seeing the writing and understanding and being able to verbalize what is written in the book. Reading can also be interpreted as the first key to the basis of learning the Qur'an for children. According to Syafi'i, the Qur'an is the original name and is never taken from other words (Tawadhu, 2015/2016). The word is specifically used to be the name of the word of Allah SWT which was revealed to the Prophet Muhammad SAW. According to Al-Farra, the Qur'an comes from the word *alqara'in*, the plural of *qorinah*, which means friend, because the verses contained in it justify one another and become friends with one another. According to Asy'ari, the Qur'an comes from *qarana* which means to combine, because the letters and verses of the Al-Qur'an have been combined from one to another into one. The Qur'an according to the views and beliefs of Muslims is the word of God which was revealed to the Prophet Muhammad.

1. Factors Affecting Ability to Read Al-Qur'an

Many factors affect reading ability. These factors include:

a. Reading intelligence level

Intelligence is a skill that consists of three types, namely the ability to deal with and adapt to situations quickly and effectively, know or use abstract concepts effectively, know relationships and learn them quickly. Two people with different levels of intelligence, of course, will also have different results and reading abilities.

b. Language skill

What is meant is mastering the language used. If a person faces readings in a language he has never heard, it will be difficult to understand the reading text. The reason is because of the limited vocabulary they have.

c. Attitude and interest Usually attitude

shown by pleasure and displeasure. While interest is a tendency and high enthusiasm or a great desire for something.

1. Reading habit

The reading habit in question is whether a person has a reading tradition or not. This tradition is determined by the amount of time or opportunity provided by a person as a need.

2. reading state

The level of difficulty discussed, facial aspects or book page designs, the size of the letters and their types can also affect the reading process. According to Sumadi Suryabrata, motivation is a condition that exists within a person that encourages him to carry out certain activities in order to achieve a goal.

3. Knowledge of how to read

Someone will have difficulty in capturing the contents of the reading if they do not have knowledge about reading.

4. Emotional and behavioral instability

Changing emotional states will affect one's reading.

5. Experience had

Before the process of reading in everyday life is essentially a knowledge capital for further understanding.

6. Ability to read Al-Qur`an. Among students' ability to read Al-Qur`an are:

a) Letter Identification The point is how to learn to read the Qur'an, the first thing that children must know is to be able to read hijaiyah letters and be able to recite clearly and clearly so that when reading the Qur'an they can be fluent.

b) Makharijul Letters

In reading the Qur'an, children should first be able to distinguish the sound of the hijaiyah letters which are almost the same, namely the places where the letters come out when they sound them. Of which there are 19 in all, divided into 5 mawadhi (maudhi-maudhi), is where the makhraj is located. -makhraj. Among them are: 1) maudhi'-jauf which means the place of makhraj which is located in the oral cavity, 2) maudhi'halq (located in the cavity), 3) maudhi'-lisan (located on the tongue), 4) maudhi'syafatain (located in two lips), 5) maudhi'-khaisyum (located at the base of the nose).

c) Tajwid

What is meant by tajwid is the knowledge that is used to find out where the letters (makhraj) come out, and their characteristics and readings. Knowledge of how to read the Qur'an properly, orderly according to its Makhraj, in short, thick and thin, whether it resonates or not, the rhythm and tone are correct and tartil.

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2. Definition of the Sorogan Method

Various literature on the sorogan learning method are well known among Islamic boarding schools. Therefore, pesantren is closely related to the word sorogan. If compared, pesantren with the sorogan method are like the sea and the beach which cannot be separated from each other. If the red thread is pulled, the sorogan method will show the design of the experts. (Pendidikan, 2016) The term sorogan comes from the word sorog (Javanese) which means to thrust his book in front of the kyai or someone who is entrusted with the task (assistant of the kyai). Sorogan is a recitation system that is delivered to individual students. The learning method among salaf pesantren is the sorogan method, this sorogan method requires students (students) to study alone or study with friends and the sorogan learning system forms students not to depend on friends, because the learning system is directly practiced in front of the kiyai (ustadz/teacher). The sorogan method is a method in which the santri simply shoves (proposes) a book to the kyai to read in front of him. In addition, sorogan is also referred to as a head-to-head method of teaching, that is, each student gets a separate opportunity to receive lessons from the kyai. (Pendidikan, Lia Nurjanah, 2018) Thus, the sorogan method is the way the teacher teaches by gathering students, then students queue or take turns facing the teacher to read or memorize their lessons. So, the sorogan method is individual learning where a student is dealing with a teacher, there is an interaction of getting to know each other between the two. The same thing was also expressed by Chirzin, the sorogan method is for students to face the teacher one by one carrying the book they are going to study. The sorogan method is based on an incident that occurred when Rasulullah SAW. After receiving the revelation, the Prophet Muhammad SAW often read it again in front of the angel Gabriel (mentashihkan). In fact, every time the month of Ramadan, the Prophet Muhammad always did musyafahah (read face to face) with the angel Gabriel. Likewise, friends often read the Qur'an in the presence of the Prophet Muhammad SAW, such as the friend Zaid bin Thabit when he finished recording the revelation then he read his writings in the presence of the Prophet Muhammad (Tabroni & Purnamasari, 2022) . The sorogan method is an individual method where students come to the teacher to study a book and the teacher guides them directly. This method in the history of Islamic education is known as the "kuttāb" education system while in the western world it is known as the "tutorship" and "mentorship" method. In practice the students are taught and guided how to read it (S et al., 2020) .

