

THE INFLUENCE OF LEARNING METHODS ON UNDERSTANDING THE CONCEPT

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Abstract

Background: The Qur'an is a guideline for Muslims. In the Qur'an there are procedures for reading and writing the Qur'an, therefore a proper method is needed to facilitate the teaching of the Qur'anic Reading. If there are errors in understanding the concept of Al-Qur'an learning, the results obtained will not be maximal. This study aims to determine the effect of the Qur'anic learning method on understanding concepts in the educational institution of the Nurul Hasan Tangsil Kulon Foundation Tilawati Method, Qur'anic Education At-Taqwa Bondowoso Yambu'a Method and Education Qur'an Darul Qur 'an Al-Wafa Dawuhan (Takrir Method). The type of research we use is field research while the approach we use is a quantitative approach, then our data collection techniques use

questionnaires / tests, population, sample, number of respondents and the analysis that we use is One way Anova analysis which is assisted by the SPSS application. Questioner spread in the form of a question Read write the Qur'an containing questions related to learning Read write the Qur'an. With this we use the Qur'anic Education student population, the sample consisted of three different Education Al Qur'anyang methods and we used 60 respondents as respondents. Whereas the analysis that we use is One Way Anova analysis which is assisted by SPSS Application. So based on the results of the data analysis it can be concluded that in general the average understanding of the Qur'anic learning concept applied with the Yambu'a Method, the Tilawati Method, and the Takrir Method are different or in other words there is a significant difference in average comprehension the concept of student Qur'an learning that has been applied with all three methods. The results of the measurements show that the Yambu'a Method is the most effective way to improve students' understanding of the Qu'an concept compared to the Tilawati Method and the Takrir Method. Based on this research, in order to improve the understanding of the Qur'anic learning concept students are encouraged to use the Yambu'a Method, because it proves to be more effective in increasing the understanding of students' learning concepts of the Qur'an compared to the Tilawati and Takrir Methods.

Keywords: Learning methods, understanding concepts, students

INTRODUCTION

The Qur'an according to the language is taken from the verb "qara'a" which means he has read, then the words of the Qur'an mean "reading" or "read", the Qur'an is masdar isim which is interpreted with the meaning of maf'ul isim, namely "maqr'au" means "read". Indeed, people who always read the Book of God (examine its contents, so that their work is a sign and a sign for them), and establish prayers and spend part of the sustenance that We give them, quietly, and openly, they expect commerce those who do not lose, so that God will convey to them their reward, and add to them. From His grace, Allah is Forgiving, Most Merciful (Surah 35: 29,30) (Agung Kurniawan: 2010)

Reading the Qur'an is not just about reading it fluently but must know the meaning that is in it. To be able to master it there must be habituation that must be instilled in children. Embedding the Qur'an early on is a responsibility for every Muslim family. Because the family is the first religious learning place for children. However, this modern diera has undergone many shifts in terms of educating children (Nisa I.: 2015).

The optimal Al-Qur'an learning will give birth to a generation of Qur'ani that is able to prosper the earth with the Qur'an and save world civilization in the future. The first step to achieving this is that Muslims must be able to read and write the letters of the Qur'an. 's The ability to read and write the Qur'an cannot be separated from the learning activities of the Qur'an. Therefore, learning is needed that can give birth to a generation that can read and write the Qur'an well (Fadilah, Y. I.: 2016).

Read write the Qur'an or read, write and Al Quran. The meaning of 'read' is reading, which according to Muyono Abdurrahman is a complex activity that requires a large number of separate actions, including the use of understanding, imagination (observation), observation, and memory. According to Dalman, reading is a thought process to understand the contents of the text being read. In other words, reading the Qur'an here is a complex activity of the thought process to understand the contents of the text of the Qur'an itself (Chamidi, A. S., & Rodhianna, T.: 2018).

Learning methods can be interpreted as a method used to implement plans that have been prepared in the form of real and practical activities to achieve learning goals (Sudrajat, A.: 2008). The method of reading the Koran that is widely circulated among the community is mostly reserved for children at kindergarten to elementary school level, the book is up to volumes, and learning can take years for children to be able to read the Koran ' well and correctly. It is very

rare to find a method specifically for children of adolescents to middle-aged adults that is practical to use, and does not take too long (Nuruddin: 2018).

Basically Al-quran's literacy learning in Indonesia has existed since the entry of Islam in Indonesia, it is supported by the discovery of the manuscript of the Qur'an and religious books. In addition, the existence of Islamic boarding schools, surau and diniyah madrasas have become the center of the Qur'an's learning in the past to the present. With the development of the times the reading and writing needs of the Qur'an are increasing. Therefore a non-formal education institution is usually called the Al-Qur'an Education Park (Srijatun: 2017).

