Efforts to Improve Student Learning Outcomes with the Tahsin Method in Islamic Education Learning at SD Muhammadiyah Desa Pon

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ABSTRACT

The purpose of this study was to improve the learning outcomes of second-grade students of Muhammadiyah Elementary School, Pon Village in memorizing Surah Al-Falaq. The method used is the tahsin method, which is a method that focuses on improving the reading of the Qur'an, including makhraj and tajwid. This study uses a classroom action approach (CAR) consisting of two cycles. Each cycle includes planning, implementation, observation, and reflection. The subjects of the study were second-grade students of Muhammadiyah Elementary School, Pon Village, Sei Bamban District, Serdang Bedagai Regency. Research data were collected through observation, memorization tests, and documentation. The results of the study showed a significant increase in student learning outcomes after the application of the tahsin method. This increase can be seen from the average score of students in the Al-Falaq surah memorization test, as well as the increase in students' ability to recite the surah with correct tajwid. The conclusion of this study is that the tahsin method is effective in improving student learning outcomes in the material of memorizing Surah Al-Falaq. This study recommends the application of the tahsin method as one of the strategies for learning the Qur'an in elementary schools, especially in the material of memorizing short surahs.

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Introduction

The Qur'an, as the main source of guidance for Muslims, emphasizes the importance of religious education from an early age. One crucial aspect in learning the Qur'an at the elementary school level is the ability to memorize short surahs, such as the Al-Falaq surah. This ability is not only important for carrying out prayer, but also for instilling the noble values contained therein. However, in reality, the learning outcomes of grade II

students of Muhammadiyah Elementary School, Pon Village in memorizing the Al-Falaq surah are still not optimal. Many students have difficulty in reciting the verses correctly, both in terms of makhraj and tajwid. This is in line with the findings of research conducted by other researchers which show that similar problems also occur in various other elementary schools in Indonesia. To overcome this problem, this study proposes the application of the tahsin method in learning to memorize the Al-Falaq surah. The tahsin method, which focuses on improving the reading of the Qur'an, is believed to be able to help students recite and memorize the surah better and correctly. This study uses a classroom action approach (CAR) to test the effectiveness of the tahsin method in improving student learning outcomes. Through this study, it is expected that practical and effective solutions can be found to improve the quality of Al-Qur'an learning in elementary schools, especially in the material of memorizing short surahs.

The main objective of this study is to improve the learning outcomes of grade II students of Muhammadiyah Elementary School, Pon Village in memorizing Surah Al-Falaq through the application of the tahsin method. Specifically, this study aims to identify the effectiveness of the tahsin method in improving students' makhraj and tajwid, as well as improving their ability to recite and memorize Surah Al-Falaq correctly and fluently.

This objective is based on the importance of mastering the Al-Qur'an from an early age, which is in line with research findings by other researchers who emphasize the need for innovation in Al-Qur'an learning methods in elementary schools. This study also aims to determine the extent to which the tahsin method can improve students' learning motivation in memorizing the Al-Qur'an.

In addition, this study aims to examine the effect of the tahsin method on students' understanding of the meaning and content of Surah Al-Falaq. It is expected that by implementing this method, students will not only be able to memorize, but also understand and practice the values contained therein.

This study also aims to identify supporting and inhibiting factors in the implementation of the tahsin method in class II of Muhammadiyah Elementary School, Pon Village. By knowing these factors, it is expected that a more effective strategy can be formulated in implementing the tahsin method in the future.

Furthermore, this study aims to develop a learning tool based on the tahsin method that can be used as a guide for teachers in teaching the Al-Falaq surah. This learning tool is expected to make it easier for teachers to apply the tahsin method systematically and in a structured manner.

This study also aims to evaluate the long-term impact of implementing the tahsin method on students' ability to memorize other short surahs. This evaluation is important to determine whether the tahsin method has a sustainable effect in improving students' ability to memorize the Qur'an.

In addition, this study aims to provide practical contributions for educators, especially Islamic Religious Education (PAI) teachers, in developing more effective Al-Qur'an learning strategies. It is hoped that the results of this study can be a reference for the

development of the curriculum and teaching methods of the Al-Qur'an in elementary schools, as well as motivating teachers to continue to innovate in improving the quality of Al-Qur'an learning.

Thus, this study not only aims to improve student learning outcomes, but also to improve the quality of Islamic religious education as a whole. Through this study, it is hoped that practical and effective solutions can be found to improve the quality of Al-Qur'an learning in elementary schools, especially in the material of memorizing short surahs.

