

CHAPTER III

RESEARCH METHOD

A. Types and Research Approaches

This research is field research using the Living Qur'an. Field research is studying phenomena in their natural environment.¹ Therefore, object research is an object in the field that can provide information about the research study. To obtain accurate data in the area, the authors went directly to the Darul Amien Islamic Boarding School to get accurate and precise data. While living Qur'an is a combination of two different words, namely *living*, which means to live or revive, and the Qur'an, which is the holy book of Muslims.²

In Arabic, the term living Qur'an is known by two terms: *al-hayy*, which means “the living,” and *al-Ihyâ*, which means “to turn on.” From this understanding, the living Qur'an is divided into two, namely:

- a. *Al-Qur'an al-hayy* is the Qur'an that lives in society. In other words, *al-Qur'an al-hayy* is a product of culture, for example, in the form of tradition.
- b. *Ihyâ al-Qur'an* is reviving the Qur'an. In this case, living Qur'an is an effort to restore the Qur'an in oneself and the wider community.³

¹ Suharsimi Arikunto, *Prosedur Penelitian Pendidikan Praktek* (Jakarta: Rineka Cipta, 1999), 136.

² Ahmad Ubaydi Hasbillah, *Ilmu Living Qur'an-Hadis* (Tangerang Selatan: Maktabah Darus-Sunnah, 2019), 20.

³ Hasbillah, 20–22.

This research uses a qualitative descriptive method. The type of research combines descriptive and qualitative research. According to Nana Sudjana, descriptive research describes an event that occurs at present, where the researcher tries to take pictures of occasions and events to be told as they were when the research was carried out.⁴

According to Bogdan and Taylor, cited by Lexy J. Moleong, qualitative research is a procedure that produces descriptive data in the form of written or spoken words from other people and observed behavior.⁵

B. Research Location

1. A Brief History of Darul Amien Islamic Boarding School

Darul Amien Islamic Boarding School is a private (non-government) Islamic educational institution. Darul Amien was Initiated in 1996 with an integrated curriculum system, a combination of the Darussalam Martapura Islamic Boarding School and the Al-Amin Prenduan Madura Islamic Boarding School, communication of students in Darul Amien using dual languages, namely Arabic and English intensively.

Darul Amien Islamic Boarding School is located in Teluk Labak, North Daha District, Hulu Sungai Selatan Regency. One hundred fifty meters from the inter-district highway and access between provinces of South Kalimantan and

⁴ Nana Sudjana, *Penelitian Dan Penilaian Pendidikan* (Bandung: PT. Remaja Rosdakarya, 2011), 4.

⁵ Lexy J. Moleong, *Metode Penelitian Kualitatif* (Bandung: PT. Remaja Rosdakarya, 2004), 3.

Central Kalimantan, which can facilitate communication with agencies government and the broader community.

On September 9, 1996, coinciding with 27 Rabi'ul Akhir 1417, Darul Amien Islamic Boarding School began its educational activities. Even though, at first, it was only located in a “Dārul Akbar” prayer room and the house's courtyard of one Darul Amin Islamic Boarding School teacher.

The name of the Darul Amien Islamic boarding school means “trusted house.” Historically, the term “Darul Amien” was born from the founders of this Islamic boarding school, who were alumni of the Darussalam Martapura Islamic Boarding School and alumni of the Al-Amien Prenduan Madura Islamic Boarding School. Thus was born the holy name “DARUL AMIEN” was taken from two large Islamic boarding schools whose existence is recognized by the national and international community.

At the Darul Amien Islamic Boarding School, the management of education, teaching, and daily activities of the students, is carried out by teachers. Most teachers live in dormitories and fully supervise and guide the students in teaching and learning activities. Over time, the Darul Amien Islamic Boarding School has 594 santri and santriwati.

2. Vision-Mission of Darul Amien Islamic Boarding School

1) Vission

The vision is “Producing the superior cadres of leaders with perfect faith, broad knowledge, and true deeds towards the formation of *khaira ummat*.”

2) Mission

- a. Instilling love for Allah SWT and Rasulullah SAW.
- b. Improving the quality of education and teaching at the Darul Amien Islamic Boarding School.
- c. Growing self-awareness students through Islamic boarding school education that is disciplined, independent, and full of simplicity towards forming a soul leader (*Khalifah al-Ardh*).
- d. Familiarize and increase students' creativity in language skills, cultural arts, and sports.

3. Facilities and Infrastructure

Supporting various activities for teaching, learning, daily life, extracurricular activities, and the convenience of students, teachers, and people who live in the Islamic boarding school, Darul Amien Islamic Boarding School is equipped with facilities as follows:

1) Mosque

The mosque is a center for the activities of students, teachers, and people who live in the Islamic boarding school. This main mosque is used for study activities, *majlis ta'lim*, and worship.

