



IMPLEMENTATION OF THE MEJUZAA PROGRAM TO ENHANCE AN ENJOYABLE QUR'AN RECITATION SKILL AMONG STUDENTS

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ABSTRAK

Implementasi program mejuzaa merupakan kegiatan mengaplikasikan kegiatan membaca juz amma dan asmaulhusna yang memiliki permulaan yang harus dilaksanakan dan diselesaikan. Penelitian ini menggunakan metode penelitian kualitatif dengan tujuan penelitian (1) untuk mengetahui implementasi program mejuzaa di SDN Rangkah Kidul Sidoarjo; (2) untuk mengetahui kemampuan qiroatul Qur'an pada siswa tingkat marhalah di SDN Rangkah Kidul Sidoarjo; (3) untuk mengetahui implemementasi program mejuzaa untuk meningkatkan kemampuan qiroatul Qur'an yang menyenangkan pada siswa tingkat marhalah di SDN Rangkah Kidul Sidoarjo. Adapun hasil dari penelitian ini adalah (1) Bentuk program Mejuzaa di SDN Rangkah Kidul Sidoarjo, adalah kegiatan literasi Al-Qur'an yang bertujuan meningkatkan kemampuan membaca Juz Amma. Bentuk program mejuzaa adalah pembiasaan drill dan terbimbing membaca Juz Amma dan Asmaul Husna. (2) Proses implementasi program Mejuzaa di SDN Rangkah Kidul Sidoarjo melibatkan tiga tahapan utama: perencanaan program, pelaksanaan kegiatan belajar, dan penilaian serta evaluasi kemajuan. Tahapan ini dirancang untuk meningkatkan kemampuan qiroatul Qur'an siswa secara efektif dan menyenangkan, mendorong antusiasme dalam pembelajaran di tingkat marhalah. (3) Implikasi dari program Mejuzaa di SDN Rangkah Kidul Sidoarjo menunjukkan bahwa pendekatan pembelajaran yang menyenangkan dapat secara efektif meningkatkan kemampuan qiroatul Qur'an siswa tingkat marhalah. Dengan metode yang menarik, siswa menjadi lebih antusias dalam belajar Al-Qur'an, yang tidak hanya memperkuat kemampuan membaca tetapi juga meningkatkan pemahaman mereka terhadap Al-Qur'an. Program ini memberikan kontribusi positif terhadap pembentukan lingkungan pembelajaran yang mendukung perkembangan spiritual dan akademik siswa.

ABSTRACT

The implementation of the mejuzaa program is an activity to apply the reading of juz amma and asmaulhusana which has a beginning that must be implemented and completed. This study uses a qualitative research method with the objectives of the study (1) to determine the implementation of the mejuzaa program at SDN Rangkah Kidul Sidoarjo; (2) to determine the ability of qiroatul Qur'an in marhalah level students at SDN Rangkah Kidul Sidoarjo; (3) to determine the implementation of the mejuzaa program to improve the ability of qiroatul Qur'an which is enjoyable in marhalah level students at SDN Rangkah Kidul Sidoarjo. The results of this study are (1) The form of the Mejuzaa program at SDN Rangkah Kidul Sidoarjo is an Al-Qur'an literacy activity that aims to improve the ability to read Juz Amma. The form of the mejuzaa program is a habit of drill and guided reading of Juz Amma and Asmaul Husna. (2) The implementation process of the Mejuzaa program at SDN Rangkah Kidul Sidoarjo involves three main stages: program planning, implementation of learning activities, and assessment and evaluation of progress. These stages are designed to improve students' Qur'an recitation abilities effectively and enjoyably, encouraging enthusiasm in learning at the marhalah level. (3) The implications of the Mejuzaa program at SDN Rangkah Kidul Sidoarjo show that a fun learning approach can effectively improve students' Qur'an recitation abilities at the marhalah level. With an interesting method, students become more enthusiastic in learning the Qur'an, which not only strengthens their reading skills but also improves their understanding of the Qur'an. This program makes a positive contribution to the formation of a learning environment that supports students' spiritual and academic development.

