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by PRIA MITRA PURBA

Submission date: 30-Sep-2022 08:05PM (UTC-0500)

Submission ID: 1911704592

File name: Cek_Parlaungan,_et.al..docx (49.85K)

Word count: 2645

Character count: 13656

The Effect of Using *Talaqqi* and *Wahdah* Methods Against Students' Ability to Memorize Al-Qur'an (Basic Education Level)

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Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan metode *talaqqi* dan *wahdah* terhadap kemampuan menghafal al-Qur'an siswa jenjang usia dasar. Penelitian ini menggunakan pendekatan kuantitatif dengan metode quasi eksperimen. Adapun populasi penelitian berjumlah 104 siswa, yang dijadikan sebagai sampel penelitian berjumlah 52 siswa. Hasil penelitian ini menyimpulkan bahwa (1) terdapat pengaruh metode *talaqqi* terhadap kemampuan menghafal al-Qur'an siswa jenjang usia dasar dengan hasil 71%, (2) terdapat pengaruh metode *wahdah* terhadap kemampuan menghafal al-Qur'an siswa jenjang usia dasar dengan hasil 73%, (3) terdapat pengaruh metode *talaqqi* dan *wahdah* terhadap kemampuan menghafal al-Qur'an siswa jenjang usia dasar. Berdasarkan hasil tersebut, diketahui bahwa penggunaan metode *wahdah* lebih unggul 2% dibandingkan metode *talaqqi* terhadap kemampuan menghafal al-Qur'an siswa.

Kata Kunci: Hafalan Al-Qur'an Siswa, Metode *Talaqqi*, Metode *Wahdah*.

Abstract

This study aims to determine the effect of using the *talaqqi* and *wahdah* methods on the ability to memorize the Qur'an of elementary age students. This study uses a quantitative approach with a quasi-experimental method. The research population was 104 students, which were used as research samples totaling 52 students. The results of this study conclude that (1) there is an effect of the *talaqqi* method on the ability to memorize the Qur'an of elementary age students with a result of 71%, (2) there is an effect of the *wahdah* method on the ability to memorize the Koran of elementary age students with the results 73%, (3) there is an effect of *talaqqi* and *wahdah* methods on the ability to memorize the Qur'an of elementary age students. Based on these results, it is known that the use of the *wahdah* method is 2% superior to the *talaqqi* method on students' ability to memorize the Qur'an.

Keywords: Students' Al-Quran Memorizing, *Talaqqi* Method, *Wahdah* Method.

PRELIMINARY

Memorizing the Qur'an is one of the efforts to live the Qur'an since childhood (Wahyu, 2022). Where, the organizers of formal educational institutions (schools/madrasas) seek to include the tahsin or tahfiz al-Qur'an program as one of the flagship madrasa/school programs. This is based on the belief of parents/guardians and teachers that the child's closeness to the Qur'an will present various glories and virtues of life in the form of high degrees (and later promised heaven by Allah swt) (Firdausi, 2017: 189-210).

Determining the tahfiz al-Qur'an program in formal educational institutions presents its own challenges, because memorizing the Qur'an is not an easy task. This is because the tahfiz al-Qur'an program requires special attention and seriousness in preparing human resources (HR), adequate facilities, and other supporting factors for tahfiz al-Qur'an learning activities. This is based on the belief that it takes sincerity of heart in memorizing the holy verses of the Qur'an (Jannah & Aminah, 2021: 144-159).

Efforts to memorize the Qur'an require efficient and consistent time management, both on the basis of scheduling from the madrasa/school, and on the initiative of each student. In addition, memorizing the Qur'an also requires the memorizers to maintain their attitudes and behavior on the basis of the sanctity of Kalamullah. Likewise, the facts on the ground have shown how many Indonesian children from an elementary age have memorized the 30 juz of the Qur'an (Fauzi & Waharjani, 2019: 131-145).

