

BIFILAR COOPERATIVE LEARNING MODEL FOR HADIS MEMORIZING SKILL IN ALQURAN-HADIS IN MADRASAH IBTIDAIYAH PONOROGO REGENCY, INDONESIA

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Abstract: Memorizing competence in hadis subject is defined as student's learning success. The importance of memorizing learning acceleration shows there is the improvement of student's social ability and academic ability so that it easier student in accomplishing task in other's learning process in gaining mental skill. The goal of this research is to know the implementation of conventional learning model for hadis memorizing skill in Alquran-Hadis subject in Madrasah Ibtidaiyah Ponorogo Regency. The design of this research is Research and Development, the preliminary data was taken from 13 teachers of Alquran-Hadis. The technique of analyzing data used was descriptive qualitative.

Resume: The research result shows, the implementation of conventional model for hadis memorizing skill in Alquran-Hadis subject in Madrasah Ibtidaiyah Ponorogo Regency, such as: (1) Teachers have 100% responsibility to teach Hadis, it means all risks appeared during learning process were tried to be solved agree with students' condition. (2) Teachers who engage students to participate to help other friends who havent memorize by repeating the material was about 61% and teachers prepare students who have memorized the hadis to be friend for those who havent. Teachers who consider themselves as learning source and able to guide students in memorizing without helping was about 39%. (3) The low of students' concentration in memorizing affected on goal's memorizing achievement by the data of students who haven't memorized were greater than those who have, it means students who have memorized were less than 50%.

Keywords: *Learning Model, Bifilar Cooperative, Memorizing Skill, Alquran-Hadis*

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Introduction

Memorizing is an activity to save all seen and heard memory. Some component which support the success of memorizing learning are keep information through note, avoid textual memorization, memorize the correlation among storage facts to be implemented in daily life so that it is considered as important when memorization followed by understanding which strengthen cognitive context through invention learning (Yeni Rachmawati and Euis Kurniawati, 2010: Wina Sanjaya, 2009). Memorization involving support of various activity through some methods to improve faster memorization response and longer to be stored (Mark Blair and Don Homa, 2003)

Permenag regulation no 2 about Graduate Standard Competence put down students skill such as: memorizing, understanding meaning, and practicing chosen hadis about morals and good deed in Alquran-Hadis subject. The importance of memorizing learning acceleration shows there is the improvement of student's social ability and academic ability so that it easier student in accomplishing task in other's learning process in gaining mental skill. (Nazia Nawas, Syeda Farhana Jahangir: 2015)

The emendation of hadis interpretation skill is measured through words correlation which is connected so that it improves the skill of understanding hadis text through discourse correctly. (Adel ayed al maghtawi: Wan Ahsani Fadhilah binti Wan Mahmud Khairi Muhamad Faisal Ashaari: 2015). Beside improving retention of hadis memorizing skill, it is also need the support from enjoyable tools such as paper and learning guidance which help learning process to avoid voice mistake while reading. (Nor Musliza Mustafa, Mokmin Basri: 2014 ; Mahmood Mahbobi: 2014).

The factor which is assumed as obstacle in memorizing hadis learning is the rules of hadis which has *makhroj* (pronunciation) can be minimalized through appropriate devices (Yahya Mohammed: 2010). The support from helping devices can help students who learn to memorize to make clear correct *makhroj*. The developed supporting devices based on development principle of appropriate memorizing technique as the result it improve the memorizing skill. (Moh Yusuf: 2012).

Teachers tend to repeat over and over and then students imitate the similar reductioned hadis. This is done in order that students' ability in memorizing can be accomplished as goal. Based on survey in Madrasah Ibtidaiyah about memorizing hadis learning found the data which used conventional way in memorizing. The finding in this class shows teacher's effort to guide students in memorizing hadis individually, but the the response from apathetic students affected on unsatisfied result. This condition impede memorizing process because learning component is not activated completely. That's why students no longer interested in memorizing learning caused by conventonal process. Teacher doesn't involve students as main component in learning because teacher is prefer to be main source completed with his argumentation.

