

The Application of the Independent Study Club Learning Model in Learning Al-Quran to Improve the Process and Student Learning Outcomes

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ABSTRACT

This study aims to describe and analyze the activity steps of the Independent Study Club learning model in improving the quality of the process and learning outcomes by considering the fact that most of the students in one class have not been able to read and write Al-Quran well. However, some students who are skilled in reading and writing Al-Quran are capable of being peer tutors in self-study group activities to help other students to learn to read and write Al-Quran. This study involved 36 twelfth grade students from Science Program for two months. This research used classroom action research method which consisted of some cycles of activities. The process of collecting the data was carried out in each cycle of learning activities. The instrument used was in the form of a lesson plan design which was equipped with an evaluation tool to measure student development. The process of analyzing the data analysis was started off with data in a raw state of various forms during the learning process. The results of the study showed that the application of the Independence Studying Club learning model is able to improve student learning outcomes in learning Al-Quran.

Keywords: *Independent study club learning model, Classroom action research method, Learning process and results.*

1. INTRODUCTION

The weakness that the majority of many high school students have in general is the lack of strength in the ability to read and write Al-Quran. Although there are also some students who already have the ability to read and write Al-Quran well, it is only about 20% from the total students [1]. For example, in a study group with twelfth grade students of Science program became the object of this research, out of 38 students, only 8 students have the ability to read Al-Quran well. While the other thirty students were not fluent in reading and some could not even read at all. This situation is understandable since most of the students are graduates of public schools and their time allocation for religious education is relatively insufficient. This condition is found in the prerequisite skill possessed by students, especially in reading and writing Al-Quran, which are relatively lower than religious schools. Due to the low prerequisite skills of reading and writing Al-Quran, the learning process of Al-Quran is not effective and learning outcomes are not optimal [2].

On the other hand, with the limited time available and the teacher's inability to provide personal guidance, most teachers choose the classical Quranic learning model, where all students in one class are treated uniformly. In addition, inadequate ability causes them to become unable participating in learning activities properly. Therefore, it results in a low attitude of student participation in learning activities [3]. This situation also causes ineffective learning activities and has affected on the low quality of student learning outcomes. This problem needs to be investigated further in order to obtain a learning solution by applying a more effective and efficient method [3].

From the explanation above, it can be concluded that there are several problems faced in learning Al-Quran in high school, namely: 1) children have various prerequisite abilities, 2) time allocation for religious learning is limited, 3) children are guided classically by ignoring their pre-requisite abilities, 4) due to the lack of prerequisite abilities, children are not able to follow the learning process well, 5) less effective learning process causes the achievement of learning outcomes is not optimal.

For this reason, it is necessary to choose an Al Quran learning model that may provide individual guidance according to the prerequisites of each student’s abilities although with the limited number of teachers and the allocation of learning time. In the previous research, the application of classical learning has several weaknesses, namely time constraints and the uneven achievement of learning outcomes among students [4]. With the learning model that will be applied, researchers are expected to foster learning motivation so that children will be actively participating in learning activities. The application of the Independence Studying Club method in learning Al-Quran is expected to be able to overcome these problems and be able to improve the process and student learning outcomes

2. METHODS

The method used was classroom action research which was done for several cycles. This approach was chosen to improve the learning process through an in-depth study of what is happening in the classroom. Each cycle consists of four steps, namely planning, implementation, observation, and reflection. The four stages form a cycle, namely one cycle of successive activities. Thus, the form of classroom action research will never be in the form of a single activity, but it is always in the form of a series of activities where it will eventually return to its original form, namely a cycle. The instruments in this study were in the form of tests and non-tests. An instrument in the form of a test is made to measure certain abilities or skills. The test was in the form of an oral test, a written test according to the ability or skill to be achieved.

The application of the independent study club method in this classroom action research was started with designing an activity equipped with an evaluation tool, namely as an assessment instrument as well as source of information for researchers. Therefore, researchers were able to monitor the development of students’ competence in reading and writing Al-Quran. From the instrument which was in the form of an observation sheet, the researchers had the chance to observe the development of students’ cooperative attitudes in learning activities. Indicators of student cooperative attitude include students willing to share, willing to work together to achieve goals, and providing assistance to other students. Therefore, it is expected that there will be an improvement in student learning outcomes from the application of this independent study club model. From the results of the activity reported in the form of instruments and observation sheets, it can be inferred that there is an improvement in the value of student activities shown by the higher percentage of writing and reading Al-Quran.

