

CHAPTER III

RESEARCH METHODOLOGY

A. Types and Research Methodology

The type of research conducted by the researcher is field research using a qualitative approach, namely an approach that focuses analysis on the process of making deductive conclusions and on the analysis of the relationship between observed phenomena using logic. This research was used to answer questions about the opinions of Ustadz, Ustadzah, parents of students, and *Santri* regarding their statement about the influence of the *simâ'an* Al-Qur'an tradition and *Khâtaman* on the memorization of the students of the *Tahfidz* house of Saijaan Kotabaru whether it influences the amount of memorization or not, rote reading and student learning achievement and also anything about the supporting and inhibiting factors from the context above.

B. Location and Time of Research

The location of this research is the Saijaan *Tahfidz* House which is located on Jl. *Brigadir* H. Hasan Basri Km. 3 Ds. Semayap Kec. Pulau Laut Kab. Kotabaru Province. Indonesian South Kalimantan. The time to conduct this research is from the issuance of a research permit from 16 July 2022 – 16 September 2022.

C. Research Subjects and Objects

1. Research Subjects

Research subjects can be interpreted as informants, which means people who are used to providing information about the research site's conditions.³¹ Based on the above understanding, the researcher described that the research subjects were Ustadz-Ustadzah and the board of teachers, parents of students, and *Tahfidz* students who were included in the scope of the Saijaan *Tahfidz* House, especially knowing about the *simâ'an* and *Khâtaman* programs at the Saijaan *Tahfidz* House itself. The author determines some of the subjects used as primary sources by selecting or providing specific criteria based on the subject's background. This technique can also be called the purposive sampling technique.³²

Determining the research subject dramatically assists the researcher in collecting the data. The research will be more focused on those who know and understand the object of the study better. Determining the research subject will make the data source and must meet the criteria following the needs and research objectives. Some of these criteria are as follows:

a. Ustadz, Ustadzah (Council of Teachers)

- 1) Ustadz, Ustadzah is classified as active and has been directly involved in *simâ'an* and *Khâtaman* Al-Qur'an activities.

³¹L. J. Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: Remaja Rosda Karya), h. 132.

³²Sugiyono, *Metode Penelitian Kuantitatif, kualitatif, R&D*, (Bandung: IKAPI), h.85

- 2) Ustadz, Ustadzah, has long been a teacher at Rumah *Tahfidz* Saijaan (min. three years).

b. Parents of Students

- 1) Parents of students looking for those with backgrounds from their profession, such as civil servants, police, farmers, etc.

c. *Santri Tahfidz*

- 1) *Tahfidz* students memorize and practice Al-Qur'an at the Saijaan *Tahfidz* House.
- 2) *Tahfidz* students have memorized and practiced Al-Qur'an at the Saijaan *Tahfidz* House but moved due to several factors (college, taking outside education, etc.).

2. Object of Research

In conducting research, what must be considered is the research object being studied (The object has a problem that will be used as research material to find a solution to the problem). According to Supriyati, the object of this research is the variable on the researcher's examination at the place where the research is being conducted.³³

Then, the focus of this research object is the influence of the *simâ'an* & *Khâtaman* traditions on the memorization of the Qur'an by the students of the Saijaan *Tahfidz* House, especially the influence on the number of memorization, reading of the Qur'an, and also the learning achievement of the

³³Supriyati, *Metodologi Penelitian*, (Bandung: Labkat Press. 2015), 44.

students as well as also included are several supporting factors and inhibiting factors of this influence.

Tahfidz Saijaan's house is built on a strong soil structure to protect it from landslides and flooding because it is located on a plain. Historically, the location of the Saijaan *Tahfidz* House has never been distracted by a disaster. Therefore, the location of the Saijaan *Tahfidz* House is very representative and conducive to becoming a place of learning for the surrounding community.

The location of the Saijaan *Tahfidz* House is very strategic in terms of an educational factor, namely a representative and safe environment, because it is next to a reading house as a learning reference sector. *Tahfidz*'s house is located in the middle of the city, making it easier to pick up students. However, it remains conducive because the building is made of concrete so that it can reduce the noise from the sound of transportation equipment.

