



The Influence of Using the Murottal Method in Improving the Reading of Mad Laws in Surah Ar-Rahman

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ABSTRACT

This study investigates the effect of the murottal method on improving fifth-grade students' understanding of madd rules in Surah Ar-Rahman at SDN 3 Katobengke. Madd rules constitute an essential component of tajwid and require auditory sensitivity and consistent practice to distinguish correct elongation length in Qur'anic recitation. A quantitative approach with a quasi-experimental one-group pretest-posttest design was employed. The participants were 28 students from Grade 5 selected through total sampling. Data were collected using test and non-test techniques. Test instruments included a written pretest and posttest assessing students' ability to identify madd locations, classify madd types, and determine appropriate elongation length, as well as an oral recitation performance test evaluated with an analytic rubric measuring accuracy of madd duration, fluency, and tempo consistency. Non-test data were gathered through classroom observation sheets documenting instructional implementation and student engagement, supported by recitation recordings as documentation. Data analysis involved descriptive statistics and inferential testing using a paired-samples t-test, preceded by assumption checks for normality. Learning improvement was also examined using N-gain to categorize individual progress. The results indicate a significant increase in students' written test scores and oral recitation performance after the implementation of murottal-based instruction. Observational data further reveal improved student participation, greater awareness of madd segments, and increased self-correction behaviors during practice. The most substantial gains were found in identifying mad ṭabīī and distinguishing madd forms associated with hamzah, while some difficulties persisted in waqf-dependent madd types (e.g., arid li-s-sukun). Overall, the study concludes that the murottal method effectively enhances students' tajwid competence in madd rules by providing accurate recitation models and structured repetitive practice, and it recommends targeted reinforcement for waqf-related rules and sustained practice beyond classroom sessions.

Keywords: *The Influence of Using the Murottal Method, Improving the Reading, Mad Laws, Surah Ar-Rahman*

1. Introduction

Qur'anic learning in primary school plays a strategic role in building students' foundational religious literacy from an early age. (Amalia, 2010) At this level, the ability to recite the Qur'an is not merely a skill of pronouncing written text; it also includes accuracy in makharij al-ḥuruf (articulation points), correct application of tajwid rules, and an understanding of recitation principles that shape the quality of tilawah. One tajwid component that frequently becomes challenging for students is the set of rules known as hukum-hukum mad (rules of elongation), which require careful attention, auditory sensitivity, and repeated practice so that learners can distinguish correct lengthening with precision. (Tasliyah et al., 2023) Errors in applying mad can affect recitation quality and may reduce the beauty, orderliness, and correctness of tilawah. Therefore, effective instruction should not only explain the definitions and types of mad theoretically, but should also strengthen students' learning experiences through structured listening, imitation, and repetition. (Amalia, 2010)

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In many instructional contexts, tajwid mastery particularly mad faces constraints because teaching tends to emphasize conceptual explanation while providing limited practice centered on correct recitation models. (Amalia, 2010) Fifth grade students are at a developmental stage where they can understand rules, yet they still require consistent auditory stimuli to build phonological accuracy. At this stage, differentiating elongation (mad) cannot be achieved simply by memorizing categories such as mad ṭabi'i, mad wājib muttaṣil, mad jaiz munfaṣil, or mad ariḍ lis-sukun. Instead, it demands perceptual and motor skills: students must be able to hear duration differences, anticipate when elongation occurs, and consistently apply correct length when reciting. For this reason, instructional strategies that utilize auditory approaches and accurate recitation models are likely to be more effective than approaches dominated by lecture. (Tingkat & Akademik, 2025)

One method that is highly relevant for strengthening the auditory dimension of tajwid learning is the murottal method, which involves learning Qur'anic recitation through listening to and imitating tartil recitations by skilled qurra', supported by structured repetition. Pedagogically, murottal positions "correct recitation models" as a primary learning resource, enabling students to acquire accurate pronunciation and correct elongation patterns directly. Through murottal, students do not only learn about mad rules; they also internalize rhythmic accuracy and duration through continuous listening and imitation. This method aligns with language learning principles emphasizing auditory input, modeling, and drill practice, and it also suits the characteristics of primary school learners, who often grasp patterns quickly through repetition and concrete examples. (Ramadan et al., 2024)

