Al-Lubab

Innovation in Qur'an and Hadith Learning at the Elementary Level Using the Mimicry-Memorization Method

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Abstract

The development of education in Indonesia is required to be able to produce a good education system and must be implemented, especially in religious learning. However, there are still religious subjects whose scores are still classified as below average such as Al-Qur'an Hadith lessons in MI Al-Hidayah Malang, the average KKM limit is> 75 or with a percentage of 75% complete. With this problem, researchers want students whose scores increase with the application of the Mimicry Memorization Method. The purpose of this study is to increase student activeness in learning Al-Qur'an Hadith and improve student learning outcomes in Al-Qur'an Hadith class 6B at MI Al-Hidayah Malang in the 2023-2024 academic year. This type of research is a Classroom Action Research (PTK) by following the Kemmis and Mc Taggart model. Classroom Action Research is carried out with 2 Cycles, which include Planning, Implementation, Observation, and Reflection. The application of the Mimicry Memorization learning method can increase student learning activeness in learning Al-Qur'an Hadith, namely in the first cycle the results of student activeness reached 60.65%, then increased in the second cycle, namely 82.87%. 2). This has actually reached the percentage of completeness, but the researcher wants to strengthen his findings again by continuing the action in the second cycle with even more increased learning outcomes of 91.60%. Based on the results of the study, it is concluded that the Mimicry M technique can be used to improve learning outcomes.

INTRODUCTION

The development of educational science today, particularly in the field of education, demands the enhancement and improvement of human resource quality. Islamic religious education serves to strengthen faith and devotion to Almighty God in accordance with one's religion while considering the guidance to respect other religions, fostering harmony among religious communities to achieve national unity (Udin S., 2001).

In the educational process, there are several aspects that teachers must pay attention to regarding teaching methods, learning strategies, and the approaches that will be chosen in the learning process, appropriate to the material being taught (Saiful A., 2022). One way to enhance learning in schools is the implementation of appropriate methods. These methods must align with the situation and conditions, as their purpose is not only to improve students' understanding in the classroom but also to increase student engagement during the learning process. By enhancing students' understanding and engagement in learning, this will subsequently improve their academic performance.

One such way is by employing a new, suitable method. Teaching methods are crucial for students to comprehend the material delivered by educators, making learning more appealing to students. With the use of appropriate and precise teaching methods and learning media, the objectives of the learning process can be accurately achieved.

One of the teaching methods that can be used for learning Qur'an and Hadith is the Mimicry Memorization Method (mim-mem method). Mimicry Memorization Method involves imitation and memorization (Baharuddin, 2007). The Mimicry Memorization Method can be defined as the process of remembering something using the power of memory.

The goal of the mimicry memorization method is for students to be able to memorize Hadith correctly and easily. In this learning process, students can quickly memorize and understand the meaning of the verses, accompanied by explanations from the teacher.

THEORETICAL REVIEW

Definition of Learning Outcomes

Learning is a process of behavioral change in an individual as a result of experience and practice. This change occurs from not knowing to knowing, from not understanding to understanding, and so on (Wina Sanjaya, 2016). According to

Slameto, learning is an effort made by someone to achieve a comprehensive change in behavior, as a result of their own experiences in interaction with their environment (Slameto, 2013). Learning is a process marked by changes in an individual. Changes resulting from the learning process can be shown in various forms, such as changes in knowledge, understanding, attitudes and behaviors, skills, abilities, habits, and other aspects within the individual (Nana Sudjana, 2010).

Learning outcomes are a crucial component of education, representing the results of the learning activities provided during instruction. Learning outcomes refer to the competencies or specific abilities—cognitive, affective, and psychomotor—achieved or mastered by students after participating in the teaching and learning process (Kunandar, 2013). Learning outcomes are changes in student behavior as a result of learning (Purwanto). According to Benjamin S. Bloom's Taxonomy of Educational Objectives, learning outcomes are divided into three aspects: cognitive, affective, and psychomotor (Burhan Nurgiyantoro, 1988).

Learning Activeness

According to the Indonesian Dictionary (KBBI), "keaktifan" (activeness) comes from the word "aktif" (active), which means diligent in working, diligent in trying, able to react and act, while "keaktifan" means busyness or activity. Learning means trying to gain knowledge or skills, practicing, and changing behavior or responses due to experience.

Learning activeness means activities or busyness in the context of the learning process. Learning activeness in the teaching and learning process involves the functioning of all tools within the student during the learning process, especially the mind, views, vision, hands, and others used in the learning process (Nasution, 2010).

Student learning activeness refers to a learning process conducted by the teacher to create an environment where students actively ask questions, inquire, and express opinions or ideas. According to Dasim Budiansyah, student learning activeness is a learning process where the teacher must create a learning environment in such a way that students actively ask questions, present ideas, seek data and information needed to solve a problem (Dasim Budiansyah, 2010).

Definition of Qur'an and Hadith Learning

The term "learning" is a translation of the word "instructional" (noun form), which etymologically means teaching. From a methodological-pedagogical perspective,

the word "instructional" contains two activity meanings, namely teaching activities (teaching) and learning activities (learning). In the terminology of the educational dictionary, the word learning is translated as "ta'lim" or "tadris" (Oemar Hamalik, 1999).

