

Received: Agustus 2022; Revised: September 2022
Accepted: Oktober 2022; Published: Januari 2023

Improving Learning Outcomes of Hal Nun Sukun and Tanwin Tajweed Subjects through Talkhis and Taqshir Methods in Class VII D MTs “Al-Islam” Joresan

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Abstract

This study aims to determine how effective the Talkhis and Taqshir methods are in improving the learning outcomes of class VII D MTs "Al-Islam" Joresan in the subject of Tajwid Hal Nun Sukun and Tanwin. The research subjects were class VII D MTs "Al-Islam" Joresan, totaling 30 students, consisting of 15 boys and 15 girls. This research is a classroom action research (CAR) which consists of two cycles with the design of each cycle consisting of four stages, namely the first stage is planning, the second stage is acting (implementing), observing (observing) and the fourth stage is reflecting (reflect). Research data is obtained during action research until the final assessment of the action. The results showed that the results of the initial test after the action in the first cycle of 30 students there were 19 students who completed (63,33%), while in the second cycle the number of students who completed as many as 26 students (86,67%). Thus, it can be proven that the application of the Talkhis and Taqshir methods to the Tajweed subject class VII D MTs "Al-Islam" Joresan in Tajwid Chapter 1 Hal Nun Sukun and Tanwin has a positive impact on improving student learning outcomes.

Keywords: Learning outcomes, Talkhis method, and Taqshir method.

A. Introduction

Learning is a dynamic process that has a major influence on the quality of education. The problems that arise are always different, although some of the existing conditions are still the same. In connection with this, teachers need to always innovate related to learning and evaluation carried out. As long as education still exists, so long as problems regarding education will always arise. So far, teachers have applied many learning methods, but students' competence has not reached the expected standard. This can be seen from the results of student tests, both oral and written tests, some students have not reached the Minimum Criteria Completeness (KKM = 60) Madrasah. Students still have difficulty in understanding the subject of Tajweed Chapter 1 Hal Nun Sukun and Tanwin.

Education certainly focuses on the realization of understanding that results in application. The implementation of education should not be carried out recklessly because it will harm students. Therefore, the thing that most supports the realization of character education is the teacher. Teachers as educators who interact directly with students should understand their role as teachers. In the learning that is carried out, it is necessary to choose the right method with the learning material. In learning Tajweed subjects for class VII D, the teacher should choose the right strategies, approaches, methods, media, and techniques in teaching. Thus, researchers are trying to find one solution, namely by applying the Talkhis and Taqshir methods.

B. Theoretical Basis

Learning outcomes are evidence of the success that students have achieved where each learning activity can lead to a distinctive change. In this case, learning includes

process skills, activity, motivation as well as learning achievement. Achievement is a person's ability to complete an activity.

The Talks method or summarizing method is an effective way to present a long essay or reading in a short form. While the Taqshir method or abbreviations according to the Big Indonesian Dictionary (KBBI), abbreviations mean the result of shortening or shortening letters or a combination of letters. In simple terms, abbreviations can be said as the result of shortening or summaries of letters or combinations of letters that are read by letter in their pronunciation.

So, in the Talkhis and Taqshir method, a teacher summarizes the material accompanied by questions and answers with students, then the teacher writes it on the blackboard in short and short writing (abbreviations). For example, Idhar Halqi is abbreviated as I H.

C. Research methods

This research is a classroom action research that is carried out with the stages of planning, action, observation, and evaluation/reflection and is presented in two cycles. Classroom Action Research is practical research to improve learning in the classroom. It is one of the efforts of teachers or practitioners in the form of various activities carried out to improve and improve the quality of learning in the classroom. This research was conducted at MTs "Al-Islam" Joresan on the subject of Tajwid Chapter 1 Hal Nun Sukun and Tanwin. The research subjects were class VII D which consisted of 30 students, namely 15 students and 15 students in the 2021/2022 academic year. Data were collected, then mapped, and analyzed since the action research began.

Furthermore, the data is developed during the reflection process until the report preparation process.