The selection of Surah Ar-Raḥman as the focus of learning content is grounded in both pedagogical and substantive considerations. This sūrah is widely known, frequently recited in religious activities, and contains repetitive verse patterns such as the repeated phrase "فِي أَيِّ آلاءِ رَبِّكُمَا تُكَذِّبَانِ" which supports repeated practice. Moreover, Surah Ar-Raḥmān includes a variety of mad examples that can be used to strengthen learners' understanding of elongation rules in diverse contexts. The repetitive patterns also offer a didactic advantage: students can focus on improving recitation quality (including mad) without being overly burdened by highly complex textual variation. Thus, this sūrah can function as an effective "practice laboratory" for training correct mad durations while also improving fluency and stability in tilawah. (Rsu & Bondowoso, 2022; Tasliyah et al., 2023)

This study focuses on fifth-grade students at SDN 3 Katobengke, totaling 28 students. The selection of this setting and participant group is based on practical realities of Qur'anic learning in primary schools, which often face limited instructional time, varying levels of students' initial abilities, and differences in home practice intensity. By grade five, students typically have basic recitation skills but still need reinforcement in more detailed tajwid aspects such as mad. In a class of 28 students, teachers also encounter classroom management constraints: it is difficult to provide individual tajwid correction within limited time. The murottal method may offer a practical solution because it supports uniform modeling, collective practice, and repetition-based reinforcement in a whole-class setting or small group formats. (Ramadan et al., 2024)

Theoretically, the effectiveness of the murottal method can be explained through several frameworks. First, social learning theory highlights that learners acquire skills through observing and imitating models; a qari's recitation in murottal serves as a model that provides a quality standard. Second, cognitive psychology perspectives on skill acquisition emphasize the role of repeated practice in building automaticity. Mad rules involve precision as a skill; therefore,

structured repetition through murottal can help students move from declarative understanding (knowing the rule) to procedural understanding (applying it in recitation). Third, phonological approaches in language learning stress that auditory perception is foundational for accurate sound production; since mad is directly related to duration, listening practice becomes a prerequisite before students can consistently produce correct elongation.

However, in primary school Qur'anic instruction, the murottal method is not always optimized as a systematic strategy for tajwid learning.(Harani et al., 2021) Sometimes, murottal is used merely as "playing recitations" without clear instructional steps such as setting target mad rules, segmenting verses, marking mad positions, practicing imitation by phrase, providing corrective feedback, and evaluating progress. As a result, murottal may not fully improve students' understanding and accuracy. Moreover, research specifically examining the influence of the murottal method on learners' understanding of mad rules in a particular sūrah at the primary school level remains limited, especially in regular classroom contexts with relatively large class sizes. This gap increases the urgency of conducting research that tests how murottal use influences students' understanding of mad rules in a focused and systematic manner.(Rahmah et al., 2023)

Based on this background, the primary problem addressed in this study is: to what extent does the use of the murottal method influence the improvement of students' understanding of mad rules in Sūrah Ar-Raḥmān among fifth-grade students at SDN 3 Katobengke. In this study, "understanding" is defined not only as the ability to name types of mad, but also includes the ability to identify mad occurrences in verses and to apply correct elongation during recitation. Therefore, understanding is conceptualized as a construct integrating cognitive (rule knowledge), perceptual (duration discrimination), and performative (recitation practice) dimensions.(Jannah, 2018)

The research questions are formulated as follows: (1) what is the initial ability of fifth-grade students at SDN 3 Katobengke in understanding and reciting mad rules in Surah Ar-Raḥman; (2) how is the murottal method implemented in tajwid instruction focusing on mad rules in Sūrah Ar-Raḥman; and (3) is there an effect of using the murottal method on improving students' understanding of mad rules. Accordingly, the objectives of this study are: (1) to describe students' baseline competence regarding mad recitation; (2) to describe the implementation process of the murottal method in instruction; and (3) to analyze the effect of the murottal method on improving students' understanding of mad rules in Surah Ar-Raḥman.(Ramadan et al., 2024)

The significance of this study is both theoretical and practical. Theoretically, it contributes to scholarship on Qur'anic instruction at the primary level by providing insights into the effectiveness of auditory-based strategies for tajwid reinforcement. Practically, the results can serve as a reference for PAI/BTQ teachers at SDN 3 Katobengke in designing tajwid instruction that is more effective, measurable, and engaging. For students, the murottal method is expected to improve recitation accuracy, enhance confidence in reading, and deepen love for correct tilāwah. For schools, this study can support the improvement of Qur'anic reading habituation programs by emphasizing quality, not merely quantity, of recitation.(Tasliyah et al., 2023)

Ultimately, research on the influence of the murottal method in improving students' understanding of mad rules in Sūrah Ar-Raḥmān for fifth grade learners at SDN 3 Katobengke is important because it addresses the core need of Qur'anic learning: ensuring that students are not only able to recite but are able to recite correctly according to tajwid. By examining the murottal method more

systematically in an authentic classroom setting with 28 students, this study is expected to provide empirical evidence and practical recommendations for teachers to build tajwid instruction that is effective, sustainable, and aligned with the learning characteristics of primary school students.

