

**JUZ AMMA MEMORIZATION'S ROLE IN STRENGTHENING THE CHARACTER OF DISCIPLINE AND RESPONSIBILITY OF STUDENTS IN PRIMARY SCHOOL**

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**Abstract**

The current educational Program is directed to the implementation and strengthening of character education in schools. Character of discipline and responsibility is considered as the right solution to solve the problems of the Indonesian nation, especially in Islamic Religious Education as the basis for creating the character of discipline and responsibility. The purpose of this study was to determine the impact of memorizing Juz Amma during the Covid - 19 pandemic on post-Covid-19 on the character of discipline and responsibility. Data collection techniques used in this study were interviews and documentation studies. This research was conducted in the Laboratory of Elementary School University of Malang, Blitar. The results of this study indicate that Juz Amma's online learning research has produced new innovations for Islamic religious education teachers that can be done remotely with the help of modern technology. (1) The implementation of hafal juz'amma was carried out every morning with different teaching methods used every day, and led by their respective classroom teachers. (2) Implementation of memorizing juz'amma in fostering the character of discipline, namely by requiring students to arrive on time, follow the activities in an orderly and neat manner, require students to obey the rules. (3) The implementation of memorizing juz'amma in fostering the character of responsibility is by giving memorized letters and obliging students to bring juz'ama or al-qur'an every day. However, when memorized Juz Amma online has some obstacles in the learning process such as practical-based learning materials, the practice is not effective if done online so it needs repetition when learning is done face to face (New Normal) in addition to other obstacles, such as children who have no control when playing mobile phones, so he could not concentrate on the lesson, so

the teacher visited the student's home once a week as a function of control over learners. Studying during the post - covid-19 period cannot be said to have recovered from the pandemic, students who learn the habit of using technology such as mobile phones. That's when the teacher's innovations in learning are used so that students return to normal learning as before the pandemic

**Keywords:** *Islamic Religion Education, Juz Amma, Learning*

## **Introduction**

In this era so many people didn't understand the holy Quran. Because people are already affected by technological advances it is not associated with the science of religion. Technology makes the young generation always think instantly and step by step their faith will be eroded so as to make them not understand the science of religion. Whereas religious knowledge is very important for life especially in terms of worship to our God such as praying, reading the Qur'an, zakat, fasting and Hajj. Especially now that children tend to prefer technology that is so sophisticated, many children who often watch television and playing games until they do not know the time, they are lazy to learn and even lazy to worship.

Religious education is one of the effective efforts to prepare a generation of faith and fear. Muslims as part of the Islamic Community system, not only general education is needed in life but religious education is also needed for the balance of World life. This can be realized when in educational institutions such as schools have religious activities, one of which is the implementation of juz'amma memorization programs to students. According to (Penafsiran et al., 2019) explains that "memorizing the Qur'an is a process in order to maintain, preserve, and maintain the purity of the Qur'an, so that there is no forgetfulness and alteration and able to keep from forgetfulness, be it in whole or only in part". The Qur'an is one of the holy books on this earth that is maintained and maintained by the memorizers, in the Qur'an, there is a short letter called juz amma. Although during the covid 19 pandemic students were guided and taught to memorize. Online teaching and learning during a pandemic for children are not easy, but teachers use interesting ways and not muroja'ah is used in the teaching-learning process only.

At the beginning of 2020 the world and our country were shocked by the covid 19 pandemic. This Virus has a significant impact on the world and the Indonesian nation. This pandemic makes the activity of public increasingly difficult. With the

covid 19 pandemic, the world is preoccupied with various policies in an effort to break the chain that causes the corona virus. In indonesia itself, the policy is decided by the PPKM carried out by each region. With the policy also affects in all areas, such as the economy, health, and education. What has a very big impact is the field of education where previously face-to-face with the policy, it inevitably has to be done online, so that with this policy the interaction between students and teachers has limitations. When there is a covid 19 pandemic learning is done online using applications such as, elearning, Google meet, whatshapp, zoom or Google meet and google form is a media technology tool.

The purpose of this program (Hafalan Juz amma) aims to inculcate he loved the Qur'an and creating Qur'an generation. The hope of this program is to become a habit in everyday life in the school environment and the social community. In addition to instilling character religion the purpose of the activity memorized juz'amma expected character discipline and responsibility will be formed after carrying out memorized juz amma. So the researcher interest to make a research Laboratory Primary School of UM Blitar with the title "Memorization of Juz Amma as an Innovation of Islamic Religious Education Teachers in strengthening the Character of Discipline and Responsibility of Students in Primary School"

## **Method**

The study wants to describe about the innovation of Islamic religious education teacher. The innovation is Juz amma memorization. Moreover the study wants to reveal what learning program innovations exist Laboratory Primary School of UM Blitar. This research use a qualitative approach. The focus in this chapter is a qualitative concentration on the case study. Researchers want to describe the facts or circumstances in accordance with what happened. Why the researcher chose this approach, because by the following considerations: (a) this approach very easy to describe and based on the fact, (b) this approach make the researcher and the informants are very easy to collaborated and presents directly the nature of the relationship between researchers and informants, and (c) it is more sensitive and more adaptable to the many sharpening of shared influences and to the patterns of values encountered. The data analysis technique used in this descriptive qualitative approach used the analysis of (Dull & Reinhardt, 2014) starting from data reduction, data presentation, and drawing conclusions / verification.