To obtain valid and accountable research data, in this study several auxiliary instruments were used, namely observation sheets and student test results sheets. In this study, the aspects studied were students, therefore the performance indicators were changes that occurred to students both in the learning process and in learning outcomes.¹

Research Techniques

This research consists of two cycles with four stages in each cycle, namely the first stage is planning, the second stage is acting (implementing), observing and the third stage is reflecting. In each cycle, this research will be carried out following the indicators to be achieved, to obtain the data needed as a conclusion to answer questions or problems

Research Instruments

The types of data used in this study consisted of (a) qualitative data obtained from observations of teacher and student activities in each action in the form of observation sheets consisting of (i) observation sheets for teachers (researchers) in implementing lesson plans, (ii) observation sheets for students regarding activities during the learning process, (b) quantitative data obtained from the evaluation results given at the end of each action which serves as information about students' progress in understanding the material being taught and to determine the state of objects using instruments and the results are compared as benchmarks. measure to get a conclusion. This data is taken

¹ Maisarah. 2020. PTK dan Manfaatnya Bagi Guru. Bandung: Media Sains Indonesia.

by using a test that includes a pre-test and a test at the end of each action.

D. Results and Discussion

Pre Action

Tajwid learning activities in class VII D are held twice a week, namely Tuesdays and Thursdays. The discussion of the Nun Sukun and Tanwin Chapter began at the second meeting on Tuesday, July 27, 2021. The learning was carried out using the lecture method and then ended with assignments to work on questions about the Hal Nun Sukun and Tanwin material. The test results showed that out of 30 students, 13 students (43,33%) were declared complete, while the other 17 students (56,67%) were declared incomplete. The method used by researchers is to conduct discussions with students who have not yet completed. In general, students commented that they still find it difficult to understand and apply in finding the law of reading in the verses of the Qur'an. But after an explanation from the teacher, students have obtained an initial picture of the material. Based on these results, the researcher proceeded to the first cycle of action.

Cycle I

Cycle I activities were carried out at the end of July. To be precise, Thursday, July 29, 2021. In practice, the teacher has used the Talkhis and Taqshir methods. As a first step, the teacher asks questions about the previous material that has been studied and then provides an overview of the subject matter to be studied. First, the teacher writes the title/chapter to be studied on the blackboard, then instructs students to read and understand the material. After it is sufficient to read and understand the teacher instructs the

students to close the textbook then review the material that has been read and the teacher writes a summary of the material with short words/symbols (abbreviations) on the blackboard.

Nun Sukun/Tanwin Law	Id H (Idhar Halqi) ع ح خ ع غ	I B L G (Idgham Bi laa Ghunnah) ل ر
		Iq (Iqlab) ب
	I B G (Idgham Bi Ghunnah) ي ن م و	Ik H (Ikha' Haqiqi) ت ث ج د ذ ز س ش ص ض ط ظ ف ق ك

Picture 1.1 Hal Nun Sukun and Tanwin Tajweed

Before entering the evaluation, the teacher deletes the summary on the blackboard accompanied by questions and answers on the material that has been delivered. Then the teacher writes the QS. Al-Baqarah verse 145 and students write in their respective books. The assessment or evaluation used is by individual assignment, where students look for the law of reading nun sukun and tanwin in QS. Al-Baqarah verses 145 and collects the results of student work to the teacher. The results of the Cycle I assessment can be seen in the following table:

Table 2.1 Results of the Final Test Action Cycle I.

No	Nama	Nilai	Ketuntasan
1	Agan Safrial Pamula	55	Not Complete
2	Calvin Andra Arwiyanah	52	Not Complete
3	Dekario Septi Alfin Scahputra	60	Complete
4	Eka Raditya Setyawan	58	Not Complete

No	Nama	Nilai	Ketuntasan
5	Ferdinand Apriansyah	50	Not Complete
6	Levi Andana Julianto	62	Complete
7	Mayesza Fauzan Al-Manar	70	Complete
8	Mohammad Mulki Wafda	66	Complete
9	Muhammad Aditya Yusuf Habibi	54	Not Complete
10	Muhammad Danial Distian Pauji	55	Not Complete
11	Muhammad Farhan Yazly	58	Not Complete
12	Muhammad Ridwan	50	Not Complete
13	Nandika Sya`Id Firmansyah	79	Complete
14	Sidqi Muhammad Khasib Muntaha	50	Not Complete
15	Syahdan Latifus Sholeh	80	Complete
16	Annisaa`Uz Zahrotus Shifa	84	Complete
17	Fhinix Siir Auri Salsabil	71	Complete
18	Fiki Amalia Habibatul Maula	82	Complete
19	Lailatul Musrifah	59	Not Complete
20	Lenza Zahra Putri Alfianto	78	Complete
21	Minahus Saniyyah	85	Complete
22	Naila Husnatul Amalia	80	Complete
23	Nita Murdianawati	77	Complete
24	Sania Mirza Maharani	54	Not Complete
25	Shofia Niswatz Zahro	77	Complete
26	Siti Naila Rahmadani	82	Complete
27	Syafiqa Lian Fauzana	68	Complete
28	Zahra Amalina Rosyida	86	Complete
29	Zahra Dwi Anjarwati	88	Complete
30	Zahra Mutia Alfianto	75	Complete