From a linguistic perspective, there are various opinions from experts regarding the meaning of the Qur'an. Some argue that the word "Qur'an" should be written with a hamza (read as Al-Qur'an القرآن). Others say it should be written without a hamza (read as Al-Quran القران). Scholars like Asy-Syafi'i, Al-Farrah, and Al-Asy'ari are among those who believe that the word Al-Qur'an should be written without the hamza (Siti Rofingah, 2022).

Learning the Qur'an and Hadith is a systematic and deliberate effort to create activities between students and educators in the subject of Qur'an and Hadith, as well as learning resources in a learning environment. It also involves continuous interaction between development and life experiences to achieve the desired objectives.

Mimicry Memorization Learning Method

The Mimicry Memorization method consists of two words: Mimicry, which means to imitate, and Memorization, which means to memorize. This method is also often referred to as the informant-drill method. It is called this because each drill is conducted by the teacher and an informant or native speaker (Unlin Nuha, 2016). Therefore, this method is abbreviated as the Mim-Mem Method.

According to Ahmad Lutfi, the Mimicry Memorization method is a way of imitating and remembering or memorizing, or the process of remembering something with the power of memory. This method is used by teachers who read the text clearly, which is then imitated by the students several times until it is memorized. This method employs a strategy of imitation and memorization to engage the memory in recalling, storing, and retrieving information or material. The Mimicry Memorization method is a simple and highly effective learning approach.

RESEARCH METHOD

Research Method

The subjects of this research are the 6B class students, consisting of 31 students, with 24 boys and 14 girls, at MI Al-Hidayah for the 2023-2024 academic year. The research location is at JL. Masjid Agung Al-Hidayah RT.3 RW.1 Donowarih Karangploso, Malang Regency. This location was chosen based on observations that

revealed issues in the learning process and teaching strategies. In this study, the researcher applies the Mimicry Memorization method in the Qur'an and Hadith subjects for 6th-grade students at MI, aiming to increase student engagement and learning outcomes, with the target learning outcomes reaching KKM >7.50 and achieving a success rate of 75%.

Data analysis techniques are carried out after all data is collected. Descriptive analysis aims to provide a description of the research subjects based on data and variables obtained from the groups being studied and is not intended to test hypotheses (Azwar. S. 1998).

Data analysis in qualitative research is conducted during data collection and after the data collection period is completed. Miles and Huberman (1984) stated that activities in qualitative data analysis are carried out interactively and continuously until completion, leading to data saturation.

Activities in data analysis include. Data Reduction, Reducing data involves summarizing, selecting essential points, focusing on important aspects, identifying themes and patterns, and discarding unnecessary information. This stage involves summarizing necessary data from observations, interviews, and tests. Data Display, In qualitative research, data presentation can be done in the form of brief descriptions, charts, category relationships, flowcharts, and similar formats. Miles and Huberman stated that the most commonly used method for presenting data in qualitative research is narrative text. Data analysis techniques are used to analyze observational data obtained from student learning outcomes and engagement during the learning process.

As previously explained, this research uses observation to evaluate student engagement. By using the planned teaching method, the researcher aims to assess student engagement in learning. To measure learning engagement, the researcher uses the following formulation

$$P = \frac{F}{N} \times 100\%$$

P = Percentage of student engagement

F = Total engagement score of students

N = Total number of students multiplied by the highest possible score

NO	SKOR (%)	CRITERIA
1	0-20	Very Weak
2	21-40	Weak
3	41-60	Moderate/Average
4	61-80	High
5	81-100	Very High

In this study, student learning engagement will be observed through the classroom learning process. The aspects to be observed are as follows:

NO	INDIKATOR
1	Enthusiasm in participating in learning
2	Discipline in completing assignments
3	Level of memorization

To determine the completeness of learning outcomes, the researcher uses the Average Score (mean), which is formulated as follows:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage of student engagement

F = Total engagement score of students

N = Total number of students multiplied by the highest possible score (Sudjiono, 2004)

NO	SKOR (%)	CRITERIA
1	50-60	Very Weak
2	61-70	Weak
3	71-80	Moderate/Average
4	81-90	High
5	91-100	Very High

The research procedure to be conducted consists of several cycles referring to the model developed by Kemmis and McTaggart, which states that the PTK procedure is carried out with four activities: Planning, Action, Observation, and Reflection.

RESULT AND DISCUSSION

After presenting the data related to the research above, the researcher's analysis results on student engagement and learning outcomes using the Mimicry Memorization method in the Qur'an and Hadith lessons for class 6B are as follows:

The table below shows the comparative data on the increase in student engagement with the application of the Mimicry Memorization method in the Qur'an and Hadith lessons for class 6B from cycle I to cycle II.