This classroom action research was conducted in three cycles. In the first cycle the number of students who

had reached the minimum completeness criteria is 41.7%, then in the second cycle it reached 72.2%, and stopped in the third cycle because the number of students who reached the minimum completeness criteria had reached 100%.

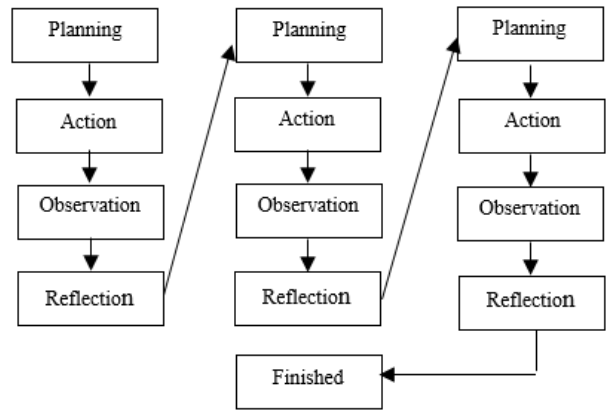


Figure 1 Research procedure.

3. RESULTS AND DISCUSSION

3.1. General Research Description

This research was conducted in three cycles. It was intended to optimize the process and learning outcomes in order to determine whether or not the application of the Independence Studying Club method was effective in learning Al-Quran. The implementation of the action in each cycle was conducted in every non-virtual meeting. This research was orchestrated by an Islamic religious education teacher in the class. Thus, the researcher acted out as an actor as well. The observation of learning process and the assessment of learning outcomes were employed to determine whether or not the implementation of the Independence Studying Club learning model was effective to improve the process and learning outcomes of Al-Quran. The implementation of the Independence Studying Club method in learning Al-Quran was able to increase students’ activities and cooperative attitudes. Although in the initial cycle the students’ activities and cooperative attitudes were not very visible, in the last cycle the students’ activities and cooperative attitudes had been maximized and all students had reached the minimum completeness criteria.

3.2. Explanation Per-Cycle

In the lesson plan cycle 1, during the main activity the teacher assigned the students to form seven groups. Six groups were consisting of 5 students with mixed abilities, and one expert group was consisting of 6 selected students. Furthermore, all groups in cycle 1 were referred to as the original group. Then the teacher gave assignments for each group to collaborate with group members in the process of learning how to read and write

Al-Quran. Then, the teacher observed the activities of each group and assessed the work of each group.

After the activities in cycle 1 ended, the teacher analyzed the notes from the observations and assessed the products produced by students from each group. The number of students who were active in cycle 1 activities reached the percentage of 47% or it equaled to 17 students. Then students who had cooperative attitude reached the percentage of 30,5% or it equaled to 11 students. The number of students who had reached the criteria for completeness was at least 15 students or in the percentage of 41,7%.

In the lesson plan for the second cycle, during the main activity the teacher formed the students into seven mixed groups. six groups consisted of 4 students from the original group and 1 student from the expert group. Then the remaining one mixed group had no members from the expert group. Then the teacher gave assignments for each group to collaborate with group members in the process of learning how to read and write Al-Quran. Then, the teacher observed the activities of each group and assessed the work of each group

After the activities in cycle 2 ended, the teacher analyzed the notes from the observations and assessed the products produced by students who were active in cycle 2 activities reached the percentage of 77% or it equaled to 28 students. Then students who had a cooperative attitude reached the percentage of 69% or it equaled to 25 students. The number of students who had reached the criteria for completeness was at least 26 students or it equaled to 72,2%.

In the lesson plan for the third cycle, during the main activity the teacher formed the students into seven groups. In each group in the third cycle, on average there were members who had the ability to read Al-Quran and write Al-Quran well. The number of expert students who were more from the results of the increase in cycle 2 made it easier to divide them into each group. So that in cycle 3, learning activities in independent study club ran more effectively and efficiently. Then the teacher gave assignments for each group to collaborate with group members in the process of learning how to read and write Al-Quran. Then, the teacher observed the activities of each group and assessed the work of each group

After the activities in cycle 3 ended, the teacher analyzed the notes from the observations and assessed the products produced by students from each group. The number of active students in cycle 3 activities reached 36 students or it equaled to 100%. Then students who had a cooperative attitude reached the percentage of 97% or it equaled to 35 students. The number of students who had reached the criteria for completeness was at least 36 students or it equaled to 100%.

