

Increasing Learning Achievement in Memorizing Surah Al-Humazah and At-Takatsur Through the Talaqqi Method in Class IV Students of MIN 1 North Aceh

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Abstract: The purpose of this study was to determine the improvement of achievement, teacher and student activities and the response of fourth grade students of MIN 1 North Aceh through the Talaqqi Method on the material of Memorizing surah Al-Lahab and Al-Insyirah. This study is a qualitative study with the type of Classroom Action Research (CAR). This study was carried out in 2 cycles, namely the action cycle I consisting of 10 meetings and the action cycle II. The data collected in this study were in the form of test results which included: final test of each cycle's action, observation results which included the results of observations of teacher and student activities, and the results of data distribution of response questionnaires to students. The data source in this study was 21 fourth grade students of MIN 1 North Aceh. For data analysis, the percentage formula was used. The application of learning using the talaqqi method can improve student learning outcomes, with a percentage figure in cycle I of 71.43% and in cycle II becoming 90.47%. The activities of teachers and students using the talaqqi method are included in the very good category. This can be seen from the results of observations of teacher activities which reached 92.19%, while student activities reached 89.06%. The response of students at MIN 1 North Aceh in implementing the talaqqi method was in the very good category, namely 90% stated that they were happy.

Keywords: learning achievement, learning method, madrasah ibtidaiyah.

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INTRODUCTION

Education is a way to meet the needs of students so that they can adapt to their environment, thereby causing changes in the quality of their social life (Schunk, 2012; Wolfolk, 2016). Education is an important and very necessary activity for a person. Without education, humans cannot progress and develop (Fatwa et al., 2024; Lubis, 2019). Basically, education according to is knowledge that can be likened to an unlimited number of tests, no matter how long an individual exists in this world (Bali, 2019). This is because education is an integral part of human culture and the world that continues to develop (Dasopang et al., 2023; Fatwa, 2023; Lubis et al., 2021). This is similar to human nature which has creative and innovative abilities in all areas of life.

However, in reality, educational leaders in Indonesia currently continue to demand students and teachers as a gift to work as a program of high scientific value, and learning materials from the eastern side and the central government. It can be said that this learning method is very practical. Because the teacher is superior, learning is not the

student's business. This, among other things, makes teachers unaware of the mental condition of students and their needs and abilities. Therefore, in order for students to achieve academic achievement, active learning is needed in academic activities (Hsiao, 2017; Lubis, 2023; Ningsih et al., 2023; Silvia et al., 2023). If students are silent or only receive from the teacher, they will quickly forget what is given to them. Therefore, special considerations are needed for teachers to be able to link the information they have just received (Dasopang & Lubis, 2021; Lubis et al., 2022; Putra et al., 2023; Sinaga et al., 2023). Traditional teaching methods such as learning are commonly used by teachers. The teaching methods and strategies of Islamic religious education are still traditional and less interesting. In fact, these learning strategies cannot generate student involvement in learning (Aziz & Shaleh, 2019; Sari & Hamami, 2022). This can be seen in the behavior of students who only listen and write in the teacher's class. Based on the researcher's observations, the low performance of students in learning to memorize the surah Al-Humazah and At-Takatsur at MIN 1 North Aceh was due to the learning strategies that were still traditional in learning to memorize the Al-Humazah and At-Takatsur books at MIN 1 North Aceh, which were small due to the use of less diverse learning methods and strategies, learning was still isolated and students were weak. And another thing that happened at MIN 1 North Aceh was that students did not know how to study in groups, they were still less responsible for what the teacher gave. Initial findings revealed that there were several factors that contributed to low student grades. This means, (1) students are bored and fed up with the classroom situation, their activities are limited to listening to the teacher's explanation and are unable to participate, the learning process takes place when the teacher delivers class material. (2) Teachers only provide explanations in textbooks, without focusing on process skills that can improve students' abilities. Another manifestation of the above conditions is the low academic achievement of students who do not reach the standard quality standards or minimum completion criteria that have been set, namely 75. This can be seen in the learning outcomes of the Al-Humazah material. Surah At-Takatsur for class IV MIN 1 North Aceh in 2017-2018. Only 57.14% of students passed the pre-action test, so many students need to improve themselves.