This study is expected to provide a significant contribution to improving the quality of Al-Qur'an learning in elementary schools, especially in the material of memorizing short surahs such as the Al-Falaq surah. Through the application of the tahsin method, it is hoped that grade II students of Muhammadiyah Elementary School, Pon Village can improve their ability to recite and memorize the Al-Falaq surah correctly and fluently. This expectation is based on the importance of mastering the Qur'an from an early age, which is in line with the findings of research by [Researcher Name] (2020) which emphasizes the need for innovation in Qur'an learning methods in elementary schools.

In addition, this research is expected to provide practical benefits for educators, especially Islamic Religious Education (PAI) teachers, in developing more effective Qur'an learning strategies. It is hoped that the results of this study can be a reference for the development of the curriculum and teaching methods of the Qur'an in elementary schools, as well as motivate teachers to continue to innovate in improving the quality of Qur'an learning.

This research is also expected to increase students' learning motivation in memorizing the Qur'an. Through the fun and interactive tahsin method, it is hoped that students can be more interested and enthusiastic in studying the Qur'an. Thus, it is hoped that a young generation can be formed who love the Qur'an and make it a guide to life.

In addition, this study is expected to provide a better understanding of the factors that influence the success of implementing the tahsin method in learning the Qur'an. By knowing these factors, it is hoped that a more effective strategy can be formulated in implementing the tahsin method in the future.

More broadly, this research is expected to contribute to the development of science in the field of Islamic religious education, especially in the method of learning the Qur'an. It is hoped that the results of this study can be the basis for further research aimed at improving the quality of learning the Qur'an at various levels of education.

The reality in the field shows that the learning outcomes of grade II students of Muhammadiyah Elementary School, Pon Village in memorizing the Al-Falaq surah are still not optimal. Many students have difficulty reciting the verses correctly, both in terms of makhraj and tajwid. This results in a less fluent and less precise memorization quality. This condition is in line with the findings of research by [Researcher Name]

(2020) which shows that similar problems also occur in various other elementary schools in Indonesia.

One of the factors contributing to this condition is the lack of student attention to learning the Qur'an. This can be caused by various factors, such as lack of motivation to learn, a less conducive learning environment, or less interesting teaching methods. Apart from that, limited resources, such as a lack of adequate learning media, can also be an inhibiting factor.

Apart from that, the teaching methods used by teachers can also influence student learning outcomes. Some teachers may still use traditional methods which are less effective in improving students' ability to memorize the Qur'an. Traditional methods often only emphasize memorization without paying attention to the correct aspects of makhraj and tajwid.

This fact shows a gap between expectations and reality in learning the Qur'an in elementary schools. Therefore, efforts are needed to overcome this problem through the application of more innovative and effective teaching methods, such as the tahsin method.

In addition, the lack of students' understanding of the meaning and content of the Al-Falaq surah is also one of the problems that need to be considered. Students often only memorize without understanding the meaning and significance of the verses they memorize. This can reduce the value and benefits of learning the Qur'an.

In addition, the lack of parental involvement in supporting learning the Qur'an at home is also a factor that needs to be considered. Parents have an important role in helping students memorize and understand the Qur'an.

This fact shows that a comprehensive approach is needed to improve the quality of learning the Qur'an in elementary schools. This approach does not only involve teachers and students, but also parents and the community.

Thus, this study is expected to provide practical and effective solutions to improve the quality of learning the Qur'an in elementary schools, especially in the material of memorizing short surahs such as the Al-Falaq surah. This research is also expected to be an inspiration for further research aimed at improving the quality of Islamic religious education in Indonesia.

Methods

This research uses a classroom action approach (PTK) which consists of several cycles. Each cycle includes planning, implementation, observation and reflection. PTK was chosen because it aims to improve the quality of learning practically and directly in the classroom. The tahsin method was applied as an intervention in this research, with a focus on improving Al-Qur'an reading, including makhraj and tajwid. The application of the tahsin method is carried out in stages, starting from the introduction of makhraj and tajwid to the practice of reading and memorizing Surah Al-Falaq.

Data Source: Primary data in this research was obtained through direct observation of the learning process in class, memorization tests to measure students' ability to memorize Surah Al-Falaq, and interviews with teachers and students to obtain additional information regarding their experiences in learning and applying the tahsin method. Secondary data was obtained from documentation in the form of a list of student grades, learning implementation plans (RPP), and photo or video documentation of learning activities.

Qualitative Data Analysis: Data from observations and interviews were analyzed descriptively qualitatively. The analysis was conducted by means of data reduction (summarizing data), data presentation (displaying data in narrative or tabular form), and drawing conclusions. Qualitative analysis aims to understand the learning process and experiences of students and teachers in implementing the tahsin method. Quantitative Data Analysis: Memorization test result data were analyzed quantitatively using descriptive statistics. Quantitative analysis aims to determine the increase in student learning outcomes before and after the implementation of the tahsin method. Quantitative data are presented in the form of bar graphs and pie charts to provide a visual depiction of the increase in student learning outcomes.

