



## The Guidance Study Muqaddam (Alif Ba Ta) be Using Classic Method (Magrib Mengaji) for Preschool Childrens in Sipiongot

Mgr Sinomba Rambe<sup>1✉</sup>, Ahmad Asron Mundofi<sup>2</sup>, Faizah Nur Atika<sup>3</sup>, Munzir<sup>4</sup>, Naila Intania<sup>5</sup>, Arlinda Ayu Diah Arfani<sup>6</sup>

Universitas Ahmad Dahlan Yogyakarta<sup>1,4</sup>, UIN SUKA Yogyakarta<sup>2</sup>, UIN Prof. K.H. Saifuddin Zuhri Purwokerto<sup>3</sup>, Universitas Wahid Hasyim Semarang<sup>5</sup>, UIN K.H Abdurrahman Wahid Pekalongan<sup>6</sup>  
e-mail : [mgrsinomba@gmail.com](mailto:mgrsinomba@gmail.com)<sup>1</sup>, [ahmadasronmundofi@gmail.com](mailto:ahmadasronmundofi@gmail.com)<sup>2</sup>, [faizahnuratika@uinsaizu.ac.id](mailto:faizahnuratika@uinsaizu.ac.id)<sup>3</sup>, [abuakhyararham@gmail.com](mailto:abuakhyararham@gmail.com)<sup>4</sup>, [nailaintania24@gmail.com](mailto:nailaintania24@gmail.com)<sup>5</sup>, [arlinda115xxx@gmail.com](mailto:arlinda115xxx@gmail.com)<sup>6</sup>

### Abstrak

Rendahnya kemampuan membaca Muqaddam pada anak-anak prasekolah serta minimnya pendekatan pembelajaran yang sesuai dengan kondisi kebutuhan mereka masih menjadi permasalahan yang larut dari waktu ke waktu. Penelitian ini bertujuan untuk mengevaluasi efektivitas Bimbingan Belajar Muqaddam (Alif Ba Ta) dengan mengaplikasikan Metode Klasik (Magrib Mengaji) pada anak prasekolah di Desa Sipiongot menggunakan kolaborasi metode Repitasi dan Bermain Peran (Role Playing). Penelitian ini menggunakan jenis kuantitatif dengan pendekatan studi kasus, bagi anak-anak Prasekolah dan guru-guru mengaji di Desa Sipiongot. Hasil penelitian menunjukkan peningkatan signifikan dalam pemahaman huruf Arab dan kemampuan membaca Muqaddam anak-anak Prasekolah. Keberhasilan tersebut merupakan hasil dari pengaplikasian metode pembelajaran yang menyenangkan dan sekaligus mampu meningkatkan motivasi dan kreatifitas anak-anak. Dengan begitu penggunaan metode Repitasi dan Bermain peran (Role Playing) dianggap sangat memberikan kontribusi yang besar bagi petkembangan kemampuan anak-anak prasekolah Desa Sipiongot dalam belajar Muqaddam (Alif Ba TA).

**Kata Kunci:** Belajar Muqaddam, Metode Klasik, Anak-Anak Prasekolah.

### Abstract

*The low ability to read Muqaddam among preschool children and the lack of learning approaches that suit their needs are still problems that persist over time. This research aims to evaluate the effectiveness of Muqaddam tutoring (Alif Ba Ta) by applying the classical method (Magrib Mengaji) to preschool children in Sipiongot Village using a collaboration of recitation and role-playing methods. This research uses a quantitative type with a case study approach for preschool children and Al-Qur'an teacher's in Sipiongot Village. The results showed a significant increase in the understanding of Arabic letters and the Muqaddam reading ability of preschool children. This success is the result of applying learning methods that are fun and, at the same time, able to increase children's motivation and creativity. In this way, the use of recitation and role-playing methods is considered to make a big contribution to the development of the abilities of Sipiongot Village preschool children in learning Muqaddam (Alif Ba Ta).*

**Keywords:** Learning Muqaddam, Classical Method, Preschool childrens.

Copyright (c) 2024 Mgr Sinomba Rambe, Ahmad Asron Mundofi , Faizah Nur Atika, Munzir, Naila Intania, Arlinda Ayu Diah Arfani

✉ Corresponding author :

Email : [mgrsinomba@gmail.com](mailto:mgrsinomba@gmail.com)

DOI : <https://doi.org/10.31004/edukatif.v6i1.6412>

ISSN 2656-8063 (Media Cetak)

ISSN 2656-8071 (Media Online)

Edukatif : Jurnal Ilmu Pendidikan Vol 6 No 1 Februari 2024  
p-ISSN 2656-8063 e-ISSN 2656-8071

## INTRODUCTION

A quite worrying phenomenon at the moment can be seen in the decline in children's interest in learning Al-Qur'an. This decline is reflected in the low participation of children in Al-qur'an learning activities, which should be an integral part of the formation of religious and cultural values in society (Aliwar, 2016). These challenges include the major influence of the emergence of modern technology (Efendi M.F, 2013), changes in cultural values (Putri Miranti, 2021) as well as limited parental support and involvement in the religious learning process for children (Yuliharti, 2011) Therefore, an in-depth understanding of the factors that influence the decline in interest in learning the Al-qur'an is essential for formulating strategies and approaches by selecting effective methods (Ilyas & Syahid, 2018) to overcome its negative impact on the character formation of children in the middle school. Developments over time, especially in strengthening interest in reading the Al-qur'an.