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INTRODUCTION

Education is the first and foremost spearhead for the progress of the Indonesian nation. Through education, human resources are honed in their abilities to develop their talents and interests. Essentially, every individual is born with innate talents. It depends on how the surrounding environment shapes and nurtures each person's potential. In education, the focus is on students/learners. Through education, students' abilities are facilitated, and their talents and interests are developed. All of this is packaged as effectively and attractively as possible within the programs of each institution. (Sipuan, S., Umar, R., Rohimin, R., Noer, H. N. H., & Amin, A., 2022)

In addition to students' talents and interests, there is one fundamental aspect that must exist within every student: their religious capability. This capability serves as a safeguard for students in carrying out good deeds in accordance with Islamic teachings. One such religious skill is the ability to recite the Qur'an (qiroatul Qur'an) correctly and properly, which is mandatory for every student wherever they are. This skill serves as the primary tool for understanding other areas of knowledge. Moreover, it acts as a valuable asset for integrating into society in the future, considering that the majority of Indonesia's population adheres to Islam. (Suhartini, R. 2023)

So far, significant attention has been given to developing religious capabilities through Islamic educational institutions. However, students in general educational institutions also need support in developing their religious skills, such as basic proficiency in Qur'anic recitation (qiroatul Qur'an). This ensures that Islamic education can thrive wherever it is implemented, whether in Islamic-based primary institutions or general primary education institutions. Therefore, there is a need for programs that can address these limitations in every institution, such as elementary schools or their equivalents.

SDN Rangkah Kidul Sidoarjo was established with a flagship program aimed at addressing Indonesia's moral decline and low proficiency in Qur'anic recitation. This public primary education institution offers a BTQ program. The institution integrates the teaching and learning process of Qur'anic recitation into its curriculum through the BTQ subject for grades 1, 2, 3, 4, 5, and 6. The teaching materials are based on the BTQ textbooks provided for each grade. This initiative aims to enhance students' Qur'anic reading and writing skills. (Pre-Research Observation Results, December 12, 2023)

However, the Qur'anic recitation (qiroatul Qur'an) skills of the students require significant guidance and improvement due to their inadequate abilities and minimal proficiency in BTQ. Some students at the marhalah level are even considered not fluent at all.

This is often linked to their family background, where parents provide little attention to their education, leaving no supervision of their activities at home. Additionally, their peer environment can act as a negative influence. These factors pose a unique challenge for these students, requiring them to engage in more learning and make substantial improvements in their recitation, particularly in pronouncing the verses correctly according to makhrajul huruf. (Pre-Research Observation Results, December 12, 2023).

Based on the researcher's observations on December 12, 2023, many students lacked enthusiasm because they did not find the learning process enjoyable. At the marhalah level, this issue became a major concern, as most students struggled with fluency in Qur'anic recitation (qiroatul Qur'an) and the clarity of makhrajul huruf pronunciation. This presents a significant responsibility for the institution to provide reinforcement as motivation to offer positive stimuli.

One such program is "Mejuzaa," which involves reciting Juz Amma and Asmaul Husna. This program aims to make Qur'anic recitation (qiroatul Qur'an) more enjoyable, facilitating better understanding, fluency, and accuracy in accordance with the rules of tajwid. By fostering a sense of enjoyment, this approach is crucial. When students can open up and feel happy, any form of learning will be more easily absorbed by them.

The implementation of the Mejuzaa program is considered crucial in mobilizing educational institutions to provide facilities as a commitment to upholding Islamic teachings through strengthening Qur'anic recitation (qiroatul Qur'an) skills. Mastery of qiroatul Qur'an is an essential aspect of learning, as it opens the door to understanding the primary sources of Islam and enhances the quality of worship, such as the recitation of short surahs. This initiative represents an effort to develop religious capabilities by imparting the knowledge of reading and writing Qur'anic verses as the principal guide for Muslims. The Qur'an serves as the ultimate reference, offering moral, ethical, and legal guidance to lead individuals in their daily lives and direct them toward spiritual salvation.

The research questions in this study are as follows: (1) How is the implementation of the Mejuzaa program at SDN Rangkah Kidul Sidoarjo?; (2) What is the level of qiroatul Qur'an proficiency among marhalah-level students at SDN Rangkah Kidul Sidoarjo?; (3) How is the Mejuzaa program implemented to enhance enjoyable qiroatul Qur'an skills among marhalah-level students at SDN Rangkah Kidul Sidoarjo?