From the notions of the sorogan method above, it can be concluded that the sorogan method is: a way of delivering learning material where the kyai or ustādz teach students one by one in turns and alternately, the child brings his own book / Al-Qur'an. At first the Ustad / Ustadzah reads the Koran that is taught then translates it word for word and explains its meaning, after that the children are told to read and repeat what the kyai has done, so that every santri masters it. The technique of delivering material in the sorogan method is that a group of students one by one alternately facing the kyai, each of them bringing the Qur'an to be studied, presented to the Ustad. The ustad reads the lesson in Arabic, sentence by sentence then translates and explains what it means, the child

listens (gives credit and translation) by giving notes on his book, then the students are told to read and repeat as exactly as possible as the kyai does, and is able to master it. This system allows a teacher to supervise and guide maximally the ability of a student to master his lesson.

Implementation of teaching using the sorogan method will structure an individual curriculum that is very flexible and in accordance with the personal needs of a child. Thus, the sorogan method is a form of teaching that can provide opportunities for all students to learn independently based on the abilities of each individual. In this activity, each student is required to do their job to the best of their ability. Therefore, ustad or ustadzah must be able to understand and develop strategies in the teaching and learning process with an individual approach. The implication of this learning activity is that the teacher must provide a lot of attention and service individually, for certain students the teacher must be able to provide services that are in accordance with the needs of the student's level of ability. The added value of the sorogan method is that the teacher can see and know directly the individual's abilities, namely: in mastering the material, how to read or recite the material well from the makhroj point of view, the length and shortness of the reading according to the Science of Tajweed.

1. The Process of Applying the Sorogan Method to Maracang Nur R T. 11 Maracang Babakan Cikao Village

Educators, both ustadz and lecturers, are required to carry out innovative and creative patterns in managing learning. Various methods are implemented as a need for educators in spurring the activeness of students. It is not uncommon for educators to experience difficulties in choosing the right method and using it technically in the implementation of learning.

The teacher as a source of learning is obliged to provide a creative learning environment for students' learning activities in class. One of the activities that the teacher must do is have an effective and efficient learning strategy, also select and determine the appropriate method so that it creates stimulation for students, because this stimulation brings joy to students in teaching and learning activities in the classroom and can achieve desired learning goals. In the educational process at TPQ the teacher is one of the important determining factors. The education process will not work well without the role of the teacher who always gives daily teaching to his students. In the learning process, the role of the teacher is still very decisive rather than the method. The teacher's very important role is a huge potential to advance education at TPQ. (6, 2019/2020).

The process of implementing the sorogan method at TPA NUR Maracang RT 11 Desam Maracang Babakan Cikao is the same for each group. So the implementation starts at 15.30 WIB until 16.30 WIB. The process of carrying out sorogan activities is classified into 3 activities implemented by researchers:

a. Beginning.

The initial activities of the sorogan implementation process need adjustments and preparation for the child. This initial activity aims to condition the child, so that the child is ready to carry out sorogan. In the initial activity in applying the sorogan method the children were gathered to enter the class and

sit in a circle. The ustadz entered the class and started the initial activity by reading a prayer before studying followed by reading al-Fatihah and an opening prayer by singing it together.

b. Core.