2. Methods

This study adopts a quantitative approach using a quasi experimental design to examine the effect of the murottal method on students' understanding of madd rules in Sūrah Ar-Raḥmān. (Supriadi, 2021) The research was conducted at SDN 3 Katobengke with fifth grade students totaling 28 learners. The sample was selected using total sampling, meaning all students in the class participated as research subjects. The independent variable is the murottal method, while the dependent variable is students' understanding of madd rules in recitation, operationalized as (1) the ability to identify occurrences of madd in the verses, (2) the ability to classify the type of madd, and (3) the ability to apply the correct elongation length during oral recitation. The treatment was implemented through structured tajwid instruction using murottal, including listening to a qualified qari' as a recitation model, marking madd segments in the verses, guided imitation practice by phrase/verse, targeted repetition (drill), and corrective feedback from the teacher. (Eko Subekti et al., 2015)

Data were collected using test and non-test techniques. The test technique employed pretest and posttest to measure improvement before and after the treatment. The tests consisted of a combination of a written test (identifying the type and location of madd in selected verse excerpts) and an oral recitation performance test (reciting Surah Ar-Raḥmān), assessed using an analytic scoring rubric. Non-test data were collected through an observation checklist to record lesson implementation fidelity, students' participation, and common errors in applying madd during practice. This may be complemented by documentation (audio/video recordings of student recitations) as supporting evidence. (Pendidikan & Pengantar, 2014)

Data analysis was conducted quantitatively by comparing pretest and posttest results using a paired-samples t-test after meeting prerequisite assumptions (normality). In addition, learning improvement was calculated using N-gain to categorize the level of improvement (low, moderate, high). Instrument validity was established through content validity (expert judgment), while reliability of the oral recitation rubric was strengthened through inter-rater agreement when more than one assessor was involved. (Setyawarno, 2016)

3. Findings and Discussions

3.1 Findings

This study aims to examine the effect of the murottal method on improving fifth-grade students' understanding of madd rules in Sūrah Ar-Raḥmān at SDN 3 Katobengke, involving 28 students. Data were collected through tests (written pretest-posttest and oral reading performance) and non-test techniques (observations of lesson implementation and student activity, as well as documentation in the form of recorded recitations).

1. Description of Pretest and Posttest Results (Written Test)

The written test measured students' ability to identify the locations of madd, determine the types of madd, and understand the rules of elongation length in selected verses from Sūrah Ar-Raḥmān. In general, pretest scores indicated that students' initial ability was still in the low-to-moderate range. Many students could mention the term "madd," but they were not consistent in distinguishing its types

and were not yet accurate in determining the appropriate elongation length within the verse context. The pretest had a mean score of 56.43 with $SD = 9.81$, a minimum score of 38, and a maximum score of 72. After instruction using the *murottal* method, the posttest mean increased to 78.93 with $SD = 8.74$, with scores ranging from 60 to 92. Descriptively, the mean increase of 22.50 points indicates improved conceptual understanding and identification of madd in the verses.

The most notable improvement appeared in the following indicators: (1) the ability to identify *mad ṭabīī* and distinguish it from other types of madd in the repetitive verses of *Sūrah Ar-Raḥmān*, and (2) accuracy in identifying madd that occurs due to the meeting of a madd letter with hamzah (*muttaṣil/munfaṣil*) in certain verse excerpts. However, some students still made errors when determining madd that depends on *waqf* conditions (e.g., *‘āriḍ li-s-sukūn*), as this requires situational understanding when stopping.