Learning the Al-Qur'an at an early age is a valuable Islamic recommendation (Latifah, 2021), aimed at cultivating children's enthusiasm and willingness to learn letter by letter in the Al-qur'an, understanding its rules as provisions for life in this world and the afterlife (Rosi, 2021). This learning process focuses on cultivating attachment and interest in learning the Al-Qur'an/Muqaddam (Alif Ba Ta), forming noble morals, and building a solid foundation of religious knowledge from preschool age (Qurrotu A'yunin, 2022). Through this recommendation, Islam teaches the importance of starting learning early, providing a strong foundation for understanding religion, and instilling strong Islamic values and rules (Adib, 2021). This preparation is not only limited to children's formal understanding of learning the Al-qur'an but also involves the practice of worship, prayer, and practicing Islamic values in daily life (Muhibbah et al., 2020). Thus, learning the Al-qur'an at an early age is considered a comprehensive first step in forming the next generation, who will be role models for society by bringing Islamic values into every aspect of life.

Muqaddam (Alif Ba Ta) learning is basic-based Al-Qur'an learning specifically designed for early childhood/preschool children (Dr. Dadan Suryana, 2021)The results of Aan's research also explain that learning Muqaddam (Alif Ba Ta) is basic learning about reading comprehension and writing basic texts of hijaiyah letters (Sutianah, 2020). This learning aims to introduce and stimulate children's talent and interest in basic understanding in reading and writing Hijaiyah letters slowly from an early age (Rambe & Widodo, 2023). Essentially, Muqaddam (Alif Ba Ta) learning creates a learning environment that supports children's intellectual (Qutub Tarqy Al Mahdy, 2019), emotional (Chapnick, 2008), and spiritual development through an early introduction to Islamic teachings through reading Hijaiyah letters using the fun method (Rohimah & Ngulwiyah, 2023). If started from an early age, Muqaddam (Alif Ba Ta) learning will not only contribute to the development of children's religious literacy but also form a strong spiritual and cognitive foundation for children's growth and development.

Creating children's interest and motivation in learning, especially in learning the Al-qur'an, cannot be separated from the role of using and selecting appropriate and enjoyable learning methods (Mgr Sinomba Rambe, 2024). The importance of fun learning methods in the Al-qur'an for children will increase their interest in learning the Al-Qur'an (Pangastuti, 2017). A learning atmosphere full of joy not only creates active involvement in the learning process but also makes it easier to understand concepts and processes. Muqaddam (Alif Ba Ta) learning is more effective. The use of fun learning methods, which are able to increase children's motivation and are not boring, will create active and enjoyable in Al-qur'an learning (Wardani, D. K., & Samsu, 2022). In this way, learning the Al-qur'an is not only a means of understanding the Muqaddam text (Alif Ba Ta), but also a forum for forming children with noble character, cultivating a social spirit, and instilling a love of Islaamic teachings from an early age.

The results of previous research from Ahmad et al (Ahmad et al., 2021), entitled Improving Al-Qur'an Reading Ability with the Iqro' Method for Children Aged 3–10 Years, explain that: Improving students' Al-Qur'an reading ability through Iqro guidance is carried out in several steps, including: first determining and analyzing the problem before learning, carrying out guidance on reading the Al-Qur'an using the Iqro' method, and conducting an evaluation after the learning activity takes place. Previous research focused on learning the Al-Quran using the Iqra method for those aged 3–1 years, while the current research focuses more on learning the basics of reading Muqaddam (Alif Ba Ta) using the classical method (Magrib Mengaji) for preschool children.

Mgr Sinomba Rambe (Rambe & Widodo, 2023) In his research on the development of PAI materials for strengthening Al-Qur'an reading and writing at SMP Piri 2 Yogyakarta, he highlighted the use of habituation methods, collective tadarus, and memorization as approaches to strengthening Al-Qur'an reading and writing. Variations on strengthening writing include imla' manqul, mandhur, and ikhtibari with the application of the sorogan, classical, and sight-reading systems. The difference with previous research is the emphasis on preschool children compared to junior high school children, as well as the emphasis on non-formal learning carried out after Maghrib prayers.

Research from Dian Kusuma (Wardani & Samsu, 2022) regarding the Application of the Tilawatil Qur'an Method to Improve the Ability to Read the Qur'an at the Bahrul Ulum Islamic Boarding School. The results of his research explain that various forms of tilawatil Al-Qur'an methods contribute to the development of students, improving the quality of reading, understanding recitation, and other aspects. This development generally shows improvement compared to previous conditions. The difference from previous research lies in the method and research object, namely using the Tilawah method for students in Islamic boarding schools, while the current research uses the classical method (Magrib Mengaji) in learning Muqaddam (Alif Ba Ta) for preschool children.