The purpose of this study is (1) to determine the implementation of the Mejuzaa program at SDN Rangkah Kidul Sidoarjo; (2) to assess the Qur'an recitation ability of students at the Marhalah level at SDN Rangkah Kidul Sidoarjo; (3) to evaluate the

implementation of the Mejuzaa program to enhance the enjoyable Qur'an recitation ability of students at the Marhalah level at SDN Rangkah Kidul Sidoarjo.

The research by Lailatul Khasanah (2019), which used a descriptive qualitative method, concluded that the ability to read the Qur'an fluently can be improved and honed through the tartil method. The difference in this study lies in the treatment provided, where the writer's research will use the Mejuzaa program, while Lailatul Khasanah's research used the tartil method. On the other hand, the similarity lies in the use of a qualitative method and the researcher's goal to improve Qur'anic reading skills through more intensive efforts in reading and understanding the sacred Islamic text.

On the other hand, the research by Nurhidayati (2023), which uses a qualitative method, shows that the Juz Amma recitation program ran well, and the students were able to achieve memorization of Juz 30. This was carried out through several stages, namely the drill process as a routine practice of reading Juz Amma once a week, followed by an evaluation in the form of assignments. The last stage was the memorization review as feedback for this Juz Amma recitation program. The difference in this research compared to others lies in the systematics of the program. The similarity is the program of reading Juz Amma. Meanwhile, in the research conducted by Suriyansyah (2020) using the Classroom Action Research (CAR) method, there was significant progress in students' Qur'anic reading skills by making efforts to create engaging processes and motivate students to diligently study tajwid and the pronunciation of Arabic letters (*makhorijul huruf*). Here, the difference in the research lies in the research method used. However, the similarity is in the improvement of Qur'anic reading skills.

Implementation is the activity of applying various actions with a specific goal in mind. Implementation also consists of three components: program, target, and executor. A program is an activity carried out within formal or non-formal institutions (Amang Fathurrohman, 2020: 37). A program is a series of activities that must be carried out and completed to achieve a specific goal. The design of the program must meet several criteria, including the formulation of goals, supporting facilities, policy consistency, consideration of the program's strengths and weaknesses, as well as its advantages and disadvantages, its relation to other development programs, and good management (Fiky Handayani, 2021).

It can be concluded that the implementation of the Mejuzaa program is an activity that applies the practice of reading Juz Amma and Asmaul Husna, which has a beginning that must be carried out and completed. Repeatedly reading Juz Amma and Asmaul Husna will improve the memory and recall ability of the students in familiarizing themselves with

reading these texts. This is also supported by Ivan Pavlov's theory, which states that a person's habits will influence their behavior. Similarly, the drilling method of reading short verses helps establish the habit of reading verses correctly, leading to improvements in the way verses are read (Vellyna Dwi S, et al., 2023). However, the implementation of this program requires closer supervision by teachers to reduce the possibility of indiscipline in the program's execution (Tety Rukmanah, 2023).

Ivan Pavlov's theory suggests that a person's habits will shape their behavior in acting. For example, the drilling method of reading short surahs creates a habit of reading verses correctly, which leads to improvements in the way the verses are recited (Vellyna Dwi S, et al., 2023). However, in the implementation of this program, there needs to be more intensive teacher supervision to reduce the possibility of indiscipline in carrying out the program (Tety Rukmanah, 2023). Reading and reciting the Islamic holy verses is an activity known as "qiroatul qur'an." There are several factors that influence one's ability in qiroatul Qur'an, including "internal" and "external" causes. First, internal causes are those that affect the students themselves. There are two aspects involved: physiological and psychological. The physiological factor relates to a person's physical condition, which is considered very important. Meanwhile, the psychological aspect concerns the mental or spiritual state of the student. Second, external causes are factors that arise from the student's environment (Alfaiz, et al., 2023).

There are several indicators to determine whether a student can be said to be able to recite the Islamic holy verses according to its rules, including reciting the verses in accordance with the rules of waqf (pausing) and ibtida (starting). Likewise, evaluations on reading the Qur'an cover various aspects such as tajwid (pronunciation rules), makharijul huruf (articulation points of letters), and fluency (I.F. Muslim, Ranam, & Priyono, 2022). Based on the theory of enjoyable learning, the characteristics of an enjoyable qiroatul Qur'an ability include the creation of a relaxed environment that challenges students to learn enthusiastically, stimulates their senses, and expresses what has been learned. This aligns with the theory that human development is influenced by innate traits, the environment, and a combination of both (Fatma Sukmawati, et al., 2022).

