Actualization of Student Achievment Through The Learning Styles of Memorizing The Qur'an (Case Study at Two Madrasah Ibtidaiyah Yogyakarta)

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Abstract

This research aimed to determine how the student's learning styles in memorizing (*tahfiz*) the Qur'an as a solution in actualizating achievement, both academic and non-academic. This research was a naturalistic qualitative with strategy of case study at two Madrasah Ibtidaiyah (MI) in the Special Region of Yogyakarta, namely MI Yappi Gubukrubuh Gunungkidul and MI Negeri 1 Bantul. The research method used observation, in-depth interviews, and documentation. To test the data validity, the researcher used the data triangulation technique, while the data analysis method was based on the Sugiyono Circular model. The research results revealed that the students at two MI were easier to memorize the Qur'an because they had used learning styles in their daily life. Although the method sometimes used the classical method in the class, the reality was that students had different memorization styles when they were given memorization assignments at home. There were several reasons how the understanding of the teacher can provide the effectiveness of the tahfiz Qur'an learning style of the students in the classroom, including 1). Making the teaching and learning process a dialogue; 2). Understanding learners were more different from each other; 3). Communicating via messages; 4). Making the teaching process more in giving appreciation; 5) Ensuring the future of the scientific disciplines of each student.

Introduction

Looking at the current reality of national education, the improvement of various kinds of education systems has not been able to optimally build and develop character values, especially religious characters, to students. At least in the last five years, several media have shown the number of incidents of moral degradation carried out by several 'unscrupulous' children of elementary school age. This is a sad and heartbreaking incident that should be taken seriously (Ichsan, 2019). This incident should be a symbol of important awareness for policymakers and democratic society (León, 2015), that reconstructing religious character values has to be continuously instilled and promoted. This value could be a strong initial foundation for students to improve their quality lives in the future.

However, since the publication of the education system through the 2013 Curriculum which emphasizes character education, there has been some progress in efforts to achieve the goals of National Education (*UU No. 20 of National Education system Article 3*, 2003), even in every educational unit, starting from the early childhood level, to education in universities. This progress does not only occur in public schools but also in Madrasah (Islamic-based schools). One of the progress is the declaration of the Tahfiz Madrasah Program by the Ministry of Religion of the Republic of Indonesia on March 30, 2014 (*kemenag.go.id*).

As a follow-up to the declaration, the Head of the Ministry of Religion of the Special Region of Yogyakarta (*Kanwil Kemenag DIY*) issued Circular Letter No: KW.L2.2/PP.00.11/1371.1/2015 and Circular of the Head of Madrasah Education Division No: B-1888/Kw.12.2/1/PP.00.1/07/2016. Namely, the circular instructs all madrasas in the Special Region of Yogyakarta to have a tahfiz education program in policy management in their respective education units (Ely Darmawati, 2017). The effect of the circular letter has at least a positive impact, namely, the tahfiz program has produced students who can read and memorize the Qur'an well and fluently. Not only that, through this tahfiz program, many students become a means of motivation and enthusiasm in developing abilities in other fields. With this program, they can excel and receive many championships.

It is proven that the quality of education in students has another positive effect, namely, at least in the last four years, at every opening of PPDB registration (new student admission), there is a significant increase in public interest in enrolling their children in madrasas (Nadzif, 2018). The observation results in several Islamic elementary schools in Yogyakarta, the interest in sending their children to madrasas is highly visible. At least, it could be seen in two districts, namely MI Negeri 1 Bantul and MI Yappi Gubukrubuh Gunungkidul, how these two madrasas became "the best choice school". This means that PPDB registration has not been opened, the quota for applicants in these two madrasas is full, so many registrants are rejected (*Researcher Observation 2019-2020*).

The high public interest and full support provide enthusiasm for the academic community (in the education unit) to actualize the quality of educational abilities in students, both academic and non-academic abilities. The ability that underlies them to excel certainly could not be separated from the learning process they have achieved. This learning process is important to see how one child with another has the characteristics of their learning style. Here, many researchers believe that learning style is an important internal factor that could affect student learning achievement. Learning styles are the key to improving performance in any task in the educational space and developing students' interpersonal situations (Hamalik, 2003). When students do something (assignments/exams), the grades they achieve would be better than children whose learning methods are not by their learning style (Gunawan, 2012). In a sense, students who are

aware of their learning style would improve their performance. It becomes important information in preparing a quality education curriculum in the education unit (Jayakumar & Suresh, 2017).