Tabel 1.6

Perbandingan Peningkatan Keaktifan Siswa dari Siklus I ke Siklus II

No	Indikator Keaktifan	SIKLUS I		SIKLUS II	
		Jumlah	Presentase	Jumlah	Presentase
1	Enthusiasm in participating in learning	43	179,16%	63	262,50%
2	Discipline in completing assignments	42	175,00%	58	241,66%
3	Level of memorization	46	191,66%	58	241,66%
	Rata-Rata Keseluruhan	**131**	**60,65%**	**179**	**82,87%**

NO	SIKLUS	PRESENTASE
1	Siklus I	60,64%
2	Siklus II	82,87%

After applying the Mimicry Memorization learning method, student engagement during the learning process reached a percentage of 60.64%. The percentage of student engagement in the first cycle is formulated as follows:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage of student engagement

F = Total engagement score of students

N = Total number of students multiplied by the highest possible score

After applying the Mimicry Memorization learning method, student engagement during the learning process in the second cycle reached a percentage of 82.87%.

The data from the Classroom Action Research in the First and Second Cycles above show that student engagement in learning Qur'an and Hadith in class 6B using the Mimicry Memorization learning method in the first cycle was 60.64%, and in the second cycle, it was 82.87%. These data indicate that student engagement in learning Qur'an and Hadith in class 6B increased by using the Mimicry Memorization method.

The implementation of the Mimicry Memorization learning method to improve learning outcomes in Qur'an and Hadith for class 6B at MI Al-Hidayah Karangan Malang in this Classroom Action Research was carried out in 2 Cycles. Each cycle has four sequential and interrelated stages. These include the first stage, which is planning, where the researcher plans the steps with the Mimicry Memorization method as well as the media and materials needed during the learning process. The second stage is the implementation stage, where the researcher executes the planned learning design. Third, observation, where the researcher observes the conditions and circumstances of the students to determine the level of student engagement and learning outcomes. Fourth, the reflection stage, where the researcher evaluates each previous learning process to make improvements in the next cycle.

The results of the research using the Mimicry Memorization learning method were quite effective in increasing engagement and learning outcomes in the Qur'an and Hadith material for class 6B at MI Al-Hidayah. This can be seen from the following data table:

Tabel 4.1

Data Hasil Belajar Al-Qur'an Hadits Siklus I dan II

No	Keterangan	Siklus I	Siklus II
1	Jumlah Nilai	1790	2220
2	Tuntas	75%	91,60%
3	Tidak Tuntas	25%	8,33%
4	Keaktifan Siswa	60,65%	82,87%

It can be seen from the data above that the learning outcomes for Qur'an and Hadith in class 6B using the Mimicry Memorization Learning Method have improved. The total score in the first cycle was 1790, and in the second cycle, it increased to 2220. The average score in the first cycle was 7.46, and in the second cycle, it increased to 9.25. The mastery level in the first cycle was 75%, and in the second cycle, it increased to 91.60%. Meanwhile, the percentage of students who did not achieve mastery in the first cycle was 25%, which decreased to 8.33% in the second cycle. Student engagement also increased from 60.65% in the first cycle to 82.87% in the second cycle.

DISCUSSION

This study shows an improvement similar to previous research. First, researcher Nurrohmah conducted a study titled "Effectiveness of Mim-Mem (Mimicry Memorization) Method to Improve Speaking and Reading Skills in Arabic for Class VIII Students of MTs Ma'arif NU 04 Tamansari Purbalingga." The type of research used was a quantitative experiment, with the control class's pre-test reading skill average score being 71.16 and the post-test average score being 71.50. Based on this research, it is proven that the mimicry memorization method can improve student engagement and learning outcomes.

Second, researcher Rahmi conducted a study titled "Application of Mimicry Memorization Method in Learning Arabic Vocabulary for Class VIII Students of MTs Darul Arqam Muhammadiyah Gombara Makassar." The results of this study indicate that the implementation of the mimicry memorization method in learning Arabic vocabulary at MTs Darul Arqam Muhammadiyah Gombara has advantages: students can pronounce vocabulary correctly, they are more active and enthusiastic because pronunciation is done simultaneously, and their memory is trained. This study, which also uses the mimicry memorization method, shows an ability to improve student engagement and learning outcomes.

CONCLUSION

After analyzing all the data obtained in chapter four, the results and conclusions of the study are as follows: The application of the Mimicry Memorization learning method is considered effective in increasing learning engagement in Qur'an and Hadith lessons for class 6B at MI AL-Hidayah Karangan Malang for the 2023-2024 academic year. This is evidenced by the fact that in the first cycle, student engagement reached a percentage of 60.65%. In the second cycle, student engagement increased to 82.87%.

The application of the Mimicry Memorization learning method is also considered effective in improving learning outcomes for Qur'an and Hadith lessons for class 6B at MI AL-Hidayah Karangan Malang for the 2023-2024 academic year. This is evidenced by the fact that in the first cycle, the average student score was 7.46 with a completion rate of 75%, and the percentage of students who did not achieve mastery was 25% out of 24 students. In the second cycle, the average student score increased to 9.26 with a completion rate of 91.60%, and the percentage of students who did not achieve mastery decreased to 8.33% out of 24 students.

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