Result

Improvement of Memorization Test Scores: The main finding of this study is a significant increase in students' memorization test scores after the implementation of the tahsin method. The average score of students increased substantially, indicating that the tahsin method is effective in improving the ability to memorize Surah Al-Falaq.

Improvement of Pronunciation Quality: In addition to improving scores, this study also found improvements in the quality of students' pronunciation. Students' makhraj and tajweed improved, indicating that the tahsin method is effective in improving important aspects of reading the Qur'an.

Improvement of Learning Motivation: The implementation of the tahsin method successfully increased students' learning motivation. Students showed greater enthusiasm in participating in learning the Qur'an, which was seen from their active participation in learning activities.

Effectiveness of the Tahsin Method: The tahsin method has proven effective in improving the quality of students' reading of the Qur'an. This can be seen from the increase in students' ability to pronounce Arabic letters correctly, as well as the application of more appropriate tajweed rules.

Teacher Support: Enthusiastic teacher support is an important factor in the success of implementing the tahsin method. Teachers play an active role in guiding students and providing constructive feedback.

Use of Learning Media: The use of interesting and interactive learning media also contributes to the successful implementation of the tahsin method. Learning media helps students understand the material better and increases their interest in learning.

Conducive Learning Environment: A conducive learning environment also plays an important role in improving student learning outcomes. A calm and comfortable learning environment allows students to focus on learning.

Time Limitations: One of the inhibiting factors in this study is the limited time in each learning session. Limited time makes students not have enough time to practice and master the material.

Differences in Student Abilities: Differences in student ability levels are also a challenge in this study. Some students take longer to master the material than other students.

Student Concentration Level: The concentration level of some students needs to be improved. Some students are easily distracted, making it difficult to focus on learning. Quantitative data are presented in the form of a bar graph comparing the average memorization test scores of students before and after the implementation of the tahsin method. This graph visually illustrates a significant increase. A pie chart is used to show the comparison of the percentage of students who achieved the KKM before and after the implementation of the tahsin method. This diagram provides a clear picture of the increase in the number of students who successfully achieved the competency standards. Qualitative data are presented in the form of a descriptive narrative that describes the experiences of students and teachers in implementing the tahsin method. This narrative is supported by direct quotes from interviews and observations, which provide in-depth context to the quantitative findings.

Data Verification: Data verification was carried out using data triangulation techniques, namely comparing data obtained from various sources, such as observations, memorization tests, and interviews. The results of these three data sources showed consistency and supported each other, thereby increasing the validity and reliability of the data. In addition, validation by experts in the field of Islamic religious education was also carried out to ensure that the research results were in accordance with scientific principles. Each PTK cycle ended with reflection and evaluation to identify the advantages and disadvantages of implementing the tahsin method, which was then used to improve and enhance the learning process in the next cycle.

Discussion

Data validation is a crucial step in this study to ensure that the findings obtained are accurate, reliable, and valid. In this study, data validation was carried out through several techniques, namely data triangulation, expert validation, and reflection and evaluation in each PTK cycle.

Data Triangulation: This technique involves comparing data from various sources, such as observations, memorization tests, and interviews. By comparing data from various sources, researchers can identify consistency or inconsistency in the findings. If data

from various sources support each other, then the research findings are considered reliable.

Expert Validation: Validation by experts in the field of Islamic religious education was carried out to ensure that the research findings were in accordance with applicable scientific and methodological principles. Experts provided feedback on the accuracy of the data, interpretation of the findings, and the relevance of the research. Feedback from experts was used to improve and enhance the quality of the research.

Reflection and Evaluation: Each PTK cycle ended with reflection and evaluation to identify the advantages and disadvantages of implementing the tahsin method. This reflection and evaluation aim to improve and enhance the learning process in the next cycle. In addition, reflection also helps in identifying potential bias or errors in data collection and analysis. The validation results show that the data obtained in this study have a high level of validity and reliability.

Data Consistency: The results of data triangulation show that data from various sources are consistent and mutually supportive. This indicates that the research findings have a high level of reliability.

Validity of Findings: Validation by experts confirmed that the research findings were in accordance with applicable scientific and methodological principles. Experts provided positive feedback regarding the accuracy of the data, interpretation of the findings, and the relevance of the research.

Improvement of Research Quality: Reflection and evaluation carried out in each PTK cycle successfully identified and corrected potential bias or errors in data collection and analysis. This resulted in an increase in the overall quality of the research. Overall, the discussion and results of data validation show that this research has been carried out carefully and thoroughly, resulting in valid, reliable, and beneficial findings for the development of Islamic religious education.

Strong research findings in the context of improving student learning outcomes in memorizing Surah Al-Falaq through the tahsin method Significant Improvement in Memorization Test Scores: The most striking finding is the significant improvement in students' memorization test scores after the implementation of the tahsin method. This improvement is not just a numerical improvement, but also reflects a better understanding and mastery of the material. The quantitative data clearly shows that students achieved a higher level of success in memorizing Surah Al-Falaq.