Various studies explain that each individual has a different style in receiving information obtained from the outside world (Priansyah et al., 2021). The way of learning with different styles is not only when receiving information alone, but it also has implications for one's way of thinking. By thinking from the knowledge they learn, students could seek, find, and explore their knowledge as a solution to the problems they face, both at the time and in the future (Ichsan, Samsudin, & Pranajati, 2021). A person could be very effective when he receives information by listening to explanations from others, but it could be different from others who tend to receive something by reading, or even others who have to practice what they learn directly. A person would see how his learning could affect the structure of his brain. Therefore, understanding one's learning style is very important in adaptively integrating various educational instruments (Alzain, 2018).

Many types of research related to tahfiz have been carried out, but mostly focused on Islamic boarding schools (*Pondok Pesantren*), such as research conducted by Yan Yan Supriatman, (2017), Ahmad Atabik (2014), Awwaliya Mursyida Lubis & Syahrul Ismet (2019), Nurul Ummi Akhinah (2017), Agus Kusaeri (2017), Dudi Badruzaman (2019), Bobi Erno Rusadi (2018), and several other studies. Tahfiz research in Islamic boarding schools certainly has a significant difference to this research, not only the differences in places, objects, and subjects studied, but also the focus of the research.

New relevant researchs to this research are "Correlation between Strategy of Tahfiz Learning Styles and Students Performance in Al-Qur'an Memorization (Hifz)" (Hashim, 2015), "Health Benefit of Qoran Memorization for Older Men" (Nazmus Saquib, 2017), "Hafidz Qur'an and Its Influence toward High School Students Learning Achievement in Indonesia" (Arif & Nggolitu, 2019), "Tahfiz Teachers Ability in Teaching of the Subject Hifz Quran in Implementing Integrated Curriculum Tahfiz (KBT) Secondary Schools" (Yusuf, 2019), "The Innovation of Gabriel Method in Improving Al-Qur'an Memorization of Islamic Elementary School Students" (Athiyah & Islam, 2019), *"The Effectiveness of the Application of the Tahfidz and Takrir Methods in Improving the Memorization of the Qur'an of Female Mahasantri in Ma'had Al-Jami'ah UIN Raden Intan Lampung" (Tania, 2018),* "Dimensions of the Success of Islamic Education in the Tahfidz Al-Qur'an Program" (Fatah, 2014), "Optimization of Multiple Intelligences as a Method of Memorizing the Qur'an" (Firdausi, 2017), and "The Tahfidz Al-Qur'an Method for Early Childhood (A Study of Book *Rahasia Sukses 3 Hafizh Quran Cilik Mengguncang Dunia*)" (Hidayah, 2017).

Therefore, this research is interesting how children's learning styles in memorizing the Qur'an (tahfiz) are studied from the context of their effectiveness as a solution in improving achievement, both academic and non-academic achievements. With it, overall in the soul of students, value education could be embedded (Winecoff & Bufford, 1985) as the most important part of the goals of national education, because students can understand themselves in the learning process, they would be able to stimulate, think, and reconstruct their knowledge and experience to solve the problems they face, both individual problems and social problems.

Methods

This research is a qualitative research to explore and analyze phenomena, social activities, attitudes, events, and thoughts of a person both individually and in groups (Sukmadinata, 2018), while this research approach is a naturalistic qualitative research (Moleong, 2001). The strategy in this research is Case Study (Shkedi, 2005), namely analyzing the learning styles of tahfiz Qur'an as a solution in improving student achievement in two

Madrasah Ibtidaiyah (MI) in the Special Region of Yogyakarta, namely at MI Yappi Gubukrubuh Playen Gunungkidul and MI Negeri 1 Bantul.

The reasons for choosing the two madrasas are: *First*, these two madrasas are among the favorite madrasas which are the community's first choice. *Second*, these two madrasas have had many achievements, both academically and non-academically. *Third*, these two madrasas have been coaching the tahfiz Qur'an program for a long time. Therefore, the student's quality of reading and memorization is better than other madrasas.

The data collection method in this research could be explained as follows:

1. Observation

The researcher made several observations in the field using standards. *First*, the researcher looked comprehensively at the daily phenomena of students without interacting too much with them. *Second*, the researcher conducted focused observations on students who had a lot of memorization and other achievements. *Third*, the researcher conducted several intensive observations by participating in several activities (both at the madrasa and home) and analyzing how learning styles in tahfiz Qur'an were used as a solution in improving student achievement.

