

THE INFLUENCE OF THE REVOLUTIONARY METHODS OF READING THE QUR'AN (RBQ) AND MOTIVATION ON THE ABILITY TO READ THE QUR'AN IN THE KITADATA COMMUNITY

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Abstract: *Reading the Qur'an is one of the obligations of Muslims, but data shows that a significant number of Muslim population in Indonesia still cannot read the Qur'an, so teaching is needed in the ability to read the Qur'an. This research aims to examine and understand the influence of the Revolutionary Qur'an Reading (RBQ) method and motivation on the ability to read the Qur'an within the Kitadata community, both simultaneously and partially. The research method employed is quantitative, using multiple linear regression analysis on 80 respondent samples with the assistance of IBM Statistical Product and Service Solutions (SPSS) version 25. Based on the calculations and analysis conducted, there is a positive and significant influence from both the RBQ method and motivation, both partially and simultaneously, on the ability to read the Qur'an within the Kitadata community. This is shown by the regression equation $Y = 0.141 + 0.473 X1 + 0.443 X2$. The test results show that the RBQ method and motivation together influence the level of ability to read the Al Quran with a correlation coefficient of 0.770 and a coefficient of determination of 59.2%. This shows that the Qur'an Reading Revolution (RBQ) method and motivation can have an influence of 59.2% together on the ability to read the Qur'an in the Kitadata community. Based on the results obtained, the RBQ method in learning to read the Al-Qur'an combined with motivation can be applied to improve the reading ability of the Al-Qur'an among Muslims in Indonesia.*

Keywords: *The RBQ Method, Motivation, and Ability to Read the Qur'an*

Introduction

Although reading the Quran is one of the obligations for Muslims, 65 percent of the Muslim population in Indonesia is still unable to read the Quran (Priyanto, 2022). This is an ironic reality, especially considering that Indonesia is one of the countries with the largest Muslim population in the world. This condition has prompted various Islamic community organizations and institutions to work towards increasing the number of Indonesian Muslims who are able to read the Quran. Activities such as training, seminars, and studies have been carried out by several Quran teaching organizations. These activities also incorporate methods and motivation, making Quran reading lessons easier to understand and more enjoyable. The methods for learning Quran reading continue to evolve, starting from the Ummi method, the Iqro' method, the Qiro'ati method, the As-shidiq method, and the Rubaiyat method. In addition to selecting the right method, the success of learning to read the Quran is also influenced by the motivation of the learners. Motivation is related to three factors, which are also aspects of motivation: the state that drives behavior (motivating states), the behavior that is driven by the state (motivated behavior), and the goal of that behavior (goals or ends of such behavior) (Hartono, 2016). The higher the learning goal, the greater the motivation, and the higher the motivation to learn, the more persistent the learner will be in following the learning process. Therefore, the ability of learners to read the Quran is not only determined by external factors like the method, but also requires internal drive, such as motivation. With this background, the researcher is interested in conducting a study on the influence of Quran reading methods and motivation on Quran reading skills. In this study, the method being examined is the RBQ method, or *Revolutionary Quran Reading*. This method offers a unique approach to participants in Quran reading training by dividing the 28 Arabic letters into 6 groups and assigning easily memorable names to each letter, making it easier to recognize the letters and speed up the mastery of reading. This method was developed by a community organization, KitaData Qur'an Indonesia. This organization not only provides Quran reading training with a revolutionary method but also strengthens the motivation of the training participants.

Research Methodology

The aim of this study is to examine the effect of the Revolution Baca Qur'an (RBQ) method and motivation on Quran reading ability within the KitaData community, both individually for each variable and collectively. To achieve the aim of this study, the most appropriate research method was chosen, namely quantitative research. The data collection instrument used is a questionnaire. Once the data is collected, it will be analyzed using statistical analysis, specifically multiple regression analysis. The sample used in this study consists of 80 participants from Quran reading training sessions within the KitaData community. The sample was selected randomly.

Result and Discussion

Based on the descriptive analysis, it was found that the respondents in this study were predominantly female, with 59 women and 21 men. Looking at the age of the respondents, it can be observed that the participants in this training are primarily elderly. This is because 35 respondents, or 43.75 percent, are over the age of 51. So far, there is no specific theory regarding Quran reading for the elderly; however, from the perspective of Maslow's theory, it relates to the individual's desire to fulfill their human needs. The desire to learn at an elderly age is likely driven by the need for self-actualization, as by this stage, individuals have typically met their basic needs and are now seeking fulfillment at a higher level.