D. Data and Data Sources

1. Data

In this study, the required data are primary data and secondary data, so the required data sources are divided as follows:

a. Primary Data

Primary data is data that comes from the original or first source. This data is not available in the compiled form or in file form.³⁴ In this study, primary data was obtained from the results of interviews with several responses

³⁴Nuning Indah Pratiwi, "Penggunaan Media Video Call Dalam Teknologi Komunikasi," *Jurnal Ilmiah Dinamika Sosial*, Vol. 1, No. 2, August 2017, 211.

consisting of ustadz, ustadzah (council of teachers), parents of students, and *Tahfidz* students.

b. Secondary Data

Secondary data is a resource that does not directly provide data to collectors. In this study, secondary data was obtained from informants who provided data regarding the profile of *Tahfidz* houses & regional profiles and also obtained from books or journals that discussed related issues.

2. Data Source

To obtain valid and accurate data sources, the authors obtain data from several informants as follows:

a. Ustadz, Ustadzah (Teacher Council)

Ustadz, Ustadzah, and other teaching councils are related to the *simâ'an* and khatam Al-Qur'an activities at the Saijaan *Tahfidz* House.

b. Student Parents

Students' parents bear all the needs of children who study at an institution, namely the biological father and mother of the child. In this study, the author conducted interviews with several parents of students, totaling ten people, which the writer further classified into seven parents of students because the data obtained contained many similarities in answers, then these seven people had different backgrounds, namely Civil Servants, Private Workers, Traders, Lecturers, etc.

c. *Tahfidz* Students

Tahfidz Students who are directly experienced the *simâ'an* and *Khâtaman* Al-Qur'an activities at the Saijaan *Tahfidz* House. The total of interviews with the students is nine people; after that, the writer classifies these nine students.

E. Data Collection Techniques

In this study, the authors used the following data collection techniques:

1. Observation

Observation is a technique used by a researcher systematically record and look at it directly and then examine the problem to be studied more.³⁵ This observation is an initial process that aims to find an overview of the *simâ'an* & *Khâtaman* Al-Qur'an activities on students' memorization at the Saijaan *Tahfidz* House.

The researcher made direct observations in the field to discover what actually happened and to participate in the interaction of *simâ'an* & *Khâtaman* Al-Qur'an activities to explore and examine data sources related to this research.

Through this observation technique, the researcher systematically documents research subjects and can record everything that is obtained in matters relating to the *simâ'an* and *Khâtaman* Al-Qur'an activities. The

³⁵Amirul Hadi, dan Haryono, *Metodologi Penelitian Pendidikan*, (Bandung: Pustaka Setia, 1998), 126.

observations made by the researcher lasted for 90 days, starting from issuing research permission from the Faculty of Ushuluddin and Humanities.

2. Interview

An interview is a conversation between two or more people conducted by the interviewer and the resource person.³⁶ The author conducted interviews with ustadz, ustadzah, parents of students, and students, then classified into several people because the data obtained by the writer was consistent and did not change, so the writer took the data of interview from them who was very informative about this *simâ'an and Khâtaman* activity.

This interview was conducted for 30 days with the following guidelines:

a. Guidelines for interviewing Ustadz, Ustadzah

1) *Tahfidz*

Table 1.0 Guidelines for Interviewing about *Tahfidz*

No	List of Questions
1	What are the main objectives of the program at Saijaan <i>Tahfidz</i> House?
2	What are the steps needed to achieve the goal?
3	Where is the direction of the <i>Tahfidz</i> program development?
4	What are the plans for developing the <i>Tahfidz</i> program in the future?
5	What are the practical steps to realize the development plan in the <i>Tahfidz</i> sector?
6	So far, how is the realization of the program?