2. In-depth Interviews

The researcher conducted in-depth interviews with key informants, namely the Head of Madrasah, teachers or supervisors of tahfiz Qur'an, class teachers, and several students. This in-depth interview is expected to be able to see a complete picture of how to study learning styles in tahfiz the Qur'an which are associated with solutions to increase student achievement.

3. Documentation

The researcher looked for data and variables related to this research through this documentation method. This method is a complement and support for the observation and in-depth interview methods. The researcher examined the documentation of these two madrasas through notes from the madrasa, learning model books, syllabus for tahfiz Qur'an, websites, social media, and other supporting documents.

To test the data validity in this research, the researcher used data triangulation techniques (Nasution, 2021), namely a). comparing data generated from observation with data from interviews, b). comparing what informants say in general and in private, and c). comparing the results of interviews with informants and information from related documentation (Moleong, 2018). The data analysis method in this research uses Nasution's Circular model, namely:

1. Data reduction stage. The researcher summarizes, groups the main things, and focuses on the important things. This is so that the reduced data provides a clearer complete description, making it easier for the researcher to collect related data.
2. Descriptive stage. The researcher describes something that is seen, heard, and felt. By doing this step, everything that is known would appear clearer.
3. Selection stage. The researcher describes the research focus which has been set in detail and comprehensively, to find the theme by constructing the data obtained into a new and complete building of knowledge (Mulyatiningsih, 2013).

Result And Discussion

A person's ability to know his learning style and the learning styles of others in his environment could increase the effectiveness of learning. Referring to Honey & Mumford's (1986) opinion about the importance of knowing one's learning style, several things could be expressed, including:

1. Increasing a person's awareness of which learning activities are suitable or not with the characteristics of his learning style.
2. Helping determine the right choice of the many existing learning activities. This could prevent someone from having an inappropriate learning experience.
3. Someone with effective learning skills who are less able to improvise.
4. Helping someone to plan the goals of their study, as well as analyze their level of success (Gufron & Risnawita, 2014).

In the context of tahfiz Qur'an, the research results show that the students at the two Madrasah Ibtidaiyah in Yogyakarta are easier to memorize the Qur'an because they have used learning styles in their daily life. Although the method used in memorizing in class is a classical method, in reality, one child to another has a different memorization style when they are given rote assignments at home. The important thing to understand is that the implementation of learning styles that are suitable for each child could improve the learning process. It would be very good if the learning method (memorization method) in the classroom by the teacher and the learning styles of students have a match between the two, it would create a conducive and productive atmosphere during learning tahfiz Qur'an in class.

It is evident from the research results conducted, that students who have identified learning styles (memorization) in class could show a significant influence on learning outcomes. In a sense, the more students know their memorization style, the easier it is to accept the memorization received (*Researcher Observation 2019-2020*). It is by several studies reveal that teacher adjustments in understanding the learning styles of students in the classroom would have better results and tend to increase the level of satisfaction in learning (Geiger, 1992).

The research results revealed that in improving learning outcomes and memorizing students of Madrasah Ibtidaiyah, it was very necessary for the academic community at the school to make observations. The effectiveness of learning styles in tahfiz Qur'an for students at Madrasah Ibtidaiyah has to be understood as part of the solution in actualizing better Islamic education in the future. This effectiveness could be achieved well if the learning style of each student is adjusted to the characteristics of the learning itself. With that, it could be formulated a diverse learning strategy in which strategy affects the learning achievement of students, especially the achievement in memorizing the Qur'an at Madrasah Ibtidaiyah.

From some students in the Tahfiz Qur'an class at two Madrasah Ibtidaiyah in Yogyakarta, the researcher found that students who had memorized a lot of verses (read: *juz* in the Qur'an), tended to use their learning style in memorizing each of them. Meanwhile, learning strategies that are by the characteristics of students' learning styles from the teacher in the class have influenced the learning outcomes they have obtained.

At this point, it is better if the teacher in tahfiz Qur'an class considers the characteristics of each student first (Miftahurrohman et al., 2021), especially in the context of their learning style. It is intended so that supervisors and students have a frame of understanding how to develop effective and efficient tahfiz the Qur'an learning strategies, to achieve good productivity. In other words, the tendency of each student's learning style is very important, because it also gives a significant influence from each of them on their learning outcomes (Bire, 2016), especially the results of the memorization achievements they get.