Islamic history records that efforts to memorize the Qur'an have been carried out by Muslims at the same time as the revelation of the Qur'an. This is based on the need for Muslims to teach each other the Qur'an from teacher to student based on memorization, before it was codified into one mushaf during the caliphate of Uthman bin Affan. This confirms that the tahfiz al-Qur'an program is one of the traditions of reviving (contextualizing) the Qur'an which has been carried out since the time of the Prophet Muhammad (Andrias, 2019: 50-60).

In connection with the above, Yusniawati & Falah (2021: 250) stated that the tahfiz al-Qur'an program was first echoed in Indonesia through the tahfiz learning program pioneered by Pesantren Krapyak Yogyakarta. Furthermore, Fathoni (2019) added that the tahfiz program, which was initiated in the 1900s, became a prototype for other Islamic educational institutions in promoting similar programs and received high enthusiasm from the community. Coupled with the implementation of the musabaqah Hifzil al-Qur'an program in Indonesia (national, regional, regional, to sub-district levels) and internationally.

The tahfiz program as a learning subsystem requires special strategies, methods or approaches that can help make it easier for students to memorize the Qur'an. Reality in the field, information is obtained that many students have not been able to achieve the target of memorization as mandated by the tahfiz al-Qur'an teacher. In fact, information from a preliminary study at the Al-Munadi integrated Islamic junior high school in Medan found that 25% of the total class VIII students had not been able to achieve the memorization target mandated by the teacher.

In addition to the factor that students have not been able to achieve the target of memorization, based on the search of researchers at SMP IT Al Munadi, information is obtained that teachers have not found the right (effective) method to help them teach and make it easier for students to memorize the Qur'an. This is certainly a problem in itself in teaching the tahfiz al-Qur'an program in formal educational institutions (schools/madrasas). Because, there is no "standard" curriculum in the tahfiz program in schools/madrasas. When researchers held a grand tour at SMPIT Al-Munadi Medan, there were two memorization methods that were familiar among them, where this method was often used for the process of memorizing the Qur'an for students, namely the Talaqqi and Wahdah methods.

Indeed, academic studies on the tahfiz al-Qur'an program in schools have been investigated from various scientific aspects. These include discussing aspects of the development of the tahfiz program in Indonesia (Syahid & Wahyuni, 2019: 87-96), management of tahfiz al-Qur'an learning (Kartika, 2019: 245-256), the application of the tabarak method in memorizing the Qur'an (Herma & Kusyairy, 2020: 37-48), study of the Qur'anic ulum (Wajdi, 2010), weaknesses and strengths of the talaqqi method (Utami & Maharani, 2018: 185-192), learning strategies for tahfiz al-Qur'an (Hidayah, 2016: 63-81), the tahfiz al-Qur'an method (Lutfy, 2016), the application of the ummi method in the tahfiz Qur'an program (Hemawan, 2019: 27-35), the implementation of the tahfiz program in universities (Rizalludin, 2019: 33-37), and the application of the wafa method in the tahfiz program (Ansari, *et al.*, 2020: 180-194).

Observing the description of the literature review above, it can be found a gap analysis of this study with previous research, namely looking continuously between the talaqqi and wahdah methods in their influence on students' ability to memorize the Qur'an. Furthermore, the research in question is summarized in the title, "The Influence of the Use of Talaqqi and Wahdah Methods on Students' Ability to Memorize the Qur'an (Basic Education Level)".

METHOD

This study uses a quantitative approach with experimental methods (Sugiyono, 2010). It was held at the Al-Munadi integrated Islamic junior high school in Medan. Research with this method, has two group elements, namely the experimental group and the control group to see a comparison of the use of talaqqi and wahdah methods. The population of this research is the students of the integrated Islamic school Al-Munadi as many as 104 students, with a total sample of 52 students. The data collection instrument was in the form of multiple choice tests, namely Pretest & Posttest, and a questionnaire in the form of a scale. The variables of this research are X1 (Talaqqi Method), X2 (Wahdah Method), and Y (Students' Ability to Memorize Al-Qur'an). In this study, the group that will be used as an experiment is the talaqqi method group and the wahdah method, namely the group of students of SMPIT Al-Munadi class VIII-1, for the other group that is not given treatment (control) namely the group of students of SMPIT Al-Munadi class VIII- 3. Both of them were pre-tested before treating the experimental group. After that, both groups were given post-test and the results were compared.