## **Result and Discussion**

The researcher explained after they analysis the data that the purpose of the study is 1) to determine the process of habituation to read juz amma in Laboratory Primary School of UM Blitar and 2) to find out the impact after student finish to memorized Juz amma for the character of discipline and responsibility. Based on the result and purpose firstly the Islamic Religious teacher must be collaborate with the home class teacher creating the character of student responsibility and discipline that leads to religious. The collaboration is to make a program about their habit to memorize juz amma. The habituation will be done by the students of this school start from first grade up to sixth grade. Memorization of Juz amma every Sunday up to Friday the time after praying dhuha and Dhuhur.

The process of memorization as follows: the first, every morning all students from Class I-VI row along with the rows of each class in the school yard with The Book of Juz Amma. Secondly, one of the students connects the rows. Al-Fatihah and Asmaul Husna followed by Al-Qur'an surat juz Amma using loudspeakers and followed by all students. Indonesia Raya song, to instill a sense of nationality and love of the homeland to students. Teachers to enter the classroom. Al-Ghosiyah, Thursday: Al-Fajr, Al-Balad, Ash-Shams and a-Shams Lail, while on Friday the students did not line up standing in the courtyard, did sit all neatly on the front porch of Class IV-VI and the porch of the office which happened to be along the straight. The Qur'an is the same as the Qur'an on Friday, and the Qur'an on Friday is the same as the Qur'an on Friday. For Saturday morning, the habit of reading the Qur'an is carried out because it is used for joint Gymnastics. In addition to Islamic Religious Education teachers at Laboratory Primary School of UM Blitar District, the habituation found several obstacles, especially the time and energy needed to deposit rote from so many students. Moreover the students show which initially without seeing the writing, the child cannot recite the verses of surat juz Amma, especially the long letters in juz Amma. Now by hearing, children can recite and continue the verse, and many children have memorized short letters . By utilizing the morning time, children's activities that were not previously directed become directed and very useful. The impossibility can be possible if with intention, discipline, mutual cooperation, hard work, determination and strong effort, God willing, it is realized.

When the pandemic covid-19 attack our country, there were many obstacles in learning juz amma memorization even though it had been done online via zoom, whatsapp, google meet, or youtube, but the learning was not optimal. Because the teacher in charge of Islamic religious education teachers are not maximum focused in terms of control to students. But this condition does not make the teachers do not give up. Various ways that teachers do is done so that students continue to carry out their duties to memorize Juz Amma, even though the results are not optimal, at least there is control from the teacher. The teacher control by group WhatsApp and meet via zoom to check the student how well are them learning to memorizing juz amma.

The researcher found that the results of the relationship between the character of discipline and responsibility through habituation memorizing juz amma based interviews with the teacher, student, and analyzed the data that students argue with the habituation juz amma conscience and reason get religious guidance, if the implementation of Duha prayer and reading juz amma eliminated students become less enthusiastic when starting learning. The teachers said that the habituation memorizing juz amma the development of students one of them is skilled in Reading Arabic to be fluent and clear, students can practice juz amma outside their heads or memorized, students become more disciplined religiously towards the Qur'an. With the persistence of reading juz amma can add insight, speak Arabic, and understand and responsible about religion. This study produced a result that was achieved in the research objectives through a review of previous research, namely saihi (2020) and Evi Nur (2020) research. That with the routine activities of reading juz amma and begins before learning begins will result in a success to students as well as an increase in the character of student discipline and reading skills juz amma supported by data leading to the problems and objectives of the study have been presented that, first the process of habituation to read juz amma

## **Conclusion**

Habituation Memorizing juz amma for the students have so many impact. From the results of the research discussion supported by the data leading to the problems and objectives of the study has been presented that, first the process of habituation to read juz amma in Laboratory Primary School of UM Blitar online and offline has been successfully implemented from the first grade up to sixth grade both boys or girls. This program guided the student to a character reasonable and

discipline and with this habituation to read juz amma, the cultivation of the character of student discipline is increasing because it is applied every day before starting learning, students are also able to read Arabic fluently according to the habituation guided by the teacher, besides being able to form character and skilled at Reading Arabic teacher's hope is that students become more understanding in religion and have a high religious nature.

The development of religious character with the culture of reading Juz ' Amma is carried out through routine activities which include reading Juz 'Amma, and praying together before the learning process begins. The elements of religious character developed in the development of religious character with the culture of reading Juz 'Amma are belief, worship, religious knowledge, religious experience, and consequences. The approach used in the development of religious character through the culture of reading Juz 'Amma is halaqoh approach and individual approach.

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