These methods vary both from the principle, characteristics, methods and stages. So that with the diversity of methods the Qur'anic educational institutions can adapt to the needs and characteristics of students. The diversity of these methods is also considered to complement each other's shortcomings (Kusuma: 2018). The qur'an educational institution is an institution or community group that organizes non-formal Islamic type education that aims to provide Qur'anic teaching, while understanding the basics of Islamic law in elementary school age children and / or Islamic schools (schools Basis for Age Limitation The age limit for children attending Al Qur'an education in the Al-Qur'an Education Park is children aged 7 - 12 years (Malik, HA: 2013).

That method can increase student motivation in reading and learning and memorizing the Qur'an. Many methods can be used in reading and learning and memorizing the Qur'an. One method that can be used to read and write the Qur'an is by using the Yanbu'a method. The Yanbu'a method is a method of reading and memorizing the Qur'an where this method is required to read the Qur'an quickly, smoothly, without interruption and not to spell in accordance with tajwid and makharijul surat (Nurrohmah, MR: 2018). The tilawati method, which has existed since 2002, is currently rife and trends are used in Al-Qur'an learning. The Tilawati Method is an Al-Qur'an reading study guide which is then called the Tilawati Method which consists of six volumes. This method is very unique, different from other methods, one of its uniqueities is that this method has a distinctive tone from Tilawati 1 until Tilawati 6 (Wati, R. P.: 2017). And also the Takrir method, which is in learning to memorize the Qur'an. This method is for training the ability to memorize the Qur'an. And the success and success of a memorizing activity of the Qur'an is supported by the methods applied in the process of memorizing the Qur'an (Al-Ghazali, T. D. S. I.: 2017). and this method is expected to gar the students understand the concept of learning.

Understanding concepts as students' ability to explain concepts, can be interpreted students are able to re-express what has been communicated to him (Kesumawati, N.: 2008) If likened, concepts are the stones of development in thinking ". It will be very difficult for students to go to a higher learning process if they do not understand the concept (Murizal, A.: 2012). The ability to absorb material is influenced by intelligence, basically individual intelligence on each person is different, this level of ability has an impact on one's ability to be able to understand the concept of learning (Suheri, 2017). Based on the explanation above, understanding the concept needs to be instilled in students from an early age, that is, since the child is still in elementary school (Suhandi, A., & Wibowo, F. C.: 2012).

METHOD

This research was conducted in December-February 2018 in Bondowoso district. This type of research includes the type of field research (field research) using a quantitative approach (Suheri, 2017). This quantitative measurement is carried out to find out the most effective learning methods in improving the understanding of the learning concept of the Reading and Writing of the Qur'an Education Institution students.

The sampling technique uses purposive sampling. The population used was the Qur'anic Education students. The sample consisted of three Qur'anic Education. Different methods and we used as many as 60 students. Whereas the analysis that we use is One Way Anova analysis which is assisted by SPSS Application. A normality test is carried out to find out whether the data is stacked normally or not. In the study, the normality test uses SPSS (Statistical Products and Services Solutions) data processing program by testing one-way ANOVA from normality (Susilo, Fawait, Suheri; 2017)

RESULT

Table 1

The measurement results for the data normality test

Descriptives								
learning outcomes								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		

Yambu'a Method	20	87,50	5,501	1,230	84,93	90,07	75	95
Tilawati Method	20	84,25	6,935	1,551	81,00	87,50	75	95
Takrir Method	20	79,75	6,973	1,559	76,49	83,01	65	90
Total	60	83,83	7,152	,923	81,99	85,68	65	95

The descriptive table contains: the amount of each data for the Yambu'a Method = 20, the Tilawati Method = 20 and the Takrir Method = 20 for the average learning achievement in the three methods.

Table 2

Data Homogeneity Test

Test of Homogeneity of Variances			
learning outcomes			
Levene Statistic	df1	df2	Sig.
,679	2	57	,511

The test of variance table contains data on the homogeneity test results of population variants and significant levels

Hypothesis

Ho: the variance of population groups is identical or the same

Ha: the variance of population groups is not identical or different

Then the decision is based on the following conditions:

If the significance value is > 0.05 , then Ho is accepted

If the significance value is < 0.05 , then Ho is rejected

Based on these data, hypothesis testing can be done by comparing the significance level and obtained a significance value of $= 0.511 > 0.05$ because the significance is greater than the set, Ho is accepted and Ha is rejected, meaning the variance of the three population groups is identical or similar in other words normal distribution. After the variance of the three groups is the same, it means that the ANOVA test requirements are met, then the ANOVA test is followed to find out whether the three Qur'anic Reading Methods have the same or different effectiveness which will be proven by testing the hypothesis.