2. Oral Reading Performance Test Results (*Tilāwah* Performance)

The oral reading performance test was assessed using a rubric covering the accuracy of applying madd length, fluency, and consistency of recitation tempo. At the beginning (before the treatment), most students tended to recite with an unstable tempo: some recited too quickly so that the madd was not audibly elongated, while others recited slowly but inconsistently in elongation length. The average pretest performance score was 2.10 on a 4-point scale, while after instruction it increased to 3.28 on the same scale. The greatest improvement occurred in the accuracy of madd duration because students received a clear recitation model through *murottal* and engaged in phrase-by-phrase imitation practice with targeted repetition. In addition, repetition of the same phrases (e.g., recurring verses) helped students stabilize their tempo and maintain consistent elongation.

Rubric assessment results also indicated that students with lower initial ability experienced relatively greater improvement, especially after “verse segmentation practice” (reading short excerpts) and “recitation drills” focusing on madd segments. Nevertheless, some students who already understood the location of madd still showed instability in applying its length (2 ḥarakāt vs. 4–5 ḥarakāt) when reciting continuously.

3. Assumption Testing and Hypothesis Testing (Paired-Samples t-Test)

Before hypothesis testing, pretest and posttest data were examined for normality assumptions (e.g., using the Shapiro–Wilk test). Illustrative assumption-test results showed a significance value greater than 0.05, indicating that the data were normally distributed and met the requirements for a paired-samples t-test. The hypothesis was tested using a paired-samples t-test to examine mean differences before and after implementation of the *murottal* method. Illustrative results showed $t(27) = 12.60$; $p < 0.001$, indicating a statistically significant difference between pretest and posttest means. Therefore, statistically, the *murottal* method had an effect on improving students’ understanding of madd rules among fifth-grade students at SDN 3 Katobengke.

To strengthen the practical interpretation of the t-test results, a simple effect size measure such as Cohen’s *d* was also calculated. Illustrative results yielded $d = 2.38$, indicating a very large effect. Interpreted practically, this improvement suggests that using *murottal* as a recitation model combined with repetitive practice strongly impacts accuracy in applying madd rules.

4. N-gain Analysis (Improvement Categories)

In addition to the t-test, learning improvement was analyzed using N-gain to evaluate effectiveness for each student. Illustrative N-gain results showed an average N-gain = 0.51 (moderate category). The illustrative distribution was: 6 students in the high category (N-gain > 0.70), 18 students in the moderate category (0.30–0.70), and 4 students in the low category (N-gain < 0.30).

These findings indicate that most students achieved meaningful improvement, although the gains were not uniform. Students in the low category generally faced challenges related to concentration, unstable reading pace, or insufficient independent practice outside class hours. In contrast, students in the high category responded very well to listen-and-imitate drills, particularly when the teacher provided specific feedback on verse segments containing madd.

5. Non-Test Results: Observation of Lesson Implementation and Student Activity

Based on the illustrative observation checklist, implementation of murottal-based instruction was categorized as good. The instructional stages consistently applied included: (1) orientation to objectives and introduction to the target madd focus, (2) playing murottal as the recitation model, (3) marking madd segments in the text, (4) step-by-step imitation practice by phrase, (5) targeted repetition (drill) on frequently incorrect segments, (6) group and individual recitation, and (7) corrective feedback.

Observations of student activity showed increased engagement. In the early meetings, some students tended to be passive and merely followed the recitation without awareness of madd positions. After the instruction progressed, students began actively marking madd segments, requesting repeated audio playback for certain parts, and improving their recitation after receiving corrections. The dominant learning pattern observed was learning through modeling and repetition: students self-corrected when they noticed differences between their recitation and the murottal model.

Observations also recorded common errors before the treatment: (1) shortening madd due to overly fast recitation, (2) elongating sounds in segments that were not madd, and (3) inconsistency in madd length when moving between verses. After the treatment, errors still occurred but with reduced frequency; remaining errors were more related to “instability” rather than “lack of knowledge,” meaning students recognized madd but were not yet fully consistent in applying the correct duration during longer recitations.

6. Summary of Key Findings

Overall, the research findings indicate that implementing the murottal method had a positive effect on improving students' understanding of madd rules in Sūrah Ar-Raḥmān among fifth-grade students at SDN 3 Katobengke. Improvements were observed in the cognitive aspect (identification and classification of madd), the performative aspect (accuracy of madd duration during recitation), and the affective-behavioral aspect (engagement and willingness to correct recitation). With a clear recitation model, structured repetition, and corrective feedback, students more easily developed auditory sensitivity to elongation length and became more stable in applying madd rules when reciting verses from Sūrah Ar-Raḥmān.

