

EFFORTS TO INCREASE THE EFFECTIVENESS OF LEARNING THE QUR'AN BY USING THE GROUP TUTOR METHOD

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ABSTRACT

Abstract: The purpose of this study is to find out the method of group tutors can improve children's ability to read the Qur'an according to tajwid in Sidoharjo village to find out the extent to which the group tutor method can improve the ability of children to read the Qur'an according to tajwid in Sidoharjo village. This type of research uses quantitative methods. Meanwhile, data analysis uses cumulative frequency analysis. The subjects in the study were children in Sidoharjo village based the results of the study showed that the group tutor method in the learning process that by using the group tutor method to increased the effectiveness of learning the Qu'ran. The increase in effectiveness occurs due to the management of the learning process in groups with heterogeneous backgrounds of children with abilities Learning using the group tutor method can increase the effectiveness of children, the average effectiveness time reaches 71.9%.

Keywords: Learning Effectiveness; Studying The Qur'an; Group Tutor Method

Introduction

Education is an important element in human life, the presence of education in the realm of life can provide values in dignifying humans (Setyaningsih, Putri, Sari, & Huda, 2020). Learning effectiveness is the achievement of goals between learning planning and learning outcomes where in choosing the goals to be achieved with satisfactory results so that learning effectiveness is achieved, teachers should be able to plan, assemble, or use various media in accordance with learning materials, information presentation, student participation, assessment, and follow-up (Jannah, Hidayati, & Badrudin, 2023). In the implementation of learning, it is necessary to carry out the right learning strategy so that the most effective learning is used both on current and future occasions (Jefrijal, 2021). In addition, another important element is also needed, namely teachers as the main figures in learning at school have an important role in providing the right treatment to students in delivering the material to be taught by innovating, of course, it will produce a more creative learning treatment by teachers (Ramaina, 2022). The low effectiveness of students in the teaching and learning process can result in the learning process being less optimal so that the material presented becomes incomplete (Yuliana, 2021).

Today the era of globalization and information technology is very rapidly developing so that it indirectly affects the habits of parents in educating their children, they generally emphasize more so that children excel more in academics than the ability to read the Qur'an, therefore there are many children and even adults, the ability to read the Qur'an the letter is very low and cannot even pronounce the sounds of hijaiyah letters according to the place where the letters come out (*Makhrojnya*) (Aekah, 2019). The growth and development of mankind can be grown continuously by providing encouragement and direction as well as good education including the basic study of the Qur'an is the identity of Muslims who are ideally known, understood and lived by every individual who claims to be a Muslim (Qur'an et al n.d. And also the Qur'an It is a basic guideline of life for Muslims. The Qur'an regulates the entire order of life, both regarding the law, man's relationship with Allah and the relationship between man and other creatures created by Allah (Al-Qur'an et al., n.d.). And also the Qur'an is a basic guide to life for Muslims. The Qur'an regulates the entire order of life, both regarding law, man's relationship with Allah and the relationship between man and other creatures created by Allah SWT (Hattarina, Dwiyaniti, Chemo, Sahar, & Haryanti, 2023). Thus, it is necessary to develop at the level of quality and touch the needs of both mental, spiritual and physical, material needs (Ismail, 2019).

The ability to read the Qur'an properly and correctly in accordance with the tajweed of discipline is a competency that must be possessed by every Muslim (Hanafi, Murtadho, Ikhsan, Diyana, & Sultoni, 2019). Qur'an learning activities are behaviors that grow on the will and desire of oneself or from others (Mahendra & Darmawan, 2020). Thus, to be able to improve the ability of students, especially in the ability to read the Qur'an (tajweed), teachers must be able to apply various strategies, methodical approaches in the learning process, so that students do not feel burdened in learning it (Nasution, 2022).

With communicative delivery is more respected by students, although learning the Qur'an is less very interesting for children. The interest of the Muslim community to learn and read the Qur'an is declining, if in the past in every house often heard the sound of chanting the Qur'an in contrast to current conditions which on average are more often heard the sound of television, radio, music dvds, and so on (Neng Lutfi Maspupah, 2019). The Qur'an education park is the right choice in order to prevent Qur'anic illiteracy from increasing. The implementation of TPA as a non-formal institution in the community is expected to help parents in educating children and deepening Islamic religious education (Labaso, 2019). Preparing the next generation who carry the future of nation building is an important role held by TPA (Fatkhayati, 2021). Instead, they prefer to play or do things they like rather than learning the Qur'an. Therefore, proper application greatly affects success in the learning process. Conversely, errors in applying the method will be fatal for learners. "According to Mr. Muhammad Wahyudi, as a TPA

teacher stated that "in the TPA for the Qur'an learning method still uses the lecture method, and has not tested other methods such as the tutor method of this group because it feels that it has not been understood or know about the steps and have never been tried in the landfill to implement them". Conditions in the landfill, there are still often problems related to the method of learning to read the Qur'an. During this time the learning process of students is passive, students ignore the learning of the Qur'an delivered, there are even some students joking with their other friends in the learning process.