Rama Joni (Rama Joni, Abdul Rahman, 2020) in his research entitled Religious Teacher Strategies in Improving Village Residents' Al-Qur'an Reading Ability, explains that the listening strategy used by religious teachers in Turan Baru Village has proven to be effective in improving Al-Qur'an reading ability. Qur'an congregation aged 40 years and over. This method allows the teacher to immediately correct the congregation's mistakes, so it can be concluded that the use of listening strategies is effective in improving the ability to read the Al-Qur'an in the village. The difference in this research lies in the research subjects, namely village residents using the personal imlak method, while the current research focuses on preschool children using the classical method (Magrib Mengaji) in learning Muqaddam (Alif Ba Ta).

Apart from that, researchers also carried out direct observations to review Muqaddam (Alif Ba Ta) tutoring activities, which are still actively maintained in one of the Sipiongot residents' homes, especially for preschool children. The learning process used is classic and different from the Al-qur'an learning methods in general, especially in urban areas. In this context, learning time is initiated after the Maghrib prayer until Isha' time in one of the residents' homes, with a learning concept that involves intensive interaction between the Qur'an teacher and the childrens. The approach used is classic, where the teacher will start reading first, then the children will follow. After that, the children will be given time to the Al-qur'an and study on their own while being monitored by the Al-qur'an teacher. Then, one by one, the children will submit their Al-qur'an reading skills to the teacher by bringing a revision notebook, which they will study at home with their parents. The method used is still traditional, namely using a small whiteboard equipped with writing tools (markers) and erasers. The Muqaddam (Alif Ba Ta) material taught will be immediately put into practice by presenting the concept of learning while playing. In this way, the learning presented will feel light and be able to increase preschool children's learning motivation for learning Muqaddam (Alif Ba Ta).

Research regarding tutoring for the book Mukoddam (Alif Ba Ta) using the classical method (Magrib Mengaji) for preschool children in Sipiongot Village has significant urgency. First, this research supports the development of preschool children's potential and abilities in understanding the basics of the Islamic religion from an early age, providing a strong foundation for the formation of good character and morals. Second, the classical method (Magrib Mengaji) can be an effective means of facilitating children's understanding of religious teachings with an approach that is appropriate to their stage of cognitive development. The results of this research can not only contribute to the understanding of basic Islamic concepts but also provide practical guidance for educators and parents in providing quality Islamic religious study guidance at the preschool level, especially in Sipiongot Village.

## **METHOD**

The type of research is descriptive qualitative research (Sugiono, 2014) with a case study approach (Darmalaksana, 2020) by understanding and interpreting a real event that occurred in the field according to the researcher's own perspective (Nur Hastuti, 2018). This research will explain tutoring for the book Muqaddam (Alif Ba Ta) using the classical method (magrib mengaji) for preschool children in Sipiongot village.

The data collection technique was carried out in several stages, starting with making observations (Moleong, Lexy J., 2018) related to the problem to be researched and determining the subjects and objects that the researcher would directly involve in tutoring activities on the book of Mukoddam (Alif Ba Ta) for children in preschool in Sipiongot village. After that, the researcher will carry out an interview process (Sugiyono, 2018) regarding the process of applying the classical method (Magrib Mengaji) to learning Mukoddam (Alif Ba Ta) for preschool children in Sipiongot village. Among the informants were Mrs. Elfi as the main teacher, Mrs. Lasma and Informant Lusi as accompanying teachers, and several preschool children who took part in Muqaddam's (Alif Ba Ta) tutoring. The selection of informants was carried out using a purposive sampling method (Chalim et al, 2020) During interviews, documentation is carried out through field notes, in the form of data archives or supporting documents that the researcher considers capable of supporting the validity of the researcher's data (Sukmadinata, 2020)

The data analysis process in research on the application of Muqaddam (Alif Ba Ta) tutoring uses classical methods that begin with the data reduction stage, namely, the researcher selects and organizes data to reveal relevant patterns (Mali, 2023). Next, at the data presentation stage, the results of the analysis are presented systematically, thus allowing for in-depth interpretation of the findings obtained by researchers during the research (Rijali, 2018). This process is based on critical analysis, which connects findings with relevant theories and discourse (Fitrah, 2018). Finally, drawing conclusions involves synthesizing the findings in a theoretical context, providing a significant contribution to the understanding of study guidance on the book of Muqaddam (Alif Ba Ta) using the classical method (magrib mengaji) for preschool children in Sipiongot village.