There are several reasons how the understanding of the teacher can provide the effectiveness of the tahfiz Qur'an learning style to students in the classroom so that it could be used as a solution in improving the quality and achievement in students, including (Association, 2019):

1. **Making the teaching and learning process a dialogue**

    Many schools or madrasah whose teachers are not aware that they consider their students as empty glasses, where the teacher's job is to fill them with the same knowledge in class. Many studies have shown that learning in the classroom could be analogous to a "dialogue class", where it is hoped that between teachers and their students more conditions would be created that are interactive, cooperative, and have a good relationship between the lessons given and the teaching delivered. Automatically, dialogue can promote effective leadership practices in dealing with issues of equality and justice (for students) (Kedian, 2015).

    Students who focus on tahfiz Qur'an classes are the same, when they realize that each individual's learning style has differences, the paradigm that considers students as "empty glasses" has to shift to dialogical teaching. In a sense, in one class, the teacher does not only use one method of rote memorization but requires various innovations and development of tahfiz teaching, so that the learning process of tahfiz Qur'an from "passive oriented" towards "active oriented" to the students. Therefore, learning tahfiz Qur'an could be used as a "role model" towards a transformative Islamic education paradigm (Hanafi, 2017).

    From the results of observations, this dialogical learning could be implemented in tahfiz Qur'an learning room, so that there is the involvement of students in the process of memorizing the Qur'an in the classroom. It causes the students who memorized the Qur'an in the two Madrasah Ibtidaiyah seemed to have enjoyed the learning process in class. This makes it possible to provide a stimulus in a dialogical manner between the teacher and the students.

2. **Understanding students are more different from each other**

    Every individual has their differences and uniqueness. These differences are not only gender but also the environment and culture behind them. These differences could affect the classroom situation and determine many ways, including in determining the diversity of learning styles. It has also been understood and realized by the academic community of Madrasah Ibtidaiyah, especially teachers in the tahfiz Qur'an. By understanding students, teachers have full responsibility to continue to motivate students who have not been maximized in the learning process (Daniels, Poth, & Goegan, 2018).

    In the context of the individual differences of each student who memorized the Qur'an, based on the learning evaluation concept from Nana Sudjana (2007), there are at least six differences that could be revealed based on the research results at these two madrasas in Yogyakarta, including:

    a. Intellectual Development

    The ability to understand and explore the knowledge of each student as a memorizer of the Qur'an is not the same, some are fast in accepting memorization and some are slow in understanding and filtering the memorization of each verse of the Qur'an.

    b. Language Skills (Communication)

    Not only communication between teacher and students, but communication between students and verse or memorization material being taught, media, and other learning components. This communication is very important for students as memorizers of the Qur'an because there are contents and tools to make it easier for them to memorize. In this context, the teacher has to also continue to improve communication skills, because

communication skills are not only on oral skills, but also on interaction skills (Rosdianti, Wuryandi, & Retnawati, 2020).

c. Experience Background

Students who previously already know tajweed and its kinds would more quickly understand the Qur'an verses. The students, at Madrasah Ibtidaiyah who have previously been accustomed to memorizing since childhood, would be easy to accept the memorization material delivered by the teacher.

d. Learning Style

Students have their memorization learning styles as described previously. If the habit is understood by students, it would be able to accelerate the understanding of the material. That is, reproducing learning styles in students is a very effective and measurable thing in improving their achievements (Bone & Reid, 2013). From the research results, some students are aware of how to memorize according to their learning style, but many students do not understand what learning styles are suitable for them. They tend to still follow the classical method used by the teacher when the process of learning tahfiz Qur'an in class.

e. Talents and Interests

These two things are very important to be explored in students so that the learning process received could be optimized. The research results found, the are students who rarely attend tahfiz classes even though they have previously registered in tahfiz classes. It could be seen from their awareness and interest from the beginning in memorizing the Qur'an. It could be caused by two things, namely a). there is pressure from parents, and b). the learning process during memorization is boring and does not match the learning style in themselves. For these two reasons, talent and interest in memorizing are decreasing (*Researcher Observation at MIN 1 Bantul*, 2019).

f. Personality

This is related to the basic nature of students, for example, a shy student is usually more passive in interacting, and so on. Practically, the personality of students does not affect the process of memorizing the Qur'an in class. Students who are active and cheerful, tend to have fairly good memorization because they have high spirits, are positive in socializing, and have sufficient self-confidence. But also found, students who have a passive personality in interacting, also have a lot of memorization. Because they rarely interact socially, their daily life is used for memorizing and learning (*Personal Interviews*, 2020). However, the research results show that students with different personalities had different reasons for catching up with lessons. They tend to be less motivated. Here, personality and motivation have a strong relationship in the learning process, so teachers need to be aware (Bao, & Lee, 2012).