The Quran is part of Islamic religious education can contribute to the education of the children themselves. The task of education is not only to provide some information into the minds of children, but also to work on how to make concepts important and very useful for these children. For children, to really understand and apply the knowledge they get, they must try to solve problems, be able to find something for themselves and find the right method, which can be used and can increase the effectiveness of learning the Qur'an in TPA (Guru, n.d.). Almost the average child when in school gets Islamic religious education even though only 10%, but in fact many of the children still have difficulty reading the Quran and there are even some of them who cannot read the Quran properly and correctly in accordance with the laws of tajweed. It can be concluded that learning the science of tajweed properly and correctly is an important part for students to be able to read the Qur'an properly and correctly, in other words understanding the science of tajweed well, should be material or included in the scope of studying the Qur'an (Khamid, Prasmanita, Zamroni, & Nasitoh, 2020).

As we already know, basically children are unique individuals, who have characteristics that vary from one another. In the learning process, each child has a different absorption capacity and for TPA educators need to have adequate knowledge in terms of increasing the effectiveness of learning the Qur'an at TPA. It is time for children, from an early age we must be educated to be able to read the Qur'an as it has been applied to Muslim children. A learning model is a plan or a pattern that is used as a guideline in planning learning in class or learning in tutorials (Permatasari & Wahyudi, 2022).

To be able to carry out these duties and responsibilities, teachers are required to have abilities and skills as part of teacher professionalism competencies (Herawati, Retnowati, & Harijanto, 2021). The task of educators is to raise awareness and develop habits in each child to feel needy, willing and happy to learn and have different Qur'an learning styles, therefore every child needs to get different tutoring services from one another. Learning using the group tutor method focuses on the development of knowledge, understanding, skills of learners, and also contextual understanding of learners about the relationship of the subjects studied.

The basic principle of group tutoring is that learners form small groups and one of them becomes his tutor to achieve common goals. According to Suherman quoted from Ischak Warji, the group tutor method is a method that uses a group of students who have completed the subject, providing assistance to students who have difficulty in understanding the material they are learning. (Suherman Erman, 2003, p. 276) This method is assumed to improve the learning outcomes of students in reading the Qur'an because it makes the learning process fun and students can be handled individually (Kania Dewi Sophia, 2020).

According to Safrudin 2014 in Arjanggi, the peer tutoring method or peer tutor method is known as peer education or providing education between students or students. Students who are better able to complete their own work, and then help other students, who are less able. This is a strategy to support teaching, fellow students in the classroom (Oktavia, 2022). The application of the group tutor model provides a very large opportunity for students to talk, argue, and communicate with fellow friends, especially those who are in charge of being tutors. This provides an opportunity for students to process information and then communicate it in the learning process, so that it is expected that students' understanding can increase and be able to practice it correctly in everyday life (Rahayu, Rahminawati, & Asikin, 2023).

In this case, students who become tutors replace the role of teachers in the Qur'an learning process, it is expected that the process runs effectively, and creatively, students learn fun, exciting, and not boring, group tutor learning becomes relevant to be used as a learning method to improve the effectiveness of Qur'an learning in TPA will be interesting because the Qur'an learning process is not boring.

Research Method

This research method uses a research method that is used in classroom action research, taking this action is based on the reason that the researcher participates directly from the beginning to the end of the action. The subjects of this study were TPA students, with a total of 32 students. The subjects of this study are heterogeneous in terms of their abilities, namely, some students have high, medium, and low abilities. In this class action research, the research data used is through security during learning activities that highlight the effectiveness of students in reading the Qur'an and group tutor methods in the form of presentation results of learning time effectiveness. The validity of this data is used to measure or uncover the truth about the results of the effectiveness of learning the Qur'an by conducting tests on students. To find out the percentage using the cumulative frequency formula:

Information:

$$p = \frac{f}{n} \times 100\%$$

P: Presentation figures

f: the frequency for which the percentage is being searched

n: the number of frequencies or the number of individuals, respondents

Data analysis techniques that researchers use to analyze data that have been collected include comparative descriptive techniques (Comparative Descriptive Statistics) and critical analysis techniques.