³⁶Asep Nanag Yuhana dan Fadlilah Aisah Aminy, "Optimalisasi Peran Guru Pendidikan Agama Islam sebagai Konselor dalam Mengatasi Masalah Belajar Siswa", *Jurnal Penelitian Pendidikan Islam*. Vol. 7, No. 1, 2019, 92.

3) *Simâ'an***Table 1.1 Guidelines for Interviewing of *simâ'an***

No	List of Questions
1	In your opinion, what is meant by <i>simâ'an</i> ?
2	For this <i>simâ'an</i> activity, are there certain days for its implementation?
3	What is the process so that a <i>santri</i> can carry out <i>simâ'an</i> activities?
4	Is a committee needed for this <i>simâ'an</i> activity?
5	When the <i>simâ'an</i> activity was running, did the ustadz/ah's presence plays a role in this activity?
6	Are there any obstacles from the ustadz/ah when carrying out this <i>simâ'an</i> activity?
7	According to the Ustadz/ah, what is the most important purpose of this Al-Qur'an <i>simâ'an</i> activity?
8	Where have you been, how long have you experienced teaching before, and when were you at this <i>Tahfidz</i> House?
9	What is Ustadz/ah's opinion about the influence of the <i>simâ'an</i> activities on the amount of students memorization at the Saijaan <i>Tahfidz</i> House?
10	What is Ustadz/ah's opinion about the influence of <i>simâ'an</i> Al-Qur'an to the students reading Al-Qur'an at the Saijaan <i>Tahfidz</i> House?
11	What is Ustadz/ah's opinion about the influence of <i>simâ'an</i> Al-Qur'an on the student's learning achievement at the Saijaan <i>Tahfidz</i> House?

4) *Khâtaman***Table 1.3 Guidelines for Interviewing *Khâtaman***

No	List of Questions
1	In your opinion, what is meant by <i>Khâtaman</i> ?

2	For this <i>Khâtaman</i> activity, are there certain days for its implementation?
3	What is the process so that a <i>santri</i> can carry out <i>Khâtaman</i> activities?
4	Is a committee needed for this <i>Khâtaman</i> activity?
5	When the <i>Khâtaman</i> activity was running, did the ustadz/ah's presence really play a role in this activity?
6	Are there any obstacles from the ustadz/ah when carrying out this <i>Khâtaman</i> activity?
7	According to the Ustadz/ah, what is the most important purpose of this Al-Qur'an <i>Khâtaman</i> activity?
8	What is Ustadz/ah's opinion about the influence of Al-Qur'an <i>simâ'an</i> activities on the amount of memorization the students at the Saijaan <i>Tahfidz</i> House?
9	What is the opinion of the Ustadz/ah regarding the effect of completing Al-Qur'an activities on the reading of the Qur'an of the students at the Saijaan <i>Tahfidz</i> House?
10	What is the opinion of the Ustadz/ah regarding the influence of the <i>Khâtaman</i> Al-Qur'an activities on the learning achievement of the students at the Saijaan <i>Tahfidz</i> House?

b. Guidelines for interviewing parents of students.

- *Simâ'an*

Table 1.4 Guidelines for Interviewing about *simâ'an*

No	List of Questions
1	In your opinion, what is meant by <i>simâ'an</i> ?
2	For this <i>simâ'an</i> activity, did your child prepare it in advance?
3	What is your mother's/father's opinion about the influence of Al-Qur'an <i>simâ'an</i> activities on the amount of memorization the students at the Saijaan <i>Tahfidz</i> House?
4	What is your opinion about the influence of Al-Qur'an <i>simâ'an</i> activities in the reading of the Qur'an to the students at the Saijaan <i>Tahfidz</i> House?

5	What is your opinion about the influence of Al-Qur'an <i>simâ'an</i> activities on the learning achievement of the students at the Saijaan <i>Tahfidz</i> House?
6	What are the child's supporting factors regarding this <i>simâ'an</i> activity?
7	What are the inhibiting factors for children regarding this <i>simâ'an</i> activity?