RESULTS AND DISCUSSION

In this section, the researcher will describe in detail and briefly the effect of using the talaqqi and wahdah methods on the ability to memorize the Qur'an of elementary education students at SMPIT Al-Munadi Medan.

Table 1. Results of Pre-test Effect of *Talaqqi* and *Wahdah* Methods Against Students' Ability to Memorize the Qur'an

| SUMMARY OF ANALYSIS RESULTS | | |
|-----------------------------|------------------|------------------|
| VARIABLE | X ₁ Y | X ₂ Y |
| N | 28 | 28 |
| TOTAL | 918 | 1139 |
| MEAN | 32,8 | 40,7 |
| SD | 10,581 | 9,779 |
| VARIANS | 111,952 | 95,634 |
| TOTAL SQUARE | 33120 | 48915 |

Table 2. Post-test Results of the Effect of *Talaqqi* and *Wahdah* Methods Against Students' Ability to Memorize the Qur'an

| SUMMARY OF ANALYSIS RESULTS | | |
|-----------------------------|------------------|------------------|
| VARIABLE | X ₁ Y | X ₂ Y |
| N | 28 | 28 |
| TOTAL | 2111 | 2366 |
| MEAN | 75,4 | 84,5 |
| SD | 5,209 | 7,032 |
| VARIANS | 27,136 | 49,444 |
| TOTAL SQUARE | 159887 | 201262 |

Information:

- X₁ : Students taught by the talaqqi method (experimental class)
X₂ : Students taught by the wahdah method (experimental class)
Y : Ability to Memorize Al-Quran

PRE-TEST DESCRIPTION OF THE INFLUENCE OF THE TALAQQI AND WAHDAH METHODS ON STUDENTS' ABILITY TO MEMORIZE THE QUR'AN

The description of each group can be described based on the results of the statistical analysis of the central tendency as shown in the summary of results as follows:

Results of the Talaqqi Method on Students' Ability to Memorize the Qur'an (X₁, Y)

Based on the data obtained from the test results of the ability to memorize the Qur'an using the talaqqi method in the attachment, it can be described as follows: the arithmetic mean (X) is 32.8; Variance = 111,952; Standard Deviation (SD) = 10,581; maximum value = 57; minimum value = 17 with a value range (Range) = 40.

Data on the Ability to Memorize the Al-Qur'an taught by the Wahdah Method (X₂, Y)

Based on the data obtained by the pretest from the results of the ability to memorize the Al-Quran taught by the wahdah method in the appendix, it can be described as follows: the arithmetic mean (X) is 40.7; Variance = 95.634; Standard Deviation (SD) = 9.779; Maximum value = 60; minimum value = 2 with a value range (Range) = 40.

DESCRIPTION OF THE RESULTS OF POST-TEST RESULTS OF THE ABILITY TO MEMORIZE THE QUR'AN OF STUDENTS TEACHED WITH TALAQQI AND WAHDAH METHODS

The description of each group can be described based on the results of the statistical analysis of the central tendency as shown in the summary of results as follows:

Results of the Talaqqi Method on Students' Ability to Memorize the Qur'an (X_1, Y)

Based on the data obtained from the test results of the ability to memorize the Qur'an using the talaqqi method in the appendix, it can be described as follows: the arithmetic mean (X) is 75.4; Variance = 27.136; Standard Deviation (SD) = 5.209; maximum value = 87; minimum value = 63 with a range of values (Range) = 24.

Data on the Ability to Memorize the Al-Qur'an taught by the Wahdah Method (X_2, Y)

Based on the data obtained by the pretest from the results of the ability to memorize the Al-Quran taught by the wahdah method in the appendix, it can be described as follows: the arithmetic mean (X) is 84.5; Variance= 49,444; Standard Deviation (SD) = 7.032; Maximum value = 93; minimum value = 67 with a value range (Range) = 26.