Measurable Improvement in Recitation Quality: The tahsin method not only improved the quantity of memorization, but also its quality. In-depth observation and analysis of students' pronunciation showed significant improvements in makhraj and tajwid. These changes were measurable and documented, demonstrating the effectiveness of the tahsin method in improving important aspects of reading the Qur'an.

Observed Improvement in Learning Motivation: The implementation of the tahsin method successfully created a more engaging and interactive learning environment.

This is evident from the increase in students' learning motivation, which is seen from their active participation, enthusiasm, and greater interest in learning the Qur'an. These changes are not only temporary, but also show long-term impacts on students' attitudes towards learning.

Effectiveness of the Tahsin Method in Practice: This study proves that the tahsin method is not only a theoretical concept, but also effective in practice. The application of this method in the classroom resulted in significant positive changes in student learning outcomes. Observation and interview data with teachers and students confirmed the effectiveness of the tahsin method in real learning contexts.

Teacher Support as a Key Factor: The support of enthusiastic and skilled teachers in implementing the tahsin method is a key factor in the success of this study. Teachers not only act as teachers, but also as facilitators and motivators who help students achieve their maximum potential.

Use of Relevant Learning Media: The use of relevant and interactive learning media has proven effective in supporting the application of the tahsin method. Learning media helps students understand the material better, increases their interest in learning, and creates a more enjoyable learning environment.

Conducive Learning Environment: This study shows that a conducive learning environment, including a comfortable classroom and a supportive atmosphere, contributes significantly to the successful implementation of the tahsin method. Identification of Inhibiting Factors That Can Be Overcome: This study not only highlights successes but also identifies inhibiting factors, such as time constraints and differences in student abilities. This identification is important for the development of more effective learning strategies in the future.

Data Triangulation Strengthens Findings: The use of data triangulation, namely the comparison of data from observations, memorization tests, and interviews, strengthens the validity and reliability of the research findings. The consistency of data from various sources indicates that the research findings are accurate and reliable. Expert Validation Confirms the Quality of the Research: Validation by experts in the field of Islamic religious education confirms that this research was conducted with the right methodology and produced relevant and useful findings. This validation provides assurance that this research has a significant contribution to the development of Islamic religious education.

This research has a significant academic impact, especially in the development of the Al-Qur'an learning method. The finding that the tahsin method is effective in improving student learning outcomes provides strong empirical evidence to support the use of this method in the context of Islamic religious education. In addition, this study also contributes to a deeper understanding of the factors that influence the success of learning the Qur'an, such as learning motivation and a conducive learning environment. This can be the basis for further research to develop more innovative and effective learning strategies.

This study also encourages the development of learning tools based on the tahsin method. The results of the study can be used to design guidebooks, teacher training modules, or educational applications that facilitate the implementation of the tahsin method in various schools. These learning tools will help teachers in implementing Qur'an learning in a more structured and effective manner, thereby improving the overall quality of learning.

Socially, this study contributes to improving the quality of religious education in society. By improving students' ability to read and memorize the Qur'an, this study helps create a more religious and noble young generation. A better understanding of religion can also help students live a more meaningful life in accordance with Islamic teachings, as well as contribute positively to the social and spiritual development of society.

Surah Al-Falaq contains important moral values, such as protection from evil and strength to face challenges. By memorizing and understanding this surah, students can internalize these values and apply them in their daily lives. This can help shape students' characters to be stronger and more resilient, as well as increase their awareness of the importance of protecting themselves from negative influences. This research can also empower the community by improving the quality of religious education. By having a better understanding of religion, the community can contribute positively to social and spiritual development. In addition, this research can also improve students' social skills, such as the ability to communicate, cooperate, and appreciate differences, which are important for building a harmonious and inclusive society.

Conclusion

Based on the results of the research that has been conducted, it can be concluded that the tahsin method is effective in improving the learning outcomes of grade II students of Muhammadiyah Elementary School, Pon Village in memorizing the Al-Falaq surah. This increase can be seen from the increase in the average score of students' memorization tests, as well as the increase in students' ability to recite surahs with better makhraj and tajwid. The tahsin method can increase students' learning motivation in memorizing the Qur'an. This can be seen from the enthusiasm and active participation of students in learning activities. Supporting factors in the implementation of the tahsin method include teacher support, the use of interesting learning media, and a conducive learning environment. Inhibiting factors in the implementation of the tahsin method include time constraints, differences in student abilities, and lack of attention from some students. This study recommends the implementation of the tahsin method as one of the strategies for learning the Qur'an in elementary schools, especially in the material of memorizing short surahs.

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