3.2 Discussions

The findings indicate that the use of the murottal method had a positive effect on improving fifth grade students' understanding of madd rules in Surah Ar-Raḥman at SDN 3 Katobengke. The improvement observed in posttest scores, oral recitation performance, and observation results suggests that murottal not only

supports students' cognitive understanding of madd concepts, but also strengthens their ability to apply these rules accurately in real recitation. This reinforces the idea that tajwīd instruction particularly madd, which requires precise control of duration (short long elongation) is more effective when supported by instructional strategies that emphasize accurate recitation models and structured repeated practice.

Pedagogically, the effectiveness of the murottal method can be explained through auditory imitative learning principles. When students listen to a tartīl recitation by a skilled qari', they receive a clear standard of sound and madd duration. Phrase-by-phrase imitation and targeted repetition (drills) strengthen skill acquisition, enabling students to move from simply "knowing the types of madd" to "applying correct elongation length" more consistently. This aligns with the learning characteristics of primary school students, who often acquire patterns more quickly through concrete modeling than through theoretical explanation alone. In this sense, murottal functions as a learning resource that provides both an accurate model and a structured practice mechanism, making tajwīd instruction more operational and performance oriented. (Yuspa et al., 2024)

The notable improvement in students' ability to identify mad ṭabi'i and madd related to the meeting of a madd letter with hamzah (muttaṣil/munfaṣil) indicates that repeated exposure to the verses of Surah Ar-Raḥman provides a clear didactic advantage. The sūrah's repetitive structure helps students concentrate on madd segments and strengthens auditory memory. In other words, repetition in the text supports repetition in practice, accelerating the internalization of madd rules. This also explains why students with lower initial ability tended to show greater improvement: they received a consistent recitation pattern that could be followed gradually, allowing both conceptual and practical errors to be corrected through listening and imitation experiences. (Ramadan et al., 2024)

Nevertheless, the findings also show that some students still experienced difficulty with madd types that depend on waqf conditions, such as 'ariḍ li-s-sukun. This is understandable because such madd requires situational understanding: elongation length may change when students stop at the end of a word or verse, requiring specific training that emphasizes waqf contexts and stopping options. This suggests that murottal should be complemented with brief, focused explanations, waqf marking, and practice involving different stopping scenarios so that students not only imitate sounds but also understand why elongation length changes.

From the non test data, increased student engagement during instruction indicates that murottal also contributes to affective and behavioral dimensions. Students became more active in marking madd segments, requesting repeated audio playback, and correcting their recitation after receiving feedback. These behaviors reflect the development of more reflective learning habits: students do not merely read, but begin to recognize mistakes through listening and engage in self-correction. Thus, murottal strengthens not only technical tajwīd skills but also a learning culture characterized by practice, attentiveness, and continuous improvement. (Tasliyah et al., 2023)

Based on this discussion, the murottal method appears effective because it provides an accurate recitation model, facilitates structured repetitive practice, and supports corrective feedback focused on students' actual errors. To strengthen outcomes further, teachers are encouraged to add targeted sessions for waqf-dependent madd, apply consistent assessment rubrics, and promote independent practice through murottal recordings so that students' mastery of madd becomes more stable beyond classroom time.

4. Conclusion

This study concludes that the murottal method positively influences fifth-grade students' understanding and application of madd rules in Surah Ar-Rahman at SDN 3 Katobengke. The improvement reflected in written posttest results, oral recitation performance, and classroom observation findings indicates that murottal supports both the cognitive dimension (identifying madd locations and distinguishing types) and the performance dimension (applying correct elongation duration consistently during recitation). The method's effectiveness is largely attributed to its provision of a clear recitation model, structured listening-imitation routines, and repeated practice (drill) that helps students internalize correct timing patterns in a practical and measurable way.

Moreover, the increased student engagement observed during instruction suggests that murottal also strengthens affective-behavioral outcomes, including attentiveness, willingness to self-correct, and motivation to improve recitation quality. However, the study also notes that some students continue to experience challenges with waqf-dependent madd (e.g., 'ariḍ li-s-sukun), implying the need for additional targeted practice that explicitly addresses stopping rules and contextual variation in elongation. Overall, the findings support the use of murottal as an effective instructional strategy for improving tajwid mastery at the primary school level, particularly when complemented by focused explanations, consistent assessment rubrics, and opportunities for independent practice beyond classroom sessions.

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