Various methods in memorizing Alquran-Hadis which were practiced such as: according to (Anas al khasanul wajhi: 2009) *first*, *Muroja'ah* method; it is memorization which is done by repeating verse as often as possible which is help by using written text until students are able to repeat without text. *Muroja'ah* method is done by repeating every verse tens time. Succeed with one

verse the goes to the next verse for 20 times until the next five verse. If five verse have been assembled, then five verse which have been memorized repeated for fifty times. For a *tahfidz* (one who memorized Alquran) every after Asar prayer must perform before his teacher. If the teacher has verify his memorization and *tajwid*, then the student can continue to the next verse. Based on the interview with the islamic school caretaker Tahfidz Quran Al Hasan, second, *sorongan bil ghaib* method; it is memorization which is done by verified students' memorization on the teacher. Student memorize individually depends on the ability memorized verse number and then perform in in front of the teacher. Teacher guide his memorization and verify his correct performance. Hand signal is a method to make easier memorizing hadis, every single hand movement has its own meaning. The other development of this method is memorizing through smiling.

Teacher of Madrasah Ibtidaiyah expect a memorizing model which help students to fasten their memorization so that teacher can grow up students' concentration to fasten memorization and can be stored in long term memory. The impact of conventional method hasn't perform complete result because the student who memorize quickly gets no guarantee will memorize for long time. The new learning model positively impact on students and it is expected to help improving memorization consentracion ingroup which involve classroom interaction.

Based on the condition in the Madrasah Ibtidaiyah, it is important to implement model of memorizing hadis which can stimulate students' activeness by involving students' cooperation. The changing of memorization learning based on syllabus basic competence which is attained in Hadis subject. Robyn M gillies (2003:51) stated that cooperative as the training skill to interact and give mutual contribution of various idea which not only need correct answer, meanwhile teacher's job is helping various obstacle of every group to direct thinking functions with various idea.

Kinds of cooperative learning are TGT, IG, Jigsaw, and Structural approach. First, cooperative learning; jigsaw; was developed and tested by Elliot Aronson and friends in Texas University, then is was adapted by Slaven in Jhon Hopkins University. Based on succeed principle of cooperative learning Spencer Kagan and Migual Kagan, firstly, the use of cooperative structure precisely is arranging interaction between teacher and student as integral unit. Memorization of Hadis in bifilar cooperative learning make easier of teacher to direct and fasten student in memorizing hadis. Secondly, Team is a group which has clear identity with supporting group members with strong defense within the group. Hadis which usually be memorized individually can be done in grup. Every group memorized ramdom verse. Third, management, teacher is able to manage cooperative class condition which is matched between material and structural instruction in order to fasten students' memorization. Fourth, classbuilding; it is a class which grown comfortable feeling among students because productive interaction and respect one another.

Meanwhile, Bifilar learning model is a method; *First*, involving students' cooperation with others in memorizing, *Second*, faster in memorizing together, *Third* the number of verse depends on group motivation, *Fourth* measuring the mistake level of individual within the group.

Those are the reasons why it is needed the development of cooperative learning model, ie: the development of Bifilar Cooperative Learning Model for Hadis Memorizing skill in Alquran-Hadis subject in Madrasah Ibtidaiyah Ponorogo Regency.

Method

This research is *research and development*. Research and development is process to yield certain product and test the effectivity of the product (Sugiyono, 2011: 407). This procedure discuss about steps to create product in a research. Sugiyono (2011:434) said that there are 3 steps in research and development, they are: preliminary study step, development study step and Model test step.

The step in preliminary study was need analysis and field study. Need analysis was done through literature study which is related to concept and theory of learning model, ie: role play, active cooperative, utter idea, and memorizing skill concept. Field study was done through survey in MI Maarif Mayak Ponorogo Regency in February 2014 about learning strategy, learning method, media, learning source, and ther need which support learning process.

The activity which was done in field study survey step is identify problem and analyze teacher's and students' need for the need of BERMAKNA learning model based on memorization ability. The goal of field survey is to gather data through observation and interview. Observation in MI Mayak (Mudzakir, SE), MI Polorejo (Drs Suyono, M Pd), MI Setono (Mansyur, S Ag) dan MI Bina Petra Cendekia (Wafiroh, S TH I.). The interviews were done with principle of every school.

Result

1. Cooperative Learning Theory

Cooperative Learning is known with the term in english as Cooperative Learning. Depdiknas, (2003:5) explained that cooperative is learning through small group of student which working together in maximizing learning condition to achieve goal. Cooperative Learning is learning strategy which organize learning through small group of student which working together in maximizing learning condition to achieve goal. Slavin (1995:8) cooperative learning is a learning strategy in which student learn and work in small group collaboratively which the member consist of more than 2 students, with the heterogen of group structure.

Robyn M Gillies (2003:51) clarified that cooperative as the training skill to interact and give mutual contribution of various idea which not only need correct answer, meanwhile teacher's job is helping various obstacle of every group to direct thinking functions with various idea. Wendy Jolliffe (2007:3) cooperative learning demand students learn in small group to encourage each other and fix students learning style. Slavin (1995:8) cooperative learning is a learning strategy in which student learn and work in small group collaboratively which the member consist of more than 2 students, with the heterogen of group structure.