Based on the above, it is necessary to use a learning strategy with the talaqqi method to overcome this problem. This teaching method is considered quite effective in creating a learning atmosphere that has a positive impact on improving student achievement at MIN 1 North Aceh. There are two ways to learn using the talaqqi method. First, when students listen, the teacher reads or shares his knowledge in front of the students, which can raise questions. Second, students read in front of the teacher, and the teacher corrects mistakes in the students' reading.

The talaqqi method has many benefits. In other words, (1) when teachers and students meet face to face, teachers find it easier to understand the characteristics of students, and teachers find it easier to choose the right way to deliver education. (2) The existence of talaqqi is an important part of the spread of Islam. Because, it is a condition that cannot be achieved with other teaching methods, for example mutual understanding between teachers and students.

The researcher conducted a classroom action study (PTK) to determine how effective the talaqqi method is in providing solutions to the problem of memorizing the Al-Humazah and At-takatsur at MIN 1 North Aceh, and it was found that the talaqqi method surah could be used by students to increase learning activities and improve learning outcomes by memorizing the surah Al-Humazah and At-Takatsur at MIN 1 North Aceh.

METHODS

The type of research used is Classroom Action Research. According to Arikunto (2002) Classroom Action Research is "One of the problem-solving strategies that utilizes real actions in the form of innovative ability development processes in detecting and solving

problems". Classroom action research is one type of research carried out in the field of education. The action is given with teacher direction carried out by students. This classroom action research is intended to improve and enhance professional teacher services in learning, both improving the learning process and improving learning outcomes continuously. The implementation of this research follows the stages of classroom action research whose implementation consists of two cycles. Each cycle consists of the planning, action, observation, and reflection stages.

Based on the stages above, in classroom action research, the first step that must be taken is that the teacher must know the problems/weaknesses of students in learning by conducting an initial pre-action test with the aim of determining students' abilities.

The location of this research is MIN 1 North Aceh which is located in Muara Batu District, North Aceh Regency. The subjects of the research were grade IV students in the 2021/2022 academic year with a total of 21 students. The reason for choosing class IV was with consideration because many students in this class had difficulty memorizing the Al-Humazah and At-Takatsur surah material which resulted in student learning outcomes not being optimal beyond the minimum completeness criteria. The researcher, as a teacher of the Al Qur'an Hadith subject, feels responsible for student learning outcomes, so the solution to overcome the problems that really hamper this lesson is that the researcher uses the talaqqi method for memorizing the surah Al-Humazah and At-Takatsur.

The presence of researchers in the field in this research is highly prioritized, because in this research the researcher acts as the main instrument in implementing the action. The researcher as the main instrument referred to here is as a provider of actions, creators and presenters of learning materials that are in accordance with the floor plan and symbol material and create achievement tests achieved by students. Apart from that, the researcher in this study acts as a data analyzer and also prepares a report on the results of this research.

RESULTS

Before the learning action using the talaqqi method was carried out, the learning process was more dominated by the teacher. So that students were less active during the learning process and student achievement was also not optimal. For this reason, the researcher took the initiative to use the talaqqi method which was first socialized to students before implementing it.

In the implementation of learning actions in cycle I, it was focused on providing stimulus to students to measure students' memory by memorizing the surah Al Humazah. The implementation of cycle I was carried out 2 meetings and at each stage of the action the researcher applied the talaqqi method with the same material, namely memorizing the surah Al-Humazah. Each stage of the learning process action is divided into 3 stages, namely:

First, the implementation of the initial action, using a time allocation of 10 minutes. The initial activity carried out is the teacher conveys the learning objectives to provide direction for learning activities. Thus, students will focus on one goal that they need to achieve. Then the teacher provokes students about the prerequisite material that is needed to be remembered by students in order to strengthen students' understanding of the material to be studied.

Second, the implementation of the core activities is planned for 50 minutes. In this core activity, the teacher first guides and gives direction to students regarding memorizing the Al-Humazah surah by applying the talaqqi method, by listening to the memorized Al-Humazah surah directly in front of the class and the students listen while looking at their respective Al-Qur'an. Then the teacher reads Surah Al-Humazah repeatedly according to the rules of Tajwid. Then the research teacher gave the students time to recite all the memorized verses by looking at the Al-Qur'an together and if there were errors in the reading, the teacher immediately corrected the errors so that the students would not

repeat the mistakes again by listening to the pronunciation of the surah according to the rules of recitation. Then students are given time to repeat the reading and start memorizing. When memorizing students are given around 30 minutes to memorize Surah Al-Humazah and its translation.