## **RESULTS AND DISCUSSION**

### **RESULTS**

#### **The Guidance Study Muqaddam (Alif Ba Ta) Be Using Classic Method (Magrib Mengaji) For Preschool Childrens In Sipiongot**

The results of the interview with Mr. A, the head of Sipiongot village, explained that in Sipiongot village, every day after Maghrib is a moment full of blessings for the village children, where preschool children will flock to one of the residents' houses, which is a place to learn the Al-qur'an or Muqaddam

guidance. Why after Maghrib? The results of the researcher's observations showed that the choice of time to study Muqaddam (Alif Ba Ta) after Maghrib was based on several things, such as: it has been an old tradition that has been going on for generations; the choice of time after Maghrib is also considered to be a quiet time for learning the Al-qur'an, so that learning the Al-qur'an becomes an activity. that is suitable to be carried out in congregation while waiting for the call to prayer for the Isha prayer. Behind that, active participation from the local community and warm support from the family not only provide support but also make this activity an inseparable element in daily life in Sipiongot Village, especially for children.

Muqadaam (Alif Ba Ta) learning in Sipiongot village is carried out together under the guidance of teachers who are dedicated and have a motherly figure. Muqaddam learning will be adjusted to each child's level of understanding, with a more interactive and enthusiastic approach. Using the Classical Method (Maghrib Mengaji) for preschool children in Sipiongot Village is implemented through a series of steps that combine children's fun with a tested classical approach. The results of the researcher's interview with one of the Qur'an teachers conveyed the learning process. First of all, the teacher uses interesting visual media, such as pictures and colored letter cards, to slowly introduce Arabic letters to children. In this session, the maghrib (bright) atmosphere of the Maghrib Mengaji method is present in the form of cheerfulness and warmth, creating a pleasant environment for learning. Furthermore, it involves physical activities such as arranging letters using materials that can be touched, such as stones or paper that have Hijaiyah letters written on them, which can help strengthen the connection between children's visual and sensory. This classic method utilizes traditional principles of learning, integrated with interactive game elements, so that children not only learn to read Arabic letters but also experience joy in their learning process.

The results of the researcher's interview with the Qur'an teacher also explained that, in a series of activities, the teacher uses the repetition method repeatedly, which builds children's resilience in learning Muqaddam. Maghrib Mengaji's classic method emphasizes the importance of repetition in learning, and teachers utilize their creativity to make each session a memorable moment. During this process, teachers also involve the children's parents and families in supporting learning at home, creating synergy between extra learning and the family environment. This was conveyed by one of the guardians of preschool children studying Muqaddam. The entire learning process creates a strong foundation for reading Muqaddam (Alif Ba Ta) using the classic Maghrib Mengaji method, not only involving cognitive aspects but also paying attention to the emotional and social aspects of children. With this approach, it is hoped that the children of Sipiongot Village can grow up as children who are proficient in reading the Qur'an competently with positive and sustainable learning experiences.

The results of observations and interviews with Muqadaam tutoring teachers show that the application of repetition slowly and repeatedly in learning to read Muqaddam (Alif Ba Ta) for preschool children in Sipiongot Village has had a significant positive impact. The results of this study showed a marked improvement in children's understanding of Arabic letters and reading ability, as well as a high level of retention of the learning material. In addition, the aspect of joy and warmth in learning, which is implemented through the maghrib (bright) atmosphere of the Maghrib Mengaji Method, strengthens children's motivation to learn. This is reflected in the high level of interest and involvement of children in each learning session. The use of visual media and physical activities contributes to building reading skills with a fun and interactive approach.

The importance of using the repetition method in learning can be seen in increasing children's ability to read Arabic letters consistently. This is in line with the results of researchers' observations and interviews, which concluded that teachers who are creative in applying this method will provide added value in creating an engaging learning experience for children. Furthermore, active support from parents and families in supporting learning at home makes a positive contribution to the balance between the school and family

environments. Thus, the results of this research conclude that the Classical Method (Magrib Mengaji) can be an effective model for learning to read Muqaddam (Alif Ba Ta) for preschool children, providing a strong foundation for developing the reading skills of Sipiongot Village children with a holistic and sustainable approach. .

Apart from using the repetition method, a suitable method to use in learning Muqaddam for preschool children in Sipiongot Village is the role-playing method. The results of the researcher's interview with one of the Muqaddam guidance teachers explained that the application of this method made a positive contribution to improving the understanding and reading skills of Muqaddam (Alif BA Ta) in preschool children in Sipiongot Village. The role-playing method involves children in roles or situations that are relevant to the learning context. For example, children can act out characters in the story Muqaddam or participate in role-playing activities that illustrate the use of Arabic letters in everyday life. This research shows that children tend to be more active and enthusiastic about learning when they can participate directly through role play.