RESEARCH METHOD

The qualitative research method is part of the approach used in this study. The goal of qualitative research is to describe and provide clearer information about the research object.

This study emphasizes the real conditions in the research field that require many explanations of actual facts. Therefore, the data needed by the researcher are descriptive data that involve a lot of words and sentences. The primary data sources include interview texts, while secondary data sources include books, writings, and previous research.

The subjects of this research are educators and students, while the object of this research is the implementation of the Mejuzaa program at SDN Rangkah Kidul Sidoarjo. The type and source of data in this qualitative research are primary data, focusing on the first-hand informants who have clear knowledge of the information needed. In this case, the informants are the school principal, PAI teachers, and students. The secondary data type focuses on informants or documents that have already existed and have been archived.

The stages of this qualitative research follow the thinking of Sugiyono, which consists of three stages of qualitative research, as shown in the image below (Zuchri A, 2021).

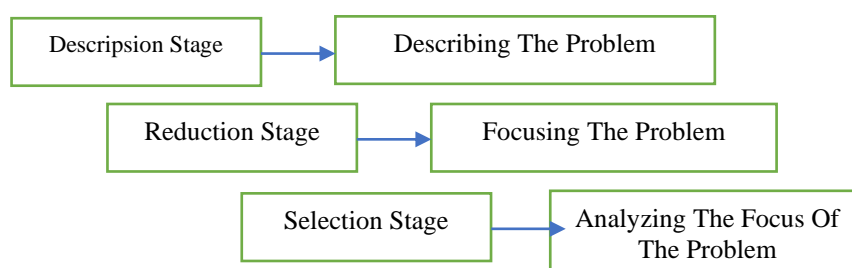


Figure 1. *Stages of Qualitative Research*

Based on the stages above, the author elaborates further into more detailed phases with three research stages: the initial stage, the implementation stage, and the post-research stage. The initial stage involves describing the problem and articulating the issues found in the field. The next stage, the implementation stage, includes reduction and selection, which involves focusing on the problem that was previously described and analyzing the focus of the issue. This is followed by data collection based on the problem focus that has been outlined, to perform data analysis. Finally, the post-research stage involves reporting the results.

The data collection technique is conducted through interviews with the school principal, PAI teachers, and students. The data collected from these interviews include the implementation of the Mejuzaa program, students' abilities in Qiroatul Qur'an, and the impact of the Mejuzaa program on improving students' Qiroatul Qur'an skills at the Marhalah level at SDN Rangkah Kidul Sidoarjo.

Additionally, data is collected through direct field observation by monitoring the implementation of the Mejuzaa program at SDN Rangkah Kidul Sidoarjo. The data gathered through observation includes descriptions of the objects, the implementation of the Mejuzaa

program, students' abilities in Qiroatul Qur'an, and the effect of the Mejuzaa program on improving Qiroatul Qur'an skills for Marhalah-level students at SDN Rangkah Kidul Sidoarjo. Lastly, documents archived in the school are also used, as well as photos and videos that capture descriptions of objects, the implementation of the Mejuzaa program, and students' Qiroatul Qur'an skills at the Marhalah level at SDN Rangkah Kidul Sidoarjo.

After data collection is completed, data analysis is conducted. The goal is to process the collected data to determine the results. The author applies a data analysis model by Miles and Huberman, After the data analysis is conducted, the next step is to ensure the validity of the data through a credibility test, which includes several aspects: extending the observation period, increasing perseverance, and data triangulation, which involves verifying the obtained data with other relevant sources.