2) School Facilities

- a. The classroom; consists of 12 santri classrooms and 12 santriwati classrooms. All use air conditioning (AD).
- b. Library
- c. 1 unit of Language Laboratory (Arabic and English) and 1 unit of Computer

Laboratory.

- d. Audio Visual Room is equipped with an LCD projector and a soundproof room.
- e. BK Room; is a place of guidance and counseling on various problems of students.
- f. Career Center Room; is a place for students to consult about career opportunities and future study prospects.
- g. Principal's room, teacher's room, and school administration room.

3) Dormitory Facilities

- a. The dormitory consists of 5 units of *santri* dormitories and three units of *santriwati* dormitories. Each building consists of 3 - 7 rooms
- b. Canteen; located scattered in several locations of Islamic boarding schools
- c. Dining room; the kitchen or dining room for *santri*, namely in the shared kitchen and in the *bincau* environment, and for *santriwati* in the closed dining room within the *santriwati* dormitory.

4) Supporting Facilities

Various supporting facilities include; meeting rooms, shared kitchens, mini markets, cooperatives, sports fields, outdoor swimming pools, laundry, guest houses, and gardens scattered around the Islamic boarding school.

4. Teachers at Darul Amien Islamic Boarding School

There are 74 teachers at the Darul Amien Islamic boarding school, 46 *ustadz* and 28 *ustadzah* with different educational backgrounds. Among them are Masters, Bachelors, and graduates from several Islamic boarding schools.

5. Structured School Management

Darul Amien Islamic Boarding School Learning System is a modern boarding school that adheres to a boarding or full-day system. The students who study at the institution are always guided by a teacher who lives with them.

Darul Amien Islamic Boarding School combines a curriculum of religious sciences such as Nahwu, Sharaf, Tauhid, Tasawwuf, and others with worldly sciences such as Economics, Physics, Geography, and others.⁶

6. 6th Grade Student List at Darul Amien Islamic Boarding School

Darul Amien Islamic Boarding School has 570 students, with the following details:

TABLE 3.1. LIST THE NUMBER OF SANTRI AND SANTRIWATI AT DARUL AMIEN BOARDING SCHOOL

No	Class	Gender	Total
1	1 MI	Male/Female	4
2	2 MI	Male/Female	14
3	1 A	Male	22
4	1 B	Female	25
5	1 C	Male	19
6	1 D	Female	23
7	1 E	Male	21
8	1 F	Female	18
9	1 Intensive A	Male	9

⁶ Darul Amien Islamic Boarding School Documents.

Continued table 3.1.

10	1 Intensive B	Female	35
11	2 A	Male	27
12	2 B	Female	19
13	2 C	Male	22
14	2 D	Female	20
15	3 A	Male	34
16	3 B	Female	37
17	3 Intensive A	Male	10
18	3 Intensive B	Female	28
19	4 A	Male	21
20	4 B	Female	25
21	4 C	Male	11
22	5 A	Male	23
23	5 B	Female	22
24	5 C	Female	20
25	6 A	Male	30
26	6 B	Female	31

C. Research Population and Sample

1. Population

According to Arikunto, the population is all research subjects.⁷ This research population is all final-grade students at the Darul Amien Islamic Boarding School who participated in the *Khidmah Tarbawiyah* activities. The total population is 63 students.

2. Sample

The sample is part or representative of the population studied. In this study, the researcher used a random sampling technique.⁸ Random sampling is a technique

⁷ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan* (Jakarta: Rineka Cipta, 2002), 108.

⁸ Arikunto, 110.

used if the population from the sample is a homogeneous population with only one feature. Thus, the desired sample can be taken arbitrarily (randomly).

The total population of *santri* and *santriwati* who took part in *khidmah tarbawiyah* was 63, so the samples taken 1/3 were 21 people consisting of 10 *santri* and 11 *santriwati* who were randomly selected from each group.⁹

D. Type and Data Sources

The type of data is divided into two, quantitative data and qualitative data. In this study, a researcher used qualitative data. Qualitative data is data presented in the form of verbal, not in the form of numbers. Qualitative data is obtained through observation, recording and interviews.¹⁰

Data sources are anything that can provide research information. The data sources used by the researcher are:

1. Primary

Primary data sources in this study are directly related to the research theme. In this case, the primary data source is observation data or interviews with final-grade *santri* and *santriwati* who participate in *Khidmah Tarbawiyah* at the Darul Amien Islamic boarding school.

2. Secondary

Secondary data is data obtained indirectly from the primary data source.¹¹ In

⁹ Arikunto, 95–96.