Through the three cycles of activities above, apparently the application of the Independent Study Club

learning model was very effective in improving students' abilities in learning to read Al-Quran and write Al-Quran. In cycle 1, the teacher motivated students who were less active in learning to be more serious in participating in learning, and continues to encourage students who had succeeded in learning in cycle 1. Then the groups formed in cycle 2 were rearranged according to the conditions or constraints that was found in cycle 1. The teacher increased supervision so that group activities could run better than cycle 1. In addition, the teacher also increased the intensity of guidance to expert students, so that the results achieved in learning with peers were more optimal. Then the groups formed in cycle 3 were rearranged according to the conditions or obstacles encountered in cycle 2. The teacher went around monitoring the activities of all groups to ensure that each group could learn optimally.

With the Independent Study Club learning model, students were more active in learning with their peers through collaborative activities in groups. The cooperative attitude of students in the learning process was also more visible. The learning outcomes of each cycle showed an improvement and effectiveness in the application this learning model.

In previous research, Al-Quranic learning strategy through group collaboration had been carried out. However, the results obtained were not optimal. Among the weaknesses of group learning was the absence of group learning is the absence of group arrangement. So that the ability to read Al-Quran could not be achieved evenly. Meanwhile, in the application of the club study independent learning model, there was a group arrangement from each activity cycle to produce equal abilities for all students.

3.3. Summary of the Results in All Cycles

Increase in learning activities, cooperative attitudes and student learning outcomes related to the application of the Independence Studying Club learning model in the three research cycles is illustrated in the table below:

From the data above, we can make a graph as follows:

Table 1. Research results profile

| Action Indicator (observation result) | Achievement of each cycle | | |
|---------------------------------------|---------------------------|----------------------|------------------------|
| | Cycle 1 | Cycle 2 | Cycle 3 |
| Active student | 17 students or 47% | 28 students or 77,7% | 36 students or 100% |
| Cooperative students | 11 students or 30,5% | 25 students or 69% | 35 students or 97,2% |
| Student achieve mastery | 15 students or 41,7% | 26 students or 72,2% | 36 students or 100% |
| Number of action results per cycle | 43 students or 39,8% | 79 students or 73,1% | 107 students or 99,07% |

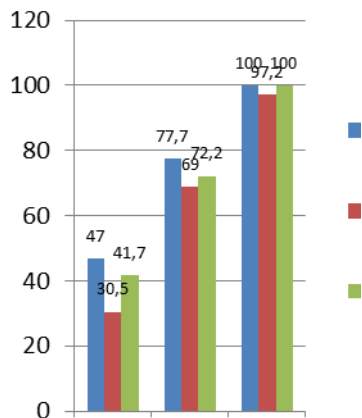


Figure 2 Results of the research considering the first, second and third cycle.

Based on the results of the research considering the first, second and third cycle, it showed that the application of the Independence Studying Club learning model was successful to improve students' activities, cooperative attitudes and learning outcomes in learning Al-Quran.

4. CONCLUSION

From this research, it can be inferred that the application of the Independence Studying Club learning model is able to improve students' activities in learning Al-Quran. The application of the Independence Studying Club learning model also enables to improve students'

cooperative attitudes in learning Al-Quran. In addition, the application of the Independence Studying Club learning model has successfully improved students' learning outcomes in learning Al-Quran.

To increase the effectiveness and efficiency of Al-Quran learning activities in order to achieve the competencies that have been set, there are several things that need to be considered by Islamic religious teachers including learning Al-Quran with the classical model by giving the same treatment to students is not effective in guiding students in reading and writing Al-Quran, should be replaced with an individual guidance provided is in accordance with the pre-requisite abilities it has. In addition, the application of the Independence Studying Club learning model can be used as an alternative in choosing Al-Quran learning method. With this Independence Studying Club model, the students receive individual guidance according to their pre-requisite knowledge and abilities, so that children can be expected to achieve mastery in learning Al-Quran. Lastly, the application of Independence Studying Club learning model in learning Al-Quran can be used as solution to the lack of hours of religious lessons and the large number of students with a limited number of teachers.

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