ANALYSIS REQUIREMENTS TESTING

Normality test

Pre-test

Results of the Ability to Memorize the Qur'an taught by the Talaqqi Method (X_1, Y)

Based on the results of the calculation of the normality test for the sample on the results of the ability to memorize the Al-Quran taught by the talaqqi method (X_1Y) obtained the L-count = 0.144 with the L-table value = 0.167 Because L-count < L-table i.e. $0.144 < 0.167$, it can be concluded null hypothesis is accepted. So it can be said that the sample on the results of the ability to memorize the Qur'an taught by the talaqqi method comes from a population that is normally distributed.

Results of the Ability to Memorize the Qur'an taught by the Wahdah Method (X_2, Y)

Based on the results of the calculation of the normality test for the sample on the ability to memorize the Qur'an taught by the wahdah method (X_2Y), the L-count = 0.156 with the L-table value = 0.167. Because L-count < L-table i.e. $0.156 < 0.167$, it can be concluded that the null hypothesis is accepted. So it can be said that the sample on the results of the ability to memorize the Qur'an taught by the wahdah method comes from a population that is normally distributed.

Post-test

Results of the Ability to Memorize the Al-Quran taught by the Talaqqi Method (X_1, Y)

Based on the results of the calculation of the normality test for the sample on the results of the ability to memorize the Al-Qur'an taught by the talaqqi method (X_1Y), the L-count = 0.165 with the L-table value = 0.167 Because L-count < L-table is $0.165 < 0.167$ then it can be concluded that the null hypothesis is accepted. So it can be said that the sample on the results of the ability to memorize the Qur'an taught by the talaqqi method comes from a population that is normally distributed.

Results of the Ability to Memorize the Qur'an taught by the Wahdah Method (X_2, Y)

Based on the results of the calculation of the normality test for the sample on the ability to memorize the Al-Quran taught by the wahdah method (X_2, Y) obtained an L-count = 0.139 with an L-table value = 0.167. Because L-count < L-table i.e. $0.139 < 0.167$, it can be concluded that the null hypothesis is accepted. So it can be said that the sample on the results of the ability to memorize the Qur'an taught by the wahdah method comes from a population that is normally distributed.

Homogeneity Test

The homogeneity test of the pretest data was obtained Fcount (1.817) < Ftable (1.861). Post-test data obtained Fcount (1.525) < Ftable (1.861). Thus, it can be concluded from the pre-test and post-test data that the sample used in the study came from a homogeneous population. This means that the selected samples (class VIII1 and class VIII-4) can represent the entire population, namely all students of class VIII SMP IT Al-Munadi.

Furthermore, the results of the first hypothesis are known, namely that there is an effect of the Talaqqi method on the ability to memorize the Qur'an of students in class VIII SMPIT Al-Munadi Medan. The results of the second hypothesis, namely there is an effect of the wahdah method on the ability to memorize the

Qur'an of students in class VIII SMPIT Al-Munadi Medan. Then, the results of the third hypothesis There is a difference between the talaqqi and wahdah methods on the ability to memorize the Qur'an of students in class VIII SMPIT Al-Munadi Medan. After looking at the results of the hypothesis, it can be concluded that the ability to memorize the Koran of students who are taught using the wahdah method is more influential in the sense of being better than the ability to memorize students who are taught using the talaqqi method in class VIII SMP IT Al-Munadi Medan.

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CONCLUSION

Based on the findings and discussion above, it can be concluded that (1) there is an effect of the talaqqi method on the ability to memorize the Qur'an of elementary age students with a result of 71%, (2) there is an effect of the wahdah method on the ability to memorize the Qur'an 'an elementary age students with the results of 73%, (3) there is an effect of talaqqi and wahdah methods on the ability to memorize the Qur'an of elementary age students. Based on these results, it is known that the use of the wahdah method is 2% superior to the talaqqi method on students' ability to memorize the Qur'an.

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