Hypothesis

Ho: $\mu a = \mu b = \mu c$

There was no difference in the average learning achievement on understanding the read the qur'an concept between students who were given the Yambu'a Method, the Tilawati Method and the Takrir Method

Ha: $\mu a \neq \mu b \neq \mu c$

There are differences in the average learning achievement on understanding the read the qur'an concept between students who are given the Yambu'a Method, the Tilawati Method and the Takrir Method

Table 3

Results of Analysis of Learning Outcomes

ANOVA					
learning outcomes					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	605,833	2	302,917	7,157	,002
Within Groups	2412,500	57	42,325		
Total	3018,333	59			

Based on the ANOVA table obtained a significance of $0.000 < 0.05$, then Ho is rejected, meaning there is a difference in understanding the concept of learning. Read the Qur'an between students who are given the Yambu'a Method, the Tilawati Method and the Takrir Method.

Table 4

Tabel Multiple Comparisons learning outcomes

Multiple Comparisons						
Dependent Variable: learning outcomes						
LSD						
(I) pembelajaranmetho d	(J) metodepembelajaran	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Yambu'a method	Tilawati Method	3,250	2,057	,120	-,87	7,37
	Takrir Method	7,750*	2,057	,000	3,63	11,87
Tilawati method	Yambu'a Method	-3,250	2,057	,120	-7,37	,87
	Takrir Method	4,500*	2,057	,033	,38	8,62
Takrir method	Yambu'a Method	-7,750*	2,057	,000	-11,87	-3,63
	Tilawati Method	-4,500*	2,057	,033	-8,62	-,38
*. The mean difference is significant at the 0.05 level.						

DISCUSSION

The measurement results from the ANOVA table obtained a significance of $0.000 < 0.05$, so H_0 was rejected and H_a was accepted, meaning that there was a difference in understanding the concept of Read the Qur'an learning between students given the Yambu'a Method, Tilawati Method and Takrir Method.

The Post Hoc-Tests table is used to determine the mean difference (mean difference) between the Yambu'a Method and the Tilawati Method, the Yambu'a Method with the Takrir Method, the Tilawati Method with the Yambu'a Method, the Tilawati Method with the Takrir Method, the Takrir Method with Method Yambu'a, the Takrir Method with the Tilawati Method the mean difference can be seen in the table below:

Table 5

The difference in the results of the Yambu'a, Tilawati and Takrir methods

(I) method Pembelajaran	(J) Metode Pembelajaran	Mean Difference (I-J)
Yambu'a method	Tilawati method	3,250
	Takrir method	7,750
Tilawati method	Yambu'a method	-3,250
	Takrir method	4,500
Takrir method	Yambu'a method	-7,750
	Tilawati method	-4,500

Based on the mean differences in the table above between the Yambu'a Method and the Tilawati Method, the Yambu'a Method with the Takrir Method, the Tilawati Method with the Yambu'a Method, the Tilawati Method with the Takrir Method, the Takrir Method with the Yambu'a Method, the Takrir Method with Method Tilawati. it can be seen that the Yambu'a Method is the most effective way to improve students' understanding of the Qu'an concept compared to the Tilawati Method and the Takrir Method.

Based on the results of the data analysis it can be concluded that in general the average understanding of the Qur'anic learning concepts applied with the Yambu'a Method, the Tilawati Method, and the Takrir Method are different or in other words there are significant differences in

the average understanding of concepts student Al-Qur'an learning that has been applied with all three methods.

Whereas when viewed based on the mean difference between the Yambu'a Method and the Tilawati Method, the Yambu'a Method with the Takrir Method, the Tilawati Method with the Yambu'a Method, the Tilawati Method with the Takrir Method, the Takrir Method with the Yambu'a Method, the Takrir Method with the Tilawati Method . it can be seen that the Yambu'a Method is the most effective way to improve students' understanding of the Qu'an concept compared to the Tilawati Method and the Takrir Method.

Based on this research, in order to improve the understanding of the Qur'anic learning concept students are encouraged to use the Yambu'a Method, because it proves to be more effective in increasing the understanding of students' learning concepts of the Qur'an compared to the Tilawati and Takrir Methods.

CONCLUSION

From the analysis carried out, it can be concluded that each Al-Qur'an education park institution has effective methods that are taught to students to make it easier for students to understand the learning concept of Reading and Writing the Qur'an. Before starting learning, each institution must have a concept first, because if it is likened, concepts are the stones of development in thinking ". It will be very difficult for students to go to a higher learning process if they do not understand a concept. Based on the data analysis, it can be concluded that the yambu'a method is the most effective method that can be used in every Al-quran education park institution, especially in terms of understanding the concept. Based on the conclusions of this study, the following suggestions are put forward. Each Qur'an Education Institution must have the right method. Before starting learning, each institution must have a concept first.

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