RESULTS AND DISCUSSION

Results

Based on the research conducted by the researcher on the form of the Mejuzaa program at SDN Rangkah Kidul Sidoarjo using interview, observation, and documentation techniques, the following data was obtained from an interview with the PAI (Religious Education) teacher:

"The Mejuzaa program is a program for reading Juz Amma and Asmaul Husna through continuous reading and listening, carried out by the PAI teacher and approved by the head of SDN Rangkah Kidul Sidoarjo. This program has been implemented since 2022. The form of the Mejuzaa program, as explained in the interview results, involves students reading, listening, and memorizing short surahs from Juz 30 and Asmaul Husna. The students read Juz Amma and Asmaul Husna alternately according to a pre-arranged schedule. The memorization is adjusted to the level of each class. First-grade students are targeted to memorize Surah Al-Lahab, Al-Ikhlâs, and An-Nas, and so on. While the fifth grade targets memorizing Surah Al-'Alaq, Surah Al-Qadr, and Al-Bayyinah."

In another interview, it was explained that:

"This Mejuzaa program is carried out in the schoolyard with all students gathered, from first to sixth grade, reading Juz Amma and Asmaul Husna together. However, Juz Amma is read gradually and alternately every week, starting from Surah An-Nas to At-Takastur. The following week, it continues with Surah Al-Qari'ah to Surah Ad-Duha. The group reading takes place every Friday morning before entering the classroom for lessons. Additionally, there is reading in the classroom at the beginning of the PAI and BTQ lessons".

The types of activities, the main ones being the reading of Juz Amma and Asmaul Husna, have been explained earlier. The reading of Juz Amma and Asmaul Husna is done with interactive learning activities such as educational games, tajwid quizzes, and drill methods. There was also the use of audio-visual media at one point. Finally, there is a peer-group division. The interview results indicate that:

“The implementation process of the Mejuzaa program to enhance the enjoyable Qur’anic reading ability of students at the Marhalah level at SDN Rangkah Kidul Sidoarjo, with the main goal of the Mejuzaa program being the improvement of Qur’anic recitation quality, understanding, and application. The goal is to establish consistent study habits because this program teaches participants to build discipline, focus, and dedication in the learning process, leading to good habits in interacting with the Qur’an and achieving certain memorization targets. Students are expected to memorize the surahs from the designated Juz Amma. With this target, Mejuzaa is expected to be a first step for students to become closer to the Qur’an and learn the correct way of reading.”

In the process of implementing the Mejuzaa program at SDN Rangkah Kidul Sidoarjo, it is divided into three important stages, according to the interview results:

“Planning, which is carried out at the beginning of each new school year, before the active learning process begins. Next is the implementation, which focuses on applying the agreements made during the planning stage. Lastly, there is the evaluation to assess how far the expected goals have been achieved.”

The implications of the Mejuzaa program to enhance the enjoyable Quranic recitation skills of students at the elementary level in SDN Rangkah Kidul Sidoarjo are that students can recite Quranic verses in accordance with the rules through proper learning methods, such as tajwid, tartil, and correct pronunciation. Based on the interview results, it was stated that:

"Several factors that can help students achieve correct recitation according to the rules are regular practice, proper guidance, and consistent effort. To recite Quranic verses correctly, students need to study the science of tajwid, and through practice and guidance from teachers, students will become more sensitive to elongation, nasality, and accurate recitation according to tajwid."

One of the implications of the Mejuzaa program, as presented in the interview with the PAI teacher, is that:

"Students can recite Quranic verses according to the rules with proper learning, such as through the tajwid, tartil methods, and correct pronunciation. Several factors that can help students achieve proper recitation are regular practice, proper guidance, and consistent effort."

Furthermore, in the interview with the PAI teacher from SDN Rangkah Kidul Sidoarjo, it was explained that:

"The implications of the Mejuzaa program to improve Quranic reading skills with patience, continuous practice, and the use of the right methods, will enable students to enhance their ability to recite Quranic verses according to the rules of tajwid."

Based on the research results presented earlier, there are several discussions: the Mejuzaa program at SDN Rangkah Kidul, Sidoarjo, the implementation process of the Mejuzaa program to improve Quranic reading skills in an enjoyable way at the marhalah level at SDN Rangkah Kidul, Sidoarjo, and the implications of the Mejuzaa program to enhance Quranic reading skills in an enjoyable way for students at the marhalah level at SDN Rangkah Kidul, Sidoarjo.