Result And Discussion

Description of Initial Conditions

Before carrying out the study, researchers carry out the stages before starting. In order to be able to carry out stages to find out the initial condition of a research subject. At this stage, researchers observe how the course of a teaching and learning process in the TPA takes place and analyze what causes weaknesses such as less effective time in the learning process.

Initial conditions of student effectiveness in children (n = 32)

Table 1. Description of Initial Conditions

No	Observed Aspects	Effective amount of time	(%)
1	Courage to ask a friend who is appointed as a tutor	10	31,2
2	The courage to ask questions to the tutor	5	15,6
3	Convey difficulties faced by tutors	6	18,8
4	Depositing memorization	7	21,9
5	Conduct memorization and recitation tests of the Qur'an	8	25
Average student effectiveness		22,5 %	

Based on the table above, it is known that all the time used by students in the learning process runs quite effectively. But there is also a weakness in the learning process, namely the lack of time in learning.

First Stage

The material provided is memorizing Amma' juice. In this stage is divided into several stages in the learning process. The planning process in this stage is in the form of activities to compare and select efforts made to solve difficulties in the learning process. Consideration and selection in solving the problem are then poured into the concept of planning which includes: preparing implementation designs in the learning process, preparing learning materials. Researchers carried out learning activities that had been arranged in the TPA procedure, researchers divided children into 5 groups, each group consisting of 5 children, one of whom became a tutor. Each child gets one letter and then reads one by one.

This observation is done to determine the effectiveness of children and is used to observe the way the learning process is taking place. In stage 1, the effectiveness of improvement

is compared to the initial conditions before the implementation of the action, but still does not reach the indicator of success in achieving classical completeness of 75%. The results of observations at stage 1, only reached 22.5%.

Table 2 Student Effectiveness in the Learning Process

No	Observed Aspects	Amount of Effective Time	(%)
1	Courage to ask a friend who is appointed as a tutor	15	46,9
2	Convey difficulties encountered to tutors	20	62,5
3	Depositing rote results	22	68,8
4	Conduct memorization tests and Qur'an recitation tests	23	71,9
5	Doing imaan to students who have eaten	20	62,5
Average student effectiveness		62,5 %	

The results of the observations were used to determine the effectiveness of time before and after applying the group tutor method to the learning process but also used to compare the enthusiasm of children to learn the Qur'an.

Based on the results of observations made in stage 1, researchers have carried out the learning process by the planned learning scenario even though there are still shortcomings in bringing order to children in the learning process and a lack in motivating children. During the learning process children are enthusiastically involved in the learning process. However, there are still some students who chat individually, disturb other friends, and pay less attention to their friends who are reading the Qur'an.

Based on the analysis of the results of stage 1 research, then a reflection is carried out on the steps that have been implemented. The results of the reflection are as follows:

1. Teachers are expected to be able to improve time management in learning activities.
2. Teachers must be more active in motivating and guiding children to interact with children in learning so that learning is more fun and satisfied children are motivated to be more enthusiastic in learning.
3. The teacher should give a clear direction on the method to be used, namely the group tutor method.
4. To overcome children who are still noisy and like to chat with other friends, teachers can change their sitting position or move to another place.
5. The effectiveness of time felt by children has not reached predetermined indicators so it is necessary to improve to increase the effectiveness of better time.

Second Stage

In this second stage with the material taught is "memorizing juz amma and other short letters" the activities carried out in the second stage are as follows: Some improvements were made in the form of considering activities and choosing efforts that can be done to solve the problems found in the first stage. Consideration and problem solving are

poured into planning for the second stage of action activities. Based on the problems encountered in the first stage, the plan is to prepare a learning plan that is compiled with the ngaji teacher, namely:

1. Prepare lesson materials with ngaji teachers that contain learning objectives, learning steps, which are used in the learning process using the group tutor method.
2. Prepare memorization to be deposited with the teacher.
3. Compile questions for discussion.
4. Create an observation sheet.
5. Make a grid of rote questions for the test.
6. Before starting the lesson, the teacher explains again about the learning process using the group tutor method.
7. Designing learning method steps with the right time allocation.
8. Designing seating arrangements and helping to organize children in arranging them.