Muqaddam (Alif Ba Ta) learning for preschool children using the role-playing method involves a series of interactive and fun processes. First of all, the process begins with identifying learning materials, namely the selection of Arabic letters that will be taught to preschool children. After that, roles or characters are distributed to each child, where each child will be a representation of one related letter or character. Scenarios and supporting stories were developed to suit preschoolers' level of understanding. Scenarios can include situations in their village or their daily activities that are easy for them to understand. Learning begins with an interesting introduction, explains the learning objectives, and motivates children to participate actively. Then, role demonstrations are carried out by the facilitator or teacher to provide examples of how children can take on their respective roles. Next, the role-playing session begins, where children act according to prepared scenarios. In this process, interaction between children is encouraged, giving them the freedom to express themselves and understand Arabic letters through role play. After the role-playing session was finished, a group discussion was held about their experiences. Open questions help in understanding children's understanding of the Muqaddam material being taught. Corrections and feedback are provided to correct errors and improve their understanding. Simple evaluations, such as questions or light quizzes, are used to measure children's understanding.

The urgency of using the role-playing method in learning Muqaddam lies in the fact that this approach not only strengthens cognitive understanding of Arabic letters but also improves children's social and emotional aspects. The explanation from the Muqaddam tutoring teacher explained in the results of the researcher's interview is that they can learn actively while interacting with their friends, developing communication skills, and building self-confidence. In addition, this method creates a fun and motivating learning atmosphere, which is very important to maintain children's interest in Muqaddam learning. By integrating the role-playing method into Muqaddam learning in Sipiongot Village, educators can create a holistic and stimulating learning experience, strengthening the bond between learning Arabic letters and children's daily lives. Thus, this method is a relevant and effective choice for supporting learning to read Muqaddam for preschool children in the Sipiongot Village environment.

From the results of the observations and interviews conducted by the researchers above, it can be concluded that the implementation of the Classical Method (Magrib Mengaji) in collaboration with the Ripitation and Role Playing methods in learning to read Muqaddam (Alif Ba Ta) for preschool children in Sipiongot Village provides good learning results. positive and increasing. The Maghrib Mengaji Classic Method, with a creative and interactive approach, has succeeded in increasing children's understanding of Arabic letters through the use of visual media and physical activities. The role-playing method adds a social and emotional dimension to learning, helping children learn actively and with enthusiasm. Active community participation and family support are the main pillars for the success of these two methods. Study moments

after Maghrib in Sipiongot Village have not only become a tradition but also create a calm and homely environment for learning. Thus, the integration of the classical method and the role-playing method can be an effective holistic approach to improving Muqaddam reading skills in preschool children, providing a solid foundation for developing Muqaddam (Alif Ba Ta) reading skills and as preparation for the Al-Qur learning on next level.

## DISCUSSION

The application of the repetition method in learning Muqadda (Alif Ba Ta) in preschool children has significant relevance to this research, as discussed in (Hamdani, 2018) which explores the application of the repetition method combined with the Iqra and recitation methods, which are considered effective and capable of increasing children's ability and motivation to learn the Al-qur'an. The results of Rambe's research (Rambe & Widodo, 2023) are also relevant to the discussion of current research, which finds that there is a need for appropriate and fun methods of learning, especially for children who are learning the Al-qur'an. Therefore, serious consideration is given to the selection and use of methods that will be applied in learning, especially in learning the Al-qur'an (Muqaddam: Alif Ba Ta), which are not boring, do not burden or force the abilities of preschool children, and are able to create a fun learning process (Maesaroh, 2013).

The importance of using the repetition method in the context of Muqadda (Alif Ba TA) learning for preschool children in Sipiongot Village can be seen from several aspects. First, the repetition method allows children to consistently and systematically repeat the Muqadda letters (Alif Ba Ta), which is the first step in understanding Arabic letters and reading the Al-qur'an (Muchlis, 2020). By repeating each letter regularly, children can gain a deeper understanding of each letter, thereby speeding up the learning process. This was also conveyed in the research results of Alucyana et al. (Alucyana et al., 2020): apart from providing appropriate media, the use of the repetition method is also considered effective in increasing children's understanding of learning Hijaiyah letters. Second, using the repetition method can also improve children's memory. By repeating slowly, children can strengthen their memory of the Muqadda letters. This has a positive impact on building the basis for the ability to read the Al-qur'an, because the ability to remember well is an important factor in learning the Al-qur'an for preschool children in Sipiongot Village. This is also in line with the research results of Leonita Siwiyanti (Siwiyanti et al., 2020) who found that the effectiveness of hijaiyah or muqaddam learning is also balanced by the use of media and learning methods that are suitable for the child's condition. Apart from that, to strengthen their memory regarding hijaiyah learning, relatively slow repetition is very necessary so that the knowledge they gain can be remembered firmly.

Apart from the use of repetition, the role-playing method in the context of teaching Muqaddam (Alif Ba Ta) to children has shown significant relevance (Mu'awanah, 2018). Role-playing not only creates a fun learning experience for children but also has a positive impact on understanding and accepting teaching material, especially in early learning to read the Hijaiyah Muqaddam letters. Research conducted by Ainur Rofiq (Rofiq & Mashuri, 2021) shows that the use of the role-playing method in learning can increase children's involvement and enthusiasm in learning. In this context, the roles played by children include voicing the Muqaddam letters or acting out one of the hijaiyah letters with certain characters to create a more lively and interactive learning atmosphere. This can increase children's motivation to learn more as preparation for reading at higher levels, namely the Quran. Apart from that, Ahmad Zaini (Zaini, 2019) stated that the playing method not only provides joy in the learning process but also helps children internalize the concept of the Muqaddam letters in a more real way. By acting as a character related to each letter, children can build an emotional connection with the teaching material, making it easier for them to remember and understand each letter.