Most of the participants are housewives, with around 41 women, and the majority have a high school education, totaling 33 individuals. Since the location of this community is in Bandung Regency, it is not surprising that most of the participants also reside in Bandung Regency. Aside from being analyzed descriptively, the data found is also analyzed statistically. The results of this analysis are as follows;

Table 1: T-Test Result

Coefficients ^a						
Type		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.141	.268		.528	.599
	X1	.473	.092	.473	5.116	.000
	X2	.443	.107	.382	4.134	.000

a. Dependent Variable: Y

The table above is the significance test for one variable (T-test), the T-test is conducted to analyze the effect of one variable (X) on another variable (Y). Table X1 shows The effect of the RBQ Method on Qur'an reading ability. Based on that table, it can be seen that the t-value for the effect of the RBQ method on Qur'an reading ability is 5.116 with a significance value of 0.05. It can be concluded that the RBQ method has a significant effect on Qur'an reading ability. The effectiveness of this method in enhancing Qur'anic reading skills may be closely related to its approach, which aligns with the way information is processed. This method begins with the introduction of letters, associating them with easily memorable Indonesian language equivalents, and categorizing the Arabic letters based on shared characteristics. This method is equivalent to cognitive load theory by John Sweller in 1980s. This theory has been established for quite some time, yet its relevance remains applicable to current conditions where explains that human cognitive capacity is inherently limited, and it is this limitation that plays a significant role in the process of absorbing and retaining new information. The application of the RBQ method facilitates the process of information absorption by starting with concepts that are simple and closely related to the learners' immediate experiences. According to Lopez (2024), the learning approach based on cognitive load theory contributes to enhancing both the effectiveness and outcomes of learning. It happens because it helps the learners to maximize their efficiency of working memory, reduces extraneous cognitive load, builds connection between the prior knowledge and the current knowledge or is called as Germane Cognitive load, therefore it can effect the retention.

Similarly to the influence of the RBQ method and the ability to read the Qur'an, motivation also has a significant impact on the ability to read the Qur'an. This can be seen from Table X2, which shows a t-value of 4.314 with a significance level of 0.05. This leads to the conclusion that motivation has an effect on the ability to read the Qur'an. If we relate the conclusion of this correlation to the age nomination of the respondents in this study, which is above 51 years, then the finding on this study validated previous studies. It was found that on the adult learning, motivation has the most critical role to encourage them to continue study whether on the education or training (Boeren, 2017), Lazowski & Hulleman (2016), Yamashita et.,(2019). It means although the participants in this training are no longer of a young age, they still possess significant potential to achieve the desired skills because they have intrinsic motivation that drives them to remain persistent in their learning.

After assessed the significant effect on one variable to another variabel, simultaneous effect was assed as well. It is The F-test, namely test used to assess the simultaneous effect of the independent variables, in this research RBQ method and motivation, on the dependent variable, namely the ability to read the Qur'an.

Table 2: ANOVAa

Type		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	8.795	2	4.397	55.966	.000b
	Residual	6.050	77	.079		
	Total	14.845	79			

a. Dependent Variable: Y

b. Predictors: (Constant), X2, X1

Based on the results presented in the table above, it can be concluded that the F-value calculated (Fhit) is 55.966, while the F-value from the table (Ftabt) is calculated as $n - (K+1) = 80 - (2+1) = 77$, which is 3.09, with a significance level of 0.05. This indicates that $F_{hit} > F_{tabt}$, or $55.966 > 3.09$. At a 5% error level, it can be concluded there is a significant effect of the RBQ Method and Motivation, taken together, on the ability to read the Qur'an.

The combination of appropriate methods and strong motivation in learning has been proven effective in improving learning outcomes and the capabilities of learners (Yaqin & Suhartono, 2023). The internal factors include innate intelligence, self-regulation, motivation, and self-confidence (Safian, et al., 2023). Meanwhile the external factors are learning method, support from family and friends, learning facilities and problems faced (Nyambe et.,2016 & Suadin, et al., 2023). In this case, the right combination of learning methods, namely RBQ, and the strong motivation of the trainees, ensure that the final results align with the expected outcomes. To assess the extent of the influence of the RBQ Method and motivation on the ability to read the Qur'an, a calculation was performed to obtain the determination value. The results are as follows;

Table 3: Correlation

Model Summary ^b				
Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.770a	.592	.582	.28031

a. Predictors: (Constant), X2, X1
b. Dependent Variable: Y

Based on the values above, it shows that the influence of the RBQ method and motivation on the ability to read the Quran is indicated by a relatively high correlation coefficient of 0.77. The coefficient of determination is determined using the following formula;

$$Kd = r^2 \times 100$$

$$Kd = 0.592 \times 100$$

$$Kd = 59.2\%$$

The coefficient of determination (R^2) with a value of 59.2% means that the variables of the RBQ Method and Motivation have an impact on the ability to read the Qur'an by 59.2%, while the remaining 40.8% is influenced by other variables not examined in this study. The coefficient of determination value of 0.592 indicates that the data pair of variables X1, X2, and Y has a positive contribution of 59.2%.

Conclusion

As a Quranic preaching institution, KitaData has a flagship program, one of which is teaching Quran reading using the RBQ method, with the hope of helping the Muslim community improve their Quran reading skills. In addition to the effectiveness of the method being taught, the training provided by KitaData can also be considered successful because it not only focuses on teaching how to read the Quran but also strengthens participants through motivation. The combination of an appropriate method and sufficient motivation enables participants in this program to achieve the desired goal: to improve their Quran reading skills in a sustainable manner, accompanied by the motivation to pass on the knowledge they have gained in the training.

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