Implementation based on learning scenarios that have been prepared at the planning stage. Researchers provide direction so that children can carry out their duties well. Including briefly explaining the learning objectives to be achieved and the steps that must be implemented by children, the delivery of goals is intended so that children are more focused in discussing learning material. While the delivery of work steps is intended so that children know what must be done so that work becomes more effective.

The actions taken in the second stage are in the form of implementing actions from the plan that has been prepared in the second stage of planning. Each observation is carried out a test to measure the effectiveness of children in following learning, while the results of research observations on TPA can be seen in the table as follows:

Table 3. The effectiveness of children in learning to memorize short letters at stage II (n = 32)

No	Observed aspects	Amount of effective time	(%)
1	Courage to ask a friend who is appointed as a tutor	20	62,5
2	Deliver difficulty that at Face to the tutor	25	78,1
3	Depositing memorization	23	71,9
4	Conducting rote tests and reading tests	25	78,1
5	Doing imaan to students who have hatam	22	68,8
Average prsesntase		71,9%	

In this second stage, the effectiveness of children increased compared to the effectiveness in the previous stage, namely the average effective time was 71.9% with a completeness criterion of 71.9%, meaning that at that stage the effectiveness of time had met the completeness criteria.

The results of observations have shown that time has been more effective and regular in the learning process. Children work together with groups, the learning process is more fun and can make it easier for children to understand learning that they do not yet understand. Children are also no longer seen doing their own effectiveness, such as chatting alone or other things that interfere with the learning process.

The results of field notes conducted by researchers show that the atmosphere of activities, the time of activities in the learning process is better than the first stage, and children look closer, helping each other to listen to memorization, so that children are not bored because this learning system uses the group tutor method, so that children are more relaxed in the learning process.

But what is different in the learning process here lies in the material that becomes their chat, which becomes a chat here is the subject matter that they are facing or that they do not understand. In this case, the active role of children during learning is increasing and negative indicators such as chatting alone or things that interfere with the learning process that takes place are greatly reduced.

Based on research in the first stage, then reflection was carried out on the steps that have been implemented at the landfill. The results of the reflection of the second stage which is considered sufficient in increasing the effectiveness of time in learning, show an increase in time effectiveness that is better than the first stage.

This is shown from the average effectiveness of time in the first stage reaching 71.9%. Classical completeness has been achieved at 75%. This shows that the effectiveness of the time can be known by the occurrence of cooperation between children and other children in one group, as well as attention and enthusiasm of children in following lessons using the group tutor method.

Based on the results of the study consisting of two stages, it appears that after using the group tutor method students become more active and more time effective in learning. This can be seen from the improvement of the first and second stages. Data on the effectiveness of time in the Qur'an learning process using the overall group tutor method are as follows:

Table 4 Effective time in the learning process in the first and second stages (n = 32)

No	Observed aspects	Precyce (%)	Cycl I (%)	Cycle II (%)
1	Courage to ask a friend who is appointed as a tutor	31,2	46,9	62,5
2	Convey difficulties encountered to tutors	15,6	62,5	78,1
3	Depositing memorization	18,8	68,8	71,9
4	Do test memorization and Qur'an recitation	21,9	71,9	78,1
5	Doing imaan to students who have hatam	25	62,5	68,8
Average Percentage		22,5%	62,5%	71,9%

Based on the description of the table above, it shows that the effectiveness of children's learning in stage 1 is included in the category of less than enough with a percentage of 22.5%. In stage 1, children's learning effectiveness increased by 62.5%, included in the good category. While in stage II the effectiveness of children's learning is increasing with a percentage reaching 71.95% has been included in the good category.

There is an increase in effectiveness in the learning process in stage II because children better understand ongoing learning compared to stage I where students still tend to be confused with the methods applied in TPA, in the cycle of stage II this is an improvement from stage I, so that children can adjust. In this stage II, time is more effective in the optimal learning process.

This is explained by observations that have changed in effectiveness indicators that are more efficient and increased. Based on reflection on stage I, the implementation of stage II carried out by the teacher is good enough with a better learning plan with evidence of time management and TPA management that is in accordance with the lesson plan, in addition, the children have been able to follow the learning process with the group tutor method. The corrective steps taken in stage II have an impact on effectiveness in the learning process.