The Mejuzaa program at SDN Rangkah Kidul, Sidoarjo, is an activity aimed at improving Quranic literacy among students. The name Mejuzaa is an acronym for "Membaca Juz Amma dan Asmaul Husna," which focuses on the study and recitation of Juz 30 of the Quran and the recitation of Asmaul Husna, especially for the students at SDN Rangkah Kidul, Sidoarjo. Some of the activities within the Mejuzaa program include reading short surahs, where students are encouraged to gradually read short surahs from Juz Amma. It usually starts with easier surahs such as Al-Fatihah, An-Naas, and Al-Ikhlâs. The Mejuzaa program is a habituation program for reading Juz Amma and Asmaul Husna. This aligns with Ivan Pavlov's theory that a person's habits will influence their behavior. Similar to the drilling method, reading short surahs provides the habit of reading verses correctly, leading to improved reading skills. The following are the forms of the Mejuzaa program:

The joint reading on every Friday morning and at certain times, students gather to read short surahs together. This activity is carried out regularly to train the students' ability to read the Qur'an. After that, there is a reading evaluation. During the periodic reading evaluation session, the PAI teacher listens to each student's recitation one by one. This evaluation is conducted to ensure that the students are reading correctly and fluently.

Guidance and special mentoring are part of the Mejuzaa program, in addition to the joint reading activity. Special guidance is provided for students who experience difficulties in reading the Qur'an, so they receive extra attention to meet the reading targets. Students who meet the criteria for reading the Qur'an are given awards in the form of certificates as motivation. Students who successfully complete the reading fluently and according to Tajwid, or who meet the memorization targets, will receive rewards such as certificates or other achievement marks. The Mejuzaa program is one of the efforts by SDN Rangkah Kidul to build the religious character of students from an early age and strengthen their Qur'anic literacy skills, which are beneficial for the child's spiritual development.

The implementation process of the Mejuzaa program to enhance enjoyable Qur'anic recitation skills at the Marhalah level at SDN Rangkah Kidul Sidoarjo involves several strategic stages so that students can learn effectively and enthusiastically. The steps applied

include program planning, implementation of learning activities, and assessment and evaluation of progress. The three research findings about the implementation process of the Mejuzaa program align with the theory of Solichin Abdul Wahab, as cited by Hasbullah. The implementation process of the Mejuzaa program is as follows:

First, the program planning includes identifying goals, which involves setting specific objectives for the program, such as improving the ability to read the Qur'an, correcting tajwid, and fostering a love for the Qur'an; developing learning materials, which involves selecting and organizing materials according to the students' skill levels. The materials are adjusted to realistic targets for each stage of *marhalah*; and teacher competence, which ensures that the teacher who will instruct this program is qualified in their field to make the material delivery more interactive and enjoyable.

Second, the implementation of learning activities is done with an interactive approach, focusing on activities such as educational games, tajwid quizzes, and drill methods interspersed with fun activities; the use of audio-visual media, involving the use of audio-visual materials to make the learning more engaging for students, such as Qur'an recitation videos, interactive learning apps, and flashcards to strengthen letter recognition; and group learning, which involves dividing students into small groups to read together, allowing them to pay attention to and correct each other's recitations with the teacher's guidance.

Third, assessment and evaluation of progress include initial and final tests, conducted at the beginning and end of the semester to measure the students' improvement in Qur'an reading; regular feedback, providing periodic feedback to students and parents so they can monitor the development of Qur'an recitation skills; and project-based assessment, involving simple projects such as memorizing short surahs or group reading, which can be assessed to measure practical skills. Based on the evaluation results, the PAI teacher refines the program through reflection and adjustment, evaluating the methods that have been implemented, listening to feedback from students, parents, and teachers for improvements in the next stage. Additionally, strengthening commitment is done by reinforcing the commitment between the school, teacher, students, and parents to support the program so it can continue and benefit students' Qur'an recitation skills.