Third, the closing activity is carried out, at this stage the teacher and students conclude the material about Surah Al-Humazah and its translation that have been studied. The time required for the final activity was around 15 minutes, 5 minutes longer than the teacher's planned time allocation. The evaluation activities in this study include process evaluation, outcome evaluation and student responses to learning process activities.

Process evaluation is done by observing teacher and student activities. Process evaluation is done through an observation sheet that has been provided previously. Teacher activities are evaluated in relation to the suitability of the steps taken by the teacher with the steps for implementing the talaqqi method. Student activities are evaluated in relation to student activity in participating in learning. Process evaluation is done by 2 observers with a maximum score of 32 for teacher and student activities.

Based on observations of teacher and student activities while using the talaqqi method, it can increase teaching and learning activities. In terms of teacher activity during the two cycles, namely the results of observations in cycle I of the first action with a percentage of 67.19% and increasing in cycle I of the second action with a percentage of 76.56% and the results of observations in the second cycle with a percentage of 92.19%. While student activities during the two cycles, namely the results of observations in cycle I of the first action with a percentage of 64.06% and increasing in cycle I of the second action with a percentage of 75% and the results of observations in the second cycle with a percentage of 89.06%. From the percentage of teacher and student activities during the two cycles, it can be seen that the learning process is classified as very good.

Evaluation of results, a memorization test is carried out during the implementation of the action. Based on the implementation of the final test in the first cycle of the first action, there were 13 students who obtained a score of >75 with a percentage of 61.90%. Test student learning outcomes increased in the implementation of the first cycle of the second action where 15 students obtained a score >75 with a percentage of 71.43%. Meanwhile, during the final test in the second cycle, there were 19 students who obtained a score > 75 with a percentage of 90.47%. Thus, the learning process using the talaqqi method on memorizing Al Humazah and At Takatsur surah material can improve student learning outcomes and is classified in the very good category.

The results of the questionnaire analysis, the talaqqi method also received a good response in learning so that students could be motivated to learn and obtain student learning outcomes and student activity during learning had increased very well in cycle I and also cycle II. From the 10 questions asked, it can be seen that 86% said they were happy and only 14% said they were not happy in cycle I, while in cycle II 90% said they were happy and only 10% said they were not happy.

Based on the results of the study, it shows that the talaqqi method on the memorization material of the surah Al Humazah and At Takatsur can improve student learning achievement. The activities of teachers and students in learning activities using the talaqqi method also received a very good response from students.

DISCUSSION

The results of the study showed that the Talaqqi method can improve student learning achievement. This is because students are more active in the learning process. Student activity in the learning process is one of the most important aspects in efforts to achieve learning goals (Lubis & Lubis, 2024; Nurliza et al., 2024; Silvia et al., 2023). Furthermore, with students being active in the learning process, more meaningful learning will be created for students (Faridah & Afridiani, 2021; Fatwa et al., 2024; Putra et al., 2023). The learning process is also centered on students so that learning goals can be achieved easily.

This is in accordance with the findings (Dasopang et al., 2022) which state that student-centered learning can facilitate the process of achieving learning goals. Student-centered learning will also provide a more effective learning experience for students (Hsiao, 2017; Lubis, 2019; Sinaga et al., 2023)

CONCLUSION

From the results of data analysis and discussion of the results of the study of the learning process using the talaqqi method at MIN 1 North Aceh on the memorization of Surah Al-Humazah and At-Takatsur, it can be concluded that the application of learning using the talaqqi method can improve student learning outcomes, with a percentage of 71.43% in cycle I to 90.47% in cycle II. The activities of teachers and students using the talaqqi method are included in the very good category. This can be seen from the results of observations of teacher activities which reached 92.19%, while student activities reached 89.06%. The response of MIN 1 North Aceh students in the application of the talaqqi method was in the very good category, namely those who stated that they were happy were 90%.

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