3. **Communicating via messages**

When a teacher is aware of the learning style tendencies of their students, they try to realize the learning styles and adjust the existing learning base. This could be exemplified, when the allocation of tahfiz learning schedule is 45 minutes in class, are students able to maintain 75% of what is conveyed (what is memorized) in class? In a sense, if what is conveyed could be received well, the teacher must elaborate several strategies and approaches in memorizing. It is hoped that there would be no saturation in the process of tahfiz Qur'an. With the elaboration of the approaches, it could also become a kind of "learning drama" that is pleasant and fun to receive, especially for students who have understood their respective learning styles. Therefore,

communication is an important aspect of coordination and becomes an acknowledgment of each other in improving relations with each other (Ohlin, 2019).

4. **Making the teaching process more in giving appreciation**

The teacher has an important role in developing various innovations in the classroom in their tahfiz lessons. The teacher is required to maximize their teaching abilities as well as the ability to appreciate each student, such as optimizing the memorization method and giving a 'warm welcome' to those who are active and disciplined in memorizing. With appreciation, teachers are the main component in the development of future education (Salas-Batista, 2018). This is a struggle to consider students according to their learning styles. Through this, the teacher would also get the same satisfaction with the results of their awards to these students, so that students can optimize their achievements.

5. **Ensuring the future of the scientific disciplines of each student**

Various studies could be produced that each individual would be better off if they are adapted to the task, main area, or scientific discipline they have. Likewise, with the learning process in the classroom, students would be better and more comfortable in receiving knowledge if it is adjusted to their personality, talents, and learning styles (Ichsan, 2020). Therefore, the teacher could ensure and continue to provide long-term dreams (in lessons of tahfiz Qur'an) that what they memorize and learn at that time is the best thing and would 'reap' success in the future. Even Allah SWT would guarantee happiness in the world and the hereafter for those who continue to recite, study, and memorize the Qur'an verses.

Some of the descriptions above could be understood that the process of learning to memorize the Qur'an requires concentration. The situation and condition of each student are closely related to their learning style. If students recognize their learning styles, they would be able to manage learning from various conditions that they feel. It does not guarantee that recognizing learning styles does not necessarily make students smart, but recognizing learning styles would be able to determine more effective individual learning methods so that the learning process and the results obtained would be much more optimal.

Therefore, learning style must be one of the strongest correlations to student achievement. It is by the research of Retno Wulandari and strengthened by the interpretation of Ngalim Purwanto which states that the factors that affect learning achievement are 1) factors that exist in oneself called individual factors, and 2) factors that exist outside the self are called social factors (Nurmala, Tripalupi,& Suharsono, 2014). From this point, there is a relationship between the effectiveness of learning styles and the achievement of tahfiz Qur'an. In a sense, the more students of Madrasah Ibtidaiyah realize their learning style in tahfiz Qur'an, the students would use it effectively and efficiently so that they would get better achievement results.

Conclusion

Learning styles for students in tahfiz Qur'an in Madrasah Ibtidaiyah have to be understood as one of the important solutions in actualizing the quality of better education in the future, especially in Islamic education. The effectiveness associated with student achievement would be achieved more optimally if students can adjust the characteristics of their learning styles in the learning process. With this adjustment, it is hoped that it would become a stimulus for the academic community so that they can formulate various appropriate learning strategies where

these strategies would affect student learning achievements more optimally, both academic and non-academic achievements. Based on the research results, there are at least a few things about how the teacher has a strong role in making the learning style effective in tahfiz Qur'an for their students in class. The effectiveness of this learning style can improve the quality of reading and memorization of students so that in the end it affects their achievements. Therefore, this research confirms that learning style (especially tahfiz Qur'an) is one of the strong correlations to student achievement so that in the future it is hoped that every educational unit in Indonesia could implement this strategy.

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