¹⁰ Noeng Muhadjir, *Metodologi Penelitian Kualitatif* (Yogyakarta: Rakesarasin, 1996), 2

¹¹ Sugiyono, *Metode Penelitian Kombinasi* (Bandung: Alfabeta, 2013), 326.

this study, secondary data is interviews with Darul Amien Islamic boarding school teachers and some relevant literature that supported the research, such as books, articles, journals, documents, photos, sound recordings or videos, and relevant literature related to the discussion.

E. Data Collection Techniques

In this study, the researcher collects data in several ways, namely:

1. Observation

Observation is a systematic observation and recording of the events studied. The type of observation in this study is classified as participant observation. The researcher is directly involved in the living environment of the people being observed and systematically collects data from the required data. Thus, the authors get direct experience from these activities, making the information obtained more in-depth.¹²

In this case, the researcher observed directly how the activities of *khidmah tarbawiyah*, teaching and learning process of *tahsîn* and *tajwîd* final grade *santri* and *santriwati* at the Darul Amien Islamic boarding school.

2. Interview

An interview is a technique of collecting data through an oral question-and-answer process that takes place in one direction, the questions come from the

¹² Husaini Usman, *Metodologi Penelitian Sosial* (Jakarta: Bumi Aksara, 2000), 54.

interviewer's party, and the answers are obtained from the interviewee.¹³ Interviews are classified into two, namely: unstructured interviews and structured interviews. The researcher uses structured interviews, asking respondents based on specific questions prepared previously, using the same sentences and sequences of questions as stated in a list of interviews (interview schedule).¹⁴

In this case, the researcher conducted direct interviews with the final grade *santri* and *santriwati* of the Darul Amien Islamic Boarding School regarding the quality of reading the Qur'an and the social-historical background of final grade *santri* and *santriwati*. The researcher also interviewed the teachers who teach at the Darul Amien Islamic Boarding School to complete the data from this study.

3. Documentation

Documents are records of past events. Documents can be in writing, pictures, or monumental works of someone. Documents in the form of writing such as diaries, life histories, biographies, and others. Documents in the format of images, for example, photos, live shots, sketches, and others. Documents in the form of works, for example, pictures, sculptures, and others. The document is complementary to observation and interview methods in qualitative research.¹⁵

Documentation is also the primary data for observation and interview techniques, such as photos, video, or sound recordings.

¹³ Abdurrahmat Fathoni, *Metodologi Penelitian Dan Teknik Penyusunan Skripsi* (Jakarta: Rineka Cipta, 2006), 105.

¹⁴ Abuzar Asra, *Metode Penelitian Survei* (Bogor: Penerbit IN MEDIA, 2014), 108–9.

¹⁵ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D* (Bandung: Alfabeta, 2008), 240.

F. Data Analysis

Data analysis techniques simplify data into a form that is easier to read and interpret. As for performing data analysis techniques, a researcher systematically organizes data or information collected based on notes from observations, interviews, documents, and others by categorizing/classifying, comparing, and searching for relationships between data.¹⁶

In this study, the authors apply Miles and Huberman's data analysis which has three flows of activities, including:

1. Data Reduction

The data obtained from the field is quite large, so it is necessary to note it carefully and in detail. The more extended researcher is in the area, the more the data will be complex and complicated. For this reason, it is necessary to conduct data analysis through data reduction immediately. According to Miles and Huberman, data reduction is a data analysis process to reduce and summarize research results by focusing on things considered critical, selecting the main items, and looking for themes and patterns.¹⁷

The data reduction aims to facilitate understanding of the data that has been collected so that the reduced data provides a more detailed picture.¹⁸

¹⁶ Rahmadi, *Pengantar Metodologi Penelitian* (Banjarmasin: Antasari Press, 2011), 92–93.

¹⁷ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*, 247.

¹⁸ Sugiyono, 247.

2. Data Display

After the data is reduced, the next step is to display the data. Display data are research data arranged in detail to provide a complete picture. The data collected in fact and comprehensively are then searched for patterns of relationships to draw the correct conclusions. The data presentation is arranged as a description or report on the research results obtained.

3. Conclusion/Verification

According to Miles and Huberman, the third step in qualitative data analysis is drawing conclusions and verification.¹⁹ The initial conclusions are still temporary and will change if no substantial evidence supports the following data collection stage. Thus, findings in qualitative research may be able to answer the problem formulation formulated from the beginning but may also not because the problem formulation in qualitative research is still temporary. They will develop after the researcher is in the field.²⁰

Conclusions in qualitative research are new findings that never existed before. Results can be in the form of a description or description of an object that was previously unclear. After research, it becomes clear, and it can be a causal or interactive relationship, hypothesis, or theory.²¹

¹⁹ Sugiyono, 252.

²⁰ Sugiyono, *Metode Penelitian Kombinasi*, 337.

²¹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*, 253.