The implications of the Mejuzaa program to enhance the Qur'an recitation skills in a fun way for students at the *marhalah* level at SDN Rangkah Kidul Sidoarjo. The Mejuzaa program, implemented with an enjoyable approach, is expected to improve students' Qur'an recitation skills more effectively and make them enthusiastic about learning the Qur'an. The Mejuzaa program at SDN Rangkah Kidul Sidoarjo aims to enhance students' ability to read

and understand the Qur'an (qiroatul Qur'an) in an enjoyable way, particularly for students at the marhalah level. Here are some positive implications of the program:

1. Improvement in Qur'an reading skills. Through the Mejuzaa program, students are trained to read the Qur'an more fluently and correctly according to tajwid rules. The engaging and non-monotonous approach helps students better understand the material and gradually improves their Qur'an recitation skills.
2. Enjoyable learning experience. This program adopts an interactive and fun learning method, such as through games, songs, or group activities. This makes students more interested and motivated to learn the Qur'an, creating a more engaging and lively learning environment.
3. Early religious values instillation. The Mejuzaa program not only enhances reading skills but also fosters an emotional connection between students and the Qur'an. Through these activities, students are taught to love the Qur'an and make it an important part of their daily lives.
4. Increased student confidence. With a child-friendly program, students gain more confidence in pronouncing and reciting the verses of the Qur'an. This improvement provides a positive boost for students to actively participate in religious activities, both at school and in their surrounding community.
5. Enhanced focus and discipline in learning. The Mejuzaa program gradually teaches discipline and focus to students. In the process of reading verses, students are encouraged to be diligent and persistent, which helps develop positive character traits in their learning.

With these implications, it is hoped that students at the marhalah level at SDN Rangkah Kidul will have good Qur'an recitation skills, such as reciting the Qur'anic verses correctly according to tajwid rules and reciting Islamic verses following the *ahkamul waqaf wal ibtida'* (rules of pause and beginning). This also includes evaluation of Qur'an reading covering various aspects of tajwid, *makhrajul huruf* (pronunciation of letters), and fluency. This aligns with the theory of I.F. Muslim, Ranam, & Priyono.

DISCUSSION

Teaching the Qur'an to elementary level students actually requires intensive guidance in pronunciation and in learning the science of tajwid, so that students can improve their Qur'an recitation skills (Fatimah, Siti; Rahmawati, Kamilah; Salmah, Siti Sabilah, 2019). This is where the Mejuzaa program comes in to improve Qur'an reading skills through more intensive

efforts in reading and understanding the holy text of Islam. Likewise, reading Juz Amma and Asmaul Husna through drilling will improve students' Qur'an reading abilities (Khotimah H., 2021).

The Mejuzaa program involves reading Juz Amma and Asmaul Husna. Reading is defined as a conscious and purposeful activity, with understanding and interpretation determined by the reader's experience (Harras K. A., 2014, Arif, M., & Hidayat, N. 2023). The essence of education, when related to Islamic education institutions, is closely connected to Qur'an learning. The Qur'an is a core subject that students study in school, which encompasses learning its meaning and even memorizing the Qur'an (Raja Muhammad Kadri, 2022). There has been significant progress in students' Qur'an reading skills.

The person responsible for the program can be appointed through a Decree (SK) issued by the Head of the School for each individual or group (Nanang Fatah, 2004). The implementation of this program to make Qur'an recitation enjoyable for students is directly guided by the PAI (Islamic Education) teacher at school (Arif, M., Chapakiya, S., & Dewi, A. Y. 2024). This ensures that students' reading skills are trained to read correctly according to the rules of tajwid (Mukhlisoh Zawawie, 2011)

CONCLUSION

The Mejuzaa program at SDN Rangkah Kidul, Sidoarjo, is a Qur'an literacy activity aimed at improving the ability to read Juz Amma and understand Asmaul Husna for students. The name Mejuzaa is an abbreviation of "Membaca Juz Amma dan Asmaul Husna" (Reading Juz Amma and Asmaul Husna). This program teaches students to read short surahs from Juz 30 gradually, starting with easier surahs like Al-Fatihah, An-Naas, and Al-Ikhlâs. The implementation process of the Mejuzaa program at SDN Rangkah Kidul, Sidoarjo, involves three main stages: program planning, learning activity implementation, and assessment and progress evaluation. These stages are designed to effectively and enjoyably improve students' Qur'an recitation skills, while encouraging enthusiasm for learning at the *marhalah* level.

The implications of the Mejuzaa program at SDN Rangkah Kidul, Sidoarjo, show that a fun learning approach can effectively enhance the Qur'an recitation skills of students at the *marhalah* level. With an engaging method, students become more enthusiastic about learning the Qur'an, which not only strengthens their reading ability but also improves their understanding of the Qur'an. This program makes a positive contribution to the creation of a learning environment that supports the spiritual and academic development of students.

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