Emmy Pepitone (1985:30) cooperative learning on students in elementary school was introduced to form interactive relation in rder to self prepare to achieve goal. Students of elementary school have preference which resemble as the others which allowed to expand cooperative learning. Elizabert E Barkley, K Patricia Cross, Claire Howell Major (2005:10) interactive learning has term collaborative for University level learning and cooperative for elementary and high school from kindergarten to senior high school.

2. Processing Information Theory

Al Januszewski Molenda (2008:152) stated that according to cognitive view learning activity is information presentation to students or enable student to read, watch material and think about idea. The relevance must be exist on relevant message, interpret new material, connect to existing mental structure, and memory so that can be recall while it is needed.

The information processing model started from an input stimulus which goes through one of five sense. Gadler (2011:105) processing involve gaining and organizing information related to what we have known, or be called as encoding; save information or storage; and take information while needed or retrieval. The whole system is lead by control process which determine how and when information will goes through entire system.

Bruce Joyce (2009: 231) explained basic concept of principals and technique to improve memory capacity in learning through consciousness, association, link system, and pronoun system. Memory is pattern which is frozen and wait for a moving signal to retrieve so that it can form important pattern needed to access data. Ongoing and repeating process directed during learning process from short term memory to long term memory is part of memorizing activity.

3. Learning to Memorize

Hapalan is known as memorizing, meanwhile according to *Ausubel* it is called as rote learning, according to West et all it is called as *mnemonic*. Concept of memorizing learning skill specially designed to increase students' capacity in saving dan gaining information from local environment. The learning effect is behaviour changing which is earning different from previously. Memorizing is the impact of saving memory effort through certain steps or activity. Memorizing steps make easier fresh memory. Fresh memory can go through skill on observing existing symbol, connecting the symbol and knowing the memorized symbol. Those elements are elements in memorizing.

The methods to measure the success in memorizing are; *first*, recall ie; telling everything memorized. *Second*, recognition ie; students are able to mention each items or vocabulary. *Third*, re learning ie; try to learn the material. Meanwhile the indicator of success in memorizing skill are; students are able to memorize simple words or idiom, connect the memorized word, and pronounce the connected words.

The memorizing method above was focused on *first*, individual memorizing activity, *second* repeating the hadis without open the text, *third* memorizing continued to the next verse after verified by teacher, and *fourth* the number of memory depends on students' ability.

4. Bifilar Learning

Bifilar cooperative model in group learning activity fasten memorizing hadis. This cooperative is made in a group with each member has different responsibility. The difference of tasks has aim to create active cooperation among active group member. The deal, intonation in memorizing and responsibility are characters in bifilar cooperative learning model. There are components will be developed in bifilar cooperative, they are: 1) students grouping, 2) task that must e done, 3) cooperate in doing task, 4) task correlating and 5) responsible to show the result.

The developed subject through bifilar model is Alquran-Hadis to achieve memorizing skill that is taught in MI as obligatory subject. MI is elementary school as a place to expand learning activity of Hadis since students are 7 to 12 years old.

Madrasah Ibtidaiyah is a symbol of learning institution which was born from society who give contribution in building society, fostering young generation to fit in life changing and actualizing positive quality to create learning society. Therefore, to improve memorizing skill of Alquran Hadis in MI, it is developed a bifilar cooperative learning model as one of cooperative learning in memorizing hadis in Madrasah Ibtidaiyah.

Discussion

Conventional memorization tend to be more difficult for teacher because teacher must repeat over and over the learned hadis. To get deep data information, some instruments were prepared to recognize data related to conventional memorization method. The instrumen representated some of conventional memorizing activity. The results of conventional memorizing activity are:

Conventional memorizing method show that imitation method is the most use by teacher in memorizing hadis. The preliminary data were taken from 13 teachers of Alquran – Hadis which stated that memorizing tend to be used in learning process. Questionnaire in first chart show that teachers have 100% responsibility which means teachers tried to find appropriate solution for students' problem. Meanwhile, only 7.6% teachers graduated from PGMI scholar. 92% of teachers use memorizing method in learning process. It is rarely for the teacher to face difficulty in preparing on teaching, it is 38% of teachers need longer time in preparing rather than others.