Success by using the group tutor method in learning has a very positive impact on children, namely children are more active and more efficient time in the learning process, so that children better understand the material provided, children are more motivated by the existence of groups so as to create harmony and familiarity between children with one another, which causes children to no longer be awkward to ask about difficulties in learning Qur'an.

Observation Results of Phase I

Based on the observation activities carried out by researchers in stage I, researchers observe things that occur during observation. Researchers focused on observing five indicators, namely the courage to ask friends appointed as tutors, convey difficulties faced to tutors, deposit memorization, conduct memorization tests and recitation of the Qur'an, do imaan to students who have hatam. Of the five indicators, researchers observed that the development of sensitivity capabilities in stage I was running quite well but still not optimal. The children still look less enthusiastic or reluctant in the process of learning. This is shown by the presence of children who chat individually.

Researchers make careful observations of the effectiveness of the learning process using observation sheets that have been prepared. Researchers conducted tests on children at the end to determine the reading ability of TPA children. The test at the end of the first stage went well and smoothly (Mafruhah et al., 2023).

The results of the study are supported by a theory that states that "group tutor learning is an effective way to produce the teaching ability of his own friends". The group tutor is an intelligent child who helps other children learn at the same level of learning. The essence of using this group tutor learning method is learning which is carried out by dividing several small groups, whose learning resources are not only teachers but group mates. In this learning, children who become tutors should have more abilities than other friends, so that by the time he provides learning he has mastered the material to be delivered (Ismail, 2019).

The premise of group tutors is that a clever child can provide help to other children. This assistance can be provided when the learning process takes place even outside the learning process itself. Although the group tutor method in stage I children need to adjust to the method so that the effectiveness of learning has not shown improvement. There are still children who are still adjusting to the method and guessing what to do, but on the teacher's explanation, the child can adapt to the group tutor's method well.

Observation Results of Phase II

During the stage II learning process activities, researchers observe things that occur during the implementation of observations. The researchers' observations focused on five indicators, namely: the courage to ask friends who were appointed as tutors, convey the difficulties faced to tutors, deposit memorization, conduct memorization tests and recitation of the Qur'an, perform Imaan to children who have haram. From the five indicators observed by researchers, it has been seen that the development of the ability to implement stage II is better. This can be seen in the results of field notes that show an increase in effectiveness in the learning process. Children are more excited and more orderly in the learning process.

In stage II, the application of learning the Qur'an using the group tutor method has been running according to the planned action plan. As an action plan it has been implemented quite well. The problem of grouping that caused an uproar in the Qur'anic learning process was well controlled. In this stage II, children can adapt and understand the learning mechanism process using the group tutor method so that the learning process runs very well (Mahpur, 2022).

Based on research conducted by researchers in stage I, then reflection has been carried out on the steps that have been taken. The result of the reflection of the effectiveness of the learning process in stage I is stage II which is considered to be better and has increased the effectiveness of the learning process in improving Qur'an learning.

This has been proven by data from observations made by researchers in stage II, showing changes and increasing the effectiveness of the learning process from stage I. This is shown in the first stage of the average learning effectiveness reaching 62.5%. While in phase II it increased to 71.9%. This shows that the effectiveness of learning increases, the increase in learning effectiveness can be seen by seeing many children who are able to read the Qur'an and memorize well in accordance with tajweed.

Through the tutor group learning method, children can listen to each other's memorization, remind each other, and reduce awkwardness towards other friends. This method is one method that can motivate children so that the process of learning the Qur'an is more fun and not boring. Thus the group tutor method can be used as a Qur'an learning method to increase the effectiveness of the learning process

Conclusion

Based on the results of classroom action research that has been carried out using the group tutor method to increase the effectiveness of learning the Qur'an is concluded as follows: The group tutor method is a way of learning that is carried out by utilizing the ability of their peers to exchange abilities, thoughts, and opinions to solve problems faced in the learning process. Each group of one of them becomes a tutor to help other students in the learning process. In this method the teacher is only a supervisor. The application of the group tutor method can improve the effectiveness of learning the Qur'an in the landfill in children. It is proven at the end of the cycle I, the effectiveness of which learning progress achieves. With 32 students, the effectiveness of the pre-cycle only reached 22.5%, the second cycle achieved 62.5% effectiveness, and in the second cycle achieved an increase in the effectiveness of learning the Qur'an reached 71.9%. It can be said that the group tutor method can increase the effectiveness of learning the Qur'an in TPA.

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