Muqaddam (Alif Ba Ta) learning for preschool children using the role-playing method has high urgency in several aspects. First of all, this approach brings joy and excitement to the learning process. By including elements of role play, children can learn while playing, creating a positive and fun learning environment. The second urgency lies in increasing children's involvement and participation. Through the role-playing method, each child has an active role in learning, increasing their sense of responsibility for learning to recite the Muqaddam. Interaction between children also encourages collaboration and the development of social skills. Third, this method helps create a close relationship between learning material and children's daily reality. By associating Arabic letters with scenarios that are familiar to them, learning becomes more relevant and easy to understand. This can improve children's memory of the material being taught. The fourth urgency is to make a positive contribution to the development of children's character. Through role play, children learn to work together, communicate, and appreciate each other's roles. Using this method will slowly create a learning atmosphere that supports the development of positive characters such as teamwork and self-confidence, which can increase learning motivation (Mardiah Kalsum Nasution, 2017). Finally, learning Muqaddam using the role-playing method provides a varied and interesting learning alternative (Mardiah Kalsum Nasution, 2017). By combining elements of games, supporting stories, and interaction between children, this method can make children more enthusiastic and motivated to learn to recite the Muqaddam.

Overall, this approach not only provides an understanding of Arabic letters but also forms a fun and meaningful learning experience for preschoolers. The urgency lies in creating a positive learning environment, increasing engagement, linking material to children's moods, contributing to character development, and using creative and innovative learning alternatives. The results of this research strengthen the argument that this approach not only provides temporary joy but is also able to create meaningful changes in learning to read the Al-qur'an. Thus, it can be concluded that the role-playing method has real relevance in reciting the Muqaddam for children. Findings from previous and current research provide strong support for the effectiveness of this method in increasing children's engagement, motivation, and understanding of the Muqaddam letters, which is an important first step in learning to read the Al-qur'an.

## CONCLUSION

This research highlights the success of using the Classical Method (Magrib Mengaji) with a creative and interactive approach, involving both repetition and role-playing methods, in improving the ability to read Muqaddam (Alif Ba Ta) in preschool children in Sipiongot Village. The Maghrib Mengaji Classic Method succeeded in increasing understanding of Arabic letters through visual media and physical activities, while the Role Playing Method added a social and emotional dimension to learning. The positive results of combining these two methods include accelerating the learning process, building children's memory, increasing learning motivation, and creating an enjoyable learning experience. Thus, the integration of the classical method and the role-playing method emerges as an effective holistic approach to equipping preschool children with Muqaddam reading skills, providing a solid foundation for future learning of the Qur'an.

## BIBLIOGRAPHY

- Adib, H. (2021). Metode Pendidikan Akhlak dalam Kitab Al Akhlak Li Al Banin Jilid 1-2 Karangan Syaikh Umar Baraja. *Ngaji; Jurnal Pendidikan Islam*, 1(2), 107–122.
- Ahmad et al. (2021). Meningkatkan Kemampuan Membaca Al-Quran Dengan Metode Iqro' Untuk Anak Usia 3-10 Tahun. *JPMB: Jurnal Pemberdayaan Masyarakat Berkarakter*, 4(1), 113–120. <http://journal.rekarta.co.id/index.php/jpmb/article/view/177>