The next process in implementing the sorogan method is the core activity. The main activity is carried out after the initial activity has been completed. Meanwhile, according to Mansur, in the sorogan, students propose certain chapters in the book to be read in front of their kiai. Each of them had already brought Iqra`, then the children lined up to pray for the Ustadz. Children who are ready for sorogan will be soroganed first. One by one the children are shoved with the ustadz, while the other children are doing other activities such as queuing. The implementation of sorogan activities, namely children come forward one by one in front of the ustadz. In addition, other children queue up right beside the child who is being shooed. It starts with reading ta'awudz and basmallah, then continues with the child reading his book according to the page he has reached. Ustadz shows the reading that the child reads, usually with a pen/pointer. In addition, the ustadz also listens to the child's reading, if there is a mistake the ustadz does not immediately justify the wrong reading but by giving a code/signal that the child is not reading it correctly. Children read iqra` according to their abilities. This is done so that children get used to being in sorogan more orderly. After the child has finished reading the iqra` he read, then the child ends his reading by reading "shadaqallahul'azim".

The additional material was delivered by the ustadz in person individually adjusted to the achievements of each child after finishing sorogan. Next, the ustadz fills in the information in the child control book according to the provisions in the child control book. Meanwhile, the time allocation required for each child's sorogan is an average of 5-7 minutes. Whereas for children who need special attention, it takes up to 10 years, because usually the child does not want to be shoved with the ustadz, the child still wants to play with his friends, so the ustadz has to seduce the child so that he wants to be shoved. During the sorogan, the ustadz is in charge of justifying readings that children cannot read. The teacher tries to understand the child by asking questions, giving codes, reminding children not to be afraid when they are shoved. Ustadz must provide code, warnings, emphasizing the reading that the child reads. In addition, the ustadz also repeated the emphasized letters so that it was easier for children to memorize these letters. At the end of the sorogan activity, it is carried out after all the children have finished sorogan to the ustadz. Children sit in their respective chairs or sit in a circle on the carpet. The activity continues with the final activity. This final activity is carried out in a circular sitting position / sitting in each child's chair. Reading the closing prayer for sorogan activities. After finishing reading the closing prayer, the children began tidying up their writing materials together and continued for the final learning activity, and the sorogan method application activity was finished.

2. Results of Applying the Sorogan Method in Improving Al-Qur`an Reading Ability Through the Introduction of Makharijul Letters at TPA Nur Maracang Rt 11 Maracang Village

Al-Qur'an will never experience changes or revisions. Revelation of Allah swt. will apply throughout the ages, because the entire content of the Qur'an is possible. The values in the Qur'an apply forever, such as justice, trust, honesty, patience, and so on. The process of learning and learning is a must for humans in life. Various phenomena that occur in the universe will appear when this is done by studying. The results of applying the sorogan method to improve children's ability to read the Qur'an show an increase. Children can better master reading makhrojul letters and know how to read hijaiyah letters properly and correctly. In addition, it will be easier for the ustadz to find out where the errors in the children's reading are because the sorogan method is done face to face, so that the ustadz will more easily justify the children's reading which is not correct directly.

3. Inhibiting Factors and Supporting Factors for the Application of the Sorogan Method

The factors that support the application of the sorogan method in improving the ability to read the Qur'an at TPA Nur RT.11 Maracang Village. The sorogan teaching teacher plays an important role in the process of implementing this sorogan method. Supporting factors for the application of the sorogan method at TPA Nur RT. 11 Maracang Village, namely the quality/ability of teachers in applying the sorogan method. Teachers can understand children so that in applying the sorogan method it can be applied properly. So the quality of the ability of teachers and sorogan instructors as a supporting factor for the application of the sorogan method at TPA Nur Rt 11 Maracang VillageA Children who have good skills can read A`l Quran easily.

- a. Muthala'ah and Guidance from Parents at Home. Muthala'ah at home which is very helpful in applying the sorogan method at TPA Nur Rt 11 Maracang Village Muthāla'ah at home is usually carried out with the guidance of parents while studying at home.

In the application of the sorogan method besides supporting factors, of course there are also inhibiting factors. The atmosphere during the sorogan was an inhibiting factor in the application of the sorogan method at TPA Nur Rt 11, Maracang Village . There are some children who need high concentration when shoving with the ustadz. From the results of the interviews that have been conducted it can be seen that the factors that inhibit the application of the sorogandi method at TPA Nur Rt 11 Maracang Village include:

- 1) Time constraints;
- 2) Limitations of sorogan teaching teachers
- 3) Some children are hyperactive so it is difficult conditioned.
- 4) The atmosphere is not conducive.
- 5) Parents who pay less attention to children.

CONCLUSION AND RECOMENDATION

Based on the results of the research that I did, it can be concluded that overall the improvement in reading ability of the Qur'an through the introduction of makhoriul letters using the Sorogan makharij method of Hijaiyah letters at TPA Nur Rt. 11 Maracang Village, Purwakarta District, West Java Province, the children's ability to read makharij letters shows improvement and is already good.

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