- *Khâtaman*

Table 1.5 Guidelines for Interviewing *Khâtaman*

No	List of Questions
1	In your opinion, what is meant by <i>Khâtaman</i> ?
2	For this <i>Khâtaman</i> activity, did your child prepare it in advance?
3	What is your opinion regarding the effect of completing Al-Qur'an activities to the amount of memorization the students at the Saijaan <i>Tahfidz</i> House?
4	What is your opinion regarding the effect of completing Al-Qur'an activities to the reading of the Qur'an the students at the Saijaan <i>Tahfidz</i> House?
5	What is your opinion regarding the effect of completing Al-Qur'an activities on learning achievement the students at the Saijaan <i>Tahfidz</i> House?
6	What are the child's supporting factors regarding this <i>Khâtaman</i> activity?
7	What are the inhibiting factors for children regarding this <i>Khâtaman</i> activity?

c. Guidelines for interviewing *Tahfidz* students

- *Simâ'an*

Table 1.6 Guidelines for Interviewing about *simâ'an*

No	List of Questions
1	What do you think is meant by <i>simâ'an</i> ?
2	For this <i>simâ'an</i> activity, do you usually prepare beforehand before the activity is carried out?
3	According to you, what is your opinion about the influence of Al-Qur'an <i>simâ'an</i> activities to the amount of memorization the students at the Saijaan <i>Tahfidz</i> House?
4	What is your opinion, what is your opinion about the influence of Al-Qur'an <i>simâ'an</i> activities to the reading of the Qur'an the students at the Saijaan <i>Tahfidz</i> House?
5	What is your opinion, what is your opinion about the influence of Al-Qur'an <i>simâ'an</i> activities on learning achievement the students at the Saijaan <i>Tahfidz</i> House?
6	While being a <i>santri</i> , what are the supporting factors so that the <i>santri</i> can carry out this <i>simâ'an</i> activity?
7	While being a <i>santri</i> , what were the inhibiting factors for the <i>santri</i> when carrying out this <i>simâ'an</i> activity?

- *Khâtaman*

Table 1.7 Guidelines for Interviewing about *Khâtaman*

No	List of Questions
1	What do you think is meant by <i>Khâtaman</i> ?
2	For this <i>Khâtaman</i> activity, do you usually prepare before the activity is carried out?
3	According to you, what is your opinion about the influence of <i>Khâtaman</i> Al-Qur'an activities to the amount of memorization the students at the Saijaan <i>Tahfidz</i> House?
4	What is your opinion, what is your opinion about the influence of <i>Khâtaman</i> Al-Qur'an activities to the reading of the Qur'an the students at the Saijaan <i>Tahfidz</i> House?

5	What is your opinion, what is your opinion about the influence of <i>Khâtaman</i> Al-Qur'an activities on the learning achievement of the students at the Saijaan <i>Tahfidz</i> House?
6	While being a <i>santri</i> , what are the supporting factors to carry out this <i>Khâtaman</i> activity?
7	While being a <i>santri</i> , what are the inhibiting factors to carry out this <i>Khâtaman</i> activity?

3. Documentation

Documentation is carried out by collecting, selecting, processing, and storing information that serves as valid and actual evidence.³⁷

Documentation conducted by the author is an overview of the research location, recordings in the form of photos, videos, sound, and also data collection from various existing reports. It is relevant to the influence of the *simâ'an* tradition and the *Khâtaman* of the Qur'an on the students' memorization of the Saijaan *Tahfidz* House.

F. Data Analysis Techniques

Data analysis aims to find various general research results to make it easier for writers to conclude from research results originating from the problem formulation. In this stage, all data from the interviews will be presented in a descriptive form, which means that conclusions are drawn based on data during field research.

³⁷Blasius Sudarsono, "Memahami Dokumentasi", *Jurnal Acarya pustaka*. Vol. 3, No. 2, Juni, 2017, 53.

After being presented in a descriptive form, the author then analyzes the data results regarding the influence of the tradition of *simâ'an* and *Khâtaman* of the Qur'an on the memorization of the students at the Saijaan *Tahfidz* House.