The results of the assessment showed that from 30 students 19 students completed (63.33%). Meanwhile, 11 other students were declared incomplete (36, 67%) not meeting the Minimum Completeness Criteria (KKM) for Madrasahs (60). The obstacle found is that students are not able to read Arabic script (reading the Qur'an) well so that students find it difficult to understand the function and application of recitation, especially nun sukun and tanwin in

reading the Qur'an. So that students still have difficulty finding the law of reading in a predetermined verse.

In the next step, the teacher reflects on the 11 students who have not reached the KKM by guiding the students to try to repeat reading the QS. Al-Baqarah verse 145 until students can read well and can mark which are nun sukun and tanwin and the letters that follow. After being retested, the majority of students have understood the terms of Nun Sukun and Tanwin although they are still lacking in their application in reading. Based on the reflection carried out in the first cycle, the conclusion drawn by the researcher was that the results obtained were not as expected. So the researchers followed up with cycle II.

Cycle II

Cycle II activities were carried out in early August to be exact on Tuesday, August 03, 2021. This activity was a follow-up to Cycle I using the Talkhis and Taqshir methods in the subject of Tajwid Chapter 1 Hal Nun Sukun and Tanwin. The second cycle has various additional improvements from the previous actions aimed at overcoming various obstacles or difficulties found in the previous cycle. In the learning process, students are given a test again with a different verse, namely QS. At-Taubah verse 120. In the learning process Cycle II emphasizes more on questions and answers and strengthening Talkhis and Taqshir, namely strengthening students to recognize, memorize, understand and apply in summarizing summaries in the form of symbols that have been classically made by the teacher.

In general, the teacher concludes that the implementation of learning activities goes according to expectations. It can be seen from the results of the final test

of the second cycle of activities, it is shown that 26 students (86,67%) have reached the KKM while the other 4 students have not completed (13,33%). The results of Classroom Action Research that have been carried out starting from the pre-cycle, cycle one, and cycle two can be seen in the following diagram.

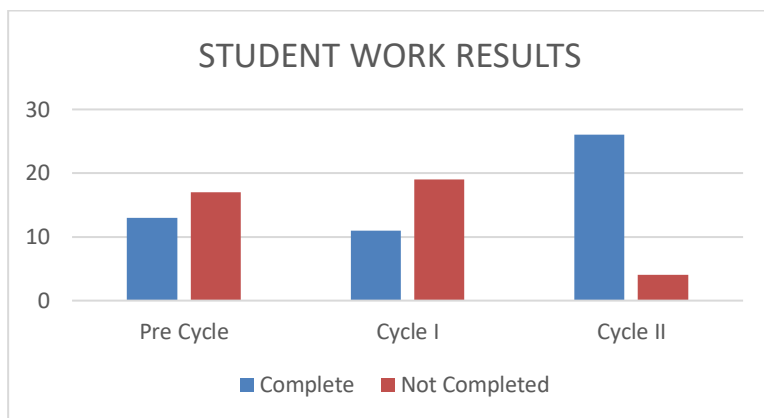


Diagram 3.1 Result of Final Test Action Cycle II

E. Conclusion

Based on the research that has been carried out, the researcher concludes that by using the Talkhis and Taqshir methods in the subject of Tajwid Chapter 1 Hal Nun Sukun and Tanwin class VII D MTs "Al-Islam" Joresan has a positive value in improving learning outcomes. This can be shown by an increase in student work and student understanding which leads to the application of students in reading the Qur'an according to the rules of Tajweed.

F. Suggestion

The improvement of the final results of Classroom Action Research on the learning of Tajwid Bab Nun Sukun

and Tanwin using the Talkhis and Taqshir methods in improving student learning outcomes shows the importance of choosing the right method in the learning process in the hope that students have good learning motivation so that learning can be much more meaningful. leads to implementation. Thus, it is expected that Islamic Religious Education teachers can choose the right techniques and methods according to the learning material.

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