- 940 *The Guidance Study Muqaddam (Alif Ba Ta) be Using Classic Method (Magrib Mengaji) for Preschool Childrens in Sipiongot - Mgr Sinomba Rambe, Ahmad Asron Mundofi , Faizah Nur Atika, Munzir, Naila Intania, Arlinda Ayu Diah Arfani*  
DOI : <https://doi.org/10.31004/edukatif.v6i1.6412>
- Aliwar. (2016). Penguatan Model Pembelajaran Baca Tulis Quran Dan Manajemen Pengelolaan Organisasi (Tpa). *Jurnal Al-Ta'dib*, 9(1), 21–37.
- Alucyana, A., Raihana, R., & Utami, D. T. (2020). Peningkatan Kemampuan Membaca Huruf Hijaiyah Melalui Kartu Huruf Hijaiyah di PAUD. *Al-Hikmah: Jurnal Agama Dan Ilmu Pengetahuan*, 17(1), 46–57. [https://doi.org/10.25299/al-hikmah:jaip.2020.vol17\(1\).4638](https://doi.org/10.25299/al-hikmah:jaip.2020.vol17(1).4638)
- Chalim et al, H. (2020). No Title.
- Chapnick, A. (2008). The golden age. *International Journal*, 64(1), 205–221. <https://doi.org/10.1177/002070200906400118>
- Darmalaksana, W. (2020). *Metode Penelitian Kualitatif Studi Pustaka dan Studi Lapangan*. Pre-Print Digital Library UIN Sunan Gunung Djati Bandung.
- Dr. Dadan Suryana, M. P. (2021). *Pendidikan Anak Usia Dini Teori dan Praktik Pembelajaran*. Kencana.
- Efendi M.F. (2013). Pengaruh Gadget Terhadap Perkembangan Anak Usia Dini. *Mahasiswa Universitas Brawijaya PTIIK/ Teknik Informatika*, 1(4), 3–6. <http://blog.ub.ac.id/fuadefendi/2014/01/08/pengaruh-gadget-terhadap-perkembangan-anak-usia-dini/>
- Fitrah, M. (2018). *Metodologi penelitian: penelitian kualitatif, tindakan kelas & studi kasus*. CV Jejak (Jejak Publisher).
- Hamdani, M. (2018). “Penerapan metode membaca Alquran pada TPA di kecamatan Amuntai Utara (Studi pada metode iqra dan metode tilawati).” (2018). *Al Qalam: Jurnal Ilmiah Keagamaan Dan Kemasyarakatan*.
- Ilyas, H. M., & Syahid, A. (2018). Pentingnya Metodologi Pembelajaran bagi Guru. *Jurnal Al-Aulia*, 4(1), 58–85.
- Latifah, N. (2021). Pembelajaran Al Qur'an Pada Program Tahfidz Balita dan Anak Usia Dini. *Journal of Instructional and Development Researches*, 1(1), 41-47.
- Maesaroh, S. (2013). Peranan Metode Pembelajaran Terhadap Minat Dan Prestasi Belajar Pendidikan Agama Islam. *Jurnal Kependidikan*, 1(1), 150–168. <https://doi.org/10.24090/jk.v1i1.536>
- Mali, Y. C. G. (2023). *Case Study Research and Applications: Design and Methods*. Sage Publications, Inc, 11(1), 64.
- Mardiah Kalsum Nasution. (2017). Penggunaan metode pembelajaran dalam peningkatan hasil belajar siswa. *Jurnal Ilmiah Bidang Pendidikan*, 11(1).
- Mardiah Kalsum Nasution. (2017). Penggunaan metode pembelajaran dalam peningkatan hasil belajar siswa. *STUDIA DIDAKTIKA: Jurnal Ilmiah Bidang Pendidikan*, 11(1), 9–16.
- Mgr Sinomba Rambe, D. (2024). Implementasi Metode Pembelajaran Ibnu Khaldun Dalam Meningkatkan Daya Tanggap Peserta Didik Pada Pembelajaran Pai Di Sd 100390 Sipiongot. *Al-Liqo Jurnal Pendidikan Islam*, 1(1), 10.
- Moleong, Lexy J. (2018). *Metode Penelitian Kualitatif*. PT Remaja Rosdakarya.
- Mu'awanah, L. (2018). Implementasi Metode Role Playing dalam Pembelajaran Akidah Akhlak untuk Meningkatkan Hasil Belajar Peserta Didik pada Materi Pokok Akhlak Terpuji Kelas IV Semester Genap di SD Islam Al Fidaus Magelang Tahun Pelajaran 2017/2018. *Prosiding Konferensi Nasional Ke-7*, 263–273.
- Muchlis. (2020). *Strategi Guru Pendidikan Agama Islam dalam Mengatasi Kesulitan Belajar Siswa di Sekolah Menengah Pertama Al-Irsyad Kota Jambi*. 1–189.
- Muhibbah, M., Siregar, M., & M. Ilyas, S. (2020). Metode Bimbingan Islami dalam Membentuk Akhlak Anak. *Syifaul Qulub: Jurnal Bimbingan Dan Konseling Islam*, 1(1), 33–42. <https://doi.org/10.32505/syifaulqulub.v1i1.1813>
- Nur Hastuti. (2018). Novel Bumi Manusia karya Prmoedya Ananta teor kajian sosiologi sastra. *Humanika*, 16.