Teachers who engage students to participate to help other friends who havent memorize by repeating the material was about 61% and teachers prepare students who have memorized the hadis to be friend for those who havent. Teachers who consider themselves as learning source and able to guide students in memorizing without helping was about 38%. About 84% students need help and also need longer time in memorizing hadis. 92% teachers face difficulties in preparing students to get concentration. Therefore, it is only 7.6% teachers who succeed to make 50% of students memorized hadis. Amounting to 92% of teachers need others memorizing method, include 84% teachers said that in conventional method, eventhough it is easy for students to memorize, it will also easy for them to loose their memorization.

The low of students' concentration in memorizing affected on goal's memorizing achievement by the data of students who haven't memorized were greater than those who have, it means students who have memorized were less than 50% of those who haven't. Teachers need lerning source and learning environment which support the achievement of conventional memorizing process. There is no problem in planning of learning activity, most of planning no need long time because learning process was only about repeating, and it is considered as easy task for the teacher. Yet, this process affect on the low of students' concentration.

The field data based on questionnaire show that 100% of the teachers are patient teachers, therefore 100% of the teachers help students to deal with probems, yet this condition remain problems in memorizing in amount to 76.2%. this is also proved by the low of memorizing speed which only reach 9.5% student who brave to perform in front of class. It is only 19% students said

that Alquran-Hadis is difficult subject, 80.7% students are willing to ask for help from those who have memorized, and only 52.% of students are able to give help for their friends.

In conventional method, 100% teachers repeated the Hadis and 92.5% students love Al-quran – Hadis subject because they will get high moral reward during learning process, even though only 9.5% faster in memorizing rather than others. The data show that teachers' ability in teaching, students' interest on subject, and a helping hand from friends were not enough to fasten the planned hadis memorizing. During observation in Madrasah Ibtidaiyah, researcher found conventional memorizing method, the energy released by teachers were not equal with the result. Conventional learning activity of Hadis subject in Madrasah Ibtidaiyah goes through these steps:

- 1) Memorizing activity was done by repeating hadis in loud voice in order able to be heard by students within the class. This method was done to correct the *mahhroj al huruf* and *tajwid*.
- 2) Students repeated pronounced hadis by the teacher simultaneously in loud voice and read the text.
- 3) The text of verse and *matan* as clear and correct guidance for those who are able to read, meanwhile for those who can't, they can listen verse and *matan* spoken by teacher,
- 4) This text is presented in order from the beginning to the end, some make cuts on every word (*mufrod*) which is written in random small paper,
- 5) Students are asked to connect the written word in a correct order, then memorize them together,
- 6) If it has been repeated over and over, and students feel enough in memorizing then they no longer need help from small paper,
- 7) This lesson stop when there are students have memorized hadis and some of them help others students.

Conventional method has some weaknesses for students and teachers, they are: 1) It plays as the reason for the students to lose their concentration because it is not all students have tendency to memorize in conventional method, 2) It is only few students have high motivation and others have low motivation in hadis memorization. This low motivation students tend to disturb others students, 3) some students are unwilling to repeat the difficult word from teacher. Moreover, the weaknesses for the teacher such as: 1) It is difficult for the teachers to give attention to the heterogen students, 2) the spirit teacher are not always agree with students' motivation, 3) Some teachers seldom to use various learning method. Teachers are only make use individual method and never tried cooperative and artisipative method in emmorizing, 4) Teachers' perception on Al-quran Hadis as a subject that must be taught by repeating method.

Reserch of Janine Trempy, Monica M Skinner, William A Siebold (2002) concluded that the success in cooperative learning can increase about 90% result so that students have critical thinking, soving problem, interaction skill and sythesis skill of raising problem. Besides, students can demonstrate writing and speaking skill as communication form with the chance to practice interpersonal intelligence through group work. The result of this research explained that cooperative learning can build high satisfaction feeling during learning process due to they feel in challenge to create their own learning experience from mutual interaction with other students. As the consequenss, the cooperative relation increase group problem solving skill to find another problem solving.

Conclusion

The implementation of conventional learning model for hadis memorizing skill in Alquran-Hadis subject in Madrasah Ibtidaiyah Ponorogo Regency, such as:

- (1) Teachers have 100% responsibility to teach Hadis, it means all risks appeared during learning process were tried to be solved agree with students' condition.
- (2) Teachers who engage students to participate to help other friends who haven't memorize by repeating the material was about 61% and teachers prepare students who have memorized the hadis to be friend for those who haven't. Teachers who consider themselves as learning source and able to guide students in memorizing without helping was about 39%.
- (3) The low of students' concentration in memorizing affected on goal's memorizing achievement by the data of students who haven't memorized were greater than those who have, it means students who have memorized were less than 50% of those who haven't.

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