- 941 *The Guidance Study Muqaddam (Alif Ba Ta) be Using Classic Method (Magrib Mengaji) for Preschool Childrens in Sipiongot - Mgr Sinomba Rambe, Ahmad Asron Mundofi , Faizah Nur Atika, Munzir, Naila Intania, Arlinda Ayu Diah Arfani*  
DOI : <https://doi.org/10.31004/edukatif.v6i1.6412>
- Pangastuti, R. (2017). Pembelajaran Al-Quran Anak Usia Dini melalui Metode “Wafa.” *Annual Conference on Islamic Early Childhood Education (ACIECE)*, 2(1), 109–122. <http://conference.uin-suka.ac.id/index.php/aciece/article/view/58>
- Putri Miranti, L. D. P. (2021). Dampak Penggunaan Gadget Terhadap Perkembangan Sosial Anak Usia Dini. *Jendela PLS: Jurnal Cendekiawan Ilmiah Pendidikan Luar Sekolah*, 6(1), 58. <https://doi.org/10.56872/elathfal.v1i01.273>
- Qurrotu A'yunin, A. M. (2022). Pendidikan moral melalui pembelajaran kitab al- akhlāq li al- banīn. *Al Fikri: Jurnal Studi Dan Penelitian Pendidikan Islam*, 5(1), 37–55.
- Qutub Tarqy Al Mahdy, dkk. (2019). Peran Guru Agama Islam Dalam Mengembangkan Kecerdasan Emosional Dan Spritual Siswa Di Mi Al Ma'arif 07 Tunjungtirta Singosari. *Vicratina, Jurnal Pendidikan Islam*, 4(6), 53–59.
- Rama Joni, Abdul Rahman, E. Y. (2020). Strategi Guru Agama dalam Meningkatkan Kemampuan Membaca Al-Qur'an Warga Desa. *JOEAI (Journal of Education and Instruction)*, 3(1), 59–74.
- Rambe, M. S., & Widodo, H. (2023). Pengembangan Materi Pai Dalam Penguatan Baca Tulis Al-Qur'an Di Smp Piri 2 Yogyakarta. *At-Ta'Dib: Jurnal Ilmiah Prodi Pendidikan Agama Islam*, 15(1), 107–119. <https://doi.org/10.47498/tadib.v15i1.1773>
- Rijali, A. (2018). Analisis Data Kualitatif. *Jurnal Alhadharah*, 17(33), 81–95.
- Rofiq, A., & Mashuri, I. (2021). Pengaruh Penggunaan Metode Role Playing Terhadap Hasil Belajar Siswa Pada Mata Pelajaran Pendidikan Agama Islam Di SMP Bustanul Makmur Genteng. *Jurnal Pendidikan Agama Islam*, 1(1), 1–11.
- Rohimah, R. B., & Ngulwiyah, I. (2023). Tren Metode Pembelajaran Al-Qur'an di Indonesia Tahun 2019-2023: Sebuah Systematic Review. *Jurnal Pendidikan Abad Ke-21*, 1(2), 85–94. <https://doi.org/10.53889/jpak.v1i2.329>
- Rosi, F. (2021). Urgensi Pembelajaran Al-Qur'an Bagi Siswa Madrasah Ibtidaiyah. *Auladuna Jurnal Prodi Pendidikan Guru Madrasah Ibtidaiyah*, 3(2), 36-53.
- Siwiyanti, L., Nuryani, I., Elnawati, E., & Putra, A. E. (2020). The Effectiveness of Learning Hijaiyah Letters of Iqro' Method (Case Study in Group B Ages 5-6 Years in Kindergarten Bustanul Athfal 1 Sukabumi). *Journal of Al-Islam and Muhammadiyah Studies*, 1(1), 34–44. <https://doi.org/10.32506/jaims.v1i1.544>
- Sugiono. (2014). *Metode Penelitian kualitatif dan R&D*. Alfabeta,.
- Sugiyono. (2018). *Metode Penelitian Kualitatif* (S. Y. Suryandari (ed.)). Alfabeta.
- Sukmadinata, N. S. (2020). *Metode Penelitian Pendidikan*. PT Remaja Rosdakarya.
- Sutianah, A. (2020). Manajemen Pembelajaran Btq Melalui Metode Iqra Untuk Meningkatkan Kemampuan Membaca Al-quran. *MADRASCIENCE: Jurnal Pendidikan Islam, Sains, Sosial, Dan Budaya*, 2(1), 53–63. <http://www.madrascience.com/index.php/ms/article/view/76>
- Wardani, D. K., & Samsu, M. S. N. (2022). Application of Tilawatil Qur'an Method to Improve the Ability Reading Al-Qur'an in Bahrul Ulum Islamic Boarding School. *SCHOOLAR: Social and Literature Study in Education*, 2(2), 63–67.
- Wardani, D. K., & Samsu, M. S. N. (2022). Application of Tilawatil Qur'an Method to Improve the Ability Reading Al-Qur'an in Bahrul Ulum Islamic Boarding School. *SCHOOLAR: Social and Literature Study in Education*, 2(1), 63–67. <https://doi.org/10.32764/schoolar.v2i1.1278>
- Yuliharti, Y. (2011). Peranan Orang Tua Dalam Pendidikan Agama Anak Usia Dini. *Marwah: Jurnal Perempuan, Agama Dan Jender*, 10(1), 48. <https://doi.org/10.24014/marwah.v10i1.485>
- Zaini, A. (2019). Bermain sebagai Metode Pembelajaran bagi Anak Usia Dini. *ThufuLA: Jurnal Inovasi Pendidikan Guru Raudhatul Athfal*, 3(1), 118. <https://doi.org/10.21043/thufula.v3i1.4656>